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

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

**Author**  
Heather S. Terlecki

**Grade Level**  
8 and High School

**Duration**  
1 class period

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
</table>
| **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. | **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. | **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 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. | **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. |
# How Much of the U.S. is Foreign Born?

## 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
- Answer key
- Paper, pencil

## 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.

## Procedures
1. Define and discuss the terms *foreign-born* and *native (indigenous)* population to the students. 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 U.S. 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  