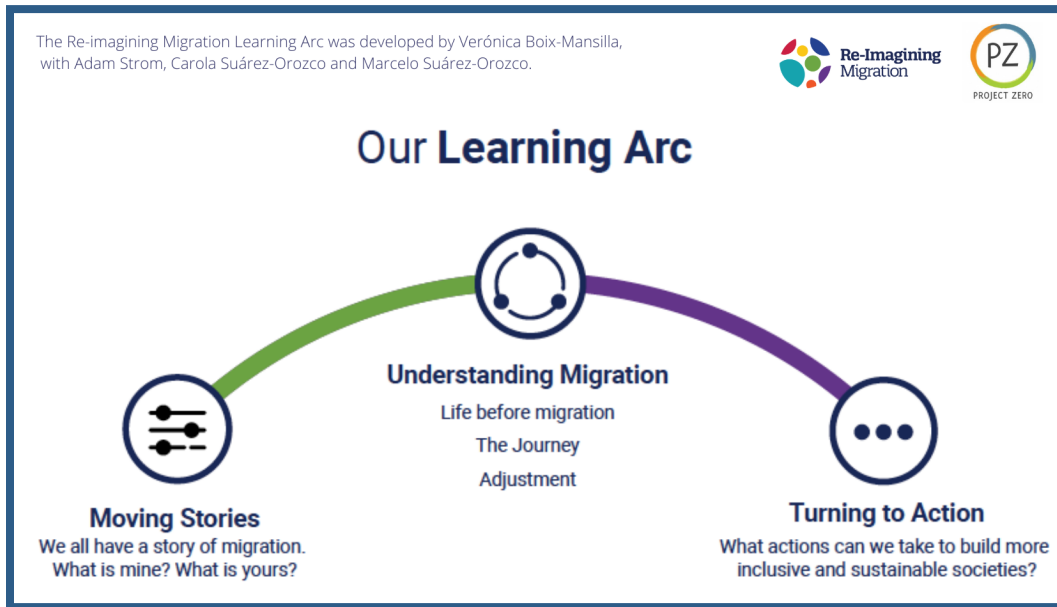




Teaching Current Events–Looking Deeper

Migration is a historical and contemporary constant. This resource was created to support educators in unpacking current events and integrating them into curricula through the lens of migration by utilizing the Re-Imagining Migration Learning Arc. Included below are ideas and materials to help with creating a lesson plan when an event

Teaching Objectives and Learning Outcomes:

1. One goal is for students to reflect on the significance of migration in current events by considering the [Re-Imagining Migration Learning Arc](#).
2. Students will deepen their understanding of what lies below the surface of current events and how they connect to historical events and trends.

Resources for the Lesson:

1. [Iceberg](#) handout
2. Current event article, video, image, or other source.
3. Extend this lesson to assess student reading comprehension utilizing this NCTE [One Pager](#) activity.

Teaching Ideas:

1. Provide students with a current events article, video, image, or another source about migration (e.g. economics, health care, education, border policy, etc.). Begin introducing it by asking students to read the title. Ask them what the title conveys about the assigned source.
2. Ask students to use the Project Zero [Making Sense of a Text](#) thinking routine from the Re-Imagining Migration website to support them as they do a close reading of the article, video, image, or another source.
3. Another method is by using the NCTE [One Pager](#) activity.
4. Reconvene as a group and ask students to share the excerpts they collected and their interpretations. Allow time for others to respond with connections to the passages students share. If multiple students share the same passage, you might consider asking students why that might be and what it reveals.
5. After students have interpreted the text, you might ask them to consider the source as a whole using the [By whom, about whom, for whom?](#) thinking routine to focus on the relationship between the author, the topic, the audience and the voices and perspectives that might be missing.
6. Projecting the [Re-Imagining Migration Learning Arc](#) and as the class how what they have read reflects the learning arc. Provide them with the Iceberg handout to facilitate a class discussion to analyze the source more deeply.
 1. [Moving Stories](#): Start by asking students to share out responses to the questions above the iceberg—what is the moving story? What is your moving story? Are there similarities or connections between this moving story and yours?
 2. [Understanding Migration](#): Next, invite students to dig deeper and consider what's below the surface by exploring connections to the questions in the understanding migration section of the Learning Arc. As students consider this question, adapted from the learning arc: How does this event/news story relate to patterns of migration in the U.S. or around the world?
 3. [Turning to Action](#): After reading this article, consider what challenges this story reveals and what actions can you take as an individual to create change. Moving from big goals to tactics can be hard- [What Else Can I Do? And Why?](#) thinking-routine can be helpful when students seek to identify concrete tactics and actions they can take.
7. As a wrap-up, invite students to share their responses to the final questions from the [What Else Can I Do? And Why?](#) thinking routine.