

Push/Pull Factors and Welsh Emigration

By June Satak

Geographic Question: How do the “push/pull” factors that encouraged the Welsh to emigrate to the United States during the Industrial Revolution compare to those of other immigrant groups?

Purpose: This unit provides lessons on the “push/pull” factors that encourage immigration. Although the lessons use Wales and Welsh immigration to the United States, these lessons can also be adapted to demonstrate reasons for emigration by many other ethnic groups.

Time Necessary: A minimum of three 90-minute classes. However, most lessons can be used alone and will take approximately 30-60 minutes to complete.

Grade Level: 10th grade (Modern American Studies), with an emphasis on immigration to the United States.

9th grade (Global Studies), with an emphasis on worldwide emigration patterns.

Overview: After reading immigrant stories and analyzing census data regarding Welsh emigration to the United States, students will demonstrate an understanding of what “push” and “pull” factors influenced a decision to leave Wales. Additionally, students will compare Welsh migration and settlement patterns to other key immigrant groups arriving in the United States between 1850 and 1930. Students will conclude this unit by applying their knowledge of push/pull factors to contemporary migration patterns both worldwide and within our own region.

Connections to the Curriculum:

Oregon Benchmarks (CIM/Grade 10) -- Geography

- Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.
- Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.
- Analyze and evaluate the impact of economic, cultural, or environmental factors that result in changes to population of cities, countries, or regions.

Oregon Benchmarks (CIM/Grade 10) – Language Arts

- Write in a variety of modes (expository and persuasive) and forms (essays and technical reports) appropriate to audience and purpose.

National Geography Standards Addressed:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
6. How culture and experience influence people's perceptions of places and regions.
9. The characteristics, distribution, and migration of human populations on Earth's surface.
12. The processes, patterns, and functions of human settlement.

Objectives: Students will:

1. demonstrate mastery of geographic tools to interpret the past;
2. demonstrate through reflection an understanding of the importance and consequences of push and pull factors;
3. apply knowledge gained through the Welsh example of immigration to worldwide and local patterns; and,
4. empathize with the difficulties immigrants face when adapting to a new culture.

Vocabulary: See attached vocabulary worksheet.

Materials: Spiral notebook or looseleaf binder for each student; first-hand accounts of Welsh emigrants; wants/needs worksheet (included); push/pull factors worksheet (included); graph paper; maps of Wales; list of Welsh and US cities that share a name (included); United States atlases; census data for Utica, Scranton, and Pittsburgh; and examples of "pull" literature (one included).

Assessment

1. The maps and charts. These will be scored based on neatness, completeness, and clarity.
2. The notebook. This piece will be assessed based on how thoroughly each student collected immigration news stories, as well as how they analyzed or reflected upon the information. **A scoring guide is included.**
3. The persuasive product, which will encourage a group of people (students choose the country) to emigrate to Oregon. This will consolidate and demonstrate how well students understand the push/pull theory in a creative format.

Lesson One - Introduction to Immigration

1. View short sections of movies that relate to immigration theme. For example, *Titanic*, *Far and Away*, and *Fievel the Mouse* (a cartoon). This can take an entire class period or continue over a couple of days, depending on the length of movie clips.
2. Students will suggest reasons they could see for emigration to the US. Compile list as a class on overhead or whiteboard.

This list may not be very complete at the beginning of this unit, but it will be interesting to refer to it or add to it throughout the unit or at the end.

Lesson Two – Explaining the meaning of Push and Pull Factors

The teacher will explain the meaning of Push and Pull factors and have students restate the definition (in their own words) on the vocabulary worksheet. Students will define other immigration vocabulary at this time.

Lesson Three – Keeping an Immigration Notebook

In this lesson, each student will begin a notebook that involves recording information gained from reading newspaper or magazine articles that relate to push and pull factors. This will occur each class day. This notebook will consolidate information that discusses immigration issues worldwide (as well as Oregon) in both historical and contemporary contexts. Each student will record **who** is emigrating and **why**, as well as **where** they are emigrating to and **what is drawing them** to this new location.

During this time, the teacher should read and post one article daily to which students may refer.

This notebook is the final assessment piece. It is turned in at the end of the unit. There is a separate scoring guide for this product.

Scoring Guide for Journal

To help you better understand why people choose to emigrate to a new country or region, you will keep a journal throughout this unit.

You will be responsible for recording notes and making reflections on one immigration/emigration article or news story each class day. Mrs. Satak will provide this daily article. These articles will be historical and contemporary so that you will

To earn a "C" (the minimum), you must record the following:

- **Who** is emigrating?
- **From where** this person or group of people is emigrating.
- **To what location** is this person or group is emigrating.
- **Why** is this person or group emigrating? List all relevant reasons.
- Make connections between past and present reasons for emigration. What are the common themes?
- Your work must be neat, easy to read, and have no more than 10 spelling or grammar errors.

To earn a "B" grade, you must do the following:

- Meet all the requirements for the "C" grade
- Research 5 additional articles or news stories about immigration. These can be from newspaper, magazine, television, or radio. Only one article may be from an Internet source.

- With all articles, you must provide reflection. Demonstrate to me that you understand the particular “push/pull” factors as a reason for emigration.

For example, during that late 19th century, continual strikes in Wales (push factor) caused Welsh miners to emigrate to the northeastern United States. At this time, the US was undergoing an industrial revolution and was in need of experienced miners (pull factor).

- Your final product must be neat, easy to read, and have no more than 5 grammar or spelling errors.

To earn an “A” grade, you must do the following:

- Meet all the requirements for the “B” grade
- Demonstrate that you understand the ramifications for a country or region receiving immigrants. How will the community adapt to these new people? What challenges will the immigrants face and how will they overcome them? What does the future look like for this person or group?
- Provide thoughtful and well-written commentary in your responses. Use complete sentences.
- The final product will be neat, easy to read, and contain no grammar or spelling errors.

Lesson Four - Reading Primary Sources

1. To formally begin unit, place students in groups of 3-5 to read first-hand accounts from Welsh immigrants. Each group will compile a list of “Push” factors that caused a particular person/group to want to emigrate.
2. As a class, share the information from the readings. On the overhead, the class can create a Wants/Needs chart for immigrants (using the Welsh example). The class should discuss how the wants and needs of other immigrant groups might differ.

Lesson Five - Looking at Census Data

1. Look at census data for selected cities/regions in Wales (see attached).
 - Graph population growth for each decade between 1800-1920. What is happening to the population? Are there any extreme changes? Students should record hypotheses on same worksheet as the graphing exercise.
2. Explain that many Welsh migrated within the country. For example, many went south to the coal mines near Cardiff. Discuss the concept of “Internal Migration” and explain that it occurs in countries around the world. Give examples.

Lesson Six -- Jigsaw Project

For this lesson, students are divided into 3 groups – Wales, US, Worldwide. The Wales group helps each other create the best Wales map, the US and World group do the same. Each member of each group creates ONE map.

It is critical that every student understands WHY these migration patterns occurred/are occurring. The key for each map must identify the major reason for migration.

Students will take notes in immigration journal about major migration patterns.

**This project will require Internet or library access to obtain additional information on migration patterns. I have included a link to Wales data.*

1. Divide students into three groups (Wales, US, Worldwide). The **Wales group** will work together to create a map that shows directions of internal migration in Wales. This map should have major mines or industries labeled. Migration patterns should be labeled/organized according to time. The group should look at the Welsh census data to determine how best to organize information.
1. The **US group** will create a map that shows internal migration, both historically and as of today. Different colored arrows should be used to label the following years – 1850, 1900, 1950, 2001.

Suggested migration patterns: African-Americans to the north after WWI, Mexicans around US to follow crops, the move away from Rust Belt, technology centers around US.

2. The **World group** will create a map that shows major worldwide migration patterns. Suggested countries/regions include: Africa, the Balkans, North Africa to Europe, Indonesia and the Philippines. This group will focus on the following years: 1940, 1960, 1980, 2001.

Lesson Seven – Push/Pull Factors

In this lesson the teacher will discuss what industry was keeping people employed in Wales and how the Industrial Revolution in the US created Pull factors. Students complete the “Push/Pull Factors” worksheet. (See attached scoring guide.)

This would be a good point in this unit in which to deviate from the Welsh example and focus on the US role during the Industrial Revolution and how the demand for workers caused immigration to rapidly increase.

(I would show the TCI “History Alive” slides about the Industrial Revolution at this point.)

1. Distribute detailed maps of Welsh counties or regions to groups of 3-4 students. Also distribute a list of cities that share a Welsh and US location.

Students should locate the Welsh cities. Next, they should locate these places on a political map of the US. After doing this, students should consider WHY these US locations would have attracted Welsh immigrants. Groups will record hypotheses and teacher will evaluate informally by circulating around the room. Students may use sources such as historical atlases, industrial maps, encyclopedias, or Internet access (if available).

2. Discuss how not just places with Welsh names attracted Welsh immigrants. Use Scranton, Utica, and Pittsburgh as examples of Welsh migration centers. Distribute census data for selected years. Students will graph how the Welsh population grew in comparison to other ethnic groups in these cities.
3. Also discuss why other cities/regions drew immigrants from other countries. For example, the California Gold Rush and the Chinese; the NY garment industry drew young girls; and the meat packing plants drew primarily Poles and Italians.

Students should record information on the "Push/Pull Factors" worksheet.

3. Look at census data for selected groups who emigrated to the United States. Note how the population grew between 1850-1920. Students will graph this data either individually or in groups.
4. Divide the classroom into groups to compare the Welsh immigrants with other groups (Irish, Russian Jews, Poles, Italians, and Chinese). Each group should state why these groups wanted to emigrate to the US (push factors) and create a comparison chart or Venn diagram that demonstrates the following:

The chart or diagram should address the following categories:

- Number of people who migrated
- Reasons why they migrated
- What political or economic events influenced a decision to emigrate?
- Where do the immigrants tend to settle - urban or rural areas?
- What factors might influence ease of assimilation into American culture? (English language skills, for example)

Charts should be displayed or presented. They will be scored based on completeness and neatness (see scoring guide).

Lesson Eight - What Draws Immigrants to Oregon?

1. As a class, look over booklets/ads created by shipping companies and prospective employers. Ask students which persuasive techniques the creators of these booklets used. How did they describe the United States? Based on your knowledge of the US at

this point in history, how truthful are the claims made in these booklets? What concerns of the immigrants do they address?

2. As a class, brainstorm what industries in our area have in the past or might currently need to rely on immigrant labor.
3. Each student will write or create a product (brochure, dramatic performance, write a song, artistic representation, etc.) a persuasive piece encouraging people to settle in Oregon or the Willamette Valley. This should be targeted to a particular group who might be experiencing drought, famine, persecution, poverty, etc., in another region (push factors) and would be willing to come to our region for job opportunities, climate/weather, religious freedom, etc. (pull factors).

This product must realistically address the needs and concerns of potential immigrants. It must effectively demonstrate how well the student understands the relevance of push/pull factors. It should be scored on how persuasive the product is. This is the literal end of the unit, although the immigration notebook is the final piece to be evaluated.

This is the last lesson of this unit; however, the final assessment will be the Immigration Journal.

Extensions

1. Compare Welsh migration to the United States and the assimilation of the Welsh in the US to other migration patterns around the world (Turks to Germany, North Africans to France, Koreans to Japan, etc.).
2. Are immigrants different from refugees? How are they alike? Create a chart or other diagram demonstrating differences and similarities.
2. Have a student, or students, create a survey that determines the level of Welsh knowledge amongst their family, peers, teachers, and other people. Conduct a survey – how many people know anything about Welsh culture, language, holidays, traditions, politicians, historic events, performing artists, works of art, etc? Tally and present results.

Sources:

US census data can be found at: <http://www.census.gov/>

British census data can be found at: <http://www.statistics.gov.uk/>

Historical information from the National Library of Wales can be found at:
<http://www.llgc.org.uk/>

Information on "History Alive" (TCI) slides can be found at:
<http://www.teachtci.com/services/questions.asp>

Other Sources:

Coan, Peter Morton. Ellis Island Interviews. Checkmark Books: New York, NY. 1997.

List of Welsh and US cities that share a name:

Tredegar, Bethesda, Bangor, Sugar Loaf Mountain, Monmouth.

Vocabulary

Define the following words.

1. Push factor(s)
2. Pull factor(s)
3. Emigration/Emigrant
4. Immigration/immigrant
5. Liverpool
6. Migration stream
7. Migration patterns
8. Settlement patterns
9. Internal migration
10. Rust Belt

Population Data for Selected Areas in Wales

- In 1801, the population of Flintshire was 39,469.
 - In 1811 - 45,937.
 - In 1821 - 53,893.
 - In 1831 - 60,244.
 - In 1841 - 66,919.
 - In 1851 - 68,156.
 - In 1861 - 69,737.
 - In 1871 - 76,312.
 - In 1881 - 80,587.
 - In 1891 - 77,428.
 - In 1901 - 81,485.
 - In 1951 - 145,279.
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- In 1801, the population of Denbighshire was 60,299.
 - In 1811 - 64,249.
 - In 1821 - 76,428.
 - In 1831 - 82,665.
 - In 1841 - 88,478.
 - In 1851 - 92,583.
 - In 1861 - 100,778.
 - In 1871 - 104,941.
 - In 1881 - 111,740.
 - In 1891 - 117,665.
 - In 1901 - 133,750.
 - In 1951 - 170,726.

The Population of the whole county of Glamorgan was as follows:

1841	171,188
1851	240,095
1861	326,254
1871	396,010
1881	511,433
1891	693,072

Excerpt of a primary source encouraging emigration from Europe to Canada

"The winter temperatures are undoubtedly severer than those of the best countries of Europe. Looking at the summer temperatures, however, we find the summer of Quebec equal to that of Toulouse, in the south of France; the summer of Montreal equal to that of Lisbon or Cadiz; the summer of Toronto about the same as that of Paris. The chief posts in the Hudson's Bay Territory have as warm a summer as any portion of the British Isles.

We have a winter in which the energies of the human system can be braced up, and its vital forces recruited. The average duration of life here is longer than in those countries which have no such season. The temperature of our hottest days is as great as that of the warmest days in New Orleans or any part of Mexico, and the mean temperature of a July in Quebec within 10 of a July in Vera Cruz. There, however, the summer heats are almost unendurable from their duration, and are the fruitful parents of yellow and other frightful fevers, from which we are totally exempt; while even the fever and ague, so terrible to settlers in Illinois, Indiana, and other States of the American Union, cannot reach us in Lower Canada, being never met with north of Montreal."

Jigsaw Project Scoring Guide

Each project will be scored based on the following:

Neatness and visual appeal is worth 15 points.

A **minimal** project will be sloppy, with several key components missing.

A **consistent** project will meet all requirements, as well as be neat, accurate, and complete.

An **outstanding** project will meet all requirements, as well as show extra artistic effort.

Accuracy of information is worth 15 points.

A **minimal** project will be mostly inaccurate or incomplete.

A **consistent** project will meet be accurate.

An **outstanding** project will meet all requirements, but show extra effort in research.

Thoughtfulness and thoroughness of hypotheses is worth 30 points.

A **minimal** project will have incomplete hypotheses.

A **consistent** project will have complete hypotheses.

An **outstanding** project will meet all requirements, as well as contain thorough and thoughtful hypotheses.

Appropriate group behavior, based on teacher observation of active listening, supportive attitude, and completion of the project in a timely manner is worth 15 points.

A **minimal** group will be off-task and will turn in an incomplete project.

A **consistent** group will meet all requirements.

An **outstanding** group will meet all requirements, as well as model supportive behavior for both the group and the classroom.

Push and Pull Factors

Why do people leave their native country or a region?
What attracts immigrants to the United States or to a new region?

Country of Origin

Reason(s) for leaving

What can the US offer?

Wants/Needs

Welsh Immigrants to the United States

Wants/Needs of Welsh people

Are they able to obtain
this in Wales?
(yes or no)