



# Oklahoma Alliance for Geographic Education

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## **GIVE ME YOUR TIRED, YOUR POOR...**

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**World Geography Academy – Session 2**  
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**University of Oklahoma, Norman**

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# **GIVE ME YOUR TIRED, YOUR POOR...**

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**Grade Level:** 7<sup>th</sup>

## **Purpose/Overview:**

Most students will know the issues involved in historic migrations to the United States from Europe and Asia, and more recent ones from Central and South America. Fewer know of the issues involved in migrations from much of North Africa and the Arabic-speaking world to Europe. This lesson will provide information to fill those gaps of knowledge and to give students opportunities to improve their skills of visual literacy.

## **National Geography Standards from *Geography for Life***

### **Geography Elements and Standards:**

Human Systems --

- 9: The characteristics, distribution, and migration of human populations on Earth's surface
- 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

## **Oklahoma C3 Standards:**

### **Grade 7 World Geography: Eastern Hemisphere**

#### **Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.**

- C. 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.**

- B.9. Draw evidence from informational texts to support analysis, reflection, and research.

#### **Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.**

- 7. Evaluate and summarize the impact of geography on population location, growth, change and density and on the availability of resources, settlement patterns, and migration including the
  - C. Changing face of European cultures as a result of recent patterns of immigration

**Geographic Themes:** Region, Place

## **Objectives:**

The student will recognize the historical reasons for immigration to Europe.

The student will show the cause and effect of immigration on the European culture, economy, and geography.

**Materials:** Computers, Internet sites for information or selected articles, "Immigration Cause and Effect" worksheet, "Immigration Cartoons" PowerPoint, paper, colored pencils, examples of political cartoons, LCD projector or Smart Board, "Political Cartoon" rubric handout

**Time Frame:** 1-3 Class Periods

**Procedure:**

Opening the lesson-

Show the two political cartoons and discuss.

Developing the lesson-

1. Hand out the Immigration Cause and Effect Worksheet.
2. In groups, pairs, or individually, assign students the following countries: The United Kingdom, Germany, Italy, France, The Netherlands, Norway, Spain, Denmark, or Austria.
3. Complete the worksheet and discuss similarities and differences in the countries.

Concluding the lesson-

Have students select one country and draw a political cartoon depicting one of the effects of immigration: cultural, economic, or geographical.

Closure-

1. Go over the graphs shown in the PowerPoint and discuss. Ask what happened, if anything, on those dates that might have caused people to want to immigrate (push/pull factors) to Europe. What is going on today to drive those numbers up even more?
2. Discuss why immigration is a volatile topic in any country: cultural change; economic hardships; overburden natural resources vs. humanitarian needs; and family reunification.

**Assessment:**

1. Have students select one country and draw a political cartoon depicting one of the effects of immigration-cultural, economic, or geographical.
1. Have students show their cartoon and describe the elements they have chosen to depict. If possible, scan the cartoons and show them on the Smart Board or print on transparencies.
2. Use the Political Cartoon rubric to assess the work of the cartoon.

**Resources:**

1. Ben-David, Esther, "Europe's Shifting Immigration Dynamic", *Middle East Quarterly*, Spring 2009, Volume 6, Number 2. A good source of background information.

<http://www.meforum.org/2107/europe-shifting-immigration-dynamic>

2. The "Political Cartoons" rubric handout is from the Edmond Public Schools STEPS Handbook. Look under "Rubrics" for "Political Cartoons."

<http://www.edmondschools.net/AboutUs/Curriculum/CurriculumSpecialties/SocialStudies/STEPShandbook.aspx>

3. Sample cartoons from the Internet:

<http://www.cartoonmovement.com/cartoon/1807>

<http://www.cartoonmovement.com/cartoon/2798>

<http://www.cartoonmovement.com/cartoon/4166>

<http://www.cartoonmovement.com/cartoon/2276>

<http://www.cartoonmovement.com/cartoon/106>

<http://www.cartoonmovement.com/cartoon/1396>

<http://theweek.com/section/cartoon/82/212744/world-economy>

<http://www.cartoonstock.com/newscartoons/cartoonists/pwe/lowres/pwen196l.jpg>

**Simplification:**

Have students work in groups to complete a cartoon. One student may come up with the design, another draw, another color, and another describe.