

## Unit Overview

Unit Title	My Story, On My Terms: Migration During Times of Conflict
Unit Length	5 Class Periods
Grade Level(s)/Subject(s)	Grades 10-12 / Contemporary World History
Unit Overview	Throughout this unit on migration, students will gain perspective on stories of migration by focusing on regions currently experiencing conflict in the world. Students will choose a specific region and use Pulitzer Center resources to understand the experience of an individual who has had to leave their home due to conflict or political instability. Using the resources, students will analyze the journey of the individual and create a book cover, summary, and final paragraph for that individual's journey.
Objectives & Outcomes	<p>Students will use illustration and empathy mapping to describe conflicts and events that spur human migration, and develop a final project of a book sample to engage a reader in students' chosen conflict or event.</p> <p>Additionally, students will practice skills such as:</p> <ul style="list-style-type: none"> <li>• Making connections to migration stories in their own lives and communities</li> <li>• Integrating information from diverse sources into a coherent understanding of an event</li> <li>• Introducing a topic and organize ideas, concepts, and information to make important connections</li> <li>• Generating original ideas and products in imaginative ways</li> </ul>
Standards	<p><a href="#">Illinois Learning Standards for Social Science-9-12</a></p> <p>SS.IS.4.9-12: Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.</p> <p>SS.G.6.9-12: Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>SS.G.7.9-12: Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.</p> <p>SS.G.8.9-12: Evaluate how short and long term climate variability impacts human migration and settlement patterns, resource use and land uses.</p>

	<p>SS.G.1.9-12: Use maps (created using geospatial and related technologies, if possible), satellite images, and photographs to display and explain the spatial patterns of physical, cultural, political, economic and environmental characteristics.</p>
Unit Resources	<p>Pulitzer Center Stories and Other Articles</p> <p>Ukraine:</p> <ul style="list-style-type: none"><li>• <a href="#">'We Are Too Tired To Be Nervous': Some Ukrainian Refugees Return Home, Despite Escalating Russian Attacks   Pulitzer Center</a></li><li>• <a href="#">Millions Displaced in Ukraine amid Russia's Punishing Assaults on Cities   Pulitzer Center</a></li><li>• <a href="#">Lives Frozen by Conflict   Pulitzer Center</a></li><li>• <a href="#">Russia's Push To Capture Major Cities Stalls, but Civilian Costs Grow amid Shelling   Pulitzer Center</a></li><li>• <a href="#">Today is the darkest day of the entire war in Ukraine   Le Monde FR</a></li><li>• <a href="#">We want to go into a deep sleep and wake up when Ukraine has won the war   Le Monde FR</a></li><li>• <a href="#">Ukraine's Children use Crayons to Channel Trauma   Reuters</a></li></ul> <p>Mexico:</p> <ul style="list-style-type: none"><li>• <a href="#">These Migrants Stranded at the U.S.-Mexico Border Share Why They Fled Their Homelands   Pulitzer Center</a></li></ul> <p>Libya and Ethiopia:</p> <ul style="list-style-type: none"><li>• <a href="#">Unsafe Passage: On Board a Refugee Rescue Ship   Pulitzer Center</a></li><li>• <a href="#">A Brutal Life for Migrants in Libya: Trafficking, Detention or Death En Route to Europe   Pulitzer Center</a></li></ul> <p>Afghanistan:</p> <ul style="list-style-type: none"><li>• <a href="#">Afghans in Greece Feel Abandoned After Getting Asylum   Pulitzer Center</a></li><li>• <a href="#">'It's Like My Mother Is Drowning in Front of Me': Afghans Abroad Feel Desperate, Helpless for Those Left Behind   Pulitzer Center</a></li><li>• <a href="#">Inside the Desperate, Dangerous Scramble To Evacuate Kabul as Taliban Seize Control   Pulitzer Center</a></li><li>• <a href="#">Understanding the Humanitarian Crisis in Afghanistan   Pulitzer Center</a></li><li>• <a href="#">Afghan Women Demand the Right to go to School and Work   Pulitzer Center</a></li></ul>

	<ul style="list-style-type: none"><li>● <a href="#">14 Million Afghans Need Food Assistance To Survive, but Most Foreign Aid Remains Frozen   Pulitzer Center</a></li><li>● <a href="#">Afghans Desperately Try to Flee; US Evacuation Continues   Pulitzer Center</a></li></ul> <p>Venezuela/Central America/Caribbean:</p> <ul style="list-style-type: none"><li>● <a href="#">23 Venezuelans Lost in the Desert: A Rescue Story   Pulitzer Center</a> (see <a href="#">full story in Spanish</a>)</li><li>● <a href="#">Neyla's Venezuela   Pulitzer Center</a></li><li>● <a href="#">Uncertainty Whittles Away Hope for Cuban Migrants Stranded in Panama   Pulitzer Center</a></li><li>● <a href="#">'Daddy, I want to go to Trinidad because I'm skinny'   Pulitzer Center</a></li><li>● <a href="#">Millions of Venezuelans are feeling to the south   National Geographic</a></li><li>● <a href="#">Hugo Arnott's: My Journey from Venezuela</a></li></ul> <p>Teacher-Created Resources</p> <ul style="list-style-type: none"><li>● <a href="#">Introduction to the Project and Student Rubric</a></li><li>● <a href="#">Viewing Guide for Crash Course video</a></li><li>● <a href="#">Illustrate to Describe Your Conflict Worksheet</a></li><li>● <a href="#">Empathy Map Worksheet</a></li><li>● <a href="#">Create Your Book (Performance Task) Worksheet</a></li></ul>
Performance Task	<p>Students will use the above materials from the Pulitzer Center and other relevant resources to learn about an individual's experience of migration. Using the resources, students will create a book cover, back-cover blurb (100-200 words) and final page which includes how they believe the individual would like for their journey to conclude.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>● Choose the story of one individual who has migrated from the country</li><li>● Create the cover of a book and develop a title for the book</li><li>● Provide a summary on the back cover of the book</li><li>● Write the last page of the book, which gives an imagined perspective of how the migrant wishes that their story could end</li></ul>

<p>Assessment/Evaluation</p>	<p>For the performance task, students will use a rubric to self-assess how well they believe they did at:</p> <ul style="list-style-type: none"><li>● Creating a front cover to highlight a conflict</li><li>● Writing the final page to say how the story should end</li><li>● Summarizing the conflict on the back cover</li></ul> <p>The teacher will assess students by using the same rubric.</p>
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Day 1

<b>Lesson Objective(s) or Essential Question(s)</b>
<ul style="list-style-type: none"><li>● Students will choose a region of the world where a conflict has driven someone to migrate to a new country.</li><li>● Students will watch a short video that provides background on different terms related to migration, and complete a viewing guide.</li><li>● Students will watch a short video of how children are coping with violence and displacement in the Ukraine but using art to channel the trauma of their experience.</li><li>● Students will choose a region/story and create an illustration based on what they read about the individual's story.</li></ul>
<b>Focus text(s) / Resource(s) for today's lesson</b>
<ul style="list-style-type: none"><li>● Video: <a href="#">Crash Course Geography #32: "Why do people Move"</a><ul style="list-style-type: none"><li>○ <a href="#">Teacher-created guiding questions [PDF]</a></li></ul></li><li>● Video: <a href="#">Ukrainian Children use Crayons to Depict the Trauma of War</a></li><li>● <a href="#">Illustrate to Describe Your Conflict Worksheet [PDF]</a></li></ul>
<b>Lesson / Activities</b>
<ul style="list-style-type: none"><li>● After the <a href="#">activity is introduced</a>, the class will watch the <a href="#">Crash Course video</a> together to review basic terms related to migration. These terms will serve as the content knowledge that students can refer to throughout the lesson. Using the video, students will also complete a short <a href="#">worksheet with guiding questions</a>.</li><li>● To connect to current events, students will be asked what they know about what has been occurring in Ukraine. Students are welcome to use their phones for research.</li><li>● Next, as a class, students will watch a video from Reuters.com titled <a href="#">Ukraine's Children use Crayons to Channel Trauma</a>.</li><li>● Using this video, students will complete the <a href="#">Illustrate to Describe Your Conflict Worksheet</a>, which involves creating a brief illustration of the region/individual that students have chosen to focus on. Students will create a depiction of conflict similar to as the children did in the video.<ul style="list-style-type: none"><li>○ Students can also illustrate and describe a personal story of migration based on their own experience or the experience of someone in their family.</li></ul></li></ul>
<b>Lesson Materials</b>
<ul style="list-style-type: none"><li>● Access to Schoology</li><li>● Pens, pencils, or markers for illustration</li></ul>

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Day 2

<b>Lesson Objective(s) or Essential Question(s)</b>
<ul style="list-style-type: none"><li>● Students will choose a region of the world where a conflict has driven someone to migrate to a new country.</li><li>● Students will read the account of the individual's experience of migration.</li><li>● Students will complete an empathy map where they can connect more directly with the individual and put themselves in the position of the individual who is going through the experience.</li></ul>
<b>Focus text(s) / resource(s) for today's lesson</b>
<ul style="list-style-type: none"><li>● Selected Pulitzer Center stories and resources posted in Schoology for student choice (see Unit Resources above for specific articles)</li><li>● <a href="#">Empathy Map Worksheet [PDF]</a></li></ul>
<b>Lesson / Activities</b>
<ul style="list-style-type: none"><li>● Using the information from the previous day, students should have a region selected by Day 2.</li><li>● Students will have the opportunity to focus specifically on their region and story, and learn about the experience of the individual by completing an <a href="#">Empathy Map</a>.</li><li>● <a href="#">The Empathy Map</a> allows students to recount an individual's experience by putting themselves in the shoes of the individual.</li><li>● As a group, the class will discuss what students learned about each individual's experience.</li></ul>
<b>Lesson Materials</b>
<ul style="list-style-type: none"><li>● Access to Schoology</li><li>● Pens, pencils</li></ul>

Days 3, 4, and 5

<b>Lesson Objective(s) or Essential Question(s)</b>
<ul style="list-style-type: none"><li>• Students will connect with a school librarian to see examples of different memoirs and stories of migration, including the styles of artwork and design that are used in book covers.</li><li>• Students will design their own book cover for their chosen story of migration.</li></ul>
<b>Focus text(s) / resource(s) for today's lesson</b>
<ul style="list-style-type: none"><li>• Selected Pulitzer Center stories and resources posted in Schoology for student choice (see Unit Resources above for specific articles)</li><li>• <a href="#">Create Your Book (Performance Task) Worksheet [PDF]</a></li><li>• <a href="#">Student Self-Assessment Rubric [PDF]</a></li></ul>
<b>Lesson / Activities</b>
<p>For the performance task, students will complete the following three elements:</p> <ol style="list-style-type: none"><li>1) Design a book front cover, including a unique title and illustration</li><li>2) Design a book back cover blurb and summary (100-200 words)</li><li>3) Craft a final page in the book that best describes the journey of an individual(s) who has experienced migration as a result of conflict in their region, and imagine how their story might end. Students should also include or draw an image that relates to this vision.</li></ol> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none"><li>• Drawing from the articles, what are the real life events that have occurred?</li><li>• For the final page, what is the best case scenario for your main character(s)? What lessons did they learn? How did they change?</li><li>• For the summary, include the following:<ul style="list-style-type: none"><li>○ Who and what is the book about?</li><li>○ What is the central conflict? What is the most important detail of that conflict?</li><li>○ Where and when is it happening?</li><li>○ How does this conflict make the main characters feel?</li><li>○ What is the purpose of this book and the moral of the story?</li></ul></li></ul> <p><a href="#">Using the self-assessment rubric</a>, students will then evaluate their own performance by highlighting how they think they did in each category.</p>
<b>Lesson Materials</b>
<ul style="list-style-type: none"><li>• Access to Schoology</li><li>• Pens, pencils, or markers for illustration</li><li>• Copies of memoirs or texts from the school library for examples of book cover</li></ul>