

Overview:

Students have come to the United States as refugees, asylum seekers, and immigrants from countries across the globe. During this unit, students will first identify where they are from, and then engage in various activities related to identity and place. Students will study maps and conduct research to discover how and why places' names have changed over time.

Goals:

- ❖ Students will acquire new academic vocabulary in English Language Arts and Social Studies aligned to learning standards
- ❖ Students will analyze maps to learn how borders and names change over time
- ❖ Students will conduct research to determine why borders and names change over time
- ❖ Students will create a final assessment project to demonstrate their understanding and acquired knowledge.

Activities:

- ❖ Anticipation Guide: students will pin locations of where they are from, have lived, and want to live in or travel to in the future. They will write about memories and explain why they want to live or travel to other places.
- ❖ Group Interviews: students will ask and answer questions about their own names and how they were named. Students will discuss their feelings about naming traditions and if they'd ever change their names.
- ❖ Map Analysis: Students will analyze three (or more) maps from their homeland's region. They will identify borders, names, and years.
- ❖ Research: Students will conduct research using online databases to determine how and why the borders and names of their homelands have changed over time.
- ❖ Final Assessment: Students will compose a final assessment project. Using a digital platform, students will demonstrate their understanding and acquired knowledge. <https://www.wevideo.com/view/1778046614>

Standards:

- ❖ **CCSS.ELA-LITERACY.L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- ❖ **CCSS.ELA-LITERACY.L.8.4.C:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- ❖ **CCSS.ELA-LITERACY.WHST.6-8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ❖ **CCSS.ELA-LITERACY.SL.8.1.D:** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- ❖ **CCSS.ELA-LITERACY.WHST.6-8.1.B:** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- ❖ **CCSS.ELA-LITERACY.SL.8.1.C:** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- ❖ **CCSS.ELA-LITERACY.WHST.6-8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ❖ **CCSS.ELA-LITERACY.WHST.6-8.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- ❖ **CCSS.ELA-LITERACY.WHST.6-8.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- ❖ **SS K-8.2:** Analyze human movement and population patterns.
- ❖ **SS 2-7.4:** Evaluate the relationships between identity and place.
- ❖ **SS K-8.1:** Use geographic tools and ways of thinking to analyze the world.
- ❖ **SS 1-8.3:** Connect past to present using different views to draw conclusions and current implications.
- ❖ **SS 2-8.2:** Gather and evaluate resources.
- ❖ **SS 1-8.1:** Use historical evidence for determining cause and effect.
- ❖ **SS 1-8.4:** Evaluate primary and secondary sources to interpret historical context, audience, purpose, and point-of-view.