Step 5: After each pair has created an initial list of push and pull factors, create a class list on the board. The following graph organizer should be suitable.

Push Factors	Pull Factors
possible responses	*possible responses*
- *poverty* - *lack of religious freedom* - *corrupt governments* - *lack of opportunity* - *poor education* - *lack of religious freedom* - *civil strife* - *lack of medical care* - *natural disasters*	- *opportunity* - *religious freedom or freedom in general* - *higher standard of living* - *jobs* - *lower cost of living* - *medical care / medicine* - *safety/protection* - *fair or just government*

In order to hold students accountable you may ask a student "A" a pull factor that student "B" provided and vice versa.

Encourage students to add to and refine the list on their worksheet.

_____

ACTIVITY 3: IDENTIFYING PUSH-PULL FACTORS

Have students read Handout 2 - "Identifying Push and Pull Factors," and identify the push-pull factors in each excerpt. Direct students to underline push factors once and double underline the pull factors. (Having two different color highlighters may make it easier to distinguish between the two).

After students have finished underlining, review the push and pull factors of each selection with the class. Write down the push-pull factors, for each excerpt, on the board.

_____

ACTIVITY 4 – CARTOON ANALYSIS

Have students work individually. Each student should analyze the cartoon on Handout 3, then respond to the questions and sentence starters at the bottom of the page. After the students have finished completing these tasks, begin a student-based discussion about each of the questions/sentence starters.

Students should be able to recognize that the cartoon is showing a frustrated character that is fed up with a host of push factors associated with his country. Once you are confident that students

HANDOUT 1

ON THE MOVE - MIGRATION, IMMIGRATION, AND EMIGRATION

Migration is a common activity that involves the movement of individuals from one place to another that can be seen in a number of animal groups. Even though most of us think of a flock of birds when we hear migration, it is important to note that humans have not excluded themselves from this fundamental phenomenon and continue to migrate to this day.

TERMS TO KNOW

- migrant
- immigrant
- emigrant
- push factor
- pull factor

The migration, or movement, of human beings can in some cases be classified in to two more specific subcategories: immigration and emigration. Thousands of people each year make the decision to emigrate (to leave one's nation) in order to immigrate (to enter and establish oneself) to another nation.

Choosing the appropriate label for a person on the move is a matter of perspective. For example, let's say we have a young lady named Rosa. Rosa is a native of Peru and has chosen to move from Peru to the United States. She can be referred to as a migrant, an immigrant, and an emigrant. Rosa is a migrant because she has moved from one location to another. Since this movement involved crossing national borders, this migrant is also considered an immigrant and an emigrant. To Peru, she is an emigrant because she has left that nation to go elsewhere. To the United States, Rosa is an immigrant because she has entered that nation's borders in order to establish herself.

Now that you have read about the difference between immigrants and emigrants, let's cover what would make a person a migrant, but not an immigrant or an emigrant. Let's say we have a brother and sister who live in San Diego, California who have decided to find jobs. The brother receives a job offer in Tijuana, Mexico. The sister receives a different job offer, but her potential position is located in New York City. Both relocate to accept the positions they were offered making them both migrants. Despite the fact that the sister has traveled approximately fifty

times further, only the brother can labeled an immigrant/emigrant because he has crossed a national border.

Which of the following statements is false and why?

1. A migrant can always be considered an immigrant/emigrant.

2. An immigrant/emigrant can always be considered a migrant.

PUSH - PULL FACTORS

Animals typically migrate due to factors such as climate, the purpose of breeding, or the availability of food. Primitive human beings migrated for many of the same reasons, but as human civilization became more and more complex, so did the reasons for human migration – including but not limited to war, natural disaster, and economic motivation.

These complex reasons for migration/immigration can be categorized as either push factors or pull factors. Push factors are the reasons why an individual was forced to or chose to leave a particular area. Pull factors are the reasons why an individual chose the new location that he or she did.

You will be assigned either the letter "A" or the letter "B". Listen to your teacher for further instructions.

- *Student A: Some push factors associated with migration and immigration that I thought of are…*

- *Student B: Some pull factors associated with migration and immigration that I thought of are…*

PUSH FACTORS	PULL FACTORS

Handout 2

IDENTIFYING PUSH FACTORS AND PULL FACTORS

Instructions: You will now apply your knowledge of push factors and pull factors to the following excerpts involving migration and immigration. As you are reading, underline the push factors and pull factors you identify, by underlining the push factors <u>once</u> and <u>double underline</u> the pull factors. You will discuss your findings as a class.

<u>IMMIGRATION TO CALIFORNIA</u>

Word of the discovery of gold in California spread beyond the borders of the United States. Drought and excessive flooding (depending on the region in China) had made farming a barely sustainable enterprise for many Chinese peasants. Farmers from these troubled regions of China eagerly listened to the stories about gold in California. Many, searching for a better life and prosperity, borrowed money to make the transpacific journey to California. Many hoped to return to China with enough wealth to provide for their struggling families.

Chinese immigrants, who were familiar with hardship, tended to have more patience and dedication than other miners in the region. They often worked in mines that others had given up on. Persistence occasionally paid off and Chinese workers were able to capitalize on their venture.

<u>GREAT MIGRATION</u>

When the United States entered WWI, hundreds of thousands of soldiers were sent off to Europe. Left behind was a massive labor shortage, particularly in the industrialized cities of the Northern states. Factories in Northern cities needed workers to meet the government's demand for war supplies. With their workforce overseas, the factories began hiring workers that had once been overlooked and disregarded.

African Americans from the South who had experienced racism, violence, bigotry, and poverty for most of their lives saw an opportunity for a better life in the slightly more tolerant Northern

cities. Between 1910 and 1920, nearly half a million African America migrated from the South to Northern cities such as Chicago, Detroit, Cleveland, St. Louis, and New York City.

P a g e | **11**

Handout 3

CARTOON ANALYSIS

Instructions: Analyze the cartoon below and then answer the questions at the bottom of the page. Be prepared to share your answers/opinions with the class.
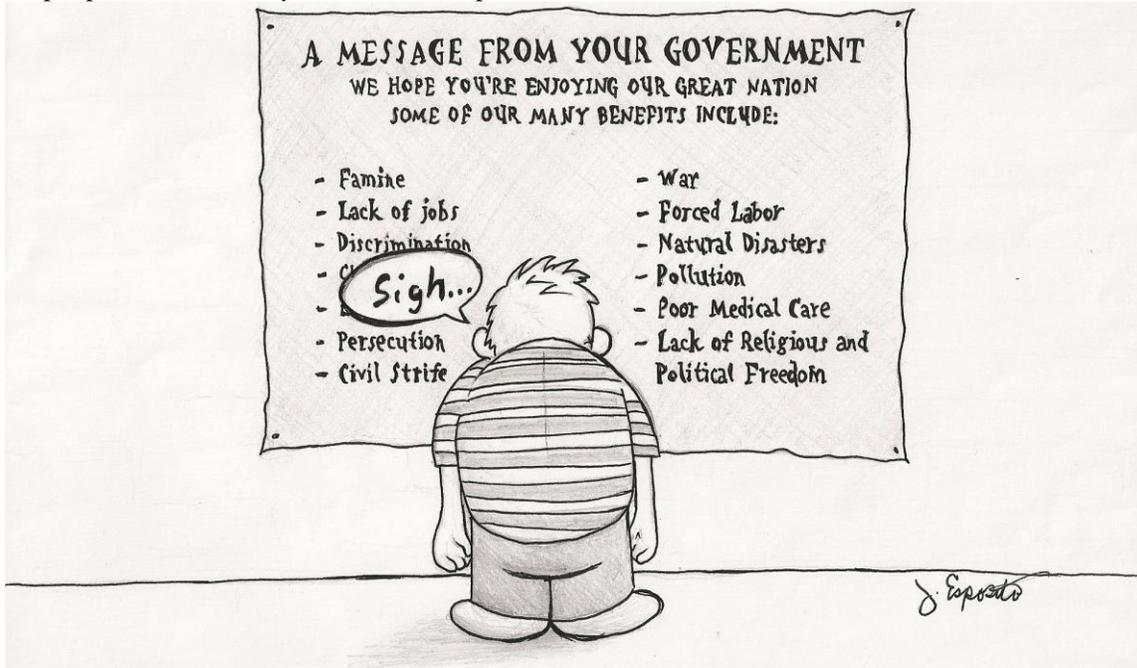
Describe what you find on the poster.

Describe the emotional state of the character in the cartoon. Why do you think he feels this way?

In which country do you believe this character lives? Explain why you selected that country.

Put yourself in the shoes of the character in the cartoon and complete the following sentence starter. If I were the character in the cartoon, I would . . .

_____

because…

_____

_____

_____