

Comparison... *First and Second Waves of Immigration*

Emigration, Immigration, Migration

From the 2015 Revised Framework:

Comparison

Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event. It also 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.

Students will...

1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.
2. Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

Purpose: To review the wave of immigration in our current unit of study and to analyze the similarities and differences between the first and second major waves of immigration into North America/United States.

Lingo: Know the terminology used most in migration events and analysis!

Emigration/Emigrants: *The movement of peoples from one nation to settle in another.* For example, “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/International Migrants: *The movement of non-native peoples into a country.* For example, “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 /come from Europe, Asia, Africa, and Central/South America in order to seek economic opportunity and/or freedom from oppression.” Or, “many international migrants arrived in the United States from Europe and Asia during the Antebellum Era.

Migration/Migrant/Internal Migrants or Migration: *The movement of peoples from one place or region to another place or region within the same nation.* For 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.”

From the Period 5 Content Outline:

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

- II. In the 1840s and 1850s, Americans continued to debate questions about **rights and citizenship** for various groups of U.S. inhabitants.
 - A) Substantial numbers of **international migrants** continued to arrive in the United States from Europe and Asia, mainly from **Ireland and Germany**, often settling in ethnic communities where they could preserve elements of their languages and customs.
 - B) A strongly **anti-Catholic nativist movement** arose that was aimed at limiting new immigrants' political power and cultural influence.

Comparison... *First and Second Waves of Immigration*

Step 1... Review the basics of the two waves.

Read and Highlight Cues and main ideas!

Brief Summary:

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]. Inter-marriage 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, potatoes, 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.

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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].

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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Step 2:

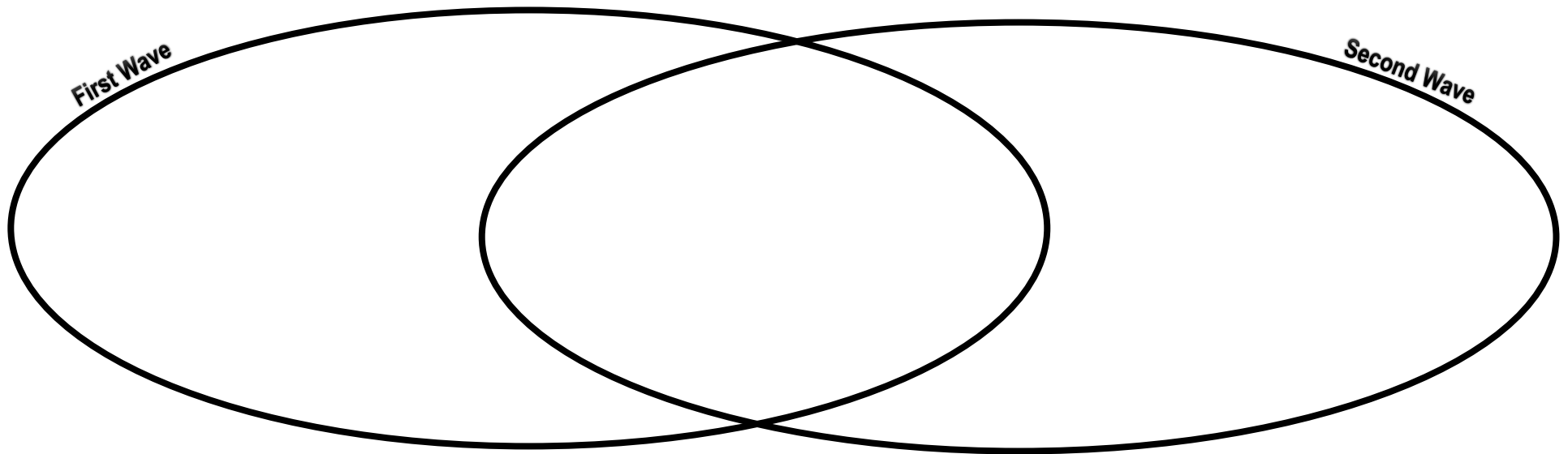
Explain the significance in terms of American history of immigration. Most are completed for you. **Highlight main ideas and cues.**

Terms to Know	Era and <i>Wave</i>	Definition	Significance
Great [Anglo] Migration	Colonial Era First Wave	<i>Protestants from Great Britain and Northwestern Europe seeking refuge and opportunity in the Americas.</i>	<i>Approximately 10 percent of the original Great Migration (not to be confused with the WWI-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.</i>
Puritans	Colonial Era First Wave	<i>Protestants from Great Britain who were persecuted by the Anglican majority.</i>	<i>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)</i>
Maryland Act of Toleration	Colonial Era First Wave		
Salem Witch Trials	Colonial Era First Wave	<i>1692, mass hysteria in Massachusetts resulting in the execution of several accused witches.</i>	<i>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.</i>
Scotch-Irish	Revolutionary Era and Early Republic Second Wave	<i>Protestant immigrants from Northern Ireland seeking escape from persecution and economic opportunity.</i>	<i>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.</i>
1790 U.S. Naturalization Law	Early Republic Second Wave	<i>This law limited immigration and naturalization to those who were "free white persons of good character."</i>	<i>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.</i>
Know-Nothing Party	Antebellum Era Second Wave		

Comparing the First and Second Waves of Immigration

Step 3: Brainstorm, gather evidence, and address the prompt:

To what extent was the wave of international migration to the United States during the first half of the 19th century similar to the international migration to North America during the Colonial Era?



What is the historical context of each wave?

Are there more similarities or differences? (circle one)

To what extent were they similar? _____ (insert favorite SAT adjective meaning small or large)

Categorize your evidence into three thematic categories:

Write your Thesis: *If you do not remember the thesis formula, consult your writing guidelines.*