

Kacey Legare

Culture and Migration CUP: What do cultures bring to a community?

WOK History LAP 3: Why do people move? Reasons for migration

I. Content: Describe *what* it is you will teach. What is the content?

- This lesson focuses on migration and what causes people to migrate. We have already discussed what an “immigrant” is and how America is a “nation of immigrants.” Through reading both The Journey and How Many Days To America? over two days, students will have a deeper understanding of what might make someone need to move. Many students have prior knowledge and experiences moving around but do not always know the reasons why people move. After each read aloud, students will write in their Reader’s Notebooks about reasons why people might move and how that would be for them. This allows for empathetic reflection surrounding the potentially triggering and personal connection to immigration my students may have.

II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.

- SWBAT list reasons why people might move.
- SWBAT actively engage with texts (The Journey and How Many Days To America?)
- SWBAT empathize with the emotions associated with moving and immigrating.
- SWBAT reflect in writing their thoughts about why people might need to move.

III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.

- This lesson relates to my CUP’s learning goals because this lesson begins to focus on the standard focused on migration, specifically involuntary migration. Students are not forced to access this in a personal way, but can feel free to share as comfortable they are. By using literature, students can be empathetic and understand the importance of this topic without the graphic, first-person feeling they may have with them. This lesson gets students thinking about what it would mean to move somewhere and migrate. This lesson will then be built upon when we explore cultures and how those followed us when our families migrated to Massachusetts.

IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.

- I will know students will have met the learning goals because they will have well-formed thoughts expressed in their writing about reasons why people might need to move. I do not want to make people share verbally or do turn and talk because of the content of this lesson. Quick writes are difficult in second grade but I felt this was a good opportunity to have them practice writing skills and express themselves in a quieter, and hopefully more thoughtful way than verbal closing questions.

V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

- My ELL students are supported in these lessons because I will have the writing prompt on the board, a sentence starter, and a word bank. This will eliminate the need for

spelling or English-related barriers. Students should be able to come up with some ideas for why people might need to move after having two dense books read to them. Students who want to express themselves verbally were welcomed to, to also allow multiple forms of expression for my special education students and ELLs to find another outlet to express their learning.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

Schedule:

Time	Students	Teacher	Materials
Part 1: “The Journey” by Francesca Sanna			
5 min	Think about “Why do people move?”	Prompt prior knowledge, Ask about moving, “Why do people move?”	Book
20 min	Actively Engage in Read Aloud with connections, questions, comments, etc.	Read Aloud: <u>The Journey</u> Pause At: Chaos/Image “What is chaos? use the picture to help.” “What does it mean when it says ‘the war took my father?’” “How do you think they feel about leaving everyone they know?” “Why do you think the guards are so mean?” “What is a ferry?” “What does migrating mean?” “Why do you think the narrator wants to be like the birds?” Closing Q: “Did this family choose to move? Why did they have to move? How	Book

		did they feel about leaving?"	
2 min	Transition to Seats	Give Writing Prompt	Reader's Notebooks, Pencils
10 min	Start Reflective Response to prompt: "Why might people move?" in Reader's Notebooks	Write Prompt on Board "Why Might People Move?" and Sentence Starter "People might move because ____." and a Word Bank	Whiteboard Marker
Part 2: "How Many Days To America?" by Eve Bunting			
5 min	Think about "Why do people move?"	Prompt prior knowledge, Ask about moving, "Why do people move?"	Book
20 min	Actively Engage in Read Aloud with connections, questions, comments, etc.	Read Aloud: <u>How Many Days To America</u> Pause At: "Why do you think the mother hid them under a bed?" "Where are they going?" "What does it mean 'gold passed between pockets'?" "What do you think they are feeling?" "Why do you think they wouldn't take them but gave them food and water?" Closing Q: "Why is it important they landed in America on Thanksgiving day? What were they thankful for?"	Book
2 min	Transition to Seats	Give Writing Prompt	Reader's Notebooks, Pencils

10 min	Finish Reflective Response to prompt: “Why might people move?” in Reader’s Notebooks	Write Prompt on Board “Why Might People Move?” and Sentence Starter “People might move because ____.” and a Word Bank	Whiteboard Marker
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b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

- I anticipate the content of this lesson to potentially be triggering for some students. I know it is a deep conversation and a lot for my students have experiences moving around or being displaced whether internationally, legally, or just in some sort of unusual way. I know they will be able to think of reasons people might move but I am curious to expose them to something like war or chaos or death if they will respond in a deeper way or if it will be too much for them to handle.

VII. List the Massachusetts Learning Standards this lesson addresses.

- Grade 2 History and Social Science Standards
 - 2.T3.1
 - Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).
 - 2.T3.2
 - Give examples of why the United States is called “a nation of immigrants”.

VIII. Reflection

a. In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time?

- After teaching this lesson, I feel great about this unit. They students had great prior knowledge, participated in meaningful turn and talks about empathy and emotions around the text, and wrote great reflections in their notebooks. After reading the second book, they even started finding patterns and similarities between the texts. I think that this lesson might have been the most impactful thus far in this unit.

If I could reteach this in an ideal world, I would have had this lesson go first. It would be dramatic to start in this way but all the other lessons would have flowed better off of this starting point instead of the Statue of Liberty lessons.

b. What did you learn from the experience of this lesson that will inform your next LAP?

- Moving forward, I am excited to start diving into the cultures of my students and see them make incredible personal connections to the content and activities. This lesson has taught me that scaffolding is key. Without a solid background, whether students come in with it, or we craft it for them, it can make or break a text. The second text was not

scaffolded enough and many of my students missed the main takeaway from it. I will try and make sure to preview and replan my texts more closely and plan for them to know little to nothing and scale back rather than not do enough for them to understand it.

Student Work on Next Pages

People move for because they want to be
in a nice place. And have a clean
house. And have more space. And
have a cleaner bed. And have
clean every thing.

People. or
People move because there is fire.
And have

People move because bad things are
happening, people move because of
firs, people move because wars, people
move because they need to be free.

People move for many reasons. people move because they want
more space. they move to have a relax place. They need "space".
They need to be comfortable.

The journey

People move because

1. Their house could be on fire.
2. There could be no food.
3. They could be poor.
4. There might be a ruler.
5. They had no shelter.
6. They could have no clothes.
7. There might be no one to protect them.
8. They could have chaos.
9. They need to be free.
10. People could try to rule the world.
- 11.
- 12.

People move because their house might be old. People move because their country can be dangerous. It can be dangerous because it can have volcanoes. Another reason people move because their house burned.

How Many Days to America

People move because there's chaos near their house is a fire. People also move because their territory has too much trash.

people move because they want to be in a better place. They

People move because they don't
feel comfortable and there
is Kayos. People move for
many reasons on problems that
is a migration.

How Many Days to America?

Why do people move?

People move because of people
are making kayos and their
house is burned.

The Journey How many ways? 2
 People move because sometimes 1
 there's problems. Like fires, bad 2,
 neighborhood, trash neighborhood, Or like 3.
 your house is small and 4,
 your going to have a brother. 5,
 Or maybe they took your house 6.
 Or you just want to move 7
 for fun maybe. Or to live 8.
 close to your family. Or close 9,
 to friends. 10,
 People might move because 11
 there could be a fire 12,
 and your house got burnt 13,
 then you can't live there 14,
 any more. Or maybe 15.
 there's a war. 16.
 Maybe

People move because their house might be old. People
 move because their country can be dangerous. It can be
 dangerous because it can have volcanoes. Another reason people
 move because their house burned.

Reading List

Choosing Books

Minilessons

Writing About Reading

People move for because they want to be
 in a nice place. And have a clean
 house. And have more space. And
 have a cleaner bed.