



Understanding Migration History Curriculum Reflection Tool

This resource is designed to support educators' teaching about migration in ways that promote the key dispositions outlined in the Re-Imagining Migration framework and is inspired by the Re-Imagining Migration learning arc.



Dispositions

The Re-Imagining Migration framework identifies five core dispositions of thriving in a world on the move. Which of these will you emphasize?

- ☐ Inquire about our world of diversity, complexity, and mobility with curiosity, care, and nuance
 - ☐ Understand perspectives own and others empathically
 - ☐ Communicate and build relations across differences
 - ☐ Recognize power and inequities in human experiences and systems
 - ☐ Take actions toward a more peaceful and sustainable world
 - ☐ Other _____
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Selecting Sources

The histories, stories, and sources we use to teach about migration are important. Our surveys of students reveal that many students do not see themselves in the curriculum. Take a few moments to reflect on which histories and stories of migration you will include in your teaching and why.

What kind of sources will you use?

- ☐ Art
- ☐ Objects/Artifacts
- ☐ Political Cartoons
- ☐ Fiction
- ☐ Essays
- ☐ Oral Histories
- ☐ Video
- ☐ Audio/Podcast
- ☐ Primary Source Texts:

- ☐ A personal reflection from immigrant POV
- ☐ A personal reflection from receiving community
- ☐ Documents (Government documents, census, passport, naturalization record, etc).
- ☐ Newspaper

Consider

What narratives, ideas, or ideologies are associated with your resources?

Where are your sources from?

- | | |
|--|---|
| ☐ Textbooks | ☐ Memoir |
| ☐ Literature Collections | ☐ Other |
| ☐ Government Archive | ☐ Non-Fiction book |
| ☐ Community-created Archive | ☐ Magazine |

Reflect on what you know about the sources you have collected.

Do they reflect diverse identities and experiences?

☐ Yes

☐ No

How do you know?

Do they include contemporary or historical stereotypes?

☐ Yes

☐ No

If so, what is your goal in using these sources?

How will they lead to a deeper understanding?

If you teach current events, how will your sources prepare students to engage with perspectives different from their own?

Do you have sources that include windows for all of your students, introducing them to new ideas, identities, and experiences?

☐ Yes

☐ No

Do you have sources that include mirrors for all of your students, in which students will see themselves and their experiences reflected?

☐ Yes

☐ No

Content

The Re-Imagining Migration Learning Arc's Understanding Migration section highlights three stages that are common in almost every migration story: life before migration, the migration journey, and adjustment after migration. While these stages are shared, they can differ depending on context, power relations, geography, community, and time period. For example, the way Italian immigrants who came to the US in the 1890s experienced these stages is quite different than the way they would have been experienced by Enslaved Africans or Indigenous People forced to leave their ancestral homelands, or today's immigrants arriving at the Southern Border.

The Learning Arc aims to encourage reflection on the similarities and differences in experiences of migration, the insights students gain when we teach about these experiences, and the habits of mind learners can develop by exploring these stories with nuance and care. The checklist below includes the three stages mentioned above: Life Before Migration, the Migration Journey, and Adjustment. It also includes subquestions for each stage that are either directly from or inspired by the Re-Imagining Migration Learning Arc. We recommend using as many of these ideas as possible in your classroom to deepen students' understanding of how migration affects individuals, communities, countries, and the world.

Check a box if the sources you have selected touch on one of these themes, stages, and questions.

☐ Life Before Migration

- ☐ Where do we humans come from? Stories of ancient migration.
- ☐ What was life like before migration (ours or others)?
 - ☐ How did people live their lives before migration (cultural practices), (theirs or others)?
 - ☐ What values and worldviews did people hold?
 - ☐ How do people's lives before migration connect with life today? What is similar, and what is different?

☐ Life Before Migration Continued

- ☐ Why do people leave their homes?
 - ☐ In what ways do societal, political, and environmental forces/challenges influence the reasons people migrate?
 - ☐ What can we learn about ourselves and the world we live in from stories of migration, including those of people who choose to move for new opportunities, forced migration including enslavement, displacement due to climate change, those who have to flee due to war, violence, and persecution?
 - ☐ What happens to those who stay and how do they relate to those who leave?

☐ The Migration 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?
 - ☐ What are the visible and invisible borders people cross?
 - ☐ How do the visible and invisible borders that people encounter shape their lives?
 - ☐ How can borders work in an ethical way?

☐ The Migration Journey Continued

- ☐ How do individuals and societies navigate ambiguous status when their legal and social sense of belonging is uncertain?
 - ☐ 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
 - ☐ What are our responsibilities to people with ambiguous or uncertain status?

☐ Adjustment

- ☐ What are the conditions in the new land and how do they shape the experiences of migration?
 - ☐ 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?

☐ Adjustment Continued

- ☐ How do local or particular cases of migration relate to global or historical 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?

**Educators,
Thank You
For Your Work**

The Re-Imagining Migration framework was developed by Veronica Boix-Mansilla from Project Zero at the Harvard Graduate School of Education in collaboration with Carola Suárez-Orozco and Adam Strom.

Contact info@reimaginingmigration.org if you are interested in learning about professional learning opportunities based on the framework for your organization.

**Re-Imagining
MIGRATION**

