

LEVEL 5 MOVEMENT OF PEOPLE LEARNING WORKBOOK

– ANSWERS –

Why people move and the impact on people and place

Activity 1: Tourist or migrant? (page 1)

1. Person	Migrant or tourist? Why?
Mary – 25	Tourist – going away for less than a year.
Jim – 34	Migrant – planning to move permanently for work overseas.
Sandy – 65	Migrant – moving from one place to live in another to have a perceived better life.
Aroha – 19	Tourist – going to stay with family for only a short time.
David – 24	Migrant – away from original destination for more than one year.
Matt – 26	Migrant – moving away for longer than one year.

2. Key words

Push factors

Migrant

Emigrant

Pull factors

International

Domestic

Obstacles

Seasonal

Immigrant

Forced

3. *Variety of answers* – and some students may have never moved.

Activity 2: Should I stay or should I go? (page 4)

Push – Lack of services, High crime rates, Natural disasters, War

Pull – Good schools, Little pollution, Good job opportunities, Good climate, Family or friends nearby, Affordable housing

Obstacles – Visa required, War, Cost of airfares

War can be in 'Push' and/or in 'Obstacle'.

2.	Positive impacts	Negative impacts
Place they left	<p>② At least with people leaving it will make the numbers living here less and will ease the pressure on natural resources.</p> <p>③ Both of our sons are working overseas. They are making a lot more money than if they lived back here. They send money back to us regularly and it helps us survive.</p>	<p>⑤ It is the highly skilled migrants who are leaving and going to take up better jobs overseas. It is scary how many young people we are losing to the 'brain drain'.</p> <p>⑥ It is really hard on our family, as so many members have left to live overseas.</p>

Place they went to	<p>⑧ New migrants are great for our country. They add diversity – new foods, new festivals and new ideas. It helps New Zealand become more global.</p>	<p>① We are the only Chinese people in our community; it is very lonely for us here. Some people don't talk to us, and others are rude. It is very lonely, and we want to make friends.</p> <p>④ No more of those migrants! All they do is come into our country, take our jobs, and buy our houses.</p> <p>⑦ House prices are increasing and making it less affordable to buy our first home. The only people who can afford to buy houses are new migrants.</p>
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Case Study: New Zealand and migration

Activity 1: A long history of migrants (page 7)

1. 1280 First Māori arrived in Aotearoa.	1780s Whalers and sealers come to New Zealand to hunt whales for oil, baleen and ambergris and seals for fur.	1860 Discovery of gold in Otago. Prospectors from Britain, Ireland, China, India and Europe.
1900 Dalmatians come to New Zealand to flee the Austro-Hungarian Empire.	1930s Jewish refugees from Europe.	1940 Polish fleeing World War II.
1950s Refugees from Hungary, Greece, Italy, Poland and the Netherlands.	1960 Immigrants from the Pacific Islands encouraged to fill labour shortages.	1980s to present day Immigrants from many different nations, for many different reasons.
2020 New Zealand closes its borders to try to stop the spread of Covid-19. Only New Zealand residents could return home.		

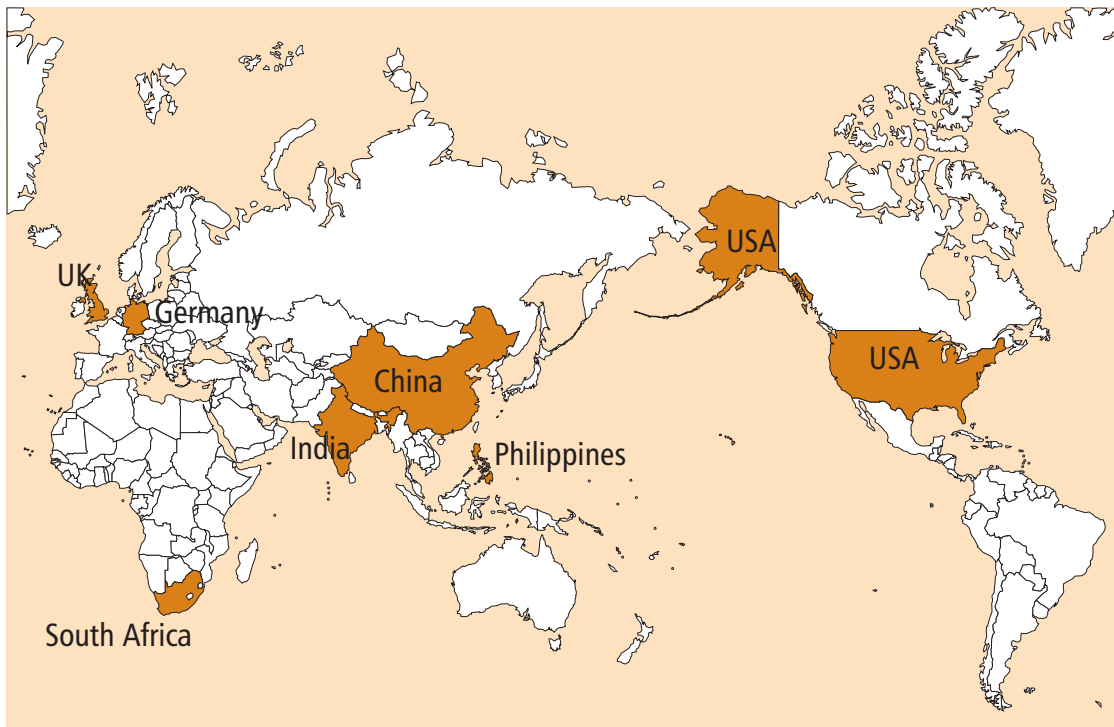
2. *Examples could include the following, but are dependent on local area and local history.*

Migrant group	Evidence of their impact
English	Schools Building / Architecture Street names, e.g. Queen Street
Scottish	Symbols on buildings – thistle Mascots of sports teams – Highlanders

3. a. Asia.

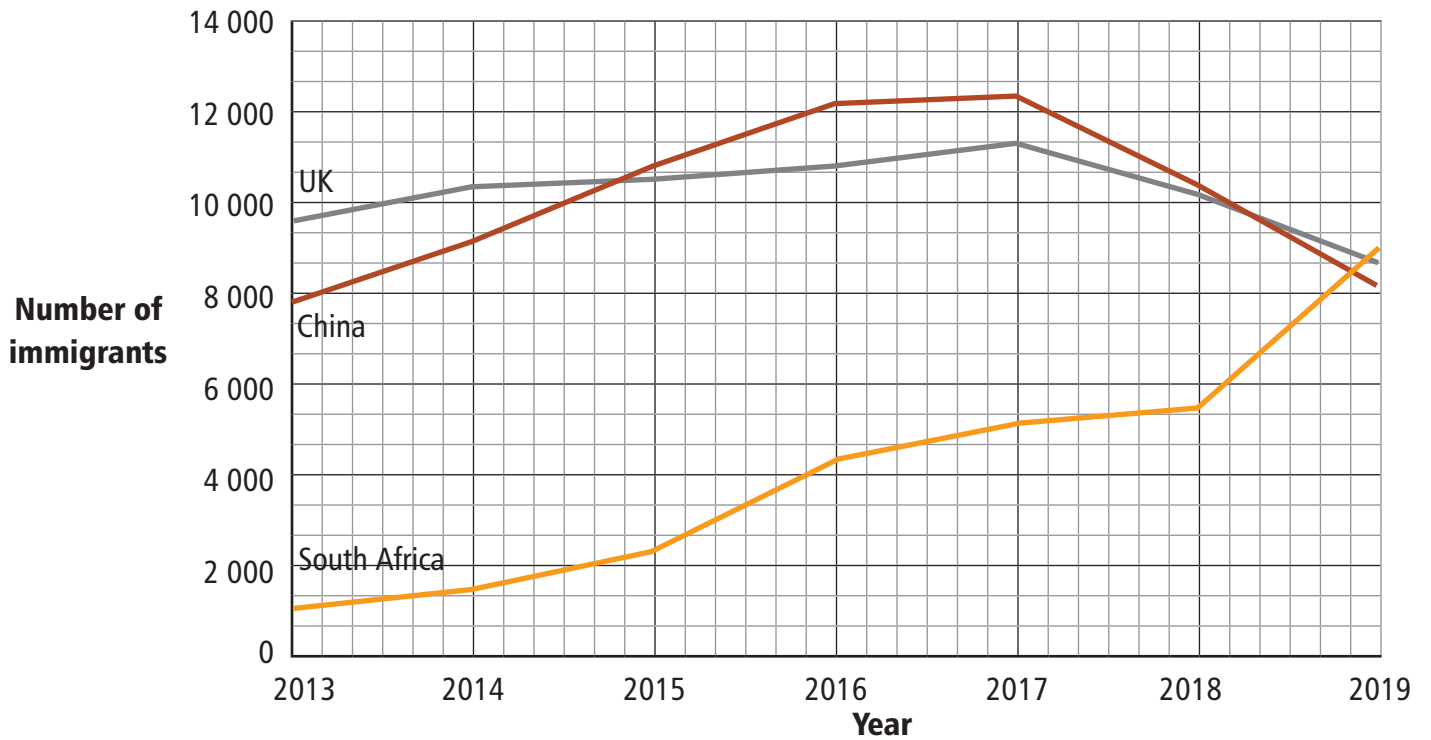
b. *Answers could include:* hard to read; there is a lot of information on the graph; we don't know which countries are represented.

4. a.



b.

Immigration to New Zealand



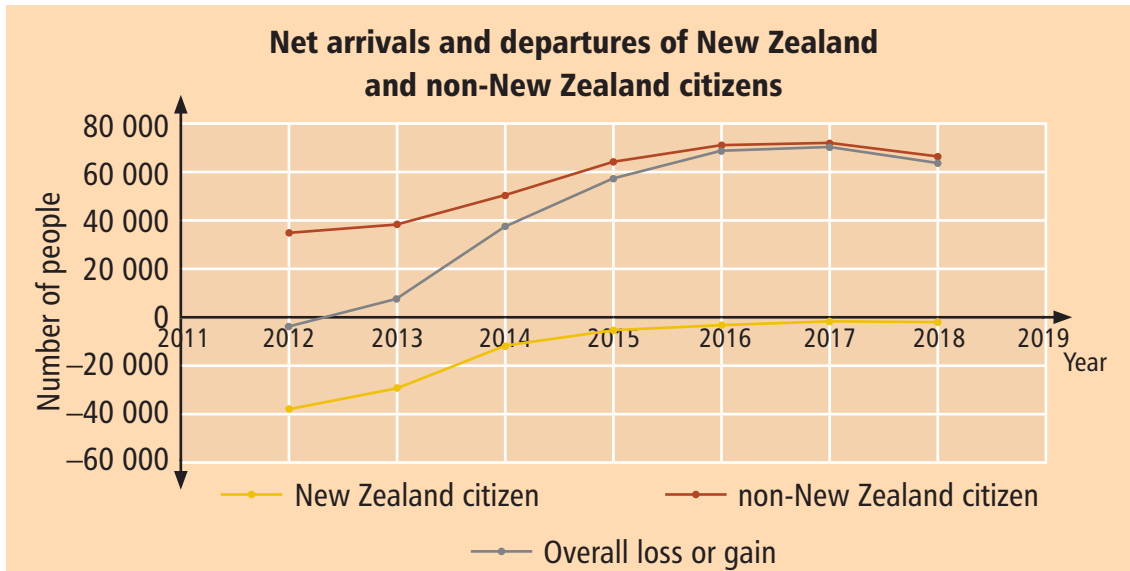
- c. i. South Africa – there was a steady increase each year from 2013 to 2018 and a big increase in 2019.
 UK – numbers increased from 2013 to 2017 but declined in 2018 and 2019.
 China – numbers increased from 2013 to 2017 but there was a slight decline in 2018 and 2019.
- ii. *Reasons could include:* global financial crisis; less work available in New Zealand than in places like Australia; exchange rate has made it less desirable to move to New Zealand; changes in immigration laws.

Activity 2: Gain or loss (page 13)

1. a.

	2012	2013	2014	2015	2016	2017	2018
New Zealand citizens	-39 507	-31 741	-12 058	-5 644	-3 139	-1 284	-1 770
Non-New Zealand citizens	36 316	39 648	50 396	63 903	72 229	73 589	66 765
Overall loss or gain	-3 191	7 907	38 338	58 259	69 090	72 305	64 995

b.



2. There has not been a net loss over this period and the gain is similar to the overall non-New Zealand citizen arrivals, especially from 2014 to 2018.

Who can come and live in New Zealand?

Activity 3: Why a visa? (page 14)

- Answers could include: New Zealand needs to know about the people who are moving here, to make sure we get people who will make a positive contribution to New Zealand, to prevent people coming who cannot live without government assistance.
- Answers could include: They know that they are going to be welcome; there should be work available for them; they will have support in New Zealand and will not get taken advantage of.
- Answers could include: They should be able to financially support themselves; they should not have criminal convictions.
- Answers could include: They could be deported, jailed, fined.

Activity 4: Visa or no visa? (page 16)

Person	Accept or decline? Why?
Sarah – 35	Accept – either Essential skills visa or Skilled migrant visa
Brad – 23	Accept – Working holiday visa
James – 45	Decline – Criminal conviction

Case Study: The Chinese in New Zealand

Activity 1: Welcoming everyone with open arms? (page 20)

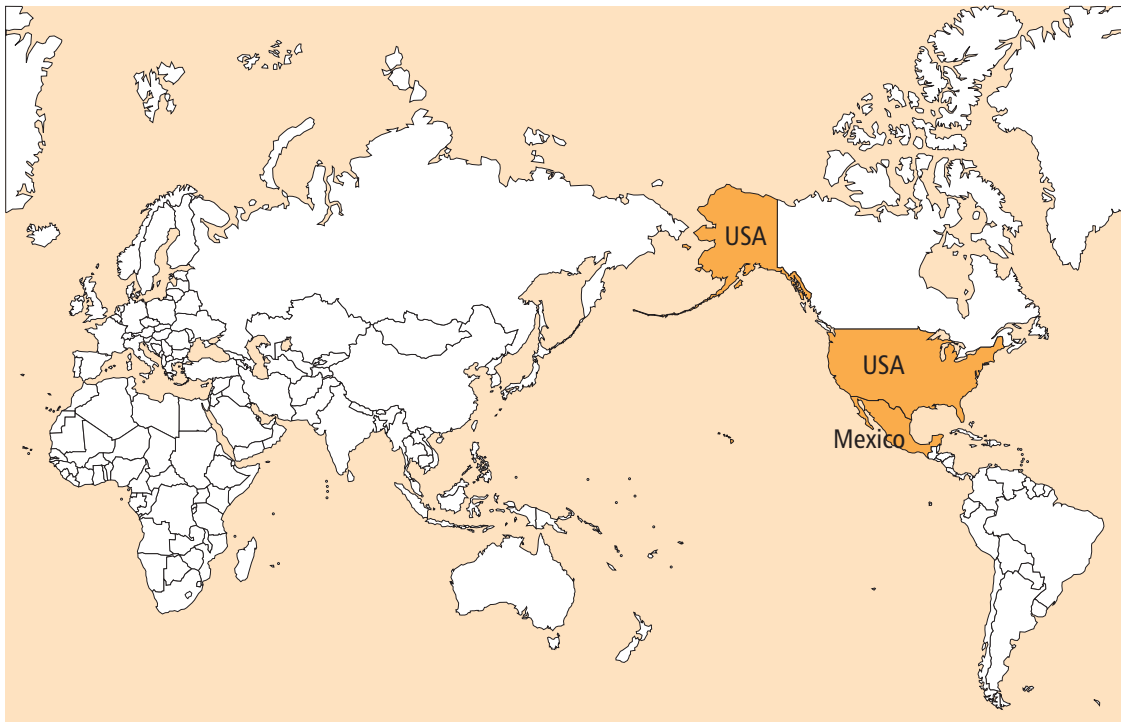
1. A New Zealander – wearing traditional Māori clothes. She is innocent/nice and being attacked by the other person. She is standing on New Zealand. She has a traditional Māori headpiece on.
2. Evil / not very nice. His eyes make him look Asian. He has a ponytail, as many Chinese men had at the time.
3. That the Chinese are not very nice and they are bringing all sorts of bad things – such as the drug opium, greed, licentiousness, brutality and evil habits – to New Zealand.

Activity 2: Haining Street (page 22)

1. Lionel Terry, born in England in 1873, arrived in New Zealand in 1903. In July 1905, Terry walked 1 400 km from Mangōnui in the Far North to Wellington. During his trip, Terry distributed copies of his book *The Shadow*, a book with a long introduction on the need for racial purity. He gave speeches on the threat posed by the 'yellow peril'. On arrival in Wellington in September, he petitioned members of Parliament and immigration officials that they should stop all non-European immigration. Largely ignored, Terry shot Joe Kum Yung in Haining Street on 24 September to 'gain further publicity' for his views. Terry surrendered to the police the next day, handing over his revolver and a copy of *The Shadow*. Originally he was sentenced to death, but the sentence was commuted to life – Terry spent his remaining 47 years until his death in involuntary psychiatric care.
- 2., 3. and 4. *Student's own responses.*

Case Study: Mexico / USA border

Activity 1: Where in the world? (page 24)





Activity 2: Immigration (page 27)

1. *Answers could include:* discrimination; not being given good jobs; not being paid well; not having access to education or housing.
2. *Answers could include:* different ideas and cultures; adding diversity; larger workforce.
3. *Answers could include:* Positive – people might embrace the new culture, make friends, share traditions and cultures. Negative – people might be mean to the new immigrants; the new immigrants might not have the same access to resources; people might not employ them.

Activity 3: Zoot Suits (page 28)

1. A Zoot Suit was a type of suit worn in the 1920s and 1930s and popular with Mexican Americans. It was a long loose jacket with high-waisted trousers.

Activity 4: Education (page 29)

1. It is important to attend school as it helps to break the poverty cycle and means you often get a better-paying job.
2. *Some ideas could include:* Some people may not have liked the fact that their taxes were paying for children whose parents did not pay tax; they did not want their children mixing with illegal residents; they felt it unfair.

Activity 5: Mexico / US migration (page 32)

1. Timeline:

- 1598 First Mexicans arrived in New Mexico
- 1607 First English arrived in USA
- 1610 Santa Fe was founded
- 1846 Mexican–American War
- 1848 Treaty of Guadalupe Hidalgo was signed
- 1854 Gadsden Purchase
- 1910 Labour shortage in US
- 1924 Border patrols began
- 1929 Great Depression began
- 1930 Deportation began
- 1942 Zoot Suit Riots

- 1942 *Bracero*
- 1964 *Bracero* ended
- 1982 Supreme Court Education ruling
- 1986 Immigration Reform and Control Act passed
- 1990 Immigration Act passed
- 1994 Legislation passed that increased border security
- 1998 Highest number of deaths of people trying to cross the border
- 2001 9/11 attacks
- 2003 Department of Homeland Security created
- 2008 Increased government spending on border security
- 2012 Act passed protecting children from deportation
- 2017 Executive orders ×2
- 2018 Zero Tolerance Policy
- 2019 21 000 border agents

2. and 3. *Student's own responses.*

Case Study: Refugees

Activity 1: My life, my priorities (page 36)

1. *Students will have a range of answers, which may include: family, friends, house, money.*
2. *No right or wrong answers, but students must explain their ideas.*

New Zealand and refugees

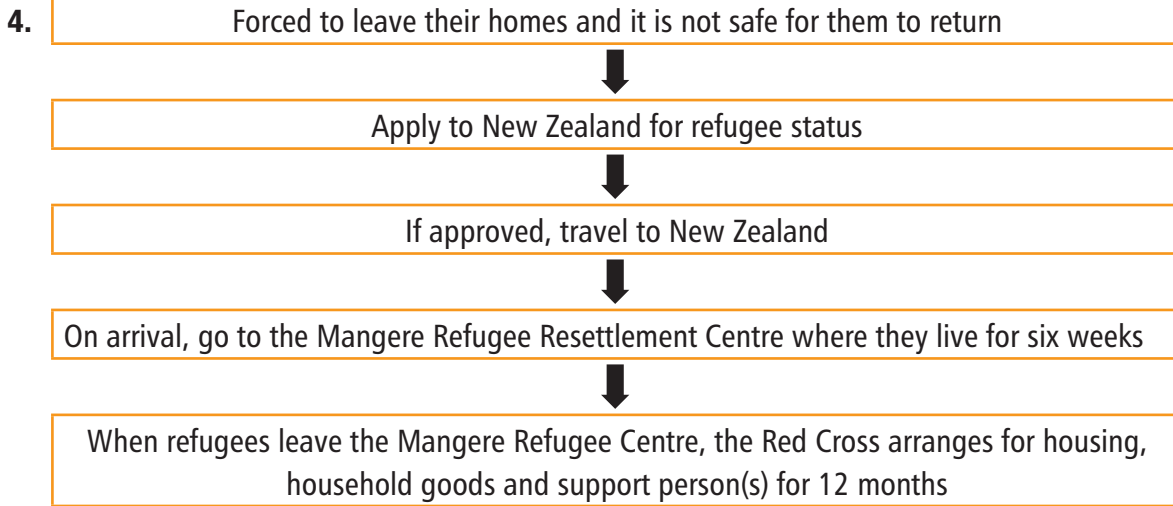
Activity 1: A refugee in New Zealand (page 41)

1. 1 650 (1 500 + 10% of 1 500, so 1 500 + 150 = 1 650)
2. *Could include ideas such as: those in the Pacific are our neighbours, so we have a closer relationship with them; helping our key trade partners; New Zealand's commitment to regional security.*

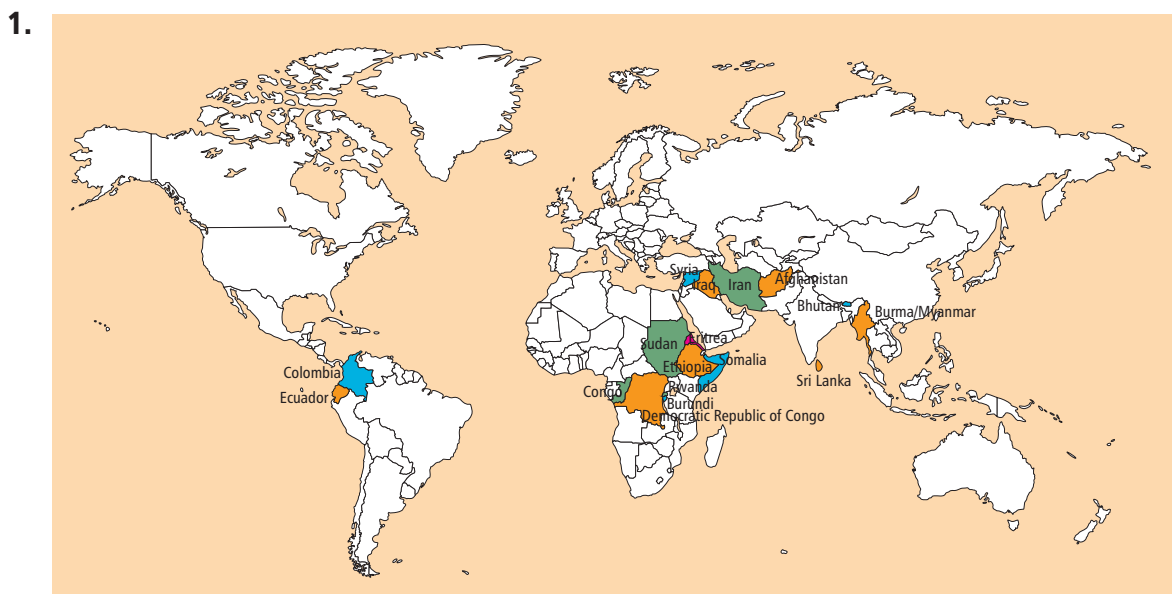
3. a.

Bring a plate	Come over for tea and bring something like a salad or dessert to contribute.
Ta	Thanks.
Scab	Someone who tries to get food or free stuff off you.
Pong	Smells bad.
No sweat	Easy as, no problems.
Away with the fairies	Not really thinking straight, dreaming.
Bloke	Man.
Bust a gut	Work really hard.
Brassed off	Unhappy.
Ankle biter	Child.
Flat out	Really busy.
Knackered	Tired, worn out.
Local rag	Local newspaper.
Waiwai express	Walking.
Yonks	A long time.

b. *A range of ideas possible.*



Activity 2: From where to here? (page 43)



2. *Ideas could include:* poorer countries, not many from Europe and America, many of the countries are involved in war.
3. *Variety of responses, depending on which country students research.*

Case Study: The Industrial Revolution

Activity 1: A changing lifestyle (page 45)

1.
 - a. By 1900, there are a lot more factories, more advanced buildings, not as many farms or as much grass, looks dirtier.
 - b. By 1900, people’s jobs would have changed, living conditions would be worse, there would be more pollution so people would get sick more often.
2. Improved technology, better sources of food, improved understanding of health and why people get sick.

Activity 2: Diary entry (page 48)

Some ideas:

Diary entry 1 – Life living in the country and why you had to move

- Loss of job, can’t support family.
- New technology taking over.

Diary entry 2 – Your reaction to just arriving in London

- Busy.
- Noisy.
- Dirty.
- A lot of people.
- Limited open spaces.
- Cramped living conditions.

Diary entry 3 – Working conditions in the factory where you got a job

- Noisy.
- Long hours, boss not nice.
- No meal breaks.
- Injury or death.
- Too scared to say anything in case you lose your job.

Drawing conclusions and making links

Activity 1: Making conclusions (page 50)

Ideas for paragraphs follow.

Britain’s population in 1750 was 7 million, by 1900 it had risen by over 500% to 37 million (a population boom).

Hygiene and sanitation:

- sewerage not good
- many people did not have access to clean water.

Changes to towns and cities:

- factories were set up to create manufactured goods which were easily transported around the country as a result of improved transportation systems
- in a very short space of time towns grew up around factories
- towns not planned very well.

Housing:

- of very poor quality
- very few regulations about how and where to build houses and what to build houses from.

Working conditions:

- many businessmen and factory owners did not care about working conditions
- constant supply of labour
- improvements made to farming methods produced more food but fewer workers were needed to complete tasks
- lots of people lived very close together in a very small area.

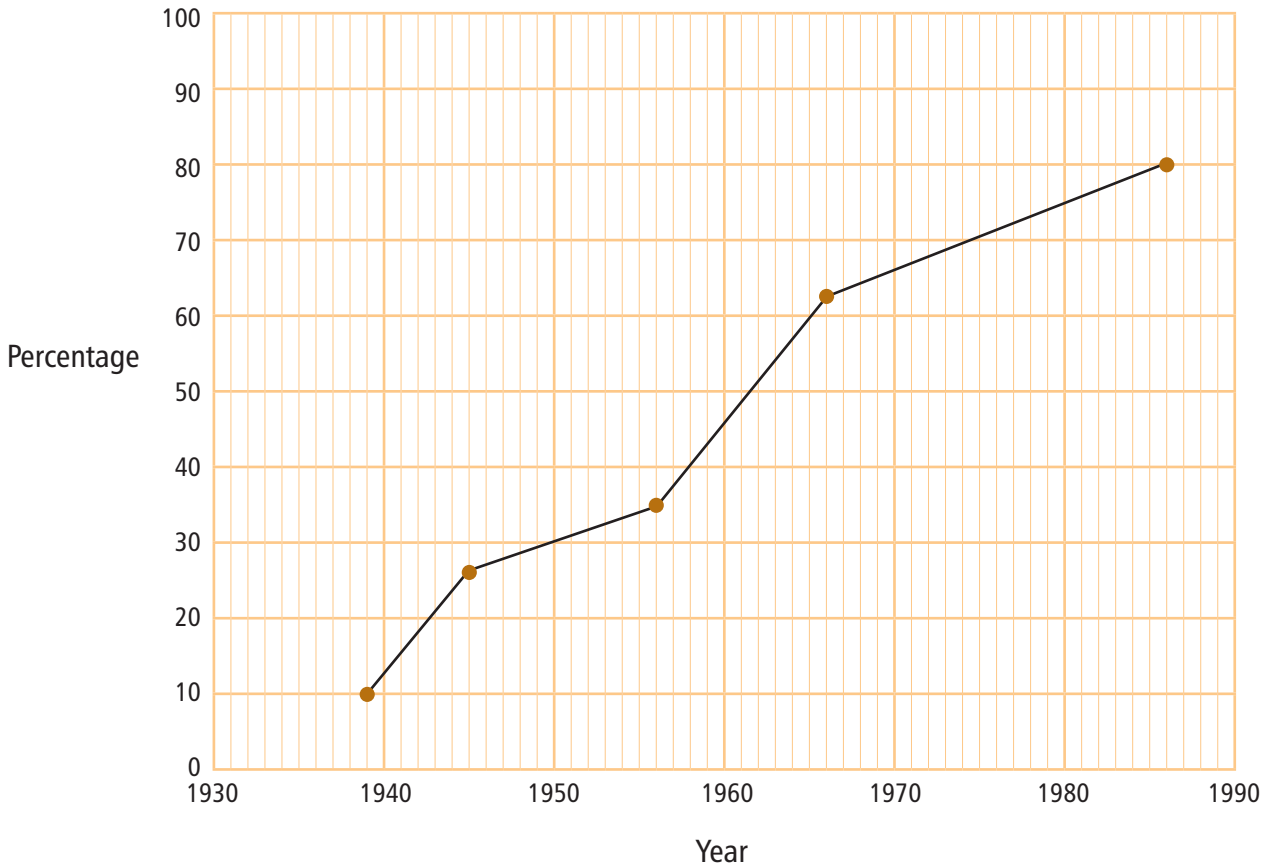
Case Study: Māori urbanisation

Activity: Putting the pieces together (page 53)

1. 3 → 5 → 1 → 4 → 2 → 6
2. There were many things that a city had – e.g. restaurants, shopping, entertainment activities, diverse cultures – that were not available in rural areas.

3.

Māori migration to the city



Case Study: Tourism

Activity 1: The good, the bad and the ugly (page 56)

The following can be either a benefit or a problem.

- There is a greater demand for local food and goods.
- Tourism can increase the price of property as land for new attractions and hotels becomes more valuable.

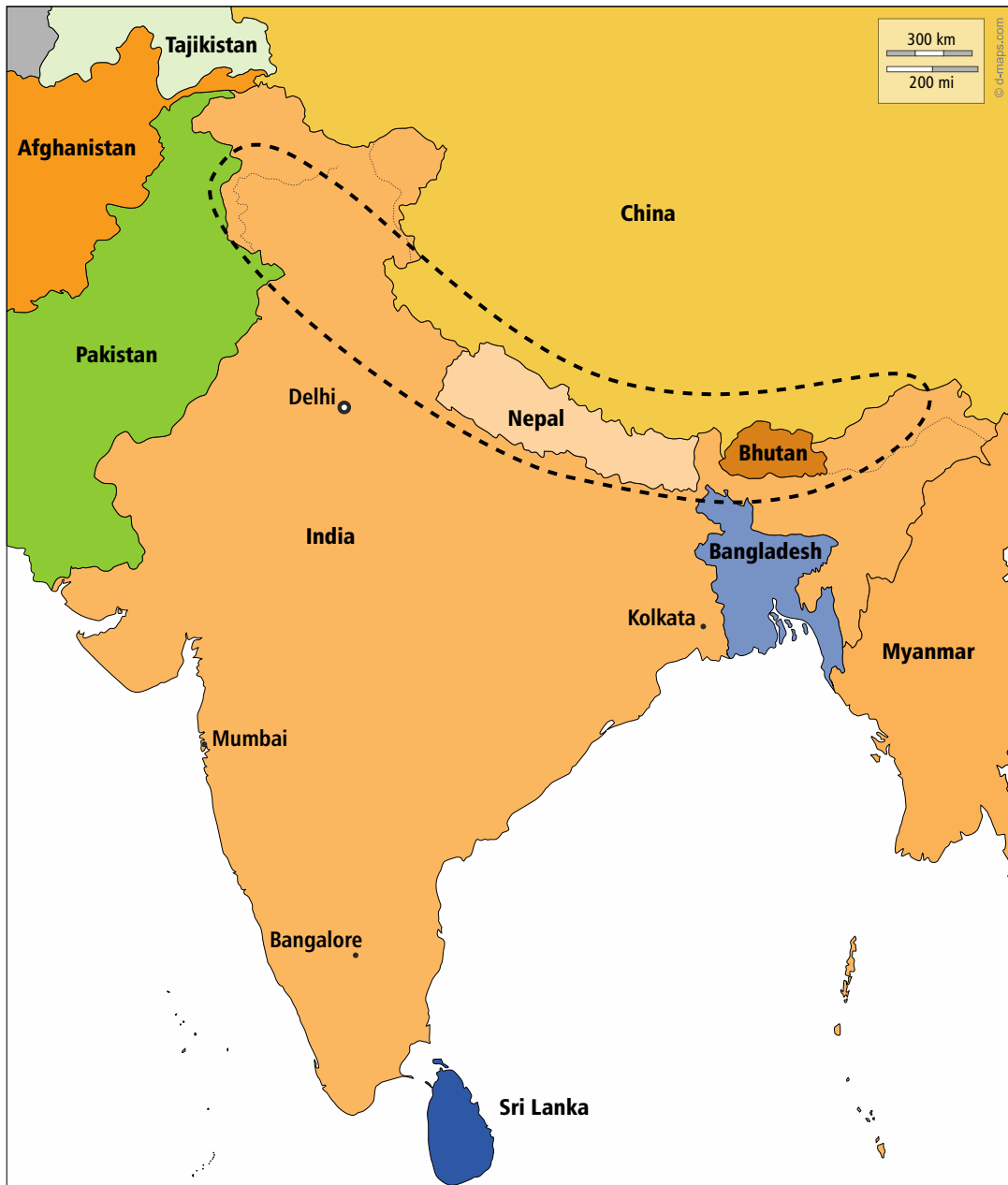
Benefits	Problems
<ul style="list-style-type: none"> • More jobs for locals. • Tourism encourages the government to invest money in facilities to make the experience more enjoyable for tourists. • Tourism can increase the price of property as land for new attractions and hotels becomes more valuable. • There is a greater demand for local food and goods. • People get to experience local language and culture. 	<ul style="list-style-type: none"> • The better and higher-paid jobs often do not go to locals. • Tourists produce a lot of waste and rubbish which the locals then have to deal with. • Tourism can increase the price of property as land for new attractions and hotels becomes more valuable. • There is a greater demand for local food and goods. • Jobs may only be seasonal and not last all year round. • Popular local spots can become overcrowded and commercialised.

Activity 2: In my backyard (page 58)

Ideas could include: involvement of the Department of Conservation (DOC) at local sites, limiting the amount of development, limiting numbers of people going to certain attractions.

‘Standing on top of the world’ – the dark side of the climb to the top

Activity 1: Where in the world? (page 59)



Activity 2: Reaching the top ... or not (page 62)

1. The most successful years were 2008, 2010, 2011, 2013, 2017.
2. The most deadly years were 1996, 2006, 2014, 2015, 2019.
3. *Ideas could include:* The climbing conditions may not have been ideal; there had been really large numbers in 2013.
4. *Ideas can include:* There has been an increase in the numbers climbing. There has also been an increase in other problems such as waste; too many people climbing, creating human lines trying to get up/down the mountain.
5. A magnitude 8.1 earthquake hit Nepal causing a lot of damage/destruction.