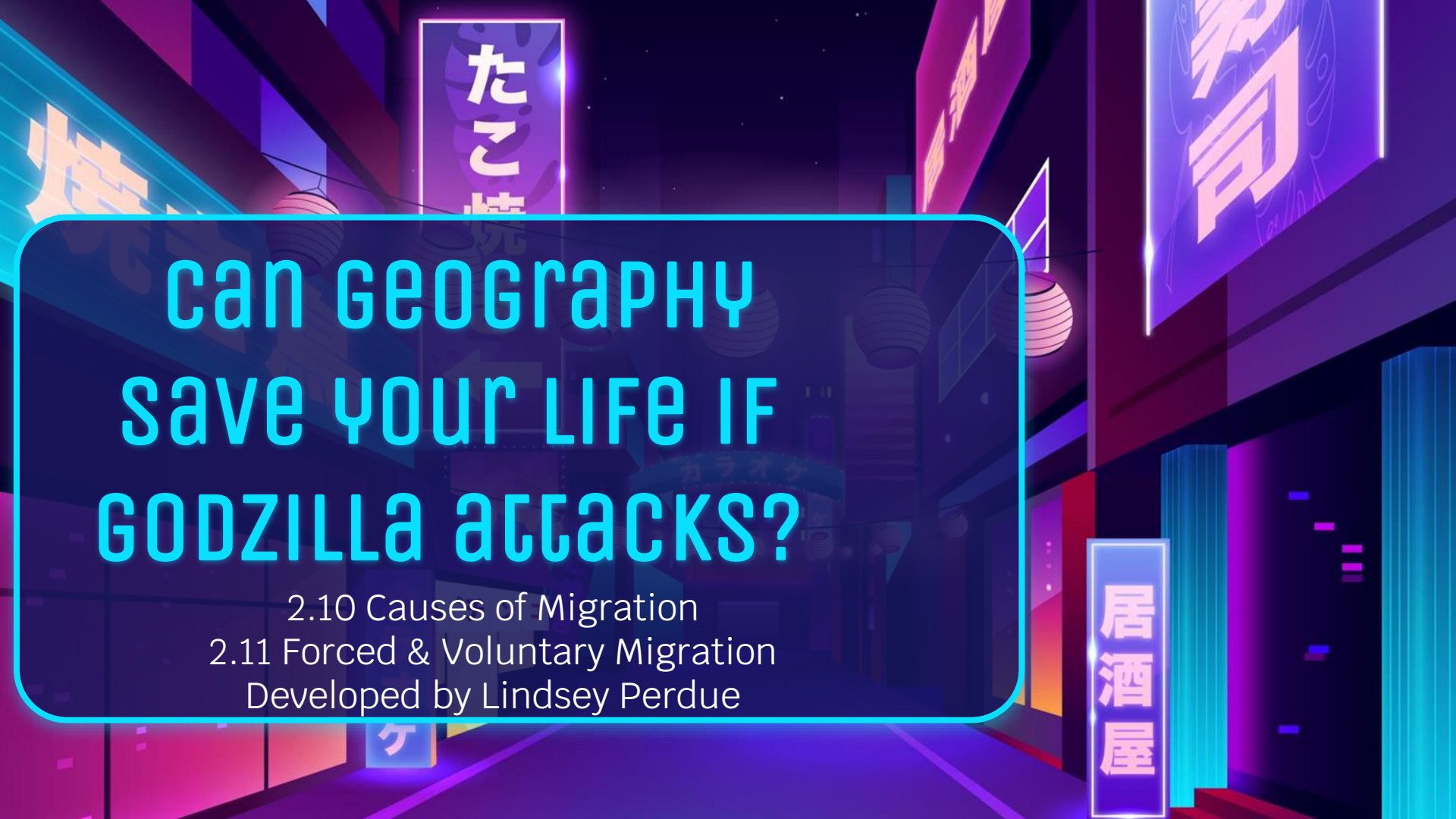


## INSPIRATION FOR THE LESSON – DR. WILLIAM TSUTSUI

I have been lucky enough to take three different classes through TEA-NCTA with Dr. William Tsutsui whose work was the inspiration for creating this lesson for my AP Human Geography course. One of the recurring themes in the courses was the historical meaning and importance behind the Godzilla films and their usefulness in historical study. Dr. Tsutsui discussed the Cold War anxieties in Japan in the 1950s looking at political divides, the recovering economy, the forces of nature, as well as the dangers of nuclear weapons. It became clear that Godzilla shows a lot about human interactions and the environment, which led me to examine how I could use the film in my AP Human Geography course. One point that stuck with me in Dr. Tsutsui's discussions of the original *Godzilla* film (*Gojira*) was that most discussions of the film focus on the monster but, in reality the majority of the film focuses on human response to the monster (June 24, 2020). This point is what inspired me to look at how my students would respond if Godzilla were to attack. I decided to pick the locations of areas that Godzilla had attacked so I could discuss what actually occurred in the films and, as an extension activity, talk to students about how the attempt to save people was successful or unsuccessful. Many of my students did not know where many of the cities in Asia were prior to this activity, so mapping was critical for my students to be able to complete the activity. Some students needed to do more research to learn about the surrounding areas than others to complete their safety plans and discuss the best options. This is likely because my students range from 10th-12th grade in the course. I would recommend teachers trying this lesson have groups of various level students or make sure to build in research time and steps to complete the activity. My students enjoyed creating safety plans for their cities and they were able to apply the concepts of push pull factors. After this lesson my students examined refugees and asylum seekers and were able to apply their knowledge of migration to the next topic. --Lindsey Perdue



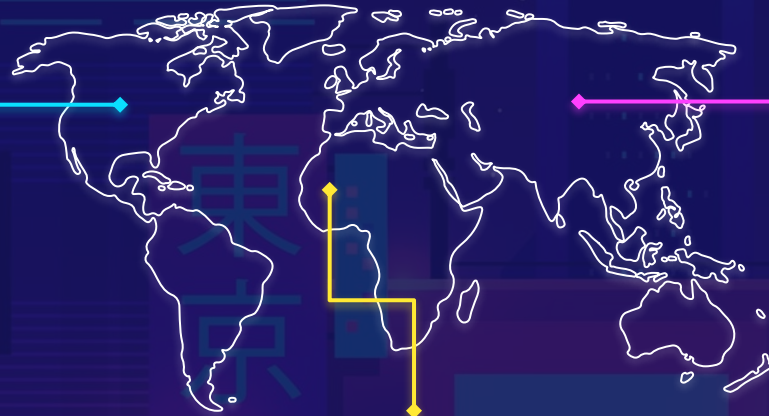
# can GEOGRAPHY save YOUR LIFE IF GODZILLA attacks?

2.10 Causes of Migration

2.11 Forced & Voluntary Migration

Developed by Lindsey Perdue

# WHERE DO PEOPLE TEND TO LIVE



## Water

75% of the global population lives within 500 miles of the sea

## Elevation

85% live in areas less than 1,600 feet above sea level

## GEOGRAPHIC REALM

85% live between  $68^{\circ}$  and  $20^{\circ}$  North latitude



ホテル

東京

東京

ホテル

What  
moves  
?

ようこそ

# ESSENTIAL TERMS

## MIGRATION

The movement of people, involving change of residence. This can be internal (within a country) or external (across more than one country). This can also be voluntary or forced. This usually happens for an extended period of time and is not temporary circulations such as tourism. Push-pull factors impact migration.

## IMMIGRANT

People who move to a new country of residence.

## VOLUNTARY MIGRATION

This may include transnational, transhumance, internal, chain, step, guest worker, and rural-to-urban.

## EMIGRANT

People who leave their country of origin.

## FORCED MIGRATION

This may include slavery and events that produce refugees, internally displaced people, and asylum seekers.

# ESSENTIAL TERMS

## TRANSNATIONAL

People move from one country to another but, keep ties to their original country. They are moving to an area with similar cultural background.

## CHAIN MIGRATION

The process when immigrants from an area follow others from that area to a particular destination.

## REFUGEE

People who are forced to migrate from their home country to avoid the impacts of armed conflict, situations of violence, violations human rights or disasters. These people cannot return to their home country due to fear of persecution. (Rubenstein 2020, 95)

## ASYLUM SEEKER

People who have migrated to another country that are seeking refugee status. (Rubenstein 2020, 95)

These people are seeking protection from persecution and/or human rights issues in their home country. This term applies while the application for refugee status is pending.

## TRANSHUMANCE

Movement centered around agriculture and seasons. Movement happens with livestock and animals between mountains and lowland pastures. (Rubenstein 2020, 328)

## STEP MIGRATION

Gradual migration that follows a series of stages to a final destination. (Rubenstein 2020, 94)

## GUEST WORKER

People from countries are allowed to immigrate to obtain jobs temporarily. (Rubenstein 2020, 108)

# BIG numbers may be HELPFUL

281M

Migrants

People living in a  
country other than  
their country of birth

3.6%

OF THE POPULATION

Global

2020

Year

Increased by 128  
million in 1990

# CLASSIFY migration (drag and drop)

Syrian Refugee

Leaving a country for economic opportunity

Internment Camp

Moving from a city to suburbs for more land

Victims of Hurricane Dorian in the Bahamas

VOLUNTARY internal



FORCED internal



VOLUNTARY external



FORCED external





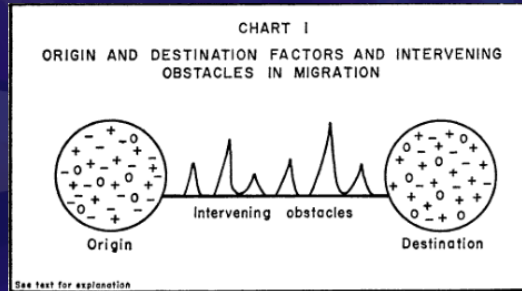
# PUSH and PULL FACTORS

## PUSH FACTORS

- Negative features that cause a person to move away from a place
  - Unemployment
  - Lack of resources
  - Low wages
  - Natural hazards
  - Godzilla attacks

## PULL FACTORS

- Attractions (real or imagined) at another location to make it appear more desirable
  - Better wages
  - More jobs
  - Good schools
  - Nice weather



Lee's push-pull model of migration (Lee 1966, 50)

# WHY DO PEOPLE LIVE IN CERTAIN AREAS?

01

SOCIAL

Notes:

02

POLITICAL

Notes:

03

ECONOMIC

Notes:

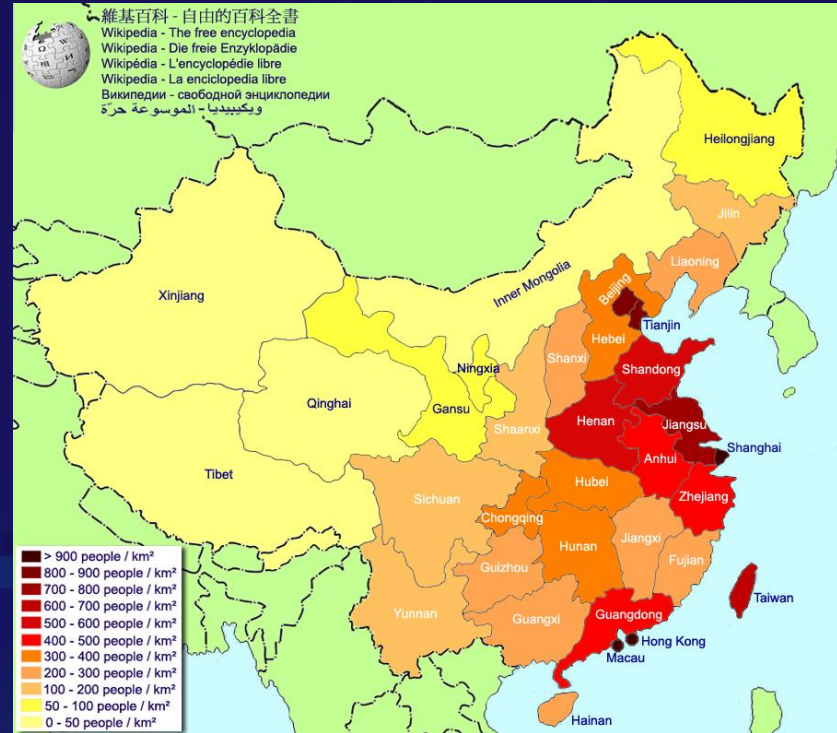


# HOW DOES WHERE WE LIVE IMPACT HOW WE LIVE?

Example: Population Distribution in China

Most people live in.....

Why do you think this is.....



What makes  
movement  
CHALLENGING  
FOR HUMANS?

ホ  
テ  
ル

東京

ホテル

ようこそ

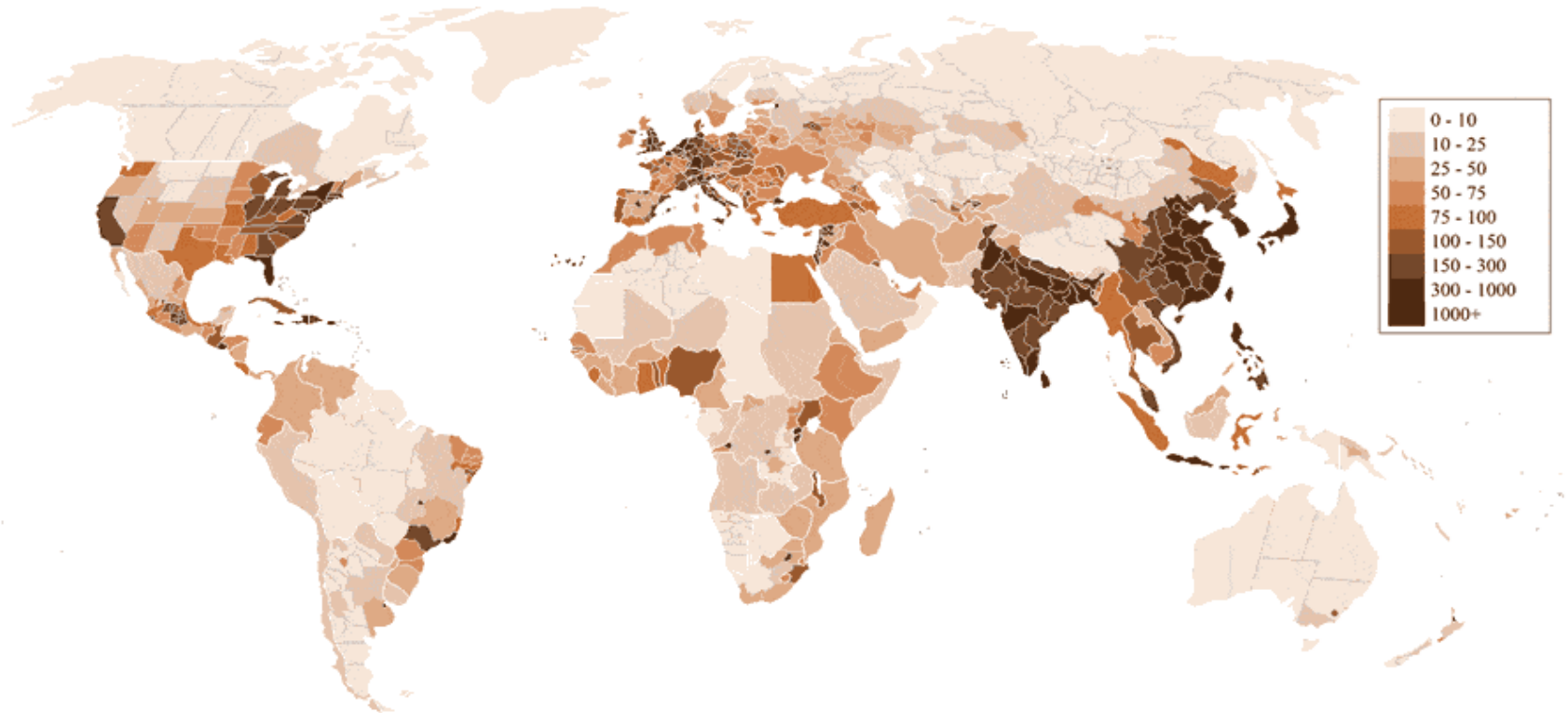


# MAPPING GODZILLA ATTACKS

On the map provided locate and identify the following locations. Make a key to show where Godzilla has attacked.

- Sydney, Australia (2004)
- Hong Kong (1995)
- Honolulu, USA (2014)
- Las Vegas, USA (2014)
- San Francisco, USA (2014)
- Moscow, Russia (1968)
- Paris, France (1968)
- London, England (1968)
- Shanghai, China (2004)
- Okinawa, Japan (1974)
- Fukuoka, Japan (1994)
- Osaka, Japan (1955)
- Nagoya, Japan (1964)
- Hakone, Japan (2001)
- Tokyo, Japan (1954)
- Beijing, China (1968)
- New York, USA (1998)

# WORLD POPULATION DENSITY: PEOPLE/KM<sup>2</sup>



# WHAT CAN YOU DO IF GODZILLA ATTACKS?



## IDENTIFY LOCATIONS

---

What areas are attacked? What are your options?



## LOOK FOR CONNECTIONS

---

What connects different locations and are they accessible?



## LOOK FOR PATTERNS

---

What patterns of movement happen over the connections you identified?



## STAY OR GO

---

How do you use your geographic skills to lead survivors to safety?

# WHAT IS YOUR PLAN?

**Activity:** In groups you will come up with a plan for a Godzilla attack based on your understanding of geographical skills.

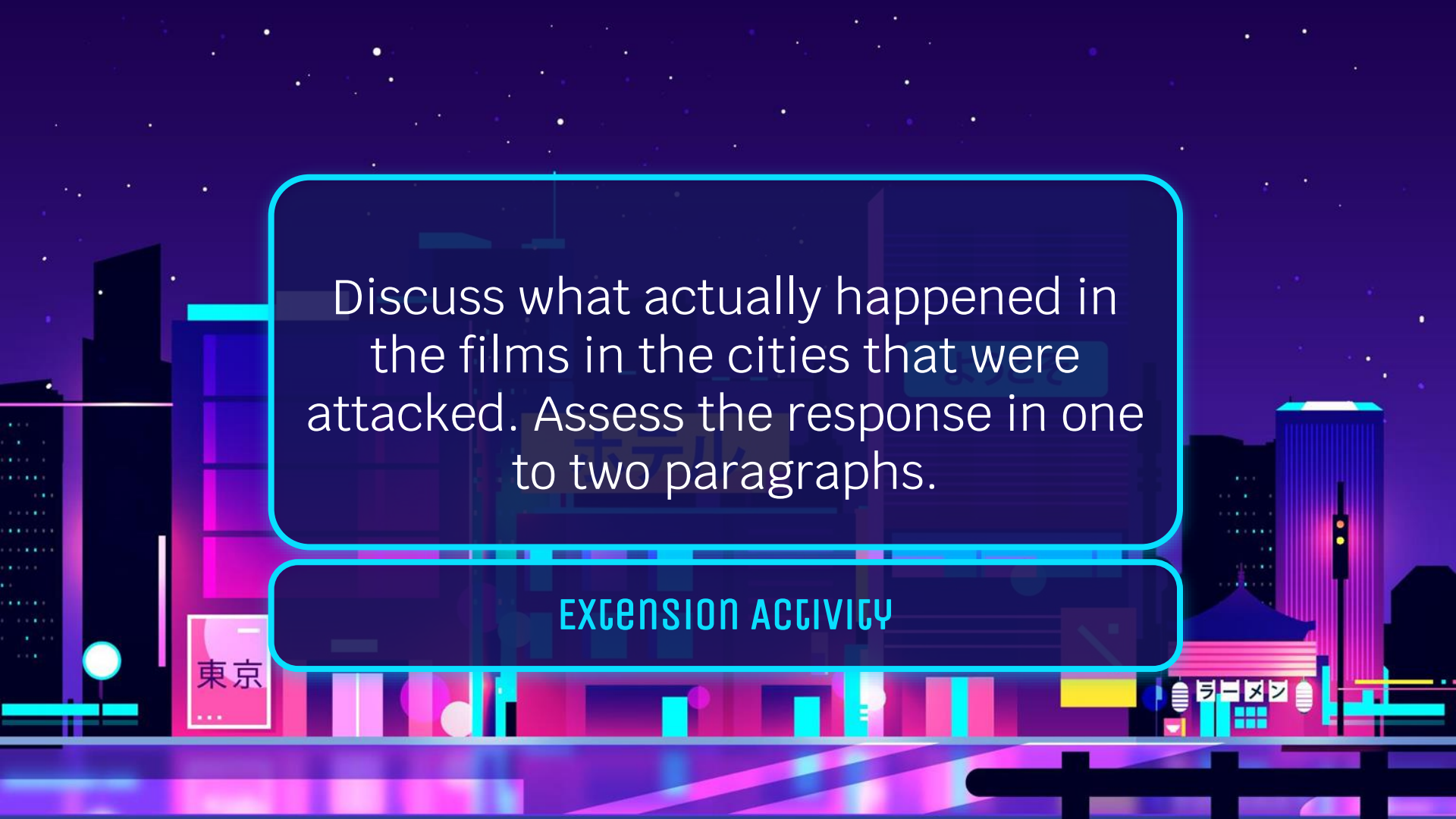
**Step 1:** One group member will pull a location out of a hat that Godzilla has attacked.

**Step 2:** As a group briefly research this location. Find population density, geographical features, connections to other locations and any patterns of movement.

**Step 3:** Based on the information you find, what do you do to lead other survivors of a Godzilla attack to safety. Where do you go and why?

**Step 4:** Create a poster that includes the information from steps 2 & 3



The background is a stylized, neon-lit cityscape at night. It features various buildings, some with glowing windows, and a street with a traffic light. Japanese text is visible on some buildings, including '東京' (Tokyo) on a pink building on the left and 'ラーメン' (Ramen) on a building on the right. The overall color palette is dominated by purples, pinks, and blues.

Discuss what actually happened in the films in the cities that were attacked. Assess the response in one to two paragraphs.

## EXTENSION ACTIVITY

# WORKS CONSULTED

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# THANKS!

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DO YOU HAVE ANY QUESTIONS?

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