



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition



Hemispheres is a partnership of:

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

in the College of Liberal Arts
at the University of Texas at Austin



Understanding Migration

Curriculum Resources for the Classroom
Revised Edition

Primary Researchers:

Natalie Arsenault, Outreach Director
Teresa Lozano Long Institute of Latin American Studies

Christopher Rose, Outreach Director
Center for Middle Eastern Studies

Allegra Azulay and Terry Giles, Outreach Coordinators
Center for Russian, East European & Eurasian Studies

Rachel Meyer and Jordan Phillips, Outreach Coordinators
South Asia Institute

Field Reviewer:

Cody Moody
Liberal Arts and Science Academy, Austin Independent School District

Hemispheres
The International Outreach Consortium
at the University of Texas at Austin

<http://www.utexas.edu/cola/orgs/hemispheres/>
hemispheres@austin.utexas.edu

Understanding Migration
Curriculum Resources for the Classroom

Revised Edition
Publication Date: December 2011

This unit contains copyrighted material, which remains the property of the individual copyright holders. Permission is granted to reproduce this unit for classroom use only.
Please do not redistribute this unit without prior permission.

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: Migration from the Former Soviet Republics to Russia

Time needed:

1 class period (45 min.–1 hour) should be sufficient to complete the reading and T-Chart or writing prompt activities. The writing prompt may be done in class or assigned as homework. (Although the T-Chart and writing prompt activities complement each other, it is not necessary—and may be redundant—to assign both to your students.)

Supplies for this activity:

- Map of the world (not included)
- Reading: *Migration from the Former Soviet Republics to Russia* (p. 58)
- Either the *T-Chart: Russia* worksheet (p. 59) or the *Writing Prompt: Russia* worksheet (p. 60)
- Chalkboard or dry-erase board

Preparation:

Have students identify Russia on a map of the world. Compare its size to that of the United States. You may also wish to use the map on page 135 to further explore the percentage of ethnic Russians living in the former Soviet republics.

You may wish to go over the following terms with your students:

- **Ethnic, ethnicity:** common characteristics such as race, language, culture, and/or religion that make people feel they are part of a common group.

Class activities:

Distribute the *Migration from the Former Soviet Republics to Russia* reading to all students. Have them read quietly.

Variation 1:

Distribute the *T-Chart: Russia* worksheet and have students complete the chart individually or in small groups. When finished, draw a T-Chart on the board and have each student or group offer one point and write it in the appropriate place on the board. Continue until all of the unique points offered by students are included. Discuss the results with the class. Ask students to compare the answers they gave with the answers that others gave. Are there any similarities? Are there any differences? Why? Or why not? Ask for a show of hands to determine which side the students feel has a stronger argument. Ask one or two students to explain their reasons.

Variation 2:

After students have finished reading, replicate the T-Chart from the *T-Chart: Russia* worksheet on the board. Complete the T-Chart by having students suggest points in favor of and in opposition to migration and write them in the appropriate column. As a follow-up to this activity, you may wish to assign the *Writing Prompt: Russia* worksheet as homework or an in-class activity.

Variation 3:

Assign both the *Migration from the Former Soviet Republics to Russia* reading and the *Writing Prompt: Russia* worksheet as homework. In class the next day, replicate the T-Chart from the *T-Chart: Russia* worksheet on the board. Complete the T-Chart by having students suggest points in favor of and in opposition to migration and write them in the appropriate column. Continue until all of the unique points offered by students are included. Discuss the results with the class. Ask students to compare the answers they gave with the answers that others gave. Are there any similarities? Are there any differences? Why? Or why not? Ask for a show of hands to determine which side students supported in their writing, and have some of the students read the conclusion from their writing prompt out loud to the class.

Variation 4:

Use the readings as primary documents for an introductory DBQ exercise. Students should identify the push and pull factors given in the readings, explaining why each factor is either a push factor or a pull factor. Students should also discuss the reason(s) for the migration issue, whether they are economic, social, political, or environmental in nature, and defend their analysis (note that there may be more than one correct answer). Finally, students should identify the argument that they find more persuasive, and explain their position using information either cited in the documents or found elsewhere.

You may wish to use the following prompt:

Read the introduction and the two documents provided. In each document, identify the push and pull factors given. Consider the overall issue. Are the causes economic, social, political, or environmental (or more than one of these) in nature?

Write an essay in which you describe the issue presented. Identify the major push and pull factors that advocate for migration, as well as the factors that can be used to argue against migration. Explain the causes behind the factors. Cite specific passages and examples from the documents to support your answers. Remember to consider the perspective of the author of each document.

Finally, explain which argument you find more persuasive, based on the reasons given by the authors. Explain your answer citing information from the documents or from additional research.

A grading rubric may be found on page 68.

Migration from the Former Soviet Republics to Russia

The Soviet Union consisted of fifteen “soviet socialist republics,” many of which were originally independent nations that had been conquered by the Russian Empire or over the course of the 1917 revolution that established the Soviet Union. In 1989, the last Soviet census listed 128 separate ethnic groups living in the fifteen republics. At the time of the breakup of the Soviet Union in 1991, more than twenty-five million ethnic Russians were living in the former Soviet republics outside of Russia. Because Russians formed the dominant group during the Soviet years and often got the best jobs and housing, after the transition Russians still living in these republics were often treated poorly. They faced the difficult choice of whether to try to remain in the post-Soviet republics, or whether to try to make a new life in Russia. Read the two accounts below and complete the activity.

My name is Boris and I am 16 years old. I am an ethnic Russian, but I was born in Riga, the capital of Latvia, located on the Baltic Sea. My parents were born in Russia and moved here when my father was in the Soviet navy. Because of this, the Latvian government says that we are not Latvian citizens.

I am in high school. All through grade school I studied in Russian. But the Latvian government has decreed that 60% of high school instruction must be in Latvian. Fortunately, I can speak Latvian and I’m doing OK—my friend Igor doesn’t speak any Latvian at all, and he is struggling in class. When we go on to university, Igor will have to pay to go to a private university so he can study in Russian.

My mother, who is a teacher, lost her job because she can’t teach in Latvian. They’ve also started using Latvian as the main language of business at the Defense Ministry and it’s likely my father will lose his job. My father speaks very little Latvian.

Because we’re not citizens of Latvia, my parents will have a hard time finding new jobs here. Companies prefer to hire Latvians. If we were Latvian citizens it would be different, but the citizenship exams are very difficult, including a Latvian language test as well as tests in history and culture. I could probably pass, but my parents couldn’t. They say they’re frustrated at not being able to vote.

My mother and father have decided that we’re going to move in with my grandparents in Moscow when my father’s job ends. I’ve been to Moscow a few times to see them. I don’t like it there—Moscow is too big. I also like going to the beach with my friends here, and there’s no beach in Moscow. I’ve lived all my life in Latvia, but I don’t feel like I have a future here anymore.

My name is Tatiana. I am 17 years old, and I live in Bishkek, the capital of Kyrgyzstan. My grandmother is Kyrgyz, but my grandfather’s family is Russian, and he made sure that all his children, including my mother, listed their nationality as Russian. Under the Soviet system, there were advantages to being Russian. Nowadays, I’m not so sure.

My father is Assistant Director at one of the coal mines. Since the breakup of the Soviet Union, production at the coal mine has gone down and my father is only paid 8 months out of the year. Unemployment is high here, and my father thinks we should move to Russia so he can find a more reliable job.

Many of my friends have already moved to Russia with their families. They have sent me letters about their new lives in Russia. Many of them have told me that people in Russia treat them badly. One girl wrote me that someone spat on her while she was standing in line at the store and told her to “go back where you came from.” Because my grandmother is Kyrgyz, I have dark hair and don’t “look Russian.” I wouldn’t want the same thing to happen to me!

My father thinks I should apply to university in Moscow so I will have a “better chance” in life. I think I can have a chance right here. I want to apply to a university here in Kyrgyzstan. When I graduate I’ll have an opportunity to work for an international company. I think this can help our economy.

There are a lot of people in Kyrgyzstan who want everyone who is not Kyrgyz to leave. That’s just silly. There are a lot of people in Kyrgyzstan who aren’t Kyrgyz. If we all went away, there would be no one left here! This country was strong under the Soviets, and if we all work together, I am sure that it can be strong again.

Ethnic, ethnicity: common characteristics such as race, language, culture, and/or religion that make people feel they are part of a common group.

T-CHART: RUSSIA

Name: _____ Date: _____ Class: _____

Assignment: Read the passages on *Migration from the Former Soviet Republics to Russia*. Then complete the chart below, listing reasons why ethnic Russians living in the former Soviet republics might want to emigrate to Russia in the left column, and reasons why they might choose to stay in the right column.

Make as many points as you need for each side. The first three are already labeled for you.

Reasons why ethnic Russians should emigrate to Russia	Reasons why ethnic Russians should remain in the former Soviet republics
1.	1.
2.	2.
3.	3.

Which side do you agree with? Cite examples from the text to support your answer:

Essay Grading Rubric

Essay : Understanding Migration

Teacher Name: _____

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Accuracy	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.	

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:
<http://www.utexas.edu/cola/orgs/hemispheres/>
or e-mail: hemispheres@austin.utexas.edu



THE INTERNATIONAL OUTREACH CONSORTIUM AT
THE UNIVERSITY OF TEXAS AT AUSTIN

Center for European Studies

Sally Dickson, Outreach Coordinator

(512) 232-4311

(512) 232-6000 FAX

The University of Texas at Austin

MEZ 3.304

1 University Station A1800

Austin, TX 78712

E-mail: sally.dickson@mail.utexas.edu

Center for Middle Eastern Studies

Christopher Rose, Outreach Director

(512) 471-3582

(512) 471-7834 FAX

The University of Texas at Austin

WMB 6.102

1 University Station F9400

Austin, TX 78712

E-mail: csrose@austin.utexas.edu

**Teresa Lozano Long Institute of
Latin American Studies**

Natalie Arsenault, Director of Public Engagement

(512) 232-2404

(512) 471-3090 FAX

The University of Texas at Austin

SRH 1.310

1 University Station D0800

Austin, TX 78712

E-mail: n.arsenault@austin.utexas.edu

**Center for Russian, East European
and Eurasian Studies**

Allegra Azulay, Outreach Coordinator

(512) 232-9123

(512) 471-6710 FAX

The University of Texas at Austin

CAL 415

1 University Station F3600

Austin, TX 78712

E-mail: aazulay@mail.utexas.edu

South Asia Institute

Rachel Meyer, Senior Program Coordinator

(512) 475-6038

(512) 471-1169 FAX

The University of Texas at Austin

WCH 4.132

1 University Station G9300

Austin, TX 78712

E-mail: rachelmeyer@austin.utexas.edu

**[http://www.utexas.edu/cola/orgs/hemispheres/
hemispheres@austin.utexas.edu](http://www.utexas.edu/cola/orgs/hemispheres/hemispheres@austin.utexas.edu)**