

## Student Response and Action in Response to Global Migration

Lesson Title	Student Response and Action in Response to Global Migration
Content Area/Grade Level/Approximate length	<p><b>Content Area:</b> World History (~500 - 1700 CE)  <b>Grade Level:</b> 9th grade  <b>Approximate Length:</b> Three periods (65 minute), homework (~20 minute assignment)</p>
Objectives with grade level adjustment	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>- Students will define terms: ‘Migrant,’ ‘refugee,’ ‘asylum seeker,’ and ‘internally displaced persons (IDP)’ (<i>Duke video</i>)</li> <li>- Students will engage in a simulated digital journey of Syrian refugees, and learn about refugees stories</li> <li>- Students will engage in a design challenge to brainstorm possible action plans and write a proposal to carry out an action plan to help refugees.</li> </ul> <p>Grade Level Adjustment:  Part of a year-long focus on Migration in a 9th grade world history course. Can be modified for modern world history, world geography, world cultures, or contemporary issues courses.</p> <p>Essential Question:  What has caused the current refugee crisis and how are we to respond to them?</p>
Standards Addressed	<p><u><a href="#">ISTE Student Standards:</a></u>  1.1 Empowered Learning: C  1.3 Knowledge Constructor: D  1.4 Innovative Designer: A</p> <p><u><a href="#">Content Area Standards:</a></u>  CCSS.ELA-LITERACY.RH.9-10.2  CCSS.ELA-LITERACY.RH.9-10.4</p>

<p>Suggested EdTech Tools for implementation/Materials/Preparation</p>	<ul style="list-style-type: none"> <li>● <b>Suggested EdTech Tools Materials:</b> <ul style="list-style-type: none"> <li>- <a href="#">BBC: “Syrian Journey: Choose Your Own Escape Route”</a></li> <li>- Google Maps or AdobeSpark to document group work on <a href="#">“Syrian Journey”</a></li> </ul> </li> <li>● Other Materials required: <ul style="list-style-type: none"> <li>- <a href="#">Student Worksheet: Day 1, Day 2 activities.</a></li> <li>- Access to internet, projector</li> <li>- <a href="#">United Nations High Commission on Refugees (UNHCR): Figures at a Glance.</a></li> <li>- <a href="#">Duke University video</a> on migration definitions</li> <li>- “Am I A Refugee” activity - see options in Case Study - Lesson Plan Day 2</li> </ul> </li> <li>● <b>Advanced Teacher Preparation:</b> <ul style="list-style-type: none"> <li>- Background from BBC’s collections of articles <a href="#">“Syrian Civil War”</a> or <a href="#">“Syrian Refugees”</a> -</li> <li>- Reimagining Migration developed <a href="#">Thinking Routines</a> on framing lessons around migration, an <a href="#">Educator’s Toolkit</a> for teaching migrations and a <a href="#">lesson and student civic challenge to better understand the rights of refugees and asylum seekers.</a></li> <li>- The Massachusetts <a href="#">Civics Project Guidebook</a> provides some framing for this lesson.</li> </ul> </li> </ul>
<p>Lesson Plan Steps (highlighting opportunities for more equitable access)</p>	<ul style="list-style-type: none"> <li>● Lesson Plan Steps: <p><b>DAY 1: Defining the Issue</b></p> <ul style="list-style-type: none"> <li>- DO NOW: Why do people move?</li> <li>- Follow up question: <i>What’s the difference between voluntary and involuntary migration? Why would someone move if they did not want to move?</i></li> <li>- Introduce the terms: “migrant,” “refugee,” “asylum seeker or asylee” and “internally displaced person (IDP).” <i>What connotations do you attribute to these</i></li> </ul> </li> </ul>

terms?

- *The world has the largest number of people who are forced to migrate from their homes - what are your thoughts about? How many people do you think were forced to migrate in the last year?*
- Introduce students to statistics on forced migration from the [United Nations High Commission on Refugees \(UNHCR\): Figures at a Glance](#). Have students peruse website, or project the website so that class can look together. *What is your reaction to these statistics?* Students do a Think, Pair, Share about statistics, and then share out to class.
- Duke video: [“What is a Refugee?”](#) Students complete video questions on [worksheet for Day 1](#) as they watch.
- Homework: Students finish Question 10 on worksheet and bring ideas back to class.

## **DAY 2: Building Empathy**

- DO NOW: Turn and Talk with desk partner - one partner defines “Refugee” and other partner defines “Internally Displaced Persons.” *What’s the difference between the two?* Have pairs respond to whole class or have students put responses on a Jamboard or Padlet.
- Checking for understanding:  
*Case Studies - “Am I a refugee?”* on Google Slides/PearDeck. Depending on time, here are options to complete check-in:  
Option A: Project all 5 case studies and have the whole class read, respond and discuss each scenario.  
Option B: Set PearDeck on Student-Paced and assign students into groups to read assigned case study to discuss and share answers.  
Option C: Students respond individually using the

[“Am I a Refugee” handout](#) and then debrief as a class.

- Activity:

Students work together in small pairs or groups to complete [BBC’s “Syrian Journey: Choose Your Own Escape Route”](#)

Students discuss each aspect of their “escape route” and document their journey in online journal entries through AdobeSpark, Google MyMaps or Google Slides. Then explain their choices for each leg of the journey. Students should also include [#whatwouldyoutake](#) - see Twitter or this article by BBC about [“Syrian Journey: What Would You Take”](#) for ideas

- Homework:

Read about Abed’s Story:

<https://www.bbc.com/news/uk-northern-ireland-54153398>

- How did his choices impact the outcome?
- What about his journey was similar to your groups?
- Are there any choices that you disagreed with (based on the journey simulation you did in class?)

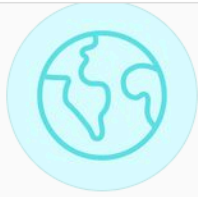
- Reminder: bring in your brainstorm of what YOU can do to help refugees.

### **DAY 3: Designing Solutions**

- DO NOW: Students write action ideas from homework on post-its and place on board.
- Allow students to browse and look at all generated ideas. Encourage them to move post-its and start organizing similar ideas together, without speaking or commenting.
  - What themes/topics emerge? educational, collecting goods, contacting political leaders, social media campaigns, etc.
  - Teacher finalizes the larger theme/topics for action, group students according to interests.

	<ul style="list-style-type: none"> <li>- Teacher goes through the <a href="#">Student Civics Action Project Proposal</a> (based on DIY <a href="#">Toolkit</a>) with whole class with students before breaking into groups.</li> <li>- In larger interest groups, students can discuss and generate more specific ideas. Teacher can help keep group conversations going by asking questions about logistics.</li> <li>- Students use the <a href="#">Student Civics Action Project Proposal</a> to capture brainstorming and plan more specifics and logistics for project proposals individually or in smaller groups.</li> </ul> <ul style="list-style-type: none"> <li>● Equity and Access Connections: <ul style="list-style-type: none"> <li>- Digital and paper content available</li> <li>- Summative project has options of working as an individual, pair or group.</li> </ul> </li> <li>● Civic Action Connections <ul style="list-style-type: none"> <li>- This lesson is based on <a href="#">the Learning Arc</a> developed by Veronica Boix Mansilla and Reimagining Migration which ends with “Take Action”</li> <li>- The summative assessment is a student action project proposal using <a href="#">C3 Framework for Social Studies, and their Dimension 4 for “Taking Informed Action”</a> .</li> </ul> </li> <li>● Distance Learning/Hybrid Learning Adaptations and Considerations: <ul style="list-style-type: none"> <li>- Students may view video asynchronously for homework or reinforcement at home. Class time should be used to discuss the questions raised about the materials.</li> </ul> </li> </ul>
<p>Learning Assessments (Formative/Summative)</p>	<ul style="list-style-type: none"> <li>● Formative Assessments/Feedback Loops: <ol style="list-style-type: none"> <li>1) After watching the Duke video that defines migration terms, students complete a quick check-in using short case studies.</li> </ol> </li> </ul>

	<p>2) After students work through “Syria Journey,” they document their choices and rationale through an online journal on Google Slides or AdobeSpark.</p> <ul style="list-style-type: none"> <li>● Summative Assessment Options: Student Action Project Proposal</li> </ul>
<p>Extensions for further learning</p>	<ul style="list-style-type: none"> <li>- Learn about other stories of refugee situations beyond Syria, such as Myanmar or Venezuela, or on a key issue that is causing forced migration like climate change or war. The UNHCR would be a good resource for further research, or this website entitled <a href="#">“Forced from Home.”</a></li> <li>- To deepen student learning about migration, have students use the online learning platform, Out of Eden Learn, developed out of <a href="#">Harvard University’s Project Zero</a>. It functions like a social media platform so students can interact over carefully guided lessons in a safe, academically engaging environment. One of their learning journeys is “Stories of Human Migration.”</li> </ul> <p><i>OOEL is a free educational platform inspired by <a href="#">National Geographic journalist Paul Salopek</a> who started a journey in 2013 to trace the history of human migration.</i></p>
<p>Samples from Spotlight Teachers/Lesson Authors/Designers</p>	<p>Because of the pandemic in 2020-21, instead of a full student-led civics project I did an inquiry research project that was more presentational, around issues about forced migration.</p> <p>Here’s an exemplar of a social media campaign project: <a href="#">Tuvalu: The Sinking Nation</a> Original link from student: <a href="https://www.instagram.com/tuvalu_thesinkingnation/">https://www.instagram.com/tuvalu_thesinkingnation/</a></p>



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