Pushed & Pulled: Examining Factors that Lead to Migration

Students learn about push and pull factors and how they impact settlement.

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<tr>
<th>Author</th>
<th>Nicole von Prisk</th>
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<tr>
<td>Grade Level</td>
<td>4 (including ELLs)</td>
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<tr>
<td>Duration</td>
<td>2-3 class periods 45 min each</td>
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<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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<tr>
<td>ELEMENT FOUR</td>
<td>Concept 4 Human Systems</td>
<td>American History</td>
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<td>HUMAN SYSTEMS</td>
<td>PO1 Describe the factors</td>
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<td>9. The characteristics,</td>
<td>(push and pull) that have</td>
<td>Concept 10: Contemporary</td>
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<td>PO1 Describe current</td>
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Overview

Immigration, especially immigration of Hispanic people, is a pressing issue in the United States. Sometimes the controversy over immigration brings up the concept of racism. However when students read selections in 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 while also learning a short history of other groups of immigrants to the United States through the 20th century.

Materials

- Index cards or sentence strips to make Immigration Vocabulary Word Cards
- Teacher Background Notes on Push and Pull Factors
- Push Pull Factor Word Sort
- Large wall map of the world
- Immigration Survey (optional- based on sensitivity issue of documented or undocumented status)
- Text-to-Text Connections and Text-to-Self Connections Graphic Organizer
- Immigrant Stories Fact Sheet
- Immigration Push and Pull and Reading Comprehension Quiz and answer key
- Venn Diagram
- T Chart on Push and Pull
- Sticky notes

Objectives

The student will be able to:

1. Brainstorm reasons people want to migrate to a new location
2. Classify reasons into push or pull factors
3. Discuss and complete a T Chart about two text-to-self connections with anyone from the reading selection and two text-to-text connections.

4. Complete a Venn diagram comparing two characters from the Immigrant Stories Fact Sheet.

5. Answer comprehension questions from the Immigrant Stories Fact Sheet.

**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 large world map. 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. Discuss terms “ancestors, migration, immigrant, generation, opportunities, agriculture, push factor, pull factor, famine, drought, and industry”, then create vocabulary cards for the wall. If your students use vocabulary cards on rings, or vocabulary notebooks, this is when they would add these words.

3. Ask students to partner up. Then each partnership comes up with 5 ideas why people would want to move from where they are to a new place.

4. Have students share one idea at a time, so each group gets to offer at least one different idea. Write what they share on loud on chart paper to refer to later. Once everyone has shared and there are no new ideas, model for them the ones that are push factors and 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.

5. Pass to students the Immigration Survey to take home for homework. (This is optional if you think it might cause problems due to undocumented status of parents).

6. Create sentence frame: An example of a push factor is: ____________________________
   An example of a pull factor is: ____________________________

   Call on 5 or 6 students to orally state a push and pull factor.

7. Distribute word sorts to student pairs. Have them spend 5 minutes sorting and discussing their selections.

8. Students complete the T Chart of Push and Pull factors from their sort. Collect word sort once finished.

9. Distribute Immigrant Stories Fact Sheets. Have students read along with you as you read each story. Collect Fact Sheets.

10. Pairs join other pair and think-pair-share 1 push and 1 pull factor with someone from other pair.

**SESSION TWO**
1. Collect Immigration Survey (if it was sent home).

2. Review vocabulary words from day before.

3. Call on non-volunteers to share a push or pull factor using sentence frame from yesterday.

4. Distribute Immigration Stories Fact Sheets. Before students begin reading in pairs, let them know they will be looking for connections-both text to self and text to text between each immigrant’s story. Also let them know that their job during their reading is to listen for clues as to push or pull factors. Have students in pairs read each story. They may code their stories by circling push factors and underlining pull factors that they recognize during the reading.

5. Once reading is finished, have students take the Immigration Push and Pull Quiz. They should be able to use their Fact Sheets, unless you deem it unnecessary.

6. As students finish their quizzes, hand them a Venn Diagram to find 3 similarities and 3 differences between 2 of the immigrants from the Fact Sheets.

7. Once everyone is finished with test and Venn Diagrams have a 5-8 minute class discussion that you lead by stating a text to text connection or a text to self connection that you had during the reading. If necessary, reread the Immigration Stories Fact Sheet and give sticky notes for the students to flag the part where they had a connection. Select students that you would like to have share a connection with the class.

8. Refer back to chart paper that you made with students’ brainstormed reasons to move from one place to another. Ask the students if they
discovered any during the read that should be added to the chart.

9. Ask for each person to think and summarize what they learned about immigrants in one or two sentences. Students write these sentences on a small piece of scrap paper. You collect all the pieces and pull one or two of them to read to the class.

Assessment

90% correct on quiz (18/20) = Meets Standard

Venn diagram completed with at least 3 similarities and 3 differences = Meets Standard.

Word Sort correctly manipulated and any answers justified if questioned = Meets Standard

Extensions

For the students that you do give Immigration Surveys to, give them the opportunity to place a sticky note on the world map and write a few sentences about the push or pull factors that caused their ancestors to come to America. Ideally, you could give them time to share with the class their survey results and the factors that led to their family ultimately making their way and settling in Arizona.

There are several videos and transcripts of interviews from 60-75 years ago that the more advanced students might like to look up on the Library of Congress website.

Students could use individual world maps to color a path for the immigrants from their homeland to Arizona. Have the students create a legend for the different colors with the immigrants’ names and colors.

Students need to find specific push and pull factors that led to settlement in Arizona cities. If the students completed the Immigration Survey at home, you can then lead into the reasons that their families migrated to Arizona.

Sources

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

Coming to America-The Story of Immigration by Betsy Maestro

You Are There: Immigrants-Coming to America by Gary Thompson

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