

Yale 2012 PIER Summer Institute Global Movement
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TITLE OF UNIT: A Tale of Two Migrations

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*Subject Area:Social Studies / Environmental Science
/Geography*

Grade Level(s): 7/8

Time Frame to Allow for Unit: Two weeks

Introduction: Brief Description of the Unit

This unit addresses issues of people being forced to migrate as a result of changing climatic conditions and diminished resources due to civil war and conflict. The first lesson will examine what happens to coastal communities displaced by rising sea levels. Where do they go? What are the effects of the incursion of seawater into fresh water sources? How are their ecosystem, industry and ultimately, food chain affected? What are the effects of the migration on the receiving populations? What are the effects on their available resources? What international aid do they receive?

The second lesson addresses what happens when populations are displaced from their country (or within their own borders) due to civil conflict and rebel activity. Again, what are the effects on the resources and industry on which they depend? What international aid is afforded them? How do all of these groups perceived each other and how might these perceptions affect migration and resettlement?

Geographic Connections: Human Migration, environmental resources, movement and place

Vocabulary: Terms, Concepts and Actors

Geography

Host Community

Scarcity

Xenophobia

Catastrophic

Displacement

Policy

NGO

U.N.

ECOWAS

IDP

UNHCR

UNESCO

IIHL

AIDC

ANCT

UNICEF
UNEP
International Declaration of Human Rights
Millennium Development Goals
Red Cross
International Red Cross
Humanitarian
Migrate
Climate Change
Civil Conflict
Civil War
Refugee
Urban Refugee
Durable Solutions
Stateless Individuals
Civilians
Catastrophe
Child soldiers
Resettlement
Refugee “Fatigue”
Ethnic Minorities
Water Purification Tablets
Open/Closed /Porous Borders

Stage 1 – Desired Results	
<p>Content Standard(s): Students will...</p> <ul style="list-style-type: none"> -read, understand and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence -determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools; -organize ideas, concepts, and information using strategies such as definitions, clarification, comparison/contrast and cause and effect -compare and contrast a text to an audio, video, or multimedia in order to increase comprehension, making connections among ideas and between texts with focus on textual evidence. -evaluate an author’s argument by examining claims and determining if they are supported by evidence. - present appropriately in formal speaking situations, listen critically and respond intelligently as individuals or in group discussions. - write for different purposes and audiences. Students will write clear and focused text to convey a well-defined perspective and appropriate content. -analyze images, film, graphs, charts, maps and data to provide evidence of change within a community or impending “worst case scenario for the refugees. 	

Understanding (s)/Goals:

Students will analyze the push/ pull factors impacting communities considering leaving their homes to settle in another place.(Why people move)

Students will understand :

- people migrate for many different reasons;
- that there are different kinds of migrations.
- that there are shared effects of migration, both on the host community and the migrant community.
- that migrations can occur in any place given the right conditions.
- that there are organizations that can be made available to offer assistance to people in need when disaster strikes.
- that cases have to be made for resettling people who cross borders or communities and those same people can be repatriated when the host community “tires” of them.

Essential Question(s) Related to Theme(s):

1. What were the causes of migration? (i.e. what made the change happen?)
2. What are the intended or unintended effects of migration? (i.e did past decisions or actions of others limit or remove choices for people; or, what values, skills, and forms of knowledge do migrants need to succeed in their new environment?)

Student Objectives (Outcomes):

Students will be able to:

- acquire new terminology relating to migration, refugees and sea levels
- analyze maps and data pertaining to areas where people lived prior, during and after the events that caused the migrations.
- evaluate the effects of forced migrations on resources of both the migrant and host communities.
- read informational text such as articles, narratives and media accounts of events pertaining to the two migrations being studied.
- argue effectively using evidence to support a particular point of view.
- write a definitive summary supporting a position.
- view film clips pertaining to the effects of the causal events of the migrations.
- understand that we are all interconnected, and the actions of people far away may have unintended consequences for people far away.

Stage 2 – Assessment Evidence

Performance Task(s):

Lesson one: **Who Are Those People and Why Are They Coming Here?**

- Working in groups of three or five, students take on the role of either refugee villager or host member.

Lesson two: **Make a Run For The Border**

- Working in groups of three or five, students take on the roles of civilian refugee or rebel forces.

Other Evidence:

- Students use “ESP&C” to analyze how migration impacts each group.
- Students display “What’s on Your Plate?” as evidence of these impacts.
- Students write a summary supporting a position and argue effectively for that position.

Stage 3 – Learning Plan

Learning Activities:

Language Acquisition - Before students can understand how people are affected by migrations-forced or not, they have to be familiar with the terms with which they will be working. Therefore, we will begin with The Interactive Student Dictionary.

A.

Using dictionaries, or computers, students will create a four -column paper (vertical). In column 1, students will copy the word or term; column 2, write the book definition of the word or term; column 3, write the word or term in your their own words; column 4, sketch a simple picture or symbol to illustrate that word or symbol. Please provide color pencils for students to color their visuals. According to Dr. Connie Davidson, ”We tend to think in images and color triggers memory.”

B.

(1) Provide students with an array of coastal communities which have either had to migrate, or are facing imminent danger of a forced migration inland as a result of rising sea levels.

Provide students with maps of their selected regions, data on the regions (agriculture, fishing industries, etc.), narratives, visuals from selected regions, and background text materials (many available in resource section).

WHAT’S ON YOUR PLATE? And ESP&C

QUESTION: What are the economic, social, political, and cultural impacts of rising sea water levels on the (issue you choose) of the (people you choose text readings) . Be sure to include in the discussions the four questions outlined in the Essential Question Section above

HOW TO DO THIS

(1) Students view film clips from Lesson One Videos Section listed below to provide a frame of reference for the challenges that lie ahead for coastal communities and beyond.

(2) Using sectional disposable plates, ask students to label one small section “Economic”, the next

small section, "Political" and then divide the larger into two sections by labeling one part, "Social" and the other part "Cultural". Explain to students that anytime they see a word like "Legal" or "Law" that that should be placed in the "Political" section.

(3) Photocopy the attending text (single side) that you select, and pass out to students. Using highlighters, have them read through the text and identify the statements that they could use to tell what the economic impacts of the rising sea levels are for the community. Have them cut out these statements and glue them into the "Economic" section of their plates. Repeat the same process for each of the other sections.

When they have completed the process of filling their plates, they must now determine if THEY themselves, can "digest" what's on their plates. Now ask: "Can the affected community?"

(4) Students must now do the same for the "Host" community. This opens a class discussion. Ask students to explain why or why not they find what's on their "plate" digestible or not.

RESPONDING TO THE CRISIS

(1) Divide the class into two groups of approximately fifteen students each. One group must present the case for the host community/country, and the other group will present the case for the refugee community/country Within each group of 15 students, you will further subdivide them into 5 groups of 3, so that "Command Stations in the Field" may be set up. These will be the NGOs. Their jobs are to determine the need and decide what NGO will handle what. Using computers, (if you don't have access to any, then please go to the resources, download and print out enough materials to form a Resource Bank for them. Place the documents on a table off to the side. The students should determine which data they can use.

(2) Assign one "Legal Team" to each group. They are the ones who will oversee the "refugees and host communities to insure that International Protocol is being followed. All groups will be working at their "stations", Students will go to the table to gather the information from among the resources at the table and share it among themselves, making sure that there is no duplication of benefits. Each group must keep in contact with their legal team because they need to build a case.

(3) "International Law Day"

Students must now present their cases to the "International Court". They must be prepared to present their cases based on the evidence that they gathered, including "Exhibits" of images, graphs, charts and any data that will support their case for "Climate Refugee" status. (It would be wonderful if you could have the students "travel" to another classroom in the building for the court proceedings, and also ask some of your colleagues or team teachers to be the panel the students must convince.)

Please allow two ninety- minute periods for each side to present their cases.

(4) At the end, the "court" makes the decision along with the students, as to whether or not the refugees will be granted a new home within the host community, and if not, must make recommendations according to International Protocol.

LESSON TWO: "MAKE A RUN FOR THE BORDER"

Tell students that people in crisis may just "show up" in large numbers. Sometimes it is expected. Sometimes it's not. But there they are. Most likely they're carrying all of the worldly possessions that they could grab at a moment's notice. Some may have nothing at all. Many may be ill, wounded, or hurt in some way which would require medical attention. There may or may not be any available. There may be women with infants, small children, elderly who might have been carried in. They may have run in advance of some military or rebel forces action in their home

region. Some may have money. Many do not, but they are ALL frightened and are depending on YOU to help them. You and your colleagues may be the difference in whether they survive or not.

- (1) Working in groups of four, one half of the class will take on the role of an N.G.O. (provide a list of different NGOs) working on behalf of the group that's fleeing the conflict. The other half of the class will take the position of the leaders of the host country that would be receiving the refugees.
- (2) Students will then select one region/country where civil conflict/war has taken place. They will then go online to locate maps, data (graphs, charts, tables) images, first person narratives/witness accounts pertaining to this events/events, and supporting text as it pertains to their respective roles.
- (3) Group A (Refugees) will examine the underlying causes: the issues, events, and effects that caused the people to flee, including the effects on the resources that people need in order to maintain their daily lives.
- (4) Group B (Host) will examine the effects that they will experience as a result of the refugees resettling in their town/ country, including the effects on available resources.
- (5) Using a graphic organizer that charts: **One Cause: Multiple Effects** and a graphic organizer wheel that charts: **Who Did What To Whom, When, Where, WHY, and How?**, students will read through the selected text in order to complete the two organizers.
- (6) When complete, students will determine which of their documents will support their position.
- (7) Students will then apply the "WHAT'S ON YOUR PLATE?" Strategy (and four questions listed in the essential question section above) for each group and determine if what's on their plate is digestible.
- (8) Each group will then make an appeal to the "United Nations" for a decision. They must present documentation in the form of their graphs, charts, narratives, images, etc. which they located and examined in step 2.
- (9) The U.N. will decide the need.

CULMINATING ACTIVITY

Using a 2" by 2" square of black cotton fabric and scraps of brightly colored cloth, each student will design one scene that depicts something that "grabbed" their attention about the two migrations. They will stitch the squares together to form one large "Quilt For A Shared Humanity". The quilt must show the different conflicts and the fitting resolutions.

QUESTIONS FOR FURTHER INQUIRY:

1. How did each of the two groups view their world and the world around them? Did their worldview change as a result of the migration?
2. Where the refugee communities ever able to become citizens of the host community?
3. How far from the host communities were the refugee communities living?
4. Think of Hurricane Katrina and the citizens of Louisiana . They were referred to as refugees and many were offended. Did they qualify for the status of "refugee"? Why or why not?

5. Think of coastal communities in the United States, such as New York, New Jersey, parts of California, how do you think they and other Americans will respond to their needs should their communities go under water permanently?

6. View the clip, "The Danger of a Single Story", by Chimamanda Adichie. After viewing, reflect back. Did the people you studied attach a "single story" to the people they met in this unit? Were they able to change how they saw them? Were you?

Resource List/Bibliography:

Please be sure to include full titles, authors, and URL addresses with dates accessed.

Who Handles What? A Listing of Some Possible NGOs Applicable to this Unit

unhcr.org

unicef.org

IIHL.org

unesco.org

aidc.org

anct.org

redcross.org

icrc.org

VIDEO SECTION:

LESSON ONE

YOUTUBE

www.youtube.com Use these search terms:

Sea Levels Rise Simulation

King Tide, The Sinking of Tuvalu

Farewell Tuvalu

LESSON TWO:

YOUTUBE Use these search terms:

UNHCR Refugee Camp Thailand

Sanzule Refugee Camp-Ghana-Africa

OTHER RESOURCES:

www.nationalgeographic.com/news/2005

Climate Change Creating Millions of “Eco-Refugees”, U N Warns

<http://education.nationalgeographic.com/education/encyclopedia>

“Climate Refugee”

<http://thesinkingoftuvalu>

The Sinking of Tuvalu I Juriaan Booji

<http://education.nationalgeographic.com/education/news/sea>

“Sea Rise and Storms on the Chesapeake Bay”

www.guardian.co.uk

Carteret Islands-The World’s First Climate Change Refugees

www.worldoceanreview.com

The Uncertain Future of the Coasts

The Battle for the Coasts

The Top Ten Nations Classified by Proportion of Population in Low Lying Coastal Areas

www.un.org/en/documents/udhr/hr_law.shtml

Universal Declaration of Human Rights

www.geneva-academy.ch/RULAC/international_refugee

International Refugee law

www.unicef.org

School in a Box Kits

www.youtube.com

School in a Box Kits Video

www.globalpost.com

Islanders Flee Rising Sea Levels

<http://environment.nationalgeographic.com/environment/global-warming>

Flooding

Rising Sea Levels

<http://news.nationalgeographic.com/news/2012/06/120625>

Sea Levels Rise Fast on U.S. East Coast

<http://ocean.nationalgeographic.com/ocean/critical-issues-sea>

Sea Levels Rise

<http://education.nationalgeographic.com/education/multimedia/world-political-mapmaker-kit/?ar a=1>

www.refugeeteam.com/donations

Items Needed –Refugee team

Resources:Article:

1. [guardian.co.uk](http://www.guardian.co.uk),

“Climate change has already begun-but hardly anyone noticed”

“Carteret Islands-The World’s First Climate Change Refugees”

2.<http://ocean.nationalgeographic.com>

“Sea Levels Rise”;

Mississippi River Delta to “Drown” by 2100 ?;

“The Big Thaw”; Interactive Map

www.worldoceanreview.com

“The Uncertain Future of the Coast”

“The Battle for the Coast”

“Top Ten Nations Classified by Proportion of Population in Low Lying Coastal Areas”

How Are You Going to Use This Unit? *This unit is written for grades 7-9.* It is aligned with the Pa. Common Core, which will be implemented in September 2012. It is written in a manner whereby teachers can “Unpack” it and use all, or some as the activities can “stand alone”, or used in conjunction with other lessons a teacher may prefer.