

Making Social Studies Come Alive: A Professional Development Series

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Title of Lesson: Trends in Migration in the 19th and 20th Century

Amount of time required to complete lesson: 90 Minutes

Do Now: Students will complete a Powerup that reviews the difference between Push/Pull migration. Teachers and students will review powerup once all students are finished.

Lesson Objective: SWBAT compare and contrast 19th and 20th century trends in human migration

Grade Level Expectation (GLE):

Compare and contrast past trends in human migration (G-1C-H2)

Anticipatory Set/Essential Question:

1. Why do certain migrations happen at certain times?
2. What causes people to migrate?
3. How is migration during Manifest Destiny different from migration during the 20th Century?

Materials Required: LCD Projector, Computer, Powerpoint, Geography Textbooks, Paper & Pencils

Instructional Strategies Used: Direct Instruction, Group Work, Key Word, Active Learning, Exit Slips, Activating Prior Knowledge, Jigsaw,

Guided Practice or Mini Lesson:

1. After completing the Powerup, teacher will review with students the difference between PUSH migration and PULL migration
2. Teacher will give a brief Powerpoint presentation that outlines the migration trends during Manifest Destiny, highlighting on what caused the migration, its extent, etc.
3. Teacher will continue brief Powerpoint presentation that outlines the migration trends INSIDE the U.S. during World War II and after. Teacher will highlight what caused the migration to the Sun Belt, the extent of the migration, etc
4. After summing up the lesson, teacher will transition into Guided Practice

Process or Activity Period:

1. Students will complete a Collaborative Jigsaw regarding the different types of migration.
2. In groups, students will be given a reading on the different trends in migration. They will complete a poster highlighting the WHO, WHAT, WHEN, WHERE, WHY, and HOW.
3. With approximately ten minutes remaining, students will report back to the class to brief them on what they found in their readings.

Assessment:

- Exit Slip – Exit Ticket asking essential questions to gauge mastery at the end of the lesson
- Document Based Questions – DBQs to be included in Unit Exam. The DBQs will seek to ascertain student mastery of the content by utilizing primary sources.

Closure Activity:

Closure will be a brief review of the lesson as well as completion of the exit slip to ascertain mastery of the content.

Attachments: DBQ Assessment (see below)

Geography**Physical and Human Systems:****Compare and contrast past trends in human migration (G-1C-H2)**

Compare Westward expansion (via manifest destiny) to Expansion to the Sun Belt during the 20th Century

1. What is the type of migration present in Documents 1 & 2? Is it Push or Pull? What is drawing people from the East to migrate to the West?
2. What is the type of migration present in Documents 3 & 4? Is it Push or Pull? What is drawing people to the Sun Belt?
3. How is migration during Manifest Destiny in the 1800s different from migration to the Sun Belt in the 1900s?

Document 1: *American Progress* (Circa 1872) by John Gast



<http://www.colorado.edu/AmStudies/lewis/west/westwardho.jpg>

Document 2: *The Significance of the Frontier in American History* by Frederick Jackson Turner (1893)

In a recent bulletin of the Superintendent of the Census for 1890 appear these significant words: "Up to and including 1880 the country had a frontier of settlement, but at present the unsettled area has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line. In the discussion of its extent, its westward movement, etc., it can not, therefore, any longer have a place in the census reports." This brief official statement marks the closing of a great historic movement. Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development...



Document 3: Airplane Factory and Urban Expansion in Los Angeles, CA. Taken Circa 1943.



Document 4: Populations of California, Arizona, and Texas. The U.S. Census Bureau

California

Historical populations		
Census	Pop.	%±
1850	92,597	—
1860	379,994	310.4%
1870	560,247	47.4%
1880	864,694	54.3%
1890	1,213,398	40.3%
1900	1,485,053	22.4%
1910	2,377,549	60.1%
1920	3,426,861	44.1%
1930	5,677,251	65.7%
1940	6,907,387	21.7%
1950	10,586,223	53.3%
1960	15,717,204	48.5%
1970	19,953,134	27.0%
1980	23,667,902	18.6%
1990	29,760,021	25.7%
2000	33,871,648	13.8%

Arizona

Historical populations		
Census	Pop.	%±
1860	6,482	—
1870	9,658	49.0%
1880	40,440	318.7%
1890	88,243	118.2%
1900	122,931	39.3%
1910	204,354	66.2%
1920	334,162	63.5%
1930	435,573	30.3%
1940	499,261	14.6%
1950	749,587	50.1%
1960	1,302,161	73.7%
1970	1,745,944	34.1%
1980	2,718,215	55.7%
1990	3,665,228	34.8%
2000	5,130,632	40.0%
Est. 2009 ^[1]	6,595,778	28.6%

Texas

Historical populations		
Census	Pop.	%±
1850	212,592	—
1860	604,215	184.2%
1870	818,579	35.5%
1880	1,591,749	94.5%
1890	2,235,527	40.4%
1900	3,048,710	36.4%
1910	3,896,542	27.8%
1920	4,663,228	19.7%
1930	5,824,715	24.9%
1940	6,414,824	10.1%
1950	7,711,194	20.2%
1960	9,579,677	24.2%
1970	11,196,730	16.9%
1980	14,229,191	27.1%
1990	16,986,510	19.4%
2000	20,851,820	22.8%
Est. 2009	24,782,302	18.8%

<http://www.census.gov/>