Lesson Plan:
Push and Pull Factors of Immigration

Healthy Heritage Cooking Series
We Can! in the Classroom

- UPMC Health Plan’s partnership with the Senator John Heinz History Center for the Healthy Heritage Cooking Series supports We Can! Pittsburgh, a local arm of the National Institutes of Health’s We Can! Ways to Enhance Children’s Activity & Nutrition® program. We Can! Pittsburgh aims to reduce the prevalence of childhood obesity by educating parents and caregivers of children ages 8-13 about improving nutrition, increasing physical activity, and reducing screen time (e.g., TV, video games, computers).

- While not a formal lesson plan, teachers may be interested in using general health concepts, discussion points, and We Can! materials outlined in the Educational Toolkit as a part of their classroom discussions prior to attending the Healthy Heritage Cooking Series.

- We Can! materials may be downloaded at http://wecan.nhlbi.nih.gov or http://www.upmchealthplan.com/about/wecan.html.

- Healthy Heritage Cooking Series recipe cards are available for download at www.heinzhistorycenter.org. The back of each card outlines health benefits of key ingredients commonly used in ethnic cuisines and tips for cooking healthier.

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February 13, 1905

DEAR SISTER: … And now I inform you that I have very good work. I have been working for 3 months. I have very good and easy work. I earn $8.00 a week. Brother has work also. And as to Brylska, I don’t know how she is getting on, and I don’t think about her at all. Inform me what is going on in our country, who has come to America, and who got married, and what is the talk in our country about revolution and war, because I have paid for a newspaper for a whole year and the paper comes to me twice a week, so they write that in our country there is misery. They say that in Warsaw and Petersburg there is a terrible revolution and many people have perished already. As to the money, I cannot help you now, sister. You will excuse me yourself, I did not work for five months.
Guiding Question

• For what reason(s) would a person leave their country?

• What makes another country attractive to immigrants?
Key Ideas

• *Push factors* are reasons that encourage a person to leave a particular place.
• *Pull factors* are reasons that encourage a person to relocate in a new place.
• *Immigration* has consequences for the country that the immigrant leaves and the one to which the immigrant moves.
Primary Sources

Primary sources are:
• Created during the time period being studied
• Original materials on which other research is based
• Untainted by someone else’s understanding of them
• Letters, newspaper articles from the time, oral histories, interviews, diaries, journals, etc., for example
Emigrant
A person who leaves his or her native homeland to settle in another country.

Photo: German emigrants boarding a ship to America.
Vocabulary

Immigrant
A person who has already entered and settled in another country.

Photo: Immigrants arriving at Ellis Island in New York City.
Vocabulary

Push Factors
Reasons that encourage a person to leave a particular place.

Photo: Starving prisoners at a Nazi concentration camp in Austria.
Vocabulary

Pull Factors
Reasons that encourage a person to relocate to particular place.

Photo: The Cathedral of Learning at the University of Pittsburgh.
Vocabulary

Refugee
Someone who seeks safety and security by relocating to another country.

Photo: Displaced Columbians seek aid.
Examples of Push Factors

• War, violence, genocide
• Persecution
• Lack of work/jobs
• Lack of educational opportunities
• Natural disasters
• Man-made disasters
• Poor quality of life
Examples of Pull Factors

- Reuniting families
- Safety and security
- Work and educational opportunities
- Freedom from persecution, of speech, of religion, etc.
- Improved quality of life