

Summit on Migration, Refugees, & Internally Displaced Peoples

Lesson Plan for AP Human Geography

Rebecca Nutter
AP Human Geography teacher
Bearden High School
Knoxville, TN

Lesson Standards – from *Geography for Life*

- Standard 9: The characteristics, distribution, and migrations of human populations on Earth's surface
- Standard 18: How do apply geography to interpret the present and plan for the future

Lesson Objectives – adapted from the AP Human Geography handbook

- I can explain the difference between the different types of migration
- I can interpret how varying push and/or pull factors lead to migration
- I can describe the impact of migration in different regions

Lesson Materials

- Video (YouTube): "What Rights Do Refugees Have" from TestTube News
https://www.youtube.com/watch?v=wIWAo9tedLY&list=PLS0CO0PT_kEKkjhCDMptjUPank8Bd--R6&index=3
- Student Handout: Summit on Migration, Refugees, and IDPs – document includes a grading rubric and list of resources
- Grading rubric
- Peer Review sheet
- Computers with internet access for research

Lesson Time – 1 week (5 class days, 90-minute blocks)

Procedure

Day 1 → Introduction

1. **Lesson Hook:** Write the following prompt on the board: If you only had 5 minutes to gather your things before fleeing your home, knowing that you have to carry everything you take in one bag while traveling a long distance (by foot in some cases), what would you take with you? Allow students to answer think and answer this question for 5 minutes. Ask for student responses. – 5 minutes
2. **KWL:** Ask students to create a KWL chart of what they know about refugees already and what they want to know. Considering the current situation with Syrian refugees, many students might have questions. Explain that Syria is not the only place dealing with a refugee crisis and ask students to come up with examples of other regions of the world (and other times in history) where people were forced to flee their homes. Possible responses include Jews during

WWII, the Bosnian conflict of the 1990s, Rwandan genocide, and the war between Sudan and South Sudan. – *15 minutes*

3. **Overview of lesson information:** Introduce the idea of refugees by showing the “What Rights Do Refugees Have?” video. Process the video contents with students when it is over. What did they learn? What questions do they still have? Have them add that information to their KWL charts. – *10 minutes*
4. **Project introduction:** Introduce the Summit on Migration, Refugees, and IDPs. Give students the handout with the project overview. Place students into groups of 3-4 and assign each group a country (listed on the handout). Give students the grading rubric and go over expectations for grading. – *45 minutes*
5. **Begin research:** If time allows, give students time to begin research and ask questions. – *remaining class time*

Day 2 → Research Day

1. **Project research:** If necessary, book the library or computer lab so students have computer access to do research on the migration, refugee, and IDP situation of their assigned country. As students research circulate to answer questions, guide them in the right direction, and monitor progress. Students will need a lot of teacher support in the beginning stages of research, as this information can be complicated and difficult to find. – *entire class period*

Day 3 → Research Day

1. **Project research:** If necessary, book the library or computer lab so students have computer access to do research on the migration, refugee, and IDP situation of their assigned country. As students research circulate to answer questions, guide them in the right direction, and monitor progress. Use this class time to check their bibliographies and correct mistakes in MLA formatting. – *entire class period*

Day 4 → Writing & Discussion Preparation Day

2. **Writing Summary:** Students will work in their groups to compile their research and write a summary of the migration, refugee, and IDP situation in their assigned country. Encourage students to peer review each other’s work within the groups. – *½ of class*
3. **Discussion Preparation:** Students will use their research and written summaries to prepare notes for the summit discussion. Each student is expected to participate in the discussion, so each student should prepare their own materials for the discussion. – *½ of class*

Day 5 → Summit Discussion Day

1. **Discussion Preparation:** Allow students 10 minutes to meet in their groups and review their notes for the discussion. – *10 minutes*
2. **Discussion Round 1 – Migration:** Each group will send 1 representative to the “fish bowl” to participate in the migration round of the discussion. Using the information they gathered in research, students will discuss how migration effects the population, culture, politics, and economy of their assigned countries. – *15 minutes*
3. **Discussion Round 2 – Refugees:** Each group will send 1 representative to the “fish bowl” to participate in the refugees round of the discussion. Using the information they gathered in research, students will discuss the causes of refugee crises, how the refugees are effecting their country’s population, culture, economy, and politics, and possible solutions to meet the needs of refugees. – *15 minutes*

4. **Discussion Round 3 – IDPs:** Each group will send 1 representative to the “fish bowl” to participate in the IDPs round of the discussion. Using the information they gathered in research, students will discuss the causes of IDP crises, how the IDPs are effecting their country’s population, culture, economy, and politics, and possible solutions to meet the needs of IDPs. – *15 minutes*
5. **Final Processing:** As a whole group, the students will discuss the summit and what they learned in the process. Ask them to take out the KWL charts from the first day and update it with what they learned. – *15 minutes*
6. **Peer Review:** Give students the peer review sheet, have them complete it, and return to you. Use the peer review scores to give each student a group participation score. – *10 minutes*

Lesson Modifications

- If you are pressed for time, you could do a shortened version of this project, providing only 1 class day for research and writing and requiring more work outside of class.
- You can shorten the list of countries featured in this project to accommodate smaller groups.
- You can provide more structure for student research by requiring them to use only certain sources.
- You can create heterogeneous groups to support lower-level students and/or assign group roles that will challenge your students appropriately.
- As an extension activity, you could ask students to create a proposal to solve the problems they researched in a manner similar to what the United Nations would do.

Name: _____ Period: _____ Date: _____

Summit on Migration, Refugees, & Internally Displaced Peoples

Project objectives:

- I can explain the difference between the different types of migration
- I can interpret how varying push and/or pull factors lead to migration
- I can describe the impact of migration in different regions

The UN Secretary General has called for a Summit on Migration, Refugees, and Internally Displaced Peoples. You and your group members will be representing countries to participate at this summit.

Challenges facing members of the Summit:

- By the end of 2015, over 60 million people were forcibly removed from their homes.
- Many countries have aging population slowing both population and economic growth.
- Many countries have high numbers of unemployed citizens and limited governmental resources to care for an influx of immigration.
- There is a need in many sectors of the economy for skilled labor from immigration, but policies prevent this from taking place.
- Refugees are increasingly fleeing regions of hostility and violence, particularly in Southwest Asia with the presence of ISIS.

Task:

You and your group will represent your assigned country at the summit. Your goal is to advocate for your country by sharing its challenges with immigration and possible solutions. As a member of the global community, your delegation will also seek to help solve many of the global challenges and concerns shown above.

You will need to research the immigration and population issues of your country and identify its issues and solutions. As a group, prepare a 1-2 page typed summary for your country.

At the summit, we will utilize a fishbowl style, scored discussion. Each country must be represented in the discussion at all times, though members should take turns and talk on different issues. The goal of the summit is to offer solutions for the myriad of issues facing migration, refugees, IDPs, and more.

Countries represented: United States, Turkey, Germany, United Arab Emirates, South Sudan, Afghanistan, South Korea, and Syria

To prepare for the summit:

- Start researching and taking notes. You should have at least 5 sources. Refer to the source guide attached.
- Divide up the different parts of the country summary. Your summary should include both problems with and solutions for migration, refugees, and IDPs in your country. See the attached rubric for grading details.
- Write up your part of the summary.
- Allow for peer edits of the summary.

- As a group, compile a final draft of the summary, making sure it flows well from part to part and is cohesive. *I shouldn't be able to tell where one writer ends and another begins.*
- Before the discussion, decide who will represent your country for each discussion topic. Each group member should prepare to be in the discussion at least once.
- Take turns during the discussion to participate as you go over the issues and try to solve the multiple problems.
- Throughout all of these, you are researching, writing, speaking, and thinking like a geographer.

3 Major Project Topics: *(Assign each group member ONE of these to focus his/her research on – if your group is larger than 3 people, research to learn which issue is greatest for your country and assign 2 people to that one.)*

- **Migration:** Who is immigrating/emigrating? What are the push/pull factors? How is it effecting your country's population? Economy? Politics? Culture?
- **Refugees:** Where are the refugees coming from/where are your refugees going to? What are the push/pull factors? Is your country offering them assistance of any kind? Why or why not? How is it effecting your country's population? Economy? Politics? Culture?
- **Internally Displaced Persons (IDPs):** Why are the people internally displaced? Where are they come from/going to? Is your country offering them assistance of any kind? Why or why not? How is it effecting your country's population? Economy? Politics? Culture?

In-Class Timeline:

- 1 ½ days of research (Tuesday-Wednesday)
- 1 day of writing/preparation (Thursday)
- 1 day of Summit (Friday)
- *It is recommended that you spend some time at home each night researching, working on your summary, and preparing for the discussion.*

Formative Assessments (30 points):

- **Participation:** You can each earn up to 10 points for participating with group members to prepare for the Summit by researching, writing part of the summary, and contributing to the group's preparation. You can also earn up to 10 points for actively participating in the Summit. This will be peer-assessed.
- **Bibliography:** Stapled to and turned in with your group's summary, your bibliography should be in MLA format and include at least 5 credible sources. The bibliography is worth up to 10 points.

Summary (25 points):

- **Summary:** Summary should include a discussion of issues about migration, refugees, and IDPs, analyzes these issues, and use research-based data to support your points. You should also incorporate relevant unit vocabulary words wherever possible.

Grading Rubric – Summit on Migration, Refugees, & IDPs

Task	Exceeds Standard (5)	Meets Standard (3)	Does Not Meet Standard (1)	Total Points Earned
Participation - Group	Group member <i>consistently</i> and <i>actively</i> did all of the following: 1.) contributed to research 2.) contributed to group summary 3.) contributed to overall group preparation	Group member <i>consistently</i> and <i>actively</i> did 2/3 of the following: 1.) contributed to research 2.) contributed to group summary 3.) contributed to overall group preparation	Group member <i>consistently</i> and <i>actively</i> did 1/3 or fewer of the following: 1.) contributed to research 2.) contributed to group summary 3.) contributed to overall group preparation	/10
Participation - Summit	Group member <i>actively</i> and <i>effectively</i> participated in the Summit through at least 1 topic; he/she was <i>clearly</i> prepared and knowledgeable on the issues	Group member <i>actively</i> and <i>effectively</i> participated in the Summit through at least 1 topic	Group member did not participate in the Summit AND/OR was ill-prepared or inaccurate in statements made	/10
Bibliography	Bibliography included at least 5 credible sources AND uses correct MLA format throughout	Bibliography included at least 5 credible sources, but has 2-5 MLA mistakes	Bibliography included fewer than 5 credible sources OR has more than 5 MLA mistakes	/10
Group Summary Rubric				
Coverage of Issues	Your summary uses a substantial amount of unit vocabulary to answer all who, what, where, and when questions about your country's issues regarding migration, refugees, and IDPs.	Your summary uses some unit vocabulary to answer all who, what, where, and when questions about your country's issues regarding migration, refugees, and IDPs, but some questions still linger.	Your summary fails to use relevant unit vocabulary, misses answers to one or all who, what, where, and when questions about your country's issues regarding migration, refugees, and IDPs, or more questions linger.	/5
Analysis of Issues	Your summary explains in detail the "why" and "how" of the issues.	Your summary explains the "why" and "how" of the issues, but could be more detailed OR some questions still linger.	Your summary does not clearly address the "why" and "how" of the issues.	/10
Use of Data	3+ examples of data are used correctly to support your points	1-2 pieces of data is used correctly to support your points	Data is not used OR used incorrectly	/5
Group		As a group, one product was turned in on time.	The group did not turn in one product OR it was late.	/5
Total Points Earned:				/55

Resource Guide for Migration Summit

UN Refugees Agency Press Release (June 20, 2014)	http://www.unhcr.org/53a155bc6.html	Recent statistics (end of 2013) regarding refugees. Headline: Over 51.2 million refugees
UN Refugee Report (June 20, 2014)	http://www.unhcr.org/5399a14f9.html	Full report including sections on: <ol style="list-style-type: none"> 1. Global trends 2. Refugee populations 3. Durable solutions for refugees 4. IDPs 5. Asylum-seekers 6. And more... ...including great charts for all countries
SIRS	http://sks.sirs.com/cgi-bin/hst-portal-res?id=S527266-0-2814 Username: anoka Password: anokaremote	They have many topics from illegal immigration, immigration, migration, IDPs, and more; plus these issues generally have many different sides
NYT Topics Immigration/Emigration	http://topics.nytimes.com/top/reference/timestopics/subjects/i/immigration-and-emigration/index.html?8qa&module=Search&mabReward=relbias%3Ar%2C%7B%221%22%3A%22RI%3A7%22%7D	All NYT stories in one place
Population Reference Bureau	http://www.prb.org/DataFinder.aspx	Database with demographic information on your country; can provide good insight into how the migration issues are effecting your country's population
US Census Bureau	http://www.census.gov/population/international/data/idb/informationGateway.php	Database that generates population pyramids on your country so you can see population patterns over time (same one we used in the population pyramids assignment last week)
MLA Style Guide	https://owl.english.purdue.edu/owl/resource/747/01/	How to make an MLA bibliography.
<i>These resources are a STARTING guide. You need at least 5 credible sources included in your bibliography.</i>		

Name: _____ Period: _____ Date: _____

Peer Review of Group Members' Contribution

Instructions: Score each of your group members on the rubric below. You are only assessing their overall participation and contribution to the group effort. Provide brief justification for the scores you gave each group member. **Your Group's Country:** _____

Group Member Name: _____ **Topic:** _____

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Score Justification				

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Score Justification				

