Lesson Plan

National Park Service
U.S. Department of the Interior

Education Department
Ellis Island Immigration Museum
Statue of Liberty National Monument

Push and Pull Factors
8th-12th Grade
Pre-Visit Activity

Overview:

In the mid-to-late 1800's, large number of immigrants crossed the Atlantic Ocean to begin new lives in the United States. This activity explores the reasons why passengers elected to leave their native countries, and examines how these factors are similar or different in immigration today.

New York State Learning Standards:

Intermediate:
Standard 1: 1A
Standard 2: 1A, 1E
Standard 3: 1A, 1B, 1C, 1D
Standard 5: 1A, 1C, 1D

Time Frame:

30 Minutes

Materials:

Pen and Paper, Two "Push and Pull Factors" Worksheet

Objectives:

At the end of the lesson, students will be able to:

- Identify reasons why immigrants in the early 20th century and today left their countries and came to the U.S.
- Compare and contrast immigration issues throughout history.
- Think about their own potential immigration and the reasons behind that decision;
- Answer and discuss questions about immigration in terms of their own community;
- Explain immigration in terms of push and pull factors;
- Relate immigration patterns to economic, political, social, and environmental factors; and
- Research an individual who has migrated to their community and write a report about the person's background and motivation for moving into the community.

Procedure:

Aim: How are the reasons people left their country to emigrate to the U.S. during the 19th century different from today?

Motivation: (10 minutes) Ask students if they have ever lived somewhere else. Then ask if they remember moving, and if so, how they felt during and after their move to a new home *(excited, sad, afraid, happy, bored).* Have students share the reason *(if they know, or want to share)* why their family moved to their current home and how they felt about moving. Poll students and record the results. How many have lived in more than one place? How many have lived in a different city? State? Country? What were some of the reasons? How did students feel about moving to a new home?

Then ask students to think about a place they might like to move to when they are older. Have students brainstorm a list of reasons why they think they would like to move there. Then discuss why they chose that location. What would be the downside of moving? Create a T-chart on the board and have them record the pros and cons of moving to a new location.

Mini-lesson: (5 minutes) For immigrants some factors **pushed** them from their country while other factors **pulled** them toward America. Often, when discussing Immigration, you will find there are many reasons   for Immigration to happen. There are always "Push" factors that encourage and motivate people to leave the place they live, where their family may have lived for centuries. Also there are "Pull" factors that   draw people to leave everything they have ever known in search of something better. That was certainly the case with the Immigration of people from Germany & Ireland in the mid 1800's. These reasons are not much today in terms of why immigrants come to the U.S.

Task: (25 minutes) Students will read about the causes of immigration during the late 19th century, and compare it to immigration stories today. They will work with a partner and identify the similarities and differences and explain reasons to support their answers. Then students will identify Push & Pull factors of immigration by creating a T-chart and filling it out accordingly. Teacher will have students write their answers on the board.

PUSH & PULL FACTORS OF IMMIGRATION: PAST

Why People Came to America

In the mid-1800's, large number of immigrants crossed the Atlantic Ocean to begin new lives in the Unites States between 1840 and 1860, most from Europe. More than 3 million of these immigrants arrived from Ireland and Germany. Many of them were were fleeing economic or political troubles in their native countries.

Fleeing the Irish Potato Famine: Most immigrants from the British Isles during that period were were Irish. In the mid-1840's, potato blight, a disease that that causes rot in potatoes, left many families in Ireland with little food. More than a million Irish people died of starvation and disease. Even more fled   to to to the United States. Most Irish immigrants were very poor. Many settled in cities in Massachusetts, New Jersey, and Pennsylvania. They worked at unskilled jobs in the cities or on building canals and railroads. Irish women often worked as domestic servants for wealthy families, laboring 16 or more hours per day. In 1849 a Boston health committee reported that low wages forced most Irish immigrants to live in poor housing. Still, many immigrants enjoyed a new feeling of equality.

A failed German Revolution: Many Germans also came to the United States during this time. In 1848 some Germans had staged a revolution against harsh rule. Some educated Germans fled to the U.S. to escape persecution caused by their political activities. Most German immigrants, however, were working class, and they came for economic reasons. The United States seemed to offer both greater economic opportunity and more freedom from government control. While most Irish immigrants were Catholics, German immigrant groups included Catholics, Jews, and Protestants. German immigrants were more likely than the Irish to become farmers and live in rural areas. They moved to Midwestern states where more land was available. Unlike the Irish, a high percentage of German immigrants arrived in the Unites States with money. Yet for many Germans immigrants only low-paying jobs were available.

Industrial Revolution: It was during this time that technology was developing rapidly as well. Larger and faster steam ships brought people to America by the thousands. Railroads grew and expanded allowing people to travel quickly and efficiently. Factories were built to produce the many new products that were invented at this time.

The rise of American industry and the growth of the railroad system created thousands of jobs both in factories and in the construction trades.

Deverell, William and White G. Deborah, United States History and New York History: Beginnings to 1877. Houghton Mifflin Harcourt Publishing Company, 2009.

Exit Slip: (7 minutes)

Have the students write two paragraphs comparing and contrasting the reasons for Irish and German immigration in the mid 19 th century.

OR

Write a journal entry from the perspective of an Irish immigrant on his/her way to the United States. What are your reasons for migrating? Describe your fears and expectations for your new life

Name: _____   Date: _____

PUSH & PULL FACTORS OF IMMIGRATION: PRESENT

Directions: Using the website provided, and based on the types of Push & Pull factors on immigration during the 1850's, research and identify at least 3 Push & Pull factors on Mexican immigration to the U.S. today. **(**http://littlemook.wordpress.com/2009/05/17/migration-mexico-u-s-a/**)**

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Push:

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1._____

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2._____

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3. _____

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<div align="center">

Pull:

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1._____

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2._____

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3. _____

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