PUSH AND PULL FACTORS OF IBERIA AND OREGON LESSON PLAN

Overview: Identify and analyze the push and pull factors of settlement groups in the Iberian Peninsula and Oregon

National Geography Standards:
- 2. How to use mental maps to organize information about people, places, and environments in a spatial context
- 3. How to analyze the spatial organization of people, places, and environments on Earth's surface
- 4. The physical and human characteristics of places
- 9. The characteristics, distribution, and migration of human populations on Earth's surface
- 10. The characteristics, distribution, and complexity of Earth's cultural mosaics
- 12. The processes, patterns, and functions of human settlement
- 13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface
- 15. How physical systems affect human systems
- 16. The changes that occur in the meaning, use, distribution, and importance of resources
- 17. How to apply geography to interpret the past
- 18. How to apply geography to interpret the present and plan for the future

Oregon Geography Content Standards
- HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
- HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.
- HS.23. Analyze distribution and characteristics of human settlement patterns.

Connections to Common Core from National Geographic
- knowledge in the disciplines—building knowledge about the world through text rather than the teacher or activities
- staircase of complexity—students do close readings of the central, grade-appropriate text around which instruction is centered
- text-based answers—students engage in rich and rigorous evidence-based conversations about text
- writing from sources—writing emphasizes use of evidence from sources to inform or make an argument
Objectives:
In completing this exercise, students should be able to:
● define push factor and pull factor
● identify examples of push factors and pull factors
● describe the settlement groups of the Iberian peninsula
● compare the push and pull factors of Oregon and Iberia

Grade Levels: 9th/10th grade  Time: 3-4 50 minute class periods

Materials:
• Family Questionnaire- Appendix A
• Projection Instructions and Rubric- Appendix B
• Push and Pull Factors Research Notes - Appendix C
• Migration Map- Appendix D
• Push and Pull Factors Table- Appendix E
• Push and Pull Factors Venn Diagram- Appendix F
• Poster board
• Scissors
• Glue
• Markers
• Computer

Background:
Human migration can be explained by identifying the push and pull factors of an area. Push factors are the forces that drive people away from a place and pull factors are forces that draw people to a place. In the case of the Iberian Peninsula, many cultural groups have been pushed and pulled in and out of the region over thousands of years. These groups include the Phoenicians, Romans, Moors, Celts, Jews, and many Germanic Tribes. The push and pull factors of one region may be completely different than another. In this lesson students will compare and contrast the push and pull factors of Iberia and Oregon.

Procedures:
Day before anticipatory activity- Family Questionnaire (See Appendix A)
Tell students that they will need to interview one person in their family (may also be a friend or neighbor) about why they moved here. Use the interview template (Appendix A)

Day 1: Instruction
Begin by asking student if any of them have moved to a different place. This may be a different house, a different neighborhood, a new city, or even a new country. Ask students if they have any family members that have moved to a new place. Have students
think about the reasons why they moved. Start making a table with the responses organized based on whether they are a push factor (on the left side) or a pull factor (on the right side).

<table>
<thead>
<tr>
<th>?</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(list student responses that are push factors here)</td>
<td>(list student responses that are pull factors here)</td>
</tr>
</tbody>
</table>

THINK, PAIR, SHARE- After gathering student responses, ask students to think about why you organized the responses in the way you did. After a minute, have students share with a partner on what they came up with. Have the partners come up with the best answer to share with the class. Call on a few pairs to share their answer.

Reveal to the students that the left column is push factors and the right column is pull factors. Provide a definition on the board for each of these concepts.

PUSH FACTOR- force that drives people away from a place

PULL FACTOR- force that draws people to immigrate to a place

http://www.emigration.link/

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Brainstorm why people move to Oregon: Oregon Trail, gold rush, Manifest Destiny, land opportunities, etc.. Discuss if these events were push or pull factors. Find information from the following website:


Relate human migration to the Iberian Peninsula and the many groups over thousands of years that have moved to Iberia. One option is to create a timeline on the board and discuss the movement of people in and out of Iberia. Find information from the following website:

- http://www.eupedia.com/genetics/spain_portugal_dna.shtml and

Divide class into groups of 2-3 students. Each group will research one cultural group in order to determine the push and pull factors that brought them to Iberia (See Appendix B). Students will spend 1-2 day researching and 1 class period creating a poster that will include: an overview of the cultural group that will include who, what, when, where and why, a map locating their place of origin and their route to Iberia, a table with the push and pull factors, and a Venn diagram comparing the push and pull factors of Iberia and Oregon.

Groups:

**Difficulty Level- Easy**
- Phoenicians
- Romans
- Moors
- Roman Catholic Church

**Difficulty Level- Medium/hard**
- Celts
- Jews
- Germanic Tribes

Day 2-3: Library Research on cultural group (See Appendix C)

Day 4: Creation of poster (See Appendix D, E, and F)

Poster Example:

```
MOORS

Background Paragraph.....

Push and Pull Factors Table

<table>
<thead>
<tr>
<th></th>
<th>Oregon and Iberia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push</td>
<td>Pull</td>
</tr>
</tbody>
</table>

Venn Diagram
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Day 5 (Optional): Present posters to class (See Rubric for grading)

**Assessment:**
Formative assessment- Monitor progress as students complete the research notes (Appendix C) in order to determine understanding. Students should successfully complete research notes before moving on to the final poster project materials (Appendix D, E, and F).

Summative assessment- Poster Rubric (See Appendix B)
This will assess the overall learning by examining student understanding of push and pull factors, types of push/pull factors, and a comparison of push and pull factors in the two different regions.

**Extensions and/or Adaptations:**
Create a migration map in your classroom by putting up a US map and/or World map. As the students finish interviews with family members, document their locations with push pins and strings on the map to show the places that people have moved from to arrive at their current location.

Take class on a field trip to a graveyard to analyze gravestones. Determine the origins and dates labeled on gravestones.

Take a field trip to a retirement home and interview residents to determine the push and pull factors that have led them to different locations.

**Sources**
- The Archaeology of Iberia: The Dynamics of Change 9781317799061
- http://www.emigration.link/
Appendix A

Name: ______________________

Family Questionnaire

**Directions:** Pick an adult in your family to interview. Tell that person the purpose of the interview is to gather information about why they moved to the City/State/Area that you currently leave in and why they left the area they previously resided in. Ask your questions and write down their responses. Use a separate piece of paper if needed. If the person you are interviewing is unable to answer the questions, try to find another family member who may have the information you need.

1. Name of Person Being Interviewed: _________________________________________
2. Relationship (Mother, Father, Grandpa, Cousin, etc.): ________________________
3. What City, State do you currently live in?
4. How long have you lived there?
5. Why did you move here?
6. Have you considered leaving this area? Why or why not?
7. What City, States have you previously lived in?
8. How long did you live there (for each location)?
9. Why did you leave (for each location)?
10. Have you considered moving back? Why or why not?

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Appendix B

Name: ______________________

**Poster Instructions and Rubric**

**Poster Due: __________**

**Directions:** You and your group will research one cultural group that migrated to the Iberian Peninsula. Your group will need to complete the following on your final poster:

- Research notes worksheet- Identify the background/origin, push factors, and pull factors of your cultural group (staple to back of poster)
- Cultural group Overview paragraph- who, what, when, where, and why the cultural group migrated to Iberia
- Map locating their place of origin and their route to Iberia
- Push and pull factors table- why did the leave their place of origin and what drew them to Iberia
- Push and Pull Factors of Iberia and Oregon Venn Diagram- What factors were the same? What factors were different?

Posters and presentations will be graded based on the following rubric:

**Poster Rubric:**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Paragraph and</td>
<td>Supporting information for the topic is not present. Map is accurate.</td>
<td>Information is limited or doesn’t do a good job supporting topic. Map is accurate.</td>
<td>Supporting information for the topic is present but lacks quality and/or important information. Map is accurate.</td>
<td>Paragraph gives background information and other important details to support the topic. Map is accurate.</td>
</tr>
<tr>
<td>map</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push and Pull Factors Table</td>
<td>Table does not include accurate push and pull factors of the cultural group</td>
<td>Table includes at least 1 accurate push and pull factors of the cultural group</td>
<td>Table includes 2-3 accurate push and pull factors of the cultural group</td>
<td>Table includes 4 or more accurate push and pull factors of the cultural group</td>
</tr>
<tr>
<td>Push and Pull Venn Diagram</td>
<td>Few or no statements are placed in the correct circle.</td>
<td>Some of the statements are placed in the correct circle, but student mixed up many statements.</td>
<td>Most statements are placed in the correct circle, but student mixed up a few statements.</td>
<td>All statements noting similarities are placed in the center circle and all statements that note differences are placed in the correct outer circle</td>
</tr>
<tr>
<td>Mechanics and Grammar</td>
<td>5 or more mechanical or grammatical errors on poster</td>
<td>3-4 mechanical or grammatical errors on poster</td>
<td>1-2 mechanical or grammatical errors on poster</td>
<td>There are no mechanical or grammatical errors on poster</td>
</tr>
<tr>
<td>Presentation</td>
<td>Limited to no understanding was demonstrated on push and pull factors.</td>
<td>Student provided a basic understanding of push and pull factors and a comparison to Oregon</td>
<td>Student provided a basic understanding of background, push and pull factors, and a comparison to Oregon</td>
<td>Student thoroughly discussed the background, push and pull factors, and a comparison to Oregon</td>
</tr>
</tbody>
</table>

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Appendix C

Name:_______________________

**Push and Pull Factors Research Notes**

**Directions:** With your group members, research the following information about your assigned group. Gather enough information to write a 3-5 sentence paragraph on each section.

Settlement Group:_________________________________________________________

1. Background/Origins:

2. Push factors from where they originated:

2. Pull factors to Iberia:
Appendix E

Name: ____________________________

**Push and Pull Factors Table**

Settlement Group: ____________________________

<table>
<thead>
<tr>
<th>Push Factors from Place of Origin</th>
<th>Pull Factors to Iberia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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