

**Historical Literacy**  
**Lesson Plan 1**  
**Introduction to Migration**  
**Brenda Marshall**

**LESSON DESCRIPTION**

In this lesson, students will gain an initial understanding of Human migration. Students will learn what human migration is and why people migrate. They will develop an understanding of migration by exploring how they and others arrived at the place they live in now.

**GRADE**

3<sup>rd</sup> Grade Elementary Social Studies

**TIME REQUIRED**

One - Two class periods

**BENCHMARKS**

**History Standard Four (grade 3)**

Students will develop an awareness of major events and people in the United States and Delaware history; who lives here and how they get here (immigrants, demographics, ethnic and religious groups).

**English language Arts Standard Three (grades 3)**

Students will access, organize, and evaluate information gained by listening, reading and viewing.

**ESSENTIAL QUESTIONED ADDRESSED**

**Why do people migrate?**

**ENDURING UNDERSTANDING**

Migration is a continuing theme throughout the history and development of the world nations. In the study of history it is transferable understanding that is necessary to have in order to grasp other ideas and concepts of history and social studies.

## **MATERIALS**

### **Handouts**

Handout A: KWL

Handout B: Vocabulary Map

Handout C: Reasons for Move

### **Materials**

chart paper or overhead projector

transparencies

markers

dictionaries

## **PROCEDURES**

1. The teacher introduces the lesson by posing this question, does anyone or anything remains in the same place all the time? Allow students to respond. Write the word migration on a large KWL chart. Post chart on the board.
2. The teacher will activate prior knowledge by giving each student a KWL chart. Ask each student to fill in the K section with all the information they know about migration. Most responses at this level will probably refer to animal migration.
3. Ask students to share their responses and record them on the larger KWL (you can also do this on an overhead). At this point have students fill out the vocabulary map for the meaning of migrate with a picture and a definition of this word. Students will write a definition of the word and draw a picture to show the meaning of the word. Students may use a dictionary to write the meaning. Discuss student responses and definitions of the word migrate.
4. Tell students they will be completing a unit of study to learn about human migration. Pose this question to students. Why do people move from one place to another place? Have the students fill in the W section of their chart with things they would like to know about human migration.
5. When the students have completed the W section have them share their responses and post them on the larger chart. Then have the students complete the vocabulary map. Discuss the definitions and share drawings. Tell students these words are important to our lesson on migration.
6. Put students in groups of four. Give students handout sheet 2. Direct students to discuss these questions: “Have you and your family or someone you know, moved from one place to another?” Why did you move? Direct students to list all the reasons people moved from one place to another.
7. Post a chart with 3 columns, labeled reasons for moving, push force and pull force. List all reasons on the chart. Briefly review the meaning of force, push and pull. Have students demonstrate a push and a pull and the fact you have to use force in order to cause movement. Discuss how this would apply to why people move from one place to another ( example: Katrina or MBNA layoffs). Things happen to cause

- people to move away from a place (push) or draw them to a place (pull). Have students identify their reasons as push or pull forces.
8. The teacher introduces the lesson by posing this question, does anyone or anything remains in the same place all the time? Allow students to respond. Write the word migration on a large KWL chart. Post chart on the board.
  9. The teacher will activate prior knowledge by giving each student a KWL chart. Ask each student to fill in the K section with all the information they know about migration. Most responses at this level will probably refer to animal migration.
  10. Ask students to share their responses and record them on the larger KWL (you can also do this on an overhead). At this point have students fill out the vocabulary map for the meaning of migrate with a picture and a definition of this word. Students will write a definition of the word and draw a picture to show the meaning of the word. Students may use a dictionary to write the meaning. Discuss student responses and definitions of the word migrate.
  11. Tell students they will be completing a unit of study to learn about human migration. Pose this question to students. Why do people move from one place to another place? Have the students fill in the W section of their chart with things they would like to know about human migration.
  12. When the students have completed the W section have them share their responses and post them on the larger chart. Then have the students complete the vocabulary map. Discuss the definitions and share drawings. Tell students these words are important to our lesson on migration.
  13. Put students in groups of four. Give students handout sheet 2. Direct students to discuss these questions: “Have you and your family or someone you know, moved from one place to another?” Why did you move? Direct students to list all the reasons people moved from one place to another.
  14. Post a chart with 3 columns, labeled reasons for moving, push force and pull force. List all reasons on the chart. Briefly review the meaning of force, push and pull. Have students demonstrate a push and a pull and the fact you have to use force in order to cause movement. Discuss how this would apply to why people move from one place to another ( example: Katrina or MBNA layoffs). Things happen to cause people to move away from a place (push) or draw them to a place (pull). Have students identify their reasons as push or pull forces.

## **DEBRIEF**

Ask: What is migration? Why do people migrate? Have students list what they learned about the reasons (cause and effects) for people moving from one place location to another in the L section (use large postit notes for students to write their reponses to place in the L section). . Have students write a paragraph to summarize what they have learned from the lesson.

## **ASSESSMENT**

Read Leah’s Pony

**Writing Prompt:**

The farmers are leaving Leah's state. Leah's best friend moved and wrote her a letter explaining why her family had to leave. Pretend you are Leah's friend and write a letter to Leah to explain why your family had to leave.

Handout B

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Write the definition in the box and draw a picture to help explain the definition.

### Vocabulary Map

<p><b>migrate</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><b>force</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><b>push</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p><b>pull</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

Reasons for Move Handout C	Push Forces	Pull forces

Handout A

Name \_\_\_\_\_

Date \_\_\_\_\_

**Migration**

<b>K</b>	<b>W</b>	<b>L</b>