



**MIGRANTS DO  
HAVE RIGHTS**

# **The Rights of Migrants in the United States**

**Lesson Plan:  
Learning about  
Human Migration from  
Butterflies**

**Grade Level: K-2**



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# Lesson Plan: Learning about Human Migration from Butterflies

**Goal:** Students will understand what it means to migrate.

**Objectives:**

- Students will learn about human migration by comparing it to butterfly migration
- Students will explore how it feels to migrate
- Students will generate ideas to welcome newcomers

**Essential Question:** What does it mean to migrate?

**Materials and Resources:**

- Journey North: lessons that study the migration path of butterflies in North America. [www.learner.org/jnorth/](http://www.learner.org/jnorth/)
- Handout: Learning about Human Migration from Butterflies

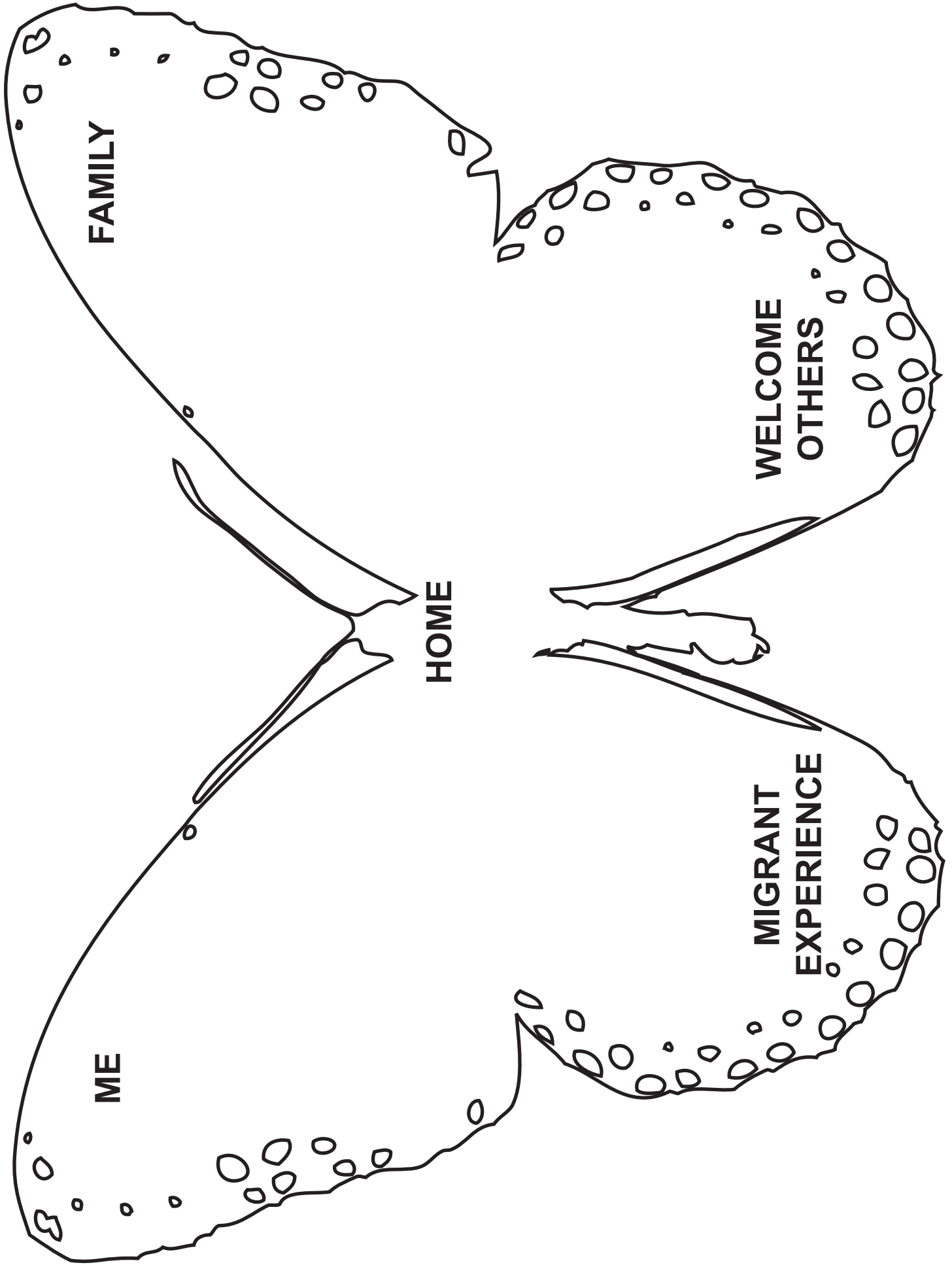
**Time Frame:** 1-2 Class Periods

**Grade Level:** K-2

**Appropriate Subject Areas:** Science and Social Studies

**Procedure:**

1. **Define.** Write the word “migrate” in large letters in the center of the board or on chart paper. Generate ideas as a class about what the term means and write them around the word. Leave this up and visible for the remainder of the lesson. Explain to the students that a migrant is a person who has left their home for a new one and that to migrate means:
  - To move from one country or region and settle in another.
  - To change location periodically, especially by moving seasonally from one region to another.
2. **Discuss.** Ask students: What does it mean when a butterfly migrates? Where do they go? Why? How do they journey? Next, tell the class that people migrate as well. Ask the class if anyone has ever moved to a new place. What was it like? Scary? Exciting? Both? Were there people to greet them? Family? Friends? A new job for their parent or family member?
3. **Create Your Own Butterfly.** Give each student a piece of paper and ask them to create their own butterfly. Students can draw their own or you can use the handout on page 3. Have students fill in the wings of the butterflies as follows:
  - Left Top Wing: ME.** On this wing, have students write or draw things that describe who they are, such as name, age, interests, favorite sports or food, etc.
  - Right Top Wing: FAMILY.** On this wing, draw or write about what family means to them. With whom do they live? Extended family? Pets?
  - Left Bottom Wing: MIGRANT EXPERIENCE.** On this wing, have students draw or write about how it might feel to be a migrant. Ask students to imagine they are moving to a new place. How would it feel?
  - Right Bottom Wing: WELCOMING A MIGRANT.** On this wing, ask the students to fill in things they could do as individuals to welcome others to their community, school, or neighborhood. (e.g. wave, smile, sit by them on the bus or at lunch, include signs at school in multiple languages.)
  - Body with Antennae: HOME.** Have students complete this section with words that remind them of home, such as feelings, memories, how home feels. Ask students to put their two favorites on the antennae!
4. **Present.** Upon completion of the butterflies, ask each student to present theirs to the class. Ask them to share one thing about themselves and one thing they could do to make someone new feel welcome.
5. **Display.** Display all the butterflies for others to see in the classroom, hallway, or lunchroom. Provide a key or caption underneath the display so others can learn about what the students did.



**FAMILY**

**ME**

**HOME**

**MIGRANT  
EXPERIENCE**

**WELCOME  
OTHERS**