

## **Conceptual Text Set**

### **Human Movement: Migration and Immigration**

#### **Introduction:**

The concept of human movement encompasses population shifts over time caused by migration and immigration. For this Conceptual Text Set, students will learn about migration and the factors that cause a population of people to move from one place to another as well as the impact that these shifts have. Rather than focusing on one specific topic that caused a population shift, such as slavery, students will analyze and identify the connections between multiple episodes of human movement throughout history. The concept of human movement is developmentally appropriate for students in grade 7 based on the [Iowa Core Standards for Social Studies, Reading, and Writing](#). This concept is also appropriate and will hold interest for students at this age because it is not only a dominant topic in the media and politics, but also because it will help middle grade students develop a sense of empathy for those impacted by migration and immigration.

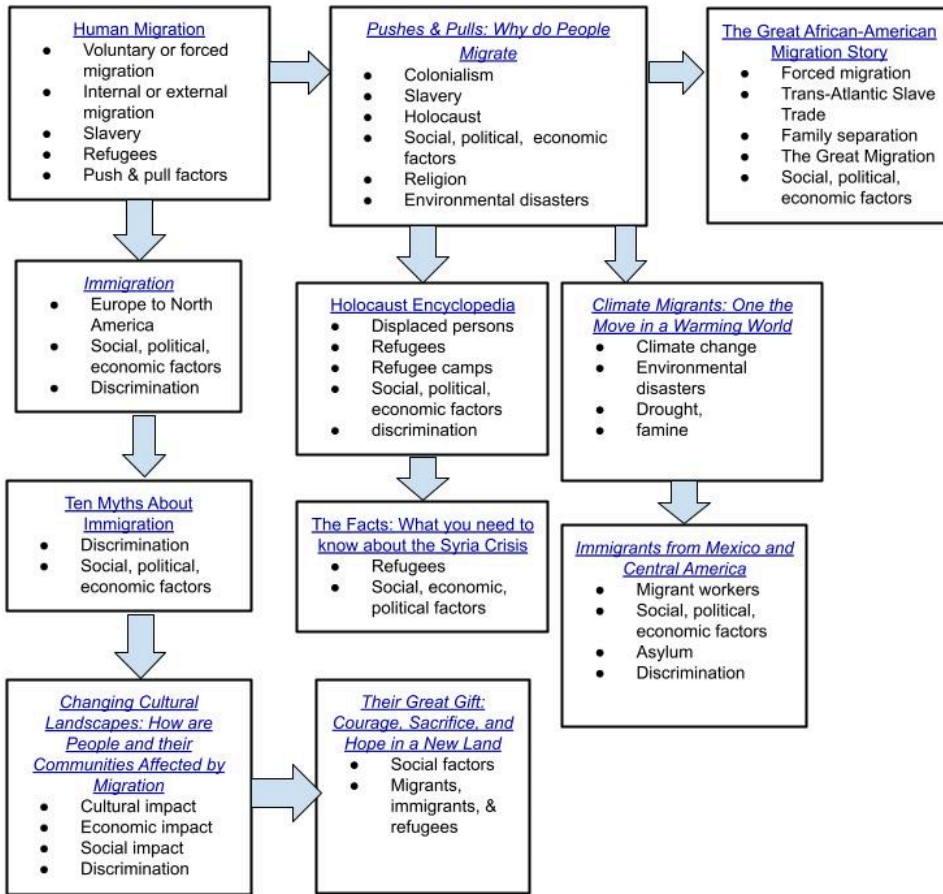
The [goal](#) of this Conceptual Text Set is for students to develop an overall understanding of how populations have shifted over time and to evaluate the causes of these shifts. Students will determine the different reasons for migration and immigration and evaluate the factors involved in these population shifts. In addition, students will learn to gather information from different sources to support their claims and inferences. Outside of the academic goals based on the Iowa Core Standards, the students will learn about the emotional toll of human movement and population shifts and will hopefully develop a sense of empathy for migrants, immigrants, and refugees.

#### **Selection Process & Criteria:**

To begin the selection process, I went to Iowa's AEA Digital Resources website to access the online databases. I first wanted to find resources that would build the students background knowledge about human migration and immigration. I selected articles from *Britannica* for middle school because the student/teacher can select the appropriate reading level and translate or listen to the text as needed. Next, I searched Gale in Context: Middle School. I looked at this as a source because the Lexile level for each article is provided, each article is broken down into subsections, and the reader has the option to listen to the text. The first book I selected on immigration was found through FreedomFlix and introduces students to the different types of migration and immigration in addition to specific population shifts in our country's history. When reading the ebook, the students have access to a glossary and audio to support their learning needs. This book led me to look for books on MackinVia and articles on topics such as environmental refugees, the Middle Passage, the Holocaust, and the Syrian Refugee Crisis. Next, I used book award lists from the ALA and the YALSA to find books that might appeal to middle grade students and develop their understanding of the concept. Last, I searched History.com, PBS, and Scholastic for age appropriate resources that would round out the students' understanding of the causes and impacts of migration and immigration. While I did

not choose to use resources from all of these sites, the process of comparing and contrasting what is available helped me choose the best materials to fit students’ cultural, social, linguistic, and developmental needs.

**Concept Map:**



**Annotated Bibliography:**

*human migration*. Britannica School. (2021).

<https://school.eb.com/levels/middle/article/human-migration/275837>.

From *Encyclopedia Britannica School*, the leveled article “[Human Migration](#)” will provide students with a detailed explanation of the concept of migration and, when paired with the embedded videos, will function as the “hook” for the Conceptual Text Set. The article explains the different types of migration and provides examples of each from around the world and within the United States. The students will also learn about push and pull factors that lead to migration such as economics, war, natural disasters, and deportation. While some of the information may affirm students’ prior knowledge, much of the content will be new to the students, raising questions about such topics as forced migration,

slavery, and refugees. Students should complete a [K-W-L](#), or similar graphic organizer, to record their thinking before and during their reading. While reading, students' comprehension should be assessed by asking questions such as, "Based on the article, what is the difference between voluntary and forced migration?", "What is the difference between internal and external migration?", and "What are some examples of forced migration?" To question students' understanding beyond recall, they should be asked questions such as, "How is war an impetus to migration?" or "How is migration/immigration portrayed differently in the media that it is in this fact-based article?"

Benoit, P. (2021). *Immigration*. FreedomFlix | Interactive Social Studies Learning.

<https://www.scholastic.com/digital/freedomflix.htm>.

The book [Immigration](#) by Peter Benoit will provide students with a much more detailed explanation of human migration, with particular emphasis on migration from Europe to North America. Students will learn about the risks and dangers involved with migrating from one place to another and the hardships that migrants have faced throughout history. Ultimately, the book is a reminder to students that the United States is a nation of immigrants from all across the world. While reading the text, students should regularly stop and discuss, either in small groups or as a whole class, each section of the text or the bolded vocabulary words to ensure their understanding and to address any misconceptions about migration. The students' comprehension should be assessed by asking questions such as, "What are the push and pull factors that have caused different ethnic groups to migrate? Were these factors social, political, or economic?" or "What role do ethnic enclaves serve? How can they be seen as both positive and negative?" To question students' understanding of the concept beyond recall, they should be asked questions such as, "What is the connection between immigration and discrimination?" and "What push factors would cause you to want to leave the United States? What pull factors draw you to other countries or parts of our country?"

Walker, R. (2010). *Pushes & pulls : why do people migrate?* Crabtree Pub. Co.

The book [Pushes & Pulls: Why do People Migrate by Robert Walker](#) defines push and pull factors of migration in a way that is accessible for middle grade readers. Unlike much of the text about migration written for younger learners, Walker does not simply focus on immigrating to America. The students will learn about Colonialism across Europe and Asia, human movement during the Holocaust, and environmental factors that lead to migration. While reading the text, it would benefit the students to use a graphic organizer such as an [Iceberg Diagram](#) to record their learning. Students need to understand that the underlying causes and effects of migration, whether forced or voluntary, are far more complex than what is "on the surface." To assess students' comprehension while reading the book, they should be asked questions such as "What are the push factors behind much of the colonization outside of Europe?" or "What are the connections between religion and migration?" To assess students' understanding of

the text beyond recall, they should be asked questions such as “What cultures have influenced our communities and where we live? What brought them here? Do you think the reasons they migrated were push or pull factors?” or “What would you have done if you were in the same situations as some of the groups mentioned in this book? Would you have migrated?”

Public Broadcasting Service. (2013, October 18). *African-American Migration Story*,

*1600s to Present*. PBS. <https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/on-african-american-migrations/>.

Now that the students are starting to understand how push and pull factors lead to migration, they will focus on specific episodes of human movement beginning with [“The African-American Migration Story”](#) from PBS.org. This online resource will teach students about the forced migration of 12 million Africans beginning in the year 1500. Students will learn about the migration patterns of enslaved people through the Trans-Atlantic Slave Trade between Africa, Europe, and the American colonies. The text also details the areas in America where enslaved people were sold and dispersed until slavery was abolished in 1865. Students will learn about the migration patterns of former enslaved people after the Civil War to northern cities like Cleveland, Boston, New York, and Philadelphia, as well as westward migration into California, Washington, and Oklahoma. While reading the text, students should stop and discuss, either in small groups or as a whole class, the magnitude of the forced migration of enslaved people as well as the family separation that took place. To assess students’ comprehension of the text, students should be asked questions such as “Why were people from Africa enslaved and brought to North America, South America, and the Caribbean?” or “What are the reasons that many African Americans started migrating back to the southern states beginning in the 1970s?” To assess students’ understanding of the text beyond recall, students should be asked questions such as “What was the impact of forced migration on enslaved people during the 1800s?” or “How did the migration of African Americans from the south impact the economy of northern cities?”

Hirsch, R. E. (2017). *Climate migrants: on the move in a warming world*. Lerner Publishing Group.

With the book [Climate Migrants: On the Move in a Warming World](#) by Rebecca E. Hirsch students will learn about the environmental push factors that cause humans to migrate. Students will learn about how climate change, mainly caused by human activity like the burning of fossil fuels, is causing many parts of the planet to become uninhabitable. Climate change leads to the melting of glaciers and ice caps, rising sea levels, and changes in weather patterns worldwide forcing humans to migrate. More than 32.4 million people have been displaced due to flooding, storms, and landslides alone. Students will learn about other environmental factors that are pushing populations to

migrate such as extreme drought, crop failure, and subsequent food shortages. While reading this book, students should keep note of the different environmental factors that contribute to migration and discuss the further impact this will have on our planet if climate change is not addressed. To assess students' comprehension, they should be asked questions such as "What are the major causes of climate change?" and "What areas is the climate crisis having the greatest impact on the population?" To determine students' understanding of the concept beyond the text, students should be asked questions such as "If drastic steps are not taken to address climate change, what impact will that have on populations around the world?" or "What environmental factors could push people out of Iowa and the midwest into other parts of the country or world?"

Berne, E. C., Estrada, E., & Downey, M. E. (2019). *Immigrants from Mexico and Central America*. Capstone Press a capstone imprint.

Optional Text:

Smith, P. (2019, January 28). "They'll Kill Me If I'm Sent Back" . *Junior Scholastic* .

<https://junior.scholastic.com/issues/2018-19/012819/they-ll-kill-me-if-i-m-sent-back.html#970L>.

The book [Immigrants from Mexico and Central America](#) by Emma Carlson Berne will help students better understand why people migrate from these areas to the United States and other countries. Students will learn about the push factors that cause migration such as violence, extreme poverty, and corrupt governments, as well as the pull factors that draw people to the United States. Students will learn the steps that people take to cross the border from applying for a visa to the danger of crossing with guides called "coyotes." From the book students will also learn about the history of migrant workers who came to the United States to fill job shortages in agriculture during World War II and how migrant workers are still a vital part of our economy today. Most importantly, Berne presents the personal stories of actual people who have crossed the border and details the difficult decisions they had to make and the hardships they faced. After reading this book, students should have the **option** to read the article ["They'll Kill Me If I'm Sent Back"](#) from Scholastic. This article further portrays the extreme situations that are forcing people to leave Central American and Mexico. To assess students' comprehension of the text, students should be asked questions such as "What are the push factors that are forcing people to migrate from Mexico and Central America?" and "What does it mean to seek asylum in another country? Why would a person need to seek asylum?" To determine students' understanding beyond the text, they should be asked questions such as "How are you similar or different from the three migrant experiences that Berne features in the book?" or "How would you feel if you were in the same situation as the migrants who are trying to leave their countries due to violence and extreme poverty?"

United States Holocaust Memorial Museum. (n.d.). *The Aftermath of the Holocaust: Effects on Survivors* . United States Holocaust Memorial Museum.

<https://encyclopedia.ushmm.org/en>.

In the book *Pushes and Pulls: Why do People Migrate* by Rober Walker, students learned about the different push and pull factors that have caused human movement and population shifts throughout history. One forced migration that Walker focused on was the Holocaust. To further students' understanding of migration, specifically forced migration, they will study the [Holocaust Encyclopedia](#) from the United States Holocaust Memorial Museum. While the encyclopedia chronicles the events of the entire Holocaust, the article titled "The Aftermath of the Holocaust: Effects on Survivors," focuses on the survivors who were displaced after the War. Students will learn about these displaced people, or refugees, and the daunting challenges they faced rebuilding their lives and finding a place to call home. Students should understand that those displaced by the Holocaust faced many of the same challenges that refugees face today. Many survivors were forced to live in refugee camps in Germany and across Europe. Other countries, including England, were not willing or able to accept refugees and turned them away at their borders. To assess students' comprehension of this text, they should be asked questions such as "What challenges immediately faced survivors of the Holocaust?" and "How did countries respond to the plight of the survivors? Why did they refuse to allow the survivors to migrate into their countries?" To assess students' understanding beyond recall, they should be asked questions such as "What obligation or responsibilities do you think other nations should have regarding refugees from war and the survivors of genocide or mass atrocity?" and "How can we apply the lessons learned about displaced people and the Holocaust to refugee crises that are occurring today?"

Mercy Corps. (2021, March 12). *The facts: What you need to know about the Syria crisis*.

<https://www.mercycorps.org/blog/quick-facts-syria-crisis>.

Optional Text:

Refugee. (2021). In Encyclopædia Britannica. Retrieved from

<https://school.eb.com/levels/middle/article/refugee/276683#>

The article "[The Facts: What you need to know about the Syria Crisis](#)" from Mercy Corps will give students a better understanding of another push factor that is forcing people to migrate: war. The Syrian conflict has created one of the worst humanitarian crises of our time. Students will learn about the 13 million people who have been forced to leave their homes to find safety and the additional 6 million who are living in refugee camps within Syria, similar to the displaced survivors of the Holocaust. While refugees come from all over the world, this specific resource does a good job of showing the students the scope



of the tragedy and suffering that Syrians have been facing for the last 10 years during this civil war. Those who have been forced to migrate to other countries are now facing backlash as their numbers overwhelm small communities and weak infrastructure. While reading this article, students should frequently stop to discuss push factors driving this migration and to try to make connections between the Syrian refugee crisis and other refugee crises such as the displaced survivors after the Holocaust and the migrants from Central American and Mexico. If students need more information about refugees, they should have the **option** to read the article [“Refugee”](#) from *Encyclopedia Britannica School*. This leveled resource will provide students with a deeper understanding of the push factors that force people to have to leave their homes. To assess the students’ comprehension, they should be asked questions such as “Where are Syrian refugees migrating?” and “What condition are Syrian refugees facing outside the camps?” To determine students’ understanding beyond the text, they should be asked questions such as “What would you do if you found yourself in a similar situation? What would you take with you if you were forced to flee for your safety?” and “How can we help refugees who have migrated to our community? What support would they need? How can we make them feel welcome and help them adapt to their new home?”

Koenig, D. (2011). *Ten Myths About Immigration*. Learning for Justice.

<https://www.learningforjustice.org/magazine/spring-2011/ten-myths-about-immigration>.

After learning about different migrant experiences, it is important for the students to address and dispel any myths or stereotypes that they may have heard about migrants, refugees, and immigrants. The article [“Ten Myths About Immigration”](#) addresses the most common misconceptions that are frequently repeated by news media and on social media. While reading the article, students should stop and discuss each myth and break down each stereotype and connect them to what they have learned from the other texts. By connecting stereotypes to myths and then dispelling those myths, students will confront the lies that are the foundation of bigotry and xenophobia toward migrants, immigrants, and refugees. To assess students’ comprehension of the text, they should be asked questions such as “Who benefits from this myth?” and “Why is this myth inaccurate?” To assess students’ understanding beyond the text, they should be asked questions like “Where do you think this myth comes from?” and “Why do you think people perpetuate myths about migrants, immigrants, and refugees?”

Cohen, M. (2010). *Changing cultural landscapes: how are people and their communities affected by migration and settlement?* Crabtree Pub.

After reading the article “Ten Myths About Immigration,” students will read the book [“Changing Cultural Landscapes: How are People and their Communities Affected by Migration and Settlement?”](#) by Marina Cohen which addresses the impact that migrants

have on their new home countries. Cohen explains how migrants contribute to the cultural landscape of a community through food, music, art, religion, and traditions as well as to the local economy by starting businesses and providing skilled workers. The author does not shy away from more difficult topics such as cultural superiority, cultural coercion, and xenophobia but still presents them in a way that is approachable for middle grade readers. In the end, Cohen dispels many myths about migrants and highlights their cultural contributions in communities around the world. To assess students' comprehension of the text, they should be asked questions such as "What is Culture Identity based on?" or "What are some of the negative results of thinking one culture is superior to another?" To assess students' understanding of the text beyond recall, they should be asked questions such as "What cultures have influenced our city and state? What characteristics of these cultures affect our lives?" or "What aspects of your ancestry or culture are you most proud of? What characteristics of your ancestry or culture most impact your daily life?"

Coy, J., & Huie, W. Y. (2016). *Their great gift: courage, sacrifice, and hope in a new land*.

Carolrhoda Books.

The book [\*Their Great Gift: Courage, Sacrifice, and Hope in a New Land\*](#) by John Coy is a picture book that shares the stories of immigrants from all over the world through photographs taken by Wing Young Huie. Students will be able to connect to each image and person and see that their lives are more similar than different. Coy shares their hopes and values with minimal text, but the photographs communicate much more. Analyzing these images could lead to deep discussion about the choices and sacrifices these individuals had to make that will build feelings of empathy. At the end of the book the author and photographer each share their own families' immigration experiences. While there are not many recall questions that need to be answered, students' understanding of the text could be assessed by asking questions such as "What do you feel when you look at these pictures?" or "Can you see yourself in any of these situations?" As well as, "What sacrifices do you imagine these families made when leaving their homes?" and "What would you have to give up if your family had to move to another country?"

### **Culmination:**

The goal of the Conceptual Text Set is for students to develop their understanding of migration and immigration, to be able to identify the push and pull factors that cause migration, and to build a sense of empathy for migrants, immigrants, and refugees. To apply these skills, students will write a narrative in the form of a journal or letter from the perspective of a migrant, immigrant, or refugee. They will gather relevant facts and details from each text to develop and



support their narratives. The students may choose to focus on migrants leaving a specific country, or they may write about their experience as an immigrant in a new country. They could even write as if they are being forced to leave their current home here in Iowa. By putting themselves in the shoes of a migrant, immigrant, or refugee, students will demonstrate their knowledge of what it means to migrate from one place to another, analyze the push and pull factors that contribute to migration, and show their understanding of the emotional toll that these experiences have on people.

Option 1: Imagine you are in a situation where you must leave your home. Write a letter or a journal chronicling this experience. You may choose the country of origin, time period, and destination. Use the information in the texts that we read to support your writing. The following questions can be used to guide your thinking:

- What is going on in your country that is having an impact on you? Is it because of political, economic, or social issues?
- Why is your home no longer habitable? Are you being forced to leave? Are you leaving for a different reason? What is pushing you away?
- What are your fears or concerns?
- What is making you hopeful?
- What would you take with you?
- What are those around you (friends, neighbors, relatives) going to do?
- Where are you going? What is drawing (pulling) you to this place?

Option 2: Imagine you have just arrived in a new country. Write a letter or journal chronicling your experience. You may choose the country of origin, time period, and destination. Use the information in the texts that we read to support your writing. The following questions can be used to guide your thinking:

- Why did you leave your home country? Was something pushing you away? Were you forced to leave? Was it for political, economic, or social reasons?
- Why did you choose this country as your new home? What was drawing (pulling) you to it?
- What are your fears or concerns?
- What is making you hopeful?
- How are people treating you? Do you feel welcome or are you experiencing different reactions from people? What are their reactions and what do you think has caused them?