

GRADE 10	TERM 3	SOCIAL SCIENCES (GEOGRAPHY) UNIT 4: POPULATION MOVEMENTS
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Kinds, causes and effects of population movement

The movement of people from place to place is referred to as migration. These people are called migrants. There are many different types of migration.

- *Reasons for migrations*

Pull factors: Favourable conditions that attract people to another area.
Lead to spontaneous population movements.

Push factors: Unfavourable conditions that discourage people from remaining in an area.
Lead to forced migrations.

Pull factors:

- Better physical environment
- The lure of foreign lands
- Better communication links
- Better economic opportunities

- *Push factors:*

- Political Unrest
- Racial discrimination
- Religious persecution
- Revolutions and wars
- Unfavourable physical environment
- Industrial and scientific revolutions

Major types of population movements:

1. Movements across political boundaries
 - A. Spontaneous movements
 - i. Inter- continental migrations

There have been waves of inter- continental migrations.

- Prior to 1500 primitive man moved from East Africa to Europe. They slowly spread through Europe to Asia. During the Ice Ages nomads migrated over what is now the Bering Strait to the America's.
- Between the 15th century and World War I, European expansion occurred in the form of colonialism.
- Between the two World Wars there was a decrease in overseas migration.
- After WWII many refugees were forced to leave their homes and seek refuge in other countries e.g. the Jews left Germany for Israel.

B. Induced movements

- i. Slavery

Man has always felt the need to suppress his fellow man. Since Biblical times man has conquered and enslaved others.

The Romans were well known for slave trading and the abuse of those men conquered in Military campaigns.

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During modern times West African's were taken as slaves to work on the plantations in the America's.

Slave trading has had far reaching effects:

- The population of West Africa was reduced as an estimated 20 million people were taken as slaves. (Some estimate this figure as high as 50 million)
- There was a high mortality rate amongst the slaves due to Human Rights Abuses.
- The racial composition of America was changed resulting in racial tensions, still present today.
- Slave trafficking still occurs today, mostly young women used for sexual purposes.

ii. Pogroms

Pogroms are the **deliberate expulsion and extermination of people.**

The term was first used to describe the attacks on the Jews in Russia during 1881 – 1917.

Examples can be seen during ancient times when the Huns and Vandals invaded the Roman Empire and the Viking invasion of Britain.

The 20th century has seen many such forced migrations.

What are the effects of emigration and immigration?

1. Change in the population structure.
 - Population numbers
 - Age structure
 - Sex ratio
2. Changes in the economic structure
 - Increased urbanisation
 - Change in monetary flow
 - The Brain Drain. NB South Africa 1990's
3. The effects of colonization
 - Countries have sought independence since 1950's
 - Mostly in the developing world
 - Poverty
 - Loss of cultural identities
4. The problem of assimilation
 - Racial friction
 - Cultural friction
 - Economic problems
5. Immigration restrictions
 - Encourage people with education and skills
 - Racial discrimination

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MOVEMENTS WITHIN POLITICAL BOUNDARIES

Rural – Urban migration

Since the Industrial revolution there has been an increase in rural depopulation and an increase in the number of people living in the urban areas. This is known as urbanisation.

- i) *What are the reasons for the rapid increase in rural- urban migration?*
 - Push factors in the rural areas.
 - Pull factors in the urban areas.
 - Improved transportation networks have made cities more accessible.
- ii) *What are the effects of rural – urban migration?*
 - 1] Rate of urbanisation
 - The rate of urbanisation is greatest in the developing countries. These countries do not have the level of technological development to support the influx of people.
 - 2] Rural depopulation and growth rates
 - In developed countries it is the economically active people who migrate to the cities.
 - This hampers economic growth in the rural areas as well as contribute to a declining growth rate.
 - In developing countries rural depopulation gives relief to the already strained environment
 - 3] Unemployment
 - The people migrating from the rural areas were mostly employed in agriculture. They now have to find jobs for which they are not trained.
 - There are not enough jobs for all those who come in search of work.
 - 4] Changes in the sex ratio
 - Developing countries men tend to migrate first.
 - 5] Social problems
 - Problems adapting to city life
 - Unemployment

TEMPORARY MOVEMENTS

Nomads

True nomadism refers to the seasonal migrations of primitive societies. These gathers of food and hunters are constantly on the move.

Migrant labour

Migrant labour refers to those people who, for a temporary period move to areas offering employment, and then return to their original homes.

Demographers refer to these movements in terms of the **core-periphery** concept. Where the poorer periphery areas provide labourers for the wealthier core.

In South Africa people from the former homeland states and neighbouring states have come to work on our mines and in the cities. These people leave their families behind and return as often as possible, sometimes only once a year!

Why migrant labour?

- Migrant labourer can be harnessed when necessary.
- Lower wages
- Workers are young

Problems associated with migrant labour:

- Housed in hostels in which law and order is scarcely maintained.
- Horrific living conditions
- Low wages
- Poor services available to migrant workers
- Prostitution
- Aids

Attitudes to migrants and refugees

For this section you are required to complete a task.

Trying to understand and empathise with the world's refugees

Read the extracts below:

“We made these suitcases for some of the people out there. There are rich people out there who live large. They don't know how poor people, like refugees, live. They don't know. They got to know.”

“This suitcase is a good memory. I want to keep it for my children so they will know what I have done and where I have been with this suitcase, my life.”



<http://goo.gl/vCFivp>

The Current Status of Refugees in South Africa

South Africa has been a country of immigration for hundreds of years, and the country's mines and farms relied on migrant labour from all over southern Africa. After a long history of persecuting the majority of its citizens and sending exiles throughout the world, the end of apartheid has made South Africa an attractive destination for significant numbers of refugees and asylum seekers from conflict-ridden countries across the continent.

There are presently almost 150 000 refugees and asylum seekers in South Africa. Though this number is small compared to the camps in Kenya, Tanzania, Uganda and elsewhere in Africa, many suspect that the true number of refugees in South Africa is a lot higher. The largest number, approximately 30 000 are from the DRC, with significant groups from Somalia, Angola, Burundi, Ethiopia and Eritrea as well as growing numbers of Zimbabweans.

The South African government, in collaboration with the UNHRC and other bodies, is helping return Angolan and Rwandan refugees. Many of these are reluctant to leave, however, and are therefore likely to join the hundreds and thousands of other undocumented migrants in the country.

Unlike most countries on the continent, South Africa does not maintain refugee camps, and refugees get little assistance. Rather, the country has adopted a rights-based approach, which formally allows refugees the right to work, move freely within the country and access social services such as education and health care.

In practice, however, there are significant problems accessing these rights. Many would-be asylum seekers are refused access to government offices if they cannot pay bribes. Others wait years to be granted formal refugee status, and then still face difficulties in acquiring identity documents and accessing services. Hostility from the police, government, service providers and South African citizens makes life difficult, and some refugees have been deported by an overzealous and corrupt immigration control system.

The government has undertaken to reform this system, but change is slow in coming.

Source: The Suitcase Stories, Clacherty and Welvering, 2006, page 15.



Exercise 1: Group Discussion

1. Why are so many refugees seeking asylum in South Africa?
2. What kinds of problems might refugees face on arrival in South Africa?
3. Do you think refugees should be supported by South Africa?

Exercise 2: Group Discussion

Having a conversation that really matters...using De Bono's Six Thinking Hats.

Instructions:

- Divide into groups (no more than 6 per group)
- Each member will represent a different hat
- Each hat represents a different way of thinking
- It is important that the person adopts the kind of thinking represented by the hat in the group discussion.

In your groups, using the different styles of thinking, discuss the following topic:

"Illegal immigrants are responsible for increasing crime rates in South Africa."

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	<i>White paper</i>	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	<i>Fire and warmth</i>	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	<i>Sunshine</i>	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	<i>A stern judge</i>	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	<i>Vegetation and rich growth</i>	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	<i>The sky and overview</i>	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

Source: <http://goo.gl/yxNNky>

Tigitsu's Story: "Every year, every day, I am travelling".

Tigistu is originally from Ethiopia.

"In Tanzania I was arrested because I did not have a passport, I was handcuffed. But all the way there I was thinking, South Africa is a very nice place. Everyone I was walking with thought it would be nice in South Africa. We thought we would be comfortable there. We realise it is not like we think. Here there are people with guns in the streets, and they hijack you. When I came I left my sister with my mother. My sister is six years old. Then I heard that my mother had died, and so now my sister is alone. She is my little flower and I need to look after her now. My father left the country before me, and we never knew where he was. I heard he might be in Namibia. So I am going to have to move again to there to find him. So when am I going to stop travelling through borders? Every year, every day I am travelling."

Yeshak's Story: "The first time I saw an escalator".

Yeshak is originally from Ethiopia.

"I came in a taxi from Swaziland and was dropped at Park Station. Now I was in Johannesburg. I did not know anyone. I have never seen such a big city. I did not speak any language except Amharic. I remember I was so amazed at the escalator as Park Station. It was first time to see an escalator. I was standing at the bottom just looking up..."

Their Stories

Extracts from: The Suitcase Stories, Clacherty and Welvering, 2006, page 15.

**Part 1 – 45 Marks**

You are a young refugee from Africa and you arrive in South Africa, hoping for a better chance at life. You are 14 years of age. Create a 'suitcase' in which you capture your life story.

Your suitcase must include the following information/items:

- A map of the country from which you originate.
- An overview of the current situation of the country (this must be factual).
- A route and description of your journey.
- The challenges that you face as a refugee on arrival in South Africa (you will need to do some research on refugees and their rights in South Africa)
- Place meaningful items (pictures of these items) in your suitcase which may represent who you are, where you are from and your family. You will need to provide a motivation as to why these items are significant.
- Decorate your suitcase accordingly.

Part B – 40 marks

Write a research essay in response to the following topic:

"By granting illegal immigrants refugee status in South Africa, the human rights of our local people will be infringed upon."

Place this essay into your suitcase to capture the essence of a refugee.

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USE THE RUBRICS AS A GUIDE TO WHAT YOU NEED TO DO. YOUR WORK WILL BE MARKED USING THESE RUBRICS.

Part 1 – Rubric (45 marks)

CRITERIA	POOR	SATISFACTORY	GOOD	EXCELLENT
Instructions have been followed and learner has included the relevant contents into the suitcase. (10)	1-4 Not all of the instructions have been followed. The suitcase has 3-4 missing aspects.	5 Most of the instructions have been followed. The suitcase has 2-3 missing aspects.	6-7 Most of the instructions have been followed. The suitcase has 1 missing aspect.	8-10 All instructions have been followed. The suitcase contains all relevant contents.
The suitcase is original and creative, it is representative of the particular refugee's situation. (20)	1-9 The suitcase lacks creativity and originality. No motivation has been provided with regards to the contents and symbols used on the suitcase. The suitcase is not really a true/adequate reflection of the refugee's situation.	10-12 The suitcase lacks creativity and originality. A very brief motivation has been provided with regards to the contents and symbols used on the suitcase. The suitcase represents on aspects of the refugee's situation.	13-15 The suitcase is creative and original. A motivation has been provided with regards to the contents and symbols used on the suitcase. The suitcase is a reflection of the refugee's situation.	18-20 The suitcase is very creative and original. Detailed motivation has been provided with regards to the contents and symbols used on suitcase. The suitcase is an excellent reflection of the refugee's situation.
Research has been carried out with respect to the refugee's country of origin and particular challenges faced. (10)	1-4 Limited research has been conducted. Evidence of plagiarism. The refugee's situation has not been understood.	5 Some research has been conducted; however limited sources have been consulted. Information has not been entirely reworked into learner's own words.	6 Accurate research has been conducted using a variety of information has been reworked into learner's own words and is NOT plagiarised. Information analyses the refugee's situation and challenges faced.	8-10 Detailed and accurate research has been conducted using a variety of relevant sources. Information has reworked into learner's own words and is NOT plagiarised. Information analyses the refugee's situation and challenges faced in detail.
All sources included in an accurate bibliography. (5)	0 No bibliography/Incorrect format.	1-2 Unlimited sources and/or errors	3 Sufficient and varied sources used but there are minor errors	4-5 Sufficient and varied sources have been used and referenced correctly.

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Part 2 – Rubric (40 marks)

Have my research notes recorded bibliographic details? Are the notes in my own words and relevant to the topic?	9-10 Excellent notes which are relevant to the topic and in the learners own words with all the bibliographic details correctly recorded.	7-8 Good notes which are mostly relevant to the topic and are in the student's own words.	4-6 Notes are sufficient and in the students own words but not always relevant/some bibliographic details have been omitted.	2-3 Notes are limited and lack relevance and are not always the learner's own work.	0-1 Poor. No attempt to indicate the source of the notes
Do I have an effective introduction that addresses the question and a conclusion that sums up the answer?	5 Both the introduction and conclusion are effective and link the content into an effective whole.	4 A good effort to use a proper introduction and conclusion showing awareness of the need to link them to the body.	3 There are flaws in the introduction and/or conclusion, and they do not link to the answer.	2 The introduction and conclusion do not answer the question.	0-1 There is no introduction and/or conclusion.
Is my answer structured in a logical way? Do I present a well thought-out argument?	5 Outstanding.	4 Very good.	3 Good.	2 Work is not logically structured.	0-1 Poor.
Are my sentence construction, grammar and spelling correct?	5 Excellent.	4 Good.	3 Some errors.	2 Poor expression and poor spelling.	0-1 Poor.
Is my presentation neat and structured according to the kingsmead Standards for written work?	5 Excellent.	4 Good, but there are small errors.	3 Some errors.	2 Poor with major errors.	0-1 Totally unacceptable.
Have I used sufficient sources and listed them correctly in a bibliography?	9-10 Sufficient and varies sources have been used and referenced correctly	7-8 Sufficient and varies sources used but there are minor errors	4-6 Limited sources and/or errors	2-3 Insufficient sources and major errors.	0-1 No bibliography/ Incorrect format.