# On the Move: Why Do People Migrate?

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| **Author** | Monica Baker |
| **Grade Level** | 2 |
| **Duration** | 3 class periods |

## National Standards

**GEOGRAPHY**
**Element 1: The World in Spatial Terms**
1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

**Element 4: Human Systems**
9. The characteristics, distribution and migration of human populations on Earth's surface

## AZ Standards

**ELA**
**Writing**
**Research to Build and Present Knowledge**
2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**MATHEMATICS**
**Represent and interpret data**
2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph

## Arizona Social Science Standards

**Geography**
**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**
2.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, trade, immigration, migration, and communication.

## SIOP Elements

| **Preparation** | **Scaffolding** | **Grouping Option** |
|---|---|---|
| Adapting content | **Modeling** | **Whole class** |
| **Linking to background** | Guided practice | Small groups |
| Linking to past learning | Independent practice | **Partners** |
| Strategies used | **Comprehensible input** | Independent |
| **Integrating Processes** | **Application** | **Assessment** |
| **Reading** | Hands on | **Individual** |
| **Writing** | **Meaningful** | Group |
| **Speaking** | **Linked to objectives** | **Written** |
| **Listening** | Promotes engagement | **Oral** |

## Arizona English Language Proficiency Standards

**Grades 2-3**
**Basic**
**Listening and Reading**
Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.
B-1: ask and answer questions by using evidence from a text.
**Writing**
Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.
B-2: respond to a question or problem based on gathered information from multiple sources, including personal experience.

## Overview

Why do people move from city to city, from country to country, or even from home to home? Arizona has a transient population—moving into and out of our state. What are the factors that cause people to migrate—especially those that involve moving from one country to another?

## Purpose

In this lesson, students will explore the meaning of the word migrate and the reasons that people may migrate. They will conduct an interview with a family member or friend to hear a personal account of migration. Students will learn how to map a migration path, and determine the distance traveled. Students will also look at how culture connects with places our families have lived. This lesson contains adaptations for diverse learners (ELLs).

## Key Vocabulary

**migrate** - to move from one country or place to live or work in another
**travel** - to go on a trip or journey
**immigrant** - a person who comes to a country to live there
**distance** - the amount of space between two places or things
**culture** - the beliefs, customs, arts, religion, and language of a particular group of people

## Materials

- One copy of *Islandborn* by Junot Díaz
- Optional: YouTube Video--Islandborn Read Aloud (11.52 min)
  https://www.youtube.com/watch?v=_3bVmvA5Pfg
- Projection device, computer, internet
- Vocabulary Cards
- Reading Passage: Why Do People Migrate?
- Interview Sheet
- Exit Ticket and Answer Key
- Big Book Template
- Large paper for Big Book
- Various maps found at:
  https://geoalliance.asu.edu/maps
- Glue or tape
- Vocabulary Test and Answer Key
- Big Book Rubric
- Graphing Rubric
- Migration Scoring Guide

## Objectives

The students will be able to:

1. Define the meaning of the words: migrate, distance, travel, immigrant, culture.
2. Identify some reasons why people migrate.
3. Document how culture connects with places our families have lived.
4. Utilize digital resources to determine distance traveled.
5. Create a graph to represent distance traveled.

## Procedures

### SESSION ONE

1. Begin the lesson by engaging the students in a discussion with this statement: Think about where you live right now. Have you always lived there, or have you moved? Maybe you moved to a different house in the same town - or maybe you've moved to a different town or different state in the United States - or maybe you've moved from another country. When we move - or travel - we go on a trip to a different place. Add the **travel** vocabulary card with its visual to the board. **(Preparation: Linking to background)**
2. Sometimes when we think of home - we think of a few different places. Who we are - our culture - our traditions, our holidays, the food we eat, our celebrations - often connect to the places where our families have lived for many years. Add the **culture** vocabulary card with a visual to the board.
3. Today we are going to read a book called *Islandborn* about a girl who is learning about the country where she was born by talking to her family and friends. As we read, listen carefully to the part that explains WHY Lola's family left the island.
4. Read the book *Islandborn* aloud or project the YouTube Video--Islandborn Read Aloud. (11.52 min) https://www.youtube.com/watch?v=_3bVmvA5Pfg **(Scaffolding: Comprehensible input)**
5. Sum up the book by stating Lola's family migrated to a different country. What do you think "migrated" means? Facilitate a class discussion leading to the definition: migrate means to move. Lola's family moved or migrated from the island to the United States.

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People who migrate to a different country are called immigrants. Add the **migrate** and **immigrant** vocabulary cards with visuals to the board.

6. Ask why did Lola's family migrate? Instruct students to pair/share with the person next to them for 2 minutes. After a 2-minute discussion time, ask for students to share their thoughts. Explain that there wasn't really a monster on the island, but sometimes countries have leaders who do not treat people kindly.

7. Do you think that people migrate for other reasons? Let's read about some additional reasons why people may migrate from one place to another. **(Scaffolding: Comprehensible input, Grouping Option: Whole class, Partners)**

8. Distribute the Reading Passage: Why Do People Migrate? Students will be given a few minutes to first read the passage independently. Then students will read the passage aloud chorally. Explain that students will now work with partners and underline any reasons in the passage that people migrate. After 5 minutes, ask students to share the reasons for migration they found in the text. Support students in locating the following reasons for migration in the passage:
   - jobs
   - housing
   - leaving a place where people are not treated fairly
   - war / violence
   - natural disaster

   **(Application: Linked to objectives; Integrated Processes: Reading and Speaking)**

9. Explain that just like Lola in the story, they will ask someone in their family about a time that they moved. It could be a move to a different house in the same town, a move to a different state, or a move to a different country. They will use the interview sheet to ask the person where they used to live and why they moved. Finally, students will ask the person what they think of when they remember the place where they used to live. Students will write or sketch and label the responses. Note: If any students are not able to interview a family member who has moved, these students can interview a classmate or a teacher in the school.

10. Provide students with the Exit Ticket which asks: List two reasons why people may migrate. Use this exit ticket as formative assessment data. If students are not able to provide their answers in written format, they can share their answers orally. **(Assessment:**

**Written or Oral; Integrated Processes: Writing, Listening, and Speaking; Application: Linked to objectives)**

**SESSION TWO**

11. Ask students to do a quick write, explaining what the word migrate means. After 2 minutes, ask students to share their writing with a partner. Remind students, if necessary, that "migrate" means to move to a new location. Review the reasons that people may migrate.

12. Ask students to take out their homework with the interview responses. Put students with partners and explain that they will share what they found.

13. Explain that they will use the answers they got when conducting their interviews to make a page of a big book on migration. Project the template. Tell the students that for now, they will leave the distance traveled blank.

14. Model filling in the template with an example from your own life. For example: My grandmother moved from Russia to New York. She traveled 4,444 miles. She moved because she wanted a better life. When she remembers Russia, she thinks of big family dinners and all her brothers and sisters. **(Scaffolding: Modeling; Application: Meaningful)**

15. Distribute the Big Book Template. Remind students to leave distance traveled blank for now.

16. As students are working independently, show small groups of students how to use Google Maps to determine how many miles their family members traveled.
   - Go to Google Maps. Right click on the starting location. Select Measure Distance. Click on the ending location. Distance traveled appears at the bottom of the screen. Students will add this information to their template.

17. When students have completed the template, say: We used Google Maps to figure out the distance that your family members traveled. What does distance mean? Support students in coming up with this definition: the amount of space between two places or things. Add the **distance** vocabulary card with a visual to the board.

**SESSION THREE**
*Prior to This Session: Print out maps for each student that include the starting location and the ending location of their family member's migration. This may include a variety of maps: city, state,*

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*nation, or world.* Various maps can be found at:
https://geoalliance.asu.edu/maps
*Mark the starting point and ending point of the migration given in their interview.*

18. Review the previous day's lesson and the vocabulary words: migrate, travel, immigrant, culture, and distance. **(Scaffolding: Comprehensible input)**
19. Distribute the individualized maps that include the starting point and ending point of their family member's migration. Ask students to draw a line to connect the starting point and ending point.
20. Distribute the large paper. Model how to transfer their information from the template to the large paper. Instruct the students to glue or tape their maps to the bottom of the large paper.
21. While students are working independently, work with individual students to add their family member's distance traveled to a class bar graph on chart paper or the board. Title the graph: Distance Migrated. On the bottom of the graph (x axis) list each student's family member (i.e. Alexa's family member). The y-axis is distance traveled in miles. **(Application: Linked to objectives)**
22. When students are finished creating their big book page, have students share their writing with a partner. Collect all pages and use them to create a class big book on migration.
23. Have the class analyze the class graph on Distance Migrated. Have the class generate some questions based on the graph such as: Who traveled the greatest distance? How much farther did _____ travel than _____? How many travels were under 10 miles? Etc.
24. **Give the Vocabulary Test. (Assessment: Written, Individual)**

## Assessment

**Geography**
The Exit Ticket and the map work can be graded for completeness and accuracy. Mastery is considered 2 valid reasons on the Exit Ticket and a completed map.

**ELA and Geography**
The big book page can be graded with the Migration Scoring Guide or the Big Book Content Rubric. Mastery is considered a score of 80 or more points or a 3 on the rubric.

The Vocabulary Test can be used to measure language acquisition. Mastery is considered a score of 80% or higher.

**Mathematics**
The graphing activity and the comprehension questions about the graph can be used to assess mathematics. Mastery is considered 100% participation.

## Extensions

This lesson could be embedded in a larger unit on immigration, migration, cultural identity, and the concept of homeland.

Students could explore additional books on the topic of immigration. Students could watch videos with firsthand accounts of children who have migrated.

This lesson could also be connected to animal migration.

## Sources

Google Maps

*Islandborn* by Junot Díaz ISBN 0735229864

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