

Migration: Human Travels

Instructor: Amie Billman-Poole

Students: 6th grade

Materials:

1. Rulers
2. Crayons
3. Activity sheet
4. Copies of “Their Stories”
5. Blank maps
6. Maps with countries

Procedures:

1. The class will discuss and illustrate the word “migration.” After a brief class discussion, the students will write the definition that the class has come up with and will create an illustration that explains the definition.
2. The teacher will then explain that people immigrate to countries all over the world for many reasons. One main reason people immigrate to the United States is to make more money and provide a better life for their families.
3. Each student will be given a map that includes the U.S. and Central America. Students will then label the map with the correct countries. This map will be used as a reference for the students.
4. Students will read an excerpt from the handout “Their Stories.” (GET STORY). The focus will be on the teenager from Honduras who walked to Florida.
5. Students will cluster the dangers of such a journey.
6. Using their map(s), students will then document all of the countries and states the man likely had to cross through to get to Florida.
7. Students will then color the countries/states that he traveled through to get to Florida.
8. Students will then use a ruler and calculate (using the map scale) how many miles the journey was comprised of.
9. After some wrap-up discussion, the students will write a short essay on how such migration would impact a child their age. What things would they miss, be scared of, be optimistic about, etc.