

Why do migrants make the choices they make at different stages of migration?

By Tania Mohammed

Daily Lesson Plans

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Lesson Objective(s) or Essential Question(s) Students will discuss background knowledge of migration based on <i>Homegoing</i> .	Lesson Objective(s) or Essential Question(s) Students will closely read a Pulitzer Center-supported article of their choosing from the "issue portal," and thoroughly respond to comprehension questions	Lesson Objective(s) or Essential Question(s) Students will pose and respond to questions about the articles they explored on migration via Padlet in order to synthesize challenges and choices that migrants worldwide face	Lesson Objective(s) or Essential Question(s) Students will analyze how companies implement ethos, pathos, and logos to persuade audiences.	Lesson Objective(s) or Essential Question(s) Students will "attack the prompt" for their PBAT, view examples of PSAs and brainstorm ideas for their PSAs using Jamboard
Focus text(s) / resource(s) for today's lesson <ul style="list-style-type: none"> Resources including survey questions and background reading taken from NYC DOE Human Migration Curriculum 	Focus text(s) / resource(s) for today's lesson <ul style="list-style-type: none"> Issues Portal Document [.pdf] Issues Portal Document [.docx] Issues Portal for "Women on the Move" articles [.pdf] 	Focus text(s) / resource(s) for today's lesson <ul style="list-style-type: none"> Issues Portal Document [.pdf] Issues Portal Document [.docx] Padlet Template 	Focus text(s) / resource(s) for today's lesson <ul style="list-style-type: none"> Ethos, Pathos, and Logos Videos 	Focus text(s) / resource(s) for today's lesson <ul style="list-style-type: none"> PBAT Prompt Examples of PSAs <ul style="list-style-type: none"> Unfair Tales: The story of Ivine and Pillow UNICEF

- [Human Migration Values Ranking Survey](#)
- [Human Migration Background \[.pdf\]](#)
- [Human Migration Background \[.docx\]](#)
- Summary of Homegoing
- [LitCharts Summary of the novel "Homegoing" by Yaa Gyasi](#)

- [Issues Portal for "Women on the Move" articles\[.docx\]](#)

- Student Example- [Padlet](#)



- [A fight for education like you've never seen before | UNICEF](#)
- [A storybook wedding - except for one thing | UNICEF](#)

Warm-up

1. Based on the novel we just finished reading (*Homegoing* by Yaa Gyasi) and your own experiences, answer the following questions.
- What do you know about migration and why people migrate?

Warm-up

- What are the four main factors that lead people to migrate? Explain in writing, or as part of a class discussion.

Warm-up

1. Reply to the following questions in writing, or as part of a discussion:
 - What are the main reasons as to why people migrate?
 - What are some of the decisions people have to make throughout their migration journeys?

Warm-up

- Take a look at the following ads from Nike, Samsung, Oatley. How do they market their products, so that their products are appealing to buyers? ([Slides 4-6](#))

Warm-up

- Based on yesterday's work:
- What do you know about Public Service Announcements? What do you think the term "public service amount" means?
 - Identify and explain the three forms of rhetorical appeal.

- What challenges might people face when they are migrating?
- What choices might they have to make and why?
- What do you want to know about migration and why people migrate?

- What are some choices they have to make once they reach their destinations?

Connect:

- A major component in *Homegoing* was migration, as many of the characters moved from one place to another in order to escape prejudice, violence, and find better opportunities. While the characters who were enslaved were forced to migrate, other characters chose to relocate for more opportunities, freedom, security, and safety.
- In this unit, you will explore the topic of migration further by analyzing the complexities of modern-day migration, and the difficult choices and challenges that migrants face. For the final project, you will create a Public Service

Connect:

- Yesterday, we went over the general reasons as to why people migrate and reviewed the four main factors that drive migration:
 - Economic
 - Social
 - Political
 - Environmental
- Today we will read about why individuals, specifically women, made the decision to migrate from different parts of the world. We will also analyze the challenges they faced when migrating, and what other choices they might have had to make along their journey.

Connect:

- Yesterday, you read about one individual's experience and the decisions they had to make.
- Today you will share your knowledge about this individual's story by responding to questions on Padlet. The goal is for you to synthesize (combine information) to form a more holistic and whole understanding about the migrant experience.

Connect:

- Last week, you read about the experiences of migrant women and thought about why they had to make the decisions they made.
- Today, you will learn about rhetorical appeals—ethos, pathos, and logos. Then, you will consider how you can apply at least one of these appeals in your PSA to inform others about the experiences of migrants.

Connect:

- Yesterday, you learned about rhetorical appeals and took a look at several PSAs.
- Today you will read over your PBAT (Performance-Based Assessment Task) and then look at different examples of PSAs before brainstorming ideas for your own PSA.

Announcement and respond to the question

- **Why do migrants make the choices they make at different stages of migration?**

Lesson / Activities

1. Take this Google Survey to share your views on human migration.
 - [Human Migration Values Ranking Survey](#)
2. Read the article below, which has also been assigned to you on Google Classroom and answer the comprehension questions.
 - [Human Migration Background \[.pdf\]](#)
 - [Human Migration Background \[.docx\]](#)
3. Review the four types of migration outlined in the article:
 - Economic
 - Social
 - Political
 - Environmental

Lesson / Activities

1. Choose one of the Pulitzer Center articles from the [issue portal](#) and answer the comprehension and critical thinking questions embedded within each article. Each of these articles was part of the project, "Women on the Move" from *National Geographic* and The Everyday Projects. [Click here](#) to visit the project on the National Geographic website.

Lesson / Activities

Step 1: Group Work

Students who read the same articles will work together to respond to the following questions on Padlet:

- Provide more background information on this person in 1-2 sentences.
 - Who is this person?
 - What was their experience in their home country?
 - Where are they from?
 - When did they decide to migrate?
 - Why did this person choose to migrate? How much choice did they have?

Lesson / Activities

Step 1:

- Review three forms of rhetorical appeal: ethos, pathos, and logos (slides 9-15)

Step 2:

- Look at different examples of each in commercials and advertisement posters.

Step 3:

- Identify examples of ethos, pathos, and logos independently and explain what indicators helped you to identify them ([slides 16-22](#))

Lesson / Activities

Step 1: Students read over the PBAT prompt for five minutes

- Highlight any parts you do not understand or that you have questions about
- Prompt: Why do migrants make the choices they make at different stages of migration? How can people support them?

Step 2: What questions do you have about the assignment? Discuss.

Step 3: Which part of the assignment are you most excited about? Discuss.

Step 4: Which part of the assignment do you expect will be the most challenging for you? How will you

- What challenges did the migrants face?
- What choices did they have to make once they migrated, and why?
- What support did they need?
- What support (if any) have they been given?
- What additional support do they need?

Step 2:

- Students will then present their responses to the rest of the class.

Step 3:

- As part of a class discussion, students will synthesize and consider the commonalities they notice in these experiences.

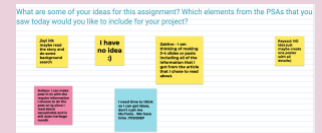
prepare to overcome this challenge? Discuss as a class or in pairs.

Step 6: Review examples of PSAs and ask students what they notice. (see resources above)

- What information do you notice is included in these PSAs?

Step 5: Brainstorming Session

- Jamboard- What are some of your ideas for this assignment? Which elements from the PSAs that you saw today would you like to include for your project? [Click here for an example.](#)



Closing and Homework <ul style="list-style-type: none"> Write and share your response to the following question: What did you learn about migration and why people migrate from today's lesson? 	Closing and Homework <ul style="list-style-type: none"> Finish responding to all questions in the article you selected. 	Closing and Homework <ul style="list-style-type: none"> On padlet, students will respond to the following question: <ul style="list-style-type: none"> What new information did you learn about the migration experience from today's activities? 	Closing and Homework <ol style="list-style-type: none"> 3-2-1 Exit Slip <ul style="list-style-type: none"> 3 Things that I learned today... 2 Things I found interesting today... 1 Question I still have... 	Closing and Homework <ul style="list-style-type: none"> On a scale of 1-5 how clear are you on your expectations for this project? Explain in writing, or as part of a discussion..
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Day 6 Day 6 Slides [.ppt] Day 6 Slides [.pdf]	Day 7 Day 7 Slides [.ppt] Day 7 Slides [.pdf]	Day 8 Day 8 Slides [.ppt] Day 8 Slides [.pdf]	Day 9 Day 9 Slides [.ppt] Day 9 Slides [.pdf]	Day 10 Day 10 Slides [.ppt] Day 10 Slides [.pdf]
Lesson Objective(s) or Essential Question(s) Students will begin their PSA outlines by organizing the information they learned about migrants and implementing one of the rhetoric appeals to communicate the information they want to share	Lesson Objective(s) or Essential Question(s) Students will continue to work on/ revise their PSAs — as well as provide each other with feedback	Lesson Objective(s) or Essential Question(s) Students will continue to revise and finalize their PSAs	Lesson Objective(s) or Essential Question(s) Students will be able to present their understanding and perspective of migration in a creative PSA posted on student IG accounts	Lesson Objective(s) or Essential Question(s) Students will reflect on their work and newfound knowledge in a reflection seminar

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

- [PSA Outline \[.pdf\]](#)
- [PSA Outline \[.docx\]](#)
- [Issues Portal Document \[.pdf\]](#)
- [Issues Portal Document \[.docx\]](#)
- [Issues Portal for "Women on the Move" articles \[.pdf\]](#)
- [Issues Portal for "Women on the Move" articles \[.docx\]](#)

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

- [PSA Peer Feedback Sheet \[.pdf\]](#)
- [PSA Peer Feedback Sheet \[.docx\]](#)

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

None

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

- [Student PSA Examples](#) (graphics and videos) from students in NYC from spring 2021
- [Student PSA's \(graphics\) \[.pdf\]](#)

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

- [Student Reflection Sheet \[.pdf\]](#)
- [Student Reflection Sheet \[.docx\]](#)

Warm-up

- Discussion: Why are PSAs a valuable format to get a message across?

Warm-up

- Reflection: What did you accomplish last class? What is your goal for today? What do you need help with?

Warm-up

- Discussion: What is your goal for today's class? How will you accomplish this goal? Outline the steps.

Warm-up
Students reflect on the following questions:

- What did you find rewarding about this project?
- What did you find challenging about this project?

Warm-up

- Discussion: Why is it important to reflect on your work?

Connect:

- Last class, you looked at your PBAT and additional examples of PSAs.
- Today you will continue to work on your PSA outline. You will start by filling out the background information on the experiences of migrants whose stories you've explored, and the decisions that they have had to make. You will also take a look at some solutions that people have offered regarding how to help migrants to get ideas about what your target audience can do to help migrants

Connect:

- Last class you continued to draft and outline for your PSA.
- Today you will work in pairs to provide each other detailed feedback and then continue to revise your outline/ final drafts.

Connect:

- Last class you gave each other feedback on your PSA outlines.
- Today, you will continue to work and finish your PSA. Remember your final project is due tomorrow.

Connect:

- This whole week you worked on PSAs about migrants and their experience.
- Today, you will get the chance to share and present your work with your peers.

Connect:

- Congrats! You are done with your PBAT & presentations.
- Today, you will have some time to reflect on your work and then share your reflection with your peers.

Lesson / Activities

Fill out your PSA outline.
Your goal is to:

Step 1: Finish the first and second parts outlined in the document [PSA Outline \[.pdf\]](#) which asks you to write about...

- your planned PSA medium
- Details from the article you read that highlight challenges and decisions made by a migrant whose story you explored in previous lessons.

Step 2: Brainstorm responses to part III of the document above, which asks students to explain the different needs and supports highlighted in the articles that could have helped the migrants profiled in the stories. This is where you

Lesson / Activities

Step 1: You will be working in pairs to provide each other with feedback

Step 2: Make a copy of the document of the [PSA Peer Feedback Sheet and fill in this sheet](#) as your review your partner's PSA plan Then, email the sheet to each other and me once complete. Talk about your noticings.

Step 3: Continue to work on the final draft of your PSA!

Lesson / Activities

Continue to work on your PSA if you need help, reach out to your peers or me.

Review the [link to task and rubric](#) as a reference as you plan.

Lesson / Activities

Step 1: Each students will present their work and briefly discuss:

- 1) Background information from the stories they read that influenced their PSA plans.
- 2) The issue they are highlighting in their PSAs and the rhetorical appeal(s) used.
- 3) Their call to action

Step 2: The presenter's peers will comment on what they noticed the student did well on and where there's room for improvement. This can be done as part of a whole-class discussion, or through a feedback form.

Lesson / Activities

Students fill out the [Student Reflection Sheet](#), which can be shared directly with students or posted to Google Classroom.

include your rhetoric appeal (ethos, pathos, and logos) and consider how you engage viewers in the themes/details you want to highlight from your research.

Step 3: Work on your Call to Action in part IV of the document above. This is where you let your audience know what actions they can take to address this issue. Here are some examples you can read to get ideas!

Here are links to show example of a reporting project that highlights a program created to support migrant communities:

- [Can this Crisis be Used to Build a Better Future in Argentina?](#)
- ['Our Work Is Helping People Find Happiness.' Meet the Nuns Helping Migrants at the U.S.-Mexico Border](#)
- [Immigrant Women at the Front of COVID-](#)

[19 Resistance in Buenos Aires](#)

Closing and Homework

- What did you accomplish during today's class? What are your next steps?
- Continue to work on your PSA Outline for HW

Closing and Homework

- What are your next steps to complete this assignment?
- Make sure to edit, revise, and finalize your PSA!

Closing and Homework

- Are you prepared to show and discuss your work with your peers? Explain why or why not .
- Make sure to post on IG, tag the teacher, and use #psamigrantwomen

Closing and Homework

- What went well today? What would make today's presentations even better?

Closing and Homework

- Congrats! We are done! :)
- I hope you found the information valuable and were able to show off some of your creative thinking skills!

**New York Performance Standards Consortium
Performance Assessment: Literary Analysis**

Performance Based Assessment Task: Public Service Announcement Rubric

Performance Indicator	ME (Exceeds Standards)	MA (Above Meeting Standards)	MT (Meets Standards)	MB (Below Standards)
E2 Thesis/Claim Present a viewpoint, thesis or claim that is clear, debatable and well-reasoned as directed by the task	<ul style="list-style-type: none"> • Has a clear, compelling argument that is debatable and coherent 	<ul style="list-style-type: none"> • Has a clear, coherent argument 	<ul style="list-style-type: none"> • Has an implied argument, though may lack focus at times 	<ul style="list-style-type: none"> • Has a central idea, but vague, unfocused, and undeveloped

<p>E3 Organization</p> <p>Logically organize argument, ideas, and information to create a coherent and cohesive response appropriate to task</p>	<ul style="list-style-type: none"> Organizes ideas in a logical and cohesive manner 	<ul style="list-style-type: none"> Organizes ideas in a cohesive manner 	<ul style="list-style-type: none"> Organizes ideas in a general manner 	<ul style="list-style-type: none"> Does not organize ideas and is unfocused
<p>E4 Analysis & Supporting Evidence</p> <p>Use specific, relevant, and convincing evidence from text to defend viewpoints, arguments and conclusions reached</p>	<ul style="list-style-type: none"> Uses relevant and convincing evidence as well as examples of ethos, pathos, and/or logos that thoroughly support the argument Provides insightful and meaningful interpretation of evidence 	<ul style="list-style-type: none"> Uses relevant evidence as well as examples of ethos, pathos, and/or logos that supports the argument Provides meaningful interpretation of evidence 	<ul style="list-style-type: none"> Uses general evidence as well as examples of ethos, pathos, and/or logos that support the argument Provides general interpretation of evidence 	<ul style="list-style-type: none"> Little, irrelevant, or no evidence is used Little or no interpretation of evidence
<p>E5 Voice</p> <p>Present answers and ideas using language that is specific, accurate, and appropriate to task</p>	<ul style="list-style-type: none"> Vocabulary and language is accurate and enhances content 	<ul style="list-style-type: none"> Vocabulary and language is appropriate 	<ul style="list-style-type: none"> Vocabulary and language is adequate 	<ul style="list-style-type: none"> Vocabulary is inappropriate for the audience
<p>E6 Connections</p> <p>Connect evidence between text and other works of literature or a variety of sources (eg: historical, biographical, or cultural context, film versions)</p>	<ul style="list-style-type: none"> Makes insightful connections as to how the public can address this issue 	<ul style="list-style-type: none"> Makes appropriate connections as to how the public can address this issue 	<ul style="list-style-type: none"> Makes a general connection as to how the public can address this issue 	<ul style="list-style-type: none"> Inappropriate or no connection as to how the public can address this issue
<p>E7 Conventions</p> <p>Rare or no mechanical errors are present Follow accepted conventions of quotations and citations Use transitions between ideas</p>	<ul style="list-style-type: none"> Correct grammar is used throughout the speech Uses a variety of transitions effectively 	<ul style="list-style-type: none"> Correct grammar is used during the speech Uses a variety of transitions appropriately 	<ul style="list-style-type: none"> Occasionally incorrect grammar is used during the speech Uses a few transitions appropriately 	<ul style="list-style-type: none"> Poor grammar is used throughout the speech Shows little to no use of transitions
<p>E8 PRESENTATION</p> <p>Communicate clearly to audience Be articulate and prepared for presentation Be able to respond to questions and give accurate information</p>	<ul style="list-style-type: none"> Communicates ideas clearly in appropriate, sophisticated, and original way to audience Delivery is well rehearsed and smooth The speaker(s) enunciates clearly and uses a pleasant expression 	<ul style="list-style-type: none"> Communicates clearly in appropriate and original way to audience Delivery is somewhat rehearsed but still choppy The speaker(s) is/ are sometimes unclear and muddled 	<ul style="list-style-type: none"> Communicates clearly in appropriate way to audience Delivery is very choppy, and the speaker(s) is/are difficult to understand 	<ul style="list-style-type: none"> Neither clear nor appropriate presentation to audience Delivery appears unrehearsed The speaker(s) is/are completely unclear and is expressionless