

Teacher Notes



Population Growth and Immigration

Activity 2 Let's Chart It... (Comparing and Contrasting Information and Data)

Activity at a Glance

- ◆ **Subject:** Social Studies
- ◆ **Subject Area:** U. S. History
- ◆ **Category:** Second Industrial Age
- ◆ **Topic:** Immigration Growth
- ◆ **Grade Level:** 11
- ◆ **Prerequisites:** Students should have completed research on immigration and urbanization in the U. S. between 1800 and 1940.
- ◆ **Total Teaching Time:** 120 minutes

Materials

- ◆ TI-83 Plus device
- ◆ Student Data Sheets: **City Population Growth and Immigration Facts, Old vs New Immigration Facts**
- ◆ Teacher's Debriefing Guide
- ◆ LearningCheck™ Application
- ◆ **Activity 2 Debriefing Questions** edc resource file
- ◆ TI-Navigator™, TI-GRAPH LINK™ Cable, USB Cable
- ◆ Unit-to-unit Cables
- ◆ TI External Keyboard

Activity Overview

In this activity students will compare and contrast the increase or decrease in the growth of certain historically significant cities, as well as the birth place of immigrants coming to major cities during specific time periods. Students will gather into small groups and discuss their findings and come to a consensus on these findings, guided by the two charts labeled, "City Population Growth and Immigration Facts," and "Old vs. New Immigration." The whole class will discuss the findings obtained from their discussions in filling out the two charts using the City Growth and Immigration Debriefing Guide. Information from these charts and from the debriefing discussion will prepare students to perform a brief skit in Activity 3 based on a fictitious oral interview as well as a one-page written narrative summarizing their findings and the skit.

Directions

Before the Activity Begins

Give each student a copy of the **City Population Growth and Immigration Facts** chart and **Old vs New Immigration** chart. In groups of 4 to 5, students will complete their own individual charts using the research they have obtained from the Internet and/or library resources in the previous activity and through their discussion of the questions the charts bring out.

During the Activity

Monitor the progress of each group, ensuring that students are completing their own charts during the course of the group discussions. Answer any questions students have as they talk with each other in their groups and begin evaluating their findings. Monitor the discussions of each group and keep them on task.

After the Activity

Collect the completed **City Growth and Immigration Facts** and **Old vs New Immigration** charts. Debrief the class by asking any or all of the questions on the **Teacher's Debriefing Guide** in order to stimulate students' thinking about the factors that helped major cities grow faster than others. Send the students the **Activity 2 Debriefing Questions** edc resource file and have students use their devices to answer the debriefing questions in the file. Have students send their answers to you, if desired.

Student Data Sheet

Name: _____

City Growth and Immigration Facts Chart

Date: _____

Directions

Using your research, complete the chart below. In each of the last three blanks beneath Charleston, write a city that you studied in your research.

	Check the largest cities 1870 to just before WWI	Geo-graphic Region	Industrial advantages of the city/region	After 1870 most immigrants came from	Before 1870 very little immigration from	The most even ratio of foreign born men to women	Most likely to have children in the labor force?	The two cities that had the largest population of women of marriage age
New York								
Phila-delphia								
Boston								
Baltimore								
Cincinnati								
St. Louis								
Chicago								

Charles- ton								

Student Data Sheet
Old vs New Immigration Chart

Name: _____

Date: _____

Directions

Using your research list, complete the following chart to determine where the majority of immigrants to the U.S. migrated from during the specific years listed.

	Majority of Immigrants came from...	Very little immigration from...	Check the two periods when most immigrants came to the U.S.	Check the period when Chinese immigrants were legally excluded from immigrating to the U. S.
1861-1870				
1871-1880				
1881-1890				
1891-1900				
1901-1910				
1911-1920				

Teacher's Debriefing Guide

City Growth and Immigration

Use the following questions to guide your class discussion.

1. Did immigrants influence the growth of major cities in the U.S. more before 1870 or afterward?
2. What might be the most basic reason that foreign-born persons end up in the major cities prior to the Civil War?
3. Discuss at least three features that major cities had that attracted people to them.
4. Explain why some cities, such as Chicago, grew so rapidly.
5. What was new about new immigrants?
6. For what reasons did immigrants come to America?
7. Why did well-defined ethnic communities develop?
8. What is nativism? Provide an example. Explain its causes and consequences.
9. How important is it that immigrants were allowed in our country?
10. Describe the culture of the immigrants (religion, dress, language, practices, traditions, habits once in America, and so forth.)
11. What immigration laws were in effect in the late 19th century and early 20th century?
12. What problems were faced by cities during their rapid growth? What were some solutions?
13. Why do you believe that even by 1900 few of the largest cities were West of the Mississippi River?
14. Why did some Americans resent the new immigrants?
15. How did immigrants affect the United States as it grew during the Industrial period of the later 19th century?
16. How did massive immigration after 1870 influence new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity?
17. Should we continue letting immigrants in, and what kind of rules should we have if we continue to allow immigrants to come to the US?