



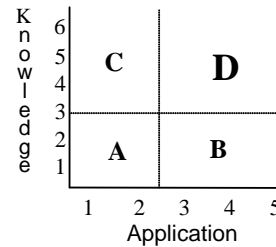
# HEALTH EFFECTS ON TREATMENT OF IMMIGRANTS

**Subject(s)**

**American  
Literature**

**Grade Level  
11**

**Rigor/Relevance  
Framework**



**Instructional  
Focus**

**ELA Standards**

**Reading 2.6:** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**Reading 3.5a:** Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the Colonial period forward.

**Reading 3.5.b** Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

**Reading 3.5c:** Evaluate the philosophical, political, religious, ethical, and social influences of Modernism that shaped the characters, plots, and settings.

**WS 1.3:** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**WS 1.4:** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**WS 1.5:** Use language in natural, fresh, and vivid ways to establish a specific tone.

**WS 1.7:** Use systematic strategies to organize and record information (e.g., anecdotal, scripting, annotated bibliographies).

**CTE Standards**

**Health Technology 10- V.2:**

- a. Examine Risk Factors that impact health and wellness.
- b. Investigate the negative impact risky behaviors have on the optimal function of each system.

**Student  
Learning**

- Students will analyze the cultural issues of immigration in a new America.
- Students will investigate the effects of harsh working conditions on the human body.
- Students will trace the history of treatment of immigrants as related to medical conditions effecting immigrants today.
- Students will research the Obama Health Care Bill and how it effects American citizens.

---

**Performance Task****Overview:**

As we are reading Upton Sinclair's *The Jungle*, we will be looking at the harsh living and working conditions for immigrants. While we are reading this novel in class, it will be your responsibility to research the health effects of such conditions. Your group will report these health conditions before every chapter.

**Description:**

- Introduction: Read the overview to students so they know the expectations of the assignment.
  - Step 2: Give The Jungle power point to give students a background on Modernism.
  - Step 2: Distribute Upton Sinclair's novel *The Jungle*
  - Step 3: Assign students to read chapter one for homework. Have students note some foreshadowing events and discuss those as an Activation of Prior Knowledge the beginning of your next class.
  - Step 4: ALSO... Assign students to research immigration during the 1920s and the medical effects of specific circumstances. You may want some students to research living conditions, others to research living conditions, even more to research availability of health care, etc
  - Step 5: Continue to read *The Jungle* and have students continue research over their medical assignments. Before each chapter, have assigned groups present the medical effects of specific conditions in which immigrants were susceptible to.
  - Step 6: After reading the novel, have students complete a reflection on what they learned based on reading *The Jungle* and comparing it to some of their surroundings today.
- 

**Essential Skills**

---

**Assessment**

- See Appendix 1: Rubric
- 

**Attachments/ Resources**

- *The Jungle* power point
  - Upton Sinclair's *The Jungle*
- 

**Standards**

**CTE:**  
Health Technology 10- V.2

---

**Submitted by: Ashly Reitsma**  
areitsma@calexico.k12.ca.us

## Appendix 1

Name: \_\_\_\_\_  
 Period: \_\_\_\_\_  
 Date: \_\_\_\_\_

### Research Presentation Rubric

Components		Total Possible	Total Earned
<b>1. Note Cards (10)</b> a. 5 source cards b. 5 note cards	<b>2 pts.</b> per card	20 pts	
<b>2. Graphic Organizer and Outline</b> a. Stamped for homework b. All areas completed	<b>10 pts</b> <b>20 points</b>	30 pts	
<b>3. Research Presentation</b> a. Medical Effects clearly cited b. Student Engagement Present c. At least three minutes d. At least three sources given throughout e. No more than 4 minutes	<b>2 pts</b> <b>3 pts</b> <b>10 pts</b> <b>30 pts</b> <b>5 pts</b>	50 pts	
<b>4. Works Cited</b> a. All 5 sources included b. Sources cited correctly	<b>5 pts</b> per source <b>5 pts</b> per source	50 pts	
<b>TOTAL</b>		<b>150 pts</b>	