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"Understanding Immigration Using the National Geographic Giant Traveling Map of Europe"

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Lesson Title: Understanding Immigration Using the National Geographic Giant Traveling Map of Europe

Grade Level:
Middle School (7th)

Purpose/Overview:
Students will conduct their own research on European countries and use the Giant Map of Europe to examine immigration patterns and challenges.

Essential Question:
What physical obstacles, and cultural challenges might a person face when considering whether to immigrate to another country?

Supporting Questions:
Why might a person choose to immigrate to another country?
How might immigration influence a country's existing culture or policies?

Oklahoma Academic Standards for the Social Studies:
7.1.4 Integrate visual information and apply the skill of mental mapping of the political and physical features of the Earth's surface in order to organize information about people, places, and environments.
7.2.1 Identify on a physical map the major landforms and bodies of water of each region.
7.3.2 Compare common culture traits, including language, ethnic heritage, social systems, and traditions
7.3.4 Evaluate and summarize the impact of geography on a population distribution, density, growth, change, settlement patterns, the availability of resources, and migration, including push and pull factors.
7.5.2 Explain how cultural diffusion both voluntary and forced impacts society

Geographic Theme(s):
Location, Movement

Materials:
Giant Map of Europe
Cards with names of European countries
Giant Map Worksheet 1
Giant Map Worksheet 2

Time Frame:
Two 50-minute class periods for each of the worksheets
Two 50-minute class period for the map

Procedures:

Students will be assigned a country randomly based on drawing a card with a country's name from a pile. After they know the country that they will be working on, they will look at its location on the Giant Map standing on the country that they have been given. They will then go back to the classroom to work on Worksheet 1 using their Chromebooks. Using Worksheet 1 they will begin researching their country. This will be a guided worksheet for them as well so they will know what is expected from their research. We will spend two days on the research for their country in the classroom. On the third day we will then go back to the map of Europe. Each student will present the information that they have gathered. It will be important for the other students to pay attention and take notes, because after the presentation they will have another random card chosen for them. The students will now have to figure out how to emigrate from the country in which they are currently living, to their new home country. They will be using Worksheet 2 along with the information that they gathered from the other students' presentations. They will have to pick a route that they will use to go to the new country. They will need to tell the teacher what physical and political obstacles they may face in immigrating to this new country. As they are telling the class how they are immigrating to the new country they will be on the map explaining the route they are taking to get to their new country and the route's physical features.

Assessment Options: Each giant map worksheet can be individually graded. Another way to assess each of the students is by assigning checkpoints each day in their research progress.

Extension and Enrichment/Simplification: To extend the lesson you could have students look at immigration patterns in the past (for example before the European Union). Another Extention or Enrichment option could be looking at how immigration was affected during the World Wars.

Connections (optional): This map could also be used for History and English classes that are studying Europe. For example, students could study how boundaries were changed because of World Wars or why the boundaries are the way they are today because of what has happened in the past.

Resources: Students will be using Chromebooks in class to look up information about the country they were assigned. Teachers may give them free rein on what resources they would like to use on this project. However, students will need to show where they found their resources. This is an important step to start showing them how to research materials online. As they progress to high school and other grade levels it will be important for them to know the importance of accessing correct information online.