Marzano's Categories of Instructional Strategies (See Resources, below)

**Differentiated Instruction Structure**

Grade 8 Geography:

Migration—Push and Pull Factors

Two or three 40-50 minute periods

1. Interview (Homework and Practice)*
2. Discussion/Migration Map
3. Migration Value Line
4. Concept Attainment T-Chart (Identifying Similarities and Differences; Questions, Cues and Advance Organizers)*
5. Exit Card (Setting Objectives and Providing Feedback)*
6. Tiered Assignments**

*Marzano's Categories of Instructional Strategies (See Resources, below)

**Differentiated Instruction Structure**

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**Differentiated Instruction Details**

Knowledge of Students

Differentiation based on student:

- Readiness
- Interests
- Preferences
- Styles
- Intelligences
- Other (e.g., environment, gender, culture)

Need to Know

- Student readiness—i.e., students who are more likely to achieve success with step-by-step instruction, less complex text, concrete tasks

How to Find Out

- Prior observation of students
- Student input regarding their preferred Tiered Assignment

Differentiated Instruction Response

- Learning materials (content)
- Ways of learning (process)
- Ways of demonstrating learning (product)
- Learning environment

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**Curriculum Connections**

Overall Expectations: Migration

- Identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society
- Connect the real experiences of Canadians to information about the causes and effects of migration

Specific Expectation:

- Identify the push and pull factors that influence people to move (e.g., push: drought, war, lack of freedom, discrimination, and persecution; pull: employment opportunities, security, climate)

Learning Goals:

- Explain push and pull as factors that affect migration
- Describe a real-life example of push and pull as factors that affect migration

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**Assessment and Evaluation**

Assessment/Success Criteria

Knowledge and Understanding

- Identifies push and pull factors that influence people to move

Thinking

- Distinguishes push factors from pull factors

Application

- Describes an example of migration
- Explains how push and pull factors influence migration

Assessment Tools:

- Anecdotal Comments

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**Prior Learning**

Prior to this lesson, students will have:

- Interviewed a family, friend or relative using the questions on the Migration Questionnaire (Appendix A)
- Learned about the difference between immigration and emigration
- Experienced working in groups

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**Materials and Resources**

Materials:

- World map
- Sticky notes
- Prepare two signs for ends of Migration Value Line: Destination and Home
- Appendix A: Migration Questionnaire—one per student
- Appendix B: Migration Value Line Prompts—one per teacher reference
- Appendix C: Concept Attainment T-Chart—one per small group of four (Option: photocopy on ledger sized paper, cut testers from Appendix C into strips so that students can select, and place in appropriate T-Chart column)
- Appendix D1: Push and Pull Tiered Assignment 1—one per Tier 1 student
- Appendix D2: Push and Pull Tiered Assignment 2—one per Tier 2 student
- Appendix D3: Push and Pull Tiered Assignment 3—one per Tier 3 student

Resources:

Teaching/Learning Sequence: Grade 8 Geography: Migration—Push and Pull Factors

MINDS ON
- Establishing a positive learning environment
- Connecting to prior learning and/or experiences
- Setting the context for learning

Individuals → Interview (Homework)
Prior to this lesson, students interview a family member (e.g., parents, grandparents), a friend, or neighbour using the Migration Questionnaire (Appendix A) to determine their migrational roots.

Whole Class → Migration Map of the World
Post a map of the world. Students place the following information from their Migration Questionnaire on a sticky note and place the sticky note on the world map on the country from which the interviewee originated:
   - Student name
   - The person they interviewed
   - What country the interviewee came from
   - The year the interviewee came to Canada
   - Use this as a reference point through the lesson and to build a sense of community.

Whole Class → Stay or Go? Migration Value Line
Students form a line in the centre of the classroom.
Place the Migration Value Line signs (Destination and Home) at either end of the line.
Read a series of Migration Value Line Prompts (Appendix B) that would either push students from their home country or pull students towards their destination. Students move either closer to the destination or closer to home depending on their response to the prompt. Remind students that the distance they move indicates the impact that prompt has on their decision.
After each prompt, select individual students from around the room to explain why they moved where they did.
At the conclusion of this activity, facilitate a discussion on:
   - The reasons for migration that were used by the people they interviewed
   - Reasons that applied to more than one country
   - Patterns of migration based on the world map and migration dates

ACTION
- Introducing new learning or reinforcing prior learning
- Providing opportunities for practice and application of learning (guided → independent)

Groups of Four → Concept Attainment T-Chart
Students:
- Form groups of four (based on the students’ own choices) and work in their preferred location in the classroom
- Follow the instructions on the Concept Attainment T-Chart (Appendix C) to identify the similarities and differences between the factors in Column A and the factors in Column B
- Share with the rest of the class the at the end of Task 1, Task 2 and Task 3
Circulate to determine student understanding; provide guidance and feedback as required. Note students who work well with minimal support and those who require step-by-step instruction.
Facilitate a discussion at the end of Task 1, Task 2 and Task 3 to ensure understanding.
Introduce push factors and pull factors as headings for Column A and Column B respectively.
As a class, create a definition for push factors and pull factors. Note on chart paper and post as an Anchor Chart for reference in the Tiered Assignment.

Individuals → Exit Card (Sticky Note)
Provide a migration scenario such as “moving from current location to a nearby province.” On a sticky note, have students identify a possible push factor and a pull factor. Examine student responses prior to the next class. Revise the Concept Attainment T-Chart (Appendix C) task with the group of students who are not able to differentiate push factors and pull factors.

CONSOLIDATION AND CONNECTION
- Helping students demonstrate what they have learned
- Providing opportunities for consolidation and reflection

Individuals → Tiered Assignment
This assignment provides students with concrete examples of push and pull factors that are directly related to migration. Tiered Assignments (Appendices D1, D2 and D3) are differentiated by student readiness—the degree of support and structure required by students to successfully complete the task.

1. Provide an overview of the task for the students (e.g., you will have a scenario with examples of push and pull factors). Indicate that students will be required to (a) identify the push and pull factors in the scenario and explain why they are push and pull factors, and (b) create a scenario of their own that has push and pull factors. Students may choose to present their scenario as an oral story, a written story or a role-play.
2. Develop assessment criteria for the assignment with the students. Use these criteria for assessing the students’ learning.
3. Ask students to indicate on a sticky note which of the following statements describes their readiness for the assignment:
   a) I am ready to proceed with this assignment with step-by-step instruction. (Tiered Assignment 1—Appendix D1)
   b) I am ready to proceed with this assignment and would like some instruction as I work through it. (Tiered Assignment 2—Appendix D2)
   c) I am ready to proceed with this assignment on my own. (Tiered Assignment 3—Appendix D3)
4. Provide students with a Tiered Assignment (Appendices D1, D2 or D3) based on their feedback and prior observations of student readiness.
5. Observe and assist students as needed.
6. Collect assignments for assessment and use to build the next part of this unit.

Connections
- Listening
- ML: Mathematical Literacy
- AFL: Assessment for Learning