The Cultural Landscape, 11e **(Rubenstein)**
Chapter 3   Migration

1) The ability to move from one location to another, either temporarily or permanently, is
A) migration.
B) mobility.
C) net migration.
D) voluntary migration.
E) forced migration.
Answer: B
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3. 2: Describe internal migration
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

2) A permanent move to a new location is
A) migration.
B) mobility.
C) net migration.
D) net in-migration.
E) net out-migration.
Answer: A
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

3) A country has net in-migration if immigration _____ emigration.
A) equals
B) exceeds
C) is closer to net migration than
D) is less than
E) varies more than
Answer: B
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

4) *Refugees* migrate primarily because of which type of push factor?
A) economic
B) environmental
C) cultural
D) circulation
E) All of these answer choices are correct.
Answer: C
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

5) Wilbur Zelinsky's model of migration predicted
A) women are more likely to migrate than men.
B) long migration distances are more likely than short.
C) migration characteristics vary with the demographic transition.
D) intraregional migration is more important than interregional migration in terms of political and economic resources.
E) migrants move most frequently for economic reasons.
Answer: C
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

6) The migration transition model predicts that international migration reaches a peak at _____ of the demographic transition.
A) stage 1
B) stage 2
C) stage 3
D) stage 4
E) stage 5
Answer: B
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

7) Most of the migrants in a country once moved from its eastern provinces to its western provinces, but after economic conditions changed, more people began migrating from rural to urban areas. This can be judged to be an example of a migration _____.
A) transition
B) chain
C) counterurbanization
D) economy
E) force
Answer: A
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

8) Which one of the following would you judge to be the best example of circulation?
A) Visiting a university in a distant state in order to determine whether it best suits your needs as a prospective college student.
B) Taking your car to the mechanic because its transmission stopped functioning after six years of use.
C) Going to the grocery store once every two or three weeks to stock up on food and supplies.
D) Going to a grocery store to buy supplies for your friend's sixteenth birthday party.
E) Visiting a famous national park for the first time in your life.
Answer: C
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3. 2: Describe internal migration
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

9) Which of the following people would you predict to be most likely to engage in voluntary migration in the near future?
A) A teenaged girl whose family's home has just been destroyed by a volcanic eruption, which has also rendered the entire valley uninhabitable.
B) A youth whose village has been identified by the central government as harboring and providing material support to an armed rebel group in the midst of a civil war.
C) The dictator of a Southwest Asian country who has just 'won' another fraudulent election.
D) A youth whose parents have just been murdered because they helped form a labor union in a traditionally exploited province of a developing country.
E) A teenaged girl in China whose rural family has enough food to eat but lacks the money to expand the size of their house, and would like to plan to send a younger sibling to college in the future.
Answer: E
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

10) A boy migrated from Honduras through Guatemala and Mexico, then entered the United States without immigration documents, because members of his ethnic group were being targeted for torture or assassination in his home country. Although the U.S. government does not grant the boy refugee status, his case is an example of international and _____ migration.
A) forced
B) human rights
C) voluntary
D) economic
E) transitional
Answer: A
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

11) Several million Irish migrated in the 1840s primarily because
A) the British military forced them to become refugees.
B) disastrous economic conditions, exacerbated by British government policies, pushed them out of the country.
C) poor environmental conditions, including volcanic eruptions and tsunamis, induced them to migrate.
D) they were attracted by the separation of church and state (freedom of religion) in the United States.
E) Spanish invasions threatened their homes.
Answer: B
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

12) The greatest total number of foreign-born residents can be found in
A) China.
B) Australia.
C) Germany.
D) the United Kingdom.
E) the United States.
Answer: E
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 5: Identify the principal sources of U.S. immigrants in the late twentieth and early twenty-first centuries
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

13) Most migrants to the United States during the peak of the late nineteenth century came from which parts of Europe?
A) central
B) south and east
C) east and west
D) north and west
E) north and east
Answer: D
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

14) Most migrants to the United States during the early twentieth century came from which part of Europe?
A) central
B) north and west
C) south and east
D) south and west
E) north and east
Answer: C
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

15) The largest number of legal, documented immigrants to the United States come from what country?
A) Cuba
B) Mexico
C) the Philippines
D) South Korea
E) Dominican Republic
Answer: B
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3.21: Describe American attitudes toward immigrants
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

16) A principal pull factor in California in the 1840s was
A) a gold rush.
B) a war with Mexico.
C) a "nitrate rush."
D) a "dust bowl."
E) the Great Plains.
Answer: A
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 6: Describe the history of interregional migration in the United States
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

17) If your ancestors migrated to the United States during the 1840s and 1850s, barring any other evidence, you might strongly suspect that they originated in
A) Norway or England.
B) Ireland or Germany.
C) Italy or Poland.
D) Spain or Portugal.
E) Russia or Bulgaria.
Answer: B
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

18) The largest numbers of Europeans migrated to the United States primarily because of
A) decreased economic opportunities at the same time that European countries experienced rapid population growth.
B) decreased political stability as European countries were wracked by revolutions.
C) religious freedom in the United States, as European countries forbade their citizens to attend most kinds of religious services.
D) the great reputation of schools and hospitals in the United States.
E) discoveries of gold in California and Alaska in the 1800s.
Answer: A
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

19) Which statement most accurately describes the motivations of the historic European and current Latin American immigrants to the United States?
A) Both were and are motivated primarily by economic factors.
B) Migrants from Europe were fleeing religious persecution while migrants from Latin America are motivated by economic factors.
C) Both were and are motivated by a desire to join family members already in the United States.
D) Migrants from Europe mostly spoke English while migrants from Latin American mostly speak Spanish.
E) Both were and are motivated by famine in their home countries.
Answer: A
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns

20) Norwegians were most likely to migrate to the United States
A) prior to 1840.
B) during the 1840s and 1850s.
C) during the 1880s and 1890s.
D) during the U.S. Civil War.
E) between 1900 and 1915.
Answer: C
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

21) Recent immigrants to the United States
A) are nearly evenly distributed among all states.
B) are distributed evenly along the southern U.S. border and the east and west coasts.
C) are concentrated in Texas, California, and Illinois and are seldom in other areas.
D) have not been attracted to rural and agricultural areas.
E) are spread throughout several states according to economic prospects.
Answer: E
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 9: Describe interregional migration in the U.S.
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

22) From the discussions of demographic changes within the United States we can deduce that the largest level of interregional migration in the United States was caused by the
A) arrival of Europeans and their wars with Native Americans beginning in the 1600s.
B) unauthorized immigration from Latin America, especially in the 1900s.
C) immigration of Asians beginning in the early twentieth century, despite the Chinese Exclusion Acts.
D) opening up of the western territories to settlement.
E) industrial development in the northeast, particularly at the outset of the Industrial Revolution.
Answer: D
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 6: Describe the history of interregional migration in the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

23) The most popular destination for voluntary migrants from Great Britain has been
A) Asia.
B) Australia.
C) North America.
D) South America.
E) South Asia.
Answer: C
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.3 Interregional Migration
Learning Outcome: 3. 3: Identify the principal sources of U.S. immigrants during the seventeenth and eighteenth centuries
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

24) The U.S. center of population has moved steadily to the
A) east.
B) north.
C) south.
D) west.
E) center.
Answer: D
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.3 Interregional Migration
Learning Outcome: 3. 6: Describe the history of interregional migration in the United States
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

25) In the United States, which is likely to cause virtually all population growth in the next few decades?
A) natural increase rate
B) net in-migration
C) crude birth rate
D) declining death rate
E) urban expansions
Answer: B
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.3 Interregional Migration
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

26) Which of the following current migration flows is the least significant in terms of total numbers of people?
A) from Asia to Europe
B) from Africa to Europe
C) from Asia to North America
D) between and among Asian countries
E) from Latin America to North America
Answer: B
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.3 Interregional Migration
Learning Outcome: 3.17: Summarize the flows of migrant workers in Europe
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

27) Some of the highest rates of migration today for Filipinos are to
A) countries in southwestern Asia.
B) Canada.
C) Eastern Europe.
D) Russia.
E) Mexico and Latin America.
Answer: A
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.3 Interregional Migration
Learning Outcome: 3.18: Summarize the flows of migrant workers in Asia
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

28) Which is a current intraregional migration trend in the United States?
A) rural to urban
B) urban to suburban
C) metropolitan to nonmetropolitan
D) net emigration from the northeast
E) all of the above
Answer: B
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3. 9: Describe interregional migration in the U.S.
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

29) The Brazilian government encouraged interregional migration by
A) making Rio de Janeiro and Sao Paulo more attractive.
B) dictating optimal locations for factories.
C) clearing the rain forest for agricultural activities in the interior.
D) moving the capital to Brasilia.
E) industrial development on the Atlantic coast.
Answer: D
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.10a: Describe interregional migration in Brazil
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

30) The most prominent type of intraregional migration in the world is
A) north to south.
B) region to region.
C) urban to rural.
D) city to city.
E) rural to urban.
Answer: E
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.11: Explain the differences between migration from rural to urban areas to migration from urban to suburban areas
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

31) Suburbanization of more developed countries is due to
A) expanding urban territory.
B) increasing employment opportunities.
C) desire to change lifestyle.
D) regional development.
E) global investment.
Answer: C
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.12: Explain the differences between migration from urban to suburban areas to migration from urban to rural areas
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

32) Counterurbanization is
A) moving from an urban core to suburban areas.
B) due to expanding suburbs.
C) migration to rural areas and small towns from central cities or suburbs.
D) the trend of the elderly retiring to communities in southern states such as Arizona or Florida.
E) the decline of the inner-city infrastructure.
Answer: C
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.13: Explain the differences between migration from rural to urban areas to migration from urban to rural areas.
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

33) Which of the following events would be considered a migration pull factor?
A) revolutionary takeover of a government
B) failed harvest
C) flooding of a river
D) opening of a new factory
E) civil war
Answer: D
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

34) The most important pull factor for migrants to North America today is
A) economic.
B) environmental.
C) forced.
D) political.
E) geomagnetic.
Answer: A
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

35) Among the difficulties faced by the Soviet Union's program to attract migrants to its industrial zones was the following:
A) Many heavy industries were located in remote northern areas, which experienced harsh winters.
B) Migrants didn't move often because of high population growth.
C) The program provided no economic incentives.
D) The premier of the Soviet Union was criticized for engaging in fraudulent electoral practices, and the resulting lack of trust in the political system has kept workers from migrating.
E) Russian speakers were willing to migrate, but speakers of other languages were not.
Answer: A
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3. 7: Describe interregional migration in Russia
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

36) According to the United Nations High Commission for Refugees (UNHCR) in 2010, the largest number of refugees were forced to migrate from _____, which have seen a great deal of armed conflict in recent years.
A) Vietnam and Indonesia
B) Afghanistan and Iraq
C) Sudan, South Africa, and Colombia
D) Mexico and Colombia
E) Ethiopia, Nicaragua, and Somalia
Answer: B
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 6. Evaluate the credibility of scientific information from various sources

37) An analysis of the chapter's map(s) of refugees suggests that
A) most of the world's refugees end up in the United States or the United Kingdom.
B) neighboring countries tend to absorb most refugees from war-torn areas.
C) there are seldom more than 100,000 refugees at any one time.
D) neighboring countries almost never accept refugees from war-torn areas.
E) the United States generally accepts fewer refugees than any other country.
Answer: B
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 3. Read and Interpret Graphs and Data

38) Many Argentinians who fled the country in the 1970s, when the country was ruled by a military regime, returned to the country after democratic elections were held in 1983. We might categorize this as an example of
A) an economic migration factor changing to an environmental migration factor.
B) net migration changing to gross migration.
C) forced migration changing to voluntary migration.
D) a pull factor changing to a push factor.
E) a push factor changing to a pull factor.
Answer: E
Diff: 3
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

39) Judge which of the following is an historical example of a cultural push factor.
A) Many of the first Europeans to settle in Australia migrated as prisoners after being sentenced to "transportation" in the United Kingdom and Ireland.
B) The British government allowed most of the population of Montserrat to migrate elsewhere in the 1990s after volcanic eruptions devastated large parts of the island.
C) Many European farmers in the late 1800s chose to migrate to North America, as well as to Latin American countries where they felt that political and economic conditions would favor them.
D) Changing climates likely encouraged the early migrations of hunter-gatherers.
E) The United States actively sought Mexican agricultural laborers during and after World War II.
Answer: A
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

40) Which factor most often causes voluntary migration?
A) economic
B) environmental
C) international
D) political
E) a regional conflict
Answer: A
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

41) Most European guest workers come from which parts of Europe?
A) north and central
B) north and west
C) central and west
D) south and west
E) south and east
Answer: E
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.17: Summarize the flows of migrant workers in Europe
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

42) Most guest workers head for which parts of Europe?
A) north and east
B) north and west
C) central
D) south and west
E) south and east
Answer: B
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.17: Summarize the flows of migrant workers in Europe
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

43) Guest workers in Europe and the Middle East experience some discrimination and harsher work conditions than citizens in their host countries, so it we might judge that they live as
A) unauthorized immigrants.
B) low-status foreigners.
C) almost exclusively Muslims.
D) high-status southern Europeans.
E) technical specialists invited as consultants.
Answer: B
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.22: Describe European attitudes toward immigrants
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

44) All other factors being equal, what are the chances that a guest worker will head toward southern Italy rather than Germany or Belgium?
A) Very high (very likely).
B) Very low (not very likely).
C) About even (neither more or less likely).
D) There is no data that would help us make such a guess.
E) A guest worker would be almost guaranteed to seek work in southern Italy.
Answer: B
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.17: Summarize the flows of migrant workers in Europe
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

45) A young man in Vietnam wishes to migrate to another country to help support his family. Judging by current trends, he would most likely migrate to
A) China.
B) the United States.
C) Europe.
D) the Philippines.
E) Australia.
Answer: A
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.6 Migrating to Find Work

46) You might propose a(n) _____ program for your country if you wanted to hire a large number of manual laborers from neighboring countries to build a large dam or canal, with the understanding that they would not be granted any other privileges or legal status in your country, after the project is finished.
A) guest worker
B) unauthorized worker
C) unauthorized hiring
D) engineering obstacle
E) chain migration
Answer: A
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.17: Summarize the flows of migrant workers in Europe
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

47) Which of the following people would you deduce is most likely to engage in rural to urban migration in the near future?
A) The eldest son of a large family in China who is the only member of the household with knowledge about planting and herding animals.
B) A marketing director for a large corporation who is being asked to move from one metropolitan area to another.
C) The unmarried daughter of a large family in China who have all recently moved to Shanghai.
D) A young married woman in central Detroit who are worried about safety and the quality of schools in her neighborhood.
E) The unmarried daughter of a large family in China whose main source of income is herding animals.
Answer: E
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.7 Characteristics of Migrants
Learning Outcome: 3.11: Explain the differences between migration from rural to urban areas to migration from urban to suburban areas
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

48) *Brain drain* is
A) the large-scale emigration of talented people.
B) the process by which people are given reference for migration.
C) people forced to migrate for political reasons.
D) a cultural feature that hinders migration.
E) a net decline in literacy.
Answer: A
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

49) Ellis Island
A) was the subject of a territorial dispute between New York and New Jersey.
B) was originally claimed by France but given to the United States along with the Statue of Liberty.
C) is still in use today as an immigration gateway to the United States.
D) is the actual location of the Statue of Liberty.
E) is not truly an island because it is joined to the mainland by a narrow strip of land.
Answer: A
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 1
Section: 3.8 Controlling Migration
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 5. Demonstrate an understanding of the impact of science on society

50) A physical feature, such as a body of water, might actually aid transportation and migration because ocean travel may be easier than overland travel. However, if that physical feature hinders migration it is an example of
A) an environmental push factor.
B) a forced migration.
C) an intervening obstacle.
D) a cultural pull factor.
E) an environmental incentive.
Answer: C
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.15: Provide examples of environmental push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

51) Migration to the United States declined during the 1920s primarily because of
A) economic depression in the United States.
B) forced migration after World War I.
C) imposition of quota laws.
D) declining demand for industrial workers.
E) declining demand for domestic workers.
Answer: C
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

52) U.S. quota laws from the 1920s until the 1960s had the effect of
A) virtually ending immigration.
B) indirectly causing two world wars.
C) dramatically increasing immigration from around the world.
D) ensuring the majority of migrants continued to be from Europe.
E) increasing the possibility of migration from regions previously prohibited.
Answer: D
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

53) Given the textbook's description of Asian migration to the United States, we might conclude that most Asians today are migrating to the U.S. through the process of
A) expansion diffusion.
B) brain drain.
C) chain migration.
D) undocumented immigration.
E) global circulation.
Answer: C
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

54) Judging from the chapter's discussions of the types of migration from various parts of the world to the United States, one might assume that the largest numbers of recent immigrants to the United States are
A) unauthorized immigrants.
B) political refugees.
C) relatives of U.S. residents.
D) talented professionals.
E) guest workers.
Answer: C
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

55) An example of _____ is the migration of doctors and engineers to the United States after they have received years of government-financed schooling and training in Colombia.
A) brain drain
B) chain drain
C) chain migration
D) net migration
E) cohort migration
Answer: A
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

56) Mexico provides the United States with its largest numbers of
A) voluntary immigrants and political refugees.
B) both legal and undocumented immigrants.
C) laborers.
D) refugees from natural disasters.
E) European and Asian migrants, excepting those who have entered from Guatemala.
Answer: B
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.9 Unauthorized Immigrants
Learning Outcome: 3.20a: Describe the population characteristics of unauthorized immigrants to the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

57) From the discussions of migration in northern and southern Mexico, we can deduce that the destination for most undocumented immigrants entering Mexico from Guatemala is
A) work in factories in northern Mexico.
B) work on fruit plantations.
C) Mexico City.
D) work in Pacific coast resorts.
E) the U.S. border.
Answer: E
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.9 Unauthorized Immigrants
Learning Outcome: 3.20a: Describe the population characteristics of unauthorized immigrants to the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

58) According to the 1986 Immigration Reform and Control Act, undocumented immigrants were
A) permitted to become legal residents by participating in an application process.
B) automatically transformed into U.S. citizens in a blanket "amnesty."
C) encouraged to remain in Mexico because of shortages of workers.
D) no longer eligible for public services in the United States.
E) established as guest workers following the German model.
Answer: A
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.9 Unauthorized Immigrants
Learning Outcome: 3.20a: Describe the population characteristics of unauthorized immigrants to the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

59) Mexico's immigration policy
A) is complicated because Mexico favors migration to the U.S. but opposes migration from its south.
B) is opposed to Mexicans migrating to the U.S. because they otherwise would contribute to the economy at home.
C) welcomes migrants from other countries.
D) is flexible for most countries of origin but does not generally allow immigration from the United States.
E) attempts to prevent any money from leaving the country.
Answer: A
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.10a Attitudes toward Immigrants
Learning Outcome: 3.21: Describe American attitudes toward immigrants
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

60) Judge which of the following is the strongest example of a state government attempting to limit migration.
A) requiring police to stop cars that are driven by people who may be immigrants
B) requiring police to ask for citizenship documents after they have arrested someone
C) requiring immigrants to pay higher college tuition
D) allowing politicians to make anti-immigrant statements to the news media
E) allowing thousands of people to march either to support or oppose reforms to immigration legislation
Answer: A
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.10a Attitudes toward Immigrants
Learning Outcome: 3.21: Describe American attitudes toward immigrants
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

61) The difference between the number of people migrating to a place and the number leaving is called net migration.
Answer: TRUE
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3 Migration
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

62) Refugees have engaged in forced migration.
Answer: TRUE
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

63) Forced migration can be caused by "cultural" factors such as ethnic cleansing, warfare, or persecution.
Answer: TRUE
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

64) Given the patterns of relocation diffusion and monetary exchanges possible today, we can deduce that flows of people can move in and out of the United States more easily than flows of money can.
Answer: FALSE
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

65) An analysis of maps indicates that historically, the center of population in the United States has moved a long distance to the west but not a long distance to the south.
Answer: TRUE
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.3 Interregional Migration
Learning Outcome: 3. 6: Describe the history of interregional migration in the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

66) Migration from rural to urban areas is called counterurbanization.
Answer: FALSE
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.11: Explain the differences between migration from rural to urban areas to migration from urban to suburban areas
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

67) In recent decades, the most important type of internal migration within the United States is from urban to suburban areas.
Answer: TRUE
Diff: 2
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3. 2: Describe internal migration
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

68) A family has migrated from the south side of Chicago to a town beyond the suburban ring because they like the schools and housing prices there. This is an example of counterurbanization.
Answer: TRUE
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.13: Explain the differences between migration from rural to urban areas to migration from urban to rural areas.
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

69) The three major kinds of push factors are political, economic, and environmental.
Answer: TRUE
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

70) The most common environmental threat to people comes from too much or too little water.
Answer: TRUE
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.15: Provide examples of environmental push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

71) Most migration occurs because of a combination of push and pull factors.
Answer: TRUE
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

72) Countries with slow population growth but strong economies commonly experience out-migration.
Answer: FALSE
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

73) A democratic government that nevertheless persecutes and imprisons minorities is a clear example of a pull factor.
Answer: FALSE
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

74) In recent years, the immigration quota has been sufficient to accommodate all people who wish to migrate to the United States.
Answer: FALSE
Diff: 1
Bloom's Taxonomy: Comprehension
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

75) If an acclaimed and talented professional artist leaves her host country and becomes rich and famous in another country, and then she almost never returns home except for brief visits, she could be judged as part of her home country's brain drain.
Answer: TRUE
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

76) The main reason for unauthorized immigration to the United States is to escape political persecution.
Answer: FALSE
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.9 Unauthorized Immigrants
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

77) Name one of the two countries which sent 75 percent of all immigrants to the United States during the 1840s.
Answer: Ireland; Germany (one of these)
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

78) During the 1980s, which country provided the largest number of authorized immigrants to the United States?
Answer: Mexico
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 5: Identify the principal sources of U.S. immigrants in the late twentieth and early twenty-first centuries
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

79) In the early 1900s, from what part of Europe did ninety percent of the immigration to the United States come?
Answer: Southern and Eastern (or more specifically, Italy, Russia, and Austria-Hungary)
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

80) Describe suburbanization in more developed countries.
Answer: large-scale migration to the suburbs because of pull by a suburban lifestyle
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.12: Explain the differences between migration from urban to suburban areas to migration from urban to rural areas
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

81) List the three types of migration push and pull factors.
Answer: political; economic; environmental
Diff: 3
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3. 1: Describe international migration
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

82) Which of the three migration factors has been the most important pull factor for immigration to the United States?
Answer: economic
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 1. Demonstrate an understanding of the principles of scientific inquiry

83) Several million people have migrated to the United States without authorization in recent years. Why have most of these people come to the United States?
Answer: economic advancement
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.20a: Describe the population characteristics of unauthorized immigrants to the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

84) Migration to the United States declined in the 1920s as a result of new laws. What did these laws do?
Answer: set quotas based on the immigration background of current citizens
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

85) During the 1980s, what country provided the largest number of unauthorized immigrants to the United States?
Answer: Mexico
Diff: 1
Bloom's Taxonomy: Knowledge
Geog. Standard: 9
Section: 3.9 Unauthorized Immigrants
Learning Outcome: 3.20a: Describe the population characteristics of unauthorized immigrants to the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

86) Analyze a world map, with special attention to physical features, and hypothesize as to why African migrants may experience greater difficulty in reaching the United States than South American migrants. Now consider the great number of Asian migrants reaching the United States. What factors can you propose to explain why Asian migrants can overcome intervening obstacles while Africans seemingly cannot?
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.15: Provide examples of environmental push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

87) Compare and assess the data provided on this chapter's map(s) of refugees, and judge which Latin American countries seem to show more evidence of forced migration. What other factors might also be at work, other than forced migration?
Answer: Varies
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.14: Provide examples political push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

88) In terms of either internal (domestic) or international migration, what evidence of chain migration can you identify in your community?
Answer: Varies
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

89) Scrutinize maps of Asia in the textbook. Considering country locations, as well as other environmental factors, list at least five countries that would you classify as having the greatest number of intervening obstacles to international migration? Why? List at five countries that you would classify as having lower numbers of intervening obstacles.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.1 Distance of Migration
Learning Outcome: 3.18: Summarize the flows of migrant workers in Asia
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

90) Why and in what ways have the major sources of immigrants to the United States changed since the early 1900s?
Answer: Varies
Diff: 2
Bloom's Taxonomy: Application
Geog. Standard: 9
Section: 3.2 U.S. Immigration Patterns
Learning Outcome: 3. 4: Identify the principal sources of U.S. immigrants in the late nineteenth and early twentieth centuries
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

91) How have patterns of interregional migration in Russia changed from the 1930s to the present? Consider government policies, World War II, and the Cold War in your answer.
Answer: Varies
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3. 7: Describe interregional migration in Russia
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

92) Imagine that you could control or affect changes to interregional migration in Canada. Should preference be given to rural or urban areas, or specific regions, and why? How would you justify these decisions in light of the national economy and/or political factors? Provide data or examples from the textbook to justify your opinion.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3. 8: Describe interregional migration in Canada
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

93) Assess how the city or community that you now live in correlates, or fails to correlate, to the major intraregional and interregional migration patterns within the United States in recent years. What factors or trends are you considering when making that appraisal?
Answer: Varies
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3.11: Explain the differences between migration from rural to urban areas to migration from urban to suburban areas
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

94) If you could (and needed to) migrate to another part of the United States later this year, where would it be, and why? In what ways would this decision be similar to, or different from, larger patterns in U.S. interregional migration in recent decades?
Answer: Varies
Diff: 3
Bloom's Taxonomy: Evaluation
Geog. Standard: 9
Section: 3.4 Intraregional Migration
Learning Outcome: 3. 9: Describe interregional migration in the U.S.
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

95) List the major push and pull factors in migration and invent or recall your own, original, examples of each.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.5 Reasons for Migrating
Learning Outcome: 3. 2: Describe internal migration
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

96) Examine patterns of global economic shifts, such as recessions, and discuss how these may affect global and regional migrant flows. Provide three or four specific, historical examples of these shifting patterns, and consider both push and pull factors in your answer.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.6 Migrating to Find Work
Learning Outcome: 3.16: Provide examples of economic push and pull factors
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

97) Describe the similarities and differences between unauthorized immigrants to the United States and guest workers in Europe.
Answer: Varies
Diff: 2
Bloom's Taxonomy: Analysis
Geog. Standard: 9
Section: 3.7 Characteristics of Migrants
Learning Outcome: 3.22: Describe European attitudes toward immigrants
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

98) Given your knowledge of historical changes in U.S. quota laws, what changes would you recommend to reform the quota system that exists today? Why? In other words, what special consideration might you give certain populations, countries, or areas of the world in formulating immigration policy? You may develop any hypothesis or perspective that you wish, but you should refer to specific examples or data in the textbook to support your reasoning.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

99) Imagine the immediate *and* long-term consequences of shutting off all immigration of *unskilled* laborers to the United States. Would you imagine the short- and long-term consequences to be more positive or negative, or both? Would this radical change in policy affect different people, and different economic sectors unevenly? How, or in what ways? Formulate your own opinion, but use examples from the textbook to support your argument.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.20a: Describe the population characteristics of unauthorized immigrants to the United States
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

100) What if nearly all highly skilled migrants were barred entry to the U.S.? Imagine the consequences of shutting off all immigration of *highly skilled* laborers. In your opinion (supported by evidence), would you imagine the short- and long-term consequences to be more positive or negative, or both? Discuss each potential consequence. Formulate your own opinion, but use examples from the textbook to support your argument.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.19: Identify the types of immigrants who are given preference to enter the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

101) Imagine that you are attempting to migrate from another world region to Europe, and that, considering difficult circumstances in your home country, you may apply as either a refugee or an economic migrant. Which category would likely improve your chances for admittance, and which would worsen your chances? Why?
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.22: Describe European attitudes toward immigrants
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

102) Formulate a "public relations" campaign for Brazil that would be designed to reverse some of its historic trends of interregional migration. Which populations or types of migrants would you target in the media, and why? Which regions would you privilege in your campaign, and which would you dissuade people from migrating to? How would you rate your chances for success? Defend your public relations campaign with evidence from this chapter.
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.8 Controlling Migration
Learning Outcome: 3.10a: Describe interregional migration in Brazil
Global Sci L.O.: 2. Demonstrate the ability to think critically and employ critical thinking skills

103) Imagine that your Caribbean island of 10,000 people is a colony of the United Kingdom. A volcano erupts, forcing 8,000 people to flee their homes and making three-fourths of the island uninhabitable. The remaining part of the island has few resources and can only support 2,000 people. What should be done about the other 8,000 people? Explain your "disaster response" plan in the short term (the first few weeks) and in the long term: where and how should they live afterward? How might U.K. attitudes toward immigrants affect your plan?
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.10a Attitudes toward Immigrants
Learning Outcome: 3.15: Provide examples of environmental push and pull factors
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography

104) You are the leader of an impoverished country that has recently won independence. You struggle to find settlers for your country's farthest northern province, because your people fear attacks from indigenous peoples there. Meanwhile, a wealthier country to the northeast is sending thousands of settlers into neighboring lands, and you worry that they may soon try to take the northern territory by force. They speak a different language and have different customs. An advisor suggests that you invite settlers from that country into your northern province, giving them free land in exchange for promises of loyalty. What will you do? Provide evidence or examples from the textbook to justify your decisions..
Answer: Varies
Diff: 3
Bloom's Taxonomy: Synthesis
Geog. Standard: 9
Section: 3.10a Attitudes toward Immigrants
Learning Outcome: 3. 6: Describe the history of interregional migration in the United States
Global Sci L.O.: 7. Demonstrate the ability to make connections across Geography