

**TGA Lesson Plan:**

***Rural to Urban Migration***

|  |  |  |
| --- | --- | --- |
| **Created by: Michael Robinson Houston High School, Germantown, TN** | | |
| **Grade Level: 11th** | | **Course Title: U.S. History and Geography** |
| **State Standard(s)** | | US. 7 - Analyze the movement of people from rural to urban areas as a result of industrialization. |
| **Time Required** | | One 45-55 minute class period. |
| **Slide**  **Number(s)** | **Lesson Outline** | |
| **1-4** | Introduction to the lesson with Tennessee Standards and connections to Common Core. | |
| **5-6** | Notes on Ernst Ravenstein’s Laws of Migration. | |
| **7** | Possible reasons for people to migrate. The left column uses Ravenstein’s Laws to help explain migration patterns. Additional reasons can be added as a result of class discussions (and viewing the maps later in the presentation). | |
| **8** | Ask students how many people they believe move from their home each year in the United States. Take a survey of the class to see if the % of the class matches up with the % of the U.S. population (approximately 10-13%). | |
| **9-20** | View maps from the following website:  **http://www.forbes.com/special-report/2011/migration.html**  Discuss with students reasons for the migration patterns found on the maps.  For example, slide 15 shows a great deal of people moving from the Industrial Northeast and Midwest to Florida. The main reason for this migration pattern would be retirees. | |
| **21-29** | Have students work in groups or independently to give one or two explanations for the migration patterns found on each of the nine maps.  Notes:  Slide 27 (#6) - The North Slope is home to Barrow, Alaska where there is significant oil reserves. Also, in this area is the Arctic National Wildlife Refugee. | |
| **30-38** | Answers for each of the eight maps. Additional reasons can be added as this is discussed in class. | |
| **39-46** | Additional (optional) maps for more examples. Slides 45 and 46 show the migration comparison for the University of Alabama and Auburn University. | |
| **47-56** | Additional (optional) maps for more examples from Tennessee. Students can for homework research the answers for the examples shown in maps 1-8, or these maps can be discussed in class. | |
| **47-56** | **Possible Answers for 1-8:**  1- Impact of FedEx and International Paper  2- Impact of University of Tennessee  3- Rural Poor Counties have little migration  4- Migration to larger cities, e.g., Florence, Alabama and Memphis, TN  5- People move short distances (Ravenstein’s Law)  6- People moving out of Shelby County (exurbs) to Oakland and Piperton  7- Retirees living part time in Florida and part time in the mountains  8- Health Care Employment, TVA, Volkswagen, etc. | |
| **57-58** | Summary Review of the patterns found on the different maps. | |
| **59** | Student homework assignment. | |