Global Patterns of Human Migration

Students use maps and recent census data to analyze migration patterns across the globe.

GRADES
6 - 8

SUBJECTS
Geography, Human Geography

CONTENTS
5 PDFs, 1 Link

OVERVIEW

Students use maps and recent census data to analyze migration patterns across the globe.

For the complete activity with media resources, visit:

DIRECTIONS

1. Discuss the map of human migration around the world.
Project or distribute copies of the map Patterns of Human Migration and have students look at the current patterns of migration across the globe. Tell students that the thickness of the arrows indicates amounts of people migrating: thicker arrows indicate major migration streams and thinner arrows indicate minor migration streams. Emphasize to students that the arrows reflect current migration patterns and not composition of populations. Ask:

- From which continent(s) are the most people emigrating? (from Asia)
- To which continent(s) are the most people immigrating? (to North America)
- What is one pattern of migration within North America? (Mexico to the United States)
• **Why do you think these patterns are happening?** (push and pull factors)

Remind students of some common push factors and pull factors, such as better job opportunities (pull) or war (push).

2. **Have small groups explore the data behind the map.**

Divide students into small groups. Distribute copies of the handout Migration Data Table and the worksheet Global Patterns of Human Migration to each small group. Have small groups use the Migration Data Table to complete Part 1 of the worksheet. Provide support, as needed.

3. **Have small groups create their own map of targeted human migration patterns.**

Distribute copies of the World 1-Page Map to each group and have students complete Part 2 of the worksheet. Provide support, as needed. Make sure students include a map key.

4. **Discuss students’ predictions about future global migration patterns.**

Have a whole-class discussion. Use the provided Answer Key to discuss students’ answers to the questions on the worksheet.

**Informal Assessment**

Ask students to describe how the map of human migration around the world displays information about migration streams.

**Extending the Learning**

Have students explore migration relationships for countries other than the United States, and report to the class on their findings. Visit the provided World Bank website to download the full migration data set. The downloadable file, called the Bilateral Migration Matrix 2010, can be opened in Microsoft Excel.

**OBJECTIVES**

**Subjects & Disciplines**

- Geography
  - Human Geography
Learning Objectives

Students will:

- describe current patterns of migration across the globe
- create their own map of human migration patterns
- predict future patterns

Teaching Approach

- Learning-for-use

Teaching Methods

- Discussions
- Hands-on learning
- Information organization

Skills Summary

This activity targets the following skills:

- 21st Century Student Outcomes
  - Learning and Innovation Skills
    - Communication and Collaboration
  - Critical Thinking Skills
    - Analyzing
  - Geographic Skills
    - Analyzing Geographic Information
    - Organizing Geographic Information

National Standards, Principles, and Practices

NATIONAL COUNCIL FOR SOCIAL STUDIES CURRICULUM STANDARDS
• **Theme 3:**
People, Places, and Environments

**NATIONAL GEOGRAPHY STANDARDS**

• **Standard 9:**
The characteristics, distribution, and migration of human populations on Earth’s surface

**Preparation**

**What You’ll Need**

**MATERIALS YOU PROVIDE**

• Pencils
• Pens

**REQUIRED TECHNOLOGY**

• Internet Access: Required
• Tech Setup: 1 computer per classroom, Projector

**PHYSICAL SPACE**

• Classroom

**GROUPING**

• Large-group instruction
• Small-group instruction

**BACKGROUND & VOCABULARY**

**Background Information**

Human migration is the movement of people from one place in the world to another. Human patterns of movement reflect the conditions of a changing world and impact the cultural landscapes of both the places people leave and the places they settle.
Prior Knowledge

["push and pull factors"]

Recommended Prior Activities

- Cultural Diversity in the United States
- Human Migration Then and Now
- Introduction to Human Migration

Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Part of Speech</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>census</td>
<td>noun</td>
<td>program of a nation, state, or other region that counts the population and usually gives its characteristics, such as age and gender.</td>
</tr>
<tr>
<td>continent</td>
<td>noun</td>
<td>one of the seven main land masses on Earth.</td>
</tr>
<tr>
<td>emigrant</td>
<td>noun</td>
<td>person who moves from their existing country or region to a new country or region.</td>
</tr>
<tr>
<td>emigrate</td>
<td>verb</td>
<td>to move from one's native land to another.</td>
</tr>
<tr>
<td>human migration</td>
<td>noun</td>
<td>the movement of people from one place to another.</td>
</tr>
<tr>
<td>immigrant</td>
<td>noun</td>
<td>person who moves to a new country or region.</td>
</tr>
<tr>
<td>immigrate</td>
<td>verb</td>
<td>to move to a new place.</td>
</tr>
<tr>
<td>immigration</td>
<td>noun</td>
<td>process of moving to a new country or region with the intention of staying and living there.</td>
</tr>
<tr>
<td>migration stream</td>
<td>noun</td>
<td>flow of immigrants from a specific place, economic status, or skill set.</td>
</tr>
<tr>
<td>population</td>
<td>noun</td>
<td>total number of people or organisms in a particular area.</td>
</tr>
<tr>
<td>pull factor</td>
<td>noun</td>
<td>force that draws people to immigrate to a place.</td>
</tr>
<tr>
<td>push factor</td>
<td>noun</td>
<td>force that drives people away from a place.</td>
</tr>
</tbody>
</table>

For Further Exploration
Websites

- Population Reference Bureau
- U.S. Census Bureau: Homepage
- Migration Policy Institute: Migration Information Source
- United Nations: Population Division
- National Geographic: The Genographic Project

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