**Migration Reading Stations-Directions Sheet**

With your groups, you will be rotating from station to station today and tomorrow. You will have 20 minutes at each station. Each will have a short article to read, and each will have a reading/writing assignment associated with it. Not everyone will start at “Station One” so make sure you are answering the questions for the correct station! Write your answers on this and a separate sheet of paper. Staple it all together!

**Station One:** *Spain experiencing brain drain as weak economy lingers*http://www.usatoday.com/story/news/world/2013/10/26/spain-brain-drain/3015575/ **MOW- Meaning of Words
Goal:** Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages
**Directions:** Answer the question and use the Frayer-Model organizer below to determine the meaning of the term “brain drain” and to think critically about its consequences. Listen for instructions

1. What kind of migration is described here? List and explain as many that fit.
2. Complete the Frayer-Model below



**Brain drain**

**Station Two:** *Human trafficking-a horrible business http://www.economist.com/node/11561082* **Main Idea
Goal:** Infer the main idea or purpose of more challenging passages or their paragraphs; Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages

**Directions:** Answer the questions below in full and complete sentences on a separate sheet of paper.

1. What kind of migration is described here? List and explain as many that fit.
2. What is the main idea of the second paragraph? (You can use a direct quote if you like)
3. What is the main idea of paragraphs 6-9?
4. Using 30 words or less, summarize the main idea(s) of this article.

**Station Three:** *A Great Migration-Spain needs its young people to create new business- http://www.economist.com/news/finance-and-economics/21578702-spain-needs-its-young-people-create-new-businesses-great-migration* **REL-sequential relationships
Goal:** Identify clear relationships between people, ideas, and so on in uncomplicated passages; Identify clear cause-effect relationships in uncomplicated passages
**Directions:** read the article and answer the questions that follow on a separate sheet of paper.

1. What kind of migration is described here? List and explain as many that fit.
2. “The flow has turned from net immigration to net emigration.” Why has Spanish population been falling? Describe the factors and people involved.
3. How might language be involved in this population shift? (cause/effect)
4. Why does a country need young people? Why does SPAIN need young people?
5. “America in the early 20th century was a land of opportunity; that was why immigrants arrived and why they helped the economy to flourish.” What is the author suggesting about Spain? Explain this comparison.

**Station Four:** *Syrian refugees: Living in limbo http://www.economist.com/blogs/pomegranate/2013/07/syrian-refugees* **Supporting Details
Goal:** Locate important details in more challenging passages**,** Locate and interpret minor or subtly stated details in more challenging passages

1. What kind of migration is described here? List and explain as many that fit.
2. Why was the word on the sign switched from “refugee” to “visitor”
3. Why have the number of refugees soared in the past 2 years?
4. Explain how Egypt has acted against the Status of Refugees treaty.
5. LABEL the map with the following countries and: Syria, Egypt, Iran, Iraq, Turkey, Jordan, Lebanon. Color in Syria in yellow, then color any countries in countries that have allowed Syrian refugees in green, countries that haven’t in red, and countries that have limitations in orange.
6. Why are Syrians facing growing hostilities in their host countries?

<http://www.iza.org/conference_files/LeIlli2010/trebesch_c4269.pdf>
<http://www.solidaritycenter.org/files/migration_factsheet3.pdf>

<http://www.economist.com/news/finance-and-economics/21578702-spain-needs-its-young-people-create-new-businesses-great-migration>

<http://www.economist.com/node/18741382>

<http://www.economist.com/news/books-and-arts/21586813-costs-and-benefits-mass-immigration-mobile-masses>

<https://www.amherst.edu/media/view/247221/original/Economics%2Bof%2BHuman%2BTrafficking.pdf>

<http://www.economist.com/node/11561082>

<http://www.readingquest.org/strat/home.html>