

Title: Five Themes of Geography Lesson: Movement

Overview:

The lesson's focus is on the geographic theme of *movement*. Since our school's World Geography course spans two years (seventh and eighth grades), students will have been introduced to the Five Themes of Geography prior to this lesson. Even if a student did not attend our school in seventh grade, the general review of the Five Themes, completed in the days before this lesson, hopefully will have provided enough information for those students to understand the concepts.

Students will examine issues surrounding immigration as it applies to the theme of *movement*. After a teacher-led introduction on the topic of immigration, students will read and discuss a text piece dealing with illegal border crossings along the U.S./Mexico border. Students will engage in before, during, and after reading strategies that will give them practice at constructing knowledge, developing thoughtful questions, and gaining meaning beyond the lesson and the classroom.

Objectives:

1. Students will understand the geographic theme of *movement*. They will be able to define the term and give an example illustrating the concept.
2. Students will become familiar with vocabulary terms and concepts pertaining to immigration.
3. Students will practice reading strategies to help them comprehend and gain meaning from an article involving immigration as it relates to *movement*.
4. Students will understand issues regarding illegal immigration along the U.S./Mexico border.

Grade Level:

Grade 8 World Geography Students

Subjects:

The lesson is not designed to be a multidisciplinary lesson but could be structured to fit in with a language arts or sociology class.

Time: The lesson will take between 2 ½ - 3 class periods (53 min. classes).

Prerequisites:

Students will need to have had an introduction to the Five Themes of Geography (covered in 7th grade as well as in review lessons prior to this lesson). Students will also need to know how to complete an anticipation guide, engage in a Read, Pause, Retell reading activity, and will need to know how to construct an after reading written summary. Students will have practiced each of these strategies at least once prior to this lesson.

Required Materials:

- Thirty-five copies of the following article are needed:

Between two lands: America's border still beckons to thousands of Mexicans, but today it's a life-and-death trip

Author: Bay Fang

Publication: US News.com, July 28, 2003

Available: <http://www.usnews.com/usnews/issue/030728/usnews/28vigilante.htm>

- A copy of the anticipation guide is needed for each student. (180 copies)

Procedure:Opening:

(Brainstorm) I will open the lesson with a short brainstorming activity asking students to verbally respond to these questions:

- *How many of you know where your ancestors came from?*
- *Why do you think they came to the U.S.?*
- *What obstacles did they face?*
- *What traditions did they bring with them? (e.g. Lutefisk @ Christmas)*

*Student responses will be written on the blackboard.

Next, I will tell students that in today's lesson we will be discussing immigration as it relates to the theme of movement. I will also state the objectives for the lesson.

(Pre-assessment) Students will be given a ten question, multiple choice test to discover what they know about the theme of movement and issues regarding immigration. This test will be given again a post-assessment activity.

*A copy of the pre/post-assessment test is attached at the end of the lesson.

Development:

(PowerPoint Slide Show) I will show students pictures of the U.S./Mexico border. As the slides are shown students will be asked to respond to these questions:

- *Describe the location. (What kind of climate? Physical features?)*
- *Where do you think this is?*
- *What do you think these slides have to do with immigration?*
- *Speculate as to what country or area of the world provides the U.S. with the most immigrants.*
- *Why do you think so?*
- *What factors play a role in deciding where immigrants move?*

(Review of Movement)

I will ask students to define *movement* in their own words in their notebooks. Hopefully we will come to the consensus that is close to *the movement of people, goods, and ideas*. I will then ask one student each to give an example of how people, goods, and ideas move. Next I will ask students to respond verbally to these questions to tie movement into immigration/migration:

- *What moves as a result of migration? (people, what else?)*
- *Why do people migrate?*

- *What factors cause them to move to where they do?*

(Notes on Vocabulary/Concepts)

Students will be shown various data (tables, charts, etc.) from the following website:

<http://www.immigration.gov/graphics/shared/aboutus/statistics/IMM00yrbk/IMM2000.pdf>

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Using the data from this site, we will identify the definition of *immigrant*, and students will be given information regarding leading countries of origin of immigrants to the U.S. in the year 2000. We will use this data to segue into our discussion of the text piece.

In addition, students will define terms such as *migration*, *push-pull factors*, *intervening obstacles*, and *information field*. We will also discuss data dealing with the estimated number of unauthorized foreigners in the U.S. For this part of the lesson, I will refer to information provided by Dr. David Lanegan from various lectures given during the summer institute.

This data will identify Mexico as the leading country of origin for most immigrants to the U.S.

(Follow-up Questions)

I will ask students to verbally respond to follow-up questions to check for understanding.

- *From what country do most immigrants come?*
- *Given what you know now, why do they choose to come to the U.S.?*
- *What factors cause them to leave?*
- *What obstacles (intervening barriers) do they face?*
- *In your opinion, what is the current attitude about immigration in the U.S.?*

(Text Piece/Reading Strategies)

I will explain to students that they will be assigned a reading that involves illegal immigration along the U.S./Mexico border (a copy of the text piece is attached at the end of the lesson). They will engage in before, during, and after reading activities to help them better understand the issues mentioned in the article.

Before reading, I will have students examine a map of the location discussed in the article. Next, I will review the strategies that will be used for this reading to make sure students know what they are expected to do. Finally, I will explain the directions for the activity.

Students will first be given an anticipation guide as a pre-reading activity (a copy of the anticipation guide is attached at the end of the lesson). Each student will complete the “before” section of the anticipation guide individually. Next, students will get in pairs to complete a read, pause, retell during reading activity. For this activity, students will each read a paragraph silently, one student will retell the main ideas from the paragraph while the other monitors by looking at the text. The partner tells the “reteller” if the summary is okay. If so, the two read on and switch roles. If not, the reader should reread the passage and retell again. Once the summary is adequate, the two move on to another paragraph. This process continues until the entire piece is complete. After each paragraph, the pair should come to a consensus as to the main points and jot down a brief summary of each paragraph in their notes.

Once the during reading activity is completed, students will revisit the anticipation guide. They will individually complete the “after” section, noting (circling) any changes in their opinions that may have occurred after reading the article.

Finally students will refer back to their notes to create a written summary of the article. Each student will complete this task individually.

Closing: Volunteers will be asked to share their summaries with the class. I will write the main points on the board from the selected summaries. Students will be asked if they want to add anything to the board, regarding the summary, that may have been omitted.

(Role-play Writing Activity)

Now that students understand the content of the article, they will be given a role card asking them to respond, in writing, from the point of view of a person concerned with illegal immigration.

Roles:

You are a member of the Civil Homeland Defense, a private citizen border patrol group. *Defend your group’s existence.*

You are a U.S. Senator from Arizona. *Decide whether it’s a good idea to close U.S. borders to all immigrants. Tell why/why not.*

You are a member of the U.S. Government’s Border Patrol. *Are private citizen border patrol groups, such as the Civil Homeland Defense, a good idea or a bad idea? Why/why not?*

A debate/discussion will follow where students share their responses.

Differentiation:

To accommodate different student abilities, a shorter, more general text piece could be given to some students. To accommodate various learning styles, a product such as a collage or illustration could take the place of a written summary. In this case, students could be asked to create an image that would summarize the main points of the article.

Assessment:

I will assess students in several ways. First, by examining changes they made to their anticipation guides after they read the article. Second, by checking their understanding during class discussions. Finally, I will assess what students have learned by comparing their pre-assessment test score with their post-assessment test score.

Credits:

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Pre/Post-Assessment Test

Directions: Choose the letter of the statement that best answers the question.

- ____ 1. Which of these best defines *movement*?
 - a) the exact spot on earth where something is
 - b) how humans change or adapt to their environment
 - c) the transportation of people, goods, and ideas

- ____ 2. Which of the following best explains why people tend to migrate to large cities.
 - a) cities tend to resemble the places where immigrants come from
 - b) people tend to have heard of, or know more about, large cities
 - c) immigrants get a tax break if they agree to settle in a large city

- ____ 3. Most immigrants to the U.S. come from
 - a) Canada b) Vietnam c) Mexico

- ____ 4. A *pull factor* is
 - a) something that forces someone to move out of a certain area
 - b) something that draws someone to a certain area
 - c) something that stands in the way of someone moving from one place to another

- ____ 5. A *push factor* is
 - a) something that forces someone to move out of a certain area
 - b) something that draws someone to a certain area
 - c) something that stands in the way of someone moving from one place to another

- ____ 5. An *intervening barrier* is
 - a) something that forces someone to move out of a certain area
 - b) something that draws someone to a certain area
 - c) something that stands in the way of someone moving from one place to another

- ____ 6. Migration is best described as
 - a) the temporary movement of people from one place to another
 - b) the permanent movement of people from one place to another
 - c) when people move to work during a certain season but then move back when the season ends

- ____ 7. Most of the immigrants to the U.S. go to
 - a) Texas b) Minnesota c) California

- ____ 8. Which of these statements is true about private citizen border patrol groups?
 - a) they all feel that the federal border patrol is not doing enough to patrol the border
 - b) have been outlawed by new federal laws
 - c) are encouraged to form by the Bureau of Customs and Border Protection

- ____ 9. A main reason why private citizen border patrol groups have formed is because
 - a) the government encouraged it
 - b) the government shifted its focus to major border crossings, leaving remote parts of the border less guarded
 - c) there have been increasing numbers of terrorists crossing the U.S./Mexico border

- ____ 10. An *information field*
 - a) are the push/pull factors that cause them to move
 - b) is a border patrol station in the desert
 - c) the knowledge someone has about a particular place

Before Reading Activity: Anticipation Guide

Directions: Read each of the following statements. If you agree with the statement, write “A” in the blank next to it. If you disagree with the statement, write “D” in the blank. Be sure to write in the “Before” blanks only.

Before

After

_____ The Civil Homeland Defense is a new border patrol agency set up by the government after the September 11th attacks. _____

_____ In the mid 1990s, the Border Patrol and other agencies, tightened control of border crossings in urban areas (cities) because they felt people would not try to cross in the desert _____

_____ Those who illegally smuggle people across the U.S./ Mexico border are called “rattlesnakes.” _____

_____ At one time, some residents living along the border put food out for those trying to cross the border illegally. _____

_____ The Border Patrol has more agents now than at anytime in its existence. _____

Predict what you think the article will be about:
