

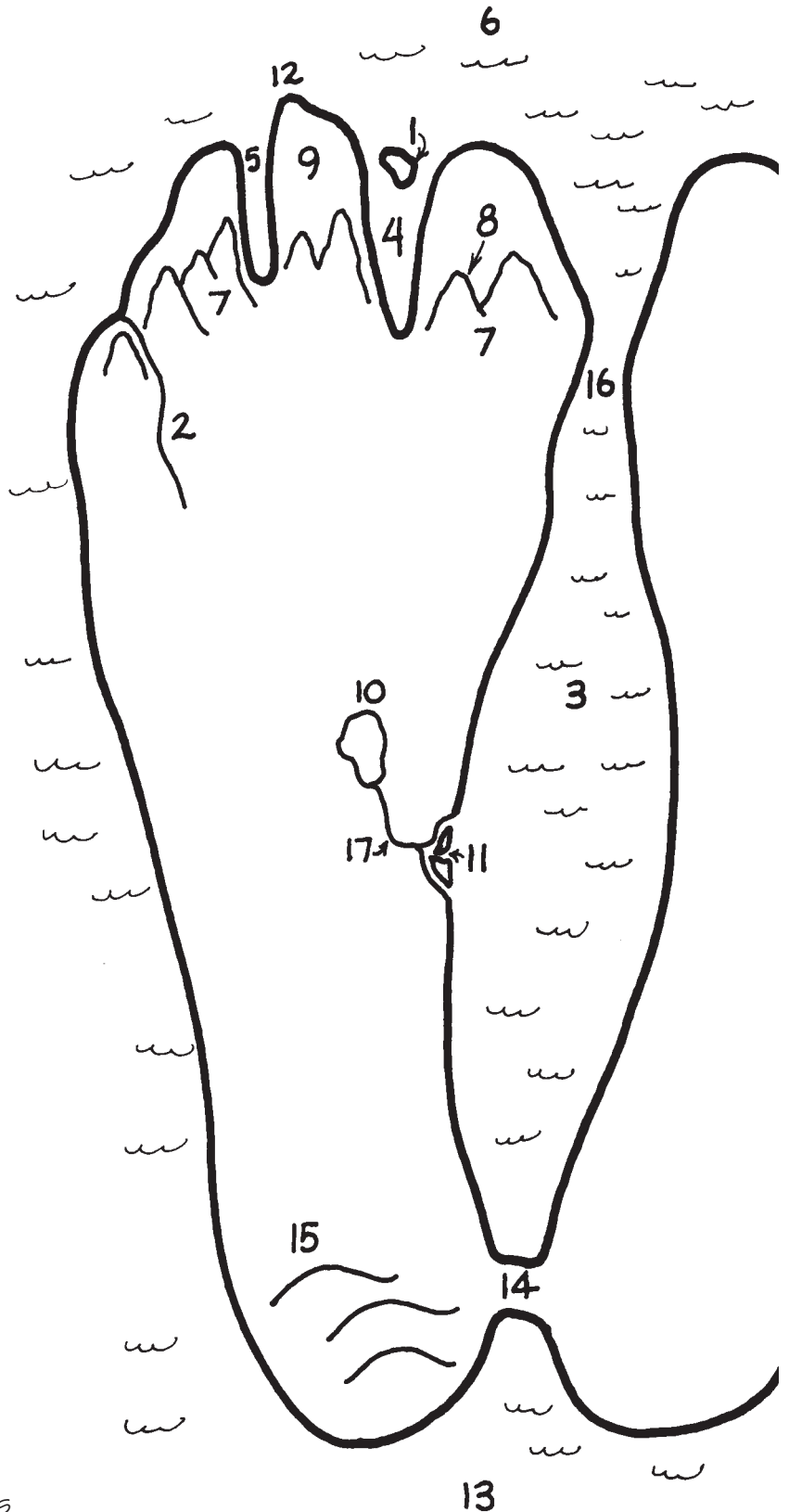
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Numbered Map of West Podiatry

Student Directions: Match each of the numbered physical features with one of the place names listed below.

- _____ North Foot Ocean
- _____ South Foot Ocean
- _____ Mt. Crackatoa
- _____ Corn Mountain Range
- _____ Blister Lake
- _____ Blister Delta
- _____ Bunion Strait
- _____ Gulf of Fallen Arches
- _____ Isthmus of Lint
- _____ Little Toe River
- _____ Blister River
- _____ Second Digit Peninsula
- _____ West Itch Bay
- _____ East Itch Bay
- _____ Big Toe Island
- _____ Cape Hangnail
- _____ Callus Hills
- _____ East Podiatry



Scale: One inch equals 600 miles

Temps, Inc.

Topic

Temporary migration within Europe and/or North America

Objective

Students will give one reason for temporary migration.

Materials

- a series of review questions regarding European or North American geography
- reward for the winning team (optional; see page 94 for suggestions)

Preparation

Prepare review questions.

Procedure

1. Divide students into heterogeneous cooperative learning teams and number the teams consecutively.
2. Explain that the teams will be participating in a review game that will demonstrate the concept of temporary migration as had been discussed during the unit. The winning team may receive an award.
3. Each team is to select one member from the team numbered ahead of them to be part of their group, i.e., Team 1 selects a member from Team 2, Team 2 from Team 3, and so on. The last team should select a member from Team 1.
4. Begin the game by asking questions of each team in turn, using whatever method of scoring you prefer.
5. When the game is over, instruct each team to determine its final score. Distribute a copy of page 70 to each team. Have teams use the steps outlined to first find a point value for each member of the team, including the student who was originally selected from a different team. That student now returns to his or her original team, taking points from the current team away and adding the points to the original team's total. For example, if Team 1 has four members and scores 100 points, 25 points are subtracted and the selected person takes those 25 points back to Team 2. Team 1 would gain any points that come with its returning member from the last team. In a close contest, the shift in points as team members "migrate" from group to group will have an effect on the final total points for all teams.

Temps, Inc. *(cont.)*

For Discussion

Depending upon the final outcome of this activity for each team, students may or may not be disturbed when some of their points are taken to another team. Discuss student reactions to this simulation and address the questions at the bottom of page 70.

Point out that the exercise which they just experienced simulates the conditions of temporary migration. Then begin a discussion using questions which address the causes of temporary migration such as, What is the purpose of temporary migration within a region? How might a host country benefit from an influx of temporary workers? How might it suffer?

Bring closure by pointing to the connection between the students' affective state with the ramifications of temporary migration, asking how workers, or people in general, in a host country might view temporary workers from other lands. Could there be potential problems between the two groups? In spite of problems, why would migratory workers come to the host country in the first place?

Background

Although examples of temporary migration may be found world-wide, Europe and North America have been chosen as focal points for this activity. Temporary migrants from southern Europe, including Turkey, have been commonplace in northern European cities since World War II.

Legally allowed to stay and work, these workers send a sizable amount of income back to families in their homelands and supply that nation with a significant portion of its national income. Although there was a need for cheap labor after the catastrophe of World War II, as lean economic times have increased job competition, resentment towards foreign workers has surfaced in Northern and Central Europe.

A similar scenario can be seen in parts of the United States, especially the Southwest, where thousands of migrant workers have crossed the Mexican border illegally to find better jobs. As in Europe, the newly arrived migrants send income to family members in their homelands, shifting the flow of American dollars to south of the border.



Scoring and Discussion Guide

Team Members _____

Total Points _____

How to Determine Your Team's Score

1. First find the point value (how many points each member receives). Divide the total points by the number of members in your team. Your team's point value is _____ .
2. The member from the other team receives this point value as well. However, he or she will leave your group and return (with his or her points) to the original group. You must subtract his or her point value from your total points to get your team's score.

The team's score without the one member from the other group is _____ .

3. Now, add points from the team member who just returned to your group after being with another group. The team's score with your original member added in is _____. Is this score higher or lower than your first total? _____

Questions to Consider

- How do you feel about losing or gaining some points? Why do you feel that way?
- What do you think is the purpose of temporary migration within a region?
- How might a host country benefit from an influx of temporary workers? How might it suffer?