



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition



Hemispheres is a partnership of:

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Center for Middle Eastern Studies
Center for Russian, East European & Eurasian Studies
South Asia Institute

in the College of Liberal Arts
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Introduction

Why do people move? Simple as it may seem, this question raises complex questions about the causes of individual versus large-scale migration as well as the global effects of migration. This curriculum unit was conceived in response to numerous requests from educators concerning the discussion of issues related to human migration in the social studies classroom. Our goal was to present this fluid and nebulous concept in an easy-to-follow manner, with clear lesson objectives and outcomes.

Given our own strength as content providers for world studies courses (in Texas, this consists of the 6th grade Contemporary World Cultures course, 9th grade World Geography course, and 10th grade World History course, in addition to AP-level courses and other electives), we chose to address these essential questions by using a case-study approach looking at the phenomenon of migration in a global context.

The unit is aligned to middle and high school standards (Texas Essential Knowledge and Skills, as well as National Geography Standards) and so the activities have been designed for Grades 6–12, although some suggestions for use at lower levels are included below.

In 2011, following the revision of the Texas Essential Knowledge and Skills (TEKS—the state-mandated educational standards) for social studies, we created the revised edition of this unit. It incorporates feedback from field testers and educators who have offered constructive comments on the unit since its first publication. We hope that this unit, which has been used in classrooms nationwide, will be even more useful in this revised edition.

We welcome any feedback or comments you may have.

How to use this unit effectively in the classroom

The unit allows maximum flexibility on the part of the classroom teacher: modular in design, any section (or case study within a section) can be used individually or in combination with other sections. Based on previous coverage of the topic and the academic level of your students, you may incorporate as many or as few activities as support your learning goals. We encourage you to familiarize yourself with the entire unit so as to select the activities/topics that best suit your needs.

Section Overview

Section 1

A brief PowerPoint introduction to migration theory incorporates key vocabulary (e.g., push-pull factors) and real world examples. The original document can be downloaded from the Hemispheres website at: <http://www.utexas.edu/cola/orgs/hemispheres/>.

Section 2: Introductory Activities

Once students have a basic understanding of the forces that affect migration, we offer two classroom activities to generate a general discussion. Although these activities are intended to be used before Sections 3 or 4, they can also be used individually (or not at all). They should be implemented insofar as they facilitate learning goals and enrich your students' understanding of migration. **Student Activity 1** examines migration trends in your community through a series of interviews. This activity can easily be modified for use at the elementary level, by either interviewing one person as a class or using a story or video; you can discuss migration stories without conducting the spectrum graph activity. **Student Activity 2** examines film, asking students to think critically about the film and plot elements relating to migration. Since most films dealing with this topic are for more mature audiences, we suggest using this activity at the high school level. There are some films, such as the animated picture *An American Tail*, that could be used with younger audiences.

Section 3: Using T-Charts and Writing Prompts to Explore Migration

Intended for a middle school audience, the T-chart case studies may also be used with older students in place of the advocate/decision-making activity. The five topics, which are simplified versions of real world issues from Section 4, include background information for the teacher, short readings for students, and four variations of an analysis activity.

For a high school audience, a writing prompt is provided in the instructions as Variation 4 to use the documents in the T-chart case studies to write a DBQ essay. A grading rubric for the essay can be found on page 68.

Section 4: Using an Advocate/Decision-Making Activity to Discuss Migration

This “controlled debate” activity requires students to argue one side of a real migration issue. Two to three pages of essential reading are included for each topic; supplemental materials are provided if time allows or if you feel that the issue needs additional coverage. We have made a conscious effort to use as many primary document sources as possible in order to help build critical reading and interpretation skills; reading levels vary according to the documents selected.

A writing prompt is provided in the instructions (p. 65) to use the documents provided in each case study to write a persuasive DBQ essay. The essay exercise can be done as an assessment piece for the Advocate/Decision-Making Activity. A grading rubric for the essay can be found on page 68.

Appendix: Glossary of Terms

We have provided a list of terms defined in footnotes in the glossary for handy reference.

Additional Resources

Each case study in Section 4 also includes a list of Web and print resources for learning more about the topic it covers. *ABC-CLIO*, *History Alive!*, and other content providers may have additional materials that will help facilitate the coverage of migration in your classroom.

We hope you find this unit useful and that you feel free to select and modify activities as they fit your classroom needs.

**THIS CURRICULUM UNIT ADDRESSES THE FOLLOWING STANDARDS
IN THE TEXAS ESSENTIAL KNOWLEDGE & SKILLS (TEKS), 2010 REVISION:**

113.18 Social Studies, Grade 6

GEOGRAPHY

4) The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations.

The student is expected to:

- B) identify and explain the geographic factors responsible for patterns of population in places and regions;
- C) explain ways in which human migration influences the character of places and regions.

ECONOMICS

8) The student understands the factors of production in a society's economy.

The student is expected to:

- A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;
- B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and
- C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.

HISTORY

1) The student understands that historical events influence contemporary events.

The student is expected to:

- A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
- B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

SOCIAL STUDIES SKILLS

21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

The student is expected to:

- A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;
- B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- D) identify different points of view about an issue or current topic;
- E) identify the elements of frame of reference that influenced participants in an event.

113.33 World History Studies

CULTURE

18) The student understands the ways in which cultures change and maintain continuity.

The student is expected to:

A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

HISTORY

13) The student understands the impact of major events associated with the Cold War and independence movements.

The student is expected to:

F) explain how Arab rejection of the State of Israel has led to ongoing conflict.

SOCIAL STUDIES SKILLS

31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

113.34 World Geography Studies

HISTORY

1) The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present.

The student is expected to:

A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today.

GEOGRAPHY

7) The student understands the growth, distribution, movement, and characteristics of world population.

The student is expected to:

B) explain the political, economic, social, and environmental factors that contribute to human migration such as how national and international migrations are shaped by push-and-pull factors and how physical geography affects the routes, flows, and destinations of migration.

8) The student understands how people, places, and environments are connected and interdependent.

The student is expected to:

A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;

- B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and
- C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

GOVERNMENT

- 14) The student understands the processes that influence political divisions, relationships, and policies.
The student is expected to:
 - C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).

CITIZENSHIP

- 15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels.
The student is expected to:
 - A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and
 - B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

SOCIAL STUDIES SKILLS

- 31) The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.
The student is expected to:
 - A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
 - B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

THIS UNIT ALSO ADDRESSES THE FOLLOWING NATIONAL GEOGRAPHY STANDARDS:

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

GRADES 5–8

- By the end of the eighth grade, the student knows and understands:
- 3. the types and historical patterns of human migration and;
 - 4. the effects of migration on the characteristics of places.

GRADES 9–12

- By the end of the twelfth grade, the student knows and understands:
- 1. trends in world population numbers and patterns and;
 - 2. the impact of human migration on physical and human systems.

Student Activity: Finding migration trends in your community

Time needed:

1 class period (45 min.–1 hour) should be sufficient to do the activities. You will need preparation time to prepare students to conduct interviews and collect data. Depending on the results of the activity, follow-up time may be needed for research at your discretion.

Supplies for this activity:

- *Student Worksheet 1* (page 26)
- *World Outline Map* (page 27)
- Index cards—five for each student
- Masking tape OR chalkboard/dry erase board OR flip chart/easel/bulletin board
- Chalk OR dry erase markers OR colored markers OR push pins

Preparation:

Distribute *Student Worksheet 1* and the *World Outline Map* to your students. Each student should interview the same number of people, using the questions on the worksheet—we suggest that each student interview five people in order to have a large amount of data to use in the activities that follow. However you may wish to assign younger students to interview fewer adults. For the best results, each subject should not be interviewed by more than one student. Students should record the answers they are given on separate sheets of paper, clearly labeled with each interviewee’s name.

You may wish to discuss the following terms with your students before they begin:

- **Emigration** means that you left a place where you lived to go somewhere else, while **immigration** means that you came to a place to live there. If your family migrated to the United States from Spain, they *emigrated* from Spain, and *immigrated* to the United States.
- **Ancestors:** members of your family who came before you: your parents, your grandparents, your great-grandparents, etc. are your ancestors.
- **Ancestral language:** the language spoken by your ancestors or family before immigrating to the country where you live now. In some cases, this may be the same language that you speak now. In other cases, it may be different.

Class activities:

Distribute index cards to each student (each student should have one card for each person that they interview). The student should write the name of one interview subject on each card large enough to be read from a distance. Students should have each interviewee’s info with them to be able to complete the activity.

Explain to students what a **spectrum** is. Tell them they will explore migration **trends** by plotting each subject on the spectrum. Place a 10– to 15–foot long piece of masking tape across the floor in the front of the class. On the chalkboard behind the spectrum, label the ends of the spectrum as shown:

Earliest Immigrants

Latest Immigrants

You may also want to demarcate years in 50 year intervals. Have each student place each of their index cards on the spectrum to indicate when their subject immigrated. Ask the class to identify patterns on the spectrum graph. In what year(s) did large numbers of people immigrate at the same time? Students may do additional research to determine if there is a historical event that took place either in the home country or the host country that would prompt large numbers of people to migrate.

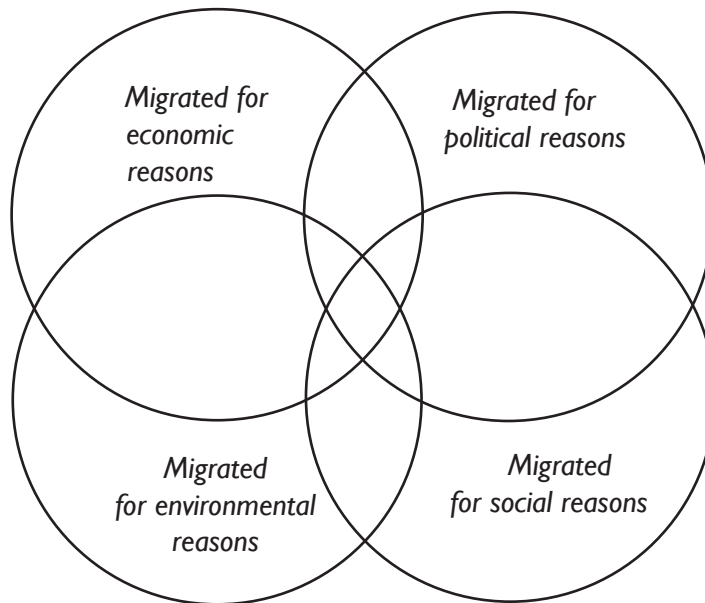
Now, create a second spectrum labelled as follows:



Have each student look at Question 3 in the “On your own” section of their worksheet. On the back of each index card, students should write a 1, 2, or 3, indicating how many generations their subject’s family continued to speak his or her ancestral language. Then have each student place the card at the appropriate place on the time line.

Compare the results of this spectrum to the immigration time line. Can you observe any patterns? Do people who migrated more recently tend to speak their ancestral language more than people who migrated a long time ago? Why do you think that might be? Are there any exceptions to this? Why?

The final activity uses the Venn Diagram below. You may choose to draw a large Venn Diagram on the chalkboard, or to create one on the floor using tape, chalk, or other materials. Students can place their cards in the appropriate place, draw an X, insert a pushpin, etc. to indicate the reasons that their subjects migrated.



Have students analyze the patterns on the diagram. Are there any trends? For example, many African-American subjects will have identified forced migration due to slavery as the reason for emigration. Have students try to identify the reasons for other noticed trends.

On the chalkboard or a flip chart, have students identify the countries from which their subjects’ families emigrated. Tally up the numbers. Which country represents the largest number of immigrants? Which has the smallest?

Have students with subjects whose ancestry lies in the country with the largest tally recreate the above spectrums using those subjects and identify any patterns. Repeat this with the second largest country. If patterns have emerged, have students research and identify reasons for them. Why did emigrants leave their country? What did they do when they came to the U.S.?

STUDENT WORKSHEET I

Name: _____ Date: _____ Class: _____

Assignment: Interview five adults about their family's origins in this country. Ask them all the questions and write the answers below or on an index card. Fill in all of the blanks, even if your subject doesn't know the answer or is unsure. Some people may have more than one answer for some of the questions—if so, try to keep the answers in order.

Subject's Name:

Subject's Age:

Were you born in this country (yes / no)? If no, where were you born?

Where did your family come from (specify country)?

When did your family immigrate to this country?

Why did your family immigrate?

Did your entire family migrate at once? If so, do you know why? And if not, do you know why not?

Does anyone in your family speak their "ancestral" language? Do you? Do your parents? Your grandparents?

On your own: On a separate sheet of paper, answer the following questions for each of your subjects:

1. Calculate how many generations your subject's family has been in the country. Count "1" if your subject immigrated, "2" for their parents, "3" for their grandparents, etc. If you can't tell, write "unable to calculate."
2. Classify the reason that the subject's family immigrated. Did they immigrate for economic reasons? Political reasons? Social reasons? Environmental reasons? If they migrated for a combination of reasons, list each of the classifications.
3. Calculate how many generations your subject's family continued to speak their ancestral language. Count "3" if your subject still speaks his/her ancestral language, "2" for their parents, "1" for their grandparents, etc. If you can't tell, write "unable to calculate."
4. Using a blank outline map of the world, you should color in the country or countries where your subjects have their origins. Create a key that uses different colors to indicate how many subjects have family origins in a particular country.

STUDENT WORKSHEET: WORLD OUTLINE MAP

Name: _____ Date: _____ Class: _____



projection Gall-Bertin

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Color in the country or countries where your subjects have their origins. Create a key that uses different colors to indicate how many subjects have family origins in a particular country.

About Hemispheres

Hemispheres, the international outreach consortium at the University of Texas at Austin, utilizes University resources to promote and assist with world studies for K-12 and postsecondary schools, businesses, community groups, and the general public.

Hemispheres is coordinated by five independent units that receive funding from multiple sources, including the Title VI International Area Studies Program of the US Department of Education:

Center for European Studies
Teresa Lozano Long Institute of Latin American Studies
Center for Middle Eastern Studies
Center for Russian, East European, and Eurasian Studies
South Asia Institute

Under the aegis of our Title VI mission, we are able to provide quality, free and low-cost resources that enhance understanding of diverse world regions to K-12 and post-secondary educators, business, the media, and civic and community groups.

For more information, visit the Hemispheres website at:
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