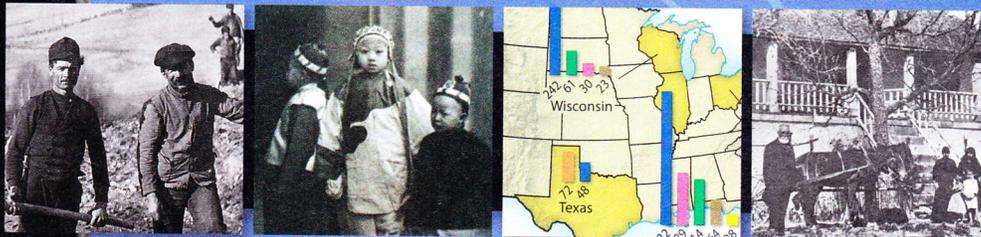


There's More Online!

- ✓ CHART/GRAPH Immigration Restrictions
- ✓ IMAGE Nativism Political Cartoon
- ✓ VIDEO Immigration
- ✓ INTERACTIVE SELF-CHECK QUIZ



LESSON 1

Immigration

ESSENTIAL QUESTIONS • *Why do people migrate?* • *How is urban life different from rural life?*

Reading HELPDESK



Academic Vocabulary

- immigrant • ethnic

Content Vocabulary

- nativism

TAKING NOTES:

Key Ideas and Details

Categorizing As you read, fill out a graphic organizer similar to the one below with the reasons people left their homelands to immigrate to the United States.

Reasons for Immigrating to U.S.	
Push Factors	Pull Factors

IT MATTERS BECAUSE

In the late nineteenth century, a major wave of immigration began. Most immigrants settled in cities, where distinctive ethnic neighborhoods emerged. Some Americans, however, feared that the new immigrants would not adapt to American culture or might be harmful to American society.

Europeans Flood Into America

GUIDING QUESTION *How did European immigrants of the late 1800s change American society?*

Between 1865—the year the Civil War ended—and 1914—the year World War I began—nearly 25 million Europeans immigrated to the United States. By the late 1890s, more than half of all **immigrants** entering the United States were from eastern and southern Europe, including Italy, Greece, Austria-Hungary, Russia, and Serbia. This period of immigration is known as “new” immigration. The “old” immigration, which occurred before 1890, had been primarily of people from northern and western Europe.

Europeans immigrated to the United States for many reasons. Many came because American industries had plenty of jobs available or they offered special skills. Some Greeks came to Florida to dive for sponges and helped create a thriving and large Greek community in Tarpon City. Europe’s industrial cities, however, also offered plenty of jobs, so economic factors do not entirely explain why people migrated. Many other immigrants came to the United States in the hope of finding better jobs that would let them escape poverty and the restrictions of social class in Europe. Some moved to avoid forced military service, which in some nations lasted for many years. In some cases, as in Italy, high food prices encouraged people to leave. In Poland and Russia, population pressure caused emigration. Others, especially Jews living in Russia and the Austro-Hungarian Empire, fled to escape religious persecution. Many of the new immigrants lacked the resources to buy land, so they settled in American cities and worked mainly in unskilled jobs.

The Atlantic Voyage

The voyage to the United States was often very difficult. Most immigrants booked passage in steerage, the cheapest accommodations on a steamship. Edward Steiner, an Iowa clergyman who posed as an immigrant in order to write a book on immigration, described the miserable quarters:

PRIMARY SOURCE

“[T]here is neither breathing space below nor deck room above, and the 900 steerage passengers . . . are positively packed like cattle. . . . The stench becomes unbearable. . . . The food, which is miserable, is dealt out of huge kettles into the dinner pails provided by the steamship company. When it is distributed, the stronger push and crowd, so that meals are anything but orderly procedures.”

—from *On the Trail of the Immigrant*, 1906



Ellis Island

Most immigrants passed through Ellis Island, a tiny island in New York Harbor. A medical examiner who worked there later described how “hour after hour, ship load after ship load . . . the stream of human beings with its kaleidoscopic variations was . . . hurried through Ellis Island by the equivalent of ‘step lively’ in every language of the earth.” About 12 million immigrants passed through Ellis Island between 1892 and 1954.

Diverse Cities

By the 1890s, immigrants made up a large percentage of the population of major cities, including New York, Chicago, Milwaukee, and Detroit. Immigrants lived in neighborhoods that were often separated into **ethnic** groups, such as “Little Italy” or the Jewish “Lower East Side” in New York City. There they spoke their native languages and re-created the churches, synagogues, clubs, and newspapers of their homelands. This wave of immigrants changed the face and size of America’s cities and its workforce.

READING PROGRESS CHECK

Explaining How did Edward Steiner describe the immigrant experience of traveling to the United States?

Immigrants migrated to the United States from all across Europe seeking an opportunity to better their lives.

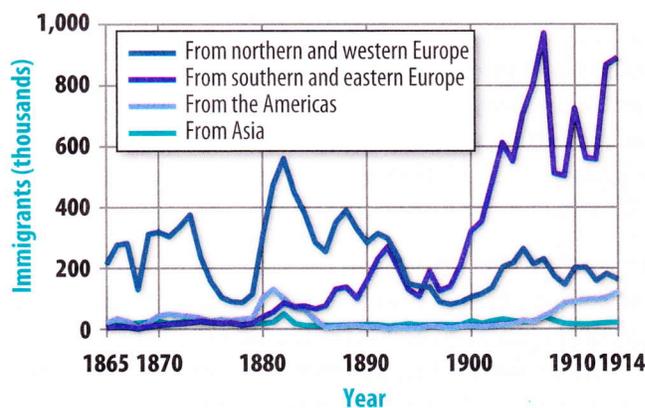
CRITICAL THINKING

Drawing Conclusions Why do you think most immigrants came to the cities?

immigrant one who enters and becomes established in a country other than that of his or her original nationality

ethnic relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background

WHY DID PEOPLE EMIGRATE?



Source: *Historical Statistics of the United States*.

Push Factors

- Farm poverty and worker uncertainty
- Wars and compulsory military service
- Political tyranny
- Religious oppression
- Population pressure

Pull Factors

- Plenty of land and plenty of work
- Higher standard of living
- Democratic political system
- Opportunity for social advancement

CHARTS/GRAPHS

Push factors and pull factors impacted U. S. immigration.

- 1 Which two areas had the lowest immigration rates to the United States during the 1865–1914 period?
- 2 Which area accounted for the highest emigration to the United States before 1890?



Many Chinese came to America to escape poverty and civil war. Some helped build railroads. Others set up small businesses. These children were photographed in San Francisco's Chinatown around 1900.

nativism hostility toward immigrants by native-born people

Asian Immigration

GUIDING QUESTION *How were the experiences of Asian immigrants different from those of European immigrants?*

In the mid-1800s, China had a growing population combined with severe unemployment, poverty, and famine. In 1850 the Taiping Rebellion caused such suffering that thousands of Chinese left for the United States. In the early 1860s, Chinese workers emigrated in larger numbers to work on the Central Pacific Railroad. Chinese immigrants settled mainly in western cities, where they worked as laborers, servants, skilled tradespeople, or merchants. Because native-born Americans discriminated against them, some Chinese opened their own businesses.

Japanese also began migrating to the United States. Although some came earlier, the number of Japanese immigrants soared upward between 1900 and 1910. As Japan industrialized, economic problems caused many Japanese to leave their homeland for new economic opportunities.

Until 1910, Asian immigrants arriving in San Francisco first stopped at a two-story shed at the wharf. In January 1910, California opened a barracks on Angel Island for Asian immigrants. Most were young men in their teens or twenties, who nervously awaited the results of their immigration hearings. The wait could last for months.

READING PROGRESS CHECK

Making Generalizations How did the experiences of immigrating to the United States compare for Chinese and Europeans?

Nativism Resurges

GUIDING QUESTION *Why did nativists oppose immigration?*

Eventually, the wave of immigration led to increased feelings of **nativism** for many Americans. Nativism is an extreme dislike of immigrants by native-born people. It had surfaced during the heavy wave of Irish immigration in the 1840s and 1850s. By the late 1800s it was focused mainly on Asians, Jews, and eastern Europeans.

Nativists opposed immigration for many reasons. Some feared that the influx of Catholics from countries such as Ireland, Italy, and Poland would swamp the mostly Protestant United States. Many labor unions argued that immigrants undermined American workers because they would work for low wages and accept jobs as strikebreakers.

Backlash Against Catholics

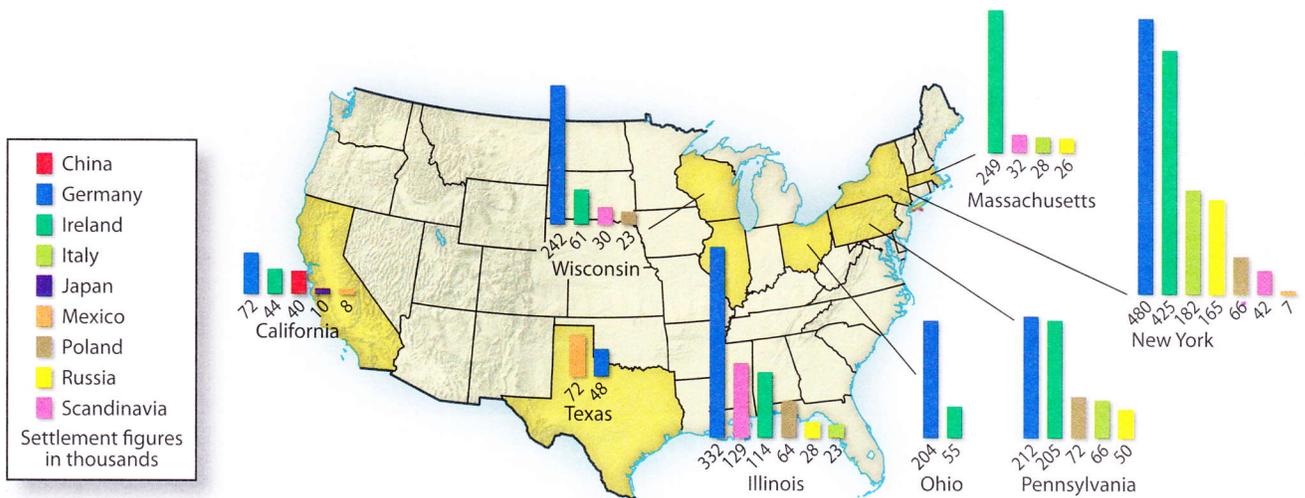
Nativism led to the founding of a group called the American Protective Association. Founded by Henry Bowers in 1887, its members initially vowed not to hire or vote for Irish Catholics and later all Catholic immigrants. These immigrants, usually illiterate and working at the lowest-paying jobs, suffered from this type of discrimination.

Restrictions on Asian Immigration

In the West, anti-Chinese sentiment sometimes led to racial violence. Denis Kearney, an Irish immigrant, organized the Workingman's Party of California in the 1870s to fight Chinese immigration. The party won seats in California's legislature and pushed to stop Chinese immigration.

In 1882 Congress passed the Chinese Exclusion Act. The law barred Chinese immigration for 10 years and prevented the Chinese already in the

IMMIGRATION SETTLEMENT PATTERNS, LATE NINETEENTH CENTURY



CHARTS/GRAPHS

This graph shows where different immigrant groups settled in the United States.

- Analyzing Information**
How would you contrast the immigration settlement patterns in Texas and Ohio?
- Creating Graphs** Create a bar graph showing the three largest immigrant groups in your state in the last five years.

country from becoming citizens. The Chinese in the United States organized letter-writing campaigns, but their efforts failed. Congress made the law permanent in 1902, but it was repealed in 1943.

In October 1906, the San Francisco Board of Education ordered “all Chinese, Japanese, and Korean children” to attend the racially segregated “Oriental School” in response to rising Japanese immigration. This caused an international incident, as Japan took offense at the insulting treatment of its people.

In response, President Theodore Roosevelt proposed a limit on Japanese immigration if the school board would rescind its segregation order. After Roosevelt negotiated an agreement with Japan, the San Francisco school board revoked its segregation order. This deal became known as the “Gentlemen’s Agreement” because it was not a formal treaty and depended on the leaders of both countries to uphold the agreement.

READING PROGRESS CHECK

Explaining How did President Roosevelt respond to Japan’s protests about the treatment of Japanese students?

LESSON 1 REVIEW



Reviewing Vocabulary

- Explaining** What is nativism, and why did some Americans dislike immigrants?

Using Your Notes

- Categorizing** Use your notes on the reasons for immigrating to explain the push and pull factors for one of the immigrant groups discussed in the lesson.

Answering the Guiding Questions

- Interpreting** How did European immigrants of the late 1800s change American society?

- Comparing and Contrasting** How were the experiences of Asian immigrants different from those of European immigrants?

- Analyzing** Why did some Americans oppose immigration?

Writing Activity

- NARRATIVE** Suppose that you are an immigrant who has arrived in the United States in the 1800s. Choose a country to be from and write a letter to a relative in your home country describing why you decided to move to America and what you found when you arrived.