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China: Rural- Urban Migration

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Lesson Summary:
 China faces a shift in demographics with the migration of rural populations to urban centers. This geographical shift has caused social and economic impacts on the Chinese infrastructure**.**

Goal: To investigate the issues of migration and purpose ideas for change.

Objective: To analyze data and articles supporting the evidence of migration in China. Utilizing the concepts set forth by the Ohio Department of Education, for Modern History and Contemporary Issues.

- The rapid increase of global population, coupled with an increase in life expectancy and mass migrations have created societal and governmental challenges.

- Political and cultural groups have struggled to achieve self-governance and self- determination.

- Historical events provide opportunities to examine alternative courses of action.

Estimated Time: 45 Period

Steps of Instruction:

- Teacher will pair students for the lesson.

- Teacher will open the lesson by asking students the questions of Why do people migrate from one location to another? Each student will receive an index card. Utilizing index cards students will write down one issue causing migration from one location to another. After they have recorded their answers they will switch with their partner. The partner will add another issue to the card until each pair has identified 4 issues. Each pair will share with the class as a whole their collaborative thought.

- Students will be asked to predict what issues they have recorded. These may be observed in the changing demographic as China, faces the population migration from the rural areas to urban areas.

- Students will observe what the data shows by watching a clip from publication, *The Economist* https://www.youtube.com/watch?v=KNXg-kYk-LU. They will evaluate their predictions from an economic perspective.

- Students will observe two clips demonstrating the social implications in the change of demographics.

    http://www.bing.com/videos/search?q=china+rural+urban+population&&view=detail&mid=36F090 D26C7BB3B7385136F090D26C7BB3B73851&FORM=VRDGAR.

    http://www.bing.com/videos/search?q=china+rural+urban+population&&view=detail&mid=32EB4D 3EE01F8DC3CBFE32EB4D3EE01F8DC3CBFE&FORM=VRDGAR.

- Students will return to working in pairs and making a proposal to alleviate or lessen problems. They also must include in their response how this would be accomplished under the CCP form of government.

Assessment: Students will complete a classroom self assessment. The teacher will use the tool to assess students. Each will have a value of 15 points. The teacher will average the student assessment with the teacher assessment for a possible of 30 points.
http://static.schoolrack.com/files/135009/440793/Class_Discussion_Rubric.doc

Interdisciplinary Connections:
 This lesson can be used in the teaching of Geography, Modern History, and Contemporary Issues. It can be modified for the special need learner, by adjusting the expectations on the rubrics.

Materials and Resources:

Teacher: Projector, Computer, Rubrics Index Cards (Poster can be used if desired) and website availability

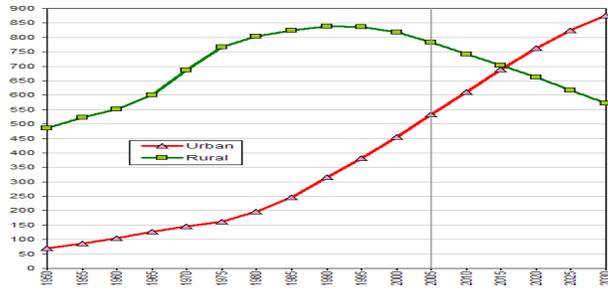Students, Rubric and Index Card, and Pencil (Poster can be used for out come solution).

Economic Data
Who compiled the data?
What does it tell us?
Where on the graph do we see migration patterns?
What are issues that may occur in the change of demographics?

What does this photo reflect?