



# American Immigration Game

*Multimedia Learning*





# American Immigration Game 1820-1915

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Our mission is to provide educators with classroom ready  
materials that are standards-based, incorporate multiple medias, and  
engage students throughout the learning process.

## American Immigration: 1820-1915

This engaging game covers the three waves of immigration to the United States from Europe. Students form teams and choose one of seven port areas to place their immigrant-carrying ships. The objective is to learn the patterns of immigration to the U.S. Includes background reading with questions, a map of Europe, map quiz, and all instructions and information for the teacher.

### Objectives:

1. Students will become familiar with immigration patterns to the United States.
2. Students will be able to identify specific countries immigrants came from.
3. Students will be able to determine the major waves of immigration to the U.S. by year.
4. Students will participate in a fun activity while learning historical facts.

### National Standards addressed:

#### **A. Era 4 Expansion and Reform 1801-1861**

##### **Standard 2**

Students understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

##### **Standard 2B**

The student understands the first era of American urbanization.

##### **Standard 2C**

The student understands how antebellum immigration changed American society.

#### **B. Era 6 The Development of the Industrial United States 1870-1900**

##### **STANDARD 2**

Students learn about massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

##### **Standard 2A**

The student understands the sources and experiences of the new immigrants.

Game Summary: (See Game Rules section for more details)

The goal of the game is to become the richest ship owner from 1820-1915. Student teams (ship owners) accomplish this by correctly predicting which port to place their ships. The team with the most money by 1915 is declared the winner.

The game is played by turns, each turn represents 5 years. The first turn is 1820 and the last turn is 1915. Each team begins with one ship and they can place it at any of the 7 ports indicated on the map. The teacher then announces the profits for each of the ports. Then the teacher consults the Events Table to see if there are any additional profits. Teams then calculate their profit for the turn on their Shipping Accounting Books. This sequence is repeated for all 20 turns (1820-1915).

The Teacher's Confidential Sheet is not to be seen by any of the players. Teams can only choose one port per turn. Teams must choose a port each turn.

Preparation for the game:

A. Duplicate the following pages in the quantities indicated:

1. Page 12, Map of Europe with ports labeled (minimum 1 per team)
2. Page 13, Ship Accounting Log (minimum 1 per team)
3. Page 11, Port Statistics Log (minimum 1 per team)
4. Page 15, Ship Placement Slips 21 per team

B. Page 15, Ship Placement Slips must be cut into sections.

1. Cut sheets along the lines (each team needs 20 of the slips so the number needed to photocopy will vary based on the number of teams in the class; remember that there are six on each page so 4 pages will be enough for one team).

C. Each team should be provided with a manila, clasp-type folder and an envelope to hold their game materials.

D. Divide the class into teams. Students can play individually or in teams of 2-6 members.

## Game Rules Section:

Read the following to the class:

The class will be taking part in a simulation game that will demonstrate immigration patterns to the United States from 1820-1915. The class will be divided into teams competing against each other to see who can earn the most money from transporting immigrants from Europe to the United States. Your team will accomplish this by placing ships at the most profitable port each turn. There are 20 turns.

### How to play:

A. Each team should have the following items at the start of the game:

1. Folder to hold game items
2. One Map of Europe with ports labeled
3. One (or more if preferred by teacher) Ship Accounting Log
4. 20 Ship Placement Slips
5. One Port Statistics Log

B. Teams should be seated together. Teams should pick one member to fill in the Port Statistics Log each turn of the game, this will be used to complete the culminating task at the end of the game. Teams should also pick one member to fill in the Ship Accounting Log each turn. Another group member will complete the Ship Placement Slip each turn.

C. Teams fill in the details on their Ship Accounting Log and Port Statistics Log.

1. Teams should make up a name for themselves; most shipping companies named themselves after the owners or the town the ship owners came from. Here are some sample companies that existed from 1820-1915:

Swallowtail Line, Collins Line, Blackball Line, Red Star Line

2. The team name is written in the proper space on the Ship Accounting Book and Port Statistics Log.

D. Begin the game with the practice round in 1819.

1. The first year is 1819 which is located in the "Year" column. This is a practice round designed to familiarize students with the game procedure. The numbers in 1819 are not based on historical facts, as the purpose of this round is to teach the students how to play the game.

2. Instruct the teams to select one of the ports for 1819. They must fill out the Ship Placement Slip to indicate the year and write an "X" on the line next to the port they selected. Teams also complete the Ship Accounting Log by writing an "X" in the chosen port.
3. All teams start with one ship and \$10,000 which will be written as 10 to simplify play. 10 will be written in *Column A \$ at start*.
4. After teams have placed the "X" for 1819 the teacher consults the Teacher Confidential Sheet to read aloud to the class the profit numbers for each port for the 1819 turn. The student in charge of the Port Statistics Log will write the number for each port when actual play begins in Turn #1 1820-24. In other words there is nothing to record on the Port Statistics Log for the practice round in 1819.
5. The student in charge of the Ship Accounting Log will record the profit earned from the chosen port in *Column B Profit from port*. This number will vary based on the number of immigrants who came from that port that turn. The numbers are based on historical figures.
6. The Teacher Confidential Sheet will indicate if there is a bonus for one of the ports for that turn. There are 7 total bonuses throughout the game in turns 2,3,12,13,15,16, and 20. The teacher will announce the bonus amount which students will record in *Column C Bonus* on the Ship Accounting Log. Students should indicate a zero in *Column C Bonus* if there is none.
7. Students then calculate their total in *Column D Total at end of turn* by adding Column A+B+C. Sometimes Column C will have a zero as every turn does not have a bonus.  $A+B+C=D$ .
8. Please note that profits earned and bonus from Practice Round 1819 DO NOT get credited in Turn #1. All teams begin with only 10 in Turn #1 recorded in *Column A \$ at start*.

E. Start the game with Turn 1 1820-24. Follow the same procedures for Turns 1-20 as was used in the practice round in 1819 except that the Port Statistics Log will now be used.

1. Students select the port, place an "X" in the proper column, the teacher consults the Teacher Confidential Sheet to read the profits for each port, teams record each port's profits on the Port Statistics Log, teams record the profit for their chosen port in *Column B Profit* on the Ship Accounting Log, the teacher announces the bonus if there is one for that round which is recorded in *Column C Bonus* on the Ship Accounting Log, teams then calculate their totals for that turn by

adding Columns A+B+C to record in *Column D Total at end of turn* on the Ship Accounting Log.  $A+B+C=D$ .

F. The team with the most money at the end of Turn 20 is declared the winner.

G. At the end of the game students will use the information recorded each turn on the Port Statistics Log to complete a bar graph or pie chart that shows the percentage of immigrants from each port from 1820-1919. The student in charge of the Port Statistics Log will add each port's numbers for each turn to have a total at the bottom. Have students round to the nearest whole number, if the percentage number is below .5 round down, above .6 round up. The student will divide that total by 20 (which represents each turn) to learn the percentage of each group's contribution to U.S. immigration from Europe between 1820-1919. Each port's final contribution numbers are as follows: Great Britain 23, Ireland 29, Scandinavia 8, Northwest 7, Germany 18, Eastern 6, Southern 9. See examples on Page 10.

### **Optional Game Play**

A. If the teacher wishes to add an additional element of luck or excitement to the simulation we have provided the following:

1. Play the game the same way as above except use the Optional Ship Accounting Log.
2. Each turn the teams will roll the dice after recording the profits and bonus for that turn. The dice will determine whether they have gained or lost money that turn. See the Fate Table for the exact numbers.
3. Students then calculate their *Total at end of year Column E* by adding together  $A+B+C+D$ .

### **Reading**

The reading may be used in several ways. First, it can be given as a pre game homework assignment. Second, it can be given as a post game re teaching assignment. It is not recommended that students be allowed to consult the reading while playing the game.

### **Fate Table**

<u>DIE ROLL</u>	<u>EVENT</u>	<u>RESULT</u>
ONE	Atlantic storm lengthened voyage	Lose 5 (-5)
TWO	Sickness affected passengers	Lose 10 (-10)
THREE	Normal voyage	No change (0)
FOUR	Normal voyage	No change (0)
FIVE	Favorable weather	Gain 5 (+5)
SIX	Ocean currents quicken journey	Gain 10 (+10)

If dice are unavailable write the numbers 1, 2, 3, 4, 5, 6 on small slips of paper, place them in a cup and have one representative from each team come up and pick one.



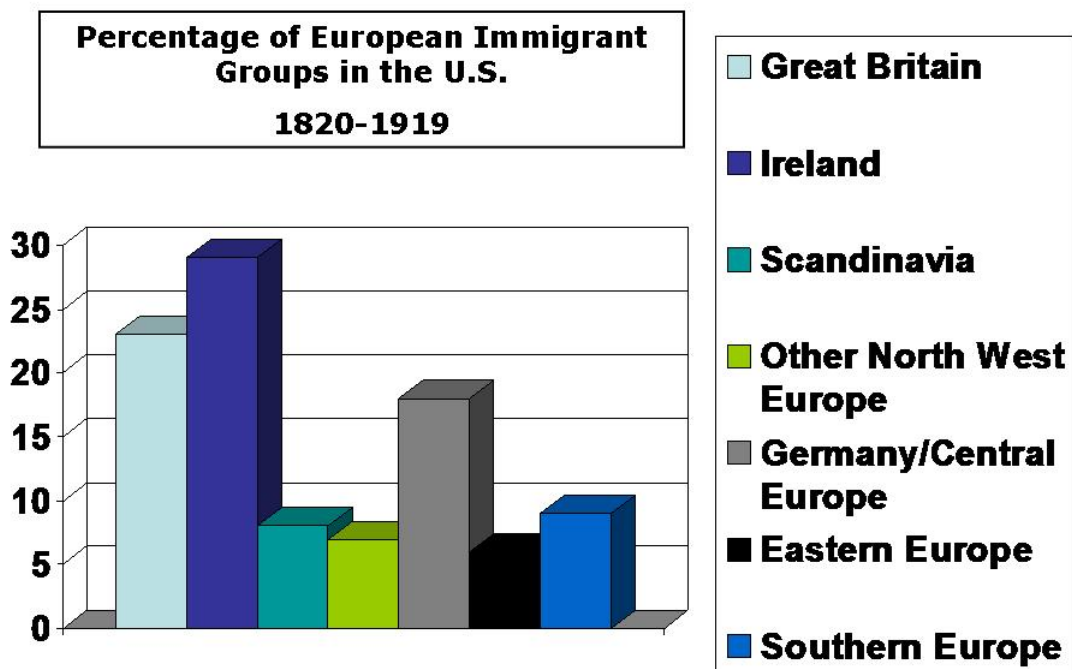
## Teacher Confidential Sheet

Please note that the Ports below with the Asterisk and bolded number are the Ports that receive a Bonus for that round ONLY. Not all Ports receive the Bonus, only the Bolded and Asterisked. For example, in Turn #2 the Bonus for *Ireland* is indicated by the bolded text and asterisks. Teams that chose *Ireland* ONLY for that turn get to add 10 in their Bonus Column C on the Ship Accounting Log

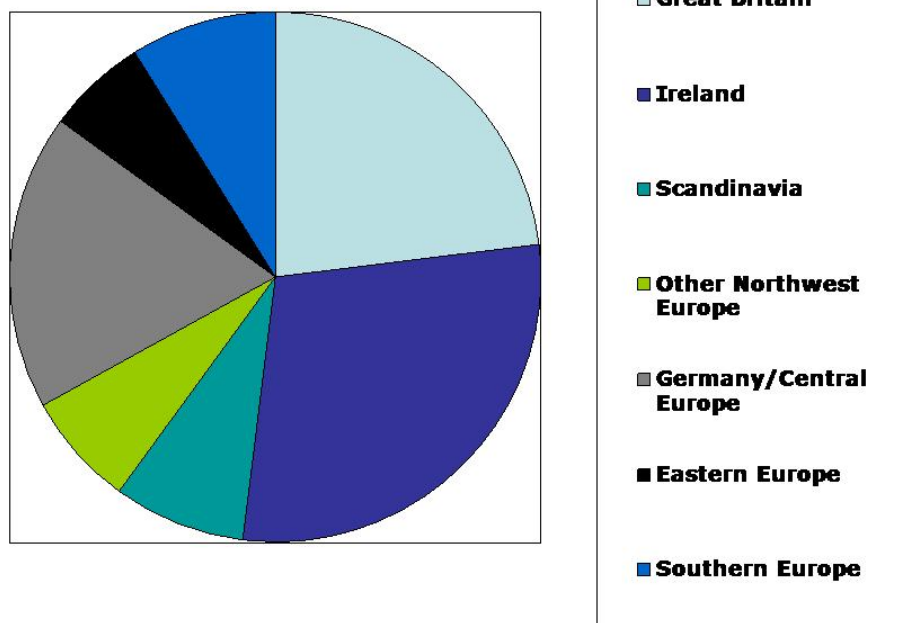
Turn	1. GB	2. Ire	3. Sca	4. NW	5. Ger	6. E	7. S	Bonus
*1819*	5	5	20	10	10	20	<b>*30*</b>	<b>10</b>
1. 1820-24	39	41	0	12	7	0	0	
2. 1825-29	25	<b>*58*</b>	0	12	5	0	0	<b>10</b>
3. 1830-34	18	39	0	16	<b>*27*</b>	0	0	<b>15</b>
4. 1835-39	18	42	0	9	30	0	0	
5. 1840-44	16	47	1	8	28	0	0	
6. 1845-49	16	46	1	7	30	0	0	
7. 1850-54	13	46	1	4	36	0	0	
8. 1855-59	26	28	1	5	40	0	0	
9. 1860-64	40	44	2	5	8	0	0	
10. 1865-69	43	36	14	7	0	0	0	
11. 1870-74	45	33	14	7	0	1	0	
12. 1875-79	37	26	18	12	0	<b>*7*</b>	0	<b>5</b>
13. 1880-84	31	28	<b>*29*</b>	9	0	4	0	<b>5</b>
14. 1885-89	33	25	24	7	0	11	0	
15. 1890-94	11	11	12	4	<b>*35*</b>	11	16	<b>15</b>
16. 1895-99	7	13	10	2	27	15	<b>*25*</b>	<b>10</b>

17. 1900-04	4	6	8	2	31	19	30	
18. 1905-09	8	4	5	3	31	21	28	
19. 1910-14	7	3	4	3	29	24	30	
20. 1915-19	14	4	15	10	5	10	<b>*43*</b>	5

## Culminating Task Chart Examples



**Percentage of European Immigrant Groups in the U.S.  
1820-1919**

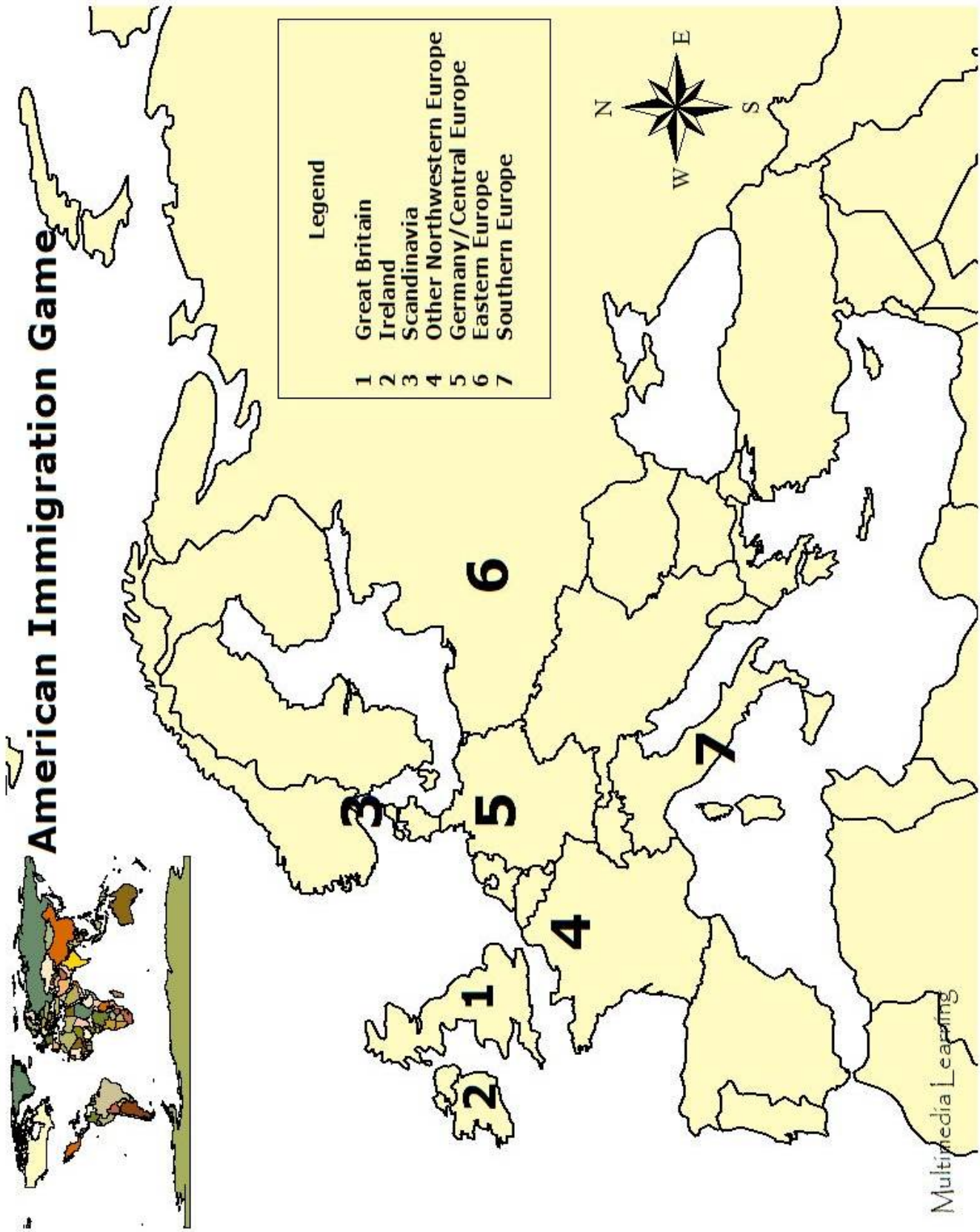


## Port Statistics Log

Team Name \_\_\_\_\_

Year	1. Great Britain		2. Ireland	3. Scandinavia	4. Other NW	5. Germany/Central		6. Eastern		7. Southern
1. 1820-24										
2. 1825-29										
3. 1830-34										
4. 1835-39										
5. 1840-44										
6. 1845-49										
7. 1850-54										
8. 1855-59										
9. 1860-64										
10. 1865-69										
11. 1870-74										
12. 1875-79										
13. 1880-84										
14. 1885-89										
15. 1890-94										
16. 1895-99										

17. 1900-04							
18. 1905-09							
19. 1910-14							
20. 1915-19							
Total							



# Ship Accounting Log

Team Name \_\_\_\_\_

Year	A. \$ at start	1. Great Britain	2. Ireland	3. Scandinavia	4. Other NW	5. Germany/Central	6. Eastern	7. Southern	B. Profit from port	C. Bonus	D. Total at end of turn
*1819*											
1. 1820-24											
2. 1825-29											
3. 1830-34											
4. 1835-39											
5. 1840-44											
6. 1845-49											
7. 1850-54											
8. 1855-59											
9. 1860-64											
10. 1865-69											
11. 1870-74											
12. 1875-79											
13. 1880-84											
14. 1885-89											
15. 1890-94											
16. 1895-99											
17. 1900-04											
18. 1905-09											
19. 1910-14											
20. 1915-19											

**Optional Ship Accounting Log**

Team Name \_\_\_\_\_

Year	A. \$ at start	1. Great Britain	2. Ireland	3. Scandinavia	4. Other NW	5. Germany/Central	6. Eastern	7. Southern	B. Profit from port	C. Bonus	D. Fate Table Die Roll	E. Total at end of turn
*1819*												
1. 1820-24												
2. 1825-29												
3. 1830-34												
4. 1835-39												
5. 1840-44												
6. 1845-49												
7. 1850-54												
8. 1855-59												
9. 1860-64												
10. 1865-69												
11. 1870-74												
12. 1875-79												
13. 1880-84												
14. 1885-89												
15. 1890-94												
16. 1895-99												
17. 1900-04												
18. 1905-09												
19. 1910-14												
20. 1915-19												

### Ship Placement Slip

Team Name \_\_\_\_\_

Year \_\_\_\_\_



Port

1. Great Britain \_\_\_\_\_
2. Ireland \_\_\_\_\_
3. Scandinavia \_\_\_\_\_
4. Other NW \_\_\_\_\_
5. Germany/Central \_\_\_\_\_
6. Eastern \_\_\_\_\_
7. Southern \_\_\_\_\_

### Ship Placement Slip

Team Name \_\_\_\_\_

Year \_\_\_\_\_



Port

1. Great Britain \_\_\_\_\_
2. Ireland \_\_\_\_\_
3. Scandinavia \_\_\_\_\_
4. Other NW \_\_\_\_\_
5. Germany/Central \_\_\_\_\_
6. Eastern \_\_\_\_\_
7. Southern \_\_\_\_\_

### Ship Placement Slip

Team Name \_\_\_\_\_

Year \_\_\_\_\_



Port

1. Great Britain \_\_\_\_\_
2. Ireland \_\_\_\_\_
3. Scandinavia \_\_\_\_\_
4. Other NW \_\_\_\_\_
5. Germany/Central \_\_\_\_\_
6. Eastern \_\_\_\_\_
7. Southern \_\_\_\_\_

### Ship Placement Slip

Team Name \_\_\_\_\_

Year \_\_\_\_\_



Port

1. Great Britain \_\_\_\_\_
2. Ireland \_\_\_\_\_
3. Scandinavia \_\_\_\_\_
4. Other NW \_\_\_\_\_
5. Germany/Central \_\_\_\_\_
6. Eastern \_\_\_\_\_
7. Southern \_\_\_\_\_

### Ship Placement Slip

Team Name \_\_\_\_\_

Year \_\_\_\_\_



Port

1. Great Britain \_\_\_\_\_
2. Ireland \_\_\_\_\_
3. Scandinavia \_\_\_\_\_
4. Other NW \_\_\_\_\_
5. Germany/Central \_\_\_\_\_
6. Eastern \_\_\_\_\_
7. Southern \_\_\_\_\_

### Ship Placement Slip

Team Name \_\_\_\_\_

Year \_\_\_\_\_



Port

1. Great Britain \_\_\_\_\_
2. Ireland \_\_\_\_\_
3. Scandinavia \_\_\_\_\_
4. Other NW \_\_\_\_\_
5. Germany/Central \_\_\_\_\_
6. Eastern \_\_\_\_\_
7. Southern \_\_\_\_\_



# IMMIGRATION GAME READING

*"In the late 1800s, people in many parts of the world decided to leave their homes and immigrate to the United States. Fleeing crop failure, land and job shortages, rising taxes, and famine, many came to the U. S. because it was perceived as the land of economic opportunity. Others came seeking personal freedom or relief from political and religious persecution. With hope for a brighter future, nearly 12 million immigrants arrived in the United States between 1870 and 1900. During the 1870s and 1880s, the vast majority of these people were from Germany, Ireland, and England--the principal sources of immigration before the Civil War. That would change drastically in the next three decades."* (Library of Congress)

The United States is a nation of immigrants. From early colonial immigration to the 21<sup>st</sup> century great numbers of the world's population have desired to make America their home. They have come for many reasons. Historians have classified two major reasons for immigration. The first is "push" or people leaving their home lands because of the harsh conditions under which they lived. The second is "pull", that is the chance for a better way of life a new country offered.

Immigration trends can be roughly broken down into several time periods. The first period, **1607-1829** saw people coming for the following reasons:



- ❖ Political freedom
- ❖ Religious tolerance
- ❖ Economic opportunity (better life, more money etc)
- ❖ Refugees from persecution
- ❖ Slavery or forced immigration

The second time period was **1830-1890**. The main attraction was cheap farmland. Crop land in Europe was scarce and expensive while in America it was cheap and plentiful. The American economy was expanding rapidly and masses of workers were needed for the new factories and businesses. Transportation projects such as canals and railroads required great numbers of unskilled laborers. Immigrants came in large numbers to take advantage of the abundant jobs and higher wages.

Immigration in the 19<sup>th</sup> century was spurred on by letters home from recent immigrants praising life and opportunities in America. A common expression of the time was that in the United States the streets were “paved with gold.”

Britain had doubled its population between 1750 and 1801 and it was widely believed that the nation was overpopulated. The introduction of scientific farming in the 18<sup>th</sup> century threw many rural agricultural laborers out of work. Some moved to the new industrial cities for work but many others emigrated, with a high proportion selecting America as their destination. The British government offered

emigration incentives to displaced workers and many took advantage.



Disaster struck Ireland in 1845 when a crop disease destroyed  $\frac{3}{4}$  of the potato crop, the main food source for 8,000,000 Irish. It hit a second time in 1846 and an estimated 350,000 people died of starvation and disease. By

1851 nearly 1,000,000 people had died in the Irish Famine. The British government and absentee English land owners were blamed for the catastrophe.

The Irish Famine began an exodus of poor Irish to America. By 1854  $\frac{1}{4}$  of Ireland's population, or 2,000,000 people immigrated to the United States. The majority of Irish settled in eastern seaboard cities despite attempts to have them move inland. The majority of Irish emigrants were too poor to buy land and had no money for transportation.



German immigration increased drastically after the failure of a democratic revolution in 1848. From 1848 to 1858 over a million people left Germany for a new life in America. Although educated refugees fleeing reprisals arrived, the majority of German immigrants were poverty stricken looking for cheap land and a non repressive government.



1848 also saw a failed revolution in France, resulting in an increase of French immigration to the U.S. After the French defeat in the 1871

Franco-Prussian War many French fled from the French provinces of Alsace-Lorraine conquered by Germany.



In the **1890-1924** period new waves of immigrants came from Russia, Italy and Asia. Jewish immigration from Russia reached a torrent due to a wave of pogroms (violent attacks against Jews) beginning after 1881. Many poverty stricken Russian peasants joined the exodus.

Italians sent few emigrants to the United States before 1880. This changed in the late 19<sup>th</sup> century when changes in the Italian economy drove masses of poor Italian peasants to America. By 1914 almost 4,000,000 Italians emigrated to the U.S.

The period after World War One was characterized by intolerance of foreigners and many laws were passed restricting immigration.



### Immigration Reading Questions

1. How many immigrants came to the United States during the period of 1870-1900?
2. Define the concepts of "push" and "pull" factors.
3. Which of the 5 major reasons for emigration between the years of 1607-1829 do you find to be the most important and why?
4. Describe the major attractions for immigrants in the period of 1830-1890.
5. Explain what the "streets were paved with gold" meant.
6. Why did many British people decide to emigrate from 1750-1801?
7. Describe the situation in Ireland in the 1840s-50s and who did the Irish people blame?
8. Why did immigration from Germany and France increase beginning in 1848?
9. Explain why Russian Jews and Italians came in great numbers at the end of the 19<sup>th</sup> century.
10. In 5 sentences describe how your family arrived in the United States.

## **Immigration Reading Answers**

1. 12 million
2. Push factors are the reasons for leaving the homeland usually because of harsh conditions and pull factors involve an immigrant coming to a place that gives them a chance for a better life.
3. Answers will vary but the 5 reasons are as follows: political freedom, religious tolerance, economic opportunity, refugees from persecution, slavery or forced immigration; in order to have a complete answer the student must explain which is the most compelling and why.
4. Cheap farmland and jobs.
5. Endless opportunities for people to get rich.
6. Agricultural workers lost jobs and the British government offered incentives for emigration.
7. Crop disease struck the potato crop, the major food source for the Irish leading to massive starvation, disease, and mass immigration to the United States. The British government and absentee landlords were blamed.
8. Failed revolutions in both nations led to migration.
9. Russian Jews were being persecuted in their homeland and changes in the Italian economy led to many new emigrants.
10. Answers will vary.