

## Unit II

### Grades 3-5 Unit Lesson Plan

#### UNIT II: HUMAN MIGRATION

**Key Question:** How does human migration relate to human rights?

**Unit Goal(s):** Students study human migration in an interdisciplinary unit. They identify and take action on issues related to human migration, immigration, or refugees and present the results in a class newsletter.

**Time:** Approximately 30 hours depending on activities selected

**Materials:** See individual activities

**Setting:** Grades 3-5

#### Student Learning Goals

**Students will understand the following human rights principles, language and values:**

Democracy	Individual Rights
Freedom	Rule of Law
Government	Security
Group Rights	Social Justice

**Students will apply the following human rights standards:**

##### Universal Declaration of Human Rights (UDHR)

Article 1	Right to Equality
Article 2	Freedom from Discrimination
Article 3	Right to Life, Liberty and Personal Security
Article 13	Right to Free Movement in and out of the Country
Article 14	Right to Asylum in other Countries
Article 15	Right to a Nationality and the Freedom to Change Nationality
Article 17	Right to Own Property
Article 18	Freedom of Belief and Religion
Article 19	Freedom of Opinion and Information

##### Convention on the Rights of the Child (CRC)

Article 2	Freedom from Discrimination
Article 7	Right to a Name and Nationality
Article 22	Rights of Refugee Children
Article 30	Right to Cultural Identity

##### Minnesota Human Rights Act (MHRA)

Protected Class: National Origin  
Areas of Protection: Business

Credit  
Education  
Employment  
Housing  
Public accommodations

**Students will demonstrate the following skills, practices and standards:**<sup>1</sup>

- Understand the meaning of texts using a variety of comprehension strategies and demonstrate literal, interpretive and evaluative comprehension<sup>2</sup>
- Actively engage in the reading process and read, understand, respond to, analyze, interpret and appreciate a wide variety of fiction, poetic and nonfiction texts<sup>3</sup>
- Engage in a writing process, with attention to organization, focus and quality of ideas<sup>4</sup>
- Apply standard English conventions when writing<sup>5</sup>
- Locate and use information in reference materials<sup>6</sup>
- Write legibly<sup>7</sup>
- Write legibly and use a keyboard<sup>8</sup>
- Demonstrate understanding and communicate effectively through listening and speaking<sup>9</sup>
- Critically analyze information found in electronic and print media, and use a variety of these sources to learn about a topic and present ideas<sup>10</sup>
- Describe civic values, rights, and responsibilities in a republic<sup>11</sup>
- Understand the importance of participation in civic life and demonstrate effective civic skills<sup>12</sup>
- Recognize the importance of individual action and character in shaping civic life<sup>13</sup>
- Articulate the range of rights and responsibilities in a republic<sup>14</sup>
- Know how citizenship is established and exercised<sup>15</sup>

**Note:** Many other skills can be fostered and educational standards can be met using this material, depending on the area of study and action plan undertaken by the students. See the Resource Section of this kit for a more extensive list of the MN Education Standards.

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<sup>1</sup> All footnotes are specific MN Educational Standards that correspond to the unit's human rights skills and practices.

<sup>2</sup> Language Arts: Reading & Literature - 3-5/I.C. Comprehension

<sup>3</sup> Language Arts: Reading & Literature - 3-5/I.D. Literature

<sup>4</sup> Language Arts: Writing - 3-5/II.B. Elements of Composition

<sup>5</sup> Language Arts: Writing - 3-5/II.C. Spelling, Grammar, and Usage

<sup>6</sup> Language Arts: Writing - 3-5/II.D. Research

<sup>7</sup> Language Arts: Writing - 3/II.E. Handwriting and Word Processing

<sup>8</sup> Language Arts: Writing - 4/II.E. Handwriting and Word Processing

<sup>9</sup> Language Arts: Speaking, Listening and Viewing - 3-5/III.A. Speaking and Listening

<sup>10</sup> Language Arts: Speaking, Listening and Viewing - 3-5/III.B. Media Literacy

<sup>11</sup> Social Studies: Government & Citizenship - K-3/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>12</sup> Social Studies: Government & Citizenship - K-3/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>13</sup> Social Studies: Government & Citizenship - 4-8/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>14</sup> Social Studies: Government & Citizenship - 4-8/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>15</sup> Social Studies: Government & Citizenship - 4-8/VII.A. Civic Values, Skills, Rights, and Responsibilities

## **Overall Impact**

When first thinking about your lesson plan, it is recommended that you keep in mind its intended impact on four levels: (a) student, (b) school, (c) family, and (d) community. Below are some examples of possible impacts that might occur at each of these levels. Identify possible impacts with your students, and discuss how you might collect information to decide if they have or have not taken place.

<b>Student Impact</b>	<b>School Impact</b>	<b>Family Impact</b>	<b>Community Impact</b>
<ul style="list-style-type: none"> <li>• Ability of students to use the language of international human rights standards (UDHR, CRC) and state standards (MHRA) when discussing issues of human migration</li> <li>• Ability to apply international human rights standards (UDHR, CRC) and state standards (MHRA) when discussing issues of human migration</li> <li>• Ability of students to problem-solve a migration-related situation demonstrated by forming a well-informed response</li> <li>• Increased awareness and appreciation of others' migration experiences and how those contribute to different cultural backgrounds and home-lives</li> </ul>	<ul style="list-style-type: none"> <li>• Increased discussion of migration issues in class assignments</li> <li>• Celebration of International Migrant's Day (December 18)</li> <li>• Creation of a student-run group that addresses migration issues</li> <li>• Increased tolerance of students towards diversity due to better understanding of different cultures/ethnicities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness of human migration as it relates to family history</li> <li>• Parents' increased awareness/tolerance /appreciation of migration and the people affected by it, achieved through "dinner-table discussions."</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness of human migration as it relates to peoples in the community</li> <li>• Continuation and elaboration of community-related human rights action plans that deal with migration</li> <li>• Relationship fostered between student-run group and community groups</li> <li>• Increased involvement of students in migration-related community programs</li> </ul>

**Introduction:** While this sample unit uses migration as a topic, the activities could easily be adapted to a variety of other human rights topics such as conflicts/wars, economics, child labor, homelessness and poverty, laws and government, or children's issues and rights. The key to this model is laying a strong foundation in the first two steps to allow students to identify issues on which to take action in their communities. See the "What are Human Rights?" section of this toolkit for sample lessons introducing human rights. Students may also benefit from viewing and discussing the Twin Cities Public Television video "This is My Home," which illustrates that Minnesota is "home" to people from many different backgrounds.

## **Activity A: Observe and Identify the Human Rights Issue**

**Key Question:** What is at the heart of this human rights issue?

**Activity Goal(s):** Deepen understanding of migration issues through activities aimed at personalizing and sharing migration experiences.

**Time:** 7 hours – 3 sessions

**Materials:** Handout 2: Origin Stories, Handout 5: Compare and Contrast Story Sheet, Migration Journal, chalkboard and chalk or paper and markers, world map, yarn, pins, and drawing pens

**Setting:** Grades 3-5

### **Step 1: Create Origin Stories about students' families or people with whom they live, and meet in pairs to share drafts.**

See Handout 2: Origin Stories. Students work in pairs to share drafts of Origin Stories. Remind students that some issues are quite personal and students should not be forced to share sensitive information. For example, some families may have entered the country illegally and so a student may not wish to share this information. See Handout 5: Compare and Contrast Story Sheet. Discuss similarities in the origin stories, as well as the human rights issues they bring up. Be sure to allow time for reflection as many stories touch emotions. One way to do this would be to have students create a drawing, poem, play, puppet show, or mind map that represents their emotions after experiencing personal and interpersonal emotional sharing. Teachers may track migration in the Origin Stories using a world map, yarn, and pins, or by drawing migration routes with a marker or pen. Continue to map origins in Activities B and C.

### **Step 2: Read a diverse selection of migration stories.**

See the bibliography of children's books for suggested titles. Please be sure that a variety of experiences are represented such as adoption, Indigenous peoples, African-American forced migration, and different cultures and time periods. For example, *The Mishomis Book*, Benton-Banai 1988, gives a wonderful example of the Ojibwe people's migration to Minnesota.

### **Step 3: Read Origin Stories in a classroom storytelling festival.**

Students host a class storytelling festival. They invite parents, grandparents and other significant adults. Storytelling teams may also schedule visits to other classrooms to practice reading their stories before the class storytelling festival or to continue sharing stories after the storytelling festival. Students identify human rights issues in their own stories or the stories of others. The class may want to generate a list of the human rights issues raised in all the stories told by class members. You may wish to repeat the above reflection piece to allow for processing of emotions and thoughts.

**Possible Evaluation/Assessment Indicators:**

- The student will demonstrate a deepened understanding of migration issues through the study of personal and individual experiences.
- The student will compare their personal stories to those read in class and identify the similarities and differences between the two.

**Activity B: Describe and Share Human Rights Stories**

**Key Question:** How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promote and protect this human right?

**Activity Goal(s):** Deepen understanding of migration issues through activities aimed at understanding issues and conflicting views.

**Time:** 3 hours – 5 sessions

**Materials:** Handout 3: Letters to the Editor, Handout 6: Mock Human Rights Commission Meeting, Migration Journal, chalkboard and chalk or paper and markers

**Setting:** Grades 3-5

**Step 1: Read articles about immigration issues relevant to the community or state and generate a working definition of “human rights”.**

Students read newspaper or news magazine articles with a variety of viewpoints concerning migration (see Handout 3: Letters to the Editor, for sample editorials on 2004 Hmong Refugees). Working in small groups, students use one of the human rights documents (Universal Declaration of Human Rights, Convention on the Rights of a Child, or the Minnesota Human Rights Act) and decide if the newspaper or news magazine articles contain any issues pertaining to human rights. Students identify and list human rights issues in the articles and share their findings with another group who is using a different document.

**Step 2: Use Fact/Fiction Activity to develop awareness of migration issues.**

See separate information on this activity in Handout 1: Fact or Fiction.

**Step 3: Collect a variety of information about migration and compile it into a Migration Journal.**

Students use newspapers, news magazines, television news shows, and interviews to collect more information about migration. (The teacher may need to provide the newspapers, news magazines, and recorded clips of news shows. Teachers coordinate with English Language Learner students, teachers, or other staff members to serve as personal community resources to be interviewed about their own experiences.) Students create a Migration Journal by recording the information that they find interesting from each source. Students may also interview members of their community about issues of migration, or guests could visit the classroom to share their migration stories and the students could generate questions to ask each guest. After recording information from a source, students should reflect on the information by summarizing it and identifying any human rights issues involved with the events in the article, guest story or interview.

Students should also discuss whether a person's rights and responsibilities depend on whether s/he is a citizen. Which ones do and which ones do not? For example, all non-citizens in the United States do have to pay taxes and register for the draft, but are not entitled to vote. However, human rights are universal regardless of one's citizenship status within a country.

**Step 4: Participate in a mock Human Rights Commission meeting.**

See separate information on this activity in [Handout 6: Mock Human Rights Commission Meeting](#) at the end of this unit.

**Step 5: Compile a class Migration Word Chart.**

Throughout the storytelling and information gathering from news articles and guest speakers, students collect words that need clarification and/or words that they wish to discuss to develop a deeper understanding of their meaning. Students add these words to the class Migration Word Chart that is posted in the classroom. Students should work together to discuss/construct meaning for these words.

*NOTE: The B.I.A.S. Project may help students find definitions.  
([http://www.mnadvocates.org/Glossary\\_of\\_Immigration\\_Terms.html](http://www.mnadvocates.org/Glossary_of_Immigration_Terms.html))*

Below are two activities that can be used to foster a deeper understanding of words:

- Students work in pairs and select words from the Migration Word Chart. For each word selected, the students create a motion that can be done by two people to show the definition of the word. The more simplistic the motion the better. Each student pair shows their motion for a word and the class votes to decide the most appropriate motion. Student pairs form a large circle and students take turns calling out different words from the word chart. Each pair of students must do the motion voted the best for the word. The last pair to do the motion is out and this continues until only one pair is left.

- Students work in small groups to create a Venn diagram that compares and contrasts two terms, such as refugee and immigrant. How are they similar and how are they different? When the diagrams are completed, the groups share their findings with the class. Create a large Venn diagram on the board that incorporates everyone's ideas.

**Step 6: Be creative!**

Use community resources to become familiar with the different cultures in your area. Participate in ethnic events, such as folk festivals, concerts, or art exhibitions. Invite guest speakers, including recent immigrants and/or immigration lawyers, community activists, and ethnic-based student groups. Encourage students to attend a variety of cultural activities and to report back to the class on their experiences. The visits and subsequent reports may be counted as extra credit toward their final grade for this unit.

**Possible Evaluation/Assessment Indicators:**

- The student will demonstrate a deepened understanding of migration issues through the creation of Venn diagrams and participation in community events.
- The student will describe a multicultural event that they attended and report back to the class.
- The student will identify new words they have learned from the Migration Word Chart.

**Note:** *The remaining sections deal with assisting students in developing and utilizing tools to help them create social change. It is important that the teacher make real-world connections to what the students are doing. When introducing concepts such as task forces, town meetings, summary reports, and newsletters, be sure to give real-life examples of how these are used in the community to create change.*

## **Activity C: Generate Human Rights Responses and Make Predictions about Their Impact on the Community**

**Key Question:** What could we do? What will happen if we do that?

**Activity Goal(s):** Develop a plan of action that addresses a human rights issue related to migration

**Time:** 3 hours – 3 sessions

**Materials:** paper and pencils, Handout 7: Action Plan

**Setting:** Grades 3-5

### **Step 1: Select migration issues and form task forces to work towards improving human rights in specific areas of interest.**

Using the lists of human rights students have collected in the storytelling and information gathering activities, students individually select three or four migration related issues or topics in that interest them. Students gather in small groups of four or five to form a task force based on their common interest in migration-related topics or issues (a task force is a group of people focusing on a specific problem or topic to recommend actions for change.) Small groups will then consider their similar issues and collaborate on one issue, deciding on a common issue that is appropriate for all students to take action on.

Students should answer the following questions:

- What aspects of this human rights issue should be changed?
- How important is it that these changes are made?
- Why? (Students may find it helpful to refer to the discussion at the end of the Fact or Fiction activity that focused on the negative impact that Human Rights violations have on the whole community)
- Who has the power to make changes? How can we influence these people to make change? (Try to help students see that they can influence change, even as elementary school students)

### **Step 2: Work in a task force to develop a plan of action.**

Action Plans should include defining human rights problems, generating possible actions, listing materials/resources needed, and predicting outcomes.

- a) Teacher demonstrates completion of Handout 7: Action Plan.
- b) Students plan actions to improve a situation or correct an injustice. This action may take the form of a protest or letter writing campaign. Other times more proactive work is appropriate, such as educating groups on an issue, designing a poster showing positive actions, organizing community events or performing community service.
- c) Students discuss and share ideas for tools that are available and suitable for them to use that will create positive change and work well for their issue.

**Step 3: Meet with another task force to get feedback about their plan of action.**

Separate task groups into pairs. Each task force shares the first draft of their action plan with another task force to get a broader perspective and feedback. Students make revisions to their draft plan based on comments from the other task force.

Sample questions for feedback include:

- Does this action plan seem geared toward the stated/indicated human rights issue?
- Is this action plan clear and organized? If not, what can we do to improve it?
- Does this action plan seem possible to accomplish? If not, what part of it does not seem possible and why?
- Do we have enough resources (time, people, money, materials) to accomplish this task? If not, what are some suggestions for either getting more resources or cutting down on the things we need?
- Do you think this action plan will accomplish what we want it to? Why or why not?

**Possible Evaluation/Assessment Indicators:**

- The student will develop a human rights action plan that deals with migration.
- The student will summarize other HR action plans that have been developed by peers.

**Activity D: Select a Human Rights Response and Take Action**

**Key Question:** What is the best response or position?

**Activity Goal(s):** Present, implement, and adjust plans of action

**Time:** variable, depending on plan of action — at least 2 hours — 2 sessions

**Materials:** variable, depending on plan of action

**Setting:** Grades 3-5

**Step 1: Present the plans of action to their classmates in a town meeting, then revise and finalize the plans of action based on feedback from their classmates.**

Students hold a town meeting where all of the task forces present their plan to the entire class. After each presentation, the task force asks for comments and feedback. Suggestions should be recorded by a designated student in each task force.

Revisions to each plan can be made and the action plans finalized after this town meeting. Sample questions for feedback include:

- Is there anything you would like to hear more about?
- Is there anything that was unclear?
- Do you have suggestions for improving this plan?

**Step 2: Implement the plan of action and make adjustments as necessary during implementation.**

Before they take action, students should determine how they will observe and collect information to determine the success of their actions. Ask some evaluative questions, such as:

- What is your primary goal?
- Are there secondary goals as well? If so, what are they?
- How will you know if your goal(s) has/have been achieved?
- What will it look like when your goal(s) is/are achieved? How will the community be different? How will individuals be affected?

**Possible Evaluation/Assessment Indicators:**

- The student will present a human rights action plan.
- The student will discuss what revisions were suggested by colleagues.
- The student will report on what final adjustments were made.

**Activity E: Interview Community Members and Collect Information about the Impact of Your Human Rights Action**

**Key Question:** What happened when we took action? Whose lives did we impact?

**Activity Goal(s):** Observe and collect anecdotal and statistical information for documentation in a journal

**Time:** variable, depending on plan of action – approximately 6 hours of student time

**Materials:** journal, video camera

**Setting:** Grades 3-5

**Step 1: Observe results, collect information, and take pictures during the implementation of the plan of action.**

- a) Students observe and collect information in a task force journal. The journal can be a notebook, a portfolio, or a computer, but it should be easily accessible to all members of the task force.
- b) Each person in the task force is assigned a certain part of the project to record (for example, in a letter writing campaign, one student records the number of letters going out and to whom they are going, while another student records the contents of the letters and the responses they receive). They do this not only to determine the success of their actions, but to document what happened. They will write a report on the anecdotal and statistical outcome(s) of their actions and create articles for a class newsletter, so it is important that they take careful notes.
- c) Students write down statements and reactions of people outside of the task force, especially those directly involved or affected by their actions. They also track changes or adaptations they make to their plan during its implementation and explain why those changes are necessary.

**Possible Evaluation/Assessment Indicators:**

- The student will observe and collect information for the human rights action plan that will demonstrate increased understanding of their chosen migration issue.
- The student will discuss the process of data collection, as well as preliminary results.

**Activity F: Reflect and Draw Conclusions on What You Have Learned  
about Promoting and Protecting Human Rights**

**Key Question:** What did we learn? Did our action have the intended impact?

**Activity Goal(s):** Summarize activity in reports and newsletter articles

**Time:** 3 hours – 3 or 4 sessions

**Materials:** Photos/drawings, paper

**Setting:** Grades 3-5

**Step 1: Prepare a summary report and write articles to be included in a class newsletter.** Alternatively, students may create a blog, or prepare an oral, written, or artistic presentation for the school or community. When task forces have completed their work (or as much as they can), they prepare Summary Reports or Progress Reports. Each group decides what are the most important actions, responses, observations and information that should be included in their report. They may refer to their action plan for structure-related ideas or they may use a chronological structure. The reports may also include photos or drawings. Additionally, the students should respond to the following questions:

- Did we effect change? How do we know?
- What skills did we learn in this process?
- How might we transfer and use these skills in other ways?
- What are our wishes for the future on this topic?
- Where do we want to take this if we want to go further?
- What further actions might we take?

**Possible Evaluation/Assessment Indicators:**

- The student will contribute to a report through writing, photography, or drawing.
- The student will explain his/her group responses to the questions listed above.

## **Activity G: Communicate and Demonstrate Your Human Rights Learning**

**Key Question:** How can we share what we learned within our schools, families, and communities?

**Activity Goal(s):** Create a class newsletter and participate in a closure activity

**Time:** Approximately 6 hours with number of sessions as needed

**Materials:** Paper and pen or computer, copier, small smooth rock

**Setting:** Grades 3-5

**Step 1: Compile and distribute a class newsletter to other classes and the community at large.** Students should compile information and stories from their task force Summary or Progress Reports to create a class newsletter that highlights the most important activities and results of each task force's work. This newsletter could be shared with other classes, read at community events, or sent to the local newspaper. Copies of the newsletter could also be displayed in the school library. If the class is creating a blog or preparing a presentation, these should be shown to the school and the larger community as well. Importantly, students discuss their reflections and conclusions to bring closure to their activities.

**Step 2: Participate in closure activity.**

Rock activity:

- a) Select a small smooth rock to represent the fact that although the students may be small they are strong.
- b) Gather the students in a circle. Ask students to pass the rock around the circle. As the rock comes to each person, s/he should share his/her wish for the future regarding migration issues in their community.
- c) Once the rock has been passed around the circle, ask the class if they would like to keep the rock in the classroom to remember their wishes, or if they would like to place it somewhere in the community.
- d) If students decide the latter, decide on a place as a group and, if possible, take a field trip to the site to leave it. Perhaps the site will be more public-- such as a refugee organization or city government building. If this is the case, you may want to mail it along with a letter written by the class explaining what the rock represents.

**Possible Evaluation/Assessment Indicator:**

- The student will communicate effectively what was learned about migration and human rights.

### **Possible Evaluation/Assessment Indicators**

It is important to examine the impact of human rights actions on families, school and community. However, assessing these impacts is more subjective than assessing impact on the individual level. In order to address this, discuss measures that indicate impact in the areas of families, school, and community PRIOR TO BEGINNING THIS UNIT. Refer to the possible impacts on four levels: (a) student, (b) school, (c) family, and (d) community (p.25). Create a checklist that can be referred to over the course of the unit to gauge impact using these levels, or the more specific student-focused indicators found at the end of each activity:

The student will:

- Demonstrate a deepened understanding of migration issues through study of both personal experiences and those of others.
- Compare their personal stories to those read in class and identify similarities and differences.
- Demonstrate a deepened understanding of migration issues through the creation of Venn diagrams and participation in community events.
- Describe a multicultural event that they attended and reported back to the class.
- Identify new words they have learned from the Migration Word Chart.
- Develop a human rights action plan that deals with migration.
- Summarize other HR action plans that have been developed by peers.
- Present a human rights action plan.
- Discuss what revisions were suggested by fellow students.
- Report on what final adjustments were made.
- Observe and collect information for the human rights action plan that will demonstrate increased understanding of their chosen migration issue.
- Discuss the process of data collection, as well as preliminary results.
- Contribute to a report through writing, photography, or drawing.
- Explain his/her group responses to the questions listed above.
- Communicate effectively what was learned about migration and human rights.