

Template for reading comprehension lesson using MPR’s *Minnesota’s Global Faces* feature story.

Minnesota has always attracted immigrants. From the first European settlers to the most recent wave of Southeast Asian refugees, people have moved to Minnesota to restart life anew.

In this two-session lesson, students will read an introductory piece about immigration to Minnesota while practicing how to categorize information in a K-W-L Plus grid. Students then break-off into small groups and divide up reading assignments. Students use the same skills they practiced on the introductory piece to take notes. Finally, they rejoin their small groups to compile their notes and sketch out a concept map on immigration in Minnesota

Materials:

- Access to a computer lab.
- [Flash Player 7](#) or higher on each computer.
- [Real Audio Player 8.0](#) or higher and headphones for each computer.
- Blackboard space for recording classroom discussions.
- Optional: Copy of the K-W-L Plus grid and Concept Map for each student (see below).
- Optional: Transparency of K-W-L Plus grid and Concept Map or a grid drawn on a white/blackboard.
- Optional: Large Post-It Notes or several standard note cards with sticky tape applied on the back of each.

Objectives for Middle and High School Students:					
<ul style="list-style-type: none"> • Students will demonstrate reading comprehension through completing a KWL chart and concept map. • Students will demonstrate understanding of the different causations and effects of immigration to Minnesota through completing a concept map. 					
Correlations with the Minnesota Graduation Standards					
Grade	Subject	Strand	Sub-Strand	Standard	Benchmark
6-8	LANGUAGE ARTS	READING AND LITERATURE	C. Comprehension	The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.	5. Create outlines, logical notes and summaries across content areas.
9-12	LANGUAGE ARTS	READING AND LITERATURE	C. Comprehension	The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	9. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.
9-12	SOCIAL STUDIES	WORLD HISTORY	I. The Post-War Period, 1945 - Present	The student will demonstrate knowledge of significant political and cultural developments of the late 20th Century that affect global relations.	2. Students will describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these.

Definitions of Globalization

From the MSN Encarta Online Dictionary: http://encarta.msn.com/dictionary_1861675594/globalize.html

1. make something become adopted globally: to become adopted on a global scale, or cause something, especially social institutions, to become adopted on a global scale

2. become or make something become international: to become international or start operating at the international level, or cause something, especially a business or company, to become international

From the International Monetary Fund: <http://www.imf.org/external/np/exr/ib/2000/041200.htm#l>

“Economic “globalization” is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economies around the world, particularly through trade and financial flows. The term sometimes also refers to the movement of people (labor) and knowledge (technology) across international borders”.

From Wikipedia: <http://en.wikipedia.org/wiki/Globalization> (as of Nov. 4, 2005)

*“**Globalisation** (or **globalization**) is a modern term used to describe the changes in societies and the world economy that result from dramatically increased [international trade](#) and cultural exchange. It describes the increase of trade and investing due to the falling of barriers and the interdependence of countries. In specifically economic contexts, it is often understood to refer almost exclusively to the effects of trade, particularly trade [liberalization](#) or “[free trade](#)”...”*

From the United Nations High Commissioner for Human Rights: <http://www.ohchr.org/english/issues/globalization/>

“Globalization is multidimensional, consisting of numerous complex and interrelated processes that can have a dynamism of their own, resulting in varied and sometimes unpredictable effects. While previous eras have experienced globalization, the present-day version has a number of distinctive features, including though not limited to:

- *trade liberalization*
- *changing patterns of financial flows*
- *a growth in the size and power of corporations*
- *advances in information and communication technology*
- *changing flows of people”*

For this lesson, you may find it helpful to combine these definitions into one that you can use with your students. Alternatively, as a preliminary exercise, you might consider creating an assignment in which your students synthesize these four definition into one common definition.

Sample Lesson – Minnesota’s Global Faces

PREP - Estimated time: 15 – 20 minutes

- 1) Access the interactive map to MPR’s “Think Global” series - <http://news.minnesota.publicradio.org/projects/2005/05/globalfaces/>. Students will use this page as a launching point to the content in session two.
- 2) Practice clicking on several of the green squares and the “learn more links” to load the immigrants’ profiles. Notice how you can navigate back to the map by clicking the “return to interactive map” link in the right-hand column and that audio clips vary in length between 2 minutes to over 12 minutes.
- 3) Print off and make copies of the article “Minnesota’s Global Faces” for each of your students – http://news.minnesota.publicradio.org/features/2005/05/16_sommern_globalmap/
- 4) Optional: Print off and make copies of the K-W-L-Plus grid and concept map (see below).
- 5) Optional: If your students have not used a K-W-L grid or concept map recently, spend few moments practicing how you might describe how to use them. See *Literacy and Sound Learning: Strategies for Thoughtful Reading* - http://soundlearning.publicradio.org/standard/docs/reading_strategies.shtml.
- 6) For step 2 below, spend sometime developing a definition of globalization that will be accessible to your students. See the definitions above for background information.

INSTRUCTION - Estimated time: 105 – 120 minutes (may be conducted in two, 60-minute sessions).

- 1) **5 minutes:** Ask your students what they think the word “globalization” might mean. Point out that “global” is the word’s base. Have they heard the term before? How have they heard it used? What has it referred to? Does the word leave them with a positive or negative impression?
- 2) **10 minutes:**
 - a) Summarize your students’ responses and then provide them with a definition for globalization. Provide an example or two of globalization in Minnesota (e.g., the recent Chinese investment in iron mining or the growth of Somali communities in St. Cloud and Rochester). Then ask your students to provide other examples. Write each example as a part of list. (NOTE: to ease the categorization process in step 7, you might consider writing the examples down on Post-It notes).
 - b) Establish connections between globalization and immigration by posing this question: How is immigration to Minnesota an example of globalization? Why might it be important to learn about immigration in Minnesota?

Possible answer: Immigration is the part of globalization that the United Nations calls “changing flows of people”. In the 19th century and early 20th century, immigration to Minnesota was primarily from Europe. In the late 20th century, that pattern changed and immigration is now primarily from Southeast Asia, Latin America and Eastern Africa. Despite the different locations, immigrants still come for similar reasons and face similar challenges in their new homes.

Globalization is the process in which the world becomes more closely knit together. That process creates new challenges and opportunities in the communities that receive immigrants. Learning about today’s immigrant experience allows you to understand one effect globalization is having on Minnesota.

- 3) **5 minutes:** Brainstorm with your class what being an immigrant might be like, adding comments to the list you started in step 2a. Be sure to include students who are willing to describe any experience they or their families might have had as immigrants. Try to steer the conversation toward why people might leave their country and what challenges such a move would present.
- 4) **5 minutes:** Distribute the K-W-L grid and explain to your students that they will use this grid to help them understand how one aspect of globalization, immigration, is changing Minnesota. As a class, copy any examples of globalization relevant to immigration from the list (started in step 2a) to the “K - Know” column of the grid.
- 5) **5 minutes:** Continue the discussion by asking what else the class might need to learn the immigrant experience in Minnesota. Write any relevant ideas or notes in the “W – what/want to learn” column.
- 6) **5 minutes:** Sort the information in the K and W columns into categories. Possible categories might be:
 - Life in Minnesota (L)
 - Cause or reason for immigrating (R)
 - Place of origin (P)
 - How immigrants arrived (H)Have your students list the categories (and their symbols) in the small table in the grid’s upper right corner.
- 7) **5 minutes:** Distribute the article “Minnesota’s Global Faces”. Explain to your students that their task will be to determine why people move to Minnesota and what life is like for them once they move here. Remind them to write any notes or ideas in the “L column – Learn column”.
- 8) **10 minutes:** Allow your students sufficient time to read the article and take their notes.

- 9) **5 minutes:** Call the class together and review the notes they've taken. Solicit additions to the class K-W-L chart and then categorize the solutions, using the same categories you used in step 6 as well as adding any other relevant categories. Emphasize which reactions/notes were inferred and which were taken literally from the text.
- 10) **5 minutes:** Direct your students to add any notes they might have missed and then categorize their L column, using the same categories they used for their K and W columns as well as adding any new categories.
- 11) **Break Point.** If splitting the lesson up into two sessions, close this session with asking a few students to summarize what they've learned about immigration in Minnesota and how it reflects the effects globalization has had on Minnesota.

Session 2, in computer lab:

- 1) **5 minutes:** Explain the next task - summarize what causes people to move to Minnesota, how they benefit from the move, what challenges they have, and how life is different for them now that they live in Minnesota.
- 2) **30 – 35 minutes:**
 - a. Ask your students to fire up their Web browser and type in the address listed under “Profiles of Recent Immigrants”, located on their KWL Plus grid (if you’re using the grid) or point out the link for the “Interactive Map” on the December 2005 Sound Learning page, under “Selected Resources”.
 - b. Explain that this feature profiles several people who have recently immigrated to Minnesota from several countries. They can learn about several immigrants’ experiences by clicking on the green squares and following the provided links.
 - c. Divide students up into small groups of 5. Ask each student to select three profiles on which to take notes in the “L” column (if using KWL grid).
 - d. Point out that each profile has one or more links to audio files and that these files will be helpful in gathering information.
 - e. Demonstrate how to navigate back to the map by using the “Return to interactive map” link in each profile’s right-hand column.
 - f. Direct students to put on their headphones and take notes on their assigned profiles.
- 3) **10 minutes:** After an appropriate amount of time, ask students to rejoin their groups, share and compare notes, adjusting or adding any information.
- 4) **5 minutes:** Prompt students to categorize new information.
- 5) **5 minutes:** Distribute the concept map stencil (or, if needed, demonstrate how to make a concept map). State that each of the categories can form a “node” to help your students organize the information.
- 6) **5 – 10 minutes:** Working either in their small groups or individually, direct students to fill out the map using their notes from all K-W-L columns.

K-W-L Plus Grid

Name: _____

Date: _____

Time/Hour: _____

Step 1: Fill in the columns with what you know and think you need to know about immigration in Minnesota.

Step 2: Categorize the information you have so far.

Step 3: In the “L – Learn” column, add any notes from these articles:

Minnesota’s Global Faces –

http://news.minnesota.publicradio.org/features/2005/05/16_sommern_globalmap/

Profiles of recent immigrants (click on the green squares):

<http://news.minnesota.publicradio.org/projects/2005/05/globalfaces/>

Category:	Symbol

K- Know	W – What to Learn/Want to Learn	L - Learn

Name: _____ Date: _____

Time/Hour: _____

Concept Map

