

Underreported Stories of Migration:
 How Displacement Empowers Global Youth
 by Ruth-Terry Walden

Lesson One (three class periods)
Lesson Objective(s) or Essential Question(s)
<p><u>Students will be able to...</u></p> <p>Discuss the concept of human movement for necessity (either safety or survival) Analyze how force and domination globally can fuel human movement Analyze how displaced youth create and determine both community and identity through collective agency</p>
Vocabulary
Indigenous Migration Displacement Safety Survival Geopolitical Global Diego Garcia
Warm-up / Do Now
<p><u>Daily Journal Entry</u></p> <ol style="list-style-type: none"> 1. Either in short group discussion or on an entrance/admission ticket, have students describe their earliest memory of the concept of "place". 2. Ask each student to describe what they remember about their earlier understanding of "place" and why it's important to them from a point of memory. (No more than ten minutes)
Focus text(s) / resource(s) for today's lesson
<p>https://pulitzercenter.org/stories/half-century-after-their-deportation-chagossians-employ-football-and-community-tools</p> <p>http://johnpilger.com/videos/stealing-a-nation</p>

<https://www.theguardian.com/world/2019/jul/28/windrush-scandal-continues-in-crawley-as-chagos-islanders-told-go-back>

Lesson / Activities

Students will analyze news articles on migrants from the Chagos island, and the role that military action by the United States and United Kingdom has played in fueling migration by many Chagossians, in order to evaluate how migration can contribute to forming identity and cultivating advocacy. As students read, they are encouraged to engage in discussion inquiry on the research content. (Covid-19 protocols notwithstanding this would take place in Roundtable discussion/Socratic Seminar) The following questions can be shared with students before they read, or can be used to guide discussion after they read:

- How can displacement foster new community acceptance and create new cultural spaces of dominion?
 - Why is contemporary pop culture important in youth adaptation to new places, space and times?
 - How does resilience in youth lead to advocacy and agency?
 - How do these spaces in and of themselves serve as places of resistance and venues for positive social change?
1. First, students and teachers will read and discuss the Pulitzer Center-supported article [“Half a Century After Their Deportation, Chagossians Employ Football and Community as Tools of Resistance” by Kristen Popham](#) about the Chagos Island, and the forced displacement of the generational Chagossians in order to create the United States/ United Kingdom Military Installation, Diego Garcia.
 2. Students will then view the [documentary, “Stealing a Nation” by John Pilger](#) on the history of the Diego Garcia Installation, as well as the roles of both the United Kingdom and the United States. (The documentary is approximately 55 minutes, so students may need to finish viewing the film as homework.)
 3. Students will then read the article, “Windrush scandal continues as Chagos Islanders are pressed to ‘go back’ by **Katie McQue, Mark Townsend** and Katie Armour on the immigration status of Chagossians in the United Kingdom.

After reviewing the three resources, students will return to the following questions as part of a whole group discussion:

- How can displacement foster new community acceptance and create new cultural spaces of dominion?

- Why is contemporary pop culture important in youth adaptation to new places, space and times?
- How does resilience in youth lead to advocacy and agency?
- How do these spaces in and of themselves serve as places of resistance and venues for positive social change?

Closing and Homework (if any)

Students compose an exit pass to respond to the following questions:

1. What are five new ideas that you acquired as a student and as an advocate for social change today?
2. What questions do you have for governments in the United States and the United Kingdom concerning their actions and their impact on Chagos Island?

The exit pass can be written or drawn. Students can use the colored pencils if necessary. It is due at the end of the period.

Lesson Two
(one class period)

Lesson Objective(s) or Essential Question(s)

Students will be able to analyze a news article about the experiences of youth living in the Kakuma refugee camp in Kenya in order to...

- explore how organized and “sanctioned” violence (war) causes human displacement
- evaluate how youth focus on the future through their commitment to education and civic uplift.

Vocabulary

Adversity
Persecution
Empowerment

Refugee Define the concept of war United Nations 1951 Refugee Convention Faraha Githeri Kiswahili
Warm-up / Do Now
<p><u>Daily Journal Reflection</u></p> <p>Today as part of our warm-up exercise, and as the topic for our daily journal reflection, discuss the following essential questions that lead us to understanding today's Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Discuss the importance of school to you. 2. Why do you think that communities with different cultures possess educational systems for their youth? 3. How does school support you through difficulty and hardship? 4. How does education influence your future? 5. Share a time when you had to continue your education in the face of adversity.
Focus text(s) / resource(s) for today's lesson
<p>" Kids from Kakuma" by Jaime Joyce from Time for Kids</p>
Lesson / Activities
<ol style="list-style-type: none"> 1. The teacher and students read the article, " Kids from Kakuma" by Jaime Joyce from Time for Kids. Students engage in discussion points of the article. Students appoint "secretaries" to record their responses. 2. Students then engage in a student-led round-table on how education impacts their lives using the following prompts <ul style="list-style-type: none"> ● What factors led youth to flee to the Kakuma Refugee Camp? How do they compare to the factors that led communities from the Chagos Island to migrate? ● Where do you see evidence of advocacy and resilience in the article? ● Compare the hardships of the last year given the Covid-19 virus to the challenges faced by the subjects in the article. ● Can you draw comparisons to your experiences and those of the Kids of Kakuma after this past school year's pandemic created learning challenges for you as students?

- What positives (if any) have emerged as a result of the pandemic? What unexpected positives have occurred for girls as a result of their "displacement" to Kakuma?

For support structuring and facilitating the student-led roundtable, [click here](#).

Closing and Homework (if any)

Students prepare an exit pass with the five takeaways you have at this point after reading the two articles on human movement

Lessons Three
(two to three class periods)

Lesson Objective(s) or Essential Question(s)

Students will be able to...

- Analyze news articles to evaluate how human movement can be motivated by desires for acceptance and survival.
- Engage in text analysis and discussion to examine the concept of Unity (of community and family)
- Evaluate the importance of protest literature in communicating the need for positive social change
- Analyze fine art as protest literature
- Create a visualization of what acceptance, isolation and rejection "looks" like

Vocabulary

Acceptance
Misgendering
Intersex
Violence

Warm-up / Do Now

Daily Journal Reflection

The teacher will initiate a discourse on the topic of gender equality and acceptance by asking students to take a few moments to discuss the concept of "acceptance".

Students will then write their responses to the following:

- What does "acceptance" mean to you and have you practiced it towards a peer here in school or in your community /family?

- If you have, why was it important to you to engage in this specific act of validation? (15 minutes minimum)

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

["East Africa's Queer Community Searches for a Home of its Own" by Jake Naughton](#) for National Geographic

["She's Not a Boy" by Yuhong Pang and Robert Tokanel](#) for The Atlantic

Lesson / Activities

Reading and Conducting Research on this Global Issue:

- 1. Students and Teacher will view the following video and discuss how the migration story highlighted in this piece is similar/different from the stories explored in the previous lesson:**
 - ["She's Not a Boy" by Yuhong Pang and Robert Tokanel](#) for The Atlantic
 2. After watching the video, students will cite details from the film to discuss the following:
 - How is Tatenda's identity informed by her experience migrating to the U.S.?
 - What is Tatenda's relationship to Zimbabwe, the country where she was born? Why?
 - What other factors influence Tatenda's description of her identity?
 3. Next, students will review the article, ["East Africa's Queer Community Searches for a Home of its Own" by Jake Naughton](#) for National Geographic and respond to the following questions:
 - Why are the subjects of Naughton's reporting forced to migrate? How do their situations compare to the migration stories explored in the previous lessons?
 - How do the subjects of the reporting define "home?"
 - What are the relationships between the subjects of the reporting and their home countries? Why?
 - What factors contribute to the identities of the subjects profiled in the article?
 - Why is it so important for members of this community to "return" to their homeland?
 - What message does this send to other freedom seekers about agency and courage in the face of seemingly insurmountable violence?
- Read and discuss the East Africa Series on the LGBTQ+ Community in Uganda and Kenya.

Closing and Homework (if any)
Students prepare an exit pass with the five takeaways they have at this point after reading the two articles on human movement by people who identify as LGBTQIA+.
Lesson Four (two to three class periods)
Lesson Objective(s) or Essential Question(s)
<p><u>Students will be able to...</u></p> <ul style="list-style-type: none"> ● Analyze news articles to evaluate how human movement can be motivated by desires for acceptance and survival. ● Engage in text analysis and discussion to examine the concept of Unity (of community and family) ● Evaluate the importance of protest literature in communicating the need for positive social change ● Analyze fine art as protest literature ● Create a visualization of what acceptance, isolation and rejection “looks” like and why
Vocabulary
Acceptance Misgendering Intersex Violence
Warm-up / Do Now
<p><u>Daily Journal Reflection</u></p> <p>Now that you have read about the struggles of LGBTQ+ communities worldwide for global acceptance, and the violence people have endured to achieve it, what positive action can you undertake to show support for their efforts?</p> <p>In your journal discuss how you will support this community’s efforts towards acceptance and empowerment?</p>
Focus text(s) / resource(s) for today’s lesson
https://pulitzercenter.org/stories/found-family-lgbtq-immigrants-create-community-through-shared-experience

<https://pulitzercenter.org/stories/misgendering-sexual-violence-harassment-what-it-be-transgender-person-indian-prison>

<https://pulitzercenter.org/stories/reporting-intersexuality-rural-zimbabwe>

<https://pulitzercenter.org/stories/east-africas-queer-community-searches-home-its-own>

<https://open.spotify.com/playlist/0M85X9tukXZYM9ar7KQfgv>

Lesson / Activities

Viewing Fine Art as Protest Literature:

In this lesson, students will review ways that journalists and artists have used different art forms to communicate identity and advocate for change. They will then consider how they can use art to advocate for communities who are navigating challenges presented by migration.

1. Students review the poem [“Portmore” by Kwame Dawes](#) and respond to the following questions:
 - a. What details stand out from the poem?
 - b. How does the poem reflect challenges faced by people living with HIV/AIDS in Jamaica?
 - c. What do you think is the author’s purpose in creating this poem?
 - d. How can poetry support advocacy?
2. Students review [images by](#) Activist/Journalist/Artist [Pariplab Chakraborty for The Write. Chakraborty](#) uses visualization as social protest literature. Students and Teacher will view, analyze and discuss his protest and reflect on what it means to be a transgender person incarcerated in an Indian prison. For each image ask students to following:
 - What do you see? Simply list the colors that are evident to you in your diary/notebook. Just list them. (Teacher can record the student responses so that all students can see and contribute to the discussion where necessary)
 - What shapes do you see? Where are these specific shapes located in the image? Why do you think the artist placed them as he/she did? Significance to you the viewer?
 - What message do you think the artist is conveying with the image before you and why?

Note to teachers: Teaching students to analyze fine art as protest literature requires that intense inquiry be initiated on the part of the instructor. This is a taught skill through progressive inquiry on the part of the instructor.

3. Using details from both projects, students discuss the ways that art and poetry can support advocacy.

Closing and Homework (if any)

Have students select color pencils of choice and prepare an image that speaks of global gender equality. They can use any size paper as long as it is at least 8 ½ by 11 minimum in size. They may use both words and images but **not** words alone.

Have students listen to [Danez Smith's Playlist](#) as they create their protest art.

Lesson Five

Lesson Objective(s) or Essential Question(s)

Students will be able to...

- **plan short films that integrate details from reporting explored in the unit into a reflection about the role of street space in supporting advocacy**

Essential Questions:

- What is the importance of (Street) space, place, and time?
- What value do we assign to various spaces? Why?
- Why is street space of utmost value when it comes to finding acceptance here in America for the immigrant population (s)?
- What is the role of street space in engaging in direct action for positive social change?
- How is street space effectively "claimed/reclaimed"?

Vocabulary

Resistance
 Direct Action
 lacuna
 Negotiation
 "Place, Space and Time"
 Stereotype (s)

Warm-up / Do Now

Daily Journal Reflection

For today's Daily Journal Reflection, discuss the global connections you have made as a result of reading the underreported stories as they relate to contemporary issues affecting migrant youth as they seek freedom and survival. How does our previous film, "[The Hate U Give](#)," intersect with our current research?

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

<https://pulitzercenter.org/reporting/coming-america-its-not-movie>

<https://pulitzercenter.org/stories/police-violence-against-dominicans-puerto-rico-suggests-systemic-problem>

For additional resources to support discussions about the role of art in advocacy, explore "[The Twenty-Five Most Influential Works of American Protest Art Since WWII](#)". (The New York Times)

Lesson / Activities

1. Teacher serves as the facilitator for a discussion about the vocabulary words listed above.
2. Students then read at least one of the articles listed in resources below about issues impacting people who are migrating, and annotate to outliner important takeaways. As they read, students should list the following:
 - a. What are key challenges faced by migrants described in the article(s)?
 - b. How does migration influence the identities of the people described in the articles?
 - c. What role does space place in supporting and/or challenging the people whose stories are highlighted in the articles?
3. After reading, students reflect on the responses to the questions above.

Optional extension: Discuss the impact of the Black Lives Matter movement on immigrants finding acceptance and street space with students. This may also include a brief discourse on the topic of American racism from the immigrant perspective in the article.

Closing and Homework (if any)

Have students prepare an exit ticket in response to the following questions:

- **How have you claimed street space and why was it important to you to do so?**
- **What role could street space place in supporting migrant communities?**

Lesson Six
Lesson Objective(s) or Essential Question(s)
Students will be able to demonstrate what knowledge they have gathered, discussed and now understand about the impact of global human movement by creating short films that advocate for changes to support migrant communities.
Vocabulary
None
Warm-up / Do Now
<p><u>Daily Journal Reflection</u></p> <p>Students reflect on what human movement means to them now that they have completed the previous unit lessons. In their journal reflection they are to record the one memory of the unit that has stayed with them and why.</p>
Focus text(s) / resource(s) for today's lesson
<p><u>Appropriate technology to complete their scripts.</u> (laptops, desktops. I pads, telephones)</p> <p>Scripts may be handwritten as well for preliminary and or final submission if the student writes better in longhand.</p>
Lesson / Activities
<p><u>Scripting our Global Stories</u></p> <p>Student/Teacher Tasks:</p> <ol style="list-style-type: none"> 1. Teacher shares that students will now make the transition to evaluating and sharing their connections to migration. Students then respond to the following: <ol style="list-style-type: none"> a. Consider what stuck out to you from this unit. What connections did you make? b. How does migration in your life, or the lives of people here at Westhill, relate to the experiences of the people whose stories you have explored? c. How could you use art to express your connections to migrant communities, and to advocate on behalf of migrant communities? 2. Students then brainstorm ideas for scripts that communicate connections they have made to stories of migration. Each student's story can include the story of

a grandparent, parent, a colleague, a neighbor, a friend, or their own. Their scripts should respond to the following questions:

- What has human movement meant to you thus far? You have 90 seconds; what do you want the world to know about the importance of human movement? For safety, survival, identity, for uplift?

Note to teachers: This can be a brainstorming fifteen minutes of what their script is about and why?

3. Next, students prepare their scripts for 90-second filmed reflections that capture their connections to the themes and stories explored in the unit. The script should include students' reflections on the following questions:
 - What has human movement meant to you thus far? What do you want the world to know about the importance of human movement? For safety, survival, identity, for uplift?

The teacher explains that this is primarily a writing assessment, but students have the option of demonstrating their knowledge of the unit through the following modifications that engage the arts:

1. Through Threads of Resistance: they may prepare a protest (art) quilt on immigration and human movement. They must include a butterfly as the icon of human movement in their work.
2. They may also prepare a protest art poster or visualization on immigration or human movement. Again the icon of human movement, a butterfly must be incorporated in their finished work.
3. Any other alternative assessment tool that clearly demonstrates content knowledge of the enduring understandings in the Unit Lessons.

Closing and Homework (if any)

Students submit their final pieces, and the teacher reviews all rough drafts using [this rubric](#). The teacher then provides feedback that scaffolds all preliminary work for correction and provides clarification and guidance.

Lesson Seven

Lesson Objective(s) or Essential Question(s)

<p>Students will be able to apply individual creativity, and connections to reporting explored through this unit, to create videos that advocate for migrants and youth worldwide.</p>
Vocabulary
<p>None</p>
Warm-up / Do Now
<p>Daily Journal Reflection: Students reflect on the following:</p> <ul style="list-style-type: none"> ● Now that you have begun the creative process, what are the challenges that you are experiencing? ● Are you having difficulty finding the voice you want? If not, why is this assessment easy for you? ● In short, discuss your creative process; what are you learning about global human movement? What are you learning about yourself and others affected by it?
Focus text(s) / resource(s) for today's lesson
<p>None</p>
Lesson / Activities
<ol style="list-style-type: none"> 1. Using various technology video camera, telephone, and /or other available audio-visual equipment), students prepare their final 90-second video presentations for completion of final film on their individual scripts. Their videos should reflect their responses to the following questions: <ul style="list-style-type: none"> ● What has human movement meant to you thus far? ● What do you want the world to know about the importance of human movement? For safety, survival, identity, for uplift? 2. Students finalize and publish their work using Youtube, Vimeo, or by submitting their videos via email.
Closing and Homework (if any)
<p>None</p>