We Find New Names: Creating Stories of Migration Using Google Earth
Unit Plan by Ken Hung

Lesson One
Lesson Objective: Students will be able to analyze themes from the novel *We Need New Names*, and read selected articles supported by the Pulitzer Center. in order to find themes in migration stories that they would like to explore in their fictional narratives. Note:Students should have already read *We Need New Names*. Here is a summary of the book from *NPR*, and here is a video of author **NoViolet Bulawayo** reading from the novel.
Warm-up
1. Explain to the students that in order to create a story they will first need to decide on a theme.Define **theme**: a central idea or message that a writer wishes to explore in a story. Ask students to brainstorm themes in novels/plays/movies they have read. 2. Explain that students will need to come up with a theme or set of themes they want to explore around the topic of migration and its impact on migrants. Ask students to brainstorm themes based on their understanding of *We Need New Names* or their understanding of issues migrants face (e.g. how migrants experience sexism as they resettle, how migrants assimilate in their new country, how migrants relate to their home country). 3. If students have not read *We Need New Names*, they may wish to read the poem Home by Warsan Shire and brainstorm themes from the poem. **(NOTE: Please be aware that both *We Need New Names* and *Home* include mature content that some may be triggering for some students.)** 4. Remind students that a theme from the book (or poem) should in some way help them address one of these two essential questions: -What are the push/pull factors connected to migration from Africa to Europe/North America? How do these push/pull factors shape the lived experiences of migrants from Africa? -How does the process of assimilation impact a migrant's sense of self? In particular, how does the process of assimilation impact a migrant's understanding of home with regard to one's native and adopted lands?

Focus text(s) / resource(s) for today's lesson

We Find New Names Lesson One: Theme Assignment
- **Click here** for an example from a student who participated in the unit in spring 2021

Articles about Migrants to Europe:

1. Fantasy of Germany Now a Dark Reality for African Asylum Seekers

   https://pulitzercenter.org/stories/fantasy-germany-now-dark-reality-african-asylum-seekers

2. A French Town has Welcomed Refugees for 400 Years
   https://pulitzercenter.org/stories/french-town-has-welcomed-refugees-400-years

   https://www.smithsonianmag.com/history/chambon-french-town-refugees-180969356/

3. For Your Eyes Only/In Pictures: The New Faces of Gayropa
   https://pulitzercenter.org/stories/your-eyes-only-asylum-lgbtq-refugees-europe-bradley-secker

4. Unfriendly Shores: African Immigrants in France, Part One

   https://pulitzercenter.org/stories/unfriendly-shores-african-immigrants-france-part-1

5. Unfriendly Shores: African immigrants in France, Part Two
   https://pulitzercenter.org/stories/unfriendly-shores-african-immigrants-france-part-2

Articles exploring the ways that migrants address assimilation in their adopted countries:

1. Coming to America: It's Not Like the Movie
   https://pulitzercenter.org/reporting/coming-america-its-not-movie

2. Repairing Broken Bounds: How Families Rebuild Ties After Migration
   https://www.google.com/url?q=https://pulitzercenter.org/stories/repairing-broken-bonds-how-families-rebuild-ties-after-migration&sa=D&source=editors&ust=1617040074929000&usg=AOvVaw3TvXZcoRVbyJASNejXQR9F

3. Video: We Became Fragments

   https://pulitzercenter.org/stories/teenager-starting-over-canada

Home by Warsan Shire:
https://www.facinghistory.org/standing-up-hatred-intolerance/warsan-shire-home

We Need New Names by NoViolet Bulawayo

Lesson / Activities

Give students this worksheet and have them complete Part One by answering the following about the novel *We Need New Names*:

Find at least three quotes or scenes from the book that stood out to them and answer the following for each:

1. *What is the scene/quote?*

2. *What is the theme?*

3. *Why would you like to use it in your story? For example, does it shed light on something we don't usually hear about when we learn about migrants? Is it a theme that would resonate with students who might look at your presentation?*

As mentioned, if students have not read *We Need New Names*, they may wish to read the poem Home by Warsan Shire and complete the assignment using the poem as their foundational text.

Closing and Homework

Homework:

Explain to students:
The Pulitzer Center is an organization that supports journalists who write news stories that are often underreported. You will supplement your work by also finding themes in selected articles written by Pulitzer Center journalists on the migration process.

Ask students to complete Part Two of the worksheet for homework:

Part two of the worksheet asks students to review two of the following Pulitzer Center articles and videos. Ask students to find at least one quote, or description of a specific event, from each Pulitzer Center article/video they selected and answer the following for each quote:

1. *What is the name of the article you used?*

2. *What is the quote or description of a specific event you chose?*

3. *What is the theme?*

4. *Why would you like to use it in your story? For example, does it shed light on something we don't usually hear about when we learn about migrants? Is it a theme that would resonate with students who might look at your presentation?*

Have students share their responses to the following question as students an exit ticket:

What questions/concerns do you have about finding appropriate themes in a book, poem or article?

Lesson Two
Lesson Objective: Students will be able to evaluate themes from Pulitzer Center supported news articles on migration in order to determine themes that will form the basis of their fictionalized stories.
Warm-up
1. Review the following: **What is a theme?** a central idea or message that you want to explore around the topic of migration and its impact on migrants (e.g. how migrants experience sexism as they resettle, how migrants assimilate in their new country, how migrants relate to their home country)   Remember, themes from the articles you reviewed should in some way help you address one of our two essential questions: -What are the push/pull factors connected to migration from Africa to Europe or America? How do these push/pull factors shape the lived experiences of migrants from Africa?   -How does the process of assimilation impact a migrant's sense of self? In particular, how does the process of assimilation impact a migrant's understanding of home with regard to one's native and adopted lands?
Focus text(s) / resource(s) for today's lesson
See Lesson One   Worksheet: Guiding group discussions about themes from *We Need New Names* and Pulitzer Center-supported articles on stories of migration

Lesson / Activities

Now that students have collected themes, they will meet in groups of five-six to begin determining which themes they will use for their fictionalized story. The teacher may wish to have students pick groups or divide them ahead of time.

1. Have students make a copy of this worksheet and fill out the answers as a group.
2. Using the table in the worksheet to guide their discussions, each group member will select one quote from *We Need New Names* that expresses a theme they want their group to explore in their fictionalized story. They will also select a quote or description of an event from a Pulitzer Center article/video they watched that expresses a theme they want to explore in their fictionalized story.

3. The group will then decide which themes they want to explore as a group and articulate the reasons why they chose the themes. They will answer the following questions:

● What theme/themes does your group want to explore in your group's fictionalized story?

● Why does your group want to explore these themes?

Closing and Homework (if any)

Have students share their responses to the following question as an exit ticket:
What themes did you find that you wish to incorporate in your fictionalized narrative?

Lesson Three:

Lesson Objective: Students will be able to conduct internet research to find factual evidence on the experiences of recent migrants in order to identify details to incorporate into their fictionalized stories

Warm-up

1. Ask students to answer the following questions based on the Pulitzer Center articles/videos they have read:

● What moments stood out to you from the articles you read about the experience of migrating? Why?

- What moments stood out to you about the experiences of migrants as they start to settle in a new country? Why?
- Based on the articles you read, what are some reasons why migrants leave their countries?
- Based on the articles you read, what are some reasons migrants choose to go to a particular destination (e.g. city, country)?

Discuss the concept of push/pull factors. A push factor is a reason a migrant may leave their country of origin. A pull factor is a reason they may migrate to a particular destination.

Focus text(s) / resource(s) for today's lesson

It is highly recommended that students use the following databases for their research:

- JSTOR: jstor.org
-
- ProQuest: proquest.com
-
- InfoBase: infobase.com

Lesson / Activities

Explain to students that now that they have determined a few themes, their groups will need to find additional facts that ground the stories they will be writing in actual experience. For example, if they create a story where a migrant travels by boat from the coast of Libya to Italy, they should find additional evidence that this is a path migrants actually take.

To do this they will need to conduct research on the history/experience of migrants to the particular country in Europe or North America. For purposes of this project they will limit their research to the 20th and 21st century.

(Note: You may wish to have students review what makes an online article a reliable/unreliable source)

1. Working in their groups, students will go to online databases such as JSTOR and Proquest and complete the worksheet.

2. Ask students in their groups to fill out the worksheet by analyzing the following:

- Reasons why migrants left different countries in Africa (Push factors)
- Experiences they faced making the migration journey
- Reasons why migrants went to Europe or North America (Pull factors)

- Experiences migrants face after moving to their new countries

3. Based on their research, students will determine a specific country in Africa and a specific country in Europe or North America that will serve as the start and end point of the narrative they will write. They will note the countries they have chosen to start and end their stories on the worksheet.

Closing and Homework (if any)

Have students share their responses to the following question as an exit ticket:
How is your research going? How has it been so far working in your group. Please share positives and negatives.

Lesson Four

Lesson Objective: Students will be able to synthesize themes and details from their research on migration in order to develop a narrative for their fictionalized stories.

Warm-up

1. Ask students to brainstorm: what are the parts of a story? Use the plot of a movie students may be familiar with to do this. Are there elements that would be important to remember when planning a story (e.g. protagonist, antagonist). Explain to students that they will now be putting together a narrative for their fictionalized story.

If students have read *We Need New Names* the teacher may wish to go over the parts of a story by doing the following:

1. Give students a sheet of butcher paper/markers or have them access an online drawing tool such as Jamboard.

2. Have students draw stick figures to tell the plot of the book in six scenes. In doing so they should identify and address:
   a. The central conflict of the book
   b. How the conflict develops
   c. How the conflict is resolved

3. Explain that students will be using Google Earth in the project to identify six locations that will serve as scenes in the book. Ask students to go on Google Earth and find the location of each scene they identified in the book. Explain how to do this by typing a location (e.g. Detroit, Michigan) in the search feature (a magnifying glass on the top left of the screen) on Google Earth.

Focus text(s) / resource(s) for today's lesson

We Need New Names by NoViolet Bulawayo

Butcher paper, markers or an online drawing/brainstorming platform such as Jamboard

We Need New Names Lesson Four Worksheet

Lesson / Activities

Part A: Determine the Components of the Story

To begin, have students first answer the following questions in a group on this worksheet:

1. Who is the main character (protagonist) of your story? Where and in what time period does he/she/they live?

2. Who are the other characters? Does the main character have other people in their lives who are central to the story (e.g. family members, an antagonist)?

3. Are there other interesting facts about the characters' background (e.g. religion, political views) we should know?

4. What is the theme/themes of your story? Cite specific quotes from *We Need New Names* and/or the Pulitzer Center articles/videos that you explored that show the origins of your theme.

5. What is the central problem/conflict facing the main character? The central problem/conflict should address a specific theme you have identified in your research.

6. How will the problem/conflict be addressed? What are some events that will shape how the main character addresses the conflict/problem?

7. How will the problem/conflict be resolved (the problem/conflict does not have to be completely resolved or resolved with a "happy ending")?
Use this Reading Quest template to help students map out their answers.

Some things to consider:

Students should be aware that while they are making a fictionalized story, they are dramatizing events that connect to the real life experiences of people, including potentially their fellow classmates.

Students should exercise sensitivity when they create characters and narratives and be aware of how they are representing marginalized groups. Also, you may want to remind students that they should ground their story and characters in their research.

Narratives about migrants often just focus on the suffering of migrants. Encourage students to challenge this narrative (e.g. explore ways that migrants overcome problems, address structural issues that lead to migration, create characters that are defined by traits such as their interests and personality types as opposed to just their status as a migrant)

Part B: Telling the Story Using Google Earth

Students will need to have six scenes in their fictionalized story each set in a different location. Each scene should be inspired by evidence that a student has found through research in a reputable database, Pulitzer Center articles/videos, or *We Need New Names*.

To begin planning, have students fill out the chart on the worksheet answering the following:

1.Location of each scene (this will allow them to identify location tags when they use Google Earth)

2. Student working on each scene

3.Evidence from *We Need New Names*, Pulitzer Center articles/videos, or online research using reputable databases (e.g. quote, scene, description of event) that support the details in each scene.

4. How are you using the evidence in each scene?

5. What will happen in each scene (describe the plot)?

6. Characters in each scene

7. Will there be a monologue in the scene or photo collage in the scene?
What will the monologue or photo collage show?

Closing and Homework (if any)-
Have students answer the following as an exit ticket: On a scale of 1 (not at all) to 5 (very), how prepared are you to write the story.

Lesson Five

Lesson Objective: Students will be able to write fictionalized stories about the experience of a person migrating from Africa to Europe or North America that integrate their research throughout the unit

Warm-up
Do a check-in with the class to determine any questions or concerns. (e.g. have students evaluate on a 1<5 scale how the project is going).

Focus text(s) / resource(s) for today's lesson
None

Lesson / Activities

Part C: Writing the Story

Now that students have plotted out the story on the _We Need New Names_ Lesson Four Worksheet, they will need to submit a group Google Doc with their group's story before they put it on Google Earth. The story will be the text that appears on Google Earth. The story will need six scenes, each set in a different location that they will have tagged on Google Earth

Remind students that since they are writing a story on Google Earth, they will not be able to write more than 1-2 paragraphs of text. To flesh out their stories, they will supplement their writing with images and video using Google Slides.

Have students submit the following on the worksheet they started in the previous lesson:

1. **Written Text: Write a 1-2 paragraph summary for each scene**

-Each scene should be accompanied by one or two paragraphs of text **summarizing** what is happening in the scene. The text will go on their Google Earth location tags or slides along with corresponding images. Students should not write more than one or two paragraphs as it will be difficult to put on a Google Slide or location tag.

Students will be fleshing out their summaries by creating Google Slides that incorporate one of the following:

2. **Monologues: Write and record original monologues for three of the six scenes**

-For three of the six scenes, each group will write a one-page monologue from the perspective of the main character or another character. The point of the monologue will be to provide dialogue for the scene and/or allow the audience some insight into what is happening in the scene

-Each group will make a one-minute video where a student recites the monologue as the character and embeds the video as a Google Slide in their Google Earth presentation.

NOTE: The person giving the monologue does not need to be entirely on camera (e.g face could be obscured, scene filmed could be from their POV). However, their voice must be clear on the recording.

3. **Photo Collages: Compose photo collages for three of the six scenes**

For three of the six scenes, the group will make a photo collage of 3-5 images that will go with the scene. The photo collage will include pictures taken by a student of locations, props, and/or people playing characters that go with the scene (not images found online). The photos will be embedded into Google Slides that appear in their Google Earth presentation.

The photo collages may be embellished with other visuals that are found online (e.g. Google Images) and/or visual art made by students.

Things to Consider:
Students should exercise safety when they take pictures, especially with regards to COVID. Students should not take pictures of people or objects belonging to people without their consent. The teacher should work with students who may have difficulty with making a photo collage (e.g. access to a device with a camera, family members who may not want students to go outside) and adjust the assignment accordingly.

Tasks

Students will decide which members of their team will produce the monologues and which members will produce the photo colleges. One member of the team will serve as a point person who will report progress/any issues the group is facing to the teacher.

Closing and Homework (if any)
Do a check-in with the class to determine any questions or concerns. (e.g. have students evaluate on a 1<5 scale how the project is going).

Lesson Six
Lesson Objective: Students will be able to create and share their fictionalized stories about migration from Africa to Europe or North America using Google Earth
Warm-up

Explain to students that they will be putting together their fictionalized narratives by creating six scenes using Google Earth.

Remind students that ach scene should have:

1. A location tag on Google Earth with a corresponding image

A corresponding Google Slide (may have more than one) with text and visuals
2. A video with a 1 minute monologue embedded in a Google Slide (3 of the 6 scenes)

3. A photo collage of 3-5 images taken by students embedded in a Google Slide (3 of the 6 scenes)

Focus text(s) / resource(s) for today's lesson

Google Earth

We Need New Names Lesson Six Directions

Lesson / Activities

Go over the following steps with the students to set up a Google Earth project.To get started, give out the following directions:

1. Go to Google Earth and sign in using your School District approved Gmail.

2. On the left side of the toolbar click on "Projects"

3. Name your new project. Share it with your teacher and your group members and give them permission to edit. Do this by clicking on the icon with the + button on the menu after you have created a new project. Email your teacher a link to your project.

4. Click on to "New Feature" to begin making your presentation. Click on "Add Placemark" or "Search to Add Place" to create a location tag and "Fullscreen Slide" to make a Google Slides

5. When you create a Google Slide a window will open. Type in the text of your fictionalized narrative in the text box. To add images click on the camera icon under "background". A tutorial is available if you scroll to the bottom of the window.

6. **REMEMBER: YOU WILL NEED TO INCLUDE SLIDES WITH THE TEXT OF EACH SCENE AND ALSO A MONOLOGUE OR PHOTO COLLAGE FOR EACH SCENE**

7. On your first slide please write the names of every student who made the presentation and the title of your story.

8. Make sure that you have a corresponding image for each location tag. Under each image it is possible to include text.

9. Embed the monologues by creating a Google Slide and clicking on the camera icon under "background". You will have the option of uploading a video from your device, Google Drive or YouTube.

10. When you are finished, share your project by going back into the icon with the + button and sharing the link on a group Google Doc your teacher will provide the class. **DO NOT SIMPLY CUT AND PASTE THE LINK FROM YOUR BROWSER**

Note to teachers: Students may have difficulty embedding a video in a Google Slide. Here are instructions on how to embed the video into a place marker (courtesy of a student):

1.) Make the video
2.) Search for a place you want to add
3.) Click add place to project
4.) Go to edit feature
5.) Hit Replace on the information Google gives you
6.) Click on the Camera+ symbol
7.) Depending on how you're adding the video either go to the youtube section or add the video file
8.) Upload
9.) Add text to the infobox below or else it won't show up on the presentation

Closing and Homework (if any)
Take a day to share student work in class. Ask students to evaluate each project using a Google Form.