



#2 Migration WWAIPAT (23-24)

Duration: 6 Weeks, 7 hours

Unit dates: 23rd Aug 2023 - 4th Oct 2023

Subjects: Language, Library Media, Social Studies, Science, English

Grades: 4

Planning



Transdisciplinary theme

Where we are in place and time

Transdisciplinary theme focus

- the discoveries, explorations and migrations of humankind



Central idea

Human migration can be a response to risks, challenges, and opportunities.



Learner profile attributes

Risk-takers, Open-minded



Key concepts

Causation, Perspective, Change

Concepts question

Causation

Migration is usually a response to opportunity, conflict, disaster, need for basic necessities or being forced.

Perspective

Viewpoints of those who have migrated and those who are in communities who have received immigrants, are often different.

Change

The culture, society and areas of habitation are changed by immigration and emigration.



Related concepts

Concepts

- **Causation:** migration
- **Perspective:** culture
- **Change:** adaptation



Lines of inquiry

- The effects of migration on communities and individuals (culture, perspective)
- The experiences of migrants and the ways they adapt (adaptation, change)
- The reasons people migrate (migration, causation)



Approaches to learning

Communication Skills

Communication Skills

Communication Skills (General)

Teaching the ATL skills

SEL Journeys - Relationship Skills



Learning goals and success criteria

SOCIAL STUDIES

Know

- Explain reasons for migration
- Explain push and pull factors
- Give examples and compare migrations.
- Interpret maps to build
- Give examples of how culture impacts how people modify their environment
- Give examples of how culture impacts how people adapt to their environment

Understand

- Migration may lead to new opportunities or greater freedom.
- *?Historical events influence contemporary events.*
- Migrations have occurred across the world and throughout time

Do

- Use evidence to create a claim about the past
- Explore similarities and differences between migrations ?*sequence events, routines, personal histories in chronological order; interpret place and time using tools such as maps and timelines*
- *Formulate and ask thin and thick questions about the past, the future, places and society*



Subject standards

Social Studies

Civics

Processes, Rules and Laws

- CIV 4.1 - Illustrate historical and contemporary means of changing society. (CIV 4.1)

Economics

Exchange and Markets

- ECO 4.4 - Explain the relationship between investment in human capital, productivity, and future incomes. (ECO 4.4)
- ECO 4.3 - Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. (ECO 4.3)

History

causation and Argumentation

- HIST 4.2 - Explain probable causes and effects of events and developments. (HIST 4.2)
- HIST 4.3 - Use evidence to develop a claim about the past. (HIST 4.3)

Geography

Human Population: Spatial Patterns and Movement

- GEO 4.8 - Analyze the effects of catastrophic environmental and technological events on human settlements and migration. (GEO 4.8)
- GEO 4.7 - Explain how human settlements and movements relate to the locations and use of various natural resources (GEO 4.7)
- GEO 4.6 - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas (GEO 4.6)

Human-Environment Interaction: Places, Regions and Culture

- GEO 4.5 - Describe how environmental and cultural characteristics influence population distribution in specific places or regions. (GEO 4.5)
- GEO 4.3 - Explain how culture influences the way people modify and adapt to their environments (GEO 4.3)
- GEO 4.4 - Explain how the cultural and environmental characteristics of places change over time (GEO 4.4)

English

Reading: Literature

Craft and Structure:

- CCSS.ELA-LITERACY.RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (CCSS.ELA-LITERACY.RL.4.6)

Key Ideas and Details

- CCSS.ELA-LITERACY.RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (CCSS.ELA-LITERACY.RL.4.3)

- CCSS.ELA-LITERACY.RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. (CCSS.ELA-LITERACY.RL.4.2)

Writing

Production and Distribution of Writing

- CCSS.ELA-LITERACY.W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (CCSS.ELA-LITERACY.W.4.4)
- CCSS.ELA-LITERACY.W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) (CCSS.ELA-LITERACY.W.4.5)

Range of Writing

- CCSS.ELA-LITERACY.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS.ELA-LITERACY.W.4.9.B)

Text Types and Purposes

- CCSS.ELA-LITERACY.W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-LITERACY.W.4.3)



Connections: Transdisciplinary and past

Art- Students will learn how human migration can impact arts and culture.

Implementing



Learning experience library



:0) Map Showing How Humans Migration

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Environmental migration inquiry resources (Link doesn't work but good questions)

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Teacher notes

Consider google doc with links to articles and videos-pull from <https://drive.google.com/drive/u/0/folders/1T-DpAmb8ZD6eXZaeTcilELO6OL5numnf>



Interviews, Teaching Tolerance, Push and Pull Videos

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- 5 adult migration interviews-map, classify type of migration Human migration global <https://cloud.toddleapp.com/p/content/rjj5mf0US.pdf>
- Teaching Tolerance-10 myths about immigration-<https://www.tolerance.org/magazine/spring-2011/ten-myths-about-immigration>

Push and pull factors reading: <http://eschooltoday.com/migration/the-pull-and-push-factors-of-migration.html>



Migrating for Opportunity Resources from Previous Years

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Video: Why people migrate- push and pull factors

[https://www.youtube.com/](https://www.youtube.com/watch?v=k0mas08VBco&t=9s)

[watch?v=k0mas08VBco&t=9s](https://www.youtube.com/watch?v=k0mas08VBco&t=9s)

EXAMPLE: CHINA

Gold Rush

<https://www.getepic.com/app/read/39258> page 95

<https://www.getepic.com/app/read/7086> - pg. 37

Urbanization - <https://www.getepic.com/app/read/7082> - pg. 29

EXAMPLE: CT TOBACCO

Article:

<https://connecticuthistory.org/>

[windsor-tobacco-made-in-the-shade/](https://connecticuthistory.org/windsor-tobacco-made-in-the-shade/) (Puerto Rico, Jamaicans)

China – 6 minute video (does quickly mention children committing suicide)

<https://www.youtube.com/watch?v=z6aAFGeaB-Q>



:0) #2 - Migration Pictures.....

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The Number on Great Grandpa's Arm - 18 Minute video

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<https://www.hbo.com/video/documentaries/the-number-on-great-grandpas-arm/videos/the-number-on-great-grandpas-arm>



Introduction-Forced Migration Link Does Not Work

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Composing a Feeling (Kevin - do you use this?)

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Students (in small groups) will compose musical pieces depicting a pre-chosen emotion that they will rehearse and perform for the class after much teacher and student lead assessment and refinement. Their goal will be to convey that emotion to their audience without their audience knowing beforehand what it is, trying to anticipate the audience perspective.



Links to Previously Used Videos for students

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- Video, questions-refugees (UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video, questions-Migrants (UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video, questions-Displaced People (UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
-
- NOT IN TODDLE YET
- Video, questions-Asylum Seekers (UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video, questions-Returnees(UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video, questions-Stateless People(UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video, questions-Where do refugees come from? (UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video, questions-Where do refugees go? (UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video, questions-Refugee Rights(UNHCR): <https://www.unhcr.org/teaching-about-refugees.html#words>
- Video-Types of migration: <https://www.unhcr.org/teaching-about-refugees.html#words>
- <https://www.youtube.com/watch?v=wwJ0qRO0vEY>
- Video-Reason People Migrate: <https://www.youtube.com/watch?v=k0mas08VBco&t=9s>

Video – Pull Factors

- <https://www.youtube.com/watch?v=WfIF8haWQpw>
- Video .- Forced Migration/Refugee
- <https://www.youtube.com/watch?v=olgYJaMXaF8>
- Human Population Through Time

https://www.youtube.com/watch?v=PUwmA3Q0_OE

Text/vid Young migrants stories

http://teacher.scholastic.com/activities/immigration/young_immigrants/



Trail of Tears/Indian Removal Act Resources from Previous Years

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- Video: Trail of Tears-animated 2:50: <https://www.youtube.com/watch?v=1Q5Z4UUitdU>
- Video: Trail of tears-photos: 2:09 <https://www.youtube.com/watch?v=yecralotbv0>
- <https://teachresistance.wordpress.com/lesson-plans/crossing-bok-chitto/> - For questions and discussion ideas for Crossing the Bok Chitto,

Trail of Tears <https://www.getepic.com/app/read/7086> pg. 17

Migration Forced by War - <https://www.getepic.com/app/read/39258> - pg. 91 (Syria)



:) Global Migration Patterns -Empty but should inquire about

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Types of Migration Video

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FORCED MIGRATION

- Guided Reading Read Historical Fiction based on Migration

Video: Types of Migration

[https://www.youtube.com/](https://www.youtube.com/watch?v=wwj0qRO0vEY)

watch?v=wwj0qRO0vEY

Example before Exploration- Slavery is a type of forced migration.

Why have some people been forced to migrate?



Push and Pull Factors - empty

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TedEd - What Does it Mean to be a Refugee?

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<https://ed.ted.com/lessons/what-does-it-mean-to-be-a-refugee-benedetta-berti-and-evelien-borgman>



The Journey

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Interview (From Previous Year)

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- Interview
- Choose one type of migration to prepare a summative project that they will present to younger students.
- Research and prepare a presentation that will be both oral and visual in which they demonstrate their learning regarding the three central lines of inquiry at this point in time. (SEE RUBRIC FOR MORE)



Impact of Migration on Individuals Project

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Each group or individual will interview one person who migrated to your city / country and are now working in their locality.

They will find out a little bit more about their lives:

Who are their family members?

Where did they come from?

What was the most important reason you decided to migrate?

What kind of job did you have before you immigrated? What type of job do you have now?

Where is their home now?

What are the challenges and obstacles faced?

What do you do to preserve your culture?

If given permission, students can also take photos or do a video interview.

? Students will express their feelings and provide an insight into the life of a migrant by enacting a play.

They will write the script and role play the situation.

Using a world map, students mark the journeys of the people they interviewed.

Then the map is compared to the global migrations pattern graphic



ENVIRONMENTAL FACTORS (CLIMATE & CROPS, WAR) – PUSH FACTORS Previous Year's Resources

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- Explain why a group people who migrated to escape an environmental factors
- Discuss the effects, including economic effects, of their migration on people and communities
 - What effects did their movement have economically?
- Provide examples of how some organizations are seeking to help refugees displaced by push factors
- Examples:
 - War/violence-Syria, Pakistan/India partition, Central America
 - Weather-Puerto Rico-hurricane, Haiti-earthquake
 - Other-Irish Potato famine-blight
 - Dust Bowl
- By the numbers- Natural Disaster is the #1 reason for migration.

[https://www.youtube.com/](https://www.youtube.com/watch?v=eb1HWN_G47c)

watch?v=eb1HWN_G47c

(all reading; no talking)

Hurricane Katrina - <https://www.getepic.com/app/read/7084> pg. 29

- Climate Change is a push factor too.

Some groups are trying to help.

Example:

[https://www.youtube.com/](https://www.youtube.com/watch?v=m3Xpa5W3oVk)

[watch?v=m3Xpa5W3oVk](https://www.youtube.com/watch?v=m3Xpa5W3oVk)

<https://www.getepic.com/app/read/39258>

Pg. 105

<https://www.getepic.com/app/read/7084> - start at page 27

Sudan – desertification – forests turned to deserts

<https://www.getepic.com/app/read/7084> - pg. 35



Japanese Internment Camp Resources

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- Video/song: Japanese American Internment: <https://www.youtube.com/watch?v=cZTioTkHcB0>
- Video: Camp Harmony documentary 2:42 <https://www.pbs.org/video/the-war-stories-from-the-northwest-wwii-camp-harmony-japanese-american-internment/>

Video/song: Japanese Internment Song: <https://www.youtube.com/watch?v=1TRmPYigIiA>

- Dear America: The Fences Between Us-bkrm
- Japanese American Relocation-binder, newsela
- I'm American, No Matter What, binder 740L, readworks-audio
- Japanese Internment Camp-audio, ducksters, binder
- Japanese Internment Camps-Epic
- Eyewitness to Japanese Internment-Epic
- Japanese Immigrants in their Shoes-Epic
- Barbed Wire Baseball-Epic
- Go for Broke Regiment-Epic



:) Scholastic Young Immigrants Stories

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SOLE Activity (Can't find slideshow to go with this)

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Part 1:

- Slide show
- Introduce Unit and Summative

- Divide students in 3 groups, one for each line of inquiry
 - How do people categorize different types of migration? How can you describe different types of migration?
 - What are the reasons that people migrate?
 - What are some ways that migration affects communities?
- Research (30 mins)

Part 2:

- Research SOLE question (60-90 mins)

Part 3:

- Develop & Share Answers/Findings or Share (30-60 min)

Provocation: SOLE (Self-Organized Learning Environment) <https://www.edutopia.org/blog/getting-started-self-organized-learning-environments-jacquelyn-omalley> database of choice for research

Teacher questions:

Why have people migrated in the past and why do they migrate today?

What was the experience of immigrants in the past and what is it today?

How has migration affected individuals and communities both in the past and today?



:) What is a refugee? Facts for kids

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1 Open - Provocation -

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Students will "move" from class to class to experience life in another place. 7 minutes -

Elizabeth - Simon Says in Spanish

Chrismae - Silent ball with non dominant hand

Siobhan - the place to be (fun*)

Nora - Birthday order with out speaking

Debrief -

How did you feel in each place?

How did you adapt? (What did you do differently?)

What had to change?

Where do you want to go back to and why?

What room was most challenging for you and why?



migrating for opportunity inquiry (link doesn't work - nothing useful)

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Teacher notes

Consider google doc with links to articles and videos-pull

from <https://drive.google.com/drive/u/0/folders/1T-DpAmb8ZD6eXZaeTcilELO6OL5numnf>



Liz? The Banana Leaf Ball- How Play Can Change the World

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**:D Refugees, Internally Displaced, Migrants**

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**:) Global Migration Patterns- We need to teach this but it is empty**

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See-Think-Wonder

**Learning experiences**

1. provocation-sole experience
2. forced migration
3. migration for opportunity
4. environmental migration
- 5.

**Resources**

-  [Map Shows How Humans Migrated Across The Globe](#)
-  [Screen Shot 2021-10-05 at 2.03.00 PM](#)
-  [Screen Shot 2021-10-05 at 2.04.15 PM](#)
-  [Screen Shot 2021-10-05 at 2.06.59 PM](#)
-  [Screen Shot 2021-10-05 at 2.08.52 PM](#)
-  [Screen Shot 2021-10-05 at 2.09.20 PM](#)
-  [Screen Shot 2021-10-05 at 2.09.55 PM](#)
-  [Screen Shot 2021-10-05 at 2.14.46 PM](#)
-  [Migration1](#)
-  [Migration 2](#)
-  [Culture 7](#)
-  [Migration 5](#)
-  [Teaching about refugees](#)
-  [Teaching about refugees](#)
-  [Teaching about refugees](#)
-  [Internal vs. International Migration](#)
-  [Migration: Pull and Push Factors](#)
-  [Prov Migration Images](#)
-  [Meet Young Immigrants | Scholastic.com](#)
-  [Windsor Tobacco-revised to be easier](#)

 [More Than A Feeling](#)

Reflecting



Teacher reflections

Ongoing reflection

Elizabeth Lickwola • 2:43 pm, 9th Nov 2023

Ms. Liz shared resources, read books, showed videos about people who migrated from one place to another. We had walking tour of New London and learned about it's economy from earlier times and how it has changed over time.

Elizabeth Lickwola • 2:40 pm, 9th Nov 2023

We encouraged students to "notice and wonder," and ask questions. We discussed why people need to be risk takers and be open minded to migrate from one place to another and how we as learners have to be open minded and accept peoples differences such as cultures, language, religions, clothing, and foods etc.

Elizabeth Lickwola • 2:36 pm, 9th Nov 2023

The first thing we did was the provocation showing different groups of people moving/traveling by foot, and through the water, then we defined the key words in the central idea. We also defined the different types of migration. We read books, articles, and watched videos and did the I Notice and I Wonder's.