

Latin America Unit - Day Four - Migration pg1



Unit: Latin America	Daily Lesson 4/4	Topic: Migration
Subject: World Geography	Grade: 10th	Length: 90 minutes

Lesson Overview: Students will learn about migration, and why humans have traveled over time. First, students will define and discuss migration. Second, students will participate in an interactive lecture in order to learn and record information about human migration. Third, students will practice and reinforce skills by completing a Migration Map and Chart Analysis WorkSheet. Fourth, students and teacher will review Test Review Questions. Finally, students will complete their before started What You Know WorkSheet, final column.

Lesson Rationale: Humans have migrated across the planet for thousands of years. Different factors push and pull these migration populations. Specifically, in the students home nation (USA), an influx of Latin American immigrants have become a large portion of the general population. The Latin American migration into the USA has practical relevance to student's fiscal and cultural future. Students should have an understanding of human migration and its impact on cultural diffusion due to the quickly globalizing world in which migration is more common and more accessible than ever before.

****Case studies included to address low diversity/ low exposure to diversity; raising questionable (some of which could be classified as offensive) comments in class in response to different cultures.*

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Essential Question(s)

1. What is migration?
2. How have social, economic, political, and environmental/physical factors influenced migration in the Americas?

Standards of Learning

WG.4 The student will locate and analyze physical, economic, and cultural characteristics of Latin America.

WG.6 The student will analyze past and present trends in human migration and cultural interactions as they are influenced by social, economic, political, and environmental factors.

Lesson Objectives

1. Students will be able to define migration and recognize the difference between immigration and emigration by actively participating in class discussion and taking notes.
2. Students will be able to discuss and identify migration's impact and influences by actively participating in an interactive lecture and taking notes.
3. Students will be able to interpret facts from maps and graph data about migration by completing a map and graph analysis WorkSheet (overflow)
4. Students will be able to review for unit test by completing a test review questions.
5. Students will be able to assess and describe their growth, or lack of growth, as a student in this course unit by completing What You Know WorkSheet.
6. Students will be able to discuss and outline a case study on immigration by participating in a group activity with assigned group member roles.

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Assessments

SUMMATIVE

1. Case Study Role Participation
2. *Map and Graph Analysis slide* (obj 3)

FORMATIVE

1. General participation (in discussion, lecture, notes, behavior, not sleeping, etc) (obj 1, 2, 3, 4, 5)
2. What You Know Work Sheet (obj 5)
3. Test Review Questions (obj 4)
4. Teacher personal reflection to student reactions, lesson plan, and demonstration of teaching ability.

HOMEWORK

1. Study for unit test

Differentiation

Content – oral, written, visual; Higher Order Thinking and Standards of Learning; differing ethnic perspectives and histories

Process – oral, written, visual; analytical, creative and practical thought processes;

Product – oral, written; maps, worksheets, and discussions; opinion and fact based;

Accommodation

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Materials

Non Digital	Digital
<ul style="list-style-type: none">- Map and Chart Analysis Slide- partially completed What You Know WorkSheet- test review questions key- Group member roles- case studies	<ul style="list-style-type: none">- Migration lecture powerpoint- computer- projector- audio speakers- internet connection- promethean board (white board)

References

Boehm, R. G. (2008). *World geography and cultures*. Columbus, Ohio: Glencoe/National Geographic.

Independent Television Service. (2013). *The new americans ; meet the new americas | pbs*. Retrieved from <http://www.pbs.org/independentlens/newamericans/newamericans.html>

Keezel, R. L. (2013) *Latin America Migration Char. Powerpoint Presentation*. Retrieved from https://docs.google.com/presentation/d/1StQxM9nr_yOB_wMvwya0dJXhYr7sN_F0hdMQesvxYylY/edit?usp=sharing

- *Merriam-Webster Dictionary Online*. Retrieved from <http://www.merriam-webster.com/>

VA SOL Frameworks (Standard WG.4, WG.4 continued, WG.5, WG.11a, WG.11b) Retrieved from http://www.doe.virginia.gov/testing/sol/frameworks/history_socialscience_frameworks_/2008/2008_final/frameworks_world_geography.pdf

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Instructional Step by Step

Prep

print materials, check tech,

WARM UP

5 min

1. Introduce topic “We're starting a new section, on Migration”
 - What is migration? Why do animals migration? Could humans migrate for similar reasons? Discussion
2. Call upon particular students that understand hunting animal migration to share with the class. get to along the lines of “wcll, humans migrate for different reasons too”

WORK OUT

75 min

1 Open *LA Unit Migration* powerpoint.

https://docs.google.com/presentation/d/1StQxM9nryOB_wMvwya0dJXhYr7sN_F0hdMQesvxYylY/edit?usp=sharing

2. Copy vocabulary.

4. Go over objectives.

5. Begin lecture and Complete lecture.

6. Tell students they will begin an activity in which read about an immigrant and they're expeirience in moving.

7. Assign groups; after in groups, explain each group will receive a difference case study, and will be expected to present information found in the reading to the class by the end of the activity. Specifically, push and pull factors mentioned in the notes.

8. Explain each person will have a role to complete in this activity. Assign roles. Read through all roles in order to make sure understanding of expectations are clear.

***EVERYONE IS TO READ ARTICLE**

9. Handout and read instructions/explain **Immigration Case Studies, tell students they have _____ time before they have to present their case to the class.**

– travel around the classroom helping and interacting with students.

10. Warn students of nearing due time.

11. Allow all students to present, grade speakers

12. Visit PBS website and show students “Where they are now” for each study.

13. Ask students to pull out test review questions from last class

14. Quickly go over the test questions with class; ask students if they have any final questions before the test tomorrow.

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COOL DOWN

10 min

1. Hand out students previously partially completed **What You Know WorkSheet**.
2. Prompt students to complete the “What You Know Now” section of the **WorkSheet**.
3. Answer any questions, tell students they have _____ mins to complete.
4. As students fill in **What You Know WorkSheet**, place markers on random desks signaling students to share a response on the white board for class discussion.
5. Discuss growth or lack of; why or why not.
6. Thank class for their hard work and participation.
7. Dismiss students.

After Class

Reflection

	INSTANT	LATER
material		
rapport with students		