

LESSON 4

Push and Pull Factors and Human Rights

*Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!*

~ Emma Lazarus, "The New Colossus" (1883)

LESSON 4

Push and Pull Factors and Human Rights



Goal

- » Establish the human rights issues that draw immigrants to the United States or push them to leave their country of origin.

Objectives

- » Students will be able to describe why people would want to leave their home countries (push factors) and why they would want to come to a new country (pull factors).
- » Students will connect push and pull factors to the human rights described in the Universal Declaration of Human Rights.
- » Students will find examples of the link between human rights and immigration in both the modern and the historical context.

Essential Questions

- » What motivates people to immigrate to the United States?
- » How is the decision to immigrate connected to the protection of human rights here and abroad?

Key Skills

- » Critically analyzing personal narratives (Activity 1).
- » Interpreting quantitative data (Activity 2).



Materials

- Handout 1: Push and Pull Scenarios*
- Handout 2: Story Analysis Cards*
- Answer Key: Push and Pull Scenarios*
- Handout 3: Timeline Observations*
- Handout 4: Immigration by Decade and Region*
- Handout 5: World Events and Immigration Timeline*
- Handout 6: Historical Analysis*
- Answer Key: Historical Analysis*
- Construction paper and tape

Time Frame

2 class periods

Vocabulary

-  pull factor
-  push factor

Push and Pull Factors in History

Procedure:

1. Brainstorm. Provide the following prompt to students and ask them to write their answers in their notebooks.

“Why might a person or family leave their home country to come to a new country?”

Draw a line down the center of the board, and write “Push factors” on one side and “Pull factors” on the other. Ask students to share with the class what they’ve brainstormed. Help them decide whether their example is something that would draw someone to come to a new country (a pull factor), or a reason why they may want to leave their home country (a push factor); each response should be written on the corresponding side of the board. For example, if a student responds “to find a job” or “to go to college,” the key words should be written on the pull factors side; if the response is “to escape danger,” “not enough food,” or “no jobs to be found in their home country,” the key words should be written on the push factors side. Some themes will have corresponding reasons on both sides. Keep the list up on the board for the rest of the activity.

2. Prepare. Write the following time frames on construction paper (each on a separate sheet), and place them in chronological order on the classroom walls:

Before 1830	1830-1859	1860-1889	1890-1929	1930-1969	1970-1999	2000-Present
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Then give each student one short story from *Handout 1: Push and Pull Scenarios*, one explanation card from *Handout 2: Story Analysis Cards*, and a copy of *Lesson 2 Handout 1: The Universal Declaration of Human Rights* (see page 37). The scenarios in the cards reflect the composition of the various waves of immigration to the United States, both in number of immigrants and countries of origin. If you have fewer students than there are cards, select cards from a wide variety of time periods, countries, and continents.

3. Demonstrate. Explain to students that they will be working together as a classroom to build a timeline of immigration to the United States showing the push and pull factors that have driven migration throughout history. Demonstrate the process by reading one of the short stories aloud to the class. Ask students to identify what led the person in the story to immigrate to the United States and write their answers on an explanation card. An answer key is available on page 64 to help teachers guide the discussion.

4. Read and analyze. Now, students should follow the same process, working in pairs. The students should take turns reading their short story and then identifying the push and/or pull factors that led their character to immigrate to the United States. Students should write their answers on their explanation cards.

5. Make the connection. Explain to students that many push and pull factors are closely related to the protection of human rights around the world and in the United States. Go back to the list that the class brainstormed in Step One and ask students to identify which of the factors can be reframed as human rights issues. Use *Lesson 2 Handout 1: The Universal Declaration of Human Rights* as a guide if students need help identifying various human rights.

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Push and Pull Factors in History

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6. Identify the rights. In their same pairs, have students look at the push and pull factors they have written down on their cards. Ask them to repeat the analysis they just performed as a class, connecting the push and pull factors in their story to the human rights listed in the UDHR. The pairs should take turns analyzing each story, writing down on their explanation cards the specific articles that relate to the push and pull factors they identified. Once both students have finished filling out their explanation cards, they should hang their stories and cards under the appropriate time period on the wall.

5. Walk the timeline. As a class, have students stroll along the timeline. Using *Handout 3: Timeline Observations*, students should record some of the differences and similarities in the historical push and pull factors they see. Then as a class, discuss the following questions:

Questions for Discussion

- ? Are some of the push or pull factors on the timeline the same as those you brainstormed at the start of the activity?
- ? What push or pull factors were most common throughout the history of the United States?
- ? Were any of the push or pull factors unique to a specific time period?
- ? Was it easy to connect the push and pull factors to human rights?



Waves of Immigration

Procedure:

1. Explain. Tell students that they will now have a chance to analyze immigration patterns in U.S. history. Historians often look at quantitative data, like numbers of immigrants over time, and try to see if patterns emerge that will let them tell a story about why events happened and what might happen next. Discovering the factors that influenced people to immigrate in the past can help us understand why people immigrate today and predict how we can affect immigration trends.

2. Analyze. Have students form pairs and give them *Handout 4: Immigration by Decade and Region*, *Handout 5: World Events and Immigration Timeline*, and *Handout 6: Historical Analysis*. Explain that students will fill out *Handout 6* using the information on *Handouts 4 and 5*. Demonstrate the first question for the class, walking students through the process of analyzing quantitative data. Some students may be unfamiliar with how to read charts, graphs, and tables, so go through a few examples of increasing and decreasing immigration to help them recognize the patterns.

3. Share and discuss. As a class, go over the answers to *Handout 6*. Try to answer the following questions:

Questions for Discussion

- ? Did any of the information you learned surprise you?
- ? Based on immigration trends in the past, what are some events happening today that might impact immigration to the United States?
- ? If every government protected human rights in its own country, how would that change immigration patterns?



PUSH AND PULL SCENARIOS

<p>My name is Abigail Taylor. My husband Simon and I are both from Birmingham, England. Though we have been loyal subjects of the King, we no longer feel safe in our country. Just last month, rioters burned down our home and the little store we ran. We want to move to America where Protestant Dissenters like us are safe to practice our religion in peace. (1791)</p>	<p>My name is Dáire McCormack, and I am a potato farmer in Ireland. This past year has been horrible for me. Almost all of my potatoes were lost to a disease which made them turn black and rotten. Most of the healthy crops in the country are being forcibly shipped to England because of a trade policy the country must abide by, despite these difficult times. I do not have enough food to feed my family or to sell potatoes at the markets. My family will have to leave Ireland to find a place where I can feed my family. (1845)</p>
<p>My name is Franz Hecker, and I am from Baden in Germany. I came to the U.S. in despair after we failed to create a democratic Germany with our March Revolution. Seeing King Frederick William IV crowned again was bad enough, but when the army crushed the uprisings in support of the constitution, I knew I had to leave. It seemed as if we might succeed in creating a democratically elected government, but it was not to be. (1848)</p>	<p>My name is Marcel Durand, and I am from Paris, France. I have been reading stories in the newspaper for weeks about how the Americans have found gold in the mountains of California. I am heading to California to strike it rich! (1849)</p>
<p>My name is Santiago Muñoz, and I was born in Alta California, Mexico. After the Mexican-American War, Alta California was given to the U.S. and eventually became the state of California. I was given the choice of remaining a Mexican citizen or becoming a U.S. citizen. I decided to become a U.S. citizen so that I could stay on the land my family has farmed for generations. (1850)</p>	<p>My name is Mattias Nilsson, and I am from Småland in Sweden. I have heard that the U.S. government is giving away rich farmland to anyone who wants it. I am sick of struggling with stony soil and poor crops. My friends who have already arrived in America say that it is easy to build a good life there. I cannot wait to join them. (1862)</p>
<p>My name is Heinrich Braun, and I am from Hamburg, Germany. I was thrilled when Otto von Bismarck finally unified our country – no longer would the Germans be scattered and weak! However, shortly afterwards, Bismarck decided that Catholics were not truly German. He passed laws that discriminated against us and took over our schools. I left for the United States, where I have found a farming town full of German Catholics. Now I can raise my children in my faith. (1871)</p>	<p>My name is Chou Jing Yi. I came to the United States from China last year to join my husband who has been working on the new railroads being built all over the West. I'm glad I came when I did – I heard that Congress just passed a law excluding future Chinese immigrants from coming to the country. I'm sad that we don't seem to be welcome here, but we are building a good life for ourselves anyway. (1881)</p>

PUSH AND PULL SCENARIOS

<p>My name is Robert O'Connor, and I am from Ireland. I am a tenant farmer and I am sick of paying high rents to an absentee landlord while I can barely buy food for my family. I joined a group demanding land reform. In response to our protests, the government passed a Coercion Act. I was arrested under the Act and kept in jail without a trial. After five months, I was finally released. I am going to America, where I can be free of British rule. (1881)</p>	<p>My name is Antonio Souza, and I am from Portugal. My father came to the United States three years ago – he was one of the first people processed at Ellis Island. He has just sent me an ocean liner ticket so I can join him. He wants me to go to school in the United States so that I can learn a better trade than brick-laying like him. (1895)</p>
<p>My name is Ryo Nakamura, and I am from Japan. I came to the United States because I heard there were good jobs picking pineapples on plantations in Hawaii. Just before I arrived, Hawaii became a state. I'm glad because this will make it easier for me to leave the plantation and move to the mainland once I have earned a little money. (1898)</p>	<p>My name is Sara Warszawski, and I am a Polish Jew. I live in a part of Poland ruled by the Russian Empire. Leftists have started a revolution against the Tsar, and the government is blaming the Jews. There was a riot in our town, and people started looting Jewish homes and businesses, and even killing Jews who tried to resist. Instead of arresting the rioters, the police helped them! I am leaving with my family for a country where we can be safe. (1905)</p>
<p>My name is José Ortega, and I am from Mexico. My country is in the middle of a revolution that has been going on for over three years! The armies on both sides aren't very careful about who they kill. I was afraid for my life if I stayed, so I came to the United States. (1913)</p>	<p>My name is Kayaneh Levonian. I am Armenian and I used to live in Turkey. My family and I fled to America to escape the attacks after the war. Soldiers of the Ottoman Empire killed thousands of Armenian people. My parents do not speak of home and we no longer receive letters from our relatives back in Turkey. I wonder what happened to my friends and relatives; I only hope that they escaped to the United States too. (1915)</p>
<p>My name is Istvan Lantos, and I am from Hungary. My country was taken over by a Communist dictatorship a few months ago and the government is desperate to hold on to power. They have set up revolutionary tribunals to try anyone they accuse of being an enemy of the state, but it seems like they have already decided the person is guilty before the trial even begins. Hundreds of people have been executed, including many of my close friends. I am afraid I will be next, so I am leaving for the United States. (1919)</p>	<p>My name is Marta Novy, and I am from Czechoslovakia. My family is German and the region we live in is mostly German. After the Great War, we wanted to become part of Austria or Germany, where our ethnicity and language would be respected. Instead, we were forced to become part of Czechoslovakia under a constitution we did not help write. I am going to leave for the United States rather than stay in a country that I cannot support. (1919)</p>

PUSH AND PULL SCENARIOS

<p>My name is Pyotr Stepanov, and I am from Russia. My family fled the civil war between the Communists and the Tsarists. When the Communists finally won, they said that anyone in exile was no longer a citizen of Russia. Without a nationality, we could not travel to a safe country. Eventually, the League of Nations gave us a special Nansen passport and we came to the United States. (1922)</p>	<p>My name is Mehmet Karagioules, and I am from Greece. My family may be Muslim, but we have roots in Greece going back generations. After the recent war between Greece and Turkey, the governments agreed to a population transfer: all the Greeks in Turkey would be sent to Greece and all the Turks in Greece would go to Turkey. Because we are Muslim, the government decided we were Turks. They stripped us of our Greek citizenship and planned to forcibly move us to Turkey. We decided to leave before that could happen. (1924).</p>
<p>My name is Gino Filippone, and I am from Italy. I am a member of an anarcho-syndicalist trade union. We believe in the rights of the worker and oppose the fascists who are trying to take over our government. Mussolini proclaimed himself the head of the government last year and this year he banned my union entirely. I am going to the United States where I can try to mobilize the workers against fascism. (1926)</p>	<p>My name is Agnes Rosen, and I am an artist working in Berlin, Germany. I want to leave for the United States as soon as I can. Life has been very difficult since Hitler came to power. My paintings have been labeled “degenerate” by the Nazis so no one will buy or exhibit them. I am Jewish, and I am worried about all the anti-Semitic propaganda put out by the government. I want to feel safe and have a place where I can again be an artist. (1934)</p>
<p>My name is Gabriel Rodríguez. I am a farmworker, and I came to the United States a few months ago as part of the Bracero Program run by the U.S. government. U.S. farms have a shortage of workers to work in the fields and harvest crops, because most American men are fighting in the war against the fascists. The pay is better here, but I had to leave my family which I am still sad about because I miss them very much. (1942)</p>	<p>My name is Rose Null, and I came to the United States after I met my husband Mark, who was a U.S. Marine passing through Sydney, Australia during the war. We fell in love and after the Americans defeated the Japanese, we got married in Sydney. A year later, I was able to join Mark in America and start raising a family. Though I miss Australia, I am excited to explore all that the United States has to offer. (1946)</p>
<p>My name is Ferenc Nagy, and I live in Hungary. A few weeks ago, I participated in protests against Communist rule of Hungary. It looked as though we had driven the Soviet Union out of Hungary, but two days ago, a large number of Soviet troops and tanks invaded Budapest to crush our revolution. I want to leave the country as soon as I can. I am afraid of being killed or arrested. I am hopeful that in the United States, I can voice my opinions freely and without fear. (1956)</p>	<p>My name is Celia Pérez. I was forced to flee to the U.S. with my family after Fidel Castro’s new government of Cuba started nationalizing land and private property. My family lost everything we had. Rather than live under the new regime that wants to force everyone to become a Communist, we left for the United States. Until Cuba returns our property, it is better for us to live here, where at least we can keep the money we earn and the land we buy. (1959)</p>

PUSH AND PULL SCENARIOS

<p>My name is Arva Placencio, and I live in the Dominican Republic. I work for a political organization that President Balaguer has labeled an “enemy of the state.” I was arrested last month even though I hadn’t committed any crime. While I was in prison, some of the guards tortured me. I do not know why they released me, but I am staying in hiding until I can flee to the United States. I hope America will be safer for me. (1972)</p>	<p>My name is Avrom Roginsky. I live in the Soviet Union. Because I am Jewish, I have trouble finding work and getting higher education. I want to leave the country and go to the United States, but the government refuses to let me leave. Some American Jews have heard of my case and are pressuring the U.S. and Soviet governments to help me leave. Hopefully, they will succeed soon! (1973)</p>
<p>My name is Mai Vuong, and I am from Vietnam. My father fought for the Americans during the war. When the Americans left, we also had to flee the country. We were afraid the Communist government would kill us for fighting against them. Now we have to start our lives all over again in a new country. (1975)</p>	<p>My name is Fikile Nyathi, and I am from South Africa. As a black man living under apartheid, I had very few rights, but I still considered myself South African. Last year, however, the government decided that I really belonged to a new country, Ciskei, which they invented and made independent. They stripped me of my South African citizenship. I left as soon as I could for the United States. If I cannot be a citizen of my own country, I will at least live somewhere I can be treated equally. (1981)</p>
<p>My name is Augusto Flores, and I am from El Salvador. I belong to a trade union, and since the start of our civil war five years ago, I have seen all of the leaders of our union killed by government death squads. The courts never did anything to bring the perpetrators to justice. I worry if I stay that I will suffer the same fate as my friends. How can the death squads be stopped if they are never punished for the murders they commit? I will be safer in the United States. (1985)</p>	<p>My name is Jodh Singh, and I am from India. I am Sikh, a religious minority. Sikhs have been fighting the Indian government for two years now, ever since they invaded our most holy temple and killed one of our leaders. I am not a fighter, but because I support Sikh autonomy, the police in Punjab harass me. Even when I moved to another part of India, the government monitored me and my family. I want to move to the U.S. where I will no longer be tracked. (1986)</p>
<p>My name is Sun Hi Jackson, and I was adopted as a small child from South Korea. My adoptive parents came for the Seoul Olympics and fell in love with the Korean culture and people. They adopted me the following year. I love my new family. When I am older, we are going back to South Korea so I can see my homeland again. (1988)</p>	<p>My name is Zhang Hao, and I came to the United States from China after the Tiananmen Square massacre. I was one of the student protestors in the square. All we wanted was a chance to speak freely and maybe even elect some of our leaders. Instead, the government sent in tanks and soldiers. I believed that I would be killed if I stayed in China, but here in the United States I can tell my story and make sure people know the truth about what happened. (1989)</p>

PUSH AND PULL SCENARIOS

<p>My name is Nathan Snow, and I am from Canada. After the North American Free Trade Agreement (NAFTA) was signed last year, I moved to the United States using one of the special visas available for Canadians. I am excited to be working for a major software company and earning more money than I could in Canada. Maybe someday I will go home, but I am happy here right now. (1995)</p>	<p>My name is Oscar Martínez, and I am from rural Mexico. My family lives in extreme poverty. After the peso was devalued last year, my wages were worth almost nothing and there were no government programs to help us buy food. My village has no access to electricity, water, or sanitation. I am sick of living in such poverty. I want to move to the United States where I can earn a decent living and get clean water right in my own house. (1995)</p>
<p>My name is Jomar Carrasco, and I am from the Philippines. I came to the United States to join my children, who have been living and working here for years. I am looking forward to retirement and spending time with my grandchildren. It will be nice to finally have some time to relax! I look forward to a new millennium in a new country. (1999)</p>	<p>My name is Hirut Tadesse, and I am from Ethiopia. I am Oromo, an ethnic group with its own culture and language. If I speak Oromo in public, people harass me. You cannot get a job if you speak Oromo, and musicians are arrested for playing Oromo music. I do not want to be forced to give up my cultural identity just to survive, so I am leaving for the United States. (2001)</p>
<p>My name is Alejandro Morales, and I used to live in Colombia. I was a member of the local teachers union. After President Uribe was elected, he promised to disarm the paramilitaries that used to kill union members. He did not succeed. I continued to receive death threats from people accusing me of being a terrorist for joining a union, and other union members were killed. I left for the United States, but I hope someday I can return to a safer Colombia. (2003)</p>	<p>My name is Wirat Kunchai, and I am from Thailand. I was brought to the United States as a guest worker on a Hawaiian farm. When I arrived, they took my passport and made me stay in filthy, overcrowded housing without enough food to eat. They said if I complained or tried to leave, I would be deported. I was never paid the money they promised me. The government found out and arrested my boss for human trafficking. I got a special visa as a victim of trafficking to stay in the U.S. permanently. (2007)</p>
<p>My name is Chen Bo, and I am from China. After my sister lost her only son in the Sichuan earthquake, I started blogging about how many of the deaths were the result of corrupt officials who cared more about money than about the Chinese people. The government started monitoring everything I did online, even reading my private emails. Other internet activists were arrested and disappeared and I was afraid I would be next, so I came to the United States. (2008)</p>	<p>My name is Mona Alizadeh, and I am from Iran. I was accused of adultery by a neighbor who has never liked me. In court, my testimony was worth only half of his, because I am a woman. I could have been put to death! Luckily, my father and uncles all supported me, and I was found innocent. I am leaving for the United States, where I believe I will be free. (2010)</p>

STORY ANALYSIS CARDS

Step One: Identify the push and/or pull factors in the story:

Step Two: Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?

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PUSH AND PULL SCENARIOS

Name	Push and Pull Factors	UDHR Articles
Abigail Taylor	discrimination against Dissenters; home attacked; no freedom of religion	2, 12, 18
Dáire McCormack	inadequate standard of living	25
Franz Hecker	political repression; no right to vote	19, 21
Marcel Durand	economic opportunity	23, 25
Santiago Muñoz	right to own property; right to choose nationality	15, 17
Mattias Nilsson	economic opportunity	23, 25
Heinrich Braun	discrimination against Catholics; no freedom of religion; no right to education	2, 18, 26
Chou Jing Yi	family	16
Robert O'Connor	arbitrary arrest; no freedom of association; inadequate standard of living	9, 20, 25
Antonio Souza	family; better education	16, 26
Ryo Nakamura	economic opportunity	23, 25
Sara Warszawski	discrimination against Jews; no freedom of religion; life at risk	2, 3, 18
José Ortega	life at risk	3
Kayaneh Levonian	discrimination against Armenians; life at risk	2, 3
Istvan Lantos	unfair trial; no presumption of innocence; life at risk	3, 10, 11
Marta Novy	discrimination against Germans; no right to choose government; no right to culture	2, 21, 27
Pyotr Stepanov	denial of nationality	15
Mehmet Karagioules	discrimination against Muslims; no freedom of religion; denial of nationality	2, 15, 18
Gino Filippone	anti-union repression	23
Agnes Rosen	discrimination against Jews; denial of cultural participation	2, 18, 27
Gabriel Rodríguez	economic opportunity	23, 25
Rose Null	family	16
Ferenc Nagy	no freedom of speech/opinion	19
Celia Pérez	property confiscated	17
Arva Placencio	no freedom of association; arbitrary arrest; torture	5, 9, 20
Avrom Roginsky	discrimination against Jews; no freedom of religion; no freedom of movement	2, 13, 18
Mai Vuong	life at risk	3
Fikile Nyathi	discrimination against blacks; denial of nationality	2, 15
Augusto Flores	anti-union violence; no effective remedy; life at risk	3, 8, 23
Jodh Singh	no freedom of religion; government surveillance; discrimination against Sikhs	2, 12, 18
Sun Hi Jackson	family (adoption)	16
Zhang Hao	no freedom of speech or right to vote; life at risk	3, 19, 21
Nathan Snow	economic opportunity	23, 25
Oscar Martínez	no safety net; inadequate standard of living	22, 25
Jomar Carrasco	family; relaxation	16, 24
Hirut Tadesse	discrimination against Oromo; denial of cultural participation	2, 27
Alejandro Morales	death threats; anti-union repression	3, 23
Wirat Kunchai	slavery; unsafe working conditions	4, 23
Chen Bo	lack of freedom of speech; government surveillance; arbitrary arrest	9, 12, 19
Mona Alizadeh	life at risk; unfair trial; discrimination against women	2, 3, 7, 10

TIMELINE OBSERVATIONS

Write down four push or pull factors that you see on the wall (for example, economic opportunity, or freedom from persecution). Keep a tally of how many times those factors appear as you walk along the timeline.

- | | |
|----|-------------|
| 1. | Total _____ |
| 2. | Total _____ |
| 3. | Total _____ |
| 4. | Total _____ |

Write down the name of one person whose story caught your attention. What did you find interesting about the story?

Write down one of the countries of origin that you saw in the early part of the timeline. Also write down a country of origin from the end of the timeline. Are they from the same part of the world? What might have changed to cause different parts of the world to immigrate in different time periods?

Which human rights violation on the timeline most disturbed you? Was it something unique to a particular time, or did you see it happen in more than one time period?

IMMIGRATION BY DECADE AND REGION

The following data tables show how many immigrants came to the United States from various regions of the world in a given decade. The region with the highest immigration for that decade is highlighted.

Region of last residence	1820-1829	1830-1839	1840-1849	1850-1859	1860-1869
<i>Total</i>	128,502	538,381	1,427,337	2,814,554	2,081,261
Northern and Western Europe	95,945	416,981	1,364,950	2,599,397	1,851,833
Southern and Eastern Europe	3,327	5,790	4,309	20,283	25,893
Asia	34	55	121	36,080	54,408
Americas	9,655	31,905	50,516	84,145	130,292
Africa	15	50	61	84	407

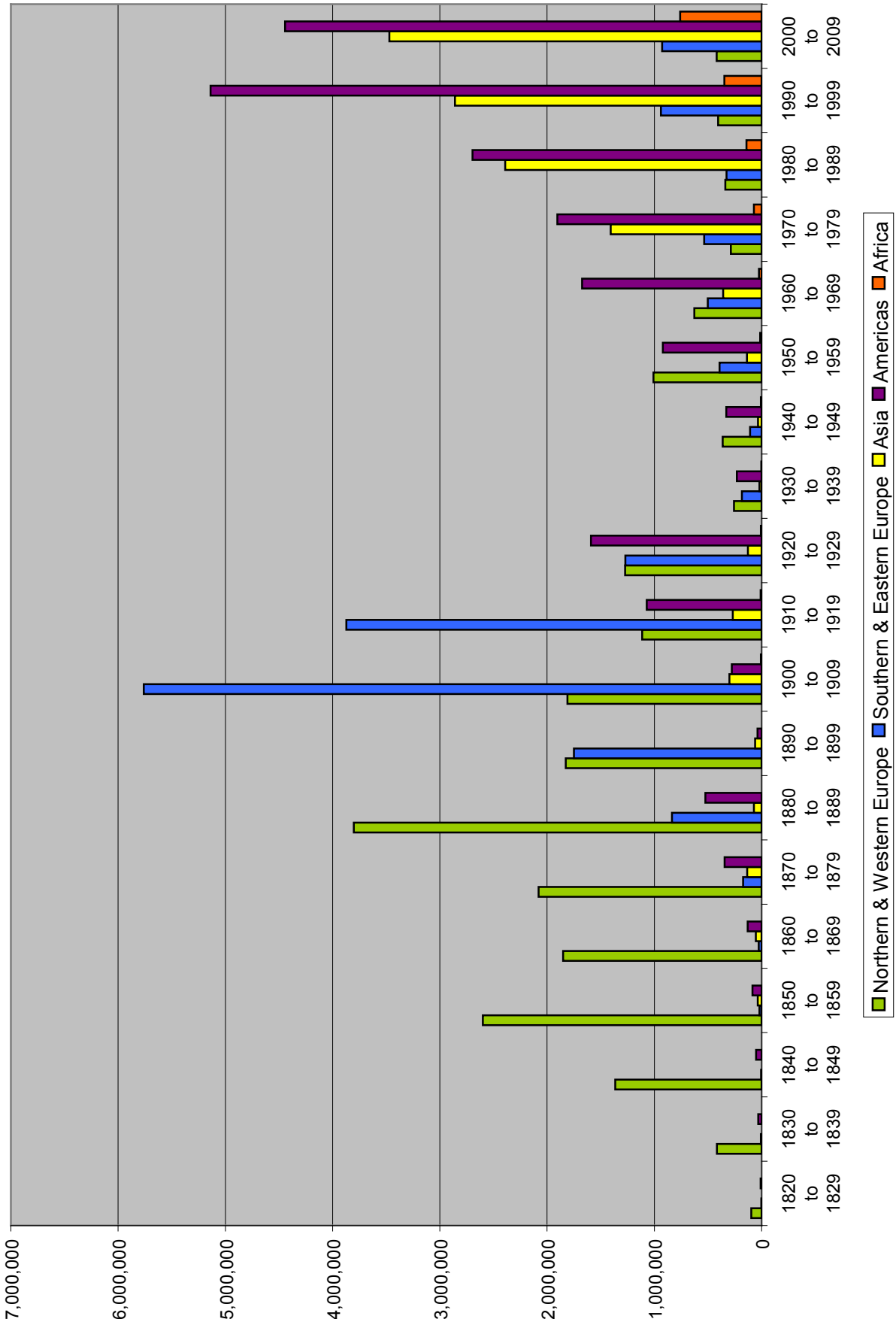
Region of last residence	1870-1879	1880-1889	1890-1899	1900-1909	1910-1919
<i>Total</i>	2,742,137	5,248,568	3,694,294	8,202,388	6,347,380
Northern and Western Europe	2,078,952	3,802,722	1,825,897	1,811,556	1,112,638
Southern and Eastern Europe	172,926	835,955	1,750,514	5,761,013	3,872,773
Asia	134,128	71,151	61,285	299,836	269,736
Americas	345,010	524,826	37,350	277,809	1,070,539
Africa	371	763	432	6,326	8,867

Region of last residence	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969
<i>Total</i>	4,295,510	699,375	856,608	2,499,268	3,213,749
Northern and Western Europe	1,273,297	257,592	362,084	1,008,223	627,297
Southern and Eastern Europe	1,270,121	184,369	108,210	391,827	501,836
Asia	126,740	19,231	34,532	135,844	358,605
Americas	1,591,278	230,319	328,435	921,610	1,674,172
Africa	6,362	2,120	6,720	13,016	23,780

Region of last residence	1970-1979	1980-1989	1990-1999	2000-2009
<i>Total</i>	4,248,203	6,244,379	9,775,398	10,299,430
Northern and Western Europe	287,127	339,038	405,922	418,038
Southern and Eastern Europe	535,634	327,259	938,720	926,896
Asia	1,406,544	2,391,356	2,859,899	3,470,835
Americas	1,904,355	2,695,329	5,137,743	4,442,226
Africa	71,408	141,990	346,416	759,742

Source: Office of Immigration Statistics, Department of Homeland Security, *2010 Yearbook of Immigration Statistics*, "Table 2" (Washington DC: August 2011), http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2010/ois_yb_2010.pdf.

IMMIGRATION BY DECADE AND REGION



Bar graph from data tables on previous page.

WORLD EVENTS AND IMMIGRATION TIMELINE

1790	Naturalization Act: Only “free white persons” of “good moral character” can become naturalized citizens of the United States
1840s	Crop failures in Germany and Ireland
1848-49	Failed revolutions across Europe, especially in Germany and Austria-Hungary
1848	Treaty of Guadalupe Hidalgo: Ends Mexico-American War; treaty gives American citizenship to Mexicans who choose to stay in United States after the war
1849	California Gold Rush
1850s	Introduction of steamship reduces time and hardship of ocean travel
1852	California imposes tax on all foreign miners (greatly impacts Chinese and Mexican immigrants)
1860s	Increase of Chinese workers to build railroads and gold mines; anti-Chinese backlash includes riots, burning Chinatowns, and driving Chinese residents out of towns and cities
1861	Civil War begins in United States, slowing immigration
1862	Homestead Act: Offers free land to citizens and immigrants intending to become U.S. citizens
1882	Chinese Exclusion Act: Prevents all Chinese from entering the United States
1892	Ellis Island opens as a port for receiving immigrants
1900s	Economic problems, overpopulation, lack of jobs, and religious persecution of Jews in Europe
1907	Gentlemen’s Agreement of 1907: Informal arrangement to limit immigration from Japan
1910-20	Mexican Revolution
1914-18	World War I interrupts international travel
1921	Emergency Quota Act: Drastically reduces number of immigrants from eastern and southern Europe allowed to enter the United States
1924	Immigration Act: Introduces permanent quota system designed to prevent any major change in the racial and ethnic makeup of the U.S. population
1929	Stock market crashes, causes economic slump throughout United States
1939-45	World War II in Europe
1942	Bracero Program started: U.S. employers replace men fighting in the war with temporary contract laborers from Mexico; abuse and exploitation is common
1943	Chinese Exclusion Act repealed
1959-75	Vietnam War causes large numbers of Southeast Asians to flee as refugees
1965	Immigration and Nationality Act: Repeals long-standing ethnic quota system and gives priority to family reunification
1980	Refugee Act: Creates new visas for people fleeing persecution in their home country
1989	Fall of Berlin Wall in Germany and end of Soviet Union
1990	Immigration Act: Increases legal immigration ceilings by 40 percent
1994	Mexican peso collapses in value, causing a severe economic recession in Mexico
1996	Illegal Immigration Reform and Immigrant Responsibility Act: Increases penalties for undocumented immigration and establishes mandatory detention and deportation in a wide range of cases
2000s	Multiple violent conflicts break out or intensify across Africa
2001	New immigration controls in the aftermath of Sept. 11 attack on the World Trade Center

Sources: PBS, “U.S. Immigration Timeline (abridged),” <http://www.pbs.org/its/thecity/america1.html>; Harvard University Library Open Collections Program, “Key Dates and Landmarks in United States Immigration History,” <http://ocp.hul.harvard.edu/immigration/timeline.html>; Krista M. Perreira, “Immigration Timeline,” University of North Carolina at Chapel Hill, <http://www.unc.edu/~perreira/198timeline.html>.

HISTORICAL ANALYSIS

1. Using the world timeline and the data table about immigration to the United States, list events that may have led to either a decrease or increase in immigration to the United States. For example, immigration from Northern and Western Europe began to rise in the 1840s, at the same time that Germany and Ireland both experienced crop failures, driving people to leave those countries to avoid starvation.

Events that increased immigration	Events that decreased immigration

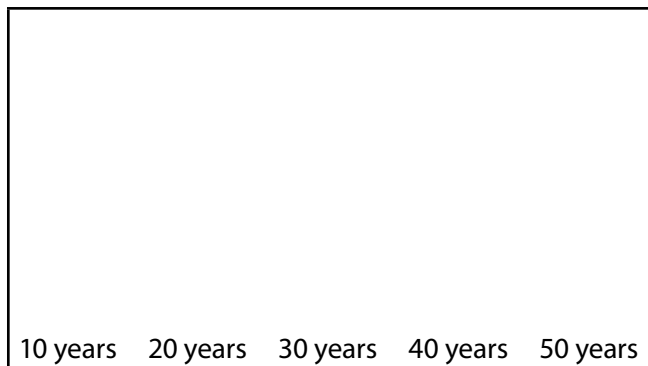
2. Between 1810 and 1910, what were some of the strongest pull factors for immigrants coming to the United States?

3. Between 1830 and 1900, the greatest number of immigrants came from northern and western Europe. From where did most immigrants come between 1900 and 1920?

4. Why do you think immigration to the U.S. decreased so much between 1910 and 1930?

5. What international events may have caused the huge increase of immigrants coming to the U.S. after 1980?

6. In the box below, draw a simple bar graph of what you think the next fifty years of immigration might look like on a chart (see *Handout 4* for an example). Write a brief explanation next to your chart that includes the events or push and pull factors that might affect immigration trends.



Explanation:

HISTORICAL ANALYSIS

1. Using the timeline and the data about immigration to the United States, list world events that may have led to either a decrease or increase in immigration to the United States. For example, immigration from Northern and Western Europe began to rise in the 1840s, at the same time that Germany and Ireland both experienced crop failures, driving people to leave those countries to avoid starvation.

Events that increased immigration	Events that decreased immigration
<i>Religious and ethnic persecution in other countries</i> <i>Economic slumps in other countries</i> <i>U.S. economic opportunities and booms</i> <i>Permissive immigration laws</i>	<i>Restrictive immigration laws</i> <i>U.S. economic depressions</i> <i>Civil War and World Wars</i>

2. Between 1810 and 1890, what were some of the strongest push and pull factors for immigrants coming to the United States?

Crop failures in Europe, such as the Irish potato famine, pushed many Europeans to migrate to find jobs and to be able to feed their families. Political unrest and repression also encouraged people to leave. The United States attracted immigrants because of the economic opportunities created by the Gold Rush, the Homestead Act and the construction of the transcontinental railroads.

3. Between 1830 and 1900, the greatest number of immigrants came from northern and western Europe. From where did most immigrants come between 1900 and 1920?

Southern and eastern Europe.

4. Why do you think immigration to the U.S. decreased so much between 1910 and 1930?

The dangers and difficulties of traveling during World War I reduced immigration, which was restricted even further by discriminatory anti-immigrant legislation passed in the 1920s.

5. What events may have caused the huge increase of immigrants coming to the U.S. after 1980?

The end of the Cold War opened up the borders of formerly Communist countries, allowing more people to immigrate. U.S. immigration laws became less restrictive, with the 1965 Immigration and Nationality Act abolishing ethnic quotas and the 1980 Refugee Act providing a way for people facing political, religious, or ethnic persecution to seek safety in the United States.

6. In the box below, draw what you think the next fifty years of immigration might look like on a chart (see *Handout 4* for an example). Next to your chart, explain why you drew the chart the way you did; what events might influence how your chart looks; and what kind of push or pull factors might affect immigration trends.

Expect many different kinds of charts here

10 years 20 years 30 years 40 years 50 years

Explanation:

Students should list factors that might cause immigration to increase or decrease, such as wars, economic booms, or depressions, new immigration laws, environmental changes, and others.