



Lesson 12.2: Push and Pull Factors

Factor Sort Set

Cut along the dotted lines. Then sort the factors into the correct categories. Does the factor push someone away from their home or pull someone toward a new home?

Push Factors	Pull Factors
religious freedom	fear of war
land available for farming	better wages
lack of jobs (unemployment)	poverty
better housing	religious intolerance
job opportunities	food scarcity or famine
lack of political freedom	political freedom
lack of educational choices or opportunities	other family members have already immigrated



Factor Sort Set Answer Key

Push Factors	Pull Factors
fear of war	religious freedom
poverty	better wages
lack of jobs (unemployment)	land available for farming
religious intolerance	better housing
food scarcity or famine	job opportunities
lack of political freedom	political freedom
lack of educational choices or opportunities	other family members have already immigrated



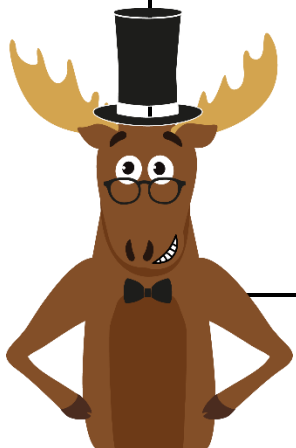
Lesson 12.2: Push and Pull Factors

Name _____

Push and Pull Factors in Non-Fiction

As you view the video and read the section "Push and Pull Factors," look for examples of push and pull factors that brought immigrants to New Hampshire. Summarize the examples and write them in the correct column.

Push Factors	Pull Factors





Lesson 12.2: Push and Pull Factors

Name _____ Answer Key _____

Push and Pull Factors in Non-Fiction

As you view the video and read the section "Push and Pull Factors," look for examples of push and pull factors that brought immigrants to New Hampshire. Summarize the examples and write them in the correct column.

Push Factors	Pull Factors
Irish: famine in Ireland Not enough work in Canada Movie: Safer happier life War: get hurt in fighting, food shortages, traveling dangerous, destroy homes and land Unfair laws by leaders you didn't chose Didn't have enough to eat: famines, droughts made it hard to grow enough food Home country was too crowded and so didn't have enough opportunities for homes and jobs	Factories, mills built all over the state needed workers New industries in New Hampshire needed workers Many Russians worked in the paper mills Swedish immigrants worked in the granite quarries Greeks opened restaurants, coffee houses, and candy stores Scandinavians worked in the logging industry Movie: Find a new life Democracy: people can elect leaders and vote Guaranteed freedoms and rights like right to say anything or gather together or practice religion Lots of jobs for people willing to work hard Available land for settling and farming Came to be with family or neighbors or friends



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1

Concord Lumber Company
Source: New Hampshire Historical Society



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Why Immigrate to New Hampshire?

You will examine a set of primary source images to discover more about some of the pull factors that brought Great Wave immigrants to New Hampshire. Write your Encounter and Investigate responses in the row that matches the image's number.

Encounter What type of item are you looking at? A photograph? A document? Describe what you see in the image in as much detail as possible.		Investigate What pull factor is shown? Use the categories from the Factor Sort game to help you decide.
1		
2		





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Encounter What type of item are you looking at? A photograph? A document? Describe what you see in the image in as much detail as possible.		Investigate What pull factor is shown? Use the categories from the Factor Sort game to help you decide.
3		
4		
5		



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Build

Reflect: Think about the images you examined. Which pull factor would make you want to come to New Hampshire?

Predict: What kind of challenges do you think Great Wave immigrants faced after they made the big decision to leave their home countries and began making their plans to move away?



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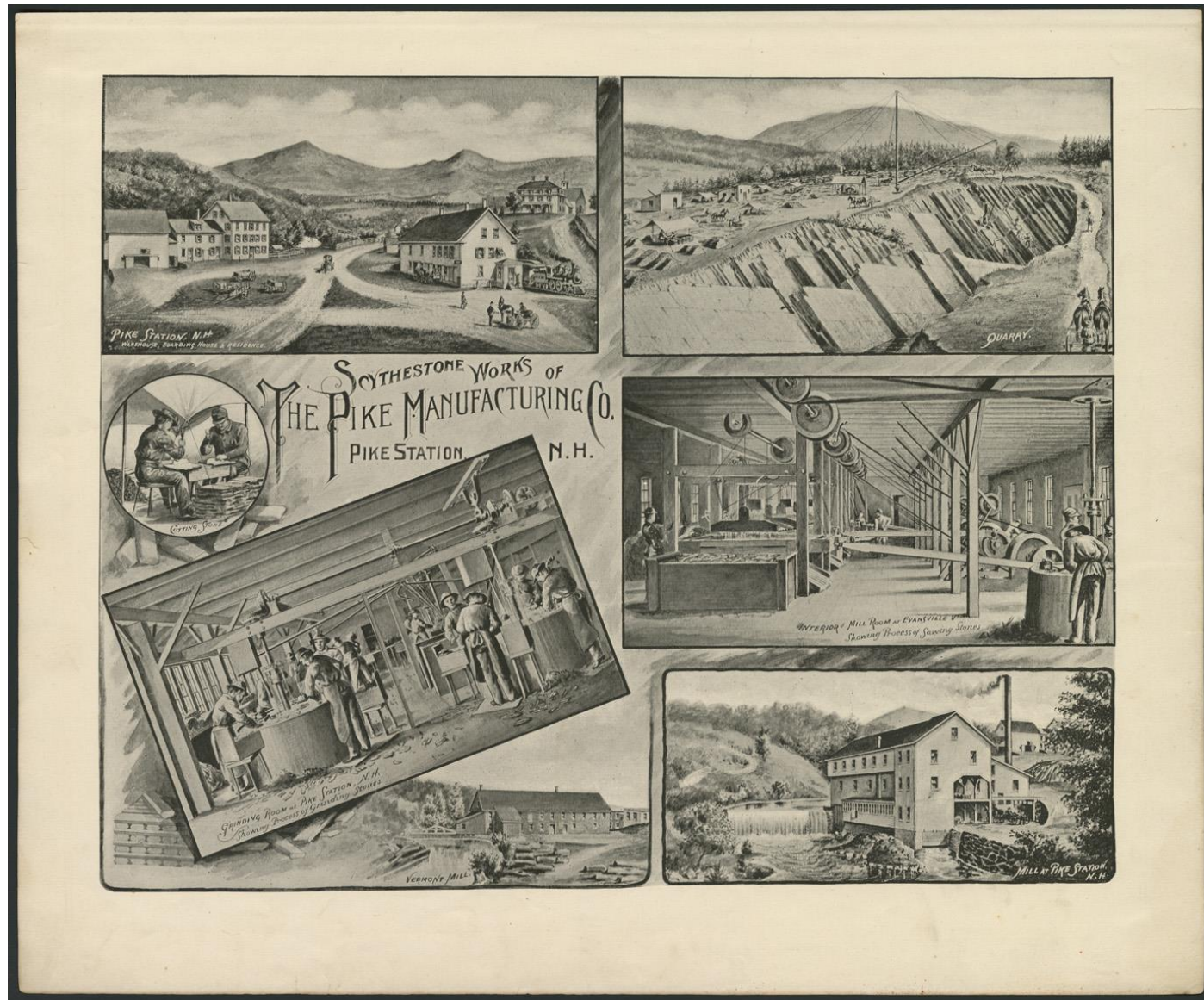


2

Worship at the Synagogue
Source: New Hampshire Historical Society



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Schoolhouse and Students in Manchester
Source: New Hampshire Historical Society



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5

Farmland in New Hampshire
Source: New Hampshire Historical Society

Lesson 12.2: Push and Pull Factors

Name _____ Answer Key _____

Why Immigrate to New Hampshire?

Encounter		Investigate
What type of item are you looking at? A photograph? A document? Describe what you see in the image in as much detail as possible.		What pull factor is shown? Use the categories from the Factor Sort game to help you decide.
1	This black-and-white photograph from 1906 shows a crew working at a wood lot in East Concord. The lot is part of the Concord Lumber Company. Some of the workers are standing near piles of lumber that has been sawed into planks. Other workers sit on horse-drawn wagons piled with cut logs. A few small wooden structures are in the mid-ground and background of the picture. The woodlot is in a forest.	Job opportunities. The logging industry was a major employer of newly settled residents in New Hampshire. Cutting trees, moving logs down rivers, processing the logs into planks at saw mills or pulp at paper mills were essential jobs that required many workers.
2	This black-and-white photograph from the mid-20th century shows a service in progress inside a synagogue in New Hampshire. Four people are shown: a cantor or rabbi in the center, two men holding the Torah, and a woman playing the organ. Symbols of Judaism are visible including the Star of David and the Ten Commandments.	Religious freedom. Jewish immigrants to New Hampshire initially held services in private homes. Eventually, congregations were able to build synagogues or purchase former church buildings to establish synagogues.
3	This black-and-white document shows seven different illustrations related to the Pike Manufacturing Company in Pike Station, N.H. Handwritten captions for each illustration explain what is shown: a quarry, an interior of a mill, exteriors of mill buildings, a grinding room, two workers cutting stone, and the exteriors of a warehouse and boarding house for workers. The illustrations show all the parts of the work done by the company and where those steps take place.	Job opportunities. This document was featured in an 1892 state atlas. Stone-cutting drew workers from many immigrant groups to New Hampshire. This particular company was located in northern New Hampshire, near Haverhill.
4	Two identical black-and-white photographs are next to each other on the same card. A group of children stand in rows in front of a small, wooden building. The building has a few windows, a door, and a chimney. The children are different sizes, so they may be different ages. There is open space right around the building but in the background are one and two-story houses.	Education. This stereograph image shows students in front of the Ash Street School in Manchester. A stereograph image was placed in a viewing tool called a stereoscope that made the image appear three-dimensional.
5	This black-and-white photograph shows fields planted with different crops are surrounded by trees on one side and a dirt road with stone walls on the other. In the foreground of the photograph, there appears to be a pen for small animals and a chicken coop.	Available land for farming. Land was available for farming and livestock raising statewide and more accessible than in the old world.

“Build” Reflect and Predict question responses will vary by class.