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Course/Grade: AP Human Geography (9-12)

Lesson Title: Migration: Refugees and Internally Displaced Persons

Concepts applied: Heidi Hayes Jacobs's idea of assessment through authentic performance, Luyen Chou's mention of letting students research, *Educating for Global Competence*, Asia Society: Chapter III "Globally Competent Students Investigate the World", and Chapter VI: "Globally Competent Students Take Action", and 21st century technology use

Gaudelli's Frames for Global Learning: cosmopolitan, critical social justice, world governance/human rights

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p><i>from College Board: AP® Human Geography:</i></p> <p>Content Area II: Population and Migration</p> <p>Section C: Migration</p> <p>Item 1. Types of migration: transnational, internal, chain, step, seasonal agriculture (e.g., transhumance), and rural to urban</p> <p>Item 3. Push and pull factors, and migration in relation to employment, quality of life</p> <p>Item 4. Refugees, asylum seekers, and internally displaced persons</p> <p>Item 5. Consequences of migration: socioeconomic, cultural, environmental, and political; immigration policies; remittances</p> <p><i>from National Geography Standards:</i></p> <p>Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface</p> <p>Standard 12: The processes, patterns, and functions of human settlement</p> <p>Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface</p> <p>Standard 14: How human actions modify the</p>	<p><i>Transfer</i></p>	

<p>physical environment</p> <p>Standard 15: How to apply geography to interpret the present and plan for the future</p> <p>from <i>English Language Arts Common Core Standards</i>:</p> <p>CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem</p>		
	<p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Make connections between “here” and “there”. 2. Analyze causes for conflict and the effects on displaced humans. 3. Develop critical thinking and empathy skills in order to create relevant questions. 	

	4. Identify ways, as world citizens, to help refugees being resettled in the United States.	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ol style="list-style-type: none"> Refugees and IDPs are “voiceless” and “nationless” people Cultural factors are the most common push factor in forced migration. Refugees and IDPs are often held in camps, where living conditions can result in high crime, disease, and death. Few countries are able to accept refugee populations due to lack of resources and jobs for their own citizens Supranational organizations and private charities fund refugee camps and resettlement efforts. Refugees face difficulty adapting to new ways of life when being resettled- finding a job, learning a language, being met with hostile attitudes. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> What are some of the current refugee/IDP crises in the world? Why don’t you hear about these refugee crises more often in the news, school, govt.? What are the push factors sending the refugees or IDPs fleeing from an area? What are obstacles faced during their journey? What are the conditions like in a refugee camp? Where does funding come from in order to house, feed, and care for people in refugee camps? How do receiving countries manage the influx of refugees? What obstacles do refugees/IDPs face when resettling in receiving countries? What, as a “world citizen” can individuals do to improve the lives of refugees?
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> Definitions of refugee, internally displaced persons, resettlement, intervening obstacles repatriation. Case studies of refugee crises: Vietnam, Haiti, Sudan, Colombia, Afghanistan, Syria, Myanmar 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> Researching refugee/IDP situations, either currently taking place or within the past 50 years. Analyzing the push factors present for refugee/IDP groups.

	<ol style="list-style-type: none"> 3. The conditions of refugee camps and problems associated with “warehousing” displaced persons. 4. The impact of refugees and IDPs on receiving countries. 5. The challenges faced by refugees and IDPs while attempting to resettle or repatriate 6. How to find information from the United Nations High Commission for Refugees website. 7. How to conduct an interview with an adult. 8. How to make connections between the “here” and the “there”. 	<ol style="list-style-type: none"> 3. Finding an informative interview/personal story online, or performing interviews with refugees in order to exercise empathy toward others. 4. Examining articles pertaining to the refugee situation, looking for facts, bias, and opinions. 5. Responding in writing to a free response question in which knowledge of refugee situations is used to evaluate the impact of human migration on physical geography.
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
<ol style="list-style-type: none"> 1. List, compose, judge, infer, apply, choose, analyze 2. Analyze sources, investigate, explore, research, inquire, identify, examine, describe, explain, judge, predict, infer, organize, produce, present 	<p>TRANSFER TASK(S):</p> <ol style="list-style-type: none"> 1. <u>Refugees and Realities:</u> You have been woken in the middle of the night by loud noises. You peek out the window to investigate and find a military man in the back of a Humvee shouting through a megaphone as the vehicle rolls down the street. His message isn’t quite clear, but you make out the words “rebels are coming... killing anyone... burning homes... have 15 minutes... bus leaving from school parking lot...escorted by UN.” It takes a moment before your brain registers the reality of the message and you realize you have approximately 10 minutes to pack things you may need. You will be given two minutes to list items/resources you will take with you. Remember, you only have ten minutes to 	

<p>3. Analyze, examine, choose, predict, judge, apply, explain, compose</p> <p>4. Assess, examine, analyze, synthesize, develop, create, question, inquire,</p> <p>5. Analyze, examine, predict, judge, apply, explain, compose, choose</p>	<p>pack these items and you must be able to fit all items and yourself in a bus seat.</p> <p><u>2. Refugee Research:</u> You and your team have been assigned a group of refugees to research. You will be given 2 ½ days in class to research (use www.unhcr.org) and create an informative Slideshow using Googledocs. You will need to address the following in a 10 minute presentation to your classmates at the conclusion of the research.</p> <ol style="list-style-type: none"> a. <i>Explain the push factors for these forced migrants.</i> b. <i>Identify where they are leaving and where many are going. (map needed)</i> c. <i>When was this crisis?</i> d. <i>What were the conditions like along the average refugee's journey?</i> e. <i>Describe the conditions for refugees in refugee camps.</i> f. <i>Determine whether the refugee is allowed entry in to another country.</i> g. <i>Examine difficulties faced by refugees/IDPs in setting up a new life.</i> h. <i>How are refugees being treated in camps, or receiving countries?</i> i. <i>Identify how refugees are supported by transnational organizations or charities.</i> j. <i>Analyze whether you believe the refugee/IDP will repatriate in the future.</i> k. <i>Include a 3-5min video of a refugee reflecting on his/her</i> 	
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	<p>your peers, or even parents, with the situations of the refugees you researched? You will design a survey in GoogleForms to assess the familiarity of your peers on information about refugees. Your survey must have at least 5 questions and will need to be shared with me for feedback. Upon completion of the feedback process, you will need to administer your survey to at least 30 of your peers (no current or previous students of AP Human Geography may be used.) After receiving at least 30 responses from peers, publish your findings on the wiki created in D2L.</p> <p>5. <u>Revisit #2: Refugees and Their Realities:</u> Take a look at the list of items you are now carrying with you. Due to the severity of the conditions, you have had to trade three items for fresh drinking water and a safe place to sleep for a night. What three items did you give away? For each, write a brief explanation of how your journey will be different without these items.</p> <p>6. <u>Refugees as Resources:</u> You will be hearing from a guest speaker from the Jewish Vocational Service of Kansas City. Mr. Martin Okpareke, a political asylee himself, now works for the Refugee Services department as a volunteer and as the Community Outreach coordinator. Prior to Mr. Okparake's visit to our classroom, complete the following:</p> <ol style="list-style-type: none"> Visit the website for the Jewish Vocational Services of Kansas 	
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	<p>City to learn about the program, investigate their role in refugee resettlement, and to examine volunteer opportunities.</p> <p>http://www.jvskc.org/web/english/Home.html</p> <p>b. On D2L, respond to the following statement on the discussion board: "Consider what it means to be a "world citizen" of a human species. How has learning about refugees shaped your world view?"</p> <p>c. Develop three questions you would like to discuss with Mr. Okpareke and bring them to class on the day of his visit.</p> <p>7. <u>Revisit #3: Refugees and Their Realities:</u> You have been walking across arid terrain for 4 days. Along the way, other refugees and their families join you on the walk. Some of these people are worse off than you, so you give them the last item on your list. Write an explanation of how your journey will be different without this item. You estimate you are still 2 days away from the border and you hope your family living just outside the country will welcome you to their home. You have been told there are smugglers willing to take people to the border, but the price is steep and often the smugglers rob you and leave you with nothing. Other people have heard rumors of the UNHCR having set up a refugee camp approximately 1</p>	
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	<p>day away, but only 100 people are allowed in each day, and the number of people waiting outside the camp has swollen to 30,000... all waiting for entry and access to clean water, food, and safety. Write a journal entry detailing the items you have remaining. Will these be enough to support your journey to the border? To the camp? To pay the smuggler? To wait for admittance to the camp? What do you think is your best option? What are your biggest concerns? Feelings? Reflections?</p> <p>8. <u>Final Action Plan:</u> You have learned about specific refugee group case studies, the realities of refugee situations, the awareness (or lack thereof) of refugee/IDP crises, programs available to refugees resettling in the area, and the role of “world citizens” in responding to the needs of refugees and IDPs. To conclude this unit of study, you and your group must develop a plan to further develop your role as a “world citizens”. Options for this final action plan include, <i>but are not limited to</i>:</p> <ol style="list-style-type: none"> Creating a Public Service Announcement to spread awareness of refugee situations- to be shared on Trojan TV News Creating an awareness event the entire high school can participate in, fundraiser? 	
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	<ul style="list-style-type: none"> c. Organizing a group of students/staff to volunteer at JVS d. Research the issue of refugee resettlement in the US and determine whether your policy makers have supported any of these measures. Write a letter to your congressmen or congresswomen outlining changes you would like to see made to state or national policies surrounding the issue of refugees. e. Build a portable tent that could be provided to refugees as temporary shelters along their journey. Design the shelter and create a prototype to demonstrate for the class. 	
Identify, define, investigate, explain, describe, analyze, differentiate, compose, reflect, apply, describe	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> 9. Chapter 3, section 1 &2 Rubenstein reading quiz 10. Chapter 3, section 3 &4 Rubenstein reading quiz 11. "Stranded in an Unwelcome Land" article reading mark-up, charting, summary 12. Chapter 3 vocabulary assignment 13. Chapter 3 Free Response Assignment 14. Thank you note for Mr. Okpareke 15. Informal assessments throughout unit in the form of class discussions 16. Formal Unit Exam 	

Stage 3 – Learning Plan

<i>Summary of Key Learning Events and Instruction</i> <type here>		
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