

Migration and Movement

INQUIRY QUESTION

How can we honor and respect our many cultures?

INQUIRY PRODUCT

3D Product

DESCRIPTION

The people of the United States have ancestors from places all over the world, some who arrived long ago and others who immigrated more recently. In this Inquiry, students explore the push and pull factors that contribute to the movement of people across nations. They compare past and present stories of immigration to develop and deepen their understanding of how cultural identity is built and maintained in a multicultural society.

Launch

Module 1 Launch the Inquiry

Students begin the Inquiry with an engaging, thought-provoking activity to hook them into the inquiry process. They are introduced to the Inquiry Question and their initial Investigation Questions begin to surface. There is no pre-teaching required to start students on their inquiry journey.

Objectives

- Analyze multiple sources to explore the symbolism of the Statue of Liberty
- Analyze sources to spark thinking about what it means to come to America and what America means to people who have immigrated here
- Recognize that the United States is a place where many cultures come together

Lesson and Description

Objectives

CORE 1. Hook: Coming to America
Students are introduced to the Inquiry-long challenge of exploring how we can be one community of many cultures. They examine a variety of sources to begin to consider the role that immigration has played in the identity of the United States.

- Analyze multiple sources to explore the symbolism of the Statue of Liberty
- Compare the author's message in two works of literature about immigration to the US
- Recognize that the US is a place where many cultures come together

CORE 2. Generating Investigation Questions
Students are introduced to a modified version of the Question Formulation Technique (QFT) to generate Investigation Questions that will guide their exploration of ways to honor and respect our many cultures.

- Generate meaningful questions about how we can honor and respect our many cultures
- Differentiate between closed-ended and open-ended questions
- Engage in collaborative discussion

Investigation



Module 2 What happens when you leave your home for a new place?

Students investigate what drives people to immigrate to a new place. They explore several contemporary stories of the immigrant experience to identify common themes, push and pull factors, and the challenging and positive experiences associated with arriving in a new country. These experiences begin to build a basis for how immigrants have contributed to the multiculturalism of the United States.

Objectives

- Define push and pull factors of immigration
- Use textual and graphic evidence to identify push or pull factors in immigration stories
- Describe positive and challenging experiences of moving to a new place
- Synthesize immigration stories to describe common themes

Checkpoint Assessment

- Review the [Reflecting on Immigration Stories](#) [handout](#)
- Observe and track students over the course of the module’s activities and interactions; look and listen for:
 - Identification of push and pull factors that influence immigration
 - Examples of challenging or positive experiences of immigration
 - Identification of similarities and differences between immigration stories
 - Positive contributions to civil discourse (ex. values others’ ideas, remains on topic, assumes shared responsibility)

Lesson and Description	Objectives
<p>CORE 1. Push and Pull Factors Students begin their investigation by exploring what causes people to leave their homes for new places. They investigate personal experiences of what it feels like to move to a new place and determine whether reasons to move are considered push or pull factors.</p>	<ul style="list-style-type: none">• Analyze and compare firsthand immigration stories• Classify reasons that people move as push or pull factors• Exchange ideas through discussion
<p>CORE 2. New Opportunities as a Pull Factor Students examine the story of a child whose family made the choice to move to the US for new opportunities. They further explore and expand their understanding of the common themes among these immigration experiences.</p>	<ul style="list-style-type: none">• Describe push and pull factors that affect people’s reasons to move for new opportunities• Investigate the experiences an immigrant may face, including challenging and positive experiences when migrating for new opportunities• Use findings to compare immigration stories• Engage in collaborative discussion
<p>EXT 3. Conflict as a Push Factor Students examine how conflict can be a push factor for leaving one’s homeland. They explore how one writer was able to find and represent commonalities in the stories of refugees and asylum seekers.</p>	<ul style="list-style-type: none">• Use textual and graphic evidence to identify push or pull factors• Investigate the positive and challenging experiences that refugees may face• Engage in collaborative discussion



EXT 4. Independent Investigation into Immigration Stories

Students work with a partner to investigate the stories of well-known US immigrants to better understand the push or pull factors that bring immigrants to the US and what makes each story unique.

- Conduct an independent investigation to learn about selected immigrants' experiences coming to the US
- Investigate the challenging and positive experiences an immigrant may face when migrating for new opportunities
- Collaborate with a partner to gather and present information with a small group

CORE 5. Reflecting on Immigration Stories **CHECKPOINT ASSESSMENT**

Students synthesize and reflect on their learning throughout the module, focusing on immigrant experiences and how these experiences connect to the larger concept of cultural identity. They identify similarities and differences across the stories they have heard about the new immigrant experience.

- Independently identify the push and pull factors, as well as the outcomes of a new immigrant experience
- Compare findings to identify similarities across immigration stories
- Engage in collaborative discussion

Module 3 How have waves of immigration shaped the US?

Students investigate the major historical waves of immigration through the present day. They explore a variety of sources to gather evidence of push and pull factors that contributed to these waves of immigration, as well as the impacts of each wave. Then, students synthesize evidence from immigration stories to illustrate common ways that immigrants have shaped the United States.

Objectives

- Gather information from various sources about waves of immigration to the US and their impacts
- Describe diverse groups that have migrated to different regions of the US and the reasons for immigrating
- Describe the impact of immigration to the US on the development of different places or regions of the US

Checkpoint Assessment

- Review the [Impacts of Immigration](#) handout
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Identification of push and pull factors that have contributed to waves of immigration
 - Examples of the impacts of waves of immigration to the US
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description

Objectives

CORE 1. Waves of Immigration (Part 1)
Students explore the major historical waves of immigration through the present day, including the reasons for and impacts of these waves.

- Generate observations and wonderings about waves of immigration to the US
- Read closely to identify relevant details about the causes and impacts of the waves of immigration
- Use evidence to draw conclusions about common factors that contributed to the waves of immigration
- Engage in collaborative discussions



CORE 2. Waves of Immigration (Part 2)
Students investigate immigrants with shared origins that participated in historical waves of immigration. They use their gathered evidence to draw conclusions about some of the common reasons for, and impacts of, periods of mass immigration.

- Read closely to identify key details in a text about waves of immigration
- Use evidence to draw conclusions about common causes and impacts of waves of immigration
- Collaborate with a partner to gather and present information to a small group

EXT 3. A Closer Look at Ellis Island
Students take a closer look at the immigrant experience by examining Ellis Island as a case study. They analyze primary and secondary sources containing artifacts from Ellis Island to further their understanding of the 3rd Wave of immigration.

- Make observations from primary and secondary sources to learn about the experience of arriving at Ellis Island
- Draw conclusions about how the experience at Ellis Island impacted immigrants
- Collaborate with peers to conduct an artifact exploration

4. Reflecting on Impacts of Waves of Immigration
CORE **CHECKPOINT ASSESSMENT**
Students synthesize their learning from the Inquiry so far to illustrate common causes for the waves of immigration. They consider how these waves impacted the US as well as how these experiences affected immigrants themselves.

- Synthesize information gathered from analysis of contemporary and historical immigration stories
- Use evidence to explain common causes of waves of immigration
- Use evidence to explain common impacts of immigration on both immigrants and the culture of the US

CORE 5. Impacts of Immigration Partner Critique
Students cultivate a growth mindset and practice giving kind, helpful, and specific feedback to their peers during a partner critique. At the end of the lesson, students apply the feedback they received and revise their work.

- Identify if a particular Criterion is being met in a piece of work
- Give meaningful critique feedback with increasing independence
- Prioritize feedback and revise work accordingly
- Engage effectively in group discussion

Module 4 How do we maintain and build cultural connections?

Students examine the concept of cultural identities by investigating the different elements that make up cultural identity. They analyze visual and textual artifacts to better understand the importance of cultural identities in shaping our view and experience of the world. Students also consider how the connections that we build and maintain contribute to our cultural identities and our understanding of others.

Objectives

- Identify elements of cultural identity
- Describe the importance of cultural identity
- Analyze artifacts and stories to identify examples of how cultural connections are built and maintained
- Recognize that people belong to multiple identity groups

Checkpoint Assessment

- Review the [Cultural Connections handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Identification of characteristics of cultural identities
 - Explanation of the importance of cultural connections and identities
 - Examples of ways in which cultural identities are built and maintained



Lesson and Description	Objectives
<p>CORE 1. Exploring Cultural Identity</p> <p>Students begin to explore the concept of cultural identity and the ways in which cultural connections can be built and maintained. They uncover different elements of cultural identity and reflect on their importance.</p>	<ul style="list-style-type: none"> • Identify and represent elements of cultural identity • Describe the importance of cultural identity • Recognize that people belong to multiple identity groups • Analyze a visual text to identify evidence of cultural connections being built and maintained • Exchange ideas through discussion
<p>CORE 2. Maintaining and Building Cultural Connections</p> <p>Students learn more about maintaining their cultural connections and building new ones by examining different stories of how people have done both.</p>	<ul style="list-style-type: none"> • Analyze sources to identify ways that people maintain cultural connections • Analyze sources to identify ways that people build new cultural connections • Collaborate and share information with peers
<p>EXT 3. Language as a Cultural Connection</p> <p>Students continue their exploration of ways in which cultural connections can be built and maintained by taking a deep dive into the role of language as a way to foster connection and a sense of community.</p>	<ul style="list-style-type: none"> • Examine the power of language to maintain and build cultural connections • Draw connections between current and prior learning about culture and community • Reflect on ways that people maintain and build cultural connections
<p>EXT 4. Interviewing a Guest Speaker</p> <p>Students interview a community member to learn about their experience immigrating to this community. They have the opportunity to ask questions about how they have maintained cultural connections and how they have built new ones.</p>	<ul style="list-style-type: none"> • Listen to a guest speaker and take notes on key ideas and experiences • Ask relevant questions and follow-up questions about guest speaker's cultural identity and experience • Exchange ideas through discussion
<p>CORE 5. Reflecting on Cultural Connections</p> <p>CHECKPOINT ASSESSMENT</p> <p>Students apply their learning by analyzing a new case study to identify how cultural connections can be maintained and new connections can be built. They reflect on findings to draw conclusions about the importance of their own cultural identity, as well as those of others.</p>	<ul style="list-style-type: none"> • Analyze a case study to identify ways to maintain or build cultural connections • Draw conclusions about the importance of building and maintaining cultural connections • Cite evidence to support conclusions • Engage in collaborative discussion

Module 5 How do people from different places or cultures become a community?

Students investigate how multiculturalism and diversity can enrich communities. They investigate ways that individuals can show inclusiveness, understanding, and respect that can help foster multiculturalism.

Objectives

- Analyze how diverse communities can come together to accomplish goals
- Define multiculturalism and explain its impact on communities
- Identify challenges or opportunities in the local community



Checkpoint Assessment

- Review the [One Community, Many Cultures](#) [handout](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples of multiculturalism
 - Effects of multiculturalism on a community using evidence from the source
 - Examples of inclusiveness, understanding, and respect
 - Identification of challenges and opportunities in promoting multiculturalism in the community

Lesson and Description	Objectives
<p>CORE 1. Multicultural Communities Students are introduced to the concepts of multiculturalism and diversity. They examine multiple sources in order to identify evidence about the value of multiculturalism.</p>	<ul style="list-style-type: none">• Identify examples of multiculturalism and cultural diversity in communities• Use evidence to demonstrate how multiculturalism can enrich a group or community• Engage in collaborative discussion
<p>CORE 2. Embracing Diversity and Inclusion Students examine stories that feature different multicultural communities coming together. They learn how exploring and celebrating differences can build stronger community connections and consider how these examples exhibit inclusiveness, understanding, and respect</p>	<ul style="list-style-type: none">• Identify aspects of multiculturalism and diversity within communities• Identify ways that people show inclusiveness, understanding, and respect• Explain ways to respond to differences that can lead to new and positive experiences instead of conflict• Engage in collaborative discussion
<p>EXT 3. Bringing Communities Together Students explore what it means to bring a community together. They investigate how groups of people from diverse cultures can come together to accomplish a shared goal.</p>	<ul style="list-style-type: none">• Use evidence to describe change in the community or the impact of multiculturalism on a community• Examine case studies to analyze the development of multiculturalism in communities• Engage effectively in collaborative discussion
<p>4. Synthesizing Findings and CORE Drawing CHECKPOINT ASSESSMENT Conclusions Students consider how multiculturalism enriches communities as they reflect on their learning throughout the Inquiry. They collaborate to generate ideas about challenges and opportunities that they might address as a class as they prepare to take action in the next module.</p>	<ul style="list-style-type: none">• Synthesize learning about how we can honor and respect our many cultures• Generate ideas about challenges and opportunities related to accepting and celebrating different cultural identities• Reflect upon findings to identify important ideas to share, problems to address, and solutions that their Inquiry Product might provide• Engage in collaborative discussion



CORE

5. Constructing the Inquiry Challenge Statement

In this pivotal lesson, students transition from investigation to action. They consider the content they have explored, the relevant knowledge they have gained, and the questions they have asked (acknowledging that some may have remained unanswered and new questions may have emerged) to decide how to create an Inquiry Product that has an authentic impact.

- Reflect on learning about how we can honor and respect our many cultures to identify problems and opportunities in their own community and the world around them
- Construct an Inquiry Challenge Statement that will guide them in taking informed action
- Collaborate with peers

Take Action**Module 6** Take Informed Action

Students shift focus in this module, using the conclusions and key findings from their investigation to impact the world beyond their classroom. The lessons guide students through the stages of the design process, including brainstorming and developing their ideas, creating a prototype, evaluating and improving their work based on feedback, and preparing to share the work publicly. Finally, they reflect on the knowledge and skills they developed during their inquiry journey.

Objectives

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Checkpoint Assessment

- Review students' final Inquiry Products using your customized [Inquiry Product rubric](#)
- Observe and track students over the course of the module's activities and interactions; look and listen for:
 - Examples to identify what makes the work strong or areas for improvement
 - Explanation of connection between work and Inquiry Product rubric Success Criteria
 - Progress toward Inquiry Product rubric Success Criteria
 - Feedback that is kind, helpful, and specific
 - Demonstration of growth mindset by accepting and considering feedback
 - Positive contributions to civil discourse (ex. values others' ideas, remains on topic, assumes shared responsibility)

Lesson and Description**Objectives****CORE**

1. Brainstorm: Comparing Models to Develop Success Criteria

Students compare models of the products they will create, identifying specific elements that make these examples successful and generating ideas for Success Criteria that they can use to guide and evaluate their own work.

- Critically analyze models to identify what makes a product successful or unsuccessful
- Generate ideas for Success Criteria
- Engage in collaborative discussion



<p>EXT 2. Brainstorm: Team Norms Students work together to define what they need from each other to be successful as a team, whether that team is the whole class or their Inquiry Product Group. This lesson helps students develop awareness of how they collaborate with others and to form a common language to use when challenges arise.</p>	<ul style="list-style-type: none"> • Generate ideas about effective team dynamics • Select ideas to generate team norms • Engage in collaborative discussion
<p>CORE 3. Brainstorm: Generating Ideas for the Work Students generate, evaluate, and select ideas for the content of their Inquiry Product. In the next lesson, they will use these selected ideas to create a prototype of their product.</p>	<ul style="list-style-type: none"> • Generate ideas for the content of the Inquiry Product • Evaluate and select ideas for an effective product using Success Criteria in the Inquiry Product rubric, and any constraints, as a guide • Give meaningful feedback to peers • Use feedback to develop work
<p>CORE 4. Prototype: Creating a Concept Drawing Prototyping, or creating a rough draft, is the next step in the design process. For 3D works, the prototype is a design on paper. Students use the ideas that they generated in the brainstorm session to create a concept drawing – which may show multiple angles and include details like dimensions or proposed materials – in order to plan its 3D form.</p>	<ul style="list-style-type: none"> • Design and create a draft product to address the Inquiry Challenge • Explore a variety of solutions for the most effective product
<p>CORE 5. Improve: Critiquing Rough Drafts Students use a small-group critique protocol to give and receive kind, helpful, and specific feedback on their rough drafts. They use this feedback to identify next steps in their work.</p>	<ul style="list-style-type: none"> • Give meaningful critique feedback • Accept and use feedback to form a revision plan • Engage effectively in group discussion
<p>CORE 6. Improve: Developing the Work In this teacher-guided work session, students apply critique feedback to develop the next draft of their work. If needed, this lesson could be repeated to allow for multiple work sessions.</p>	<ul style="list-style-type: none"> • Take ownership of work in terms of quality, degree of challenge, revision, and completion
<p>EXT 7. Share: Crafting a Maker Statement Students develop written Maker Statements to explain the ideas behind their work. Maker Statements enable students to describe their work in more detail to their audience. In addition, a written explanation of the work can provide the teacher with additional assessment insights.</p>	<ul style="list-style-type: none"> • Explain the meaning and purpose of the work • Use criteria to evaluate and improve work



EXT**8. Share: Practicing to Present the Work**

Students practice talking about their work to prepare them to present, either formally or informally. They also give and receive feedback in order to help strengthen their ability to present. The resulting verbal explanations of the work can provide the teacher with additional assessment insights.

- Practice and reflect upon ability to present work
- Give meaningful feedback to peers
- Engage effectively in group discussion

CORE**9. Reflect: Revisiting the Inquiry Challenge**

Students reflect on the Inquiry as a whole now that they have shared their completed Inquiry Products. They reflect upon their successes, struggles, and strides by revisiting content and skills that were the focus of the Inquiry. In doing so, students lay a groundwork for continued growth in future projects.

- Identify successes, struggles, and personal growth
- Reflect on the degree to which the project was successful in meeting the overall goal

