



How Much of the U.S. is Foreign-Born?

Students will read U.S. population graphs and interpret the data.

Author	Heather S. Terlecki (updated by Carol Warren)
Grade Level	8 and High School
Duration	1 class period

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Arizona Geography Strand

CONCEPT 1 World in Spatial Terms GRADE 8

PO 3. Interpret maps, charts and geographic databases using geographic information.

HIGH SCHOOL
PO 3. Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.

**CONCEPT 4
Human Systems
GRADE 8**
PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions

HIGH SCHOOL
PO 1. Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).

PO 2. Analyze push/pull factors that contribute to human migration.

PO 3. Analyze the effects of migration on places of origin and destination, including border areas.

Other Arizona Standards

Strand 1 American History Concept 1: Research Skills for History GRADE 8

PO 1. Construct charts, graphs, and narratives using historical data.

PO 2. Interpret historical data displayed in graphs, tables, and charts.

HIGH SCHOOL
PO 1. Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.

Concept 7: Emergence of the Modern United States

HIGH SCHOOL
PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:
b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)

Concept 9: Postwar United States
HIGH SCHOOL

PO 3. Describe aspects of post World War II American society:

e. shift to increased immigration from Latin America and Asia

Concept 10: Contemporary United States
GRADE 8

PO 10. Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.

Mathematics
GRADE 8

Statistics and Probability (SP)

8.SP.A Investigate patterns of association in bivariate data.

8.SP.A.1. Construct and interpret scatter plots for bivariate measurement data to investigate and

How Much of the U.S. is Foreign-Born?

describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Standards for Mathematical Practice

8.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway.

HIGH SCHOOL

Algebra 1 - Statistics and Probability

A1.S-ID.A Summarize, represent, and interpret data on a single count or measurement variable.

A1.S-ID.A.1 Represent real-value data with plots for the purpose of comparing two or more data sets.

Standards for Mathematical Practice

A1.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway.

Science

GRADE 8

Concept 3: Analysis and Conclusions

Analyze and interpret data to explain correlations and results; formulate new questions.

PO 3. Interpret data that show a variety of possible relationships between two variables, including:

- positive relationship
- negative relationship
- no relationship

HIGH SCHOOL

Concept 3: Human Population Characteristics

Analyze factors that affect human populations.

PO. 3. Predict the effect of a change in a specific factor on a human population.

- The Foreign-Born Population in the United States PowerPoint
https://www.census.gov/newsroom/pdf/cspan_fb_slides.pdf
- Answer key

Overview

Students will look at the changes in different groups emigrating to the U.S. and make inferences about the years to come.

Purpose

In this lesson students will analyze population graphs to determine changes in foreign-born populations in the U.S.

Materials

- *How Much of the U.S. Population Is Foreign-Born?* Worksheet

Objectives

The student will be able to:

1. Interpret the data in the different graphs and practice critical thinking skills.
2. Draw conclusions from geographical and historical data.

How Much of the U.S. is Foreign-Born?

Procedures

1. Project the The Foreign-Born Population in the United States PowerPoint found at https://www.census.gov/newsroom/pdf/cspan_fb_slides.pdf Discuss the terms “foreign born” and “native.” Foreign-born people are people who were not U.S. citizens at birth. Natives are those people who were born in the U.S. or in a territory, such as Puerto Rico, or born abroad with U.S. parent(s).
2. Discuss migration as the movement of people from one region to another, which can be from state to state, country to country, city to city, etc.
3. Distribute the worksheet and review the information. Allow time for students to work alone on the worksheet.
4. Have students share their conclusions.

Assessment

Use the attached key to determine students’ ability to interpret the data from the graphs. Mastery is considered 80% accuracy.

Extensions

Have students choose a country or a region to research and look for reasons that the number of people from that area migrating is either increasing or decreasing.

Have students reflect on their own heritage and when their ancestors migrated to the U.S. and why.

Sources

U.S. Census Bureau
https://www.census.gov/newsroom/pdf/cspan_fb_slides.pdf
<http://www.census.gov/>