**Better Life, Bigger Cities**

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| **OBJECTIVES** | | | |
| **Achievement Objective:**  People move between places and this has consequences for people and places. | | **Year Level:** 10  **Curriculum level:** 5  **Unit Duration**: 2 weeks | |
| **INTEGRATION INTO OTHER LEARNING AREA** | | | |
| **Values:**  Diversity  Equity  Community and participation  Integrity  Respect | **Key Competencies:**  [Thinking](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#thinking)  [Using language, symbols, and texts](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#language)  [Relating to others](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#relating)  [Participating and contributing](http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies#participating) | | **Principles:**  **[Cultural diversity](http://nzcurriculum.tki.org.nz/Principles/Cultural-diversity)** [**Inclusion**](http://nzcurriculum.tki.org.nz/Principles/Inclusion)   [Coherence](http://nzcurriculum.tki.org.nz/Principles/Coherence)  [**Future focus**](http://nzcurriculum.tki.org.nz/Principles/Future-focus) |
| **Unit Focus:**  How has migration occurred and what impact does it have on our lives?  What actions could we and others take to ensure migrants have equal access to resources? | | **Context:** China and New Zealand. | |
| **Conceptual Understandings:**  The movement of people impacts on people and places.  There are different forms of movement.  Migrants experience barriers and challenges.  Governments respond to migration challenges.  People are able to support migrants to settle. | | **Concepts:**  Process, Change, Accessibility, Rural-urban migration, Urbanisation, Impacts, Challenge, Response, Decision-making, Government. | |

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| **LESSON 1:** | |
| **Lesson focus:** Understand how the population is distributed. | |
| **Concepts:** Rural-urban migration,Urbanisation. | |
| **Suggested activities** | **Resources** |
| On an outline map of China have students identify cities by size of population. Label the cities to show those that are:   * Under 2m * 2-5m * 5m+ | Outline map of China.  Students will need access to the internet. |

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| **LESSON 2:** | |
| **Lesson focus:** Understand a population can be described by using different characteristics. | |
| **Concepts:** Change,Accessibility,Impacts. | |
| **Suggested activities** | **Resources** |
| Students put together a fact file using a range of social, economic, environmental and political indicators such as GDP per capita, Literacy rates, and employment rates.  Students could do the same for NZ and draw comparisons between the two countries. | Access to the internet is required.  Some teaching around what these indicators mean may be required. |

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| **LESSON 3:** | |
| **Lesson focus:** Understand that migrants face challenges in their new location.  Understand that migrants make decisions to minimise these challenges. | |
| **Concepts:** Change**,** Rural-urban migration, Urbanisation, Impacts, Challenge, Response, Decision-making. | |
| **Suggested activities** | **Resources** |
| Watch the videos. Have students use the information from the videos to construct a migration model using template 1.  Once students have completed their model have a class discussion using questions like the ones below as stimulus:   * What seems to be important to migrants? * What challenges do they face and how do they respond to the challenges? * How important are their contributions to society? | <https://www.youtube.com/watch?v=PgRgjw-kJvU>  <https://www.youtube.com/watch?v=HuwESLuR5LU>  Template 1 |
| **LESSON 4:** | |
| **Lesson focus:** Understand that the movement of people has impacts on people and places. | |
| **Concepts:** Change, Rural-urban migration, Urbanisation, Impacts, Challenge, Response, Decision-making | |
| **Suggested activities** | **Resources** |
| Using the resources already available and the links to the website have students complete a table to identify the impacts of internal migration in china. Use template 2. | <http://www.migrationpolicy.org/article/chinas-young-rural-urban-migrants-search-fortune-happiness-and-independence/>  <http://www.ft.com/intl/cms/s/2/767495a0-e99b-11e4-b863-00144feab7de.html#axzz3ivpUE6ci>  <http://www.cfr.org/china/chinas-internal-migrants/p12943>  Template 2 |
| **LESSON 5:** | |
| **Lesson focus:** Understand that the Government is able to respond to the impacts of the movement of people | |
| **Concepts:** Process,Change, Rural-urban migration, Urbanisation, Impacts, Challenge, Response, Decision-making, Government | |
| **Suggested activities** | **Resources** |
| Put students into 6 groups. Give each group one of the ideas from resource 2. Give each group a large sheet of paper and ask them to identify:   * The key ideas of the solution * The problems it will minimise * How it will minimise the problems * Who will need to be involved * Draw a sketch to illustrate the idea   Have each group present their response to the class. Once finished have the class discuss the merits of each response and ask them to prioritise the responses, what one do they think should be started first.  To draw together their learning and check for understanding have students individually complete:   * An annotated concept web, or * An annotated structured overview. | Resource 1 |
| **ADDITIONAL RESOURCES** | |
| (<http://ssol.tki.org.nz/Social-studies-Years-1-10/Teaching-and-learning/effective_teaching_in_social_studies/building_conceptual_understandings/building_conceptual_understandings>  Urbanization and its environmental effects in Shanghai, China.  <http://www.sciencedirect.com/science/article/pii/S2212095512000156> | |