

Student Migration Packet

TRIPLICATE
(To be given to declarant)

No. 1442

UNITED STATES OF AMERICA

DECLARATION
(Invalid for all purposes severally)

United States of America } In the
District of New Jersey } ss: q

I, Dr. Albert Einstein
now residing at 112 Mercer St.

On _____
(Name of court)
Great Britain
Great Britain
New York N.Y.
(City or town) (State)
on June 3, 1935
(Date) (Day) (Year)

ance and fidelity to any foreign prince, potentate, ate, or sovereignty of which I may be at the time ist nor a believer in the practice of polygamy; and America and to reside permanently therein; and I likeness of me: So HELP ME GOD.

Albert Einstein
Subscribed and sworn to before me in the office of the Clerk of said Court, at Trenton, N. J. this 15th day of January anno Domini 1936. Certification No 3-120742 from the Commissioner of Immigration and Naturalization showing the lawful entry of the declarant for permanent residence on the date stated above, has been received by me. The photograph affixed to the duplicate and triplicate hereof is a likeness of the declarant.

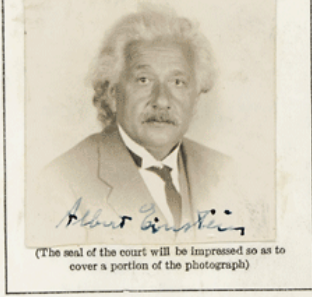
George T. Cranmer
Clerk of the U. S. District Court.
By D. O'Havner, Deputy Clerk.

Form 2202-L-A
U. S. DEPARTMENT OF LABOR
IMMIGRATION AND NATURALIZATION SERVICE

14-2523
U. S. GOVERNMENT PRINTING OFFICE: 1932

No. 5773

(The seal of the court will be impressed so as to cover a portion of the photograph)



Free Write: Migration to a new school.

When you entered 7th grade, you entered a new school, encountered new rules, and met new people. Some of these experiences mirror the experiences of immigrants to the U.S. In the space below, take 10 minutes to free-write about your experience when you migrated to the new school.

Consider these questions:

What new places, rules, and people did you encounter? Who helped you? What challenges did you face? How did you feel as new “immigrants”?

[illegible]

[illegible]

Migration to the U.S. 1850-1900

Terms:

Immigration: Movement of people _____ an area.

Emigration: Movement of people _____ of an area

Migration: The movement of people from _____ to



Why did many immigrants come to the U.S.?

- Hope for better _____
- Escape from _____
- _____ freedom
- Adventure

_____ Immigrants- people from northern and western Europe who were usually skilled workers and literate; came in the early 1800's.

_____ Immigrants- people from southern and eastern Europe who came to the U.S. in the late 1800s; usually unskilled workers and illiterate.

Push/Pull factors on migration

“Push” factors: Conditions that drive people to leave their homelands

“Pull” factors: Conditions that make a country a desirable destination for immigrants.

Sort the factors below into Push or Pull by dragging them to either side to the T-Chart.

Push	Pull

1. A lot of cheap land is available
2. Farmers do not have enough land to pass down to their families because they have a lot of children.
3. Death rates are decreasing (fewer people are dying) which means there is less living space.
4. There are a lot of new industrial jobs in the United States.
5. There is greater social and economic mobility in the United States. This means people were actually able to get richer and gain power if they worked hard enough in the United States.
6. Farms were unable to produce as many crops as they used to be able to
7. People are forced to leave their homes because they owe so much debt
8. Money can be earned to send back to family members left behind
9. People are persecuted because of their religion
10. Because of new technology, people can travel to the United States much more quickly

The image displays four political cartoons from the late 19th century, arranged in a 2x2 grid. Each cartoon is a black and white illustration with accompanying text.

- Top Left:** A cartoon titled "THE HIGH TIDE OF IMMIGRATION—A NATIONAL MENACE." It depicts Uncle Sam standing on a rocky shore, holding a flag, as a large wave labeled "IMMIGRATION" crashes over a crowd of small figures. The text "DANGER TO AMERICAN IDEAS INSTITUTIONS" is visible on the wave.
- Top Right:** A cartoon titled "Pacific Chivalry. Encouragement to Chinese immigration." It shows a man in a top hat and long coat being pulled back by a large, muscular man in a hat and boots. The date "August 7, 1889" is printed below the illustration.
- Bottom Left:** A cartoon titled "THE IMMIGRANT." It depicts a group of men, including Uncle Sam, gathered around a large, ornate chest. The text "THE IMMIGRANT" is printed below the illustration.
- Bottom Right:** A cartoon titled "WHAT SHALL THE HARVEST BE?" It shows a man in a top hat and long coat standing on a platform, addressing a crowd of people. The text "WHAT SHALL THE HARVEST BE?" is printed below the illustration.

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Cartoon Analysis Worksheet

Level 1	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title. 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. 3. Record any important dates or numbers that appear in the cartoon.
Level 2	
Visuals	Words
2. Which of the objects on your list are symbols? 3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? 5. List adjectives that describe the emotions portrayed in the cartoon.
Level 3	
A. Describe the action taking place in the cartoon. B. Explain how the words in the cartoon clarify the symbols. C. Explain the message of the cartoon. D. What special interest groups would agree/disagree with the cartoon's message? Why?	

“A Network of Immigrants”

Each group will create a 3-slide Immigrant Fake-Book Profile to share the migration story of their immigrant. Use the background information, primary documents, and your knowledge of global “push/pull” factors to show as much information as you can in your slides.

Your status updates, interests, and likes should reflect information found in the immigrants background story, primary document, and what you’ve learned about global influences on migration.

Status updates: **8-10 updates over the first two slides.** Consider what your immigrant may be thinking and feeling during each step of their migration. There should be **at least one update for each time period:**

- In their homeland
- The journey to the U.S.
- Their arrival in the U.S.
- The first year as a resident of the U.S.

You will also need to include at least 2 global “push/pull” factors in these updates.

Slide 1: The Wall: Add your immigrant’s picture and fill out all of the fields in the Information box. Add status updates to share on the Wall. They can be from your immigrant, or from a relative/friend/neighbor who is posting a short message on the wall.

Slide 2: The Wall pg.2. Continue adding updates to the wall.

Slide 3: Info page. Fill out all of the fields in the Basic Information box. Add Likes and Interests to the Personal Information box and add a city/state to the Contact Information box.

Each team member will sketch out some ideas for the 3 slides for the next class. After the group decides what to include on each of the 3 slides, the group will edit the 3 slides and be prepared to share their “Fake-Book” profiles with the class.

Slide 1

[facebook](#) [Wall](#) [Photos](#) [Flair](#) [Boxes](#) [Immigrant](#) [Logout](#)



John F. Kennedy is preparing to sign the Nuclear Test Ban Treaty

[Wall](#) [Info](#) [Photos](#) [Boxes](#)

Write something...

Share

[View photos of JFk \(5\)](#)

[Send JFk a message](#)

[Post message](#)

Information

[Networks](#)
[Washington D.C.](#)
[Birthday](#)
[May 29, 1917](#)
[Political](#)
[Democrat](#)
[Religion](#)
[Catholic](#)
[Hometown](#)
[Brookline, Mass.](#)



John F. Kennedy is preparing to sign the Nuclear Test Ban Treaty
October 7, 1963



Bobby Kennedy to John F. Kennedy Have you finalized your plans for the Texas trip?
October 5, 1963



John F. Kennedy I can't believe I had to actually send the National Guard to Alabama just so some kids could go to college!
June 11, 1963



John F. Kennedy It is so glad we decided war with the Russians! That Crisis in Cuba had my blood boiling!
October 28, 1962



John F. Kennedy hopes everyone realizes how serious I am about putting a man on the moon!!
September 8, 1962



John F. Kennedy wishes the Bay of Pigs invasion had gone better! I think Castro is going to be a major thorn in the side of the U.S.
April 17, 1961

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Slide 2

facebook

Wall

Photos

Flair

Boxes

Immigrant_____

Logout



John F. Kennedy is preparing to sign the Nuclear Test Ban Treaty

Wall

Info

Photos

Boxes

Write something...

Share

View photos of JFK (2)

Send JFK a message

Post message

Information

Networks

Washington D.C.

Birthday

May 29, 1917

Political

Democrat

Religion

Catholic

Home town

Brookline, Mass.



John F. Kennedy is preparing to sign the Nuclear Test Ban Treaty
October 7, 1963



Bobby Kennedy to John F. Kennedy Have you finalized your plans for the Texas trip?
October 1, 1963



John F. Kennedy I can't believe I had to actually send the National Guard to Alabama just so some kids could go to college!
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John F. Kennedy is so glad we avoided war with the Russians! That Crisis in Cuba had my blood boiling!
October 28, 1962



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September 8, 1962



John F. Kennedy wishes the Bay of Pigs invasion had gone better! I think Castro is going to be a major thorn in the side of the U.S.
April 17, 1961

Slide 3

[facebook](#) [Wall](#) [Photos](#) [Flair](#) [Boxes](#) [John F. Kennedy](#) [Logout](#)



John F. Kennedy is preparing to sign the Nuclear Test Ban Treaty

[Wall](#) [Info](#) [Photos](#) [Boxes](#)

Basic Information

Residence	Washington D.C.
Sex	Male
Birthday	May 29, 1917
Hometown	Brookline, Massachusetts
Relationship Status	Married to Jacqueline Kennedy
Political Views	Democrat
Religious Views	Catholic

Personal Information

Activities: Commanding the Army, making peace with the Soviet Union, promoting civil rights.

Interests: Selling, Football, Summers in Hyannis, Space Exploration

Contact Information

Address: 5600 Pennsylvania Avenue NW, Washington, DC 20500

View photos of JFJ (5)

[Send JFJ a message](#)

[New message](#)

Information

Residence:
Washington D.C.

Hometown:
Brookline, Mass.

Immigrant “Fake-Book” Profile Rubric

Rubric Categories	Understanding of their person’s migration story.	Clarity and organization	Understanding of global “push/pull” factors on U.S. Immigration
3 (Excellent)	The profile includes full details of the immigrant’s homeland, travel to the U.S. and arrival in the U.S. The information is consistent with the background information, the primary documents, and global migration factors.	The profile is completely filled out and it is organized in the manner of the demo profile page. There are no spelling or grammatical errors.	There are at least 2 clear examples of the influence of global “push/pull” factors on migration. They are consistent with the information in the immigrants background and historical events.
2 (Good)	The profile includes some details of the immigrant’s homeland, travel to the U.S., and arrival in the U.S. Some information is inconsistent with the information provided.	There are some issues in organization, grammar, and appearance.	There is one example of a global “push/pull” factor on migration
1 (Fair)	The profile includes little accurate information about the immigrant. There are inconsistencies between the profile and the primary docs and historical events provided.	There are several spelling or grammar mistakes. The profile is not clearly organized.	There are no references to global “push/pull” factors or the information presented is incorrect.

“A Network of Immigrants” Write-Up

As you are viewing the 8 Immigrant Fake-Book Profiles, complete this chart and writing prompt.

Immigrant	Country of Origin	“Push” Factors	“Pull” Factors
Mary Antin			
Gunder Bondal			
Ned Walsh			
Molly Maroney			
Charles Steinway			
Chan Kwan On			
Axel Jarlson			
Fernando Delfino			

In your opinion, which immigrant took the most risks to come and settle in the United States? Why do you feel their story had the most risks?