

Task Background
<p>Domain & Area: Social Studies - Geography</p>
<p>Target CCR Standard(s) (including level of standard, if needed) and/or adult diploma competency for Science or Social Studies:</p> <p>MN Standard Adult High School Diploma Social Studies Competencies</p> <p>Area 4: Geography</p> <ul style="list-style-type: none"> ● Demonstrate knowledge and understanding of how resources, physical and environmental factors influence and are influenced by human activities (migration, social, economic and political systems) <p>CCRS Reading (if qualitative assessment is completed for each text and submitted with the graduation portfolio)</p> <ul style="list-style-type: none"> ● Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text ● Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
<p>Task Description: The purpose of this task is to provide a student an opportunity to demonstrate competency in an important topic in geography: how push and pull factors influence patterns of human migration. In this task, learners read two texts to build background knowledge. There is a text-dependent question set to accompany each of the texts. Learners also watch a video and practice using what they learn to write a GIST summary. Finally, learners conduct a short research project and then write an informational essay that explains the circumstances under which a group of people migrated to Minnesota.</p>
<p>Information for the Teacher</p> <ul style="list-style-type: none"> ● All materials described below are found in a Google folder here: https://drive.google.com/drive/folders/1T_5qn7zFW1g4HFxe7Ndljia_LgWpQQME?usp=sharing ● The student should have already been introduced to the idea of “push” and “pull” factors that influence human migration and that some of these factors are environmental, such as drought or famine, while others are economic or political. A

useful resource for this project could be “The Immigration Stories Project” from the University of MN:

<https://drive.google.com/file/d/0B1eIDteoJgugQWdvTWoxY1VHcjg/view?resourcekey=0-H2r04bzHdUdE73t8HkGeUg>

Additionally, students should have some background in conducting research and writing an informational essay.

- Besides copies of the materials linked above (materials could be provided to students in print or electronic form), the student will need access to the internet to view the video and access to Microsoft Word or Google Docs to complete the informational essay.
- This task was designed to be completed independently by a learner. For learners needing more support, they are encouraged to ask for feedback on their work from a teacher. Answers to the questions, for example, can be revised based on this feedback, but answers must show evidence of understanding and not simple copying from the original texts. Students are also encouraged to use a draft writing approach for creating the informational essay.
- This task was developed so that the individual components could be used in different ways. The text dependent questions, for example, could also be used to show evidence in the area of CCRS Reading if a qualitative and quantitative analysis of the text were completed. The essay could potentially be used as evidence of CCRS Writing or Language standards or the student portfolio writing sample. It is up to the teacher to determine which pieces of this task would be the most useful for the learner to complete and additional appropriate standards to target and up to the teacher and student to determine when task evidence is ready to be submitted to the portfolio reviewers, if the student is a diploma student.
- There are answer keys for both sets of text-dependent questions, a key for the GIST summary, and a rubric for evaluating the informational essay.
- More information about the GIST summary can be found on the Read Write Think website:
<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html?tab=1#tabs>)

Activities

Title: Close Reading of Newsela Text 1 “Their ancestors fled U.S. slavery for Mexico. Now they’re looking north.”

Materials: This activity includes *Newsela Text 1*, *Text Dependent Questions Set 1*, and the *Text Dependent Questions Set 1 Answer Key*.

Title: Close Reading of Newsela Text 2 “Teen who migrated to

Materials: This activity includes *Newsela Text 2*, *Text*

<p>U.S. border to escape gangs hopes to join his mom”</p>	<p><i>Dependent Questions Set 2, and the Text Dependent Questions 2 Answer Key.</i></p>
<p>Title: Frontline Video “On the Brink of Famine 360°”</p> <p>Students will view the video and fill out the GIST Summary Template.</p>	<p>Materials: <i>Frontline video, GIST Summary Template (original or electronic), and the GIST Summary Answer Key.</i></p> <p>Frontline Video link https://www.youtube.com/watch?v=cIF5DYNLIPs</p>
<p>Title: Short Research Project</p>	<p>Materials: <i>Conducting a Short Research Project handout, Informational Essay Rubric</i></p>