

Exploring Human Movement and Cultural Histories

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Lesson Plan Background:

- **Demographics**

- **Theme/Topic:** International Baccalaureate Language and Literature Higher Level Y1 and Y2 Instructor
- **Subjects/Grade Level:** International Baccalaureate Language and Literature Higher Level Y1 and Y2; 12th grade
- **Suggested duration:** 3 class periods (45 min each)
- **Introduction to lesson:** In this multi-day lesson, students will explore resources to learn about historical events and images to learn about both the causes and effects of movements of goods, services and people to see how history is constructed and current events are influenced by these elements.

- **Connection to Standards/Common Core**

All Learning Objectives are taken from the [Ohio Learning Standards for English Language Arts](#)

- **Reading Standards:**

- **RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RL.11-12.6** Analyze a case in which grasping point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.

- **Writing Standards:**

- **W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information.
- b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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- **Essential Questions**

- How did the movement of humans (both past and present) influence today’s cultural identity of the group?
- In exploring one specific event/culture/individual, how are multimedia texts utilized to both document and share information and personal experiences?

- **Learning Objectives**

- Students will be able to identify a region (as broad or narrow as desired) and specific event or cultural group of people who have undertaken a movement.
- Students will be able to research their chosen event/group and explore multimedia texts that both depict and share objective and personal experiences.
- Using this research and texts, students will be able to create and present (compose, record, compile) a multimedia presentation.

- **Materials Needed**

- Access to research –either computers/chromebooks and the internet or Databases or hard copy books, periodicals, maps, images, etc.

Lesson Plan Details:

- **Pre-Assessment of Prior Knowledge**

- **Day 1**

- **Part 1:**

- Become (re)acquainted with prior knowledge and connections. Post these words on a sheet of paper (computer or larger (butcher paper): UN Sustainability Goals, Diaspora, Global Mobility, Immigration, Immigrant, archeology, human history, migration, belonging, marginalization, art, culture. Students will start a K-W-L chart: What I already know about the topic; What I want to know: What I learned. Complete the K (Know) portion for the terms.
- Allow students to do a “Chalk Talk”--walk around the room and record their thoughts, ideas and questions about each of the terms. Encourage students to put everything they think, believe and question about each of the terms.
- Divide students into small groups and have them take turns looking at 1-2 of the papers and sharing what they notice or question.
- Have time for a whole group discussion.
- For the Instructor: see if any trends develop. Address any questions or concerns that come up.
- Students will start a K-W-L chart: What I already know about the topic; What I want to know: What I learned. Complete the W (Want to know) portion.

- **Part 2:**

- Instructor: Put the 17 UN Sustainability Goals on 17 individual cards. Post them around the room.
- Have students sit at a Goal–minimum of 2 students per group. Adjust groups based on either teacher preference (if you want all 17 goals addressed) or manageable groups for your class size if you want to have multiple groups for multiple goals.

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• **Teacher-Student Interaction**

Day 2:

1. Selecting a United Nations Sustainability Goal to guide/focus students
 - a. Instructor: Put the 17 [UN Sustainability Goals](#) on 17 individual cards. Post them around the room.
2. Have students sit at a Goal—minimum of 2 students per group. Adjust groups based on either teacher preference (if you want all 17 goals addressed) or manageable groups for your class size if you want to have multiple groups for multiple goals.
3. Students with Instructor Guidance: Select a Region or Cultural Group to research; One suggestion is by continent or by historic event/cultural group. Some suggestions include (but are not limited to) Southeast Asian Diaspora 1366; The Silk Road, The TransAtlantic Slave Trade, Human Trafficking, Liberia (1980s-present) and many others (Romani within Europe) (List taken from topics from the 2023 Global Seminar). Students can start with these leads and see where their research takes them of interest. This can be an event from any time and/or place as long as it 1) is related to the movement of goods and/or peoples and 2) relates to the selected/assigned UN Goal. Students will be able to identify a region (as broad or narrow as desired) and specific event or cultural group of people who have undertaken a movement—whether by choice or forced.
4. Conduct research composing a list of information (Who, what, where, why and how) with specific dates, locations and individuals.
5. Research for related images; these may be maps, videos, narratives, poetry, songs, film, and any other media of relevance. Select at least 2 images to accompany your research. What does this add? How does it help create a more complete understanding of the event/topic?
 - a. Students will be able to research their chosen event/group and explore multimedia texts that both depict and share objective and personal experiences. Students will curate a collection of between 4-6 images.
6. Compile findings and relate to the guiding questions. Relate to the final question: Now that we have learned about this, now what? What is the action outcome to come from this learning?

• **Closing Activity**

- Each group will create a brief update of their findings to be presented to the class on Day 2. Instructor and classmates will provide feedback and pose questions. Each group will take this feedback and do any needed additional research.

• **Post-Assessment**

Day 3

Students will create a platform (presentation, pamphlet, film, art piece, writing piece—genre is of the students' choice) that accomplishes the following:

1. Answer the following questions:
 - How did the movement of humans (both past and present) influence today's cultural identity of the group and any future implications?
 - In exploring one specific event/culture/individual, how are multimedia texts utilized to both document and share information and personal experiences?
 - Discuss the connection between the research and the UN Sustainability Goal selected.

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2. Share research and resources within a Gallery Hop type setting (displays up while students move from group to group and take notes on each other's research and findings.) Students will also add to the L (Learned) section of the K-W-L Chart.
3. Students will include a multimedia presentation in which they either compile or create multiple genres of texts to depict the topic and event.
 - Students will use the presentation to share 1) a brief history of their event/topic 2) a specific individual example 3) a reflection/reaction that could be in the form of a visual image, video, Public Service Announcement (PSA) or any other mode of choice and share both with the instructor and class.
4. Students will provide a clear relationship between the topic and the UN Goal they have selected/been assigned. The "presentations" will be a variety of mediums and of the students' choice.
5. Students will also submit a self-reflection on their own project and a reflection on at least one other group's presentation. This can be the L (Learned) column on the K-W-L chart or another medium of reflection.

Lesson Plan Resources/Next Steps:

- **Reflection**

- The opportunity for students to explore events and individuals who they may have not been either aware of or fully understand the circumstances surrounding, enables students, not only in the International Baccalaureate Programme, but everywhere, the ability to explore issues in a global community and explore the local impacts.

- **Extension Activities/Cross-Curricular Connections**

- How Connect with the History/Social Studies Instructor and create a collaborative group in which students explore the historical events surrounding the event. Language students could then focus their exploration to texts—works of visual and performing arts, speeches, personal videos and/or accounts and work together to "Tell the (Un)Told Story".
- Reach out to a different level/age group of students; In this case, reach out to an Elementary school teacher and survey if there are any students who may have experienced a similar event. For example, our district has seen an increase in Ukrainian students recently. We also have a large ELL population. In our surrounding community, Somali and Nepal students are moving in more and more. Once a focus is determined, HS students can still research surrounding histories and stories. Have a guest speaker who has experienced movement (whether by choice or forced) to share a personal account. I have done this with a family (mother and daughter speaking) who moved from Ukraine following the Holodomor in the 1930s and their experiences. The text selection could be focused on a children's book and have HS students read to the elementary school students and then donate the book for a class read. Students could then create a reactionary piece—a piece of writing, art or other medium—collaboratively.

Resource Support:

This lesson plan was developed by Magen Beatty, who participated in the [Global Teacher Seminar 2023: Global Movement of Goods and People](#). The seminar was a partnership with the Center for African Studies (CAS), Center for Latin American Studies (CLAS), Center for Slavic, East European and Eurasian Studies (CSEEEES), East Asian Studies Center (EASC), and Middle East Studies Center (MESOC) and funded in part by U.S. Department of Education Title VI National Resource Center grants to The Ohio State University. The content of this lesson plan does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Lesson plans are available online for classroom use worldwide and can be accessed at the [Global Teacher Seminar Resource page](#).



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