



GeoCivics Lesson: *How did I get here?*

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Teacher(s): L. Herrera	Lesson Title: How did I get here?	Grade Level: 2nd grade
Notes: *You will need 2-3 days for this lesson in order to give time to ask family members for information**		
Pre-existing Knowledge: <ul style="list-style-type: none">● The Students should know how to identify a country on a map.● Students should be able to ask questions.● Students should be able to work together with partners and explain their thinking.● Students should have a beginning understanding of immigration.		
Overview of Content: <p>“Immigration is the process of moving to a new country or region with the intention of staying and living there. People may choose to immigrate for a variety of reasons, such as employment opportunities, to escape a violent conflict, environmental factors, educational purposes, or to reunite with family. The process of immigrating to the United States can be complicated and is often driven by a few key principles including uniting families, boosting the economy with skilled professionals, promoting diversity, and helping refugees.” -- <i>NatGeo</i></p> <p>“Historically, the process of immigration has been of great social, economic, and cultural benefit to states. The immigration experience is long and varied and has in many cases resulted in the development of multicultural societies; many modern states are characterized by a wide variety of cultures and ethnicities that have derived from previous periods of immigration.” --<i>Britannica</i></p>		
Purpose: <i>What students will learn:</i> Students will identify the places that their families have come from and how they have arrived in Arizona. Students will then learn about the top locations of places that people that currently live in Phoenix come from.		

National & State Social Studies Standard(s):

National Social Studies Standards:

- **Theme 3: People, Places, and Environments:** This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.

Arizona State Social Studies Standards: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions

National & State Geography Standard(s):

National Social Studies Standards:

- Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- Standard 12: The processes, patterns, and functions of human settlement

Arizona State Geography Standards: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

- 2.G3.1 Explain why and how people, goods, and ideas move from place to place. ▪ Key concepts include but are not limited to transportation, trade, immigration, migration, and communication

ELA Standards:

Common Core State Standards:

- CCSS.ELA-LITERACY.W.2.7
Participate in shared research and writing projects
- CCSS.ELA-LITERACY.W.2.8
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.RI.2.1
Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

ISTE Teacher and/or Student Standard:

Teacher: N/A

Language Functions:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information

Culturally Responsive Lesson Strategies:

- **CONNECTION:** Lesson/Activity incorporates **real-life connections** and representations from various cultures and life experiences.
- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.

Objective(s):

- Students will be able to determine where their families and themselves are from on a map.
- Students will be able to identify reasons why people immigrate to other countries.

SIOP

SIOP Elements		
Preparation	Scaffolding	Grouping Option
Adapting content Linking to background Linking to past learning Strategies used	Modeling Guided practice Independent practice Comprehensible input	Whole class Small groups Partners Independent
Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands-On Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Evidence of Mastery

Formative - After finding out why their own family members have moved to Phoenix, and reading about why people move to other countries, students will be asked the question: “Why do people come to Phoenix?” and students will share out their answers to the class. The teacher will make note of the students' responses for use as a Formative Assessment of the students' learning.

Summative - After students have explored reasons for why people migrate to another country, they will choose a country using a World Map or a Top 10 Countries list and then pretend that they are living in that country, and they will write a letter to a cousin living in Phoenix and tell the cousin that they are thinking of moving from their country to Phoenix and will write out reasons for why they are thinking of moving to Phoenix from their country using what they have learned about why people migrate to other countries. The teacher will use the Migration Letter Rubric below to grade students' work, with a score of 3 or higher indicating mastery.

Migration Letter Rubric

Exceeds Expectations	<ul style="list-style-type: none"> ● Correct letter formation with date, greeting closing and signature 	4
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	<ul style="list-style-type: none"> ● Will have 3 reasons why the student needs to immigrate to Phoenix ● Writing is legible and easy to read ● No spelling errors 	
Meets Expectations	<ul style="list-style-type: none"> ● Correct letter formation with date, greeting closing and signature ● Will have at least one reasons why the student needs to immigrate to Phoenix ● Writing is legible and easy to read 	3
Approaches Expectations	<ul style="list-style-type: none"> ● Writing has no clear writing template ● Student is able to identify a country of immigration ● Student is unable to give reasons of immigrating to Phoenix from a specific country 	2
Fails to Meet Expectations	<ul style="list-style-type: none"> ● No written work 	1

Key vocabulary:

- **Immigration:** The act of moving to a new country
- **Immigrant:** The people that move to a a new country
- **Migrants:** People who move from one place to another, especially in order to find work or better living conditions.

Materials:

- Blank sheets of paper - one per student
- Blue sticker dots - one per student
- World Map poster for the classroom (Link in Sources below)
- Different color of sticker dots (other than blue) one or more per student
- Immigration website article (see Link in Sources below) NOTE: This article can be projected using a projection device to show the class the article, or copies can be printed out for the students to follow along on their own copy.
- 2 Chart papers 1) to create a class chart about immigration 2) for recording students' questions
- Teacher Resource - Website: *Biggest Sources of Immigrants to Phoenix* (Link in Sources below)
- Teacher computer to model how to conduct research
- Sheets of paper for students to write their Migration Letter (Summative Assessment)
- Migration Letter Rubric (In Lesson Plan below)

Sources:

- Immigration Kids Britannica: <https://kids.britannica.com/kids/article/immigration/399508>
- World Map: <https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Website: Biggest Sources of Immigrants to Phoenix: <https://www.azfamily.com/2022/05/29/biggest-sources-immigrants-phoenix/>

Engage

Teacher Will:

NOTE: The teacher giving this lesson should modify the location discussed to match their own city.

1. Pass out a piece of blank paper to students and give the following instructions: “We all are from different places. Some people are from Phoenix, some from Glendale (or whatever city the school is located in), others are from places that are farther away. Please draw or write on this piece of paper how you would answer this question - ‘What place are you from?’ ***The teacher gives students time to draw or write their answer.*
2. The teacher will tell the class: “Based on what you wrote or drew you are going to be given a blue sticker dot. I want you to put it on the place that you drew or wrote about here on the map that I put up.” The teacher will put a World Map up in the front of the classroom and hand out a blue sticker dot to each student, and have students go up to the world map, and stick their dot on the map on the place where they are from.
3. The teacher will put students into groups strategically, providing language and or learning support for ELLs/SPED and Gifted students as needed. When in their groups, the teacher will have students talk to each other about what they notice about the map, by asking them to discuss:
 “What do you see?”
 “What do you wonder?”
and by providing the following Sentence Stems, writing them on the board or giving them verbally to guide student conversations.
 I see _____.

Students Will:

1. Listen to and reflect on the question the teacher asks and then draw or write the place where they are from on their sheet of paper.
(Preparation: Linking to background) (Integrating Processes: Listening/Speaking/Writing)
(Grouping: Whole class/Independent)
2. Students will take the blue dot and place it on the place that they drew or wrote about where it is on the World Map. (ex: Nogales they put the dot on Nogales).
(Grouping: Whole class/Independent)
(Application: Hands-on/Promotes engagement)
3. Students will get into their groups and speak with their group members about what they notice from the map, using the Sentence Stems provided as needed. Students will then share out their responses to the questions as a whole class.
(Grouping: Small groups/Whole class)
(Integrating Processes: Listening/Speaking)

In the map I see _____.
I wonder why _____
I wonder how _____.

(Preparation: Strategies Used) (Scaffolding: Guided Practice)

4. For homework, the students will be told to ask their adult/s at home (guardian, parents, etc.) what place they are from and why they decided to come to live in Phoenix. If their parents are only from Phoenix, the students will ask their parents why they like living in Phoenix vs. other places.
5. When students come back with the information about where their parents or guardians, etc. are from, the teacher will give them a different colored sticker dot to put onto the World Map to show where they are from.

4. For homework the students will talk to their parents or guardians, etc. to find out where they are originally from, or if not from another place, they will ask them why they like living in Phoenix instead of other places.

(Grouping: Independent) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement)

5. Repeat the blue dot activity by sticking a different color of sticker dot onto the World Map to show where their parents and guardians/etc. are from. They will also share out with the class what they learned about why their parents like living in Phoenix.

(Grouping: Independent/Whole class) (Integrating Processes: Listening/Speaking) (Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)

Explore

Teacher Will:

IQ 1# Why did your family come to Phoenix?

1. Project to the class the [Immigration website article](https://kids.britannica.com/kids/article/immigration/399508) and read the article about immigration aloud to the class, or the teacher may choose to print out the article and give each student a copy to follow along with the read aloud at <https://kids.britannica.com/kids/article/immigration/399508>. While reading the article, the teacher will highlight key vocabulary words that appear and discuss the meanings of them, writing the words and their meanings on the board.
2. Introduce the vocabulary term 'migrants' and explain the difference between the two terms.

Student Will:

1. Read along about immigration as the teacher reads the article aloud, and make note of the meanings of the key vocabulary words presented by the teacher as they come up in the article.

(Grouping: Whole class) (Integrating Processes: Listening/Reading)

<p>3. After reading, the teacher will partner students up, providing support as needed, and have students talk with their partner about what are the reasons people move to other countries. The teacher will provide the following the sentence stems to support their discussion:</p> <p style="padding-left: 40px;"><i>One reason is _____</i> <i>One reason people immigrate is _____.</i></p> <p>(Preparation: Strategies used) (Scaffolding: Guided Practice)</p> <p>4. Have the students share out their responses, and as a class, create a chart that has the definition of immigration and the reasons for immigration for students to use as a reference.</p>	<p>3. Speak with a partner about why people move to other countries. Students will use sentence stems to support their discussion as needed.</p> <p>(Grouping: Partners) (Integrating Processes: Listening/Speaking) (Application: Meaningful/Promotes engagement)</p> <p>4. Share out with the whole class their responses to what are the reasons people move to other countries and help create the class chart showing the definition and reasons for immigration.</p> <p>(Grouping: Whole class) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)</p>
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Explain - Formative Assessment

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Ask students to share out to the class their answer to the question: <i>Why do people come to Phoenix?</i> The teacher will make note of the students responses for use as a Formative Assessment of student learning. 2. Show the class a list on the board of the names of the top 10 countries that have residents that immigrate to Phoenix. Also discuss how people also move between states and territories; reinforce migration. <p>NOTE: Countries will vary based on which city students are currently in. These are found on the <u>Teacher Resource:</u> https://www.azfamily.com/2022/05/29/biggest-sources-immigrants-phoenix/. Then provide the class with the following sentence stems and lead the class in a discussion about what they see in the list and what they wonder about. Sentence Stems:</p> <p style="padding-left: 40px;"><i>I notice/see _____.</i> <i>I wonder _____.</i></p>	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Take turns sharing out what they understand or know about reasons why people come to Phoenix. 2. Students will look at the list of the 10 top countries that have residents that migrate to Phoenix, and engage in a class discussion by sharing out with the class what they see in the list and what they wonder about the list. Students can use the sentence stems provided by the teacher as needed to support them in sharing out their thoughts with the class. <p>(Assessment: Individual/Oral)</p> <p>(Grouping: Whole class) (Integrating Processes: Reading/Listening/Speaking) (Application: Promotes engagement)</p>
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Elaborate

<p>Teacher Will: IQ #2: <i>Why would people move to Phoenix?</i></p> <ol style="list-style-type: none"> 1. The teacher will say to the class, for practice, let's do some research to find out what could be reasons people from Puerto Rico would move to Phoenix. <p>NOTE: The Teacher may choose whichever state/country/territory they wish to use as an example.</p> <ol style="list-style-type: none"> 2. The teacher will ask the class, What are some questions that may help me with my research - questions that would help me to find the answer to my question about Puerto Rico? The teacher will then strategically group students into small groups to provide language and/or learning support as needed and have the students work together in their groups to create questions and then to share these out aloud with class. The teacher will also provide support as needed to help the students' to write down their questions on a class chart showing all of the questions created. <p>NOTE: To support students in creating their questions, the teacher can provide an example question. The teacher can also help students create their questions by telling them that the questions should be related to the reasons from the <u>Immigration article</u> they have read (i.e.: better opportunities, war, natural disasters, government).</p> <ol style="list-style-type: none"> 3. After sharing out their questions with the class, the teacher will tell the students: Now we'll use the questions to help us create a list of reasons why someone from Puerto Rico would immigrate to Phoenix. The teacher will then use the questions on the chart and model for the students how to do online research to find answers to the questions and then engage the students in discussing how the information found reveals reasons why people from Puerto Rico would immigrate to Phoenix. The teacher will then write down the reason they come up with underneath the question on the chart. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Listen to the teacher's question about China and reflect on why people might immigrate from Puerto Rico to Phoenix. (Preparation: Linking to past learning) 2. Reflect on questions that the teacher could research to help find answers to the question about Puerto Rican migrants. Then get into their assigned groups and work together using the teacher's question example and also what they remember from the Immigration article read in class to help them come up with their groups' questions. The students will then share out their questions with the class and write them down on the class chart. (Grouping: Small groups) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking/Writing/Reading) (Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives) 3. Observe how the teacher does online research to find answers to the questions on the class chart. The students will then engage in the class discussion of how the information found through the research reveals reasons for why people from Puerto Rico would migrate to Phoenix, and observe and reflect on the reasons given for each question on the chart. (Grouping: Whole class) (Integrating Processes: Listening/Speaking/Reading) (Application: Meaningful/Promotes engagement)
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(Scaffolding: Modeling/Guided Practice)

NOTE: The chart created with questions and reasons will be used as a reference for final assessment.

Evaluate - Summative Assessment

Teacher Will:

1. Explain to the students that they are going to use what they have learned about why people migrate to new places to live to write a letter and will pass out a sheet of paper to each student to write their letter on. The teacher will have the students each choose a country, either from the World Map showing where they have come from, or from the Top 10 Countries list of immigrants to Phoenix, and then tell the students: You are going to pretend that you are living in that country. You will write a letter to your cousin that lives in Phoenix and tell your cousin that you are thinking of moving from that country to live in Phoenix. In your letter you must write the reasons why you are planning to migrate to Phoenix using what you have learned about why people migrate to other countries.

NOTE): Students can also use the stories of their families' migrations to help create their letters. The teacher will provide support for ELLs/SPED students as needed by partnering them up with a fellow student who can help them to write out their letter if needed. When finished, the teacher will use the Migration Letter Rubric to assess students' work with a score of 3 or higher indicating mastery.

Student Will:

1. Pick a country from the World Map or from the Top 10 Countries list and pretend that they are living in that country and then write a letter to a cousin in living in Phoenix to tell them that they are thinking of moving to Phoenix and explain why they want to migrate from their country to Phoenix using reasons they have learned about why people migrate to other countries.

(Assessment: Individual/Written) (Application: Promotes engagement/Linked to Objectives)

Extensions:

- Students choose another country from the top 10 list and research and think about reasons people from those countries might come to Phoenix.