

"Creations of the Fortunate: Borders and Their Impacts on Vulnerable Populations"

Unit Plan by Adam Guerrero

Day 1
Lesson Objective(s) or Essential Question(s)
<p>Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to identify the different types of voluntary and involuntary migrations. ● Students will understand the various types of push and pull factors for migration. <p><i>Essential Question:</i> <i>What causes people to move from one place to another?</i></p>
Warm-up
<ol style="list-style-type: none"> 1. Students will discuss patterns of migration that they noticed from their personal family migration history homework. 2. Students will then watch the following video from NBC <i>Nightly News</i> about the Syrian migration crisis, focusing specifically on a young boy and his family who perished in their journey across the ocean. <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=286cPY8Biwl 3. After reviewing the video, students will reply to the following questions: <ul style="list-style-type: none"> ● 3 CD'S: (Facts about video to summarize) ● AHA MOMENT: What surprised you? (Something that could have changed your mind or something new) ● TOUGH QUESTION: What does this make ME wonder about? ● WORDS OF WISDOM: What is the real lesson to learn? (Advice or insight)
Focus text(s) / resource(s) for today's lesson

Students will utilize a learning log and Google Slides for this lesson.

All materials for this lesson are included in the:

- [Day 1 Slides: Migration Push and Pull Factors \[.pdf\]](#)
- [Day 1 Slides: Migration Push and Pull Factors \[.docx\]](#)

Students record their responses to all activities using the document below:

- ["Migration Learning Log" \[.pdf\]](#)
- ["Migration Learning Log" \[.docx\]](#)

Lesson / Activities

(Please include specific instructions. For example, if students read a text, what comprehension / guiding questions should they use? If they have a debate, what are the discussion questions?)

1. Students will follow a lecture (slides 3-7) on the different types of migrations (forced and voluntary), as well as the push and pull factors that fuel migration
2. Students will review the definitions of push and pull factors through a quick write.
3. Students will then go through a gallery walk (slides 10-19) where they try to identify push and pull factors and types of migration presented in various stories. While looking at the stories, students will utilize the following questions:
 1. Using scales of analysis, what are the common themes that are seen in migrations?
 2. What are the reasons that cause one to migrate?
 3. In what ways does physical geography intersect with migration?
 4. Viewing sources in the media, how is migration perceived by general audiences?
 5. Developing social and emotional learning, how do individual and under-reported stories create a sense of activism in regards to migration?

Closing and Homework (if any)

Students will close with comparing their family histories of migration to those they read during class. They will then answer the following question:

- *Discuss in what ways the push and pull factors of your family are similar or different from those that you read about. Be sure to identify the political, economic, social, and environmental factors. Be prepared to share out.*

Day 2
Lesson Objective(s) or Essential Question(s)
<p>Objective:</p> <ul style="list-style-type: none"> Students will be able to identify the push and pull factors of climate migrants and refugees. <p><i>Essential Question:</i> <i>What causes people to move from one place to another?</i></p>
Warm-up
<p>1. Students will analyze the following video that discusses the migration crisis in Europe, specifically looking at the rise of xenophobia in many northern European societies.</p> <p>https://www.youtube.com/watch?v=AShK42vPUcA</p> <p>2. Students will use the following questions to guide their analysis of the video:</p> <ul style="list-style-type: none"> 3 CD'S: (Facts about video to summarize) AHA MOMENT: What surprised you? (Something that could have changed your mind or something new) TOUGH QUESTION: What does this make ME wonder about? WORDS OF WISDOM: What is the real lesson to learn? (Advice or insight)
Focus text(s) / resource(s) for today's lesson
<p>http://storymaps.esri.com/stories/2017/climate-migrants/index.html http://storymaps.esri.com/stories/2016/the-uprooted/index.html</p> <p>The following slides include all texts and teaching instructions for this lesson:</p> <ul style="list-style-type: none"> Day 2: Effects on Migration [.pdf] Day 2: Effects on Migration [.docx]

Students record their responses to all activities using the document below:

- ["Effects of Migration Learning Log" \[.pdf\]](#)
- ["Effects of Migration Learning Log" \[.docx\]](#)

Lesson / Activities

(Please include specific instructions. For example, if students read a text, what comprehension / guiding questions should they use? If they have a debate, what are the discussion questions?)

1. Students analyze the ArcGIS story maps of two different types of migrants: climate migrants and refugees.
2. Students will then proceed to answer the following questions using the graphic organizer, ["Effects of Migration Log"](#):

For <http://storymaps.esri.com/stories/2017/climate-migrants/index.html>

- What is a Climate Migrant?
- What are some examples of environmental threats that cause people to migrate?
- Name three secondary contributions to environmental threats that compound the problem of forced migration.
- How do warming climates affect Arctic regions? Provide three examples.
- What trends have NASA and NOAA satellites found after measuring sea levels for over two decades?
- How is the Kiribati nation, located in the Pacific, planning to deal with the rising sea levels?
- Name three other locations in the Pacific that experience environmental threats.
- What are the environmental threats that Bangladesh and India face, particularly in the Ganges and Brahmaputra Delta?
- What is the migration shift occurring in Dhaka, specifically amongst its poorer and wealthier inhabitants?
- What did the UN Secretary-General, Ban Ki-Moon, conclude about global warming and Darfur?
- Identify two environmental hazards that threaten the people of Darfur.
- Identify the two groups that came into conflict within Sudan as a result of the government claiming control of all land in 1970.
- Identify at least three other issues, besides environmental hazards, that magnify the problems within Syria.
- Name three locations within the United States that face threats from rising sea levels
- What are the ways that more developed regions might deal with rising sea levels, in comparison to less developed regions?
- Discuss the Economic, Political, and Social impacts of migrants fleeing from one area affected by climate to one area discussed above. Be sure to provide concrete details

and commentary in your discussion.

For <http://storymaps.esri.com/stories/2016/the-uprooted/index.html>

- What factors have contributed to the displacement of many refugees/migrants?
- Which nations are primarily seeing the largest numbers of refugees?
- Looking at the graph of “Displaced People Worldwide”, what events could have led to the increase of refugees worldwide? (provide context)
- What is the difference between refugees and internally displaced persons (IDPs)?
- What are the top three refugee source countries of 2014 and where did most of their refugees go?
- Describe the change over time of the Zataari Camp.
- Describe the routes in which the migrants have taken from the Middle East to Europe. What are some of the hardships that they face?
- Where are some of the global destinations to which the migrants emigrate?
- Describe the political, social, and economic impacts that migrants from the Middle East have on asylum countries? Be sure to provide concrete details and commentary.

Closing and Homework (if any)

Students will answer the following free response question in the “Effects of Migration Learning Log”:

Today the world is experiencing record rates of migration. Discuss in detail two push and pull factors for each of the following types of migration:

A) International migration (Eastern to Western Hemisphere or Southern to Northern Hemisphere)

B) Interregional migration (Northeast U.S. to Southeast U.S. or Central America to Mexico).

C) Intraregional migration (rural to urban in China or urban to suburban in the U.S.).

Day 3

Lesson Objective(s) or Essential Question(s)

Objective:

- Students will analyze and discuss the stories from the *National Geographic* story “Women on the Move” and evaluate what makes them underreported stories.

Essential Question:

What causes people to move from one place to another?

Warm-up

1. Students will attempt to answer the question “what is an underreported story”?
2. They will then compare their definitions to the definitions shared by editors from the Pulitzer Center in the following video:
<https://www.youtube.com/watch?v=jQ6czV4e7pc>

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

<https://www.nationalgeographic.com/magazine/article/meet-some-of-the-millions-of-women-who-migrated-recently-risking-everything-feature?ngmediacontests=true>

Video: “What are underreported stories?”
<https://www.youtube.com/watch?v=jQ6czV4e7pc>

Students record their responses to all activities using the document below:

- [“Migration: Women on the Move” \[pdf\]](#)
- [“Migration: Women on the Move” \[docx\]](#)

Lesson / Activities

(Please include specific instructions. For example, if students read a text, what comprehension / guiding questions should they use? If they have a debate, what are the discussion questions?)

1. Students will analyze all eight stories found in “Women on the Move”.
2. As they read, students will analyze the types of migrations, and the push and pull factors, that are explored in each article. They will also relate the experiences of these women migrating to the other resources explored during the unit. Students will fill out the “Migration: Women on the Move” learning log to answer the following question and guide their analysis of the stories:
 - What push factors are present in the story?
 - What pull factors are present in the story?
 - What type of migration is being represented in the story?
 - Why is it an underreported story?
 - What types of media were being used to tell the story?
 - What is your reaction/feeling about what is taking place in the story?

Closing and Homework (if any)

Students will answer and discuss the following question:
 Why do you think that it is so important to focus on underreported stories such as the ones

mentioned above?

Day 4

Lesson Objective(s) or Essential Question(s)

Objective:

- Students will analyze and discuss the stories from the National Geographic story "Women on the Move" and what makes them underreported stories.

Essential Question: What various forms of communication can migrants use to raise awareness?

Warm-up

1. Students discuss how they try to get information to a large group of people.
2. Students then engage in a discussion about the power of social media.

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

<https://www.nationalgeographic.com/magazine/article/meet-some-of-the-millions-of-women-who-migrated-recently-risking-everything-feature?ngmediacontests=true>

Students record their responses to all activities using the document below:

- ["Migration: Women on the Move" \[.pdf\]](#)
- ["Migration: Women on the Move" \[.docx\]](#)

Lesson / Activities

1. Using Jamboard, students will utilize the class period to create a mock social media platform that describes the experience of one of the women migrants profiled in the stories that they read in the Pulitzer Center's "Women on the Move". While creating the project, students will address the following questions:
 - What would these women want us to know?
 - What experiences would they be describing?
 - How would they reach a large audience?
2. Students will need to try and be as visual and creative with this piece as possible.

Closing and Homework (if any)

Students will answer the following essential question: Why is social media powerful in conveying stories that are underreported?

Day 5

Lesson Objective(s) or Essential Question(s)

Objectives: Students will engage in civic duty and student activism by contacting their elected officials regarding issues related to migration.

Essential Question: Why is your voice important in the service of others?

Warm-up

- Students will review [a map of human impact on the human imprint of migration on the environment from National Geographic](#) and respond to the following questions:
 - What do you notice?
 - What do you wonder?
 - Compared to your family migration story, what environmental factors played a role in the migration?
 - Compare the areas that are least and most affected by migration. What environmental push or pull factors led to the human imprint on the area?

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

<https://www.usa.gov/elected-officials>

The following slides include all texts and teaching instructions for this lesson:

- [Day 5: Copy of Activism Letter Writing \[.pdf\]](#)
- [Day 5: Copy of Activism Letter Writing \[.docx\]](#)

Students record their responses to all activities using the document below:

- ["Migration Activism Letter to a Politician" \[.pdf\]](#)
- ["Migration Activism Letter to a Politician" \[.docx\]](#)

Lesson / Activities

(Please include specific instructions. For example, if students read a text, what comprehension / guiding questions should they use? If they have a debate, what are the discussion

questions?)

1. Students review the goals and structure of their culminating assignment engaging in civic duty and student activism by contacting their elected officials to discuss the current state of migration issues and adding what they feel could be done to improve the situation.
2. Students discuss the economic, social, political, and environmental impacts of migration. They then brainstorm letter themes using the following questions:
 - What are the major political, economic, social, and environmental issues regarding migration in this country or abroad? (Each must be included)
 - What connections do you have as a citizen to migration? (Think about your own family history of migration)
 - What laws would you like to change?
 - What suggestions do you have for our political leaders to fix this issue?
3. Students work on their letters, share their letters electronically, share screenshots of their submissions.

Closing and Homework (if any)

Students will debrief on how they feel engaging in student activism. Students also complete [a Google Form](#) as a reflection on the unit.