



LEARNING THROUGH MAPS – MIGRATION’S IMPACT ON GOVERNMENT DECISION-MAKING TEACHER VERSION

Subject Level:

High School History

Grade Level:

11-12

Approx. Time Required:

60 minutes

Learning Objectives:

- Students will be able to interpret and analyze data from the Census Flows Mapper data visualization tool.
- Students will be able to explain how domestic migration affects domestic policy.

Activity Description

Students will examine an interactive map of inbound and outbound migration patterns in U.S. counties to understand how migration affects domestic policy. Students will interpret and analyze the map data and then apply those data to a relevant scenario to make a policy decision.

Suggested Grade Level:

11-12

Approximate Time Required:

60 minutes

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Topics:

- Data visualizations
- Immigration
- Migration

Skills Taught:

- Analyzing visual data
 - Using data to support conclusions
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Materials Required:

- The student version of this activity, 3 pages
- A computer with Internet access for each student
- Teacher computer with Internet access and a projector to display web sites

Activity Item:

This activity uses the following online tool:

- Census Flows Mapper
flowsmapper.geo.census.gov/map.html

For more information to help you introduce your students to the U.S. Census Bureau, read "[Census Bureau 101 for Students](#)." This information sheet can be printed and passed out to your students as well.

Standards Addressed

See charts below. For more information, read

["Overview of Education Standards and Guidelines Addressed in Statistics in Schools Activities."](#)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard	Strand	Cluster
<p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>RH 11-12 – History/Social Studies</p>	<p>Integration of Knowledge and Ideas</p>

UCLA National Standards for History: U.S. History Content Standards

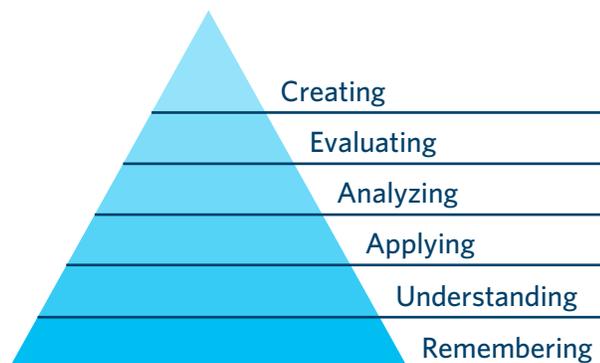
Era	Standard
<p>10 – Contemporary United States (1968 to the Present)</p>	<p>Standard 2: Economic, social, and cultural developments in contemporary United States</p>

UCLA National Standards for History: Historical Thinking Standards

Standard	Description
Standard 3: Historical Analysis and Interpretation	Analyze cause-and-effect relationships. Students will analyze an interactive map to understand how migration affects domestic policy.
Standard 5: Historical Issues	Evaluate the implementation of a decision. Students will use census data to make and defend a domestic policy decision.

Bloom's Taxonomy

Students will *understand* and *analyze* data from multiple sources (an interactive map and a Census Bureau web page about the American Community Survey).



Teacher Notes

Before the Activity

Students must understand the following key terms:

- **Immigration** - movement of people into a country
- **Domestic migration** - population movement within the borders of a country
- **Inbound migration** - movement of people toward a specific location
- **Outbound migration** - movement of people away from a specific location

Teachers should explain to students that data in this activity are from the American Community Survey (ACS), which is conducted monthly by the Census Bureau and is designed to show how communities are changing. Through asking questions of a sample of the population, it produces national data on more than 35 categories of information, such as education, income, housing, and employment.

Teachers should project the Census Flows Mapper data visualization tool on the screen, modeling how to use it by employing the think-aloud strategy. Teachers should click on the "About This Map" tab above the map and explain the information there to students as well. Teachers should then ask students the following questions to get them thinking: Why do people move? How does migration affect counties that lose population? What about those that gain population?

During the Activity

Teachers should monitor students as they work.

After the Activity

Teachers should give students an opportunity to share their answers from question 7 of part 1 as part of a class discussion. Teachers could also address students' queries from question 6 of part 1.

Extension Idea

- Teachers could ask students to research the translation of the Latin phrase "e pluribus unum" — written on the Great Seal of the United States and inscribed on some U.S. coins — and explain how they think it relates to domestic migration.

Student Activity

Click [here](#) to download a printable version for students.

Activity Item

This activity uses the following online tool:

- Census Flows Mapper
flowsmapper.geo.census.gov/map.html

Student Learning Objectives

- I will be able to interpret and analyze data from the Census Flows Mapper data visualization tool.
- I will be able to explain how domestic migration affects domestic policy.

Part 1 - Study Migration and Immigration Data

1. Explain in your own words the difference between domestic migration and immigration, and provide one example of each.

Domestic migration is the movement of a large group of people from one place to another within a country's borders. Immigration is what happens when people move into a new country. An example of domestic migration is when Hurricane Katrina displaced Louisiana residents, causing many of them to move to neighboring states, like Texas. An example of immigration is a family moving from Brazil to the United States.

2. Explain in your own words the difference between inbound migration and outbound migration, and provide an example of each.

Inbound migration is movement toward a place, such as westward expansion within the United States. Outbound migration refers to movement away from a place, such as when people left small coal mining towns in West Virginia for other areas of the United States that had more resources. Both terms refer to population movement within a country.

3. You will now examine outbound and inbound migration information about your own county. To do this, navigate to the Census Flows Mapper by typing the URL at the start of this activity into your browser. Enter your county in the box at left, select the 2009-13 data set, choose "outbound" for the migration flow type, and select the "Total" characteristic.

Wait a few seconds for the data to load, then use the plus and minus buttons in the upper-right corner to zoom in and out. You can click and drag the map to focus on different areas and hover your mouse over specific counties to see how many people moved to each one from your county during that time frame.

Student answers will vary depending on the county selected. The following sample answers are for DeKalb County, Georgia.

- a. What were the outbound migration patterns for your county?

The majority of DeKalb County residents migrated to either neighboring Fulton or Gwinnett: 12,954 people and 9,249 people, respectively. DeKalb County residents also migrated to Alabama, California, Florida, South Carolina, and Washington state. A small group of DeKalb County residents also migrated to New England.

- b. Now change the migration flow type at left to "inbound" (again giving the tool a few seconds to load the data). What were the inbound migration patterns for your county?

The majority of inbound migration came from neighboring Fulton County (15,967 people), but people also migrated from other counties in Georgia and nearby states including Alabama, Florida, and South Carolina. People also came from farther away, such as San Francisco, Los Angeles, and King County (near Seattle). Little inbound migration came from the Midwest — with a few exceptions, including Denver.

4. Imagine that you are an adviser to the governor of your state and that the governor is planning the state's budget for 2014. Name any two to three counties in your state that you think should be allocated more money in the budget, using specific data from the tool to support your decision. Keep your tool selections the same as earlier, but this time change the migration flow type to "net."

Student answers will vary but could include: I would recommend that Fulton, Cobb, and DeKalb counties all get more money this year because they each saw a significant shift in population in recent years. Fulton County had a net increase of 3,013 people in 2009-2013 so should receive more money to provide enough resources for its larger population. Cobb and DeKalb counties both had net decreases in their populations, by 2,606 and 3,013 people, respectively, so should get more money as well because some businesses in those counties may have lost customers and therefore could be struggling to stay open.

5. Now analyze a different data set for your county by selecting a time period other than 2009-13 and a characteristic in the drop-down menu other than "Total." (Note that data for all characteristics are not available for all time periods.) Explain the inbound and outbound migration patterns for the group of people you selected.

Student answers will vary but could include: In 2008-12, during the heart of the economic recession, there was an outbound migration of unemployed DeKalb County residents to neighboring western counties, such as Fulton, Cherokee, Clayton, and Spalding. There was an inbound migration to DeKalb County from its neighboring eastern counties such as Gwinnett, Newton, and Rockdale.

6. What questions do you have about any of the data that you have studied in the tool?

Student questions will vary.

7. Summarize what you have learned about the migration patterns in your county from 2009-13 and why you think your county saw those types of migration patterns.

Student answers will vary but could include: In 2009-13 in DeKalb County, both inbound migration and outbound migration were happening mostly between neighboring counties, which could be because it's easier for people to move close by. Other migration patterns were between DeKalb County and cities. This might be because people from other cities were getting jobs in Atlanta and living in nearby DeKalb County, or because they were leaving the area for jobs in a different city.

Part 2 - Draw Conclusions About the Data Tool

1. Now go to www.census.gov/programs-surveys/acs/about.html and read the information about the American Community Survey (ACS). In your own words, explain who uses data from the ACS and Census Flows Mapper and how they use it.

Student answers will vary but may include: State and local leaders as well as businesses use the ACS and Census Flows Mapper information to evaluate how resources have been used in the past and to determine how they can be allocated to meet future needs. For example, a business might use the data to learn which state, based on demographics, median earnings, and other characteristics, would be the best for a new business location.

2. Explain why the Census Flows Mapper data are helpful for local, state, and national decision-makers. Be sure to mention social, political, and economic uses for the data.

Student answers will vary.