

3-5 SOCIAL STUDIES

PERFORMANCE TASK TEACHER INSTRUCTIONS

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TASK OVERVIEW

| TITLE | GRADE LEVEL | SUBJECT AREA | INSTRUCTIONAL UNIT | TIME FRAME: HOW LONG TO ADMINISTER THE TASK? |
|------------------|-------------|--------------|--------------------|--|
| Maps & Migration | 5 | Geography | Mapping/Migration | 2 weeks (or 8-10, hour blocks) |

CONTENT AREA

PROFICIENCIES AND PERFORMANCE INDICATORS

| GRADUATION PROFICIENCY | GRADUATION PROFICIENCY DESCRIPTION | PERFORMANCE INDICATOR | PERFORMANCE INDICATOR DESCRIPTION |
|------------------------|---|-----------------------|---|
| #2 Geography | Students will analyze the physical, human, environmental geography of RI, US, and the world to evaluate the interdependent relationships and changes facing human systems in the past, present, and future. | 1.A | Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools (e.g. maps, globes). |
| #2 Geography | Students will analyze the physical, human, environmental geography of RI, US, and the world to evaluate the interdependent relationships and changes facing human systems in the past, present, and future. | 2.D | Compare and contrast reasons why people migrate and how features of a place influence human decision making. |

CROSS-CURRICULAR

PROFICIENCIES AND PERFORMANCE INDICATORS

| GRADUATION PROFICIENCY | GRADUATION PROFICIENCY DESCRIPTION | PERFORMANCE INDICATOR | PERFORMANCE INDICATOR DESCRIPTION |
|------------------------|---|-----------------------|---|
| Communication | Students will demonstrate communication through using a variety of modes to convey meaning to and | 4 | Demonstrate organized communication through varied modes (oral, written, visual |



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| | | | |
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| | seek understanding from others. | | and/or performance). |
|--|---------------------------------|--|----------------------|

SCORING CRITERIA¹

| PERFORMANCE INDICATOR | BEGINNING | DEVELOPING | PROFICIENT | EXPANDING |
|---|--|---|---|--|
| #2 Geography: 1.A Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools (e.g. maps, globes, etc.). (G1) | Recognize features of a geographic tool (key, scale, compass rose). | Demonstrate the use of a geographic tool to find a region, physical feature or political boundary. | Use a variety of geographic tools to identify major regions of the Earth, their physical features, and political boundaries. | Explain how the geographic tools help find locations on Earth. |
| #2 Geography: 2.D Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3) | Name a reason/reasons why people migrate | Describe a reason/reasons why people migrate and features of a place that influence human migration. | Analyze how geography influences human settlement and migration. | Evaluate the influence of geography on the use and distribution of resources and cooperation and conflict among groups. |
| Communication: 4 Demonstrate organized communication through varied modes (oral, written, visual and/or performance). | Restate information using a mode of communication (oral, written, visual, and/or performance including technology when applicable). | Organize information to communicate ideas and responses when using any mode of communication (oral, written, visual, and/or performance including technology when applicable). | Present information and ideas coherently, with logical sequence when using any mode of communication (oral, written, visual, and/or performance including technology when applicable). | Enhance communication through the sequence and presentation of ideas when using any mode of communication (oral, written, visual, and/or performance including technology when applicable). |

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¹Modifications were made to the Scoring Criteria to clarify expectations.

Performance Indicator: #2 Geography: 1.A

Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools (e.g. maps, globes, etc.). (G1)

Developing: Demonstrate the use of a geographic tool to find a region, physical feature or political boundary.

Expanding: Explain how the geographic tools help find locations on Earth.

Performance Indicator: #2 Geography: 2.D

Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3)

Beginning: Name a reason/reasons why people migrate.

Developing: Describe a reason/reasons why people migrate and features of a place that influence human migration.

CONNECTIONS TO INSTRUCTIONAL UNIT

UNIT SUMMARY

May include big ideas, authentic context, enduring understandings, essential questions.

In this unit, students will learn about three of the five themes of geography (location, place, and movement). Students will identify and describe location using mapping skills. They will understand and apply geographic vocabulary, as well as how to identify and describe the features of a place. Students will compare and contrast reasons why people migrate and how features of a place influence human decision making.

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| What will students know as a result of instruction in this unit in order to complete the task? | What will students be able to do as a result of instruction in this unit in order to complete the task? |
|---|---|
| <p><u>Location:</u></p> <ul style="list-style-type: none"> • Absolute location • Relative location • How to identify where a place is on a map/globe • Mapping skills (e.g., longitude, latitude, compass, scale, legend/key, prime meridian, equator, atlas) <p><u>Place:</u></p> <ul style="list-style-type: none"> • Physical features (landforms, bodies of water, etc.) • Climate, weather • General landscape <p><u>Movement (migration):</u></p> <ul style="list-style-type: none"> • Reasons why people migrate • How features of a place influence human decision making. • The difference between forced migration vs. voluntary migration • Push vs. pull reasons for migration • emigrant • immigrant • refugee | <p><u>Location:</u></p> <ul style="list-style-type: none"> • Identify locations on a globe/map • Utilize mapping tools • Use and apply appropriate vocabulary <p><u>Place:</u></p> <ul style="list-style-type: none"> • Identify and describe the physical features of a place • Identify and describe the climate/weather of a place <p><u>Movement (migration):</u></p> <ul style="list-style-type: none"> • Analyze the reasons why different groups of people migrate • Reasons why people choose to migrate to a specific area • How features of a place influence human decision making (in terms of migration) |
| <p>How will teachers know what students know and can do prior to the task? Which relevant concepts and skills have students struggled with, had misconceptions about or missed entirely?</p> | <p>What background knowledge do students need (cultural, language, etc)? Have both content goals and language demands for ELL students been considered? Have the needs of diverse learners been considered?</p> |
| <ul style="list-style-type: none"> • Baseline assessment- Why do people move? Have you ever moved to a new place? What do you know about migration? Can you think of any reasons why a group of people might | <ul style="list-style-type: none"> • Students will choose a migrant group based on any relevant cultural background knowledge. • Graphic organizers will be used for scaffolding. |

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need to leave their home?

CULMINATING TASK

TASK SUMMARY²

Provide a short summary of what students will do and produce as evidence. Students will work in groups to create a final product that illustrates their understanding of map tools and migration. Students will present their product and use other groups' products to compare and contrast the different reasons that people migrate.

² Modifications were made to the Task Summary based upon Educators clarifying student expectations.

Task Summary

Students will work independently to create a final product that illustrates their understanding of map tools and migrations. Students will present their product using a variety of multimedia.

STUDENT ACTIVITY

PART ONE: Research

- Students will choose their migrant population and take on the imagined first-person persona of someone who could have been a part of that migrant group.
- Students will analyze a variety of resources to gain an understanding of their immigrant. Students will research the following:
 - Popular names from their country of origin
 - Year of migration based on world migration data
 - What is the latitude and longitude of your starting point?
 - What is the latitude and longitude of the area you migrated to?
 - What place did you emigrate from?
 - What place did you migrate to?
 - What caused you to migrate?
 - Why did you settle where you did?
 - What features of the geography influenced your decision?
 - What obstacles did they need to overcome during their migration?

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- Did the climate change?
- Were there landforms or bodies of water that created a challenge?

PART TWO: Creating a Project

Students will create a presentation with the following components:

1. A map including:
 - a. Key
 - b. Start point and end point with latitude and longitude
 - c. Line of the migratory path
 - d. Compass rose
 - e. Landforms/bodies of water along the path
2. The story of their migration (answers to research questions)

Choices for projects:

- Video/documentary
- Google Slides
- Poster board

PART THREE: Compare & Contrast Migrant Groups³

Students then use the information to evaluate the differences/similarities between the different groups and the reasons they migrated using a venn diagram.

Students will write 3 paragraphs to compare and contrast the reasons for migration.

³ Modifications were made throughout Parts One & Two by Educators to streamline the student activity for independence and choice.

Additionally, Part Three was revised based upon pilot of the task..

Part Three: Presentations

Students will present their projects to the class.

All edits are mirrored within the Student Task document.

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CONSIDERATIONS FOR DIFFERENTIATION AND ACCESSIBILITY

- Word wall with relevant vocabulary
- Variety of media resources
- Graphic organizers and questions for scaffolding
- Modeling the task ahead of time and giving students access to the model throughout the task
- Consistent feedback and reference to scoring criteria
- Different options for how students will demonstrate learning
- Incorporate multimedia texts for struggling readers (videos, audio, etc.)

ADMINISTRATION NOTES AND DIRECTIONS

- Students will choose their migrant group based on information from the unit
- Pass out the Performance Task overview sheet and review the introduction as a class.
- Pass out the research organizers (project checklist) to each student.
- Have students decide whether it would make sense to use a world map or U.S. map template.
- Distribute map templates to each student.
- Once students have finished their research independently, model a completed project and describe the variety of multimedia students can use to present their information (e.g., video, Google Slide, poster board).
- Give students time to complete their projects, monitor and support as needed.
- Provide students the opportunity to present their work to the class

MATERIALS AND RESOURCES

- Chromebook/computer access
- Maps (digital or print resources)
- Performance Task Student Instruction Sheet
- Research Organizer: Project Checklist
- Student Reflection Sheet
- Optional Resource Sources:
 - [Interactive Timeline of Immigration in U.S.](#)
 - [Scholastic: Meet Young Immigrants](#)
 - [Tenement Museum Teacher Resources](#)
 - [iCivics Immigration Game](#)
 - [Mission US Immigration Game](#)

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- [Students of the World- Popular Names Around the World](#)
- [PBS- Immigration \(Tons of great info!\)](#)
- [Ways to Integrate Literature](#)