

Migration and Immigration

4th-5th grades

Overview

In this build series, students will reflect on the reasons behind human migration and immigration. They will discuss a particular group that has migrated and reflect on a time when they were new to a place. They will also consider what needs to be done to adapt to a new place and summarize reasons migration and immigration occur.

Connect to Curriculum

This build series can be part of classroom activities that involve:

Geography:

- Investigating the movement of populations to different regions for both biological and sociological reasons.

Economics:

- Identifying reasons behind changes in population demographics, size, and distribution.
- Identifying ways in which new and varied populations contribute to the economy of a community.
- Investigating changing patterns in industry and trade as a cause and result of migration and immigration.

Citizenship:

- Investigating how people become citizens in a given region and what their civic responsibilities and rights are.

History:

- Investigating a particular time or place where migration or immigration occurred.
- Researching a time when migration or immigration happened in your community.

Before You Begin

Assess and encourage prior learning by:

- Introducing and defining key vocabulary: *contribution*, *immigration*, *migration*, *motivation*, and *population growth*.
- Focusing on migration of a particular population to and from a particular region or during a particular period of time.
- Reading fiction and nonfiction texts or watching videos about individuals or groups who have migrated from one place to another. It is a good idea to discuss some of the challenges faced by a person or family moving to a new country.



Tip:

Consult the Quick Start Guide of this activity pack for ideas on classroom management and organization.

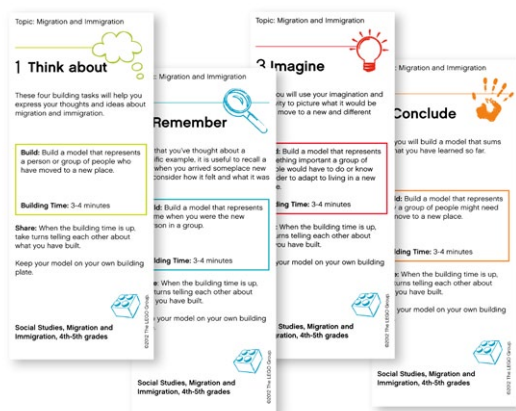


Vocabulary:

- **contribution:** the part played by someone or something in causing a result
- **immigration:** coming to a country of which one is not a natural resident
- **migration:** the movement from one country, region, or place to another
- **motivation:** the reason behind one's actions
- **population growth:** the act or process of growing the total number of persons living in a specific area

Build and Share

Have students build and share their models by following the steps outlined in the Challenge Cards provided with this activity.



Reflect on the Experience

Encourage students to record and reflect on their models and ideas.

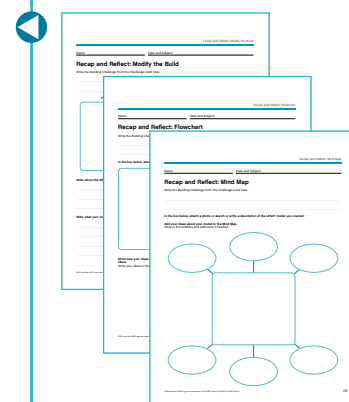
Extensions

After completing the build series, encourage further learning by:

- Creating a guide book for newcomers to a class/school/community, including basic information that is helpful to know and advice for adapting and thriving. (Language Arts, Social Studies, Visual Arts)
- Creating a map or timeline that traces the journey of a particular population from one place to another. (Social Studies)
- Interviewing and writing about the experience of someone who is or has been new to the community. (Language Arts, Social Studies)

Facilitating Questions:

Notes:



Tip:

Use one of the Recap and Reflect Worksheets available in the Support Materials section of this activity pack to document the build experience.

Topic: Migration and Immigration

1 Think about



These four building tasks will help you express your thoughts and ideas about migration and immigration.

Build: Build a model that represents a person or group of people who has moved to a new place.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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Topic: Migration and Immigration

2 Remember



Now that you've thought about a specific example, it is useful to recall a time when you arrived someplace new and consider how it felt and what it was like.

Build: Build a model that represents a time when you were the new person in a group.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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3 Imagine



Now you will use your imagination and creativity to picture what it would be like to move to a new and different place.

Build: Build a model that represents something important a group of people would have to do or know in order to adapt to living in a new place.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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4 Conclude



Now you will build a model that sums up what you have learned so far.

Build: Build a model that represents why a group of people might need to move to a new place.

Building Time: 3-4 minutes

Share: When the building time is up, take turns telling each other about what you have built.

Keep your model on your own building plate.



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