



19TH CENTURY IMMIGRATION – CAUSES & EFFECTS

TEACHER VERSION

Subject Level:

High School History

Grade Level:

9-10

Approx. Time Required:

45 minutes

Learning Objectives:

- Students will be able to interpret a historical chart depicting changes in the makeup of the U.S. population from 1790 through 1890.
- Students will be able to use the chart data and information in a political cartoon to explain changes that resulted from immigration to the United States in the late 19th century.

Activity Description

Students will examine and interpret a population chart published in 1898 — depicting changes in the makeup of the United States across time in three categories, “foreign stock,” “native stock,” and “colored” — as well as an 1893 political cartoon about immigration. Students will also explain the causes and effects of population change in the late 19th century.

Suggested Grade Level:

9-10

Approximate Time Required:

45 minutes

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Topics:

- Immigration in the late 19th century
- Industrialization
- Population change

Skills Taught:

- Analyzing change over time
 - Analyzing a political cartoon
 - Examining primary sources
 - Identifying cause and effect
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Material Required

The student version of this activity, 4 pages; it contains images that should be printed in color.

Activity Items

The following items are part of this activity. Items, their sources, and any relevant instructions for viewing them online appear at the end of this teacher version.

- Item 1: Growth of the Elements of the Population: 1790-1890
- Item 2: "Looking Backward" Political Cartoon, Published 1893

For more information to help you introduce your students to the U.S. Census Bureau, read "[Census Bureau 101 for Students](#)." This information sheet can be printed and passed out to your students as well.

Standards Addressed

See charts below. For more information about the standards, visit

["Overview of Education Standards and Guidelines Addressed in Statistics in Schools Activities."](#)

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Standard	Strand	Cluster
<p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	RH 9-10 - History/ Social Studies	Integration of Knowledge and Ideas
<p>CCSS.ELA-LITERACY.RH.9-10.9</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	RH 9-10 - History/ Social Studies	Integration of Knowledge and Ideas

UCLA National Standards for History: U.S. History Content Standards

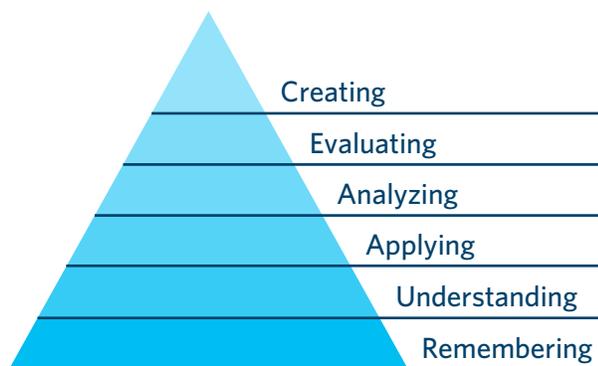
Era	Standard
6 - The Development of the Industrial United States (1870-1900)	Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

UCLA National Standards for History: U.S. History Thinking Standards

Standard	Description
Standard 3: Historical Analysis and Interpretation	Analyze cause-and-effect relationships. Students will analyze a historical chart and cartoon to determine the causes and effects of immigration during the late 19th century.

Bloom's Taxonomy

Students will **analyze** primary sources in the forms of a historical chart and a political cartoon.



Teacher Notes

Before the Activity

Students must understand the following key terms:

- **Emigration** – movement of people out of a certain country
- **Immigration** – movement of people into a country
- **Industrialization** – the large-scale introduction of factories and businesses into a society

Students should have a basic understanding of the following ideas:

- Issues of national concern during the late 1800s (19th century)

To get students thinking, teachers could ask them to answer the following questions in an individual journal entry, as part of a class discussion, or by working with a partner:

- Why do immigrants come to America today?
- Thinking of your own family history, do you know how your family members got to the United States? Were they already here or did they come from another country?
- Do you think your answers would be similar or different if you lived in the late 1800s?

Teachers should show students how to read the data in **Item 1**.

During the Activity

Teachers should monitor students as they work.

After the Activity

Teachers should ask students to reflect on what they learned.

Extension Ideas

- Teachers could ask students to create their own political cartoon about a current perspective on immigration, for example, the point of view of a person who just immigrated to the United States, of a pro- or anti-immigration activist, or of a politician concerned about border control and domestic security.
- Teachers could ask students to read the poems “The New Colossus” by Emma Lazarus, 1883, and “Unguarded Gates” by Thomas Bailey Aldrich, 1895, and reflect on how they relate to immigration.

Student Activity

Click [here](#) to download a printable version for students.

Activity Items

The following items are part of this activity and appear at the end of this student version.

- Item 1: Growth of the Elements of the Population: 1790-1890
- Item 2: "Looking Backward" Political Cartoon, Published 1893

Student Learning Objectives

- I will be able to interpret a historical chart depicting changes in the makeup of the U.S. population from 1790 through 1890.
- I will be able to use the chart data and information in a political cartoon to explain changes that resulted from immigration to the United States in the late 19th century.

1. Use **Item 1: Growth of the Elements of the Population: 1790-1890** to answer the following questions and prompts.

a. Describe what is shown in the chart. Does anything surprise you?

The chart shows three categories of people (foreign stock, which is further divided into immigration and specific nationalities; native stock; and colored) and their proportion of the U.S. population from 1790 to 1890. Student answers for what surprised them may vary but could include that people are referred to in the chart as "stock."

b. During which decade of the 19th century did the United States see the greatest amount of immigration? Use your background knowledge of the U.S. economy at that time to explain what may have caused this increase in immigration.

1890; mass industrialization led to a higher demand for labor, which drew many job-seeking immigrants to the United States.

c. During the 19th century, where did the majority of immigrants to the United States come from? Use your background knowledge of the conditions in those countries at the time to explain why people may have left.

Germany and Ireland; student explanations will vary but could include that poor conditions in those countries led to emigration. In Germany, the many European revolutions of 1848 destabilized the country, causing people to flee, and in Ireland, the potato famine of 1845 pushed people out.

2. Review **Item 2: “Looking Backward” Political Cartoon, Published 1893**, and then describe the characters on the shore and their shadows, as well as the person arriving.

The cartoon shows a poor-looking man, carrying all of his belongings in his hands and on his back, who is walking up to the shore. There are five wealthy- and healthy-looking men standing on the shore who do not appear to be welcoming the new arrival. The man in the middle holds up his hands to stop the man from approaching; another man examines him with his spectacles. Behind the five men are their shadows, which appear as malnourished and poor men who look like the new arrival.

3. What does the cartoon reveal about the perceptions of immigration in the United States in the late 19th century?

Student answers will vary but could include: The cartoon illustrates that, at the time, many people in the United States did not welcome immigrants. The cartoon’s shadows suggest that some people living in the United States — especially the wealthy — perhaps had forgotten where they came from and that their families were once immigrants just like the new arrival in the cartoon.

4. Using your background knowledge of the 1800s, in what other ways did increased immigration affect American society? Consider political, economic, and social effects.

Student answers will vary but could include problems such as overcrowded cities, political corruption, exploitation of immigrants, and the spread of disease, as well as benefits such as a more diverse society and a more robust workforce to fuel the economy.

5. How has the immigrant experience changed over the course of U.S. history?

Student answers will vary.

Item 2: "Looking Backward" Political Cartoon, Published 1893



hti.osu.edu/sites/hti.osu.edu/files/styles/raw-image/public/Immigration_5.jpg?itok=wPd9n1Uf

Click on the link above to view the cartoon online.