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/came 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.”

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.

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.
PEOPING
This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

Overarching questions:
➤ Why have people migrated to, from, and within North America?
➤ How have changes in migration and population patterns affected American life?

(PEO-1) Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).

(PEO-2) Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population.

(PEO-3) Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

(PEO-4) Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.

(PEO-5) Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending.

(PEO-6) Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.

(PEO-7) Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.
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 emigration of enslaved Africans.

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]. Intermarriage 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, 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].

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Continuity/Change over Time, Causation, & Comparison, Emigration, Immigration, Migration

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].

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].

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].

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Continuity/Change over Time, Causation, & Comparison, Emigration, Immigration, Migration

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.

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.

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.

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**Continuity/Change over Time, Causation, & Comparison, Emigration, Immigration, Migration**

**Directions:** Review the content outline excerpts. **Highlight each phrase that references** internal and/or external 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! They are listed on page 1]. ☺

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**From the Period 1 Content Outline:**

**Main Idea:** On a North American continent controlled by American Indians, **contact** among the peoples of Europe, the Americas, and West Africa created a new world.

**Key Concept 1.1** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

I. As settlers **migrated** and **settled** across the vast expanse of North America **over time**, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments

**Key Concept 1.2:** European **overseas expansion** resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

I. The **arrival of Europeans in the Western Hemisphere** in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.
   A. Spanish and Portuguese **exploration and conquest** of the Americas led to widespread deadly epidemics, the emergence of racially mixed populations, and a caste system defined by an intermixture among Spanish settlers, Africans, and Native Americans.
   B. Spanish and Portuguese traders reached West Africa and partnered with some African groups to exploit local resources and recruit slave labor for the Americas.
   C. The introduction of new crops and livestock by the Spanish had far-reaching effects on native settlement patterns, as well as on economic, social, and political development in the Western Hemisphere.
   D. In the economies of the Spanish colonies, Indian labor, used in the **encomienda** system to support plantation-based agriculture and extract precious metals and other resources, was gradually replaced by African slavery.

II. European **expansion into the Western Hemisphere** caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.
   A. European **exploration and conquest** were fueled by a desire for new sources of wealth, increased power and status, and converts to Christianity.
   B. New crops from the Americas stimulated European population growth, while new sources of mineral wealth facilitated the European shift from feudalism to capitalism.
   C. Improvements in technology and more organized methods for conducting international trade helped drive changes to economies in Europe and the Americas.

**Key Concept 1.3:** **Contacts** among American Indians, Africans, and Europeans challenged the worldviews of each group.

I. European **overseas expansion** and sustained **contacts** with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.
   A. With little experience dealing with people who were different from themselves, Spanish and Portuguese explorers poorly understood the native peoples they encountered in the Americas, leading to debates over how American Indians should be treated and how “civilized” these groups were compared to European standards.
   B. Many Europeans developed a belief in white superiority to justify their subjugation of Africans and American Indians, using several different rationales.

II. Native peoples and Africans in the Americas strove to maintain their political and cultural autonomy in the face of European challenges to their independence and core beliefs.
   A. European attempts to change American Indian beliefs and worldviews on basic social issues such as religion, gender roles and the family, and the relationship of people with the natural environment led to American Indian resistance and conflict.
   B. In spite of slavery, Africans' cultural and linguistic adaptations to the Western Hemisphere resulted in varying degrees of cultural preservation and autonomy.

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**Unit 10, Periods 1-9 Thematic Review**

**Continuity/Change over Time, Causation, & Comparison, Emigration, Immigration, Migration**

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**From the Period 2 Content Outline:**

**Main Idea:** Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

**Key Concept 2.1:** Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

- Unlike their European competitors, the English eventually sought to establish colonies based on agriculture, sending relatively large numbers of men and women to acquire land and populate their settlements, while having relatively hostile relationships with American Indians.

**Key Concept 2.2:** European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

- Competition over resources between European rivals led to conflict within and between North American colonial possessions and American Indians.
- Clashes between European and American Indian social and economic values caused changes in both cultures.
  - Continuing contact with Europeans increased the flow of trade goods and diseases into and out of native communities, stimulating cultural and demographic changes.
  - Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, saw an accommodation with some aspects of American Indian culture; by contrast, conflict with American Indians tended to reinforce English colonists’ worldviews on land and gender roles.

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**From the Period 3 Content Outline:**

**Main Idea:** British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.

**Key Concept 3.1:** Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

- During and after the colonial war for independence, various tribes attempted to forge advantageous political alliances with one another and with European powers to protect their interests, limit migration of white settlers, and maintain their tribal lands.

**Key Concept 3.3: Migration** within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

- The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.
  - As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states and sought to promote public education, the protection of private property, and the restriction of slavery in the Northwest Territory.
  - The Constitution’s failure to precisely define the relationship between American Indian tribes and the national government led to problems regarding treaties and Indian legal claims relating to the seizure of Indian lands.
  - As western settlers sought free navigation of the Mississippi River, the United States forged diplomatic initiatives to manage the conflict with Spain and to deal with the continued British presence on the American continent.

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From the **Period 4 Content Outline**

**Main Idea:** The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

**Key Concept 4.2:** Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

II. Regional economic specialization, especially the demands of cultivating southern cotton, shaped settlement patterns and the national and international economy.
   C. Efforts to exploit the nation’s natural resources led to government efforts to promote **free and forced migration** of various American peoples across the continent, as well as to competing ideas about defining and managing labor systems, geographical boundaries, and natural resources.

III. The economic changes caused by the market revolution had significant effects on migration patterns, gender and family relations, and the distribution of political power.
   A. With the opening of canals and new roads into the western territories, native-born white citizens relocated westward, relying on new community systems to replace their old family and local relationships.
   B. **Migrants from Europe** increased the population in the East and the Midwest, forging strong bonds of interdependence between the Northeast and the Old Northwest.

**Key Concept 4.3:** U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.

II. Various American groups and individuals initiated, championed, and/or resisted the expansion of territory and/or government powers.
   A. With **expanding borders** came public debates about whether to expand and how to define and use the new territories.
   C. Whites living on the **frontier** tended to champion expansion efforts, while resistance by American Indians led to a sequence of wars and federal efforts to control American Indian populations.
From the Period 5 Content Outline:

Main Idea: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

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

I. Enthusiasm for U.S. territorial expansion fueled by economic and national security interests and supported by claims of U.S. racial and cultural superiority, resulted in war, the opening of new markets, acquisition of new territory, and increased ideological conflicts.
   A. The idea of Manifest Destiny, which asserted U.S. power in the Western Hemisphere and supported U.S. expansion westward, was built on a belief in white racial superiority and a sense of American cultural superiority, and helped to shape the era’s political debates.
   B. The acquisition of new territory in the West and the U.S. victory in the Mexican-American War were accompanied by a heated controversy over allowing or forbidding slavery in newly acquired territories.
   C. The desire for access to western resources led to the environmental transformation of the region, new economic activities, and increased settlement in areas forcibly taken from American Indians.
   D. U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives westward to Asia.

II. Westward expansion, migration to and within the United States, and the end of slavery reshaped North American boundaries and caused conflicts over American cultural identities, citizenship, and the question of extending and protecting rights for various groups of U.S. inhabitants.
   A. Substantial numbers of new international migrants — who often lived in ethnic communities and retained their religion, language, and customs — entered the country prior to the Civil War, giving rise to a major, often violent nativist movement that was strongly anti-Catholic and aimed at limiting immigrants' cultural influence and political and economic power.
   B. Asian, African American, and white peoples sought new economic opportunities or religious refuge in the West, efforts that were boosted during and after the Civil War with the passage of new legislation promoting national economic development.
   C. As the territorial boundaries of the United States expanded and the migrant population increased, U.S. government interaction and conflict with Hispanics and American Indians increased, altering these groups' cultures and ways of life and raising questions about their status and legal rights.

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

II. Repeated attempts at political compromise failed to calm tensions over slavery and often made sectional tensions worse, breaking down the trust between sectional leaders and culminating in the bitter election of 1860, followed by the secession of southern states.
   A. National leaders made a variety of proposals to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce sectional conflict.
   B. The second party system ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North and the Midwest.
From the Period 6 Content Outline:

Main Idea: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.
   II. As leaders of big business and their allies in government aimed to create a unified industrialized nation, they were challenged in different ways by demographic issues, regional differences, and labor movements,
      A. The industrial workforce expanded through migration across national borders and internal migration, leading to a more diverse workforce, lower wages, and an increase in child labor.
   III. Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts.

Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
   I. International and internal migrations increased both urban and rural populations, but gender, racial, ethnic, religious, and socioeconomic inequalities abounded, inspiring some reformers to attempt to address these inequities.
      A. Immigrants sought both to "Americanize" and to maintain their unique identities; along with others, such as some African Americans and women, they were able to take advantage of new career opportunities even in the face of widespread social prejudices.
      B. In a urban atmosphere where the access to power was unequally distributed, political machines provided social services in exchange for political support, settlement houses [Jane Addams] helped immigrants adapt to the new language and customs, and women’s clubs and self-help groups targeted intellectual development and social and political reform.
   II. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.
      A. Post–Civil War migration to the American West, encouraged by economic opportunities and government policies, caused the federal government to violate treaties with American Indian nations in order to expand the amount of land available to settlers.
      B. The competition for land in the West among white settlers, Indians, and Mexican Americans led to an increase in violent conflict.
      C. The U.S. government generally responded to American Indian resistance with military force, eventually dispersing tribes onto small reservations and hoping to end American Indian tribal identities through assimilation.

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From the Period 7 Content Outline:

**Main Idea:** An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

**Key Concept 7.1:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

I. The continued growth and consolidation of large corporations transformed American society and the nation’s economy, promoting urbanization and economic growth, even as business cycle fluctuations became increasingly severe.
   
   B. The United States continued its transition from a rural, agricultural society to an urban, industrial one, offering new economic opportunities for women, internal migrants, and international migrants who continued to flock to the United States.

**Key Concept 7.2:** A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.

I. New technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.
   
   A. New technologies contributed to improved standards of living, greater personal mobility, and better communications systems.
   
   B. Technological change, modernization, and changing demographics led to increased political and cultural conflict on several fronts: tradition versus innovation, urban versus rural, fundamentalist Christianity versus scientific modernism, management versus labor, native-born versus new immigrants, white versus black, and idealism versus disillusionment.
   
   C. The rise of an urban, industrial society encouraged the development of a variety of cultural expressions for migrant, regional, and African American artists (expressed most notably in the Harlem Renaissance movement); it also contributed to national culture by making shared experiences more possible through art, cinema, and the mass media.

II. The global ramifications of World War I and wartime patriotism and xenophobia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and from southern and eastern Europe.

   B. As labor strikes and racial strife disrupted society, the immediate postwar period witnessed the first “Red Scare,” which legitimized attacks on radicals and immigrants.
   
   C. Several acts of Congress established highly restrictive immigration quotas, while national policies continued to permit unrestricted immigration from nations in the Western Hemisphere, especially Mexico, in order to guarantee an inexpensive supply of labor.

III. Economic dislocations, social pressures, and the economic growth spurred by World Wars I and II led to a greater degree of migration within the United States, as well as migration to the United States from elsewhere in the Western Hemisphere.

   A. Although most African Americans remained in the South despite legalized segregation and racial violence, some began a “Great Migration” out of the South to pursue new economic opportunities offered by World War I.
   
   B. Many Americans migrated during the Great Depression, often driven by economic difficulties, and during World Wars I and II, as a result of the need for wartime production labor.
   
   C. Many Mexicans, drawn to the U.S. by economic opportunities, faced ambivalent government policies in the 1930s and 1940s.
Continuity/Change over Time, Causation, & Comparison, Emigration, Immigration, Migration

From the Period 8 Content Outline:

Main Idea: After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Key Concept 8.3: Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.
I. Rapid economic and social changes in American society fostered a sense of optimism in the postwar years, as well as underlying concerns about how these changes were affecting American values.
   A. A burgeoning private sector, continued federal spending, the baby boom, and technological developments helped spur economic growth, middle-class suburbanization, social mobility, a rapid expansion of higher education, and the rise of the “Sun Belt” [migration from northern states to southern states and states on the Pacific coast] as a political and economic force.
II. As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the burgeoning use of natural resources.
   A. Internal migrants as well as migrants from around the world sought access to the economic boom and other benefits of the United States, especially after the passage of new immigration laws in 1965.

From the Period 9 Content Outline:

Main Idea: As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.
II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.
   A. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.
   B. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.
   C. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.
Causation, Emigration, Immigration, Migration

Skill 1: Historical Causation (cause and effect/impact)
Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
Proficient students should be able to:
- Compare causes and/or effects, including between short-term and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

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.
3. Complete the thematic review of women’s rights using the timeline provided.

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.

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

1607  1619  1620  1676  1680  1733  1754  1763

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?
**Comparison, Emigration, Immigration, Migration**

**Historical Thinking Skill 4: Comparison (comparing AND contrasting)**

Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience. …It’s not just about similarities and differences… It’s about the significance of those similarities and differences…

Proficient students should be able to...
- Compare related historical developments and processes across place, time, and/or different societies, or within one society.
- Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

**Prompt:**

Compare and contrast the political, economic, and social arguments for westward expansion in the first half of the 19th century to similar arguments in the later half of the 19th century.

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

1800 1803 1812 1844 1845 1846 1848 1850 1861 1865

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

a) Political arguments before and after …

b) Economic arguments before and after…

c) Social arguments before and after…

Were there more similarities or differences? Which category had the most significant similarities or differences?

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Skill 2: Patterns of Continuity and Change over Time

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.

Proficient students should be able to:
- Analyze and evaluate historical patterns of continuity and change over time.
- Connect patterns of continuity and change over time to larger historical processes or themes.

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.

1900 1907 1914 1918 1919 1924 1941 1945 1965 1986 2000

Identify three major turning points and briefly explain how they maintained continuity or fostered change. Consider developments before 1900 as establishing the “before.” Be sure to address EXTENT!

a)  

b)  

c)  

Which one fostered more change? (specific event)  

What fostered more change (federal policy or people’s attitudes)?

Which one maintained continuity the most? (specific event)  

What maintained continuity the most (federal policy or peoples’ attitudes)?
Emigration, Immigration, Migration

Pause and Review! 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!

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

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

a. Briefly explain ONE key similarity among Spanish, French, and English settlers.
b. Briefly explain ONE key difference among Spanish, French and English settlers.
c. 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.

a. Briefly explain ONE reason the African slave trade developed during the Age of Exploration and Colonization of the Americas.
b. Briefly explain ONE reason the economic development of Northern colonies resulted in sectional conflict over the issue of slavery.
c. 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.

a. Briefly explain ONE way Great Britain dominated North American colonization by the 18th century.
b. Briefly explain ONE way Colonists conflicted with Natives during the Colonial Era.
c. 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.

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

a. Briefly explain ONE way Manifest Destiny impacted American Indians.
b. Briefly explain how ONE of the following impacted American Indians: Pacific Railway Act, Homestead Act, Dawes Act.
c. 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.

a. Briefly explain ONE similarity between the first and second wave of immigrants (old immigrants vs new immigrants) into the United States during the 19th century.
b. Briefly explain ONE difference between the first and second wave of immigrants (old immigrants vs new immigrants) into the United States during the 19th century.
c. Briefly explain one additional event or development relating to your answer in part b.

Anti-immigrant sentiment impacted government policy.

a. Briefly explain ONE similarity between nativism during the first and second waves of immigration into the United States.
b. Briefly explain ONE additional event or development to support your answer in part a.
c. Briefly explain ONE way the second wave of immigration compared to the Great Migration of 1914-1945.

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

a. Briefly explain ONE way the Bolshevik Revolution in Russia impacted the United States following WWI.
b. Briefly explain how ONE of the following illustrated xenophobia in the post WWI era: Palmer Raids, National Origins Act, Sacco and Vanzetti.
c. 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.

a. Briefly explain ONE cultural conflict between Whites and Hispanics in the American Southwest during the 19th century.
b. 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.
c. Briefly explain how the fourth wave of immigration following the Immigration Act of 1965 impacted Hispanics.

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Skill 7: Appropriate Use of Relevant Historical Evidence

Historical thinking involves the ability to **describe and evaluate evidence about the past from diverse sources** (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires the students to pay attention to the content, authorship, purpose, format, and audience of such sources. It involves the capacity to **extract useful information**, **make supportable inferences**, and **draw appropriate conclusions** from historical evidence, while also noting the context in which the evidence was produced and used, recognizing its limitations and assessing the points of view it reflects.

- Analyze features of historical evidence such as **audience, purpose, point of view**, format, argument, limitations, and context germane to the evidence considered.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

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 Nambia, 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.”

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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.
### 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


“…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 homes, 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.
**Document G**


[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 Sangrado*, 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.”
**Skill Type 1: Chronological Reasoning**

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.

**Directions:** Identify the era and wave for each term. Define each term. Explain the significance in terms of American history of immigration. Some are completed for you. As you read and review the completed entries, highlight main ideas and cues.

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<th>Terms to Know</th>
<th>Era and Wave</th>
<th>Definition</th>
<th>Significance</th>
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<tr>
<td>Great [Anglo] Migration</td>
<td>Colonial Era First Wave</td>
<td>Protestants from Great Britain and Northwestern Europe seeking refuge and opportunity in the Americas.</td>
<td>Approximately 10 percent of the original Great Migration (not to be confused with the WWII Great Migration of African Americans out of the South to the North and West) 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.</td>
</tr>
<tr>
<td>Puritans</td>
<td>Colonial Era First Wave</td>
<td>Protestants from Great Britain who were persecuted by the Anglican majority.</td>
<td>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).</td>
</tr>
<tr>
<td>Maryland Act of Toleration</td>
<td>Colonial Era First Wave</td>
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<tr>
<td>Salem Witch Trials</td>
<td>Colonial Era First Wave</td>
<td>1692, mass hysteria in Massachusetts resulting in the execution of several accused witches.</td>
<td>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.</td>
</tr>
<tr>
<td>Scotch-Irish</td>
<td>Revolutionary Era and Early Republic Second Wave</td>
<td>Protestant immigrants from Northern Ireland seeking escape from persecution and economic opportunity.</td>
<td>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 lack of support from established colonists/Americans led to rebellions such as the Regulators and Paxton Boys. They were fiercely rugged and brave, and many American leaders such as Andrew Jackson descend from this group.</td>
</tr>
<tr>
<td>1790 U.S. Naturalization Law</td>
<td>Early Republic Second Wave</td>
<td>This law limited immigration and naturalization to those who were “free white persons of good character.”</td>
<td>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.</td>
</tr>
<tr>
<td>Know-Nothing Party</td>
<td>Antebellum Era Second Wave</td>
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**Chronological Reasoning, Immigration and Migration**

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<td><strong>Old Immigrants</strong></td>
<td><strong>Antebellum Era Second Wave</strong></td>
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<tr>
<td><strong>California Gold Rush</strong></td>
<td><strong>Antebellum Era Third Wave</strong></td>
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<tr>
<td><strong>Trans-Continental Railroad</strong></td>
<td><strong>Civil War Era Third Wave</strong></td>
<td>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.</td>
<td>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, encroachment of the West, and fulfillment of the reservation system.</td>
</tr>
<tr>
<td><strong>New Immigrants</strong></td>
<td><strong>Gold Rush through Gilded Age Third Wave</strong></td>
<td>Immigrants from Eastern and Southern Europe to Northern states and Chinese and other Asians to western states.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>1870 Naturalization Act</strong></td>
<td><strong>Reconstruction Third Wave</strong></td>
<td>Extended naturalization rights to those of African descent.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>1875 Page Act</strong></td>
<td><strong>Gilded Age Third Wave</strong></td>
<td>Banned Chinese immigrants who were considered criminals in their country, women coming for prostitution opportunity, and other &quot;undesirables.&quot;</td>
<td>A pre-cursor to the Chinese Exclusion Act. Nativists feared increasing prostitution in California, and single women immigrating created suspicion.</td>
</tr>
<tr>
<td><strong>Chinese Exclusion Act, 1882</strong></td>
<td><strong>Gilded Age Third Wave</strong></td>
<td>In response to increased nativist and xenophobic sentiment, Chinese immigration was cut off.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>1888 Scott Act</strong></td>
<td><strong>Gilded Age Third Wave</strong></td>
<td>Prohibited Chinese-Americans from returning to the United States if they left the country.</td>
<td>This act represented an effort to reduce the Chinese-American population in addition to supporting the ban on immigrating from China.</td>
</tr>
<tr>
<td><strong>1892 Geary Act</strong></td>
<td><strong>Gilded Age Third Wave</strong></td>
<td>Required Chinese-Americans to carry papers.</td>
<td>Without papers, they could be deported. Chinese were also banned from habeas corpus, serving on juries, etc.</td>
</tr>
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<td><strong>1898 United States v. Wong Kim Ark</strong></td>
<td><strong>Gilded Age Third Wave</strong></td>
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<tr>
<td>Political Machines</td>
<td>Gilded Age Third Wave</td>
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<tr>
<td>Settlement House</td>
<td>Gilded Age and Progressive Era Third Wave</td>
<td>Began in Chicago (Hull House) by Jane Addams to provide services to urban poor, immigrant workers.</td>
<td>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.</td>
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<tr>
<td>Agreement, 1907</td>
<td>Progressive Era Third Wave</td>
<td>1908 intelligence test used to filter out &quot;mentally weak&quot; immigrants at portals such as Ellis Island and Angel Island.</td>
<td>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.</td>
</tr>
<tr>
<td>Goddard uses French Binet Intelligence Test</td>
<td>Progressive Era Third Wave</td>
<td>Prohibited immigrants (&quot;aliens&quot;) from owning land in California.</td>
<td>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.</td>
</tr>
<tr>
<td>California Alien Land Law of 1913</td>
<td>Progressive Era Third Wave</td>
<td></td>
<td>Those banned from entering the country included many Asians as well as &quot;homosexuals&quot;, &quot;idiots&quot;, &quot;criminals&quot;, &quot;epileptics&quot;, &quot;insane&quot;, &quot;beggars&quot;, 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.</td>
</tr>
<tr>
<td>Immigration Act of 1917</td>
<td>Progressive Era Third Wave</td>
<td>Despite Wilson's veto, Congress added further racial and new behavioral and mental immigration restrictions to national policy.</td>
<td></td>
</tr>
<tr>
<td>20th Century KKK</td>
<td>Roaring Twenties Third Wave</td>
<td>A revived KKK which not only was racist but anti-immigrant.</td>
<td>KKK reached its height in 1920s supporting white supremacy, opposing Catholics, Jews, non-whites, and immigrants.</td>
</tr>
<tr>
<td>(Emergency Quota Act) Immigration Restriction Act of 1921</td>
<td>Roaring Twenties Third Wave</td>
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<td>National Origins Quota Act of 1924</td>
<td>Roaring Twenties Third Wave</td>
<td>Supreme Court ruling that denied naturalization/citizenship to Bhagat Singh Thind, a Sikh from India.</td>
<td>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.</td>
</tr>
<tr>
<td>United States v. Bhagat Singh Thind, 1923</td>
<td>Roaring Twenties Third Wave</td>
<td>1929 effort to reduce immigration from Mexico and other Latin American countries by deporting recent immigrants.</td>
<td>Many Mexican-Americans were also forced out, but this was primarily and effort to reduce job competition following the beginning of the Great Depression. Early immigration restrictions exempted Hispanics. This one targeted them.</td>
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<tr>
<td>Mexican Repatriation</td>
<td>Great Depression Third Wave</td>
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<td>Japanese Internment &amp; Korematsu v. U.S.</td>
<td>WWII Third Wave</td>
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<tr>
<td>Zoot-Suit Riots</td>
<td>WWII, 1943 Third Wave</td>
<td>Riot in L.A. 200 navy sailors attacked members of Hispanic gangs (who wore zoot suits created ignoring wool rationing)</td>
<td>Police sat back and did little. Racism against Hispanics evident. Lack of understanding, tolerance. Economic and social frustration of upper and middle class dealing with poor, urban, violent, gangs. Conflict between military men and disenfranchised Hispanics.</td>
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<tr>
<td>McCarran-Walter Act</td>
<td>1950s Third Wave</td>
<td>Despite Truman's veto, Congress passed the bill which restricted immigration by targeting suspected communists.</td>
<td>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.</td>
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<tr>
<td>End of bracero (day laborer) program in California, 1964</td>
<td>Modern Times, 1960s Fourth Wave</td>
<td>Day laborers no longer easily able to go back and forth for temporary work</td>
<td>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.</td>
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<tr>
<td>Immigration Act of 1965</td>
<td>Modern Times, 1960s Fourth Wave</td>
<td>Removed quotas from European countries; immigration laws and changed policies regarding families.</td>
<td>Immigrants could bring in their families and not be counted toward annual limit. Illegal immigration continued to increase, mainly from Mexico, despite relaxed laws.</td>
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<tr>
<td>Watts Riot</td>
<td>Modern Times, 1960s Fourth Wave</td>
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Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 College Board APUSH Framework and other sources as cited in document
### Chronological Reasoning, Immigration and Migration

<table>
<thead>
<tr>
<th>Terms to Know</th>
<th>Era and Wave</th>
<th>Definition</th>
<th>Significance</th>
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<tbody>
<tr>
<td>A.I.M. occupation of Alcatraz</td>
<td>Modern Times, 1970s, Fourth Wave</td>
<td>Militant American Indians took over the island, claiming it theirs, San Francisco</td>
<td>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.</td>
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<td>Cesar Chavez &amp; U.F.W.</td>
<td>Modern Times, 1970s, Fourth Wave</td>
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<tr>
<td>1986 Immigration Reform and Control Act</td>
<td>Modern Times, Reagan Era, Fourth Wave</td>
<td>Changed the laws to make it easier for highly skilled immigrants to enter the nation.</td>
<td>Increased immigration of highly skilled immigrants. Important labor for booming economy in the 1990s.</td>
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<td>1990 Immigration Act</td>
<td>Modern Times, Fourth Wave</td>
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<tr>
<td>1992 Los Angeles Riot</td>
<td>Modern Era, 4th wave</td>
<td>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. 43 killed, thousands injured, hundreds of businesses looted, burned, destroyed.</td>
<td>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, being beaten in the riot captures the nation when it airs (blacks booking white man... revenge for white men beating black man?) Plight of urban Blacks intensified with immigrant displacement.</td>
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<td>Proposition 187</td>
<td>Modern Era, 4th wave</td>
<td>Intended to exclude illegal immigrants from California public schools and non-emergency medical care; challenged in court but not into law, but some provisions put into effect by governor.</td>
<td>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.</td>
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<tr>
<td>Illegal Immigration Reform Act</td>
<td>Modern Era, 4th wave</td>
<td>1996 - federal funding for more border patrols and easier policies for deporting illegal immigrants</td>
<td>Public sentiment against illegal immigrants intensifying as monetary strain felt for many areas. Some racist Americans fear a &quot;browning of America&quot; which to them means loss of identity and culture.</td>
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<tr>
<td>Dot-com boom</td>
<td>Modern Era, 4th wave</td>
<td>Blue collar jobs decreased and jobs requiring technical skills skyrocketed, especially in CA.</td>
<td>Property values increased. Uneducated or unskilled immigrant groups in California displaced by new wave of tech-savvy immigrants and migrants.</td>
</tr>
<tr>
<td>2000 Legal Immigration and Family Equity (LIFE) Act</td>
<td>Modern Era, 4th wave</td>
<td>Encouraged illegal aliens to obtain visas or to be sponsored for citizenship; effort to decrease undocumented aliens</td>
<td>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.</td>
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<td>9/11</td>
<td>Modern Era, 4th wave</td>
<td>Terrorist attack on the U.S.: worst attack since Pearl Harbor</td>
<td>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.</td>
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<td>DREAM Act &amp; Deferred Action for Childhood Arrivals</td>
<td>Modern Era, 4th wave</td>
<td>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.</td>
<td>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.</td>
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