

Assessment Title: Push Me Pull You
Barbara Williams, Buena High School

Grade Level: 9-12

Objective: To teach the concepts of push and pull factors of migration and begin a larger unit on diasporas and mass migrations.

Outcome: Students will be able to define, discuss, and analyze reasons for migration, both small and large scale and apply them to personal and historic events.

Targeted Content Standards: Geography. This will be used in an Advanced Placement Human Geography class, but could be used in any social studies class teaching geography content.

National Standards: This generally addresses most of the following standards:

Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

The geographically informed person knows and understands:

9. The characteristics, distribution, and migration of human populations on Earth's surface
10. The characteristics, distribution, and complexity of Earth's cultural mosaics
11. The patterns and networks of economic interdependence on Earth's surface
12. The processes, patterns, and functions of human settlement
13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Arizona Standards:

Targeted Standard(s) and Indicator(s)

Social Studies

Strand 4 Geography

Concept 4 Human Systems

PO 2. Analyze push/pull factors that contribute to human migration

PO 3. Analyze the effects of migration on places of origin and destination (i.e., along The U.S. – Mexican border)

Strand One US History

Strand Two World History

Concept 1: Research Skills for History

PO 3. Formulate questions that can be answered by historical study and research.

PO 4. Construct graphs, tables, timelines, charts and narratives to interpret historical data.

Related Interdisciplinary Standard(s)

Language Arts

Language Arts Standard 4: Viewing and Presenting

VP-P1 Analyze and evaluate visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions

VP-P2 Plan, organize, develop, produce and evaluate an effective multimedia presentation, using tools such as charts, photographs, maps, tables, posters, transparencies, slides and electronic media

VP-P3. Analyze and evaluate the impact of visual media on the intended audience

Materials Needed: Cards with examples of migrations and movements (e.g., Irish to America in the 1850's, the Puritans, Russians in early 1900's, slaves in the colonial period, Jews to Israel, Hmong peoples to Minnesota, the Jewish diaspora, Armenians, African diaspora through slavery, etc.). There should be several for each group; presentation technology.

Summary of the entire performance assessment: In this activity the students will learn to distinguish and identify push and pull factors in migration. After a personal discussion they will extrapolate this to pertinent historical eras and situations.

Brief synopsis of each task:

Anticipatory Set

Each student will be asked to respond in writing to these questions:

1. Would you like to live in your local community the rest of your life?
2. If it's not here, list the reasons you would want to leave.
3. If you could live anywhere in the world, where would you choose?
4. List the reasons you would choose that place.

After this, the teacher will lead a discussion on those factors. Allow about 15 minutes for all students to participate. It may take longer. Then the teacher will define push factors and pull factors. Task One will be assigned for homework.

Task 1: Write a short paragraph describing why your family is in its current location. How long has your family lived here? Where did they come from? Why? If you can, include when your family came to America. Where did they come from? When? Why?

Task 2: Teacher will distribute a variety of cards to the class. Each will contain an identification of a time and place where people migrated from or two. Students, working in small groups, will make a chart identifying push and pull factors.

Task 3: Student will write an essay predicting what push pull factors might arise in the next fifty years and what impact they will have on migration and population patterns.

Task 4: Student will present the material in the essay to the class, employing visual aids in a 3 minute minimum speech.

Big Ideas:

1. Migration has many causes.

Essential Questions

1. Why do people migrate?
2. What impacts does migration have?