

Placing U.S. Immigration
Kameron Schaefer

Subject(s): AP Human Geography, World Geography, U.S. History

Key Words: immigration, migration, European immigration, Chinese immigration, Irish immigration, Mexican immigration, Great Migration

Time Allotted: 60 minutes

Lesson Overview	In this lesson, students will analyze the origins and destinations of immigrants during three main eras of U.S. immigration. Through analysis of migration flows, students will gain a better understanding of why people left their home countries when they did and consider why they settled where they did in the U.S. Finally, students will be asked to consider both history and current events to draft a plan for future U.S. immigration policy.
Compelling Question	How has immigration to the United States changed over time and how does it continue to influence U.S. demographics.
Supporting Questions	<ul style="list-style-type: none"> ● Where have immigrants settled in the United States and why? ● What patterns of immigration and settlement are noticeable throughout history? ● How have Americans viewed immigrants over time? ● What push and pull factors have influenced migration to and within the U.S.? ● What should the U.S. do concerning immigration in the future?
Learning Objectives	<p>Student will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast change and continuity over time with U.S. immigration 2. Identify and explain historical and current trends in U.S. immigration 3. Analyze the role of development, war, and policy in immigration flows 4. Identify major ports of entry to the U.S. 5. Examine the spatial distribution of immigrants in the U.S. 6. Identify internal migration flows (gold rush and great migration) 7. Think critically about the future of U.S. immigration policy
C3 Standards & Practices	<p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>

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Materials/	Link to Story Map: https://arcg.is/1frbSm ”: Student Guide Student Guide Key.
Modifications/ Extensions	<p>There is a lot of information covered in this lesson. Teachers are encouraged to edit or highlight only the information needed for their class/allotted time. There are many “extension” options throughout the Story Map that provide additional readings and resources for enrichment purposes.</p> <p>This lesson can also be extended by having students draft a plan for current immigration policy. The last slide of the story map is a good resource for this extension. Students should use prior knowledge and understanding gained through this activity to come up with a policy for immigration that the U.S. should follow.</p>

The United States is a nation of immigrants. But where have these immigrants come from? And why did they come to the United States *when* they did? What impacted who came from where and during what period of history? Finally, how were immigrants received at different points throughout U.S. history? These are the main questions students will explore through this lesson.

Great Britain was the source of most immigrants during the first main era of immigration to the United States. As the U.S. and Western Europe grew during the Industrial Revolution of the 1800s, many people left Northern and Western Europe for opportunity in America. By the turn of the century, this flow from Europe shifted to Eastern and Southern Europe being the largest source of migrants (closely related to industrialization expanding to these areas). By the 1930s and 1940s, immigration to the United States all but halted due to economic depression and global war. Finally, since the reversal of the quota laws in 1965, Latin America and Asia have become the largest source for immigrants to the U.S.

Understanding these historical trends in immigration to the U.S. and analyzing the general attitudes toward migrants in the past can provide us with a valuable perspective when discussing these issues today. Illegal immigration and discussions of building a wall on the U.S. – Mexico border are issues being debated in our country today. However, are these issues *new*? It is important to consider how we have dealt with these problems in the past and consider the outcomes of those decisions. Only then will we be able to make better informed decisions for a brighter future.

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Teacher Preparation Instructions

The teacher should review the story map, primary sources, and GIS map layers. The teacher should have a basic understanding of ArcGIS in order to help troubleshoot any issues students encounter. *Teachers are encouraged to edit the student guide as needed in order to fit the lesson/activity into their time frame or just highlight information important to their class or unit of study.*

Students should each have their own device for this activity, preferably a computer. The activity may take more than 60 minutes but could be completed for homework. Students should be able to complete in 60 minutes if they do not complete any parts of the activity labelled *Extension*.

Instructional Procedures/Process

1. Students should already have an understanding of migration. They should know the difference between immigration and emigration. Students should also have an understanding of push and pull factors.
2. Provide students with a computer, a link to the story map, and the student guide. Students should work independently or in small groups to complete the student guide as they work through the story map. Answers to student guide questions will vary.

Closure

The “Global Perspective Review” slide is a closure activity in that students should reflect on the trends highlighted throughout the activity. Consider taking 15-20 minutes to review student answers to the student guide as a class, or giving students an allotted time for each slide and reviewing as they go. Project the story map during this time so you can refer to it when needed. Answers to the student guide will vary and a good discussion can come from a class debrief.