

# Immigration Experience

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Duration: 90 minutes

LEVEL	SUBJECTS	PROVINCES / TERRITORIES	TOOL
Grades 4-6	Social Studies	Across Canada	Scratch

## Overview

Learners create an animation in Scratch to tell their family's immigration story.

## Prep Work

- Have learners conduct research on their family history and immigration experience (optional: research an historical figure instead - [see this article for Canadian examples](#))
- Explore [example projects in Scratch](#)
- Learners will need computers with either the Scratch offline editor installed, or with access to the internet

## Lesson

### Introduction

Q: What is migration? What are different kinds of migration?

Define migration, emigration, and immigration (see terminology for definitions).

Today's Project: We are creating an animation in Scratch to tell our family's immigration story.

## Key Coding Concepts

- ✓ Algorithms
- ✓ Sequence
- ✓ Events

## Terminology

**Migration** is the movement from one country or region to another.

**Emigration** is when you leave your own country.

**Immigration** is when someone moves to live in a new country.

## Curricular Connections

Migration, Immigration, Heritage and identity, Changing family and community traditions, Natural resources

\*Keep in mind, that some immigration stories might be traumatic or difficult stories to tell, especially for newcomers who have fled unsafe living conditions. If this might be the case, give learners the option to tell their own story, or to research the story of someone else (e.g. historical figure).

### Code Along

- Open up a new Scratch project at [scratch.mit.edu](https://scratch.mit.edu) and click on “create” (top, left corner).
- Point out the main elements: Stage, Sprites, and Scripts. Demonstrate how to drag and connect blocks.
- Give learners a few minutes to click on blocks and explore.
- Go through 1-2 challenges with the group, where learners are tasked with trying to make something happen in Scratch. For example, “Try to make Scratch move” or “Try to make Scratch say something when the space key is pressed” (See the Code-Along Challenges doc (<http://bit.ly/scratch-challenge-solutions-doc>) for more examples and solutions)

### Instructions

Give learners 2-3 minutes to explore [example “Immigration Experience” projects in Scratch](#). (Go to [scratch.mit.edu](https://scratch.mit.edu) > Search for “Immigration experiences”)

Open [one of the examples](#) and click “See Inside.” Work together to break down the project.

For our animations, we will need:

- A sprite or main character
- Multiple backgrounds for our story

and sustainability,

Development of communities in Canada, Responses to global issues, Immigration policies

### References

Example Scratch projects for “Immigration Experiences”:

<https://scratch.mit.edu/search/projects?q=immigration%20experience>

Examples of Canadian immigrants article:

<https://dailyhive.com/vancouver/canadian-immigrants-who-changed-canada>

Scratch ED Teacher Accounts:

<http://scratched.gse.harvard.edu/resources/scratch-teacher-accounts>

- An event to start the story (e.g. when the green flag is clicked)
- “Switch Backdrop” scripts to change the background images
- “Say” scripts to tell our story

Co-create success criteria with the class, based off of the example projects. Consider:

- How many backgrounds or scene changes should we have?
- How many “say” blocks or sentences are in the example projects? How long should our stories be?
- What would make the difference between an ‘okay’ project and an outstanding one?

### **Work Session**

Provide time for learners to create their immigration stories.

If time, have learners present their projects and share their immigration stories with the class.

### Assessment

Use the co-created success criteria to create a rubric for assessment.

Consider creating a Scratch Teacher Account and class for learners to submit their projects.

Request an account here: <https://scratch.mit.edu/educators/#teacher-accounts>.

Learn more about teacher accounts here:

<http://scratched.gse.harvard.edu/resources/scratch-teacher-accounts>

### Extensions

Challenge learners to also record their voice and narrate their story.

Talk about reasons why someone might move to another country, including refugees fleeing a crisis in their home country.

Discuss how we might make newcomers feel more welcome in Canada, and work in groups to brainstorm and share solutions.