



1. What is our purpose?*done

1a) To inquire into the following:

- **transdisciplinary theme:** Where We are in Place and Time

An inquiry into orientation in place and time; **personal histories; homes and journeys**; the discoveries, explorations and **migrations of humankind**; the relationships between and interconnectedness of individuals and civilizations, from local and global perspectives.

- **central idea**

Push and pull factors influence how, where, and why we migrate.

Class/grade: 2nd Grade

Age group: 7 - 8 yrs

School: Willard

School code: 7202

Title: Where We Are in Place and Time (Maps and Migration)

Teacher(s): Grabis, Teran, Jaramillo, Torres, Yee, Tam, Hughes

Date: 1/15/18-2/23/18

Proposed duration: 90 hours over 6 weeks

1b) Summative assessment task(s):* done

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students will demonstrate their understanding of the central idea by creating a project/presentation of their choice demonstrating the push and pull factors that influenced a group of people to migrate or move and the pros and cons of the move. Some may choose to do this with their own family migrate/ immigration stories. Students will identify the push and pull factors and the pros and cons of people's' migration. They may present this information in a format of their own choice.

Teacher will assess students' ability to identify the push and pull factors, the pros and cons of migrating, and their application of map skills.

By the completion of this unit, the teacher will expect the students to demonstrate action by:

- Having a sense of their location in the world
- Be able to read and create various types of maps
- Become empathetic towards those who migrate because of disaster, war, or poverty and may choose to provide some form of relief

2. What do we want to learn?*done

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

- Perspective, Causation, Connection

Related concepts: Orientation, migration

Subject Area Focuses: Social Studies, Art, Mathematics

What lines of inquiry will define the scope of the inquiry into the central idea?

- Push and Pull factors that affect where people live and group themselves. (*geographical/environmental features, human curiosity, survival needs, politics, and economics*)
- Explorations and movements of people
- Mapping skills

What teacher questions/provocations will drive these inquiries?

1. **What factors push and pull people to move from place to place?**
2. **How does our need for survival affect migration?**
3. How do maps help us to understand and navigate our world?
4. How do technological advances affect where people live?

Provocations: OTQ of different pictures of places, people moving, disasters (anything that shows reasons for migration or movement of people). *After the OTQ activity students will fill out a KWL chart.

Planning the inquiry

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

- Whether students know of anyone that has moved to or from another country, and why they moved.
- If students can locate and name the continents, countries, states and cities on a map and globe. Students can identify geographical features (ocean, river, mountains, regions, etc.) on a map and globe.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Using a world map the class will demonstrate the migrations of different groups and discuss the reasons for their migrations. Activities will also include explorers, native Americans, migrant workers, pilgrims, and personal family stories, etc. The teacher will assess the student's ability to: name groups that have migrated, reason for migrations, and how life conditions were changed by migration
- Students will make a tree map/chart to show why various groups migrate. Teacher will assess students' ability to categorize migrations into push and pull factors.
- Through classroom timelines or storyboards of different migrations, teacher will assess students' ability to: name group that migrated, reasons for the migration, and whether life conditions were improved.
- Immigration Project - Teacher will assess students ability to identify the push and pull factor, the pros and cons of people's movement, and their ability to locate on a map the people's migration. They need to identify a legend/ key and a compass rose.

4. How best might we learn?*done

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. Teacher/students will discuss and research why people change locations including the push and pull factors that caused them (economic, political, natural disasters, cultural, and health)
2. Teacher and students will investigate various immigration stories including researching their own immigration history and chart movements of people on a classroom world map to visually see our families' different origins.
3. Students will research a region in the world to tell its climate, topography, landforms found Where and how it affects the people's way of life and the push pull factors.
4. Teacher/ students will explore the different types of maps (geographical, physical, climate, regional, bird's eye view) and elements (title, legend, compass rose, scale,) in a map portfolio, when exploring migrations and immigrations of people and people groups
5. The students will compare migrations of the past to migrations of today.
6. Students will make a project/ presentation of a migration of their choice.including the push and pull factor and Pro/cons of the move
7. Students create landforms that demonstrate different types of natural events, for example earthquake, volcanic activity, erosion [Science]
8. Teacher and students discuss different solutions to prevent wind and water from changing the shape of the land [Science]
9. Students and teacher create a model of the Earth and identify water and landforms. [Science]

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Thinking Skills: Comprehension, Evaluation:As students understand map elements and its application, they learned why, how, and where people live and migrate

Communication and Social Skills: Viewing: The students ability to gather information from maps, globes and atlases

Self Management: Fine Motor skills and Spatial Awareness: As students create decipherable maps and developing an awareness of the world around them.

Research Skills: Collecting, Recording, Organizing & Interpreting data: As students gather data from maps, globes and atlases, create personal maps, and look at relationships and patterns of geographic elements, and make observations to construct informed points of view

Attitudes and Profile: Appreciation, Empathy, and Respect as students learn about others' immigration history as well as their own.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Daily Geography Practice (Evan Moor)- digital copies on drive, more challenging version of daily geography also on drive (3rd grade), Social Studies Text- Scott Foresman: Then and Now, McGraw-Hill People Together, classroom IB library with As the Crow Flies by Gail Hartman, The Armadillo from Amarillo by Lynne Cherry, Mapping Penny's World by Loreen Leedy, Maps and Globes by Harriett Barton, My Map Book by Sara Fanelli, My First Atlas by Hammond, Sangoal (book from Willard Library)

"Beginning Geography: How to Use a Map" (Evan-Moor), Audio-Visual: Googleearth.com ; Assorted classroom maps and globes; Internet searches; My Grandmother's Journey, Erika-san by Allen Say

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Classroom wall maps and globes, class atlas, map puzzles, enchanted learning.com for activities, state and capital songs Outline Maps of the World by Hayes. Immigration stories: "My diary from here to there, How I learned Geography" How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? I come from series, Molly's Pilgrim, Watch the Stars Come Out, Follow the Drinking Gourd, Grandfather's Journey, My name is Yoon, The Keeping Quilt, The Long Way to the New Land, As Good as Anybody."

Classroom environment will have directions labeled, wall maps displayed, globe and atlases accessible for students, pictures of geographical elements (glacier, mountain ranges, rivers, etc.), take a walking trip around the neighborhood and identify geographic elements (San Gabriel Mountains to the North).