| **Grade 3 Unit 3 Exploration and Migration** | |
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| **Unit Overview** | |
| Earth has been continuously explored for its resources, a process that has resulted in cultural contact with both positive and negative consequences. As humans explore and occupy different world regions, these areas are impacted by changes in population and culture. Increases in populations require corresponding increases in resources and access to those resources. Within particular regions, opportunities are created for inquiries into how conditions in two regions or countries create a migration flow. Culture groups across various world regions continue to interact through economic, social, political, and environmentally-driven migration. Students will use inquiry to explain how and why people decide to migrate or settle in a region involuntarily and voluntarily.  *The unit sequence follows a progression to scaffold student thinking. Guiding questions are provided to help students answer the Overarching Inquiry Question. The suggested inquiry activities may take multiple class sessions, or could span an entire year. Do not feel that each lesson sequence should be completed in one class period.* | |
| **Overarching Inquiry Question** | |
| **Why do people explore and migrate across regions?**  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Applied Geography**: Students will study how geographic literacy skills are used to solve problems we face today.  **Human Systems**: Students will study human activities and characteristics across Earth. Students will explore economic systems, political systems, and migration and settlement patterns. | |
| **Skills Emphasis at a Glance** | |
| 1. In order to understand the “why” behind human exploration and migration, students are prompted to examine why humans have explored and occupied different world regions.   *This concept allows students to work with maps and mapping tools to show where exploration affected various populations and cultures positively and negatively.* | |
| 1. As populations change, there are social, economic, and political changes.   *Research the social, political, and economic impacts of Exploration in the New World, such as the rise of wealth and/or competition between European countries, the enslavement and forced migration of people from Africa, or the Trail of Tears.* | |
| 1. Historically, people encounter conditions in one location that encourages or discourages the migration of others. New destinations are often based on conditions in their current location   *Students should examine why humans have decided to and continue to migrate – voluntarily or involuntarily – to different world regions, including reasons related to work opportunities, social or political persecution, and changing environmental conditions.* | |
| 1. Once these factors have been identified, inquiries into migration patterns at different scales, including local and global, can be explored.   *The connections created by these movements create global patterns of citizens moving within their own countries, for example from rural to urban areas, between countries (for example from Spain to the United States of America) and between regions, such as movements from the Piedmont or Sandhills to the Coastal Zone of South Carolina.* | |
| 1. Working with maps and mapping tools to show where migration affects populations in both sending and receiving locations is essential to understanding migration.   *Map migration patterns of populations including both sending and receiving locations. For example, students could examine then map early settlements such as French Huguenots, English, European Jews, and German-Scotch Irish then assess the cultural, social, and political effects on those areas.* | |
| **Standard(s)** | |
| **3.5.1.HS:** Investigate and explain the economic, social, and political motivations behind human exploration of Earth.  *Purpose: This indicator prompts students to examine why humans have explored and occupied different world regions, including reasons such as resource exploration, the desire to spread religion, and empire building.* | |
| **3.5.2.AG:** Use maps and other geographic representations to identify exploration patterns throughout Earth history.  *Purpose: This indicator allows students to work with maps and mapping tools to show where exploration, as described in the previous indicator, affected various populations and cultures.* | |
| **3.5.3.HS:** Investigate and explain the economic, social, political, and environmental motivations behind human migration and how places can change as a result.  *Purpose: This indicator prompts students to examine why humans have decided to migrate – voluntarily or involuntarily – to different world regions, including reasons related to work opportunities, social or political persecution, and changing environmental conditions.* | |
| **3.5.4.AG:** Use maps and other geographic representations to identify how migration patterns affect people and places.  *Purpose: This indicator allows students to work with maps and mapping tools to show where migration, as described in the previous indicator, affects populations in both sending and receiving locations.* | |
| **I Can Statement(s)** | |
| * I can investigate and explain the economic, social, or political motivations behind human exploration of Earth. * I can use maps (and other geographic representations) to identify and describe exploration patterns. * I can investigate and explain the economic, social, political, or environmental motivations behind human migration. * I can use maps to explain migration patterns. * I can explain how people and places can change as a result of human migration. * I can explain why humans explore and migrate to different regions. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| Explain the goal of the unit study to students.  Students will describe the exploration patterns of the country/region they chose to study in Unit 1. For the third unit, students focus on the economic, political, and social motivations for exploring. Students should describe migration patterns and motivations for migration in the country/region. Encourage students to connect back to the overarching inquiry question about why humans explore and migrate across Earth. | Teacher will set the purpose for learning. Students will use one country or region to study this year and apply the learned geography skills to a project that is formatted in the teacher or students’ choice. As you begin to plan this unit, select a model country to use that students may not select for their own project. Use this country in your examples throughout the unit as you discuss the I Can Statements and skills.  For example, the teacher could model applying these skills with The United States. The teacher could choose to have students present their findings in different ways (small groups, partners, with students from other countries/regions on their continent, whole group, virtually) for the end of the unit. |
| Guide a conversation with students to discuss what it means to explore and why they think people explore. Students could share about where they would like to explore and why. | It is important for students to understand that people explore for a reason. Their motivation often guides where they go and what they do when they arrive.  Teacher may consider asking guiding questions, such as:   * What does it mean to explore? * Have you ever been exploring? * Can you think of any famous explorers? What are they known for? * Why should people explore? * Is exploration a positive or negative thing? |
| **I can investigate and explain the economic, social, or political motivations behind human exploration of Earth.** | |
| Students will work with the teacher to define the terms economic, social, and political motivations.  Students will record motivations of exploration to the United States (or another country chosen by the teacher). Students can then classify the motivations that were identified as economic, social, or political. | Teacher should begin by defining the terms economic, social, and political motivations (give examples of each- money, jobs, interactions with people, law/rules, claiming land, etc.) Associate these terms with real-world images and symbols to support meaning.  Teacher may want to have students record these motivations on index cards or something that can move from one category to the next. Encourage students to justify their sorts with evidence and link these arguments back to the academic vocabulary (social, economic, and political). This sort can be conducted on chart paper, triple Venn-Diagrams, white board, electronically, etc. Students should understand that some motivations could overlap categories.  This is an opportunity for teachers to use the country that they chose to use as a model country for the yearlong project. For example, if they are using the United States, teacher could give instruction that utilizes materials and resources related to European Explorers from previous standards as examples for students to classify and discuss. One possible site is [ESRI Story Maps for European Explorers](https://www.arcgis.com/apps/MapJournal/index.html?appid=1c89578de6214fdd9b8ab157fc51acee).  [PBS resources on World Explorers](https://scetv.pbslearningmedia.org/collection/pbs-world-explorers/)  Things to think about:   * How are you helping students see the importance of exploration? * How are you showing students exploration outside of South Carolina? |
| **I can use maps (and other geographic representations) to identify and describe exploration patterns.** | |
| Students will explore maps of major exploration patterns in small groups, focusing on big ideas (location, direction, etc.).  Students will record ideas and draw conclusions about the exploration patterns using teacher prompts and questions for guidance. Their notes can be both verbal and visual. This may help with sharing their findings.  Students will share their findings with others. Students could do this by creating an image, a writing, a Google slide, or a verbal presentation. | Teacher should provide maps of major exploration patterns for students to analyze in small groups- give each small group a map of exploration from a different country (Spain, France, England, etc.). Teacher could consider using maps from people groups that were discussed during exploration. This would allow students deeper analysis of the motivations for exploration (economic, social, or political).  Provide a guided list of specific questions to guide student observations. For example:  -What countries were explored? Who explored them?  -Why did the Spanish explore the southeastern United States (repeat this structure with different groups and regions)  -Did multiple groups explore the same geographic regions? If so, why?  - What patterns do you notice about the exploration of each country?  - Based on the location of the country, how do physical features affect exploration of this country?  After groups have completed their analysis, have small groups share out to the whole group; encourage students to make connections between exploration patterns. Teacher should allow students to share out by creating an image, a writing, a Google slide, or a verbal presentation.  Suggested resources to use with students:  [European exploration - The land routes of Central Asia](https://www.britannica.com/topic/European-exploration/The-land-routes-of-Central-Asia)  [The Spanish conquistadors and colonial empire (article)](https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/spanish-colonization/a/the-spanish-conquistadores-and-colonial-empire) |
| **I can investigate and explain the economic, social, political, or environmental motivations behind human migration.** | |
| Guide a conversation with students about migration and the difference between migration and exploration.  Students will create a Venn Diagram to compare and contrast migration and exploration. | Possible guided question prompts:  -Have you taken a vacation or moved before? How are these two actions different?  -What do you do if you visit some place for a short period? How is that different from visiting for a longer period?  -Can you think of any animals that migrate? Why do they migrate?  Encourage students to notice the permanency/semi-permanency and differentiate between migration and exploration in their conversations.  Teacher could create a chart mapping student conversations to reference later for push/pull factors and other migration conversations. |
| Students will work with the teacher to analyze stories about migration. (Teacher read alouds or instruction from previous standards about people groups who migrated to the United States.)  Students will watch a [YouTube](https://www.youtube.com/watch?v=54xM8VlgP7s)/[Safetube](https://safeyoutube.net/w/IJG8). about push/pull factors. You can also substitute or supplement the video with the [Migration: Pull and Push Factors](http://eschooltoday.com/human-migration/the-pull-and-push-factors-of-migration.html) article from eSchooltoday. Students will analyze examples from read alouds or teacher instruction to determine the push and pull factors that caused the characters or people groups to migrate.  Students will write a six-word summary about push factors and a six-word summary about pull factors. | Teacher could do read alouds to encourage students to make connections to themselves, the text and to the world about migration. Model for students how to make connections between the events that are happening and the factor that affected them (for example, if a character moved because they got a job that would be a pull factor for them to go to a new place). After read alouds, encourage students to go home and have conversations with their families about their own migration stories.  Suggested read alouds may be found in digital (Epic) and physical libraries:   * “All the Way to America” by Dan Yaccarino- notice migration across countries and within country * “Pancho Rabbit and Coyote” by Duncan Tonatiuh- notice push and pull factors * “Mama’s Nightingale” by Edwidge Danticat- notice challenges for immigrants   Teacher can give instruction that utilizes materials and resources related to settlement in South Carolina (French Huguenots, Scots-Irish, Germans, English, etc.) from previous standards as examples for students to look at for migration.  Things to think about to:   * Are you helping students identify motivations for migration? * How can you help students make a connection with migration?   If teachers need additional information about six-word summaries, visit [Spotlight On Strategies: Change It Up! Six Word Stories](https://blog.discoveryeducation.com/blog/2018/11/13/spotlight-on-strategies-change-it-up-six-word-stories/).  Teacher could use [FlipGrid](https://info.flipgrid.com/) as an opportunity for students (and families) to share their own stories and connections to migration (inside the classroom and outside of it). If teachers need additional information about Flipgrid, visit [The Educator's Guide to Flipgrid eBook.pdf](https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view). |
| Students will explain the difference between voluntary and involuntary migration.  Students will discuss the involuntary movement patterns of enslaved Africans in South Carolina’s history.  Students will do an open-mind portrait using an image of a boat, connecting what they learned about enslaved Africans to involuntary migration. | Teacher could use previous read-alouds (full list below) to prompt student thinking about whether or not the characters had a choice in migration.  Possible topics to discuss voluntary vs. involuntary migration:   * Slavery * Persecution * Jobs * Military * Education   Teacher should discuss the involuntary movement patterns of enslaved Africans in South Carolina using resources such as a map of [Transatlantic Slave Trade](https://dp.la/primary-source-sets/the-transatlantic-slave-trade/sources/328) and maps of [Global Slave Trade](https://www.slavevoyages.org/voyage/maps#introductory-). PBS also has a visual story of the [African-American Migration Story](https://scetv.pbslearningmedia.org/resource/mr13.socst.us.migration/the-african-american-migration-story/).  Teacher could utilize materials and resources related to slavery in the South Carolina colony from previous standards as examples for students to discuss.  [SCEncyclopedia](http://www.scencyclopedia.org/sce/entries/slave-trade/)(Teacher resource related to slavery in South Carolina.)  If teachers need additional information about open-mind portraits, visit [Open Minded Portraits: This Week's Homework](https://ourglobalclassroom.org/2013/02/26/open-minded-portraits-this-weeks-homework/) or [Open-Mind Portrait](https://lesn.appstate.edu/fryeem/re4030/openmind_portrait.htm). |
| **I can use maps to explain migration patterns.** | |
| Students will analyze migration patterns to and from their local area using the [US Census map](https://flowsmapper.geo.census.gov/map.html).  Students will analyze major migration patterns from history using maps and data.  Students will explore specific migration patterns using the World Migration Map on [Metrocosm.com](http://metrocosm.com/global-migration-map.html).  Students will pick one specific migration pattern to explore independently.  Students will share the push/pull factors that affected their migration pattern. | Teachers can use the [US Census map](https://flowsmapper.geo.census.gov/map.html) to put in their home county and see the incoming and outgoing migration. (Use the toolbar on the left side of the screen to select the county and data to show.)  Teachers can use the [Migration Data Table](https://media.nationalgeographic.org/assets/file/Migration_Data_Table.pdf) from National Geographic to show numbers of people who migrated in 2010. Students could model the migration patterns on National Geographic’s [blank map template](https://media.nationalgeographic.org/assets/file/world-1pagemap-nolabels.pdf). If time allows, students could investigate why people were not migrating out of the United States.  Teacher should model how to use the [World Migration Map](http://metrocosm.com/global-migration-map.html) on Metrocosm.com and allow students some time to explore it before focusing on one pattern. Students will need outside resources to gather information about the migration of the country.  Another mapping resource that focuses on the immigration to the United States can also be found on [Metrocosm.com](http://metrocosm.com/us-immigration-history-map.html). |
| **I can explain how people and places can change as a result of human migration.** | |
| Students will discuss Christopher Columbus’s exploration of North America and the effect on the indigenous populations (pros and cons).  Students will discuss the potential impact on their community if there was a surge in people moving into or away for the area. Students should address both the positive and negative effects.  Students will revisit the migration pattern that they researched and analyze the effects on the country that was migrated to and the country from which people migrated. | Teacher can use any major exploration as an example of impact on indigenous population.  Suggested resources for teaching about Christopher Columbus:   * Read aloud: [Encounter](https://www.scholastic.com/teachers/books/encounter-by-jane-yolen/) by Jane Yolen * BrainPop video about [Christopher Columbus](https://www.brainpop.com/socialstudies/famoushistoricalfigures/christophercolumbus/)   During discussions about their community, encourage students to think about how resources would be affected both positively and negatively:   * Places: Land/Water resources, supply and demand factor * People: Language, culture, education, religious freedoms, health concerns * Structures: retail spaces, houses, restaurants   Suggested resources for effects of migration:   * eSchool Today article about impact on destination [article](http://eschooltoday.com/human-migration/impact-of-migration-on-destination-country.html) * eSchool Today article about impact on home country [article](http://eschooltoday.com/human-migration/migration-impact-on-home-country.html) * Data from FairUS.org about [South Carolina immigration](https://www.fairus.org/south-carolina) * Data about South Carolina Immigration from [American Immigration Council](https://www.americanimmigrationcouncil.org/sites/default/files/research/immigrants_in_south_carolina.pdf) * Post and Courier article with information about [South Carolina growth](https://www.postandcourier.com/business/real_estate/people-moving-from-other-states-made-sc-6th-fastest-growing-as-us-birth-rates-slow/article_c9af2b82-2b2b-11ea-8097-23a834338579.html) |
| **I can explain why humans explore and migrate to different regions.** | |
| Students will describe the exploration patterns of the country/region they chose to study. For the third unit, students focus on the economic, political, and social motivations for exploring. Students should describe migration patterns and motivations for migration in the country/region. Encourage students to connect back to the overarching inquiry question about why humans explore and migrate across Earth. | Tasks for Unit 3:  -Describe major migration patterns  -Identify push and pull factors for the region/country  -Describe impacts from outside regions (leadership or power from another nation, etc.)  -Create map to show migration patterns (digital or paper) |
| **Resources** | |
| For suggested content, see the [Grade 3 World Geography Alignment Guide](https://ed.sc.gov/instruction/standards-learning/social-studies/resources/).  **Mapping Resources:**  Metrocosm.com map of US Immigration <http://metrocosm.com/us-immigration-history-map.html>  Metrocosm.com map of World Migration (2010-2015)  <http://metrocosm.com/global-migration-map.html>  [Map of World Migration Patterns](https://media.nationalgeographic.org/assets/file/0090b_Worksheet.pdf) from National Geographic  **Literature Resources:**  First Generation: 36 Trailblazing Immigrants and Refugees Who Make America Great, by Sandra Neil Wallace and Rich Wallace  The Name Jar by Yangsook Choi  Angel Child, Dragon Child by Michele Maria Surat  All the Way to America: The Story of a Big Italian Family and a Little Shovel by Dan Yaccarino  Adrift at Sea by Marsha Forchuk Skrypuch and Tuan Ho  Mama’s Nightingale: A Story of Immigration and Separation by Edwidge Danticat  One Green Apple by Eve Bunting  Grandfather’s Journey by Allen Say  Dreamers by Yuyi Morales  The Day the War Came by Nicola Davies  The Voyage by Robert Vescio  Gleam and Glow by Eve Bunting  Encounter by Jane Yolen | |

**References**