

3-5 SOCIAL STUDIES

PERFORMANCE TASK STUDENT INSTRUCTIONS



TASK TITLE

Maps and Migration

INTRODUCTION

Throughout our unit, you have developed your mapping skills and your understanding of the reasons that people migrate. During this performance task, you will choose a group of people who have migrated at some point throughout history. Your goal is to research this group to learn about their journey and determine their reason for migrating. You're going to put yourself in the shoes of an immigrant from that group of people and describe what that experience was like! You will put your mapping skills to the test as you create a map of your path of migration and use your creativity to share your map and research findings with your classmates!

SCORING CRITERIA¹

| PERFORMANCE INDICATOR | BEGINNING | DEVELOPING | PROFICIENT | EXPANDING |
|--|--|--|---|--|
| #2 Geography: 1.A Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools (e.g. maps, globes, etc.). (G1) | Recognize features of a geographic tool (key, scale, compass rose). | Explain how you could use a geographic tool to find a region, physical feature or political boundary. | Use a variety of geographic tools to identify major regions of the Earth, their physical features, and political boundaries. | Analyze the value and limitations of using different geographic tools to find locations on Earth. |
| #2 Geography: 2.D Compare and contrast reasons why people migrate and how features of a place influence human decision making. (G3) | List a reason why people migrate. | Describe reasons why people migrate and features of a place that influence human migration. | Analyze how geography influences human settlement and migration. | Evaluate the influence of geography on the use and distribution of resources and cooperation and conflict among groups. |



3-5 SOCIAL STUDIES

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|---|---|--|--|---|
| <p>Communication: 4</p> <p>Demonstrate organized communication through varied modes (oral, written, visual and/or performance).</p> | <p>Restate information using a mode of communication (oral, written, visual, and/or performance including technology when applicable).</p> | <p>Organize information to communicate ideas and responses when using any mode of communication (oral, written, visual, and/or performance including technology when applicable).</p> | <p>Present information and ideas coherently, with logical sequence when using any mode of communication (oral, written, visual, and/or performance including technology when applicable).</p> | <p>Enhance communication through the sequence and presentation of ideas when using any mode of communication (oral, written, visual, and/or performance including technology when applicable).</p> |
|---|---|--|--|---|

¹Modifications were made to the Scoring Criteria to clarify expectations.

Performance Indicator: #2 Geography: 1.A

Identify major regions of the Earth, their physical features, and political boundaries using a variety of geographic tools (e.g. maps, globes, etc.). **(G1)**

Developing: Demonstrate the use of a geographic tool to find a region, physical feature or political boundary.

Expanding: Explain how the geographic tools help find locations on Earth.

Performance Indicator: #2 Geography: 2.D

Compare and contrast reasons why people migrate and how features of a place influence human decision making. **(G3)**

Beginning: Name a reason/reasons why people migrate.

Developing: Describe a reason/reasons why people migrate and features of a place that influence human migration.

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STUDENT DIRECTIONS AND MATERIALS

TASK DIRECTIONS

Create...

Directions and Materials

PART ONE: Research

- 1) Preview the research questions on your **Research Organizer (Project Checklist)**.
- 2) Look through all of the available resources to help you answer the questions on your Research Organizer. Remember to write in **complete sentences** and **restate the questions!**

PART TWO: Map of Migration²

Gather your research materials. You must complete a map including:

- Key
- Label the start point and end point of the migration
- Longitude and latitude of both the start point and end point
- The line of migratory path
- Compass rose
- Landforms/bodies of water along the path
- Explanation of geographic tools

PART THREE: Project Planning

Decide on how you want to present your research.

Choices for projects:

- Video/documentary
- Google Slides
- Google Site
- TalkR (Similar to Chatterpix)
- Poster board

Develop a **project plan**. Do you need to write a script? Think about what materials you might need. Once your project plan is completed, it must be **approved** by your teacher before moving on to your final project!

PART FOUR: Creating the Project

Use your **project plan** to guide you through completion of your project. Remember to include all of the information from your **Research Organizer!**

3-5 SOCIAL STUDIES

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PART FIVE: Presentations

Present your final project to the class.

² Modification was made to Part Two Map of Migration.

Educators determined that an explanation of geographic tools was beneficial to determine student understanding and completion of task/expectations.

MATERIALS

- Chromebook
- Research organizer (checklist)
- Project plan (made by you!)

You may need additional materials- depending on what type of project you choose!

CHECKLIST

Your product must include:

- Map of migration path with all of the required geographic tools
- Answers to all of your research questions

STUDENT REFLECTION AND/OR GOAL SETTING

Please complete your "My Thoughts About the Project" sheet honestly and independently!