Unit 3: Human Movement
6th Grade Honors Humanities

14 Class Meetings

Revised May 2025

Essential Questions

- Why do people relocate from one place to another?
- How do stereotypes impact the world?

Enduring Understandings with Unit Goals

EU 1: People decide to immigrate to the United States mainly for environmental, economic and political factors.

- Categorize environmental, economic, and political reasons people might immigrate as push or pull factors.
- Examine specific examples of individual immigrants in our Southeastern CT community that have been influenced by environmental, economic, and political reasons.

EU 2: Immigrants face many challenges with assimilation and acculturation when joining a new culture and country.

- Distinguish differences between an immigrant's country of origin and the country of their new home.
- Assess specific examples of assimilation and acculturation within stories of immigration.

EU 3: There is much confusion between facts/stereotypes surrounding legal and illegal immigration across the globe.

- Evaluate types of stereotypes immigrants face by assessing primary and secondary sources.
- Explain the difference between fact and stereotype through the lens of the immigrant story.

Standards

CT Social Studies Frameworks Standards:

- **GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.
- **GEO 6-7.3**: Explain how cultural patterns and economic decisions influence environments and the daily lives of people.
- **GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- **CIV 6-7.3**: Compare historical and contemporary means of changing societies and promoting the common good.
- **INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection
- **INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.
- **INQ 6-8.9**: Develop claims and counterclaims while point out the strengths and limitations of both.
- **INQ 6-8.10**: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

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Common Core State Standards:

- **CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.
- **CCSS.ELA-LITERACY.WHST.6-8.2**: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **CCSS.ELA-LITERACY.WHST.6-8.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.WHST.6-8.5**: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CCSS.ELA-LITERACY.WHST.6-8.9**: Draw evidence from informational texts to support analysis, reflection, and research.
- **CCSS.ELA-LITERACY.RH.6-8.1**: Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.3**: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.4**: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **CCSS.ELA-LITERACY.RH.6-8.8**: Distinguish among fact, opinion, and reasoned judgment in a text
- **RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI 6.3:** Analyze in detail how key individuals, events, or ideas are introduced, illustrated, and elaborated in a text.
- **RI 6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **W 6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W 6.2:** Write informative/explanatory texts to examine and coney ideas, concepts, and information through the selection, organization, and analysis of relevant content.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Environment, Economics, and Politics Influence Decisions to Immigration

- Categorize environmental, economic, and political reasons people might immigrate as push or pull factors.
- Examine specific examples and reasons to immigrate such as climate change and natural disasters, trade and industry, and government policies.

2. Immigrants Face Challenges When Assimilating to a New Culture

- Examine examples of assimilation and acculturation that immigrants face when joining a new culture and/or country
- Distinguish differences between an immigrant's country of origin and the country of their new home.
- Assess specific examples of assimilation and acculturation within stories of immigration.

3. Historical and Present-Day Immigration: Facts vs. Stereotypes

- Evaluate types of stereotypes immigrants face by assessing primary and secondary sources.
- Explain the difference between fact and stereotype through the lens of the immigrant story.
- Identify and discuss common stereotypes about immigrants (e.g., "immigrants take jobs", "immigrants don't assimilate").
- Analyze media representations of immigrants in news articles, TV shows, and movies.

Vocabulary and Key Terms: immigration, emigration, migrant, refugee, asylum, visa, green card, naturalization, undocumented immigrant, deportation, citizenship, assimilation, diversity, cultural heritage, melting pot, multiculturalism, push factors, pull factors, Ellis Island, Angel Island, Quata System, integration, xenophobia

Interdisciplinary Connection:

- Language Arts

Daily Learning Objectives with *TWPS*

Students will be able to…

- Categorize and chart environmental, economic, and political reasons people might immigrate as push or pull factors. ***
    - *Imagine you had to move to a new country where you don't speak the language. How would you feel, and what would you need to feel more comfortable?*
    - *Why would a person move to a different country?*
    - *What is immigration, and how is it different from emigration?*
- Examine specific examples of individual immigrants that have been influenced by environmental, economic, and political reasons to immigrate.
    - *Why do people decide to leave their home countries to move to another country?*
    - *Can you think of both "push" and "pull" factors?*
    - *What are some challenges immigrants might face when they move to a new country?*
- Examine how countries are shaped by immigration and emigration. **

- *How do you think immigration will shape the future of our country and the world?*
- *What are some ways we can show empathy and support to immigrants in our schools and neighborhoods?*

- Examine examples of assimilation and acculturation that immigrants face when joining a new culture and/or country **
  - *What are some potential conflicts that might arise between immigrants and their new communities during the assimilation process? How can these conflicts be resolved?*
  - *Why might immigrants choose to assimilate into a new culture? What might motivate them to maintain their original culture?*
- Distinguish among fact, opinion, and reasoned judgment in a selected text regarding a specific immigrant's story. ****
- *How has immigration changed in the 21st century compared to the past?*
- *What are some common stereotypes about immigrants today, and why are they often incorrect?*
- *How do current immigration policies affect families and communities?*
- *What is multiculturalism, and why is it important in modern societies?*
- Examine an immigrant story within our country through a valid primary or secondary source.
  - *What are some benefits and challenges of immigration for a country?*
  - *What is an immigrant story you are familiar with?*
- Analyze media representations of immigrants in news articles, TV shows, and movies.
  - *What role do community and support networks play in helping immigrants assimilate or acculturate?*
  - *Why is it important for people in the host country to be open and welcoming to immigrants?*
  - *How do you think the portrayal of immigrants in the media affects immigration policies and public opinion?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions
- Vocabulary Games
- Frayer Model
- Annotating Text

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EL Differentiation Strategies
- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments
- Frayer Model
- Annotating Text
- Chunking

Assessments

FORMATIVE ASSESSMENTS:
- Do Now
- TWPS
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Vocabulary Activities
- Homework
- Performance Task -- "Leaving Home" Immigrant Comparison
  - Teacher's rubric/scoring guide

SUMMATIVE ASSESSMENTS:
- Quiz: Vocabulary terms and definitions (EU1, EU2, and EU3)
- Listen/Interpret FIAB
- Unit Task: "Leaving Home" Immigrant Comparison (EU1, EU2 and EU3)

Unit Task

Unit Task Name: "Leaving Home" Immigrant Comparison
Description: Students will choose and listen to two historical fiction stories about an immigrant experience. They will then compare the immigrant experience of the two main characters and identify the environmental, economic and political factors that impacted each character (EU1) as well as the ways that each character assimilated when joining their new culture and/or country (Eu2). Students will then compare any stereotypes or obstacles that the characters faced (EU3). Finally, the students will write an essay examining each character.
Evaluation: Teacher's Scoring Guide

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Unit Resources
● Immigrant Narrative Description and Exemplars (developed and refined with class) ● Google Classroom ● Historical Fiction Book Read Aloud ● Community Faces – Student Work (Primary and Secondary Sources Included) ● Climate and Geographical Resources - Teacher Google Slides ● Central and South American Map ● Push / Pull Factors Article ● Immigrant Stereotypes Reading ● Fact, Reasoned Opinion, Stereotype Graphic Organizer ● Reflection Form Template ● Peer Critique / Revision Form Template ● Read Works ● Newsela ● Diffit.com