

**Aquí un ejemplo del texto trabajado con mis grupos de bachillerato.**

**Topic – Immigration (“Selectividad 2012”)**

**Warm-up: Questions related to immigration (my “selectividad” text revised with both Baccalaureate groups in the first trimestre).**

**Text: “Immigrants”**

**My great-grandfather was born in Ireland in 1842. His father was a fisherman who died at sea. That’s all I know about this period of his life. When he was nineteen, he and his older brother made their way to the United States.**

**I often think about what he left behind in Ireland during the country’s worst famine; I am sure that there was poverty all around them. If his family survived, there is no historical record. It must have been a hard journey across the ocean leaving his mother, brothers and sisters, perhaps forever.**

**It is the tears of the immigrants that made the green fields of the USA. My Irish ancestor somehow managed to work long and hard enough to buy a small farm in rural Indiana. He married a girl in Illinois, eventually raising ten children. He became active in rural township politics and proudly became an American citizen.**

**Furthermore, four of his children graduated at High School, which was a success for the time. However, there were many difficult times in these new surroundings, such as poor crops, freezing winters and droughts.**

**Through it all, he and his family survived life’s difficulties. I don’t know if he ever returned to Ireland or what became of his brother. His is just one of a million stories of immigrants who came to America following the dream of a better way of life. I am grateful that he made the journey.**

***(Journey of Hope – Kerby Miller)***

**Introduction: While today, the Irish are considered white, this was not always so in the age of nativism and xenophobia. Using political cartoons and newspaper excerpts from the Gilded Age, I help my students understand the position of the Irish on racial scale.**

**Expressions: It is the tears of the immigrants that made the green fields of the USA.**

**Typical Irish proverb: May today be better than yesterday, but, not as good as tomorrow.**

**Vocabulary: famine, hunger, Irish immigrants, tropes, primary source images, Gilded Age, American Dream.**

**Students are offered documents and discussion questions to unpack the idea of race and nativism using the discussion questions and political dynamics of the Gilded Age.**

## **Classroom Activities**

**Famous books about American Dream: students need to find the information, preferably one they heard of. I always recommend "The wonderful wizard of Oz".**

**Famous films about American Dream: students need to find the information, preferably one they have seen.**

**Find more Irish proverbs: students need to understand their meaning and look for the same or similar proverbs in Spanish.**

**Students need some understanding of the social construction of race to get an idea of 19<sup>th</sup> century America. Materials include images, students can also use their mobile phones, find the information about the author of the book, where the excerpt is taken from.**

**Lesson allows exploration of a difficult concept in a concrete way by closing (wrap up) with a discussion activity on immigration in order to make it personal.**

**I don't always have time to go through all these activities, however, there are some great generations, affected by social injustice, who really appreciate extra information on such interesting topics, so it's worth doing.**