Unit 6: Migration

Content Area: **Global Studies**
Course(s): **Global Citizenship**
Time Period: **Week 19**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will become familiar with the struggles of millions of people around the globe who find themselves displaced from their homes or forced to move to a different place. Discussion will be focused through "A Long Walk to Water" by Linda Sue Park, and students will be expected to engage in serious debate about policy and ethics regarding movement of populations around the globe.

Standards

D2.Civ.13.6-8	Analyze the purposes, implementation, and consequences of public policies in multiple settings.
D2.Geo.6.6-8	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
D4.6.6-8	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
D4.7.6-8	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
D4.8.6-8	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.
SOC.K-12.6.2.E.2	The earth is a global community where the actions of one country can affect lives in other countries.
SOC.K-12.6.3.A -H.5	Not all social problems can be solved.

SOC.K-12.6.3.A -H.6	Individuals have the power to make positive changes in society.
SOC.K-12.6.4.A.1	Many cultural traditions and heritages contribute to our state's and nation's diversity.
SOC.K-12.6.4.B-L.4	Wealthy nations have a responsibility to aid other countries
SOC.K-12.6.4.B-L.5	The American dream promotes the idea that anyone can achieve their goals with appropriate effort.

Essential Questions

- What responsibility do more stable nations have to look after those adversely affected by living in a less stable nation?
- What role do NGOs play in alleviating human suffering during migration?
- What prejudices do we have that block empathy with others?
- What duty is required of Americans to help migrant populations?
- Why does conflict occur?
- What does cultural diversity offer a society?
- What are the causes of human migration?
- What effect does migration have on the country of entry?

Application of Knowledge: Students will know that...

- A nation or region lacking stability is a primary push factor for migrants leaving a country
- Economic disparity is a primary pull factor for migrants coming to a country
- Humans have been migrating from place to place since their beginning
- Migrants who come to a country for work send money home in the form of "remittances," which is an important part of the economy of many developing countries
- Seasonal migration, urbanization, and suburbanization are some of the types of movements that can occur within a country

Application of Skills: Students will be able to...

- Discuss causes for migration
- Research and talk intelligently about current migration trends or crises

Assessments

- Create a news report on a current migration trend or crisis, including causes, policies, and "interviews" with migrants
- Informal observations of group discussions on book, public policy
- Graphic organizer on what causes people to migrate
- Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative

assessment

Suggested Activities

- Speak with migrant families about their experiences, report findings to the class
- Read *A Long Walk to Water*, paired with journal reflections on children's experiences
- Read and discuss policy documents and news articles
- Watch a documentary on a contemporary migration issue
- Take part in public debates on migration issues

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - one-on-one aid in research
    - vocabulary list/study guide for book

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include:
    - Remittance, immigrant, emigrant, refugee, urbanization, diversity

Differentiation to extend learning for gifted students may include:

- Supplementary reading on history of human migration, leadership of group discussions

Integrated/Cross-Disciplinary Instruction

Social Studies: migration, population demographics

ELA: reading through multiple lenses

Resources

- World Bank Factbook on migration and remittances: http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTDECPROSPECTS/0,,contentMDK:21352016~pagePK:64165401~piPK:64165026~theSitePK:476883,00.html
- *A Long Walk to Water* by Linda Sue Park
- Migration Policy Centre: http://www.migrationpolicycentre.eu/
- Possible documentary: http://www.imdb.com/title/tt0479073/

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.