

**Grade Level: 3-5**

**Topic: Human Migration**

**Unit Goal(s):** Students study human migration in an interdisciplinary unit. They identify and take action on issues related to human migration, immigration, or refugees and present the results in a class newsletter.

*The students:*

1. Create Origin Stories about their families or people with whom they live, and meet in pairs to share drafts.
2. Read a diverse selection of migration stories.
3. Read Origin Stories in a classroom storytelling festival.

*The students:*

1. Read articles about immigration issues relevant to the community or state and generate a working definition of human rights.
2. Use Fact/Fiction Activity to develop awareness of migration issues.
3. Collect a variety of information about migration and compile it into a Migration Journal.
4. Participate in a Mock Human Rights Commission meeting.
5. Compile a class Migration Word Chart.
6. Be Creative!

*The students:*

1. Compile and distribute class newsletter to other classes and the community at large.
2. Participate in a closure activity.

**G. Communicate and demonstrate your human rights learning**  
*How can we share what we learned within our schools, families, and communities?*

**F. Reflect and draw conclusions on what you have learned about promoting and protecting human rights**  
*What did we learn? Did our action have the intended impact?*

**A. Observe and identify the human rights issue**  
*What is at the heart of this human rights issue?*

**B. Describe and share human rights stories**  
*How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promote and protect this human right?*

**Human Rights Process Model**

*The students:*

1. Prepare a summary report and write articles to be included in a class newsletter.

**E. Interview community members and collect information about the impact of your human rights action**  
*What happened when we took action? Whose lives did we impact?*

**D. Select a human rights response and take action**  
*What is the best response or position?*

**C. Generate human rights responses and make predictions about their impact on the community**  
*What could we do? What will happen if we do that?*

*The students:*

1. Observe results, collect information, and take pictures during the implementation of their plan of action.

*The students:*

1. Present their plan of action to their classmates in a town meeting. Revise and finalize their plan of action based on feedback from their classmates.
2. Implement a plan of action and make adjustments as necessary during implementation.

*The students:*

1. Select migration issues and form task forces to work to improve human rights based on areas of interest.
2. Work in a task force to develop a plan of action.
3. Meet with another task force to get feedback about their plan of action.