

Promoting Success of Immigrant Students: Integrating Students' Lives into the Curriculum

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Teaching Immigration Across the Curriculum
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Agenda

- Immigrant Youth & Adult Student Voices
- Immigrant Context
- Culturally Responsive Teaching
- Promoting Student Success:
 - Project-Based Learning
 - Adapting Curriculum
 - Legacies of War example
 - Developing Relationships
 - Building Community

Student Voices: Their Stories

Chinese Immigrant Student Voices in
Charlestown High School in Boston, MA

<http://www.youtube.com/watch?v=zykz6dST6r4>

- Adult ESL Students – San Mateo, CA
- <https://www.youtube.com/watch?v=CbiL-9RPHmE>

Cultural Differences

Immigrant Cultures

- Learning styles – focus on cooperative learning
- Encouragement through critique
- Adult-centered
- Ethnic identity development

U.S. Cultures

- Learning styles— focus on individual efforts
- Encouragement through positive affirmation
- Youth-centered
- American “melting pot”

Culturally Responsive Teaching

Role of culture:

- central to learning & students' identity
- shapes communication styles and how people receive information
- influences the thinking process of individuals and groups

Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).

Source: Teaching Diverse Learners, <http://www.alliance.brown.edu/tcl/index.shtml>

Developing Relationships with and among Students

- Relationships with institutional agents (e.g., teachers, administrators, guidance counselors, staff) and peers matter for immigrant and other minority students (Sadowski, 2013; Stanton-Salazar & Dornbusch, 1995; Stanton-Salazar & Spina, 2000; Son, 2010; Uy, 2011; Valenzuela, 1999)
- Act as cultural brokers and advocates



Guiding Questions

- How do I develop relationships with my students and staff?
- How do I help students and staff develop relationships with each other?
- What parts of my identity do I share with my students and staff?
- What parts of my students or staff's identity do I acknowledge and encourage?



Instructional Strategies

Learn about students' cultures inside & outside the classroom

1. Ask questions
2. Attend cultural events
3. Explore students' neighborhoods & cultural centers
4. Research and read about different cultures

Source: Teaching Diverse Learners, <http://www.alliance.brown.edu/tdl/index.shtml>



Instructional Strategies

- Have students share artifacts from home that reflect their culture
- Have students write about traditions shared by their families
- Have students research different aspects of their culture

Source: Teaching Diverse Learners, <http://www.alliance.brown.edu/tdl/index.shtml>



Culturally Relevant Teaching

- is nurturing and supporting competence in both home and school cultures (Ladson-Billings, 1995);
- uses the students' home cultural experiences as a foundation upon which to develop knowledge and skills; and
- facilitates the transfer of what is learned in school to real-life situations (Padron, Waxman, & Rivera, 2002).

Characteristics of Culturally Responsive Teaching

- Positive perspectives on parents and families
- Communication of high expectations
- Learning within the context of culture
- Student-centered instruction
- Culturally mediated instruction
- Reshaping the curriculum
- Teacher as facilitator

Source: Teaching Diverse Learners, <http://www.alliance.brown.edu/tdl/index.shtml>



Adapting Curriculum

- Seminal responsibility of educators is to teach content knowledge
- Build on students' foundational knowledge
- Inquiry stance – empathetic lens

Guiding Questions

1. Which organizational strategies do I use:

- whole class
- individual students
- groups
- peer partnerships

2. Which instructional strategies do I use:

- cooperative learning
- group projects (i.e. project-based learning)
- independent study
- writing process
- Others specific to my content (e.g., science labs or language labs; job interviewing skills)

3. Which instructional skills do I use:

- Brainstorming
- Questioning
- Informing
- Discussing
- Explaining
- Monitoring
- Instructing
- Demonstrating
- Observing
- Responding
- Other

4. Which strategies do I use to assess student learning:

- Written tests
- Work samples
- Structured observations
- Oral tests
- Interviews
- Performance tasks
- Open-ended questions
- Cooperative group work

5. How do the students assess their own learning?

- Tests
- Reports
- Journals
- Self-evaluation
- Cooperative groups



6. How does the cultural component fit with the lesson?

- Do I clearly state connections between the content and the students?
- Have I considered how my lesson may be perceived by my immigrant students?
- Have I thought of different ways of engaging with the content?

7. Do I allow for cultural differences in the presentation and participation of the lesson/unit?

- Do I accommodate immigrant students who come from oral tradition to demonstrate oral understanding?
- Do I permit artistic performance to show mastery?
- Do I utilize a portfolio strategy where I can show works in progress as well as completed pieces?
- Are there community traditions of understanding and/or mastery for me to consider?

Vary Teaching Strategies

- Use cooperative learning especially for material new to the students (Padron, Waxman, & Rivera, 2002)
- Use role-playing strategies
- Assign independent work after students are familiar with concept
- Assign students research projects that focus on issues or concepts that apply to their own community or cultural group
- Provide various options for completing an assignment

Source: Teaching Diverse Learners, <http://www.alliance.brown.edu/tdl/index.shtml>

Vary Teaching Strategies

- Have students participate in book clubs or literature circles (Daniels, 2002)
- Use student-directed discussion groups (Brisk & Harrington, 2000)
- Speak in ways that meet the comprehension and language development needs of ELLs (Yedlin, 2004)

Source: Teaching Diverse Learners, <http://www.alliance.brown.edu/tdl/index.shtml>



Project-Based Learning

- Instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop (Moss & Van Duzer, 1998)
- For ELL students: Learners who practice using English in real “live” situations are more likely to transfer their learning outside the classroom
- Constant communication and tangible outcome



Project-Based Learning Steps

1. Select a topic
2. Make plans and do research
3. Develop products
4. Assess student learning
5. Share work with others

Secret War in Laos

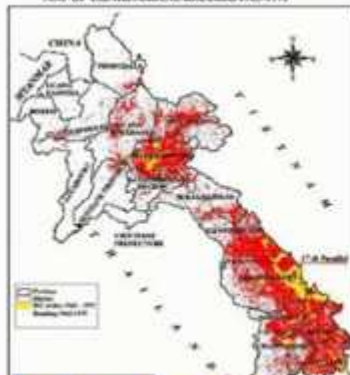
From 1964 to 1973, the U.S. dropped more than two million tons of ordnance on Laos during 580,000 bombing missions—equal to a plane load of bombs every 8 minutes, 24-hours a day, for 9 years—making Laos the most heavily bombed country per capita in history. The bombings were part of the U.S. Secret War in Laos to support the Royal Lao Government against the Pathet Lao and to interdict traffic along the Ho Chi Minh Trail. The bombings destroyed many villages and displaced hundreds of thousands of Lao civilians during the nine-year period.

Up to a third of the bombs dropped did not explode, leaving Laos contaminated with vast quantities of unexploded ordnance (UXO). Over 20,000 people have been killed or injured by UXO in Laos since the bombing ceased. The wounds of war are not only felt in Laos. When the Americans withdrew from Laos in 1973, hundreds of thousands of refugees fled the country, and many of them ultimately resettled in the United States.



Laos, 1983. An intensive bombing campaign, coupled with artillery battles on land, has left the landscape in some areas of Laos filled with craters. Photo: Titus Peachey

MAP OF U.S. HISTORICAL RECORDS 1963-1973



Here are some other startling facts about the U.S. bombing of Laos and its tragic aftermath:

- Over 270 million cluster bombs were dropped on Laos during the Vietnam War (210 million more bombs than were dropped on Iraq in 1991, 1998 and 2006 combined); up to 80 million did not detonate.
- Nearly 40 years on, less than 1% of these munitions have been destroyed. More than half of all confirmed cluster munitions casualties in the world have occurred in Laos.
- Each year there continue to be over 100 new casualties in Laos. Close to 60% of the accidents result in death, and 40% of the victims are children.
- Between 1996 and 2012, the U.S. contributed on average \$2.6M per year for UXO clearance in Laos; the U.S. spent \$17M per day

More in this Section

About Laos

▶ Secret War in Laos

Leftover Unexploded Ordnance (UXO)

Cluster Munitions

Recent News

- MAY 31 2013** California State Assembly Issues Proclamation to Legacies of War
- JAN 11 2013** Exciting Legacies job opportunity – Communications Consultant, Voices from Laos Tour
- NOV 9 2012** Exciting Legacies job opportunity – Project Director, Voices from Laos Tour
- JUL 30 2012** FALL/WINTER INTERNSHIP ANNOUNCEMENT
- JUL 11 2012** Bloomberg Business Week: Clinton Presses Laos for More Studies on Mekong Dam in Visit

SEARCH LEGACIES OF WAR

SUBMIT

SUPPORT LEGACIES OF WAR

Legacies of War is a nonprofit project.
We rely on grants and gifts for our



Building Community

- How do I build community in my classroom
- What does a community look and feel like in my classroom?
- What am I doing? What are students doing individually and as a group?
- Do we develop a class culture that accepts and appreciates differences?

Instructional Strategies

- Utilize various resources in the students' communities.
- Have members of the community speak to students on various subjects.
- Ask members of the community to teach a lesson or give a demonstration (in their field of expertise) to the students.
- Invite parents to the classroom to show students alternative ways of approaching a problem (e.g. in math: various ways of dividing numbers, naming decimals, etc.).

Source: Teaching Diverse Learners, <http://www.alliance.brown.edu/tdl/index.shtml>



Learning Extension

Thinking of your current curriculum, consider:

- Where and how can I make changes to help immigrant students see themselves reflected in the curriculum?
- What activities can I integrate to create a culture of sharing of ethnic identity and to build a class community?

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