<p style="text-align:center">**Placing U.S. Immigration – Student Guide**</p>

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?

Answers will vary – immigrants

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?

Answers will vary. Students may discuss the feelings or emotions the image invokes.

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?

Answers will vary. Students should observe an increase in population over time.

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

Answers will vary. Students may see that some colonies were started for business, trade, or religious reasons. Freedom in terms of religion and/or economics was also a popular reason.

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?

Students should observe that the ship is overcrowded and uncomfortable. People would not voluntarily cross the ocean in these conditions.

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?

Most immigrants were coming from Ireland and Germany during this period. In 1870, 20 states had a majority of Irish immigrants and 15 states had a majority of immigrants coming from Germany.

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.?

Many Germans in the upper Midwest, due to similar climate/lifestyles to Germany? Many Irish settled on the West Coast and Northeast. This may be due to economic opportunity in these areas during this time period.

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 <u>IRELAND</u> - 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?

The image seems to show the progression of the Irish immigrant transitioning from poverty to affluence. It shows evidence of the potato famine as a push factor and job opportunities in the U.S. as pull factors.

    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?

This image portrays the Irish immigrant as causing trouble while immigrants from other places sleep peacefully (don't cause problems. This differs slightly from the first image.

4.2 <u>GERMANY</u> - 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?

Wisconsin and the upper-Midwest. The excerpt discusses goals of creating a German state in the area. German immigrants made up the majority in all three decades on the map.

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.

These two groups constituted most immigrants to the U.S. for a long time. Both faced similar, yet different challenges at different points in time.

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?

Five.

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

Congress passed the Chinese Exclusion Act in 1882. This limited the number of Chinese that could come to the U.S.

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?

The Anti-Chinese wall. A diverse group of Americans are building a wall to keep out Chinese immigrants. A group of Americans who were all immigrants at one point in time are building the wall. At the same time, the Chinese wall in the back is coming down to open up trade and travel between the U.S. and China.

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.

This image is reminiscent of the US-Mexico border wall debate.

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

Answers will vary. Students may notice Chinese wall in the background with U.S. boat nearby. They may also see specific building blocks being used to build the wall with labels such as prejudices, laws, jealousy, etc.

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.

Answers will vary. Students may connect the repeal date with WWII and consider allowing Chinese to escape Japanese aggression.

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 4th image in the pop-up box labeled "Taboo" 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?

It looks like a few men are discussing what group will be discriminated against next. The implication is that various groups are tabooed at different times for different reasons. They appear to be discussing the Chinese Exclusion Act. The men discussing this could be Irish and German immigrants that experienced discrimination in the past.

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6.2 Now click on the image of the newspaper in the left-hand 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?

The message is anti-Catholic. It directly mentions opposition to the Roman Catholic Church, the Pope, nuns, and Jesuits. This relates back to the last cartoon because there is clearly an Irish (probably Catholic) man discussing the taboo of the Chinese.

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?

Over time, people became accustomed to and welcoming of Irish Catholics as they became a norm in society. This is relevant to today in that we have a similar situation with immigrants from Latin America. There are some negative perceptions of this group as they are sometimes portrayed as people coming and taking American jobs.

6.4 Choose any five additional primary sources to analyze and complete the chart below. *Answers will vary.*

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?

Answers will vary. The fish market is very busy and crowded. It looks dirty. Students may have questions about where the food comes from and how this differs from their experience today.

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?

The image shows people leaving their homeland to go to the U.S. The people look sad. Students may wonder if these people really want to leave or if they are sad to leave their friends and relatives.

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?

This image is more hopeful as people appear to be happy and excited, or nervous, to get to America.

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?

Students should connect that it is a long journey and during this time there would be little communication between their homelands in Europe and new homes in America.

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?

These people are workers in a night class learning English. They are probably European migrants. People moved here for jobs, specifically in auto manufacturing.

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?

There is a boat full of migrants. It appears to be crowded. This tells us people were willing to take risks and be uncomfortable in order to get to the U.S.

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)?

Germany and Italy.

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

The Great Depression and WWII.

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?

Many moved out of the South due to the Jim Crow era of segregation.

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?

Mrs. Adams explains how hard it was to live in the South as an African American during this time period. This provides a good context for the Great Migration. Harsh living conditions coupled with job opportunities in the North caused many African Americans to move North during this period.

10. Immigration Reform - 1970 to Today

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?

An overwhelming majority of immigrants come from Mexico.

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

Answers may vary. Economic opportunity is a large cause. Chain migration is also a good explanation.

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?

Answers will vary. Many Mexican immigrants have been viewed in a negative light in the past. This can relate to how previous groups (Irish, Chinese, etc.) were viewed at different points in American history.

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?

Answers will vary. Students should provide a justification and supporting details for their view.

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	*Increased immigration over time.*	
Western Europe	*Decreased over time.*	
Northern Europe	*Decreased over time.*	
Southern Europe	*Decreased over time.*	
Asia	*Increased over time.*	
Africa	*Increased over time.*	

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

Answers may vary – review the map prior to instruction to provide students assistance. The key here is to notice trends over time. Students should allude to levels of development, demographic transition, etc. of each location over time and how these factors caused increased or decreased migration over time.

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?

Answers will vary – students should provide supporting details for their response.

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?

The border is roughly 1,500 miles. Portions of it are desert and the Rio Grande River.

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?

There are fences in many places. There are not many barriers along the natural border of the river. Most barriers are closer to populated areas comparative to places where there is no fence.

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?

The largest numbers are by truck and personal vehicle. Personal vehicles may be crossing to visit family or personal business. Trucks are a major form of border crossing as manufactured goods are shipped to the U.S. from Mexican factories by truck for consumer sale.

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?

Students should see that entering the U.S. is not limited to crossing a land border. People come and go on planes and boats on a regular basis across a wide geographic region. Students should conclude that a wall on the border alone may not effectively stop illegal entrances into the U.S. if these other ports are not addressed as well.

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?

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There are a few locations along the border that experience border crossing traffic but not listed on the map as ports of entry. This may cause confusion or problems about people entering and leaving the U.S.

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?

Answers will vary – students should provide justification and supporting details for their response.