

Underreported Stories of Migration: The Missing Pieces of a Holistic Story

Unit by Emily Otten

Day 1: What do I think of migration?						
Lesson Objective						
<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Reflect on their personal perspectives of migration and migrants ● Differentiate between unit-specific vocabulary: migrant, immigrant, and refugee 						
Warm-up						
<p>Purpose: to gauge students' familiarity with the unit vocabulary before lessons</p> <ol style="list-style-type: none"> 1. Put the word "migrant" on the board & ask students to raise their hands if they have <i>heard</i> this word before. 2. Follow the same procedure for the words "immigrant" and "refugee." 						
Lesson & Activities						
<p>1. Give students the following table in a format of your choice (Google Docs, in a notebook, handout/worksheet, etc.). The table should be kept in a place where students can easily reference it and return to it at the end of the unit.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; width: 80%;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Migrant</th> </tr> <tr> <th style="text-align: center; padding: 5px;"><u>Before</u></th> <th style="text-align: center; padding: 5px;"><u>After</u></th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </tbody> </table>	Migrant		<u>Before</u>	<u>After</u>		
Migrant						
<u>Before</u>	<u>After</u>					
<p>2. Ask students the following questions:</p>						

- Have you ever heard the word *migrant* before?
- If so, do you know what it means?

Write students' ideas on chart paper or somewhere where they can be viewed and kept to use throughout the lesson sequence.

3. Follow the same procedure for the words *immigrant* and *refugee*.

4. Have students draw or write their understanding of each vocabulary word in the “before” section of the table.

Do not reveal the definition of any of the words—students will revisit this table at the end of the unit and fill in the “after” section

Closing

1. Sharing: partner students up and ask them to consider the following:

- What similarities do you notice between your drawings?
- What differences do you notice?
- Do you have any questions about your partner's work?

2. Introduce the unit: tell students you will be exploring various forms of migration and movement and considering how our opinions and understanding of these concepts is affected by who tells the story.

Day 2: How is migration portrayed (or showed) in the media?

Lesson Objectives

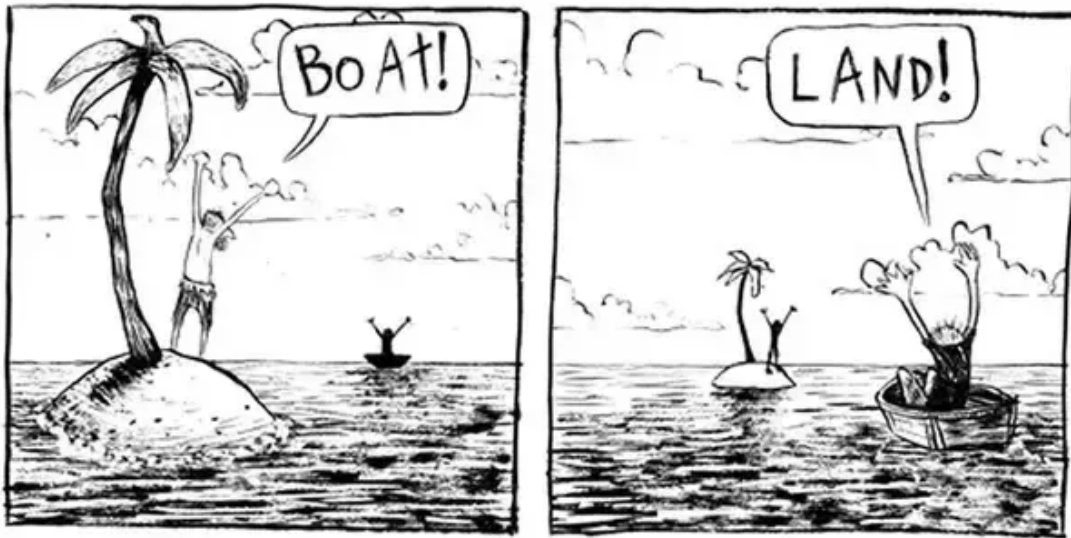
Students will be able to...

- Discuss perspectives in mainstream media stories
- Reflect on how media consumption affects our understanding of migration

Warm-up

Purpose: to ensure students understand the words “perspective” and “point of view” before beginning the lesson activities.

1. Display the image below on the board.



Perspective...

2. Have a short discussion as a class about what the graphic means and how it demonstrates how perspective affects understanding.

Lesson & Activities

1. Create a see, think, wonder table on chart paper or a white board where the class can see it.

2. Display the article [‘Mommy, I Have Bad News’: For Young Migrants, Mexico Can Be the End of the Road](#) on the board.

3. Scroll through the images and model your thinking aloud.

- Be sure to draw attention to the elements of a nonfiction article such as captions and headings
- The captions and headings may assist students in answering their own “wonder” questions.

3. Model 1-2 images while thinking aloud and demonstrating how every column should be related. Here is an example of a completed table:

<u>Image</u>	<u>See</u>	<u>Think</u>	<u>Wonder</u>
Minors waiting to be processed at the Nohemí Álvarez Quillay shelter.	-Four people wearing masks -The people are wearing all grey -They have socks and flip flops -The building is dark -The walls are mostly empty	-This is during the pandemic -They have to wear the same outfits -Whoever decorated this building didn't put a lot of thought into it	-What is a minor? -What are they being processed for? -Where is the Nohemí Álvarez Quillay shelter?

Ask students whether they have any questions about how to make a see, think, wonder table.

4. Display [this](#) Padlet and introduce the task for today

- In partners or small groups, students will create see, think, wonder tables (using Google Docs, notebook, handout, etc.)
- Students will study news articles of their choice and begin to consider how perspective plays a role in shaping how stories of migration are told.

5. Give students a few minutes to join their breakout room (if teaching virtually) or get into their small groups with their materials. Recommendation: leave your model posted where students can reference it if they need to.

Closing

1. As a whole class, in small groups, or with a partner, invite students to discuss what they've learned so far about migration

- What's one thing you learned today?
- What questions do you still have?
- How do you feel about the information you analyzed today?

Day 3: How do migrants perceive themselves and their journeys?
Lesson Objective
<p>Students will be able to...</p> <ul style="list-style-type: none"> Analyze underreported news stories with the purpose of finding information that was missing from mainstream news stories
Worksheet for Today
<p>Exploring Underreported Stories of Migration worksheet [.pdf] Exploring Underreported Stories of Migration worksheet [.docx]</p>
Warm-up
<p>Purpose: to give students an understanding of underreported news stories.</p> <p>Display the word <i>underreported</i> on the board where all students can see it along with the following questions:</p> <ul style="list-style-type: none"> What words do you notice inside this word? What do these smaller words mean? Therefore, what must underreported mean?
Lesson & Activities
<ol style="list-style-type: none"> Review the word <i>underreported</i> with students. <ul style="list-style-type: none"> Ask students to volunteer to share their answers to the warm-up questions. Have a brief discussion about what an underreported news story is and how to spot an underreported story. You can use this video to support your discussion. Display "Traces of Exile" by Tomas van Houtryve on the board. Introduce the lesson by explaining that van Houtryve is a photojournalist, who tells news stories through photos. Read this excerpt from the introduction to the news story aloud to students: <p style="margin-left: 40px;"><i>The ongoing crises in the Middle East have uprooted millions of people, yet new technology allows them to keep connected to their home communities and loved ones in unprecedented ways. [Smartphones] help migrants navigate through unfamiliar lands, stay in touch with their family and friends, contact smugglers, and even document their daily lives with selfies and posts to Instagram.</i></p>

How do refugees' lives differ from their presence online? How does their portrayal of themselves differ from how they are depicted in the Western media? Van Hourtyve shot video footage of places along the migrant trail in Europe. Then, he overlaid his footage with screenshots of images posted by refugees on Instagram from those same places.

4. Check in with students by asking:

- Where are the refugees in this story from? Where are they now?
- Who took the photos in this story? (Students should note that photos were taken by Tomas van Houtryve *and* by refugees themselves.)

5. Show students some of the images from "Traces of Exile." Demonstrate a think-aloud and compare the images with images that were modeled during Day 2. For example (Athens, Greece image):

- The first man is smiling
- The first man is eating at a restaurant
- The second man is wearing sunglasses
- The second man is giving a peace sign and taking a selfie

6. Ask students:

- How are these images different from the ones we explored on Day 2? (For some images, e.g. the one in Piraeus or The Jungle Camp, students could also contrast between the background image and the foreground images.)
- What is the impact of perspective in these images?

7. Model note-taking while exploring the story.

8. Show students [this Padlet](#) and empower them to choose any one of the underreported stories of migrants and migration that they find there. While reading, students should take notes in the Exploring Underreported Stories of Migration worksheet.

Closing

1. Pair students up and have them discuss the following questions

- What's the most surprising or interesting piece of information you learned today?
- What is one major difference you notice between today's news stories and yesterday's news stories?

Day 4: What is missing from mainstream stories of migration?

Lesson Objectives

Students will be able to...

- Compare and contrast mainstream and underreported news stories
- Reflect on how these gaps in information impact our understanding of migration.

Worksheet for Today

- [Puzzle Worksheet \[.pdf\]](#)
- [Puzzle Worksheet \[.docx\]](#)

Warm-up

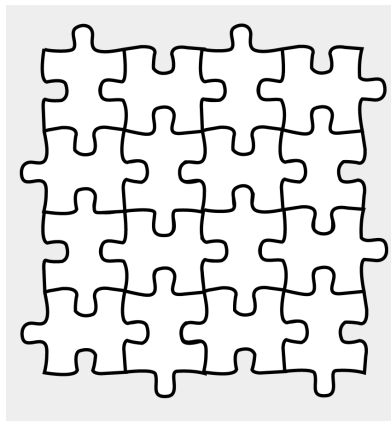
Purpose: to introduce students to the idea that concepts and understandings are like a puzzle—you need *all* the pieces to create a holistic picture.

Display the following questions on the board:

- What is a puzzle?
- What happens if you're missing multiple pieces of a puzzle?
- How are news stories like puzzle pieces?

Lesson & Activities

1. Display a puzzle visual on the board or create one on chart paper. Introduce the lesson and tell students that they will be creating their own puzzle visual and writing a summary of their new learnings.



2. Demonstrate how to fill in pieces of the puzzle with information from all news stories that you modeled during Day 2 and Day 3. Think aloud and show students how to begin creating a holistic picture of migration. As you name pieces of information and ideas from the articles the class has explored, write each one in a different puzzle piece to model. Then ask students to share information and ideas they remember, and start including those on the model puzzle.

3. Intentionally leave a couple of pieces of the model puzzle blank and talk about how we only did a couple of days of research, so we may not have all the information we need to finish the puzzle.

4. Under the puzzle, write the following:

- 1-2 sentences that summarize your modeled learning
- 1-3 questions you have about migration and migrants, based on your learning so far

5. Hand out puzzle worksheets to students, or ask them to draw one themselves. Have students complete their puzzle *and* write their summary sentence and questions individually. If possible, conference individually with students who may need additional support when writing their summaries.

[Click here for examples of puzzle worksheets by students in Emily Otten's class in spring 2021](#)

Closing

Partner students up and have them discuss:

- What pieces of information am I still missing in the story of migration? In other words, what am I still wondering about?
- How would the answers to my questions help me better understand a more holistic story of migration?

Day 5: How can I best get my point across?
Lesson Objectives
<p>Students will be able to...</p> <ul style="list-style-type: none"> • Determine what they want their audience to know and understand about migration • Begin to plan their final project
Worksheets for Today
<ul style="list-style-type: none"> • Stories of Migration: Final Project Rubric [.pdf] • Stories of Migration: Final Project Rubric [.docx] • Final Project Planning Worksheet [.pdf] • Final Project Planning Worksheet [.docx]
Warm-up
<p>Purpose: to introduce students to their final project choices.</p> <ol style="list-style-type: none"> 1. Tell students that for their final project for this unit, they will have the option to create any one of the following: a podcast, news broadcast, edited news story, original news story, or artwork with description. Let students know that you will be going over the choices in more detail soon, but ask for a show of hands to indicate which option sounds most exciting to them on first impression. 2. Give students access to the final project rubric virtually or as a handout. Have them spend a few minutes studying the rubric and developing any questions they may have.
Lesson & Activities
<ol style="list-style-type: none"> 1. Begin the lesson by asking if students have any questions about the rubric. 2. Introduce the final projects to students. Ask them what they noticed and wondered as they were looking through the final project choices. 3. Tell students that we use different mediums of communication based on who our audience is and what we want them to know or understand. 4. Model reviewing your puzzle and thinking aloud to come up with one or two sentences that encompass what you want your audience to learn about migration from your final project.

5. Talk through each final project choice and empower students to decide which one will be most effective based on their audience and what they want to communicate, as well as their personal passions, talents, and interests.

- **Podcast** - voice only, write a script, story-like
- **News broadcast** - sound and video, write a script, story like
- **Editing existing news stories** - adding information to a mainstream news story, figuring out where missing pieces belong
- **Write your own news story** - no speaking involved, coming up with your own ideas, starting from scratch
- **Artwork with description** - creating your own artwork, visual, representation

6. Review [the Padlet](#) with instructions and rubric. Display directions on the board as students work so they are able to independently transition from one activity to the next.

7. Demonstrate how to access the planning sheet (digitally or a physical copy). Students will work on their planning sheet for the rest of class.

Closing & Homework

Homework

Finish planning sheet if not completed in class.

Day 6: How can I help my partner make their work the best it can be?
Lesson Objective(s) or Essential Question(s)
<p>Students will be able to...</p> <ul style="list-style-type: none"> Use the final project rubric to determine one thing that's working in their partner's project and one thing they hope to see in their partner's final project
Warm-up
<p>Purpose: to introduce students to their partner's final project in a low pressure environment.</p> <p>Distribute students' completed planning sheets to their partners. Invite students to simply read through the planning sheet with the sole intention of understanding their partner's project ideas.</p>
Lesson & Activities
<ol style="list-style-type: none"> 1. Introduce the lesson and tell students that they will be participating in peer review today. 2. Project your own example final project planning sheet or use this one as a sample. Let students know that today's focus is to write one thing that's working in their partner's project and one thing that they'd like to see added or changed in their partner's final product. 3. Read the sample planning sheet aloud to the class and model thinking aloud as you consider one thing that's working well and one thing you'd like to see added or changed. Be sure to include your rationale in both of these items. For example: <ul style="list-style-type: none"> One thing that's working well is that the project includes many elements from underreported stories that we learned about, which is important because it helps to create a more holistic picture of migration. One thing I'd like to see changed or added is the inclusion of sources, which is important because that's how we avoid plagiarism and don't claim others' work as our own.
Closing & Homework
<p><u>Closing:</u> Invite students to share one thing that's going well in their project and one thing they'd like to conference about tomorrow. This can be aloud as a class or in a private survey for your eyes only</p> <p><u>Homework:</u> Optional: work on final projects if students need extra time.</p>

Day 7: Finalizing projects**Lesson & Activities**

1. Students work on their final projects during this time.
2. If possible in your setting, conference individually with students (recommended time: about 5-10 minutes per student).
 - Conferences should be based on specific questions the students have about your feedback.

Closing

Students will submit their final projects in the platform you use in your classroom.

Day 8: Celebration of final projects
Lesson Objective(s) or Essential Question(s)
<p>Students will be able to...</p> <ul style="list-style-type: none">• Celebrate their own and their peers' learning• Analyze one another's final projects to develop questions and give feedback• Compare and contrast between their own project and those of others
Lesson & Activities
<ol style="list-style-type: none">1. Introduce today's activities and tell students they will participate in a gallery walk and leave feedback for their classmates.2. Briefly walk students through the process of a virtual gallery walk<ul style="list-style-type: none">• All projects should be linked in Padlet, Google Slides, a Google Doc, or whatever platform you and your students are most comfortable with.<ul style="list-style-type: none">○ Share the link with your students so they can participate in their virtual gallery walk.• Students should leave comments on the projects that they see. For example:<ul style="list-style-type: none">○ What is the most interesting part of this project?○ What do you like the most about this project?○ What questions do you have about this project?○ Do you notice similarities or differences between your project and this project?○ What is one new thing you learned from this project?

Day 9: How did my views of migration change?
Lesson Objective(s) or Essential Question(s)
Students will be able to... <ul style="list-style-type: none"> ● Synthesize their learning ● Demonstrate what they now think of migration through writing or drawing ● Reflect on how and why their views have changed
Warm-up
<ol style="list-style-type: none"> 1. Invite students to find the vocabulary tables they filled out at the beginning of the unit. 2. Students should review their “before” side and begin to think about how their understanding of each word has changed.
Lesson & Activities
<ol style="list-style-type: none"> 1. Ask students to think about what new understandings they have about migrants, immigrants, and refugees after participating in this unit. 2. Have students share with the person next to them or write their new learnings in the chat if you are teaching virtually. 3. Invite students to expand on their ideas or share aloud with the class. 4. Prompt students to consider <i>why</i> their understandings have changed by asking them: <ul style="list-style-type: none"> ● What piece of information brought you to that understanding? ● Where did you see or learn that? ● How did perspective help you come to that conclusion? 5. Have students fill out the “after” side of their table. They can share with a partner or small group if you so desire. 6. Model writing one or two sentences that summarize the change in your understanding of migration after participating in the unit lessons, then ask students to do the same.
Closing
Students finish their before/after tables after reflecting in-depth and turn them in during the next class period.