



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

**Author** Heather S. Terlecki  
**Grade Level** 8 and High School  
**Duration** 1 class period

## National Standards

### GEOGRAPHY

#### Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

#### Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past

18. How to apply geography to interpret the present and plan for the future

## AZ Standards

### MATHEMATICS

#### Standards for Mathematical Practice

#### 8.MP.4 and P.MP.4 Model with Mathematics.

Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically proficient students use their model to analyze the relationships and draw conclusions. They interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools helps individuals understand their world.

8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events

#### The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs  
**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

### HISTORY

#### Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.

## Overview

Immigration is a current events topic that can stimulate discussion—often in an adversarial way. Looking at census data and a spectrum of immigration facts, might be a good way to introduce the topic in social studies classrooms.

## Purpose

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

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

## Materials

- How Much of the U.S. Population Is Foreign-Born? Worksheet and Answer Key
- Foreign-Born Population in the United States PowerPoint  
[https://www.census.gov/newsroom/pdf/cspan\\_fb\\_slides.pdf](https://www.census.gov/newsroom/pdf/cspan_fb_slides.pdf)

## Objectives

The student will be able to:

1. Obtain data from graphs.
2. Draw conclusions from geographical and historical data.

## Procedures

1. Introduce the lesson by projecting the Foreign-Born Population in the United States PowerPoint found at [https://www.census.gov/newsroom/pdf/cspan\\_fb\\_slides.pdf](https://www.census.gov/newsroom/pdf/cspan_fb_slides.pdf)
2. 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).
3. 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.

4. Distribute the How Much of the U.S. Population Is Foreign-Born? worksheet. Allow time for students to work alone or with partners on the worksheet.
5. Have students share their conclusions.

## Assessment

### Mathematics and Social Science

How Much of the U.S. Population Is Foreign-Born? Worksheet can be graded for accuracy. Mastery will be considered a score of 80% or higher.

## 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](https://www.census.gov/newsroom/pdf/cspan_fb_slides.pdf) and <http://www.census.gov/>