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Migration, Communities, and Culture [3rd Grade]

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Migration, Communities, and Culture

3rd Grade Social Studies

Stage 1 – Desired Results		
<p style="text-align: center;">Established Goals</p> <p>Social Studies: TEKS 3.2A: Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being</p> <p>TEKS 3.13A: Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities</p> <p>TEKS 3.13B: Compare ethnic and/or cultural celebrations in the local community and other communities</p>	Transfer	
	<p>Students will independently use their learning to create a depiction of a migration story (fictional or based on their own experiences) including reasons for migrating, reasons for joining their new community, and cultural traditions of their origin/ new communities.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that . . .</i></p> <ul style="list-style-type: none"> ● Humans migrate and form or join new communities in order to meet their needs. ● Ethnic and cultural traditions help people to express their ancestry, heritage, and values. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Why do people migrate and form or join new communities? ● Why are ethnic and cultural traditions important?
Acquisition		
<p>Knowledge <i>Students will know</i></p> <ul style="list-style-type: none"> ● Human migration is the movement of people from one place to another. ● Immigration is the movement of people from one country to another. ● Push factors are reasons that people migrate OUT of a place. ● Pull factors are reasons that people are attracted to certain NEW communities. ● Voluntary migration is the movement of a group of people by choice. ● Forced migration is the movement of humans due to outside circumstances beyond their control. 	<p>Skills <i>Students will be able to</i></p> <ul style="list-style-type: none"> ● Identify reasons why people migrate and form or join communities. ● Explain the importance of their own cultural traditions. ● Compare their cultural traditions and celebrations to those in other communities. 	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
T	See rubric	<p>Performance Task(s)</p> <p>You are taking on the role of someone who has migrated from one place to another. Your job is to depict your experiences in 2 parts:</p> <ul style="list-style-type: none"> ● A journal entry, essay or letter explaining: <ul style="list-style-type: none"> ○ Your reasons for migrating; ○ Where you have chosen to resettle OR were forced to resettle; ○ A description of cultural traditions you would bring with you and why they are important; and ○ how those compare to the cultural traditions in your new community ● A visual representation of cultural celebrations and traditions that you will bring with you. Some options for this include: <ul style="list-style-type: none"> ○ Poster ○ Artifact Box ○ Scrapbook

	<ul style="list-style-type: none"> ○ Museum exhibit display ○ Diorama ○ Video <hr style="border-top: 1px dashed black;"/> <p>Other Evidence (e.g., formative):</p> <ul style="list-style-type: none"> ● Chalk talk responses ● Sticky Note Bank ● Discussion ● Tug of War responses ● Partner share ● Research Questions ● Poster/book/artifact ● Exit ticket ● Graphic Organizer ● Bottoms Up poster ● Venn Diagram ● Museum exhibit ● Summative planning guide
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Stage 3 – Learning Plan

CODE (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <p>Chalk talk: Students rotate the room silently and answer the following questions on posters with their own thoughts. We look at the finished posters together, finding similarities and interesting points.</p> <ol style="list-style-type: none"> 1. What is migration? 2. Why do people migrate? 3. What do people bring with them when they migrate? 4. How would you feel if you had to move to a new place? 5. What connections do you have to migration or moving?
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A	<p>Learning Activities</p> <p>Day 1: Pre-Assessment</p> <ul style="list-style-type: none"> ● Pre-assessment: Chalk Talk- Students walk or rotate around the room and answer the following questions on posters. They may build on other students' ideas already written or write their own thoughts. At the end of the time, find similarities and key ideas as a whole group and discuss. <ul style="list-style-type: none"> ○ What is migration? ○ Why do people migrate? ○ What do people bring with them when they migrate? ○ How would you feel if you had to move to a new place? ○ What connections do you have to migration or moving? ● Define human migration together: the movement of people from one place to another. Give students a chance to share their own connections to migration and create a class mind map or note thoughts on chalk talk posters. 	<p>Progress Monitoring (e.g., formative data)</p> <p>Chalk talk responses</p>
M	<p>Day 2: Reasons People Migrate</p> <ul style="list-style-type: none"> ● Introduce Essential Question #1: Why do people migrate and form or join new communities? Take thoughts and begin growing class mind map/ poster/ sticky note bank of reasons that students can come up with. ● Provocation: Tug of War <ul style="list-style-type: none"> ○ Show students a collection of images depicting reasons that people migrate. (See slideshow example here.) Make a tape line down the middle of the carpet/ floor or have students move to 	<p>Sticky Note Bank</p>

different sides of the room. Have them answer the question “Would you change your life and move to a new place for this reason?”

- Students move for each image and then discuss with their group. Have groups share out their ideas for each slide.
- Define PUSH factors and PULL factors:
 - Push factors: typically negative reasons that people want to or have to leave a place
 - Pull factors: typically positive reasons that people choose a specific community to settle in

Day 3: Push Factors

- Return to Essential Question #1: Why do people migrate and form or join new communities? Continue adding to class list of reasons as students have time to think more about the topic.
- Zoom in on PUSH factors in history using the image and BrainPOP videos linked below:
 - Provocation: students respond to this picture verbally or in writing. What is happening?



- [Trail of Tears](#) (video)
 - Explain that this is one example of a push factor in history- Native Americans were taken from their homes and forced to relocate.
- [Natural Disasters](#) (video)
 - Make current event connections to natural disasters that students have learned about or experienced (e.g. Hurricane Harvey, Southern California wildfires).
- Discuss and reflect with students; let them talk to partners about their thoughts and how they would feel if they were being forced from their homes to new communities.
- Define FORCED MIGRATION: the movement of humans to a new community due to circumstances outside of their control (including laws!)

Day 4: Pull Factors

- Return to Essential Question #1: Why do people migrate and form or join new communities? Continue adding to class list of reasons as students have time to think more about the topic.
- Zoom in on PULL factors in history:
 - Provocation: Tug of War or Take a Side- Students respond to the prompt “I would leave my family and friends if it meant that I could become rich.” Students take a side and talk with their groups, then share out their thoughts. Allow students to change their minds if they would like and explain why.

Discussion

Discussion

Discussion

Tug of War

A	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Gold Rush (video) <ul style="list-style-type: none"> ● Explain that our Tug of War was a real choice that people (mostly men) had to make in the past when the gold rush happened. Why might it be a good decision? Why could it be a bad decision? How would you feel? ○ Industrial Revolution (video) <ul style="list-style-type: none"> ■ Questions to prompt thinking: WHY would so many people come here from around the world during the Industrial Revolution? What might be the hardest part about it? ● Give a brief introduction to each of these using the BrainPOP videos linked above or using a read aloud. Discuss and reflect with students; let them talk to partners about whether or not it would be worth it to leave home for the CHANCE (not guarantee) to become wealthy in a new community. ● Define VOLUNTARY MIGRATION: the movement of a group of people to a new community by choice; not required 	Partner share
M	<p>Day 5: Introduce Research Project</p> <ul style="list-style-type: none"> ● Introduce mini-project: Historical event research <ul style="list-style-type: none"> ○ Students list their preferences for which of the historical events we have discussed (or others if they are interested!) they would like to research further: <ul style="list-style-type: none"> ■ Trail of Tears ■ Natural Disaster (choose from current events or use a famous example in history) ■ Gold Rush ■ Industrial Revolution ○ Group students into partnerships or small groups based on preferences ○ Students generate research questions OR jot down their initial answers to teacher-driven prompts about the events. Examples include: <ul style="list-style-type: none"> ● Describe what happened during this event. Do we know WHY it happened? ● Was this an example of VOLUNTARY migration or FORCED migration? How do you know? ● Take on their perspective: What are the positive aspects of the event (if any)? What might the negative aspects be? 	Research Questions
M	<p>Day 6-8: Research & Mini-Project</p> <ul style="list-style-type: none"> ● Students work with their groups to further research their chosen historical event and create a poster, book, or other artifact to show their understanding. ● Research questions to consider (copied from Day 5): <ul style="list-style-type: none"> ○ Describe what happened during this event. Do we know WHY it happened? ○ Was this an example of VOLUNTARY migration or FORCED migration? How do you know? ○ Take on their perspective: What are the positive aspects of the event (if any)? What might the negative aspects be? ● Research Links that can be used: <ul style="list-style-type: none"> ○ Trail of Tears 	Poster, Book, Artifact

M, A	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ https://www.ducksters.com/history/native_americans/rail_of_tears.php ○ Industrial Revolution <ul style="list-style-type: none"> ■ https://www.ducksters.com/history/us_1800s/industrial_revolution.php ○ Gold Rush <ul style="list-style-type: none"> ■ https://www.ducksters.com/history/westward_expansion/california_gold_rush.php <p>Day 9: Share Projects Students share their projects with their classmates. They may share them with the whole group OR form jigsaw groups and share in small groups as “experts”.</p>	
M	<p>Day 10: Extending Our Thinking</p> <ul style="list-style-type: none"> ● Transition to the second segment of the unit by returning to our Day 1 chalk talk question: What do people bring with them when they migrate? <ul style="list-style-type: none"> ○ While students may at first have thought about just material goods, try to push them to think of ideas and aspects of their identity as well. Guide them to understand that we don’t just bring our belongings, but that we also bring who we are and what we believe. ● Explain that we have been studying the causation behind migration and joining or forming new communities, but now we will explore the cultural elements that go along with it. ● Introduce Essential Question #2: Why are ethnic and cultural traditions important? Let students note thoughts on a sticky note or note ideas whole group; share out common or interesting ideas. 	Group discussion
M, A	<p>Day 11-12: What We Take, What We Leave, What We Add <u>*Send home homework assignment- Parent Interview (attached below) & invite students to bring in cultural artifacts to share later in the week!</u></p> <ul style="list-style-type: none"> ● <u>Morning</u>: Begin Greeting of the Day for this week. Gather students and explain that how we greet each other comes from our culture and the way we were taught. Ask students if they have greetings from their homes that are different from the typical “hello” and wave; take student ideas and allow them to demonstrate! <ul style="list-style-type: none"> ○ Create a greeting of the day slideshow (example here) showing a greeting from around the world for each day. Teach the greeting for Monday and allow students to practice with partners. Every time they have to work with partners throughout the day or have to greet an adult, have them use the greeting! 	Sticky Note bank/ exit ticket
M	<ul style="list-style-type: none"> ● During your Social Studies block: Return to Essential Question #2: Why are ethnic and cultural traditions important? Have students share out their thoughts after their experiences in the unit so far. ● Begin exploring the Meet Young Immigrants section of the Scholastic website as a class. Link here! ● Explain to students that people bring many things with them when they move to a new place, but they also leave some things behind and may add in new traditions from their new home as well. ● Work through graphic organizer (attached below) for each profile we read, discussing these three categories: <ul style="list-style-type: none"> ○ Traditions brought to new home 	Discussion

M	<ul style="list-style-type: none"> ○ Traditions left behind ○ New traditions ● If you would like, begin this activity as a whole group lesson on one day and then allow students to explore the site with a partner and finish their graphic organizer the next day. <p>Day 13: Cultural Celebrations</p> <ul style="list-style-type: none"> ● Remind students that we are discussing the different cultural traditions and celebrations that make up who we are. ● Have students do a Bottoms Up activity with a small group or with their tablemates: <ul style="list-style-type: none"> ○ Give each group a large poster with a circle in the middle, branching off into compartments (1 section per student in the group). ○ Students are then given a prompt and for the time given write down all their thoughts in their own compartment outside of the circle. ○ Prompt: Write down as many celebrations, holidays, or traditions that you can think of. ○ At the end of the time writing on their own, students share their thoughts with their group. Any thoughts repeated more than once are then written in the circle in the center of the poster to represent common ideas for the group. ○ Share out with the class and post them in the room. 	Graphic Organizer
M, A	<p>Day 14-15: Comparing Cultural Celebrations</p> <ul style="list-style-type: none"> ● Return to discussion from yesterday and remind students that cultural celebrations are one thing that people bring with them when they move to a new community. ● Explain that we are going to take two cultural celebrations and compare them using a Venn diagram (pre-teach how to use a Venn diagram if needed) ● Compare two holidays that have some commonalities (e.g. Halloween and Dia de los Muertos, Christmas and Hanukkah, anything relevant to your students) and create a Venn diagram together. <p>Next Day:</p> <ul style="list-style-type: none"> ● Give students information on 2 new cultural celebrations from around the world. Some links with info: <ul style="list-style-type: none"> ○ https://www.westernunion.com/blog/spring-festivals-around-the-world/ ○ http://www.incultureparent.com/2013/11/fall-traditions-and-celebrations-around-the-world/#slide1 ○ https://weather.com/holiday/fall/news/fall-festivals-around-world ● Have students work with a partner or small group to create a Venn diagram comparing and contrasting the two celebrations they were assigned. Allow them to present to the class. <p>Day 16: Guest Speaker(s)</p> <p>*Before this lesson, look over the parent interviews that come back. Invite a parents or two to come in and share their experiences with migration, cultural artifacts, and traditions that they celebrate.</p> <ul style="list-style-type: none"> ● Bring in guest speaker(s)- parents that have experience with immigration. Have them share cultural artifacts, experiences, and celebrations that they still participate in even after their move. 	Bottoms Up Poster
M		Venn Diagram

M	<ul style="list-style-type: none"> ● Allow students to ask questions and make connections. Remind students to bring in any of their own cultural artifacts or objects they hold dear for our mini museum tomorrow! <p>Day 17: Artifact Mini Museum</p> <ul style="list-style-type: none"> ● Have students set up their artifacts on or around their desk areas. Provide a space for written feedback (comments, questions) on each desk if you would like students to write their thoughts as they explore. ● Split your class in half; half of the students will be at their exhibits as guides to the artifacts, and half the students will be visitors. After they have had time to explore and share, switch. ● Other half of students present with the previous presenters as visitors. Students may jot down thoughts and connections on sticky notes. ● Come together as a whole group and reflect: <ul style="list-style-type: none"> ○ How did it feel to share parts of yourself and your culture with your classmates? ○ Did any of your classmates present something that also applies to you? What do you have in common? ○ Did a classmate present something that is different from anything you have experienced? 	Museum Exhibit
M	<p>Day 18: How Do We Preserve Our Culture?</p> <ul style="list-style-type: none"> ● Tug of War question for students to respond to: Everyone who lives in a place together should act the same way. (True or False) <ul style="list-style-type: none"> ○ Take student responses, let students change sides, and discuss their points of view. <ul style="list-style-type: none"> ■ Ideally, students will say that this is false and give various reasons- people are different, it's good to be different, we believe different things, etc. ● Pose this question to students and have them share with a partner: How do we keep our culture from disappearing after we are gone? <ul style="list-style-type: none"> ○ Let students discuss and share out their initial thoughts. ● Watch this video together: Preserving Shoshone and Arapaho Culture <ul style="list-style-type: none"> ○ What kind of traditions did you see being passed down? ○ Who is responsible for passing on these traditions? ○ Who should they be shared with? ○ Why did they think it was important? 	Tug of War Discussion
M, T	<p>Day 19-20: Introduce & Plan Summative Assessment</p> <ul style="list-style-type: none"> ● We have reached the end of the unit! Students now understand WHY people migrate and the cultural traditions they bring with them. Along with that, remind students how important it is to share and pass down stories and traditions in order to preserve and continue our culture. It also helps us understand people who are different from us. ● Introduce the summative assessment assignment (assignment sheet and rubric attached below). Students will be sharing a story of migration- this story can be related to their own families, related to a historical event we have studied, or made up based on what we have learned. Students will create a written piece (journal entry, essay, letter) detailing their migration story: <ul style="list-style-type: none"> ○ Reason(s) why they moved ○ Where they chose (or were forced) to resettle ○ Elements of their culture and values they would bring with them and why they are important ○ Elements of their new culture that are similar to/ different from 	

<p>T</p>	<p>their own</p> <ul style="list-style-type: none"> ● They will also create some sort of visual depiction (e.g. poster, artifact box, diorama, scrapbook, etc.) showing elements of their journey and cultural traditions, values, and beliefs that would be important for you to share and pass on. <ul style="list-style-type: none"> ○ Share this video as an example of a place to start- Grandma Interview Immigration Story ● Students then begin filling out planning guide for summative assessment (attached below) including the elements required. This can be sent home to complete over the weekend for homework. <p>Day 21-24: Summative Work Time</p> <ul style="list-style-type: none"> ● Students work on summative assessment elements in class. The written piece can be done during Writer’s Workshop, while the visual depiction can be created during your normal social studies block. ● Students have 4 days to draft, revise/ edit, and publish their written piece, as well as to create their visual depiction of their migration story and cultural traditions. <p>Day 25: Presentations Students present their summative assessments to each other OR to visiting family members.</p>	<p>Summative planning guide</p>
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Sharing Our Migration Stories

We have been learning about WHY people migrate to new communities and WHAT cultural elements they bring with them. We also know how important it is to share these stories and cultural traditions in order to have a better understanding of our own past and present. Now, it's your turn!

You will be responsible for sharing a migration story at the end of this week. Your story can be your own or your family's story of moving from one place to another. It can also be related to one of the historical events that we learned about earlier in the unit. It can even be made up, based on what we have learned! Your job is to create 2 components that describe your story and the cultural traditions that would be most important for you to bring with you and preserve.

Component 1: Writing

Write a journal entry, letter, or essay explaining the following:

- Your reasons for migrating;
- Where you have chosen to resettle OR were forced to resettle;
- A description of cultural traditions you would bring with you and why they are important; and
- how those compare to the cultural traditions in your new community

Component 2: Visual

Create a visual depiction of your migration story and/or the cultural elements that would be most important for you to bring with you. Choices include:

- Poster
- Artifact Box
- Scrapbook
- Diorama
- Video
- Museum Exhibit

Name: _____

Summative Assessment Planning Guide

Part I: Written Component

1. In your migration story, where are you moving from? Where are you moving to?

2. WHY did you/ your family decide to move? Was it a choice or were you forced?

3. What are some cultural traditions that you or your family needed to bring with you? Examples include holidays, foods, sports, clothing items, celebrations, religious traditions, or anything else that is unique to your culture.

4. What are some new traditions that you/ your family are experiencing? How is it similar? How is it different?





Part II: Visual Depiction

1. I will be creating _____ to show my migration story.

2. Elements of my culture that I want to show are... _____

3. The materials I need are... _____

Summative Assessment Rubric

	 Advanced- 4	 Proficient- 3	 Approaching Proficient- 2	 Beginner- 1
I can identify reasons why people migrate and form or join new communities.	I identified the reason(s) for migration <i>and explained their impact on my journey.</i>	I identified the reason(s) for migration in my story.	I identified a reason for migration, but it does not match my migration story.	I did not include a reason for migrating in my migration story.
I can explain why my cultural traditions are important.	I explained why all of the cultural traditions are important to me <i>and why they should be preserved.</i>	I explained why all of the cultural traditions mentioned are important to me.	I mentioned some cultural traditions, but did not clearly explain their significance in my life.	I did not mention my cultural traditions or why they are important to me.
I can compare my cultural traditions to those of others.	I compared my own cultural traditions to those in my new community <i>and explained their role in my life moving forward.</i>	I compared my own cultural traditions to the ones in my new community.	I mentioned the cultural traditions in both my original and new communities, but did not give a clear comparison.	I did not compare my own cultural traditions to those in my new community.
My completed assignment showed clear effort and accurate mechanics.	My written piece and visual depiction were <i>organized and aesthetically pleasing. Spelling and grammar were accurate.</i>	Time and effort were put into my written piece and visual depiction. Minimal (1-2) spelling and grammar mistakes were made.	Some time and effort were put into my project, but more is needed in one of the components. 3-4 spelling and grammar mistakes were made.	Little time and effort were put into my project. Both components were incomplete, and 5 or more spelling and grammar mistakes were made.

Name: _____

“Meet Young Immigrants”- Graphic Organizer

1. ASYA

Traditions Brought to New Home	Elements Left Behind	New Traditions

2. TAYLOR

Traditions Brought to New Home	Elements Left Behind	New Traditions

3. VANDI

Traditions Brought to New Home	Elements Left Behind	New Traditions

4. SADANA

Traditions Brought to New Home	Elements Left Behind	New Traditions

5. GABRIELLA

Traditions Brought to New Home	Elements Left Behind	New Traditions

Dear Families,

In the past couple of weeks, we have been studying a unit on human migration and communities. In order to let our students connect deeply to the material, we want to hear about your family's culture, traditions, and any ancestry or migration history that you know of. Please let your student interview you using the questions below.

1. Does our family have any known connections to migration or moving?

2. Do you know where our ancestors lived?

3. What countries does our family have a connection to?

4. What traditions are important to our family? These can be celebrations, articles of clothing, or special foods that we eat.

5. Are there any other cultural traditions or celebrations you would like to share with our class?

If you have any other information you would like to share, write it below or send us an e-mail!

Thanks a million,
Third Grade Team