

Migration Patterns and Push Pull Factors Lesson (+ Shelfwork)

Standards:

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.

Essential Question: Why do people migrate?

Materials:

- Migration Pattern Charts (*can be ordered from ETC Press*)
- Migration Pattern Card Sort (*see provided document*)
- Photos of various push-pull factor examples (approx. 4 each) (*not provided - source pictures from newspapers, magazines, internet, teacher collections*)
- Optional: Slides with definitions of push and pull factors

Procedure:

Mini-Lesson:

1. Ask students to recall the migration pattern work in upper el. Show them the **migration pattern charts** and ask them to identify at least four of the patterns.
2. These patterns can also be classified by the reasons why people migrate known as **push-pull factors**.
3. Brief definition of Push Factors (powerpoint slide 3)
Reasons people want to leave their home region/country
4. Brainstorm possible **push factors** (connect with *Refugee* reading and other immigration films we have viewed and articles we have read)
Conflict, famine, lack of opportunity, discrimination, etc.
5. Brief definition of Pull Factors (powerpoint slide 4)
Reasons people want to go to another region/country to live
6. Brainstorm **pull factors**
education/job opportunities, family reunification, access to resources, etc.

Partner, Small Group Practice: Guided Photo Stations or Follow-Up Work

Students view provided photos/illustrations and discuss in small groups:

- What do you notice? What is happening in the photo?
- Is this an example of a pull factor or push factor?
- How do you know? Why do you think that?

Groups/Partners discuss at least two of each

Independent Practice/Assessment:

Options:

1. Individuals pick new cards (one of each type- push, pull) and write journal responses (to above questions)
2. Individuals or Partners- Migration Pattern Card Sort - students study the information on the back of the Migration Pattern Charts, then sort the migration pattern cards by headers: *Explanation, Ancient People Example, North America Example* (self check with control)

Differentiation:

- See options for independent practice
- Students can write their response to two of the cards discussed with small group
- Students can talk to a teacher about 2 cards they did not discuss with small group
- Students can find two more picture examples (one of each factor)