

# Yuma “Push and Pull”

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<b>Grade Level</b>	3
<b>Duration</b>	2 class periods

Session 1 adapted from: **Gale Olp Ekiss/Migration: Push and Pull Factors**

<https://geoalliance.asu.edu/migration>

## 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

#### 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

#### Writing

##### Text Types and Purposes

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

### MATHEMATICS

#### Measurement and Data

3.MD.B.3 Represent and interpret data

Create a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

## Arizona Social Science Standards

### GEOGRAPHY

**The use of geographic representations and tools helps individuals understand their world.**

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

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

3.G3.1 Describe the movement of people in and out of Arizona over time.

**Global interconnections and spatial patterns are a necessary part of geographical reasoning.**

3.G4.1 Describe how Arizona has changed over time.

### HISTORY

**The development of civilizations, societies, cultures, and innovations have**

**influenced history and continue to impact the modern world.**

3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's

cultures, civilizations, and innovations.

**Economic, political, and religious ideas and institutions have influenced history**

**and continue to shape the modern world.**

3.H3.2 Use primary and secondary sources to analyze the changes that have taken place in Arizona which could include the use of current events.

SIOP Elements		
<b>Preparation</b> Adapting content Linking to background Linking to past learning Strategies used	<b>Scaffolding</b> Modeling Guided practice Independent practice Comprehensible input	<b>Grouping Option</b> Whole class Small groups Partners Independent
<b>Integrating Processes</b> Reading Writing Speaking Listening	<b>Application</b> Hands on Meaningful Linked to objectives Promotes engagement	<b>Assessment</b> Individual Group Written Oral

**Arizona English Language Proficiency Standards**

**Stage III**

**Basic**

**Listening and Speaking**

**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. The student will demonstrate understanding of oral communications by:**

B-3: using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.

**Writing**

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:**

B-4: writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.

**Language**

**Standard 2: The student will acquire English language vocabulary and use it in relevant contexts. The student will demonstrate knowledge of vocabulary by:**

B-4: categorizing grade-specific academic vocabulary and symbols by content, with instructional support.

**Overview**

It is important for students to examine the many reasons people migrate and to understand how man-made changes to an area in the past, present, and future will affect the natural and human environment of a town or city.

**Purpose**

In this lesson, students will learn about their own families and where they have come from and why they moved to an Arizona city such as Yuma. They will also look at many different historical events that shaped the city of Yuma. By looking at Yuma, Arizona students can begin to look at their own

community for such events and changes. This lesson has adaptations for diverse learners (ELLs).

**Key Vocabulary**

- migrant:** someone who goes to live in another area
- migrate:** to move and live in another area (usually for work)
- immigrant:** someone who enters another country to live there permanently
- immigrate:** to move to another country and live there permanently
- push:** reasons for leaving an area
- pull:** reasons for going to an area

**Optional Vocabulary Words (Not Tested)**

**seaport:** a town that has a harbor connected to the sea (ocean)

## Yuma Push and Pull

**Primary Source:** a source of information (diary, image, map, newspaper story, etc) that was created at the time of the event or someone who saw the event

**Secondary Source:** a source of information (textbooks, magazines, movies) that is not from the time period, usually it is taken from books about the event

## Materials

### Session 1

- Family Information Sheet
- Class Information Sheet
- Map: The United States:  
<https://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>
- Map: The World :  
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Map: Giant United States Map:  
<https://geoalliance.asu.edu/sites/default/files/maps/US-tilemap.pdf>
- 3 colors of sticky dots or markers
- Vocabulary Cards

### Session 2

For each group:

- Vocabulary Word Cards
- Timeline cards (pictures and titles)  
Whole Class: (to display up front)
- Timeline for the front board (drawn)
- Vocabulary Cards and Vocabulary Test
- Arizona Landscape Map:  
[https://geoalliance.asu.edu/sites/default/files/maps/AZLandscape\\_color.pdf](https://geoalliance.asu.edu/sites/default/files/maps/AZLandscape_color.pdf)
- Map: Trails of Early Explorers through Arizona (labeled):  
<https://geoalliance.asu.edu/maps/historical>

## Objectives

The student will be able to:

1. identify different reasons for people migrating to a specific area
2. describe how different events past, present, and future do/will affect the natural and human environments.

## Procedures

### SESSION ONE

*Prior to Session One: Students should have taken home the Family Information Sheet and a United States and World map to be filled out by the family.*

*Teacher has printed off, assembled, and posted on a wall the large U.S. map found at <https://geoalliance.asu.edu/sites/default/files/maps/US-tilemap.pdf>*

*Teacher should also post or project a commercial World map for students who have family born outside of the U.S.*

- a. Begin the lesson by asking, “How many of you have had to move? To a new city or new house?” Discuss and write answers on the board in two columns (Push and Pull). Push would be the reasons to leave a place. (no job, need medical care, house is too small, etc.) Pull would be the reasons a new place is attractive to you. (better job, closer to family, to go to school, etc.) (**Preparation: Linking to Background**)
- b. Explain that these answers are Pushes and Pulls. And today, we are going to look at of different reasons for why people move or migrate.
- c. Introduce the vocabulary words: migrate, migrant, Immigrate, and immigrant by using the Vocabulary Cards and post them on the word wall. (**Preparation: Linking to past learning**)
- d. Explain that the class is going to look at how their classmates’ family migrated or immigrated to Yuma by using the Family Information Sheet they have completed at home. And while their classmates take turns to marking the large U.S. or World map, each student is individually going to use their worksheet to write three sentences they will read to the class.
- e. Post these sentence frames to help students remember what to write. Model a personal example. (**Scaffolding: Modeling**)
  - My name is \_\_\_\_\_.
  - I was born in \_\_\_\_\_.
  - My family (migrated or immigrated) to Yuma when \_\_\_\_\_ because \_\_\_\_\_.
- f. As the class is writing, have students take turns placing dots (using 3 colors of markers or sticky dots) on the class map. Suggested colors: Use a yellow dot to mark their birth place, a red dot to mark their parents’ birth place, and a green dot to mark their grandparents’ birth place. (**Application: Hands on**)
- g. Discuss any patterns or observations students see in the finished class map.
- h. Distribute the Class Information Sheet and a U.S. map. Demonstrate how they will color the states mentioned (where classmates were born) on their United States map and add to the class information sheet. Use your personal information for an example and practice for the students. (**Scaffolding: Modeling**)
- i. Have students share information orally and complete the Class Information Sheet and color the U.S. map. Give time for students to complete their findings at the bottom of the Class information

## Yuma Push and Pull

Sheet. (**Integrating Processes: Speaking/Writing/Listening.**)

j. Share findings with each other. One idea is by playing "Inside Outside." Place half of the students (with their papers) in a circle facing out. The other half of the students will match up with a classmate facing the students inside the circle creating the outside circle. Students take turns sharing their findings. Then have the outside circle rotate to find a new partner and share again. (**Assessment: Written and Oral**)

### SESSION TWO

a. Introduce the lesson by asking the question, Why would people move to Yuma? Discuss possible answers. (**Preparation Linking to background**)

b. Review vocabulary from Session One by playing "Guess My Word." Give each small group of students a set of the 6 vocabulary word cards (found at the end of Vocabulary Cards). Project or show the vocabulary word picture and give its meaning. Each small group chooses the word that matches the image and definition and holds it up. Whichever group is the fastest to correctly identify the word, wins. A teacher can extend the activity by having the group give an example of the word in real life. Using the sentence frame: To \_\_\_\_\_ means \_\_\_\_\_ like \_\_\_\_\_. (**Scaffolding: Comprehensible input**)

c. Explain to the class that most of this lesson has been about people today and why they move to Yuma. However, long ago the reasons to migrate to Yuma might have been different. So we are going to look at historical events in Yuma by putting a timeline together and finding reason why people moved to Yuma way back when.

d. Post the Sentence Frame on the wall to help students remember what to say.

- o This card tells me \_\_\_\_\_ or
- o This card says \_\_\_\_\_.
- o I believe this card goes here because \_\_\_\_\_.

e. Model how to play Match the Cards using one of the events in the timeline:

- o Each student takes a turn to pick a card.
- o He/she reads it or describes what is on it.
- o Then he/she places it on the time line by saying: I believe this card goes here because \_\_\_\_\_.
- o If a group member does not agree, he/she may not move the card until all the cards have been laid out.
- o When all cards are laid out, students may take turns rearranging them by giving a reason. The group must concur to move a card.

(**Scaffolding: Modeling, Integrating Processes: Speaking/Listening**)

f. If groups get done before the others, have them go through the time line and practice telling the story of Yuma. Eventually, post the cards in the correct order. Allow groups to change their order of the cards. (**Assessment: Group**)

g. As a class, review the time line and identify why this event would make people move to or out of Yuma. Write list of pushes and pulls on the board under each event.

h. Have students pick one event to write a paragraph about. They should name the event and describe the event. They should also include why this event had an impact on people migrating to Yuma. (This may be done as a group but every person in the group must write their own paragraph.) Share the Scoring Guide for the Paragraph so students understand what is needed. (**Integrating Processes and Assessment: Writing**) Allow students to access other sources of information such as internet, family members, or library resources.

## Assessment

### Social Science and ELA

Family Information Sheet can be graded for completeness; however, sensitivity should be shown for family privacy issues. Mastery will be considered 90% or higher.

Written paragraph about one event in Yuma history can be graded with the Scoring Guide for Paragraph. Mastery will be considered 80% or higher.

Vocabulary can be tested using one of the two Vocabulary Tests included. The one with images can be used for diverse learners. Mastery will be considered 80% or higher.

### Mathematics

Class Information Sheet can be graded for accuracy in graphing. Mastery will be considered 80% or higher.

### Mathematics and Social Science

Class Information Question Sheet can be graded for completeness and correctness. Mastery will be considered 80% or higher.

## Extensions

-The class writings can go through the publishing process and create a book about Yuma.

-The class writings can be displayed on the class timeline.

-The class can expand on the Yuma timeline to more modern times and post it on the wall.

## Yuma Push and Pull

-Early finishers can do some of the other dates mentioned in the Short History of Yuma but not in the time line cards.

### Sources

United States Maps from Arizona Geographic Alliance <http://geoalliance.asu.edu/azga/>

Clip art provided copyright free from <http://office.microsoft.com/en-us/images/>

Arizona Historical Society web site:  
[arizonahistoricalsociety.org](http://arizonahistoricalsociety.org)

Southwest living web site:  
<http://southwestlivingyuma.yumawebteam.com/historic/yumas-ancient-history/>

Photos From:

Yuma County Library District, Special Collection  
Rochester Family

<http://socolriver.com/sitebuildercontent/sitebuilderpictures/.pond/stthomasindianmission.jpg.w300h241.jpg>

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<https://www.flickr.com/photos/anzatrailnps/25789436313/in/photostream/>

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[https://www.hiddenhispanicheritage.com/uploads/8/3/0/3/8303494/alarcon3\\_2\\_orig.jpg](https://www.hiddenhispanicheritage.com/uploads/8/3/0/3/8303494/alarcon3_2_orig.jpg)