

2012

Migration Streams

Geographic Alliance of Iowa

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Migration Streams

Teacher and School not available

Grade Level (Req.): 7th-12th grade	Content Area (Req.): Geography	Unit (Opt.):
Connections to Other Disciplines (Opt.): • • •		
Time Frame (Req.): 3 class periods	Goal (Req.): Students will understand the terms of migration.	
	Objective (Req.): Students will be able to identify reasons migrants leave a country and why they chose to go to certain countries and why they move within a country. Students will be able to make migration stream maps from data. Students will understand and compare migration streams of Chile and the U.S. Students will research local immigration.	
Materials Needed (Req.): • Internet • Colored pencils • Blank maps of the world and South America – needs to be located • A global data bank • PowerPoint on migration and immigration • Immigration stories • Overhead projector or LCD projector with PowerPoint, Internet access	New Vocabulary (Opt.): • Migration • Immigrant • Push/pull factor • Urbanization • Migration stream	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What are trends in migration today? How does Chile's migration patterns compare to the U.S.' migration patterns?		
Instructional Sequence/Procedure (Req.): 1. Start the lesson by asking students if they have ever moved or if they know someone who has moved and to share the reasons why they moved. 2. Define the terms listed above in "New Vocabulary". 3. Read migration stories collected in Chile (PPT) – possible discussion questions: What pushed each person to leave? What pulled them to settle where they settled? What struggles/benefits do they face? 4. Research immigration statistics for South America: A) Research immigration statistics for South America using the Internet link #1, (see attached) and make a migration streams map showing movement of migrants within South America to Chile; lead a discussion about the maps; (A migration flow, or stream, shows movement of migrants from one place to another using an		

arrow from each region that is sized based on the number of migrants.) ASK: What do you notice? Where are Chile's migrants coming from? Why?. B) Research the following country statistics for South American countries using your textbook's Global Data Bank (found in most geography texts), a Jr. Scholastic World Affairs Atlas & Almanac issue, or by using an Internet site such as the CIA World Factbook online (link #2): Life Expectancy, Per capita GDP, Literacy Rates, HDI (Human Development Index). C) ASK: What do you notice? Is there a connection between the migration streams and any of the country statistics?

5. Compare Chile's migration streams to the United States' migration streams: A) follow the same procedure as above to make migration stream maps and gather country statistics for the U.S. and the countries that contribute the most immigrants to the U.S. B) Lead a discussion about the findings.
6. QUESTION: What about our local community? To help students understand how diverse your local area is: A) Give each student a Yellow Pages book/copy of desired section (or use online "yellow pages"). B) Have students look under "Restaurants". C) In the restaurant listings, students should be able to see a wide variety of ethnic groups represented by various types of restaurants. D) Give each student a blank outline map of the world. E) Students should shade in each country that is represented by a restaurant in your area. F) Lead a discussion of the findings. ASK: What do you notice about your map? What does this tell you about our area? From what regions of the world do we have immigrants? Are some areas represented more than others? If so, why do you think that is? G) You can repeat the process by looking under "Churches", where, in addition to churches, many other world religions and beliefs are represented.

- 7.
- 8.
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- 12.
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- 19.
- 20.

Formative Evaluation (Req.):
Student discussion and understanding

Assessment (Req.): Can be used to extend the lesson – A) Have students interview a real immigrant to find out what pushed them from their country and what pulled them to the U.S. and then share their interviews with the class. B) Have students read more real immigrant stories and identify push and pull factors (<http://teacher.scholastic.com/activities/immigration/recent/index.htm>). C) Have students research their family's own immigration story.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 9-12: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 9-12: Understand how human factors and the distribution of resources affect the development of society and the movement of populations.
- Technology Literacy (21st Century Skills), grade 9-12: Apply digital tools to gather, evaluate, and use information.
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Common Core Curriculum Standards Used (Opt.):

- Speaking and Listening, grade 6-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on specific grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- Reading for Literacy in History/Social Studies, grade 6-12: Analyze in detail a series of events described in a text and evaluate various explanations for those events
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NGS Standards Used (Req.):

- How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
- How to analyze the spatial organization of people, places, and environments on Earth’s surface
- The characteristics, distribution, and migration of human population on Earth’s surface
- The processes, patterns, and functions of human settlement
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Five Themes of Geography Used (Req.):

- Place
- Human-Environmental Interaction
- Movement
- Region
-

School District Standards and Benchmarks (Opt.):

- MN Curriculum Standards: Interconnections – 1) Identify factors that drew people to their local communities; 2) Explain the patterns of population density on the surface of the Earth and analyze the causes of population change; 3) Students will identify factors that drew people to their local communities; 4) Students will describe patterns of major regions or culture areas on the surface of the Earth and identify patterns of change; 5) Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change.
- Essential Skills – 1) Demonstrate the ability to obtain geographic information from a variety of print and electronic sources; 2) Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change; 3) Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.
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21st Century Universal Constructs (Opt.): Critical Thinking

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- <http://www.migrationinformation.org/datahub/wmm.cfm> – Migration Policy Institute Data Hub
- https://www.cia.gov/library/publications/the-world-factbook/region/region_soa.html - CIA World Factbook
- <http://iom.int/jahia/Jahia/pid/445> – International Organization for Migration Website
- <http://www.census.gov/ipc/www/idb/country.php> – Census Info

Chile Migration Stories:

-

SANTIAGO, CHILE:

Jose's Story:

Jose is a 40-something tour guide in the city of Santiago, Chile. Jose's Grandfather came to Chile from Scotland. His parents divorced when he was a child and his father emigrated to U.S. Eventually, Jose' moved temporarily to the U.S. to live with father between the ages of 17-23. While in the United States, Jose' worked in Florida as a tour guide. There was an abundance of opportunity to work in the tourism industry as Jose' spoke both Spanish and English fluently. He worked at Disneyworld, but admits today that he can't stand the sight of Mickey Mouse anymore. Jose' and his wife are expecting their first child in November. Jose' plans to immigrate to the United States with wife and child after child's first birthday as they can make more money in the United States. He would like to end up in the Midwest and work at a resort or some other job in tourism. Jose' and his wife hope for a great future for their family in the United States.

QUESTIONS TO ANSWER:

1. What is pulling Jose' to the U.S.?
 2. What is pushed Jose' from Chile?
-

SANTIAGO, CHILE

Sam's Story:

Sam is an immigrant from Guayaquil, Ecuador. He was educated in public school in Ecuador and is proud that he was a top student in his class. As a young person in

Ecuador, Sam taught himself English by watching American TV shows. In Ecuador, Sam worked at a low paying job at a train station checking tickets where he made about \$150 US/month. About a year ago, Sam immigrated to Santiago, Chile with his wife and two-year old child in search of a better life. Since he speaks English well, he found a job that pays almost twice as much as he made in Ecuador. Now, he works as a waiter in a seafood restaurant in the Central Market in Santiago. His job is to approach tourists to get them to eat at the restaurant. Being able to speak English helps him to communicate with the many tourists from the U.S. Sam and his family live in a small room of a house that he rents with some Peruvian immigrants in a poor neighborhood of Santiago. Sam shares an 8x10 room with his wife and child and shares kitchen facilities with the other housemates. He pays 7,500 pesos/month (\$140 US). He would like to have a better job but needs a Chilean ID card to work legally. His boss has promised to help him get the ID card. Sam would eventually like to work in a good hotel or to teach English classes. Sam sends remittances back to his family in Ecuador and hopes to bring them to Santiago one day.

QUESTIONS TO ANSWER:

1. What is pulled Sam to the Chile'?
 2. What is pushed Jose' from Ecuador?
-

CONCEPCION, Chile:

Ricardo's Story:

Ricardo (on the right) owns a tour bus company in Concepción, Chile'. He and his 86 year old father live in the neighborhood of Hualpen, near Coquimbo, Chile. Ricardo's father moved to the coastal Concepción area from the crowded capital city of Santiago 53 years ago to get away from the big city and to have land, as Santiago land was expensive. Ricardo's father worked as a furniture maker and Ricardo helped his father as a boy. Ricardo, himself, has 5 children. Since he was skilled in building, in 2004, Ricardo went to New Orleans in the United States to find construction work after Hurricane Katrina. He spent 5 months in Louisiana rebuilding homes. Today, Ricardo uses the Internet to market his tours and has many tourists from the US, Europe and, most recently, from China. He said that, with the Internet, he doesn't need an office for his business, so he runs the business out of his home.

QUESTIONS TO ANSWER:

1. What is pushed Ricardo's father from Santiago?
2. What pulled Ricardo's father to the Concepción?
3. What pulled Ricardo to the U.S.?

Ninhue, a small town in central Chile:

Christian's Story:

Christian has lived in Ninhue his entire life as did his father and grandfather. Christian's father works in agriculture, but many lumber companies are buying up the land so he also does construction work to help support the family. Christian is in his last year of high school and after high school, Christian wants to move to the nation's capital, Santiago, so that he can go to university to study to be a police officer. After school he wants to live in a bigger city than Ninhue, such as the tourist area of Vina del Mar,

where there are many tourists to protect. Christian believes that most of his friends will also move away to cities find work as well.

QUESTIONS TO ANSWER:

1. What is pushing Christian from Ninhue?
 2. What is pulling him to a larger city, such as Santiago or Vina del Mar?
-

Andacollo, Chile—a mining community in rural Chile-about 2 hrs from Coquimbo

Hector's Story:

Hector is a tour guide in Chile. He was born in the mining community of Andacollo, Chile where his father worked in the mines. As a boy, Hector brought his father a lunch pail every day. Every evening his father brought the pail home filled with soil from the mine. Every evening his father would crush the rocky soil in search of gold. Eventually his father earned enough money to send his son to school so his son's life would be better. Hector migrated to the large coastal city of Coquimbo where he is now educated, bilingual and a tour guide. He also makes extra money for his family by renting out his home near the beach during the busy tourist season.

QUESTIONS TO ANSWER:

1. What is pushing Christian from Ninhue?

2. What is pulling him to a larger city, such as Santiago or Vina del Mar?

Arica, Chile:

Francisco's Story:

Francisco (right), 79, lives in Arica, Chile. Francisco's story began in 1924 when his grandfather migrated from Italy to Tacna, Peru (at the time it belonged to Chile after the War of the Pacific). In Tacna, his family had a store that imported fabrics and "big hats" from Europe. However, in 1929, when Chile was about to return Tacna back to Peru, his family decided they wanted to stay 'Chilean', so they moved to Arica, Chile and have lived there ever since.

QUESTIONS TO ANSWER:

1. What pushed Francisco's family from Tacna, Peru?
2. What pulled Francisco's family to Arica, Chile?

MIGRATION STREAMS TO THE UNITED STATES: Label Countries of Origin & Map Migration Data

**0-1.5 MILLION
(Blue)**

**1.6 MILLION – 5
MILLION (Yellow)**

**5.1 MILLION – 10
MILLION (Green)**

**10.1 MILLION+
(Red)**

**TEACHING RESOURCE:
MINNESOTA
“IMMIGRANT
QUOTIENT” (I.Q.) TEST**

Interesting information about refugee and immigrant issues!

Circle the correct response.

1. Minnesota was settled by native people, immigrants and their descendents. What were the two largest tribes living in Minnesota in the early to mid-19th century when the first French and French Canadian traders arrived?
 - A. Cherokee and Algonquian
 - B. Ojibwe and Dakota
 - C. Menomenee and Oneida
2. The largest wave of immigration to Minnesota _____.
 - A. Peaked around 1900
 - B. Peaked in the 1980's
 - C. Is occurring at the present moment
3. By 1896 official instructions for Minnesota elections were being printed in _____.
 - A. English only
 - B. English, Norwegian and Swedish
 - C. English, German and Czech
 - D. 9 languages
4. The foreign born population in Minnesota
 - A. Hmong / Somali / Former
6. Out of all immigrants to Minnesota, what percentage are refugees (people who cannot return to their country for fear of persecution because of their race, religion, nationality, membership in a particular social group, or political opinion)?
 - A. 5-10%
 - B. 10-25%
 - C. 25-50%
7. Of all of the refugees resettled in the United States between 1999-2003, what percentage was resettled in Minnesota?
 - A. 2%
 - B. 8%
 - C. 25%
8. During the last two decades refugees have come to Minnesota in large numbers from the former Soviet Union, Bosnia, Somalia, Sudan, Ethiopia, Eritrea, Liberia, Vietnam, Laos and Cambodia. Select the three ethnicities with the highest populations in Minnesota.

represents what percentage of the total population?

- A. 6.8%
- B. 15.5%
- C. 26%

5. Minnesota is the **state** with the largest _____ population in the United States.

- A. Hmong
- B. Somali
- C. Tibetan

Soviet Republics
B. Somali / Laotian / Cambodian
C. Hmong / Former Soviet Republics / Ethiopian
D. Hmong / Vietnamese / Somali

9. True or False? Most of the Hispanics in Minnesota are from Mexico?

- A. True
- B. False

10. How many different languages and dialects are spoken in the homes of Minnesota's K-12 students?

- A. 55
- B. 73
- C. 103

Minnesota "I.Q." Immigrant Quotient Answers

1. **B - Ojibwe and Dakota.** Diverse Native American tribes settled in the region now known as Minnesota as early as 6000 B.C. The Ojibwe and Dakota both had well-established societies in the early to mid-19th century.¹ Today in Minnesota there are seven Anishinabe (Chippewa, Ojibwe) reservations and four Dakota (Sioux) communities.²
2. **A - Peaked around 1900.** At the turn of the 20th century Minnesota became a significant immigration state, peaking in 1900. At that time 28.9% of Minnesota's population was foreign born compared to 15% nationwide.³ More than 60% of the immigrants came from Sweden, Norway and Germany.⁴
3. **D - 9 languages.** The 9 languages in which election instructions were issued in Minnesota in 1890 were: English, German, Norwegian, Swedish, Finnish, French, Czech, Italian and Polish.⁵ Today they are available in English, Hmong, Spanish, Somali, Russian and Vietnamese.⁶
4. **A - 6.8%.** In 2005, nearly 6% of Minnesota's residents in 2004 were foreign born, meaning they were naturalized citizens, legal permanent residents, refugees, asylees, foreign students or undocumented workers.⁷
5. **B - Somali.** Not only is Minnesota the home to the largest Somali population in the U.S. but to the largest Oromo population as well.⁸ The Oromo are members of an ethnic group from Ethiopia. In addition, Minnesota has the second largest population of Tibetans in the nation.⁹ Minnesota is second only to California in its Hmong population,¹⁰ though St. Paul is the city with the most Hmong residents.¹¹

6. **C - 25-50%.** In a given year, 25-50% of Minnesota's immigrants are refugees while nationally 8% of all immigrants admitted legally are refugees.¹²
7. **A - 2%.** 13,500 refugees from about 30 countries were resettled in Minnesota from 1999-2003. This is just over 2% of all the refugees admitted nationally. Though the number each year may fluctuate, the percentage resettling in Minnesota is expected to be stable.¹³
8. **D - Hmong / Vietnamese / Somali.** The estimated Hmong population is 60,000 and both the Vietnamese and Somali populations are estimated at 25,000. In addition there are approximately 13,000 Laotians, 12,500 refugees from former Soviet Republics, 7,500 Ethiopians, and 7,500 Cambodians.¹⁴
9. **B - False.** 60% of the Hispanic population was born in the United States.¹⁵ The majority of the foreign born Latinos are from Mexico. In the 2000 census, there were 41,592 Mexican born Minnesotans. The other leading Latin American countries of birth for Minnesotans were El Salvador with 2,769 and Ecuador with 2,621.¹⁶
10. **C - 103.** At least 103 languages and dialects are spoken by Minnesota students and their families. In St. Paul Public Schools, 41% of students come from a home where a language other than English is spoken.¹⁷

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For citations for this fact sheet and further information, please see www.energyofanation.org.

Sources for "Minnesota Immigrant Quotient (I.Q.) Test"

¹ Holmquist, June Drenning. *They Chose Minnesota*. Minnesota Historical Press. 1981.

² Minnesota Indian Affairs Council. "Overview of Indian Tribes in Minnesota." Accessed in March 06 from: http://www.cri-bsu.org/IA_web/htdocs/tribes/

³ Davies, Phil. "Faces of Change." The Federal Reserve Bank of Minneapolis. Accessed in March 06 from: <http://minneapolisfed.org/pubs/fedgaz/04-09/change.cfm>.

⁴ Holmquist, June Drenning. *They Chose Minnesota* Minnesota Historical Press. 1981.

⁵ *ibid.*

⁶ Office of the Minnesota Secretary of State, Mary Kiffmeyer. "Register to Vote." Accessed in March 2006 from: <http://www.sos.state.mn.us/home/index.asp?page=204>.

⁷ "International Immigration and Foreign-born Population." Minnesota Department of Administration. 2005 data accessed in September 2006 at: <http://www.demography.state.mn.us/immigration.htm> using information from Table 1 contained in "Immigrants to Minnesota by Region and Selected Country of Birth available at: <http://www.demography.state.mn.us/documents/ImmigrationJuly2006.csv>.

⁸ The McKnight Foundation "Immigrant Gateway: Framing the Issue." Accessed March 2006 from: http://www.mcknight.org/hotissues/framing_immigrants.aspx and League of

Women Voters and Minnesota's Education Fund. "Immigration in MN: Changing Faces Changing Communities." Accessed March 2006 from:
<http://www.lwvmn.org/EdFund/ImmigrationInMinnesota.asp>.

⁹The Minneapolis Foundation. "Immigration in Minnesota: Discovering Common Ground." Accessed March 2006 from:
www.minneapolisfoundation.org/immigration/ImmigrationBrochure.pdf.

¹⁰"Hmong Population in the U.S." Accessed March 2006 from:
http://www.twincities.com/mld/twincities/news/special_packages/hmong_war/11639650.htm.

¹¹The Minneapolis Foundation. "Immigration in Minnesota: Discovering Common Ground." Accessed March 2006 from:
www.minneapolisfoundation.org/immigration/ImmigrationBrochure.pdf.

¹²Davies, Phil. "Faces of Change." The Federal Reserve Bank of Minneapolis. Accessed in March 2006 from: <http://minneapolisfed.org/pubs/fedgaz/04-09/change.cfm>.

¹³ *ibid.*

¹⁴Minnesota Office of Geographic and Demographic Analysis. "Minnesota's Immigrant Populations Continue to Increase." June 17, 2004. Accessed March 2006 from:
<http://www.mnplan.state.mn.us/resource.html?ID=7193>. Estimates include U.S.-born children and refugees resettled in other states who subsequently moved to Minnesota.

¹⁵Ronningen, Barbara. "Estimates of Selected Immigrant Populations in Minnesota: 2004." Minnesota Office of Geographic and Demographic Analysis. June, 2004. Citing the 2000 U.S. Census. Accessed March 2006 from:
<http://www.demography.state.mn.us/PopNotes/EvaluatingEstimates.pdf>.

¹⁶"Non-citizens and Minnesota Law: A Guide for Legislators." Accessed March 2006 from:
<http://www.house.leg.state.mn.us/hrd/pubs/noncitizen.pdf>.

¹⁷Saint Paul Public Schools. Accessed March 2006 from:
http://www.spps.org/About_us2.html.



CHILE: MIGRATION & IMMIGRATION

Nancy Enger
Fulbright-Hayes Geography Project Abroad to Chile 2009
Grandview Middle School
7th Grade World Geography

OBJECTIVES:

- To help students understand why people leave one place and move to another
 - Within Chile
 - To Chile
 - To U.S. (Midwest)

I. Define Terms

–Migration, immigrant, push factor, pull factor, migration stream (flow)

MIGRATION

- To go from one country, region, or place to another



IMMIGRATE

- To move INTO a country



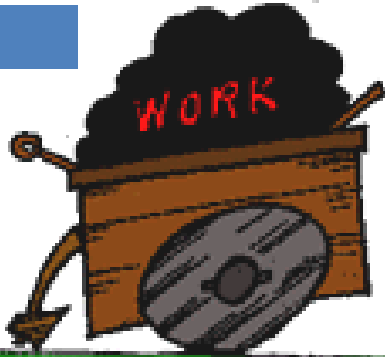
PUSH FACTOR

- Things that encourage people to leave a country.

– Ex:

- War
- Poverty
- Famine or drought
- Disease
- Political corruption
- religious intolerance
- Natural disasters
- Lack of jobs
- Lack of rights

1. No work in homeland



2. Escape from war



BAD JOB
OPPORTUNITY

ORANGE BARREL.
Work outside in a
fast-paced environ-
ment to control
traffic. \$1.27/hr

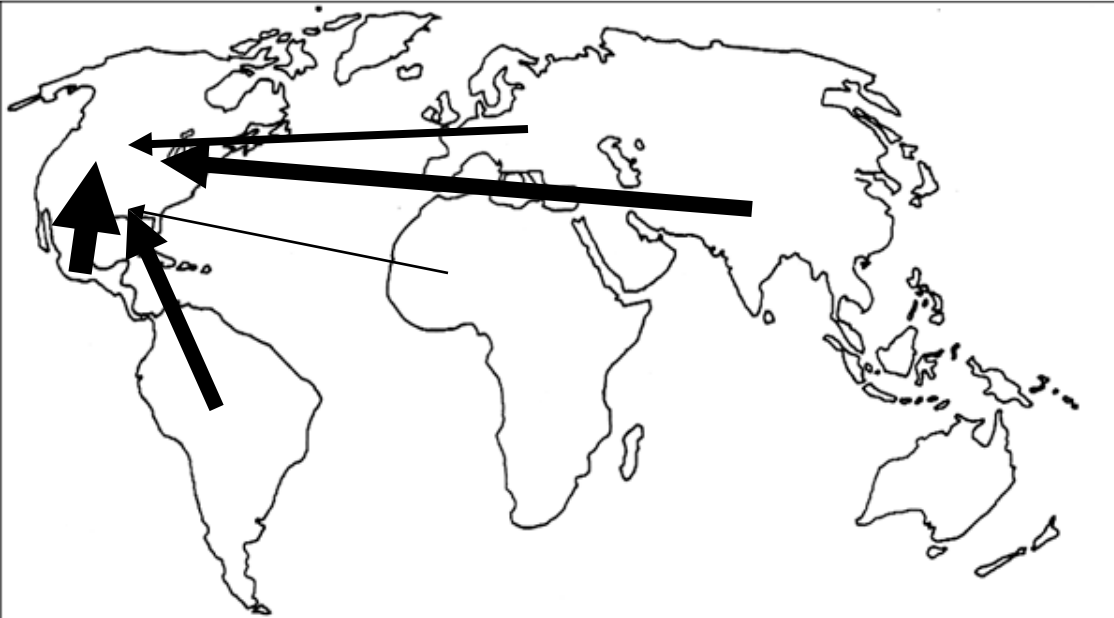




PULL FACTOR

- Things that encourage people to move to a country
- Ex:
 - Freedom
 - Opportunities

MIGRATION STREAM



- The net flow of people in or out of an area.
- The thicker the arrow, the more people

II. Migration Stories

- **Read Migration Stories from Chile and have students identify:**
 - 1. What pushed each person to leave?**
 - 2. What pulled each person to the place they settled?**
 - 3. What struggles/benefits do they face?**

Chile Migration: SANTIAGO--Sam's Story:

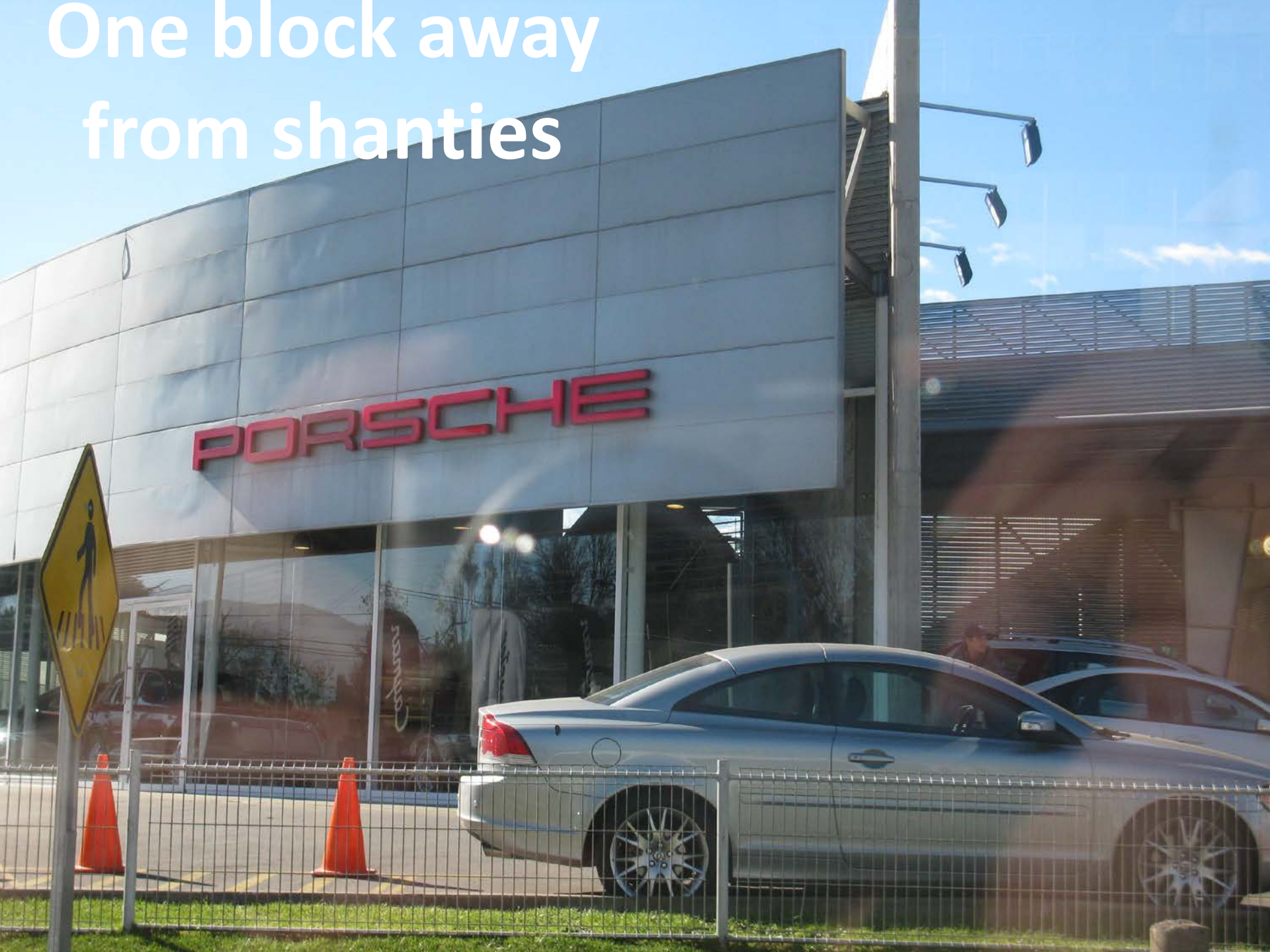
Sam is an immigrant from Guayaquil, Ecuador. He was educated in public school in Ecuador and is proud that he was a top student in his class. As a young person in Ecuador, Sam taught himself English by watching American TV shows. In Ecuador, Sam worked at a low paying job at a train station checking tickets where he made about \$150 US/month. About a year ago, Sam immigrated to Santiago, Chile with his wife and two-year old child in search of a better life. Since he speaks English well, he found a job that pays almost twice as much as he made in Ecuador. Now, he works as a waiter in a seafood restaurant in the Central Market in Santiago. His job is to approach tourists to get them to eat at the restaurant. Being able to speak English helps him to communicate with the many tourists from the U.S. Sam and his family live in a small room of a house that he rents with some Peruvian immigrants in a poor neighborhood of Santiago. Sam shares an 8x10 room with his wife and child and shares kitchen facilities with the other housemates. He pays 7,500 pesos/month (\$140 US). He would like to have a better job but needs a Chilean ID card to work legally. His boss has promised to help him get the ID card. Sam would eventually like to work in a good hotel or to teach English classes. Sam sends remittances back to his family in Ecuador and hopes to bring them to Santiago one day.





Some migrants begin their time in shanties

One block away
from shanties



Creative ways to make money on streets of Chile



Beautiful church
that was once
packed but now...





III. Migration Data Mapping for South America



MIGRATION STREAMS TO CHILE: Label Countries & Map Migration Data

0-9,999
(Blue)



10,000-19,999
(Yellow)



20,000-39,000
(Green)



40,000+
(Red)



CHILE

Major countries of destination for Chilean migrants are Argentina, Australia, Canada, Sweden, the United States, and Venezuela.

Note: The countries are listed in alphabetical order

Source: [Composite Matrix, the Development Research Centre on Migration, Globalisation and Poverty.](#)

Top Five Countries of Origin of Foreign-Born Population Living in Chile in 2002

Countries of birth	Number	Percent of total foreign-born population
Argentina	48,176	26.1
Peru	37,860	20.5
Bolivia	10,919	5.9
Ecuador	9,393	5.1
Spain	9,084	4.9
All other countries	69,032	37.5
TOTAL	184,464	100.0

Source: United Nations Statistics Division [Demographic Yearbook, Volume 3](#) International Migration Characteristics, Table 2 "Foreign-born population by country or area of birth, age and sex".

According to Census 2002, the foreign born represented 1.2 percent (184,464) of the total population of Chile.

Source: United Nations Statistics Division [Demographic Yearbook, Volume 3](#) International Migration Characteristics, Table 1 "Native and foreign-born population by age, sex and urban/rural residence".

For more data details, go to the Development Research Centre on Migration, Globalisation and Poverty:

http://www.migrationdrc.org/research/typesofmigration/global_migrant_origin_database.html

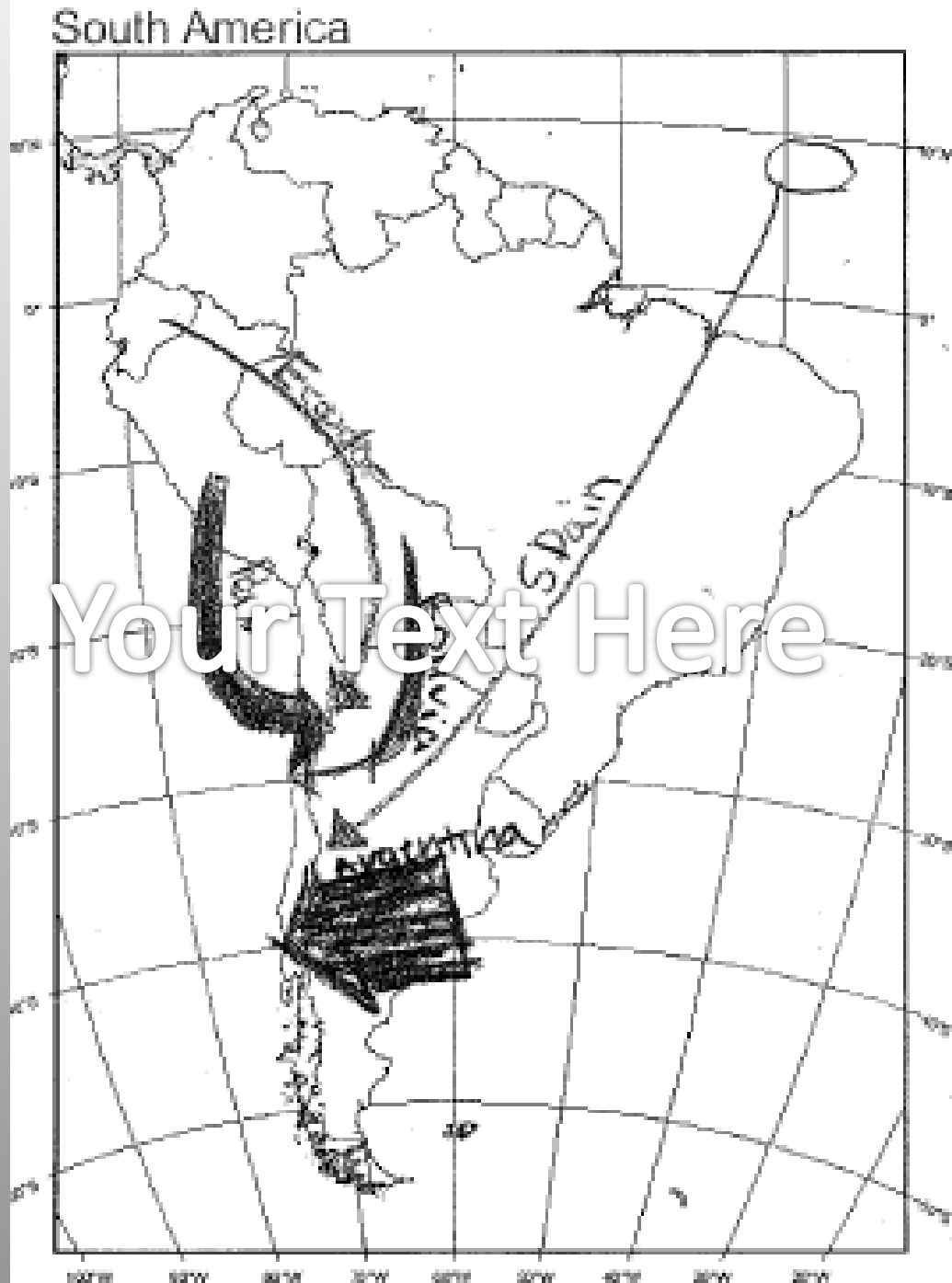
Migration Information Source:

Chile country resource page: <http://www.migrationinformation.org/Resources/chile.cfm>

Chilean Resources:

Instituto Nacional de Estadísticas (INE) (National Institute of Statistics) <http://www.ine.cl>

**CHILE
MIGRATION
STREAMS
STUDENT
WORK**



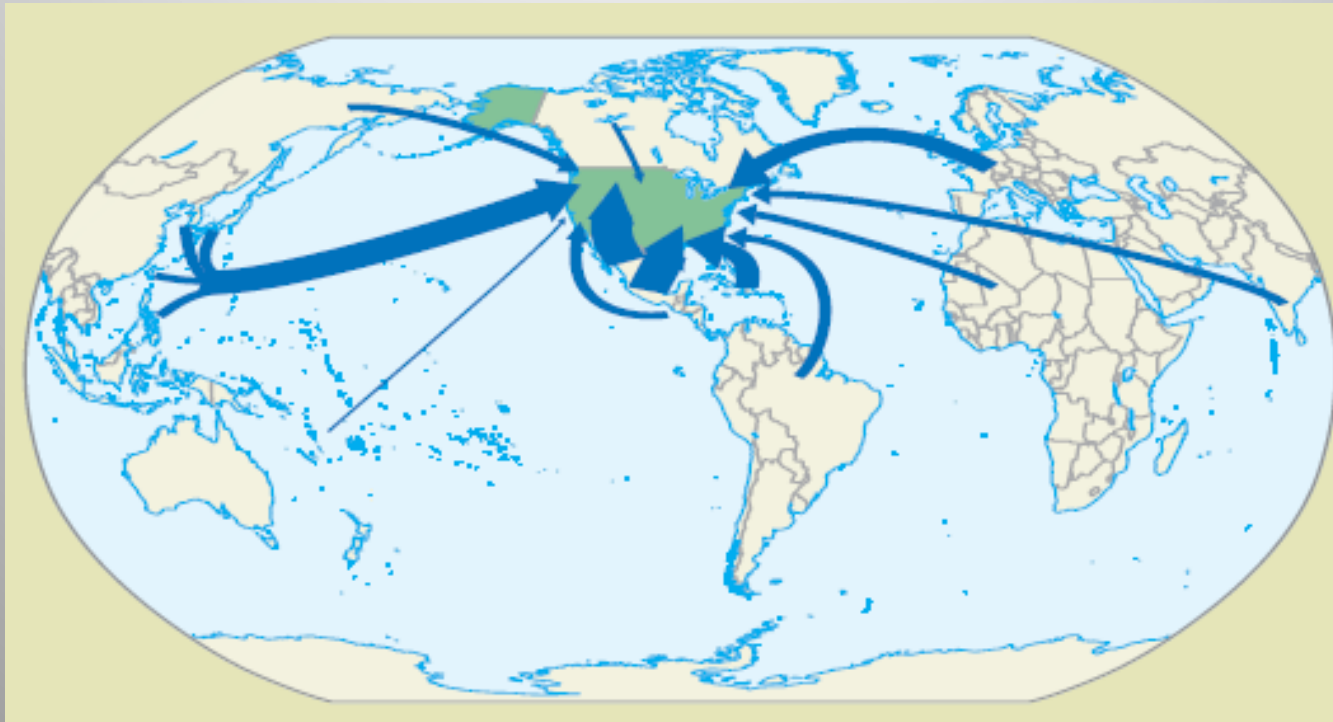
Chile has fastest growing immigrant population in South America

- Chile's immigrant population has grown more than any other country in South America since 2000.
- Chile has fewer total immigrants than Argentina, Venezuela and Brazil, the proportional increase is greater.
- Immigration into Chile has increased in the past decade, while it has decreased in those other countries.
- WHY?
- *<http://en.mercopress.com/2009/05/25/chile-has-fastest-growing-immigrant-population-in-south-america>By Lucy McDonald-Stewart - [Santiago Times](#)*

SOUTH AMERICA

COUNTRY	AREA (SQ MI)	URBAN POP. %	CAPITAL	MAJOR LANGUAGES	POLITICAL SYSTEM & HEAD OF GOVERNMENT	DATE OF ORIGIN	LITERACY RATE (%)	PER CAPITA GDP
	POPULATION	POP. GROWTH %/YEAR				% OF POP. UNDER 15	LIFE EXPECTANCY	HOI
Argentina	1,073,514	81	Buenos Aires	Spanish, English, Italian, German, French	Presidential-legislative democracy; President Cristina Fernández de Kirchner	1816	97/97	\$13,300
	39,700,000	1.1				26	71/79	0.869
Bolivia	424,162	64	La Paz and Sucre	Spanish, Quechua, Aymara	Presidential-legislative democracy; President Evo Morales	1825	93/81	\$4,000
	10,000,000	2.1				38	63/67	0.695
Brazil	3,300,154	83	Brasília	Portuguese, Amerindian dialects	Presidential-legislative democracy; President Luiz Inácio Lula da Silva	1822	88/89	\$9,700
	195,100,000	1.3				28	69/75	0.800
Chile	292,135	87	Santiago	Spanish	Presidential-legislative democracy; President Michelle Bachelet	1810	96/96	\$13,900
	16,800,000	0.9				25	75/81	0.867
Colombia	439,734	72	Bogotá	Spanish	Presidential-legislative democracy; President Álvaro Uribe Vélez	1810	93/93	\$6,700
	44,400,000	1.4				30	69/76	0.791
Ecuador	109,483	62	Quito	Spanish, Quechua, Amerindian dialects	Presidential-legislative democracy; President Rafael Correa	1822	92/90	\$7,200
	13,800,000	2.0				33	72/78	0.772
Guyana	83,000	28	Georgetown	English, Amerindian dialects	Presidential-parliamentary democracy; President Bharrat Jagdeo	1966	99/99	\$3,800
	800,000	1.2				32	63/68	0.750
Paraguay	157,046	57	Asunción	Spanish, Guaraní	Presidential-legislative democracy; President Fernando Lugo	1811	95/93	\$4,500
	6,200,000	2.1				36	69/73	0.755
Peru	496,224	76	Lima	Spanish, Quechua, Aymara	Presidential-legislative democracy; President Alan García	1821	94/82	\$7,800
	27,900,000	1.5				32	68/73	0.773
Suriname	63,039	74	Paramaribo	Dutch, English, Sranang, Tongo, Hindustani, Javanese	Parliamentary democracy; President Ronald Venetiaan	1975	92/87	\$7,800
	500,000	1.1				30	66/73	0.774
Uruguay	68,498	94	Montevideo	Spanish, Portuguese	Presidential-legislative democracy; President Tabaré Vázquez	1825	98/98	\$11,600
	3,300,000	0.5				24	72/79	0.852
Venezuela	352,143	88	Caracas	Spanish, Amerindian dialects	Presidential-legislative democracy; President Hugo Chávez	1811	93/93	\$12,200
	27,900,000	2.1				31	70/76	0.792

WHAT ABOUT HERE?



GUESS WHO'S COMING TO DINNER?

NAME _____ PD. _____ DUE _____

THE WORLD IN MINNESOTA!
Political

See inset below

See inset below

See inset below

0 1,000 2,000 Miles
0 3,000 Kilometers
Scale accurate at Equator

0 250 500 Miles
0 250 500 750 Kilometers

0 250 500 Miles
0 750 Kilometers

DIRECTIONS:

- ① Shade in all of the countries/areas that are represented by restaurants in the Twin Cities.
- ② Write one (1) paragraph on the back about your reaction to this information.

YELLOW

PAGES

Restaurant

Listings by

Cuisine Type

Asia

Fuji-Ya (*Japanese*) Minneapolis
Ichiban (*Japanese*) Minneapolis
Origami (*Japanese*) Minneapolis
Tiger Sushi (*Japanese*) Bloomington
Cheng Heng Restaurant (*Cambodian*) Minneapolis
Giant Panda Restaurant (*Chinese*) Chanhassen
House Of Wu (*Chinese*) Burnsville
Eden Vietnamese Restaurant (*Vietnamese*) Richfield
The King and I (*Thai*) Minneapolis
Everest on Grand (*Nepali and Tibetan*) Eden Prairie
Hoban Korean Restaurant (*Korean*) Bloomington
Passage To India Restaurant (*Indian*) Minneapolis

SW Asia

Emily's Lebanese Deli (*Lebanese*) Minneapolis
Caravan Serai (*Middle Eastern*) St. Paul
Java Restaurant (*Middle Eastern*) Minneapolis
Tariq Restaurant (*Middle Eastern*) Minneapolis
The Gardens (*Middle Eastern*) Columbia Hts.
Atlas Grill (*Persian*) Minneapolis
Bahani's Kurdish Restaurant St. Paul

Afghan (SW Asia)

Crescent Moon Bakery *Afgani* Minneapolis
Da Afghan Restaurant *Afgani* Bloomington
Khyber Pass Café *Afgani* St Paul

Europe

Gasthaus Bavarian Hunter (*German*) Grant, MN
Bayrischer Hof (*German*) Montrose
Black Forest Inn (*German*) Minneapolis
Gasthof Zur Gemuetlichkeit (*German*) Minneapolis
Kieran's Irish Pub (*Irish*) Minneapolis
The Liffey (*Irish*) St. Paul
O'Donovan's (*Irish*) Minneapolis
Palomino (*Mediterranean*) Minneapolis
Santorini (*Greek*) St. Louis Park
Solera (*Spanish*) Minneapolis
Lyon's Pub (*English*) Minneapolis
Mackenzie (*Scotch*) Minneapolis

Chez Daniel (*French*) Bloomington
AQUAVIT (*Scandinavian*) Minneapolis
King Oscars (*Scandinavian*) Richfield
Metropole (*Russian*) Golden Valley
Moscow on the Hill (*Russian*) St. Paul
Dusty's (*Polish*) Minneapolis

Italian (Europe)

Amore Victoria Ristorante Minneapolis
Bacio Minnetonka
Campiello Eden Prairie
Ciao Bella Bloomington
D'Amico Cucina Minneapolis
Staccato Minneapolis
Tucci Benucch (*Country Italian*) Bloomington

Latin, Caribbean & Southwest

Tiburon (*Caribbean*) Minneapolis
Kokomo's Island Cafe (*Caribbean, Jamaican*)
Victor's 1959 Café (*Cuban*) Minneapolis
Machu Picchu (*Peruvian*) Minneapolis

Afghan

Crescent Moon Bakery *Afgani* Minneapolis
Da Afghan Restaurant *Afgani* Bloomington
Khyber Pass Café *Afgani* St Paul

African

Addis Ababa Ethiopian Restaurant Minneapolis
Blue Nile Restaurant (*Ethiopian*) Minneapolis
Fasika Ethiopian Restaurant St Paul
Red Sea Restaurant (*Eritrean*) Minneapolis
Safari Restaurant *Somali* Minneapolis
WaZoBia Nigerian Café Minneapolis

Australian

Billabong (*Australian*) Bloomington

IMMIGRANT STORIES / IMMIGRATION RESOURCES

I. *In Their Own Voices* Books

-easier reading level

II. Jr. Scholastic Website

-Find out why three kids and their families left their homelands and what it's like to be a newcomer in America in the 2000s.

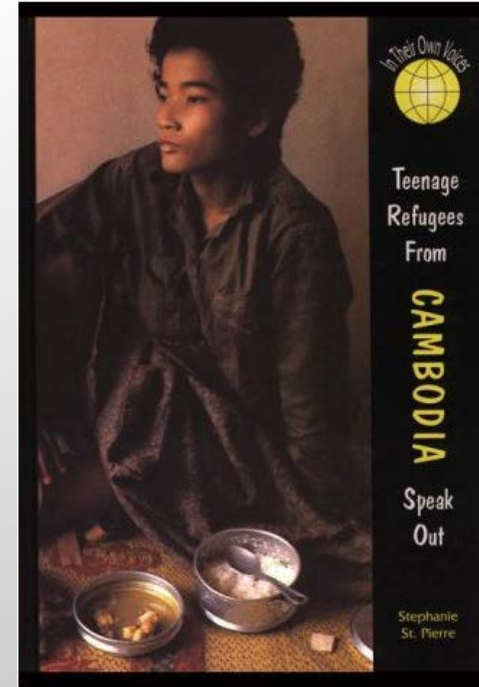
<http://teacher.scholastic.com/activities/immigration/recent/index.htm>

III. Energy of a Nation Website

<http://www.energyofanation.org/>

A. Power Points for students to find out about U.S. immigration & Minnesota Immigration

B. Immigrant stories with interactive quizzes



Immigration Quiz

www.energyofanation.org

- 1. The percent of *new* legal immigrants each year represents what percent of the total U.S. population?
 - a. Less than 1%
 - b. 5%
 - c. 10%
- **A - Less than 1%.** Each year, there are a little less than one million new legal immigrants to the United States. This represents less than 1% of the total U.S. population.⁷

- 2. Immigrants do not pay taxes.
 - a. True
 - b. False
-
- **B - False.** Immigrants are required to pay taxes, just like everybody else. They pay real estate tax, sales tax, and income taxes. A study in 2005 found that undocumented immigrants pay \$6-7 billion in Social Security taxes alone that they will never be able to claim.⁸

- 3. More immigrants come to the U.S. legally than illegally.
 - a. True
 - b. False
- **A - True.** The Urban Institute estimates that in the past decade, legal immigration has averaged 800,000 persons per year, and net illegal immigration has averaged 500,000 persons per year.⁹
- Note: In general, estimates on illegal immigration are difficult, because the same person might cross back and forth across the Mexican or Canadian border multiple times. This inflates the number of perceived illegal immigrants.

- 4. Undocumented (illegal) immigrants make up approximately what percent of the total U.S. population?
 - a. 3.5%
 - b. 10%
 - c. 25.5%
- **A - 3.5%.** Recent estimates show the total population of undocumented persons in the U.S. is between 10-11 million people.¹⁰ This amounts to 3.4% to 3.7% of the total U.S. population (approximately 10.4 million).

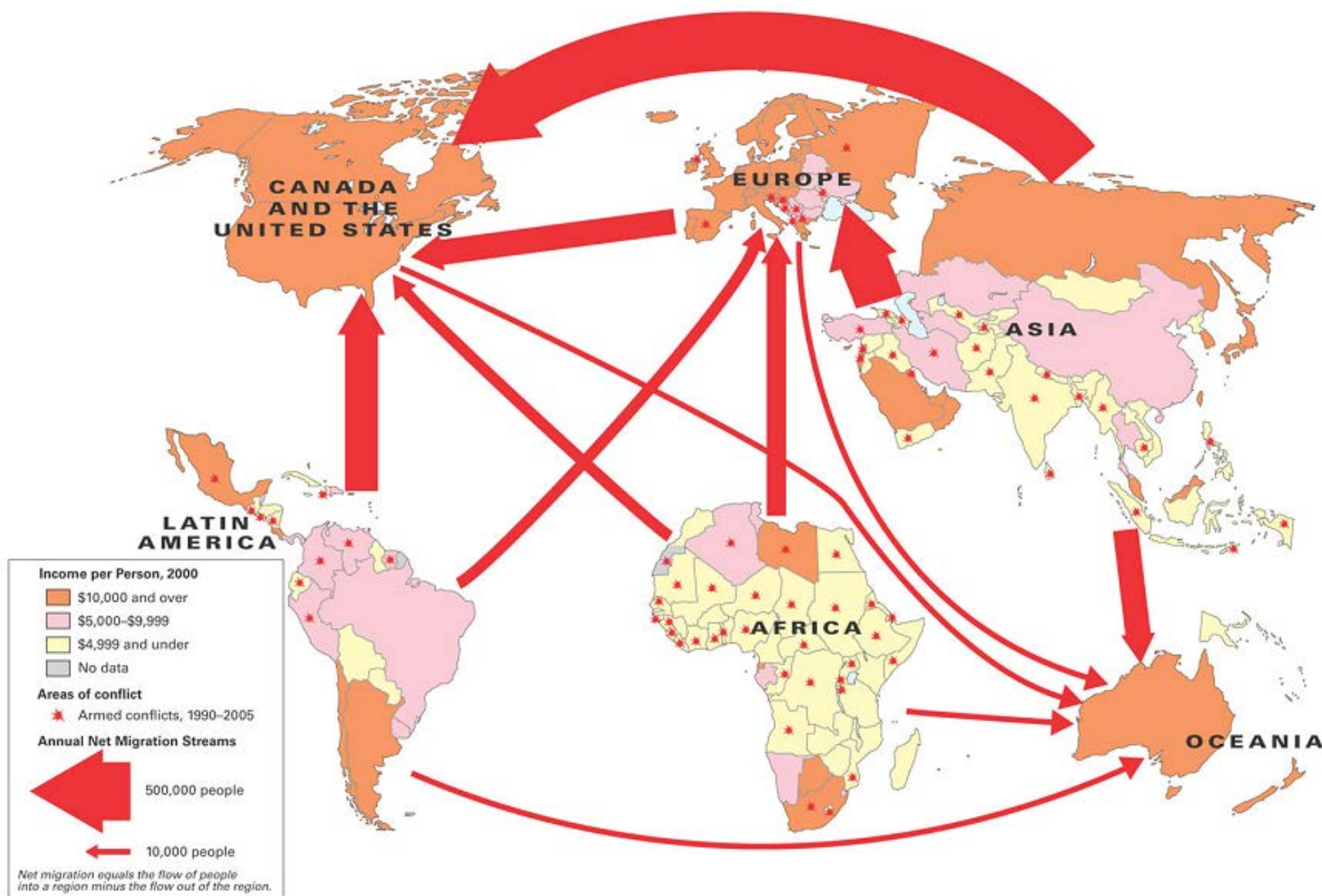
- 5. Of over 9 million refugees worldwide, up to what percent may settle in the U.S. each year?
- a. Less than 1%
- b. 25%
- c. 75%

- **A - Less than 1%.** The UNHCR estimated that by the end of 2004, there were 9.2 million refugees worldwide.¹² The United States accepts up to 70,000 refugees each year. In 2004, the U.S. accepted approximately 53,000 refugees.¹³

- 6. Immigrants currently constitute a bigger proportion of the total U.S. population than ever before in history.
- a. True
- b. False
- **B - False.** In fact, the current percentage of the U.S. population that is foreign born (now at 12.4%) is still lower than it was throughout the peak immigration years of 1870-1920 (when it was 15%).¹⁴

EXTEND TO WORLD MIGRATION

Migration Streams Around the World



Source: *The State of the World Atlas*, by Dan Smith, London: Penguin Group, 1999.

GO DEEPER

- Students interview real immigrants
- Invite immigrant guest speakers
- Students research own families' immigrant stories

