Planning the inquiry:

1. What is our purpose?

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 humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives

- **central idea**

People’s migratory patterns can be explored through the context of human survival.

**Summative assessment task(s):**

What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

- **Causation**: Migratory patterns are caused by environmental conditions (climate change), social and political and economic systems.

- **Change**: What does it take to survive in a new culture or environment?

- **Responsibility**: Human prosperity and survival depends on our sense of responsibility towards each other.

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

- What are some historic migratory patterns? Early Human Migration?
- Types of Migratory patterns: voluntary/involuntary, accidental, environmental, social/political
- Impact of human migration on environment
- Current patterns of migration - Syrian and Mexican Migration

What teacher questions/provocations will drive these inquiries?

**Day One and Two**


Teacher guide to video: [http://www.nhptv.org/natureworks/nwep4tg.htm](http://www.nhptv.org/natureworks/nwep4tg.htm)
Day 3 and Four
3. Early Human Migration:
https://www.eduplace.com/kids/socsci/ca/books/bkf3/imaps/AC_02_047_migration/AC_02_047_migration.html

Students use the information provided and copy maps to visually see how early humans travelled across continents. Map illustrations will help students create a visual representation documenting the reasons for migration as well as the means.
Upon completion students hang their drawings and have a short gallery walk. Students discuss best work and reasons why.

Day 5 and 6
Smithsonian Read # 1
Students read the Smithsonian article and highlight every piece of information or clue given about human migration out of Africa. Students work in small groups and do a jig-saw activity with this complex article.
Students can create a visual outline and present in small groups.

4. Khan Academy: Migration Patterns:
Students will complete the activity from this video

Day 7, 8, 9, 10
Migration Types: Voluntary and Involuntary
Voluntary: Entry into the US: The Ellis Island (http://www.tec-coop.org/lesson-plan/immigration-experience-4th-grade-unit)
Days 11, 12, 13, 14, 15 Students will work on developing their writing skills in the context of expository text. Specifically: Students will choose a country to explore and begin research and writing about immigrants from that country who have come to the United States. Specifically, students will use the cause and effect strategy to develop their expository essay.

Students will write expository text that details three claims about immigrant groups and supports them with evidence from text/research. Writing workshop will include: CCSS’s, drafting/redrafting, expository writing style (specifically, sequential text). Mini lessons to include: thesis statements, attention-getter, introductory sentences, YouTube video describing expository style: https://www.youtube.com/watch?v=50GwjMXhsJU

Burrall: Students read The Circuit by Francisco Jimenez, which gave them a real life example of what it was like to be a migrant farm worker from Mexico in the 1940’s. They were drawn into the experience of the author and were upset when they learn at the end of the novel that the main character might be deported to Mexico. Students were then able to use their reactions to make their arguments and inform their debate about undocumented workers in the US.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Acquisition of knowledge
Students will have an opportunity to gain specific facts, ideas, vocabulary about migration using digital tools and research

Comprehension
Once they understand migration students will interpret different migration events in history and interpret the cause and effect of migratory patterns

Analysis
Students will be asked to take apart the idea of migration and compare and contrast the struggles of separate
5. What resources need to be gathered?

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

Teacher guide to video: http://www.nhptv.org/natureworks/nwep4tg.htm


6. YouTube video describing expository style: https://www.youtube.com/watch?v=50GwjMXhSjU

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.

We viewed a video on animal migration, in order to introduce reasons for movement. Then we linked it to human migration, and identified similarities/differences. Students inquired about “refugees,” which led to an impromptu discovery of what constitutes a refugee. Students created Venn diagrams comparing human/animal migrations, and researched specific examples to relate to each reason specified.

Burrall: Students used this information to write an essay comparing and contrasting animal migration with the movement of groups of people. They used this information to write reflections in a Migration Learning Log. The students used this learning log as a goal setting document and declared their personal learning goals. These logs were used also as a journal of notes, quick writes, reflections and a place for citations and record of their research.

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.

I would like to have provided them more examples of the various types of migration, before having them dive into their individual inquiry projects. I’d like them to have left with a more well-rounded base of knowledge surrounding migration. On the flip-side, they did “dive deep” into the topic they researched.

Burrall: A modified rubric could be developed to give more explicit assessment of student essays. All of the students were asked to write an essay that explored how their chosen immigrant group came to the US from their country of origin. Students had choice of narrative or expository writing, but all had to include rigorous facts with explanation of historical, cultural and social adjustment of the immigrants.

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?” What are some historic migratory patterns? Early Human Migration?
- Students created maps to show their understanding of early human migration
- Students analyzed the causes and effects of the Syrian refugee crisis as an example of the cause/effect expository writing style.
- Students took it upon themselves to interview family members on the struggles they encountered as a result of immigration to the United States. In each case, explain your selection.
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.

“What is a refugee?” Students discussed what made a refugee. They were under
the impression that refugee/immigrant were interchangeable. We explored an
immigrant student’s story, then looked up the definition for refugee, and discussed
the differences.

A few students asked questions such as “How was my family affected by their
immigration to the U.S.” They explored this via research for their projects.

Burrall: The students came up with a wide range of projects for presentation at
Inquiry Fair and showed a great deal of creativity and initiative. Many students wrote
narratives in which they described a particular character and their experience of
coming to the US. Two students explored Polish Immigration and posted facts and
artifacts in suitcases to demonstrate how immigrants could only bring a limited
number of possessions, books, letters, etc. Several students chose to interview
immigrant parents and report on their findings. One student interviewed the husband
of our classroom aide and described his experience of coming from Greece to the
US.

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.

What student-initiated actions arose from the learning?
Record student-initiated actions taken by individuals or groups showing their ability to
reflect, to choose and to act.

essays because they could integrate several different areas.

Burrall: The use of the Migration Learning Logs was very effective in helping
students record the process of their learning and to keep up with their research
goals. This built in reflection throughout the 5 week unit, and students reported that
they were more successful in writing their final

The students also did a close read of Robert Charles, The Story of Immigration,
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