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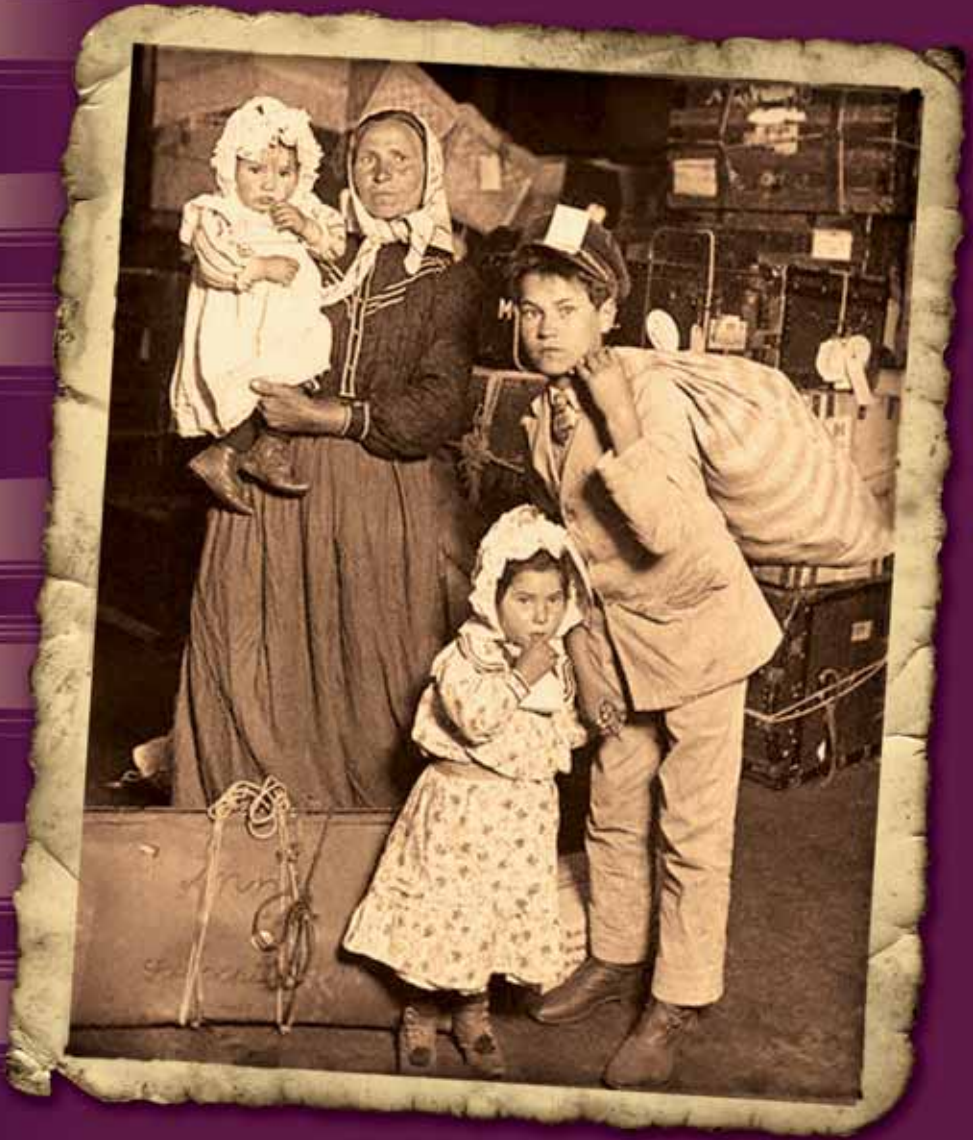
PRIMARY SOURCE READERS

# Immigration



Debra J. Housel

# Immigration



Debra J. Housel, M.S.Ed.

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Rachelle Cracchiolo, M.S.Ed.

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# Migrating to America

Imagine living in an overcrowded country. There are few jobs and many people are poor and without hope. Some are even **harassed** (huh-RASD) because of their beliefs. Hunger and desperation are everywhere. Wars abound. This was the case during the late nineteenth and early twentieth centuries. So, millions of people **migrated** to the United States. They came from around the world. At no other time in history have so many people flocked to one nation.

America was seen as the land of opportunity. Europe was overcrowded. The people in Europe heard there were jobs and lots of land for farms across the ocean. People left behind everything to come to the United States. Often they sold all they owned to buy tickets. This made their choice **irrevocable** (ir-REH-vuh-kuh-buhl).

Huge crowds of people entered the United States daily. They hoped to get jobs and own homes. They wanted to worship in their own ways and live happy lives. Many had their hopes fulfilled. Others were not so lucky.

Immigrants arriving in the United States wait in line at Ellis Island.



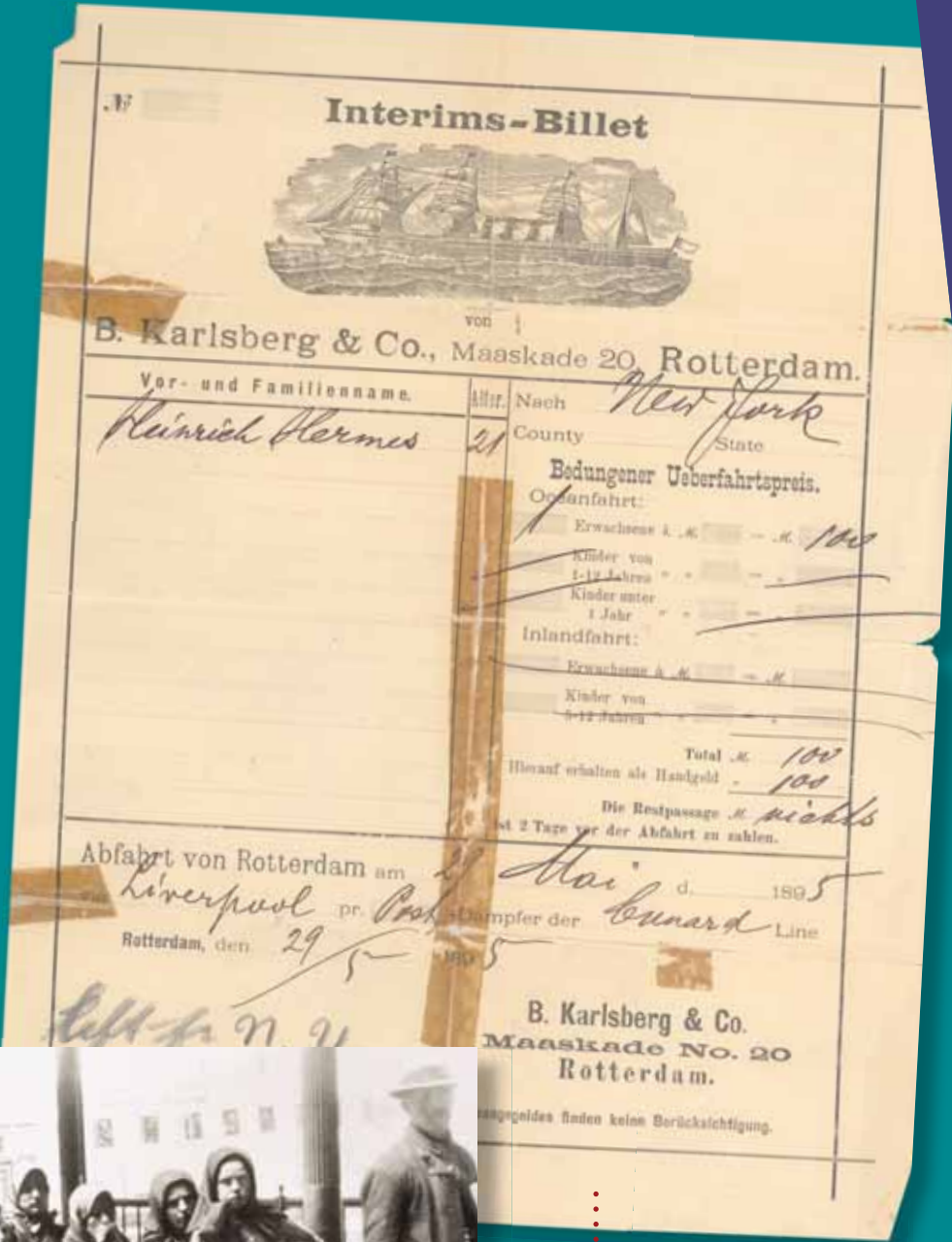
## The Invitation

In 1883, Emma Lazarus wrote a poem that is now displayed on the Statue of Liberty's base. It reflects what was happening at that time:

"Give me your tired, your poor, your huddled masses **yearning** to breathe free, the wretched **refuse** (REF-yoos) of your teeming shore. Send these, the homeless, **tempest-tost** to me; I lift my lamp beside the golden door!"

## Population Explosion

Prior to 1820, no one kept immigration records. In the 1840s about 100,000 people came to the United States each year. By 1854, that figure had quadrupled. By 1860, four million **immigrants** had already entered the nation. And this was before the Great Migration years of 1900–1930.



This is a ship ticket that was used to bring someone to the United States.



The Ellis Island station opened in 1892. Prior to that, eight million immigrants came through Castle Island, a huge round stone fort off New York City's shore.

More than 27 million immigrants entered the United States between 1870 and 1916. The peak year was 1907 when 1.2 million people **immigrated** to the country. Today, one out of every three U.S. citizens has an **ancestor** who came through Ellis Island.

A black and white photograph showing a group of people, including a woman, a child, and two men in military uniforms. One man is adjusting the woman's collar. The woman is wearing a dark coat and a headscarf. The child is standing in front of her, wearing a dark jacket. The man on the right is wearing a military uniform with a peaked cap. The background is a plain wall.

## Immigrant inspection card given out at Ellis Island

Millions of immigrants came to the Ellis Island station. It is near the Statue of Liberty in New York Harbor. At Ellis Island, people had to pass medical and oral tests. Inspectors rejected those who were ill, insane, or had spent time in jail.

People were asked to give their names. Some people had no last names. They gave their first names and what they did for a living. That's how people got the last names of Baker, Cook, and Gardener. Others said what they had been called in their small towns. "Vilhelm John's son" was recorded as "William Johnson." Others changed their own last names. They wanted to hide their **ethnicities** (eth-NIS-uh-teez). They feared the same bad treatment that had driven them from their homes. Many people's names were changed forever.

Most people spent about four hours in the station. Doctors checked them for health problems. The doctors made a chalk mark on a person's shoulder if illness was suspected. The marked people were then looked at more closely.

Immigrant identification card  
for a man from Peru.



# Excluded...The Dreaded Word

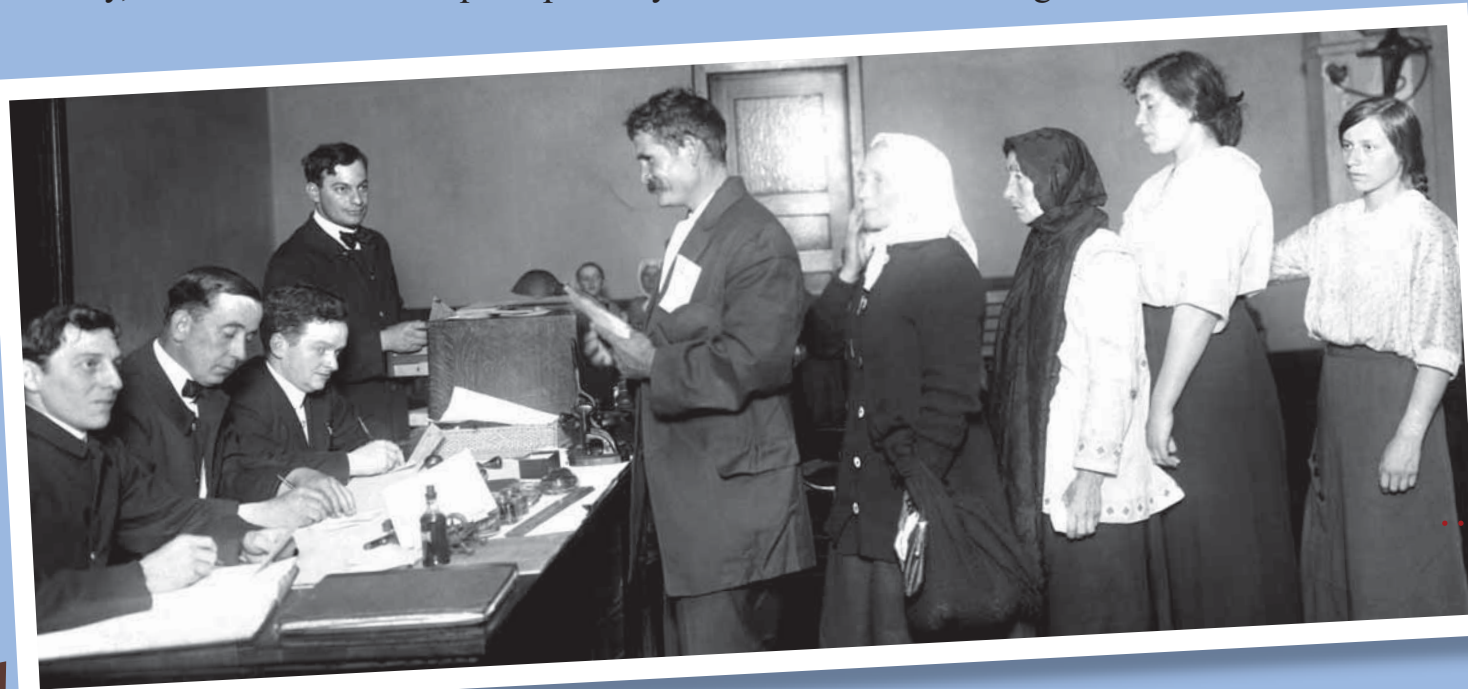
The immigrants had to answer questions. This was hard because there were not always **interpreters** (in-TUHR-pruh-tuhrz). And, few immigrants spoke English. This made communication difficult. Some inspectors demanded to see some money. The inspectors wanted to make sure they were not letting beggars into their country.

Each immigrant had to prove that he or she could work. But they could not say they already had a job. Anyone who said that was sent home. The government did not want employers to bring in foreign labor. That would take away jobs from U.S. citizens.

Once the tests were done, about two percent of the people were **excluded**. This meant that they could not enter the nation. They had to get on a ship and go back to their home countries. If a child was excluded, at least one parent had to leave, too. In this way, some families were split up. They never saw each other again.



A group of immigrant women and children arrive in the United States.



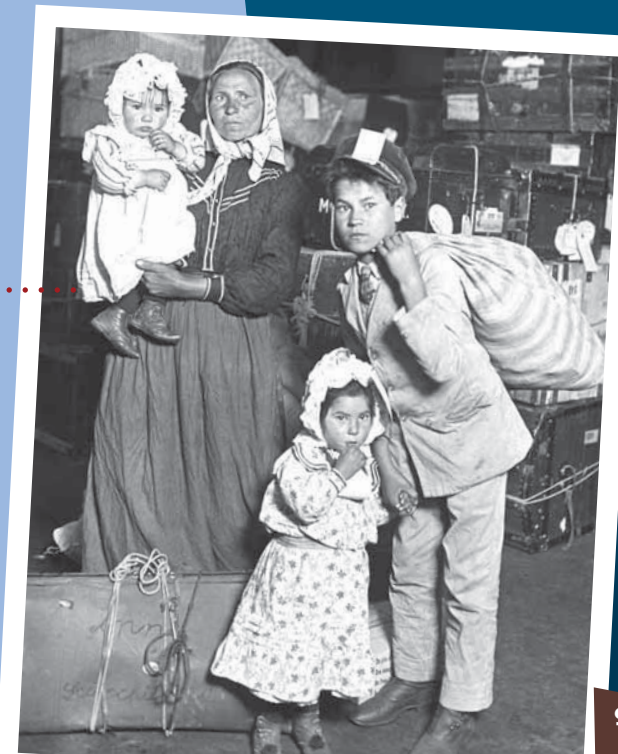
Immigrants answering questions at Ellis Island

## Detained!

Some people were **detained** at Ellis Island. They were put in detention rooms. These rooms were overcrowded. Sometimes 2,500 people were stuffed into a space meant to hold no more than 1,500.

## Meet Me

Single women and children had special rules. They could not leave the island until a male relative claimed them or they got a telegram stating men would meet them at their final destinations.



An Italian mother and her three children arrive at Ellis Island.





Africans were taken from their homes by force and sold as slaves in the Americas.

### Unwilling Immigrants

Most Africans did not choose to **emigrate**. Millions were kidnapped and taken overseas. Then they were sold into slavery.

### Coffin Ships

Conditions were terrible on some ships coming to America. The worst were the Irish "coffin ships." Many people were ill or starving when they boarded. They were told to bring their own food, but they had none to bring! About 16 percent of the passengers died during these horrible voyages.

## Desperate to Live a Better Life

The Irish suffered a **famine** (FAM-uhn) from 1845–1850. Most of the people were already poor. Their main food source was potatoes. When the crops failed, one-fourth of the whole nation starved. Even those with food had problems. Heartless landlords raised the rent on farmers' properties. The farmers could not afford to stay. In addition, most Irish were Roman Catholic. They had to give 10 percent of their **meager** (MEE-gur) income to the church. It was hard to survive.

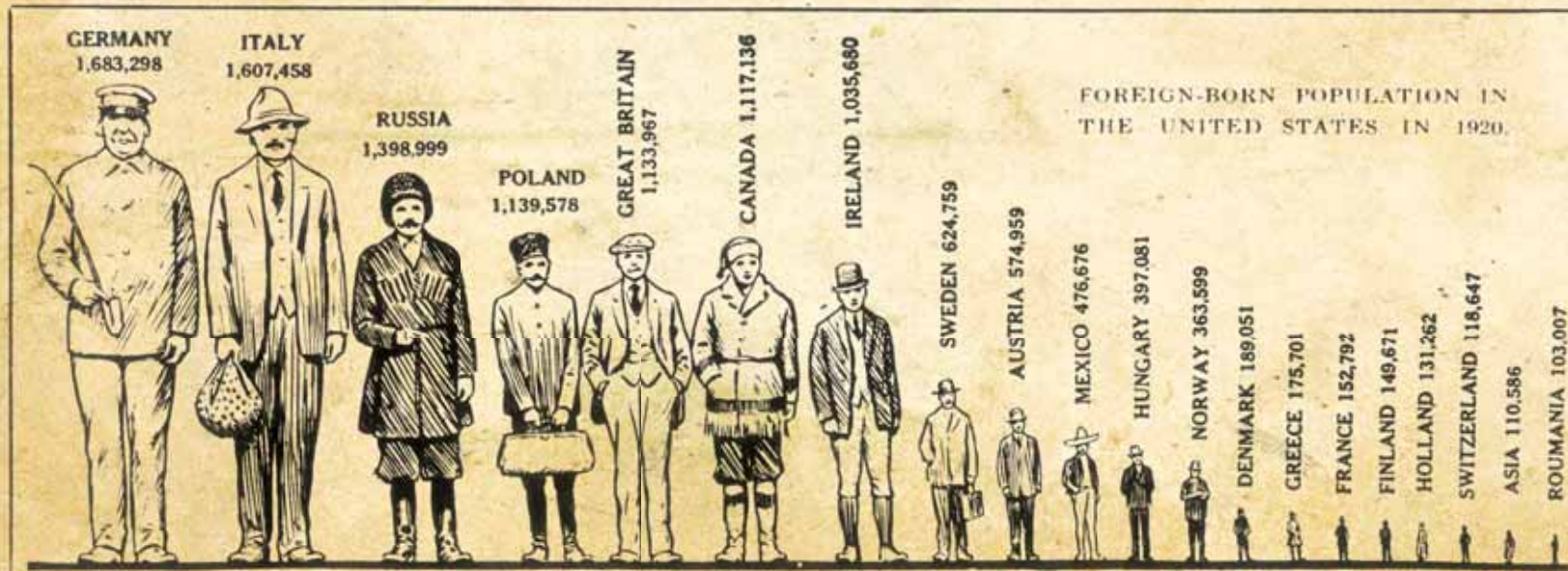
The Chinese had a rigid class system. Most people were poor. Many of them were starving, too. There were just too many people. But the ruler would not let men leave the country. Chinese men had to sneak aboard ships. If they were caught, they faced death. The Chinese were lured by the gold rush in California in 1849. More men left China when word came that laborers were needed for the railroads and the mines.



These Irish peasants have very little food to eat.



- This chart shows the number of immigrants living in the United States in 1920.
- Each man on the chart represents a different country.



- This Mexican immigrant is arriving in the United States.

**Lots of Immigrants**  
Germany sent the most immigrants. The second largest group came from Italy. Italy had too many people, and there were not enough jobs.

## Wars and Free Land

The Crimean (kri-MEE-uhn) War happened in the 1850s. It involved Great Britain, France, Russia, Turkey, and the Ukraine. People fled these war-torn areas.

Other wars caused immigrants to come to the United States, too. During the Mexican Revolution (1910–1920), about 700,000 Mexicans moved across the border. And in Europe, World War I (1914–1918) left many people with nothing. They hoped to start new lives in the United States.

The Homestead Act of 1862 drew people from Germany and Scandinavia. In those nations, land was scarce and owned only by the rich. Free land was as thrilling to them as winning the lottery is to people today.

The Jewish people in Russia and eastern Europe had nothing to lose. Between 1881 and 1906, **pogroms** (POH-gruhms), or massacres, were backed by brutal leaders. Jewish people were killed by the thousands. They could not have government jobs, own land, or travel. Jewish people were even made to live in certain villages. Without warning, soldiers swept into those towns. They burned homes and beat people. These people wanted safety in a new land.

### Homestead Act

The United States government wanted to encourage people to move west. For a small filing fee, 160 acres (65 hectares) was given to anyone willing to farm the land. After farming the land for five years, the person owned it. This free land helped Americans and immigrants move west and build their own homes.



Tenement life was difficult.

### Millions of Men

The majority of immigrants in the late 1800s were men aged 24 to 45. Some men planned to stay just long enough to earn money to improve their lives. Others planned to have their families join them in the United States.

### Immigrant Laborers

Many immigrants were miners who worked with coal, copper, and zinc from the earth. Some worked in marble and granite quarries. A quarry is a hole dug into the earth. Others labored as lumberjacks or in steel mills. By 1910, more than half of all of America's industrial workers were immigrants.

A mother and daughter work in the kitchen of their tenement apartment.



## It's So Hard Starting Over

Starting a new life in America was hard. The immigrants faced big problems. At the entry stations, some **crooked** (KROOK-uhd) officials demanded bribes. To get the immigrants to pay, they threatened to exclude family members. On the streets, **swindlers** (SWIND-luhrz) exchanged immigrants' foreign currency for far less than it was worth in U.S. dollars. The immigrants did not know any better. They had to change their money in order to buy things.

Most immigrants lived in **tenements** (TEN-uh-muhnts). Greedy landlords owned these run-down buildings. As many as 32 families were crammed into buildings that lacked air and sunlight. About 4,000 immigrants lived on each city block.

Finding work was easy. But the pay was poor and the conditions were horrible. Business owners did not care if their workers had dirty and hazardous conditions. Industries **exploited** (eks-PLOIT-uhd) immigrant labor. They paid male immigrants less than other workers. Female immigrants earned even less than the male immigrants.

This tenement home shows how poor some immigrants were at this time.





# Trying to Fit In

Sometimes whole families worked in their one-room apartments. Instead of going to school, children worked, too. Families did **piecework** for pennies. Piecework included sewing seams or stitching small items together. The immigrants were paid for every piece they completed.

Most immigrants would work in any conditions for long hours and low pay. This made other workers dislike them. American workers felt that they could never improve conditions and wages. Why? There was always a flow of new people willing to put up with anything just to have a job.

There were also language and cultural barriers. Immigrants had to adjust fast. They had to learn English without training. Most children learned the new language faster than the adults did. As they acquired English skills, many children took on decision-making roles in their families.

Some immigrants clung to their own traditions and clothing. At times, they were attacked due to the way they spoke, looked, or dressed. So for comfort, immigrants from each nation clustered in neighborhoods. That's how places like Little Italy and Chinatown formed in big cities.



Mullberry Street was a busy street in an Italian immigrant neighborhood in New York City.

## Clusters of Immigrants

In 1900, the majority of immigrants lived in one of these cities: New York City, Boston, Philadelphia, Detroit, Cleveland, Baltimore, or Chicago.

## Catholic Schools

Most of the people who had settled the first colonies were Protestants. Many Catholics feared sending their children to public school because they would be teased or hurt. So they pooled their money and built their own schools.





## Fear of Immigrants

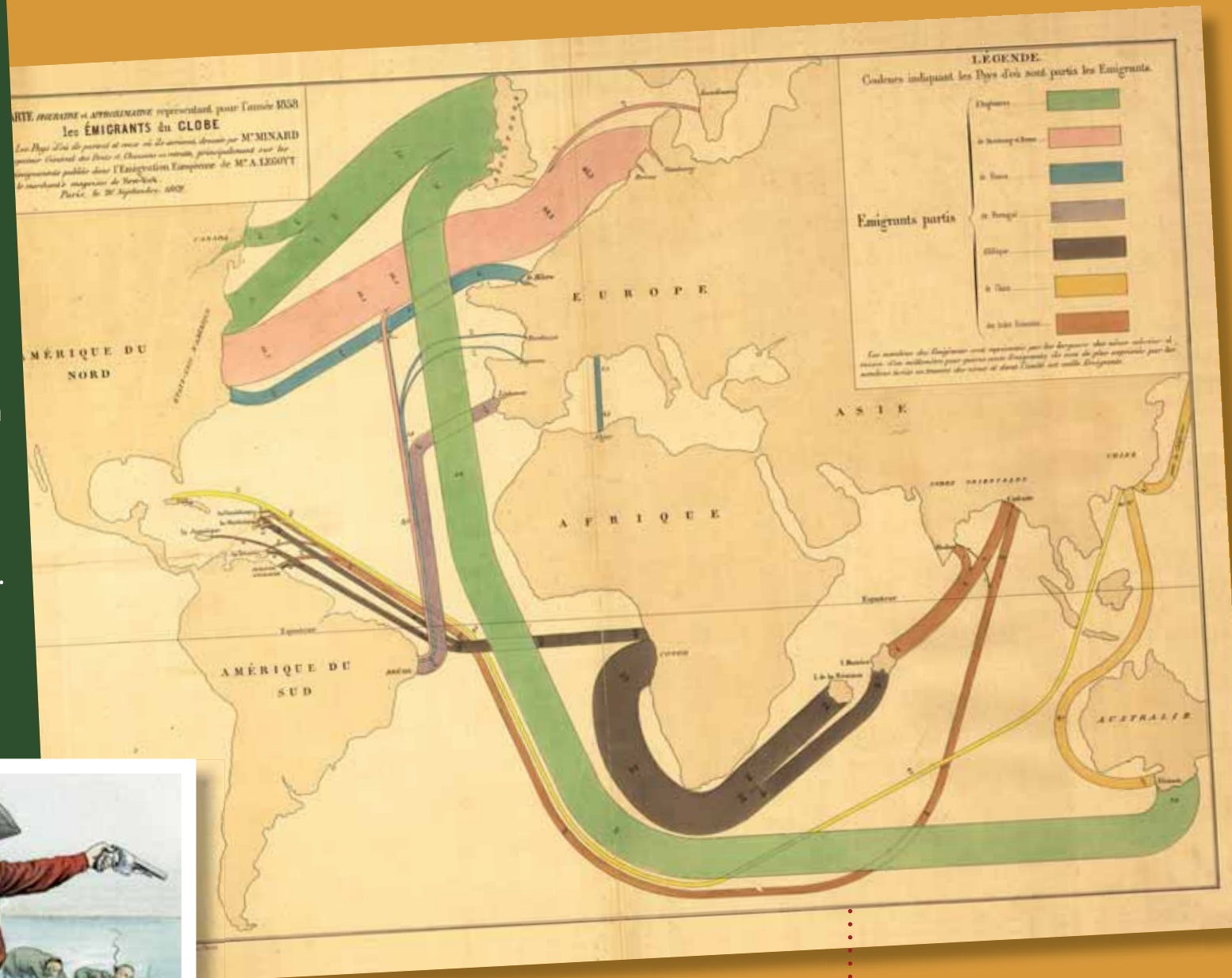
A lot of U.S. citizens feared that Europe would send its most undesirable people to America. They pictured nations emptying their jails and **insane asylums** (uh-SY-luhmz) onto ships headed for the United States.

## Japanese Immigration

Many Japanese people came to Hawaii to work on sugar plantations. Unlike the Chinese government, Japan's leaders encouraged them to go. Between 1886 and 1911, more than 400,000 Japanese men arrived in Hawaii or on the West Coast.



This political cartoon shows how some people felt about Chinese immigrants.



- This French map shows immigration statistics in 1858.

# Mad About Immigration

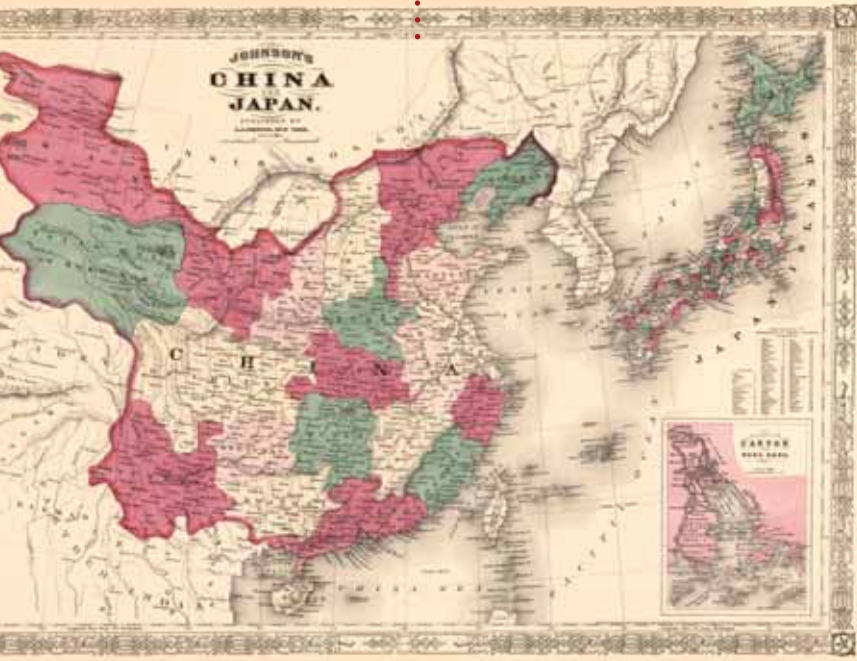
During the late 1850s, United States citizens started to protest. They did not like so many people coming into their nation. They demanded action. The first immigration restrictions were in place by 1875. That's when Congress passed a law to keep out people with criminal records.

Seven years later, Congress passed a bill to halt Chinese immigration. At this time, Congress also put more limitations on all immigrants. People who were ill, insane, or who could not support themselves were not let in.

After 1917, each immigrant had to show the ability to read and write in his or her own language. That same year, Congress made a law barring all people from Asia and the Pacific islands. Filipinos from the Philippines were the only exception. The Philippines was a U.S. territory at that time. So they were not considered foreigners.



China in 1869



These images show the destruction from the San Francisco earthquake of 1906.



## The Asian Experience

In 1882 Congress stopped Chinese immigration with the Chinese Exclusion Act. After that, fewer Asians tried to enter the nation. Then, in April 1906, an earthquake and fire tore through San Francisco. All legal records were lost. This left no way to prove who was a United States citizen.

Many Chinese men living there jumped at this chance. They claimed they were born in the United States. This made them and their children American citizens. It did not matter that the children had been born in China. Chinese men urged their families to rush to America.

To stop the Chinese **influx** (IN-fluhkz), the Angel Island Immigration Station opened in 1910. It is located in the San Francisco Bay.

Coming through this immigration station was difficult. When a ship sailed into port, people were grouped by nationality. Whites and those in first or second class got off in San Francisco. People with health problems and all Asians stayed aboard. They went to Angel Island.

### Transcontinental Railroad

The Chinese did the most dangerous jobs for the railroads. They dug ditches, blasted tunnels through mountains, mined, and dammed rivers. In the 1870s, many employers decided not to hire Asians. So the resourceful Chinese opened restaurants and laundries.

### Stuck on the Ship

The Bureau of Immigration processed passengers in this order: first class, second class, and **steerage**. Steerage was the lowest deck on the ship. After weeks at sea, the people in steerage were eager to get off the dirty, crowded ships.



### Paper Sons

Some Chinese boys who wanted to come to the United States became “paper sons.” Their parents bought papers which stated that they were children of American citizens. These boys had to memorize details about people they had never met to pass the questioning.

### Exceptions to the Rules

Some Asians could enter America under the Chinese Exclusion Act of 1882. They were merchants, **clergy**, **diplomats**, teachers, and students.



Chinese boys wait for medical exams at Angel Island.

Angel Island Immigration Station is near San Francisco, California.

## Angel Island Was Not Heaven

On Angel Island the officials detained all Chinese people. The buildings were hot and filthy. People stayed in small, smelly cells. The cells looked like zoo cages. The people were kept locked in and rarely went outdoors.

Guards threw small amounts of food on the floor for them to eat. Some lived in these horrid conditions for months before being questioned.

Each immigrant faced a Board of Special Inquiry. The majority of the board members had to vote yes for a person to be admitted to the United States. The board asked questions about the person’s home life, family background, and village.

The immigrants had to prove that they belonged to American citizens. The U.S. citizens then had to answer the questions, too. If the answers from both people were not the same, the inspectors rejected the new immigrants. About 10 percent of all the immigrants were excluded.



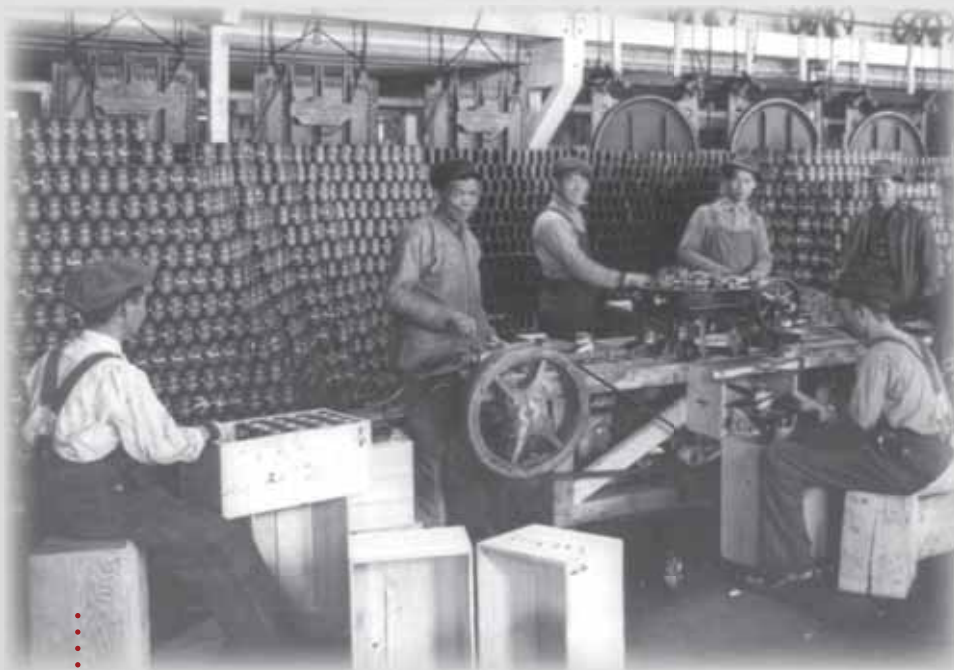
IMMIGRATION STATION,  
ANGEL ISLAND CAL.  
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20



# Only a Few Allowed

In 1921, Congress limited the total number of people who could immigrate to the United States each year. These laws are known as **quotas** (KWOH-tuhz). Many members of Congress were from Germany, Great Britain, Scotland, and Ireland. So, they made laws that favored people from Europe. The quotas cut back on the number of people who could come from other places around the world.

The National Origins Act went into effect in 1924. This law set new quotas. Quotas for eastern Europe were much lower than before. But after this law, few Asians could immigrate to the United States.



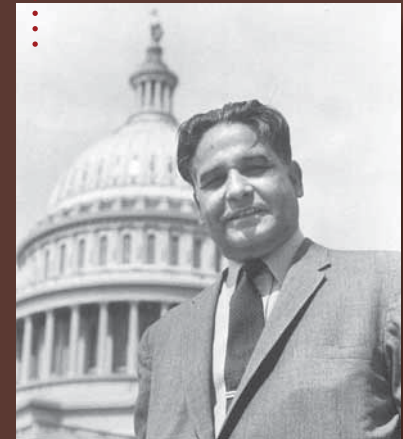
Chinese workers canned salmon on the West Coast.

World War II took many U.S. soldiers overseas to fight. While away at war, some of them got married. The War Brides Act of 1945 let them bring their spouses and children into the country. In 1952, the Immigration and Nationality Act set new quotas. These acts finally let people in from Asian nations and other places where immigrants had been blocked. Citizenship was finally offered to many Asian immigrants.



The Immigration Act of 1921 limited the number of people allowed in the United States.

Dalip Singh Saund



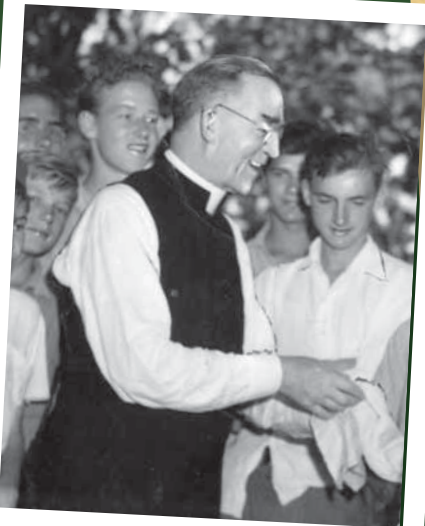
## A Success Story

Dalip Singh Saund (DAY-lip SING SAWND) came from India. He worked to get the government to end discrimination against Asians. He was the first Asian elected to the House of Representatives.

## Unfair Laws

Despite the fact that the Chinese were hard working and did many of the jobs no one else wanted to do, people disliked them. By the 1920s, U.S. laws said that no Asian immigrants could own land, become U.S. citizens, or marry white people. It took a long time for these unfair laws to be changed.





### Father Flanagan

Father Edward Flanagan arrived from Ireland in 1904. He created Boys' Town, a home for orphaned boys. His hard work and love helped thousands of children.

### World Famous Architect

I.M. Pei (PAY) arrived as a Chinese student in 1935. This architect designed many famous buildings. He even created an addition for France's Louvre (LOO-vruh). This is the most famous art museum in the world.

## Famous in America

**Emigrants** from other countries made important contributions to the nation. Most of their names have been forgotten. But a few gained fame. Elijah McCoy came to the United States from Canada in 1870. His parents lived there after escaping from slavery. He invented a lubricating cup. It improved steam engines and factory machinery.

Madeleine Albright came to the United States from Czechoslovakia (chek-uh-slow-VAW-kee-uh) in 1948. She was just eleven years old. As an adult, Albright became a United Nations ambassador. Then, in 1997, she became the first female secretary of state. She was very successful in this position for four years.

Chien-Shiung Wu (chee-en-SHE-uhng WOO) graduated from college in China. She immigrated to the United States in 1936. There, she earned two more college degrees. She then became a college professor. Wu was asked by the U.S. government to help build the atomic bomb. She is known as one of the most important women in science.

Madeleine Albright was the first female secretary of state.



Irving Berlin was a famous composer who immigrated to the United States. His family came from Russia. He composed "White Christmas" and "God Bless America."





## Cultural Mosaic

America is a mix of many cultures. No place else on Earth has had so many immigrants. Each year about one million new people arrive. Many still settle in New York City.

In 1965, Congress lifted the limits it had put on immigration during the 1920s. As a result, in the past 40 years another 25 million people have come to the United States. Today, most immigrants come from Mexico, the Philippines, Russia, and China.

Immigration has not been easy, but it has brought new ideas to the places where the newcomers settled. Each group added to the whole country in its own way. These contributions include the food we eat, the way we speak, the music we love, and even the values we hold dear—like freedom of speech. All of these are based on the **assimilation** (uh-SIM-uh-lay-shuhn) of ideas from around the world. In so many ways, immigrants have made the United States what it is today.

### Can You Believe It?

More than 100 different languages are spoken in New York City!

### Questions for the Future

Many of the same questions that have been discussed for a century continue to be debated. Who should be allowed to come into America? Who should be excluded? And what should be done about the millions of immigrants who come into the country illegally each year?





# Glossary

**ancestor**—someone who comes earlier in a family, such as a great-grandmother

**assimilation**—absorbed and incorporated (added to)

**clergy**—people trained to lead religious services, such as priests, rabbis, and ministers

**crooked**—criminal-like

**detained**—held for questioning

**diplomats**—people representing their nations’ governments in foreign countries

**emigrants**—people who leave their nations to live somewhere new

**emigrate**—leave a place of residence to live somewhere new

**ethnicities**—belonging to particular nations or ethnic (cultural) groups

**excluded**—kept someone from being part of something

**exploited**—treated poorly

**famine**—extreme lack of food

**harassed**—created an unpleasant situation by repeated attacks

**immigrants**—people who come to new nations to live

**immigrated**—moved to a new place of residence

**influx**—the arrival of large numbers of people

**insane asylums**—special hospitals where those who are mentally ill go for treatment

**interpreters**—people trained to translate one language to another

**irrevocable**—unable to be changed or recovered

**meager**—barely enough

**migrated**—moved from one region or nation to another

**piecework**—work where wages are earned based on the number of pieces sewed

**pogroms**—organized killings of groups of people for political or religious reasons; usually planned by government leaders

**quotas**—fixed numbers or amounts

**refuse**—unwanted; trash

**steerage**—the lowest deck on a ship

**swindlers**—people who cheat others out of money or property

**tempest-tost**—tossed in a storm at sea

**tenements**—run-down apartment buildings in poor sections of cities

**yearning**—to feel an eager desire

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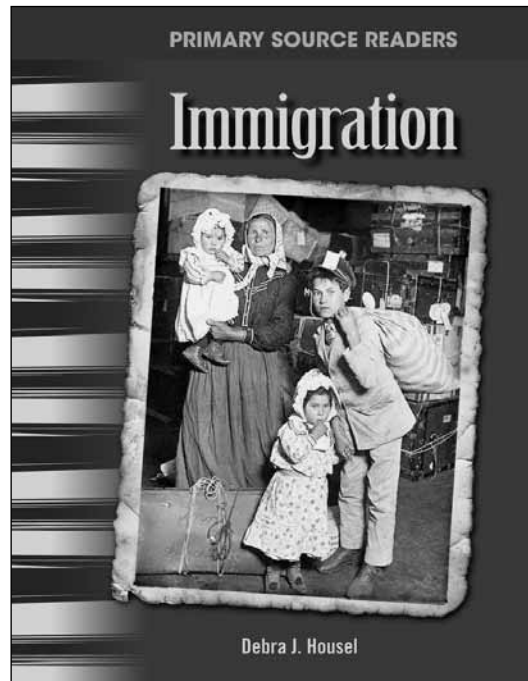
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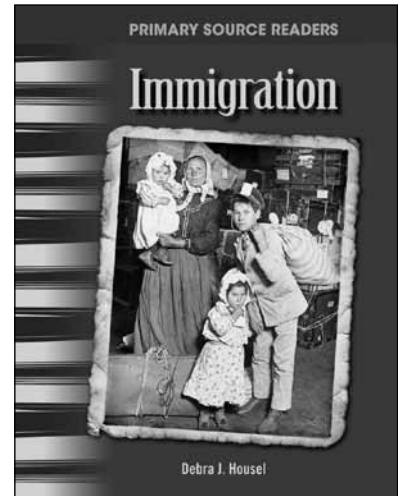
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# Immigration Reader

## Learning Objectives

- ✓ Students will understand the cultural diffusion, adaptation, and interaction that took place in America with the influx of immigrants in the early twentieth century. (Social Studies Content Objective)
- ✓ Students will actively question as they read. (Nonfiction Reading Objective)
- ✓ Students will summarize information using the first-person point of view with consistent voice. (Narrative Writing Objective)



## Resources

- *Immigration* readers
- Copies of student reproducibles (pages 6–10)
- *Immigration Card* (page 12) copied onto an overhead transparency
- *What You Know First* by Patricia MacLachlan
- A large world map

## Before Reading

1. **Reading Activity**—Read *What You Know First* by Patricia MacLachlan. Ask the students how many of them have moved and how they felt about it. If time allows, take a few minutes for students to share their stories. There might even be some students who have moved from other countries. Make a list of the things students mention on the board. Then, ask students to list the things that are difficult about moving in order from the most difficult to the least difficult. Some students might have different opinions on what they think is difficult about moving.
2. **Writing Activity**—Have the students do first-person narrative quick-writes summarizing moves and their feelings about the moves.
3. **Social Studies Activity**—Show the students a large world map. Point out the countries from which people immigrated between 1880 and 1925. Point out the United States and talk about how far immigrants traveled. Tell the group that as they read, they will learn about their journeys. Use the map key to estimate distances that immigrants traveled when they came to America.



# ***Immigration Reader*** (cont.)

## **During Reading**

4. Begin by reviewing the experience of moving to a new place. Invite several students to share their quick-writes. Then, have students read the reader silently for the first reading. Tell the students that as they read, they should look for examples of adjustments that the immigrants had to make as they began new lives in America, and make a list of those adjustments.
5. Put the students in pairs for the second reading. For the **Reading Activity**, have the students take turns reading to one another. Tell them that as they read, they should think of questions that they had or might have had if they were facing moves from their homes to new countries. Tell them to write their questions on strips of paper.
6. Make a class list of the adjustments that the immigrants had to make as they began their new lives in America. Display the strips of paper with student questions written on them. Use the student questions and the list of adjustments to stimulate a discussion about the immigration experience.
7. **Writing Activity**—Have the students use what they have learned to write a journal entry from the point of view of an immigrant experiencing his or her first few days in America.
8. **Social Studies Activity**—Give each student a card with the name of a location written on it, such as Russia, China, Philippines, Mexico, and Europe. Tell the students that as they read, they will notice that immigrants came to America for a variety of reasons. As they read, have them note references to people from their assigned countries and information about why they immigrated. Give the students copies of *Voyages to America* (page 6) to complete.



## **After Reading**

9. **Reading Activity**—Talk as a group about the pros and cons of immigrating to America. Have a class discussion debating whether or not the students would immigrate if given choices. Talk about how brave the immigrants were and what a strong vision they held as they traveled across the Atlantic Ocean. Tell the students to refer to the questions that they wrote on the previous day as they share. Give the students copies of *Following a Dream* (page 7) to help them focus their thoughts.
10. For the **Writing Activity**, tell the students to write first-person narrative paragraphs as though they were immigrants either on their journeys or at their destinations. Tell the students to put themselves in the places of immigrants as they write and to be consistent with a first-person account.
11. After the students have finished writing, group them according to the cards that they were given on the previous day for the **Social Studies Activity**. Have them compare stories and talk about why it was important for immigrants with the same nationalities to keep in touch in America.
12. A short post-test, *Immigration Quiz* (page 10), is provided for your use if you want to assess student learning from the reader.

## **Primary Source Overhead Extension**

### **Historical Background Information**

In the late nineteenth and early twentieth centuries, many ships arrived filled with immigrants from various places around the world. America was a land of promise and opportunity, and many people left their homelands in search of land, jobs, and a new life in the United States. People immigrated because of wars, crowded conditions, poverty, and threats to their faith. They left their possessions, homes, and sometimes even their families. The trip across the ocean was difficult and entry into the United States was not easy. In order to enter the United States, immigrants had to pass physical and mental tests, and complete the necessary paperwork. When they were accepted, they received an identification card from the Department of Labor. Immigrants from the same place often settled close to one another so that they could speak their native languages and carry on some of their familiar customs as they adjusted to their new homeland.

### **Teaching Suggestions**

1. Make an overhead transparency of *Immigration Card* (page 12) and place it on the overhead.
2. Divide the class into small groups. Ask the students to look at the immigration card and learn what they can about the immigrant. Have each group write a paragraph describing the immigrant based on the information on his card. Next, have the groups talk about what they do not know about him and write three questions that they would like to ask him about himself. Have the groups share their questions with the rest of the class.
3. Have each group brainstorm what the immigrant will need to start a life in America. Tell each group to create a graphic organizer to identify these needs.
4. Work as a class to create an immigrant settlement based on information from the graphic organizers designed by each group.
5. Distribute copies of *A Long Journey* (page 8). You may want to only assign some of the activities to the students. Or, you may choose to assign certain activities to different groups depending on your students' ability levels. See page 11 for suggested answers.
6. Finally, have students complete the document-based assessment, *A New Life* (page 9). See page 11 for suggested answers.



Name \_\_\_\_\_

# Voyages to America

**Directions:** Use the chart below to answer the questions.

Nation	Percent of Total
Germany	16
Italy and southern European nations	15.5
Poland and central European nations	13
Ireland	12
Great Britain	11
Russia and Eastern Europe	10
Canada, Mexico, and other Americas	10
Scandinavian countries	6
Other Northwestern European nations	3
China	2.5
Africa and all other	1
<b>Total</b>	<b>100</b>

1. Which country sent the most immigrants? \_\_\_\_\_
2. Which group listed above traveled the shortest distance to get to America?  
\_\_\_\_\_
3. Did more immigrants come from China, Italy, and southern European nations or from Ireland and Scandinavian countries?  
\_\_\_\_\_

Name \_\_\_\_\_

# Following a Dream

**Directions:** Pretend that you are one of the immigrants pictured here and are contemplating a journey to America. It would not be an easy decision to leave everything for a new life. You would most likely debate the pros (reasons to go) and cons (reasons not to go) many times in your head before making the decision. You would also talk with family members. Make two lists below. Under the first heading, *Pros*, list what you think are the advantages to immigration. Under the second heading, *Cons*, list what you think are the disadvantages to immigration. Certainly, immigrants made similar lists.



Source: The Library of Congress

Pros (Reasons to Go)	Cons (Reasons Not to Go)



Name \_\_\_\_\_

# A Long Journey

**Directions:** Complete the following activities. Write your answers on another sheet of paper. (Your teacher will tell you which activities you must complete.)

**Knowledge**

What do you know about the immigrant from looking at his immigration card?

**Comprehension**

What do you not know about the immigrant from looking at his immigration card? What information would an employer want to know that the immigration card does not provide?

**Application**

Pretend that you are the immigrant pictured on this card. Write a paragraph from his point of view that would explain what you would like people in America to know about you.

**Analysis**

What factors do you think might have influenced this immigrant's decision to come to America? Base your answer on the information on the immigration card and on what you have learned.

**Synthesis**

How is immigration still an issue today? How are discussions about immigration today similar to those that took place in the early twentieth century? Interview someone about this and report your findings.

**Evaluation**

Design an immigration card that would create a more appealing profile of the immigrant.

Name \_\_\_\_\_

# A New Life

IMMIGRANT IDENTIFICATION CARD  
UNITED STATES  
DEPARTMENT OF LABOR

PAULIN  
JOSE MARIO

GIVEN NAME

PERU FEB 13, 1903

COUNTRY OF BIRTH DATE OF BIRTH

Peruvian brown

NATIONALITY COLOR OF EYES

New York Ecuador

PORT OF ARRIVAL STEAMSHIP

8-22-28

DATE ADMITTED STATUS OF ADMISSION

Immigrant

Immigrant's Signature

Y.B. Harris

IMMIGRANT INSPECTOR

ORIGINAL

*Source: Steamships.org*

**Directions:** Look at the card and answer the following questions.

1. What do you think a person has to do with this card?

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2. Where in America will this person be arriving?

---



Name \_\_\_\_\_

## ***Immigration Quiz***

**Directions:** Circle the best answer for the multiple-choice questions. More than one correct answer is possible. Write your response to the short-answer question on the back of this page or on another sheet of paper.

1. For what reasons did people immigrate to America in the late nineteenth and early twentieth centuries?
  - a. They wanted to travel.
  - b. They wanted jobs and land.
  - c. They were harassed for their faith.
  - d. They wanted to escape wars.
2. What statement best describes Ellis Island?
  - a. a hospital for immigrants
  - b. the place where immigrants came when they arrived in America
  - c. part of the Statue of Liberty
  - d. a vacation destination
3. What statements best describe challenges met by immigrants in America?
  - a. the English language
  - b. making friends and being accepted
  - c. understanding the American culture
  - d. finding people with similar backgrounds
4. What was the purpose of the National Origins Act?
  - a. It required people to declare the place of their origins.
  - b. It limited the number of immigrants allowed to enter the United States each year.
  - c. It allowed war brides to become citizens.
  - d. It allowed people to pass immigration inspection in their own countries.
5. How did the San Francisco earthquake of 1906 help Chinese immigrants?
  - a. Chinese immigrants moved into destroyed neighborhoods.
  - b. They were not affected because they did not live in San Francisco.
  - c. It destroyed all records of citizenship.
  - d. Chinese immigrants helped rebuild the city and were given citizenship in return.

### **Short-Answer Question**

6. Write a paragraph that explains what it means to be a “salad bowl” and why America has benefited from being one.

## **Student Reproducibles—Answer Key**

### **Page 6—Voyages to America**

1. Germany
2. Canada, Mexico, and other Americas
3. The same amount of immigrants came from these two groups of countries.

### **Page 7—Following A Dream**

Answers will vary. Reasons for going may include the following: a new start, freedom, a job, and land. Reasons for not going may include the following: staying near family, staying near all that is familiar, and not giving up everything.

### **Page 8—A Long Journey**

**Knowledge**—He is a 25 year-old man, born on February 13, 1903 in Peru. He is Peruvian. He has brown eyes and dark hair. He arrived in New York on a steamship on August 28, 1928. He passed the immigration screenings and received an identification card from the U.S. Department of Labor.

**Comprehension**—The immigration card does not tell about his family or his talents. An employer would want to know about his interests, abilities, and experience.

**Application**—Answers will vary but should include his abilities and goals for his life in America.

**Analysis**—He looks young and healthy. He probably wanted to start a new life in America. He may have hoped to own land and prosper.

**Synthesis**—Immigration is an issue today because there are many illegal immigrants in the United States. Today, our borders are patrolled and guarded. Illegal immigrants are sent away, just as they were in the early twentieth century. The question of how many immigrants to allow into the United States is still an issue.

**Evaluation**—Card designs will vary. They may include questions about families, interests, and talents.

### **Page 9—A New Life**

1. The person has to attach this card to his clothes so that it can be seen by inspectors.
2. New York

### **Page 10—Immigration Quiz**

1. b, c, d
2. b
3. a, b, c
4. b
5. c
6. America has been called a “salad bowl” because people from many cultures have made their homes in America and contributed their own cultures to the American culture. The American culture has been enriched by the contributions of the people from various backgrounds who have made their homes in America.



# Immigration Card

**IMMIGRANT IDENTIFICATION CARD**  
**UNITED STATES**  
**DEPARTMENT OF LABOR**

**PAULIN**  
**JOSE MARIO**

**PERU** **FEB 13, 1903**


**Peruvian** **brown**

**New York** **Esmeraldas**

**8-27-28** **Immigrant**

**James H. [Signature]**

**ORIGINAL** **IMMIGRANT INSPECTOR**



Front

**ORIGINAL** **DEPARTMENT OF STATE** **ORIGINAL**  
**THE UNITED STATES OF AMERICA**

**AMERICAN CONSULATE AT Callao-Lima, Peru**

**July 26, 1928.** **192**

THIS CARD IS ISSUED FOR THE IDENTIFICATION OF THE PERSON  
 WHOSE NAME APPEARS ON THE REVERSE SIDE AS THE BEARER  
 OF NON QUOTA-QUOTA IMMIGRATION VISA No. **20**

**ISSUED BY THIS CONSULATE.**

THIS CARD IS NOT TRANSFERABLE AND WILL NOT BE VALID FOR  
 PURPOSES OF IDENTIFICATION IN THE UNITED STATES UNTIL DULY  
 SIGNED BY AN IMMIGRANT INSPECTOR AT A PORT OF ENTRY TO  
 THE UNITED STATES.

**290321**

**CONSUL OF THE U. S. A.**

Back

Source: Steamships.org

# NOTES



# NOTES

# NOTES



# NOTES

IMMIGRANT IDENTIFICATION CARD  
UNITED STATES  
DEPARTMENT OF LABOR

**FALLIN**  
**JOSE MARIO**

GIVEN NAME

**PERU**

COUNTRY OF BIRTH

**FEB 13, 1903**

DATE OF BIRTH

**Peruvian**  
NATIONALITY

**brown**  
COLOR OF EYES

**New York**  
PORT OF ARRIVAL

**Esmeraldas**  
STEAMSHIP

**8-28-25**  
DATE ADMITTED

**Immigrant**  
STATUS OF ADMISSION

**Joseph M. Fallin**  
IMMIGRANT'S SIGNATURE

**ORIGINAL**

**G. B. Francis**  
IMMIGRANT INSPECTOR





ORIGINAL

DEPARTMENT OF STATE  
OF  
THE UNITED STATES OF AMERICA

ORIGINAL

AMERICAN CONSULATE AT Callao-Lima, Peru

July 26, 1928.

192

THIS CARD IS ISSUED FOR THE IDENTIFICATION OF THE PERSON  
WHOSE NAME APPEARS ON THE REVERSE SIDE AS THE BEARER  
OF NON QUOTA QUOTA IMMIGRATION VISA No. 20

ISSUED BY THIS CONSULATE.

THIS CARD IS NOT TRANSFERABLE AND WILL NOT BE VALID FOR  
PURPOSES OF IDENTIFICATION IN THE UNITED STATES UNTIL DULY  
SIGNED BY AN IMMIGRANT INSPECTOR AT A PORT OF ENTRY TO  
THE UNITED STATES.

290321

CONSUL OF THE U. S. A.