**National Geographic Educator Certification Lesson Plan Template**

**Your Name:** Leah Juelke

**Lesson/Activity Title:** Post Cards for Kakuma

**Recommended Age(s)/Grade(s):** Grades 9-12 (Partnership for New Americans Class- EL students with mentors)

**Time Needed – Preparation:** Cut paper/set up Google Classroom/etc. 30 mins

**Time Needed – Execution:** TWO PARTS= Four 50 min class periods

**Objectives:**

**By the end of this lesson, students will be able to:**

1. Understand that the distribution of natural resources and human populations on Earth determine patterns of global power and influences
2. Research and discuss how changes in global power and influences contribute to the creation of refugees
3. Understand aspects of human migration and the refugee's journey

**Materials and Preparation Needed:**

* Reasons Why People Migrate

 <https://www.nationalgeographic.org/encyclopedia/refugee/3rd-grade/>

* Atlas of the Human Journey from National Geographic's Genographic Project

 <https://genographic.nationalgeographic.com/human-journey/>

* 5X7 postcards of colored paper
* Crayons/markers/ colored pencils
* Laptops
* Projector/teacher computer
* Envelope to send cards/ postage
* VR goggles and ipods from library with Kakuma VR links

 <https://www.youtube.com/watch?v=B7SCvFbke14&t=>

 <https://www.youtube.com/watch?v=stjqTZ061pM&t=>

* Nat Geo Website- Lost Boys video

<https://www.nationalgeographic.org/media/from-sudan/>

https:[//www.nationalgeographic.org/media/sense-of-place/?utm\_source=BibblioRCM\_Row](https://www.nationalgeographic.org/media/sense-of-place/?utm_source=BibblioRCM_Row)

* Explanation of project- <http://takeactionglobal.org/postcards4kakuma.html>
* Quotes <https://www.redbookmag.com/life/mom-kids/g22105383/best-school-quotes/?slide=1>
* Lost Boys Kakuma Refugee Camp Worksheet- (uploaded as a document)
* The Atlas of the Human Journey & The Reasons Why People Migrate Worksheet (uploaded as document)

Lesson 1- Postcards for Kakuma: Human Migration

**Directions:**

Bellringer- Talk to your partner about what the difference between a refugee and an immigrant. Share out when done

1. Hand out worksheet that has the questions for: The Atlas of the Human Journey & The Reasons Why People Migrate

2. Each student has a laptop, so have them open to the first link on their Google Classrooms. Students will take turns reading out loud to each other.

Reasons Why People Migrate

 <https://www.nationalgeographic.org/encyclopedia/refugee/3rd-grade/>

Atlas of the Human Journey from National Geographic's Genographic Project- Map of Human Migration

 <https://genographic.nationalgeographic.com/human-journey/>

3. Students record questions about the reading on their worksheets.

4. Discuss- Partners will pair with another group and ask questions with another group. Ask what was one thing they already knew? What was one thing that surprised them? How does power play a role in migration?

Lesson 2- Post Cards for Kakuma: Kakuma 3D & Creation

**Directions:**

Bellringer- Discussion- Students from Kakuma refugee camp in my class will talk about their experiences in the camp. Ask the students: Why did they go to the camp? What was life was like there? (Students would have been asked prior to volunteer to talk about their experiences)

1. Students will watch The Lost Boys Clips from Nat Geo Resources:

 <https://www.nationalgeographic.org/media/from-sudan/>

[//www.nationalgeographic.org/media/sense-of-place/?utm\_source=BibblioRCM\_Row](https://www.nationalgeographic.org/media/sense-of-place/?utm_source=BibblioRCM_Row)

 a. During the videos, students will answer questions about the Lost Boys on a worksheet

 b. Students will discuss answers to the questions in groups of 4.

2. Students will each use the Virtual Reality Headsets and watch videos about Kakuma and the education in the camp to get a 3D experience.

 <https://www.youtube.com/watch?v=B7SCvFbke14&t=>

 <https://www.youtube.com/watch?v=stjqTZ061pM&t=>

3. Students will be shown the Postcards for Kakuma Project and given an explanation.

<http://takeactionglobal.org/postcards4kakuma.html>

4. Discuss why people should send postcards to this place. Reference previous lessons.

5. Show examples & websites with positive quotes <https://www.redbookmag.com/life/mom-kids/g22105383/best-school-quotes/?slide=1>

6. Students create postcards on a 5X7 paper using markers/ crayons/ colored pencils

7. Students share with the class what was drawn and why

8. Teacher will put cards in an envelope and send postcards to Kakuma!

**Vocabulary:**

*What new vocabulary will students need to learn to complete this lesson?*

* Migration
* Kakuma
* Refugee
* Immigrant
* Lost Boys
* Homo Sapiens
* Climate
* Gene Pool

**Scales and Perspectives, Human and Natural World Connections:**

*How does this lesson allow students to examine the world from different scales and perspectives? How are themes of the human and natural world, and their intersections, covered in this lesson?*

Students were able to make connections on a global scale about the human world. They were able to discuss the Lost Boys’ Journey and compare it to their own journey. This addresses the theme of the natural world and the environment of where people live and how it contributes to their migration. Students also were able to learn more about the reasons as to why the Lost Boys were refugees with videos, taking a cultural and historical perspective. Students also were excited to learn about the education in Kakuma with virtual reality. They then learned about and participated in the Postcards for Kakuma project. This is a project on a global scale and students from around the world are participating.

**Learning Framework Connections:**

*How does this lesson connect with one or more of the attitudes, skills, and knowledge areas of the National Geographic Learning Framework?*

Students were very curious about the human journey. Being that more than half of my students in this class are refugees, they have an understanding of what their own human journey was like, but this activity broadened their view as to what it was like for other refugees through observation, communication and collaboration. Students also were very curious as to the historical journey of humankind. They loved the map and were curious to learn more about the past related to migration.

After observing the content on Nat Geo, they communicated with their partners about the material and then collaborated with other groups to discuss the human journey and share their own experiences. They loved doing this and were very curious about each other's journey. Students were empowered by creating a postcard that other students in the Kakuma refugee camp will see. They were excited that they were able to communicate a message of happiness and hope to students in the camp. It was even more meaningful for my students who were refugees themselves. During the VR activity, students from Kakuma would communicate with their partners about what they were seeing and elaborate on it, explaining their experiences.

**Assessment:**

*How will student learning be assessed for this lesson?*

Students will be informally assessed on reading and listening in these activities- see rubric below. Also, assessment will occur through observation of participation in all activities, completion of correct answers on worksheets, completion of postcard for Kakuma

Rubrics

**Reading and Listening Rubric - Introduction Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not Proficient** | **Partially Proficient** | **Proficient** | **Advanced** |
| Response | Responds with incorrect information verbally or in writing. | Responds with some misinterpretation verbally or in writing.  | Responds with literal interpretation verbally or in writing.  | Responds with interpretation that reflects higher-level thinking verbally or in writing.  |
| Reflection | Provides limited or no response to teacher questions or prompts verbally or in writing. | Provides some response to teacher questions and prompts verbally or in writing.  | Provides adequate response to teacher questions and prompts verbally or in writing.  | Provides insightful response to teacher questions and prompts verbally or in writing.  |

Adapted from Stamford Public Schools DRA Reading Comprehension Rubric

**POST CARD RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Not Proficient** | **Partially Proficient** | **Proficient** | **Advanced** |
| Creativity | Is not creative and does not use  pictures and/ or colors | Uses a picture or two and one color | Is visually appealing and uses more than two pictures and colors | Is visually appealing, using multiple pictures and colors, which much time has been spent |
| Quote/ Message | Provides no quote or message  | Provides quote but with incorrect grammar | Provides quote with correct grammar, but lacks depth | Provides insightful. Quote with correct grammar that connects the meaning to the project  |

**Opportunities for Modifications and Extensions:**

Suggest ways in which the lesson might be modified or extended for specific student audiences, different abilities, deeper learning, etc.

This lesson is already modified for EL students, who are new to the country, as it uses grade 3 differentiation for the migration reading. The lesson could be further modified for students with different abilities. The reading component could be read to the students by the teacher and broken down into an oral assignment, rather than a written.

For students who are not EL, more in depth reading and writing about migration and refugees could be done, using more Nat Geo sources. Due to the time it takes my EL students to comprehend and be able to access text, the lesson is written to go at a slower pace.

An extension could be to become pen pals on Flipgrid with students *in the Kakuma Academy, if they had access to reliable internet and computers.*

**Resources:**

***What outside materials did you use to support this lesson? Please include links.***

*I used a handful of outside materials to support the lesson. I created my own worksheets for the human journey and Lost Boys activities. The links are below:*

* 5X7 postcards of colored paper
* Crayons/markers/ colored pencils
* Laptops
* Projector/teacher computer
* Envelope to send cards/ postage
* VR goggles and ipods from library with Kakuma VR links

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