



## Educator Guide for Lesson 12.2 “Push and Pull Factors”

### Unit 12: Immigration in the Industrial Age

#### Lesson Objectives

- Students will describe immigration and emigration in terms of push and pull factors.
- Students will identify specific examples of push and pull factors in non-fiction text.
- Students will analyze primary sources for evidence of pull factors that brought immigrants to New Hampshire.
- Students will reflect on the impact of push and pull factors and predict the challenges faced by immigrants as they made their plans to move.

#### Lesson Competencies

- I can determine the central idea of a text and explain how key details and text structure/organization support the focus. (ELA 3)
- I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. (ELA 3)
- I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. (ELA 8)
- I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. (ELA 8)

#### Essential Question

How has New Hampshire come to be the way it is?

#### Focus Question

Why did people come to New Hampshire?

#### Estimated Time

Two 40-minute class sessions

#### Materials & Equipment

Factor Sort Set (cut up), 1 per pair or small group  
Factor Sort Set answer key for projection or reference  
Class set of “Push and Pull Factors in Non-Fiction” worksheet  
“Concord Lumber Company, 1906” image for projection  
Class set of “Why Immigrate to New Hampshire?” worksheet  
Pull Factor Image Set, copied as desired for class  
“Why Immigrate to New Hampshire?” answer key for projection or reference



## Educator Introduction & Rationale

Understanding the concepts of push and pull factors is essential to comprehension of the history of immigration in New Hampshire. During the Great Wave, over 26 million people made the choice to leave their home countries to live in the United States. What would inspire someone to uproot themselves and their families, undertake a difficult journey, and start over in a new country with an unfamiliar language, customs, and laws? Historians and geographers both use the terms *push factors* and *pull factors* to explain why people migrate. Push factors drive people away from their native country. Pull factors attract people to live in a particular country or region. Reference the Educator Overview for more information.

This is the second lesson in the Immigration in the Industrial Age unit. It is designed to be completed in two class sessions. This lesson can stand alone from the unit; however, completion of the learning objectives in Lesson 12.1 "What Is Immigration?" is recommended before students move through the activities in this lesson. Please note, lesson vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

In this lesson, students explore the concepts of push and pull factors in three ways: a sorting game, a non-fiction reading activity, and an investigation of primary sources. A reinforcement activity combining the Image Set, images from the Library of Congress, and the cards from the Push and Pull Factor Sort supports students as they engage with this topic. Two extension activities encourage students to explore specific push and pull factors in more detail. Please adapt all the material in this lesson, as necessary, to meet the needs of the students in your classroom.

**Teaching Tip:** These activities are intended to teach students specific content. They are also intended to develop the historical thinking skills they need to think critically about source material. Refer to Social Studies Methods of the "Moose on the Loose" website for specific suggestions for teaching with primary source material.

## Learning Activity

### Activation

**Sort and Define Push and Pull Factors.** Set the tone with students by establishing the significance of making the decision to immigrate. Remind students that during the Great Wave of Immigration, over 26 million people decided to leave their countries to set up new lives in the United States. What would make a person want to do that?

Tell students that they are going to play a sorting game to think about the reasons why people made that choice. Provide pairs or small groups with a Factor Sort Set (already cut up). Explain that each card has a reason or factor that would make someone decide to leave or emigrate from their home country or would make someone choose to move to or immigrate to a new country. The goal of the game is to sort the factors according to whether they push people out of their home countries or pull them toward a new country. Allow students about five minutes to complete the sort. Review the sort as a whole group by projecting the answer key or writing it on a whiteboard as students share their responses.

### Direct Instruction

**Provide Context for Push and Pull Factors.** Ask students what they notice about the big differences between **push factors** and **pull factors**. Students should notice that people seem pushed out of their home countries by negative factors that are out of their control while immigrants are pulled toward specific destinations by factors that are positive and appealing. Use the video "Mason Explains: Push-Pull Factors," found in the Media Library by selecting "Explainer Videos" resource type and this unit, and relevant slides in the student reading under the "Great Wave" tab. Complete the "Push and Pull Factors in Non-Fiction" worksheet with examples that illustrate push and pull factors. Review answers as a whole group.

**Teaching Tip:** If you are going to pause the lesson, this is a good place to do so.

### Guided Practice

**Introduce the investigation.** Remind students that while many immigrants chose to settle around the large port cities where they first arrived, some chose to continue further west, north, or south to find new homes. Explain to students that they will use their historical thinking skills to examine primary sources to learn more about the push factors and pull factors that prompted immigrants to leave their homes in Europe and move to New Hampshire.

Project the image "Concord Lumber Company, 1906" and provide each student with a "Why Immigrate to New Hampshire?" worksheet. Model image analysis and completion of an appropriate section on the "Why Immigrate to New Hampshire?" worksheet. When projecting for student use, cover caption information. Generate student discussion to gather details about what they notice in the image and which factor they think the image represents. In this case, the image represents the pull factor of job opportunities.

- Independent Practice**      **Complete the investigation.** When students are ready to independently examine images, instruct students to look at each image from the set. When photocopying for student use, cover caption information. (These may be placed around the room in locations with enough space for more than one student to view the image.) Each image is numbered and observations about it should be written in the corresponding row on the worksheet.
- Discussion**                **Compare and review findings.** Students should compare their findings with a partner for a few minutes before the class reviews the results together. Choose to project the “Why Immigrate to New Hampshire?” worksheet answer key or review the answers orally while looking at each primary source.
- Reflection**                **Answer the reflection and prediction questions.** The build section of the worksheet provides space for students to make personal connections to push and pull factors and to make inferences about how those factors impacted potential emigrants. This section can be completed as homework if there is not enough in-class time. Discuss and/or review as appropriate for your class.
- Reinforcement**            **1. Push/pull illustration.** Provide students with Factor Sort cards, the Image Set, and push factor images from the Library of Congress (see Other Resources). Ask them to assign cards to images that illustrate the factor on the card.
- Extension**                 **1. Push or pull?** The late 19th century was a time of major innovations in transportation. The growth of railroads in both Europe and the United States meant that immigrants could get to port cities easier and move inland once they had arrived. The introduction of oceangoing steamships cut the transatlantic journey from three months to two weeks. Was this technological development a push or pull factor? Write a persuasive response to this question.
- 2. Recruiting a workforce.** Many New Hampshire companies actively looked for workers in other countries, making the pull factor of job opportunities even stronger. The Amoskeag Manufacturing Company advertised in Quebec newspapers. The Brown Company in Berlin had a Norwegian agent who would travel to Norway to find men to work as lumberjacks. He appealed to them by describing the environment as similar to their home country’s landscape and climate and told them they could make more money in New Hampshire doing work they already knew how to do. Research a historic or existing local business and write an advertisement that will pull people to work for it.

## Supporting Materials

### New Hampshire Historical Society Resources

1. Concord Lumber Company Woods Crew, 1906
2. Scythestone Works of the Pike Manufacturing Company, 1892
3. Farmland in New Hampshire, 1902
4. Schoolhouse and Students in Manchester, NH, undated
5. Worship at the Synagogue, undated

### Other Resources

- **Push factor: poverty.** Ireland. After an Eviction: a Scene in Mayo, 1886. Engraving. *Frank Leslie's Illustrated Newspaper*. [www.loc.gov/pictures/resource/cph.3c03231/](http://www.loc.gov/pictures/resource/cph.3c03231/)
- **Push factor: religious intolerance, fear of war.** Woodville, R. Caton, Cossack Patrol Near Kazan Preventing Peasants from Leaving Their Village, 1892. Engraving. *Illustrated London News*. [www.loc.gov/item/2007681696](http://www.loc.gov/item/2007681696)
- **Push factor: lack of job opportunities.** Peasants at Work, Russia, 1918. Photograph. [www.loc.gov/item/89708357](http://www.loc.gov/item/89708357)

## Standards

### “Moose on the Loose” Content:

- ✓ Students will understand that many people migrated and immigrated to New Hampshire during industrialization, generally for economic reasons, contributing to its development. (3-5.T5.2)

### “Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Communicating and Critiquing Conclusions (3-5.S2.1)

### New Hampshire Social Studies Frameworks:

- ✓ Contacts, Exchanges, and International Relations (SS:HI:4:2.1)
- ✓ Economic Systems and Technology (SS:HI:4:4.2)
- ✓ Social/Cultural (SS:HI:4:5.5)

### NCSS Themes:

- ✓ Theme 2: Time, Continuity, and Change
- ✓ Theme 3: People, Places, and Environments
- ✓ Theme 4: Individual Development and Identity

### C3 Frameworks:

- ✓ Human Population: Spatial Patterns and Movements (D2.Geo.7.3-5)
- ✓ Historical Sources and Evidence (D2.His.9.3-5)
- ✓ Causation and Argumentation (D2.His.16.3-5)

### ELA Common Core:

- ✓ Key Ideas and Details in Reading Informational Texts (RI.4.1)
- ✓ Craft and Structure in Reading Informational Texts (RI.4.4)
- ✓ Text Types and Purposes in Writing (W.4.1)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1c, SL.4.1d)
- ✓ Vocabulary Acquisition and Use in Language (L.4.6)

## Lesson Vocabulary

**immigrate** (verb) To come to a country from another country with the plan to live there

**emigrate** (verb) To leave a country to live in another country

**push factor** (noun) Something that make a person leave the place they live

**pull factor** (noun) Something that draws a person to live in a particular place

