



Consumer.gov – Lesson Plan Scams Against Immigrants

Teacher's Notes

This lesson plan is designed to be flexible, so that you can use all or part of it depending on the level(s) of your learners, their learning goals, and the work you and they have done with other parts of Consumer.gov previously. You can also spread the activities over multiple class meetings as needed.

The section on Scams Against Immigrants shares both concepts and vocabulary with the Money Wiring Scams section and the Job Scams section in Scams and Identity Theft, as well as with a portion of the Sending Money Overseas section in Managing Your Money. The lesson plan includes extension activities that are designed to take advantage of these connections, in order to help learners understand the similarities and differences among different types of scams. There is also a separate worksheet, Scams and Scammers, with brief guidelines for using it to help learners activate existing knowledge and summarize what they have learned across the four lesson plans.

- The lesson plan content is complex. Start each class session with an oral elicitation activity that establishes what learners already know and focuses them on the topic at hand. Allow time for learners to review concepts orally at several points to ensure that they understand.
- The lesson plan has content objectives, language objectives, and web navigation objectives. Select the ones that are appropriate for your learners, and review them with the learners at the beginning of each lesson to prepare for learning and then again at the end to assess learning.
- The lesson plan includes a vocabulary list. Select the vocabulary items that are new to your learners or are most important, and present no more than 6-8 new items per lesson for learners with basic skills, and no more than 10-12 for those with intermediate and higher skills.
- The web page on Scams Against Immigrants has three sections: What It Is, What To Know, and What To Do. The lesson plan uses What It Is for initial concept development, vocabulary development, and site navigation activities. It uses What To Know for guided practice activities, and What To Do for independent practice and extension activities.
- The lesson plan is structured for two types of learners: those who read at or above the NRS Low Intermediate Basic Education / Low Intermediate ESL level and those who read at levels below those (Beginning ABE Literacy, Beginning Basic Education, Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL). Where appropriate, guidance is provided for differentiating activities for English learners and native speakers. Activities can be mixed and matched across levels where learners need tasks that are more accessible or more challenging.
- Time allotments for activities will vary depending on the number of learners and their levels. Activities can be extended, shortened, or skipped to meet learners' needs and to accommodate different class/ tutorial schedules.

Objectives and Standards

	Low Intermediate and Above	Basic / Beginning
	Learners will be able to	
Content Objectives	<ul style="list-style-type: none"> Describe different types of scams against immigrants List different types of people who can help with immigration, and say what kind of help they can provide Explain why notaries cannot assist with immigration Explain why one should never pay for government forms Explain how to know whether a website is a government site or not 	<ul style="list-style-type: none"> List different types of scams against immigrants State the difference between a notario and an immigration lawyer Explain why one should never pay for government forms Show how they know whether a website is a government site or not
Language Objectives	<ul style="list-style-type: none"> Recognize key immigration and scam-related vocabulary when reading and listening Use immigration and scam-related vocabulary appropriately when speaking and writing Recognize third person questions with “can” when listening or reading, and use them in speaking and writing 	<ul style="list-style-type: none"> Recognize key immigration and scam-related vocabulary when reading and listening Use immigration and scam-related vocabulary appropriately when speaking Recognize third person questions with “can” when listening or reading, and use them in speaking
Web Navigation Objectives	<ul style="list-style-type: none"> Recognize and navigate among the three parts of the Scams Against Immigrants section Recognize the relationship of the Scams Against Immigrants section to the rest of the Scams and Identity Theft section and to the other two major sections of the site Use the Search function to locate information on the site Recognize when they need to scroll down, and use the scroll bar to do so Use the <i>text size</i>, <i>listen</i>, and volume adjustment buttons 	<ul style="list-style-type: none"> Recognize the difference between site content and site navigation Recognize and navigate among the three parts of the Scams Against Immigrants section Use the <i>text size</i>, <i>listen</i>, and volume adjustment buttons
College and Career Readiness Standards <i>(For guidance on these, see the companion Resource Sheet Using the College and Career Readiness Standards in Instruction Based on Consumer.gov Content)</i>	<u>English Language Arts and Literacy</u> Language: L1, L3, L4, L6 Speaking/Listening: SL1, SL2, SL4 Reading Foundations: RF2, RF3, RF4 Reading (Informational Text): RI1, RI2, RI5, RI7, RI9 <u>Mathematics</u> Number and Operations--Base 10 (NBT) The Number System (NS) Ratios and Proportional Relationships (RP)	<u>English Language Arts and Literacy</u> Language: L1, L4, L6 Speaking/Listening: SL1, SL2, SL4 Reading Foundations: RF2, RF3 Reading (Informational Text): RI1, RI2 <u>Mathematics</u> Number and Operations--Base 10 (NBT)

Vocabulary and Materials

	Low Intermediate and Above	Basic / Beginning
<p>Vocabulary</p> <p>Select the vocabulary items that are new to your learners or that are most important for understanding the content. The words with asterisks (*) are key vocabulary for the web content; the others are more general terms. For English learners and some native English speakers, you may need to teach these as oral vocabulary before introducing them in written material.</p>	<p>Select 10-12 items for direct teaching.</p> <ul style="list-style-type: none"> *accredited representative address *advice *application *authorize *avoid *birth certificate blank build case chance *charge check on *citizen community complaint complicated copy correctly *cost difficult *document experience false *fee figure out form frustrating *government handle honest hurt *illegal *immigration information investigator keep *lawyer *legal letter meeting *notario *notary public offer *original *passport 	<p>Select 6-8 items for direct teaching.</p> <ul style="list-style-type: none"> *accredited representative address *advice *application *authorize *avoid *birth certificate blank build case chance *charge check on *citizen community complaint complicated copy correctly *cost difficult *document experience false *fee figure out form frustrating *government handle honest hurt *illegal *immigration information investigator keep *lawyer *legal letter meeting *notario *notary public offer *original *passport

	Low Intermediate and Above	Basic / Beginning
	*process *receipt report *represent ruin *scam *scammer target translate turn in	*process *receipt report *represent ruin *scam *scammer target translate turn in
Materials	Internet: Scams Against Immigrants section of consumer.gov Handouts: <ul style="list-style-type: none"> ● Partner Talk ● Screenshots of <i>What It Is, What To Know</i>, and <i>What To Do</i> ● Questions for Guided Reading ● The Scam Store ● Immigration Help ● Ava’s Visa ● Scams Against Immigrants Video Transcript ● Can You Help? ● What Should You Say? ● Helpful Websites ● Two by Two 	Internet: Scams Against Immigrants section of consumer.gov Handouts: <ul style="list-style-type: none"> ● Words to Know ● Screenshots of <i>What It Is, What To Know</i>, and <i>What To Do</i> ● Questions for Guided Reading ● The Scam Store ● Immigration Help ● Ava’s Visa ● Can You Help? ● What Should You Say? ● Two by Two

Activities

	Low Intermediate and Above	Basic / Beginning
<p>Build Background</p> <p><i>Use this discussion time to connect the lesson content with learners' existing knowledge.</i></p>	<ol style="list-style-type: none"> 1. Introduce the topic of immigration status with learners by asking them what they have heard about people who try to take advantage of immigrants who are seeking a green card or citizenship. If learners have already worked through one or more of the related sections (Job Scams, Money Wiring Scams, Sending Money Overseas), connect the discussion to the vocabulary and concepts from those sections. 2. If you have used the <i>Scams and Scammers</i> worksheet as an introduction to these four linked lessons, have learners review what they said or wrote about money wiring scams. 	<ol style="list-style-type: none"> 1. Introduce the topic of immigration status with learners by asking them what they have heard about people who try to take advantage of immigrants who are seeking a green card or citizenship. If learners have already worked through one or more of the related sections (Job Scams, Money Wiring Scams, Sending Money Overseas), connect the discussion to the vocabulary and concepts from those sections. 2. If you have used a <i>Scams and Scammers</i> master worksheet as an introduction to these four linked lessons, have learners review what the group said about money wiring scams.
<p>Preview Vocabulary</p> <p><i>Use the worksheet version that is most appropriate for your learners. Edit the handout to include only the words you need or want to emphasize.</i></p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> ● <i>Partner Talk</i> (low Intermediate & above) ● <i>Words To Know</i> (basic/beginning) 	<ol style="list-style-type: none"> 1. Without distributing the <i>Partner Talk</i> worksheet, read each vocabulary item aloud and ask learners to suggest definitions. Provide information when learners do not know a word. Encourage learners to identify words that they have encountered when working on other sections of the site. 2. Put learners in pairs and distribute the <i>Partner Talk</i> worksheet. Partners take turns reading the words and example sentences; then they create sentences of their own. You may want to shorten the list if some of the items are already known. If you have a mixed native speaker and non-native speaker class you may want to pair up native and non-native speakers. Circulate during this activity to answer questions. 3. When all pairs have finished, discuss the answers to the questions in the whole group to be sure all understand the vocabulary. 	<ol style="list-style-type: none"> 1. Without distributing the <i>Words To Know</i> worksheet, read each vocabulary item aloud and ask learners to suggest definitions. Provide the definition yourself when learners do not know a word. Encourage learners to identify words that they have encountered when working on other sections of the site. 2. Distribute the <i>Words To Know</i> worksheet and have learners take turns reading the words and the example sentences. Then ask them to make up sentences of their own orally. 3. Write learners' sentences on a white board or poster paper and ask other learners to read them aloud. Save the sentences for later use in reading practice.

	Low Intermediate and Above	Basic / Beginning
<p>Preview Website</p> <p><i>These activities are designed to help learners identify the difference between site content (different on every page) and site navigation (same on every page), and understand how to use site navigation and functionality. They are designed for learners with little experience on the web and on Consumer.gov. As you work through various sections of Consumer.gov and learners become more comfortable with site navigation, you can reduce or eliminate the time devoted to this preview.</i></p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> ● <i>Screenshots of What It Is, What To Know, and What To Do</i> ● <i>Printouts of the three sections (if computers are not available)</i> 	<ol style="list-style-type: none"> 1. Explore the Scams Against Immigrants section of Consumer.gov with the learners, using one central computer so that all can follow along, but allowing individuals to use their personal devices if they have them. Answer the following questions as a group: <ol style="list-style-type: none"> a. How many parts does the Scams Against Immigrants section have? What are they? Why do you think they have these names? b. How do you know which part of the Scams Against Immigrants section you are in? c. How can you change the size of the letters on the screen? d. How can you listen to someone reading the text aloud? e. How can you adjust the volume? f. How can you read the text that goes down below the bottom of the screen? 2. Ask learners to predict what content they think they will find on each of the pages: What It Is, What To Know, What to Do. 3. Ask learners to find the vocabulary items from <i>Partner Talk</i> in the Scams Against Immigrants section of the site. They can do this orally using the computer, or on paper using printouts of the pages. 	<ol style="list-style-type: none"> 1. Distribute the screenshot handouts for the three parts of Scams Against Immigrants. Have learners work in pairs or small groups to identify which things are the same on every page and which things are different. 2. Discuss the answers in the whole group. Using one central computer so that all can follow along, show learners that the navigation and function buttons stay the same on every page, and the informational text is what changes. Demonstrate the navigation among What It Is, What To Know, and What To Do, and demonstrate the use of the <i>text size</i> and <i>listen</i> buttons, the volume control, and the scroll bar. 3. Do a round robin in which each learner asks another to demonstrate how to do a specific task (for example, “Show how you change the text size,” “Show how you move to What To Do”). If learners are more experienced, you can extend this activity to the rest of the Scams and Identity Theft section. 4. Ask learners to predict what content they think they will find on each of the pages: What It Is, What To Know, What To Do.

	Low Intermediate and Above	Basic / Beginning
<p>Guided Reading 1</p> <p><i>Handouts:</i></p> <ul style="list-style-type: none"> ● <i>Questions for Guided Reading</i> ● <i>The Scam Store</i> <p><i>In working through this material with learners, be aware of the distinction between a notario public in Mexico and a U. S. notary public (see http://www.sos.state.tx.us/statdoc/notariopublicoarticle.shtml for a comparison). Notarios in the U.S. may use false cognate confusion to take advantage of Spanish-speaking immigrants. As you use the Guided Reading 1 and Guided Reading 2 activities, take time to talk with your learners about cognates and false cognates to help them understand how such confusions can arise.</i></p>	<ol style="list-style-type: none"> 1. Distribute the <i>Questions for Guided Reading</i> handout. In the whole group, have learners read the questions and say what kind of information they will be looking for on the website to answer each one. Encourage them to predict what the answers will be. 2. Direct learners to the What It Is page of the Scams Against Immigrants section. Have them work in pairs or individually to read the webpage and answer the questions on the worksheet. Remind them that they can use the Listen button to play the text if they wish. 3. When all have finished, review the answers with the whole group. Have learners say or show where on the page they found each answer. 4. Distribute or project the <i>Scam Store</i> handout and discuss it with learners in the whole group. 	<ol style="list-style-type: none"> 1. Distribute the printout of What It Is, or direct the learners to that page on the computer. Play the audio of this section, or read it aloud yourself, as learners follow along. Have learners raise their hands when they hear/read one of the words from <i>Words to Know</i>. (This will make for a somewhat disjointed reading, as you stop each time a hand is raised to ask which word the learners heard/read). 2. Have the learners read the section again, with or without listening (ask which they would prefer). Ask them to think about this question as they read: Why do scammers target immigrants? 3. Review the answer to the question with the whole group. Encourage learners to share their experiences and insights if they wish. 4. Display a poster-sized version of the <i>Questions for Guided Reading</i> worksheet, or project it in the Smartboard. Have learners answer the questions orally. 5. Distribute or project the <i>Scam Store</i> handout and discuss it with learners in the whole group.
<p>Guided Reading 2</p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> ● <i>Immigration Help</i> 	<ol style="list-style-type: none"> 1. Distribute the <i>Immigration Help</i> worksheet and direct learners to the What To Know page. Have learners work individually or in pairs, as they choose, to read the page and fill in the worksheet. They can also use the <i>Questions for Guided Reading</i> handout for reference. 2. Put learners in small groups and have them compare their answers. Do they all agree? 3. Discuss answers in the whole group. Where learners disagree on an answer, have them show where in the web text they found the information. 	<ol style="list-style-type: none"> 1. Display a poster-sized version of the <i>Immigration Help</i> handout, or project it on the Smartboard, and distribute individual copies to learners. 2. Direct learners to the What To Know page. Work together in the whole group to read the page and fill in the worksheet. Learners can use the <i>Questions for Guided Reading</i> worksheet for reference. 3. Where learners disagree on an answer, have them show where in the web text they see the information.

	Low Intermediate and Above	Basic / Beginning
<p>Guided Listening</p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> ● <i>Ava's Visa</i> 	<ol style="list-style-type: none"> 1. Direct learners to the <i>What To Know</i> section and have them watch the Immigration video as a group. Tell them that the video tells a story about a man named Andre and his wife, Ava, who needs a visa. Explain that the story also talks about an “agent” who is also called a “consultant.” Show them how to start and stop the video, and how to view it full screen with captions by clicking the square icon on the bottom right. You may want to stop the video at key points to check for understanding. 2. Distribute the <i>Ava's Visa</i> handout and have learners watch the video again, completing the worksheet as the video progresses. Allow learners to watch and listen more than once if they need or want to. 3. Have learners pair up to check each other's answers. Then review answers in the whole group. Distribute the video transcript if you think learners need or want it. 4. Ask for volunteers to re-tell the story of Andre and Ava, using their worksheets for reference as needed. 	<ol style="list-style-type: none"> 1. Using the Smartboard or a shared computer screen, have learners watch and listen to the Immigration video on <i>What To Know</i> as a group. Tell them that the video tells a story about a man named Andre and his wife, Ava, who needs a visa. Explain that the story also talks about an “agent” who is also called a “consultant.” Play the video all the way through once. 2. Display a poster-sized copy of the <i>Ava's Visa</i> handout. Read the first question aloud and tell learners to listen for the answer. Play the video again, stopping it when the answer has been played. Have learners tell you what they heard. Re-play this part of the video, or read the text yourself, as needed. Fill in the answer on the <i>Ava's Visa</i> poster. 3. Continue this process with the remaining parts of the video, one by one, until all of the questions on the handout have been answered. 4. Ask for volunteers to re-tell the story of Andre and Ava, using the <i>Ava's Visa</i> display for reference as needed.

	Low Intermediate and Above	Basic / Beginning
<p>Treasure Hunt</p> <p><i>This activity is intended to ensure that learners absorb the three main points of the Scams Against Immigrants section:</i></p> <ul style="list-style-type: none"> ● <i>Only websites with .gov in the URL are real, trustworthy government websites.</i> ● <i>Government forms are free. You should not pay for them.</i> ● <i>Notarios/notaries are not lawyers and cannot give legal advice.</i> <p><i>You can use this activity at this point, building on the previous ones, or use it as a review after the extension activities.</i></p>	<ol style="list-style-type: none"> 1. Have learners work individually or in pairs, using individual workstations or devices, or the printouts of the site content if computers are not available. 2. Ask learners to find all of the places within the Scams Against Immigrants section where the text talks about websites that look like government sites, but are not (1 on What It Is, 1 on What To Know, 1 on What To Do). Have learners point out where they found this text. How do you know that a website is really a government site? 3. Ask learners to find all of the places within the Scams Against Immigrants section where the text says that you should not pay for government forms because they are free (1 on What It Is, 1 on What To Know, 1 on What To Do). Have learners point out where they found this text. What does the site say about ways of getting government forms? 4. Ask learners to find all of the things that the Scams Against Immigrants section says about who can help (lawyers, accredited representatives) and who cannot (notarios). Why can notaries not help? (because they are not lawyers and not authorized to help you). 	<ol style="list-style-type: none"> 1. Have learners work individually or in pairs, using individual workstations or devices, or the printouts of the site content if computers are not available. 2. Ask learners to find all of the places within the Scams Against Immigrants section where the text talks about websites that look like government sites, but are not (1 on What It Is, 1 on What To Know, 1 on What To Do). Have learners point out where they found this text. How do you know that a website is really a government site? 3. Ask learners to find all of the places within the Scams Against Immigrants section where the text says that you should not pay for government forms because they are free (1 on What It Is, 1 on What To Know, 1 on What To Do). Have learners point out where they found this text. What does the site say about ways of getting government forms? 4. Ask learners to find all of the things that the Scams Against Immigrants section says about who can help (lawyers, accredited representatives) and who cannot (notarios). Why can notaries not help? (because they are not lawyers and not authorized to help you).

	Low Intermediate and Above	Basic / Beginning
<p>Grammar Practice</p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> ● <i>Can You Help?</i> <p><i>This grammar practice builds on the many uses of “can” in the Scams Against Immigrants section of the website. The handout uses language from the website to keep the focus on the verb forms.</i></p>	<ol style="list-style-type: none"> 1. Review the formation of questions with “can” in the third person as needed with the group. 2. Distribute the <i>Can You Help</i> worksheet for learners to complete individually or in pairs, as they choose. Allow learners to use the Scams Against Immigrants section of the website for reference as needed. 3. Review answers in the whole group. Ask learners to point out where the verbs can be found on the website. 4. Have learners work independently or in pairs to generate additional sentence pairs using the verbs on <i>Can You Help</i> and other verbs that they know. 	<ol style="list-style-type: none"> 1. Review the formation of questions with “can” in the third person as needed with the group. 2. Display a poster-sized version of the <i>Can You Help</i> worksheet, or project it on the Smartboard. Complete the worksheet orally with the class as a whole group. If learners are able, distribute individual copies of the worksheet for them to complete as the group works. 3. Have learners locate the verbs in the Scams Against Immigrants section of the website and point out where they are.
<p>Independent Practice 1</p> <p><i>Handout:</i></p> <ul style="list-style-type: none"> ● <i>What Should You Say?</i> <p><i>This activity helps learners develop strategies for responding if they find themselves in an encounter with a scammer.</i></p>	<ol style="list-style-type: none"> 1. Direct learners to the What To Do page and have them read the “How can I avoid scams in the immigration process” and “What else can I do to protect myself” sections independently. 2. Distribute the <i>What Should You Say?</i> worksheet and have learners work independently or in pairs, as they choose, to complete it. Note that the What To Do page introduces some ideas (such as signing a blank form) that have not appeared previously. Be attentive to questions learners may have about these topics. 3. Have learners share their responses with the whole group. In each case, take time to discuss where the information can be found on the webpage, and what is an appropriate response and why. 	<ol style="list-style-type: none"> 1. Direct learners to the What To Do page and have them read the “How can I avoid scams in the immigration process” section independently. This section repeats material that learners have seen previously, but encourage learners to ask for help if there is something they do not understand. 2. Take the role of the notary public on the <i>What Should You Say?</i> worksheet. Read #1 aloud and ask learners for responses. Then read #2 aloud and ask learners for responses. 3. Direct learners to the “What else can I do to protect myself” section. Read through this section together as a group, taking time to discuss ideas (such as signing a blank form) that have not appeared previously. Then do #s 3, 4, and 5 on the worksheet.

	Low Intermediate and Above	Basic / Beginning
Independent Practice 2	<ol style="list-style-type: none"> 1. Direct learners to the <i>How can I get help with immigration</i> section of What To Do. 2. Put learners in pairs or small groups and distribute the <i>Helpful Websites</i> handout. Have each pair/group click on the links in the section and complete the worksheet for each site (there are two: one for USCIS and one for the FTC). 3. Mix up the pairs/groups so that learners are partnered with members of other pairs/groups. Have them compare answers and add any new information to their own worksheets. Circulate as learners do this activity to answer questions and clarify the meaning of challenging text. 	<p>This activity is too challenging for basic/beginning readers to do on their own because of the nature of the language and layout of the two linked websites. However, you can lead a whole-group activity to allow learners to discover what happens when they click on the links and determine whether the linked sites are actually U.S. government sites. For the USCIS site, you can point out the list of forms on the left and the “USCIS forms are free” text. For the FTC site, you can have learners tell you what language they recognize from their work with the Scams Against Immigrants section.</p>
Extension / expansion	<ol style="list-style-type: none"> 1. Have learners add the information they have gained about scams against immigrants to their individual copies of the <i>Scams and Scammers</i> worksheet. Then have them work in pairs to compare answers. 2. Review answers in the whole group to ensure that all have developed comprehensive understanding. 3. Use the information that has been added to the chart so far as the basis for discussion of similarities and differences. 	<ol style="list-style-type: none"> 1. Work with learners in the whole group to add the information they have gained about scams against immigrants to the class master copy of <i>Scams and Scammers</i>. If learners are able, have them copy this information to individual copies of the worksheet. 2. Use the information that has been added to the chart so far as the basis for discussion of similarities and differences.
Assessment <i>Handout:</i> <ul style="list-style-type: none"> ● <i>Two by Two</i> 	<ol style="list-style-type: none"> 1. Distribute the <i>Two by Two</i> sheet and have learners complete it individually. 2. Discuss answers in the whole group. Talk about how learners could obtain answers to the questions they still have. Use the sheet as the basis for an oral discussion of new knowledge and ongoing questions. The sheet can also be used at the beginning of the next lesson to review information, answer questions, and serve as part of the introduction to the next lesson. 	<ol style="list-style-type: none"> 1. Distribute the <i>Two by Two</i> sheet and have learners complete it individually. 2. Discuss answers in the whole group. Talk about how learners could obtain answers to the questions they still have. Use the sheet as the basis for an oral discussion of new knowledge and ongoing questions. The sheet can also be used at the beginning of the next lesson to review information, answer questions, and serve as part of the introduction to the next lesson.