

Who's Moving In and Out of our Area, and Where are They Going?

OVERVIEW & OBJECTIVES	GRADES
<p>Students will investigate current in-migration and out-migration patterns in their county through two map websites.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Analyze migration patterns into and out of their county and explain why these patterns exist. Analyze the age of local in- and out-migrants and explain why these patterns exist. 	10 th
	TIME
	1 Day
	REQUIRED MATERIALS
	<ul style="list-style-type: none"> ✓ Computer Internet access for students ✓ Handout: "Who's Moving In and Out of our Area, and Where are They Going?"

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

9.3.1.1.2 Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Standard 3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

9.3.2.3.1 Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

Standard 5. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

9.3.3.5.4 Explain migration patterns in the modern era at a range of scales, local to global.

SUGGESTED PROCEDURE

1. Previous lessons should address the concepts of immigration (in-migration), emigration (out-migration), net migration, push factors, pull factors, and migration. Students should also be familiar with Ravenstein's Laws of Migration.

2. The teacher will review and briefly discuss the relevant vocabulary and check for understanding before the lesson. The Socrative Teacher (student response system) tool may be used. The following question will be posed at the end of set induction: "Who is moving in and out of our area, and where are they going?"

3. Students will begin the handout, "Who's Moving In and Out of our Area, and Where are They Going?" by logging on to the Census Bureau website, <http://flowsmapper.geo.census.gov/flowsmapper/map.html>

- Students will use the Census Flows Mapper to examine Los Angeles County and other counties to answer questions.
- Students will then use the Charts tab on the website, "Net Migration: Patterns for U.S. Counties", from the University of Wisconsin-Madison at <http://www.netmigration.wisc.edu/> and, using the handout instructions, examine the age makeup of different counties' migrants.
- Throughout the completion of the handout, the teacher will check for understanding of topics. The teacher will use Socrative Teacher (student response system) to poll the class for ideas on the issues raised.

4. To conclude the lesson, the class will discuss evidence of the local patterns with respect to in- and out-migration, net migration, and the age of migrating populations.

5. Students' homework is to write two concluding paragraphs. The first paragraph describes WHY they think people are moving into or out of the local area. The second paragraph explains ideas about what the local area could do to modify the trend.

Assessment:

- "Who's Moving In and Out of our Area, and Where are They Going?" Handout
- Socrative Teacher poll
- Two Paragraphs on why people are migrating, and what the local area could do to modify the trend

Website Resources:

"Census Flows Mapper" at United States' Census Bureau

<http://flowsmapper.geo.census.gov/flowsmapper/map.html>

"Net Migration: Patterns for U.S. Counties" at University of Wisconsin-Madison

<http://www.netmigration.wisc.edu/>

Who's Moving In and Out of our Area, and Where are They Going?

Go to the Census Bureau link located at: <http://flowsmapper.geo.census.gov/flowsmapper/map.html>

Search for "Los Angeles County" and select "2007-11". Examine migration patterns by clicking "Net", "Outbound", and "Inbound". Then answer the questions about Los Angeles County's migration patterns.

1. Where are people going when they leave Los Angeles County? (Identify the general regions of the U.S. Be sure to notice the number values in and out of each county as you move the cursor over the counties.)

2. What might be some potential push factors for Los Angeles County?

3. What might be some pull factors for Los Angeles County?

Select 2-3 other U.S. counties and look for in- and out-migration patterns.

4. Name 3 Ravenstein's laws that are demonstrated from manipulating the U.S. Census data on this website.

- a. _____
- b. _____
- c. _____

Select your county and examine the in- and out-migration patterns.

5. Where are people tending to go from your county? (What regions in general? What counties specifically?)

6. Where are people coming from? (What regions in general? What counties specifically?)

7. What might be some push factors to leave the county? (speculate)

8. What might be some pull factors to come to our county? (speculate)

Go to the following website <http://www.netmigration.wisc.edu/> Click on "Charts" and select your county.

9. Explain the data that you see displayed on the line graph in detail.

10. What ideas do you have that might explain these data? (Think life cycle and migration.)

Select two other Minnesota counties for comparison (preferably ones that have a quite different data description on their line graph from your county).

11. What might explain these differences?
