

V. THE YOUNGER GENERATION

5A. Lesson Plan

Objectives: Students will learn:

- 1) Some challenges that younger generation African immigrants face at school and at home
- 2) Some challenges that African immigrant parents face raising children in America
- 3) What younger generation African immigrants are doing to teach others about themselves

Key Geography/Location Terms: Teachers may review terms from other lesson plans

Key Terms: custom, intergenerational, second generation, tradition (Teachers may also review terms from other lesson plans) — *See appendix for glossary of terms*

Map(s): Map of Philadelphia and surrounding areas — *See www.mapquest.com or www.yahoomaps.com*

Background Readings:

“Extended Families: Here and There,” “Extending Occupations, Expanding Occupations,” and “Lives Extended Beyond Fear: Refugees,” in [Extended Lives: The African Immigrant Experience in Philadelphia: A Balch Institute Community Profile](#) — *Available with educational materials*

“Coming to Philadelphia: Seven Stories” — *See appendix*

Rhor, Monica. “The Lost Boys’ in a New World.” [Philadelphia Inquirer Magazine](#), March 25, 2001. — *See appendix*

Community Organizations in Directory of African Community Resources in Listings [Extended Lives: The African Immigrant Experience in Philadelphia: A Balch Institute Community Profile](#) — *Available with educational materials*

Activities:

Grades K-3

A New School



Many African immigrant children come to schools that are different from schools in their home country. People may speak and dress differently in this country than in their home country. Ask students to imagine that they moved to a new country and had to go to a new school. He/she may not speak the same language as his/her teacher or classmates. She/he may wear different clothes or play with different toys than the other students. How would he/she feel? If she/he feels sad, what would help her/him feel better?

Sharing



When you go to a new school, it helps if a classmate shares one of his/her favorite things with the new student (such as a toy or game). It makes him/her feel welcomed. Have students imagine that a new classmate shared her/his favorite thing. How would you feel? If you were scared, would you feel better? Draw a picture of your new classmate sharing his/her favorite thing with you. Imagine if an African immigrant girl or boy came to your class as a new student. If they were scared, how would you help them feel better? Perhaps, you could share a favorite toy or game with him or her.

Grades 4-12

Family Traditions



Some African immigrant youth feel that they are different from their American peers. However, they enjoy their knowledge of both their home culture and American culture. Ask students if they or their family have

special customs and traditions or languages that they speak to honor their ethnic heritage and background—their home culture?



A New School

Ask students to imagine that they and their family moved to another country. Guide students through the following scenario and questions:

- ◆ You are in a new school where your classmates dress, speak, and act differently. You parents want you to maintain your special customs, traditions, and languages. Some of your new classmates think that your customs, traditions, and languages are weird. You want to make friends at your school, yet you want to please your parents.
- ◆ How would you feel?
- ◆ What would you do to solve this dilemma?
- ◆ Do you currently face this dilemma?
- ◆ How are you addressing it?

Have students write a story about an immigrant student in a new school that dramatizes how they would resolve the dilemmas.

Grades 9-12

Youth Culture

Ask American students to reflect on the youth culture and behavior in the United States. Students spend a day or more observing and recording aspects of their daily life that are tied to American youth culture: language, dress, music, television, relations to adults and authority figures, and friends. Have students address the following questions:

- ◆ How is American youth culture different from African culture? For example, African socializing is often intergenerational.
- ◆ How is American youth culture similar to African culture?
- ◆ What aspects of American youth culture might African immigrant families not want their children to adopt? Why?
- ◆ What aspects of American youth culture would African immigrant youth want to adopt? Why?

Assessment:

1. Name three challenges that younger generation African immigrants face at school and at home.
2. Name three challenges that some African immigrant parents face raising children in America.
3. Name three ways that you can learn about African immigrants in your school and/or community.
4. If you are an African immigrant, name three ways that you can share your experience with others.

5B. Supplementary activities for students



Grades K-3

Student Visit

Teachers could arrange a visit from young African immigrants (**Grades K-12**) See Directory of African Community Resources in [Extended Lives: The African Immigrant Experience in Philadelphia: A Balch Institute Community Profile](#) for relevant contact information, such as the National Union of Eritrean Youth and Students or Penn African Student Association. — *Available with educational materials*



Grades 4-12

Student Cooperation

Assemble a group of American students to befriend and build positive relationships with a group of African immigrant students. African students can teach American students how to say hello and goodbye in their native language and improve cross-cultural communication



Encourage Young Refugees

Have students review the story “Lost Boys in a New World.” Encourage them to reflect on their own childhood experiences. How would they encourage these young men? **Option:** Teachers may arrange for students to write letters to the young men and/or other young African immigrants and/or arrange a visit from these Sudanese young men.



5C. Reference Materials

Hussein, Ikram. Teenage Refugees from Somalia Speak Out (In Their Own Voices). Rosen Publishing Group, 1997. **(Grades 6-12)**

Schnapper, Ladena. Teenage Refugees from Ethiopia Speak Out (In Their Own Voices). Rosen Publishing Group, 1997. (Grades 6-12)