

GRADE 6: SOCIAL STUDIES

STANDARD(S):

Explain the patterns, causes and consequences of major human migrations including but not limited to refugee migrations, economic migrations, seasonal migrations, and migrations from rural to urban.

Connections to National Geography Standards:

9: The characteristics, distribution, and migration of human populations.

CONCEPTS (NOUNS)

- Patterns
 - *Routes*
- Causes
 - *Push & Pull Factors*
 - *Forced vs. Voluntary*
- Consequences
 - *Adaptations of and to the environment*
- Migrations
 - *Immigration vs. Migration vs. Emigration*
- Major Human Migrations
- Refugee Migrations
- Economic Migrations
- Seasonal Migrations
- Rural to Urban Migrations

SKILLS (VERBS)

- Explain (patterns of human migration)
- Explain (causes of human migration)
- Explain (consequences of human migration)

LEARNING PROGRESSION

1. Describe the differences and factors involved with migration, immigration and emigration.
2. Analyze how human migration is impacted by physical geography including climate, natural resources and landforms.
3. Describe the concepts of push and pull factors and explain common examples of each.
4. Explain how migrations are impacted and caused by political, economic, social and environmental conditions.
5. Explain possible consequences of migrations including cultural and environmental adaptations.
6. Trace the routes used in historical migrations to identify how those migrations were impacted by physical geography.
7. Analyze the push and pull factors and geographic factors involved in major migrations.

LEARNING INTENTIONS

1. I am learning what impacts where people settle.
2. I am learning about the factors that motivate people to migrate from and to certain areas.
3. I am learning how significant migrations were influenced by & impacted environments & cultures.

SUCCESS CRITERIA

- 1a. I can describe the difference between population distribution & population density.
- 1b. I can explain how physical & human geographic factors impact populations.
- 1c. I can analyze maps to determine the factors that have influenced the distribution & density of populations over time.
- 2a. I can describe common push & pull factors that cause people to migrate.
- 2b. I can classify push & pull factors into social, economic, political or environmental categories.
- 2c. I can analyze the push & pull factors involved in specific examples of migration.
- 3a. I can explain common routes of human migration & the factors involved with each route.
- 3b. I can analyze the adaptations & adaptations involved in historical migrations.
- 3c. I can evaluate possible consequences of migration.

RELEVANCE TALKING POINTS

- 1a. So I can explain how to identify & describe WHERE (distribution) people live & HOW MANY (density) people live in an area.
- 1b. I need to be able to discuss what impacts people's decisions to live where they live & why some places are more livable than others.
- 1c. By learning to read different types of maps such as relief maps, resource maps & climate maps I'm able to identify which areas of the world more people would want to live in.
- 2a. I want to know why people need to leave certain areas and why they want to move to others.
- 2b. I want to answer how does money, culture, conflict & the environment influence people deciding to move.
- 2c. What were the causes & effects of famous migrations & are their trends with migration causes & effects?
- 3a. So that I can answer how & where do people move?
- 3b. So that I can understand how new places change people & how people change places they move to.
- 3c. Is migration ever a bad thing? How are people benefitted by migration?

ASSESSMENT OPPORTUNITIES

Success Criteria Aligned Questions:

SC #1: I can describe common push & pull factors that cause people to migrate.

Are people more motivated to move because they want to leave bad situations or because they are motivated by the possibilities of great things?

SC#2: I can classify push & pull factors into social, economic, political or environmental categories.

Do we think people are more motivated to move because of social, economic, political or environmental reasons? Why do we think that is?

SC#3: I can analyze the push & pull factors involved in specific examples of migration.

Are these migrations caused by more push factors or more pull factors? Do we think that is an overall trend among most migrations? Why do we think that is?

Migration Vocab Puzzle:

If this activity is a success you will start to hear students using the academic language throughout the rest of the lesson ex: “The push factor in this migration was the war going on so this could be an example of a refugee emigration.”

Give One, Get One: Push & Pull Factor Brainstorm

As you are monitoring students’ work and partner discussions you should see and hear themes emerge around environmental factors (weather, natural resources, land features), social (moving to where a similar group of people live) and economics (jobs). Push students to expand past simple responses such as jobs and identify and describe how concepts could be both a push and a pull factor.

If you see students who have factors that primarily fall under one category (political, economic, social) nudge them to partner up with a student who has a plethora of different factors or factors that fall under another category.

Push & Pull Factor Gallery Walk

Monitor students’ work (discussions, notations) during the gallery walk and notice if they are classifying the push and pull factors correctly. If students seem to struggle with the classification either **cue** them to specific parts of the document that provides insight as to the type of push/pull factor or **prompt** them to remember what each category is (i.e. economics = money, social = how people interact).

Case Studies:

Gain insight into students' learning based on their annotations on their case study, asking them as they are reading "What is this migration about?" "What are the push and pull factors?" "How would you classify the push and pull factors?". Based on student responses during guided practice you could pull a small-group to work with during independent practice. Work with the small group on comprehending the text and digging deeper with their analysis using the thinking routine.

CREATING MEANINGFUL LEARNING EXPERIENCES

Sharing Clarity:

Instruct students that as they watch the [Migration](#) trailer to identify answers to the following prompts:

1. Why did the birds leave the original home?
2. Where were all the birds originally going and why were they going there?
3. Where did the family of birds end up and why would most people move to that area?

[Accelerating Questioning Strategy \(Modification of Accelerating Introductions Stoke\)](#)

- a. Have students find a partner and share out their answers to question #1. Each partner will have 2 minutes to share their answer.
- b. Students will then find another pair to group up with to form a group of 4. Each student will share out their answer to #2 within a $1\frac{1}{2}$ minute time frame.
- c. Groups of 4 will combine to form a group of 8 which will discuss each participants answer to prompt #3 within 1 minute total for the group.

Come back together as a class and either cold-call on students to discuss insights related to each prompt or call-out what you noticed when monitoring group discussions.

Tell students that "Continuing with our theme of migration and why people live where they live today we are going to be learning about the reasons people leave certain areas and what influences them to go live in other areas. Just like the birds in *Migration* there are many different factors that cause people to move to and from certain areas.

Review Learning Intention & Success Criteria with the class.

FOCUSED INSTRUCTION (MODELING):

Success Criteria #3

[Migration Case Studies](#) [Peel the Fruit Thinking Routine Template](#)

Focus students on success criteria 3 and instruct them that we are going to learn about significant migrations in different areas and times and we need to analyze the push and pull factors involved with each migration.

To support students in doing a deeper analysis of the case studies utilize a modified version of the [Peel the Fruit thinking routine](#).

Provide each student with a copy of the *Transmigration in Indonesia* case study and instruct them to follow along on their reading and their groups Peel the Fruit template as you are modeling how to analyze the push and pull factors involved in this migration.

Read the case study and work through the thinking routine (while conducting a think-aloud);

Skim: The term transmigration isn't one I'm familiar with, but since we already know the meanings of immigration and emigration I wonder if it means movement within the country. I'm going to jot down under see "Migration within Indonesia."

Question: Since we are learning about significant migrations I wonder what makes this movement within the same country much more significant than others-I mean people move everyday. My questions are going to be Why are Indonesians moving throughout the country? and How many people are moving?

After modeling the Skim and Question read the passage aloud to the class.

Real: The push factor would be overpopulation-which I would consider a social and possibly a political factor. The pull factors are the land that is provided to those who migrate, the free housing and supplies-these are examples of economic push factors. (Model for students how you are jotting down these insights on the Peel the Fruit template)

Relevance: I know that other countries have suffered from overpopulation such as China-I wonder if they've ever considered a transmigration policy. (Jot down on template).

See: It would be interested to read primary sources from those who have migrated and the people living in the areas migrated to since it notes that the local people and the migrators haven't gotten along. (Jot down on template).

GUIDED PRACTICE

Success Criteria #3

[Migration Case Studies](#)

[Peel the Fruit Thinking Routine Template](#)

Instruct class that now we are going to work through analyzing the case study of the Vietnamese Boat people together.

Give students 3 minutes to **skim** the case study and discuss with their partner what the main point of this case study is about. Have them jot down their insights onto their template. Call out a couple insights to share whole-class (either by having students share them or stating to the whole class what you noticed).

Give students 2 minutes to turn and talk and craft a **question** they have about this case study. Have a few pairs share their questions and write 1-2 insightful ones on your copy of the Peel the Fruit template.

Conduct a whole-class choral reading of the case study.

Have each student jot down on a sticky note (to place on their template) what they believe the push and pull factors are. Have students review their partner's response and discuss how theirs were similar or different.

Ask the class: Are there other events that could have resulted in a migration like the Vietnamese one? Provide wait time and then call on three students to respond.

See: Have students turn and talk to discuss what other perspectives would be insightful when it comes to this migration. Call on a few pairs to share out whole class.

COLLABORATIVE LEARNING

“Now we’re going to focus on Success Criteria #1: I can describe common push and pull factors that cause people to migrate. To be able to achieve success criteria #1 we need to be able to understand and use specific language—so right now you are going to work with your partner to complete our [Migration puzzle](#). You will match the correct definition and visual with each term.”

Group 1		
Push Factors	Pull Factors	Urbanization
Refugee	Emigration	Immigration

“Since we now know the language we need to use when discussing why people migrate to and from certain areas, we are going to brainstorm some common push and pull factors.”

Divide a sheet of notebook paper into two columns and label one “Give One” and the other “Get One.”

Take 3 minutes to brainstorm possible push and pull factors and list each of your ideas on your Give One column.

Now take $1\frac{1}{2}$ minutes to discuss your responses with your partner and note down their unique ideas in your Get One column.

Finally stand up & find someone you haven't worked with today and take $1\frac{1}{2}$ minutes to discuss both your Give One & Get One responses and note down their unique ideas in your Get One column.

INDEPENDENT PRACTICE

Success Criteria #2: [Push & Pull Factor Gallery Walk](#)

Students will analyze a series of primary sources and:

1. Identify the push and/or pull factors noted in the source.
2. Categorize the push and pull factors based on whether they are economic, social, political or environmental.

May 11th, 1848.

Dear Mother, I should like to have you come over here very much if you think that you would be strong enough to stand the voyage. I hope you will leave that starved country and come over here in the spring. I am happy now but I should be still more happy if I could see you once more and have you here with me. [Crossed out: "But I don't want you to come if you don't think of yourself strong enough to work"]

Mary Garvey, 1850, writing from Hightstown, New Jersey, to her mother in Ireland.



I didn't want to be an immigrant. I was forced to be an immigrant. Alexis de Tocqueville, the French writer, said that the powerful and the happy never go into exile. He was right.

Jorge Ramos, 2016

Success Criteria #3: [Migration Case Studies](#) [Peel the Fruit Thinking Routine Template](#)

Have each student read and analyze one of the remaining case studies (Migration to Israel, Long-distance commuting in Australia) and craft responses to each Peel the Fruit prompt.

Once students have read and analyzed the case study using the thinking routine have them find a new partner who had the other text and have them discuss the push & pull factors involved in the migration. As a check-for-understanding call on one-two pairs and have each partner describe their partners push & pull factors.

ASSESS MASTERY OF STANDARD

Students will create a case-study of a historical migration (either a refugee migration, economic migration, seasonal migration or a rural to urban migration). Students case studies will include:

- A map detailing the route & flow (how many people at each point in time) of the migration & noting significant physical geography features (landforms, resources).
- Analysis of primary sources (written, visual) that show the push & pull factors involved in the migration.
- Graph/chart detailing the population density/distribution of areas migrated from & areas migrated to.
- Discussion (written or verbal) of the consequences (positive and negative adaptations & adaptations) that resulted from the migration.