



# Migration to and within the United States in the late 1800s and early 1900s

**LOCATION/S:** United States

**TIME PERIOD:** late 1800s/early 1900s

**GRADE LEVEL:** 8-12

## **SUMMARY**

This lesson can serve as an introductory activity for a unit on United States immigration. The goal is to familiarize students with some of the countries of origin for migrants in the 19th and early 20th centuries and to familiarize them with settlement patterns across the country in both urban and rural settings.

## **TIME COMMITMENT**

One-two class periods

## **ESSENTIAL QUESTION/S**

How can maps help us understand how people migrated to and within the United States in the late 1800s/early 1900s?

## **OBJECTIVES**

Students will use visual and spatial sources to understand the span and scope of migration to and within the United States in the late 19th century & early 20th century.

Students will be able to use the inquiry method to read map sources and compare them to statistical data related to immigration numbers to the United States. They will be able to consider the creators of different maps and think about purpose and point of view.

Students will look at maps that show different scales: worldwide migration in the mid-19th century, settlement patterns in the United States and settlement in one section of Chicago, IL.



## **CURRICULUM STANDARDS**

### Common Core State Standards

CCSS.ELA-LITERACY.RI.5.5

Compare and contrast the overall structure of events, ideas, concepts, or information in two of more texts. [www.corestandards.org/ELA-Literacy/RI/5/5/](http://www.corestandards.org/ELA-Literacy/RI/5/5/)

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [www.corestandards.org/ELA-Literacy/RI/5/9/](http://www.corestandards.org/ELA-Literacy/RI/5/9/)

### Massachusetts History & Social Studies Standards

HS UNITED STATES HISTORY I

*Topic 6: Rebuilding the United States: industry and immigration*

29. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.

### National Geography Standards

STANDARD 9/3: MIGRATION

*People move for a variety of reasons*

- Describe examples of human migration (Pilgrims, Gold rush, etc.)
- Explain why people move (push/pull)
- Describe how people and places change as a result of migration (neighborhoods, change of jobs, etc.)

[www.nationalgeographic.org/standards/national-geography-standards/9/](http://www.nationalgeographic.org/standards/national-geography-standards/9/)

## **MATERIALS AND SOURCES**

*Accessible in a Map Set on the Leventhal Map Center Digital Collections website*

[collections.leventhalmap.org/map-sets/336](http://collections.leventhalmap.org/map-sets/336)

*Map 1: Carte Figurative Et Approximative Représentant Pour L'année 1858 Les Émigrants Du Globe, Les Pays D'ou Ils Partent Et Ceux Oú Ils Arrivent*

*Map 2: Scribner's statistical atlas of the United States, showing by graphic methods their present condition and their political, social and industrial development. Plate 25: Population (Foreign Population)*



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LESSON PLAN OVERVIEW

*Map 3:* Nationalities map no. 1 - Polk Street to Twelfth, Halsted Street to Jefferson, Chicago; Nationalities map no. 2 - Polk Street to Twelfth, Jefferson Street to Beach, Chicago.

*Graph:* U.S. Immigrant Population and Share over Time, 1850-Present

*Worksheet:* Library of Congress map analysis tool

*To be provided by the teacher*

Computers or tablets (if available) or print outs of maps and graph for students

Copies of Library of Congress map analysis tool worksheet

Projector

Sentence strips or chart paper



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SEQUENCE OF LEARNING ACTIVITIES

**PREVIEW**

In any study of how people migrate, maps are valuable tools to make sense of where and how people move. We can study the geographic regions that migrants came from as well as where they settled. Using maps showing different scales (world, country, city) can help us build background knowledge about the who/what/when/where/why of migration. We will also consider who is making the map and why.

**ACTIVITY PROCEDURE**

**Step 1:** Students will work with a partner. Distribute one map to each group (three possible maps) or have them go to maps online ([collections.leventhalmap.org/map-sets/336](https://collections.leventhalmap.org/map-sets/336)).

Students are asked to start with observe/reflect/question analysis based on the Library of Congress map analysis tool:  
[www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Maps.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Maps.pdf)

First start with basic *observation*: students create list of what they see. How does the map show you information? What is it showing? What year was it made?

*Reflection*: Why do you think this map was made? Who made it? Why do you think this? Who was the audience for this map?

*Question*: What questions do you have about this map?

Give students census graphs on U.S. migration:  
[www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-over-time?width=1000&height=850&iframe=true](http://www.migrationpolicy.org/programs/data-hub/charts/immigrant-population-over-time?width=1000&height=850&iframe=true)

*What do you notice on the graph(s) the year your map was made? What connections can you make to this time period and your map?*

**Step 2:** Project maps for entire class one at a time and have groups present on their responses.

**Step 3:** Now that we've seen all three maps, what connections can we make to one another?



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Hand out copies of all three maps (or have students open three links to view online) to all groups and blank sentence strips.

*With your group, discuss the following:*

Looking at these three maps together, write a statement about one thing these three maps tell you about migration to and within the United States.

*Students finish this statement as a group:*

These three maps show us...

### **EXTENSION**

Post student statements in the classroom to return to later in the unit. Has what they learned supported or contradicted their statements? Do they still need more information to tell a more complete story? What other kinds of maps or visuals would be useful? Students could also compare modern maps of immigration to the United States to compare how settlement has changed.

### **ADDITIONAL RESOURCES**

Compare the historical census maps with data from the 2010 census:

[www.nytimes.com/projects/census/2010/map.html](http://www.nytimes.com/projects/census/2010/map.html)

National Geographic also has a useful resource on studying migration:

[www.nationalgeographic.org/activity/human-migration-then-and-now/](http://www.nationalgeographic.org/activity/human-migration-then-and-now/)