

MIGRATION & Settlement

International Migration

(Emigration, Immigration)
and Internal Migration

Emigration/Emigrants: The movement of peoples from one nation to settle in another. European emigrants left their homes in Great Britain, Ireland, France, Spain, Portugal, Holland, and other areas in order to settle and begin a new life in the Americas [Age of Exploration and Colonization].

Immigration/Immigrants: The movement of non-native peoples into a country. Over the history of the North American colonies and the United States of America, millions of free [colonists/settlers] and forced [African slaves] immigrants came /come from Europe, Asia, Africa, and Central/South America in order to seek economic opportunity and/or freedom from oppression.

Migration/Migrant: The movement of peoples from one place or region to another place or region within the same nation. Colonists and Americans migrated westward [and other regions for various reasons] over time seeking land and economic opportunity .FYI: Immigration is sometimes referred to as “international migration” or “external migration.”

Image Source: Galleryhip.com



Thematic Learning Objectives:

1. Analyze how both free and forced migration impacted North America and Native Americans.
2. Compare causes and effects of major waves of immigration.
3. Analyze significance of immigration policies and trace continuities and changes in policies and attitudes over time.
4. Explain the causes and effects of internal migration and westward expansion.

FYI...Emphasis on internal and external migration patterns has been increasing in recent years. This theme was not heavily tested on last year's test. Could that mean it will be this year?

Past Prompts Regarding Immigration and Migration (reworded to match new framework):

- 1992** Compare and contrast the political and economic debates over American expansionism in 1840s [Manifest Destiny & westward **migration**] with those in the 1890s.
- 1998** Evaluate the impact of technological change, **immigration**, and unionization on the American industrial worker between 1865 and 1900. How did the federal government respond to these changes?
- 1999** Explain the extent to which the lives of the American Indians were impacted by internal **migration** and western settlement from 1865 – 1898.
- 2000** Evaluate the impact European **emigrants** [colonists] to North America had on cultural and economic experiences of the native population prior to 1750.
- 2002** Explain how industrialization and **migration** triggered a major change in American cities in the second half of the 19th century.
- 2006** Compare and contrast the patterns of **immigration** and the American response to those **immigrants** in TWO of the following periods: 1820 to 1860, 1880 to 1924, and 1965 to 2000.
- 2007** Evaluate the extent to which the mainstream American response to **immigration** reflected continuity as well as change between earlier **immigration** in the period 1830 to 1860 and later **immigration** in the period 1880 to 1930.
- 2008** Evaluate the extent to which tensions surrounding the issue of **immigration** led to a government response from 1880 to 1925.
- 2010** Compare and contrast reactions of Americans to **immigration** in the 1840s-1850s with **immigration** in the 1910s-1920s.
- 2010** Explain the causes and consequences of the **internal migration** and **demographic changes** in the United States during the period 1945 to 1985.
- 2010** Explain the causes and consequences of westward **migration** and territorial expansion in the United States from 1800 to 1855.
- 2012** Evaluate the extent to which **internal migration** and western expansion contributed to maintaining continuity as well as fostered change with regard to growing sectional tensions between the North and South in United States from 1800 to 1850.
- 2014** Compare and contrast the Jacksonian Democratic Party and the Whig Party of the 1830s and 1840s. Focus on TWO of the following. The role of the federal government in the economy, Social reform, Westward expansion

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 and 2015 Revised College Board APUSH Framework and other sources as cited in document

Migration

Migration and Settlement (MIG)

This theme focuses on *why and how* the various people who *moved to* [international migration] and *within* [internal migration] the United States both *adapted to* and *transformed* their new social and physical environments. There are two thematic objectives for this theme, and they span all 9 historical periods.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

In other words: What caused people to immigrate to North America/United States and how did these movements of people impact society?

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

In other words: What caused people to move to different areas of North America/United States, and how did these changes impact people's lives?

Read, Review, Study, and Highlight Cues!

Brief Summary:

Driven by environmental factors such as climate and animal migrations, **the first Americans migrated from Asia and throughout the Americas** over thousands of years, creating many diverse and complex civilizations such as the Mayan [Central America], Inca [South America], and Aztec [Central America] civilizations. In North America, the largest civilization to develop was the Mississippian – Mound Builders -- culture with Cahokia [East St. Louis, Illinois] once home to approximately 40,000 people by the 13th century. The Anasazi – Cliff Dwellers -- culture [New Mexico, Colorado, Arizona, Utah] were the ancestors of the Pueblo peoples and also had a complex civilization. These cultures included agriculture [corn/maize, beans, squash: three-sister farming] and hunting/gathering, religion and belief in the afterlife, and political structures. Both of these empires had collapsed and dispersed by the time of European exploration and colonization. The lack of large, well-organized cultures was one factor that made European domination of North America possible. Other reasons for European domination included superior technology, Natives' susceptibility to European diseases, and inter-tribal competition and conflict.

The first wave of immigrants included the voluntary migrations of English and northwestern Europeans as well as the involuntary migration of enslaved Africans.

Migration

Read, Review, Study, and Highlight Cues!

Christopher Columbus' first voyage in 1492 marks the dramatic turning point from pre-Columbian America dominated by hundreds of native cultures to a "New World" dominated by European and mixed cultures. Europeans who **migrated** to the "New World" were driven by the desire for wealth [gold, land], bringing glory and political power to themselves or their nation, and Christianizing others. Contact between Europeans and Native Americans dramatically altered the political, economic, and cultural make up of the Americas, aka the New World. Prior to the establishment of North American colonies, **Portuguese and Spanish explorers, conquistadores, and settlers emigrated from Europe**. Portugal dominated northeastern South America, one remnant being the nation of Brazil in which residents speak primarily Portuguese. Spain dominated overall in Central and South America as well as the Caribbean, one remnant being the Spanish language being the primarily language of most of these nations. The Catholic faith was spread into these regions, as well, and remains the main religion of Central and South America. The Spanish and the Portuguese established and developed a complex system of trade with West African nations, beginning the African slave trade in which millions of Africans would become **forced immigrants** providing much needed labor for growing plantations. African slaves eventually replaced the practice of enslaving natives [encomienda system]. Inter-marriage between Spanish and Portuguese settlers, Native Americans, and African slaves created new racially mixed populations [Mestizo, Mulatto, Metis]. European plants, animals, and diseases altered the environment of the Americas and cultures of many native groups [especially the horse]. American items helped create more diverse diets, longer life, population growth, and increased trade and political power of Europeans [Columbian Exchange: horses, cows, chickens, pigs, citrus, rice, wheat, potatoes, smallpox, from Old to New World... turkeys, potatoes, tomatoes, tobacco, syphilis from New to Old World –among MANY other items]. Spain dominated largely due to the vast amounts of gold acquired, but after the defeat of the Spanish Armada in 1588 Great Britain began a long era of domination globally.

As colonies developed and European settlers dominated, new worldviews emerged including racially defined status with African slaves at the bottom and European settlers at the top. The division between white and nonwhite cultures in the Americas became well defined for hundreds of years. Debates emerged on how to treat various peoples and many conflicts erupted over subjugation of races [Bartolome de las Casas, Pueblo Revolt]. Because European technology was "superior," Christianity was considered "right" and "heathen" religions "wrong," and high death rates among natives gave the appearance Europeans were "stronger" or "chosen," settlers developed a belief in "white supremacy." Native and African groups resisted acculturation, although many did convert to Christianity and adapt to European ways. Many forms of agriculture, music, recreation, religion, etc. did survive [maroon societies, tribal autonomy, lacrosse, Cajun culture, ringshout, banjo].

The pattern of emigration/migration/settlement of North America included British dominance of the East Coast. France claimed vast territories of North America [New France, Montreal, Quebec, and Louisiana Territory] but did not populate them as England sent thousands of men, women, and families to populate colonies [13 Colonies]. New Sweden [Delaware] and New Amsterdam [New York] were taken over by the British. Montreal, Quebec, and the Louisiana Territory was seized by Britain and Spain [French and Indian War]. British colonies grew rapidly, encouraging and facilitating **westward expansion** and **migration into frontier regions**. Relationships between settlers and natives were largely hostile, although some alliances were created [Bacon's Rebellion, Regulators, Paxton Boys, Iroquois]. Competition for resources and cultural heritage regarding use of resources drove the conflict, and in the end settlers drove natives westward repeatedly [praying towns, Pocahontas, Powhatan Wars, **forced migration** of natives following King Philip's War and other battles].

Stop and Write!

Briefly explain how and why Europeans migrated to North America during the seventeenth and eighteenth centuries.

Briefly explain how and why Africans migrated to North America during the seventeenth and eighteenth centuries.

Briefly explain how international migration of Europeans and Africans to North America impacted Native American societies.

Briefly explain why colonists migrated westward during the Colonial Era.

Briefly explain how westward migration of colonists affected the lives of both the colonists and those who they encountered.

Migration

Read, Review, Study, and Highlight Cues!

Following United States independence, **westward migration** was encouraged into the Ohio Valley with policies such as the Northwest Ordinance, further displacing native groups. The Constitution did not define the relationship between Americans and native clearly which led to conflict and weak treaty enforcement. **Westward migration** into the lower Louisiana Territory increased following Pinckney's Treaty and the Louisiana Purchase. As westward expansion continued, the process of adding new states to the nation created bitter conflict over the issue of slavery [Missouri Compromise]. Frontier settlers championed expansion efforts and battled native groups repeatedly [Northwest Indian Wars, Battle of Tippecanoe]. Political groups resisted the expansion of slavery [Free-Soilers, Whigs]. Native groups resisted white encroachment. Seminole Wars followed by Indian Removal Act further pushed natives west of the Mississippi River [Andrew Jackson, Trail of Tears]. In the Market Revolution of the early 19th century, new canal systems and trading relationships connected the Northeast to the Mississippi, further encouraging westward migration and further united the two regions. As southern colonies expanded along the gulf, African slaves were also forced to migrate westward. Due to economic specialization [especially cotton plantations and their need for large labor forces], regions developed different economies and social systems.

*The **second wave of immigrants** included the Protestant Scotch-Irish in the early 1800s and soon after the Roman Catholic Irish in the 1840s and 1850s. Another large group in this second **wave** was the Germans.*

As the nation developed, **waves of immigrants** from England, Ireland, and other Western European nations [Scots-Irish, Germans, Irish Potato Famine-Irish] increased populations of eastern and northern regions and led to increased **anti-immigrant sentiments** and white Protestants feared cultural and economic implications of new arrivals, mainly Catholics [Know-Nothing Party, No Irish Need Apply]. Conflict over slavery and **anti-immigrant nativism** led to the end of the second two party system in 1854, and the third party system clearly defined regional differences [Democratic Party, Whig Party, Republican Party].

Migration

Read, Review, Study, and Highlight Cues!

In the 1840s, Manifest Destiny encouraged **westward migration** [James K. Polk, annexation of Texas]. The Mexican-American War resulted in the Mexican Cession, and the gold rush of 1849 led to **rapid movement toward California** and increased **immigration to the West** [Chinese, Scandinavians]. As **expansion** continued, so did the debate over slavery and the conflict between settlers and natives and between whites and Hispanics [Texas Battle for Independence, Wilmot Proviso, Treaty of Guadalupe Hidalgo, Californios]. Political debates continued and new compromises were made for both Louisiana territories and western territories, but civil war erupted despite these attempts [Compromise of 1850, Kansas-Nebraska Act]. During the Civil War, the Pacific Railway Act, Morrill Acts, and Homestead Acts enabled **western migration** further resulting in increased Indian Wars and treaty violations resulting in the reservations system, the transcontinental railroad facilitating long desired economic/trade connections with Asia, more states being added to the nation, and eventual enclosure of the West [destruction of the buffalo, Custer's Last Stand, Wounded Knee, Frederick Jackson Turner's "Frontier Thesis," Helen Hunt Jackson's *A Century of Dishonor*]. Efforts to force assimilation of Native groups increased as these conflicts raged [Dawes Severalty Act, Americanization, boarding schools].

Stop and Write!

Briefly explain how and why Europeans migrated to the United States during the late eighteenth and early to middle nineteenth centuries.

Briefly explain how and why American Indians migrated during the nineteenth century.

Briefly explain how international migration of Europeans to North America impacted American society in the first half of the nineteenth century.

Briefly explain how internal migration of American Indians impacted American society.

*The **third wave of immigrants** came during the rapid industrialization of the United States during the Gilded Age, 1870s-1890s. These new immigrants differed greatly from those in the **first two waves**. In the West, the "new" immigrants were from Asia. In the East, they were from southern and eastern Europe. The western part of this **third wave** began in the 1850s and extended into the Gilded Age until they were largely cut off. This **third wave** paused for the Great War (WWI) but resumed in the 1920s.*

The agricultural and industrial revolutions of the later 19th century led to **massive immigration** from other nations as well as **internal migrations** [mechanization, corporate farms, manufacturing, Southern and Eastern Europeans, urbanization]. National identity was altered as the population of the United States became more diverse, ethnic neighborhoods and cultures became more distinct, and rates of assimilation slowed. **Anti-immigrant sentiment** increased due to economic and cultural conflicts resulting from **immigrant waves** [Chinese Exclusion Act]. **Immigrant workers** were paid less and lived in crowded tenements. Political machines and settlement houses aided **immigrant population** [child labor, scabs, Tweed Ring, Hull House, Jane Addams]. Settlement houses addressed growing inequalities among **immigrant** and working classes. Populists and labor unions addressed inequalities between big business and farmers/laborers, but were also **anti-immigrant** as they feared job competition. These two movements fueled populism and progressivism in the late 19th and early 20th centuries.

Migration

Read, Review, Study, and Highlight Cues!

Anti-immigrant sentiment continued through the Progressive Era [expansion of Chinese exclusion, Gentlemen’s Agreement], and then skyrocketed following World War I [First Red Scare, anarchists, National Origins Act and Quota Acts, Sacco and Vanzetti, xenophobia]. In times of economic prosperity, **anti-immigrant sentiment** waned and immigration was encouraged as labor was needed. In times of recession or depression, **anti-immigrant sentiment** increased and often resulted in **government policies to limit immigration** [Great Depression, Mexican Repatriation, WWII mobilization, Bracero Program]. Many Hispanics became **migrant workers** travel to areas seasonally for work.

Some African Americans **migrated out of the South** for northern and western cities in search of a better life [Great Migration, 1914-1945]. Middle class Americans left cities and **migrated to suburbs** [late 1800s-1900s, 1950s-present, Levittown]. Victims of the Dust Bowl migrated westward [1930-1933, Okies, John Steinbeck’s *Grapes of Wrath*]. People left northern cities for better opportunities in the Sun Belt [Rust Belt, post WWII migration]. Post WWII economic prosperity encouraged further **immigration into the United States** as well as **internal migration**. In the 1960s, President Lyndon Johnson dramatically changed **immigration policy** with the **1965 Immigration Act** which removed quotas.

Stop and Write!

Briefly explain why Americans migrated westward during the late nineteenth century and early twentieth century.

Briefly explain how westward migration of Americans impacted society in the late nineteenth and early twentieth centuries.

Briefly explain why both White and Black Americans migrated to Northern cities during the late nineteenth century and early twentieth century.

Briefly explain how migration of Americans to Northern cities impacted society in the late nineteenth and early twentieth centuries.

Briefly explain why Asian and European international migrants came to the United States during the nineteenth century.

Briefly explain how international migrants impacted American society, economy, and politics.

The fourth wave of immigrants is the current wave of the modern era. It began in the 1960s when immigration restrictions were lifted as part of LBJ’s Great Society reforms. This wave includes large numbers of Hispanics from Latin American countries, particularly Mexico, as well as considerable numbers of Asians and Pacific Islanders. This fourth wave is largely poor and culturally different from “mainstream” America. Assimilation rates are far less than first and second waves. Fears of crime, education, healthcare, and other social services as this wave (which also includes a large group of illegal or undocumented immigrants) led to immigration becoming a hot, political topic in recent decades.

In Modern times, the United States population has undergone dramatic changes as **massive immigration** has altered the racial, ethnic, and cultural make-up of the nation. Economic prosperity continues to “pull” people from around the world seeking opportunity, and liberty in the American system continues to be a refuge for those seeking escape from political and religious oppression. **Internal migration** has led to southern and western state political power increasing [# of seats in House of Representatives, # of electoral votes]. **New immigration laws** increased citizenship opportunities for both **legal and illegal immigrants** [1986 Immigration Reform and Control Act]. Modern debates over American identity include issues regarding bilingual education, and modern **anti-immigrant sentiment** now includes fears of foreign terrorists.

Stop and Write!

Briefly compare the impact voluntary and involuntary international migrants before 1800 impacted development of North America.
 Briefly compare and contrast the forces pulling international migrants to the United States before the Civil War to those who came after.
 Briefly compare the impact of international migration patterns before the 1965 Immigration Act to the impact of those who came after.
 Briefly explain how American society has changed in modern times due the recent wave of international migrants.

Migration and the Content Outline-Period 1, 1491-1607

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as you read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

- I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
 - A) The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.
 - B) Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
 - C) In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
 - D) Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

- II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.
 - A) Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
 - B) In the *encomienda* system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
 - C) European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
 - D) The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

Migration and the Content Outline-Period 2, 1607-1754

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as you read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

- I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.
 - A. Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.
 - B. French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.
 - C. English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

- II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.
 - A. The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.
 - B. The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.
 - C. The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.
 - D. The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.
 - E. Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised

Migration and the Content Outline-Period 3, 1754-1800

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as you read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 3.1: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.

- I. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven years' War (the French and Indian War), in which Britain defeated France and allied American Indians.
 - A) Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French-Indian trade networks and American Indian autonomy.
 - B) Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
 - C) After the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.

Key Concept 3.3: Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

- I. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
 - A) Various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the U.S., seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the U.S. and Britain.
 - B) As increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.
 - C) As settlers moved westward during the 1780s, Congress enacted the Northwest ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.
 - D) An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.
 - E) The Spanish, supported by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.

Migration and the Content Outline-Period 4, 1800-1848

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as you read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 4.2: Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

III. Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

- A) Large numbers of international migrants moved to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.
- B) Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.
- C) Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.
- D) Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

Key Concept 4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

- I. Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
 - A) Following the Louisiana Purchase, the United States government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.
 - B) Frontier settlers tended to champion expansion efforts, while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

Migration and the Content Outline-Period 5, 1844-1877

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as you read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 5.1: The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.

- I. Popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.
 - A) The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.
 - B) Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific ocean.
 - C) The U.S. added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.
 - D) Westward migration was boosted during and after the Civil War by the passage of new legislation promoting Western transportation and economic development.
 - E) U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

- II. In the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.
 - A) Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.
 - B) A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.
 - C) U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.

Migration and the Content Outline-Period 6, 1860-1898

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as you read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

- I. International and internal migration increased urban populations and fostered the growth of a new urban culture.
 - A) As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
 - B) Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.
 - C) Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
 - D) In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.
 - E) Corporations' need for managers and for male and female clerical workers as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture.

- II. Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.
 - A) The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity.
 - B) In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.
 - C) As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
 - D) The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
 - E) Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.

Migration and the Content Outline-Period 7, 1890-1945

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as your read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 7.1:

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

- I. The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.
 - A) New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.
 - B) By 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.
 - C) Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.

Key Concept 7.2:

Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

- II. Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.
 - A) Immigration from Europe reached its peak in the years before World War I. During and after World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.
 - B) The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.
 - C) In a Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.
 - D) Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.

Migration and the Content Outline-Periods 8 & 9, 1945-Present

Directions: Review the content outline excerpts. **Highlight each phrase that references** internal and/or international migration/immigration, and consider the causes and effects of each wave of movement. Annotate as you read. [Remember your thematic learning objectives as you do this!]. ☺

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.

Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

- I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.
 - A) A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.
 - B) As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.
 - C) Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.

Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

- II. The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.
 - A) After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.
 - B) International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.
 - C) Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

Causation, Migration

Directions:

1. Analyze parameters by defining major turning points in this historical thread.
2. Address the prompt using your thesis formula and contextualization skill by writing a complete introductory paragraph.

Prompt: Explain the impact of European exploration and settlement in North America from 1607 through 1763 on native populations, the global economy, and the development of colonial identity.

What is the skill being tested? How will you ensure your thesis and essay targets this skill?

Identify and explain one specific way exploration and settlement of North America impacted each category.

- a) Impact on native populations...
- b) Impact on global economy...
- c) Impact on the colonial identity...

Which one illustrates the *most* significant impact or effect?

Which one illustrates the *least* significant impact or effect?

Write your thesis!

Comparison, *Migration*

Prompt: Compare and contrast the political, economic, and cultural arguments for westward expansion in the 1840s and 1850s to arguments in the 1890s and early 1900's regarding overseas expansion.

What is the skill being tested? How will you ensure your thesis and essay targets this skill?

Identify and explain one specific way the arguments were either similar or different for each of the categories.

Political arguments for westward expansion in the 1840s and 1850s ...

vs overseas expansions in the 1890's and early 1900's...

Economic arguments for westward expansion in the 1840s and 1850s ...

vs overseas expansions in the 1890's and early 1900's...

Cultural arguments for westward expansion in the 1840s and 1850s ...

vs overseas expansions in the 1890's and early 1900's...

Were there more similarities or differences?

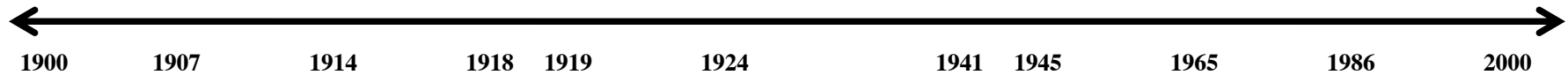
Which category had the most significant similarities or differences?

Write your thesis!

Continuity/Change over Time, *Migration*

Prompt: To what extent did federal policies regarding immigration and nativist sentiments among the American people in the 20th century maintain continuity and foster change in United States demographics and national identity?

Define your parameters, and analyze important turning points referenced on the timeline.



Identify three major turning points and briefly explain how they represent a federal policy that impacted demographics and national identity by maintaining continuity or fostering change. Be sure to address EXTENT! (*Hello... if there is a qualifier remember you must directly address it!*)

a)

b)

c)

Which one fostered *more* change? (specific federal policy)

Which one maintained continuity *the most*? (specific federal policy)

Write your thesis!

Migration - SAQ Party

Review the following questions. If you cannot answer these questions with solid explanations of how or why and specific historical evidence, go back to the summary and start over! Discuss how you would address these prompts with your study group. A few of the specific events are relevant to the EOC and not explicit for AP.

Numerous “push” and “pull” factors resulted in massive waves of Europeans emigrating into the Americas following Christopher Columbus’s first journey in 1492.

- Briefly explain ONE reason why Spanish and Portuguese settlers emigrated to the New World during the 15th and 16th centuries.
- Briefly explain ONE reason why French settlers emigrated to North America during the 17th and 18th centuries.
- Briefly explain ONE reason why English settlers emigrated to North America during the 17th and 18th centuries.

Native Americans in North America faced conflict over resources and culture as increasing numbers of Europeans emigrated into the region from 1565 (St. Augustine, Florida, Spanish colony) through 1763 (end of the French and Indian War).

- Briefly explain ONE key similarity among Spanish, French, and English settlers.
- Briefly explain ONE key difference among Spanish, French and English settlers.
- Briefly explain ONE way the settlement of the Thirteen English Colonies in North America impacted Native Americans during the 17th and 18th centuries.

The population of North America became increasingly diverse partially due to the forced migration of African slaves from 1619-1809.

- Briefly explain ONE reason the African slave trade developed during the Age of Exploration and Colonization of the Americas.
- Briefly explain ONE reason the economic development of Northern colonies resulted in sectional conflict over the issue of slavery.
- Briefly explain ONE way the economic development of Southern colonies impacted American identity.

The British dominated North America by 1763 due to military campaigns, demographics, and westward migration.

- Briefly explain ONE way Great Britain dominated North American colonization by the 18th century.
- Briefly explain ONE way Colonists conflicted with Natives during the Colonial Era.
- Briefly explain ONE way Colonists and Natives worked together cooperatively during the Colonial Era.

Waves of immigration and internal migration westward further altered the demography of North America following independence in 1776.

- Briefly explain ONE difference between Scot-Irish and Irish immigrants.
- Briefly explain ONE similarity between colonial settlers and the first wave of immigrants into the United States in the 19th century.
- Briefly explain ONE difference between Irish and German immigrants of the early 19th century.

Westward migration resulted in the growth of United States geographically and economically while also creating increased conflict among racial and ethnic groups.

- Briefly explain ONE way Manifest Destiny impacted American Indians.
- Briefly explain how ONE of the following impacted American Indians: Pacific Railway Act, Homestead Act, Dawes Act.
- Briefly explain how ONE of the following impacted migration patterns in the 20th century: Compromise of 1850, Chinese Exclusion Act, Massacre at Wounded Knee.

The industrial revolution of the late 19th century resulted in massive internal and external migrations.

- Briefly explain ONE similarity between the causes of international migration during the Antebellum Era to the causes of international migration during the Gilded Age.
- Briefly explain ONE difference between the causes of international migration during the Antebellum Era to the causes of international migration during the Gilded Age.
- Briefly explain one additional event or development relating to your answer in part b.

Anti-immigrant sentiment impacted government policy.

- Briefly explain ONE similarity between nativist responses to international migration during the Antebellum Era to nativist responses to international migration during the Gilded Age.
- Briefly explain ONE difference between nativist responses to international migration during the Antebellum Era to nativist responses to international migration during the Gilded Age.
- Briefly explain ONE way the international migration in the nineteenth century was either similar or different from the Great Migration of 1914-1945.

Participation in World War I led to increased xenophobia in the United States.

- Briefly explain ONE way the Bolshevik Revolution in Russia impacted the United States following WWI.
- Briefly explain how ONE of the following illustrated xenophobia in the post WWI era: Palmer Raids, National Origins Act, Sacco and Vanzetti.
- Briefly explain ONE way your answer in part b. compares to racial conflict in northern cities following the Great Migration.

Conflict between Whites and Hispanics resulted from competition for resources and cultural conflict.

- Briefly explain ONE cultural conflict between Whites and Hispanics in the American Southwest during the 19th century.
- Briefly explain how one of the following impacted Hispanic, Mexican-Americans, or Californios during the 19th or 20th centuries: California Gold Rush, Great Depression, WWII.
- Briefly explain how the current wave of immigration following the Immigration Act of 1965 impacted Hispanics.

Analyzing Documents and Comparing Immigrant Groups, *Migration*

Modern day immigration patterns are dominated by Hispanic and Asian immigrants, resulting in further diversification and restructuring of American identity. The diversity of the population of California serves as an illustration for this wave as well as foreshadowing the future of the United States in terms of racial, ethnic, and cultural make-up.

Asian and Hispanic groups differ greatly, although they are both “pulled” into the country largely due to economic and educational opportunities. Analyze some of the similarities and differences between these two immigrant groups by breaking down the documents below. Consider historical context and cultural implications as well as audience, purpose or point of view.

Document A

Source: *Children of the Boat People*, Nathan Caplan et al., 1991

Two Vietnamese Proverbs...

An uneducated person is like unpolished jade.
A knife gets sharp through honing; a man gets smart through study.

Document B

Source: *First Generation*, June Namia, 1978

The contractor said, “You have never picked strawberries?”

“No.”

“Oh! That’s easy. Have big trees. You just pick the fruit off the trees.”

I come here and I see those strawberries on the floor. It’s more hard, I came with my friend. When I come here the first day, I saw the big rooms. I feel like I’m going to jail. Only the little beds, no chair, no nothing, only the bed. For a bedspread you got a gray color. I was in a room with twelve people...

I don’t work now. Last year I work at celery, in the shed packing. Now, there’s more good places to work. If you come here alone first, it’s more complicated. When I know the place and everything, I bring my brothers and my mother and my sister, She marry a good man, they got a big house. My brother’s got a new car. I was the first one to do farm work in this country. Second my sisters; next, my brothers. Because if you here first you don’t know nothing. When they come here, my husband have a good job and he help my brothers. It’s more good to come like that than alone. I like it here. I am happy with my kids, my husband, the house.

Analyzing Documents, *Migration*

Document C

Source: *New Americans*, Al Santoli, interview with refugee from Cambodia, 1988

"...I started this business from almost nothing at all. I named it House of Donuts, my own franchise. I spent most of my time in this shop, seven days a week... I work by myself most of the time. My youngest daughter helps me from 5am until 10am when she leaves to attend college classes... I work hard for my children... I also work hard so that I can sponsor my cousin and her family from Cambodia... I also work hard for the little house that I dream of owning one day. I want a house for my family and for all my relatives from Phnom Penh – they could live in the garage if we fix it up nice. We wouldn't have to pay rent and be bothered all the time. It's my American dream to buy that little house."

Document D

Source: *Autobiography of Ernesto Galarza*, 1971

We cut out the ends of tin cans to make collars and plates for the pipes and floor moldings where the rats had gnawed holes. Stoops and porches that sagged we propped with bricks and fat stones. To plug the drafts around the windows in winter, we cut strips of corrugated cardboard and wedged them into the frames. With squares of cheesecloth neatly cut and sewed to screen doors holes were covered and rents in the wire mesh mended. Such repairs, which landlords never paid any attention to, were made *por mientras*, for the time being or temporarily. It would have been a word equally suitable for the house itself, or for the *barrio*. We lived in run-down places furnished with seconds in a hand-me-down neighborhood all of which were *por mientras*.

Document E

Source: *American Mosaic*, Joan Morrison and Charlotte F. Zabusky, interview with Betty Chu, 1980

"...My son is in high school now. With him it was one big adjustment right after the other. He had to learn the different dialect in Hong Kong, and then had to learn American here. I don't know how the guy went through it, but he never stepped behind in his class... He's always been a quiet boy. He... doesn't have many friends. It does still worry me. [Sighs] One of his big disappointments is that my daughter doesn't speak Chinese. Well, she was a year and a half when we came over, and she thought she was American all along. Now she wants to grow up to be an Italian... Last year we became citizens, the hospital where I work threw us a party. He surprised us by standing up and announcing to everybody, 'Something very wonderful happened last week,' and he told everyone that we were now citizens. He gave us an American flag and everybody drank to us. It was very heartwarming."

Document F

Source: *Going Down to the Barrio*, Joan Moore, 1991

[teenage boys] To me it was my life, my one and only way. [What do you mean, 'your life?'] My only mission... [You were all for your barrio? Could you please tell me how you felt?]

Well, I felt that was the only thing going for me. It was my neighborhood. They were like my brothers and sisters. I mean, at that time, that's the only thing I had. It was them and my grandparents. It was the most important thing in my life at the time. There was nothing that came even close to it except maybe my own personal family. But even then at the time there was no problems at the home, so my gang life was my one love.

[teenage girls] The year that I was there it was like, ummm, they were like family, because we would all take care of each other... I think they were like my own family. I think I was more with them than my own family, because I left them for a while. It was very important. Because that's all I had to look forward to, was my neighborhood, you know. That's all. It was my people – my neighborhood, my homies, my homeboys, my homegirls – that was everything to me. That was everything you know. It wasn't all about my *familia*; it was all about my homeboys and homegirls.

Analyzing Documents, *Migration*

Document G

Source: *American Mosaic*, Joan Morrison and Charlotte F. Zabusky, interview with Su Chu Hadley, 1980

[At this point in the interview, Su-Chu's two daughters come into the room to say goodbye before going to the beach. They wear bikinis and carry a picnic basket and a radio. After they leave, Su-Chu looks out the window, and then speaks softly.] "You can't know how it makes me feel to see them go off like this. They are ten and twelve, and when I was ten and twelve I was working in the fields all day... sometimes in the evening I cry, thinking of everything that has happened, and my children say, 'Daddy how come mommy cry?' He tells them, 'she's remembering bad things from long ago.' And then I look at him and at them and at my house here, and I say, 'well, at least I have a happy ending.'"

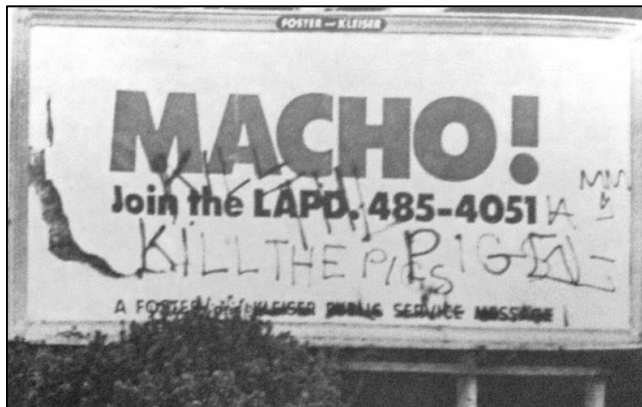
Document H

Source: *Ando Sangrando*, Armando Morales, 1972

Saturday, November 9th, at about 1:30am an officer from Hollenbeck Police Station called me to go pick up my son who had been arrested for burglary. I asked him, "What time did you pick him up?" He said about 10:20. I said, "Why are you letting me know so late?" He said, "Because your son fell down." I started crying. He told me, "Don't worry, it's a small cut." I believed him. The next day I knew he had lied to me. I took my son to the White Memorial Hospital. My son had 40 stitches in his head and two fractures in his vertebrae. Also, the 13th of November, he had surgery for a hernia. I have very much faith in God. I know very well Officer Beckman is lying very much about my son. But I have faith in all the people that are helping me. This, I will never forget. And I hope I can accomplish justice. This cannot happen to another boy.

Document I

Source: Los Angeles Billboard, 1980



Document J

Source: *Longtime Californin'*, Victor G. and Brett DeBary Nee, 1973

"When my parents would talk about the outside being a bad place, they would refer to 'the whites out there.' To me it meant the whites around us [in our neighborhood.] It meant the bar downstairs, an Irish pub, where whites would drink, sing, brawl and get drunk. They would vomit on our doorstep and pee too. Every morning we get a bucket and go wash it off. But at the same time our parents would remind us that these same whites had the power to take away our home... Every Easter, every Christmas, every American holiday, I would be sent on a little tour of all the local businesses... I would deliver a little cake to each one. We wanted to be known as that nice Chinese family upstairs or down the street, you know, whom you wouldn't ever want to hurt in any way."

Chronological Reasoning, *Migration*

Directions: Read, review, study, **highlight main ideas and cues**. Remember your objectives are cause and effect! So you are highlighting causes and effects of migration, and your cues are your proper nouns-main terms/events/people.

Terms to Know	Era and Wave	Definition	Significance
Great [Anglo] Migration	Colonial Era First Wave	Protestants from Great Britain and Northwestern Europe seeking refuge and opportunity in the Americas.	Approximately 10 percent of the original Great Anglo Migration (<i>not to be confused with the WWI-WWII Great Migration of African Americans out of the South to the North and West</i>) landed in what became the United States. They conquered the land, the people, and eventually established the dominant culture in North America. Protestants were generally intolerant of American Indian religions, Judaism, and Catholicism.
Puritans	Colonial Era First Wave	Puritans from Great Britain who were persecuted by the Anglican majority. They first migrated to Holland but were unhappy with the culture and wanted a place where they could set up their “city upon a hill” without negative influences, and migrated to North America. Plymouth in 1620, Massachusetts Bay in 1630, and so on.	Puritans constituted the main group emigrating from Great Britain to the New England colonies. Their culture created a legacy that endures in American identity including a strong work ethic, family values, and public education. They escaped religious persecution but were also extremely intolerant of other religions and kept their societies separate from native groups (no intermarriage, early form of segregation among assimilated groups). Life in Puritan colonies was very strict and closely tied to their religious beliefs.
Maryland Act of Toleration	Colonial Era First Wave	Legislation protecting Catholics and Protestants from discriminatory practices, but harsh penalties for anyone who doesn’t believe Jesus is the son of God.	Maryland was unique in that it was a haven for Catholics migrating to North America, many of which were escaping persecution by Protestants. Lord Baltimore’s vision was a safe place for Catholics. This Act provided that; however, eventually the Protestant population grew to outnumber Catholics and this Act was repealed.
Salem Witch Trials	Colonial Era First Wave	1692, mass hysteria in Massachusetts resulting in the execution of several accused witches.	Strict Puritan beliefs and fear of Satanic influences of outsiders marked this Witch Hunt which began with stories and practices of an African slave, Tituba. Nativist fears align with the paranoia exhibited in this event. Although Puritans came to North America to escape persecution, they persecuted others, even each other, due to fanatical beliefs and an extremely strict societal structure.
Scotch-Irish	Revolutionary Era and Early Republic Second Wave	Protestant immigrants from Northern Ireland seeking escape from persecution and economic opportunity.	Scots-Irish were motivated to migrate to North America for economic opportunity and escaping persecution in England. Upon arrival in North America, these migrants from Northeastern Ireland at first usually identified simply as Irish, without the qualifier <i>Scotch or Scots</i> . It was not until a century later, following the surge in Irish immigration after the Great Irish Famine of the 1840s, that the descendants of the earlier arrivals began to commonly call themselves Scotch-Irish to distinguish themselves from the newer, predominantly Roman Catholic and poor immigrants; Scots-Irish largely had little to no Scottish ancestry. Loyalty to kin, extreme mistrust of governmental authority and legal strictures, and a propensity to bear arms and to use them, helped shape the American identity. Although they were not Catholic, they still experienced anti-immigrant sentiments. As newcomers they were limited to opportunity, many ending up on the dangerous frontier. Conflicts with Indians and being dismissed by the English majority and by colonial and United States governments led to rebellions. These were a “rough and tough” people who became rugged and fierce Americans. Many of the frontier conflicts were led by the Scots-Irish including the March of the Paxton Boys and Whiskey Rebellion in Pennsylvania and the Regulator Movement in Virginia and North Carolina. Several of our Presidents were descended from this group including Andrew Jackson, James K. Polk, Andrew Johnson, Ulysses S. Grant, Chester Arthur, Grover Cleveland, Theodore Roosevelt, Woodrow Wilson, Richard Nixon, and Jimmy Carter.

Chronological Reasoning, *Migration*

Directions: Read, review, study, highlight main ideas and cues. Remember your objectives are cause and effect! Remember your objectives are cause and effect! So you are highlighting causes and effects of migration, and your cues are your proper nouns-main terms/events/people.

Terms to Know	Era and <i>Wave</i>	Definition	Significance
1790 U.S. Naturalization Law	Early Republic Second Wave	This law limited immigration and naturalization to those who were “free white persons of good character.”	This Act begins the history of United States federal immigration policy. It excluded non-whites and perpetuated lack of citizenship rights for American Indians, indentured servants, slaves, free blacks, and other immigrant groups.
Know-Nothing Party	Antebellum Era Second Wave	A third party (political party) aimed to preserve American culture by limiting immigration.	This party did not get a significant number of votes, but it is indicative of the nativism at the time which particularly targeted the Catholic Irish who were migrating to North America to escape starvation due to the Irish Potato Famine in the 1840s. Businesses who shared this view would post signs, “No Irish Need Apply.” This sentiment is a reason why the Protestant Irish began referring to themselves as Scotch Irish.
“Old Immigrants”	Antebellum Era Second Wave	Immigrants migrating into the United States from 1790s through 1850s. Germans (Protestants) and Irish (Catholics) among other groups such as continued masses of English.	Catholic Irish (Irish Immigrants) migrated into the United States due to the Irish Potato Famine; starvation and desperation. They were generally poor and uneducated. Improvements in steam engine technology led to prices for transportation dropping so poor people could better afford the journey. German immigrants to the United States surged in the early 1800s. Most of them came because of civil unrest, severe unemployment or political persecution. They were generally educated, skilled, and had some wealth, which set them apart from the generally uneducated, unskilled, and poor Irish Catholics coming in large numbers at the same time. Germans impacted American culture to a great extent. Architecture, language, food, music, Christmas trees, the Conestoga Wagon, and Kindergarten all stem from this group.
California Gold Rush	Antebellum Era Third Wave	International migrants from China, Russia, the United States, Mexico, and many other countries flocked to California in hopes of getting rich quickly.	The 1849 Gold Rush led to this mass migration. California became heavily populated quickly and became a state the next year. The Spanish-Indians-Mexicans-Californios of the area were displaced and outnumbered. Chinese immigrants developed “China-Towns.” California early on and to this day is the most diverse state in terms of ethnicity and culture. Nativism led to anti-Chinese policies such as the Chinese Exclusion Act in the 1880s.
Trans-Continental Railroad	Civil War Era Third Wave	1862 Pacific Railway Act led to building of railroad connecting east and west. Union and Central Pacific lines met in Promontory Point, Utah in the late 1860s.	Facilitated rapid westward migration along with Homestead Act of the same year which made land inexpensive. Resulted in destruction of Plains Indians’ culture, destruction of the buffalo, rise of cattle ranching, enclosure of the West, and fulfillment of the reservation system. The western half largely built by Chinese immigrants and the eastern half by Irish immigrants.
“New” Immigrants	Gold Rush through Gilded Age Third Wave	Immigrants from Eastern and Southern Europe to Northern states and Chinese and other Asians to western states motivated by economic opportunity mainly due to industrialization. (Chinese, Japanese, Italians, Polish, Czechs, etc. <i>Still some English, Irish, Germans, etc. but not like earlier wave.</i>)	Fueled by industrialization, massive waves of immigrants poured into American cities. Anti-immigrant sentiment increased due to competition for jobs and racial and nativist fears of cultures that differed from Anglo-Saxon Protestant majority. Northern cities were the destination of the Europeans mainly (not migrating to the South where plantation agriculture dominated and very little industry existed). Asians to west coast. Generally poor and unskilled. This was had far fewer whites than the “old” immigrants.

Chronological Reasoning, Migration

Directions: Read, review, study, highlight main ideas and cues. Remember your objectives are cause and effect! Remember your objectives are cause and effect! So you are highlighting causes and effects of migration, and your cues are your proper nouns-main terms/events/people.

Terms to Know	Era and <i>Wave</i>	Definition	Significance
1870 Naturalization Act	Reconstruction Third Wave	Extended naturalization rights to those of African descent.	Earlier immigration and naturalization laws (going back to the 1790 Act) excluded Africans. This, as a result of Radical Reconstruction efforts which included the Civil War Amendments, ended that ban. Other non-whites were not included.
1875 Page Act	Gilded Age Third Wave	Banned Chinese immigrants who were considered criminals in their country, women coming for prostitution opportunity, and other “undesirables.”	A pre-cursor to the Chinese Exclusion Act. Nativists feared increasing prostitution in California, and single women immigrating created suspicion.
Chinese Exclusion Act, 1882	Gilded Age Third Wave	In response to increased nativist and xenophobic sentiment, Chinese immigration was cut off.	This act was extended several times and not undone until 1965. Human smuggling became an underground business following this act. Today, hundreds of thousands come to America through such operations.
1888 Scott Act	Gilded Age Third Wave	Prohibited Chinese-Americans from returning to the United States if they left the country.	This act represented an effort to reduce the Chinese-American population in addition to supporting the ban on emigrating from China.
1892 Geary Act	Gilded Age Third Wave	Required Chinese-Americans to carry papers.	Without papers, they could be deported. Chinese were also banned from habeas corpus, serving on juries, etc.
1898 <i>United States v. Wong Kim Ark</i>	Gilded Age Third Wave	Using the 14 th Amendment which guaranteed civil rights (citizenship) to all who are born here (original intent to ensure freed slaves were protected by the Constitution) to argue case of other groups’ citizenship rights.	"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside." This ruling stemmed from issues in California where Asians had been denied civil rights and citizenship. The impact of the 14 th Amendment as well as impact of immigration and immigration policy resulted in more rights and privileges being extended to immigrant groups and their descendants.
Political Machines	Gilded Age Third Wave	Corrupt individuals who bought votes, stuffed ballot boxes, took bribes, kickbacks, stole tax revenue, and ran large cities such as New York and Chicago.	Political Machines were a symptom of Gilded Age politics and greed. They did, however, serve the immigrant community by provided services and improvements to their neighborhoods in exchange for their votes. William Marcy Tweed (Tweed Ring) ran the New York machine and was eventually brought down with the help of Thomas Nast and his cartoons as well as progressive reformers who targeted.
Settlement House Movement	Progressive Era Third Wave	Begun in Chicago (Hull House) by Jane Addams to provide services to urban poor, immigrant workers.	This movement began in 1890, while Populism was increasing leading to the Progressive Era of reform. Much of that movement was fueled by the problems of urbanization, including issues facing poor immigrants living in crowded tenements, earning low wages. This movement provided services such as English classes, daycare, job training, child bathing, etc.
Gentlemen’s Agreement, 1907	Progressive Era Third Wave	Compromise negotiated by President Theodore Roosevelt and the Japanese government to address immigration and nativism concerns.	In exchange for ensuring California laws and San Francisco schools back off their anti-Asian policies such as segregated schools or property rights limitations, Japan agreed to hold passports to prevent further Japanese migration to the United States. The United States was trying to establish positive relations with Japan as the economy demanded more markets and Asian markets were critical, however nativist sentiments at home regarding Asian immigrants hurt that effort. Cultural differences and beliefs of American superiority thwarted efforts to build strong relationship with Japan.

Chronological Reasoning, Migration

Directions: Read, review, study, **highlight main ideas and cues**. Remember your objectives are cause and effect! Remember your objectives are cause and effect! So you are highlighting causes and effects of migration, and your cues are your proper nouns-main terms/events/people.

Terms to Know	Era and <i>Wave</i>	Definition	Significance
Goddard uses French Binet Intelligence Test	Progressive Era Third Wave	1908 intelligence test used to filter out “mentally weak” immigrants at portals such as Ellis Island and Angel Island.	Nativist fears included fear of an increasing uneducated, poor class of people who would put a strain on American cities or fail to appreciate the American values of liberty, republicanism, and capitalism.
California Alien Land Law of 1913	Progressive Era Third Wave	Prohibited immigrants (“aliens”) from owning land in California.	Japanese, Indians, Chinese, and others faced restrictions to economic opportunity and naturalization through immigration restrictions and limited civil rights as nativist sentiments increased during the third wave of immigration in a rapidly industrializing nation.
Immigration Act of 1917	Progressive Era Third Wave	Despite Wilson’s veto, Congress added further racial and new behavioral and mental immigration restrictions to national policy.	Those banned from entering the country included many Asians as well as “homosexuals”, “idiots”, “criminals”, “epileptics”, “insane”, “beggars”, illiterate adults, polygamists, anarchists, and more. Before this act, the Chinese were the only ones to be completely barred from entry. This act extended that list to many others including racial/ethnic groups from much of Asia and Pacific Islands.
20 th Century KKK	Roaring Twenties Third Wave	A revived KKK which not only was racist but anti-immigrant.	KKK reached its height in 1920s supporting white supremacy, opposing Catholics, Jews, non-whites, and immigrants. The marched on Washington demanding policies to protect American culture from non-white, non-Protestant influences.
(Emergency Quota Act) Immigration Restriction Act of 1921 and the National Origins Quota Act of 1924	Roaring Twenties Third Wave	These Acts created a quota system based on Gilded Age numbers. For example, only 2% of Italians coming in 1890 would set a number for those allowed in the 1920s.	In response to growing public opinion against the flow of immigrants from Southern and Eastern Europe in the years following World War I, Congress passed first the Quota Act of 1921 then the even more restrictive Immigration Act of 1924 (the Johnson-Reed Act). Initially, the 1924 law imposed a total quota on immigration of 165,000—less than 20 percent of the pre-World War I average. It based ceilings on the number of immigrants from any particular nation on the percentage of each nationality recorded in the 1890 census—a blatant effort to limit immigration from Southern and Eastern Europe, which mostly occurred after that date. In the first decade of the 20th century, an average of 200,000 Italians had entered the United States each year. With the 1924 Act, the annual quota for Italians was set at less than 4,000.
<i>United States v. Bhagat Singh Thind, 1923</i>	Roaring Twenties Third Wave	Supreme Court ruling that denied naturalization/citizenship to Bhagat Singh Thind, a Sikh from India.	The Naturalization Act of 1906 allowed white persons and persons of African descent to naturalize. Thind claimed Indians were white as they were part of the Aryan race. Aryan racial theory was discredited, and Indians continued to be excluded largely from immigration and naturalization opportunity.
Mexican Repatriation	Great Depression Third Wave	1929, effort to reduce immigration from Mexico and other Latin American countries by deporting recent immigrants.	Many Mexican-Americans were also forced out, but this was primarily an effort to reduce job competition following the beginning of the Great Depression. Early immigration restrictions exempted Hispanics. This one targeted them.
Japanese Internment & <i>Korematsu v. U.S.</i>	WWII Third Wave	During World War II, President Franklin Roosevelt issued an executive order to place Japanese Americans living on the West Coast into camps.	Nativist fears included fears that Japanese Americans would support Japan if they invaded California. This led to the worst civil rights violations in modern times. <i>Korematsu</i> case ruled it was Constitutional because war fears were legitimate. The government later apologized and paid \$20,000 to each internee.

Chronological Reasoning, Migration

Directions: Read, review, study, **highlight main ideas and cues**. Remember your objectives are cause and effect! Remember your objectives are cause and effect! So you are highlighting causes and effects of migration, and your cues are your proper nouns-main terms/events/people.

Terms to Know	Era and <i>Wave</i>	Definition	Significance
Zoot-Suit Riots	WWII, 1943 Third Wave	Riot in L.A. in which 200 navy sailors attacked members of Hispanic gangs who wore zoot suits created while ignoring wool rationing and showing no support for the war effort.	Police sat back and did little. Racism against Hispanics evident as well as a lack of understanding and tolerance among groups. Economic and social frustration of upper and middle class dealing with poor, urban, violent, gangs. Conflict between military men and disenfranchised Hispanics. Hispanic immigrants faced anti-immigrant sentiment and may be detached from mainstream America which overwhelmingly was united in the Home Front war effort.
McCarran-Walter Act	1950s Third Wave	Despite Truman's veto, Congress passed the bill which restricted immigration by targeting suspected communists.	This act was deemed racist by Truman because it backed up the 1790 policy of only accepting "free white persons." However, there were exceptions for other races if they had desirable skill and education. For example, a scientist would be welcome from just about any country. Communists may be motivated (and were in large numbers) to migrate to the United States for freedom.
End of bracero (day laborer) program in California, 1964	Modern Times, 1960s, Fourth Wave	Day laborers no longer easily able to go back and forth across U.S.-Mexico border for temporary work.	Didn't stop immigrants from pouring across border for jobs largely in California agriculture. Those ending up in cities increasingly faced economic hardship and desperation leading to rapid increase in gangs. Many migrant workers were paid low wages and lived in substandard housing. Cesar Chavez and Dolores Huerta helped improve the lives of migrant workers with the United Farm Workers movement which was heavily inspired by Martin Luther King. A boycott led to changes.
Immigration Act of 1965	Modern Times, 1960s, Fourth Wave	Removed quotas from European countries; immigration laws and changed policies regarding families, part of President Lyndon Johnson's Great Society programs.	Immigrants could bring in their families and not be counted toward annual limit. Illegal immigration continued to increase, mainly from Mexico, despite relaxed laws. Groups once banned or severely limited such as Chinese, Japanese, Indian could now come in large numbers.
Watts Riot	Modern Times, 1960s, Fourth Wave	The Great Migration led to large numbers of African Americans populating cities in the North and the West, including Los Angeles. Despite laws banning it, some areas banned Blacks from renting property in nicer areas.	Large populations of disenfranchised people led to instability and crime. This event was sparked by an African American being arrested for drunk driving by a white cop. A fight broke out and sparked riots which resulted tens of millions of property damage, looting, murder, arson, etc. Police brutality and racial discrimination partially to blame.
A.I.M. occupation of Alcatraz	Modern Times, 1970s, Fourth Wave	Militant American Indians took over the island, claiming it theirs, San Francisco	A symbolic protest bringing light to cultural and racial discrimination of Indians also brings to light other groups who had been experiencing disenfranchisement by whites, namely... California Hispanics. Migration of Americans led to many Indian lands being taken, seized and in the American Indian Movement demands for those lands to be returned increased.
Cesar Chavez & U.F.W.	Modern Times, 1970s, Fourth Wave	Hispanics in California, especially migrant farm workers faced low wages and unsafe working conditions.	United Farm Workers led by Cesar Chavez and Dolores Huerta helped organize boycotts leading to new policies, higher wages, and increased respect for migrant workers. One problem most immigrant groups face is being paid less than native Americans.

Chronological Reasoning, Migration

Directions: Read, review, study, **highlight main ideas and cues**. Remember your objectives are cause and effect! Remember your objectives are cause and effect! So you are highlighting causes and effects of migration, and your cues are your proper nouns-main terms/events/people.

Terms to Know	Era and Wave	Definition	Significance
1986 Immigration Reform and Control Act	Modern Times, Reagan Era, Fourth Wave	Signed into law by President Ronald Reagan who believed hard-working immigrants displaying American values should be granted citizenship despite coming here illegally. Also known as amnesty. More than 2 million gained citizenship. This policy also had the goal of reducing illegal immigration in the future but that failed miserably, it only increased afterwards.	This required employers to attest to their employees' immigration status; made it illegal to hire or recruit illegal immigrants knowingly; legalized certain seasonal agricultural illegal immigrants, and; legalized illegal immigrants who entered the United States before January 1, 1982 and had resided there continuously with the penalty of a fine, back taxes due, and admission of guilt; candidates were required to prove that they were not guilty of crimes, that they were in the country before January 1, 1982, and that they possessed minimal knowledge about U.S. history, government, and the English language. The more Americanized the immigrant, the more favorable the policy, it seemed.
1990 Immigration Act	Modern Times, Fourth Wave	Changed the laws to make it easier for highly skilled immigrants to enter the nation.	Increased immigration of highly skilled immigrants. Important labor for booming economy in the 1990s. High-tech companies claimed there were not enough skilled Americans. This has led to many debates over American skill level or over desire to hire immigrants who will be paid less.
1992 Los Angeles Riot	Modern Era, 4 th wave	Also known as the Rodney King Riot. After white police officers were acquitted for beating a black man while trying to arrest him, riots erupt. 53 killed, thousands injured, hundreds of businesses looted, burned, destroyed. Great Migration to cities, Asian migration to cities, racial tension and competition for scarce real estate, plus police and other discrimination made the area unstable.	Rioting Blacks split from initial protest to destroying Asian businesses, mainly Korean. Racial tension targeting urban immigrant groups evident as well as protest against white police. Video of innocent bystander, Reginald Denny, a white man pulled from his truck and nearly beaten to death in the street by black men captured and broadcast live on TV. Plight of urban Blacks intensified with immigrant displacement. The riots included attacks on Korean neighborhoods leaving Koreans to defend their businesses with their own weapons for days as the city fell apart and law enforcement struggled to gain control. Violence in inner-city pitting race against race. This riot was worse than the Watts in term of death and damage.
Proposition 187	Modern Era, 4 th wave	Intended to exclude illegal immigrants from California public schools and non-emergency medical care; challenged in court; was not passed into law	In the 1990s, Americans seemed to be moving more toward assimilation policies as California moved back to English only public education and also tried to limit social welfare and education to illegal immigrants. The cost of providing education and health care and welfare benefits to illegal immigrants bankrupting many state budgets.
Illegal Immigration Reform Act	Modern Era, 4 th wave	1996 - Federal funding for more border patrols and easier policies for deporting illegal immigrants.	Public sentiment against illegal immigrants intensifying as monetary strain felt in many areas. Some racist Americans fear a "browning of America" which to them means loss of identity and culture.
Dot-com boom	Modern Era, 4 th wave	Blue collar jobs decreased and jobs requiring technical skills skyrocketed, especially in CA.	Property values increased. Uneducated or unskilled immigrant groups in California displaced by new wave of tech-savvy immigrants and migrants.
2000 Legal Immigration and Family Equity Act	Modern Era, 4 th wave	Encouraged illegal aliens to obtain visas or to be sponsored for citizenship; effort to decreased undocumented aliens	When immigrants assimilate and become documented (possible citizens in the future), the government benefits from tax revenue which will help fund public education and healthcare for immigrants. It can also open opportunities for upward mobility, the American dream, and perhaps decrease the lure of crime.
9/11	Modern Era, 4 th wave	Terrorist attack on the U.S.; worst attack since Pearl Harbor	Increased efforts to curb illegal immigration or at least document and track immigrants more. For California, which is deeply in debt and still receiving huge numbers of immigrants, voters seem to be questioning the value of immigrants. In border states with Mexico, states are building more fences, hiring more officers, and using new technologies to curb immigration partly out of fear and partly for economic reasons.
DREAM Act	Modern Era, 4 th wave	Paved the way for those illegal immigrants brought into the United States as children to gain citizenship if they graduate high school and are generally law-abiding.	Illustrates the increased emphasis in modern times to grant citizenship to illegal immigrants if they are productive people who conform to American ideals of being law-abiding, educated, productive contributors. Rationales were similar to Reagan's act; however this one targeted those who were forced to immigrate due to their age.