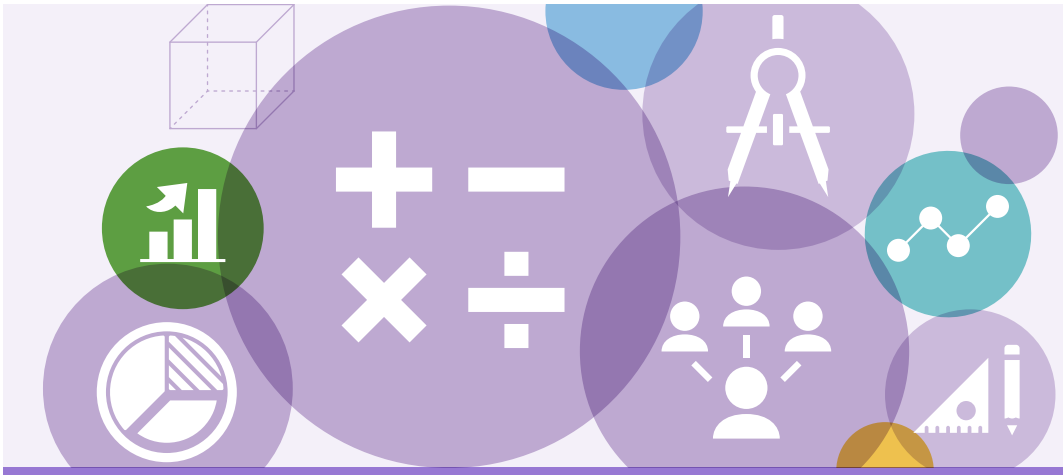


STUDENT VERSION

IMMIGRATION NATION

Activity Item

The following item is part of this activity and appears at the end of this student version.

- Item 1: Recent U.S. Immigrants From Four World Regions, 2000–2010

Student Learning Objectives

- I will be able to create a bar graph and its scale.
- I will be able to create a line graph and its scale.
- I will be able to look at data from my bar graph and from my line graph.

A lot of people born in other countries — 40 million — came to the United States and were living here in 2010. But this hasn't always been the case. In this activity, you will use four data sets that show the number of U.S. residents in 2000 and in 2010 who moved here from different countries (called immigrants) to make a bar graph and a line graph. These graphs will help you understand how the number of immigrants in our country has changed over time.

Part 1 – Use Data to Make Graphs

1. Use **Item 1: Recent U.S. Immigrants From Four World Regions, 2000–2010** to make a bar graph that shows how many people came here from Mexico, other Latin American nations, Europe, and Asia in 2000 and in 2010. Look at the size of the numbers to help you pick a good scale; use one color for all the 2000 bars and a different color for all the 2010 bars.

2. What scale did you use for your bar graph? Why?

3. Now use all of the data from **Item 1** to make a line graph with four different lines. Each line should show a region where people used to live before moving to the United States in every year between 2000 and 2010. Again, look at the numbers in the data to help you create a good scale.

4. What scale did you use for your line graph? Why?

Part 2 – Look at the Data in Your Graphs

1. In your bar graph, what patterns or changes do you see that could help you compare the number of immigrants just in 2000 and in 2010?

2. How does your bar graph show you these patterns or changes?

3. Now, looking at your line graph, what changes, similarities, or differences do you notice in the data, going from 2000 all the way to 2010?

Part 3 – Make Conclusions About the Data

1. Thinking about what you saw in your graphs, how has immigration changed in the United States between 2000 and 2010?

2. Which region did most immigrants come from in 2010?

3. Looking at your answer to question 2, how did the number of immigrants from that region change between 2000 and 2010?

4. Which graph is better for showing trends or patterns in the number of immigrants to the United States between 2000 and 2010? Explain.

5. Looking at your line graph, which year(s) had the biggest gap between the regions? Explain.

6. Still looking at your line graph, which year(s) had the smallest gap between the regions? Explain.

Item 1: Recent U.S. Immigrants From Four World Regions, 2000–2010

Mexico	
Year	**Number of People Who Came to the United States From This Region**
2000	402,000
2001	387,000
2002	331,000
2003	294,000
2004	385,000
2005	369,000
2006	333,000
2007	262,000
2008	214,000
2009	158,000
2010	145,000

Other Latin American Nations	
Year	**Number of People Who Came to the United States From This Region**
2000	262,000
2001	278,000
2002	238,000
2003	193,000
2004	210,000
2005	216,000
2006	209,000
2007	184,000
2008	175,000
2009	179,000
2010	197,000

Item 1: Recent U.S. Immigrants From Four Regions, 2000–2010 (Continued)

Europe	
Year	**Number of People Who Came to the United States From This Region**
2000	233,000
2001	245,000
2002	201,000
2003	126,000
2004	140,000
2005	159,000
2006	151,000
2007	147,000
2008	141,000
2009	126,000
2010	119,000

Item 1: Recent U.S. Immigrants From Four Regions, 2000–2010 (Continued)

Asia	
Year	**Number of People Who Came to the United States From This Region**
2000	394,000
2001	380,000
2002	361,000
2003	313,000
2004	306,000
2005	337,000
2006	389,000
2007	404,000
2008	429,000
2009	424,000
2010	432,000

Data source: U.S. Census Bureau, American Community Survey, 2000–2010.

www.census.gov/newsroom/cspan/foreignbornpop/20120511_cspan_foreignbornpop_slides_7.pdf

Click on the link above to view the data.