

Migration Push and Pull Factors

Duration

3 class sessions of 40 minutes

Resources

1. Study Guide



2. Worksheet



3. Homework



Objectives of Lesson

- To have students distinguish between push and pull factors
- To have students identify the different types of push and pull factors: cultural, demographic, economic, environmental, or political

College Board Objectives from the 2019 CED

- **Skill Category 2—Spatial Relationships:** Analyze and interpret quantitative geographic data represented in maps, tables, charts, graphs, satellite images, and infographics. (page 14)
- **2.B:** “Explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories.”
- **IMP-2.C:** “Explain how different causal factors encourage migration.” (page 51)
- **IMP-2.C.1:** Migration is commonly divided into push factors and pull factors. (page 51)
- **IMP-2.C.2:** Push/pull factors and intervening opportunities/obstacles can be cultural, demographic, economic, environmental, or political. (page 51)

How to Use This Lesson

This lesson has been designed to help students become familiar with push and pull factors, critical concepts in the “Population and Migration” unit. The students will first be asked to distinguish between push and pull factors. Push factors are the conditions that encourage a person to leave a place. Pull factors are the conditions that draw people to a new location. They will then be shown how to identify the different types of push and pull factors: cultural, demographic, economic, environmental, or political. The final portion of this lesson will be a student presentation where they will connect push and pull factors to the experiences of their own family.

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The best way to begin this lesson is to distribute the study guide that introduces push and pull factors. This study guide gives definitions of both terms as well as examples of each. You can present additional examples of their choosing.

Next, distribute the worksheet where the students will practice identifying examples of push and pull factors. They will also have to categorize the different types of push and pull factors. You can choose to have students work individually, leading to a class discussion. You could also choose to have the students work in small groups.

Homework

At the end of the lesson, distribute the project guide. The students will be creating a visual and sharing their “migration stories.” It can be a migration story presented from a wide range of options: their immediate family and how they came to be in their current location, they can go back generationally, or anything in-between. If a student is not comfortable or able to share about their family, an alternative would be to assign them a historical figure with an important migration in their life, for example, Einstein or Gandhi.

The best way to introduce the project will be to share your own “migration story.” This will help establish the purpose of this project, and to make the content personal for the students. They will have to interview family members and several are likely to hear these stories for the first time. Emphasize that these are their personal stories and that there are no right and wrong answers. They will be graded on their ability to present the information, the quality and effort put into their visual, and how they connect it to push and pull factors.

Give the students room to be creative. Some will keep it simple and create a slide presentation, some will draw, create an “artifact,” prepare traditional foods, perform, and some will do multiple of these. It ultimately ends up being a celebration of culture.

Encourage the students to keep the presentations under 4 minutes. Assign presentation days for a class that meets daily. If you have block scheduling, you should be able to get all or most of the students done in one class. The amount of time the students are given to complete the project is at your discretion, but given that they will need to do research and create a visual, it is recommended that they are given a week.

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Migration Push and Pull Factors

Push factors

Conditions that encourage a person to leave a place.

Pull factors

Conditions that draw people to a new location.

A simple trick for distinguishing between a push and pull factor are that push factors are typically seen as being a negative factor. In contrast, a pull factor will most likely be considered a positive factor.

Example: A natural disaster would be a push factor out of an area. A place with safe environmental conditions would attract people as a pull factor.

Categories of Push and Pull Factors

- **Cultural:** Factors related to the cultural identity of a group.
Example: Religious persecution would be a push factor away from an area. In contrast, a place where different religious groups are tolerated would draw people in as a pull factor.
- **Demographic:** Factors related to population characteristics.
Example: A man living in Alaska wants to find a wife and start a family, so he moves to Seattle. The push factor for this man would be the lack of women in Alaska. The pull factor to Seattle would be a gender-balanced population.
- **Economic:** Factors related to the financial security of individuals. Most moves are economically motivated.
Example: People leaving an economically depressed area lacking jobs would be an example of a push factor. The contrasting pull factor would be people moving to a place with an abundance of job opportunities.
- **Environmental:** Factors related to the natural environment.
Example: An environmental push factor would be a retiree moving away from Rochester (NY) in order avoid the harsh winters. The same retiree moving to Naples (FL) for the mild winters would be the pull factor.
- **Political:** Factors related to the government.
Example: For the hundreds of thousands of refugees that left Cuba, the communist dictatorship was the push factor. The guarantee of democracy, freedom, and civil rights in the United States were the pull factors.

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Migration Push and Pull Factors

This worksheet is designed to help you distinguish between push and pull factors and the different categories of push and pull factors. Push factors are the things that motivate a person to migrate away from a location. Pull factors are the things that draw a person to a new location. An easy way to distinguish between the two is to remember that push factors are often perceived as a negative and that pull factors are considered a positive outcome. To the right of each example, you will find the category of the push and pull factors: cultural, demographic, economic, environmental, and political.

Push Factors	1. An area that discriminates against an ethnic group	Cultural
	2. Access to better funded schools	Demographic
	3. A town with few job opportunities	Economic
	4. A neighborhood prone to flooding	Environmental
	5. Living in an area where you are a political minority	Political
Pull Factors	1. A neighborhood that is friendly towards an immigrant group	Cultural
	2. An older person moving to an area for access to healthcare	Demographic
	3. A town with abundant job opportunities	Economic
	4. A neighborhood that drains well during storms	Environmental
	5. Living in an area with people that are politically likeminded	Political

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Now, let's try a few on your own. Select either push or pull factor from the column on the left. Then, on the right, choose the category for each push and pull factor from cultural, demographic, economic, environmental, and political. (Hint: there are 5 push and pull factors overall and a push and pull factor for each category.)

<input type="radio"/> Push	1. A nuclear meltdown
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	2. A new factory opens
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	3. A place with religious persecution
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	4. Moving to a 55 and over retirement community
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	5. Guaranteed voting rights
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	6. The coal mine most of the town worked at shuts down
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	7. The rise of a communist dictatorship
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	8. An oceanfront property
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	9. A poorly funded school district in an area that has mostly older people
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political
<input type="radio"/> Push	10. A Jewish family moving to live closer to a synagogue
<input type="radio"/> Pull	<input type="radio"/> Cultural <input type="radio"/> Demographic <input type="radio"/> Economic <input type="radio"/> Environmental <input type="radio"/> Political

Migration Push and Pull Factors

Migration Project: “Where did I come from, and why am I here?”

This project will give the story of how it is that you came to be “here.” “Here” is intentionally vague, so it can be interpreted to mean a variety of things; it could mean why you live in this neighborhood, state, or country. Possible examples to serve as a guide:

1. An Italian family coming to the United States in the early 1900s seeking economic opportunities
2. A Cuban family coming to the United States as political refugees in the 1960s
3. An elderly couple moving from upstate New York to Naples, Florida for the mild winters
4. Parents of young children move out of their apartment in an urban setting to buy a single-family home in the suburbs

Creativity/Presentation Project

- You will share the migration story that you have selected. This is your story; you will not be graded on whether it is a good story. You will be graded on the quality of and effort put into your “artifact,” ability to present the story to the class, and ability to connect it to the push and pull factors that motivated the migration.
- You will have some type of creative representation to go with your story.
 - Possible examples: A drawing, slide presentation, performance, traditional food, or any other class appropriate activity. You can also do a combination of these if it will make your presentation better.
- You will conduct a 4-minute presentation on your story and/or creative portion of the project.
- You must use the terms “push and pull factors” in your presentation.
- Do not stand in front of the class and read from index cards. Try to make it as conversational as possible, and be ready to answer questions.
- Grading Scale
 - A = Project and presentation were of the highest caliber
 - B = Project and presentation were very good
 - C = Project and presentation met expectations
 - D = Minimal effort, thrown together at the last minute, poor presentation
 - F = Did not complete

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