

Placing U.S. Immigration – Student Guide

Directions: Use this document to guide you through the *Placing U.S. Immigration* Story Map. Complete the questions and graphic organizers along the way. Link: <https://arcg.is/1frbSm>.

1. Placing U.S. Immigration - Preview

The first slide of the story map displays an image of immigrants arriving in New York City. Observe, reflect and question what you see in the image.

1.1 What do you notice first in the picture? What is going on? Who are the people? How do the people look?

1.2 Why do you think this image was created? Is it trying to send any specific message? Do you have any questions about the image or what is being portrayed?

2. The Colonial Era - Initial Settlement to 1780

Most initial immigrants to the United States came from Great Britain and Africa. This map shows the original 13 colonies and their population growth over time. Population is in thousands.

2.1 Analyze at least 4 colonies by clicking on them and looking at their populations over time (numbers are in thousands). Which colonies were the most populous in 1630? In 1780?

2.2 Read the descriptions about the colonies. Why did people move to the colonies? Provide at least three examples/reasons.

2.3 Observe, reflect, and question what you see in the primary source about the slave trade. How does this diagram reflect the forced migration of the Atlantic Slave Trade?

3. Mass European Migration - 1800 to 1900

This slide displays immigration data from 1870. Analyze the spatial trends to answer the questions below.

3.1 Which two groups made up a majority of immigrants coming to the U.S. during this period? How many states had a majority from each of these countries?

Placing U.S. Immigration – Student Guide

3.2 Based on the states where these people settled, do you notice any patterns? Can you provide a hypothesis as to why they settled where they did within the U.S.?

4. Irish and German Immigration

The Irish and German made up a vast majority of immigrants coming to the United States for much of the 19th century. Why did they come, where did they go, and how do they represent the “American immigrant” of this time period?

4.1 IRELAND - Analyze the primary source image *Evolution of the Murphy* and summarize the progression displayed. What is the message, or tone, of this image? Does it represent any pull factors of the U.S.? What were some push factors for the Irish?

- A. Analyze the second primary source. What is happening in this cartoon? How does this image portray Irish immigrants? How is this picture similar to or different from the first image?

4.2 GERMANY - Analyze the essay excerpt. Where did German immigrants largely settle? What specific reasons (pull factors) did the author give for this pattern of settlement? Click on Wisconsin. For how many decades did Germans make up the majority of immigrants to this state?

4.3 Compare and contrast the Irish and German immigrant. What similarities or differences can you observe? How are each portrayed during the 1800s? Explain.

5. Chinese and Gold Rush Migrants - 1840s to 1880s

During the mid-1800s, many people migrated to the west in search of gold. This rush and subsequent settlement of the west fueled the need for a railroad to connect the country. Chinese immigrants jumped at the opportunity for work on the railroad. By 1880, Americans became concerned about how many Chinese were coming.

5.1 In 1880, how many states had a majority of their immigrants coming from China?

Placing U.S. Immigration – Student Guide

5.2 How did Congress respond to the growing concern over Chinese immigration?

5.3 Click on the image in the text pane to view it larger in a new tab. What is going on in this image? What things immediately catch your eye? Who is building the wall? What message does this send?

5.4 Consider what is going on in the news today concerning immigration. How does this image relate to current events and present-day views of immigrants? Explain.

5.5 Look at the picture again. What do you notice that you didn't see before? What do you still wonder about?

5.6 The Chinese Exclusion Act was not repealed until 1943. Why do you think it was in place this long? Why do you think it was repealed in 1943? Consider what was going on at this time in U.S. history.

6. Gaining Perspective with Primary Sources

Primary sources can provide valuable perspective. As you analyze these images, consider how both Americans and immigrants viewed immigration throughout history. Think about current events today as well.

6.1 Click on the image in the pop-up box on the map and analyze the cartoon. What is this cartoon about? Who are the people in the image? What are they discussing? What do you still wonder about?

6.2 Now click on the image of the newspaper in the lefthand text pane (American Patriot). What is the message of this publication? What evidence supports this message? How does this relate back to the cartoon you just analyzed?

6.3 Think about the shift you have just analyzed. Explain how and why you think this happened in the United States. How are these images relevant today? What groups might be substituted in these images today?

Placing U.S. Immigration – Student Guide

6.4 Choose any five additional primary sources to analyze and complete the chart below.

Title of Source	Observe	Reflect	Question

6.5 Watch the film and analyze: What do you notice first? What is happening? What are the people doing? What are they wearing? Is there a specific purpose or message of the video? What do you still wonder about? What questions do you still have?

7. Primary Source Extension

7.1 Analyze the primary source pinned in Germany. What is the mood of the image? How do the people look? Why do you think this is?

7.2 Choose the source in New York titled "Welcome to the Land of Freedom." Analyze this image. Does it send a similar or different message from the first image? How? What feelings does this image invoke?

7.3 Click on the measure tool and select distance. How far of a journey would it be for someone leaving Germany and traveling to New York City? What context does this provide for the two images you just reviewed? Does this information change your view of the images?

Placing U.S. Immigration – Student Guide

7.4 Now, pan over to click on the source pinned in Detroit. What do you notice about this image? Who are the people in the picture? Where do you think they might be from? Why did people move to Detroit in the early 1900s?

7.5 Click on the primary source in the Atlantic Ocean. What do you see here? What does this image tell you about the journey immigrants were willing to take to leave Europe and go to America?

7.6 Turn off all layers then turn on the top immigration 1850 layer. Hover just below the layer name and click on the "filter" option. In the box that pops up, choose IMM_1850 in the left drop down. Keep the middle drop down the same and type "Ireland" in the right hand box. Then click "Apply Filter." What happens to the map? How many states do you count here? How can this feature be useful when analyzing geographic data? Complete this same process for Germany.

8. A Final European Wave - 1880 to 1920

Review the map and text for this section.

8.1 What country is highly represented on this map (showing data from 1920)?

8.2 Why do you think immigration dropped drastically during the 1930s and 1940s?

9. The Great Migration - 1910 to 1970

The Great Migration refers to the internal migration of African Americans from the south to urban centers in the north between 1910 and 1970.

9.1 Why do you think so many African Americans made this journey during this period?

9.2 Consider segregation and the Civil Rights Movement. Does this provide more perspective as to why African Americans were leaving the south? Read the primary source letter. What reason does the author give for leaving her home in Macon, GA? What were push factors encouraging people to leave the south in favor of moving north?

10. Immigration Reform - 1970 to Today

Placing U.S. Immigration – Student Guide

The Immigration and Nationality Act of 1965 changed U.S. policy. It opened the door for a new era of immigration to the U.S. and shifted the region of origin for many immigrants.

10.1 What do you notice immediately about the map on this slide? Where do most immigrants to the U.S. come from today?

10.2 Why do you think so many people are coming from Mexico now?

10.3 How do many Americans view Mexican immigrants? How is this view similar to or different from the American view of Chinese or Irish immigrants?

10.4 What do you think the future holds for U.S. immigration? Do we need to do something to address the current trends? Why or why not?

11. Global Perspective Review

Now that you have reviewed some major trends in immigration, take a minute to reflect on what you've learned. This map shows global trends over time. The numbers for each year indicate the number of people living in the U.S. who were born in that region.

11.1 Analyze the world map showing regions of migration. Look at each region, the numbers over time, and the chart included for each. Consider all you have learned through this Story Map as you complete this section. Complete the chart below as you interact with the map.

Region	Trend	Explanation
Latin America		
Western Europe		
Northern Europe		
Southern Europe		

Placing U.S. Immigration – Student Guide

Asia		
Africa		

11.2 Explain the trends you notice from analyzing this map. Refer back to each of the trends/waves identified throughout the activity.

12. Extension Activity: U.S. Immigration Policy

Immigration, especially illegal immigration, is a hot topic in the news and politics of the United States today. Follow the steps below, analyze the map, and formulate a plan to help solve this problem.

12.1 Most immigrants to the United States come from Mexico today. How do many Americans view immigrants from Mexico? Why do you think this is?

12.2 One plan for cutting down on illegal immigration is building a wall on the U.S.-Mexico border. Find the border on the map and use the measure tool to measure the length of the border. How long is the border between the U.S. and Mexico? What physical feature makes up a large portion of the border?

12.3 Turn off all layers except the “border wall” layer. What places currently have a fence and what places do not? Are there any patterns?

12.4 Turn on the “US Mexico Border Crossings” layer. Where do most border crossings take place? Click on a few of the dots. What types of vehicles are crossing the border most often? Why do you think this is?

12.5 Zoom out so you can see all of the U.S. and turn on the “U.S. Ports of Entry” layer. An immigrant can enter the U.S. from any one of these locations. Based on this information, how effective do you think a border wall would be? Why or why not?

Placing U.S. Immigration – Student Guide

12.6 Turn on the “US Mexico Border Crossings” layer with the “U.S. Ports of Entry” layer. Are there any discrepancies between major crossing areas and ports of entry? What problem might this cause?

12.7 Consider these geographic distributions, what you have learned about immigration, and how immigrants have been viewed or dealt with in the past (specifically Chinese and Irish immigrants). What do you think the United States should do to address the high numbers of immigrants coming from Latin America, specifically Mexico? Should we welcome more immigrants or restrict immigration? Why?