

Why did immigrants come to the U.S.?	
Content	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> • 7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> ○ Conducting historical research ○ Evaluating a broad variety of primary and secondary sources ○ Comparing and contrasting varied points of view ○ Determining the meaning of words and phrases from historical texts ○ Using technology to research, produce, or publish a written product • 7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States • 7.1.5 Analyze primary and secondary sources to answer questions related to United States history • 7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877 • 7.6.2 Describe motivations of immigrants to the United States from 1763-1877 and the obstacles they faced • 7.6.3 Analyze patterns, motivations and the impact of rural and urban migration in the United States from 1763–1877 • 7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877.
Claims	<p>In this instructional task, students develop and express claims through discussions and writing which examine the causes and consequences of historical events related to patterns of migration, immigration, and land use that influenced the cultural development of the United States during the 19th Century.</p>
Unit Connection	<p>This instructional task helps students explore and develop claims around the content from unit 4:</p> <ul style="list-style-type: none"> • Why did people immigrate to and migrate within the United States during this time period? How did this movement affect society? (7.3.4-5, 7.5.1-3, 7.6.1-3)

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Which were the most common Europeans to immigrate to the United States?	Why were certain groups more likely to have immigrated to the United States instead of other Europeans?	Why did people immigrate to and migrate within the United States during this time period? How did this movement affect society?	What were the most common problems and challenges immigrants faced when they settled in the United States?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will interpret data about immigration into the United States during the Age of Reform.	Students will examine why Europeans immigrated to the United States.	Students will summarize the motivations that drove Europeans to immigrate to the United States.	Students will examine the challenges immigrants experienced when they entered the United States.
Featured Source	Featured Source	Featured Source	Featured Source
Source A: 19th Century U.S. Immigration Statistics , latinamericanstudies.org	Source B: Irish and German Immigration, ushistory.org	Source C: Motivations and Aspirations , Digital Public Library of America	Source D: Immigration: Challenges for New Americans , Library of Congress

Summative Performance Task	<p>Using the sources and your knowledge of U.S. history, write an essay that compares and contrasts the motivations behind why Europeans immigrated to and migrated within the United States during the 19th century and what challenges they faced when settling in the United States.</p>
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Formative Performance Task 1

Supporting Question	Which were the most common Europeans to immigrate to the United States?
Formative Performance Task	Students will interpret data about immigration into the United States during the Age of Reform.
Featured Source	Source A: 19th Century U.S. Immigration Statistics , latinamericanstudies.org
Content and Claims	This formative performance task requires students to interpret charts and graphs about immigration into the United States during the Age of Reform. (7.6.1-3)

Featured Source

Source A: [19th Century U.S. Immigration Statistics](#), latinamericanstudies.org

Steps

- Provide students with a copy of the four charts below or place on the board for students to examine.
 - [Immigration to the United States , 1820-1860](#)
 - [Main sources of immigration to the United States, 1841-1860](#)
 - [Immigrants entering American Ports, 1846-1855](#)
 - [Composition of Immigration, 1840-1860](#)
- Have students work with a partner to analyze the immigration statistics in the charts then complete the questions below.
 - What three groups immigrated to the U.S. in the largest numbers?
 - What year showed the largest number of immigrants coming to the U.S.? Why?
 - Which two port cities saw the largest number of immigrants enter the U.S.? Why? (Have students make inferences as to why those two cities would have the largest number of immigrants.)
 - Why was there such a large number of undocumented or “not specified” immigrants entering the United States from 1841-1860?
 - What might have caused the rapid decline in immigrants entering the U.S. from 1851-1860?
- After students examine the immigration statistics, conduct a class discussion to check the answers for the questions. Some guiding questions to help facilitate the discussion include:
 - Which were the most common Europeans to immigrate to the United States?
 - Why were certain groups listed in the charts more likely to have immigrated to the United States instead of other Europeans?
 - Why would certain cities have larger number of immigrants than others?
 - What connections exist between when immigrants came to the United States and historical events in the United States during the same time period?

Student Look-Fors

1. Students should focus on the number of immigrants coming to the United States during the mid-19th century, where they came when they first arrived, why certain groups immigrated to the United States and what they were hoping to achieve when they arrived.
2. Key ideas students should address include who immigrated to the United States, when and why they came to the United States, and where they moved to once they entered the United States.
3. In addition, students should focus on what drove different groups to move about within the United States.

Formative Performance Task 2

Supporting Question	Why were certain groups more likely to immigrate to the United States instead of other Europeans?
Formative Performance Task	Students will examine why Europeans immigrated to the United States.
Featured Source	Source B: Irish and German Immigration, ushistory.org
Content and Claims	In this formative performance task, students outline reasons why Europeans immigrated to the United States. (7.6.1-3)

Featured Source

Source B: Irish and German Immigration¹, ushistory.org



DEPARTURE OF THE "NIMROD" AND "ADRIENS" STEAMERS, WITH EMIGRANTS ON BOARD FOR LIVERPOOL.

Illustrated London News: Steamers carried Irish emigrants to Liverpool where their transatlantic voyage began

In the middle half of the nineteenth century, more than one-half of the population of **IRELAND** emigrated to the United States. So did an equal number of **GERMANS**. Most of them came because of civil unrest, severe unemployment or almost inconceivable hardships at home. This wave of immigration affected almost every city and almost every person in America. From 1820 to 1870, over seven and a half million immigrants came to the United States — more than the entire population of the country in 1810. Nearly all of them came from northern and western Europe — about a third from Ireland and almost a third from Germany. Burgeoning companies were able to absorb all that wanted to work. Immigrants built canals and constructed railroads. They became involved in almost every labor-intensive endeavor in the country. Much of the country was built on their backs.

¹ Source: [USHistory.org](https://www.ushistory.org) shared through [Creative Commons license](https://creativecommons.org/licenses/by/4.0/).

In Ireland almost half of the population lived on farms that produced little income. Because of their poverty, most Irish people depended on potatoes for food. When this crop failed three years in succession, it led to a great **FAMINE** with horrendous consequences. Over 750,000 people starved to death. Over two million Irish eventually moved to the United States seeking relief from their desolated country. Impoverished, the Irish could not buy property. Instead, they congregated in the cities where they landed, almost all in the northeastern United States. Today, Ireland has just half the population it did in the early 1840s. There are now more Irish Americans than there are Irish nationals.

Letter to the *London Times* from an Irish Immigrant in America, 1850

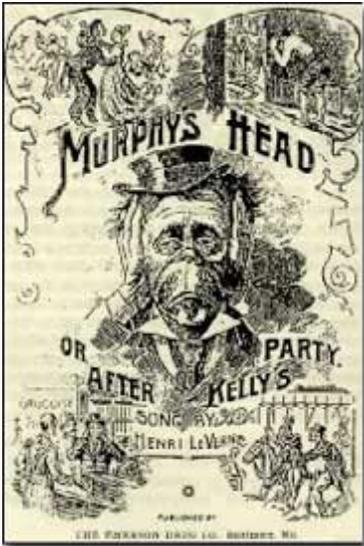
I am exceedingly well pleased at coming to this land of plenty. On arrival I purchased 120 acres of land at \$5 an acre. You must bear in mind that I have purchased the land out, and it is to me and mine an "estate for ever", without a landlord, an agent or tax-gatherer to trouble me. I would advise all my friends to quit Ireland — the country most dear to me; as long as they remain in it they will be in bondage and misery.

What you labour for is sweetened by contentment and happiness; there is no failure in the potato crop, and you can grow every crop you wish, without manuring the land during life. You need not mind feeding pigs, but let them into the woods and they will feed themselves, until you want to make bacon of them.

I shudder when I think that starvation prevails to such an extent in poor Ireland. After supplying the entire population of America, there would still be as much corn and provisions left us would supply the world, for there is no limit to cultivation or end to land. Here the meanest labourer has beef and mutton, with bread, bacon, tea, coffee, sugar and even pies, the whole year round — every day here is as good as Christmas day in Ireland.

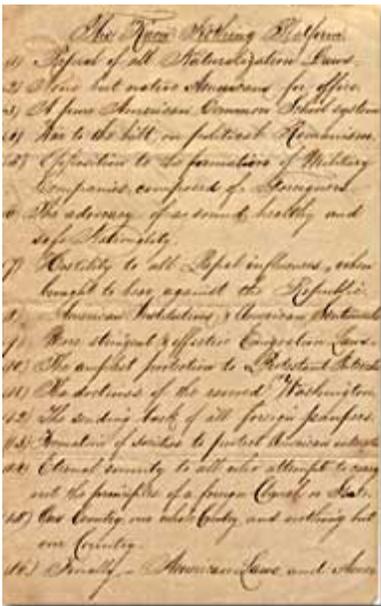
In the decade from 1845 to 1855, more than a million Germans fled to the United States to escape economic hardship. They also sought to escape the political unrest caused by riots, rebellion and eventually a revolution in 1848. The Germans had little choice — few other places besides the United States allowed German immigration. Unlike the Irish, many Germans had enough money to journey to the Midwest in search of farmland and work. The largest settlements of Germans were in New York City, Baltimore, Cincinnati, St. Louis and Milwaukee.

With the vast numbers of German and Irish coming to America, hostility to them erupted. Part of the reason for the opposition was religious. All of the Irish and many of the Germans were Roman Catholic. Part of the opposition was political. Most immigrants living in cities became Democrats because the party focused on the needs of commoners. Part of the opposition occurred because Americans in low-paying jobs were threatened and sometimes replaced by groups willing to work for almost nothing in order to survive. Signs that read NINA — "**NO IRISH NEED APPLY**" — sprang up throughout the country.



Anti-Irish sentiment permeated the United States during the Industrial Revolution. The prejudice exhibited in advertisements like this one sometimes led to violent outbursts.

Ethnic and **ANTI-CATHOLIC RIOTING** occurred in many northern cities, the largest occurring in Philadelphia in 1844 during a period of economic depression. Protestants, Catholics and local militia fought in the streets. 16 were killed, dozens were injured and over 40 buildings were demolished. "**NATIVIST**" political parties sprang up almost overnight. The most influential of these parties, the **KNOW NOTHINGS**, was anti-Catholic and wanted to extend the amount of time it took immigrants to become citizens and voters. They also wanted to prevent foreign-born people from ever holding public office. Economic recovery after the 1844 depression reduced the number of serious confrontations for a time, as the country seemed to be able to use all the labor it could get.



The Know Nothing Party's platform included the repeal of all naturalization laws and a prohibition on immigrants from holding public office.

But **NATIVISM** returned in the 1850s with a vengeance. In the 1854 elections, Nativists won control of state governments in Massachusetts, Connecticut, Rhode Island, New Hampshire and California. They won elections in Maryland and Kentucky and took 45% of the vote in 5 other states. In 1856, Millard Fillmore was the American Party candidate for President and trumpeted anti-immigrant themes. Nativism caused much splintering in the political landscape, and the Republicans, with no platform or policies about it, benefited and rode to victory in the divisive election of 1860.

Steps

1. Have students read and examine the text source on German and Irish immigration.
2. Once students have read the document, have them work in small groups to complete the graphic organizer below. Provide students with a least 10 minutes to complete the chart.
3. Once students have complete the chart, conduct a class discussion with students to fill in, edit, or add more information to the graphic organizer. A sample graphic organizer is included below.

United States Immigration, 1840-1860		
Groups	German	Irish
Who? (What groups of people migrated) Ex: Irish Catholics/German Protestants		
What? (What were they hoping to do or achieve by coming to the United States)		
When? (When did each group come to the United States)		
Where? (Where did the Germans and Irish settle/move)		
Why? (Why did the Germans/Irish come to the United States)		

Student Look-Fors

1. While reading the text, students should focus on why certain groups immigrated to the United States and what they were hoping to achieve when they arrived. A sample completed graphic organizer is included below.

United States Immigration, 1840-1860		
Groups	German	Irish
Who? (What groups of people migrated) Ex: Irish Catholics/German Protestants	Protestants and Roman Catholics	Roman Catholics
What? (What were they hoping to do or achieve by coming to the United States)	hoped to find a politically safe place to own land and work	hoped to find a place to live and work so that they could survive
When? (When did each group come to the United States)	from 1845 to 1855	from 1845-1850
Where? (Where did the Germans and Irish settle/move)	moved west for cheap farmland	lived in large urban areas
Why? (Why did the Germans/Irish come to the United States)	to get away from poverty, riots and revolution and hardly any other countries would take Germans	were poor and starving in Ireland because the potato crop was bad for three years

Formative Performance Task 3

Supporting Question	Why did people immigrate to and migrate within the United States during this time period? How did this movement affect society?
Formative Performance Task	Students will summarize the motivations that drove Europeans to immigrate to the United States.
Featured Source	Source C: Motivations and Aspirations , Digital Public Library of America
Content and Claims	This formative performance task requires students to summarize the motivations and aspirations that drove Europeans to immigrate to the United States. (7.6.1-3)

Featured Source

Source C: [Motivations and Aspirations](#), Digital Public Library of America

Steps

1. Divide students into small groups with 2-3 students in each group.
2. Provide each group with a copy of the text source: [Leaving Europe: A New Life in America - Motivations and Aspirations, Digital Public Library of America](#) (Students should focus only on the Motivations and Aspirations).
3. Have students read the document and summarize the motivations and aspirations that drove Europeans to immigrate to the United States.
4. After students have examined the text, allow students an opportunity to discuss the text to gain an understanding of why immigrants left their homeland and moved to the United States. During group discussion provide students with guiding questions that focuses on the key ideas expressed in the text. Possible guiding questions include:
 - What were the reasons for more than 30 million people to leave their loved ones behind?
 - What forced many immigrants to flee Europe (unemployment and rising prices in goods/services, freedom from political and social persecution, or revolution)?
 - What connections exist between increased immigration and the Industrial Revolution in the United States?
 - How did these immigrants help or hinder the growth of industry in the United States?
5. Encourage students to examine the text as they read through the content to find supporting evidence about why immigrants came to the United States. Have students complete split-page notes using the following steps (a sample of the split-page notes is included below):
 - In the right-hand column, write down important ideas and details from the text, such as why immigrants moved to the United States, forces attracting Europeans to America, factors that pushed people to make the final decision to leave, unemployment in Europe, and different living conditions in each country.
 - In the left-hand column, write your own thoughts and responses, questions, concerns, confusions, personal reactions and any reflections on what the information means.

- After reading the document, review your notes and write a summary of the information at the bottom of the sheet.

Split-Page Note-Taking Chart

<p><u>Comments and Questions:</u></p> <p><u>Unknown Words or Phrases:</u></p>	<p><u>Main Ideas/Important Information:</u></p> <ul style="list-style-type: none">••••••••
<p>Summary: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Student Look-Fors

1. Students should focus on what drove different groups to move to the United States. A sample completed split-page note-taking chart is included below.

<p><u>Comments and Questions:</u></p> <p>What is the difference between immigrants and emigrants?</p> <p>Why were they mean to people of other religions?</p> <p>People who come to America today still do lower jobs a lot of the time.</p> <p><u>Unknown Words or Phrases:</u></p> <p>revolutionaries</p> <p>liberal</p> <p>pogroms</p>	<p><u>Main Ideas/Important Information:</u></p> <ul style="list-style-type: none"> • left Europe because they couldn't find jobs • prices of goods/services in Europe kept going up • wanted a better life for their families • heard about jobs available in the U.S. • heard even common people could get rich • they wanted political and social freedom • war and famine in their homelands • railroads opened up the west for settlement • factories needed workers • they usually did the lowest jobs • immigrants made cities more crowded • Americans didn't like that they took up jobs
<p>Summary: Immigrants came to the United States for many reasons. In their homelands, there were many problems. There weren't enough jobs for the large number of people there. Prices of things people needed kept increasing, and famines caused there to not be enough food. Some people were picked on because of the religion, and they wanted to get away from that. Railroads helped the Germans move westward for new farmland. The increase in factories gave jobs to the Irish who lived in the cities.</p>	

Formative Performance Task 4

Supporting Question	What were the most common problems and challenges immigrants faced when they settled in the United States?
Formative Performance Task	Students will examine the challenges immigrants experienced when they entered the United States.
Featured Sources	Source D: Immigration: Challenges for New Americans , Library of Congress
Content and Claims	In this formative performance task, students examine the problems immigrants faced when they entered the United States. (7.6.1-3)

Featured Sources

Source D: [Immigration: Challenges for New Americans](#), Library of Congress

Steps

1. Have students read Source D, [Immigration: Challenges for New Americans](#), Library of Congress – Teaching with Primary Sources independently. Students should focus only on “Challenges: The Know-Nothings and Immigration during the Antebellum Period” and “Challenges: Immigration in an Industrializing America.”
2. Encourage students to read, examine, and annotate the text as they read through the content to find supporting evidence about why immigrants came to the United States.
3. After students have read the text, assign students a partner to examine the document and then summarize the problems immigrants experienced in the United States.
4. Conduct a class discussion about the types of challenges immigrants experienced when moving to the United States. Possible guiding questions include:
 - What were the three most common problems the Irish, German, Chinese and Italian immigrants faced in the United States?
 - What type of economic discrimination did immigrants face?
 - Who were the Know-Nothings?
 - Describe the political and religious issues immigrants experienced in the United States?

Student Look-Fors

1. Students should focus on the political, economic, and religious challenges immigrants experienced when coming to the United States, such as when immigrants lived, economic discrimination in employment and anti-Catholic discrimination in the North.
2. Key ideas students should address include who immigrated to the United States, when and why they came to the United States, and where they moved to once they entered the United States.
3. In addition, other key ideas students should focus on while reading the text include who were “Know Nothings”, what were the main differences between German and Irish immigrants coming to the United States, and why Americans living in the United States were cautious of accepting immigrants into society.

Summative Performance Task

Compelling Question	Why did immigrants come to the U.S.?
Summative Performance Task	Using the sources and your knowledge of U.S. history, write an essay that compares and contrasts the motivations behind why Europeans immigrated to and migrated within the United States during the Age of Reform. How did this movement impact the religious, political, economic, and cultural landscape within in the United States?

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored patterns of migration, immigration, and land use that influenced the cultural development of the United States during the 19th Century; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

Student Prompt

Using the sources and your knowledge of U.S. history, write an essay that compares and contrasts the motivations behind why Europeans immigrated to and migrated within the United States during the Age of Reform. How did this movement impact the religious, political, economic, and cultural landscape within in the United States?

Student Look-Fors

1. Scoring Notes:
 - a. Student responses should make reference to and provide detailed information on:
 - Which groups migrated to the United States in the greatest number
 - Why immigrants migrated to the United States - specific examples would include escape from economic hardships in Europe, the Great Potato Famine, religious persecution, cultural diffusion, better economic opportunity in the United States, cheaper land, chance to move up the social ladder, and revolution in the native country.
 - How immigrants brought their religion with them, specifically Irish Catholics and German Protestants
 - Impact immigrants had on cities, specifically increase population, more disease, rapid growth of factories
 - Challenges immigrants faced when moving to the United States including the political impact with the formation of the Know-Nothings and increased discrimination towards Irish Catholics and other immigrants

2. A strong response:
 - a. References documents appropriately
 - Irish and German immigrants were more likely to come to the United States than other Europeans. (Source A)
 - Most European immigrants came to the United States to escape political persecution at home and for more economic opportunity in the United States. (Source B)
 - “Over two million Irish eventually moved to the United States seeking relief from their desolated country.”
 - “In the decade from 1845 to 1855, more than a million Germans fled to the United States to escape economic hardship. They also sought to escape the political unrest caused by riots, rebellion and eventually a revolution in 1848.”
 - “‘Nativist’ political parties sprang up almost overnight. The most influential of these parties, the Know Nothings, was anti-Catholic and wanted to extend the amount of time it took immigrants to become citizens and voters.”
 - Europeans who immigrated to the United States did so because they wanted to provide a better life and more opportunities for their families in the United States. (Source C)
 - “When the construction of railway tracks grew at a fast rate, and highly competitive railway companies fought for a good market position, it became easier and cheaper for settlers to move inland and populate the newly opened territories.”
 - “As well as the forces attracting Europeans to America, there were also factors that pushed people to make the final decision to leave. In most European countries, the Industrial Revolution had not only changed economic life... Lots of farming families could no longer make a living.”
 - “People left the countryside for the rapidly expanding urban areas, where they hoped to find employment in newly established factories. The cheap production lines in factories meant that craftsmen and artisans like tailors or blacksmiths couldn’t keep up anymore and became unemployed.”
 - Most Europeans immigrants experienced political, economic, and religious discrimination when they settled in the United States. (Source D)
 - “Know-Nothings believed that native-born Americans were superior to the newly arrived immigrant groups on the basis that Irish and German immigrants tended to be poorer and Catholic, which Know-Nothings took as traits of cultural and economic backwardness.”
 - “Tales of the gold rush in the American West drew thousands of Chinese immigrants into North America beginning in the 1850s, as Irish immigration peaked in the East. Like thousands of disappointed Americans, they found that their opportunities were not as bright as the gold they were seeking.”
 - b. Applies the provided evidence as well as additional information about the Industrial Revolution and immigration.
 - Students should have some understanding of the causes and effects of the Industrial Revolution in Europe and the United States prior to completing this task.