

Great Migrations: The Journey through San Diego



If you are neutral in situations of injustice, you have chosen the side of the oppressor.

--Desmond Tutu

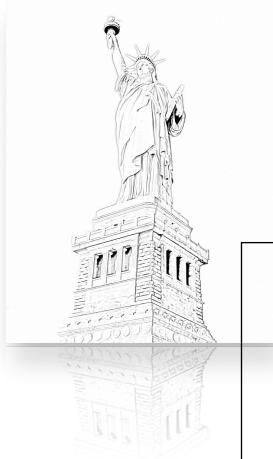
What is our ethical obligation to our community as a citizen?

Project Overview

This project arrives at a critical time in our world's history as we confront Climate Change on a global scale. Our world is full of diversity: diversity in plants and animals, bees and flowers, and diversity in humans, personality traits, race and religion, life experiences, languages and gender. This project was inspired from our previous work around identity and creating an inclusive community.

Students will have an opportunity to choose and research about one of the many animals that migrate through and within the San Diego area. We will work with local organizations, including the Escondido Creek Conservancy and San Elijo Lagoon Nature Center, and complete extensive research to learn about these animals and their migration journey. In addition, they will learn how they can take action to help these animals. Animals of focus include:

- Gray and Humpback Whales
- Monarch and Painted Lady Butterflies
- Hummingbirds and Seagulls
- Rainbow Trout (Steelhead) and California Tuna



Essential Questions:

- Why do animals migrate?
- What barriers hinder migration?
- How can we lessen those barriers?

Students will create these products to answer the essential questions:

- ★ Publish informational texts about local migratory animals.
- ★ Create and sell advocacy postcards.
- ★ Engineer a lightbox that informs about migratory animals, their habitat and human impact on their journey.
- ★ Write and maintain a research journal.

Learning Standards

- 1) I can write an informational piece about animals with related details.** (CCSS.ELA-LITERACY.W.3.2.A, CCSS.ELA-LITERACY.W.3.2.B, CCSS.ELA-LITERACY.W.3.2.C, CCSS.ELA-LITERACY.W.3.2.D)
This means I will:
 - Stick to the animal I have chosen.
 - Use facts about my animal
 - Use definitions about my animal
 - Use linking words.
 - Use illustrations when needed.
 - Write a concluding statement(s).
- 2) I can gather information about my animal by researching it to learn more.** (CCSS.ELA-LITERACY.W.3.7)
- 3) I can use information from my experiences or gather information from other sources (print or digital). I can take notes on information gathered. I can sort the information I've gathered into categories** provided by the teacher. (CCSS.ELA-LITERACY.W.3.8)
- 4) I know that when the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce and others move to new locations.** (NGSS Science Standards- LS2.C); **Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (LS2.D); Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles (LS1.B); For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all (LS4.C).**
- 5) Students will be practicing Analyzing and Interpreting Data; Constructing Explanations Engaging in Argument from Evidence; Developing and Using Models.**