

Unit 3: Brown Amerika

Lesson 1: Tug-of-War: The Push and Pull of Migration

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Background

Throughout human history and the world, people have been moving in and out of places. The patterns of movement reflect the conditions of a dynamic world, impacting the cultural landscapes of the places they leave and the places they settle.

Connections to NCSS Standards

People, Places, and Environment: The students will analyze human behavior in relation to its physical and cultural environment.

Individual Development and Identity: The students will refocus the issues of personal identity in relation to others in society and culture.

Individuals, Groups, and Institutions: The students will examine the ways in which institutions change over time, promote social conformity, and influence culture.

Lesson Objectives

The students will be able to:

- define and discuss the concepts of Migration, Immigration, and Emigration
- explain migration in terms of Push and Pull Factors
- relate migration patterns to economic, political, social, and environmental factors

Time: three 1-hour sessions

Materials

Teacher

- wall map of *The World* (for reference)
- 10 feet rope (for Push and Pull activity)
- 2 large cards (for Push and Pull activity)
- copy of *Carlos Bulosan: Biography* (www.bulosan.org/html/bulosan_biography.html)

Student

- “Journey Through the World” Journal (for discussion reflections)
- 3 x 5 index cards (for Push and Pull activity)
- color tools (for painted writing)

Procedure

A. Opening: The Decision Dilemma

1. Begin the lesson by asking the class the following questions:
 - a. How do we make decisions?
 - b. What values do we hold on to when we think about our options?
 - c. What are some of the factors that motivate us to make certain decisions?
 - d. What are some ways we organize the key factors to our decision-making?
2. Have the students think of a “big” decision they had to make in the past, and write out their “question/problem” and “decision-making process” before they share with the class.
3. As each student shares, keep an on-going list of each student’s question and decision-making process.
4. After, have the students look at the class chart and see if they notice any patterns to their decision-making processes, and label them:
 - a. T-Chart of Pros and Cons
 - b. Flow Chart of Consequences
 - c. Venn Diagram of Comparisons

- d. Cause and Effect Diagram
- e. Mind Mapping
- 5. Have the students think and write about a place they would move to after graduating from high school and explain all the reasons why.
- 6. As the students share their places and reasons out loud, write their responses:
- 7. Conclude by asking the students:
 - a. What patterns or commonalities and differences do we see within our chart?
 - b. As a class, what values do we find important?
 - c. Based on our chart, what can we infer about the values we are willing to give up in order to move?

B. Migration: Push and Pull Factors

- 1. Introduce the concept of "Human Migration" as "the movement of people from one place to another for the purpose of taking up permanent or semi-permanent residence."
- 2. Have the class brainstorm a list of reasons people might migrate to a different place. Examples include:
 - a. War at home
 - b. Climate, famine at home
 - c. Financial opportunities, unemployment at home
 - d. Political, religious, ethnic persecution
 - e. Following family/friends
 - f. Educational opportunities
 - g. Favorable immigration laws
 - h. Booming economy
- 3. Tell the students that these reasons for moving can be organized into "Push" and "Pull" factors.
- 4. Explain that "Push" factors are the reasons (because of difficulties) that motivate people to leave or "emigrate" from their home. "Pull" factors are the reasons (usually

- desirable) that attract people to move or "immigrate" to a new place.
- 5. Have the students look at their list of reasons and challenge them to organize them as a "push" or "pull" factor:
 - a. Push Factors
 - Natural disasters
 - War
 - Religious persecution
 - Famine
 - Political oppression
 - b. Pull Factors
 - Financial opportunities (LABOR)
 - Educational opportunities (LEARNING)
 - Family/ friend already residing there (LOVE)
- 6. Challenge the students to further breakdown the migrating factors into the following categories:
 - a. Environmental – climate, famine
 - b. Political – war
 - c. Economical – widespread unemployment
 - d. Cultural – religious freedom, education
- 7. Ask the class how our breakdown of factors compare with our class values: Do they differ or are they more similar with each other?

C. Migrating: Being Pushed or Pulled

- 1. Tell the students that they will experience what one may be thinking and feeling as one's current life results in a "push and pull effect" on their decision of whether to move or not.
- 2. Divide the class into 3 groups and assign their group task:
 - Group 1: think of factors that may "push" someone to leave their home
 - Group 2: think of factors that may "pull" someone to move to a new place

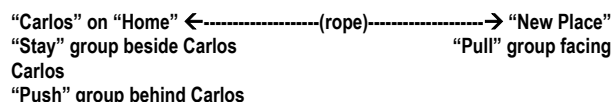
Group 3: think of factors that would have someone “stay” at home

3. Present the introduction of Filipino American writer, Carlos Bulosan’s biography. Be sure to focus on his life before immigrating to the United States:

“Carlos Bulosan was born in the Philippines in the rural farming village of Mangusmana, near the town of Binalonan (Pangasinan province, Luzon island). He was the son of a farmer and spent most of his upbringing in the countryside with his family. Like many families in the Philippines, Carlos’s family struggled to survive during times of economic hardship. Many families were impoverished and many more would suffer because of the conditions in the Philippines. Rural farming families like Carlos’ family experienced severe economic disparity due to the growing concentration of wealth and power in the hands of the economic and political elite.”

4. In their “Push,” “Pull,” or “Stay” groups, have the students begin analyzing Carlos’ story and look for the factors that will either make him want to move or stay. Have the students write their reasons on to separate index cards.
5. While the students are working in their groups, place a large card on the floor on one side of the room labeled: “Home (Philippines),” and on the other end of the room (10 feet away) place another card labeled, “New Place (United States).”
6. When the class is ready, ask if anyone in the “Stay” group would like to volunteer to be “Carlos” for the day. Have this person stand on “Home,” holding on to one end of a rope. Have the “Stay” group stand on either side of “Carlos.” Have the “Push” group stand directly behind “Carlos,” and the “Pull”

group stand on “New Place,” holding on to the other side of the rope, facing Carlos:



7. Tell the students that we will be simulating what happens when people are influenced by push and pull factors, as well as, factors that make us want to stay.
8. Have the push group begin by sharing one of their reasons for leaving, accompanied by a gentle push forward (one step), toward “New Place.”
9. Next, allow the stay group to counteract with a reason for Carlos to stay. For every reason, allow Carlos to take one step back.
10. Next, allow the “Pull” group to counteract their reason with another good reason for Carlos to move, and accompany this with a gentle pull forward with the rope.
11. Allow this cycle to repeat itself with different reasons for moving and staying, until the students have exhausted all the possible reasons they could come up with.
12. When done, have the students take a look at where Carlos stands between Home and New Place, then ask the class:
 - a. How did the pushing, pulling, and stay factors affect Carlos?
 - b. Do you think it is easy for someone, or even a family to move?
 - c. How do you think moving changes a person?
13. Challenge the students to imagine themselves as “Carlos,” and based on all the push, pull, and stay factors, pose the question: “Would you move or stay? Explain in details the reasons for your decision.”
14. Finally, share the second half of Carlos Bulosan’s Biography:

“Determined to help support his family and further his education, Carlos decided to come to America with the dream to fulfill these goals.

“Traveling by ship, Carlos arrived in Seattle on July 22, 1930 at the age of seventeen. With only three years of education from the Philippines, Carlos spoke little English and had barely any money left. Desperate to survive, he soon began working various low-paying jobs: servicing in hotels, harvesting in the fields, and even embarking to the Alaskan canneries. During his hardships in finding employment, Carlos experienced much economic difficulty and racial brutality that significantly damaged his health and eventually changed his perception of America.

“From several years of racist attacks, starvation, and sickness, Carlos underwent surgery for tuberculosis in Los Angeles. His health condition with tuberculosis forced him to undergo three operations where he lost most of the right side of his ribs and the function of one lung. Yet, he recovered and stayed in the hospital for about two years where he spent much of his time reading and writing.

The discrimination and unhealthy working conditions Carlos had experienced in many of his workplaces encouraged him to participate in union organizing with other Filipinos and various workers. Carlos became a self-educated and prolific writer determined to voice the struggles he had undergone as a Filipino coming to America and the struggles he had witnessed of other people. Like many of his fellow Filipinos in his time, Carlos never had the opportunity to return to the Philippines. After years of

hardship and flight, he passed away in Seattle suffering from an advanced stage of bronchopneumonia. He is buried at Queen Anne Hill in Seattle.”

15. Emphasize that as people migrate to different parts of the world, they may have to move once, twice, or more times until they find a place to finally settle.
16. Have the students refer back to their original thoughts about decision-making and allow them to revise their responses:
 - a. What values do we hold on to when we consider our options?
 - b. What values are we willing to let go of?
 - c. What are some of the factors that motivate us to make certain decisions?
 - d. How can we learn to adjust to changes?

D. Closing: Impacts of Migration

1. Remind students that now, more than ever, the world is dynamic and ever-changing.
2. Share that according to the *Population Reference Bureau's 2006 report*, “Human Population: Fundamentals of Growth Effect of Migration on Population Growth,” “Most Americans are immigrants or descendants of immigrants who arrived here over the past 200 years. Only a fraction of the population is related to the American Indians who were here when the first European settlers arrived in the 1,600s.”
3. Based on the class responses, ask: Is migration (relocation, immigration, and emigration) necessary or important? Collect the students' ideas.
4. Next, pose the question: Based on our class responses, what are the impacts of migration?
5. Write down the students ideas, which may include:

Diffusion: The process through which certain characteristics (e.g., cultural traits, ideas, disease) spread over space and through time.

Relocation Diffusion: Ideas, cultural traits, etc. that move with people from one place to another and do not remain in the point of origin.

Expansion Diffusion: Ideas, cultural traits, etc., that move with people from one place to another but are not lost at the point of origin, such as language.

Cultural markers: Structures or artifacts (e.g., buildings, spiritual places, architectural styles, signs, etc.) that reflect the cultures and histories of those who constructed or occupy them.

“Human Migration Guide: Impacts of Migration.” (2005). National Geographic Society.

<http://nationalgeographic.com/xpeditions/lessons/09/g68/migrationguidestudent.pdf>

6. Share that “Human migration affects population patterns and characteristics, social and cultural patterns and processes, economies, and physical environments. As people move, their cultural traits and ideas diffuse along with them, creating and modifying cultural landscapes (Human Migration Guide, 2005).”
7. Tell the students that they will be creating a class painted writing (a picture created using the words in a poem, depicting the theme of the poem) of our class “cultural landscape.”
8. Have the student become responsible for one line or phrase in the class poem, which reveals their contribution to the class cultural landscape.
9. After the students engage in the writing process, allow some time for each student

to design their “Our Cultural Landscape” painted writing using the final draft of the class poem.

Suggested Assessment

Each student will articulate in written format, how push and pull factors affect migration between countries, states, regions, cities, towns, as well as, how migration directly impacts the changes in social, cultural, and physical patterns of the world.

Enrich/Expand

Challenge students to interview a person (new student from school, family member), who migrated (relocated, emigrated, or immigrated). Have the students develop a series of questions to gather background information on them, including the push and pull factors that motivated the person/family to move. The students will give an oral presentation of their written report. The class will keep an ongoing frequency chart of the push and pull factors for migrating.

References and Resources

Print

1. Frank, Marjorie. If You're Trying to Teach Your Kids How to Write.

Online

1. “Population Reference Bureau: Human Population: Fundamentals of Growth Effect of Migration on Population Growth.” (2006). http://www.prb.org/Content/NavigationMenu/PRB/Educators/Human_Population/Migration2/Migration1.htm
2. “National Geographic: Xpeditions: Human Migration Guide.” <http://nationalgeographic.com/xpeditions/lessons/09/g68/migrationguidestudent.pdf>

3. "Carlos Bulosan: Biography."
www.bulosan.org/html/bulosan_biography.html
4. "National Geographic: Atlas of the Human Journey."
<http://www.nationalgeographic.com/genographic/atlas.html>
5. Smithsonian Institution: Migrations in History.
<http://smithsonianeducation.org/migrations/start.html>