



## EUROPEAN UNION LESSON PLAN

**Title of Lesson Plan:** Illegal Immigration in the US and in Europe

**Grades:** 9<sup>th</sup> -12<sup>th</sup>

**Brief Description:** What is the EU's official stance on illegal immigration and how do those policies play out for those who attempt to leave their countries for a better economic situation? Compare and contrast this critical issue to the immigration problems we have in the US and in North Carolina.

**Time:** 5 - 10 days

**Objectives:**

Students will explore their own views on illegal immigration and how it affects them personally (perceived vs. actual).

Students will explore the question of whether we have the right to prevent immigrants from seeking a better economic way of life.

**Materials Needed:**

Computers with internet access

Teacher approved target language websites

<http://www.ladocumentationfrancaise.fr/dossiers/immigration/immigration-clandestine.shtml>

<http://www.lefigaro.fr/politique/2010/07/08/01002-20100708ARTFIG00612-le-cout-de-l-immigration-illegale-n-est-pas-tabou.php>

<http://www.allbusiness.com/public-administration/national-security-international/4009250-1.html>

[http://www.boston.com/bigpicture/2009/01/african\\_immigration\\_to\\_europe.html](http://www.boston.com/bigpicture/2009/01/african_immigration_to_europe.html)

<http://news.bbc.co.uk/2/hi/europe/6228236.stm>

<http://www.usimmigrationsupport.org/illegal-immigration.html>

<http://www.time.com/time/world/article/0,8599,1947471,00.html>

<http://www.time.com/time/world/article/0,8599,1925335,00.html?iid=sphere-inline-sidebar>

<http://london.noborders.org.uk/node/177>

<http://obsthisland.blogspot.com/2009/06/cost-of-illegal-immigration-to-north.html>

<http://www.newsweek.com/2010/05/14/why-americans-think-wrongly-that-illegal-immigrants-hurt-the-economy.html>

<http://www.immigrationshumancost.org/>

<http://centers.law.nyu.edu/jeanmonnet/papers/97/97-04--4.html>

<http://centers.law.nyu.edu/jeanmonnet/papers/97/97-04--4.html#Heading13>

[http://www.youtube.com/watch?v=BGHxQb56\\_\\_4](http://www.youtube.com/watch?v=BGHxQb56__4)

lyrics to Faudel's "Mon Pays" (attached)

**Directions:**

1. Introduce new vocabulary in the target language on the topic of immigration.
2. Students begin the discussion on what is the perceived condition of illegal immigrants in this country and our own state.

3. Students will listen to and analyze a French song entitled "Mon Pays" which deals with the son of immigrants and his views on his "homeland".
4. Students read articles about the policies that govern illegal immigration in Europe in the target language and in their own language.
5. Students build pros and cons lists of immigration, both from a citizen standpoint and an immigrant standpoint in cooperative groups.
6. Students write essays in the target language based on the "pros and cons" list created within the cooperative groups.

**Assessment:**

Students will be informally assessed for class participation.

Students will be assessed formally through the writing of an essay (culminating activity) based on the pros and cons list created within groups.

**Extension:**

Students can extend the project by recording their views, then sharing these views and responding to their classmates' views on the topic.

**Educational Content Standards:**

French Language:

- 1.02 Ask and answer open-ended questions on a wide range of topics orally and in writing
- 2.05 Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material).
- 3.05 Summarize and interpret information from authentic material orally and in writing.
- 4.02 Compare and contrast patterns of behavior or interaction among the target cultures.
- 5.06 Understand selected economic, political, and social events that have shaped the target culture and their relationship to the United States across time.
- 5.09 Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.
- 6.01 Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.
- 6.02 Discuss, exchange, and analyze information acquired from other disciplines in the target language.
- 7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

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**Subject Area(s):** Intermediate and Advanced levels of French; Social Sciences

Mon pays  
Chanson : Faudel - Mon pays  
Paroles : Lebovici / Asdorve  
Maison de production : Mercury / Universal

Je ne connais pas ce soleil  
Qui brûle les dunes sans fin  
Je ne connais pas d'autre terre  
Que celle qui m'a tendu la main  
Et si un jour, je pars d'ici  
Que je traverse le désert  
Pour aller voir d'où vient ma vie  
Dans quelles rues jouait mon père  
Moi qui suis né près de Paris  
Sous tout ce vent, toute cette pluie  
Je n'oublierai jamais mon pays

Et si demain, comme aujourd'hui  
Je dois faire le tour de la terre  
Pour chanter au monde mes envies  
Voyager des années entières  
Moi qui suis né tout près d'ici  
Même si je quitte mes amis  
Je n'oublierai jamais mon pays

Refrain :

Trop de souvenirs gravés  
De cours d'écoles et d'étés  
Trop d'amour pour oublier  
Que c'est ici que je suis né

Trop de temps abandonné  
Sur les bancs de ma cité  
Trop d'amis pour oublier  
Que c'est ici que je suis né

Je ne connais pas ce parfum  
De menthe et de sable brûlant  
Mais seulement les embruns  
Sous les rouleaux de l'océan  
Et toi qui me trouves un peu mat  
Pour ces rues bordées de prairies  
Un peu trop blanc, couleur d'Euphrate  
Pour ces poèmes que j'ai appris  
Tu es bien le seul que j'oublie  
Telle l'étoile, fidèle à la nuit  
Je n'oublierai jamais mon pays

Au refrain

Et comme toi j'attends la pluie  
Pour lui dire toutes mes peines  
Tout comme toi, je lui souris  
Quand elle tombe sur la plaine