

## Reimagining Migration Lesson Plan Template

What matters most for my students to learn and why  
in a world on the move?

### EXPLORING THE LEARNING ARC and DISPOSITIONS MAP

Focus:	Design:			Planning Questions/Reflection:
Unit:				Why does teaching this topic matter to me? How does it address essential aspects of the human migration experience [see learning arc]?
Essential Question:				What is the essential topic or big question about migration that my learners will explore?
Objective(s):				What specific understandings about the topic and dispositions will my students develop?
Exit ticket:				What <b>must</b> students know and be able to do by the end of this lesson? <i>This can be your summative.</i> (Backwards mapping: ground and answer of students met the objective and EQ.)
Learning Arc:	◇ Moving Stories	◇ Understanding Migration	◇ Turning to Action	Where in the Imagining Migration Arc are you? How can you highlight the Arc into today's lesson?

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Connection:		How does this lesson connect to yesterday's lesson?)
Hook:		What kinds of personally meaningful experiences might engage the whole student in the topic meaningfully, as we begin this exploration?
Lesson Activities:	Introduction of lesson	<p>What is the step-by-step process of learning that will take place? What activity will students be completing? Include detailed description and strategies.</p> <p>How does the culminating experience tie back to the essential question?</p>
	Dig deeper:	
	Culminating experience:	
Formative Assessment:		<p>How will you check student understanding/learning?</p> <p>How will teacher provide feedback to students?</p> <p>How is this assessment aligning with the exit ticket?</p>

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<b>Summative Assessment:</b>		<p>How will students be expected to demonstrate mastery of the learning objective?</p> <p>Can the EQ be turned into a short response or a stimulus based multiple choice question here?</p>
<b>Materials:</b>		<p>What culturally relevant resources or provocations might empower my students to build deep and relevant understanding (e.g. stories, community assets, family member, works of art, primary sources, news)?</p>

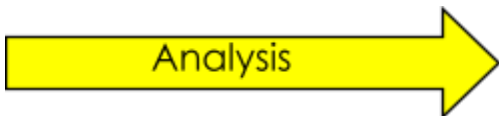


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<b>Lesson Reflection</b>	<b>Next Steps</b>
<i>What went well?</i>	<i>What/who do you need to reteach?</i>
<i>What surprised me?</i>	<i>What changes will you make for tomorrow's lesson? What might they or I do next to continue to foster learning and transformation?</i>
<i>What would you keep the same?</i>	<i>Which students need extension?</i>

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### Bloom's Taxonomy: Levels of Questioning

		
<p><i>Recall/regurgitate</i> facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</p>	<p>To show understanding <i>finding information from text</i>. Demonstrating basic understanding of facts and ideas.</p>	<p>To <i>use in a new situation</i>. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.</p>
<p><u>Key Words:</u>      How              Quote          Choose            Identify          Match          Copy                Label            Memorize          Define              List              Show          Duplicate          Locate          What          Find                 Retell          Why</p>	<p><u>Key Words:</u>    Extend          Predict          Ask                Generalize      Relate          Cite                Give Ex.        Show          Classify          Indicate        Summarize          Compare          Interpret        Outline          Discuss          Match            Illustrate</p>	<p><u>Key Words:</u>    Group            Relate          Associate           Link           Represent          Build              Manipulate      Show          Categorize         Construct      Simulate          Classify          Model            Solve          Connect          Perform          Transfer</p>

		
<p>To <i>examine in detail</i>. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence.</p>	<p>To <i>change or create</i> into something new. Compiling information together in a different way by combining elements in a new pattern.</p>	<p>To <i>justify</i>. Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on criteria.</p>

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<u>Key Words:</u>	Divide	Select	<u>Key Words:</u>	Discover	Model	<u>Key Words:</u>	Disprove	Justify
Analyze	In-depth	Survey	Adapt	Discuss	Plan	Agree	Dispute	Measure
Arrange	Discussion	Comparing	Add to	Elaborate	Predict	Assess	Evaluate	Opinion
Assumption	Inference	Break-Down	Build	Estimate	Produce	Conclude	Give	Prove
Categorize	Investigate	Similar To	Construct	Extend	Propose	Consider	Reason	Support
Discover	Rank	Reason	Create	Imagine	Test	Convince	Importance	Validate
Dissect	Research	Prioritize	Design	Innovate	Think	Criteria	Infer	Recommend
Distinguish	Similar to			Invent	Speculate	Decide	Influence	Value
							Judge	