



Why They Come– Push and Pull Factors in Migration

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Grade Level 7-HS
Duration 1 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

3. How to analyze the spatial organization of people places, and environments on Earth's surface

Element 4: Human Systems

9. The characteristics, distribution, and migration of human populations on Earth's surface

AZ Standards

ELA

Reading

Key Ideas and Details

7.RI.1, 8.RI.1 and 9-10.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Arizona Social Science Standards

GEOGRAPHY

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.

8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

Overview

Migration has shaped America's history from the first inhabitants to today's immigrants. This lesson focuses on historical causes for migration and compares them to current reasons for migration.

Purpose

In this lesson, students have an opportunity to identify push and pull factors in contemporary migration and compare these factors to historical movements of people into America.

Materials

- Chart paper and markers
- Definition of Push and Pull Factors
- *If Your Name Was Changed at Ellis Island* by Ellen Levine.
- Side 1 My Family and Friends
- Side 2 Immigrants
- Push and Pull Factors Quiz and Answer Key

Objectives

The student will be able to:

1. define push and pull factors.

2. give examples of push and pull factors from their own experience.
3. compare push and pull factors from historical migrations to their own experiences.

Procedures

1. Anticipatory set – Ask students if any of them have moved to a new place? For example, has anyone moved into a different house in the same neighborhood or city, or moved to a different city or town or to a different state or country? Call on students for their responses. Then ask if they know of family members or friends who have moved to a new place. Finally, ask “When you grow up, would you like to move to another city, state, country or state to live?” Most students should be able to answer yes to one these questions.
2. Project and explain the Definition of Push and Pull Factors. Distribute Side 1 and Side 2 graphic organizers to the students.
3. Ask students to think about why their family moved or why people they know moved from a place. Have the students do a think-pair-share. Record their responses on the board or on a piece of chart paper labeled “Push” factors. Students should write their answers on Side 1, “My Family and Friends.” Ask the students to put a star by the factors that may apply to them or their families.
4. Ask students to think about why their family moved or why people they know moved to a place. Again, do a think-pair-share. Record the reasons on the board or on a piece of chart paper labeled “Pull” factors. Students should write the responses on Side 1 in the second arrow.
5. Read “Why did people leave their homelands?” on pages 12 to 13 and “Why did people come to America?” on pages 14 to 15 in *If Your Name Was Changed at Ellis Island* by Ellen Levine. (There are

also readings on YouTube if you don't have the book).

6. Repeat steps 3 and 4 using the information in the reading. Students will write their answers on the “Push and Pull Graphic Organizer. This time, they should write their answers on Side 2 “Immigrants to America.”

Assessment

Students will achieve mastery with an 80% or more on the Push and Pull Factors Quiz.

Extensions

- This lesson can be used as a prelude to a discussion of current migrations issues such as legal and illegal border crossings, asylum seekers, and border security.
- Students could conduct interviews with community members to determine the push and pull factors that brought them to their current location.
- Students could compare the migration of African-Americans from the South to Northern cities during World War I and II to the reasons people migrate today.

Sources

Levine, Ellen. *If Your Name Was Changed at Ellis Island*. 1993. Scholastic, Inc., New York.

Maestro, Betsy. *Coming to America*. Scholastic Press, 1996

U.S. Census Bureau
www.census.gov/hhes/migration