Why Do People Migrate?

Lesson Overview:
In this lesson, students will become familiar with the push and pull factors that lead to human migration. Students will also explore Census data for statistics on the cultural groups that have migrated to Canada and graph the results.

Grade Level:
Grades 6-8 (middle school). Could be modified for senior grades

Time Required:
Two 60-minute lessons

Curriculum Connection (Province and course):
Northwest Territories (Alberta curriculum) Social Studies

Link to Canadian National Geography Standards:
Essential Element #2: Places and Regions
- Physical and human characteristics of places and regions in Canada and the world
- Factors that influence people’s perception of places and regions
- Changes in places and regions over time

Essential Element #4: Human Systems
- Types and patterns of human settlement

Geographic Skill #2: Acquiring Geographic Information
- Use a variety of research skills to locate and collect geographic data.

Geographic Skill #4: Analyzing Geographic Information
- Use statistics and other quantitative techniques to evaluate geographic information.
- Interpret and synthesize information obtained from a variety of sources.

Link to Statistics Canada:
Immigrant population by place of birth, by province and territory:
http://www40.statcan.ca/l01/cst01/demo34d.htm

Statistics Canada (www.statcan.ca)
WHY DO PEOPLE MIGRATE?                        NORTHWEST TERRITORIES – MIDDLE SCHOOL

Additional Resources, Materials and Equipment Required:
- Student Activity sheet
- Use of the Internet to access Census data and the following websites for immigration stories:
  - http://schools.tdsb.on.ca/joyce/charter/students/immigration.html#boat

Main Objective:
This lesson will help students understand the “push” or “pull” factors that lead to human migration.

Learning Outcomes:
By the end of the lesson, students will be able to:
- Understand the push and pull factors that lead to migration
- Create graphs that show an understanding of census data
- Interpret statistics regarding human migration

The Lesson:

<table>
<thead>
<tr>
<th>Teacher Activity</th>
<th>Student Activity</th>
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<tbody>
<tr>
<td><strong>Introduction</strong></td>
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<td>Discuss the terms ‘migration’, ‘immigration’ and ‘emigration’.</td>
<td>Offer thoughts and opinions for discussion.</td>
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<td>Explain to students that immigrants are often “pushed” away from their country of origin because of difficulty, or “pulled” to new opportunities. Discuss the following categories: environmental, cultural, political or economic factors that the push-pull factors might fall under.</td>
<td>Students brainstorm factors for migration.</td>
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<td>Have students brainstorm possible factors that would lead to migration such as famine, war, climate, education, health, work, family unification and religious freedom.</td>
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<td><strong>Lesson Development</strong></td>
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<td>Read through the instructions of the Student Activity and answer any questions students may have.</td>
<td>Before you begin the Student Activity, ask the teacher any questions you may have.</td>
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<tr>
<td>Supervise and assist students with the activity.</td>
<td>Complete the student activity.</td>
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</table>
Conclusion
Collect student’s completed activity sheets and mark individually or discuss as a class. Hand in the Student Activity to your teacher.

Lesson Extension:
Students could interview people who have migrated to their community to find out where they came from and what factors led to their migration.

Assessment of Student Learning:
Assess student learning on the accuracy of the chart and graphs in the activity.
Why Do People Migrate?
Student Activity

Part 1 – Immigration Stories

Why do people migrate? Some are pushed from their home country and others are pulled to a new one. In this activity you will read stories of immigrants who came to Canada. From their stories, you will determine what factors caused each person / family to migrate to Canada.

A. From the following websites, choose four immigration stories to read.

http://schools.tdsb.on.ca/joyce/charter/students/immigration.html#boat

B. Fill in the chart listing the push and pull factors and the reasons that each person migrated to Canada.

<table>
<thead>
<tr>
<th>Who is this story about?</th>
<th>Pushed or Pulled</th>
<th>Environmental</th>
<th>Political</th>
<th>Economic</th>
<th>Cultural</th>
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### Part 2 – Canada’s Immigrant Population

A. Go to the following Statistics Canada website that shows immigrant populations by place of birth from the 2001 Census: [http://www40.statcan.ca/l01/cst01/demo34d.htm](http://www40.statcan.ca/l01/cst01/demo34d.htm)

B. From the 2001 Census information, create a graph (pie or a bar graph) to show the number of immigrants from each of the major geographical regions (United States, Central and South America, Europe, Asia etc.) who migrated to Canada.

C. Go to the 2001 Census data for the Northwest Territories. Make a second graph to show what percentage of immigrants from the major geographical regions settled in the Northwest Territories.