

TEACHABLE BOOKS

Global Issues: Migration

By Peggy Lunn

GRADE LEVEL: Junior (4-6)

THEME: Global Issues

SUB-THEMES: Global Migration, Refugees, Immigration, Push/Pull Factors

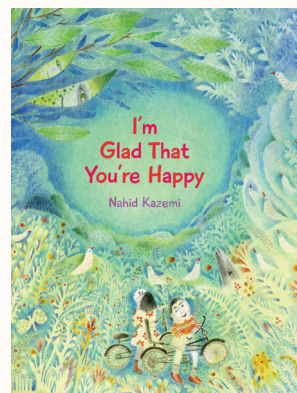
LEARNING FOCUS

The movement of people from one area of the world to another in search of a better life, to escape persecution or to start over, is a common story told from many perspectives.

Using picture books, including wordless picture books, students will develop their empathy and understanding of the push and pull factors that influence human migration across all parts of the world. Students will work to develop an understanding of the wide range of emotions and experiences of people who feel compelled to move to a new and unfamiliar place.

To reflect and deepen the learning, students will engage in a journaling process and the creation of a piece using the medium of their choosing to tell the story of their learning.

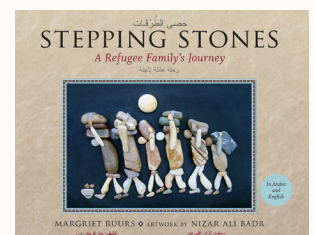
FEATURED BOOKS



I'm Glad That You're Happy by Nahid Kazemi (Groundwood Books, 2018)

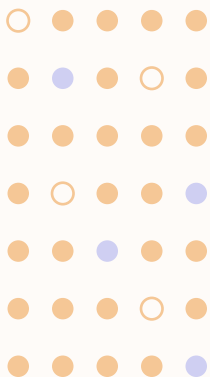


Wallpaper by Thao Lam (Owlkids Books, 2018)



Stepping Stones: A Refugee Family's Journey by Margriet Ruurs, illustrated by Nizar Ali Badr, translated by Falah Raheem (Orca Book Publishers, 2016)

Can also be used to prompt thinking and discussion with primary students



LEARNING EXPERIENCE

MINDS ON PROVOCATION

Display guiding questions for the unit to discuss as a gallery wall in a physical classroom or on [Jamboard](#) for a virtual class. Have students add their ideas under each question using sticky notes. Consider questions such as:

- Why do people move away from their home or homeland?
- What are some difficulties or challenges people might face?
- What are some emotions or feelings that people may have from facing those challenges?
- What are some opportunities or benefits someone might receive?
- What are some emotions or feelings that people may have from receiving those opportunities?

Using trauma-informed practice, the educator can share images or book/magazine covers depicting families in migratory circumstances; refugee camps, boats arriving on beaches, etc. in conjunction with the guiding questions. The purpose is to help prompt student thinking and build connections with the wordless picture books to be used later in the lesson.

The discussion can work to highlight important vocabulary and ideas around concepts of migration, immigration, emigration. Discuss the concepts of push/pull factors and create a list for students to refer back to as needed throughout the unit.

Educators can generate and share lists of the key vocabulary identified using word cloud generating software like [Mentimeter](#), constructing a Google Sheet, or using large paper and markers.

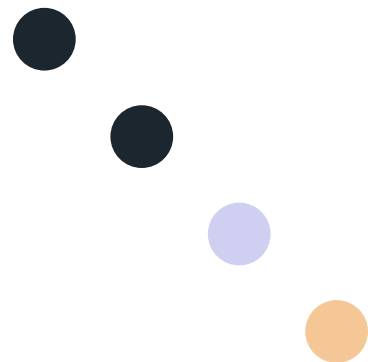
READ, PLAN, AND PRACTICE

Using a wordless picture book as a mentor text, the educator will provide guidance for students on how to follow the story, how to infer meaning, and how to express what they see and understand in either words or additional tactile or digital art. Guiding Question: How might we read a wordless picture book to help us understand and develop empathy for those who have chosen or been forced to leave their home?

Students will work in small groups, pairs or individually; dependent upon availability of books (e-books may be available through library catalogue, or multiple print copies of each recommended title).

Start with a picture walk through the wordless picture book. Students can use two colours of sticky notes to answer the following questions as they examine the book:

- What do you notice about the pictures, characters and actions on each page?
- What questions do you have about what message the image is trying to share with us?





Students will use the vocabulary and ideas generated from the large group discussion to identify and describe the who, what, why, when, where and how of the main character(s) in the story. They will also identify, infer or explain the thoughts and emotions of the main characters in the story.

Work with students to co-create criteria expectations outlined to guide them as they read the books alone or in their groups.

MAKE, TINKER, AND MODIFY

Work with students to choose a medium to share their learning, to retell a moment of significance from one or more of the stories and to share a connection of personal significance, including identifying at least one push/pull factor and the personal impact on the book's character(s). Options/Ideas: Art pieces, Videos, Posters, Music/song, Poetry collection. Here are some [Creative Tools for Making and Sharing](#).

REFLECT AND CONNECT

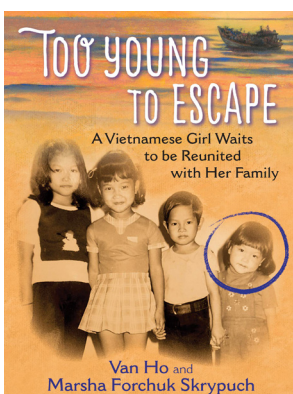
Using knowledge of student abilities and strengths, educators can invite/encourage students to reflect and/or journal throughout the process of creating their personal connection to the stories read, or of the larger issues raised, and/or share family or community stories of migration in a variety of ways.

Students can use the guiding questions and documentation created during the Minds On activity and the Read, Plan, Practise activities to support their process journaling.

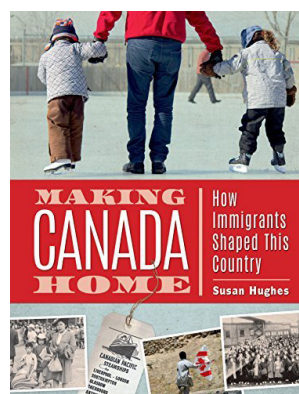
[Flipgrid](#) could be used as a virtual video journal for classes learning online.

Educators might choose to conference with students throughout the unit and journaling process to provide feedback and guidance on the learning.

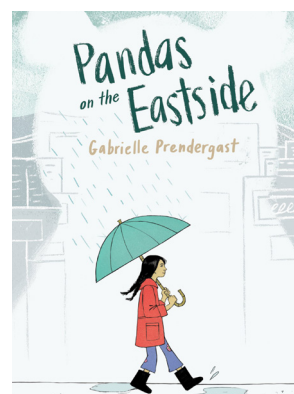
ADDITIONAL CANADIAN BOOKS AND BOOK LISTS TO SUPPORT THESE SUB-THEMES



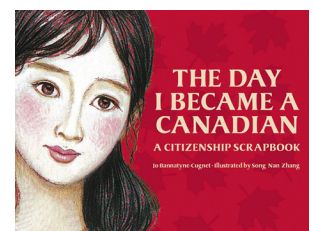
Too Young to Escape: A Vietnamese Girl Waits to be Reunited with Her Family by Van Ho and Marsha Forchuk Skrypuch (Pajama Press, 2018)



Making Canada Home: How Immigrants Shaped This Country by Susan Hughes (Owlkids Books, 2016)



Pandas on the Eastside by Gabrielle Prendergast (Orca Book Publishers, 2016)



The Day I Became a Canadian: A Citizenship Scrapbook by Jo Bannatyne-Cugnet, illustrated by Song Nan Zhang (Tundra Books, 2008)

ADAPTATIONS FOR PRIMARY (K-3)

- “Dear Baobab” by Cheryl Foggo, illustrated by Qin Leng (Second Story Press, 2011)
- “New Canadian Kid and Invisible Kids” by Dennis Foon (Playwrights Canada Press, 2018)
- “From Far Away” by Robert Munsch and Saoussan Askar, illustrated by Rebecca Green (Annick Press, 2017)

Educators could use one of the picture books listed and a section of one of the two plays listed in *New Canadian Kid* and *Invisible Kids* to help students develop an understanding and empathy for children who are new to Canada.

The wordless picture books can be used to focus an image that resonates with the children and be recreated as a [tableau](#).

Further resources: [Teaching Literacy Through Drama](#) - Description from website: “Drama is a close ally in the development of literacy. Speaking and listening skills are enhanced through drama strategies, role-play and improvisation and by the exchange of opinions and negotiation that naturally occur in group activities. Drama provides the context to improve writing skills, to develop realistic dialogue and to extend vocabulary. Improvisation and storytelling develop children’s understanding of narrative structure with a consequent impact on speaking and writing skills.”

MORE RESOURCES

- Drama Integration: [freeze frames](#) - Students will create an image (tableau) with their bodies in order to empathize and develop a greater understanding for the characters in the scene.
- [Dramathemes](#) by Larry Swartz, 4th ed. (Pembroke Publishers, 2014)
- [Creating Caring Classrooms](#) by Kathleen Gould Lundy and Larry Swartz (Pembroke Publishers, 2011)
- [Theme Guide: New Beginnings](#) (Canadian Children’s Book Centre)
- Educators may want to showcase licensed or web-based digital or other fiction or non-fiction print resources for students to use to further their understanding of the issues or places they are curious about, and aid their development of their Reflect and Connect creation.
- “Flood” by Alvaro F. Villa (Capstone Young Readers, 2013) - Non-Canadian wordless picture book depicting a family forced to leave their home due to impending natural disaster. E-version available through [Epic](#).

