

# Collaborative Learning Guide: Migration and Movement K–12

This Collaborative Learning Guide, specifically designed for the Migration and Movement K–12 module, is intended for instructional coaches, district and school leaders and administrators to support communities of practice with educators. It provides a snapshot of the Canvas module content, discussion questions to help educators consider key instructional practices and prompts to help educators connect these instructional practices to the standards. The prompts can deepen engagement while educators are navigating the course or after they have completed it. Use this guide to facilitate discussions among communities of practice or other groups of educators who engage in the professional learning modules together.

## Module Summary

This module supports educators in exploring migration and movement across K–12 settings as they apply the 2024 Oregon Social Science Standards. It is designed to help educators deepen their content knowledge about migration and movement by examining underrepresented narratives and understanding these topics as dynamic forces that shape identities, communities and global systems, as reflected in updated social science standards such as K.GMM.4, 6/7.H.CE.7 and HS.G.MM.2. The module supports educators in acquiring research-based instructional strategies for teaching these topics in their own contexts.

### What's in this module?

Section	Activities At-a-glance
0	<b>Module Overview</b>  Introduces the module's purpose of supporting educators with tools and strategies to teach about migration and movement in the 2024 Oregon Social Science Standards.
1	<b>Defining Key Terms</b>  Provides a foundation for understanding key terms and definitions related to migration and movement as they appear in the 2024 Oregon Social Science Standards.

Section	Activities At-a-glance
2	<p><b>Using Culturally Responsive and Inclusive Practices</b></p> <p>Revisits the instructional element, culturally responsive and inclusive practices, introduced in the Cultural Diversity, Community and Identity module, as a research-based approach for fostering critical thinking, cultural awareness and student engagement aligned with the Essential Disciplinary Practices in the 2024 Social Science Standards.</p>
3	<p><b>Examining Migration and Movement</b></p> <p>Introduces several examples of migration using historical narratives of underrepresented groups. Examples include forced migration, voluntary migration and the societal impacts of diaspora on underrepresented communities in Oregon and beyond.</p>
4	<p><b>Connecting Migration Narratives to Pedagogy</b></p> <p>Guides participants through an activity that identifies ways to integrate migration stories into classroom instruction vis-à-vis the Essential Disciplinary Practice of analyzing primary and secondary sources.</p>
5	<p><b>Closing Reflection and Extension Activities</b></p> <p>Concludes with a reflective journal prompt and an invitation to reflect and explore additional resources to support deeper content knowledge and pedagogical knowledge:</p> <ul style="list-style-type: none"> <li>• <a href="#">Redlining in Portland map</a> from Mapping Inequality</li> <li>• <a href="#">Oregon Migration History 1850-2022</a> from the America’s Great Migrations Project at the University of Washington</li> <li>• <a href="#">Japanese American Confinement Sites in the United States During World War II map</a> from the Japanese American National Museum</li> <li>• <a href="#">Lesson Six: Interviewing Members of Our School Community</a> from the Oregon Historical Society’s Experience Oregon History Curriculum</li> </ul>
6	<p><b>Module Wrap-up</b></p> <p>Concludes the module.</p>

## Bring the Practices to Life

This section selects a few key activities from the module that afford meaningful learning and discussion in a collaborative group setting. Each selected activity has suggested facilitation moves and guiding questions for discussion, although you are encouraged to adapt the structure to meet your group’s needs and strengths.

### Activity 3: Examining Migration and Movement

#### Suggested Facilitation

Begin by ensuring that all participants have a shared understanding of the key migration terms, including forced migration, voluntary migration, push factors and pull factors. Consider printing out the definitions in the narrated presentation and asking small groups to sort the definitions with the term before justifying their answers in a whole group. Then ask participants to recall which of the resources they explored in this section, either “A River's Gifts: The Mighty Elwha River Reborn” or “Broken Treaties: An Oral History Tracing Oregon’s Native Population.” You may want to split the group into two based on which resource they explored or arrange groups so that there are a few members who examined a different resource.

#### Reflection Questions

- What type of migration was presented in the resource you explored (voluntary, involuntary)? What push and pull factors for migration were discussed in the example you explored?
- Who had and did not have power in the decisions to sign the treaties? How was the power imbalance similar to or different from other groups in Oregon's history?
- How were the Native American communities impacted, and how did they respond?
- What prior knowledge might students need to effectively engage with these examples as a grade-level resource? How would you build this background knowledge with students?
- What additional knowledge might you need to support student learning on migration and movement?

### Activity 4: Connecting Migration Narratives to Pedagogy

#### Suggested Facilitation

Ask participants to recall which of the migration stories they explored in this section of the module. Below is a list of the stories and the link to relevant information from the module. Consider providing participants with ten minutes to review the migration story from the module. When the group is ready to move into discussion, you may choose to arrange participants in grade-level groups or discussion groups based on the migration story they read. Use the reflective questions below to guide group discussions. Then, invite individuals to reflect on the resource they selected and practice writing prompts they could use to facilitate a classroom discussion around that story. You may consider showing the example prompts included in the module to support participants as they draft their own questions.

- [Jacob Vanderpool's Story](#)
- [Liliana's Story](#)
- [Chinese Americans in Oregon](#)

## Discussion Questions

- What did the individual or group in the story experience, and what motivated their migration?
- What systemic barriers did the individual or group face, and how did they demonstrate resilience when facing these barriers?
- How do migration stories like this one connect to your own experiences or the experiences of people in your community? How might they connect to the experiences of your students or their families, and how could you engage students, families or community members in sharing their migration stories?

## Apply the Content

This section contains prompts to help educators deepen their content knowledge of the 2024 Social Science Standards and apply their pedagogical learning from the relevant module, aligned with the grade levels they teach.

### Suggested Facilitation

Ask participants to review the standards that align with their grade level and the content of the module and reflect on the questions below. Keep in mind that not all educators in the group may teach the same grade level or, in the case of many K–5 educators, may not teach a standalone social science course. Educators may be grouped according to grade band.

### Content Questions for Consideration

For K–5 educators:

- What are some migration stories of people who have moved to and within our local community or neighborhood, and how does this shape who we are today (K.G.MM.4)?
- Why do people move to and within different communities, and how does this movement impact the community itself (1.G.MM.4)?
- What are some reasons people move both regionally and globally, and how do these migrations affect the places people leave and join (2.G.MM.4)?
- How has the inclusion or exclusion of different social and ethnic groups shaped the history and development of our local community (3.H.CE.4)?
- What are the implications for Native American Tribes regarding the movement of people, goods and ideas to what became the United States? How do these historical movements continue to influence contemporary trends (5.G.MM.4)?

For 6–8 educators:

- How did conquest and colonialism impact historically underrepresented identities and cultures, and what are some examples illustrating these effects (6/7.H.CE.7)?
- How does migration affect immigrants and the cultures in which they settle, and what are some specific examples of these effects in communities (8.G.MM.4)?

For 9–12 educators:

- What are recent patterns of voluntary and forced migration, and how do push and pull factors influence these movements and their implications for people and places (HS.G.MM.2)?
- How have migration and settlement patterns, including the removal and segregation of communities, influenced societies globally both in the past and today (HS.G.MM.4)?