

Impact of Migration Patterns: A Comparative Case Study of Brazil

Grade Level: 9-12

Subject: AP Human Geography, World Geography

Key Words: migration, colonialism, imperialism, globalization, urban development, population trends, push/pull factors

Recommended Time Frame: 3 days or more

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Summary: The following lesson is designed for an Advanced Placement Human Geography course in which the course description explicitly states the importance of understanding and interpreting population trends throughout the world. Furthermore, the concept of spatial organization at various scales of analysis (local, regional, national, global) provides a gateway for students to understand economic, social, political, and environmental interconnections among the world regions. However, this lesson can be modified for use in a World Geography course or any other course that examines Brazil.

Background information:

For preparation and more information on migration in Brazil, please see the sources cited in the “Works Cited” section. In addition, the following may offer supplemental background information:

- Wejsa and Lesser (2018) “Migration in Brazil: The Making of a Multicultural Society.” Retrieved from <https://www.migrationpolicy.org/article/migration-brazil-making-multicultural-society>
- Horridge and de Souza Ferreira Filho (n.d.) “Climate Change Impacts on Agriculture and Internal Migrations in Brazil.” Retrieved from <https://www.gtap.agecon.purdue.edu/resources/download/5082.pdf>
- Baptista, Abel, and Campos (2018) “Internal migration in Brazil using circular visualization.” Retrieved from <https://doi.org/10.1080/21681376.2018.1526649>

Student Objectives:

Students will be able to

- Analyze and interpret a variety of maps and geographical models, migration and rapid urbanization.
- Examine the influences of globalization on cultural patterns, interactions, landscape, and change.
- Examine the impact of colonialism, imperialism, and trade on Brazil’s culture.
- Apply world regional urban models (i.e. Latin American Urban Model) to explain land use and urban development.
- Interpret how push and pull factors influence historical and contemporary migration patterns, specifically rates of population growth and decline.

- Evaluate problems and solutions associated with growth and decline within urban areas.
- Know vocabulary terms

Essential/Driving Questions

- How do megacities relate to periphery and semi-periphery countries?
- What factors have contributed to Brazil's rural to urban migration?
- What are current and historical factors attributed to the distribution of cities in Brazil?
- What challenges do global cities and megacities face?
- How does the Latin American City Structure model apply to Salvador, Rio de Janeiro, and Sao Paulo? Is the model still relevant today?
- What major push and pull factors have influenced contemporary and historical migration patterns?

Vocabulary words:

- Demographic Transition Model
- Favela
- Global City
- Gravity Model
- Hinterland
- Infrastructure
- Megacity
- Periphery
- Population Pyramid
- Semi-Periphery
- Thomas Malthus

Materials:

- Markers (at least one per student), including several red markers
- Butcher paper or easel pad paper
- Projector
- Laptop/computer
- Copies of: "personal migration timeline," and "blank world maps."

Learning Plan

Activity 1: Opening Activity

Review of previous information learned as well as an introduction to how population and migration impact other regions of the world. For the purpose of this lesson, Brazil will be used as a case study.

Objectives:

- Identify and discuss what information/beliefs students already bring regarding migration, the Caribbean, and Brazil.
- Brainstorm questions and areas of interest regarding settlement patterns.

Procedure:

1. Students will engage in a SILENT DISCUSSION (aka Chalk Talk). This assignment can be designed in several ways. For more information on how to conduct a Silent Discussion, please visit <http://teachersnetwork.org/ntny/nychelp/mentorship/chalktalk> (This site is meant to be used as a starting point for learning how to conduct a Chalk Talk. Feel free to modify according to individual classes.)
 - a) For this assignment, set up the classroom in 7 stations depending on the class size. Each station should have markers and a large poster-sized paper with one of the following prompts recorded on the top of the paper.
 - Prompt One: Most of the world population is highly clustered.
 - Prompt Two: Natural disasters play no part in migration or population trends.
 - Prompt Three: Physical factors (climate, landforms, bodies of water) and human factors (culture, economic, history and politics) influence the distribution of population.
 - Prompt Four: Forced migrations are a natural phenomenon.
 - Prompt Five: An aging population has social, environmental, economical, and political implications.
 - Prompt Six: Population will soon outpace food production.
 - Prompt Seven: Push factors are always negative whereas pull factors are always positive.
 - b) Students should sit in groups of 3-4 (no more than four students per group). Each student will need a marker. Remind students they are not allowed to talk during the discussion. All components of the discussion must be completed on paper. They may ask one another questions or comment but absolutely NO TALKING.
 - c) Each group will have 3 minutes per station. Once time is called, students will rotate to the next station. Once there, they will read comments and questions, and, then, add their own comments or questions to the poster. Students will rotate around the room until they reach their original poster. Once time is called, students will discuss in small groups their poster and share the progression of their poster and initial reactions, comments, and responses. Instructor will review

this information with students to identify correctly Cuba, Havana, Guantanamo, other Caribbean nations.

- d) Students will continue working in groups of 3-4 students. Distribute chart paper to each group.
2. Project a physical map of Brazil (see accompanying presentation, slide #3). Students will briefly reflect on the following prompt: "Based on the map projection, what assumptions can be made about Brazil?"
3. Using a map of Brazil (either in textbook or internet) students will work in groups and devise a list of questions they have about settlement patterns. Students will use the QUESTION FORMULATION TECHNIQUE (Resource can be found in the WORKS CITED PAGE.) For the first portion, each student will work quietly and post their own questions on the chart paper. (No more than 3 minutes.)
 - a) Ask as many questions without judging, stopping, or discussion. Questions can be based on observations, reflections, and areas students would like to know more about. Students should record questions exactly as stated; they will have time to edit questions later.
 - b) After students have had ample time and shared questions to the larger group, redirect students' attention to THREE cities: Salvador, Rio de Janeiro, and Sao Paulo. Students will then work quietly and follow the same procedure as above (no more than 3 minutes).
 - c) After time is called, groups will read through ALL questions posted on the chart paper. At this time, any statements will be converted into questions.
 - d) Students will then take a RED MARKER and CIRCLE FIVE QUESTIONS that they agree are the most important questions. For instance, questions should address why/where population centers are located, factors that led to population centers, impact of colonialism on migration, etc.
 - e) Discuss questions with whole class. To help students compose higher-level questions, refer to The Library of Congress for additional resources.

<http://www.loc.gov/teachers/>

Questions should focus on the following themes:

- Geographical and cultural factors that have contributed to major population centers
- Impact of colonialism on migration patterns
- What makes your assigned city's colonial history different than other regions?
- What immigrants were attracted to your assigned city and why?
- What are contemporary examples of immigrant contributions on your assigned city?
- Historical/current distribution of Salvador, Rio de Janeiro, and São Paulo
- Reasons for differential growth among the three cities
- Types of transportation and communication linkages among the three cities.

Activity 2: History of Migration Patterns in Brazil

Provide historical background on migration patterns and population trends and allow students to conduct further research and synthesize information.

Objectives:

- Understand the motivations and implications of Portuguese colonialism in Brazil, and how this affected the history and populations of São Paulo, Salvador, and Rio de Janeiro.
- Generate higher-level questions regarding Brazil and its colonial history and legacies.
- Create a group presentation on the geography of Brazil, and its demographic and historical traits.
- Compose free response questions and corresponding rubric.

Procedure:

1. Teacher will have to explain the following information:
 - a) Provide a context why the Portuguese were initially interested in Brazil and compare that to European colonial movements throughout the Americas.
 - b) From the 1950s to 2018 Brazil's population grew from about 50 million to over 210 million.
 - c) Salvador (in northeast region) was once the colonial capital. Its population is much different than the rest of Brazil. (It claims to have the largest African population outside of Africa)
 - d) Rio de Janeiro is Brazil's cultural center and the second largest economic metropolis in the country.
 - e) Sao Paulo, once a frontier settlement which was transformed by coffee is now a "global city" with a diverse population. It is now the largest metropolis in Brazil and is the center of industry. For instance, the largest Japanese diaspora occurred in Sao Paulo.
2. Students will be divided into three groups; 1) Salvador, 2) Rio de Janeiro, and 3) São Paulo. Each group will be responsible for creating a brief presentation with:
 - a) Current City Map
 - b) Historical Map dating back AT LEAST 100 years
 - c) Brief history of settlement (reasons for initial settlement, industries, etc.)
 - d) Demographics (population make-up, settlement patterns, aging/young population)
 - e) Questions to consider:
 - Analyze the city map and determine the imprint that colonialism and imperialism have left on the assigned city.
 - What are some population trends in your city? Draw what the population pyramid of your assigned city looks like.
 - Based on the analysis of the assigned city, what challenges does your city face?
 - What are the major migration trends that have impacted your assigned city? Explain both internal and external migration trends.

- How have interregional, intraregional, and international migrations impacted your assigned city?
- 3. After students have completed research, they will compose a FREE RESPONSE QUESTION (FRQ) as well as a RUBRIC, which denotes acceptable responses and the total number of points possible. (FRQ Rubrics should be based on College Board's grading criteria for Advanced Placement Human Geography). All FRQs must include the following:
 - a) Application of at least TWO of the TERMS TO KNOW (listed in the beginning of lesson plan)
 - b) Must have 3-4 questions
 - c) One question must pertain to migration trends of assigned city
 - d) One question must do one of the following:
 - Analyze challenges and possible solutions that population trends will have on assigned cities
 - Examine reasons for past, present, and future migration patterns
 - Compare/contrast assigned city to one other city (either in Brazil or another world region)
 - e) Rubric must include bulleted points of acceptable concepts that must be included in final responses.
- 4. Journal Reflection: What impact will Brazil's massive urbanization trends have on our global system? Provide examples. (Can be both positive and negative)

Assessment: Once students have examined the impact of migration in Brazil, they will examine the process of migration in our own local community. Distribute PERSONAL MIGRATION TIMELINES (students may need a few days to research and talk with family members to complete the timeline. Set a due date with your students.) On the day of submission, students will work in groups and complete the following assignment:

- a) Divide students in groups of 3-4.
- b) Students will share their personal timelines within their groups. As they share, group members will create a chart with headings TOP PUSH FACTORS and TOP PULL FACTORS. Students will complete charts to generate a list of why families moved.
- c) After students have discussed and completed charts, they will determine whether the reasons for moving were INTRAREGIONAL, INTERREGIONAL, or INTERNATIONAL.
- d) Teacher will distribute one blank world map to each group. Each member of the group will trace their family's migration path on the map (using the colors listed below) and will record his/her initials above their family's migration path.
 - Red: personal migration
 - Black: one family member on mother's side
 - Blue: one family member on father's side
- e) Small groups will share maps with the entire class as well as explain the longest distance traveled on the map.
- f) Journal Reflection: How does the process of immigration impact our local

community and our associated political, environmental, cultural, and economic landscape?

ADDITIONAL RESOURCES AND REFERENCES

Links

“Brazil City Maps” <http://brazilindx.com/brazil-city-views/>

Brazil Maps <http://www.map-library.com/map-library/maps-of-south-america/maps-of-brazil/>

Population Reference Bureau. “World Population Data Sheets.” <https://www.prb.org/datasheets/> Washington, D.C, 2018.

Texts

“Brazil” The Religious Literacy Project.” <https://rlp.hds.harvard.edu/faq-country/brazil>
Harvard Divinity School: Cambridge, Massachusetts, 2018.

Eakin, Marshall. Becoming Brazilians: Race and National Identity in Twentieth Century Brazil. Cambridge University Press: United Kingdom, 2017.

Grant, James, ed. “The Making of Modern Brazil.” <https://library.brown.edu/create/fivecenturiesofchange/chapters/chapter-4/immigration/> Brown University: Providence, RI, 2012.

Khanna, Parag. Connectography: Mapping the Future of Global Civilization. Random House: New York, 2016.

Library of Congress. “Teacher Resources.” <http://www.loc.gov/teachers/> Washington, DC, 2018.

Rothstein, Dan and Luz Santana. Make Just One Change: Teach Students to Ask Their Own Questions. Cambridge: Harvard Education Press, 2011.

Vanderbilt University. “Slave Societies Digital Archives.” <https://www.vanderbilt.edu/esss/brazil/resources/brazil%20maps.php>

Videos

Vox. “Inside Rio’s Favelas” <https://www.youtube.com/watch?v=c3BRTIHFpBU&feature=youtu.be>, August 1, 2016.