



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

Case Study: Morocco

Unit II: Population and Migration Patterns and Processes

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APHG Unit II EUs 2.1-2.7;2.9 Population

Activity 1- Population distribution, dynamics, aging populations

Introduction- Using the Population of the World website :

<https://www.populationpyramid.net/morocco/2004/>

Demonstrate to the students how this website works, or if you have done previous activities you can jump right in. Put the students in groups and have them review Morocco's population demographics over the past 50 years using the population pyramid tool.

- Have them come up with a list of reasons why the population demographics may have changed over the past 50 years.
- What effect would these changes have on the current population?
- Based on the information gathered from the population pyramid, where does Morocco fall on the DTM and why?
- Referring to the map of population distribution used in Unit 1; draw conclusions on how the information in the Population Pyramid and the Population distribution geographically are related?
- Has the number of women increased or decreased? What effect will that have on the country?
- Have the students come up with other questions and conclusion based on comparison and change over time to Morocco's economy, culture, and politics.

When they have completed the activities with the population pyramid for Morocco, have them scroll down to the next portion of the website. There are many different visualizations relating to the unit of population, have each group/pair of students choose 2-3 topics/key terms/ subjects and research them - use the information gathered to facilitate a class discussion (possibly a Harkness discussion) to disseminate all the information gathered.

Formative Evaluation: Have each group write an FRQ (providing answers as well) based off of one or more of their topics.

Migration: EU's 2.10-2.12

Resource : <https://www.migrationpolicy.org/country-resource/morocco> Articles and information for Morocco put out by the Migration Institute

News Article Bingo; have each pair of students work together and choose 2 articles to read pertaining to Morocco's Migration policies and problems.

http://www.ipsnews.net/2018/12/evolution-moroccan-immigration-lesson-countries/ Article on the evolution of Moroccan Immigration	https://www.ecfr.eu/article/commentary_morocco_the_eu_and_the_migration_dilemma Morocco. The EU, and the migration dilemma.
Vox- Borders Morocco episode and article https://www.vox.com/a/borders/spain-morocco	https://www.imi-n.org/completed-projects/aphm/case-studies/morocco brief overview
https://www.reuters.com/article/us-europe-migrants-morocco/morocco-foils-89000-illegal-migration-attempts-in-2018-interior-ministry-id-USKCN1PB2P5 Recent news article.	https://www.aljazeera.com/news/2018/12/sportlight-morocco-defends-treatment-migrants-181212033244311.html How does Morocco feel about all these migrants?
https://esa.un.org/migmgprofiles/indicators/files/Morocco.pdf Morocco migration profiles put out by the United Nations	Check for a more recent article to insert here.

Videos

You Tube search on Morocco's migration problem (there are about 4 short videos ranging from 1-4 min each- pick or choose or assign all.

https://www.youtube.com/results?search_query=morocco%27s+migration+map

Why migrants settle in Morocco <https://www.youtube.com/watch?v=4L825vHHqa4>

Vox Border video : https://www.youtube.com/watch?v=LY_Yiu2U2Ts

Instructional Procedure:

Make sure students have a grasp of the vocabulary related to the migration portion of this unit. They will need it to understand the videos and read the articles.

Assign one or more of the videos the night before so all the students will have watched them.

In class have access to CIA World Factbook for each student.

<https://www.cia.gov/library/publications/the-world-factbook/geos/mo.html>

Put students in small groups and assign each group a set of articles to read together/as a group/ however works best for you. Then have them answer a set of questions pertaining to the CED required material. Examples below:

2.10 Causes of Migration

- Identify push pull factors of -Sub Saharans moving through Morocco
- Moroccans migrating to Spain

-Explain if they are influenced by environmental, economic, cultural or political factors and provide specific examples based on the articles assigned to your group.

-Identify and explain any intervening obstacles/opportunities presented; were they cultural, demographic, economic, environmental or political? Be specific.

2.11 Forced and Voluntary

- Were the types of migration forced or voluntary? Internally displaced people or refugees and asylum seekers? Why? Explain your answers.
- If voluntary did they involve or include transnational, transhumance, internal, chain, step, guest worker, or rural to urban? If so, provide specific examples from your articles and videos.

2.12 Effects of Migration

- Explain the effects of migration on both the country gaining people and the country losing people. Specifically noting changes in
 - Population: Life expectancy/mortality, fertility
 - environmental factors
 - Economic factors
 - Cultural factors
 - Political factors

When all the groups are finished, hold a class discussion to share what everyone has learned. If necessary to facilitate discussion have it be a fishbowl, harkness or socratic activity.

Formative Evaluation:

Have each group choose another country with a migration issue (USA, Mexico, Germany, Italy, etc) have them research and compare both problems and policies with those of Morocco. Create either a written product or a prezi/ppt with their information. (must include a map)