



We Like to Move It, Move It

Push/Pull Factors



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Grade Level	6th – 12th Grade	Time Frame	2-3 class period(s)
Subject	Social Studies	Duration	95 minutes
Course	World Human Geography		

Essential Question

What motivates people to move from place to place? How do push and pull factors influence human movement and settlement?

Summary

In this lesson, students consider why people choose to move and settle where they do. They explore specific, real-world examples of rapid urbanization in India to identify motivations for movement by analyzing the influence of push and pull factors. To extend their learning, students complete a short discussion activity that reinforces earlier concepts by encouraging them to apply the content to their own lives. To demonstrate their understanding, students write a short essay addressing the lesson's essential questions.

Snapshot

Engage

Students brainstorm reasons why people move from place to place by learning about push and pull factors.

Explore

Students view a brief video and discuss how push and pull factors influence human migration patterns.

Explain

Student groups read migration stories and analyze maps to gain a deeper understanding of overcrowding in urban areas of India.

Extend

Students participate in a discussion activity to reinforce key concepts and apply their knowledge to their own community.

Evaluate

Students complete a Two-Minute Paper to demonstrate their understanding of the concepts presented in the lesson.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages

CLR302: Draw simple logical conclusions in somewhat challenging passages

IDT301: Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives

REL302: Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives

ARG401: Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim

ACT College and Career Readiness Standards - Writing (6-12)

D&S 201: Building and strengthening the argument. A score in this range indicates that the writer is able to: - Arrive at a weak understanding of the issue and differing perspectives on it through inadequate reasoning and examples - Offer a rationale that fails to clarify the argument - Provide elaboration of ideas and analysis that is illogical, disjointed, or circular

ORG 201: A score in this range indicates that the writer is able to: -Group ideas with little consistency or clarity -Use misleading and poorly formed transitions

ORG 302: A score in this range indicates that the writer is able to: -Provide a basic organizational structure are grouped locally

Oklahoma Academic Standards (Social Studies: World Human Geography (9th through 12th grade))

7.3.4: Evaluate and summarize the impact of geography on population distribution, density, growth, change, settlement patterns, the availability of resources, and migration, including push and pull factors.

Oklahoma Academic Standards (Social Studies: World Human Geography (9th through 12th grade))

WG.1.2: Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.

WG.2.1: Analyze geographic data measuring population including density, distribution, patterns of composition (age, sex, race, and ethnicity), and population trends and projections.

WG.2.2: Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions including the research of major voluntary and involuntary migrations.

Attachments

- [CER Organizer—We Like to Move It, Move It - Spanish.docx](#)
- [CER Organizer—We Like to Move It, Move It - Spanish.pdf](#)
- [CER Organizer—We Like to Move It, Move It.docx](#)
- [CER Organizer—We Like to Move It, Move It.pdf](#)
- [Lesson Slides—We Like to Move It, Move It.pptx](#)
- [Maps of India—We Like to Move It, Move It - Spanish.docx](#)
- [Maps of India—We Like to Move It, Move It - Spanish.pdf](#)
- [Maps of India—We Like to Move It, Move It.docx](#)
- [Maps of India—We Like to Move It, Move It.pdf](#)
- [NY Times Jigsaw Article—We Like to Move It, Move It - Spanish.docx](#)
- [NY Times Jigsaw Article—We Like to Move It, Move It - Spanish.pdf](#)
- [NY Times Jigsaw Article—We Like to Move It, Move It.docx](#)
- [NY Times Jigsaw Article—We Like to Move It, Move It.pdf](#)
- [Urbanization Stories from India—We Like to Move It, Move It - Spanish.docx](#)
- [Urbanization Stories from India—We Like to Move It, Move It - Spanish.pdf](#)
- [Urbanization Stories from India—We Like to Move It, Move It.docx](#)
- [Urbanization Stories from India—We Like to Move It, Move It.pdf](#)

Materials

<https://learn.k20center.ou.edu/lesson/350?rev=40996>

- Lesson Slides (attached)
- New York Times Jigsaw Article handout (attached; one per student)
- CER Organizer handout (attached; one per student)
- Maps of India handout (attached; one per student)
- Urbanization Stories from India handout (attached; one per student)

10 minutes

Engage

Teacher's Note: Preparation

Before beginning this activity, make sure you have the attached **lesson slides** open and ready to present. You'll guide students through slides 5–8 during the next portion of the lesson. These slides introduce the concepts of migration motivation and push/pull factors. Review the content on each slide beforehand so you can facilitate the discussion and clarify any misconceptions students may have.

Explain to students that over the next few days they will be learning about how and why people move from place to place.

Place students in pairs and facilitate a [Think-Pair-Share](#) activity. Display **slide 5** and have students individually respond to the following question: "What motivates people to move from place to place?"

Next, ask students to work with their partner to brainstorm as many responses to the question as possible. Start the [5-minute timer](#) and allow students time to brainstorm. Have all pairs share out their responses.

List all ideas on the board so they are visible to the class. Ideally, there will be at least 10 to 20 different reasons why people move. Choose the most relevant or common ideas and number them on the board, starting with number one. Ask students to copy these reasons onto notebook paper.

Move to **slide 6** and review push and pull factors with students. Emphasize that push factors relate to situations where people have no choice but to move to a new location. Then, explain that pull factors relate to situations where people move because they are attracted by better circumstances or choose to pursue a better life. Pull factors involve greater choice.

Display **slide 7**. Ask students the following question posed on the slide: "Would starting a new job be a push or pull factor?"

Call on some students to share their ideas.

After acknowledging student responses, move to **slide 8**. Explain that the answer to the question on the previous slide depends on the individual's situation at that point in their life.

Review with students what would make starting a new job a push or a pull factor.

25 minutes

Explore

To deepen students' understanding of push and pull factors, display **slide 9** and show the TED-Ed video, [Where do you decide to go in a Zombie Apocalypse?](#)

After the video, display **slide 10**, which includes the questions below. Use these questions to facilitate a whole class discussion. When people move or migrate, what do they bring with them? (Culture, ideas, resources, goods, etc.).

1. If zombies are attacking your town and you are forced to leave or be eaten, which factor would this be in human migration? (Push factor)
2. What type of town would be best to move to where you would have the best chance of survival against a zombie attack? (Answers will vary but might mention a strong defense system, a remote location so that zombies do not have easy access, etc.)
3. Finding the perfect town to survive the zombie attack would be an example of which factor? (Pull factor)

Show **slide 11**. Have students return to their original partners from the Think-Pair-Share activity. Ask them to reflect on the class list generated during that activity. Instruct student pairs to divide one piece of notebook paper in half lengthwise, or "hot dog style." At the top of one column, they should write "PUSH FACTORS," and at the top of the other, "PULL FACTORS."

Ask pairs to categorize each item from the class list as either a push factor or a pull factor. For any items that could be both, students should write down their reasoning beside the factor.

Display the class list on the board, and randomly ask partners to select one reason why people move and explain whether they categorized it as a push or pull factor and why. These completed class lists may be collected and used as a formative assessment.

30 minutes

Explain

Discuss with students that as people move, they bring their ideas, resources, and culture to new locations. Some of these locations become “urbanized,” meaning there is an increase in population in cities and towns compared to rural areas. Explain that urbanization can occur because cities often offer more jobs or resources, such as housing, goods, or public transportation. Display **slide 12** to illustrate urbanization.

Distribute copies of the attached **New York Times Jigsaw Article** handout regarding rapid urbanization in India. Number students off one through four. Each student should receive a copy of the article.

Ask students to hold up their fingers for the section they are assigned (1, 2, 3, or 4). Then, have students form groups of four where each student has a different number. Display **slide 13**, review the [jigsaw](#) strategy with students, and explain that they will use this structure to read and analyze the article. Allow groups 15–20 minutes to read their sections and share the main ideas with one another.

Display **slide 14**. As a group, have students discuss and create one statement that summarizes the problems of urbanization in India. When groups are called on, they will share their statement aloud. Write each group’s statement on the board. This entire Jigsaw activity should take 30 to 35 minutes.

Pass out the following handouts to each student:

- **Maps of India**
- **Urbanization Stories from India**
- **CER Organizer**

Optional Packet

Consider creating a packet of “India Resources” for each student that includes the Maps of India and Urbanization Stories from India handouts. This approach will compile the two handouts that will be used together.

Ask students to focus on their CER Organizer handout. Move to **slide 15** and review the [Claim, Evidence, Reasoning \(CER\)](#) instructions to help students complete their handout.

Explain that the following claim will be used for the CER activity: India has to navigate complex social and economic challenges that can be connected back to rapid urbanization.

Tell students they will identify evidence that supports the migration of India’s rural population to urban centers.

Have students divide the Urbanization Stories from India and Maps of India handouts equally among their group members. Review the sections and questions on the CER Organizer handout. Using the packet of materials as evidence, students complete their handouts as they discuss and share the resources.

20 minutes

Extend

Display **slide 16** and review the instructions for the [Commit and Toss](#) strategy with students. Explain that they will participate in this strategy twice.

Have students take out two pieces of paper. On the first piece, instruct students to respond to the following prompt: "What is one factor that would make you want to stay in your local community?"

Once they have written their response, have them crumple up the paper and toss it across the room or into an empty box or trash can. Then, ask students to pick up a crumpled paper that is not their own. Invite a few students to read the responses they picked aloud. Encourage the class to think about why someone may have answered the way they did.

Next, have students respond to the following prompt on the second piece of paper: "What is a pull factor that would make you choose to move from your local community?"

Repeat the process of crumpling the paper and tossing it across the room or into an empty box or trash can. Have students choose a crumpled paper that is not their own. Invite a few students to share the responses from the paper they selected. Ask students to consider why their peers may have responded with the answers they did.

Optional Extension

Everyone has a migration story. Encourage students to interview family members to learn why they, their parents, or their grandparents are located in this community and what brought them here. Have students identify whether the reasons were PUSH or PULL factors.

10 minutes

Evaluate

Display **slide 17**. Ask students to individually choose one of the following statements as a writing prompt:

- “What motivates people to move from place to place?”
- “How do push and pull factors influence human movement and settlement?”

You may need to explain that for the second question, students can use urban areas in India as examples of human settlement. Students will complete a [Two-Minute Paper](#) to demonstrate their understanding and mastery of the lesson concepts. This format also encourages students to write concisely.

The class list and the CER Organizer handout can also serve as assessments for this lesson.

Resources

- Central Intelligence Agency. (2025, March 31). *India*. In *The World Factbook*. <https://www.cia.gov/the-world-factbook/countries/india/>
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- Hall, J. (2012, November 7). *Urbanization of India: "Push" and "Pull" factors*. OKAGE. <https://okageweb.org/new-blog/2012-urbanization-of-india-push-and-pull-factors>
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- Polgreen, L. (2010, November 30). *New arrivals strain India's cities to breaking point*. The New York Times. <https://www.nytimes.com/2010/12/01/world/asia/01delhi.html>
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