

The Re-Imagining Migration Guide to Creating Curriculum:

A Planning Tool to Support Quality Teaching for a World on the Move



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with an introduction by Adam Strom

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Acknowledgements:

Ideas presented in this guide build on extensive empirical research in teaching and learning at Project Zero, Harvard Graduate School of Education, where I led studies in the areas of Interdisciplinary Education, Global Competence, Thinking Dispositions and Global Thinking Routines. The guide extends this work in important ways through vigorous dialogue within our Re-Imagining migration team, propelled by our steadfast commitment to tailor quality educational opportunities to immigrant-origin youth, their peers, and their teachers as we prepare to live in a world on the move. I thank Adam Strom for his helpful conceptualization of our curriculum graphic, the endless collection of resources available on our website, and his tireless efforts to make sure good materials reach teachers. I thank Carola Suarez Orozco and our Re-imagining Migration Educational Leaders for their helpful feedback on prior versions of this guide. I would also like to thank Abeer Shinnawi for her feedback on the dispositions map and her work adapting our planning graphic organizer into a lesson plan template. Daniel Oberholzer also deserves our thanks for his generous support in helping us communicate our work visually in beautiful ways. Together as a team, we hope you will find in this guide ideas to come back to over time, as you refine the art and science of educating in a world of complexity, mobility and diversity.



I. Introduction

The purpose of this guide

This guide can be used as a planning tool to create a variety of learning experiences from lessons and units in schools to professional development sessions for educators, museum and community-based educational experiences, and many other forms of curriculum.

Our approach is grounded in our framework and begins with the recognition that good teaching is always developed in relationship to the students that we teach, the community that in which we teach, the culture of our schools and classrooms, as well as the academic disciplines and courses in which lessons are delivered and designed.

We seek to promote educational experiences that are both culturally relevant and responsive. We recognize that quality curriculum has to center the students we are teaching and the community in which we are teaching. It is almost a cliché, but it is important to remember that our students are not empty vessels waiting to be filled up, they are people who come with knowledge and experiences that are vital to the interplay of teaching and learning. The relevance of what we teach is found in the bridges between our students, their communities and the world in which all live.

What we mean when we talk about curriculum

For Re-Imagining Migration, curriculum is not a lesson plan, a unit, or even a pacing guide, although those are often parts of a curriculum. Instead, we recognize curriculum as what happens in a learning experience. It's not just what teachers do; learners actively shape curriculum with their responses, insights, and questions. Our approach builds on the idea that good teaching --and good curriculum--is always in dialogue with the students in our care, our learning goals, the content we are teaching, and the kinds of classroom practices that promote student engagement, understanding, and action. In other words, we recognize that curriculum is not a script; instead, to choose a dynamic metaphor; it is jazz. All of the players have a shared goal and direction. There are steps to the progression and essential experiences and interactions that are part of the plan; however, jazz and a powerful curriculum rely on participants' interplay, whether they are musicians or teachers and students. Sometimes, a player finds a groove that they want to explore. There is room for that, as long as the song is not lost. We think that's what good teaching looks like as well. Direction. Observation. Reflection. Adjustment.



Building on the dynamic image of curriculum below, this guide will help you identify your direction by clarifying your topic, learning goals, and planning critical learning experiences. It uses questions to prompt you to consider the relationship between the subject, your students, their community, and the world around them. At the end of the document, you will find a protocol for you to use to reflect on your student's learning, along with your own. That said, this guide is not a script builder; it is more of a roadmap, trip planner, it is the basis for your jazz composition.

Teaching, as we view it, is not merely a matter of sharing information- instead, it is one of nurturing holistic, relevant, deep, and lasting understandings that transform students, nurturing their full potential, empowering them to live fulfilling lives and to participate actively in the construction of more inclusive, equitable and sustainable societies.

Adam Strom, December 2020



Credit: Graphic conceptualized by Adam Strom and Daniel Oberholzer



II. The Kind of Learning We Need

All educational efforts build on more and less explicit assumptions about what we view as quality learning. At Re-imagining Migration, we strive for learning that is whole, relevant, deep, and long-lasting.¹

Whole Child Learning Preparing our children and youth for a world shaped by migration invites us to reframe our conceptions of the learner in important ways. No longer is it possible to reduce the child to “a student of math, languages or art – the social dynamics of a diverse classroom and the experiences of dislocation and relocation color the worldviews and socioemotional lives of children on the move. This demands that we deliberately foster every child’s full human potential –attending to their cognitive, socio-emotional, ethical, aesthetic and civic development.

Relevant Learning We seek learning that is visibly relevant to students and to society. This involves prioritizing topics, issues, cases, capacities that speak to the interests, experience and growth potential of students– e.g. connecting hurricanes with family lives, appreciating children’s capacity to tackle complex issues when carefully presented– At the same time, we propose to prioritize topics and capacities that are also visibly relevant to contemporary and future societies—e.g. examining the roots of climate-induced migration and engaging children in proposing solutions within their realm of influence.

Deep Learning Understanding and participating in a world on the move also requires that students learn to use concepts, theories, ideas, methods or findings in ways that can deepen their capacity to make sense of systemic patterns and unique experiences in human migration, that they can navigate dilemmas, solve problems or take action in informed ways. With its focus on disciplinary and interdisciplinary understanding at developmentally appropriate levels, this view of global competence embodies deep subject matter learning.

Long-lasting Learning Thinking dispositions involve the *ability* to perform a cognitive and socio-emotional task such as empathizing or taking perspective, investigating an issue or finding ways to communicate across differences. They also involve a *sensitivity* to opportunities in the real world and unprompted situations to use such ability as well as an *inclination* to do so over time. Dispositions are about the ‘residuals’ of learning beyond formal instructional contexts they are about the “kind of person” a student will become.

With these qualities of learning in mind, let us now turn to five core dispositions that we deem essential to navigate a world on increasing mobility, diversity and complexity. In each case we signal cognitive as well as social, emotional and ethical dimensions of learning and development.

¹ Boix Mansilla & Chua (2016), Boix Mansilla OECD (2020).



III. What habits of mind, heart and dispositions are necessary to live together in a world on the move?

The Re-Imagining Migration’s framework identifies five core dispositions deemed essential to navigate a world on increasing mobility, diversity, and complexity. One way to think about the dispositions is as the overarching learning goals of curriculum preparing young people for a world on the move. Every unit, lesson, or project becomes an opportunity to continue to foster these dispositions, across disciplines, topics and age groups. They are briefly described below, highlighting cognitive as well as social, emotional, and ethical dimensions of learning and development. Dispositions for a world on the move involve the **capacity, sensitivity, and inclination** to:

- **Understand Perspectives,**
- **Inquire in a World Shaped by Migration,**
- **Communicate and Build Relationships Across Difference,**
- **Recognize Power and Inequities, and**
- **Take Action Towards Inclusive and Sustainable Societies**



Dispositions like the ones we propose are developed through **enculturation**. That is, students do not develop them through an occasional lesson on perspective-taking, a unit on migration, or an annual school event, but through ongoing participation in classroom cultures in which targeted forms of thinking are visibly valued and extensively practiced. To cultivate these dispositions, we must weave in opportunities to take multiple perspectives, inquire about the world, to engage in respectful dialogue, to attend to inequities and take responsible action as a routine and integral part of everyday life in the classroom.



The dispositions we seek to promote are described below:

Understand Perspectives: Own and others' empathically

The capacity, sensitivity, and inclination to...

Understand and value oneself

Recognizing one's own emotions, thoughts, values, cultural lenses and worldviews—and the multiple influences on them. Acknowledging one's strengths and capacity to contribute to our environments, as well as our proclivity to hold stereotypes or blind-spots. Recognizing that others may have views of the world and of ourselves that are different from our own.

Empathize with others, honouring their dignity and seeking to understand their experiences and perspective

An embodied disposition to share in the experiences and emotions of another person. A disposition to seek to understand their values and worldviews, multiple cultural affiliations and influences. A disposition to care about who another other person is (a peer, a literary character), minimizing "othering" and recognizing other people's human dignity.

Recognize, value, and bridge complex emotions, identities, intersections and influences

Appreciate the dynamism of cultures and perspectives. A disposition to recognize that there is always more than one perspective, that individuals may participate in multiple cultures and that cultures influence one another. An openness and disposition to appreciate intersections, mixture and hybridity in people and cultures.

Inquire about Human Migration: With care and nuance

The capacity, sensitivity, and inclination to...

Exhibit care and curiosity about our shared and divergent human experience of migration

Feel connected and belonging to a larger human story, viewing migration as a shared human experience - past present and future. Pose relevant and informed questions, exhibiting curiosity and the desire to learn

Investigate and recognize patterns across time, place and identities reasoning with diverse sources of evidence

Gather, weigh and reason with evidence to make sense of migration-related issues or situations seeking out quality sources and media,



interpreting them carefully and critically. Consider, for instance, evidence on causes and impacts of migration on individuals, communities and nations, combining disciplinary lenses to make sense of a world on the move. Consider patterns across time, space and identities

Form informed and ethical personal positions

Examine matters with compassion, managing complex ideas, contexts and emotions to draw informed conclusions about issues related to migration.

Communicate & Build Relationships across differences

The capacity, sensitivity, and inclination to:

Listen empathically and mindfully

Listen openly, empathically and mindfully to the many languages people use to communicate (verbal, visual, body languages); appreciate communicative styles as expressions of identity, culture, and communities of belonging, and recognize that people's humanity, cultural assets and complex thinking capacities are often vaster than what emerging linguistic competences can show, or how non-dominant forms of expression are often interpreted.

Express with purpose, audience and context in mind.

Use multiple languages to communicate (feelings, values, ideas, stories), express oneself (one's identity, culture, belonging) in ways that keep purpose, audience and context in mind. Appreciate and engage in cultural and linguistic straddling, code-switching and combining languages to improve communication, and build bonding and bridging relationships within and across groups.

Appreciate and reflect about respectful and inclusive dialogue across race, nationality, gender, religion, and ethnicity

Appreciate respectful dialogue building on the desire to understand and be understood. Recognize, critically, that language can serve as a gatekeeper or a gateway for inclusion and for understanding other people's lives, cultures, and the world. Recognize and reflect about communication and relational challenges recognizing the source of difficulties (e.g., language of exclusion, difference in communicative norms) and seeking inclusive solutions.

Recognize Power & Inequities in human experience and migration

The capacity, sensitivity, and inclination to:

Recognize power and inequities in various forms

Recognize racial, class, religious, ethnic and gender inequities and power disparities regarding self, known and distant others—in daily experiences as well as across past and present, local and global cases of migration.



Uphold values of human dignity and diversity that are foundational to inclusive societies, social belonging, and moral development.

Understand one's own position vis a vis power and inequities

Understand one's own positions vis-a-vis inequities navigating the ideas, feelings, and relationships associated with responding to inequities from specific positions and contexts (e.g. compassion, respect, and admiration vis-as-vis persons who experience marginalization, as well as pride of one's own family story of migration, freedom and courage to share one's language, values and roots)

Envisioning inclusive and sustainable societies

Imagine possible equitable and just futures, enriched by the inclusion of marginalized voices in dialogue and relationships that embody the values of human dignity and diversity central to our democratic life.

Take action to foster inclusive and sustainable societies

The capacity, sensitivity, and inclination to:

Recognize our circles of belonging, care and influence

Develop a sense of belonging to a learning environment, a community and a society and an inclination to participate regarding issues or situations involving human migration. Be sensitive toward opportunities to act constructively in groups, contexts, and relationships, and a desire and inclination to make a difference.

Employ understanding, voice and an action to foster equitable and inclusive societies

Seek to understand experiences and systems associated with human migration and how earlier change makers have attempted to make a difference. Use the capacity to express one's perspective, experiences, story to change minds. Use civic engagement tools (political action, community projects, digital campaigns) to take informed and compassionate action

Reflect and revise our actions

Reflect on actions and strategies (learn from the stories of the past, examining prior attempts, voicing perspectives, engaging others, planning, executing) assess and adjust them to foster wellbeing among immigrant and host communities, foster equitable and inclusive societies strengthening civic life and democratic institutions. Nurture an identity and sense of self-efficacy as a change maker in society.



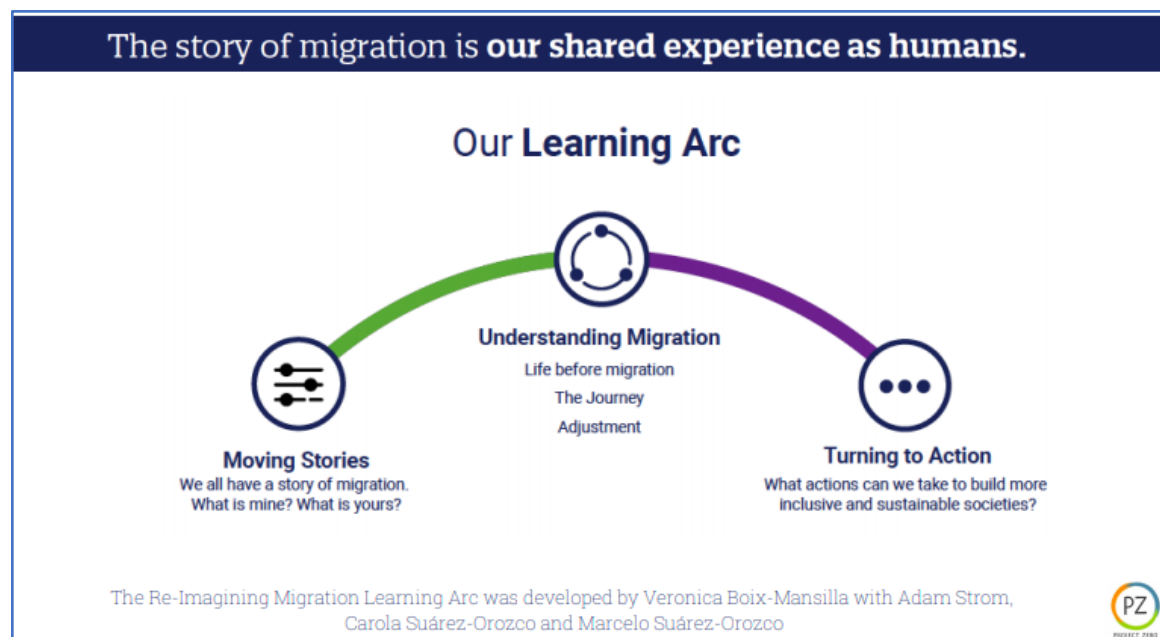
IV. What matters most to understand about migration?

“Migration has been an integral part of our experience since humans first walked the earth; while it has ebbed and flowed over time, it is ubiquitous. Across history, scepticism, fear, and intolerance associated with differences have developed into deeply ingrained class and culture hierarchies leading to conflict, intolerance, and violence. In a world with more and more people on the move, educating young people to learn to live with, work with, and respect our differences is essential for the survival of democracy.” Adam Strom, Re-Imagining Migration

The Re-Imagining Migration Learning Arc

In the 21st century, refugees have often become the face of migration, yet the phenomenon is both larger and more varied. There are over one billion people on the move, including over 250 million people living outside of the countries where they were born. Migration across post-industrial nations is reaching historic proportions, placing migrant children at the forefront of rapidly-changing educational landscapes. Migration, cultural interactions, mix and hybridity are the new normal.

Today, as in the past, people move for a number of reasons. Some people move because they have been driven from their homes from war, violence, and climate change, others seek economic opportunity, and still others move for love, to reunite families. What do these experiences have in common with the long human history of human movement? How do we help students to recognize the patterns that connect these experiences as well as the discontinuities, differences in power, and agency in each of these very human stories?



Our learning arc for understanding migration responds to the third question in the Re-Imagining Migration framework, “How should we teach about migration?” and is centered on the belief that the goal of teaching about migration is not a matter of simply remembering information. Instead, it entails having the capacity to reason one’s way through and respond to a situation, a media report, a new refugee crisis, feeling-oriented enough to advance possible explanations, interpret or contextualize perspectives, and compare present developments with past ones. To engage migration in this way educators will need to deepen their own understanding and continuously explore key questions about migration and ways to treat this complex topic in accessible ways across disciplines and age groups.

To facilitate this process, our Learning Arc raises fundamental questions about our shared human experience: Who are we? Where do we come from? Why do people leave their homes? What is the meaning of borders? Who is responsible for the people who straddle more than one nation? What is my responsibility in constructing welcoming and inclusive societies?

With this new way of understanding migration, we propose the following Learning Arc of questions as foundational to young people’s explorations. We invite educators to use the questions to design learning experiences, interdisciplinary curricula, and academic inquiry following the design. We believe there is lasting educational value in following the entire learning arc while recognizing that educators may choose to concentrate on particular questions or subsections of the arc.

At the same time, our Learning Arc creates a suggested framework for learning and teaching about migration and does so by raising key questions that build on one another surrounding the experience of migration. We invite you to explore the Learning Arc in its entirety before beginning on your curriculum planning journey.

While we believe there is lasting educational value in following the entire Learning Arc, we recognize educators may choose to concentrate on particular questions or subsections of the arc. Our Curriculum Building Tool is intended to help you achieve this goal, and will help you use the Learning Arc to design learning experiences, interdisciplinary curricula, academic inquiry, professional development, and a wide range of educational programming.



Guiding Questions from the Re-Imagining Migration Learning Arc

Moving Stories

We all have a story of migration - what is my story? What is yours?

- In what ways do stories of migration help us understand who we are?
- What can we learn from the many visible and invisible stories of migration around us?
- How can we approach the sharing of stories of migration with understanding and compassion?

Understanding Migration

Life Before Migration

Where do we humans come from?

- Where do humans come from and what is our shared story?
- How do we know about our ancestors who migrated around the planet over the last 70,000 years?
- How is our shared human history shaping our lives today?

What was life like before the journey (ours or others')?

- How did people live their lives before migration (cultural practices), (theirs or others)?
- What values, worldviews did people hold?
- How does life before migration connect with life today? What is similar, what is different?

Why do people leave their homes?

- In what ways do societal, political, and environmental forces/challenges influence the decision to migrate?
- In what ways do the more intimate personal contexts motivate people's decisions to leave their homes?
- What happens to those who stay and how do they relate to those who leave?

The Journey

What do people experience as they move from one place to another?

- In what ways are people's migration journeys similar and different from one another?
- How much control do migrants have over their journey and what are the choices and dilemmas they face during their journey?
- What do these journeys reveal about human nature?



How do borders impact people's lives?

- What is the purpose of borders?
- How do the visible and invisible borders that people encounter shape their lives?
- How can borders work in an ethical way?

How do individuals and societies navigate ambiguous status?

- What are the rights of people with ambiguous status (people who are not clearly recognized by the State)?
- How do individuals and societies manage ambiguous status?
- What are our responsibilities toward people on the move with ambiguous status?

Adjustment

What are the conditions in the new land?

- How might the environment in the new land help or hinder newcomers' inclusion?
- How do newcomers come to understand the new land and their place in it over time?
- How might newcomers and the receiving community balance their identities, cultural values, and world views as they interact with one another?

What are the public stories of migration?

- What messages about migration are people hearing through media and thought leaders?
- How can we assess whether available public stories about migration are reliable and representative?
- How do stories of migration influence how people think and (re)act?

How do local cases of migration relate to global patterns?

- In what ways do particular cases connect to human migration over time and around the globe?
- What can we learn from other narratives about migration to help inform our perspective?
- What are the universal and unique qualities of successful integration?

Turning to Action

How can we take action toward more inclusive and sustainable societies?

- What issues related to migration do we care about and why?
- What can we learn from individuals and groups who have addressed migration in the past?
- How might we use our voice and spheres of influence to create and sustain inclusive and welcoming communities?



V. Thinking Routines

This guide is part of a competency-based framework describing the [capacities and dispositions](#) that will best prepare students to develop their full human potential and participate in the construction of inclusive, equitable, and sustainable societies. This work draws on Project Zero’s long-standing research on “thinking routines” to offer concrete and accessible tools that you can use to nurture these dispositions across ages, contexts (classrooms, museums, community organizations) and curricular areas disciplines.

The thinking routines on www.reimaginingmigration.org/thinkingroutines promote habits of mind, including the five core dispositions that we deem essential to navigate a world on increasing mobility, diversity, and complexity that we described in an earlier section. Thinking routines are thinking structures or malleable micro-teaching tools carefully designed to be used in a wide range of learning spaces. Meant to be used frequently, across content, over time, and as an integral part of a learning environment, these routines are essential contributors to creating a classroom culture where learners are engaged thoughtfully and their thoughts and voices take center stage. Broadly adopted routines such as “See - Think - Wonder,” or a routine often used to reflect metacognitively on one’s learning such as “I used to think/Now I think” involve patterns of intellectual activity that are to be repeated over time, shaping the fabric of a thinking classroom.

A few characteristics drive global thinking routines: GTRs are

- Cognitively elegant thinking sequences rooted in close analysis of forms of thinking embodied in each disposition
- Open-ended, assuming no right or wrong answer but able to make learners’ thinking visible.
- Simple in design, low threshold for use and high ceiling for growth and refinement.
- Useful as informal or formal diagnostic and assessment tools– i.e., as micro-interventions that make students’ thinking visible
- Usable by learners individually and in groups as structures to scaffold their own thinking and self-assess.
- Useful for researchers as pre- and post- measures of students developing targeted capacities
- Effective in contributing to a culture of thoughtfulness, appreciation and social interactions
- Inviting teachers to inquire about their own practice.

To learn access the Project Zero thinking routines selected to complement our framework, go to www.reimaginingmigration.org/thinkingroutines

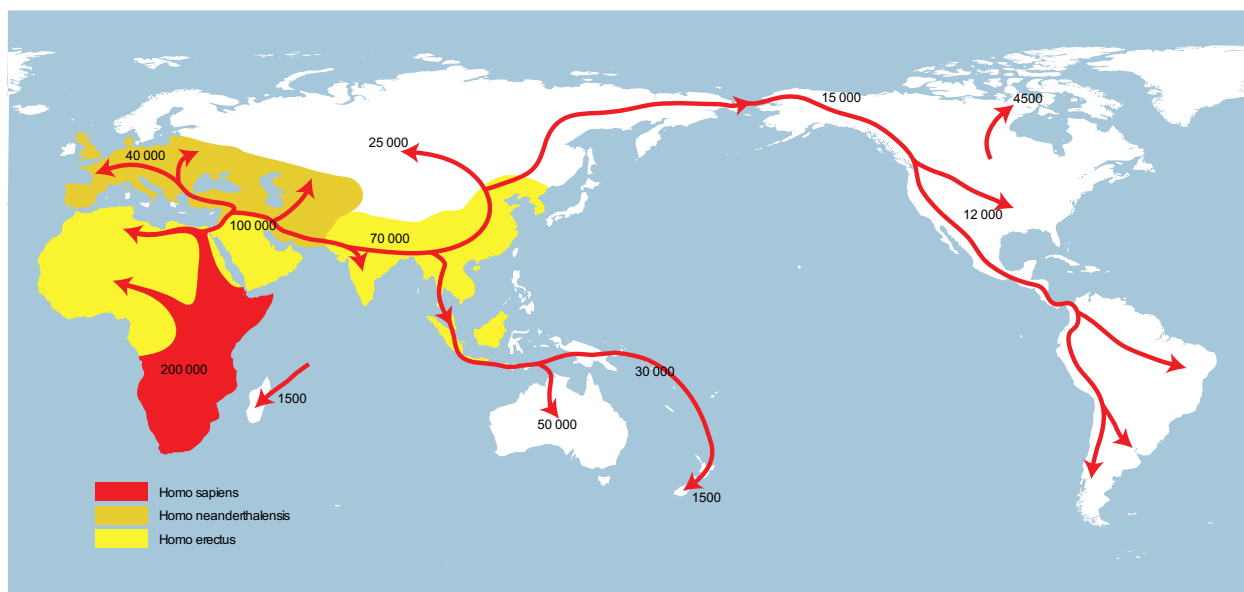


VI. Resources for Teaching about Migration

Among the most glaring gaps in conventional textbooks is the way they approach human migration. Twenty-six percent of the young people in our schools are the children of immigrants. Over 80 percent of their family's hail from Latin America, Asia, the Caribbean, or Africa. In a society that grapples with a long history of racism, a reductive white–black binary logic, and a resurgence of anti-immigrant backlash, immigrant-origin students are often invisible or viewed with a distorting lens of deficit, want, or worse. Indeed, data show that immigrant-origin youth are internalizing intensifying prejudiced messages, with shattering consequences for their self-image, interpersonal relationships, and sense of belonging.

Absence is resources for teaching about migration as our shared history as humans is part of the problem. Migration is what connects us across time, culture, and geography. Instead of promoting a deeper understanding of this fundamental human experience, today's learners are presented with isolated paragraphs, occasional images, or a page on one ethnic group's story or another.

While the evidence of the impact of migration is everywhere, there are virtually no textbooks that represent the simple truth that the human story is a story of movement and migration. In classrooms and other learning environments, we need to teach about migration as a phenomenon that crosses disciplines – from the arts and literature to the sciences, history, and social studies. Resources for teaching about migration need to be developed with an understanding that experiences of migration are not to be found simply in one time or another, one culture or nation and another.



2014 Map of early human migrations, courtesy of Wikipedia

To help fill the gap, Re-Imagining Migration creates and curates classroom friendly resources, including lesson plans, primary sources and literary text, videos, audio stories, blogs, art, and political cartoons, for use with students to promote a deeper



understanding of the experience of migration. On our website, we have aligned these resources to the learning arc with the goal of helping educators select appropriate resources to support their learning goals.

Many of the resources on our site are paired with reflection questions, pedagogical suggestions, as well as thinking routines that can be used to bring these resources to life in teaching. As you will see, our focus in suggesting classroom activities and reflection questions prioritizes inquiry, analysis, perspective-taking, and moral/ethical inquiry over suggestions for scaffolding text. We have made that choice because, not because we do not recognize the importance of these strategies, but because we recognize the wide range of learners and educational settings that are likely to access the resources we are creating and collecting.

One of the goals of this guide is to provide a framework to help educators select classroom resources that:

- Raise issues that are central to the topic of migration.
- Are aligned with their learning goals.
- Invite learning experiences that foster whole, relevant, deep and long-lasting learning
- Are chosen with their students – as learners, as people, and as members of communities and our larger society—in mind.

To access our resources, go to reimaginingmigration.org and navigate through the resources available off the classroom resources tab on the menu.



VII. Putting it all together when planning curriculum

The following graphic organizer helps educators plan a range of curricula--from lessons units or projects for students, to professional development experiences for teachers.

In a world on the move, what matters most for my students to learn and why? Connecting to the Re-Imagining Migration Learning Arc

Focus	Design	Reflect
<p>Topic</p> <p>What is the essential topic or big question about migration that my learners will explore?</p> <p>Why does it matter to my students, to society, to the discipline(s) I teach?</p> <p>Why does teaching this topic matter to me?</p>	<p>Topic:</p> <p>Why does it matter?</p>	<p>My topic or guiding question:</p> <ul style="list-style-type: none"> ○ How is it relevant and responsive to my students' lives, contexts, cultures? ○ How does it address the essential aspects of the human migration experience [see learning arc]? ○ Does it invite my students to learn important ideas and modes of thinking from the discipline(s) I teach? ○ How does the topic contribute to decreasing bias and hatred against young people of diverse origins? ○ How can I frame it for students so that they will engage cognitively, socially, emotionally?
<p>Learning Goals</p> <p>What specific understandings about the topic and dispositions will my students develop?</p> <p>What opportunities might emerge along the way?</p>	<p>Students will come to appreciate and/or understand...</p> <ul style="list-style-type: none"> ➤ ➤ ➤ Leave open for emerging goals <p>They will develop the disposition to...</p> <ul style="list-style-type: none"> ➤ ➤ ➤ 	<p>Understandings and Dispositions</p> <ul style="list-style-type: none"> ○ Do they capture the most relevant aspects of the topic above [e.g., big ideas, powerful re-framings, habits of mind]? ○ Do they respond to diverse students' backgrounds, elevating cultural assets, and attending to needs? ○ How can I develop and share learning expectations with students so that they "own" their project meaningfully?



What will my students do to learn and how will they make their learning visible?

Identifying Resources and Thinking Routines

Focus	Design	Reflect
<p>Key Learning Experiences</p> <p>What will my students experience, do, feel, or think to build core understandings and solidify/ synthesize/ reflect about their learning?</p> <p>What kinds of materials, provocations, and / or thinking routines will engage students in meaningful learning?</p> <p>How will I make my students' learning visible to support them further?</p>	<p>Experiences + Resources +Thinking Routines + Visibility</p>	<p>Designing Learning Experiences</p> <p>What kinds of personally meaningful experiences might engage the whole student in the topic meaningfully, as we begin this exploration?</p> <p>What culturally relevant resources or provocations might empower my students to build deep and relevant understanding (e.g. stories, community assets, family members, works art, primary sources, news)?</p> <p>What might be challenging for my students in this unit or project (academically, emotionally, personally) and how will I support them?</p> <p>What opportunities will students have to grapple with information in novel ways (e.g. interpret, explain, empathize) to build understanding?</p> <p>What opportunities will they have to practice and develop dispositions for a world on the move? (e.g. taking perspective with empathy, recognizing inequities, taking action)</p> <p>What opportunities will we find for students to shape their own learning and the transformations necessary to live in a world on the move?</p>
	<p>Introductory experience:</p>	
	<p>Experience to dig deeper:</p>	
	<p>Experience to dig deeper:</p>	
	<p>Culminating Experience:</p>	



Reflecting on my students' and my own learning

Assessing and reflecting

What do I value about my student and my own learning in this unit?

What surprised me?

What might they or I do next to continue to foster learning and transformation?

About my student(s)' learning

What I Value	What surprised me	What they might do next
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About my teaching

What I Value	What Surprised me	What they might do next
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VIII. A Re-Imagining Migration Lesson Plan Template

Re-Imagining Migration Program Lead, Abeer Shinnawi, adapted the curriculum planning tool for educators who might want additional structure as mapping their ideas on to a 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
Unit:				Why does teaching this topic matter to my students and 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?
Learning goals				What specific understandings about the topic will my students develop? What dispositions will my students' practice?
Exit ticket:				What must students know and be able to do by the end of this lesson? <i>(This can be your summative. Backwards mapping: ground and answer of students met the objective and EQ.)</i>
Learning Arc:	Moving Stories	Understanding Migration	Turning to Action	Where in the Re-Imagining Migration Arc are you? How can you highlight the arc in today's lesson?



Connection:		How does this lesson connect to previous lessons?)
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 you provide feedback to students?</p> <p>How is this assessment aligning with the exit ticket?</p>
Summative Assessment:		How will students be expected to demonstrate mastery of the learning objective?



		Can the EQ be turned into a short response or a stimulus based multiple choice question here?
Materials:		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)?

Reflection after the lesson	Next steps
What went well?	What/who do you need to reteach?
What surprised you?	What changes will you make for tomorrow's lesson? What might they or you do to continue to foster learning and transformation?
What would you keep the same?	Which students need extensions?

