

Teach21 Instructional Guide

Seventh Grade Social Studies

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Title	Causes and Effects of Migration		
Suggested Quarter	Quarter One		
Power Standard	Students identify, analyze and chart the causes of migration and evaluate its effects on religion, government, and racial and ethnic groups, and examine how technology has assisted migration throughout time.		
Content Standards and Objectives	Objective ID	Objectives	
	SS.O.7.3.2	analyze the physical and human geographic factors that influence the economy of a region.	
	SS.O.7.3.6	describe the impact of technology on agriculture and industry throughout the world.	
	SS.O.7.3.8	assess the impact of natural and human events on industry worldwide (e.g., strikes, environmental disasters, war, terrorism).	
	SS.O.7.4.6	analyze the patterns of immigration and examine its effects on the distribution of cultural patterns in a region (e.g., disease, language, religion, customs, diversity).	
	SS.O.7.4.11	analyze the technological improvements in transportation and communication that have helped create a global society.	
	SS.O.7.4.15	explain culture in a geographic context (e.g., isolation, core area, movement).	
	SS.O.7.5.3	characterize conditions that have influenced or altered the movement of people throughout the world and time.	
	SS.O.7.5.6	compare and contrast the beliefs, religion and mythology of native cultures throughout the world.	
	SS.O.7.5.7	anticipate what occurs when people from different regions interact.	
SS.O.7.5.9	use a variety of credible sources to research, reconstruct and interpret the past.		
21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.5-8.1.LS1 - Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.	Students will utilize various methods to research and develop appropriate means to incorporate and facilitate class involvement.	Quality of research, presentations and final unit product.
	21C.O.5-8.1.LS2 - Student interprets abstract visuals and creates products (e.g. digital storytelling) that		

reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).

21C.O.5-8.1.LS3 - Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.

21C.O.5-8.1.TT2 - Student increases keyboarding facility and uses mouse and keyboard shortcut techniques and identified assistive technology to improve speed and accuracy.

21C.O.5-8.1.TT4 - Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.

21C.O.5-8.1.TT5 - Student uses advanced features and utilities of word processing software (e.g., bullets, numbering, tables, find and replace, thesaurus, help menus and toolbars).

21C.O.5-8.1.TT8 - Student enters data relevant to class assignments into a database

	<p>and performs simple queries.</p> <p>21C.O.5-8.1.TT9 - Student uses telecommunications tools (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and to gather, share and publish information to various audiences.</p> <p>21C.O.5-8.1.TT10 - Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.</p>		
Thinking and Reasoning Skills:	<p>21C.O.5-8.2.TT1 - Student solves problems related to hardware, software and networks by applying problem solving techniques (e.g., Task Manager to close tasks, Ctrl-Alt-delete, restarting the systems, accessing help menus, performing online searches, checking cable connections).</p> <p>21C.O.5-8.2.TT2 - Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p>	Students will exhibit reasoning and thinking skills as they compile information into meaningful units and collaborate to produce final products.	Quality of final products and meaningful discussion which takes place.

	21C.O.5-8.2.TT4 - Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.		
Personal and Workplace Skills:	<p>21C.O.5-8.3.TT2 - Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.</p> <p>21C.O.5-8.3.TT5 - Student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations.</p> <p>21C.O.5-8.3.TT8 - Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.</p>	Students will apply technology and work related skills while interacting with peers to bring about specific goals.	Quality of the final products which require organization and cooperation.
Performance Objectives (Know/Do)	<p>Know:</p> <ul style="list-style-type: none"> • Conditions for migration • How migration impacts their daily lives through its effects on government, religion, ethnicity, and racial origins • Role technology played in migration <p>Do:</p> <ul style="list-style-type: none"> • Once identified, students will examine migration charts, maps, and graphs from various time periods and predict patterns of future migration. • Students will design a PowerPoint Presentation using appropriate technology and utilizing graphic organizers (i.e., pie graphs, charts and maps). • Students will use the writing process to compare and contrast the effects of migration. 		

Big Idea	Migration is caused by and causes much change.
Enduring Understandings	<ul style="list-style-type: none"> • Migration can be forced or voluntary. • Many conditions influence/alter movement of people. • Migration brings negative and positive implications to the new community of the immigrant and to the community the immigrant leaves behind. • Technology assists migration.
Essential Questions	<ul style="list-style-type: none"> • What are examples of conditions that initiate migration? • How does migration influence government, religious, racial and ethnic groups? • How does technology contribute to migration?
Learning Plan & Notes to Instructor	<p>The intent of the unit is to teach students that movement, whether of people, products or ideas, will impact their lives both directly and indirectly. Students' prior knowledge of how to read / interpret charts, graphs, maps, and make persuasive arguments will have been assessed prior to this unit. Also, prior to unit instruction, students should have read an overview of migration from their texts, and have discussed examples of the earliest migration of the hunters/gatherers. Students may also have role played for reinforcement in preparation.</p> <p>Lesson Outline: Prompt # 1</p> <p>Students should identify and give examples of migration and Diaspora, discuss reasons why people migrate from one place to another, and discuss the impact migration has on these areas. They should review the reading of migration charts/ maps, paying close attention to specific dates for the large migrations. Students should spend a few days in the library re-familiarizing themselves with various reference materials, and a review of Internet research protocol.</p> <ul style="list-style-type: none"> • Students will be divided into groups of four, and each group will be assigned a specific Migration period. In the computer lab each student will be assigned one of the four following tasks: (1). research conditions for the migration, (2). the type of migration, (3). the effect of migration on both societies, (4). compile the information onto a chart/graph which will be utilized in a PowerPoint presentation. • All presentations will be followed by discussion. Students will conclude this unit with a written summary of what was learned, and what effects future migrations might have on a given location. <p>Lesson Outline: Prompt # 2</p> <p>Prior to unit:</p> <ul style="list-style-type: none"> • Teacher will have assessed whether the students need review of maps, graphs, charts, latitude/longitude, etc. If needed, then week one should reflect the review. • Students should review climate, elevation, and natural resources maps; plot latitude and longitude points, identify the four hemispheres, and read population and economic charts accurately, etc. • Students should define and give examples of culture, religion, government, employment, and traditions evident in their community. Additional research may need to be assigned in the computer lab. Interviews with relatives and friends may be utilized here, too. They should then compile this information to a chart in the front of the room. This will be used again later with Prompt #2 • Students will research climate types, and elevations evident for the continent and countries in Africa, specifically, Southeastern Africa. They will then identify the types and locations of natural resources in these countries using maps and other forms of research. • Begin with prompt # 2 <p>Notes to Instructor:</p> <p><i>Context/Background:</i> map/graph skills, writing skills</p> <p><i>Required Materials:</i> maps, graphs, charts, Internet access, library access</p>

Student Materials: pencil, pen, paper, poster board, floppy disks/CDs/or memory sticks

Pre-requisite Skills: keyboarding, referencing skills, writing skills, excel computer skills

Suggestions for Differentiation:

Students may create posters or create a journal of dated entries as if they were the ones migrating and sharing their thoughts about their experiences instead of making a PowerPoint.

- a PowerPoint presentation for Prompt #1
- Students may create a poster or booklet showing differences and similarities or, make entries for a week discussing how this has affected his/her life within the 4 categories that were researched for Prompt #2.
- Students may work independently, in pairs or small groups.
- Students' collaboration skills will differ according to group/individual needs.
- Students will apply skills used for public speaking and power of persuasion during verbal and/or written products.
- Teachers have the option of requiring students to look for their own information or providing students with specific information he/she wants students to use.

Academic Prompts

Prompt #1: "Think Tank" Employees

You and the members of your group (4), work for a well-known "Think Tank" organization. Your group's latest assignment is to research and compile information regarding significant migrations worldwide throughout history. You will then compile the data on a chart for the purpose of organization and simplification. Finally, you will present your findings to a House sub-committee on Migration. Be prepared to answer questions that will focus on prediction of future migration and the needs of those perspective immigrants.

Each of the various groups in your organization will be researching different migratory information. All groups will need to identify three specific areas of information about their migration event. These are: (1) conditions/causes; (2) types(s); (3) effect(s) of that migration on both societies or communities involved.

Note: There have been many significant migrations throughout history, and your choices for research are not limited to just those listed below for this exercise:

- Jewish migration/Diaspora 1939-45
- Great Migration 1914-50
- White Russian migration/Diaspora 1917
- Irish migration/Diaspora 1845-50
- Italian migration/Diaspora 1913
- European colonization to the early 1700's
- Cherokee migration/Diaspora
- Acadian migration/Diaspora 1755-64
- Bosnian migration/Diaspora 1991-96
- French Canadian migration/Diaspora 1840-1930
- Cuban migration/Diaspora (present day)

Once all presentations are made, the class needs to discuss how migration as a whole did, does and could impact future needs, and what this means to them as future leaders.

Depending on the size of your class, access to research and/or computers to develop the Power Point presentations, and the length of each group's presentation, this activity could last 5-10 instructional days.

["Think Tank" Rubric](#)

Prompt #2: Preparing for Zimbabwe

You and your family live in Keyser, WV, USA. Your father has been assigned as Ambassador to ST1:COUNTRY-REGION u1:st="on">Zimbabwe (Rhodesia). This requires that you and your family leave the country. You have never been there, nor do you and your family know much about the country, and you are nervous about the move. You talk it over with your friends to ease your fears. They suggest that you do some research on Zimbabwe before you leave so that you can be prepared for the big changes in your lifestyle. They offer to help you with your research. After some discussion, you narrow your research to the following categories: religion, government, culture and traditions, and history. They each take a category and begin researching with the agreement to compile the work into a formal report for your family to show the similarities and differences between the two countries. One

of your friends suggests that you all pool your information and create a PowerPoint presentation for your family.

*Note: The country to which each group would be required to research is endless.

[Preparing for Zimbabwe Rubric](#)

Prompt #3: Technology Symposium

You and your group are preparing a symposium presentation on how technology has assisted migration throughout time. The year is now 2120. Mankind has invented a safe means of travel through time to any era we choose. For the maximum benefit to your presentation, you and your colleagues have chosen migration as your focus. You have chosen: 1849 (the California Gold Rush), late 1949, and 2049 (first interplanetary travel). Each of the members in your group are dressed "appropriately" for the period to which they are going, and have the correct currency. As a group you have decided the best way to make your observations would be to make a trip from the east coast to the west coast, utilizing all means of technology to get there. You realize that you may have some problems in route, so you will observe other factors of technology along the way. Each member of the group will record their observations in pictures of technology observed. You will compile this into a report, a graphic organizer, and finally a power point presentation for the symposium. You

Culminating Assessment or Product

The Year 2259

The year is 2259. By this time the earth is overcrowded, the air and water are polluted, and people are looking for underground habitats to escape from the extreme heat. For the last ten years, you and a small group of scientists, directed by the president to save mankind from extinction, have been working toward those ends. It was decided by all involved that the only solution was to colonize a new planet outside our solar system. Technology by this time is quite advanced. We currently have interplanetary travel in our solar system, but it has been used only for research purposes, rather than for colonizing purposes. You and your team are directed to research possible earth-like planets to inhabit. You are to compile your findings onto a chart combined with a report with your recommendations. In addition, you were instructed to make a list of tools and supplies needed to be able to colonize a planet. This must include a list of alternative food supplies to last until plantings can take root and grow. You will present all information directly to the president and high ranking cabinet members for review.

[The Year 2259 Rubric](#)

Links and Other Resources

Related Rubric links:

[Prompt 1 - "Think Tank"](#)

[Prompt 2 - Preparing for Zimbabwe](#)

[Prompt 3 - Technology Symposium](#)

[Culminating Assessment – The Year 2259](#)

Related Websites:

<http://web.worldbank.org/WBSITE/EXTERNAL/WBI/WBIPROGRAMS/KFDLP/O.contentMDI>

<http://migration.ucdavis.edu/>

<http://bradshawfoundation.com/journey/>

http://www.pbs.org/wnet/aaworld/reference/articles/great_migration.html

Other References:

Behdad, Ali, *A Forgetful Nation: On Immigration and Cultural Identity in the United States*, Duke Univ. Press, 2005

Hoerder, Dirk, *Cultures in Contact, World Migrations in the Second Millennium*, Duke Univ. Press, 2002
International Migration Review

Lemann, Nicholas, *The Great Black Migration and How It Changed America*, 1992

Manning, Patrick, *Migration in World History*, New York and London; Routledge

Scott, Emmett J., *Negro Migration During the War (1920)*

Contact Authors:

Dianna Eary, Keyser Primary-Middle School, Mineral County: deary@access.k12.wv.us

Ann Pauley, Athens Middle School, Mercer County: jlpauley@access.k12.wv.us

Time Viewed - 811
Since June 9, 2009