

## **Breaking Down the Borderlands**

(Human Geography)

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2. World Geography, AP Human Geography, Mexican American Studies  
Migration, immigration, borderlands, border, push factors, pull factors, culture, diffusion
3. 9-10th grades. Two 90 minute class periods.
- 4.

### **TEKS**

(Texas Essentials Knowledge & Skills)

#### **World Geography**

(1) History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today;

13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to:

B) analyze the causes and effects of changing demographic patterns resulting from legal and illegal immigration to the United States.

26) Culture. The student understands how people from various groups contribute to our national identity.

#### **Mexican American Studies**

6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:

F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.

**AP Human [Geography](#)/College Board**

- Unit 1: Thinking Geographically
- Unit 2: Population & Migration Patterns & Processes

**5. Essential Questions:**

What are push and pull factors of migration?

What are the current trends of migration?

How has migration shaped the cultural environment on the borderlands?

**6. Materials/Resources needed:**

- Large poster paper (one per group. Groups numbers based on class room size and teacher preference)
- Markers and/or colored pencils
- Tape
- 4 posters around the room labeled Political, Economic, Geographic/Environmental, and Social.
- At least 5 post it notes or slips of paper with tape for each student
- Students will need tablets or computers to complete the webquest. If technology is slim students could work in groups using cell phones to complete the tasks. Students can complete the webquest electronically or it can be printed.
- 1 blank sheet of papers for each student

7. This lesson will focus on the human aspect of migration and life on the Mexico/US border.

**8. Intro/Opening: Torn Jigsaw:** Students will be broken into small groups based on teacher's preference and class size. Each group will be given a large piece of poster paper and asked to rip the paper up so each student has a piece. (Pieces will be all

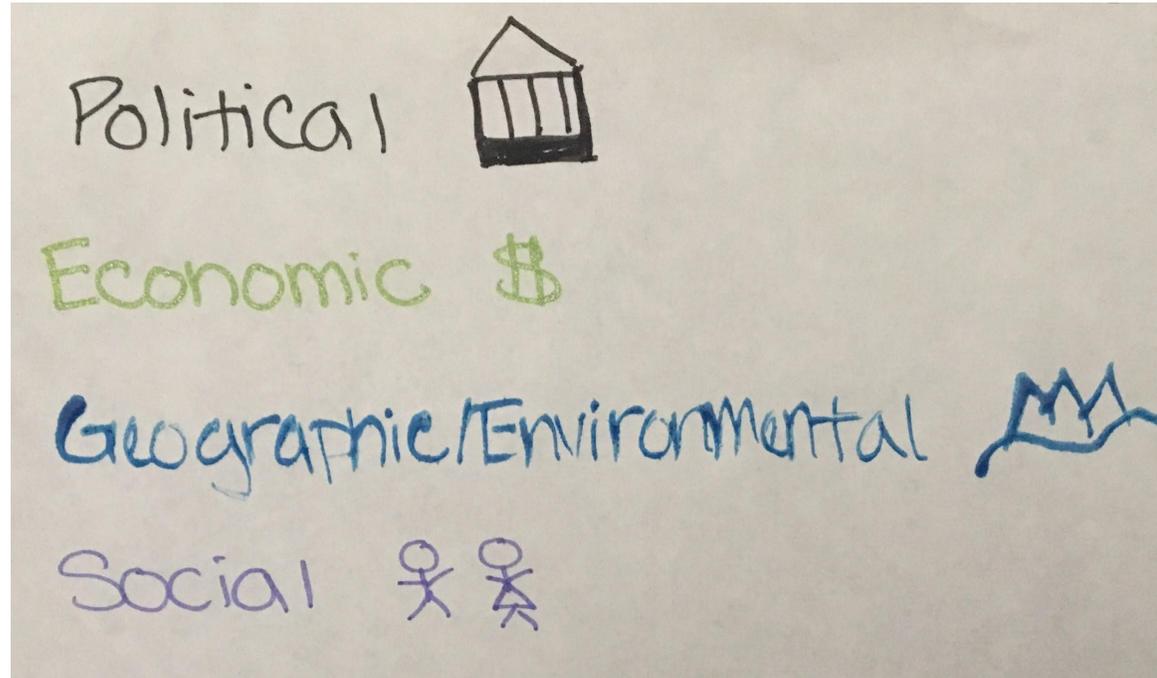
different sizes). Students will record their responses to the following prompt on their paper: *What words and/or images come to mind when you think of migration?*

Once all students are finished they will piece their poster back together using tape.

Groups will then present their poster to the class.

**PEGS:** Students will need background knowledge of push and pull factors to complete this portion.

- On post it notes or slips of papers students will write down at least 5 different push and/or pull factors.
- Students can do more or less based on teacher's preference.
- Students will use the following key to label their push/pull factors:



- Students will then tape/stick their factors around the classroom on the posters labeled Political, Economic, Geographic/Environmental, and Social
- Students will then participate in a gallery walk and decide as a class if they want to add anything else to the posters.
- Factors can be added at any time throughout the website.

**Webquest:** Students will use the hyperlinks provided in the webquest activity to research and answer the questions.

9. Extend/Elaborate: Depending on time students could research other world borders past and present and compare and contrast their findings to analyze trends. For a deeper dive into life in the Borderlands Gloria Anzaldua's poem *To live in the Borderlands means you can be analyzed*.

10. Evaluate: One Pager with rubric included

11. Accommodations/Modifications:

- Students can work in pairs or groups.
- Students can be given guiding questions when brainstorming for the torn jigsaw and pegs activity.
- Students can be assigned a narrative or a podcast rather than choosing one on their own.

12. CCR: **Texas College and Career Readiness Standards**

I. Interrelated Disciplines and Skills

A. Spatial analysis of physical and cultural processes that shape the human experience

4. Evaluate the causes and effects of human migration patterns over time.