

# LA 2.3: Examining Definitions of Immigrants

Think, Read, Share



## Learning Outcome

Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.

**Assessment: 25 pts.**

**TA: 30 Minutes**

## Pedagogical Intent

Teachers connect their assumptions and thinking about immigrant populations to a reading about thin slicing.

## Student Position

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.

# 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 (pioneer, refugee, illegal alien). No erasing is permitted.
3. When the instructor asks you to do so, place your sticky note under the correct word on the board.
4. Participate in the discussion as the instructor categorizes the notes. On the organizer provided, record the categories that emerge.
5. Read the article “The Dangers of Thin-Slicing.” As you read, reconsider the words the class defined and categorized.
6. Jot down your ideas about your current understanding of these words using the [Thin Slicing Chart](#). Click the link and download the chart.



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



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