

I ● Refugees and global migration

KEY TERMS

asylum – a place of safety and security

human trafficking – the criminal control and exploitation of other people for financial gain

immigrant – a person who has moved away from one country to live in another

migrant – a person who moves from one place to another

refugee – a person fleeing persecution or danger

UN convention – an agreement among United Nations member states

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LESSON ONE

Student Objectives

Upon completion, students will be able to:

- Define and compare different types of migrants.
- Identify causes of global migration and place these causes on a choice spectrum from voluntary to involuntary.
- Describe the international legal process for seeking asylum and being granted refugee status.
- Describe U.S. policy regarding involuntary migration and compare the U.S. role in accepting refugees to that of other nations.

Materials

- Classroom set of Handouts #1-A and #1-B (may be copied back-to-back)
- *Great Decisions* article, “Refugees and global migration” by Karen Jacobsen
- (Optional) Internet access to websites such as <http://www.pewglobal.org/interactives/where-have-refugees-settled-in-the-u-s/>

Time

60 – 90 minutes

Lesson Development

1. Warm-up / introduction: Connect to prior learning and personal experiences by asking students what they already know about why migrants leave their homes. Brainstorm push and pull factors (causes of migration). Let students know they will now explore current issues surrounding global migration in more depth.
2. Give students the *Great Decisions* article and Handout #1-A. Ask students to read the first two sections (up to the middle of page 18) and take notes on the graphic organizer. Cue students to watch for definitions as well as key facts and figures related to each type of migrant and note these on their handouts. Example: International migrants are those residing in another country for more than a year; 3% of the world’s population.
3. Once students have finished the reading and Handout #1-A, have them use Handout #1-B to guide them through some deeper analysis, reflection, and discussion. Students may work individually, in pairs, or in small groups, as desired and as time allows. Or, have students complete the handout for homework and discuss it the following class.

Additional Suggestion

- You may extend this lesson by having students write about, discuss, or debate the pros and cons of accepting migrants into the U.S. Have students analyze current U.S. immigration policy under the Trump administration and related issues such as the treatment of asylum seekers and separation of families at the U.S. southern border. Ask students to consider whether they have a globalist or nationalist perspective on this issue and why. Have students think about ways they might take action on migration issues.

LESSON TWO

Student Objectives

Upon completion, students will be able to:

- Compare the perspectives and concerns of migrants, receiving states, and destination states in a current migration crisis.
- Identify and analyze possible solutions to a current migration crisis that account for the positions of migrants, receiving states, and destination states.

Materials

- Classroom set of Handout #1-C
- *Great Decisions* article, “Refugees and global migration” by Karen Jacobsen

Time

45 minutes or one class period (after reading is complete)

Lesson Development

1. After students finish reading the *Great Decisions* article (pages 18–23), have them take a closer look at the current migration crisis in one of the following regions:
 - a. Europe (as a result of the war in Syria), pages 18–20
 - b. Americas (as a result of violence and instability in Venezuela and the Northern Triangle), pages 20–21
2. Using the relevant pages in the article, students complete Handout #1-C except for the last row, “Your solution.”
3. Once students have completed their charts, break them into groups of three (or six). Have one student (or two students) per group roleplay each perspective: migrants fleeing violence and unrest; frontline border states receiving migrants; and wealthier destination states. Students should debate all possible solutions and attempt to come to a mutually agreeable solution. Students write down their group’s solution in the last row and share with the class.

Additional Suggestions

- As an alternative to the group roleplay, have students consider all possible solutions and propose their own individual solutions in writing through a persuasive essay.
- Have students learn more about the conflict that precipitated each migration crisis in this lesson (war in Syria; instability in Venezuela; violence in El Salvador, Honduras, and Guatemala). Why have people fled these nations? Should migrants from these areas be granted refugee status?
- Consider extending this lesson by having students learn more about the U.N. global compacts described on pages 22–23 (Global Compact on Refugees; Global Compact for Safe, Orderly and Regular Migration). What do they require of member states? What is their current status? Have they been adopted by the General Assembly? What response has the U.S. had? What controversies have arisen related to either of these compacts?

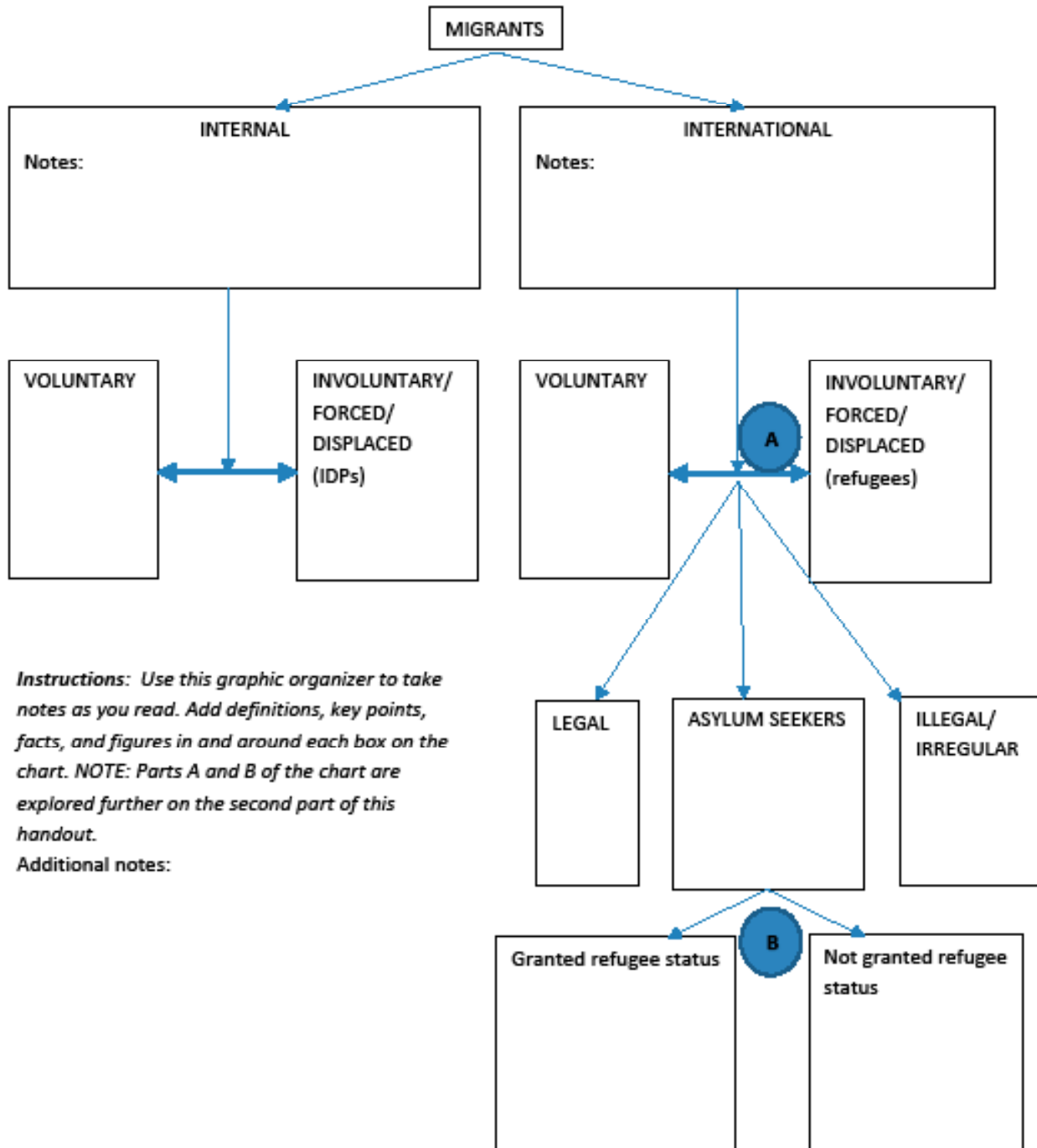
See:

<https://refugeesmigrants.un.org/refugees-compact>
<https://www.iom.int/global-compact-migration>

Handout #I-A

Global Migration: Patterns and Processes

NAME: _____



Handout #1-A

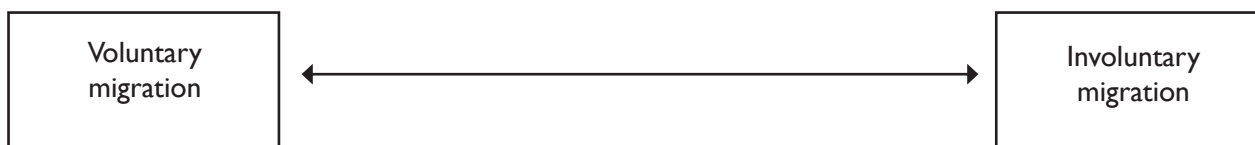
Global Migration: Patterns and Processes

NAME: _____

A. Let's take a closer look at the reasons people leave their countries of origin as discussed on pages 14 and 15. These reasons fall along a "choice spectrum" from voluntary to involuntary (or forced) migration. Place each of the following reasons for migration where you think it belongs on the continuum below from lots of choice to migrate (voluntary) to no choice (involuntary).

Adventure / better life
Economic opportunities
Education
Healthcare
Job ends due to climate change
Join family

Natural or man-made disaster
Religious, ethnic, political persecution
Retirement
Slavery / human trafficking
War / conflict / violence



REFLECT / DISCUSS: Why are some people forced to migrate? What options do they have? What responsibility do other nations have to accept involuntary migrants?

B. Now let's examine the process for seeking asylum and becoming a refugee as discussed on pages 16 and 17.

1. **DEFINE THE PROCESS:** How does a migrant seek asylum? On what grounds can an asylum seeker be granted refugee status? What happens to asylum seekers who are not granted refugee status?

2. **WHERE DO REFUGEES LIVE?** Look at the chart on page 17. Does anything surprise you? How would you summarize this chart? What can you conclude?

3. **U.S. ROLE:** How many refugees does the U.S. accept? How has the U.S. role in accepting refugees changed? Is your state home to refugees? If so, where have they come from in recent years and why?

Handout #I -C
Global Migration: Current Crises

NAME: _____

Region	Europe OR Americas (circle one)
Crisis / crises causing migration	
Countries of origin	
Position / needs of refugees	
Frontline border states	
Concerns of border states	
Destination states	
Concerns of destination states	
Main issues resulting from migration (humanitarian, political, etc.)	
Possible solutions	
Your solution	