The New Immigrants

Objectives
• Identify the reasons immigration to the United States increased in the late 1800s.
• Describe the difficulties immigrants faced adjusting to their new lives.
• Discuss how immigrants assimilated and contributed to American life.
• Describe efforts to limit immigration.

Use Other Word Origins

Use the information below to teach students this section’s high-use words.

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>isolate, p. 627</td>
<td>v. to set apart; to separate Many farmers felt isolated after moving to large, crowded cities.</td>
</tr>
<tr>
<td>exclude, p. 629</td>
<td>v. to keep out, expel, or reject All-white schools in the South excluded African American students.</td>
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</tbody>
</table>

The English language reflects interactions with cultures from around the world. Some words have been adopted around the world. Today, Americans still wrestle with the issue of how to deal with immigration. Why was the experience of immigrants both positive and negative?

A Fresh Start
Between 1865 and 1915, some 25 million immigrants entered the United States—more than the population of the entire country in 1800. They were part of a worldwide surge of migration. Reasons for Migration There were many reasons for this vast migration. In European nations such as Italy, the amount of farmland was shrinking as populations swelled. Machines were replacing farmhands, forcing more people from the land. They looked to the United States as a “land of opportunity” where they could build a better life.

The industrial age changed the face of cities with new buildings and bridges. It also changed the population. Millions of new immigrants came to America during the late 1800s and early 1900s. While some Americans welcomed the newcomers, others disliked or even feared them. Today, Americans still wrestle with the issue of how to deal with immigration.

How was the experience of immigrants both positive and negative?

Key Terms
steerage
anarchist
assimilation

Why It Matters
The early waves of immigration to the United States generally involved people who had come from western and northern Europe. Students will now read about immigrants from eastern and southern Europe and other areas of the world who arrived in the late 1800s.

Review and Preview
The early waves of immigration to the United States generally involved people who had come from western and northern Europe. Students will now read about immigrants from eastern and southern Europe and other areas of the world who arrived in the late 1800s.

Section Focus Question
How was the experience of immigrants both positive and negative?

Prepare to Read

Build Background Knowledge
A wave of immigration in the late 1800s contributed to the growth of cities and industry. Ask students to predict the reasons for immigrants coming to the United States and what their experiences might be like as they adjust to their new lives. After students make predictions about what they will learn, address any misconceptions that students have about the topic. Remind them to confirm or revise their predictions after they read the section. Use the Idea Wave strategy (TE, p. T24) to elicit responses.

Set a Purpose
• Group students into pairs or groups of four. Distribute the Reading Readiness Guide. Ask students to fill in the first two columns of the chart.

Teaching Resources, Unit 6,
Reading Readiness Guide, p. 51

• Use the Numbered Heads participation strategy (TE, p. T24) to call on students to share one piece of information they already know and one piece of information they want to know. The students will return to these worksheets later.

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The New Immigrants

In the early 1800s, most immigrants were Protestants from northern and western Europe. Many spoke English and had experience in democracy. By contrast, most of the “new immigrants” who began to arrive in the late 1800s came from nations of southern and eastern Europe, such as Italy, Poland, Russia, and Greece. Most were Catholic or Jewish. A smaller number came from Asia and the Pacific. Few understood English or had experience living in a democracy or in a city.

Checkpoint Why did many people leave their homelands?

Starting a New Life

The decision to emigrate was difficult. It meant leaving home, family, and friends and starting a strange life. (For more on the immigrants’ experiences, see the Life at the Time feature in this chapter.)

Coming to America

The passage by boat was miserable. Immigrants were crammed below decks in steerage, large compartments that usually held cattle. The tight, airless berths were breeding grounds for disease. Rough seas sickened the travelers.

Most people coming from Europe landed in New York. After 1892, they went to the receiving center on Ellis Island. Asian immigrants entered through Angel Island in San Francisco Bay.

Answers

Reading Charts (a) in 1875: less than 250,000; in 1905: over a million (b) The graph would show more immigrants coming from western European countries.

Checkpoint They could find a better life in the United States. They were looking for religious freedom. Political unrest drove them to America.

Differentiated Instruction

L1 Less Proficient Readers

Immigration: Push and Pull Factors Explain to students that the decision to immigrate was often a last resort for many newcomers. The journey was difficult, and the future was uncertain. Assign the worksheet Immigration: Push and Pull Factors and have students complete the questions based on the chart.

Ask students to suggest concrete examples of the forces that might have led to immigration (for example, a farmer not having enough land to support his family).

L2 Special Needs

Learning Check The New Immigrants In the early 1800s, most immigrants were Protestants from northern and western Europe. Many spoke English and had experience in democracy. By contrast, most of the “new immigrants” who began to arrive in the late 1800s came from nations of southern and eastern Europe, such as Italy, Poland, Russia, and Greece. Most were Catholic or Jewish. A smaller number came from Asia and the Pacific. Few understood English or had experience living in a democracy or in a city.
New arrivals faced a rigorous physical examination at the receiving centers. Did they limp? Were their eyes free of disease? Those judged to be disabled or seriously ill might be sent home.

**Immigrant Neighborhoods** Once admitted to the United States, about two thirds of immigrants settled in cities, near other people from the same country. Ethnic neighborhoods helped people feel less isolated in their new homes.

In immigrant neighborhoods, sidewalks rang with the sounds of Italian, Chinese, Yiddish, and other languages. Newcomers celebrated familiar holidays and cooked foods from the old country, such as kielbasa (Polish sausage) and goulash (Hungarian stew). Italians joined social groups such as the Sons of Italy. Greeks read newspapers in Greek. Small storefronts were turned into Jewish synagogues or Buddhist temples.

**Checkpoint** What hardships did immigrants face?

### Becoming American

Immigrant neighborhoods were springboards to a new life. Organizations called immigrant aid societies helped new arrivals with clothing, housing, and language classes.

**Assimilation** Newcomers often felt caught between the old world and new. Most clung to traditional modes of worship, family life, and community relations. At the same time, they worked hard to assimilate. **Assimilation** is the process of becoming part of another culture.

Children of immigrants assimilated more rapidly than their parents. Surrounded by English-speakers in school and on the street, they learned the language quickly. They played baseball and dressed like native-born Americans. Immigrant parents felt both pride and pain as they saw their children change.

**Becoming American**

Citizenship classes, like the one shown here, were an important step toward assimilation. **Critical Thinking: Draw Inferences**

What subjects do you think students like these might study in citizenship classes?

**Vocabulary Builder**

isolate (i’sa-layt) v. to set apart; to separate

#### Job Skills in a New Land

**Asian immigrants** were important to developing agriculture on the West Coast. Many Chinese immigrants had been farmers in China’s Pearl River delta, a low-lying area that often flooded. In California, Chinese newcomers used their expertise to build dikes, ditches, and irrigation canals in the San Joaquin and Sacramento River deltas. They reclaimed almost five million acres of land that are now part of the world’s most valuable farmland.

**Checkpoint** Possible answers: a difficult journey, leaving home

**Draw Inferences** They would learn to speak and write English and they would be taught U.S. history as well as how the U.S. government worked.

**Answers**

**Checkpoint** Possible answers: a difficult journey, leaving home

**Draw Inferences** They would learn to speak and write English and they would be taught U.S. history as well as how the U.S. government worked.
A New Wave of Nativism

Chapter 18

Instruction

- Have students read A New Wave of Nativism. Remind students to look for the sequence of events.
- Discuss the effects of nativism. Ask: What two laws were passed as a result of nativism? (In 1882, a law excluded Chinese laborers. In 1917, a law denied entry to immigrants who could not read their own languages.)
- Ask: How did nativism affect immigrants? (Immigrants were exposed to prejudice and bias.)

Independent Practice

Have students complete the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 18, Section 4 (Adapted Version also available.)

Monitor Progress

- As students complete the study guide, circulate and make sure individuals understand the concept and effects of nativism. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Ask them to evaluate whether what they learned was what they had expected to learn.

Use Other Word Origins

Identify the words in this paragraph that came into English from the Yiddish word beygl, meaning “ring or bracelet,” and the Italian word spago, meaning “string or cord.”

Answers

Detect Bias The immigrants are depicted as dirty criminals with hostile, angry expressions.

Reading Skill bagel, spaghetti

Checkpoint They learned English, played baseball, and dressed like native-born Americans.

Differentiated Instruction

Gifted and Talented

An Immigrant World Fair Working in a group, students should plan an immigrant fair. Have them use the two-page An Immigrant World Fair worksheet to plan and set up the fair. The fair should be open to the class.

Checkpoint How did immigrants assimilate?

Still, the fondest dream of many immigrants was to educate their children so that the next generation could be better off. One Russian Jewish immigrant called education “the essence of American opportunity, the treasure that no thief could touch . . . surer, safer than bread or shelter.”

Contributions of Immigrants The labor of immigrants was essential to the new American economy. Desperate for money, newcomers took whatever jobs they could find. Immigrants worked in steel mills, meatpacking plants, mines, and garment sweatshops. They helped build subways, skyscrapers, and bridges. Chinese, Irish, and Mexican workers laid down hundreds of miles of railroad track in the West.

Through hard work and saving, many immigrants slowly advanced economically. Often, they began by opening small businesses, such as stores or barbershops, to serve their communities. In time, their customers expanded beyond the neighborhood. Outsiders might bring their clothing to Chinese laundries or buy foods they had never tasted before. In this way, ethnic foods such as spaghetti, chow mein, and bagels became part of American life.

Individual immigrants made major contributions. Andrew Carnegie and Alexander Graham Bell were born in Scotland. Samuel Goldwyn and Louis Mayer, Jewish immigrants from Eastern Europe, established the motion picture industry in California. Italian-born Arturo Toscanini became a famous orchestra conductor. Belgian immigrant Leo Baekeland invented the first plastic.
A New Wave of Nativism
As in the 1840s, increased immigration led to a wave of nativism. Nativists sought to preserve the United States for native-born American citizens.
Nativists argued that the new immigrants would not assimilate because their languages, religions, and customs were too different. They also charged that immigrants took jobs away from Americans. Nativists associated immigrants with violence, crime, and anarchy.

An anarchist is a person who opposes all forms of government.

On the West Coast, nativist feelings against Chinese immigrants ran high. Mobs drove Chinese from mining camps and cities and sometimes killed them. In 1882, Congress passed a law to exclude Chinese laborers from the United States. The Chinese Exclusion Act was the first law limiting immigration based on race. It was finally repealed in 1943.

In 1917, Congress passed a law that denied entry to immigrants who could not read their own languages. Since education at the time was usually restricted to the wealthy, this law barred most of the world’s poor people from immigrating to the United States.

Vocabulary Builder
exclude (ihks kluhd) v. to keep out, expel, or reject

Looking Back and Ahead Although immigration slowed after 1917, it never stopped. In the 1960s, Congress finally eased restrictions on immigration.

Comprehension and Critical Thinking
1. (a) List Why did people immigrate to the United States in the late 1800s?
(b) Frame Questions What five questions could you ask one of those immigrants?
2. (a) Describe How did immigrants try to assimilate?
(b) Detect Bias How did nativists feel about the ability of immigrants to assimilate?

Reading Skill
3. Use Other Word Origins The text lists kielbasa and goulash, food items introduced to America by immigrants. The Polish and Hungarian words are used because these foods have no English-word counterparts. On your own or with a partner, name foods from other cultures. Do we use the original name or an English word?

Key Terms
Complete each of the following sentences so that the second part explains the first part and shows your understanding of the term.
4. Many immigrants traveled across the ocean in steerage; _____.
5. Immigrants blended into American life through a process called assimilation; _____.

Writing
6. Imagine that you are writing an editorial in which you object to a bill that excludes immigrants who could not read their own languages. Which of the following arguments is most persuasive? Why? Arguments:
(a) Many native-born American citizens do not know how to read, so the bill uses an unfair standard for immigrants.
(b) Immigrants come to this country for a better life, which includes getting an education.
(c) The bill is being used as a trick to restrict all immigration.

Assess and Reteach
Assess Progress
Have students complete Check Your Progress. Administer the Section Quiz.

Progress Monitoring Transparencies, Chapter 18, Section 4
Reteach
If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Extend
Have students use the Internet to research the numbers of immigrants to the United States by country between 1850 and 1930. Then have them write a paragraph on the changes in the immigrant population during those years. Ask them to present their findings to the class. Remind students that these figures represent the total number of immigrants living in the United States, not the number entering each year.

Progress Monitoring Online
Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Section 4 Check Your Progress

1. (a) fled religious persecution/political unrest; wanted work/freedom
(b) Possible answers: What do you like about living here? How did you learn English? Who have you met in the United States? Why did you choose to leave your home country? When did you arrive in the United States?
2. (a) dressed as Americans, learned English
(b) Nativists did not think immigrants could assimilate well.
3. Answers will vary, but students should identify the origin of the name of the food they have chosen.
4. Possible answer: The conditions there were crowded and full of disease.
5. Possible answer: They tried to imitate American customs, dress, and language.
6. Answers will vary, but students should support their opinions with facts.

Checkpoint
They felt that immigrants were different from native-born Americans and that immigrants would take jobs away from Americans.

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An Immigrant’s Journey

Build Background Knowledge
Have students recall the reasons people left their homelands. (They fled religious persecution, lack of land, or political upheaval.) Then ask: How would these motives affect the attitude of immigrants on the journey from Europe or Asia to America? (Immigrants might be hopeful about finding a new life and have few regrets about leaving difficult situations in their homelands.) Ask: What were some of the hopes, fears, and challenges newcomers shared when they arrived in the United States? (Possible answers: fear of being deported, hope for a new life, and the challenge of learning a new language and culture.)

Instruction
- Read An Immigrant’s Journey with students.
- Ask: According to this passage from the Irish immigrant, how were some immigrants treated when they arrived in the United States? (Some were treated roughly and without respect.) Why do you think this happened? (Immigration officials dealt with thousands of people every day and had to move quickly. Most newcomers did not speak English and could not communicate with officials.)
- Encourage students to draw inferences about the swearing in of a new citizen. Ask: What factors made this the proudest moment of the immigrant’s life? (Possible answer: The immigrant might have struggled greatly to achieve citizenship and to assimilate in the new land.)

Monitor Progress
Ask students to complete the Analyze Life at the Time activity. Circulate and make sure individuals understand the process of immigration.

Differentiated Instruction

Identifying Alternatives Explain to students that four out of every ten Americans today have ancestors who passed through Ellis Island between 1892 and 1954, when it was the main gateway to the United States. Ask students to think about the other six. Have them name at least four other ways in which the ancestors of present-day Americans might have arrived here. Share the students’ ideas with the class.
Seeing the Main Idea

An Immigrant’s Journey  
At the turn of the 20th century, most immigrants faced a difficult ocean journey. Once on land, they moved to ethnic urban neighborhoods and began their transition from “foreigner” to “citizen.”

The characters in Willa Cather’s novel, My Antonia, have similar experiences on their journey to the United States, but begin their lives in America as farmers in Bohemian Nebraska. O.E. Rolvaag writes about the rural experiences of Norwegian pioneers in the Dakota Territory in his novel, Giants in the Earth.

Ask: How might the experiences of immigrants to urban and rural areas be similar and different? (similarities: they both lived with people from their country of origin, speaking their native language and continuing cultural customs; differences: urban living was crowded, unhealthy, and many worked in factories; rural living was isolated, with fresh air and clean water, as well as agricultural work)

Writing Rubric  
Share this rubric with students.

Score 1  Sentences do not relate to the topic.
Score 2  Sentences relate to some aspects of the topic, but some information is incorrect.
Score 3  Response is thoughtful and uses information correctly.
Score 4  Response is thoughtful, accurate, thorough, and well written.

History Background

Theodore Roosevelt on Immigrants  
In 1915, the great rush of immigration was closing down as the cry of nativism grew louder. Nonetheless, Theodore Roosevelt made this statement reflecting his support of the millions of honest, hardworking immigrants in the country: “There is no room in this country for hyphenated Americanism. . . . Our allegiance must be purely to the United States. We must unsparingly condemn any man who holds any other allegiance. But if he is heartily and singly loyal to this Republic, then no matter where he was born, he is just as good an American as anyone else.”

Answers

Analyze  LIFE AT THE TIME  
Sentences will vary, but should demonstrate a clear understanding of the experiences of immigrants, their hopes for the future, and their fears of the new experience.