

## 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)