

# WHY DO PEOPLE MOVE AND SETTLE WHERE THEY DO?



*2005 Mumbai Catastrophe*

*The 2005 Maharashtra floods occurred just one month after the June 2005 Gujarat floods*

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College, Career & Civic Life: C3 Framework for Social Studies State Standards

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<b>Compelling Question</b>	Why do people move and settle where they do? Why do people move around the planet?		
<b>Disciplinary Theme &amp; Content Theme Standards</b>	SS.3.2-3.6 (Disciplinary Skills) SS.3.21, SS.2.22 (Content Themes) RI.3.1, 3, 7 W.3.3, 8 SL.3.1-4, 6		
<b>Why Inquire into this Topic?</b>	Student inquiry into this particular topic promotes essential questions about people moving from place to place. Most students can relate to family history of movement and reasons why this movement occurred. A push factors is a term students will gain knowledge of and understand the reasons for migration and where people come from.		
<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	
How do natural resources affect where people settle?	What changes lead people to move to another location?	What geographical or natural resources would people be looking for when moving or settling somewhere?	
<b>Featured Sources</b>	<b>Featured Sources</b>	<b>Featured Sources</b>	
“Why do people settle where they settle” Video Push and Pull Factors Prezi	Mumbai Catastrophe – Photo Dying of Hunger: What is a Famine? - NewsELA	<u>Settlement - infographic</u> Why people move - activity	
<b>Engaging with Source Materials</b>	<b>Engaging with Source Materials</b>	<b>Engaging with Source Materials</b>	
Listen & Talk Tasks - video Read Aloud, Think Aloud - Prezi	<u>Zoom Out with Photograph</u> <u>Developing Supporting Questions</u>	Reading/Writing Task Listen & Talk Tasks	

<p><b>Academic Language</b></p>	<p>See guidance document provided by the EL Department.</p>
<p><b>Summative Performance Task</b></p>	<p>Independently, students will construct a narrative writing piece around the following prompt.</p> <ul style="list-style-type: none"> <li>▪ Prompt: Write the story of the person that you interviewed. Include push and pull factors that impacted their move(s).</li> </ul>
<p><b>Taking Informed Action</b></p>	<p>Have an adult help you go through the activity online or using the handout. Ask them to tell you some reasons people might want to move to your town, city, or state. Possible answers could be related to the weather and climate, job opportunities, natural resources, the economy, culture, and more.</p> <p><a href="https://www.nationalgeographic.org/activity/why-people-move/">https://www.nationalgeographic.org/activity/why-people-move/</a></p>
<p><b>Additional Background &amp; Related Readings</b></p>	<p>Prior to this inquiry, ensure that students have some knowledge of humans’ basic needs (food, water, shelter). It would also be helpful to design a task for students to elicit and capture student knowledge of what geographic features they would want to live close to and why. For example: Would you want to live near the coast? Or a river? Mountains? A forest? A city? Refer back to this prior knowledge throughout the inquiry.</p> <p>Vocabulary: migration, immigration, push and pull factors, environmental factors, natural resources.</p> <p>Before beginning this inquiry, to help your students to start thinking about people moving and why they move, <a href="#">How Many Days to America</a> by Eve Bunting could be a read aloud, used as background knowledge. Ask students to notice what brought the family to America? Why couldn’t they stay at the first stop?</p>
<p>In the pages that follow, each supporting question will be accompanied by source material, questions, and tasks that provide students opportunity to engage with the content and interact with one another to make meaning and form an answer to the question. Some supporting questions may require only a single source of inquiry, while others may require multiple sources and perspectives. Following an inquiry into the supporting questions, students’ knowledge, skills and disciplinary thinking will be assessed with a performance task. Students will also be provided opportunities to take informed civic action. Background texts as well as extension texts are highlighted above and offer opportunities for a class or individual students to learn more deeply about the focus of this inquiry.</p>	

**Source A**

Compelling Question	Supporting Question
Why do people move and settle where they do?	How do natural resources affect where people settle?
<p style="text-align: center;"><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> <li>1. Move students into strategic groups of three or four taking language levels into consideration. Ask students to follow along in the video and when the teacher pauses groups will discuss and answer the questions prompted.</li> <li>2. After eliciting prior knowledge from students about Push Factors and settlement, play the YouTube video <a href="https://www.youtube.com/watch?v=8eg7_0R74Hw">https://www.youtube.com/watch?v=8eg7_0R74Hw</a></li> <li>3. Teacher pauses at these times:               <ul style="list-style-type: none"> <li>• 0:19 Pause to ask students if they can recognize the features shown on the map: coastline, ocean, rivers, mountains, swamps.</li> <li>• 0:39 Have groups or pairs discuss where they would want to live: Location A, B, or C.</li> <li>• 0:46 Students discuss or make notes about what they would need to live in a place. What would you need?</li> <li>• 1:23 Do you want to change your mind? Where would you settle?</li> <li>• 3:02 Why would this be a bad place to settle?</li> <li>• 3:31 Why would this be a great place to settle?</li> <li>• 5:39 End the video.</li> </ul> </li> <li>4. Have groups draft an answer to the question, Why do people settle where they settle? Refer back to this draft throughout the inquiry. Have groups add to or revise their answers as you work though the inquiry.</li> </ol>	
Source Citation: <a href="https://www.youtube.com/watch?v=8eg7_0R74Hw">https://www.youtube.com/watch?v=8eg7_0R74Hw</a>	

**Source B**

Compelling Question	Supporting Question
Why do people move and settle where they do?	What changes lead people to move to another location?
<p style="text-align: center;"><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> <li>1. Play the <a href="#">Prezi on Push &amp; Pull Factors</a> on the promethean board.</li> <li>2. Read aloud as the presentation plays from slide to slide and think aloud to draw similarities and differences. This activity should have partner, small group, or whole group discussion. If done in partnerships or small groups, account for language level differences and strategically group.</li> <li>3. Stop at the Natural Disasters slide and ask, "What present or past natural disaster do you know of? Do you think people moved because of this disaster?"</li> <li>4. Stop at Poor Living Conditions slide and ask, "What is the same in each of the three picture? What is different?"</li> <li>5. Stop at Economic Opportunity slide and ask, "Is America today a place people want to move to for better opportunity? Is it more appealing now than it was in the past? Why or why not?"</li> <li>6. Stop at Reuniting Family slide and ask for personal connections to this movement. Do you have family that has moved to be closer to your family? Have you moved to be closer to family? Do you know anyone who has moved to be closer and reunite?</li> <li>7. Play Prezi one more time to reinforce concepts.</li> </ol>	

Source Citation: Push and Pull Factors by Emma Evans on Prezi <https://prezi.com/1u3xw9pos-ve/push-and-pull-factors/>

Source C

Compelling Question	Supporting Question
Why do people move and settle where they do?	What changes lead people to move to another location?

Engaging with the Source Instructions

- Project the Zoom Out on The “2005 Mumbai Catastrophe,” for all students to see. Ask students to sit closely enough to the projection to see the details of the text. Pair students strategically for discussion of the questions accompanying the text.
- With varying amounts of small group talk and whole group share out based on your formative assessment of student understanding, work through the Zoom-Out image analysis questions and tasks:
  - Can you name five things you see in this picture?
  - What type of source is this? -a photograph -a painting -a drawing or a sketch?
  - What type of prediction can you make about what you will see when we zoom out? On what pieces of evidence is your prediction based?
  - With a partner, list all of the evidence you see. Be detailed.
  - Where are the people going? Why do you think this?
  - How would you describe the environment (place)?
  - What new evidence do you see? (people, objects, actions)
  - Can you imagine what the people felt like in the water? Why do they feel that way?
  - Make a claim: Where are they going and why are they going?
  - List all of the new evidence you now see.
  - With a partner, come up with five questions you have about the situation in this image.
  - In a group of three, describe this scene. The first student will say one complete sentence with evidence. Then, the next person will add on. The third will add more details in a complete sentence.
  - Looking at the Map of India and Mumbai. Why would families want to move to a new place?
- Work with students to understand that this image is an actual photograph. Source (*an important historical thinking skill*) the document by asking students to think about why this is a primary source or secondary? Explain to students that this is a primary source rather than a secondary source of. Ask questions about how a secondary source would differ from a primary source in this situation of a flood.
- Make sure that students are able to see the similarities and differences between Sources A, B, C.
- Describe the situation in detail with students about the Mumbai Catastrophe, explain the geography of the area etc. (All in the PP Zoom Out).

2005 Mumbai Catastrophe

The 2005 Maharashtra floods occurred just one month after the June 2005 Gujarat floods.

Mumbai witnessed one of its worst catastrophes in the history of India, killing at least 5,000 people.

Source Citation:

<https://fiinnovationblogs.wordpress.com/tag/2005-mumbai-catastrophe/>

Image credit:

**Source D**

Compelling Question	Supporting Question
<b>Why do people move and settle where they do?</b>	<b>What changes lead people to move to another location?</b>
<u>Engaging with the Source Instructions</u>	
<ol style="list-style-type: none"> <li>1. Use <u>"Dying of Hunger: What is a Famine?"</u> at the 600L level.</li> <li>2. Read the text aloud as students follow along. (<u>Vocabulary and comprehension</u> questions are available from NewsELA. You need to create an educator account in order to access News ELA resources, but it is free both to create an account and to access resources. Engage the whole class with these questions or a few teacher created questions to ensure basic comprehension.)</li> <li>3. Move students into groups of three or four. Ask student groups to develop supporting questions based upon the first three paragraphs of the text and the illustration. Use <u>QFT Protocol</u>, meaning that all questions are good questions. Each group should be asked to think of as many questions as they can with a minimum of 10 questions. The teacher should support this effort.</li> <li>4. Have groups share out their questions. As much as possible, document questions so that the class can see them and refer back to them throughout the inquiry process.</li> </ol>	
<p>Source Citation:  <u>"Dying of Hunger: What is a Famine?"</u> By Al Jazeera, adapted by Newsela staff 04/06/2017  <a href="https://newsela.com/read/lib-what-is-famine/id/28901/">https://newsela.com/read/lib-what-is-famine/id/28901/</a></p>	

**Source E**

Compelling Question	Supporting Question
<b>Why do people move and settle where they do?</b>	<b>What geographical or natural resources would people be looking for when moving or settling somewhere?</b>
<u>Engaging with the Source Instructions</u>	
<ol style="list-style-type: none"> <li>1. Teacher reads aloud and projects infographic <u>Settlements</u> to have students add to their knowledge about why people settle where they do.</li> <li>2. Student triads are provided with <u>slips with sentences</u> or parts of sentences from the infographic. These can be printed from the Word document or written on <u>sentence strips</u>.</li> <li>3. Students should skim to find their sentence and read that section either on personal devices or paper copies of the infographic.</li> <li>4. The group then writes an additional 1-2 sentences to explain or add on to their sentence.</li> <li>5. Teacher reads aloud each section in order. Groups come up to share their sentences in order as their section is read.</li> </ol>	



Source Citation: Settlements by Venngage <https://infograph.venngage.com/p/171370/geography-infographic-why-do-people-settle-in-some-parts-of-the-world-and-not-others>

**Source F**

Compelling Question	Supporting Question
<p><b>Why do people move and settle where they do?</b></p>	<p><b>What geographical or natural resources would people be looking for when moving or settling somewhere?</b></p>
<p style="text-align: center;"><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> <li>1. Teacher follows the directions on this webpage. <a href="https://www.nationalgeographic.org/activity/why-people-move/">https://www.nationalgeographic.org/activity/why-people-move/</a></li> <li>2. Students take a migration poll, discuss places they might like to move and why people might move to their area, and discuss what they think migration means.</li> </ol>	
<p>Source Citation: Why People Move by Nancee Hunter <a href="https://www.nationalgeographic.org/activity/why-people-move/">https://www.nationalgeographic.org/activity/why-people-move/</a></p>	<p>Image credit:</p>