

Lesson Overview

Title:	Reasons to Immigrate: Push and Pull Factors
Subject:	Social Studies
Grade Level:	Grades 3-5
Duration:	2 days (45 mins each)
Unit Description	Students will explore social, political, and cultural factors impacting contemporary immigration to gain an understanding of the current immigration process.
Lesson Description for Day:	In this lesson, students will be introduced to push and pull factors through the familiar concept of a pros and cons list. After teacher modeling, students will create their own pros and cons lists based on something current in their lives. The class will then work together to classify different factors as either push or pull. Students will collaborate with a small group of peers to read real life stories of immigrants and determine their push and pull factors. In culmination, students will spend some time independently researching one of the top five countries of origin of immigrants to the United States to gain a deeper understanding of push factors. Students will share their findings in groups while also discussing the United States pull factors.
PA Core Standards or Alternative Standards:	Justice 14 JU.3-5.14: I know that life is easier for some people and harder for others based on who they are and where they were born. Diversity 10 DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Goals

Unit Inquiry Question:	What does immigration look like today?
Lesson Inquiry Question:	What are push and pull factors and what are some of these factors that affect immigrants who live in the United States today?
Lesson Objectives:	Given examples of push and pull factors, students will be able to correctly classify them as either push or pull and orally explain the reasoning for their classification during small group and whole class discussions.

	<p>After reading the stories of real immigrants, students will be able to identify the push and pull factors that made up their decision to immigrate to the United States through group discussions and sharing answers with peers.</p> <p>After researching the push factors of several countries of origin of United States immigrants, students will be able to record at least five factors in their journal and verbally share their findings with peers.</p>
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Methods

<p>Anticipatory Set:</p>	<p>“We make lots of decisions every day. Many times when we are trying to make a hard decision, it helps to make a pros and cons list. Here is my pros and cons list that helps me make my decision for where I am going on vacation this year.”</p> <p>Show students the list and talk through each pro and con. Explain that some pros and cons are bigger or more important than others.</p> <p>“Everyone get out a piece of paper and write two things that you want to decide between at the top. It could be a decision between getting a dog or a cat for a pet, a decision for eating pizza or hamburgers for dinner, or anything else. Write pro and con under each one and start your lists. You will have some time independently and then we will share with a partner.”</p>
<p>Introduce and Model New Knowledge:</p>	<p>“Hopefully the pros and cons lists we just made helped you get closer to making that decision. Most of the things that we were deciding about, like where to go on vacation, are not huge life-changing decisions. We would survive making either choice.”</p> <p>“An immigrant’s decision to leave their country is very life-changing and many times done for their survival. The reasons that immigrants leave their country for another country are called push and pull factors.”</p> <p>Write Push and Pull factors on the board.</p> <p>“Push factors are all of those cons from our lists before that are pushing me out of my country. Push factors are the bad things that are making me want to leave.”</p> <p>“Pull factors are all of those pros from our lists before that are pulling me towards moving to a different country. Pull factors are the good things that are making me want to go to that new country.”</p> <p>Hold up a push or pull factor written on a piece of paper and model you thinking for deciding whether it is a push or a pull factor. Once you have decided, tape it on the board under the word push or pull.</p>

	<p>Hold up another push or pull factor and ask students to think in their heads and decide whether it belongs under push or pull. Have students share ideas with their table group first, then get ideas from each group to be shared out with the whole class. Once there is a consensus, tape the factor on the board where it belongs. Continue this activity until all of the factors have been categorized.</p>
<p>Provide Guided Practice:</p>	<p>“Now that we have categorized a bunch of different push and pull factors, let’s look at some stories from real immigrants and try to decide what push and pull factors were a part of their decision to immigrate to the United States.”</p> <p>Reading real immigrant’s stories:</p> <ul style="list-style-type: none"> ● Split the class into 5 groups. ● Each group will need a device to access the internet. ● Direct students to this website and assign each group an immigrant’s story to read. ● Tell students to read the entire story as a group and then work together to find the details that express the reason(s) why this person left their country to come live in the United States. ● There might only be one or two sentences showing their reason. Students can then look up at the board that still displays the many different push and pull factors they had just categorized. Students should choose both push and pull factors from the lists that best suit the story they read. ● After all groups have completed the task, have each group share out with the class.
<p>Provide Independent Practice:</p>	<p>“You all should now know what push and pull factors are, be able to list multiple of each, and be able to recognize them in the stories of immigrants.”</p> <p>Research Exploration:</p> <ul style="list-style-type: none"> ● Have each student choose one of the the top five countries of origin of current immigrants in the United States: <ul style="list-style-type: none"> ○ Mexico ○ India ○ Philippines ○ China ○ Vietnam

	<ul style="list-style-type: none"> ● Research this country (all students will need their own device to access the internet) and find some of the push factors that force people to leave. ● Research the United States and find some of the pull factors that make people want to come here. ● Guide students to write down the push and pull factors they find in their journals with the source where they got that information (share the student journal organizer). ● Direct students to these sources to begin their research: <ul style="list-style-type: none"> ○ https://usafacts.org/reports/immigration ○ https://www.edhelper.com/ReadingComprehension_54_12_7.html (attached) ○ https://www.infobase.com/product/schools/the-world-almanac-for-kids-online-2/ ○ https://www.factmonster.com/country/mexico ○ http://www.sciencekids.co.nz/sciencefacts/countries.html ○
Wrap-Up:	<p>Tell students to meet up in a group with all of the other students who researched the same country as them. Students should compare ideas, fix any misunderstandings and add to their own lists from knowledge shared by others.</p> <p>Jigsaw wrap-up:</p> <ul style="list-style-type: none"> ● Form groups of students who all researched different countries. Students will first discuss the United States pull factors, which will be very similar. ● Students should then take turns going around their group and sharing the push factors for the country they researched. ● While one student is sharing, the other students should be listening and filling in their jigsaw group sharing sheets.

Assessment

Formative/Ongoing Assessment:	<p>Teacher observation of participation during class discussion of classifying factors as either push or pull.</p> <p>Teacher observation of participation in jigsaw activity.</p>
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Summative/End Of Lesson Assessment:	Teacher will collect each student's journal to assess their research notes on their country of choice. Students should have recorded at least five push factors for their country and the source where they found that information should be written as well.
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Materials

Pros and cons list teacher example Push and pull factors teacher list Student journals Countries push factors student organizer
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References

<https://www.migrationpolicy.org/programs/data-hub/top-sending-countries-immigrants-australia-canada-and-united-states>

Summer Vacation Options

Florida		Alaska	
Pros	Cons	Pros	Cons
2 hour flight	Super hot in the summer	Never been there before	Long flight
Disney World	Crowded with tourists	Icebergs	Need to pack a lot of winter clothes
Sunny	Expensive for food and entertainment	Can see cool animals	Cold
Cousins live there	Been there before	Hiking	
Cool swamps to explore			
Swimming and beaches			

Push

pull

Poverty and unemployment

families reuniting

War

refugees

Violence (domestic, gangs, etc.)

economic opportunities (jobs)

Natural disasters

freedom (religion, ethnicity, LGBTQ, gender)

Government persecution (religion, ethnicity, LGBTQ status, gender)

education

Lack of education

Research Organizer for Student's Journals

Country: United States	Country:
Pull Factor	Push Factor
Source:	Source:
Pull Factor	Push Factor
Source:	Source:
Pull Factor	Push Factor
Source:	Source:
Pull Factor	Push Factor
Source:	Source:

Jigsaw Group Activity Sharing Sheet

Country	Push Factors
Mexico	
India	
Philippines	
China	
Vietnam	

Source for United States Pull Factors Research:

Why Do Immigrants Come Here?

Immigrants have been coming to this country for hundreds of years. The reasons they come are different for each family. They all come hoping to find a better or different life than the one they left behind.

Most people come here to join other members of their family. Almost seventy-five percent come for this reason. Having a family member here can make coming here easier. People can sponsor other members of their families. This includes a husband or wife, parents, or children. Sponsors help immigrants in this country. They can help them to find jobs or places to live. Sponsors help immigrants learn to support themselves.

Some people come to the United States for work. Jobs can be very hard to find in other countries. Sometimes people can't find work that they are trained for. This country has many different kinds of jobs. Many of these jobs also pay very well. This can make it easier for people to come to this country.

Many times the money from these jobs is used to help people left at home. It can be hard to immigrate to this country. There are a lot of rules and paperwork. It can take a long time for a family to get permission to come. Sometimes parents and adult children are left behind. Part of the money earned here is sent back to these people. This money can help them live more comfortably. It can also help these people start on the path to coming to the United States.

Others come here for protection. No country is safe, but some countries, like the United States, are safer than others. These people are afraid of persecution. Persecution is hurting another person because of his or her race, religion, or beliefs. People who come to this country for this reason are called refugees. To come to this country as a refugee, a person must prove that he or she would be hurt.

Sometimes people come to this country and then don't want to go home. They are also afraid of persecution. They can apply for asylum. Many of the rules are the same for asylum as they are for refugees. People must prove that they would be hurt if they went back to their home country. If they don't do this, the United States can force them to leave this country.

Most immigrants come to this country legally. They are allowed to be here. Others are here illegally. Not everyone gets here illegally by sneaking across at a border. Some come to the country as students or workers. They become illegal immigrants by staying after their visas run out.

A visa is not permission to come into the country. It says that you may travel to the United States to a certain point. This may be where the plane or car enters the country. An immigration officer will then let you into the country. This person also decides how long you can stay.

Immigrants come from many different countries. Most immigrants come to this country from Mexico. In 2005, more than one hundred fifty thousand people came here from this country. India was the next country with a little more than eighty-four thousand people. This is different from the late 1800s when most immigrants came from England, Germany, and Ireland.

People from other countries still see the United States as the "land of opportunity." Most immigrants feel that hard work will lead to success. The immigrants are sure that this country will help them find a better life for themselves and their families.

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