

# **Immigration**

## *Backwards Planning Curriculum Units*

Betsy Hedberg, Writer

Dr. Aaron Willis, Project Coordinator  
Kerry Gordonson, Editor  
Justin Coffey, Editor  
Starr Balmer, Editorial Assistant  
Earl Collins, Graphic Designer

Social Studies School Service  
10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232

<http://socialstudies.com>  
[access@socialstudies.com](mailto:access@socialstudies.com)  
(800) 421-4246

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10200 Jefferson Blvd., P.O. Box 802  
Culver City, CA 90232  
United States of America

(310) 839-2436  
(800) 421-4246

Fax: (800) 944-5432  
Fax: (310) 839-2249

<http://socialstudies.com>  
[access@socialstudies.com](mailto:access@socialstudies.com)

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# TABLE OF CONTENTS

<b>Introduction.....</b>	<b>IV</b>
<b>Lecture Notes.....</b>	<b>S1</b>
<b>Student Handouts.....</b>	<b>H1</b>
<b>Backwards Planning Curriculum:</b>	
Immigration: Backwards Planning Activities.....	<b>1</b>
Project #1: Local Immigration History Museum.....	<b>3</b>
Project #2: Postcard Home.....	<b>10</b>
Project #3: Reactions to Immigration .....	<b>15</b>
Immigration: Multiple-Choice Quiz .....	<b>23</b>
Immigration: Multiple-Choice Quiz Answer Key .....	<b>27</b>

# How To Use This Unit

Backwards planning offers an innovative yet simple approach to meeting curriculum goals; it also provides a way to keep students engaged and focused throughout the learning process. Many teachers approach history instruction in the following manner: they identify a topic required by state and/or national standards, they find materials on that topic, they use those materials with their students, and then they administer some sort of standard test at the end of the unit. Backwards planning, rather than just starting with a required instructional topic, goes a step further by identifying exactly what students need to know by the end of the unit—the so-called “enduring understandings.” The next step involves assessment: devising ways to determine whether students have learned what they need to know. The final step involves planning the teaching/learning process so that students can acquire the knowledge needed.

This product uses backwards planning to combine a PowerPoint presentation, activities that involve authentic assessment, and traditional tests (multiple-choice and essay) into a complete curriculum unit. Although the materials have enough built-in flexibility that you can use them in a number of ways, we suggest the following procedure:

1. Start with the “essential questions” listed on slide 2 of the PowerPoint presentation (these also appear in the teacher support materials). Briefly go over them with students before getting into the topic material. These questions will help students focus their learning and note taking during the course of the unit. You can also choose to use the essential questions as essay questions at the end of the unit; one way to do this is to let students know at the outset that one of the essential questions will be on the test—they just won’t know which one.
2. Next, discuss the activities students will complete during the unit. This will also help focus their learning and note taking, and it will lead them to view the PowerPoint presentation in a different light, considering it a source of ideas for authentic-assessment projects.
3. Present the PowerPoint to the class. Most slides have an image and bullet points summarizing the slide’s topic. The Notes page for each slide contains a paragraph or two of information that you can use as a presentation script, or just as background information for your own reference. You don’t need to present the entire PowerPoint at once: it’s broken up into several sections, each of which concludes with some discussion questions that echo parts of the essential questions and also help students to get closer to the “enduring understandings.” Spend some time with the class going over and debating these questions—this will not only help students think critically about the material, but it will also allow you to incorporate different modes of instruction during a single class period, offering a better chance to engage students.
4. Have students complete one or more of the authentic-assessment activities. These activities are flexible: most can be completed either individually or in groups, and either as homework or as in-class assignments. Each activity includes a rubric; many also have graphic organizers. You can choose to have students complete the activities after you have shown them the entire PowerPoint presentation, or you can show them one section of the PowerPoint, go over the discussion questions, and then have students complete an activity.



**5.** End the unit with traditional assessment. The support materials include a 20-question multiple-choice quiz; you can combine this with an essay question (you can use one of the essential questions or come up with one of your own) to create a full-period test.

**6.** If desired, debrief with students by going over the essential questions with them again and remind them what the enduring understandings are.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others' experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we're also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. You can e-mail us at [access@socialstudies.com](mailto:access@socialstudies.com). We look forward to hearing from you.

Dr. Aaron Willis  
Chief Education Officer  
Social Studies School Service

# Immigration



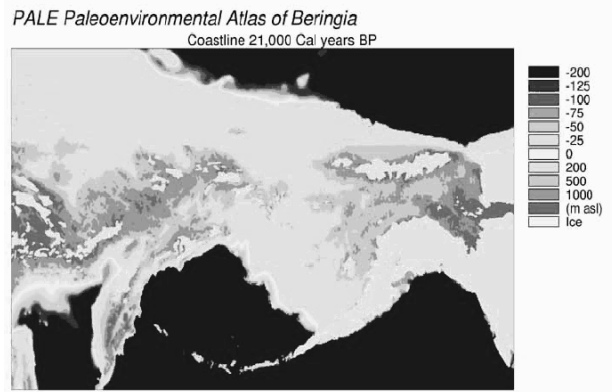
Immigration has shaped and defined the United States since its beginning. This presentation highlights some of the important trends in U.S. immigration history, from the different peoples who have come to America throughout its history, to prejudices and hardships immigrants have had to face, to the ways in which immigrants have helped build this country, to attitudes towards immigrants today.

## **Essential Questions**

- In what ways is the United States a “nation of immigrants”?
- What factors might a person have to weigh when considering whether to immigrate to another country? What might it be like to be faced with this decision?
- What might be some of the greatest challenges and rewards for immigrants to a new country? How might various immigrant groups from different periods of U.S. history have answered this question?
- Why has anti-immigrant sentiment arisen at different points in U.S. history?
- How has immigration influenced the laws and social services we have in the United States today?
- How do the experiences of immigrants in various periods of United States history compare to those of immigrants today?

# The First Migrants

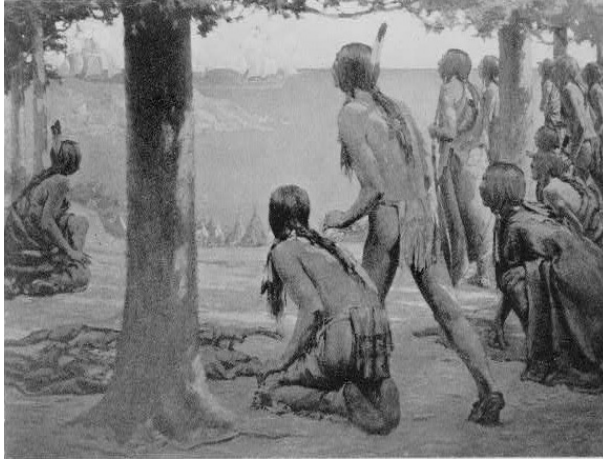
- Bering Land Bridge
- 12,000 years ago
- This theory is under revision due to new scientific evidence—stay tuned!



This map shows the Bering Land Bridge disappearing over time

Until at least 12,000 years ago, no humans lived in the Americas. Many scientists believe that the first people to enter North America crossed the Bering Land Bridge during the Ice Age 12,000 years ago, although this theory is currently under revision due to new scientific evidence. This land bridge connected present-day Russia with present-day Alaska, allowing groups of people to migrate from Asia into America. This migration process would have occurred over generations; it's likely that an individual would not have realized that he or she was undertaking a major migration. While we don't technically refer to these people as immigrants, we may consider them the first true migrants to what is today the United States.

# Native Americans



Native Americans watching the arrival of Europeans

- Native Americans
- Settled throughout the continent
- Major changes when Europeans arrived

Some of these early groups of migrants became the people we now call Native Americans. They established communities and cultures throughout the present-day U.S. Many of these cultures were extensive and complex, such as the Mississippians and the Hopewells in the Midwest, and the Pueblos in the Southwest. Although these cultures evolved and changed over the centuries, their world and way of life was changed irrevocably by the arrival of Europeans.

## Early Europeans and Africans



Painting depicting the Pilgrims' landing  
in 1620

- First Europeans came in the 17th century
- African slaves

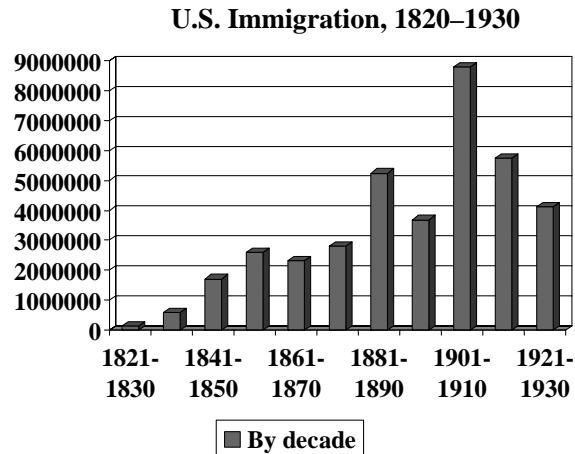


Captured Africans intended to be sold  
as slaves

The first Europeans to settle in what is today the United States came from England in the 17th century. Other colonists arrived from France, Germany, Ireland, and other European countries. During this time, African slaves also became part of America's cultural makeup. By the time the United States became a nation in 1776, its residents included a relatively diverse array of backgrounds, primarily Western European and African. The largest representation came from Great Britain.

# Era of Immigration

- Immigration means moving into one country from another
- Immigration has occurred throughout the history of America
- Great “era of immigration” lasted roughly from 1820–1930



In this presentation, we will define immigration as people moving into one country from another. Although immigration has occurred throughout the history of America, the period most studied by historians lasted roughly from 1820 to 1930—the so-called “era of immigration.” During these years, the U.S. population as a whole rose from 10 million in 1820 to well over 120 million in 1930. Immigration rose from just over 140,000 people from 1820–30 to a high of almost nine million people from 1900–10.

## German Immigration



A German immigrant family in the late 1800s

- Earliest German immigrants settled in Pennsylvania
- Large numbers came in the 1850s
- Settled in present-day Midwestern states
- Left Germany for economic and political reasons
- Recruited by states and territories

Although immigrants continued to arrive from Great Britain during the colonial era, they increasingly came from countries in continental Europe, such as Germany.

The earliest German settlers came to the U.S. largely to escape political conflict in their homeland. William Penn, the founder of Pennsylvania, printed and distributed pamphlets throughout continental Europe encouraging settlers to come to his colony. Many were drawn by Penn's promise to allow religious freedom in Pennsylvania, and a large German settlement—an area six miles from Philadelphia that settlers named "Germantown"—was founded by Mennonites in 1683. By 1790, Germans made up 8.6 percent of the U.S. population, and a full third of Pennsylvania's population.

Large numbers of Germans came to America and settled in the Midwest during the 1850s, particularly on farmland in Ohio, Wisconsin, and other states and frontier territories. Many of these immigrants left Germany because industrialization had reduced the amount of labor needed on farms, German land had become more expensive, and German cities had become overcrowded. Germany also experienced political instability in the mid-19th century.

States and territories wanting to increase their population actively pursued immigrants from Germany. They sent representatives to Germany to tell people about the benefits of moving to the United States.



## Scandinavian Immigration

- Arrived in large numbers beginning in the mid-19th century
- Drawn by abundance of farmland on the frontier
- Danish Mormons
- Finnish immigrants faced greater language barriers
- Urban Scandinavians in the late 19th century



A Scandinavian family farmhouse

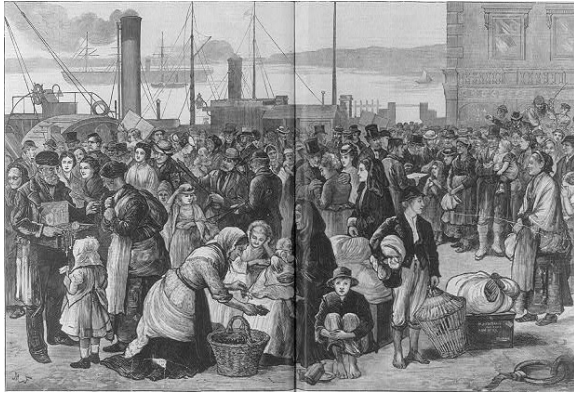
Large numbers of immigrants from Sweden, Norway, Denmark, and Finland began arriving in the U.S. in the mid-19th century. They were attracted to the abundance of farmland in the Midwest, which contrasted with the dwindling supply of tillable land in their home countries. Many came at the urging of American steamship and railroad companies, which promoted the settlement of lands on the frontier. Despite the promise of a “New Sweden” in America, Swedish and other Scandinavian immigrants typically found soil and farming conditions in the Upper Midwest compared unfavorably to those they were accustomed to in Sweden.

Nearly 20,000 Danish immigrants who had converted to the new Mormon religion in the mid-19th century came to America and joined the Mormon pilgrimage to Utah.

Thousands of Finns arrived around the turn of the 20th century, in response to political turmoil in Finland. Most settled in the Great Lakes region or went to work in western mines or factories in New York. Because of language barriers (Finnish is very different from other European languages) and increasing anti-immigrant sentiment at the turn of the century, Finns had difficulty finding skilled jobs and faced greater discrimination than people from other Scandinavian countries.

Urban Scandinavians arrived in increasing numbers in the later part of the 19th century. By 1900, Chicago was considered the second largest Swedish city in the world.

# Irish Immigration



Emigrants leaving Ireland for New York

- Early Irish immigrants were Presbyterians from Ulster (Scots-Irish)
- Fled British religious persecution
- Irish immigration increased dramatically in the 1840s
- Potato famine

Most immigration from Ireland prior to the 1840s resulted from the anti-Irish policies of the British. The largest early group of Irish immigrants were the Presbyterian Scots-Irish, many of whom fled the Irish province of Ulster in order to escape religious persecution.

Immigration from Ireland began to increase steadily in the 1830s, but a particularly large wave of Irish immigration resulted from the “Great Hunger” that occurred in Ireland between 1845 and 1849. During this time, a potato blight (similar to a mold or fungus) wiped out most of Ireland’s potato crop. Around one million people in Ireland died, and another million emigrated to other countries.

## The Irish in America

- Industrial Revolution in the United States
- Most Irish moved to the urban centers of the Northeast
- Most worked menial jobs in factories or coal mines, or as servants or maids

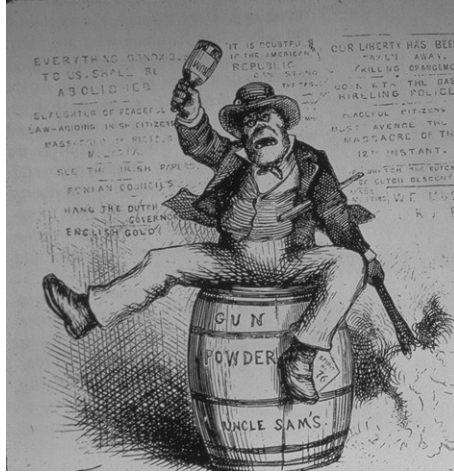


An Irish miner

This largest wave of Irish immigration occurred during a period of rapid industrialization in the United States. Industrial jobs were plentiful and proved a major pull factor for Irish people considering leaving their home country.

Most Irish immigrants during the mid-19th century moved to the rapidly industrializing urban centers of the East Coast, particularly Boston and New York. They were attracted by industrial jobs in factories and coal mines and on the newly developing eastern railroads. Most of the new arrivals had very little education or skills and were forced to work in the country's most menial jobs. Many other Irish immigrants (primarily women, but also some men) became maids or servants.

# Prejudice Against the Irish



- New Irish immigrants faced a good deal of prejudice
- Disdained for their Catholicism and large families
- Stereotyped as alcoholics who got into a lot of fights
- Resentment over competition for jobs

Irish newcomers in the mid-19th century faced considerable prejudice and discrimination from Americans already in the country. Many Americans disdained the new immigrants' Catholicism and large family sizes and stereotyped them as belligerent alcoholics. Working-class Americans resented that they now had to compete with Irish immigrants for factory and other low-level jobs.

**Note to teacher:** Briefly discuss the cartoon in this slide. What anti-Irish stereotypes does it present?

## **Anti-Irish Nativism and the Know Nothing Party**

- American Republican Party began in 1843
- Know Nothing movement
- Successes in cities and the state of Massachusetts
- Dissolved in the years before the Civil War



"Citizen Know Nothing," a figure that appeared in several nativist prints of the era

Even before the Irish potato blight led hundreds of thousands of Irish to immigrate to the United States, anti-Irish sentiment had led to the so-called "nativist" political movements that wanted to preserve America for the "natives"—that is, those born in America. Once the Irish began to come in droves, nativist reactions became much more pronounced. In 1843, the anti-immigrant American Republican Party began in New York. The party was secretive, and members were asked to reply "I know nothing" when asked about the party's activities. Party members therefore became known as "Know Nothings."

Members of the Know Nothing movement and other Americans with similar sentiments feared that the new Catholic immigrants would band together to live under the direction of the Pope in Rome rather than the United States government. The Know Nothing movement worked to elect anti-immigrant and anti-Catholic candidates. Know Nothings advocated limits to immigration, allowing only native-born Americans to hold elected office, and making immigrants wait 21 years before they could become citizens, among other measures.

The Know Nothing movement adopted the name "American Party," and its membership increased dramatically in the 1850s. The party successfully backed candidates in several cities and in the state of Massachusetts. Bitterly divided over the issue of slavery, the party dissolved in the years building up to the Civil War.

## **Discussion Questions**

1. What push and pull factors affected Irish people's decisions regarding whether to move to the United States? In other words, what factors pushed them away from Ireland and pulled them toward the United States? What do you think you might have decided to do if you had been in their shoes?
2. What do you think might have been some of the greatest hurdles and difficulties for newly arrived Irish immigrants in the mid-19th century?
3. Why do you think the Know Nothing Party achieved a certain measure of success?

1. The main push factor was the potato blight, which led to the destruction of the potato crop and a subsequent famine. British political persecution also helped to push the Irish toward the decision to emigrate. The rapidly industrializing United States, with its plethora of jobs for unskilled workers, was a major pull factor that led the Irish to continue moving to the United States in large numbers. Answers to the last question will vary.
2. It would have been difficult to make ends meet on low factory wages, although these wages may have felt like a good living after life in Ireland. Anti-immigrant discrimination, particularly for Catholics, would have been difficult. The Irish certainly stood out because they spoke with distinct accents.
3. The party played to the fears of many Americans who felt threatened by the large numbers of Catholic immigrants. Throughout United States history (as well as in many other countries), parties advocating policies that address people's fears have been remarkably successful. Many Americans felt comforted by the thought that a political party existed to help prevent the new immigrants from "taking over."

## The Gold Rush

- Immigrants followed the Gold Rush
- Hoped to strike it rich in gold or to work in new businesses that arose along with the Gold Rush



As the country expanded westward, immigrants arrived to settle newly acquired territories and to do much of the work, particularly on the railroad. Many immigrants also came to the country after the discovery of gold in California in 1848. Some came across the Pacific from Australia, New Zealand, China, and Hawaii. Others came from Europe and either sailed around the tip of South America or crossed the Isthmus of Panama by land and then traveled by ship to California.

Like Americans who migrated westward during the Gold Rush, many immigrants hoped to strike gold and get rich. Others took advantage of expanding economic opportunities in the West resulting from the Gold Rush, including the rapid growth of such cities as San Francisco and Sacramento.

## The Gold Rush (continued)



- Nativist sentiment increased amongst non-immigrant miners
- Foreign Miners' Tax
- Chinese particularly resented

During this period, many American miners became angry that immigrants were taking what the Americans perceived to be “their” gold. As a result, in 1850 the California legislature passed the Foreign Miners’ Tax, which required immigrant miners to purchase a \$20 license each month to mine gold. Violent protests ensued, and the tax was eventually reduced to \$4 a month—still a considerable sum in those days.

While the Foreign Miners’ Tax was technically aimed at all immigrants, it resulted from a deepening resentment against Chinese immigrants. The Chinese had been immigrating to California before the Gold Rush, but their larger numbers during the Gold Rush sparked increased racism and nativism amongst white Americans. Many Chinese were forced to leave the mines and to seek other ways to make a living.



## The Chinese in California

- Chinese immigration to San Francisco
- Established tight-knit communities
- Many borrowed money from contract agencies
- “Coolies”



A Chinese shop in San Francisco, 1880s

During the 1850s, large numbers of Chinese settled in California, particularly in San Francisco. They established tight-knit communities and became involved in the city's cultural and political life. The new immigrants started newspapers, a theater, and other cultural enterprises. The Chinese were attracted by the booming economy associated with the Gold Rush. They also had a strong incentive to leave their homeland after the British defeated China in the Opium War of 1840.

Many Chinese immigrants made their way across the Pacific and had to borrow money from special immigration agencies. When they arrived in California, they had to honor these contracts by working for a specified amount of time to repay the money they had borrowed. These contract laborers became known as “coolies.” “Coolie” later became a derogatory term for a Chinese immigrant.

## Chinese Railroad Workers



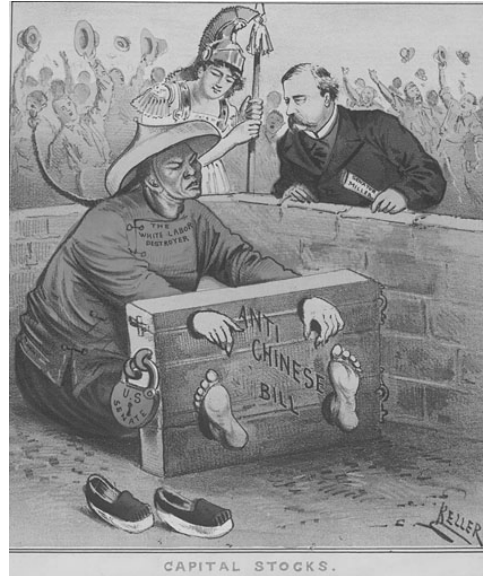
- Many Chinese worked on the transcontinental railroad
- Received lower pay than their white counterparts
- Extremely dangerous working conditions

During the 1860s, the Union Pacific company in the East and the Central Pacific company in the West joined to build a transcontinental railroad that would link the entire country from the Atlantic to the Pacific. This undertaking required a tremendous amount of labor, much of which came from Irish and Chinese immigrants.

The Central Pacific Railroad recruited many Chinese who had been living in California, and many others came directly from China to help build the railroad. The Chinese were hard workers but received significantly lower wages than their white counterparts. The work was incredibly dangerous, involving blasting tunnels through mountains. They also had to deal with extremely harsh winter conditions in the mountains. Many railroad workers died during construction of the railroad, but mortality rates were especially high for the Chinese.

## Anti-Chinese Sentiment

- White resentment and prejudice
- Chinese were not allowed to vote or hold elected office
- U.S. economy declined after the Civil War
- Chinese blamed for job competition and depressed wages
- Workingman's Party
- Chinese Exclusion Act

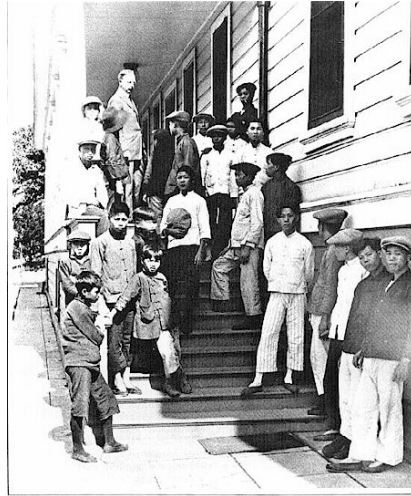


Although the Chinese made important contributions to westward expansion in the U.S., they suffered significant prejudice and discrimination. Many whites resented the presence of people who looked, spoke, and worshiped so differently. In this pre-Civil War era, only whites could become citizens. Excluded from citizenship—and therefore from significant political participation—the Chinese could neither vote nor hold elected office and therefore found it difficult to join together and stand up for their rights to fair wages and treatment. For this reason, they faced institutional discrimination despite paying taxes and contributing greatly to the American economy.

The transcontinental railroad was completed in 1869, but Chinese immigrants continued to arrive in the United States throughout the later part of the 19th century. They settled primarily in San Francisco and other western cities, taking low-wage jobs or establishing small businesses in Chinese communities. After the Civil War, the United States economy declined, and many citizens felt increasingly threatened by the arrival of new immigrants with whom they would have to compete for jobs and whom they blamed for depressed wages.

As this anti-Chinese sentiment intensified, some whites proposed political measures to alleviate the Chinese “threat.” A labor organization called the Workingman’s Party formed in California in the 1870s in an organized effort to put an end to Chinese immigration. The Workingman’s Party received broad political support and expanded into a national movement. In 1882, the U.S. Congress passed the Chinese Exclusion Act. This act was the first major law in U.S. history to restrict immigration. The act prohibited Chinese laborers and miners from entering the country for the next ten years. It also specified that Chinese already in the United States could not become citizens. Chinese immigration slowed significantly, and many Chinese men who had immigrated for work lost hope of being able to bring their families to live with them.

## Angel Island



Immigrants waiting on the hospital steps at Angel Island

- Immigration facility on an island in San Francisco Bay
- Primarily a detention facility
- Many Chinese detained here for years
- Chinese “paper children”

In 1910, the United States government opened an immigration facility on Angel Island in San Francisco Bay. The U.S. Immigration Service publicly described this station as the “Ellis Island of the West” but privately considered it the “Guardian of the Western Gate,” meaning that its primary purpose was to detain Chinese who were trying to enter the country. Because of the Chinese Exclusion Act, very few Chinese were admitted each year. However, many still crossed the Pacific in the hopes that they’d somehow get in. Most of these people found themselves detained—sometimes for months or even years—at Angel Island. Approximately 175,000 Chinese came to Angel Island between 1910 and 1940.

During this period, many of the Chinese who were admitted to the country came as “paper children.” Chinese who could prove that their fathers were United States citizens were considered citizens themselves and could therefore come into the country. Many Chinese participated in this system by purchasing papers claiming that they were the sons or daughters of particular U.S. citizens. They had to memorize details of the citizen’s life and convince an immigration officer that they were indeed related to that person.

The immigration station at Angel Island was dismantled in 1940.

## Portrayals of Immigrants in Political Cartoons



- Political cartoons popular in the mid-19th century
- Even in cartoons that were pro-immigration, negative stereotypes persisted



As seen in the previous slides, the Irish and Chinese received particularly prejudicial treatment at the hands of many American citizens and governmental entities. Both ethnic groups—and other immigrant groups—figured prominently in racist portrayals of political cartoons. This type of political cartoon was very popular in the mid-19th century and appeared in newspapers and magazines.

Cartoons such as the one in the upper left portion of this slide resorted to grotesque caricatures to stir up anti-immigrant sentiment. However, even pro-immigration political cartoons often perpetuated negative stereotypes of various ethnic immigrant groups. For example, even as the cartoon in the lower right portion of this slide (“Columbia welcomes the victims of German persecution to ‘the asylum of the oppressed’”) trumpets America’s role as a haven for immigrants, it also portrays the Germans—particularly the one closest to “Columbia”—as strange-looking and unattractive (hook-nosed, bearded men and obese women). The cartoon most likely does this in order to contrast the immigrants with the beauty and benevolence of America, as represented by “Columbia.”

## Discussion Questions

1. What were the main reasons for prejudice and discrimination against Chinese immigrants?
2. Why do you think so many Chinese came to the United States despite the prejudice and discrimination they would face?
3. Based on what you've learned in the previous slides, how do you think the development of the American West might have been different if the Chinese Exclusion Act had been passed in 1840 instead of in 1882?

1. The Chinese looked different from European Americans and had very different cultural and religious practices. They therefore stood out and made easy scapegoats for whites who felt the need to blame someone for their economic problems. White workers feared that the Chinese would take their jobs, compete in the goldfields, and depress wages for everyone.
2. Before coming to the United States, few Chinese were aware of the prejudice and discrimination they would face in this country. Conditions were very difficult in China after the Opium War of 1840, and the Chinese were eager to improve their economic situations in America. Those Chinese who joined relatives in urban Chinese communities (such as the one in San Francisco) probably felt comforted that they would be living in a community with other Chinese people once they arrived in the United States.
3. The Chinese Exclusion Act was passed in 1882 rather than earlier because it took several decades for anti-Chinese sentiment to build to the point of congressional legislation. If it had been passed in 1840, however, it would have meant that very few Chinese could have entered the country to help build the transcontinental railroad. The railroad companies would have needed to rely on more immigrants from other countries, such as Ireland. They might have had difficulty finding adequate labor, although they could have stepped up the recruiting efforts in Ireland and other European countries as well as in poor immigrant communities on the East Coast. San Francisco and other western cities would have had a very different history, since Chinese communities there became integral to the cities' overall culture.

## Immigration in the Late 19th and Early 20th Centuries



- Rapid economic growth after the Civil War
- Immigrants moved to cities for factory and other industrial jobs

After the Civil War, the United States entered a period of rapid economic growth, industrialization, and urbanization. Railroads, factories, mines, and other industrial enterprises helped to swell the economy and provided numerous jobs. Certain entrepreneurs were also able to amass huge fortunes during this era; some saw them as “robber barons,” others as “captains of industry.” This era, from the 1870s through the 1890s, became known as the Gilded Age (the phrase was coined by Mark Twain, and it refers to the extravagance of wealthy citizens during this time period).

During this period, immigrants began pouring into the country in increasingly large numbers, attracted by the growing job opportunities as well as by religious freedom. Steamship and railroad companies actively promoted immigration to the United States to residents of many European countries. Most immigrants during this period settled in cities to take advantage of the economic opportunities created by the Industrial Revolution.

## Immigration from Southern and Eastern Europe

- Immigrants from southern and eastern Europe, seeking better economic opportunities
- Jewish immigrants from eastern Europe escaping religious persecution
- Many individuals came to work and later sent for their families
- Many intended to return home after earning some money



Eastern European immigrants  
en route to the U.S.

Although Irish immigrants continued to arrive, immigrants during this period increasingly came from southern and eastern Europe rather than from western Europe. In 1870, the U.S. had fewer than 100,000 people born in southern or eastern Europe; by 1930, that number had jumped to nearly six million. Southern Europeans (particularly from Italy) and eastern Europeans generally left their home countries due to poor economic conditions and political instability. Steamship companies encouraged them to make the journey to the United States, promising better economic opportunities across the Atlantic. Jewish immigrants also sought to escape religious persecution in eastern European countries.

It was common for one family member to emigrate first and to later send for other family members. Many Italian and eastern European immigrants came to the United States to work for a while with the expectation that they would return home with money to support their families. The Jews were the exception, as they generally sought to flee religious persecution and therefore did not intend to return to Europe. They would often bring their entire family at once.



## The Journey



Immigrants huddling on the deck  
of a steamship

- Most immigrants traveled in steerage class
- Waited in boarding houses and received interviews and examinations
- Terrible conditions on board the ship
- Two-week journey

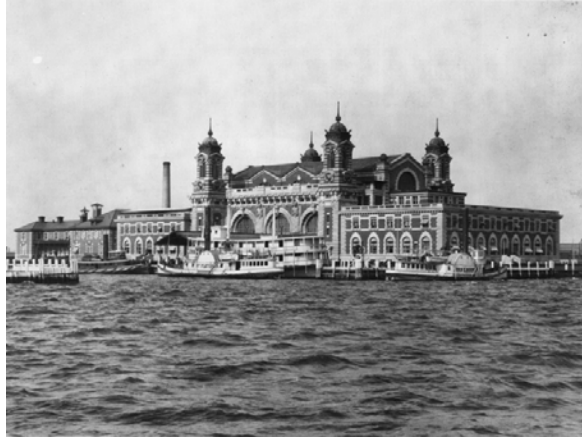
Most immigrants during this period traveled in steerage class (third class) on steamships. Passengers often waited in boarding houses at the port until their ship was ready to depart. They received medical examinations and were required to answer a series of questions about their marital status, financial status, health, and other issues.

Steerage class passengers suffered terrible conditions on board the ship, with crowded decks and narrow berths for sleeping. Many passengers became ill, and some died. Those immigrants who could afford first or second class passage experienced much better conditions.

The journey from Europe to the United States took about two weeks.

## Ellis Island

- Most immigrants after 1892 were processed at Ellis Island
- All steerage class passengers were processed on land
- First and second class passengers were processed on the ship



Beginning in 1892, the majority of immigrants in the United States were processed at Ellis Island in New York Harbor. Other immigrants entered the country at Boston, Baltimore, San Francisco, Miami, and other coastal cities, but New York was by far the most popular entry point. All passengers arriving in steerage class had to be processed at Ellis Island. First and second class passengers, on the other hand, received inspections on board the ship and did not have to go through the lengthy process at Ellis Island.

## Ellis Island: Medical Examinations



- Everyone was checked for contagious diseases and physical impairments
- Most people with trachoma were deported back to Europe

Once at the Ellis Island immigration station, immigrants were given a medical examination in which doctors looked for obvious medical conditions. If an immigrant had a contagious disease or some other impairing physical condition, they were often held at Ellis Island and sometimes sent back to Europe.

Doctors checked immigrants for a contagious eye disease called trachoma, which can cause blindness and was common in southern and eastern Europe but not in the United States. In those days, trachoma was difficult to treat. The examination was a painful procedure in which the doctor turned the immigrants' eyelids inside-out using a hook-like contraption. Immigrants found to have trachoma were usually sent back to their home countries. Some were detained on Ellis Island for months to see if their condition cleared up, particularly if they had a "sponsor" in the United States to pay their bills.

## Ellis Island: Legal Examination

- Check of reading and writing ability, financial status
- Most people screened at Ellis Island were eventually admitted into the United States



Immigrants in line at Ellis Island

Immigrants also underwent a legal examination. Inspectors examined the immigrants' papers, which had been filled out before they left Europe. With the help of interpreters, immigrants answered questions about their physical and mental health, ability to read and write, and financial status in order to make sure they had a little money to get started.

The overwhelming majority of people screened on Ellis Island were eventually admitted to the United States.

## **Questions for Discussion**

1. Why do you think so many people braved the terrible conditions on board the ship? Wouldn't they have heard rumors about the ship and decided to stay home?
2. What do you think it would have been like to wait in line at Ellis Island for a medical and legal inspection? What might have been going through your mind at that time?

1. For most immigrants, the desire to reach America vastly overshadowed any concerns about the Atlantic voyage. They may have heard about the journey from friends or relatives who had already made it through the grapevine, but these accounts may have been “sugarcoated” or minimized.
2. This might have been a very stressful experience. You would probably have been extremely tired from the journey, and to now face long lines and stern-looking inspectors would have been difficult. You would probably have brought the documents you needed to pass the legal examination, as the steamship company would have informed you about what would be required of you. Still, it would have been unnerving to wonder whether you'd be admitted into the United States.

## Immigrant Life in the Cities

- Ethnic enclaves
- Tenements
- Gradual reform; Tenement Housing Act



Most immigrants in the late 19th and early 20th centuries settled in large cities. They generally inhabited ethnic enclaves—neighborhoods where most people came from the same country. In these enclaves, the immigrants set up stores, religious gathering places, and social networks.

Apartment buildings constructed for multiple working-class families were known as tenements. Many immigrant families ended up living in tenements. These buildings became notorious for overcrowding, lack of light and ventilation, and fire hazards. Early tenements rarely had plumbing, running water, or gas for heating and cooking. Generally, only the front room received any light or ventilation at all. Most tenement residents worked low-paying factory jobs.

Urban developers had begun to construct tenements in the 1840s to accommodate the influx of poor German and Irish immigrants. Many of these developers were immigrants themselves and had learned building skills in Europe.

Over time, cities and states began to pass laws regulating the construction of tenements. For example, in 1901, New York State passed the Tenement House Act, which mandated improved lighting, ventilation, and toilet facilities while requiring that new tenements be built on larger lots than they previously had. These reforms came largely as a result of Progressivism, which will be discussed in more detail later on in this presentation.

## Immigrant-Owned Stores

- Catered to other immigrants in the neighborhood
- Entire family would help run the store
- Family might live upstairs
- Community gathering places



Some immigrant families established stores that catered to other immigrants from their home country. The families who set up these stores would have been better-off financially than the typically impoverished tenement-dwelling family.

A family that owned a store would generally expect all family members—including children—to participate in operating the business. Families like these often lived in an apartment directly above the store. Neighborhood stores served as community gathering places, as immigrants from around the neighborhood would visit the store not only to shop but also to visit with their neighbors.

# Immigrant Work



An immigrant family sewing, most likely as “piece work”

- Variety of jobs
- Piece work
- Factory work
- Entrepreneurship
- Low wages

Immigrants performed a variety of jobs depending on where they lived, what their skills were, and how much money they started out with. Common occupations included factory worker, dressmaker/tailor, housekeeper, and merchant.

In the late 19th century, it was common for children as well as adults to work long hours in factories. Many immigrant women, children, and families did “piece work,” which involved sewing pieces of fabric together to make clothes. Managers would give or, in some cases, sell them the fabric, and they would be paid for each piece they finished. Other immigrants set up entrepreneurial ventures, establishing their own stores or, if they didn’t have enough money for a storefront, selling wares on foot or from carts.

Immigrants generally earned very low wages and had to work extremely hard to afford rent, food, and other necessities. This is one of the reasons many immigrants lived in crowded tenement apartments.



## Immigration and Progressive Reforms

- Economic depression began in 1893
- Progressives fought corruption, overcrowding, poor working conditions, child labor, and other problems
- Reforms that affected immigrants



Progressives opposed using immigrant children as laborers, such as in this photo

In 1893, the United States entered an economic depression that lasted about four years. This ended the boom times of the Gilded Age, during which the economy had grown rapidly and many industrialists had amassed huge fortunes. While most immigrants had not become rich during the Gilded Age, they had benefited from the increased number of jobs available during this era.

As the economy stagnated, middle class reform-minded Americans became increasingly organized in opposition to such problems as corruption in politics, overcrowding, and poor working conditions. They called for increased governmental regulation of businesses and tax reforms that would benefit poor people, including recent immigrants. These reformers became known as Progressives.

During the 1890s and early 1900s, progressives succeeded in gaining many reforms at the state and local levels. Some cities elected progressive mayors, who helped curb corruption in city politics. Many states passed laws regulating the number of people who could live in a given amount of space, thus reducing overcrowding. New state laws also mandated that factories take certain safety precautions to protect their workers and allowed workers to be compensated if they were injured on the job. Minimum wage laws also took effect in several states.

# Muckrakers



A Jacob Riis photo of immigrants crowded in a tenement apartment

- Jacob Riis, Upton Sinclair
- Influenced public opinion and policy

During the Progressive Era, writers called muckrakers investigated and wrote about many of the social and political problems facing immigrants and other poor Americans. Photojournalist Jacob Riis chronicled conditions in tenement and factories in his work, *How the Other Half Lives: Studies Among the Tenements of New York*. Novelist Upton Sinclair wrote his famous book, *The Jungle*, about labor conditions for immigrant workers in the meatpacking plants of Chicago. Other muckrakers included Lincoln Steffens, Ida Tarbell, and other contemporary writers.

The muckrakers had a direct impact on policy changes, as they brought the conditions of poor immigrants to the attention of middle class voters and sympathetic politicians.

## Discussion Questions

1. Why did most new immigrants live in tenements?
2. If the economy was so strong during the Gilded Age, why did most immigrants remain poor?
3. Why do you think the Progressives were successful in influencing lawmakers to pass laws that aided poor immigrant workers?

1. Most new immigrants arrived with very little money and could only afford the cheapest apartments. They often crammed into one apartment with several other families. Once they found work, they still earned very low wages and found it difficult to afford anything more than a tenement apartment.
2. The economy of the Gilded Age was based on rapid industrialization. This type of economic growth required large numbers of low-wage workers in factories, mines, and other industrial enterprises. These workers had little opportunity to become wealthy or even middle class, yet their bosses were often able to earn a good deal of money. Company owners often became extremely rich, but this wealth did not trickle down to immigrant workers.
3. The economic depression of the 1890s highlighted some of the flaws in the economic system that had been in place during the Gilded Age. As more immigrants continued to arrive, middle class Americans found it increasingly difficult to ignore their presence and their impoverished living conditions. The muckrakers' journalism was immensely helpful in spreading the word about poor immigrants' situations to people of influence within society and the government.

## The “Melting Pot”

- Cultures lose their unique qualities while blending together
- Assimilation
- A popular idea among 19th-century intellectuals



A “melting pot” political cartoon from the 19th century that portrays the Irish as inassimilable

With so many immigrants from various countries arriving and living in the United States, questions arose as to whether the new immigrants would maintain their customs, languages, and religions; become part of mainstream American culture; or create a new type of culture entirely. The idea that immigrants would blend together into a unified culture became known as the “melting pot” theory (envision many cultures melting and blending together in a large pot). A word related to the idea of the melting pot is “assimilation,” which occurs when members of a minority culture shed some of their original cultural identity and become more like members of the dominant culture.

The melting pot was ideal among 19th-century American intellectuals, who envisioned a unique American culture developing from this blending of many immigrant cultures.

## The “Salad Bowl”



- Cultures retain their unique identities while mixing together
- Cultural pluralism
- Most historians feel this is a more accurate picture of what happened

As immigrants learned English and increasingly blended into the American economy and lifestyle, the image of the country as a melting pot became stronger. In many ways, however, immigrants retained their unique cultures, making the country more of a “salad bowl” than a melting pot. In the salad bowl metaphor, immigrant cultures retain their unique characteristics while mixing with each other, much as one might mix lettuce, tomatoes, and croutons into a salad. Other terms for this type of blending include “cultural pluralism” and “multiculturalism.”

Most modern historians feel that the salad bowl metaphor more closely approximates what actually happened than the melting pot metaphor. Although immigrant cultures do assimilate into mainstream American culture increasingly over several generations, immigrant groups generally tend to retain unique characteristics during the time that they try to find their place within American society.

**Note to teacher:** Take a few minutes and have the class debate relative merits of the melting pot and salad bowl metaphors. Do students think the United States today is more of a melting pot or a salad bowl?

## Anti-Immigrant Sentiment

- Americans began to question the numbers of immigrants who were allowed in
- Many blamed immigrants for low wages overall
- Immigrants and labor unions
- Isolationism

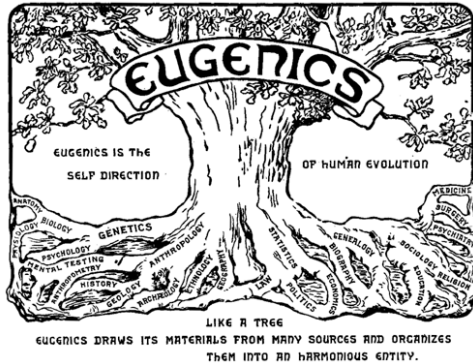


Striking miners in Arizona—many of them Mexican immigrants—were rounded up in July 1917, put onto cattle cars, and dumped in the New Mexico desert. The government later deported hundreds of these workers.

As the 19th century progressed, Americans began to question whether new immigrants should be allowed to enter the country. Working class Americans felt that because immigrants would often work for less money than native-born Americans, immigration kept wages too low. Also, the late 19th century witnessed the rise of labor unions, and of increasingly acrimonious—and sometimes violent—struggles between management and workers. Immigrants often made up a substantial portion of these unions, and many Americans began to blame immigrants for labor strife.

After World War I, the United States entered a period of isolationism, meaning that Americans became less interested in having the government intervene in the affairs of other countries. This isolationism was accompanied by a growing feeling that the country already had too many people of foreign origin.

# The Eugenics Movement



Logo for the Second International Eugenics Conference in 1921

- Advocated controlling human reproduction in order to weed out “undesirables”
- Also known at the time as “selective breeding”
- Many eugenicists were also anti-immigration
- Reinforced stereotypes

The early 20th century also witnessed an upsurge in the eugenics movement. Proponents of eugenics argued in favor of governmental intervention in human reproduction in order to favor characteristics that they deemed desirable. For example, many eugenicists believe that forced sterilization and/or the prohibition of marriage for people with disabilities (such as deafness or mental illness) would benefit all of society by reducing the numbers of people with these disabilities who would need care. A number of states passed laws mandating forced sterilization and prohibiting marriage among certain people. These laws remained on the books until the mid-20th century.

Many eugenicists also favored placing restrictions on immigration. Some eugenicists became vocal proponents of anti-immigrant legislation. They viewed immigrants as mentally and physically inferior, and therefore “unfit” for American society. The eugenics movement thus helped reinforce racial and ethnic stereotypes and contributed to anti-immigrant sentiment at the time.

## The Red Scare

- Many immigrants deported, even if they posed no real threat
- Many immigrants beaten and denied the right to an attorney



During World War I, the United States government became alarmed at the violent revolution in Russia and the civil war that followed in that country. The government feared that a similar radical revolution might occur in the United States. They felt that radical anarchists already in the U.S.—many of whom were immigrants—were already working in secret to spark such a revolution. This mass hysteria over “foreign radicals” became known as the “Red Scare” (red was associated with the Bolshevik revolutionaries of Russia).

Many radical anarchists of this period held strong anti-government beliefs but did not necessarily plan to act upon them. The government targeted and deported immigrants it deemed radical without figuring out whether all of these people truly posed a threat to the United States.

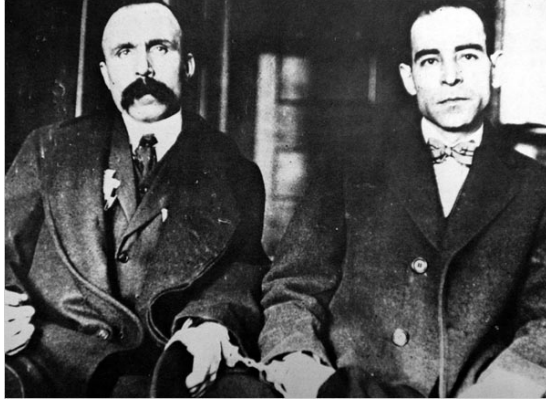
After uncovering a bomb plot against government officials in 1919, the government stepped up its deportations, ultimately sending between 4000 and 10,000 immigrants back to their original countries. Many of the immigrants were beaten and denied the right to an attorney.

These government actions were popular among a substantial segment of the American public, and were applauded by some of the country’s major newspapers as well. The Red Scare helped fan the flames of nativism in the United States.

**Note to teacher:** Take a few minutes to analyze the political cartoon shown here. What message is the artist trying to convey?



## Sacco and Vanzetti



- Italian anarchists tried and executed for murder and theft
- Trial characterized by inconclusive evidence and anti-immigrant sentiment

In 1920, two Italian immigrants, Nicola Sacco and Bartolomeo Vanzetti, were arrested for the murder of two men and for stealing around \$15,000 from a shoe factory in Massachusetts. Sacco and Vanzetti were followers of an Italian anarchist who believed in violent revolution. They claimed to favor revolutionary change to help the poor and working class, which included many immigrants. Anarchism at this time was a relatively popular philosophy, with proponents hoping to make radical changes that would eliminate the government, which they felt oppressed the poor and cared only about the wealthy. The U.S. government considered Italian anarchists a major threat to U.S. national security at that time.

Sacco and Vanzetti were tried and executed for their alleged crimes. Their trial was dogged by inconclusive evidence, biased rulings from the judge, and anti-immigrant sentiment. The jury convicted them after only three hours of deliberation. Despite worldwide protests, Sacco and Vanzetti were denied a retrial and eventually electrocuted.

Many supporters of Sacco and Vanzetti viewed this trial as proof that the United States government had gone overboard with patriotic zeal. They decried the trial as evidence that the government had unfairly swayed public opinion against immigrants——particularly those with radical views.

# Emergency Quota Act



- Passed in 1921
- 3% of 1910 immigrant population from each country to be allowed into the United States annually

In 1921, Congress passed the Emergency Quota Act to limit the number of immigrants who would be allowed into the country. This act placed a quota, or limit, on the number of immigrants that could be admitted from each country. From 1921 forward, a number equal to three percent of the people from a given country who lived in the United States in 1910 would be allowed to come from that country each year. For example, if the 1910 census showed that there were 10,000 people who had emigrated from a particular country, only 300 (three percent of 10,000) people would be allowed to immigrate from that country each year.

## Immigration Act of 1924

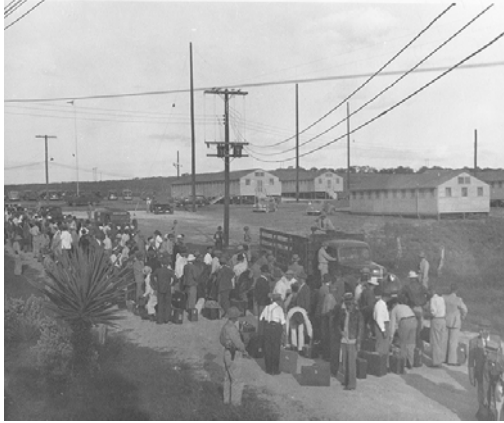
- 2% of 1890 immigrant numbers from each country to be allowed into the United States annually
- Barred immigrants from outside the Western Hemisphere



President Calvin Coolidge signs the Immigration Act of 1924

Three years later, Congress passed an additional immigration restriction that replaced the Emergency Quota Act of 1921. The Immigration Act of 1924 made immigration laws even stricter by declaring that a number equal to two percent of the people from a given country who lived in the United States in 1890 would be allowed to come from that country each year. This restriction greatly reduced the number of southern and eastern Europeans who would be allowed into the country, since their numbers had increased greatly after 1890. The law also barred immigrants from outside of the Western Hemisphere, putting an end to Chinese immigration.

## Immigration and World War II



German American internees, Camp Kenedy, Texas

- Sentiment turned against Germans, Italians, Japanese
- Prejudice directed toward people born in the United States as well as immigrants
- German Americans interned
- Some sent back to Germany

During World War II, anti-immigrant sentiment turned toward people of German, Japanese, and Italian ancestry. Even people whose parents or grandparents had immigrated but who had themselves been born in the U.S. faced discrimination.

The government and many non-German citizens were particularly concerned that German Americans might side with the Nazis, thus posing an internal threat to the United States. The government arrested and interned (held prisoner) thousands of German Americans and German immigrants, forcing them to live in camps that had been set up for this purpose—including one at Ellis Island. They pressured these internees to move back to Germany, deporting some and “trading” about 2000 to Germany in exchange for Americans held by the Nazis.

## Immigration and World War II

- Anti-Japanese sentiment, including against Japanese American citizens
- Japanese American internment camps



Japanese Americans at the Manzanar internment camp in California

Japanese Americans from the West Coast faced the most extreme discrimination within the United States during World War II. After the Japanese bombed Pearl Harbor on December 7, 1941, many military and civilian Americans began to worry that the Japanese would launch a full attack on the West Coast. Widespread suspicion grew toward Americans of Japanese descent, as many feared that they might assist Japan in its military efforts against the United States. Even Japanese Americans who were U.S. citizens came under suspicion.

The federal government set up internment camps to detain Japanese Americans—citizens and non-citizens alike. During the course of the war, approximately 120,000 Japanese Americans were forced to move to these camps. About two-thirds of Japanese American internees were U.S. citizens.

The internment camps were established in desert regions of the West. The first and most famous camp was Manzanar in California, where around 11,000 people faced imprisonment.

Unlike traditional prisons, the internment camps had many of the facilities one would find in an average American town, such as schools, churches, farms, post offices, and stores. Nevertheless, the camps were heavily guarded, and internees could not return home for the duration of the war. In addition to forced removal from their homes, jobs, and businesses, Japanese-Americans in the internment camps had to deal with extreme summer heat, frigid winters, and sub-standard living conditions.

## Jewish Immigration and World War II



Jewish children, Holocaust refugees

- Jewish refugees from the Holocaust
- Evian conference
- United States accepted few Jewish refugees during the war
- U.S. lack of action heavily criticized

The rise of Nazi Germany and the upheaval of World War II displaced many European Jews. In 1938, President Franklin Roosevelt called a conference in Evian, France to discuss what might be done about Jewish refugees from Austria and Germany. Delegates from many nations attended. However, even though the United States (and many other countries) expressed sympathy for the plight of the refugees, none were willing to commit to accepting large numbers of Jews as immigrants.

This restrictive U.S. policy toward Jewish refugees continued once America entered World War II. In many cases, the State Department not only blocked visas of European Jews (often on the thin justification that refugees posed “security” problems), but in some cases it manipulated evidence to downplay the extent of the Holocaust and undermine U.S. proposals to take action to help the Jews. Much of the State Department attitude can be attributed to anti-Semitism; eventually, others in the U.S. government denounced the State Department’s actions. Treasury Secretary Henry Morgenthau sent a report to President Roosevelt about the “acquiescence of this government in the murder of the Jews,” and Congressman Emmanuel Celler criticized immigration policy, stating that if current restrictions continued, “we may as well take down that plaque from the Statue of Liberty and block out the lamp beside the golden door.”

It was not until 1944 that President Roosevelt established the War Refugee Board, which worked with Jewish organizations, diplomats from neutral countries, and European resistance groups to get Jews out of occupied territories and provide aid to concentration camp victims.

The United States’ lack of action with regard to Jewish refugees has been heavily criticized since the war. If the U.S. had begun to accept refugees in 1938, many lives could have been spared.

## Discussion Questions

1. Why did anti-immigrant sentiment become so fervent in the 1920s?
2. How did the Immigration Act of 1924 differ from the Emergency Quota Act of 1921? Why did this change in immigration policy occur? Explain.
3. Do you think internment of Japanese Americans and German Americans during World War II was justified? Why?

1. The Russian Revolution, European anarchists, and continued anti-Chinese sentiment led the United States government and many Americans to become fervently anti-immigrant during the 1920s. The government feared that left-wing anarchists, spurred by the Russian Revolution, might act against United States interests.
2. The Emergency Quota Act placed a three-percent restriction of annual immigration from individual countries. The Immigration Act of 1924 allowed only two percent of the people from a given country who lived in the United States in 1890 to enter annually. It also prohibited immigrants from outside the Western Hemisphere. The change in policy most likely occurred in order to limit the “new immigration,” specifically targeting people from southern and eastern Europe, and the Chinese.
3. Answers will vary. Most students will probably say that internment wasn’t justified, and that the U.S. faced no real threat from Japanese Americans and German Americans. You may want to play devil’s advocate here, drawing parallels between national security concerns back then and national security concerns today.

## Postwar Immigration

- European refugees, including Jews, allowed to enter after World War II
- Displaced Persons Act
- Immigration and Nationality Act



Jewish “DPs” arrive at a refugee center in New York state

World War II had displaced a huge number of European Jews, and many of them didn't want to return home. The fate of these “DPs” remained an issue for several years after the war. In 1948, the U.S. finally passed the Displaced Persons Act, which opened America's doors to European war refugees. By 1952, more than 80,000 Jewish DPs had immigrated to the United States.

However, many Americans remained wary of immigrants. In 1952, Congress passed the Immigration and Nationality Act, which removed racial restrictions on immigration but still established quotas for people from certain countries, including limited ones for people from China and other Asian countries. It also gave all immigrants a chance to acquire citizenship.



## Immigration Act of 1965



- 1965 amendments
- Quotas based on hemisphere
- More immigrants from Asia, fewer from western Europe
- More immigrants came to be with their families

In 1965, Congress amended the Immigration and Nationality Act of 1952. The amendments included an end to nationality-based quotas. Quotas were now based on hemisphere, allowing 170,000 immigrants per year from the Eastern Hemisphere and 120,000 from the Western Hemisphere.

One result of this change was an influx of immigrants from countries that had not been widely represented before the amendments. The percentage of immigrants from western Europe dropped, but many more Asian immigrants arrived. A greater proportion of these new immigrants had family members already living in the United States.

## Immigration after 1965

- Refugees from southeast Asia after the Vietnam War
- Many spent years in refugee camps before coming
- Asian and Latin American immigrants since 1965
- Generally less skilled, younger, and poor
- Low-paying jobs



Vietnamese refugees aboard a U.S. aircraft carrier

After the Vietnam War, hundreds of thousands of refugees arrived into the United States from Vietnam, Cambodia, and Laos. These refugees arrived over a span of many years, often spending considerable time in Asian refugee camps before finding an opportunity to come to the United States.

Since 1965, immigrants have increasingly come from Asia and Latin America. While some of these immigrants have received specialized job training in their countries (e.g. medical or computer training), many are less skilled than immigrants of the past. These immigrants also tend to be younger than the immigrants of previous eras. They generally come seeking economic opportunities, but language barriers, lack of high-level skills, discrimination, and, sometimes, lack of legal immigration documents keep many of them in low-paying jobs.

# Illegal Immigration



U.S. Border Patrol officers near the Mexican border

- 11.5 to 12 million illegal immigrants in the country
- Mexico and Central America most heavily represented regions
- A major political issue in the United States today
- Immigrants and their descendants sometimes come out against new immigration

It has been estimated that from 11.5 to 12 million people are living in the United States today without being legally permitted to do so. A little over half of illegal immigrants come from Mexico, with sizable numbers from Central America and smaller percentages from Asia, South America, Europe, and Africa. Some illegal immigrants cross the border without permission, while others enter as tourists and remain in the country after their visas have expired.

Illegal immigration has become a major political issue in the United States. Many Americans hold strong opinions on this topic, and it is one of the most significant issues discussed by politicians and political candidates, who debate illegal immigration's effects on American jobs, wages, urban living conditions, and government services.

With the exception of Native Americans, everyone in the United States is either an immigrant or a descendant of immigrants. Proponents of immigration often question why people who came to this country earlier, or whose parents or grandparents immigrated, often end up speaking out against admitting new immigrants. This phenomenon has occurred throughout United States history and continues today.

## Discussion Questions

1. Do you think Americans are more or less tolerant of immigrants today than 40 or 50 years ago? Explain.
2. Are arguments against illegal immigration today substantially different than those made against other immigrant groups in the past? Explain.
3. Why do you think some immigrants or people who have been raised by immigrants become opposed to new immigration?

1. Answers will vary. Some may point to the Immigration Act of 1965 as evidence that Americans were more tolerant of immigration 40 to 50 years ago. Others may also cite evidence of hostility today towards illegal immigrants in making the case for more tolerance in the past. Others may disagree, claiming that fewer Americans today live in all-white communities, and that exposure to multiculturalism in general has made people more tolerant of immigrants.
2. Answers will vary. Similarities certainly exist: some today argue that illegal immigrants take American jobs, depress wages overall, add to overcrowding in cities, and refuse to assimilate—all charges that have been made against immigrants in the past. On the other hand, some today argue that illegal immigrants put a strain on government services and hospitals, arguments which did not exist before the creation of the social “safety net” and government welfare state during the 1930s.
3. Answers will vary. Some may theorize that older immigrants opposed to new immigration see themselves as more worthy than current immigrants because they’ve “paid their dues” and made what they consider to be significant contributions to American society. Others may see this mentality as part of the process of assimilation: these older immigrants see themselves as Americans and object to new immigrants for the same reasons other Americans do.

## The Immigrant Legacy

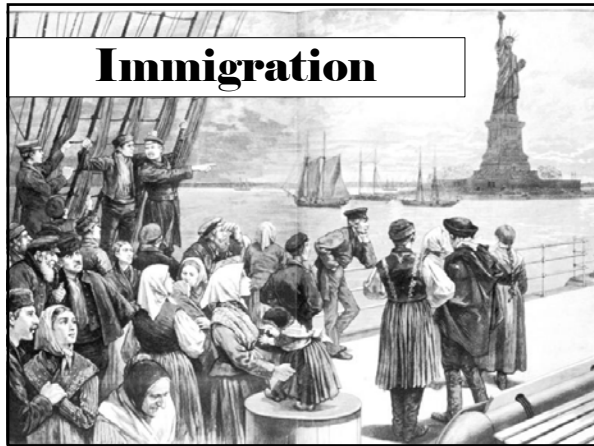
- Immigrants have left a lasting legacy
- Historically, periods of high immigration levels are usually followed by anti-immigration sentiment and legislation



Taking the oath of citizenship

It's difficult to imagine what the United States would be like without its legacy of immigration. Immigrants have made countless innovations and cultural contributions, ranging from technological inventions to foods that we now take for granted.

Throughout United States history, we have seen periods of high immigration levels followed by anti-immigrant sentiment and legislation restricting immigration. It seems likely that this pattern will repeat itself in the future as immigrants continue to arrive in America.



## Immigration

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### Essential Questions

- In what ways is the United States a “nation of immigrants”?
- What factors might a person have to weigh when considering whether to immigrate to another country? What might it be like to be faced with this decision?
- What might be some of the greatest challenges and rewards for immigrants to a new country? How might various immigrant groups from different periods of U.S. history have answered this question?
- Why has anti-immigrant sentiment arisen at different points in U.S. history?
- How has immigration influenced the laws and social services we have in the United States today?
- How do the experiences of immigrants in various periods of United States history compare to those of immigrants today?

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### The First Migrants

- Bering Land Bridge
- 12,000 years ago
- This theory is under revision due to new scientific evidence—stay tuned!



This map shows the Bering Land Bridge disappearing over time

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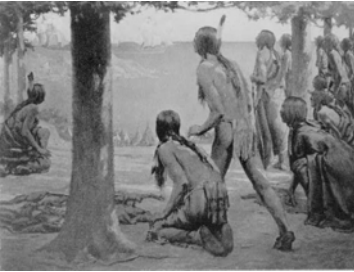
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## Native Americans



Native Americans watching the arrival of Europeans

- Native Americans
- Settled throughout the continent
- Major changes when Europeans arrived

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## Early Europeans and Africans



Painting depicting the Pilgrims' landing in 1620

- First Europeans came in the 17th century
- African slaves



Captured Africans intended to be sold as slaves

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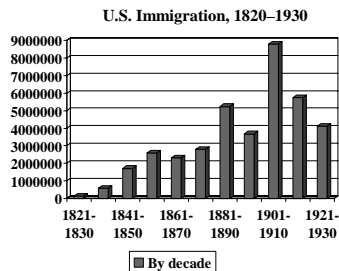
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## Era of Immigration

- Immigration means moving into one country from another
- Immigration has occurred throughout the history of America
- Great "era of immigration" lasted roughly from 1820–1930




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## German Immigration



A German immigrant family in the late 1800s

- Earliest German immigrants settled in Pennsylvania
- Large numbers came in the 1850s
- Settled in present-day Midwestern states
- Left Germany for economic and political reasons
- Recruited by states and territories

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## Scandinavian Immigration

- Arrived in large numbers beginning in the mid-19th century
- Drawn by abundance of farmland on the frontier
- Danish Mormons
- Finnish immigrants faced greater language barriers
- Urban Scandinavians in the late 19th century



A Scandinavian family farmhouse

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## Irish Immigration



Emigrants leaving Ireland for New York

- Early Irish immigrants were Presbyterians from Ulster (Scots-Irish)
- Fled British religious persecution
- Irish immigration increased dramatically in the 1840s
- Potato famine

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## The Irish in America

- Industrial Revolution in the United States
- Most Irish moved to the urban centers of the Northeast
- Most worked menial jobs in factories or coal mines, or as servants or maids



An Irish miner

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## Prejudice Against the Irish



- New Irish immigrants faced a good deal of prejudice
- Disdained for their Catholicism and large families
- Stereotyped as alcoholics who got into a lot of fights
- Resentment over competition for jobs

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## Anti-Irish Nativism and the Know Nothing Party

- American Republican Party began in 1843
- Know Nothing movement
- Successes in cities and the state of Massachusetts
- Dissolved in the years before the Civil War



"Citizen Know Nothing," a figure that appeared in several nativist prints of the era

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## Discussion Questions

1. What push and pull factors affected Irish people's decisions regarding whether to move to the United States? In other words, what factors pushed them away from Ireland and pulled them toward the United States? What do you think you might have decided to do if you had been in their shoes?
2. What do you think might have been some of the greatest hurdles and difficulties for newly arrived Irish immigrants in the mid-19th century?
3. Why do you think the Know Nothing Party achieved a certain measure of success?

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## The Gold Rush

- Immigrants followed the Gold Rush
- Hoped to strike it rich in gold or to work in new businesses that arose along with the Gold Rush



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## The Gold Rush (continued)



- Nativist sentiment increased amongst non-immigrant miners
- Foreign Miners' Tax
- Chinese particularly resented

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## The Chinese in California

- Chinese immigration to San Francisco
- Established tight-knit communities
- Many borrowed money from contract agencies
- “Coolies”



A Chinese shop in San Francisco, 1880s

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## Chinese Railroad Workers



- Many Chinese worked on the transcontinental railroad
- Received lower pay than their white counterparts
- Extremely dangerous working conditions

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## Anti-Chinese Sentiment

- White resentment and prejudice
- Chinese were not allowed to vote or hold elected office
- U.S. economy declined after the Civil War
- Chinese blamed for job competition and depressed wages
- Workingman's Party
- Chinese Exclusion Act



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## Angel Island



Immigrants waiting on the hospital steps at Angel Island

- Immigration facility on an island in San Francisco Bay
- Primarily a detention facility
- Many Chinese detained here for years
- Chinese “paper children”

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## Portrayals of Immigrants in Political Cartoons



- Political cartoons popular in the mid-19th century
- Even in cartoons that were pro-immigration, negative stereotypes persisted



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## Discussion Questions

1. What were the main reasons for prejudice and discrimination against Chinese immigrants?
2. Why do you think so many Chinese came to the United States despite the prejudice and discrimination they would face?
3. Based on what you've learned in the previous slides, how do you think the development of the American West might have been different if the Chinese Exclusion Act had been passed in 1840 instead of in 1882?

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## Immigration in the Late 19th and Early 20th Centuries



- Rapid economic growth after the Civil War
- Immigrants moved to cities for factory and other industrial jobs

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## Immigration from Southern and Eastern Europe

- Immigrants from southern and eastern Europe, seeking better economic opportunities
- Jewish immigrants from eastern Europe escaping religious persecution
- Many individuals came to work and later sent for their families
- Many intended to return home after earning some money



Eastern European immigrants en route to the U.S.

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## The Journey



Immigrants huddling on the deck of a steamship

- Most immigrants traveled in steerage class
- Waited in boarding houses and received interviews and examinations
- Terrible conditions on board the ship
- Two-week journey

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## Ellis Island

- Most immigrants after 1892 were processed at Ellis Island
- All steerage class passengers were processed on land
- First and second class passengers were processed on the ship



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## Ellis Island: Medical Examinations



- Everyone was checked for contagious diseases and physical impairments
- Most people with trachoma were deported back to Europe

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## Ellis Island: Legal Examination

- Check of reading and writing ability, financial status
- Most people screened at Ellis Island were eventually admitted into the United States



Immigrants in line at Ellis Island

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## Questions for Discussion

1. Why do you think so many people braved the terrible conditions on board the ship? Wouldn't they have heard rumors about the ship and decided to stay home?
2. What do you think it would have been like to wait in line at Ellis Island for a medical and legal inspection? What might have been going through your mind at that time?

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## Immigrant Life in the Cities

- Ethnic enclaves
- Tenements
- Gradual reform; Tenement Housing Act



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## Immigrant-Owned Stores

- Catered to other immigrants in the neighborhood
- Entire family would help run the store
- Family might live upstairs
- Community gathering places



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## Immigrant Work



An immigrant family sewing, most likely as "piece work"

- Variety of jobs
- Piece work
- Factory work
- Entrepreneurship
- Low wages

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## Immigration and Progressive Reforms

- Economic depression began in 1893
- Progressives fought corruption, overcrowding, poor working conditions, child labor, and other problems
- Reforms that affected immigrants



Progressives opposed using immigrant children as laborers, such as in this photo

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## Muckrakers



A Jacob Riis photo of immigrants crowded in a tenement apartment

- Jacob Riis, Upton Sinclair
- Influenced public opinion and policy

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## Discussion Questions

1. Why did most new immigrants live in tenements?
2. If the economy was so strong during the Gilded Age, why did most immigrants remain poor?
3. Why do you think the Progressives were successful in influencing lawmakers to pass laws that aided poor immigrant workers?

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## The “Melting Pot”

- Cultures lose their unique qualities while blending together
- Assimilation
- A popular idea among 19th-century intellectuals



A “melting pot” political cartoon from the 19th century that portrays the Irish as inassimilable

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## The “Salad Bowl”



- Cultures retain their unique identities while mixing together
- Cultural pluralism
- Most historians feel this is a more accurate picture of what happened

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## Anti-Immigrant Sentiment

- Americans began to question the numbers of immigrants who were allowed in
- Many blamed immigrants for low wages overall
- Immigrants and labor unions
- Isolationism



Striking miners in Arizona—many of them Mexican immigrants—were rounded up in July 1917, put onto cattle cars, and dumped in the New Mexico desert. The government later deported hundreds of these workers.

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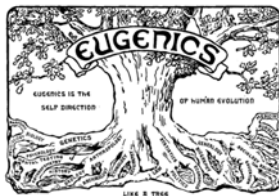
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## The Eugenics Movement



Logo for the Second International Eugenics Conference in 1921

- Advocated controlling human reproduction in order to weed out “undesirables”
- Also known at the time as “selective breeding”
- Many eugenicists were also anti-immigration
- Reinforced stereotypes

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## The Red Scare

- Many immigrants deported, even if they posed no real threat
- Many immigrants beaten and denied the right to an attorney



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## Sacco and Vanzetti



- Italian anarchists tried and executed for murder and theft
- Trial characterized by inconclusive evidence and anti-immigrant sentiment

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## Emergency Quota Act



- Passed in 1921
- 3% of 1910 immigrant population from each country to be allowed into the United States annually

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## Immigration Act of 1924

- 2% of 1890 immigrant numbers from each country to be allowed into the United States annually
- Barred immigrants from outside the Western Hemisphere



President Calvin Coolidge signs the Immigration Act of 1924

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## Immigration and World War II



German American internees, Camp Kenedy, Texas

- Sentiment turned against Germans, Italians, Japanese
- Prejudice directed toward people born in the United States as well as immigrants
- German Americans interned
- Some sent back to Germany

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## Immigration and World War II

- Anti-Japanese sentiment, including against Japanese American citizens
- Japanese American internment camps



Japanese Americans at the Manzanar internment camp in California

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## Jewish Immigration and World War II



Jewish children, Holocaust refugees

- Jewish refugees from the Holocaust
- Evian conference
- United States accepted few Jewish refugees during the war
- U.S. lack of action heavily criticized

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## Discussion Questions

1. Why did anti-immigrant sentiment become so fervent in the 1920s?
2. How did the Immigration Act of 1924 differ from the Emergency Quota Act of 1921? Why did this change in immigration policy occur? Explain.
3. Do you think internment of Japanese Americans and German Americans during World War II was justified? Why?

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## Postwar Immigration

- European refugees, including Jews, allowed to enter after World War II
- Displaced Persons Act
- Immigration and Nationality Act



Jewish "DPs" arrive at a refugee center in New York state

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## Immigration Act of 1965



- 1965 amendments
- Quotas based on hemisphere
- More immigrants from Asia, fewer from western Europe
- More immigrants came to be with their families

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## Immigration after 1965

- Refugees from southeast Asia after the Vietnam War
- Many spent years in refugee camps before coming
- Asian and Latin American immigrants since 1965
- Generally less skilled, younger, and poor
- Low-paying jobs



Vietnamese refugees aboard a U.S. aircraft carrier

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## Illegal Immigration



U.S. Border Patrol officers near the Mexican border

- 11.5 to 12 million illegal immigrants in the country
- Mexico and Central America most heavily represented regions
- A major political issue in the United States today
- Immigrants and their descendants sometimes come out against new immigration

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## Discussion Questions

1. Do you think Americans are more or less tolerant of immigrants today than 40 or 50 years ago? Explain.
2. Are arguments against illegal immigration today substantially different than those made against other immigrant groups in the past? Explain.
3. Why do you think some immigrants or people who have been raised by immigrants become opposed to new immigration?

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## The Immigrant Legacy

- Immigrants have left a lasting legacy
- Historically, periods of high immigration levels are usually followed by anti-immigration sentiment and legislation



Taking the oath of citizenship

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# Immigration: Backwards Planning Activities

## Enduring understandings:

- With the exception of Native Americans, everyone in the United States is either an immigrant or a descendant of immigrants from the past five centuries
- Groups of immigrants came to the United States for a variety of reasons, including changing economic conditions and religious persecution in their home countries
- Public attitudes and the political landscape in the United States have often reflected negative reactions toward new groups of immigrants
- The development of American towns, cities, and infrastructure owe a great deal to immigrant labor
- Many of the social services and labor laws we enjoy today began as responses to poor living and working conditions for immigrants
- Immigration continues to be a major force in the United States economy and in political discussions

## Essential questions:

- In what ways is the United States a “nation of immigrants”?
- What factors might a person have to weigh when considering whether to immigrate to another country? What might it be like to be faced with this decision?
- What might be some of the greatest challenges and rewards for immigrants to a new country? How might various immigrant groups from different periods of U.S. history have answered this question?
- Why has anti-immigrant sentiment arisen at different points in U.S. history?
- How has immigration influenced the laws and social services we have in the United States today?
- How do the experiences of immigrants in various periods of U.S. history compare to those of immigrants today?



## Learning experiences and instruction:

Students will need to know...	Students will need to be able to...
<ol style="list-style-type: none"> <li>1. Patterns of immigration and immigrant settlement from the 17th century to the present</li> <li>2. “Push” factors that led immigrants to leave their home countries and “pull” factors that drew them to the United States</li> <li>3. Reactions to new immigrant groups, as manifested in public attitudes and in politics</li> <li>4. The role of immigrants in the development of the United States</li> <li>5. The conditions under which new immigrants often lived, particularly in the cities, and the social programs of the Progressive Era that began in response to these conditions</li> <li>6. The conceptual differences between the “melting pot” and “salad bowl” models of immigrant adjustment to American culture</li> </ol>	<ol style="list-style-type: none"> <li>1. Research and interpret information about immigration patterns, immigrant life, and the response to major waves of immigration</li> <li>2. Explain the reasons why many people chose to leave their native countries and come to the United States</li> <li>3. Explain the correlations between the arrival of immigrant groups, and public opinion and legislation in the United States</li> <li>4. Identify some of the significant legacies that earlier immigrant groups left behind and that can still be observed in the United States today</li> <li>5. Trace present-day social services and labor laws to their roots in earlier movements to help immigrants</li> <li>6. Relate historical immigration patterns to modern immigration trends</li> </ol>

### Teaching and learning activities that will equip students to demonstrate targeted understandings:

- Research and report on local immigrant groups from the early 19th to mid-20th centuries, focusing on the visible legacies these groups left. (**Enduring understanding:** The development of American towns, cities, and infrastructures owe a great deal to immigrant labor. This is particularly true with regard to westward expansion, including the notable immigrant participation in building the transcontinental railroad and in California gold mines.)
- Research and write about the challenges and rewards of being a new immigrant to the United States in the 19th or early 20th centuries. (**Enduring understanding:** Groups of immigrants came to the U.S. for a variety of reasons, including changing economic conditions and religious persecution in their home countries.)
- Research and diagram the historical relationships between immigration, public opinion, and governmental response. (**Enduring understanding:** Public attitudes and the political landscape in the United States have often reflected negative reactions toward new groups of immigrants.)

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## Performance Tasks and Projects

# Project #1: Local Immigration History Museum

### Overview:

In this lesson, students research immigrant groups from earlier eras (preferably the 19th and early 20th centuries) that settled in their community or region. They create museum exhibits highlighting specific landmarks that still exist in their community or region and that were developed through immigrant labor and effort. These landmarks may include physical structures (e.g. buildings, bridges, railroad tracks) or less-tangible entities (e.g. community or religious organizations).

In much of the United States today, it is easy to see evidence of immigrant groups that have recently arrived. Students might ask if they can focus on more-recent groups, especially if they have a personal connection to these groups and the structures and organizations these groups have created. While this would be an excellent extension to this lesson, ask students to focus on immigrant groups from earlier eras (before the mid-20th century) for this lesson.

### Objectives:

As a result of completing the lesson, students will:

- Understand the significance of immigration to the development of their local area
- Make connections between local landmarks they can see today and the contributions of past immigrant groups
- Possess a deeper knowledge of specific ways in which immigrants participated in the development of the United States

### Time required:

Five to seven class periods

### Methodology:

Pose to the class the question “What evidence can we see today of the contributions of immigrants in past decades and centuries?” Discuss students’ ideas.

Students might recall from the PowerPoint the importance of immigrants in the development of major cities and in building the transcontinental railroad. The railroad exists to this day, as do many of the buildings that immigrants helped construct. Remind students that immigrants from

earlier eras left a tangible legacy of physical structures that we can still see today. They also left their marks in terms of place and personal names, local organizations, and cultural and religious institutions, among other contributions. Thus, we live today on a foundation built by immigrants.

Ask students if they're aware of the history of immigration in their town or region. Use the following questions to guide the discussion. Students might have no idea about the answers, but encourage them to brainstorm, and provide guidance and clues when appropriate.

- What immigrant groups settled here?
- When did they come to this area in the greatest numbers?
- What lasting legacies have they left? What evidence remains of these immigrant groups from earlier eras (e.g. buildings, neighborhoods, place names)?
- Do these groups still have a noticeable presence in the area? If so, what presence do they have today?

Have students conduct research to find out more about the influence of past groups of immigrants in their local area. They should concentrate on at least one immigrant group (and up to three) from the 19th to mid-20th centuries.

The type of research students do will depend on the setting in which your school is located. If you're in a small town, they might visit a local library or historical society and talk to some "old timers" who may be part of these immigrant groups (or remember people who were). You might also have students focus on a broader region, incorporating several towns or counties. If you're in a larger city, the Internet will probably offer more substantive information than for a smaller town, and there may be books about local immigration. It might be of particular interest for urban students to concentrate on one or two neighborhoods near their homes or school. They might visit a local branch of the public library or invite a neighborhood historian to talk to the class.

This research may be done individually, in pairs, or in small groups. If you take a field trip or have a guest speaker come to class, that part of the research will naturally be conducted as an entire class.

To the best of their ability, students should find information to fill in the charts in the student handout for this lesson. Depending on your time frame and the immigration history of your area, students may use only one chart (focusing on one immigrant group), or they may fill in two or three (focusing on two or three immigrant groups).

When students have finished their research, discuss their findings as a class. In particular, ask them to describe some of the structures and other entities (e.g., organizations, place names) created by immigrants from earlier times that still exist today in their community or region. Have students seen any of these landmarks firsthand? In what ways do these landmarks serve as monuments to previous generations of immigrants?

Divide the class into small groups (if you have not already done so). Assign each group a particular community or regional landmark that represents immigrants from an earlier time.

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Alternatively, allow groups to choose their own landmarks, but make sure that landmarks are divided evenly among groups. Remember that students can also focus on cultural organizations or other, less-tangible “landmarks” in addition to physical structures.

Ask groups to design museum exhibits highlighting their landmarks. This should be a creative process, incorporating visuals as well as clear text descriptions. Each exhibit should contain the following components:

- At least two visual elements demonstrating the significance of this landmark and its place in local or regional immigrant history (e.g., drawings on poster paper, diagrams, photographs, maps)
- A map of the town or region showing exactly where this landmark can be found (if it is a tangible landmark). This would be in addition to another map that could be included with the visual elements, such as a map of a building.
- At least one paragraph clearly describing each of the visual elements; these descriptions must explain the importance of the immigrant group to the creation of this landmark

As an option, you might wish to create a large map of the town, neighborhood, or region and have students mark and label their assigned landmarks (plus others they might have learned about in their research) on this map. Display this map at the front of the class.

Have students display their museum exhibits around the classroom and then spend some time viewing each other’s exhibits and asking questions about them. You may choose to invite other classes to view the exhibits and learn about local immigration history.

Hold a closing discussion, using these questions as guidelines:

- What have you learned about your area’s local history?
- What are some of the interesting contributions immigrants have made to your area?
- If you were given the job of traveling around the U.S. to research and design museum exhibits about local immigrant history, what would you predict your explorations would be like? Do you think your findings would be similar throughout the country? How might local exhibits differ from place to place?
- What additional things would you like to learn about the history of immigration in your local area? How might you find out more?

<b>Evaluation:</b>
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Evaluate the museum exhibits using a suitable rubric that reflects the requirements for the exhibits. A sample rubric follows this lesson.

# Local Immigration History Museum: Research Organization Chart

## Immigrant group 1:

Questions:	Answers:
In which decades did this group arrive in your town or region in the largest numbers?	
In what parts of town did this group tend to settle? Why did they settle there?	
In what ways did this immigrant group contribute to the town or region?	
What can you find in the town or region today that is a direct legacy of this immigrant group? How were immigrants involved in creating these entities?	
What sources did you use to get this information? (Write down any Web sites, books, people, or other resources you used.)	

## Immigrant group 2:

Questions:	Answers:
In which decades did this group arrive in your town or region in the largest numbers?	
In what parts of town did this group tend to settle? Why did they settle there?	
In what ways did this immigrant group contribute to the town or region?	
What can you find in the town or region today that is a direct legacy of this immigrant group?	
What sources did you use to get this information? (Write down any Web sites, books, people, or other resources you used.)	

### Immigrant group 3:

Questions:	Answers:
In which decades did this group arrive in your town or region in the largest numbers?	
In what parts of town did this group tend to settle? Why did they settle there?	
In what ways did this immigrant group contribute to the town or region?	
What can you find in the town or region today that is a direct legacy of this immigrant group?	
What sources did you use to get this information? (Write down any Web sites, books, people, or other resources you used.)	

## “Local Immigration History Museum” Rubric

Criterion	Level 1 (0–10 points)	Level 2 (11–20 points)	Level 3 (21–30 points)	Level 4 (31–40 points)	Group score
Effective use of visuals	Includes fewer than two, or two that are extremely sloppy or demonstrate a significant lack of attention to the assignment	Includes at least two that attempt to be clear and informative, but are sloppy, confusing, and/or irrelevant	Includes at least two that educate the audience about their connection to immigrant history, but lack detail or clarity	Includes at least two that creatively, clearly, and neatly educate the audience about their connection to immigrant history	
Effective use of text	Very little text accompanies visuals; very little effort shown	Paragraphs very brief and lack detail, or not clearly written	At least one paragraph per visual; clearly written but may lack detail	At least one paragraph per visual; clearly written and effectively explain visuals	
Overall impact and creativity	Limited effort shown; visuals and text do not match in quality; limited innovation and appeal	Clear text and visuals, though their connection may not be obvious; may show a hint of the unusual or innovative	Effort and thoughtful preparation clearly shown; elements of innovation in text or visual components	Combination of visuals and text make for an eye-catching design and powerful impact	
Maps: 10 points for accurate maps, 5 points for partial accuracy, and 0 points for missing or completely inaccurate maps					



# Project #2: Postcard Home

## Overview:

This lesson asks students to imagine what it might be like to be a 19th- or early 20th-century immigrant who has only been in the United States for a year. What challenges has this person faced during their first year in America? What benefits have they received from coming to this country? Does this person have any regrets? Students will place themselves in the shoes of an immigrant and write a postcard home to relatives or friends, describing the ups and downs of life in the United States.

## Objectives:

As a result of completing this lesson, students will:

- Identify some of the main challenges and rewards that new immigrants to the United States have experienced
- Understand some of the challenges and rewards specific to particular immigrant groups
- Take the perspective of a 19th- or early 20th-century immigrant, imagining what life might have been like for that person

## Time required:

Two to three class periods (postcards may be assigned for homework)

## Methodology:

Create a chart on the board with the headings “Challenges” and “Rewards.” Ask students to contribute ideas regarding the challenges and rewards immigrants might have faced in their first year in the United States during the 19th or early 20th centuries. Write their ideas in the appropriate columns on the board.

Continue the discussion by asking students to think about how they might have responded to the challenges immigrants faced during this time period (and, to a large extent, still encounter today). Pose the following questions to guide this discussion:

- Which of these challenges do you think would have been the most difficult for you? Why?
- Which of the rewards do you think would have provided the most compelling reasons for you to stay in the United States despite the challenges? Why?

Distribute the student handout for this lesson, and ask students to read the scenario. Next, have them conduct research to fill in the chart. Ask them to see if they can find some first-person

accounts, such as letters or diaries written by immigrants. They may also use third-person descriptions of immigrant life.

Before students write their postcards, discuss as a class their research findings as to the particular challenges and rewards immigrants faced. How well do these findings match their predictions from the first discussion in this lesson?

Ask students to follow the directions on the handout to create their postcards. In order to leave ample room for their writing and illustrations, have them use 8½" x 11" pieces of paper, rather than smaller papers or cards.

<b>Evaluation:</b>
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Evaluate student work via a suitable rubric based on requirements established for the project. See the Postcard Home sample rubric, which you may either use as is or adapt as needed.

## Postcard Home:

# Student Handout

### Scenario:

You are an immigrant in the U.S. during the 19th or early 20th centuries. You have lived in this country for one year and have spent some time in recent days reflecting on your decision to move here and on your new life in America. You now find yourself with a much-needed day off to write to some of your relatives in your native country. You've decided to make a personalized postcard that shows some pictures illustrating your current life and that contains a note with your honest reaction to what has happened in your life over the past year.

### Comparison chart:

Use library and Internet resources to investigate some of the challenges and rewards various immigrant groups faced in the 19th and early 20th centuries. Try to find first-person accounts as well as third-person descriptions of immigrant life. Find information for three different immigrant groups, and record your findings in this chart:

Immigrant group	Why they emigrated to the United States— <b>provide specific examples</b>	Challenges they faced in the U.S. (e.g., discrimination, economic hardships, homesickness)— <b>provide specific examples</b>	Rewards they experienced and advantages they saw in having left their home country— <b>provide specific examples</b>

(continued)

Immigrant group	Why they emigrated to the United States— <b>provide specific examples</b>	Challenges they faced in the U.S. (e.g., discrimination, economic hardships, homesickness)— <b>provide specific examples</b>	Rewards they experienced and advantages they saw in having left their home country— <b>provide specific examples</b>

**Postcard:**

Follow these guidelines to create your postcard. You might need to conduct additional research on your immigrant group to answer the final questions.

- Decide which country you come from.
- Figure out where you live and what you do for work. This must be a realistic place and occupation for a 19th- or early 20th-century immigrant from your selected country.
- Use a blank 8½" x 11" sheet of paper to create an oversized postcard.
- On the front of the postcard, draw some pictures illustrating aspects of your new life in the United States. These might include pictures of where you live, what you do for a living, and some of the high and low points of your time in America so far.
- On the back of the postcard, write a letter at least three paragraphs long to a friend or relative in your home country. In your letter, address the following five questions:
  1. Why did you choose to come to the United States?
  2. What have you been doing since you arrived?
  3. What is your life like now (including your job and family life)?
  4. What is your honest assessment of your decision to come to the United States? Has it been worth it? Do you have any regrets?
  5. What advice would you give people “back home” who might be considering joining you in the United States?

## “Postcard Home” Rubric

Criterion	Level 1 (0–10 points)	Level 2 (11–20 points)	Level 3 (21–30 points)	Level 4 (31–40 points)	Score
<b>Coverage of the five questions</b>	Addresses two or fewer questions, or addresses more than two questions but in a cursory way	Addresses at least three of the questions with some attempt at detail	Addresses all five questions with moderate attention to detail	Addresses all five questions with specific supporting details	
<b>Evidence of research</b>	Demonstrates little evidence of research	Shows some evidence of research	Shows clear evidence of research	Shows evidence of considerable research	
<b>Illustrations</b>	Illustrations messy, unclear, and demonstrate little relevance to the postcard’s themes	Illustrations messy or unclear but demonstrate some relevance to the postcard’s themes	Illustrations neatly presented and relevant to the postcard’s themes	Illustrations neatly presented, creative, and relevant to the postcard’s themes	

# Project #3: Reactions to Immigration

## Overview:

Throughout United States history, waves of immigrants from particular countries or regions have sparked strong public and governmental reactions. These patterns can be clearly seen by examining the responses to such groups as the Irish and the Chinese. Students will research these relationships and create diagrams to illustrate them. They'll conclude by writing paragraphs discussing their understanding of these patterns.

## Objectives:

As a result of completing this lesson, students will be able to:

- Understand the relationship between immigration waves and public and governmental response
- Diagram these relationships
- Speculate as to how these patterns may be continuing today

## Time required:

Three to four class periods

## Methodology:

Bring in a copy of a recent newspaper or magazine that contains an article about immigration policy or public reactions to immigration in the United States today. Read the headline to students, and briefly summarize for the class what the article is about. Alternatively, have students go to a news Web site such as CNN (<http://www.cnn.com>) and search for recent articles about immigration. Ask them to choose one article and skim it for the important details. You may wish to select the article in advance and have them read that particular article, since this part of the lesson is not intended to take more than 15 minutes or so.

Discuss as a class the following questions related to the article (or articles) that students have heard about or read:

- What group of immigrants is discussed in this article?
- What does the article say about reactions to this immigrant group in the United States?
- Does the article discuss the reasons for these reactions? If so, what does it say?

Assuming students have already viewed the *Immigration* PowerPoint, ask them to describe patterns in the ways in which Americans already in the country have reacted to new immigrant

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groups throughout United States history. The PowerPoint presents numerous examples of these reactions, both in terms of general public opinion and in terms of specific legislation and political action.

Distribute the student handout for this lesson, and ask students to read the scenario.

Allow students to choose three immigrant groups to focus on. It may be easier to limit selections to groups featured in the PowerPoint, but they may choose other groups if they can find enough information about them.

Students should conduct research by reviewing the PowerPoint and by using library and/or Internet resources. As they do their research, have them fill in the graphic organizers on the student handout for each immigrant group, making sure to write the name of the group on the line at the top.

After students have finished their graphic organizers, ask them to design diagrams that might accompany a newspaper article, as described in the scenario. They may be creative with these diagrams as long as they incorporate the information they have gathered through research. The diagrams may look similar to the graphic organizers (but should be written neatly), or have a very different design. (When assessing students' work, focus on evidence of understanding the relationships between immigration waves and reactions, as well as on neatness and clarity, rather than on creativity of design—see the rubric for guidelines.)

To complete the lesson, ask students to write paragraphs that address these questions:

- What patterns have you noticed while completing this diagram?
- In what ways has immigration tended to affect public opinion, law, and politics in United States history?
- Do you notice any relationships between these historical patterns and the immigration debate today?

<b>Evaluation:</b>
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Use a rubric to evaluate students' work. A sample rubric is included at the end of this lesson, or you may use one of your own.

# **Reactions to Immigration:**

## **Student Handout**

You are a reporter for a national magazine that is covering the issue of immigration in the U.S. today. Your readers hold a variety of opinions about the issue, but they write letters to the editor expressing a lack of understanding about how immigration-related debates have played out in past eras of U.S. history. You have decided to create a detailed diagram to accompany next week's article on the history of immigration. This diagram will show examples from at least three previous periods of U.S. history, highlighting how public opinion and political action have changed in response to new waves of immigrants.

You will need to research three immigrant groups from previous periods of U.S. history. As you conduct your research, fill in the boxes below with your notes.

Here is the information that needs to go in each box:

Box 1:

- The time period when this immigrant group came in the largest numbers
- The regions in which the largest numbers of this immigrant groups settled (e.g., the Northeast, the upper Midwest)
- Some examples of the type of work this immigrant group tended to do (e.g., mining, railroad work, factory work, domestic work)

Box 2:

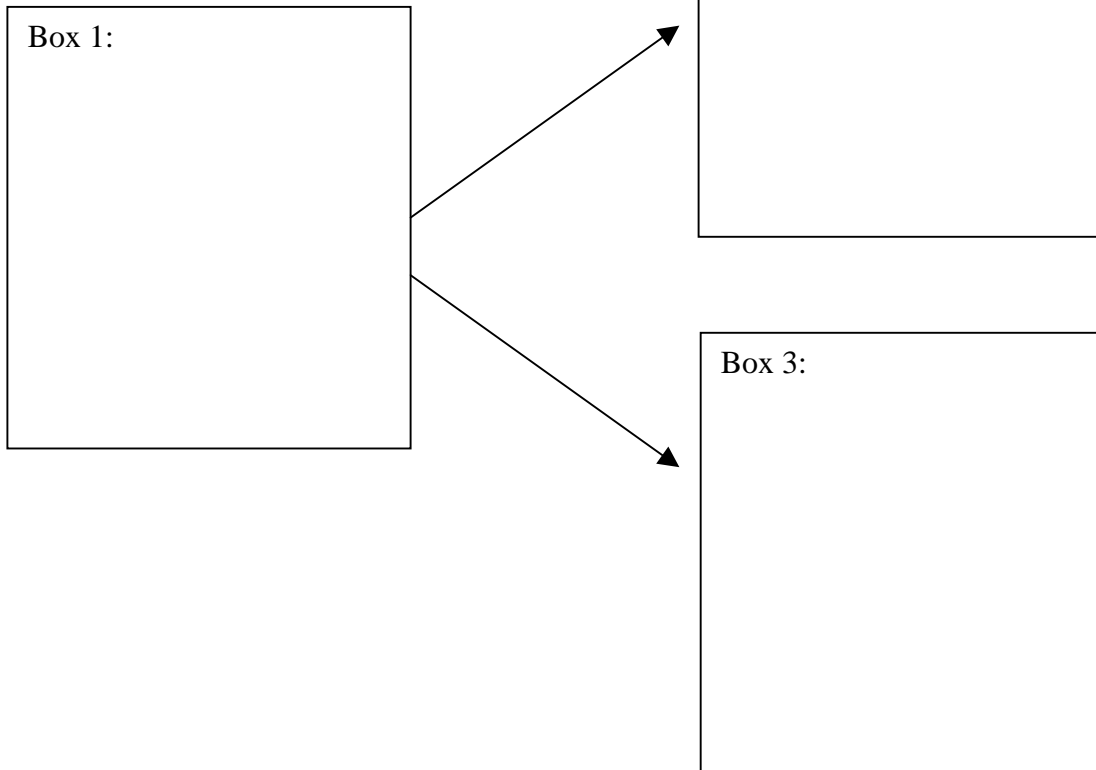
- Examples of how people already in the United States viewed this immigrant group (these views may have been either positive or negative)

Box 3:

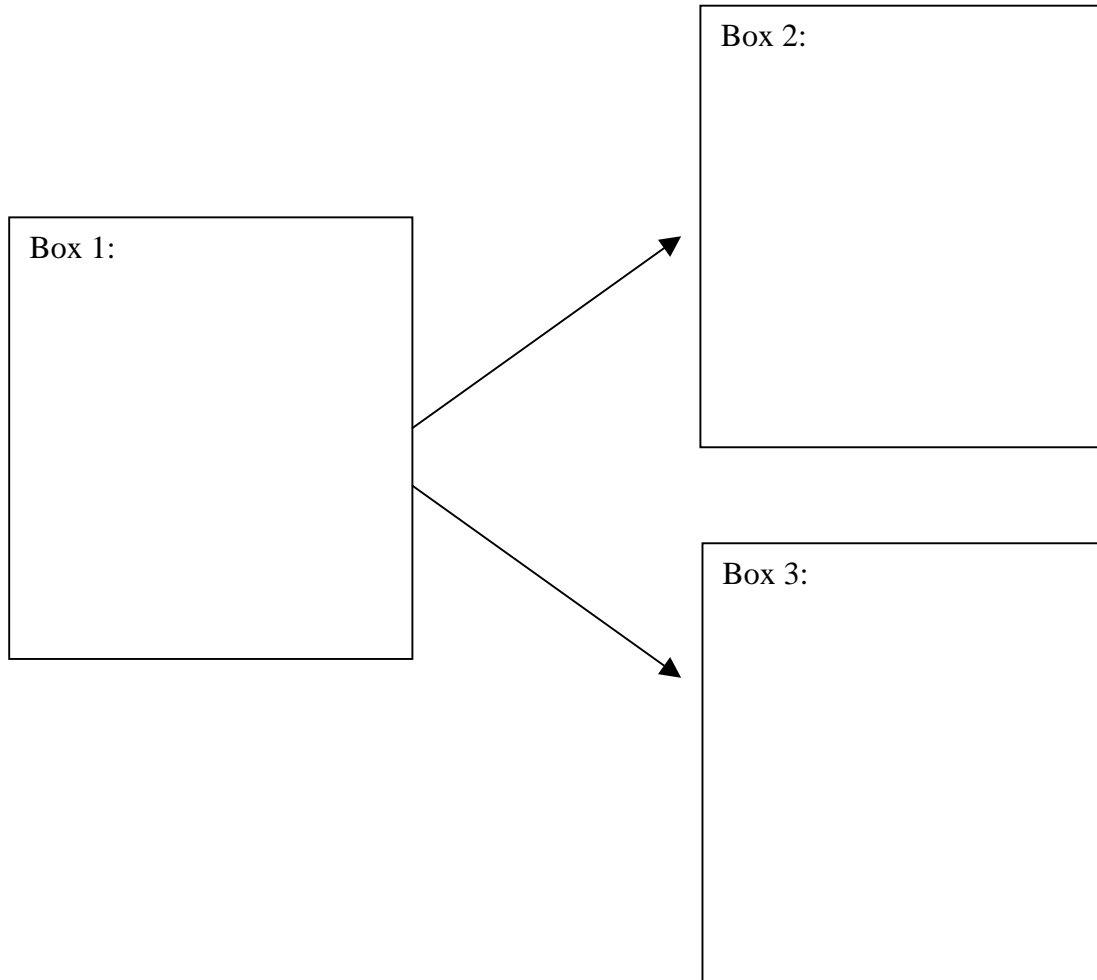
- Examples of laws, political parties, speeches, or other specific governmental reactions to the wave of immigration by this particular group



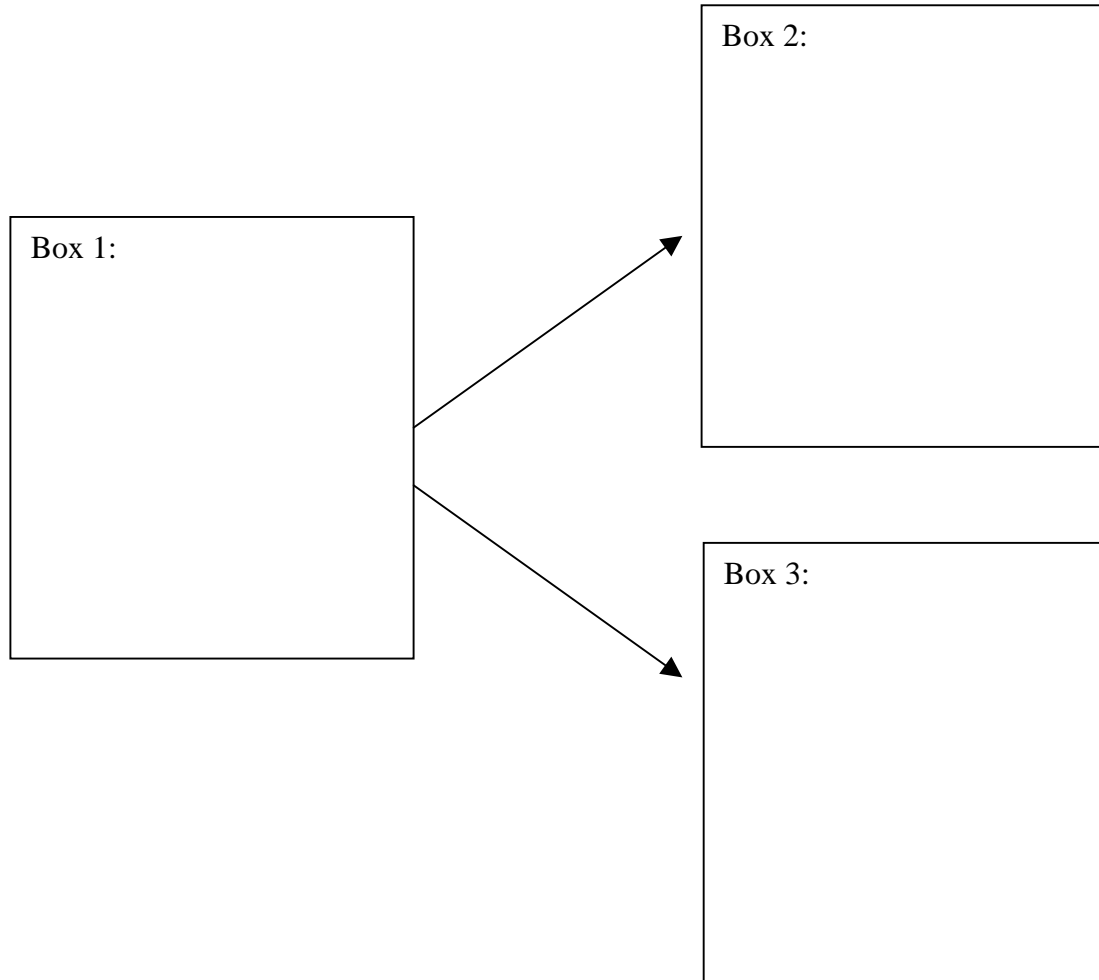
**Immigrant Group 1:** \_\_\_\_\_



**Immigrant Group 2:** \_\_\_\_\_



**Immigrant Group 3:** \_\_\_\_\_



## “Reactions to Immigration” Rubric

Criterion	Poor (0–5)	Fair (6–10)	Good (11–15)	Excellent (15–20)	Student score
<b>Diagrams:</b> Overall neatness	Very messy and/or difficult to follow	Somewhat messy and/or difficult to follow	Neat and relatively easy to follow, perhaps with a few unclear areas	Extremely neat and easy to follow	
<b>Diagrams:</b> Specific examples provided	Very few, or those provided do not logically belong	Some, though they do not indicate much effort in finding examples; or many are vague	Some, but not all are completely clear	Several logical examples clearly and accurately related to the immigrant group	
<b>Paragraphs:</b> Understands relationships between influx of immigrants in a particular group and reactions and responses to these waves	Demonstrates little understanding	Demonstrates some understanding	Demonstrates a good understanding	Demonstrates an excellent understanding	
<b>Paragraphs:</b> Provides specific examples and details to illustrate the points made	No specific examples, or those provided do not make sense	Few accurate examples	Several accurate examples	Numerous accurate examples	

<b>Paragraphs:</b> Grammar, spelling, and neatness	Numerous grammatical and/or spelling errors, or presented in a very sloppy manner	Some grammatical and/or spelling mistakes, or presented somewhat carelessly	Few grammatical and/or spelling mistakes; presented neatly	Almost no grammatical and/or spelling mistakes; very neatly presented	
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# Immigration: Multiple-Choice Quiz

1. Which statement is true?
  - a. The first immigrants to the United States arrived via the Bering Land Bridge about 7000 years ago
  - b. The first Europeans arrived in the present-day United States around 1750
  - c. Scientists are currently reevaluating the Bering Land Bridge theory of how people first came to North America
  - d. The first immigrants to the United States settled in the Great Lakes region
  
2. In what part of the country did German immigrants tend to settle during the mid-19th century?
  - a. The Northeast
  - b. The Southeast
  - c. The Midwest
  - d. California
  
3. Which of the following was not a major reason people moved from Scandinavia to the United States?
  - a. They were attracted to factory jobs in the eastern cities
  - b. The United States had abundant farmland
  - c. It was hard to find new land to farm in Scandinavia
  - d. They were recruited by American steamship and railroad companies
  
4. What is the main reason that so many Irish immigrants arrived in the 1840s and 1850s?
  - a. Steamship companies actively recruited Irish immigrants during this time period, promising them good factory jobs
  - b. Conditions in Ireland were terrible, including a crop failure and famine
  - c. The Irish could no longer stand British persecution
  - d. Ireland was devastated by a drought during this period
  
5. Where did most Irish immigrants in the mid-19th century go?
  - a. The Northeast
  - b. The Southeast
  - c. The Midwest
  - d. California

6. What was one reason that Irish immigrants in particular faced prejudice and discrimination?
- a. They were Protestant
  - b. They did not want to work
  - c. They were radical anarchists
  - d. They were Catholic.
7. What was one result of the Foreign Miners' Tax of 1850?
- a. Many non-immigrant miners left the mines to seek other work
  - b. Many more mines became profitable
  - c. Many more Chinese immigrants arrived to work in the mines
  - d. Many Chinese were forced out of the mines to find other work
8. Which of the following did not precede the Chinese Exclusion Act?
- a. The economic decline following the Civil War
  - b. The formation of the Workingman's Party
  - c. Chinese immigrants became ineligible for citizenship
  - d. Many non-immigrants felt that the Chinese threatened their jobs
9. Which of the following statements is false?
- a. Immigrants could be deported back to their home countries for health reasons
  - b. It was okay for immigrants to arrive completely penniless
  - c. Most European immigrants in the late 19th century had to undergo medical and legal exams on Ellis Island
  - d. Most immigrants in the late 19th century traveled in steerage class
10. Which of the following issues did the Tenement House Act address?
- a. The comfort and sanitation of tenement buildings
  - b. Where new immigrants would be allowed to live
  - c. How many new tenement buildings could be constructed in New York
  - d. Whether tenements should be demolished

**11.** What did the Progressives call for?

- a. Safety precautions in factories
- b. A reduction in crowding in tenements
- c. Tax reforms
- d. All of the above

**12.** Who were the muckrakers?

- a. Progressive members of the government
- b. Factory workers who photographed their grim conditions
- c. Writers who wrote about terrible conditions for poor people
- d. People who wanted to sterilize other people whom they deemed “unfit”

**13.** Which of the following is an example of the “melting pot” theory?

- a. An Italian immigrant family proud of its long-held traditions
- b. A neighborhood with many Mexican and Chinese immigrants has big street parties to celebrate both Cinco de Mayo and the Chinese New Year
- c. Many new immigrants learned English quickly and stopped speaking their native languages
- d. Swedish immigrants established Swedish clubs and churches in their communities

**14.** Which of the following is not an example of anti-immigrant sentiment?

- a. The Sacco and Vanzetti trial
- b. The Tenement House Act
- c. The Red Scare
- d. The Emergency Quota Act of 1921

**15.** Why did the United States deport many immigrants during the 1920s?

- a. It wanted to reduce the number of Russian immigrants living in the United States
- b. It believed all of those immigrants had participated in a bomb plot
- c. It wanted to trade German immigrants for Americans being held in Germany
- d. It feared that these immigrants were radical anarchists who threatened U.S. interests



**16.** The Sacco and Vanzetti trial was characterized by:

- a. Anti-immigrant overtones
- b. Anti-United States sentiment on the part of the prosecution
- c. Unambiguous evidence
- d. A divided jury

**17.** What was Manzanar?

- a. The first German internment camp
- b. The site of the Sacco and Vanzetti trial
- c. The first Japanese American internment camp
- d. The island in San Francisco Bay where many Chinese were interned

**18.** Which of the following is true?

- a. The United States allowed several thousand Jewish refugees to enter during World War II
- b. The United States admitted very few Jewish refugees during World War II
- c. The United States was unaware of the Holocaust in Europe in the late 1930s
- d. The United States welcomed several thousand German immigrants during World War II

**19.** What was one consequence of the Immigration and Nationality Act of 1952?

- a. More immigrants came from Europe
- b. More immigrants came from Asia
- c. Quotas were set for the Northern and Southern Hemispheres
- d. One million immigrants were allowed each year from the Eastern Hemisphere

**20.** Which describes most immigrants in the late 20th and early 21st centuries?

- a. Older than immigrants in previous eras
- b. More highly skilled than immigrants in previous eras
- c. Primarily from Europe and Africa
- d. Younger than immigrants in previous eras

# **Immigration: Multiple-Choice Quiz**

## **Answer Key**

1. c
2. c
3. a
4. b
5. a
6. d
7. d
8. c
9. b
10. a
11. d
12. c
13. c
14. b
15. d
16. a
17. c
18. b
19. b
20. d