



## Math: Graphing

**graph:** a diagram that shows the relationship or the changes in the relationship between two or more things;

**bar graph:** uses a series of rectangles or bars of different lengths to show the different quantities;

**line graph:** uses a series of dots, connected by lines, to show the changes in quantities;

**circle graph:** uses a circle, divided into sections, to represent the different amounts of a total;

**pie graph:** another name for a circle graph

**specialty graph:** can use any type of diagram or drawing to represent the quantities or the changes in the amounts of data.

A student should do the research and locate the data for a situation or quantity. Then, by analyzing the data, the student should determine the best type of graph to create in order to graphically show the relationship of the data.

Some immigration figures are listed here. These have been found to describe immigration to the United States during particular time periods. The figures may not be exact or they may not be the same as other similar records, depending on the source. Records that were kept, especially prior to computerization, may not have been totally accurate. Problems with language exacerbated the difficulty of record-keeping, especially for immigrants entering through Ellis Island or Angel Island.

A student may choose to take these figures in order to create graphs of different types. Upon completion, the student should determine which graph most clearly describes and explains the data. The student should then interpret and analyze the data, and use research about the time period to try to understand and explain the trends shown in the graph.

After using this data, a student should research an aspect of immigration or migration in order to gather data for another graph.

United States immigration, 2000 – Country of Origin

- 51 % - Latin America (mostly Mexico)
- 26 % - Asia
- 15 % - Europe
- 8 % - other



United States immigrants, 2000 – Jobs Taken by Immigrants

- 25 % - management, professional
- 21 % - technical, sales
- 19 % - service, industry
- 19 % - operators, inspectors, assemblers
- 12 % - mechanics, construction, craft
- 4 % - farming, forestry, fishing

United States immigrants, by country – 1820-1931

	<u>approximate numbers</u>	<u>estimate</u>
German	5,918,000	6 million
Italian	4,665,000	4 ½ million
Irish	4,586,000	4 ½ million
Austrian-Hungarian	4,134,000	4 million
English/Scottish/Welsh	3,441,000	3 ½ million
Russian	3,342,000	3 ¼ million
Swede	1,215,000	1 ¼ million

Most and fewest immigrants to the United States, through New York and in the entire country, during the two major waves of immigration

<u>1892-1924</u>	<u>through New York</u>	<u>total United States</u>
most	(1907) 1,004,756	(1907) 1,285,349
fewest	(1919) 26,731	(1918) 110,618
<u>1925-1954</u>		
most	(1952) 183,222	(1927) 335,175
fewest	(1944) 1,075	(1933) 23,068

Major immigrant groups to the United States – 1892-1954

Italy	3.9 million
Southern Italy	3.3 million
Northern Italy	620 thousand
Poland	1.5 million
England	1.3 million
Sweden, Denmark, Norway, Finland	1.3 million
Ireland	1.1 million



Germany	1.1 million
France, Spain, Portugal, Netherlands	1.1 million
Russia, Lithuania, Ukraine	750 thousand
Scotland	600 thousand
Greece	518 thousand
Austria	500 thousand
Syria, Armenia, Turkey, Palestine	200 thousand
Czechoslovakia	170 thousand
Hungary	165 thousand
Romania	155 thousand
Wales	53 thousand

Immigrants excluded from entering the United States – 1892-1954

1892-1900	22,515
1901-1910	108,211
1911-1920	178,109
1921-1930	189,307
1931-1940	68,217
1941-1950	30,263
1951-1954	13,678
Totals	610,300

Reasons listed for exclusion:

- subversive
- anarchistic
- criminals
- immoral
- mentally defective
- stowaways
- physically defective
- contract laborers
- likely to become public charges
- attempted entry without proper documents
- attempted entry without proper inspection
- unable to read (over 16-years-old)
- other reasons



Students should research the reasons for exclusion. Using the data, numbers, and research about the time periods, analyze and interpret the most common reasons and their possible ties to the ethnicity of the immigrants or the events occurring in the United States or throughout the world.

Describe what happened to the immigrants that were excluded – where they went and how.

Students should then research reasons for present-day exclusion. Reasons and explanations for exclusion will be different, and the aftermath of exclusion will be different.

Students should then use courthouse records, census counts, and other sources to research local immigration and migration figures. Some possible topics might include:

- \* ethnic groups by neighborhood
- \* ethnic groups by church, synagogue, or other places of worship
- \* ethnic groups by employment, schools, organizations
- \* ethnic groups by age or gender