

Global Teacher Seminar Lesson Plan

Name: Luke Sundermeier

Title: Latin American Migration: Evaluating Push and Pull Factors

Theme/Topic: Human Migration

Introduction (2-3 sentence summary of lesson): As part of a more extensive unit about Latin America, students will analyze push and pull factors of migration in the region. Students will compile factors in a One Pager as part of a project-based assessment.

Subject(s)/Grade level(s): Global Issues/Current Events (9-12 grade)

Suggested Duration of Lesson: 1-2 x 45 minute class periods (see comments below for suggested adjustments for block periods)

Connection to Standards/Common Core (1-2 standards): ODE Contemporary World Issues. Topic: The Global Economy. 19. The global economy creates advantages and disadvantages for different segments of the world's population. 22. The global economy creates interdependence so that economic circumstances in one country impact events in other countries.

Essential Questions (1-2 questions): Why do people move from place to place in Latin America? What push and pull factors are present and how do they impact decisions to migrate?

Learning Objectives (2-3 objectives): Students will be able to identify and explain push and pull factors for migration. Students will creatively display their findings by making a one-pager with examples of push and pull factors.

Materials Needed: Internet Access, Student Chromebooks, One Pager templates, Colored Pencils/Markers and other art supplies.

Pre-Assessment of Prior Knowledge: *How will students show what they already know about the topic?*

1. The class will watch the [TED ED](#) video clip "How do you decide where to go in a Zombie Apocalypse?" (3:30)
2. While watching the video, students will take notes about the definition of push and pull factors for migration, including an example from the video.

Teacher-Student Interaction (5-7 steps):

1. After the Pre-Assessment activity, students will share their findings with a table partner and the teacher will review key aspects of push (reasons to leave) and pull (forces of attraction) related to migration.
2. Students will be assigned or choose a country in Latin America.
3. Students will conduct research about push and pull factors of migration related to their country.
4. The information will be compiled in a One Pager format using text and visuals to demonstrate an understanding of push and pull factors in Latin America.
5. One Pager Guidelines:
 - a. Must be handwritten. Any printed images must be incorporated creatively.

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- b. Must fit on ONE PAGE (use the template provided)
- c. Must attempt to fill the page with enriching and detailed information. NO BARE SPACE.
- d. Must be colorful and eye-catching.
- e. Be thoughtful and creative!
- f. Middle (Country name)
- g. Top Left (3-4 examples of PUSH factors)
- h. Top Right (Image(s) related to PUSH factors)
- i. Bottom Left (Image(s) related to PULL factors)
- j. Bottom Right (3-4 examples of PULL factors)
- k. Border (Quote about Latin American migration)

Closing Activity: *What will the teacher do/say after the lesson? I.e. go over homework, etc.*

One-Pagers will be collected and students will display them in a gallery-style in the classroom or hallway for the post-assessment activity.

Post-Assessment: *How will students demonstrate what they have learned about the topic from this unit?*

Students will complete a gallery walk in order to view and analyze other one pagers. As questions arise, students should write questions they have about other countries on Post-It notes and place them near the displayed one-pager. During a debrief, students will be able to respond to posted questions.

Reflection: *How are students engaging with ideas from another culture? What does it mean for them?*

Students are engaging with ideas from another culture by researching the push and pull factors of migration in Latin America. Students are synthesizing information and creatively displaying information using the one-pager format. Additionally, students will broaden their perspectives by viewing and asking questions about other class projects during the gallery walk activity.

Resources:

TED-Ed video link for Pre-Assessment Activity: <https://www.youtube.com/watch?v=vdtQgwOOiBq>

Research Resources:

Chatham House: <https://www.chathamhouse.org/2021/10/migration-latin-america>

Global Migration Data Portal: <https://www.migrationdataportal.org/regional-data-overview/migration-data-south-america>

National Immigration Forum: <https://immigrationforum.org/article/push-or-pull-factors-what-drives-central-american-migrants-to-the-u-s/>

Center for Immigration Studies: <https://cis.org/Arthur/Looking-Push-Factors-Central-America>

Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas): Possibilities for future lessons or how to use this for gifted/etc.

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1. Depending on class size, countries could be assigned to groups of students instead of individuals.
 2. Students could incorporate the UN SDGs into their One Pager by editing the template or guidelines to include a connection to one of the goals. One of the push or pull factor examples could relate to an SDG, for example.
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Examples: (sample template for one pager below)

