



Educator Guide for Lesson 12.3

“Mapping Jobs and Immigrant Groups”

Unit 12: Immigration in the Industrial Age

Lesson Objectives

- Students will analyze the connection between state industries and the settlement of certain immigrant groups.
- Students will use their map skills to add layers of data to a state map of New Hampshire.
- Students will evaluate the advantages and disadvantages of people living among immigrants from the same country.

Lesson Competencies

- I can state an opinion that answers a question about a topic or text. (ELA 6)
- I can construct and analyze maps and other geographic representations to explain relationships between people and the environment. (Moose SS)
- I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. (ELA 6)

Essential Questions

How has New Hampshire come to be the way it is?
How has New Hampshire been shaped by many voices?

Focus Questions

How has immigration shaped New Hampshire?
Why did people come to New Hampshire?

Estimated Time Two 40-minute class sessions

Materials & Equipment

Class set of “Industry Match Up” worksheet
Class set of “Mapping Industries in New Hampshire”
Class set of “Connecting Groups and Industries” worksheet
Class set of Great Wave Immigrant Community maps, separated by immigrant group
Colored pencils, four colors per student
“Advantages/Disadvantages” chart for projection



Educator Introduction & Rationale

There were many reasons why immigrants decided to leave their home countries, move to the United States, and, in some cases, settle in New Hampshire. Whether they settled in a larger city, like Manchester or Berlin, or in smaller towns throughout the state, immigrants of all backgrounds made specific choices about where they were going to live. They knew that their chosen location would impact their desired work- and community-based ties. Reference the [Educator Overview](#) for more information.

This is the third lesson in the Immigration in the Industrial Age unit. It is designed to be completed in two class sessions. This lesson can stand alone from the unit; however, completion of the learning objectives in Lesson 12.1 "What Is Immigration?" is recommended before students move through the activities in this lesson. Please note, unit vocabulary and definitions are at the end of this document. You may wish to preview these with your students.

In this lesson, students assess and create maps of job locations and immigrant settlements in the state of New Hampshire. As students become more familiar with the geography of the state, they learn more about how specific towns were populated with immigrants from different countries. After they make observations about the data in the maps, students consider the choices immigrants made about where to settle in New Hampshire and debate about the advantages and disadvantages of settling in towns where many others shared their language and culture.

Two reinforcement activities are suggested for students who will benefit from more time with the concepts and skills in the lesson. Two extension activities are suggested for students who are ready to consider a new layer of mapping data or research personal stories of settlement in New Hampshire. Please adapt all material in this lesson, as necessary, to meet the needs of the students in your classroom.



Learning Activity

Activation

Label historic photos. Ask students to suggest reasons why people move to new towns. Students may suggest a new job, a need to move in with or live closer to other family members, or a desire to experience a new place as reasons for moving. Explain to students that they are going to examine sources and maps to investigate how one of those reasons, a significant pull factor, influenced the Great Wave immigrants who came to New Hampshire: jobs.

Distribute the "Industry Match Up" worksheet. Be sure to cover captions for the photographs when making copies. You may choose for each student to have their own worksheet or students can work in pairs or small groups. Discuss how the jobs featured were four of the major industries in New Hampshire during the time of the Great Wave and that many immigrants worked in these industries shortly after settling in New Hampshire. Challenge students to look closely at the photographs and then do their best to match each label to the appropriate picture.

Direct Instruction

Identifying industries in New Hampshire. Project the answer key and define each of the four industries as you move through the answers. Emphasize how New Hampshire's natural resources influenced the development of these industries. Forests and granite were used directly; the rivers provided power for the textile and shoe factories. Which details in the historic photographs helped students make their matches? Did they need to adjust their answers?

Emphasize to students that not all immigrants to New Hampshire worked in these industries and that these were not the only industries open to workers arriving from other countries. Some immigrants owned small businesses, worked in shops, practiced medicine or law, and some became teachers, among many other examples of work and career paths. However, there was a high demand for workers in the four industries featured in this lesson; plenty of jobs were available to individuals willing to work in forests, quarries, or factories. Note that these jobs were hard work and did not always pay well.

Independent Practice

Map industry data. Distribute the "Mapping New Hampshire Industries" worksheet and provide each student with four different colored pencils, one for each industry. Review the directions together. Use the granite quarrying section to model reading the chart and adding data to the map by coloring in one or two towns. Explain that knowing where jobs were located in the state will help explain, in part, why immigrants settled in particular towns. Students may complete the map independently or with a partner.



Discussion

Examine a completed map. Project the completed colored map answer key and remind students that this activity added a layer of data to a base map. Ask students how the new information on this map could help an immigrant decide where to live in New Hampshire.

Possible outcomes:

- Sometimes jobs in the United States were similar to jobs in the old country. A person would know where their skills were needed.
- A person might know where in New Hampshire friends and family who immigrated earlier had settled. They could see what jobs were available near that location.

Explain to students that once an immigrant group was established in an industry, they would often draw others to that area because immigrants would often settle near other immigrants who were from the same place. They spoke the same language and had similar customs. In some cases, they knew each other in their home countries.

Teaching Tip: This is a good spot to pause if you will divide the lesson between two teaching periods.

Student Reading

The Great Wave. Before moving to Direct Instruction, direct students to read Unit 12: Learn It! "[The Great Wave](#)," pages 6 to 10.

Direct Instruction

Mapping Great Wave immigrant communities. Explain to students that they will analyze mapped data about four immigrant groups who moved to specific New Hampshire towns in large numbers: Irish, Jewish, Scandinavian, and French-Canadian. Be sure to emphasize to students that these maps do not track the settlement of every single immigrant from those ethnic groups, only those who moved to those towns in large numbers. Define "Scandinavian" as immigrants from Finland, Norway, and Sweden. Define "Jewish" as immigrants from a variety of eastern European countries who shared Jewish ethnicity.



Independent Practice

Map the data. Divide students into partnerships or groups and assign each with one of the four immigrant groups. Distribute the immigrant settlement maps and observation sheets to each partnership or group. Students should examine the immigrant map and circle the locations of that immigrant group on their completed industry maps on the “Mapping Industries in New Hampshire” worksheet. In their partnerships or groups, students should then complete the questions on the “Observations Worksheet.”

Discussion

Share and reflect. Ask partnerships or groups to share responses to the worksheet questions 1, 3, and 4 aloud with the whole group. If there is more than one group of students assigned to work with the same immigrant group map, you may wish to have those groups meet to compare and consolidate responses. When sharing the response to question 4, students should also write that response on a whole group chart. Use chart paper, a whiteboard, or the provided “Advantages and Disadvantages” chart to record this information. If a group’s response to question 4 is already on the chart, the students can make a check mark next to that response.

When all groups have presented, as a class, examine the “Advantages and Disadvantages” chart together. Does the class think this chart reflects their ideas about the choice immigrants made to settle near immigrants who were from the same place they were? If not, add to it further. Ask the class to consider whether they think the advantages outweigh the disadvantages, or the reverse? Why? Share answers and discuss.

Reinforcement

1. **Labeling map further.** Students use the photo cards from the matching game to label a completed industry map.
2. **Additional immigration groups.** Students complete the same immigrant and industries mapping activity with three additional immigrant groups—Greek, Polish, and Russian—using “Additional Maps of Great Wave Immigrant Communities in New Hampshire.”

Extension

1. **The rivers of New Hampshire.** Students use data from a map of rivers and lakes to add rivers that intersect with the locations of the four major industries to a completed industry map. Ask students to complete and discuss the reflection questions about how the connections between rivers and the development of industries.
2. **Local immigration history.** Students investigate why they live in their current hometown. Using the provided worksheet, students create five questions for family members about why they live in that particular part of New Hampshire. Students may discover a family immigration story that relates to a past or present-day industry.



Supporting Materials

New Hampshire Historical Society Resources

1. Lumber Industry: East Branch and Lincoln Railroad, undated
2. Concord, NH—Granite Quarries, undated
3. Shoemaking in Derry, 1897 – 1929
4. Textile Industry, 1900 – 1934

Other Resources

- Great Wave Community Maps: NH GRANIT Database, Complex Systems Research Center, University of New Hampshire. Data overlay added by New Hampshire Historical Society Staff.
- Major Lakes and Rivers Map: NH GRANIT Database, Complex Systems Research Center, University of New Hampshire.



Standards

“Moose on the Loose” Content:

- ✓ Students will understand that many people migrated and immigrated to New Hampshire during industrialization, generally for economic reasons, contributing to its development. (Key Idea 3-5.T5.2)
- ✓ Students will understand that industrialization in the 19th century changed patterns of settlement as well as the way people lived in New Hampshire. (Key Idea 3-5.T5.3)

“Moose on the Loose” Skills:

- ✓ Gathering, Interpreting, and Using Evidence (3-5.S1.2)
- ✓ Comprehensive Geographic Reasoning (3-5.S4.1 and 4.S4.2)

New Hampshire Social Studies Frameworks:

- ✓ The World in Spatial Terms (SS:GE:4:1.1 and SS:GE:4:1.2)
- ✓ Human Systems (SS:GE:4:4.3)
- ✓ Social/Cultural (SS:HI:4:5.5)

NCSS Ten Themes:

- ✓ Theme 1: Culture
- ✓ Theme 3: People, Places, & Environments
- ✓ Theme 7: Production, Distribution, and Governance

C3 Frameworks:

- ✓ Geographic Representations: Spatial Views of the World (D2.Geo.2.3-5)
- ✓ Human-Environment Interactions: Place, Regions, and Culture (D2.Geo.6.3-5)
- ✓ Human Population: Spatial Patterns and Movement (D2.Geo.7.3-5)
- ✓ Causation and Argumentation (D2.His.14.3-5)

Common Core ELA Grade 3:

- ✓ Craft and Structure in Informational Text (RI.3.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.3.1, SL.3.1a, SL.3.1b, SL.3.1d)

Common Core ELA Grade 4:

- ✓ Craft and Structure in Informational Text (RI.4.4)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.4.1a, SL.4.1d)

Common Core ELA Grade 5:

- ✓ Craft and Structure in Informational Text (RI.5.4)
- ✓ Phonics and Word Recognition (RF.5.3a)
- ✓ Comprehension and Collaboration in Speaking and Listening (SL.5.1d)



Lesson Vocabulary

culture	(noun) The beliefs, values, and practices learned and shared by a group of people from generation to generation
ethnicity	(noun) The shared ancestral, cultural, national, and social experience of a particular group of people
Great Wave	(noun) The time period from 1840 to 1924 when over 26 million people, mostly from western and eastern Europe, immigrated to the United States
immigrant	(noun) A person who moves from one country to live in another country permanently
immigrate	(verb) To move to a new country to live there permanently
pull factor	(noun) Something that encourages a person to move to a new country

