

Facilitation Guide



Modern Day Europe Immigration Scenarios

Social Studies, Grade 7, Unit B

EXPERIENCE OVERVIEW

Students will explore the definitions of asylum seeking through skits. Students will receive a scenario in which they will act out in front of the class. The class will then decide if the individual would qualify for asylum or not. The scenes are overly simplified and are used as a way to connect the reasons people seek asylum which then lead to class discussion about what should happen.

Standards

MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- 7.4.2.c. – Analyze the impact of various issues (immigration, ethnic strife, religious conflicts, economic concerns, etc.) on European society.

C3 STANDARDS – SKILL DEVELOPMENT

- D2.His.1.6–8. – Analyze connections among events and developments in broader historical contexts.
- D2.His.14.6–8. – Explain multiple causes and effects of events and developments in the past.

COMMON CORE STATE STANDARDS

- CCSS.ELA–LITERACY.L.7.3.A – Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- CCSS.ELA–LITERACY.L.7.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA–LITERACY.L.7.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA–LITERACY.SL.7.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

NATIONAL CORE ARTS STANDARDS

- **A1** I:6–8:3 – Develop an improvised character using given circumstances, inner thoughts, objectives and interactions with another character.
- **A2** I:6–8:1 – Explore, and justify original artistic choices in a theatrical work based on critical analyses, and background knowledge, based in an historical and cultural context.

ESSENTIAL QUESTION:

- How has the unification of Europe through the EU changed individual nations and Europe as a continent?

SUPPORTING QUESTIONS:

- What are the causes and effects of current conflicts in Europe?

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Getting Ready

OBJECTIVES:

- Content: I can explain and define the words “asylum seekers” and “refugees.”
- AI Objective: I can effectively communicate a pre-written scenario through improvised dialogue and movement with a partner.
- Language: I can write my understanding of asylum seekers and refugees with key vocabulary using peer support.

ASSESSMENT:

- Exit ticket: Using what we have learned in class, create a scenario describing someone’s journey seeking asylum. Remember to think about how it started and what the end goal of the journey is.

MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- Students will need to move around the room
- We suggest a center stage for students to perform their skits

KEY SOCIAL STUDIES VOCABULARY:

- Refugees, Asylum Seekers

KEY ARTS INTEGRATION VOCABULARY:

- Skit, portray, analyze, visual literacy, improvise, dialogue

TEACHER BACKGROUND

- This unit is tied to modern European issues, which tackle European immigration. This is the first lesson that explores the different types of immigrants that arrive in Europe, asylum seekers.

STUDENT PREREQUISITES

- Students must have an understanding of WWI, WWII, and the history of Europe. This tackles a more modern issue that stems from these bigger issues. Students need to know that they happen and lead into the instability of some of the European countries and powers of others. They must also understand the dynamics of who is powerful in Europe and who is not based on political and economical power.

EXTENSION

- Students can research push and pull factors on different countries with large refugee populations (both the countries in which they are leaving and the countries they are seeking to arrive).

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Getting Ready

ACCESSIBILITY

MLs/Specialized Instruction:

Sentence starter on Exit Ticket Word bank on Exit Ticket Dialogue sheets for the skit (sentence starters/key words they should use)

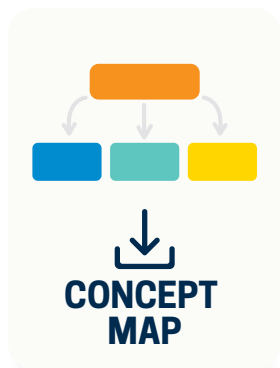
GAL: Students can further different types of immigrants and create some kind of visual that shows the push and pull factors.

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ARTS INTEGRATION MATERIALS



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TEACH

I Do

- Teacher shares the definitions of the words “asylum” and “refugee.” Remind students that they are connected, one comes before the other.
- Share that “asylum” is a legal status. They must meet the requirements (listed in the slides).



SLIDES



VIDEO TUTORIAL

We Do

1. Each group will receive a [scenario](#).
 2. The group will receive 5 minutes to plan their scene.
 3. During planning, the teacher should circulate to support ideas, answer questions, and help all students participate.
 4. Then each group should take about 2-3 minutes to act out their scene.
 5. The class must then decide whether the individual would receive asylum or not.
 6. Facilitate class discussion by asking students to connect to the legal definition and why they chose their response.
- *Teacher note:* Use discretion on which group you would like to act out which scenarios. Some scenarios can have topics that are more serious than others. Be aware of which students would be able to handle that.



SCENARIOS

You Do

Students will complete the [Exit Ticket](#) individually. A [rubric](#) for assessment is included.

Exit ticket: What are the key parts to seeking asylum? How are “asylum” and “refugee” connected? What do you think is easy or challenging about asylum seeking?



EXIT TICKET



RUBRIC