

## LESSON 5

### Push-Pull Factors

#### LEARNING OBJECTIVE

*Students will describe reasons why immigrants leave their countries to seek citizenship in the United States.*

#### LESSON OVERVIEW

This lesson allows students to develop an understanding of why humans choose to move from one location to another. Students will begin by reading about migration, immigration, emigration, and push and pull factors. Students will apply that knowledge while reading/analyzing primary and secondary sources in order to identify push and pull factors within the readings/cartoon. Finally, students will create their own immigrant story that reflects the knowledge they have acquired throughout the lesson and in social studies class.

#### Alignment with National

#### Standards:

#### **National Council for the Social Studies:**

Theme 3: People, People, Places and Environments

Theme 6: Power, Authority, and Governance

Theme 9: Global Connections

Theme 10: Civic Ideals and Practices

#### **Center for Civic Education:**

Question II. B:1

Question IV. B:2

#### **ACTIVITY 1: UNDERSTANDING MIGRATION, IMMIGRATION AND EMIGRATION**

Distribute the student packet to each student and ask them to read the section entitled “Migration, Immigration, and Emigration.” Once students have read the selection, have them determine which of the statements is false and why. (These statements are also in the student packet).

*A migrant can always be considered an immigrant/emigrant. (False: an individual can move from one part of a country to another part of the country. This would classify the individual as a migrant rather than an immigrant/emigrant)*

*An immigrant/emigrant can always be considered a migrant. (True)*

After your students have read “Migration, Immigration, and Emigration” read the following scenarios aloud to your class. They will need to determine if migration or immigration/emigration better describes the given scenario. Have students raise one hand if the scenario is best described as migration and have student raise two hands if the scenario is best described as immigration/emigration.

Scenario 1: The year is 1849. Gold has been discovered in the newly acquired possession of California. Hundreds of farmers from Massachusetts pack up their possessions and relocate to California in pursuit of fortune.

Scenario 2: During World War II, many American farmers found themselves serving as soldiers overseas fighting against the Axis Powers. With so many farmers absent from their farms, the American government realized they faced an enormous labor shortage. In order to minimize this shortage, the United States government created the bracero program that brought thousands of Mexicans to the United States to work on farms across the nation.

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## **ACTIVITY2: PUSH-PULL FACTORS**

Rather than simply providing the reasons for migration and immigration, encourage students to tap in to prior knowledge and develop a class list of push-pull factors.

Start the activity by having the students work in pairs, assigning students to either letter A or letter B:

**Step 1:** Assign student “A” the task of creating a short list of possible push factors on their worksheet. Assign student “B” the task of creating a short list of possible pull factors on their worksheet. After giving the students a minute or two to generate some ideas have them share their information with their partner.

**Step 2:** As a class, have all students assigned the letter “A” address partner “B” complete the following sentence starter. (1-2 minutes)

*Some push factors associated with migration and immigration that I thought of are...*

Note: Student “B” should be writing down the push factors that student “A” has just stated. Monitoring progress should be relatively easy. All students assigned letter “A” should be talking and all students assigned the letter “B” should be listening to student “A” and writing down information.

**Step 3:** Now as a class, have all students assigned the letter “B” address partner “A” complete the following sentence starter. (1-2 minutes)

*Some pull factors associated with migration and immigration that I thought of are...*

Note: Student “A” should be writing down the pull factors that student “B” has just stated. Monitoring progress should be relatively easy. All students assigned letter “B” should be talking and all students assigned the letter “A” should be listening to student “B” and writing down information.

**Step 4:** Have student “A” add any pull factors than student “B” may not have thought of. Have student “B” add any push factors that student “A” may not have thought of. Each pair of student should have a fairly complete list on their worksheet.

**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
<p><i>possible responses</i></p> <ul style="list-style-type: none"> <li>- <i>poverty</i></li> <li>- <i>lack of religious freedom</i></li> <li>- <i>corrupt governments</i></li> <li>- <i>lack of opportunity</i></li> <li>- <i>poor education</i></li> <li>- <i>lack of religious freedom</i></li> <li>- <i>civil strife</i></li> <li>- <i>lack of medical care</i></li> <li>- <i>natural disasters</i></li> </ul>	<p><i>possible responses</i></p> <ul style="list-style-type: none"> <li>- <i>opportunity</i></li> <li>- <i>religious freedom or freedom in general</i></li> <li>- <i>higher standard of living</i></li> <li>- <i>jobs</i></li> <li>- <i>lower cost of living</i></li> <li>- <i>medical care / medicine</i></li> <li>- <i>safety/protection</i></li> <li>- <i>fair or just government</i></li> </ul>

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

are able to identify push factors from a cartoon, move on to the next activity. (Optional activity – if you don't feel that your students are confident identifying push factors in a cartoon, provide them with two or three additional cartoons and have them complete the same analysis.)

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### **ACTIVITY 5: AN IMMIGRANT'S STORY**

Have students “An Immigrant’s Story,” on Handout 4. This selection may be a bit more challenging for students. The push and pull factors are not as obvious as they were in the previous activities. Students will be required to act as historians do and create some assumptions. Encourage students to underline and double underline as they did during Activity 3.

Once students have finished the reading selection have them complete the sentence starters at the bottom of the story. Once the sentence starters are complete, go around the room and ask students to read their sentences (including the sentence starters) to the class. Ask other students whether or not they agree with the answers provided, and why or why not; and ask them to share their responses if they are different.

Once you are confident that students are able to identify push factors and pull factors from a primary source, move on to the next activity.

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### **ACTIVITY 6: CREATE YOUR OWN IMMIGRANT STORY**

This activity moves students from the lower level of Bloom’s taxonomy to the higher levels. Students will apply their knowledge of push factors, pull factors, and US history in order to write a short immigrant’s story. The story should describe what life was like in their homeland, why they decided to leave (push factors), and why they chose the \*United States (pull factors).

*\*It is important to note that the United States was not the only country to witness an influx of immigrants throughout its history. Countries like Canada and Argentina have also taken in millions of immigrants. If you are confident in the ability of your students, you may wish to have them describe why they chose the United States rather than England, Brazil, Peru etc.*

There are literally hundreds of possible stories students can create. Below is a short list of suggestions.

- *A Chinese immigrant who has come to work on the Transcontinental Railroad.*
- *A Jew from Europe during WWII escaping Hitler’s wrath.*
- *An individual from South Vietnam fleeing as the Vietcong take over the country.*
- *An Eastern European fleeing after the collapse of the Soviet Union*
- *A Cuban who took part in the Bay of Pigs invasion.*
- *An individual from Sudan escaping years of civil war.*
- *An Irish person leaving due to the potato famine.*

- *A Scandinavian leaving in the mid 19<sup>th</sup> century because the US is selling inexpensive land.*
- *A Mexican leaving northern Mexico because of the violence associated with the drug wars.*
- *A Protestant leaving France in the 18<sup>th</sup> century for religious freedom in the US.*
- *An immigrant who comes to America to simply provide better for his family.*

# **Student Handouts**

## **Push-Pull Factors**

## 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 be 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...*

<b>PUSH FACTORS</b>	<b>PULL FACTORS</b>

## **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 once and double underline the pull factors. You will discuss your findings as a class.*

#### **IMMIGRATION TO CALIFORNIA**

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.

#### **GREAT MIGRATION**

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.

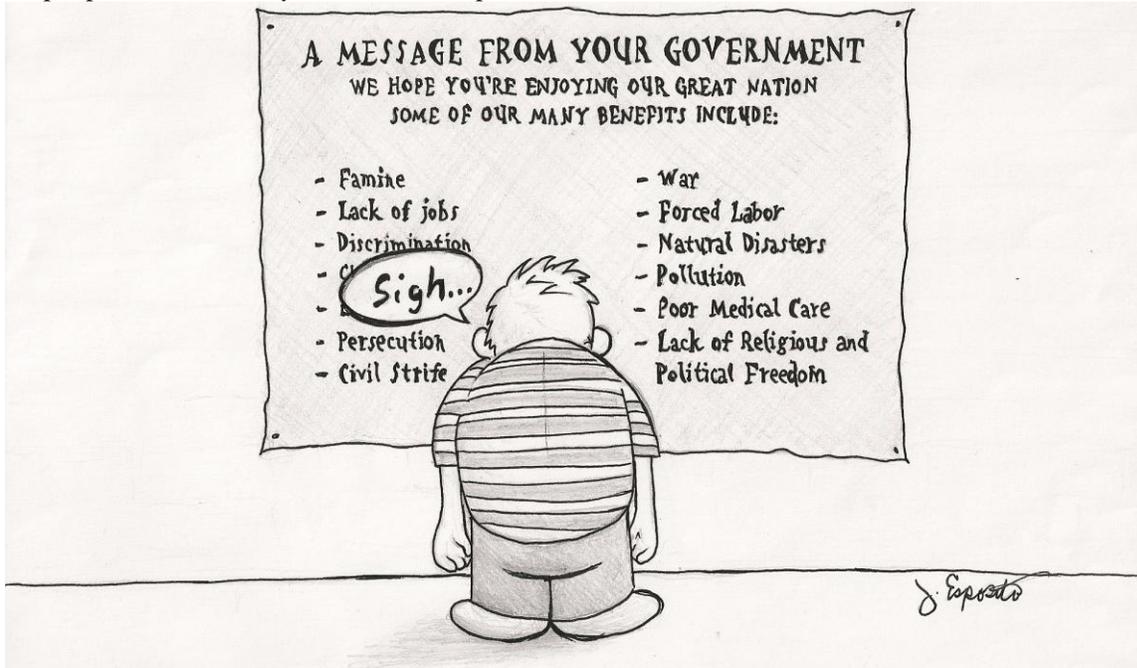
African Americans from the South who had experienced racism, violence, bigotry, and poverty for most of their lives saw an opportunity for a better life in the slightly more tolerant Northern

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

## 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...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Handout 4

### AN IMMIGRANT'S STORY

*Instructions: Below is the story of one of the millions of immigrants who have come to the United States. When reading personal stories, push factors and pull factors may not be written as explicitly as they are in the excerpts you just read. When reading personal stories, historians often need to fill in blanks, make assumptions, and separate necessary information from unnecessary information. Making assumptions can be risky and others may tend to disagree with your assumptions. Read the story below and do your best to identify why Dominik and his family were pushed away from Poland and pulled to the United States. Complete the sentence starters you see after the reading selection.*

My name is Dominik Zieba. I was born in Krakow, Poland in 1983 but most of my childhood I lived in a village called Czarna Tarnowska. I was born into a very poor family and we did not have much. While I was growing up in Poland, most of my family had already moved to America and my mother was applying for a visa so our entire family could come to the United States.

While we were waiting for our approval or disapproval, we did what we could to manage. By “we” I mean my parents, they broke their backs to put food on the table every day. My dad walked two miles every morning to work because we did not have a car. Some people in our village owned a car, but we did not. While the economy and the corrupted Polish government were making it difficult for low income families to find jobs and food, Poland was still a beautiful place. There was no crime in the village; me, my friends and my 11 year old sister would play in the woods, our sandbox, or just simply walk around all hours in the night and no one minded. Poland at the time was still very safe, poor but safe. We were poor, but we were not unlucky because many children and families had it a lot worse so we felt blessed by God.

When I turned nine years old our visa had finally been approved and my dad, mom, sister, and I jetted off to America. We lived in my grandma's house for 2 years while my parents cleaned houses and offices to earn money for an apartment. Eventually we got an apartment and my

family started saving for a townhouse. After we got our town house my family started saving up for a single family home. They climbed the ladder of the American Dream as they now live in a house with a fence and three cars. We went from a village in Poland where we didn't even own a couch to me living on my own and my parents living on their own.

When I graduated high school and began to appreciate what this country had given me, I registered to vote. I took an active role in my community because I now have my own son and a family and I do not wish for me and my son, what my dad and my mom went through. I keep my eyes on the news at all times and pay attention to the current events of this world, which will no doubt affect my son. America, this land, does not give out free handouts. My parents worked their butt off and they are the proof that hard work in this country does pay off.

*Some push factors associated with Dominik's immigration to the United States are . . .*

*Some pull factors associated with Dominik's immigration to the United States are . . .*

## Handout 5

### CREATE YOUR OWN IMMIGRANT STORY

*Instruction: Pretend that you are someone who has immigrated to the United States. Write a short story that explains what life was like in your old country, the push factors that led to your departure, and the reasons why you chose to move to the United States*

*Possible Ideas:*

- *A Chinese immigrant who has come to work on the Transcontinental Railroad.*
- *A Jew from Europe during WWII escaping Hitler's wrath.*
- *An individual from South Vietnam fleeing as the Vietcong take over the country.*