

Topic: Human Migration: Why did early humans migrate to other areas of the world?	
Instructional Objective (SWBAT)	<p>SWBAT:</p> <p>Compare and Contrast different sources (map, text document) IOT Determine the cause(s) of early human migration. Evidenced by the completion of a reading and document analysis, and a writing task.</p>
Materials Needed	<p>Exit Ticket</p> <p>Google Slide</p> <p>Reading and Questions</p>
Entry Assignment	<p>Entry Assignment:Quick Write</p> <p>Why does a person decide to leave home to live in another place? Why do groups of people decide to leave home to live in another place? List some of the reasons below in the chart</p> <p><i>Skill: Contextualization and Hypothesis. Students will be hypothesizing what information they need to research or learn in order to provide an in-depth detailed response to the question. Students will have to think of Contextualization questions to be able to know or narrow in on specific topics to research.</i></p>
Mini-Lesson	<p>Turn/Talk: Students will turn to their elbow partner and share each other's responses to the questions from the entry assignment.</p> <p>Go over the entry assignment and have students share their responses. <i>Students will be using appropriate academic conversation strategies when they are discussing.</i></p> <p>Migration (the verb is "to migrate") : the movement of people from one place to another with the intentions of settling, permanently or temporarily, in a new setting</p> <p>Accommodations/Modifications: SWD and ENL will receive a printed version with the key notes and questions to help them have enough time to write down the key details and to keep them organized with the material.</p>
Guided Practice	<p>In-Person: Whole Class Reading Aloud (Popcorn reading)</p> <p>Students will read a text about the Great Human Migration and then as a class we will respond to the two questions about scale --time (temporal) and spatial (geographic)</p> <p>As students are reading the document, we will be practicing close reading strategies, underlining the main idea, # supporting details and circling unknown or new vocabulary words.</p>

	<p>Students will answer the questions in their notebooks. Students will also add new or unfamiliar vocabulary with the definitions into their notebooks.</p> <p>Check for understanding questions:</p> <ol style="list-style-type: none">What is the spatial scale (geographic areas) of the Great Human Migration?What is the temporal scale (time period) of the Great Human Migration? <p>Teacher notes:</p> <ul style="list-style-type: none"><i>Note: the answer choices provided are intended to provoke students to re-read the text and make inferences. Additionally, emphasize to students that there may be multiple answers to the questions and that they should explain their thinking. When possible, provide an opportunity for students to share their responses with the class.</i><i>This Check for Understanding task can be used and/or adapted as an assessment opportunity for this mini-unit. The purpose of the assessment is to check for student understanding that history is an interpretation of sources.</i><i>In this case, students are using a single text to identify the authors' interpretation. At the same time, their selection of an answer choice gives students the chance to be the interpreter; and the prompt "what makes you say that?" allows them to discuss their thinking with classmates and teachers. Additionally, this is an opportunity to emphasize that the choice of scale is among the most important acts of interpretation in global history.</i> <p>Accommodations/Modifications: SWD and ENL will receive a printed version with the key notes and questions to help them have enough time to write down the key details and to keep them organized with the material.</p>
Independent Work	<p>Reading Activity and Categorizing Activity</p> <p>Students read the next excerpts from <i>Out of Africa: Early Humans Settle Around the World</i>. Students will focus on details related to the "push and pull" factors that scientists and historians believe might have caused early humans to migrate from Africa.</p> <p>After reading the texts, students organize the list of evidence provided as either "Push" or "Pull" factors that impacted the migrations.</p> <p>Teacher Note: students could categorize the pieces of evidence provided as either push or pull factors. When possible, follow-up with students in order for them to explain their thinking and decisions</p> <p>Modification: <i>The reading includes bolded key terms, and underline sections to help SWD learners contextualize the work. The Digital Notebook also includes a graphic organizer to help them learn context by asking them to analyze the push/ pull factors of the Great Migration Each question will build off eachother so the students will be able to see the skill causation as they answer the questions. SWD will receive a separate reading modified to their individual needs from the ICT teacher. SWD and ENL will receive a printed version with the key notes and</i></p>

	<p>questions to help them have enough time to write down the key details and to keep them organized with the material.</p>
Share Out	<p>Synchronous: Whole Class Discussion</p> <ol style="list-style-type: none"> Discussion about the different push/pull factors that led to the Great Migration. How do any of the push/pull factors of Early Humans still occur today? (Climate Change?)
Exit Ticket	<p>Students will have 2 options for their exit ticket, both are Pre-AP writing strategies.</p> <p>Pre-AP strategy: Sentence Stem Activity</p> <ol style="list-style-type: none"> Early Humans migrated out of Africa because Early Humans migrated out of Africa, but Early Humans migrated out of Africa so, <p>Option 2: Sentence Expansion</p> <p>Sentence Kernel: This caused Early Humans to migrate.</p> <p>What is this?</p> <p>Where?</p> <p>Why?</p> <p>Expanded Sentence:</p> <p>Exit Ticket for SWD: For SWD, their exit ticket will be the sentence stem activity, but in question form and only be the because and but statements.</p> <ol style="list-style-type: none"> Why did Early humans migrate out of Africa? Why did early humans stay in Africa?

Directions: As you read the following document, answer the questions on the right hand side.

Out of Africa: Early Humans Settle Around the World by the Council for Economic Education (adapted)	Questions
<p>Because this happened so long ago and there are no written records, we do not know exactly why humans migrated out of Africa or why they kept migrating until they had settled throughout the world. However, we do have evidence that gives us some clues about these prehistoric times: we know that early human migrants were hunter-gatherers. We also know that climatic changes occurred. We know that human language and communication developed, as did technology, enabling the production of better tools. Many other reasons may also have led to early migrations.</p> <p>The reasons for migrating are often described in terms of push factors (negative reasons for wanting to leave a place) and pull factors (positive reasons for wanting to go to a place.) When making any voluntary decision, people consider the benefits and costs, or the advantages and disadvantages, of doing something or not doing it. If the benefits of migrating are greater than the costs, the decision will be to migrate. If the costs of migrating are greater than the benefits, the decision will be not to migrate.</p>	<p>Based on the first paragraph, what are 4 reasons the author gives as to why Early Humans migrated?</p> <p>What are push factors? What are pull factors?</p> <p>How do benefits and costs impact a person's decision to migrate?</p>

Exit Ticket

Name: _____ Date: _____

Causes of Human Migration

Directions: Complete the given sentences using *because, but and so*.

Early Humans migrated out of Africa....

- a. Early Humans migrated out of Africa **because** _____
_____.

- b. Early Humans migrated out of Africa, **but** _____
_____.

- c. Early Humans migrated out of Africa **so** _____
_____.

Exit Ticket

Name: _____ Date: _____

Causes of Human Migration

Directions: Expand each sentence.

Writing Activity

Sentence Kernel: This caused Early Humans to migrate.

What is this?	
Where?	
Why?	
Expanded Sentence:	