

# Geography

## Grade 8

# Migration

## The Task

This task required each student to choose a country of origin, take the role of a potential immigrant to Canada, and investigate the push and pull factors that might have an impact on his or her family's decision on whether to stay where it is or to emigrate to Canada. Students were to develop summary statements that included their recommendations to their families and the supporting reasons for those recommendations.

## Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand History: Migration. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

*Students will:*

1. identify factors that affect migration and mobility (8g40);
2. demonstrate an understanding that migration results from the decisions people make about conditions and events around them (8g43);
3. identify factors that influence people to move away from a place (e.g., drought, war) (8g44);
4. identify factors that influence people to move to another place (e.g., plenty of employment opportunities, security) (8g45);
5. identify barriers to migration (e.g., physical, financial, legal, emotional) (8g46);
6. use appropriate vocabulary (e.g., *accessible, barriers, migration, mobility, immigration, emigration, refugees, modes of transportation, push factors, pull factors*) to describe their inquiries and observations (8g50);
7. locate relevant information from a variety of primary sources (e.g., surveys, statistics, interviews, field studies) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet) (8g52);
8. communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (8g54);
9. use a decision-making model to select an ideal place to live in or visit, and present this decision to other members of the class (8g56).

### **Prior Knowledge and Skills**

To complete this task, students were expected to have some knowledge or skills related to the following:

- working in groups of varying sizes
- using some form of decision-making model with which they could approach part of the task. Such a model could include the following steps:
  - Identify the problem.
  - List the options.
  - Think about the consequences of each option.
  - Choose the best course of action.
- terms such as *migration, immigration, push and pull factors, diversity*
- using thematic maps

*For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 128–133 of this document.*

## Task Rubric – Migration

Expectations*	Level 1	Level 2	Level 3	Level 4
<b>Understanding of concepts</b>				
<b>The student:</b>				
1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>– demonstrates a limited understanding of the push and pull factors that influence people to move</li> <li>– demonstrates a limited understanding of the barriers to migration</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some understanding of the push and pull factors that influence people to move</li> <li>– demonstrates some understanding of the barriers to migration</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable understanding of the push and pull factors that influence people to move</li> <li>– demonstrates considerable understanding of the barriers to migration</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates a thorough understanding of the push and pull factors that influence people to move</li> <li>– demonstrates a thorough understanding of the barriers to migration</li> </ul>
<b>Inquiry/research skills and map and globe skills</b>				
<b>The student:</b>				
7	<ul style="list-style-type: none"> <li>– demonstrates a limited ability to locate relevant information from primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some ability to locate relevant information from primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable ability to locate relevant information from primary and secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates extensive ability to locate relevant information from primary and secondary sources</li> </ul>
<b>Communication of required knowledge</b>				
<b>The student:</b>				
6, 8	<ul style="list-style-type: none"> <li>– makes limited use of appropriate vocabulary</li> <li>– communicates limited specific information with limited supporting detail in the decision-making chart and summary statement</li> </ul>	<ul style="list-style-type: none"> <li>– makes some use of appropriate vocabulary</li> <li>– communicates some specific information with some supporting detail in the decision-making chart and summary statement</li> </ul>	<ul style="list-style-type: none"> <li>– makes considerable use of appropriate vocabulary</li> <li>– communicates considerable specific information with considerable supporting detail in the decision-making chart and summary statement</li> </ul>	<ul style="list-style-type: none"> <li>– makes extensive use of appropriate vocabulary</li> <li>– communicates extensive specific information with comprehensive supporting detail in the decision-making chart and summary statement</li> </ul>
<b>Application of concepts and skills</b>				
<b>The student:</b>				
9	<ul style="list-style-type: none"> <li>– demonstrates a limited understanding in the summary statement of the factors that influence a decision on whether to stay or move</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some understanding in the summary statement of the factors that influence a decision on whether to stay or move</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates considerable understanding in the summary statement of the factors that influence a decision on whether to stay or move</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates a thorough understanding in the summary statement of the factors that influence a decision on whether to stay or move</li> </ul>

\*The expectations that correspond to the numbers given in this chart are listed on page 102.

*Note:* This rubric does not include criteria for assessing student performance that falls below level 1.