

Brussels Study Tour 2016

K-12 Teacher Unit Planning Template

Name:	Unit Plan: Weeks of
	Subject/Grade Level:

Unit Title:	Migration - European Union Case Study
--------------------	---------------------------------------

Unit Narrative:	Human migration is an enduring theme in human history, ranging from human migrations in ancient times, the historical past, and the present. This unit uses the current European Union migration crisis as a case study to understand human migration. Migration happens on a variety of scales, including local, regional, and international. Patterns of migration include step migration, chain migration, and channeled migration. Distance decay and information flow also affect migration, as well as do varying inducement and barriers to migration. By studying a specific and current migration case study, students will be able to discuss specific examples of how the decision to migration is made, push and pull factors, voluntary and involuntary migration, and the rules of migration.
------------------------	---

Standards:	<ul style="list-style-type: none"> → CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. → CCSS.ELA-LITERACY.RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. → CCSS.ELA-LITERACY.RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources. → CCSS.ELA-LITERACY.RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
-------------------	--

Objectives

<ul style="list-style-type: none"> → Distinguish between and give characteristics of different types of human movement. → Map specific examples of contemporary force migration, explaining the associated push and pull factors. → Characterize a refugee and refugee populations. → Discuss the migration history of the Middle East, North Africa, and Europe through the following: migration history, migration policy, historic and contemporary streams of migration, and internal migration patterns. → Explain how distance decay, intervening obstacles, and migration selectivity factors affect migration and circulation patterns.
--

Big Ideas

<ul style="list-style-type: none"> → People migrate for a variety of reasons (push/pull factors) → There are different types of migration and the EU approaches these types in different ways.
--

Essential Questions

<ul style="list-style-type: none"> → Why do people migrate? → How do they decide where to migrate? → How is the EU dealing with different types of migration? → How are individual member states responding to migration?

Learning Acquisition and Assessment



Brussels Study Tour 2016

K-12 Teacher Unit Planning Template

<p>Students will know... (content/concepts)</p> <ul style="list-style-type: none"> → push factors → pull factors → types of migration → EU responses to different types of migration → individual member states responses to different types of migration 	<p>Students will be able to... (skills, performance tasks)</p> <ul style="list-style-type: none"> → explain different push and pull factors → identify and give examples of different types of migration → explain and evaluate EU responses to different types of migration → explain and evaluate the responses of individual member states to different types of migration
--	---

<p>Formative Assessments</p> <ul style="list-style-type: none"> → Migration maps → Push/pull factor current events 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → EU migration posters/guided notes → Written reflection
--	--

Learning Activities (1 week – 5 days): Lesson introduction, body, and closing

Day 1	<ul style="list-style-type: none"> → Warm-up - brainstorm as many reasons as you can as to why someone would migrate. → Discuss push and pull factors. Have students group their reasons into push and pull factors. → Students work in small groups to research current events to determine current push and pull factors. → Students write a summary of current push and pull factors and identify each as a push or pull factor.
Day 2	<ul style="list-style-type: none"> → Warm-up - students label a map of EU countries. → On that same map, students identify the 10 countries in the EU taking the most migrants. → On a world map, students identify the 10 countries in the world sending the most migrants to the EU. → Working in groups, students begin researching the individual push and pull factors for the sending and receiving countries.
Day 3	<ul style="list-style-type: none"> → Warm-up - brief class discussion/notes on internal EU migration and Brexit. Students watch short video clip on the migration crisis: https://www.youtube.com/watch?v=v13kTeAHY4c → Students look at data on internal EU migration to and from Britain. Working with a map of Europe, students identify the countries where British citizens are migrating to and where migrants to Britain are coming from. → Students research countries to determine and explain push and pull factors for migrants coming to and from Britain. → Closing - brief class discussion and brainstorming about how Brexit will impact these migrations patterns.
Day 4	<ul style="list-style-type: none"> → Warm-up - students brainstorm ways that the EU can handle the migration crisis. → Working in a small group, students choose one country in the EU and begin to research their response to the migration crisis. Each group should have a different EU country. → Towards the end of class, students begin to assemble their research into poster form that they will finish at the beginning of class tomorrow.
Day 5	<ul style="list-style-type: none"> → Warm-up - students put finishing touches on their posters. → Students engage in a gallery walk of group posters and engage in a guided note-taking page. → Closing - discussion of the variety of ways that EU countries are responding to the migration crisis. Students write a reflection on what responses they feel were the most effective and the least effective, with a justification using evidence. They will also discuss if there is anything else that they think the EU should be doing to address the migration crisis.

Resources and Materials

Brussels Study Tour 2016

K-12 Teacher Unit Planning Template

- <http://www.migrationobservatory.ox.ac.uk/briefings/eu-migrants-other-eu-countries-analysis-bilateral-migrant-stocks>
- http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics
- <https://www.hrw.org/tag/europes-migration-crisis>
- <https://www.youtube.com/watch?v=IGGDfmhKoyk>
-