**Human Geography: Chapter 2 KBAT Study Guide & Homework Options Grid = 80 Points**

Students need to KNOW and Be Able To:

1. Explain types of migration, where people migrate to & from, & why. Why are some countries Net-In vs Net-Out?
2. Distinguish between & give characteristics of the following types of human movement:
   1. Immigrant vs. emigrant; Push vs. Pull factors
3. Explain Ravenstein’s main ideas about migration patterns AND Zelinsky’s connection of migration & the Demographic Transition Model (DTM)
4. Characterize a refugee, an Internally Displaced Person (IDP) & asylum seeker
5. Compare internal migration patterns of different countries
6. Discuss the migration history of the USA via:
   1. Immigration history & policy, interregional and intraregional trends
7. Explain the challenges migrants face both on their journey & when they arrive at their destination

Content & Academic Vocabulary:

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| Human Geography Concepts to KNOW |
| **Key Issue 1: Where are migrants distributed?**  3.1: Where do people migrate from and where to? Why there?  3.1 Vocabulary: Migration, Emigration, Immigration, Net Migration, EG Ravenstein, Internal Migration, International Migration, Interregional Migration, Intraregional Migration, W Zelinsky, Migration Transition |
| 3.2: When were the three waves of US immigration? Where did people come from in each wave?  3.2: In which states do most immigrants settle?  3.2 Vocabulary: N/A |
| **Key Issue 2: Why do people migrate within a country? How has this changed recently?**  3.3: How has interregional migration affected the population center of the USA?  3.3: Which countries have the most interregional migration? Where do people move inside each country?  3.3: Vocabulary: Population center, US Census Bureau |
| 3.4: What are the three trends of intraregional migration? How does each affect population distribution?  3.4 Vocabulary: Rural, Urban, Suburbs, Counter-urbanization |
| **Key Issue 3: Why do people migrate?**  3.5: What is the difference between push & pull factors? Give an example of each.  3.5: What is the difference between refugees, IDPs & asylum seekers?  3.5: What types of intervening obstacles keep people from migrating? Give an example.  3.5: Vocabulary: Push v Pull Factors, Refugee, IDP, Asylum Seeker, Floodplain, Intervening Obstacle |
| 3.6: Why & how far are people willing to migrate for work? What do they do with the money they earn?  3.6: Vocabulary: Recession, Economic Migrants v Refugee USA immigration status, Remittance |
| 3.7: What gender & age patterns exist among migrants? How & why is this changing?  3.7: Long-distance Migrant, Unaccompanied Minor |
| **Key issue 4: What challenges do migrants face?**  3.8: What are the typical characteristics of unauthorized migrants? Where do most settle?  3.8: How do the US-Mexico border crossing checkpoints vary?  3.8: Vocabulary: Unauthorized / Undocumented immigrants |
| 3.9: How has US Immigration Policy changed over the years?  3.9: What are the various attitudes towards unauthorized immigrants? What concerns exist?  3.9: Vocabulary: Quota, Family Reunification, Brain Drain, Chain Migration, Border Security |
| 3.10: What is the current immigration situation in Europe? How has it evolved / changed?  3.10: Vocabulary: Guest Worker, Circular Migration, Schengen Treaty (1985), Migration as a Safety Valve |

Homework / Classwork Project Options:

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| **A.** **COMPLETE Dated Chapter Notes (outline, Cornell or Thinking Map style) & a Daily Summary paragraph of 4-5 sentences** of your daily learning from the assigned readings, articles, in-class lecture, activity or discussion. (4 points / day) | **B. CONSTRUCT** well-written paragraph responses of about 5-7 sentences to any of the FOUR **Key Issue Questions** provided in the KBAT Study Guide. **Fully** answer the Q using info from each related section, examples & key vocabulary (4 points per Q) |
| **C. ANALYZE SOURCE MATERIAL**. Read, annotate & complete Qs on articles. Complete an ESPeN worksheet (on the “Class Documents” tab) to demonstrate your analysis of visual sources:  - Any in-class article-based activity documents you completed  - Figure 3.1.3 (p.62) Mexico’s Migration Pattern  - Figures 3.1.5 (p.63) Global Patterns  - Figure 3.2.4 (p.65) US Immigration Over Time  - Figure 3.3.3 (p.66) US Center of Population Shift  - Figures 3.3.4, 3.3.5, 3.3.6 (p.67) Compare Countries  - Figures 3.5.2 (p.70) Refugee Sources & Destinations  - Figure 3.6.5 (p.73) Remittances  - Figure 3.8.2 (p.76) Location of Unauthorized Immigrants in US  - Figure 3.10.2 & 3.10.3 (p.80-81) European Patterns  (4 points each, ESPeN form required) | **D. WRITE & SPEAK or DEBATE:**  -Research the controversial topic of Immigration Reform presented in the chapter on p.79, then write 1-page Op-Ed article that explains your position on the issue, including two (2) sourced pieces of evidence. Deliver it as a speech or read it aloud for a bonus.  Some Qs to consider:  -What should immigration reform look like for the USA?  -Should we have tougher controls at the border or more open borders?  -Should we prosecute / deport unauthorized immigrants or provide a path to legal status to those already here?  -Should the USA accept refugees and asylum seekers or not?  -Should the USA ban immigrants from some countries? Why or why not?  (4 points for Op-ed plus 4 points for speech) |
| **E. CREATE:**  -**An ORIGINAL, HIGH QUALITY, FULL COLOR Public Service Advertisement** on 8.5 x 11” paper that promotes your ideas on immigration. The poster can be created by computer or drawn by hand. The poster must:  - clearly identify the issue,  - include a catchy phrase that communicates your position,  - include ONE compelling visual,  - include TWO reasons why people should act, &  - a CALL TO ACTION phrase  - a summary paragraph on the back that explains it  (4 points for poster + 4 points for explanation = 8 points);  AND / OR  -**An Original Sensory Poem** that clearly describes the thought and experiences of a migrant. The person can be fictional or real. The poem should use strong, emotional & descriptive language to fully communicate the migrant experience. The person can be a voluntary or involuntary migrant, refugee, IDP or asylum seeker. Make sure you communicate whether push or pull factors are involved, a real-life reference to a place of origin and experiences. Start with “I am” and then go from there, the sense can be reorganized as makes sense to you, but you must cover ALL senses.  -I am…  -I see…  -I hear…  -I taste…  -I smell…  -I feel (touch)…  -I believe…  (8 points: 4 points for poem, 4 points for reading aloud in class) | **F. FIELD WORK: Interview & Write – Be a journalist**  **- Formally Interview an immigrant & write a 1-page Human Interest Story about them**  **- Use the Question Sheet provided on the class website as a base. You may record their responses to the Qs and then transfer onto the form as your research, THEN type your story on an 8.5 x 11” sheet of white paper in 12 point, easy to read font, normal margins. Key Qs to ask:**  -What is their name?  -Where did they migrate from?  -Why did they migrate?  -What was their journey like? What unique experiences did they have on their journey?  -What adjustments to living did they have to make here in the USA?  -What best aspect of being in the USA? What is the worst aspect of being in the USA?  -Would they do it again? Why or why not?  The story must include the answers to the above Qs & indicate whether push or pull factors were involved, any intervening obstacles they overcame, any special status they possess & any internal migration they completed to arrive at their current location.  (8 **points**: 4 Interview Completion, 4 well-written Story) |