

The New Immigrants

1. Before 1865, where did most immigrants come from? (576)
2. Around 1880, where did the “new” immigrants come from? (576)
3. What 2 religions were most of the “new” immigrants from Europe practicing? (576)
4. Where did non-European immigrants come from? (577)
5. What does “Push” factor mean? (not exactly in the book)(577 kind of)
6. Define emigrated. (577)
7. What “Push” factors caused people to leave Europe in the late 1800s and early 1900s? (577)
8. What country accounted for the largest number of immigrants from 1860-1919? (577)

9. What does "Pull" factor mean? (not exactly in the book)
10. What "Pull" Factors brought people to the United States?
(578)
11. Where did most immigrants land when they came to America? (578) What greeted them?
12. What happened to immigrants when they were being examined at a place like Ellis Island? (579)
13. How did immigrants find jobs? (580)
14. How did immigrants set up their communities? (580-581)
15. Why were NATIVIST opposed to immigration? (581)
16. What was the Chinese Exclusion Act? (581)

networks

There's More Online!

- ✓ **CHART/GRAPH**
Immigration to the United States
- ✓ **GRAPHIC ORGANIZER**
Immigration Laws
- ✓ **MAP** Immigration 1860–1919
- ✓ **PRIMARY SOURCE**
 - Immigrant Workers
 - "The New Colossus"
- ✓ **VIDEO**



Lesson 1

The New Immigrants

ESSENTIAL QUESTION *Why do people move?*

IT MATTERS BECAUSE

Immigrants to the United States brought with them the cultural heritage of their homelands.

A Flood of Immigrants

GUIDING QUESTION *Why did many people immigrate to the United States during this period?*

Immigration to the United States shifted in the late 1800s. Before 1865, most immigrants other than enslaved Africans had come from northern and western Europe. After the Civil War, immigrants from other countries began making the journey to the United States.

Coming to a New Land

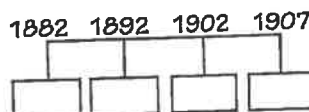
In the mid-1880s, large groups of "new" immigrants began arriving from eastern and southern Europe. Greeks, Russians, Hungarians, Italians, Turks, and Poles were among the newcomers. Meanwhile, the number of "old" immigrants from northern and western Europe went down. By 1907 southern and eastern Europe supplied 80 percent of all immigrants.

Many of these newcomers were Catholics or Jews. Few of them spoke English. To some Americans, they did not seem to blend into society as easily as earlier immigrants had. Often, they lived in neighborhoods together with others of the same nationality. There, they could speak their own languages, practice their own religions, and celebrate their own cultural festivals.

Reading **HELP**DESK

Taking Notes: Sequencing

As you read, place Immigration laws and agreements on a time line like this one, taking notes on the purpose of each.



Content Vocabulary

- emigrate
- ethnic group
- steerage
- recruit
- assimilate
- nativist

In addition to growing immigration from eastern and southern Europe, many people came to the United States from China and Japan after the Civil War. They, too, brought unfamiliar languages and religious beliefs. And they, too, had difficulty blending into American society. After 1900, immigration from Mexico also increased.

“Push” Factors: Leaving Troubles Behind

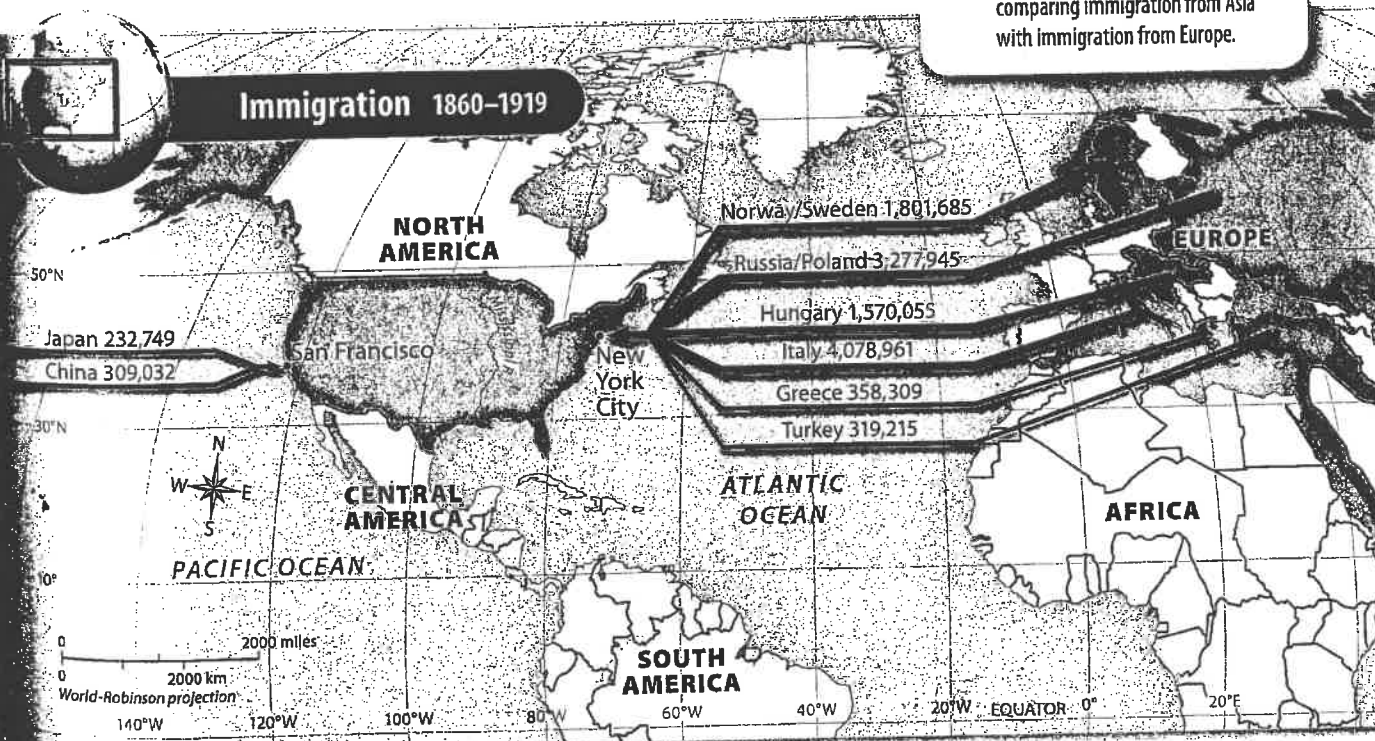
Why did so many people leave their homelands for the United States in the late 1800s and early 1900s? Many people **emigrated** (EH•muh•gray•ted), or left their homelands, because of economic hardship. In Italy and Hungary, people faced overcrowding and poverty. It was hard to find jobs. Farmers in places such as Croatia and Serbia could not own enough land to support their families. Farmers in Sweden suffered major crop failures. Elsewhere, new machines put craftworkers out of work.

People sometimes had to flee from their homelands. Some countries made unfair laws against certain **ethnic groups**—people who share a common culture or heritage. More than 2.5 million Jews fled such treatment between 1880 and 1924. They came mostly from Russia and Poland, in eastern Europe. Most came to the United States.

GEOGRAPHY CONNECTION

People came to the United States from many countries during this era.

- 1 **MOVEMENT** What country accounted for the largest number of immigrants?
- 2 **CRITICAL THINKING**
Comparing Write a statement comparing immigration from Asia with immigration from Europe.



emigrate to leave one's homeland to live somewhere else

ethnic group people who share a common culture or heritage

Build Vocabulary: Word Parts

The words *immigrant* and *emigrant* are related. The prefix *im-* means “to come in,” and the prefix *e-* means “to go out.” Someone *emigrates* from a country, but *immigrants* arrive on a new country's shores.

STATUE OF LIBERTY



The torch is a symbol of liberty. The crown's rays stand for the seven seas and seven continents of the world.



Liberty holds a tablet that represents the book of law. In Roman numerals it reads "July 4, 1776."



At Liberty's feet lies a broken chain, which stands for freedom from tyranny.

FOCUS

1 MAKING CONNECTIONS

How does the date on the tablet relate to the broken chain?

2 CRITICAL THINKING

Finding the Main Idea What American values are represented in the statue's symbols?

"Pull" Factors: Opportunity

Immigrants viewed the United States as a place of jobs, land, and hope. They found what they were looking for: Some immigrants returned to their homelands after a few years, but most stayed.

The journey to the United States was often difficult. Immigrants first had to travel to a port city, which might be hundreds of miles from home. Then came the long ocean voyage. It took 12 days to sail from Europe and several weeks from Asia. Immigrants often could afford only the cheapest tickets. They traveled in cramped quarters on the lower decks of the ships. This section was known as **steerage** (STEER • ij).

Entering the United States

Most immigrants from Europe landed at New York City. For those who arrived after 1886, the magnificent sight of the Statue of Liberty greeted them as they sailed into New York Harbor. The statue, a gift from the nation of France, seemed to promise hope for a better life. On its base, the stirring words of poet Emma Lazarus welcomed the newcomers:

Reading HELPDESK

steerage inexpensive quarters for passengers below the deck of a ship

PRIM SOURCE

“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!”

—from the poem “The New Colossus,” by Emma Lazarus

Before the new arrivals could pass through the “golden door,” however, they had to pass through government reception centers. In the East, immigrants stopped first at Castle Garden on Manhattan Island. Castle Garden was once a fort. Starting in 1892, immigrants came through Ellis Island in New York Harbor. Most Asian immigrants sailed to California. They went through the processing center on Angel Island in San Francisco Bay.

Examiners at the centers recorded the immigrants’ names. Sometimes they shortened a name they found too long or difficult to write. The examiners asked the immigrants where they came from, their occupation, and whether they had relatives in the United States. New immigrants also were given health exams. Those with contagious illnesses could be stopped from entering the United States.

Many immigrant workers did piecework in their cramped apartments, making clothing for the garment industry.

✓ P RESS CHECK

Summarizing What was the overall “pull” that drew people to America? What was the “push” that caused them to leave their native countries?



The Immigrant Experience

GUIDING QUESTION *How did immigrants adjust to their new life in the United States?*

Those immigrants who made it through the reception center faced questions. Where would they go? How would they live? Some had relatives or friends to stay with and to help them find jobs. Others knew no one and had to strike out completely on their own.

Finding a Job

An immigrant's greatest challenge was finding work. Sometimes organizations in his or her homeland **recruited** (ree • KROO • ted), or tried to sign up, workers for jobs in the United States. These recruiters supplied American employers with unskilled workers to unload cargo, dig ditches, or do similar work.

The country's fastest-growing industries hired immigrants. In the steel mills of Pittsburgh, for example, most laborers in the early 1900s were immigrant men. They often worked 12 hours a day, 7 days a week. Many other immigrants, including women and children, worked in sweatshops making clothing.

New Ways of Life

Immigrants tried to preserve their cultures. Yet most also wanted to **assimilate** (uh • SIH • muh • layt), or become part of the larger American culture. These two wishes sometimes clashed.

Many immigrant parents continued to speak their native languages. Their children spoke English at school and with friends. Often, their grandchildren spoke only English.

Furthermore, in the United States, women generally had more freedom than women in European and Asian countries. New lifestyles sometimes conflicted with traditional ways.

Setting Up Neighborhoods

Most new immigrants came from rural areas. However, they were too poor to buy farmland in the United States. They often settled in cities instead. With little or no education, they usually worked in unskilled jobs.

Ethnic groups often formed their own communities. Neighborhoods of Jewish, Italian, Chinese, and other groups developed in many cities.

Immigrants tried to re-create some aspects of their former lives. Most important were churches and synagogues. There, immigrants held services and celebrated holidays as they had "back home." Religious leaders also served as community leaders.



Many Chinese came to America to escape poverty and civil war.

Reading HELPDESK

recruit to hire people for jobs
assimilate to become part of a larger culture
nativist anti-immigrant

Academic Vocabulary

attitude way of behaving, thinking, or feeling caused by one's opinions or beliefs
affect to have an impact on or to influence

Immigrants published newspapers in their native languages. They opened stores and theaters, and organized social clubs. Ethnic communities helped immigrants preserve their rich cultural heritage.

Assimilation was slowed by the **attitudes** of many native-born Americans, who resented the new wave of immigrants. They feared immigrants would take away jobs or drive down wages by working for lower pay. These Americans argued that the new immigrants would not fit into U.S. society. Some blamed immigrants for crime, unemployment, and other problems. The **nativist** (NAY•tih•vihst) movement, which had opposed immigration since the 1830s, grew in the late 1800s. Calls for restrictions on immigration increased.

Government leaders responded quickly to anti-immigrant feeling. In 1882 Congress passed the Chinese Exclusion Act, which prohibited Chinese workers from entering the United States for 10 years. Congress extended this law in 1892 and again in 1902. Similarly, in 1907 the United States and Japan agreed to limit the number of Japanese immigrants.

Other legislation **affected** immigrants from all nations. In 1897 Congress passed a bill that required immigrants to be able to read and write in some language. Although the president vetoed the bill, Congress later passed a similar law.

Yet, Americans generally supported immigration. They recognized that immigrants supplied the country's industries with a steady supply of workers. Today, we appreciate that immigrants also enrich the country with the culture of their homelands.

PROGRESS CHECK

Classifying What were the main reasons some people opposed immigration?

LESSON 1 REVIEW

Review Vocabulary

1. Examine the three terms below. Then write a sentence explaining what the terms have in common.
a. emigrated b. steerage c. recruit
2. Examine the terms below. Then write a short paragraph about new immigrants in the United States using all three terms.
a. assimilate b. ethnic groups c. nativist

Answer the Guiding Questions

3. **Determining Cause and Effect** What is meant by the term "push" factor and "pull" factor with regard to immigration?
4. **Synthesizing** How did immigrants adjust to their new lives in the United States?
5. **EXPOSITORY WRITING** What do you think was the greatest challenge facing new immigrants? Write a paragraph describing that challenge.