| **HG Unit 3 Migration** | |
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| **Unit Overview** | |
| This unit focuses on how and why people migrate, moving to new towns, countries, or regions for work or family. Students will observe patterns in human migration and use those patterns to predict and address issues faced by communities at various scales. Students are eventually going to make a claim describing and explaining how migration creates change in a summative assessment. Throughout this unit, students are completing activities and gathering evidence to help them make these claims. | |
| **Overarching Inquiry Question** | |
| How does migration create change?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| **Places and Regions (PR)** – The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.  **Environment and Resources (ER)** – The ER theme encourages the study of Earth’s physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.  **Human Systems (HS)** – The HS theme encourages the study of various human activities and characteristics across Earth’s surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially.  **Applied Geography (AG)** – The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.  *The two letters at the end of each indicator identify these themes.* | |
| **Skills Emphasis at a Glance** | |
| **M: Mapping-** Identify, use, interpret, and construct local through global scale maps  **GE: Gather Evidence and Communicate Findings-** Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales.  **CC: Conditions, Connections, and Regions-** Identify, compare, and evaluate the development of complex conditions, connections, and regions  **DP: Distribution and Patterns-** Identify, analyze, and explain spatial distributions, patterns, and associations. | |
| **Standards** | |
| HG.1.2. PR Explain the cultural, economic, environmental, and political conditions and connections that contribute to human migration patterns.  HG.1.5.HS Evaluate the cultural, economic, environmental, and political impacts of human migration on human settlements in various regions.  HG.1.6.AG Gather evidence of human population and migration, construct a map to explain current or future development issues at different scales, and communicate findings. | |
| **I Can Statements** | |
| I can use gathered data to analyze why someone would want to move from a particular area.  I can evaluate the costs and benefits of migrating to a new area.  I can compare and contrast the historic impacts of migration.  I can evaluate the impact of migration on a particular area.  I can explore current issues related to migration.  I can use evidence to describe and explain how migration creates change. | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can use gathered data to analyze why someone would want to move from a particular area.**  **I can evaluate the costs and benefits of migrating to a new area**  **I can compare and contrast the historic impacts of migration**  Introduce the Overarching Inquiry Question to students and allow them time to make sense of it through a Think, Pair, Share.  Students will read this [passage](https://www.thoughtco.com/push-pull-factors-1434837) and write a summary that explains push and pull factors. Students will then create a hanging mobile categorizing the push and pull factors providing modern day economic, cultural, and environmental examples. See “additional resources” for more on push and pull factors.  Students will reflect on why they live where they do and create a collaborative T-Chart or two-column notes on the board of their responses divided into either push or pull factors. As a class, identify the factors on the collaborative chart as either social, political, economic, or environmental.  Students will investigate causes of forced and voluntary migration by reading this [BBC article](https://www.bbc.co.uk/bitesize/guides/z8g334j/revision/1) about contemporary migration issues in Europe and creating a Venn Diagram depicting the similarities and differences in them.  Students can explore some historic migrations. Students can interpret evidence from primary and secondary sources for the causes of African American migration in the 1900s from the rural South to the urban North, Northwest, and West ([refer to this lesson on the Great Migration](https://sheg.stanford.edu/history-lessons/great-migration)).  Students will explore how the Industrial Revolution in Europe caused rural-to-urban migration by reading this [ThoughtCo article](https://www.thoughtco.com/population-growth-and-movement-industrial-revolution-1221640) and creating a cause and effect chart. Students will then visit the Pew Research group’s website and compare migration trends from Europe during the Industrial Revolution to [immigration trends](https://www.pewresearch.org/fact-tank/2019/06/17/key-findings-about-u-s-immigrants/) in the US as a whole.  Students will analyze this [political cartoon](https://hti.osu.edu/opper/lesson-plans/immigration/images/seeking-more-freedom) and infer reasons why Europeans were emigrating to the United States during the Industrial Revolution. Students will read this [Library of Congress passage](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/) on effects of the Industrial Revolution in America and make direct comparisons to the political cartoons.  At this time, the teacher can lead a class discussion about which ways migrants assimilate to their new cultures while at the same time retaining their own cultural identity. Students will infer why migrants typically retain their own religion by viewing the data presented by the [Pew Research Center](https://www.pewforum.org/religious-landscape-study/immigrant-status/immigrants/) and using information from the charts to support or refute their inference.  Students can research and gather data over which religions US immigrants practice. Students can create a map on paper, google sheets, or any other method. Students then will supplement their map with an explanation of their findings, illustrating various religions in a specific region or the whole world, and the spread of culture through migration. | It is important to let students know they will begin to gather evidence to be able to answer the Overarching Inquiry Question.  If you need some additional information about Think, Pair, Share, visit [NCTE](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html).  Consider using [the GIST Strategy](http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html) to help students to summarize.  If teachers need some additional information about the GIST strategy visit NCTE’s ReadWriteThink.  What summarizing strategy are you modelling to ensure students are able to pull the information from the text to create their summaries?  This [National Geographic lesson](https://www.nationalgeographic.org/activity/introduction-human-migration/) offers another manner to explore reasons for migrating.  This would be a good time to pull in local factors to add to student responses. Bringing in local/regional factors is a good opportunity to discuss physical geography (ie. beaches, lakes, foothills).  How are you ensuring your students understand various push and pull factors (political, economic, environmental, cultural)?  How can you guide your students to understand how different causal factors encourage migration globally?  An extension possibility is to have students explore reasons for a migrant to settle in an area en route to their previously planned destination.    How are you using the information in the article and having students establish relationships between transnational, guest worker, rural-to-urban, chain, internal, and transhumance?  How are you helping your students draw comparisons between internally displaced persons, asylum seekers, slavery, and refugees?  [Here is an article](http://www.let.leidenuniv.nl/history/migration/chapter3.html) about the Industrial Revolution in Europe. Teachers may want to create an adaption of this informative article to use with students. Another option is to use it as a shared reading to model reading informational text.  For additional information about analyzing political cartoons visit the [Library of Congress](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html). How are you helping your students make connections between their cartoon analysis and this secondary source? |
| **I can evaluate the impact of migration on a particular area**  **I can explore current issues related to migration**  Teachers could lead a discussion around migration issues that are present in our society today and there are ample opportunities to expand on this. See Discussion around migration issues guiding questions in the right column for more details.  Students can create and discuss a model of Ravenstein’s Law of Migration.  International Migration Policies - Students can interpret data from multiple sources to investigate foreign countries international migration policies. Students could review the United Nations policies to craft a proposal for improving one of the situations.  Refugee crisis in Syria, Myanmar, Yemen, and other places in South Asia, Southeast Asia, the Balkans, and Sub-Saharan Africa. Students can research to explain the causes and effects of the high refugee population and displaced persons in these geographic areas. A good source is a video from [John Green](https://www.youtube.com/watch?v=KVV6_1Sef9M) about the Syrian Refugee Crisis.  Students can look at first hand accounts of refugees, to gain an understanding of refugees. A good example is the Refugee Diaries Students from BBC. There are 4 different videos in this series and can be viewed here: [video 1](https://www.youtube.com/watch?v=T7689c7rYr4), [video 2](https://www.youtube.com/watch?v=HbaiWDFGjGo), [video 3](https://www.youtube.com/watch?v=f2c6-Hk9bdY), [video 4](https://www.youtube.com/watch?v=AL2iQ2Z3LHw).  Students can also gather primary sources from local newspapers and broadcasts, youtube, geography websites that provide specific geospatial data like [ArcGIS](https://www.arcgis.com/home/webmap/viewer.html?useExisting=1), [The World Bank](https://www.worldbank.org/en/topic), and other sites  Explore first hand accounts of any of the issues that migration causes (Refugees, unauthorized immigration, labor supply, environmental pressure, etc.). Students can look at how these issues affect a country's economy, and in turn affect the migration in and out of a country. Students can analyze these issues through the lens of MDCs and LDCs.  Students will explore anti-immigration political cartoons, in [This lesson](https://reimaginingmigration.org/analyzing-anti-immigrant-attitudes-in-political-cartoons) from Re-Imagining Migration called Analyzing Anti-Immigrant Attitudes in Political Cartoons.  Students can compare and contrast issues of illegal immigration in the United States and those of the European Union. Students can also discuss the wall that the Trump Administration pushed for, and its impact on beliefs about immigration into the US. United States migration policies such as the 1986 Immigration Reform and Control Act - Students can explain the causes and effects of the law and how it affects migrants coming to and already in the United States.  Introduce the concept of brain drain by having students explore this [Silicon Valley website](https://www.visitcalifornia.com/destination/spotlight-silicon-valley) and summarizing the type of work that takes place in this area of the United States. Students will compare Silicon Valley with the Carolina research triangle by exploring <https://www.rtp.org/> and summarizing the type of work that takes place in this area of the United States. Students can select a method of their choice to show the similarities and differences between the two examples.  Students can do a current event analysis on preparations for a world event taking place, such as the Olympics, World Cup, etc. Qatar is an excellent example of a country facing labor supply issues that lead to migration, specifically [guest workers](https://www.britannica.com/topic/guest-worker). The teacher provides a brief background on the country of Qatar using [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/). Show various video clips showing the stadiums which are being constructed for the World Cup games. Using a discussion strategy such as think pair share, have students connect the style of stadiums to culture and ways people adapt to hot or inhospitable climates. Continue discussion as to why Qatar is lacking the labor supply necessary to construct all the necessary stadiums and how they are overcoming that with the use of guest workers. | Discussion around migration issues guiding questions:   1. Why do people live/settle in areas impacted by natural disasters? 2. If people leave, will they come back? 3. Have students discuss the whys and why not related to this question. 4. Students could explore the economic impacts of when people are pushed out due to the environment. Possible examples include the Bahamas with Hurricane Dorian or Australian wildfires. The teacher could provide a variety of print and visual sources or depending on time allow students to compile and evaluate for themselves.   Here is [a lesson plan](http://www.thehumanimprint.com/?p=1905) on explaining Ravenstein’s Law.  For data on southwest border migration, visit the US Customs and Border Protection website:  <https://www.cbp.gov/newsroom/stats/sw-border-migration>  Students can explore the effects of brain drain in LDCs and varying regions within MDCs.  Have you fostered spatial thinking by exposing students to a map of Silicon Valley?  These events are a great opportunity to discuss the concept of nationalism. Nationalism emerges throughout the course in various ways, such as issues of national identity, athletic competition, competition to host games, etc., in part shaping immigration policies, ethnic conflict, and boundary disputes.  Additionally, teachers may choose to discuss the economic, societal, and environmental impacts of building these stadiums. Begin a discussion by exploring these images: <https://www.insider.com/abandoned-olympic-venues-current-day-pictures-2016-5>  Have students consider the costs and benefits to hosting events of this scale. |
| **I can use evidence to describe and explain how migration creates change.**  Students will need to make a claim that answers the overarching question, noting specific changes and evaluating them as positive or negative. Students will use evidence that they gather throughout this unit to help answer their question. Students can demonstrate their learning through many methods including but not limited to argumentative writing, skit, poster, presentation, project proposal, etc... | This is intended to serve as a summative assessment relating back to the overarching inquiry question |
| **Connections to COVID-19 case study**  Students will explore the impact of COVID-19 on travel.   1. CDC’s [US travel restrictions](https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-in-the-us.html) and [travel restrictions by country](https://www.cdc.gov/coronavirus/2019-ncov/travelers/map-and-travel-notices.html) 2. [The State Department travel](https://travel.state.gov/content/travel/en/traveladvisories/ea/covid-19-information.html) guidelines 3. How will COVID-19 affect the travel industry from [National Geographic](https://www.nationalgeographic.com/travel/2020/04/how-coronavirus-is-impacting-the-travel-industry/) 4. How will COVID-19 affect future travel from [The New York Times](https://www.nytimes.com/2020/04/15/travel/q-and-a-coronavirus-travel.html) | This case study is a suggested way to connect the inquiry questions in each unit to authentic, on-going issues. This should allow for further inquiry on the part of the student, the application of geographic skills and concepts, and relevance to a current or contemporary crisis. Each unit includes resources for potential connections to this case study.  [The COVID-19 Dashboard](https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6) is a powerful tool for observing data on the geography of the pandemic. |

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**Additional Resources**

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