



Building Bridges: Using Children’s Literature to Explore Global Migration

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Bain Elementary School

This curriculum unit is recommended for:
5th Grade

Keywords: migration, economic, migrant, culture, immigrant, global learning, environmental, political, cultural, emigrant

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit, students will explore what influences global migration, with a focus on economic, cultural, political, and environmental migration factors. This inquiry unit is based on the essential question, “Why do people move?” Using fiction and nonfiction stories, as well as primary resources, students will study the various factors leading to migration to the United States, through the lens of a child. Each migration factor in the unit is paired with a current or historical event, some familiar and others not. Students will explore perspectives of Hurricane Katrina survivors, those persecuted during the Holocaust, people migrating from Central America, and the young boys displaced during the civil war in Sudan. This unit aligns with the North Carolina Social Studies standards on migration patterns to the United States and serves as an opportunity for global learning using real-world examples. The summative assignment requires students to create original journal entries based on a current or historical event, focusing on the reasons and outcomes of the narrator’s migration.

I plan to teach this unit during the coming year to 26 students in 5th grade.

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Building Bridges: Using Children’s Literature to Explore Global Migration

Megan Koransky

Introduction

I work as the Media Coordinator at Bain Elementary School in Mint Hill, North Carolina. Mint Hill is a small town outside of Charlotte and is known as a tight-knit community that is visible at Bain Elementary. The school is made up of 72% Caucasian students, 12% African American students, 9% Hispanic students, and 4% Asian students. 23% of students come from low-income households; 20% of students qualify for Talent Development (TD) services. I am in my second school year at Bain.

As the Media Coordinator, I am on the special area rotation, meeting with students once every other week. While my unit can easily be adapted for classroom teachers, I will utilize my media block for instruction as well as in-class co-teaching with fifth grade teachers. I will pilot this unit with one fifth grade class and extend it to the remainder of the classes based on my results and reflections about the original unit.

In my unit, fifth grade students will undergo an inquiry process in which they explore, dissect, and determine causes of migration to and from the United States. The driving question intended to spark each project is, “Why do people move?” Students will constantly return to this question to ensure their topic is staying true to the goal of the unit. The underlying goal is to humanize migrants who move in and out of our country.

With or without their knowledge, our students interact with immigrants on a weekly, if not daily, basis. Migration to the United States generates a plethora of effects about which my students are often unaware. Our country was founded upon and is supported by diversity in culture. I want to ensure my students understand how and why this came to be. Additionally, I want my students to extend a hand and respect to those unlike themselves. While the overarching goal is for students to see migration on a personal level, it is important to me to remain neutral in both the resources and discussions that are shared throughout the unit. I want students to leave this unit being better critical thinkers, not politically charged.

The structure of this unit is a vital cog in the whole picture. Because it is based on student inquiry, it means that student-created questions will be the driving force in the unit. Throughout the unit, students will work in groups based on their specified migration factor and will research and design a project meant to educate others on their designated push or pull factor of migration.

Content Research

Push and Pull Factors Leading to Global Migration to and within the United States

This unit will focus on four prominent push and pull factors that lead to migration to and within the United States. International migrants, those living in a different country from where they were born, make up 9 percent of the world's population. The United States contains the largest population of international migrants. People come to the U.S. for a multitude of reasons, described as push and pull factors. A push factor refers to the reasons people may want to leave their country of origin. A pull factor refers to the reasons people are led to a different country from that which they came. Push and pull factors fall into multiple categories: environmental, political, economic, and cultural.¹ Each factor of focus will align to a current, historical, or anecdotal event that reflects the causes and effects of the specified form of migration. In the table below, each factor is associated with specific relevant events.

It is important to note that while in this section of the unit, factors are differentiated; no one factor is mutually exclusive from the others. Migration is a complex component of demographic change due to its multidimensional nature.² In most cases, factors intertwine among one another and have different effects on a person's choice to migrate. People who migrate often do so for multiple interrelated reasons.

Factor	Event(s)
Environmental	Migration in Southeastern United States due to Hurricane Katrina in 2005
Political	Lost Boys of Sudan's Civil War between 1983-2005
Economic	Migration from Central America to the United States in the 21 st Century
Cultural	Migration of Jewish Europeans during and after World War II

Environmental Factors

Environmental factors, otherwise known as ecological factors of migration, can largely be attributed to natural disasters, but can also be connected to climate change in specific regions of the world. In this unit, students will study the effects of Hurricane Katrina in the southeastern United States in 2005.

Hurricane Katrina struck the Gulf Coast of the United States as a category 5 in late August 2005. The devastation was due to the sudden intensity the storm received from the warm waters of the Gulf of Mexico, combined with the unforeseen damage of local levees in Louisiana. New Orleans, the nearest metropolitan area affected by the storm, was believed to be

spared from a direct hit of the intense winds (up to 170 mph). The subsequent flooding from the storm and breach of the levees caused over 80% of New Orleans to be underwater within 24 hours.³

Most residents of affected areas were evacuated leading up to the storm, with an estimated 10,000 remaining in New Orleans. Following the storm, damage was so severe that approximately 61,000 households left the Orleans Parish between 2005 and 2006. Over 22,000 households migrated to Texas, with 11,000 of these families moving to the Houston metropolitan area. Approximately 23,000 households migrated to other areas within Louisiana, while about 4,000 households migrated to Georgia. Surprisingly, within a year of the disaster, Orleans Parish saw a spike in residents moving to the area, with approximately 16,000 households, many of whom were returning families.⁴

Hurricane Katrina sparked a large rise in migration in the United States. It is estimated that between 1,200 and 4,200 households migrated to the Charlotte area from areas affected by Hurricane Katrina.⁵

Political Factors

Political push and pull factors are largely due to governmental oppression or mismanagement. This oppression can lead to conflict, in which the majority of migrants identify as humanitarian migrants or refugees.⁶ In the unit, we will focus on conflict in Sudan, resulting in the displacement of South Sudanese Dinka people to Kenya, and a small percentage from there, to the United States.

Civil war broke out in Sudan in 1983 between the mostly Islamic population in the north and the predominantly Christian population in the south. By 1987, the Army in the northern region of Sudan began massacring entire villages of Dinka and Nuer people in southern Sudan, killing and abducting women and young girls. In this time, over 20,000 young men and boys escaped and trekked across eastern Sudan to Ethiopia, seeking refuge. Soon though, political unrest developed in Ethiopia, forcing the young boys to again seek refuge by foot, across the dangerous terrain of Sudan, and into Kenya in the south. Trekking over a thousand miles, facing harsh conditions along the way, only half survived the journey. By 1991, the Kenyan government developed the Kakuma refugee camp for the men and boys. What they once thought would be a temporary home during the civil war in Sudan, soon became over a decade in the camp.⁷

Over the years, the story of the Lost Boys of Sudan has become publicized and oversimplified. In this unit, the goal will be to educate students on the reasons this group of people migrated, as well as how they ended up in the United States. After spending over a decade in the Kakuma refugee camp, the United States collaborated with the office of the United Nations High Commissioner for Refugees (UNHCR) to place a small percentage of Sudanese refugees in resettlement programs in major cities across the country. Through this partnership, approximately 3,600 young men resettled in metropolitan areas around the U.S.

The young Sudanese men faced many obstacles when they first arrived in the United States, including language barriers, navigating public transport, and assimilating to new cultural norms. Volunteer organizations in the resettled cities focused their work ensuring the men received needed support, such as securing jobs, obtaining educational services, and participating in recreational activities.

Since the primary resettlement in the early 2000s, the political atmosphere of Sudan has changed. Now two independent countries, Sudan and South Sudan, many refugees in the United States and Kenya have returned home. Life in South Sudan is not without violence, though, and the newly-independent country has experienced a conflict along ethnic lines since 2013, leading to a renewed exodus of refugees.

Economic Factors

Economically driven migration is a large factor in global migration, many times intertwined with other factors, such as political violence or environmental hardship. This drive is steered by the search for better opportunities, which include employment, development, opportunities for advancement, and exhaustion of natural resources.⁸ The United States and Canada have historically been prominent destinations for economic migrants.

In this unit, students will explore migration as it relates to economic factors in the migration of people from Central America, with an anecdotal focus on Mexico and the Northern Triangle. As of 2017, it is estimated that approximately 3.5 million people from Central America reside in the United States.⁹ The majority of the migration stems from El Salvador, Guatemala, and Honduras; these three countries are known as the Northern Triangle due to their location in Central America. Related to our area, a significant population of students in Charlotte Mecklenburg Schools comes to us from this region of the world. With that, it is important for our students to be globally aware of reasons and obstacles people emigrating from this region may face.

In 2018, a caravan of people from Central America began a procession north to the United States. A highly publicized event, it is likely students saw or heard the media coverage of stories and interviews with both sides of the debate. Regardless of one's perspective about the U.S. policy response to an increase in migration from this region, it is clear that these migrants endured significant hardship in search of better living conditions. On the road, it is estimated anywhere between one thousand to three thousand people travelling ended up turning around to go back to their home due to the severity of conditions. These people often slept under tarps on the side of the road and depended on donations from church organizations for food and basic supplies.¹⁰ Their story is similar to many other people who have made the treacherous journey from Central America to the United States.

As stated previously, it is not possible to categorize any form of migration into one migration factor. With this, people migrating to the United States from Latin American countries do so for a multitude of reasons, include government instability, violence, corruption, and the

search of better employment opportunities, just to name a few. The purpose of this unit is to provide a real-world example to students when learning about each migration factor.

Cultural Factors

The unit will highlight cultural migration when analyzing refugees escaping religious persecution during World War II. The refugees—mainly European Jews—escaped persecution from the Nazi government and arrived between 1933 and 1945. It is estimated that between 180,000 and 220,000 European refugees immigrated to the United States during this period. While this is only a fraction of the number of European Jews who were subjected to Nazi violence and persecution, the United States took more refugees during this time than any other country. Sadly, this is due to the United States unwavering limit of the number of immigrants accepted into the country, regardless of the global climate.¹¹

During this time, there were several challenges those emigrating from Europe endured. Firstly, the U.S. limited the number of people migrating from Germany or Austria, causing about a two-year waitlist for a visa. Additionally, in order to obtain a visa, one would have to gather needed documents, which if someone was fleeing for their life, may not be easily accessible. Most challenging, a Jewish refugee would need to find a financial sponsor, as the Nazis prevented many from migrating with a significant amount of money. Finding a financial sponsor was difficult if there was no family for the refugee already in the United States. These obstacles were just the beginning of acquiring legal documentation to enter the United States. Expenses, such as ship ticket, travel documentation, and the emotional stress, all placed a burden on those migrating. With all of these obstacles, those who made it to the United States escaped a much worse fate at the heart of this genocide. By 1945, over 6 million European Jews died by the hands of the Nazis.¹²

Instructional Implementation

Teaching Strategies (turn and talk, read aloud, anchor charts)

Videos: In order to further examine each example of migration, playing videos often provides a different perspective. Unlike narratives, video can provide substantial information some students would be unable to acquire due to time constraints and reading limits.

Anchor Charts: Throughout the mini-lesson, I will create anchor charts for each individual lesson in the unit. These will always be available for students to refer to as they are working on their final assignment.

Inquiry Groups: At some points, students will work in discussion groups while analyzing a mentor text or exemplar. The purpose is to allow them to critique and assess the effectiveness of the story. They will discuss strategies they want to use for their own project.

Peer Reviews: As we complete separate components of the journal, students will use peer reviewing as an exit ticket to receive feedback and assistance from others.

Mentor Texts/Read Alouds: Using mentor texts as read alouds can allow the pinpointing of memoir strategies, such as passing of time or change in perspective. Specific examples of mentor texts I will use include:

- *My Two Blankets* by Irena Kobald
- *The Blessing Cup* by Patricia Polacco
- *Dreamers* by Yuyi Morales
- *Brothers in Hope* by Mary Luana Williams
- *A Storm Called Katrina* by Myron Uhlberg

Rubrics: This rubric will act as a guide for students to refer to while creating their journals.

Library Books: During the unit, I will pull a book to depict different angles of the “migrant story.” All of these texts will be available to students to read during class and to check out for the text requirement of the project.

Inquiry Circles: Inquiry circles serve as a discussion tool for students. When combined in homogenous groups based on their topic of research, students are able to converse to identify research questions, find resources, and assist in possible obstacles group members may face.

Lessons/Activities

Introduction (One Day)

Objective: In this session, introduce students to migration, as well as key vocabulary related to the topic (migrant, refugee, emigrant, immigrant, primary source). In their homeroom classes, students will be discussing migration as it relates to historical examples in the United States (i.e. Trans-Atlantic Slave Trade). Some students may have prior knowledge, whereas some may be hearing this information for the first time.

Connect: Read *My Two Blankets* by Irena Kobald (see Recommended Texts). Before reading, ask students to be thinking about possible challenges the main character is facing throughout the story.

Teaching Point: Ask the whole class, “How many of you have ever lived somewhere else?” Tell the students that they will be doing a Think-Pair-Share. Students will think of a time they or someone they know moved to a new home. They will share with their partner how they or the person felt before, during, and after they moved to their new home.

Active Engagement: Introduce “primary source” as a document that was written by someone who lived through a historical event. Students will work in triads reading a letter from a young boy to his sister, Adam’s Letter (Appendix 4). In their discussions, students must circle reasons the author may like America, and underline reasons he left his home country. They must also highlight any obstacles he may be facing in his new home.

Assessment: We will come back together after the discussions to reflect together on each reason the groups came up with, making a list on our “Why People Move” anchor chart (Appendix 2). Possible probing questions: “Why did the author come to America?” “Is the author having a hard time in America?” “What is it like in his home country?”

Push and Pull Factors (One Day)

Objective: In this session, students will understand that people migrate for different reasons, based on push and pull factors.

Connect: Review last class’ discussion and anchor chart listing reasons why people may move, gathered from the discussions and Adam’s Letter. Remind students that people around the world move for a variety of reasons. There is rarely just one reason that forces people to move from their home.

Teaching Point: A synonym for move is “migrate.” Explain to students that sometimes people migrate because there is something bad going on in their home country, like war or a natural disaster. Sometimes people migrate because their new home has more opportunity, like jobs and family nearby. These reasons are called push and pull factors. Review definitions and examples.

Active Engagement: Write “New Home” on the whiteboard. Ask students to stand up. Explain the rules, “I am going to give you different reasons you are migrating to a New Home. If the reason is a push factor of migration, place your hands behind your back as if someone is pushing you to the New Home. If it is a pull factor, stretch your arms out in front of you as if someone is pulling you to your New Home.”

Push Factors:

- Hurricane at home
- Mad Cow Disease at home
- Factory closed down and there are no jobs
- There is a war at home
- There is a drought, and your crops died (you are a farmer)
- People do not like you and hurt you because of your religion
- Houses are not available or are too expensive where you live
- Too much crime where you live

Pull Factors:

- Sun shines all the time
- Lots of job openings
- Gold has been discovered there
- No sales tax
- Others who are like you live there
- Bigger homes that cost less money for sale there

Assessment: As a class, complete a T-chart anchor chart with “Push” and “Pull” on either side (Appendix 2). Students offer examples to fill into each category. Once the chart is full, students follow a Think-Pair-Share to determine common themes or patterns that cause people to move. When sharing with the class, place pre-printed symbols for each factor of migration (economic = dollar sign; environmental = symbol of a tree or raindrop; political = image of a court house; cultural = multiple symbols of religion). Guiding questions: “What is the main reason they would want a job?” “Why would a hurricane cause them to move?” “What causes a drought? Why does that affect the farmer?”

The Lost Boy of Sudan (One Day)

Objective: In this session, students will hear the story of the Lost Boys of Sudan. Through a video and story, students will identify reasons the Lost Boys left their home. They will deepen their understanding of the different migration factors by analyzing examples of migration and categorizing the emigrants’ reasons for migrating. Introduce the term *refugee* and its relation to migration and the story of the Lost Boys.

Connect: Read *Brothers in Hope* by Mary Williams (See Recommended Texts). Play National Geographic Video on the Lost Boys (See Student Resources).

Teaching Point: There is not always one reason that a person migrates. Ask students to reflect on the Lost Boys. Ask students, “Why did the boys move away from Sudan?” and “Why did the boys move again to the United States?” They moved to Kenya because of war and violence in their home country (political migration), but moved to the United States because there was more opportunity for jobs (economic migration), as well as multiple reasons to not return to their home country (political migration). Introduce the word *refugee* and its meaning.

Active Engagement: In triads, students will analyze sentence strips (Appendix 3) depicting an emigrant’s brief story. As a team, students will need to identify the factor for migrating, both push and pull.

Assessment: Students will return to the whole group, share their emigrant’s story, as well as the push, and pull factors that caused the person to move.

- Person 1 will tell the class about the emigrant
- Person 2 will describe the push factors
- Person 3 will relate the pull factors

After hearing the push and pull factors, the class will identify which category the emigrant’s story belongs in: economic, cultural, political, or environmental. They may also decide that it belongs in multiple categories.

Analyzing Primary Sources (Two Days)

Objective: In this session, students will analyze and infer information about emigrants’ experiences migrating to the United States. Students will read journal entries from refugees and

emigrants to understand each individual's reason for leaving their home, and the hardships they faced when they did.

Connect: Return to Adam's Letter (Appendix 4). Adam was an immigrant to the United States in the early 20th century. Reread letter, asking students questions about Adam's experience in his new home.

Teaching Point: Review with students what a primary source is.

Active Engagement: Place students in inquiry circles with a journal entry (Appendix 4) written by someone experiencing migration. Before you begin, ask the whole group:

- What can we learn from reading journals of the emigrants?
- Will everyone's journal be the same? Why or why not?
- What problems might historians have when reading someone's journal?
- Are journals an accurate view of history?

Students in each group should highlight obstacles the emigrants faced when leaving their home for the United States.

Assessment: On the Obstacles Emigrants Face anchor chart (Appendix 2), record what each group shares from their journals. After sharing, ask students to look for patterns in the chart. Some example patterns might be: new language, not knowing anyone, new customs and rules, etc.

Guided Inquiry Circles (Two Days)

Objective: In this session, students will divide into inquiry circles based on a migration factor in which they are most interested. They will explore a variety of resources in order to provide a full picture of what life was like for migrants in that situation. Using student-created inquiry questions, they will discuss as a group the experiences of the emigrants, as well as how it relates to the different migration factors from prior lessons.

Connect: If you had the opportunity to speak with a person who migrated from another part of the world, what would you ask them? Students will Think-Pair-Share. They will write their questions on post-its, which they will place on the Our Inquiry Questions anchor chart (Appendix 2). Review these questions as a group.

Teaching Point: As a historian, you want to return to your main questions when you analyze documents and hear people's stories. When you hear a story of an emigrant, asking yourself the inquiry questions we came up with can help you understand their story much better. It will also help you see what information you may be missing in order to get the full picture of that person's story.

Active Engagement: Group students in Inquiry Circles, based on the example of migration in which they are most interested. They will have the choice of the following situations:

- Migration from Central American countries to the U.S.
- Migration from Louisiana following Hurricane Katrina
- Migration from southern Sudan to Kenya and beyond, referred as the Lost Boys of Sudan
- Jewish Migration from Europe during and after World War II

At each station, students will have access to storybooks, videos, articles, and a curated website of online resources for the group to explore (see Student Resources and Recommended Texts). As they explore, they will write their observations on the note-catcher. I will confer with groups to ensure they are returning to the inquiry questions in their research notes.

Assessment: Following their time in Inquiry Circles, students will look through their note-catcher (Appendix 5) to highlight the answers to each inquiry question. If they cannot find the answer in their note catchers, they will need to go back to the resources to gather more information.

Writing Journal Entries (Two Days)

Objective: In the following three sessions, students will take on the persona of a child migrating to the United States from their pre-determined location (see previous lesson). They will write three to five entries for their character, using research gathered in prior lessons.

Connect: The session will begin by having a guest speaker come to discuss their migration story with the class. Students will have the opportunity to brainstorm and ask questions to the speaker, which they can in turn use as fodder when writing their own journal entries.

Teaching Point: “Every emigrant has a story. We have heard the stories of many people who have moved to the United States from all over the world. Now, it is our turn to tell a story. In our last lesson, you researched the stories of emigrants from specific areas of the world, such as from Louisiana, Sudan, Europe, and Central America. Today, you will pretend that you are a person migrating to the United States from the location you previously researched. Just like we have been asking questions when reading journal entries, watching videos, and hearing stories, it is your turn to write a journal from this new perspective. Use your note-catcher, the books and resources we had from last week, and your imagination to write a journal entry from this perspective. You are welcome to read the journal entries from a couple of weeks ago to help you with formatting. You can write these journals on your Chromebooks, or with pencil and paper.”

Active Engagement: Resources from previous lessons should be readily available during this time. Students will spend the class writing their journal entry. Show the rubric that you will be using to analyze their work. Provide copies of the rubric at each table (see Assessments)

Assessment: Confer with groups throughout the project, answering questions and asking probing questions as needed. Use the rubric to go back to and provide resources, as needed. If needed,

provide students with an Emigrant Profile Worksheet (see Appendix 5), which will help guide their story.

Assessments

Informal: Throughout the writing process, I will confer with students to determine if they are following a good pace on their journal entries. Additionally, I will keep a checklist for myself to track where each student is in the process. This will allow me to track which students need additionally scaffolding and which groups to pull for additional instruction. One scaffold provided is a pre-written journal in which students need only to fill in blanks relating to their specific person (see Appendix 5).

Formal: Students will have access to the rubric I will use to grade completed journals (see below). The rubric mirrors the guiding inquiry questions students determined in prior lessons. Additionally, each part of the rubric coincides with a different lesson we had, including push and pull factors, migration category, and obstacles migrants faced, allowing for additional instruction on the project's expectations. Students will be able to use exemplar journal entries to assist in formatting their own journals.

Instructions for Journal Entry

1. Complete a short biography section before beginning your journal entry. This section must have your emigrant's name. You must tell where he/she is from and where he/she is going. You must also explain the push and pull for going to the United States.
2. Choose a date that is appropriate for the time period.
3. Choose a time of day (morning, noon, afternoon, dusk, evening).
4. Choose and identify a problem your emigrant may face on the trip. Refer to our Obstacles Chart.
5. Based on what you have learned, write a realistic journal entry for your character, describing a problem you have chosen.
6. Use adjectives to carefully describe the event so the reader can form a picture of what happened.
7. Include details that would be historically correct for the time period making your journal seem "real."
8. Sign the journal with your emigrant's name.

Journal Entry Rubric

Level 4	
	Student has included an excellent biography section with all realistic information.
	Students included an appropriate day/time, and a problem that could have happened.
	Student has used describing words and has expressed thoughts and emotions.
	Students has shown historical accuracy throughout the journal.
	Students has used longer, more complex sentences with additional details.
Level 3	
	Student included satisfactory biography sections with all realistic information
	Student has included an appropriate date, time, and problem that could have happened.
	Student used describing words and has expressed thoughts and emotions.
	Students has shown historical accuracy throughout the journal.
Level 2	
	Student's journal entry is missing 1-2 parts of the stated criteria or historical accuracy is lacking in the journal entry.
Level 1	
	Student's journal entry is missing 3 or more parts of the stated criteria and lacks historical accuracy.

Appendix 1: Teaching Standards

North Carolina Geography and Environmental Literacy

5.G.1.4: Understand how human activity has and continues to shape the United States. Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).

Empire State Fluency Continuum

Investigate (3-5) - Uses successful information and technology strategies and tools to locate sources of information:

Uses pre-selected Web resources to locate information.

Uses pre-selected primary sources to gather information.

North Carolina English Language Standards

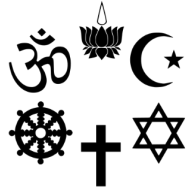
RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Appendix 2: Anchor Charts

Below are abbreviated examples of anchor charts needed throughout the unit. It is recommended that each anchor chart is its own separate document for students to refer work on and refer to throughout the process.

Symbols for Migration

Print multiple copies of each symbol to have ready for discussion.



Anchor Charts – Abbreviated Examples

Why People Move

- Closer to family
- Dad/Mom got a new job
- Parents didn't like my neighborhood
- Bigger house
- Mom/got married
Dad

Obstacles of Migration

- they don't know anyone
- have to find a new job
- they didn't speak the same language
- different climate - they needed new clothes
- other people are mean to them
- thieves steal from them during their trip.

<u>Push</u>	<u>Pull</u>
<ul style="list-style-type: none">• disease at home• war/violence• no jobs• hurricane or natural disaster	<ul style="list-style-type: none">• new job• better weather• family & friends live nearby• cheaper to buy a house

Appendix 3: Sentence Strips

It is 1946. I am a Jewish girl from Poland. The Nazis think that all Jewish people are bad. When the Nazis came to my village, my family and I fled to the United States.

It is 2018. I am a farmer living in Guatemala. It is very dangerous in my town. People cannot rely on the police to stay safe here. I moved to California to work on an avocado farm. I send money home to my family every month.

It is 2001. I am from Sudan, but moved to Kenya when I was a young boy. There is a war in my country. I am now moving to the United States. There, I will find a job. I will not forget my brothers back in Kenya.

It is 2012. I am a mother of three children from Honduras. People are very poor in my country. I am moving to the United States to find a job and send money home to my family.

It is 2005. A horrible hurricane struck my city. I must leave because my house was destroyed. All that is left is rubble.

It is 1947. I am a Jewish boy living in New York City. I live in a neighborhood with other Jewish families that fled Europe. We go to Temple celebrations for Yom Kippur and Hanukkah every year.

It is 2006. I have lived in North Carolina for almost a year. I miss my friends back in Louisiana. They do not live there either anymore. They had to leave after Hurricane Katrina too.

It is 2019. My dad got a new job in Mint Hill, NC. I'm nervous to start school. What if the kids there are mean? What if they don't speak Russian like I do?

It is 1849. We are a family from Boston. People started getting very sick where I lived from a disease called cholera. We left so that we could have better health.

Appendix 4: Journal Entries Exemplars

Adam's Letter

1907

Dear Sister,

... And now I inform you that I have very good work. I have been working for 3 months. I have very good and easy work. I earn \$8.00 a week. Brother has work also. And as to Brylska, I don't know how she is getting on, and I don't think about her at all. Inform me what is going on in our country, who has come to America, and who got married, and what is the talk in our country about revolution and war, because I have paid for a newspaper for a whole year and the paper comes to me twice a week, so they write that in our country there is misery. They say that in Warsaw and Petersburg there is a terrible revolution and many people have perished already. As to the money, I cannot help you now, sister. You will excuse me yourself, I did not work for five months.

Adam

Laura is a journalist who reported on the aftermath of Hurricane Katrina. She and her team travelled to Louisiana, Mississippi, and Alabama in September of 2005, right after the hurricane struck.

September 4th, 2005

We've now travelled hundreds of miles and everywhere we've been, it's been the same story - total devastation.

Basically, everything and anything that got in the way of Hurricane Katrina has been destroyed.

The real problem now is what to do with all the people who have been left homeless and without their possessions. Hundreds of thousands of people have nowhere to go.

In some cases, they are being bussed hundreds of miles away from their homes to totally different states to start new lives.

Children will be starting new schools without their friends and family in towns and cities they may never have heard of before.

It's going to take billions of [dollars] and a really long time to sort things out.

For an awful lot of people, life will never be the same again.¹³

Laura

Rosa is a Mexican-American living in Green Bay, Wisconsin in the United States. She lives with her husband and daughter. In her journal, she writes about what it can be like to live as a Hispanic person in the United States.

December 21st, 2010

There are things that I like and things that I don't like about the United States. What I like about the United States is the discipline that the people have and the punctuality that they have. I like the cleanliness. There are some places that are very pretty, and, above all, I like the change of seasons. Here you're able to see the change from spring to summer, or from summer to fall, or from fall to winter, and in Mexico you can't. I love when summer comes because I like to go outside and walk or ride my bike. We like to walk by the river, on the riverbanks and go to the parks—this is what I like. I don't like winter very much, but what can I do? I'm here. So, the change of seasons is very pretty and this is what I like about here. What I don't like about the United States right now is what is happening with the Hispanics, or with the immigrants, rather, because not all are Hispanics, they're from many places. I don't like what's happening because there are many people who are racist or stare cruelly at immigrants—some people, I should say, not everyone. This is what upsets me the most: that we're all human beings but we can't help one another.¹⁴

Antonio is a Mexican-American. He moved to the United States when he was 15 years old. He has lived in the U.S. for 40 years. Antonio lives with his family in Green Bay, Wisconsin in the United States. In his journal, Antonio writes about what it was like to travel to the United States from Mexico.

December 21st, 2010

The process of coming to the United States was quite harsh. It was almost forty hours of driving in a bus, arriving at the border, looking for a route through the country, and walking hours and hours and hours through the night. It's dangerous because you walk at night and thieves can steal what you have from you. In the borders, there are bad people. You walk from seven at night until three or four in the morning—the whole night. Three or more times I had to do this. You don't know if you're going to arrive, you don't know if you're going to return, but by the grace of God, we're here still.

I came to the United States with my dad. We went first to California. I lived in Buena Park for seven years and Salinas for six years. When I came to the United States for the first time in Buena Park, I began to work cleaning, counting eggs, and washing dishes. I was young, and when I went to places to look for work they would say to me, "You go to school. You shouldn't be here." But I needed to work; I wanted to keep moving forward.

Antonio

The author of this journal entry is a survivor of Hurricane Katrina. Their identity is unknown. In the month after Hurricane Katrina, they moved to five different cities looking for a place to live with their family.

September 2005

One main similarity from people evacuated for Hurricane Katrina is that no one suspected we would go for a one-month trip. Therefore, I believed that every family I know of only packed for a 2 or 3 days trip. My family was no different; we only packed two outfits for everyone. I remembered that every time we arrived at a new city we have to go find a Laundromat to wash our clothes. As days past by and things are still the same, I started to think of negative thoughts and begin to realize that my life may never be the same due to the fact that I have to attend new school and make new friends. I have never thought of the things I have until I lose it. For example, my friend, I never knew how important they are to me until I see other people with their friends and I have no friends.¹⁵

Anonymous

Appendix 5: Worksheets and Note Catchers

Profile of an Emigrant

Name of Emigrant: _____

Time Period: _____

From where are they moving? _____

Why are they leaving this place? _____

Where are they moving? _____

What obstacles may they face on the journey? _____

What obstacles may they face when they arrive? _____

How might he/she feel when they arrive? Why? _____

Story Guide for Journal Entry

Biography: My name is _____ and we are
moving from _____ to _____

We are moving because _____

(Date)

It is _____ here in America. We are having a problem

today with _____

_____ because

_____. As I was _____

_____ I heard _____

_____.

Then I saw _____

_____.

I began to _____

_____.

Then _____

_____.

Next _____

_____.

I feel _____.

Finally, _____.

(Sign your emigrant's name here)

INQUIRY QUESTION	NOTES	SOURCE:

Resources

Materials

Projector
Anchor Chart Paper (as needed)
Markers
Mentor Texts
Copies of Worksheets and Note Catchers (as needed)
Pencils
Highlighters
Sentence Strips

Student Resources

National Geographic. "From Sudan to the United States." National Geographic Society, 2011. Accessed November 25, 2019. <https://www.nationalgeographic.org/media/from-sudan/>

In this video, viewers see a small view of the process Sudanese "Lost Boys" went through to when relocating to the United States. Students will use this to build a picture of what the Lost Boys went through in their migration story.

Lazin, Lauren. "I'm Still Here: Real Diaries of Young People During the Holocaust." Sisu Home Entertainment, 2005.

This documentary depicts the written diaries many young people kept during World War II and the Holocaust. Popularity of diary keeping was not kept just to Anne Frank, but hundreds of journals and documents expressing the turmoil of this time have since been discovered. While the movie is 49 minutes long, clips of it can be used to better express the meaningfulness of diary writing, and how students can describe their migration in their project.

World Book Online for Kids, www.worldbookonline.com

This is a great tool for researching different countries and people. Students can use this to better understand events occurring during their choice of migration, as well as to learn about people in similar circumstances.

Various books related to the topics

It is encouraged to reach out to the local school or public library to find various books related to the four events in this unit. Recommended texts are listed in the section below.

Recommended Texts

Gravel, Elise. *What Is a Refugee?* First edition. New York: Schwartz & Wade Books, 2019.

This nonfiction text provides students with a visual story of the background behind many refugee's experience. This would be a great text for students to explore independently to further understand the perspective of a refugee.

Howell, Sara, and Sara Howell. *Refugees*. First Edition. The American Mosaic: Immigration Today. New York: PowerKids Press, 2015.

This nonfiction text is a great resource for students who are looking to access more information on the experiences of refugees when they arrive in a new country. It highlights the process of gaining citizenship, as well as depicts life for those fleeing from their home country. This book serves as a good independent research text for students.

Kobald, Irena, and Freya Blackwood. *My Two Blankets: Moving Is Hard--Friends Make It Easier*. New York: Houghton Mifflin Harcourt, 2015.

In this story, a young girl nicknamed Cartwheel, moves to a new country with her family. In her new home, she does not speak the language. She describes how scary and unusual it is to live somewhere she cannot communicate with others. She retreats to her blanket, a figurative solace, where she can share her home traditions and language. As time goes on, she befriends another young girl, who teaches her the new language, and slowly, Cartwheel develops a new blanket, filled with her new language and traditions of her new home. This is a great story that fuses what it is like to live within multiple cultures, which many people migrating to new countries have to do.

Mora, Pat, and Raúl Colón. *Tomas and the Library Lady*. New York: Alfred A. Knopf: Distributed by Random House, 1997.

In this story, Tomas' family works as migrant laborers. They live a sparse life, without luxury. Growing up, Tomas loved listening to the stories his grandfather would share. When his grandfather recommends that Tomas go to the library to find more stories, the young boy's world is opened to the insights and opportunities that access to information can provide. More powerful too, is this story is based on the life of its author, Raúl Colón, who became the first minority Chancellor of the University of California system.

Morales, Yuyi. *Dreamers*. New York, NY: Neal Porter Books, 2018.

In this story, the author depicts her story of migration. Morales moved to the United States from Mexico in the 1990s. She moved to the U.S. with her infant son, and not much else. She made a treacherous journey to a land where she did not speak the language, but throughout the book, Morales emphasizes not what she left behind in Mexico, but what she brought with her to America: strength, hope, and passion.

Polacco, Patricia. *The Blessing Cup*. First edition. New York: Simon & Schuster Books for Young Readers, 2013.

In the early 20th century, the government oppresses Anna and her family. They live in poverty with few possessions. The family's one treasure was a china tea set, a wedding gift from Anna's parents. The gift came with a wish that "Anyone who drinks from this will have blessings from God. They will never know a day of hunger. Their lives will always have flavor. They will know love and joy and they will never be poor." As the family embarks on their journey to America, they bring along the tea set, and with it, the hope for their future. Throughout the story, the reader sees the impact the tradition of the Blessing Cup has on Anna's family in their new home, as well as the family's future generations.

Smothers, Ethel Footman, and John Holyfield. *The Hard-Times Jar*. First edition. New York: Farrar, Straus and Giroux, 2003.

This fiction story depicts a young girl whose family are migrant farmers living in poverty. When she begins school, she is shocked to discover to books in her classroom. She has never owned a book before. Throughout the story, the family saves money in a "hard-times" jar, which Emma hopes they will use to buy books. This is a good story to show students what life is like for migrant workers, especially those who live in poverty.

Shulevotz, Uri. *How I Learned Geography*. New York: Macmillan, 2008.

In this story, the author reflects on his family's experience fleeing a war-torn country in Europe to live in the United States. His family lives in poverty when they first arrive. One day, his father brings him a map of the world, which he in turn uses as a method of exploring a world outside his reality, which is filled with trial and tribulation.

Uhlberg, Myron, and Colin Bootman. *A Storm Called Katrina*. First edition. Atlanta: Peachtree, 2011.

In this story, a young boy named Louis and his family are tragically affected by Hurricane Katrina in 2005. Beginning when the storm is "howling" outside their home, Louis clutches tightly to his beloved trumpet. When they wake, they realized that levee has broken, and they must seek shelter at the Superdome before it is too late. The illustrations in the book share the heart wrenching reality many faced during the storm. When they arrive to the Superdome, Louis' family is separated, and he has to use his cornet to play a familiar song his father might hear. Louis' fear turns into strength as he faces a reality he'd never expected.

Williams, Mary, and R. Gregory Christie. *Brothers in Hope: The Story of the Lost Boys of Sudan*. First edition. New York: Lee & Low Books, 2005.

In this story, Garang is a young Sudanese boy who returns to his home from herding cattle to find it has been destroyed in the civil war that is going on throughout the country. He is forced to leave home, and on the journey meet countless other boys who are in similar situations. The book depicts the many challenges the boys face on their journey to safety—first to Ethiopia, then to Kenya. This story shares a theme commonly found among books about migration: hope.

Teacher Resources

European Commission. “Forced Displacement: Refugees, Asylum-Seekers and Internally Displaced People (IDPs).” European Civil Protection and Humanitarian Aid Operations, June 18, 2019. Accessed November 25, 2019. https://ec.europa.eu/echo/what-we-do/humanitarian-aid/refugees-and-internally-displaced-persons_en

This article briefly describes the state of global migration as it relates to forced migration and refugees. It is important when teaching this unit to understand the full scope of forced migration in the world. This will help break stigmas and media-driven stereotypes about these types of migrants.

Kuhlthau, Carol Collier, Leslie K. Maniotes, and Ann K. Caspari. *Guided Inquiry Design: A Framework for Inquiry in Your School*. Libraries Unlimited Guided Inquiry Series. Santa Barbara, California: Libraries Unlimited, 2012.

The Guided Inquiry Design framework serves as the primary structure to the unit. In this book, explore all eight phases of the research design process, and strategies to make each learning experience authentic and riven by student interest.

Teaching Tolerance. “Supporting Students from Immigrant Families,” July 11, 2017. Accessed November 25, 2019. <https://www.tolerance.org/moment/supporting-students-immigrant-families>

This article reviews different challenges students of immigrant families face in their daily lives. As this unit is taught, it is important to recognize there may be students of immigrant families in our classes, and how these important topics may affect them. Use this website as resource to further support your students.

Notes

¹ Rubenstein, James M. *The Cultural Landscape: Introduction to Human Geography*. New York: Pearson, 2016.

² Bernard, Aude, Francisco Rowe, Martin Bell, Philipp Ueffing, and Elin Charles-Edwards. "Comparing Internal Migration across the Countries of Latin America: A Multidimensional Approach." *PLoS ONE* 12, no. 3 (March 22, 2017): 1–24.

³ Encyclopedia Britannica. "Hurricane Katrina." Accessed September 22, 2019.

⁴ National Geographic Education Blog. "Mapping Migration after Hurricane Katrina." August 27, 2015.

⁵ *Times-Picayune*. "Hurricane Katrina Migration: Where Did People Go? Where Are They Coming from Now?" *NOLA.com*, August 27, 2015. Accessed September 22, 2019.

⁶ Piesse, Mervyn. "Factors Influencing Migration and Population Movements: Part 1." *Future Directions International*, October 24, 2014.

⁷ International Rescue Committee (IRC). "The Lost Boys of Sudan," October 3, 2014.

⁸ Thet, Kyaing Kyaing. "Pull and push factors of migration: A case study in the urban Area of Monywa Township, Myanmar." Working paper, Department of Statistics at the Institute of Economics (2012).

⁹ Bolter, Jessica, Jeanne Batalova, and Allison O'Connor. "Central American Immigrants in the United States." *Migration Policy Institute*, August 15, 2019.

¹⁰ Bernard, Aude, Francisco Rowe, Martin Bell, Philipp Ueffing, and Elin Charles-Edwards. "Comparing Internal Migration across the Countries of Latin America: A Multidimensional Approach." *PLoS ONE* 12, no. 3 (March 22, 2017): 1–24.

¹¹ United States Holocaust Memorial Museum. "Americans and the Holocaust: How Many Refugees Came to the United States from 1933-1945?" Accessed October 25, 2019.

¹² United States Holocaust Memorial Museum. "Documenting Numbers of Victims of the Holocaust and Nazi Persecution." Accessed October 26, 2019.

¹³ BBC. "Hurricane Katrina: Laura's Diary," September 5, 2005.

¹⁴ Ebben, Kathryn, "Through their Eyes: Experiences of Mexican Immigrants in Green Bay, Wisconsin" (2010). Honors Thesis, College of Saint Benedict/St. John's University.

¹⁵ "Hurricane Katrina Survivor Journal Entry: Creative Writing." Accessed November 17, 2019.

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<https://exhibitions.ushmm.org/americans-and-the-holocaust/how-many-refugees-came-to-the-united-states-from-1933-1945>

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<https://encyclopedia.ushmm.org/content/en/article/documenting-numbers-of-victims-of-the-holocaust-and-nazi-persecution>