**AP Human Geography US Immigration: Analyzing Charts and Graphs (KEY) Mr. Stepek**

**Period #: Group#: Names:**

**Directions:** Using the graphic organizer (this is a source for this assignment. It is not to be memorized but it should be used for this assignment), the bar graph, the articles and cartoons posted on my website to answer the following questions. Ignore the letters on the graph, we will be using those later. This assignment is a summary of the support materials and the finished product should definitely be used as a study guide for the Unit 2 Exams. **FOR THIS ASSIGNMENT IT IS NOT NECESSARY TO WRITE IN COMPLETE SENTENCE FORM BUT YOU MUST PROVIDE EXAMPLES and EXPLANATIONS RISING TO THE LEVEL OF THE PROMPT.**

**CHECK FOR UNDERSTANDING OF A “STACKED BAR GRAPH”:**

1a. IDENTIFY how many total immigrants came to the United States between 1961 – 1980 (see bar graph)? **(1)**

1b. IDENTIFY approximately how many of those were from Asia (see bar graph)? **(1)**

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| 1a. **7.8 million**  1b. **2 million** |

Immigration to the United States can be broken down into three broad eras (this needs to be understood for the exam):

* 1) Colonial and Early US Era (before 1840)
* 2) Era of Mass European Immigration (1840 - 1920)
  + This second era is broken down into three waves based on the main source areas and common push/pull factors
* 3) Modern Era (post-1965).

**PRE-1840: Colonial and Early U.S.:**

2a. Before 1820 (see bar graph and graphic organizer), IDENTIFY what TWO **ethnic** groups from Northern and Western Europe (see map on website for a new regionalization of Europe for purposes of migration) were the main source of European migration to America?  **(2)**

2b. COMPARE how their settlement pattern in the New World differed from one another. **(2)**

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| 2a.  **British and Scots-Irish**  2b. **The British, who were somewhat more privileged settled on the eastern seaboard in the coastal plain while the Scots-Irish who were considerably poorer moved inland for available land in the Appalachian mountains. These Scots-Irish became a fiercely independent faction of the American population and were the first to spread into the interior.** |

3a. IDENTIFY what non-European group was the other source of migration to America before 1820? **(1)**

3b. IDENTIFY the “type” of migration flow this represents? **(1)**

3c. EXPLAIN where the main area of settlement in the US was for this group of people? **(1)**

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| 3a. **African-American slaves**  3b. **Forced migration**  3c. **African-Americans were imported to be slaves on plantations. This began with tobacco farming in Virginia and rice farming in South Carolina. However after the invention of the cotton gin around 1800, large numbers of slaves were used on cotton plantations across the Deep South (Georgia, Alabama, Mississippi, Louisiana)** |

**1840 - 1920s: Era of Mass European Immigration (this comes in three different waves which you should be able to differentiate as to the time frame and push/pull factors):**

**1st. wave (mid-1800s):**

4a. IDENTIFY the **REGIONS** (from bar graph) that were the largest sources of immigration to the U.S. in the two decades **1840 - 1860**? **(2)**

4b. IDENTIFY what two national groups (see graphic organizer) were the most significant sources from within that region during that period? **(2)**

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| 4a. **Northern and Western Europe**  4b. **Germans and Irish (Catholics)** |

4c. For each briefly DESCRIBE a **non-economic** (cultural or environmental) **push factor**. See articles on website. **(4)**

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| **National group** | **Non-economic push factor (reminder: stage two overpopulation is economic)** |
| **Germans** | **In 1848, Revolutions broke out across Europe. One of the major areas of conflict was in the German States that would later become Germany. Liberal revolutionaries rebelled against aristocratic rule demanding things like a written constitution, representation for middle-class landowners in a legislature and steps toward the unification of Germany . All of the revolutions failed. Many revolutionaries fled Europe for fear of being persecuted by the restored monarchs and aristocrats for their political beliefs. They became known as the ‘48ers. One renowned ‘48er was Carl Schurz who later became the first German-born US Senator and a Secretary of the Interior.** |
| **Irish** | **The long suffering Irish had been oppressed by the British since the 1500s. The British had conquered the Irish and transplanted British (English and Scottish) Protestant landlords to rule over the Irish who served as tenant farmers/sharecroppers. In the late 1840s the potato crop in Ireland suffered from a blight (plant disease) which made it rot in the fields. The potato, since its importation from the New World, was the main source of food for the tenant farmers. This led to 1 million Irish dying from starvation and over 2 million emigrating to North America, Australia and other locations. Ironically, British landlords exported more food from their estates during the famine than would have been needed to feed the Irish.** |

**2nd wave: post-Civil War/late- 1800s**

**Using the graphic organizer:**

4d. IDENTIFY approximately in what year Scandinavians joined this immigration stream in significant numbers? **(1)**

4e. IDENTIFY what national groups are we including in the term “Scandinavian”? **(2)**

4f. DESCRIBE how was the destination within the US of Scandinavian immigrants was similar to that of Germans? **(1)**

4g. **(Read the article by George Will on my website)** IDENTIFY the law that opened up the Great Plains to settlement and what it granted to immigrants regarding land ownership AND citizenship. **(1)**

4h. COMPARE the Irish pattern of settlement in the U.S. with that of the Germans and Scandinavians? **(2)**

4i. Analyze the Irish/German cartoon.

* EXPLAIN whether this cartoon depicts these immigrant groups in a positive or negative light? What about the cartoon led you to this conclusion? What is this cartoon accusing these immigrant groups of doing? How do you know? (DOES THIS ACCUSATION SEEM FAMILIAR? The more things change the more they stay the same!) **(4)**

4j. IDENTIFY what this attitude (“anti-immigrant, pro-people born here”) is called (look it up)? **(1)**

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| 4d. **1870s**  4e. **Swedes, Norwegians (and Danes)**  4f. **The Scandinavians also migrated into the interior, settling in cities like Chicago and farms in the Upper Midwest, where they knew how to farm since the climate was similar to what they had left in the old country.**  4g. **The Homestead Act gave settlers of the Great Plains 160 acres if they paid a small fee and occupied and farmed the land(made improvements?) for five years. This coincided with the requirement that prospective citizens live in the US for five years and be gainfully employed in order to get citizenship.**  4h. **The Germans and Scandinavians, who were slightly less poor than the starving Irish and therefore had some funds to pay land fees and buy equipment, moved inland to take advantage of available land, while the Irish clustered in large eastern cities and were employed on infrastructure (sewers, bridges, canals) projects and other civil servant type jobs (police, fire, streets and sanitation, etc.) in the growing cities. This is not exclusive; it is a general pattern. Some Irish farmed while some Germans clustered in cities (Milwaukee) so don’t be extreme in your description.**  4i. **The cartoon depicts the Irish and Germans in a negative light. First, it shows them clad in liquor barrels of whiskey and beer implying that these ethnicities are drunks. Secondly it shows them running away from a chaotic scene carrying a ballot box. This is accusing these newly arrived ethnicities of “stealing” elections reflecting the fear of native born Americnas that these new immigrants arriving in large numbers would soon overwhelm them electorally.**  4j. **Nativism (which is anti-immigrant sentiment that favors policies in the interest of the native born) or xenophobia (the dislike or prejudice against people born in foreign countries)** |

5a. IDENTIFY what non-European group immigrated to the U.S. in significant numbers in the late 1800s? **(1)**

5b. IDENTIFY what were they instrumental in helping to build? (1)

5c. IDENTIFY where was their main destination? (1)

5d. DESCRIBE the Exclusion Act of 1882 and how it justified its discrimination against this group with regards to immigration? **(2)**

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| 5a. **Chinese**  5b. **Railroads (transcontinental)**  5c. **West Coast/California (which would align with the Gravity Model since this is the area of the US closest to China)**  5d. **The Chinese Exclusion Act of 1882 suspended Chinese immigration for ten years and declared Chinese immigrants ineligible for naturalization.** **The justification for this was that the Chinese were “unable to assimilate” into American culture. This was probably because the Chinese food, way of dress and language was so different from that of previous European immigrant groups. Also because there was ethnocentrism and a sense that European culture was superior to others.** |

**3rd wave: very late 1800s through early 1900s (height of European immigration)**

6a. (From bar graph) COMPARE the periods ending in 1880 with those ending in 1900 and 1920, how did the main **regional** sources of immigration to the U.S. change? **(2)**

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| 6a.**The regional source of immigration into the US for the periods ending 1880 continued to be mainly from Northern and and Western Europe as it had in the past but this shifted to Southern and Eastern Europe for the periods ending in 1900 and 1920.** |

6b.Below IDENTIFY the national group, EXPLAIN the common economic push and pull factor and DESCRIBE the non-economic push factors for each national group for the period between 1900 and 1920 anbd DESCRIBE the common economic pull factor **(11)**

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| **IDENTIFY**  **National group** | **EXPLAIN common economic**  **push factor** | **DESCRIBE Non-economic push factor**  (see articles on my website) | **DESCRIBE (EXPLAIN-level) common economic**  **pull factor** |
| **Italians** | **Stage two overpopulation as the source area industrialized its CDR declined. Without a corresponding drop in the CBR, the population exploded leading to the population approaching carrying capacity in the form of economic opportunity (land or jobs). Therefore emigration occurred as a corrective action.** | **Southern Italians suffered from political discrimination at the hands of the more wealthy Northern Italians, heavy taxation and environmental push factors such as the eruption of the Mt. Etna and Mt. Vesuvius volcanoes.** | **The main economic pull factor for these groups were the huge amounts of industrial jobs in northern American cities. The US had surpassed Britain and Germany as the major industrial power in the world and needed a source of cheap labor to fuel this industrial growth. The US’s carrying capacity was greater than European countries because of our territorial growth and massive natural resources that could be exploited.** |
| **Poles** | **Poles suffered under political and religious persecution because “Poland” had been partitioned between Russia, Prussia (Germany) and Austria and no longer existed as an independent country. The Germans and Russians in particular suppressed the use of the Polish language and the practice of Catholicism.** |
| **Russian Jews** | **The Russian Jews suffered under persecution and mob violence in the form of pogroms, Pogroms were organized riots against Jewish villages which were often encouraged by the Russian government (tsars) in order to scapegoat the Jews for bad events (droughts, famines) or to distract the Christian population from the government’s own policy failures.** |

6c. According to the cartoon called “Italian Population”, DESCRIBE how the Italian immigrants were accused of behaving? **(6)**

6d. IDENTIFY the goal of the 1921 Quota Act and 1924 National Origins Acts? **(1)**

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| 6c. **The Italians were depicted as being idle (lazy) unemployed criminals who lived in overcrowded conditions (implying that they had too many children which is very Malthusian) and who were engaged in violent activities. You can see this in the cartoon as they are involved in knife attacks, sleeping on top of one another and gambling/loitering on the sidewalk.**  6d. **to limit immigration from Southern and Eastern Europe and to shift the main source areas back to Northern and Western Europe.** |

**Post-1965: Modern Era of non-European Immigration:**

7a. IDENTIFY the 1965 law that allowed the main sources of immigration to shift away from Europe? **(1)**

7b. IDENTIFY what social movement was happening in the US at this time? **(1)**

7c. IDENTIFY two regions (from the bar graph) that became the main sources of U.S. immigration after this law was passed? **(2)**

7d. DESCRIBE how the flow of migration from Latin America has changed in recent years? **(2)**

7e. IDENTIFY the economic push factor shared by most Latin American sources during this period? **(1)**

7f. DESCRIBE any current events regarding the treatment of Hispanic immigrants that reminds you of how Italian, Irish or German immigrants were treated in prior periods? **(2)**

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| 7a. **The US Immigration and Nationality Act of 1965**  7b. **the Civil Rights Act**  7c. **Latin America and Asia**  7d. **The flow of immigrants from Latin America has shifted in recent years from Mexico being the overwhelming main source to other lesser developed countries in Central America like El Salvador, Honduras and Guatemala being major sources of new immigrants.**  7e. **Stage Two overpopulation**  7f. **Donald Trump’s description of Mexicans as being “rapists and murderers” and his use of the term “bad hombres” to describe some Latin American immigrants could remind people of the nativist and xenophobic attitudes used against earlier immigrant groups.** |

8a. IDENTIFY the economic push factor shared by most Asian sources during this period? **(1)**

8b. IDENTIFY and DEFINE two methods some Asians have used to gain entrance into the U.S. in the modern era (look for methods common across multiple groups)? **(4)**

8c. DEFINE the phenomenon that the “family reunification” method leads with regards to migration? **(2)**

8d. DEFINE “brain drain”?  **(1)**

8e. EXPLAIN how is it related to one of the above methods of gaining access to the United States? **(2)**

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| 8a.**Stage Two overpopulation**  8b. **The most popular method is family reunification through which people who are already in the US legally or are a citizen can sponsor or bring relatives members into the country. This comprises over 2/3rd of all new immigration into the United States. The other method is skilled worker visas whereby the US will allow entry into the country if an immigrant has a skill or talent that the US feels would contribute to US society or the economy. This includes people with tech skills and also includes educational visas for talented young people to enter American universities.**  8c. **Family reunification leads to chain migration where additional immigrants follow the same immigration path as previous immigrants to a destination sometimes causing an immigration wave.**  8d. **Brain drain is when a talented person emigrates away from a source country depriving that society of their skills. The destination country, which is usually an MDC, then experiences “brain gain” because the talented person brings their skills to the destination country which will benefit from their contributions. This can also happen on a regional or local scale.**  8e. **Brian drain results from the US issuing educational visas to allow students into the US because those people will usually stay in the US. The US government believes these people will contribute to the intellectual discussion with their world view and experience and hopes that they will stay and contribute to American society after achieving their education.** **This contributes to the emigration of talented people from source countries.** |

**Big Takeaway!**

9a. Throughout its history, EXPLAIN what the various regions have been experiencing economically when they were a major source area for immigration into the US? **(4)**

9b. DESCRIBE what many immigrant groups experienced upon entry into the United States? **(3)**

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| 9a. **Throughout American history most source regions have been experiencing Stage Two overpopulation when they were a major source of immigration into the US. Earlier source countries that became MDCs had brought down their crude death rates (CDR) through industrialization and more recently LDCs had brought down their CDR through the diffusion of medical advances from MDCs. In both instances, crude birth rates did not decline immediately resulting in exponential population growth. With the total population approaching the carrying capacity (in the form of economic opportunity, land and jobs) people will choose to emigrate. This emigration serves as a safety valve allowing the population of the source country to remain temporarily under its carrying capacity.**  9b. **Many immigrant groups in the US have been met with hostility upon their arrival. They have been accused of stealing American jobs, driving down wages, being prone to criminal activity and being unable or unwilling to accept American cultural values. These attitudes are known as nativist which reflects prejudice against immigrants and advocates for policies that favor native-born populations. It could also be called xenophobic which is the dislike or fear of foreigners. On a high note, immigrant groups have largely succeeded once in America and have overcome these negative attitudes and become accepted over time.** |