



1. What is our purpose?

1a) To inquire into the following:

transdisciplinary theme

• **Where we are in place and time**

An inquiry into orientation in place and time; personal histories; homes and journeys; **the discoveries, explorations and migrations of mankind**; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

• **Central Idea**

“Migration can lead to adaptations to the physical and cultural environment.”

1b) Summative Assessment task:

Students will respond to the prompt: How does migration lead to the adaptations to the physical and cultural environment? Provide two examples from their personal migration history and two examples from their knowledge of European and Native American migration.

Criteria	Points
Provides two examples from personal history migration	40
Provides two examples from European and Native American history of migration	40
Grammar	10
Neatness	10

Class/grade: 4th Age group: 9-10
 School: Poe Elementary School code: 49497
 Title: Migration from around the Globe
 Teacher(s): Laura Gonzales, Elizabeth Finch, Mary Haden Harris, Emily Hartzog, Lauren Baldwin, Troy Hall
 Date: September 9-October 15, 2020
 Proposed duration: 30 number of hours over 6 number of weeks

2. What do we want to learn?

Key concepts: Causation, change, connection

Related concepts: migration, adaptation

What lines of inquiry will define the scope of the inquiry into the central idea?

- Reasons populations move through the environment
- Life dependency on natural resources
- Ways physical and human factors define a region

Provocation:

(2019/2020/possibly 2021, Students were displaced from the school environment to virtual learning. This act in itself was enough of a provocation because they lived in a time of displacement, uncertainty, and isolation.

Teacher Read Aloud: “We Are Latinos” – story of students whose families have migrated to the United States who are trying to keep their home culture and still live in the United States.

Questions: Have you ever been made fun of because of your culture? Have you made fun of others because of their culture? What cultures have you adapted to your life?

How does your environment of many cultures in Houston affect you?

Students answered in online discussion board. Discussion board can be kept open for student’s comments.

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills?

What evidence will we look for?

Group discussion after provocation.

How has Houston changed over time with the migration of people?

After the discussion students will reflect on their own role in multicultural situations.

Questions for reflection:

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Graphic organizers on migration/ native tribes/ regions.

Students will compare and contrast what they know and have learned about the populations they study. Students will compare cultures' clothing, shelter, available resources, region they live in, forms of government. Each class will adopt and research one Native American tribe. They will conduct research through internet and book resources using a teacher made questions and stems. Each class will create a "museum exhibit" for their tribe. As all classes walk through each classroom they will have questions they must answer from different classrooms exhibitions.

As students read related resources (studies weekly, tribe books, Captives), students will list ways the migrating European populations adapted to Texas when they first arrived to the new world.

Venn Diagram or Graphic Organizer of choice:

Students will compare and contrast challenges a recent immigrant child with a child born in the United States.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Students will work in small groups to identify regions in Texas and note key information and characteristics about that region. Students will create a map of Texas with the regions and major cities identified.
- Students will compare and contrast locations in their assigned region and detail ways in which the two locations contrast. Students will create a visual representation of their region following a rubric. Students will present their region to the class.
- Students will identify renewable and nonrenewable resources found on Earth. Students will list ways resources are used by humans. Students will identify ways Humans have altered the Earth in order to find natural resources. Students will organize ideas using a graphic organizer.
- Students will create a graphic organizer about a native tribe of Texas. Students will identify actual reasons indigenous populations migrate and what natural resources were available for them to meet their needs of survival. Students will present their organizer to the class. Through oral discussions, classes will compare and contrast tribes. (Regions of Texas Notecards)

Students will read a variety of Realistic Fiction about culture, native America and European settler nonfiction and historical fictions books from MyOn, Discovery Education, and HMH textbook and HMH level readers that apply. Example of realistic fiction: "We are Latinos", "The Year of the Rat", "Cooper's Lesson", videos on migration from Discovery Education

- Personal Study: Students will create a Buffalo Bag. The bag will contain symbols representing their family's migration from other parts of the world to The Gulf Coast. Students will include a timeline and a map that has their migration highlighted.
- Classes will map out each cultures' migration on a world map and compare/contrast each cultures migration through oral discussion and graphic organizers.
- Rubric for grading the Buffalo Bag is attached.

The activities described above allowed students the opportunities to develop the following attributes: When students reflect on the study, they will identify attitudes they displayed and which attitudes they need to improve on.

Attitudes; Curiosity- Students will think about their own family's migration and ask

questions about their own migration.

Appreciation- Students will show appreciation for other cultures.

Tolerance- Students will show sensitivity to the diversity of other cultures.

Learner Profile: Knowledgeable, Thinker, Inquirer, Communicator, and Reflective.

Skills- Students will research, practice communication, self-management, and critical thinking skills. Students will research different nomadic tribes. Students will communicate their findings through class presentations. Students will have to use critical thinking as they research other cultures migrations.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

- Realistic fiction of children migrating to US/HMH and MyOn
- Texas Native American Resources from class and school Library.
- Computer lab/classroom computers for researching other time periods and other locations around the world
- Texashistory.com
- Studies weekly magazines- First quarter- Magazines focused on native tribes and Spanish migration.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

The students will take the skills used to observe the classroom and school environment to think on a more global scale. Students will work with parents to create the story of their family migration to Houston. Parents and other family members are also invited to share their migration journey.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

2020-2021 Buffalo Bag Project: In a virtual class setting, discussion wasn't perhaps as authentic feeling as students shared, but the work and dedication was still evident. It was heartwarming to especially hear some reluctant students shine when they shared their family migration story. Realistic Fiction study of migration: Bullying was definitely a topic discussed this year more than other years. It is believed that was the result of having added realistic fiction stories of children recently migrated to the U.S. and the struggles they shared. Students related to their struggles.

2019-2020

Post-Its, Experiences, discussions, research, presentations, posters, cultural garb/awareness clothing. They gained understanding by researching their culture with family and presenting to the class.

They gained understanding of world cultures based on the class population.

2018-2019

Post-its, journal writing, Venn diagrams, experiences- provocation, research, presentations of findings, posters

Some students gained a better understanding of their own personal migration history while other students struggled do to a lack of resources. Adding an alternative research focus on a famous person will allow students that are not able to research their own family to participate fully in the project.

Students were able to use prior knowledge of migration to describe why individuals migrate and explain their families migration.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

2019-2020

Presentations from adults concerning different cultures.

Map skill practice

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- Develop an understanding of the concepts identified in "What do we want to learn?"

Causation: What are the reasons people migrate? Students shared through Buffalo Bag why their families migrated to Houston. This was an autobiography of the students life- centered around migration and how the student's family got to the current destination of Houston. Over 15 countries are currently represented in our class with either first or second generation immigrants. Class created graph to compare reasons and tally most common reasons.

Change: How do environments such as cities change with the influx of immigrants? What do immigrants bring to their new environment? Students experience new ways of living such as food, family stories, and opinions from the many different immigrant groups. Students read several realistic fiction based upon true stories about students in new environments. Students designed class essential agreements taking into consideration different cultures. The sharing of experiences altered many perspectives.

Connection: How do we develop relationships among different cultures? What bonds do we have living in the same community that make us stronger together than apart? Students listened to family stories and connected to similar experiences such as school, siblings, and favorite books and games.

- Demonstrate the learning and application of particular transdisciplinary skills?
 - Research Skills- Students researched different populations and individual people that have migrated and explored the world throughout history. Using The Gulf of Mexico region of North America as a focus, students research the different European countries that have tried to claim resources available and the effect their settlements had on the land and people living their today.
 - Communication skills- Students will communicate their understanding of central idea through student lead presentations on their Buffalo Bags.
 - Social Skills- Students use social skills as the work in collaborative groups to complete small group research assignments and science labs.

Activities were well reinforced. Will continue next year.

2018-2019

During activities students will discuss central idea as a whole group, prior to the summative.

Students will write an autobiography about their life. They will include how to adapt to new environments (changing teachers, houses, schools).

Pictures of environments need to be made available on the Smart board. The quality of the copy affected students' ability to analyze environmental resources.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Through reflection pieces, group discussions, students were able to relate past migration patterns to current day migration patterns.

- Self-Management Skills- The students used self-management skills while participating in the Provocation and Buffalo Bag activities for time management.

- Develop particular attributes of the learner profile and/or attitudes?

Open Minded of other cultures;

Virtual learning compared to migration: combination of reflective and risk taker/courageous- migration journey prompted thoughts about what it took to leave a known life for the unknown. There was lots of honest discussion about how it felt to be displaced from school and learn in a totally new way. Students shared their frustrations of being distanced from friends.

Reflective- how they came to this country and why; Responded through journal writing after observations in another classroom environment.

Open minded- thinking of other

Risk Taker- presentations

Communicators: students were able to communicate their findings through presentations and journal writing, and partner discussions.

Thinkers: Through changing from classroom to virtual learning the students were able to appreciate other environments and adapting (attitude of appreciation).

Inquirers: Through research and discussions students were able to satisfy any lingering "wonder wall" questions.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

2020-2021

Why did my family migrate?

Why do so many families migrate? What conditions prompted migration?

Why do some families choose NOT to migrate?

Is migration always an emergency?

How do they get here?

Why can't people find work in their home country?

Are recently arrived immigrant students vulnerable to bullying?

Students curious and reflective about how most families migrated to Houston for employment. Eye opener for children to realize the importance of work to sustain a family. Student initiated discussions about bullying occurred. The central theme was how prevalent it was when they were in the school building. Students discerned that migration can lead immigrants vulnerable to power cultures.

Demonstrate and understand timelines, sequences, time order.

Process- things happen through time and in the world. Time and movement in the world.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

9. Teacher notes

2020-2021

Students' concept of migration changed from why my family came to Houston to why many people migrate to Houston and the vulnerable position it puts an immigrant in.

Concept of migration and adaptations- animals and humans need to adapt to different locations for different circumstances (jobs)- science

.Collect sticky notes for questions in a plastic baggie. Display questions. Use online sticky note for virtual learning.

Display questions for unit of inquiry on anchor chart paper- students use markers to write their questions and responses. Virtual – provide discussion board opportunities

What student-initiated actions arose from the learning?

Students discussed student council for Poe. Discussion regarding bullying.

Research about self and family. Understanding why things move in sequential order.

Understanding processes.

Addressing questions- QA session

Dressing in tradition dress.

Reflection about other cultures.

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Teachers were able to observe the leaders in the class that took initiative.

Teachers observed students sharing ideas among the group.

Teachers observed students team-building and communicating.

