



Pushed & Pulled: Examining Factors that Lead to Migration

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Grade Level 5
Duration 2-3 class periods

National Standards

GEOGRAPHY

Element 4: Human Systems

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

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

AZ Standards

ELA

Reading

Key Ideas and Details

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Writing

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

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

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

Overview

Immigration is a pressing issue in the United States today. Sometimes immigration issues result in accusations of racism. As students read our nation's history, they will find that various groups of immigrants were mistreated during past mass migrations to America.

Purpose

In this lesson students will gain a better understanding of push and pull factors of migration through the stories of various fictional immigrants to the United States.

Key Vocabulary

ancestor: a person in your family from who you are descended

migration: to move from one place to live in another place

immigrant: to move from one country to live in another country

push factor: thing that makes you want to leave a place

pull factor: thing that makes you want to live in a new place

Materials

- Large wall map of the world or project a world map
- Vocabulary Cards
- Teacher Background Notes on Push and Pull Factors

- Venn Diagram
- Scissors
- Push Pull Factor Word Sort
- Reflecting on Text and Myself
- Immigrant Stories
- Immigration Push and Pull Quiz and Answer Key
- Migration or Immigration Survey (optional-based on sensitivity to legal issues of documentation)

Objectives

The student will be able to:

1. Identify push or pull factors.
2. Analyze self to text connections.

Procedures

Prior to Lesson: Read the Teacher Background Notes on Push and Pull Factors to acquaint yourself with the important terms in this lesson.

SESSION ONE

1. Refer to a world map either projected or mounted on the wall. Use your family background to show where your ancestors came from and explain the concept of generations (perhaps by drawing a short family tree on the whiteboard).
2. Project the Vocabulary Cards. Discuss the terms “ancestors, migration, immigrant, generation, push factor, and pull factor.” Post the Vocabulary Cards on the Word Wall. If your students use vocabulary cards on rings or vocabulary notebooks, have them add these words.
3. Ask students to partner up. Instruct the partner groups to come up with 5 ideas why people would want to move from where they are to a new place. Allow them to use the Vocabulary Cards that are posted
4. Have students share one idea at a time, so each group gets to offer at least one different idea. Record what they share out loud on chart paper or whiteboard. Once everyone has shared and there are no new ideas, distribute the Venn diagram. Have students label the first circle with Push Factors. The second bubble with Pull Factors, and the intersecting space with Both. With student help, divide those that are push factors from the ones that are pull factors. You can simply circle the push factors in a certain color and underline the pull factors in a different color to make it clear. Some ideas will be circled in both colors because they can be both. Students should be copying these ideas on the Venn diagram. Refer to the Teacher Background Notes to see if all of the ideas have been used. If

not, add these to the chart paper or whiteboard and again decide if they are push or pull factors or both.

5. Distribute word sorts to student pairs. Have them spend 5 minutes cutting and then sorting.

SESSION TWO

Note: These are fictionalized stories of immigrants. If you wish to use primary sources, please see the Sources section at the end of the lesson plan. These websites feature recent immigrants and many of these have audio versions. The worksheets are for the fictionalized stories.

1. Distribute Immigration Stories and the Reflecting on Text and Myself worksheet. Before students begin reading in pairs, let them know they will be looking for connections. After reading one of the stories, they should find some way to connect the text to themselves. Each partner will complete their own graphic organizer. Model how to complete the worksheet with the first story about Clara.
2. Refer back to the whiteboard or chart paper that you made in Session One. Ask the students if they discovered any new pushes or pulls during the read that should be added to the chart.
2. Have students take the Immigration Push and Pull Quiz. They should be able to use their Fact Sheets, unless you deem it unnecessary.

Assessment

ELA and Social Sciences

The Reflecting on Text and Myself worksheet can be graded for completeness. Mastery will be considered a score of 100%.

The Immigration Push and Pull Quiz can be graded. Mastery will be considered a score of 80% or higher.

A vocabulary quiz can be given. Mastery will be considered a score of 75% or higher.

Extensions

Have students conduct a Migration or Immigration Survey. Have students share the interviews with the class.

Map the Immigration Stories according to the homelands on a world map.

Sources

Books

ISBN: 13:978-1-931930-21-5

Kids Like Me-Voices of the Immigrant Experience by Judith M. Blohm and Terri Lapinsky

ISBN: 0-590-444151-5
Coming to America-The Story of Immigration
by Betsy Maestro

ISBN: 0-526-20703-2
You Are There: Immigrants-Coming to America by Gary
Thompson

ISBN: 0-531-11530-5
Colors of Freedom-Immigrant Stories
by Janet Bode

**Websites for Current Immigration Stories—Primary
Sources**

The Immigrant Story
<https://theimmigrantstory.org/>

My Immigration Story
<https://myimmigrationstory.com/>

Meet :Young Immigrants
http://teacher.scholastic.com/activities/immigration/young_immigrants/

Angel Island Immigration Station Foundation'
<https://www.immigrant-voices.aiisf.org/discover/>