

# LA 2.3: Examining Definitions of Immigrants

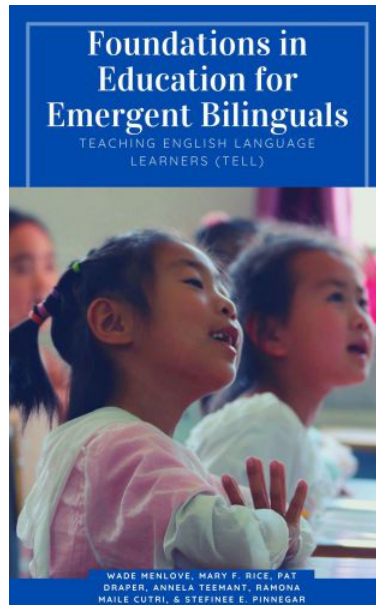
Think, Read, Share



| Learning Outcome  | Pedagogical Intent  | Student Position   |
|---|---|--|
| <b>Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.</b><br>Assessment: 25 pts.<br>TA: 30 Minutes | <b>Teachers connect their assumptions and thinking about immigrant populations to a reading about thin slicing.</b> | <b>Students have learned terminology around culture and explored their own culture as well as asking questions about the culture of their students. In this activity students will develop understandings around immigrant families by reading an article on thin slicing.</b> |

## Instructions

1. Take three sticky notes.
2. Pay attention as the instructor writes a word on the board, and without talking, write or draw the first word/image that comes to your mind. No erasing is permitted.
3. When the instructor asks you to do so, place your sticky note under the word it was your response to.
4. Participate in the discussion as the instructor categorizes the notes. On the [recording chart](#) provided, record the categories that emerge from the class responses.
5. Read the article by Ramona Cutri "[The dangers of thin-slicing](#)". After reading, if you want to change your response on your sticky note go to the board and write your new response on the sticky note you posted and jot down the new ideas posted by classmates as well in the chart in the link in item 4 above.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books. Retrieved from [https://edtechbooks.org/bilingual\\_education](https://edtechbooks.org/bilingual_education)