

Dear Educator:

"Migration: The Human Journey" is the 2005–06 theme for *Geography Action!*, an educational outreach program that encourages students to steward natural, historical, and cultural resources. Find out how to celebrate migration with your students at [www.nationalgeographic.com/geographyaction](http://www.nationalgeographic.com/geographyaction).

The activities on this poster and dozens of other National Geographic resources were designed to help students look at people in their own community, and explore the wealth of diversity in Canada, the United States, and Mexico. The poster's maps, activities, and handouts can be used à la carte, or to create a class project.

This curriculum was created for you by a team of master educators and geographers. Each lesson plan and activity is also available in extended format online. By using the free lessons, activities, maps, student materials, and more, students will:

- Learn reasons for migrations
- Use maps to analyze data and track migration
- Use primary sources to discover their community's history
- Learn how to tell a story through photography and interviews
- Interact with an international project, the "Sense of Place" map, that highlights community migration stories, at [www.nationalgeographic.com/studentatlanta](http://www.nationalgeographic.com/studentatlanta)
- Tell their community migration story through maps, photos, and interviews

These standards-based resources and more are available at National Geographic Expeditions, part of the Marco Polo Consortium, at [www.nationalgeographic.com/expeditions](http://www.nationalgeographic.com/expeditions). For a full library of these resources go online to the EdNet *Geography Action!* Community, at [www.ngsnet.org](http://www.ngsnet.org). Click on "Resources," then select the category "Migration: The Human Journey."

"Migration: The Human Journey" is part of a larger Society initiative—the Geographic Project—a groundbreaking, worldwide human migration study. The project is a five-year research partnership of National Geographic and IBM with global field science support by the Waitt Family Foundation. For information and educator resources go online to [www.nationalgeographic.com/geographic](http://www.nationalgeographic.com/geographic).

Thank you for taking this journey with us.

National Geographic Education & Children's Programs

**Student Handout**

## Tell a Migration Story ... About Your Community

Draw a sketch map from memory of your community. Include physical features (mountains, rivers); routes to and from school, stores, parks, etc.; different neighborhoods; cultural landmarks. Write a short paragraph about what you think of your community. (What are the people like? Is it rural or urban? Do you like living there? Why or why not?) Save the map and paragraph.



**Research**

As part of this project, you will conduct an interview. During your research, collect names of people you could interview.

- Find an up-to-date map of your community. (How does it compare with your sketch map?)
- What cultural markers (human-made objects that express a person's culture or way of life) show who has lived, or lives, in your area? (Buildings, restaurants, clothing, jewelry, graveyards—and more—can offer clues.)
- Research the area's migration patterns at a library, museum, historical society, or online. Who moved to your community? When? Why? Where did they come from?
- Describe some of the area's physical features. How do they impact where people live?
- Collect maps, photos, newspaper articles, journals, letters, birth and death certificates, etc. (You may use them later. See "Tell Your Community's Story!" below.)
- Based on your research, pick a particular story you'd like to tell.



**Conduct Interviews**

- Use the handout "Tell a Migration Story ... With Interviews."



**Take Photographs**

- Use the handout "Tell a Migration Story ... With Photos."



**Tell Your Community's Story!**

- Make a book, a poster, an exhibit, a slide show, a Web site; write a play or a song; draw a mural.
- Ask a library, museum, community center, or city hall to exhibit your project.

Look at the map and paragraph you created at the beginning of this project. Do you "see" your hometown in a new way?

**Student Handout**

## Tell a Migration Story ... With Interviews



Firsthand experiences are often the best "windows" to the past. Anyone—your dentist, the dry cleaner, a teacher, a family member—may have an interesting story.

**Step 1: Plan.** Choose and research a topic. Select a person to interview. When someone agrees to be interviewed, set a date and time.

**Step 2: Write questions.** Include basics (birthplace, full name). Use your research to create questions that invite a person to talk about details and feelings. (If possible, bring photographs to prompt your subject's memory. During the interview, ask to see photographs, newspaper clippings, or other memorabilia that might help you better understand—and tell—the story.)

**Step 3: Listen.** Try not to interrupt the flow. The best interviews are really just good conversations.

**Step 4: Record.** Use a tape recorder or write notes. Never change what a person said or how he or she said it. After the interview, thank the person for his or her time.

**Step 5: Tell the Story.** You can use any style to write the story: news story, feature article, song, poem, prose, comic strip, etc. Include details that will help make the story come to life.

**Take Action!**

- Pretend you will interview someone who migrated along one of the routes on the large "People on the Move" map. What questions would you ask?
- Interview three people of different generations in your community. Break their stories into "chapters." Each chapter should show a different perspective of the same place, at different times.
- Interview two people whose perspectives differ about an event. Are their memories the same? Why do their impressions differ?

**Student Handout**

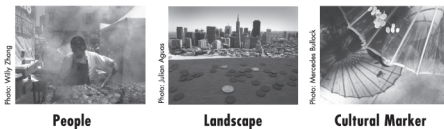
## Tell a Migration Story ... With Photos



To create a good photo, a photographer must decide what to photograph (the subject) and how to frame the subject(s) (composition). To give a broader view of a topic, a photographer might take a series of photographs (the story).

**The Subject:** A variety of subjects—people, landscapes, and "cultural markers"—can convey information about migration and how people change the cultural and/or physical landscape. (A cultural marker is a human-made object that expresses a person's culture or way of life. For example, buildings, restaurants, clothing, jewelry, and graveyards can be cultural markers.) Note how these photos, all taken in the Chinatown area of San Francisco, California, U.S.A., capture the "sense of place" of the area.

**High school students took these photographs as part of National Geographic Photo Camp.**



**The Composition:** How objects or people are framed in the picture is an important part of telling the story. The details on the umbrella serve as a cultural marker.

**The Story:** Together, a set of photos can tell a more complete story. How do the different subjects (people, landscape, cultural marker) in the photos of San Francisco combine to tell a unique story about Chinatown?

**Take Action!**

- Photograph different subjects of the same type (for example, ethnic restaurants or playgrounds). How can a sequence of your photos tell a story that a single photo could not?
- Think of a story you'd like to tell. What photographs could you take of people, landscapes, and cultural markers that would tell the story?

**Student Handout**



Students: Use this map for class projects. The map and others are available online at [www.nationalgeographic.com/expeditions/atlas](http://www.nationalgeographic.com/expeditions/atlas)

## Maps Can Tell a Migration Story

National Geographic cartographers faced a complicated series of decisions before they were able to produce the final version of the maps on the front of this poster. Below is an excerpt from an interview with members of this team.

**Q What are your first steps in making a map?**

**A** When we first decide to make a map we consider what type of information we have, what we are trying to show with the map (its purpose), and whom the map is for (its audience). Once we have answered all these questions we can choose a specific type of map to create.

**Q What types of maps did you make for this poster?**

**A** All of the maps are thematic maps. The three smaller maps show the distribution of ancestry groups in Canada and the United States and the concentration of indigenous languages for Mexico. These three maps were made using census data supplied to us by the official government census-taking organizations in Canada, the U.S., and Mexico.

**Q Why are Canada, the U.S., and Mexico mapped separately?**

**A** We chose to map these three countries separately for two reasons: 1) the data is different (ancestry for Canada and the U.S., and language data for Mexico), and 2) the mapping units—census divisions in Canada, counties in the U.S., and *municipios* in Mexico—are not interchangeable. While we tried to make sure that these minimum mapping units were similar, they are not interchangeable units of geography.

**Key Terms**

- Cartographer: mapmaker
- Map: an illustration of a place, usually drawn to scale on a flat surface
- Thematic map: map that emphasizes a particular feature or features, using color, shading, or symbols to represent the differences

**Basic Issues in Map Design**

- Considering the purpose of and audience for a map
- Choosing a map type
- Selecting a title that represents what is shown
- Selecting and placing text
- Designing an overall layout for easy understanding

## Human Migrations: Overview

For centuries people have migrated to, and throughout, Canada, the United States, and Mexico, bringing their cultural heritage and unique perspectives. The maps and activities on this poster examine how people around the world have migrated, and explain how to document migration. As students explore their community, they will demonstrate what they learned by conducting interviews, taking photographs, and sharing their stories. Encourage students to display their projects in the community. Below is a brief overview of migration.

**What Is Human Migration?**

Human Migration is the movement of people from one place in the world to another for the purpose of taking up permanent or semipermanent residence. People (migrants) choose to move or are forced to move.

**Types of Human Migration**

- Internal Migration: Moving within a state, country, or continent
- External Migration: Moving to a new state, country, or continent
- Emigration: Leaving one country to move to another
- Immigration: Moving into a new country

**Why Do People Migrate?**

- Push Factors: Reasons for leaving a place because of a difficulty (such as a famine, flood, etc.)
- Pull Factors: Reasons for moving into a place because of something desirable (such as climate, food, freedom, etc.)

Several types of push and pull factors may influence people's decisions to migrate, including:

- Environmental (e.g., climate)
- Political (e.g., war)
- Economic (e.g., work)
- Cultural (e.g., religious freedom)

**Free Extended and Related Expeditions Resources Online**

A full library of resources is available at [www.ngsnet.org/ga](http://www.ngsnet.org/ga) including:

- Grade-versioned Lesson Plans
- Human Migration Guides
- Interviewing Guide
- Interviewing Activity
- Complete Interview
- Mapmaking Guide
- Mapmaking Activity
- Photojournalism Guide
- Photojournalism Activity
- Printable Maps



## World Map Activities

Students should use the Xpeditions world map handout provided to complete these activities.

- On the map, have a student place a blue dot where he or she was born. Place green dots for parents' birthplaces, and yellow for grandparents'. Add different colors for previous generations. Can students see any patterns of migration?
- Ask students to look for ethnic restaurants in the community (or search online or in a phone book). As a class, list the places students identified. Instruct students to use an atlas to identify countries represented by restaurants, and color in those countries on the map. Are there any patterns?
- Work with students to list reasons people might migrate from your state (risk of extreme weather, poor economy, etc.). On his or her map, instruct each student to color in areas to which people might move to avoid the problems. Why might people move to your state (good weather, beaches, parks)? Use another color to shade in areas from which people might migrate.
- Select a group of people on the "People on the Move" map, or another group that migrated in the past 200 years. Draw their migratory route; note places they lived for any length of time. Why might the groups have emigrated from their original homes (push or pull factors)? Why did they immigrate where they did?

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