SLCSD-NGS Geo-Inquiry Immigrant and Refugee GI Unit

Grade level: 9World Geography class

1. Geo-Inquiry Question: ***How can East High provide better support and resources for immigrant and refugee students?***
2. Description of Learning Goals*: In this unit students will…*

(Notes: Experiential education, content and skills)

**Organize data with geographic tools**

**How to use the QFT strategy to formulate questions**

**Formulate a Geo-Inquiry question around a community or school issue to investigate.**

**Compare demographic tools**

**Formulate questions around geographic concepts**

**Analyze and compare geographic tools for migration**

**Determine what kind of data is necessary to investigate the Geo-Inquiry question.**

**Organize geographic tools and data to tell a compelling story**

**Make a call to action to better support immigrant and refugee students in our community based on data students collected.**

1. Standards:

***WG Standard 2.1:*   
Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data. (How do geographers use demographic data to make informed decisions?)**

***WG Standard 2.2:*   
Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people.** **(Why do people move, sometimes at great risk to themselves? How might migration trends influence aspects of daily life at the local, regional, or global scale?)**

1. Content Area Focus: (Geography, History, ELA, Science, Math, etc.): **9th Grade World Geography**
2. Describe the steps of each phase include any frontloading, differentiation, or strategies that supported students during the phase (i.e. QFT), and resource links to organizations that came to talk with students or other resource info, and tips for teachers :

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| **Phase** | Outline Steps During Phase (include frontloading and differentiation, use of specific strategies, etc.) | Resource links to organizations, visual or audio media, or other resources you used during instruction or provided to students for their inquiry (please indicate if it was for instruction or for students’ inquiry) | Tips for teachers: What do teachers need to know that you now know after your first run with this GI unit? |
| **ASK** | Introduce the QFT strategy to practice writing questions and what makes a good question. The QFT strategy was used multiple times. We practiced using pictures, articles, CNN 10 stories and in preparation of our guest speaker.  Introduce what a GI question is and why it is important.  Brainstormed what critical questions students had about population and why people migrate. Economic, Social, Political and Environmental push and pull factors.  Compared questions to the GI flow chart and ask students to determine if their question was a GI question.  Watch the documentary God Grew Tired of Us  Invite a Guest Speaker and have students use the QFT strategy to develop questions for the Q & A after the speaker. |  | The ask phase takes a lot of time and scaffolding. |
| **COLLECT** | Students looked at what type of information students would need. The determined they would split up into small groups of 3-4 students to research different data and resources.  Due to our class size we had multiple groups researching the same topic.  Students collected data/ resources through surveys, articles, community organizations, and school district.  Survey group identified and created a paper survey to distribute.  Article group read different perspectives and information about immigration/refugees.  Community group researched different community resources.  School District group focused on what other school districts offered. |  |  |
| **CREATE** | Invited Ed Tech in to show different ways to tell a compelling story. Story Map, VR, Near Pod, Poster, Info Graphic. | Near Pod  Story Map  ESRI |  |
| **VISUALIZE** | Introduce students to Info Graphic Templates using Easel.ly.  Students decided to create an Info Graphic as a visual.  Students determined that Info Graphics were the best and will have them available in multiple languages for our students. | www.Easel.ly.com | Make sure students create a rough draft before they create their final Info Graphic.  Have them sign up for the free account. Students will need an email address. Save often.  Unfortunately students were not able to email their final Info Graphic but we did print them off. |
| **ACT** | Our class determined to create a “New Comers” club for our immigrant and refugee students.  This was inspired by our guest speaker who stressed the importance of making people feel welcomed.  Students met with our administration to invite them to come speak with our class about the appropriate channels and paper work needed to create our club.  Students brainstormed in their small groups about what they wanted to accomplish, what activities and what they visualized for their club.  Each group filled out our district paperwork to create a student run club. Once complete we reviewed the forms and created our final draft to submit. |  |  |

1. Include links to documentaries, videos, or photos taken during your GI unit (see below)

<https://www.nationalgeographic.org/education/god-grew-tired-us-education/>

<https://www.gse.harvard.edu/news/uk/18/02/refugees-us-unfulfilled-dream>

<http://facingtoday.facinghistory.org/addressing-the-real-challenges-refugee-students-face-in-the-classroom>

<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/war-and-terrorism/supporting-refugee-students>

<http://neatoday.org/2018/01/05/helen-thorpe-the-newcomers/>

<https://www.welcomingrefugees.org/categories/education>

<https://www.slcschools.org/departments/educational-equity-and-student-support/educational-equity/refugee-services/>

<https://www.graniteschools.org/edequity/refugee-services-2/>

<https://www.canyonsdistrict.org/migrant-refugee>

<https://stepuputah.com/2018/02/info-utah-refugee-students-pt-1-preparing-college/>

<https://continuum.utah.edu/features/refuge-in-education/>

<https://www.uen.org/advocacy/>

1. What kind of school or district support is useful? **District Tech Support and School Administration/Faculty**
2. Other important information to share (questions, comments, aha’s, etc.)

**Our GI Unit was completed in a two week period and we could have used a semester to dig deeper. The two week unit gave myself and my students a general introduction to what a GI question is. My next step would be to have the students develop their own GI question within their groups. I would scaffold and frontload more and specific to each groups GI question. Nat Geo does a great job of providing worksheets for students to process their thoughts, work, and provides appropriate rubrics.**

**My Aha…**

**You won’t have all the answers and letting go is worth it! Allow more time and let the students do the learning. Push them to dig deep, ask questions, and find their individual answer. Each group will go their own way and that is perfect.**