



**Title:**

Where do we go from here?

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**Grades:** 1-3, adaptable to other grades

**Content Standard(s):**

GR3/ 4. Locate population shifts due to geographic, economic, and historic changes in the Western Hemisphere.

Examples:

- geographic-floods, hurricanes;
- economic-crop failures;
- historic-disease, **war**

**Primary Learning Objective(s):**

Students will consider how historic catastrophes such as war impact population shifts in the Western Hemisphere and beyond. Students are asked to think critically about the 'push' and 'pull' factors that determine the movement.

**Additional Learning Objective(s):**

This lesson can be expanded to include discussions of how wars throughout our history and across the world have impacted human populations, as well as the geographic advantages or disadvantages of settling in certain areas.

**Approximate Duration of the Lesson:** Approximately 60 minutes

**Materials and Equipment:**

Chart paper or chalkboard for making the list of push/pull factors

**Technology Resources Needed:**

Timeline of Events from Alabama Veterans Memorial Foundation

Web-connected devices for each student for Internet research

**Background/Preparation:**

This is a concluding lesson on how historic factors such as war bring about a shift in human population. It assumes that students will be familiar with the basic facts about population and push and pull factors, and also how wars and other catastrophes impact population.

**Procedures/Activities:**

Students will be assigned into two groups. One group will discuss push and pull factors for urban versus rural areas and how catastrophes such as war might impact population shifts. The other group will discuss push and pull factors on a national/international level. Each group will come up with a list of what factors attract people to certain areas (pull factors) versus those that send people away (push factors). For example, "pull factors" for urban areas during wartime would include women and minorities coming into cities to work in factories to produce munitions for the war; after the Civil War, many newly freed African Americans were "pulled" to the Northern states to work in industry. The list of resources below will help provide ample materials to lead a discussion with students.

**References:**

Population Growth

<http://www.apstudynotes.org/us-history/topics/baby-boom/>

The Second Great Migration

<http://www.inmotionaame.org/print.cfm;jsessionid=f830217471388586967917?migration=9&bhcp=1>

Social Changes During The War

[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3493](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3493)

Before and After 1940: Changes in Population Density

<http://www.census.gov/dataviz/visualizations/010/>

Sunbelt

<http://geography.about.com/od/specificplacesofinterest/a/sunbelt.htm>

Largest Population Shift In History Is A Major Global Event

<http://www.chinapost.com.tw/commentary/the-china-post/special-to-the-china-post/2011/06/23/307264/Largest-population.htm>

Population Shifts And The Civil War

[http://www.sneps.net/wp-content/uploads/2010/04/Toft\\_PTT\\_CW6.pdf](http://www.sneps.net/wp-content/uploads/2010/04/Toft_PTT_CW6.pdf)

Human Population Through History

<http://desip.igc.org/populationmaps.html>

The Second Great Migration

[http://education.nationalgeographic.com/media/file/african\\_american\\_MIG.pdf](http://education.nationalgeographic.com/media/file/african_american_MIG.pdf)

Mass Immigration and World War I

<http://www.uscis.gov/history-and-genealogy/our-history/agency-history/mass-immigration-and-wwi>

World War I and Great Migration

<http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Temporary-Farewell/World-War-I-And-Great-Migration/>

More Than 65 Years of Post War Migration

<http://www.immi.gov.au/media/fact-sheets/04fifty.htm>