

Yale 2012 PIER Summer Institute Global Movement
Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE OF UNIT: Who is a Migrant?

Author(s): Mark Allen

School: Luralton Hall

Subject Area: Social Studies/History

Grade Level(s): 9/12

Time Frame to Allow for Unit: 2 block classes of 75 minutes

Introduction: Brief Description of the Unit

Students will explore the concept and impact of migration/immigration through personal and family background/experiences and how these have and will impact the world.

Geographic Connections: Related to Summer Institute Themes

Human Migration, economic immigration, border crossing, globalization

Vocabulary: Terms, Concepts and Actors

Migrant, immigration, globalization, border, push-pull factors

Stage 1 – Desired Results

Content Standard(s): Connecticut Social Studies

- 1.3 Significant events in world history: Explain the significance of globalization (e.g. cross border migrations, economic trade, cultural exchange), on the world's nations and societies.
- 1.4 Geographical space and place.
- 1.5 Interaction of humans and the environment.
- 1.6 Patterns of human movement across time and place.
- 1.10 How limited resources influence economic decisions.
- 2.1 Access and gather information from a variety of primary and secondary sources (maps).
- 2.2 Interpret information from a variety of primary and secondary sources (maps).
- 2.3 Create various forms of written work

<p>Understanding (s)/Goals: Students will understand that:</p> <ol style="list-style-type: none"> 1. Students come from diverse backgrounds. 2. Students have been and will continue to be global citizens. 3. Individual cultural contributions help to create a better cultural experience for all. 	<p>Essential Question(s) Related to Theme(s):</p> <ol style="list-style-type: none"> 1. What is an immigrant? 2. What hardships do immigrants/your family encounter? 3. What were the push/pull factors for immigrants and your family?
---	---

<p>Student Objectives (Outcomes): Students will be able to:</p> <ol style="list-style-type: none"> 1. See themselves as part of a diverse global society. 2. Distinguish between different regions of the world. 3. Demonstrate their individual background to the rest of the class via class activity and through mapping.
--

Stage 2 – Assessment Evidence

<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Students will create virtual map outside or in gym • Students will move about the map via directed teacher questions about their backgrounds. • Students will write a 1-2 paragraph response to the question: “Does immigration have a positive effect or negative effect on the world?” 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will create their own “immigration” map correlating to the questions asked by the teacher during the activity to hang in class.
---	--

Stage 3 – Learning Plan

<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Teacher will introduce the class to Global Studies by demonstrating all students have a migration story. 2. Students will go outside/gym and create a virtual globe large enough to accommodate the students to walk on. 3. A series of teacher led questions (e.g. Where were you born, where are your parents from? Where do you see yourself going to college? Where do you see yourself in 5/10/20 years?),

will prompt the students to move around the virtual world. Time is taken between each question/move for students to verbally share their actions/reasons for their respective moves across the map.

4. Upon completion of activity, discussion on basic ideas of immigration/globalization/economic immigration/cultural exchange

Extension:

1. Students create a personal map of their actions on the virtual map (given blank maps), to be hung up in the classroom.
2. Students write a 1-2 paragraph response: "Does immigration have a positive or negative effect on the world?"
3. Students will share their paragraphs in class the next day.
4. Discussion of student paragraphs in class.
5. Display of student maps in classroom/hallway.

Resource List/Bibliography:

Blank maps are available through:

National Geographic Education: http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1

World Atlas Online: <http://www.worldatlas.com/webimage/testmaps/maps.htm>