Core Knowledge® History and Geography

The Making of America: Immigration, Industrialization, and Reform

Niagara Movement



Teacher Guide



Carnegie steel factory

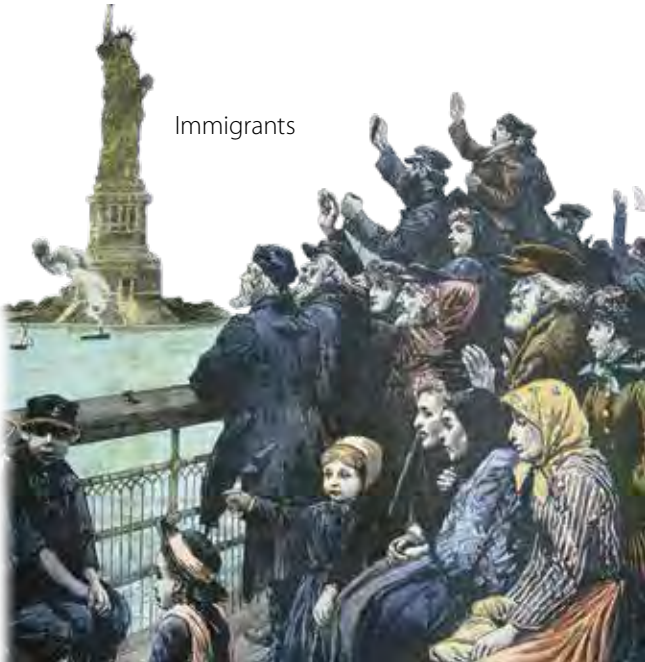


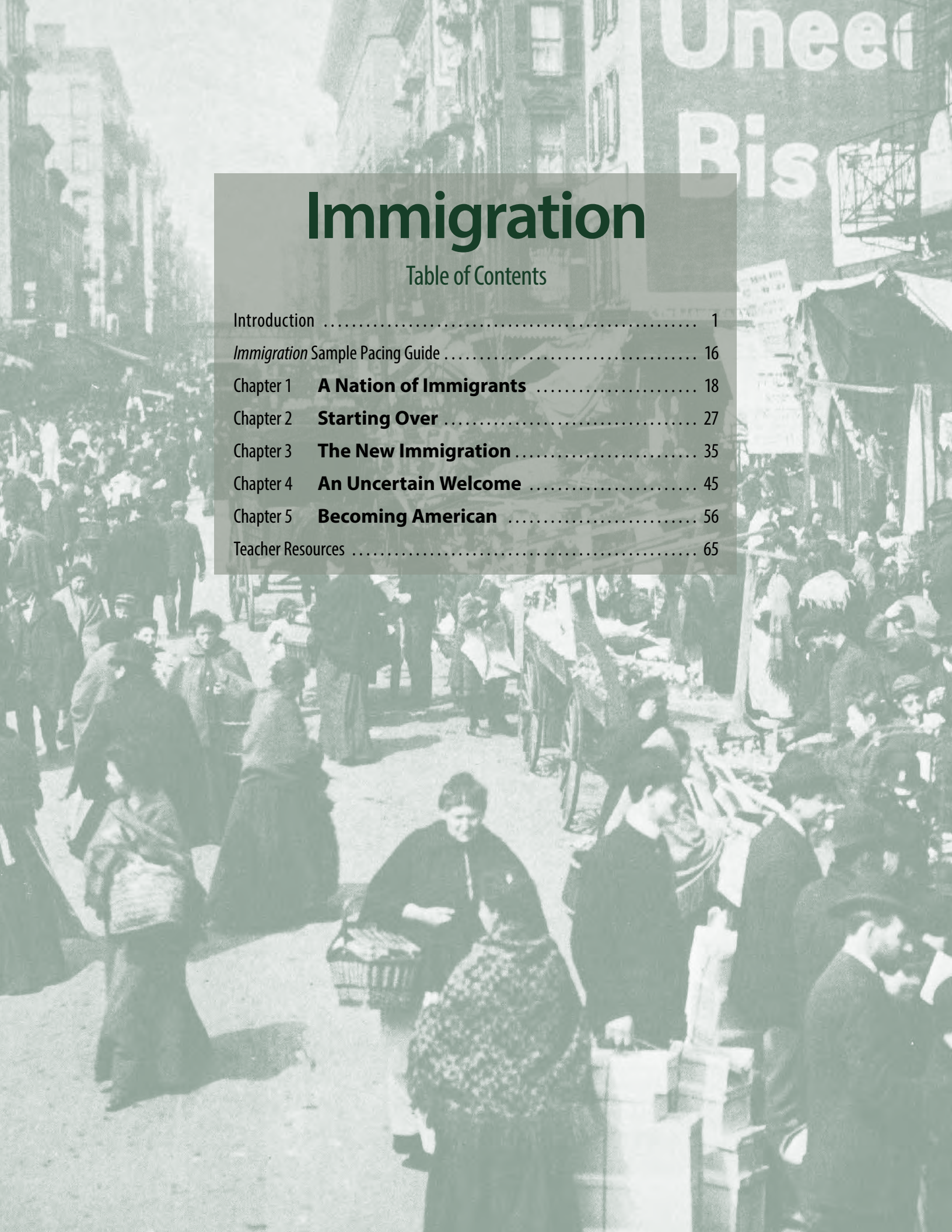
Tenement housing

Child labor



Immigrants





Immigration

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UNIT 7

Introduction

About This Unit

Big Idea

The history of America in the 1800s and early 1900s is intertwined with the stories of people who left their home countries to better their lives in "the land of opportunity," as America was often described. These immigrants made America a melting pot of cultures, religions, and ethnicities.

During the 1800s and early 1900s, immigrants came to America for a variety of reasons: to escape tyranny and religious persecution, to acquire land and wealth, to seek adventure, and to start a new life in a new land. Before the Civil War, most immigrants came from northern and western Europe. And of course, prior to this, thousands of Africans were forced against their will to come to the United States, where they were enslaved. After the Civil War, immigrants with the same ethnic backgrounds continued coming, but now new immigrants arrived from southern and eastern Europe, from Asia, and from Mexico and Canada.

For most newcomers from abroad, the immigrant experience included a long, arduous, ocean journey (often in deplorable conditions), entry lines, physical exams, and the fear of deportation. After passing inspection, some immigrants headed for rural areas, intending to farm. Many immigrants got their start in large cities, where they often faced prejudice from other Americans.

Immigrants did much of the hard work that led to the growth of the United States. They also contributed, and still contribute, important aspects of their cultures to create a vibrant American culture. Perhaps most importantly, these immigrants have embraced the American ideals of liberty and self-government—a natural rights republic rooted in the Declaration of Independence and the U.S. Constitution, regardless of race, religion, ethnicity, or socioeconomic background.

Note: The subject of immigration may be a sensitive topic. You should take into account any personal experiences students might have regarding immigration—some may be recent immigrants or even refugees themselves, or know family or friends who are immigrants or refugees. Students will undoubtedly have also been exposed to various viewpoints on related topics, such as illegal immigration, the border wall, DACA, etc., through media stories and conversations at home.

You should be prepared for the possibility that students may express different opinions about the advantages and disadvantages of current immigration to the United States. We recommend that you establish ground rules for any discussion regarding differing points of view to ensure that students are respectful of others who share different perspectives, and mindful and courteous when discussing this topic with their classmates.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

- During the Ice Age, nomadic hunters migrated from Asia to North America, possibly by crossing a land bridge across what is now the Bering Strait.
- Following a few initial migrations, people with different languages and ways of life spread out across North America.
  - Inuit (Eskimos), Ancestral Pueblo (pueblo builders and cliff dwellers), and Mound Builders
  - Native Americans: Southwest (Pueblos: Hopi, Zuni; Diné (Navajo, Apaches), Eastern Woodlands (Haudenosaunee [Iroquois], Mahican, Delaware, Susquehannocks, Massachusett, and Powhatan), Southeast (Cherokee and Seminole)
- During the 1400s–1700s, European explorers from Spain, France, and Holland came to North America and established settlements and colonies.
- During the 1600s–1700s, individuals primarily from Great Britain established thirteen colonies along the eastern coast of what later became the United States.
- Frustrated with British rules and taxes, the colonists revolted and declared war with the British to win their independence in the American Revolution.
- The Declaration of Independence, written by Thomas Jefferson and adopted July 4, 1776, asserted: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."
- In the 1800s, pioneers on wagon trains, flatboats, and steamboats moved westward across the United States, further motivated by the 1849 Gold Rush in California, where miners were known as the '49ers.

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1776 to 1920.

1776	Two million people in the thirteen British colonies
1782	*E pluribus unum* adopted as national motto
1790–1815	Immigration of 250,000 Europeans
1820–1860	Another 4.6 million European immigrants
1861–1865	U.S. Civil War
1868	Ratification of the Fourteenth Amendment defining U.S. citizenship
1870	Ratification of the Fifteenth Amendment giving African American men the right to vote
1880–1920	Peak of immigration with 23 million new arrivals
1892–1954	Ellis Island as port of entry for European immigrants
1910–1940	Angel Island as port of entry for immigrants on the West Coast
1920	Ratification of the Nineteenth Amendment giving women the right to vote

What Students Should Already Know CONTINUED

- Native American resistance grew as more and more settlers moved onto Native American lands; treaties were made and broken.
- The possibility of discovering gold and silver continued to draw pioneers westward; boom towns formed throughout the western states.
- As a result of the Homestead Act (1862), many thousands of Americans and immigrants started farms in the West.
- Horace Greeley popularized the phrase, "Go West, young man."
- The Transcontinental Railroad linked East and West coasts; immigrant labor was especially important in building tracks for the railroads.
- On cattle drives, cowboys brought cattle from ranches to the railroads, which then shipped the cattle to Midwestern markets, such as Chicago.
- "Buffalo soldiers" were African American troops who served in the West.

What Students Need to Learn

- Waves of new immigrants from about 1830 onward
  - Great migrations from Ireland (potato famine) and Germany
  - From the 1870s on, many immigrants arrive from southern and eastern Europe.
  - Immigrants from Asian countries, especially China
  - Ellis Island, "The New Colossus" (poem on the Statue of Liberty, written by Emma Lazarus)
  - Large populations of immigrants settle in major cities, including New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco
- The tension between ideals and realities
  - The metaphor of America as a "melting pot"
  - America perceived as "land of opportunity" vs. resistance, discrimination, and "nativism"
  - Resistance/nativism directed at Catholics and Jews
  - Chinese Exclusion Act

A Special Note to Teachers—Talking About Slavery

Discussing slavery with students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we attempt to convey the inhumane practices of slavery without overly graphic depictions.

We also note that recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to *enslaved persons*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons*.

At A Glance

The most important ideas in Unit 7 are:

- America was perceived as a "land of opportunity."
- Immigrants from different European countries immigrated to America in the mid-to-late 1800s as a result of different "push and pull factors."
- Millions of newcomers came to America during the 1800s.
- Large populations of immigrants settled in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, and San Francisco).
- There were similarities and differences in the immigrant experience during the "old wave" and "new wave" of immigration.
- Ellis Island, the main immigrant processing center, and the Statue of Liberty greeted immigrants entering the United States through the port of New York.
- Nativism in the form of opposition to immigrants was expressed.
- *E pluribus unum* (a national motto you can see on the back of American coins) means "From many, one."
- The description of America as a melting pot refers to the gradual acculturation of European immigrants from many different countries and cultures into a harmonious American culture.
- As part of becoming an American, immigrants embraced the ideals of liberty and self-government.
- A citizen is a native or naturalized person who owes allegiance to a government and is entitled to its protection.
- Citizenship is the status of being a citizen. It is a basis for nationality.
- American citizens have certain rights and responsibilities (for example, voting, eligibility to hold public office, and paying taxes).
- A person can become an American citizen by birth or through naturalization.

America: The Land of Opportunity

From the first Spanish colonists who founded St. Augustine, Florida, in 1565, to the latest immigrants to arrive at John F. Kennedy Airport in New York City, Los Angeles International, and Houston Intercontinental Airport, America has been a land of immigrants. The first permanent English settlement was established at Jamestown, Virginia, in 1607. By the time of the American Revolution, the eastern seaboard from Maine to Georgia had a population of two million—almost all of them immigrants from England, Ireland, and Germany.

The Land of Opportunity, Then

Economic opportunity was the initial draw for immigrants coming to America. European countries were looking for every possible way to expand to gain power and wealth. America was an expansive land of untapped resources, in a strategic location to gain access to the Pacific Ocean. Tradesmen in Europe found it especially enticing because for them it held the promise of cheap land and profit from their trade. They could continue their trade, or start a new business, with unlimited natural resources. They had fellow citizens and indigenous people to trade with, and the prospect of a strong economy. America also offered a sanctuary of religious freedom. Those who faced religious persecution looked to America as an opportunity to worship freely. Initially, the religious sects that moved to America and formed religious settlements were able to practice, preserve, and preach their religion without restraint. These capitalist and religious immigrants became the colonists who founded the original thirteen colonies; they went on to fight the British during the American Revolution to establish and defend their new "homeland."

Between 1790 and 1815, another 250,000 Europeans immigrated to the United States, and between 1820 and 1860, some 4.6 million more arrived, most of them after 1840 and many of them from Ireland. The first half of the 1800s saw two million Irish emigrate, pushed out of Ireland by the potato famine and oppressive British rule. These newcomers joined earlier immigrants, such as the English, Germans, Dutch, French, and Swedish, in building the United States. And until the slave trade was suppressed in 1808, tens of thousands of Africans entered the country in chains.

The greatest period of immigration to America occurred between 1880 and 1920, when approximately 23 million immigrants arrived. Immigration records were not kept well during that time, and it is impossible to know the exact number of immigrants who entered the country. By 1914 and the onset of World War I in Europe, one-third of all Americans were either immigrants themselves or had at least one parent who was an immigrant. However, these later immigrants came from different parts of Europe than the earlier immigrants. The "Old Immigrants," as historians call those who moved to

the United States from about 1820 to 1860, came mainly from northern and western Europe, from countries like England, Scotland, Ireland, and Germany. And, of course, prior to this, thousands of Africans were brought to the United States against their will and were enslaved. The "New Immigrants," who came from about 1870 to 1920, were primarily from southern and eastern Europe, including Russia, Italy, Poland, and Austria-Hungary. Between 1890 and 1917, about 75 percent of immigrants to the United States came from these countries. A very limited number of immigrants were allowed into the United States from Asia at this time because of racial prejudice against Asians on the part of native-born Americans.

Why did (and do) immigrants come to the United States? Historians have identified a number of "push and pull factors" at work in immigration. The push factors are those that drive people to leave their native countries. The exact factors depend on an immigrant's country of origin. The pull factors are conditions in the United States that attract people to settle here, such as economic opportunity, political freedom, and religious freedom.

In the period after the Civil War, economic problems, political oppression, and religious persecution caused people to emigrate. In Austria-Hungary, Bulgaria, Romania, and Poland, large landholdings were broken up and leased to tenant farmers, who, in many cases, found it nearly impossible to earn a living by farming such small parcels of land. In Italy, farmers were faced with declining prices for their fruit and wine. In the wars of the 1800s, Poland had been carved up by victors and no longer existed. Polish people, especially Polish Catholics, were persecuted as the new rulers tried to eradicate all traces of Polish customs and traditions. Russian Jews were also persecuted on account of their religion.

To these people, the United States offered a place of refuge, the promise of religious freedom and political freedom, and an opportunity for a better life. Earlier immigrants wrote home, urging their families and friends to come to America. One immigrant wrote the following:

> I am getting along well, very well. I have worked in a factory and I am now working in a hotel. I receive 18 (in our money 32) dollars a month, and that is very good. . . . We eat here every day what we get only for Easter in our country.

Midwestern states and steamship companies published pamphlets extolling the possibilities for a prosperous life in the United States. Minnesota published the following advertisement:

> To Laboring Men, who earn a livelihood by honest toil; to Landless Men, who aspire to the dignity and independence which comes from possession in God's free earth; to All Men of moderate means, and men of wealth. . . . It is well to exchange the tyrannies and thankless toil of the old world for the freedom and independence of the new.

The letters and advertisements turned out to be far from truthful for most immigrants. Those who settled in cities had a hard time making a living in

the factories and sweatshops. Farm families found life on the plains, far from the nearest neighbor, lonely and at times dangerous, when blizzards, floods, illness, or serious accidents struck. Still, for many of these immigrants, their new life seemed better than life back home, where they had tried to scratch out a living on a poor, tiny plot of land or had lived in fear because of their political or religious views.

The Land of Opportunity, Now

The various push and pull factors may have ebbed and flowed throughout the 1900s and early 2000s, but there continue to be reasons why people wish to move to the United States today.

Since the mid-1900s, globalization, the process by which businesses and other organizations develop international influence or start operating on an international scale, has had a huge impact on the world. With globalization, both international travel and banking are simpler and more readily available to many people. Advances in transportation, communication, media, and technology have made the world a smaller—and more accessible—place. The "land of opportunity" that the United States offers is visible, and enticing.

Globalization has also created a more disparate difference between developed and developing nations. Many developing nations struggle with the ability to provide a stable economy that enables families to work and care for each other. Their resources are often depleted, and they lack the technology and capital to sustain job opportunities. The people suffering in these developing nations look to developed countries for work—and the work is often there. With the ease of being able to transfer money internationally, people emigrate and face any hardships associated with the immigration process, in order to work and earn money to send back home to their families.

Economic hardship isn't the only reason immigrants continue to flock to the United States. Many immigrants today are refugees from countries facing internal conflicts that have dramatically increased since the end of the Cold War. In many countries around the world, government oppression and brutality are common, often resulting in civil rights abuses, such as the arrest, torture, and killing of civilians. Thousands of asylum seekers and millions of refugees are seeking safety in developed countries like the United States. Civilians are being displaced in countries that continue to practice genocide. In addition, many refugees from the Middle East seeking shelter from the wars in that region are immigrating to the United States.

These push factors have a strong influence on the actions of people throughout the world, but the pull factors in America are strong influencers as well. The United States has come to rely on immigrant labor to round out its workforce. America's reliance on immigrant workers will most likely continue to increase, since an aging population usually results in a shortage of native-born workers. The projected mass retirement of baby boomers will have a huge

impact on our labor force. One of the pull factors is that immigrant workers can make livable wages and can begin to create a better life for themselves and their families. For any country, the number of incoming immigrants is an important discussion and one that many people have different opinions about.

Immigration is a frequent topic in contemporary news. Americans have different opinions about those moving to America and the reasons why they come. The prospect of more people moving to the United States, as well as the moral dilemma of how to help would-be immigrants, remain ongoing topics of conversation.

Unit Resources

Student Component

Immigration Student Reader—five chapters

Teacher Components

Immigration Teacher Guide—five chapters. The guide includes lessons aligned to each chapter of the *Immigration* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice, virtual field trips, a literature connection, and interactive activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 65.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is oral.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Immigration Timeline Image Cards—twelve individual images depicting significant events and individuals related to immigration in the United States. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting the *Immigration* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create six time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **BCE**
- **1600s**
- **1700s**
- **1800s**
- **1900s**
- **2000s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	BCE	1600s	1700s	1800s	1900s	2000s
	•	•	• •	• • • • • • •	•	•
Chapter	**Intro**	**1**	**1 1**	**1 2 3 3 4 4**	**5**	**5**

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

BCE



Introduction

1600s



Chapter 1

1700s



Chapter 1

1700s



Chapter 1

1800s



Chapter 1

1800s



Chapter 2

1800s



Chapter 3

1800s



Chapter 3

1800s



Chapter 4

1800s



Chapter 4

1900s



Chapter 5

2000s



Chapter 5

The Timeline in Relation to Content in the Student Reader

The Unit 7 Timeline presents events in chronological order, but many of the events are not limited to the dates given. For example, the slave trade began in North America during the colonial era and continued into the early 1800s. On the Timeline, we point out that immigration and the slave trade began before the colonies fought for their independence.

Understanding References to Time in the *Immigration* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, immigration trends over time are discussed in many chapters, including levels of immigration, sources of immigration, and common experiences among immigrants. Specific events related to immigration and the years that they occurred, such as the arrival of the Statue of Liberty in 1885 and the opening of Ellis Island in New York in 1892, are also mentioned.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?

3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

Using the Teacher Guide

Pacing Guide

The *Immigration* unit is one of nine history and geography units in the Grade 6 *Core Knowledge Curriculum Series*™. A total of fifteen days has been allocated to the *Immigration* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series*™, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	What were the various causes of mass migration to America?
2	How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?
3	How would you compare the experiences of those who came to America as part of the "old wave of immigration" to those who were part of the "new wave of immigration"?
4	What were the different reactions to the "sudden flood" of particular groups of immigrants?
5	Why do you think "becoming an American" was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first three lessons to remind you to continue this practice throughout the unit.

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	descendant, immigration, emigration, economic, vulnerable, blight
2	freight, mildewed, tenement
3	persecuted, pogrom, discrimination, "meatpacking plant," cannery
4	symbol, colossus, nativism, nativist, "representative government," shanty
5	crucible, synagogue, naturalize

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 2.1
AP 2.2
AP 4.1
AP 5.1

The following activity pages can be found in Teacher Resources, pages 74–80. They are to be used with the chapters specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1–3—World Map (AP 1.1)
- Chapter 1—The Great Famine (AP 1.2)
- Chapter 2–3—Map of the United States (AP 2.1)
- Chapter 2—Starting Over (AP 2.2)
- Chapter 4—Old and New Immigration (AP 4.1)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)

Fiction Excerpt

The following fiction excerpt can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activity.

- Chapter 5—"I Am an American" by Elias Lieberman (FE 1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

A Special Note About *The Pathway to Citizenship*

As you may recall if you and your students completed any of the other Grade 3–6 CKHG American History units, a critical goal of the *Core Knowledge Curriculum Series*™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In these earlier CKHG units, we have typically included a feature in every American history unit called "The Pathway to Citizenship," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In the Grade 6 CKHG units, there are instances in which we have chosen to also include "The Pathway to Citizenship" feature in select American History units, such as this unit on immigration. As you will note in the later chapters of this unit, the story of immigration to America includes the importance of Ellis Island and the Statue of Liberty, the naturalization process, and the rights and responsibilities of citizenship.

In choosing the specific content to call to your and your students' attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. Students who have used "The Pathway to Citizenship" materials throughout the *Core Knowledge Curriculum Series*™ have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

Books

Dia, Chue, and Nhia Thao Cha. *Dia's Story Cloth: The Hmong People's Journey to Freedom.* New York: Lee & Low Books, 1998.

Freedman, Russell. *Angel Island: Gateway to Gold Mountain.* Boston, MA: HMH Books for Young Readers, 2016.

Freedman, Russell. *Immigrant Kids.* Glenview, IL: Scott Foresman, 1999.

Hopkinson, Deborah. *Shutting Out the Sky: Life in the Tenements of New York.* London: Orchard Books, 2003.

Krishnaswami, Uma. *Step Up to the Plate, Maria Singh.* New York: Lee & Low Books, 2017.

Levine, Ellen. *If Your Name Was Changed at Ellis Island.* New York: Scholastic Paperbacks, 1994.

McCunn, Ruthanne Lum. *Pie-Biter.* New York: Lee & Low Books, 1998.

Rohmer, Harriet, ed. *Honoring Our Ancestors: Stories and Pictures by Fourteen Artists.* New York: Children's Book Press, 2013.

Uchida, Yoshiko. *A Jar of Dreams.* New York: Aladdin Paperbacks, 1993.

Yep, Laurence. *The Dragon's Child: A Story of Angel Island.* New York: HarperCollins, 2011.

Ziegelman, Jane. *97 Orchard: An Edible History of Five Immigrant Families in One New York Tenement.* New York: Harper Paperbacks, 2011.

Immigration Sample Pacing Guide

For schools using the Core Knowledge Sequence

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
Immigration				
"A Nation of Immigrants" Core Lesson (TG & SR, Chapter 1)	"Starting Over" Core Lesson (TG & SR, Chapter 2)	"The Orphan Train" (TG, Chapter 2, Additional Activity)	"The New Immigration" Core Lesson (TG & SR, Chapter 3)	"Virtual Tour of the Tenement Museum in New York City" (TG, Chapter 3, Additional Activity)

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
Immigration				
"Virtual Tour of the Tenement Museum in New York City," continued (TG, Chapter 3, Additional Activity)	"The Chinese Immigration Experience: Angel Island" (TG, Chapter 3, Additional Activity)	"An Uncertain Welcome" Core Lesson (TG & SR, Chapter 4)	"Come View the Statue of Liberty!" (TG, Chapter 4, Additional Activity)	"Interactive Tour of Ellis Island" (TG, Chapter 4, Additional Activity)

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
Immigration				
"Finding Your Roots" (TG, Chapter 4, Additional Activity)	"Becoming an American" Core Lesson (TG & SR, Chapter 5)	"I Am an American" (FE 1) (TG, Chapter 5, Additional Activity)	"We the People: Becoming a Naturalized Citizen" (TG, Chapter 5, Additional Activity)	Unit Assessment

Immigration Pacing Guide

_____'s Class

(A total of fifteen days has been allocated to the *Immigration* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series*™.)

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
Immigration				

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
Immigration				

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
Immigration				

CHAPTER 1

A Nation of Immigrants

The Big Question: What were the various causes of mass migration to America?

Primary Focus Objectives

- ✓ Explain why many western and northern Europeans left their native lands to begin new lives in the United States. **(RI.6.1, RI.6.2)**
- ✓ Explain the great migration from Ireland due to the potato blight, as well as the migration from Germany. **(RI.6.1, RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *descendant*, *immigration*, *emigration*, *economic*, *vulnerable*, and *blight*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "A Nation of Immigrants":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Display and individual student copies of World Map (AP 1.1)
- Introduction and Chapter 1 Timeline Image Cards

Core Vocabulary **(Student Reader page numbers listed below)**

descendant, n. someone who is related to a person or group of people who lived in the past **(2)**

Example: I learned that I am a descendant of one of the earliest settlers of New York.

Variations: descendants

immigration, n. the act of coming to live permanently in a new country **(2)**

Example: Immigration to the United States from Europe, Africa, Asia, and Latin America has helped shape our culture.

emigration, n. the act of leaving one country to settle permanently in another **(4)**

Example: Wars in the Middle East have increased emigration from the region.

economic, adj. relating to the management of money and resources to produce, buy, and sell goods and services **(6)**

Example: Economic hardship is one cause of immigration.
Variations: economy and economics (nouns)

vulnerable, adj. lacking protection; likely to be hurt physically or emotionally; weak **(6)**

Example: Bullies often target the most vulnerable children.
Variations: vulnerability (noun)

blight, n. a disease that causes plants to dry up and die **(7)**

Example: The potato blight of the 1840s created a food shortage, causing thousands to starve.

The Core Lesson 35 min

Introduce *Immigration* Student Reader 5 min

Distribute copies of the *Immigration* Student Reader, and invite students to browse the cover, Table of Contents, and illustrations in the book. Ask them to share what they notice. Record this information in a list on the board or chart paper. Students will likely mention lots of people from different backgrounds, cultures, and ethnicities. They will also likely notice maps and charts. In addition, they may notice that many of the people in the images look tired, worried, or scared.

Ask students whether they know where their families originally came from. Some students' families may have been in the United States for generations; other students may themselves be immigrants. You may wish to share a story about your own family background. Point out that everyone's family originally came from outside the United States; even Native American students' ancestors may have originally come from Asia. List the students' countries of origin on the board or chart paper. Discuss the number and variety of countries that have produced today's Americans. Tell students that in this unit, they will learn how the original British, French, and Spanish colonies of North America became a nation of immigrants from every country in the world.

Introduce "A Nation of Immigrants" 5 min

Introduce the chapter title and point out the word *immigrants*. Students may have heard the word *immigrants* or *immigration* in the news or family discussions. Explain that an immigrant is a person who comes to live permanently in a new country.

Write the words *migration, immigration,* and *emigration* on the board or chart paper. Students in Core Knowledge schools may recall the word *migration* from

the Grade 6 unit *The Industrial Revolution: Changes and Challenges*. Remind students that migration is the act of moving from one place to another to live.

Note the base word *migration* in the word *immigration*. Explain that immigration is a type of migration. Point out the prefix *im-,* a variation of the prefix *in-,* which means "in" or "into." Immigration, therefore, is movement *into* a place, specifically the act of coming to live permanently in a new country.

Note that *emigration* also shares the base word *migration*. Explain that emigration is another type of migration. Point out that the prefix *e-* is a variation of the prefix *ex-*, which means out or away from. Emigration is movement out of a place, specifically the act of leaving one country to settle permanently in another. Tell students that they will encounter these words and definitions again as they read the chapter.

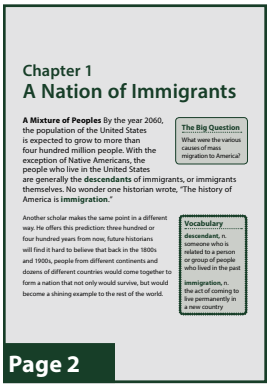
Display the Introduction Timeline Image Card. Ask students what they see on the map. Tell students that these cultures are the first known settlers of North America. They migrated (or moved) from Asia down and across North America, where they settled permanently. Ask volunteers to describe the images relating to the individual cultures. Students should see different types of landscapes and different types of housing. Explain that these cultures developed by adapting to the land and resources available in their new homes. Post the Timeline Image Card to the Timeline under the date referencing BCE. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of the image card to the Timeline.

Call students' attention to the Big Question. Tell students to look for the different reasons people left their homelands to come to America.

Guided Reading Supports for "A Nation of Immigrants" 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Mixture of Peoples," Pages 2–3


Chapter 1
A Nation of Immigrants

A Mixture of Peoples By the year 2060, the population of the United States is expected to grow to more than four hundred million people. With the exception of Native Americans, the people who live in the United States are generally the **descendants** of immigrants, or immigrants themselves. No wonder one historian wrote, "The history of America is **immigration**."

The Big Question
What were the various causes of mass migration to America?

Another scholar makes the same point in a different way. He offers this prediction: three hundred or four hundred years from now, future historians will find it hard to believe that back in the 1800s and 1900s, people from different continents and dozens of different countries would come together to form a nation that not only would survive, but would become a shining example to the rest of the world.

Vocabulary
descendant, n. someone who is related to a person or group of people who lived in the past
immigration, n. the act of coming to live permanently in a new country

Page 2

Scaffold understanding as follows:

Read the section on page 2 aloud.

CORE VOCABULARY—Point out the vocabulary term *descendant,* and explain its meaning.

CORE VOCABULARY—Point out the vocabulary term *immigration,* and review its meaning. Remind students about the base word *migration* and the prefix *im-*. Explain again that immigration is migration or movement *into* a country.



Note: Calling attention to the meaning of the respective prefixes in the words *immigration* and *emigration* may help students understand and remember the difference between the two words.

SUPPORT—Refer back to the chapter title, "A Nation of Immigrants." Help students see the connection between the word *immigration* and the word *immigrant*. An immigrant is a person who comes to live permanently in a new country.

After you read the text, ask the following question:

LITERAL—What does the statement, "The history of America is immigration," mean?

» It means that when one explores or talks about any events in American history, the people one refers to, with the exception of Native Americans, are descendants of immigrants or immigrants themselves.

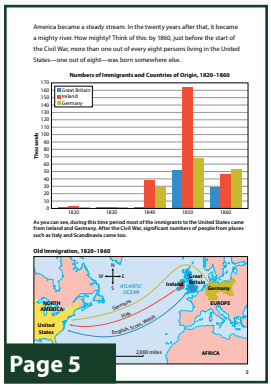
"The First European Immigrants," Pages 4–5



Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 4 aloud. Invite volunteers to post the first two Chapter 1 Timeline Image Cards (about Jamestown and the American Revolution) to the Timeline under the dates referencing the 1600s and 1700s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Invite a volunteer to read aloud the second paragraph of the section on page 4.



Invite a volunteer to post the third Chapter 1 Timeline Image Card (about immigration and the slave trade) to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Have students read the remainder of the section on pages 4–5 independently.

CORE VOCABULARY—Point out the vocabulary term *emigration,* and review its meaning. Remind students about the base word *migration* and the prefix *e-*. Explain that emigration is migration *out* of a country. Explicitly call students' attention to the two words *immigration* and *emigration* and to the change in meaning as a result of the respective prefixes.

SUPPORT—To help students remember the difference between immigration and emigration, give them the following memory device: **I**mmigration = **i**nto the country (both start with *i*). **E**migration = **e**xiting the country (both start with *e*).

SUPPORT—Direct students' attention to the graph on page 5. Discuss the numbers of immigrants from each country, for each decade listed. Ask students to identify the country that had the highest number of immigrants to the United States in 1850. Have students turn and talk to a classmate about why they think so many immigrants came from Ireland during that time. Invite several pairs to share their discussion.

SUPPORT—Direct students' attention to the map on page 5. Invite a volunteer to read the caption between the graph and map aloud. Have students locate Ireland, Germany, and Great Britain on the map. Ask students where all of these countries are located. (*Europe*)

Activity Page



AP 1.1

SUPPORT—Use World Map (AP 1.1) to emphasize the distance between Europe and North America. Explain to students that traveling across the ocean could be dangerous. Ask students why they think so many Europeans made the trip despite the danger. (*Possible responses: they were desperate; they thought the risk was worth it for the opportunity to have a better life.*)

After students read the text, ask the following questions:

LITERAL—Who were the first European settlers in America, and where did they settle?

» The first European settlers were British colonists in Jamestown, Plymouth, and the Massachusetts Bay Colony and Spanish colonists in the southwestern part of today's United States.

EVALUATIVE—What were the causes of the slowdown of immigration from the 1770s to the 1820s?

» One reason was that traveling on the seas was dangerous due to European countries fighting each other. The other was that European governments stopped allowing people to leave their countries because they believed they needed the population to carry on the wars.

LITERAL—With regard to the number of immigrants, what was the U.S. population like right before the Civil War?

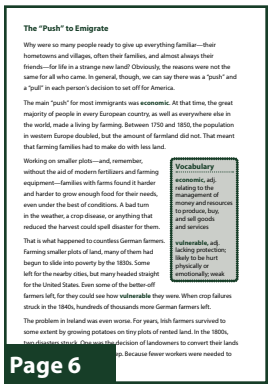
» By 1860, right before the Civil War, one out of every eight people living in the United States was an immigrant.

"The Push to Emigrate," Pages 6–8

Scaffold understanding as follows:

Invite a volunteer to read aloud the first paragraph of the section on page 6.

SUPPORT—Introduce the terms "push factor" and "pull factor." Explain that push factors are reasons why people choose to emigrate from their


The "Push" to Emigrate

Why were so many people ready to give up everything familiar—their hometowns and villages, often their families, and almost always their friends—for life in a strange new land? Obviously, the reasons were not the same for all who came. In general, though, we can say there was a "push" and a "pull" in each person's decision to set off for America.

The main "push" for most immigrants was **economic**. At that time, the great majority of people in every European country, as well as everywhere else in the world, made a living by farming. Between 1750 and 1850, the population in western Europe doubled, but the amount of farmland did not. That meant that farming families had to make do with less land.

Working on smaller plots—and, remember, without the aid of modern fertilizers and farming equipment—families with farms found it harder and harder to grow enough food for their needs, even under the best of conditions. A bad turn in the weather, a crop disease, or anything that reduced the harvest could spell disaster for them.

Vocabulary

economic, adj. relating to the management of money and resources to produce, buy, and sell goods and services

vulnerable, adj. lacking protection; likely to be hurt physically or emotionally; weak

That is what happened to countless German farmers. Farming smaller plots of land, many of them had begun to slide into poverty by the 1830s. Some left for the nearby cities, but many headed straight for the United States. Even some of the better-off farmers left, for they could see how **vulnerable** they were. When crop failures struck in the 1840s, hundreds of thousands more German farmers left.

The problem in Ireland was even worse. For years, Irish farmers survived to some extent by growing potatoes on tiny plots of rented land. In the 1800s, two disasters struck. One was the decision of landowners to convert their lands [illegible] crop. Because fewer workers were needed to

Page 6


raise sheep than to grow crops, about a million Irish were thrown off the land. More than half of them left for America between 1815 and 1845.

Vocabulary

blight, n. a disease that causes plants to dry up and die

The second disaster struck in 1846. A disease known as potato **blight** wiped out nearly the entire crop for several years in a row. Starvation was everywhere. "There will be nothing for us but to lie down and die," said one poor woman. A person making a return visit to one Irish town in 1847 wrote about what he saw:

> Out of a population of 240 I found thirteen already dead from want. The survivors were like walking skeletons—the main gaunt and haggard, stamped with the livid mark of hunger—the children crying with pain—the women in some of the cabins too weak to stand.

Over the next several years, more than a million more Irish left for America.

When they were no longer needed to work the land, poor Irish farmers and their families were thrown out of their simple homes to fend for themselves. When the potato blight struck, they had [illegible] with nowhere to live and nothing to eat, one million [illegible] ine.

Page 7

home countries. Pull factors are reasons why immigrants choose the United States as their destination. On the board or chart paper, draw a two-column chart labeled "Push Factors" and "Pull Factors." You will add to the chart as students read the remainder of the chapter.

Have students read the remainder of the text on pages 6–7 in pairs. Encourage students to refer to the vocabulary boxes as they read.

CORE VOCABULARY—Point out the vocabulary terms *economic, vulnerable,* and *blight,* and explain their meanings.

SUPPORT—Go back to the two-column chart on the board or chart paper. Ask students to name the push factors they read about on pages 6 and 7. (*Possible responses: economic, not enough farmland or other resources, poverty, potato blight, starvation*)

SUPPORT—Reread the quotation about Ireland on page 7. Explain that many of the Irish were desperately poor before the famine, and their potato crop was the only reason they were surviving at all. Potatoes were cheap to grow because they grew from other potatoes; you can simply plant potato scraps that contain the "eyes," or buds, of the potato and more potatoes will grow from those scraps. This one crop had sustained poor people in Ireland for many years. When the potato blight struck the country, the Irish had few resources to fall back on. That is the main reason so many of them starved.

Invite a volunteer to post the fourth Chapter 1 Timeline Image Card (about Irish and Germany immigration) to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Read aloud the last two paragraphs of the section on page 8.

SUPPORT—Go back to the two-column chart on the board or chart paper. Ask students to identify push factors to add to the chart. (*Possible responses: industrialization, joblessness, religious persecution, political persecution*)

After you read the text, ask the following questions:

LITERAL—How did most Europeans make a living between 1750 and 1850?

» They farmed.

LITERAL—What was the potato blight? What happened as a result?

» The potato blight was a disease that wiped out potato crops in Ireland. As a result, people starved and many moved to America.

EVALUATIVE—Why did people leave their home countries for America?

» They left because they could not succeed as farmers in their home countries, because they were starving, because they could not find jobs in their home countries, because they wanted to get away from religious or political persecution.

"The 'Pull' of America," Pages 8–10



In a few countries, there was another economic "push" factor. In Great Britain and in some of the German lands, industrialization—making goods in factories with the aid of machines—had begun. In time, factories would mean more jobs, not fewer. But in the early stages of the factory system, machines replaced skilled workers, leaving them without jobs. Some took jobs in the new factories, but many others chose to leave their homeland.

Religious and political persecution were, for some, also push factors. Protestant groups, such as the Mennonites and the Amish, were eager to flee religious persecution in Germany. In addition, liberals who had supported the revolutions that swept through Europe in 1830 and 1848 often felt they had to leave after those revolutions failed.

The "Pull" of America

What about those "pull" factors that attracted so many of these people to America? What ideas did these future immigrants have about America, and where did they get them?

Newspapers and books were two important sources of information. Europeans were extremely curious about this newest of nations, and their newspapers regularly carried stories about life in the United States, as well as ads posted by American businessmen who hoped to attract cheap European labor. Several hundred European visitors returned to write books about their travels. They even published guidebooks about the new land in half a dozen languages.

Most important, though, were the letters written by relatives and friends who had already moved to America. These letters have come to be called the American letters. They were passed from one member of a family to another. They were published in local newspapers and read aloud to groups that

Page 8

Scaffold understanding as follows:

Have students read the first three paragraphs of the section on page 8 in pairs.

SUPPORT—Return to the chart of push and pull factors on the board or chart paper. Ask students to share pull factors from their reading. (*Possible responses: information in newspapers and books, advertisements, letters from friends and relatives*)

Invite volunteers to read the remainder of the section aloud.

SUPPORT—Discuss American fever and how it caused mass immigration to America. Point out to students that American fever was so strong that even letters from America sharing some of the negative aspects of a new life there did not deter people from coming to America.

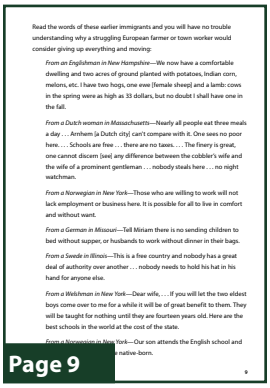
After volunteers read the text, ask the following questions:

LITERAL—Why did immigrants choose to come to America and not go somewhere else?

» They read about America in books, newspapers, and letters from friends and family. They saw advertisements for America.

LITERAL—What was American fever?

» It was the desire so many people had to leave their countries and move to the United States.



Read the words of these earlier immigrants and you will have no trouble understanding why a struggling European farmer or town worker would consider giving up everything and moving:

From an Englishman in New Hampshire—We now have a comfortable dwelling and two acres of ground planted with potatoes, Indian corn, melons, etc. I have two hogs, one ewe [female sheep] and a lamb; cows in the spring were as high as 35 dollars, but no doubt I shall have one in the fall.

From a Dutch woman in Massachusetts—Nearly all people eat three meals a day . . . Arnhem [a Dutch city] can't compare with it. One sees no poor here. . . . Schools are free . . . there are no taxes. . . . The finery is great, one cannot discern [see] any difference between the cobbler's wife and the wife of a prominent gentleman . . . nobody steals here . . . no night watchman.

From a Norwegian in New York—Those who are willing to work will not lack employment or business here. It is possible for all to live in comfort and without want.

From a German in Missouri—Tell Miriam there is no sending children to bed without supper, or husbands to work without dinner in their bags.

From a Swede in Illinois—This is a free country and nobody has a great deal of authority over another . . . nobody needs to hold his hat in his hand for anyone else.

From a Welshman in New York—Dear wife, . . . If you will let the two eldest boys come over to me for a while it will be of great benefit to them. They will be taught for nothing until they are fourteen years old. Here are the best schools in the world at the cost of the state.

From a Norwegian in New York—Our son attends the English school and e native-born.

Page 9



Letters like these led to the outbreak of what came to be called American fever. Sometimes the fever struck an entire village and carried away many of its residents to America. People from all over the world looked to this new country, and many did whatever they could to get there. And so, by 1860, America had become the new home for so many.

Of course, not all the letters home were so positive about America. Some immigrants reported back that they couldn't get jobs because they didn't know English. Others wrote that things weren't nearly as good in America as they had expected them to be. And there were those who simply could not bring themselves to tell folks back home just how tough things were for them. They said nothing at all.

Such letters may have dampened enthusiasm for America for a while. But then would come another letter with money, perhaps as a gift to help relatives who had stayed behind, perhaps for buying a ticket to America. A single money order from a new American might be more than a European villager would see in years of hard work. American fever would rise all over again.

o. Some were escaping religious persecution. by American fever. Some immigrants settled easily e years in America were very challenging.

Page 10

"Cheaper Passage," Page 11



Cheaper Passage

By the 1850s, large steamships were replacing sailing ships, so the cost of traveling to America began to drop. It cost an English or Irish immigrant of that time only one-fourth as much to get to America as it had cost those from the same lands thirty years earlier.

And so they came—two million from Ireland, another six hundred thousand from England, Wales, and Scotland. German immigrants numbered well over a million, and French another two hundred thousand. Norway, Sweden, the Netherlands, and Switzerland—all provided many thousands of new Americans. During the years before the Civil War, one hundred thousand French Canadians came across the border into our northern states, while forty thousand Chinese arrived on our western shores.

Some of these immigrants were driven by desperation, some by a desire to improve their lives, some no doubt by a spirit of adventure, and surely some by the search for freedom and equality. Whatever their motive, they were brave souls, all of them, striking out boldly to start over in a strange new world.

Page 11

Scaffold understanding as follows:

Have students read the section independently.

SUPPORT—Direct students back to the chart of push and pull factors. Ask students what additional push and pull factors mentioned in this section should be added to the chart. Make sure they identify their suggestions as push or pull. (*Possible responses: Push—sense of adventure; Pull—cheaper passage to America*)

Activity Page



AP 1.1

SUPPORT—Use World Map (AP 1.1) to locate the different countries mentioned in the section. Point out that in addition to the immigrants from Europe, people from Canada migrated to the United States, as did people from China.

After students read the text, ask the following questions:

LITERAL—What changed in transportation that made it easier to move to America?

» Large steamships replaced sailing ships, which meant it was faster, safer, and cheaper to cross the Atlantic Ocean.

LITERAL—Where did the many immigrants come from in the years before the Civil War?

» They came from England, Scotland, Wales, Germany, France, Norway, Sweden, the Netherlands, Switzerland, Canada, and China.

Timeline

- Review with students the Chapter 1 Timeline Image Cards that have already been placed on the Timeline. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What were the various causes of mass migration to America?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: "What were the various causes of mass migration to America?"

  » Key points students should cite include: Push factors—economic factors such as less land to farm, loss of income to support a family, lack of jobs due to industrialization; crop failures and the potato blight in Germany and Ireland; religious persecution; political persecution. Pull factors—information about America coming from books, newspapers, and letters home; American fever; the prospect of jobs in America; money sent home from immigrants settled and working in America; cheaper and faster transportation due to the invention of steamships; the spirit of adventure.

Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*descendant*, *immigration*, *emigration*, *economic*, *vulnerable*, or *blight*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Great Famine (RI.6.1, RI.6.2, RI.6.3) — 30 MINUTES

Activity Page



AP 1.2

Materials Needed: Sufficient copies of The Great Famine (AP 1.2)

Distribute AP 1.2, The Great Famine, and direct students to read the passage and answer the questions that follow. This activity may be assigned for homework.

CHAPTER 2

Starting Over

The Big Question: How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?

Primary Focus Objectives

- ✓ Describe the transatlantic voyage from Europe to America. **(RI.6.1, RI.6.3)**
- ✓ Understand the immigrant experience in the United States during the 1800s. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *freight*, *mildewed*, and *tenement*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "Starting Over":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

AP 1.1
AP 2.1
AP 2.2

- Display copy of World Map (AP 1.1)
- Display and individual student copies of Map of the United States (AP 2.1)
- Individual student copies of Starting Over (AP 2.2)
- Internet access

Core Vocabulary **(Student Reader page numbers listed below)**

freight, n. shipped goods; cargo **(14)**

Example: Steamships, railroads, and trucks are all used to deliver freight.

mildewed, adj. affected by a fungus that grows in damp conditions **(17)**

Example: The mildewed boxes fell apart as soon as we tried to carry them.
Variations: mildew (noun)

tenement, n. an apartment building, often overcrowded and in need of repairs, usually in a city slum **(19)**

Example: The family of five lived in a small, cramped room in a dirty, old tenement in New York City.
Variations: tenements

The Core Lesson 35 min

Introduce "Starting Over" 5 min

Use the Chapter 1 Timeline Cards to review the history of immigration in the early United States. Then ask students to recall why immigrants came to the United States. Have them explain push and pull factors and give examples of each.

Activity Pages



AP 1.1
AP 2.1

Display World Map (AP 1.1). Review with students the sources of immigration named in Chapter 1: Ireland, England, Germany, Scandinavia, the Netherlands, Canada, China, Switzerland, France, Wales, and Scotland, as well as Africa (from which enslaved people were forced to come). Introduce Map of the United States (AP 2.1). Have students look at the map. Ask them to think about the size of the United States compared to the size of the European countries from which the immigrants came. Point out that many European countries are smaller than many individual states in modern America. Ask students how they think immigrants decided where to settle in this enormous new country. Tell them that they are going to read about ways immigrants made these decisions and where they settled.

Call students' attention to the Big Question. Tell students to look for examples that show what life was like for immigrants who came to America with money and a skill, and examples that show what life was like for the poor farm workers who came with little money and no skills other than farming.

Independent Reading of "Starting Over" 30 min

Activity Page



AP 2.2

Distribute Starting Over (AP 2.2). Preview the questions with students, and then direct students to read the chapter independently. Tell students to answer the questions on AP 2.2 as they read and to record the page numbers where they find their answers.

SUPPORT—Prior to having students read the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: *freight, mildewed, cabinetmaker, bookbinder*, *unhygienic,* and *phenomenon*. Have students repeat the pronunciation of each word.

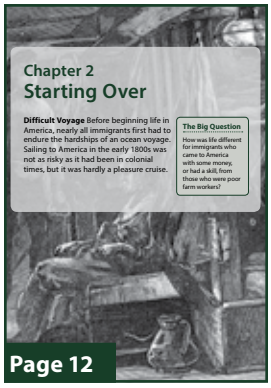
SUPPORT—Call students' attention to the quotation on page 17, in particular to the different spelling of *old* ("ould") and to the phrase "full uv the dhrop" (full of the drop, meaning full of water or soaked).

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

Guided Reading Supports for "Starting Over" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Difficult Voyage," Pages 12–14





Scaffold understanding as follows:

Invite volunteers to read the section on pages 12–14 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *freight* when it is encountered in the text. Ask students how a freight ship would differ from a passenger ship. (*Possible answer: freight ships would be built to carry goods, not people; they would likely not have sleeping quarters or the means to cook for passengers; freight ships would be less comfortable than passenger ships.*)

SUPPORT—Direct students' attention to the picture on pages 12–13. Invite a volunteer to read the caption aloud. Ask students how this image supports the author's statement that sailing to America in the early 1800s was not a "pleasure cruise." (*Possible response: It shows that sailing to America often involved crowded, uncomfortable conditions.*)

After volunteers read the text, ask the following questions:

LITERAL—How long did the voyage to America in the early 1800s last?

» It lasted one to three months, depending on the weather.

LITERAL—What was traveling to America in the early 1800s like? What were some of the conditions on the ships?

» Immigrants slept in large airless rooms, taking turns sleeping on bunkbeds. Sometimes they could go above deck and get fresh air, but on bad or cold days, they stayed in the airless room. Many got seasick. Passengers were expected to bring their own food. They could buy food from the captain, but it was usually very expensive. The ship's captain provided a stove for passengers to share and some drinking water.

"Moving On," Pages 14–15

Scaffold understanding as follows:

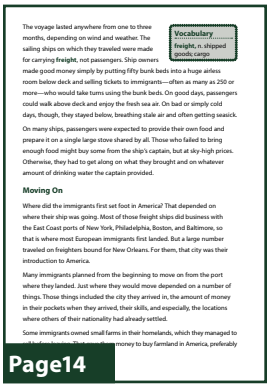
Read the first paragraph of the section on page 14 aloud.

SUPPORT—Discuss the relationship between where immigrants first set foot in America and being a passenger on a freight ship.

Activity Page

AP 2.1

SUPPORT—Use Map of the United States (AP 2.1) to locate ports of New York, Philadelphia, Boston, Baltimore, and New Orleans. Discuss how a port allows for trade, access to goods, and access to travel—all characteristics needed for a strong economy. Encourage students to think about what these cities are like in modern times.


The voyage lasted anywhere from one to three months, depending on wind and weather. The sailing ships on which they traveled were made for carrying **freight**, not passengers. Ship owners made good money simply by putting fifty bunk beds into a huge airless room below deck and selling tickets to immigrants—often as many as 250 or more—who would take turns using the bunk beds. On good days, passengers could walk above deck and enjoy the fresh sea air. On bad or simply cold days, though, they stayed below, breathing stale air and often getting seasick.

Vocabulary
freight, n. shipped goods; cargo

On many ships, passengers were expected to provide their own food and prepare it on a single large stove shared by all. Those who failed to bring enough food might buy some from the ship's captain, but at sky-high prices. Otherwise, they had to get along on what they brought and on whatever amount of drinking water the captain provided.

Moving On

Where did the immigrants first set foot in America? That depended on where their ship was going. Most of those freight ships did business with the East Coast ports of New York, Philadelphia, Boston, and Baltimore, so that is where most European immigrants first landed. But a large number traveled on freighters bound for New Orleans. For them, that city was their introduction to America.

Many immigrants planned from the beginning to move on from the port where they landed. Just where they would move depended on a number of things. Those things included the city they arrived in, the amount of money in their pockets when they arrived, their skills, and especially, the locations where others of their nationality had already settled.

Some immigrants owned small farms in their homelands, which they managed to

money to buy farmland in America, preferably

Page14

Have students read the remainder of the section independently.

SUPPORT—Point out the word *Welsh* in the fifth paragraph in the section. Make sure students understand that *Welsh* means "from Wales." A Welsh immigrant was an immigrant from Wales in the United Kingdom.

SUPPORT—Use Map of the United States (AP 2.1) to locate the states mentioned in the section. As you identify each state, ask students which immigrants were most likely to settle there. (*Missouri, Ohio, Illinois, Wisconsin: German immigrants; Pennsylvania: Welsh and British immigrants; Massachusetts and New York: British immigrants*)


in a climate they were used to. So after arriving, they made their way to places where they could farm.

More than half the German immigrants who arrived during these years before the Civil War entered the United States through New Orleans. Many of them, too, came with enough money to buy farmland. Most made their way up the Mississippi River and carved out farms in Missouri, Ohio, Illinois, and Wisconsin.

This image shown Chinese immigrants in an area of San Francisco that became known as Chinatown. The first Chinese immigrants arrived in San Francisco in 1848, before the Civil War. Many cities in America have their very own Italian or Chinese sections.

Immigrants with special work skills often went where there was a demand for those skills. A Welsh coal miner, for example, would head for the coal mines of eastern Pennsylvania. Someone who had worked in one of the British textile factories would go to a town where cottons or woolens were being manufactured—usually in Massachusetts, New York, or Pennsylvania.

And of course, it was natural for immigrants to settle where relatives, friends, and others from their country were already living. Living among their own made their adjustment to America a bit easier.

Remaining in the Cities

A good number of immigrants who came in this wave of immigration in the 1830s, 1840s, and 1850s, though, remained in the cities where they landed. Does that seem surprising? After all, hadn't most of those people been farmers? And for them, wasn't the promise of America about plentiful land?

About one in every five who arrived before

er who had lived in a town or a city in Europe.

15

Page 15

After students read the text, ask the following questions:

LITERAL—Where did most Europeans first set foot in America?

» Most arrived in the port cities of New York, Philadelphia, Boston, Baltimore, and New Orleans.

EVALUATIVE—How did immigrants with money and skills decide where to settle once they arrived?

» Farmers with enough money traveled west to buy farmland. Skilled workers went where their skills were in demand. Immigrants also settled where friends, family, and other members of their homeland had already settled.

"Remaining in the Cities," Pages 15–17

Scaffold understanding as follows:

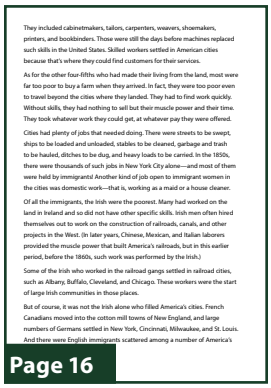
Have students read the section independently or with a partner.

Activity Page

AP 2.1

Use Map of the United States (AP 2.1) to review the geography of the section. Locate the cities of New York City, Albany, Buffalo, Cleveland, Chicago, Cincinnati, Milwaukee, and St. Louis. Identify which states are part of New England. (*Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island*)

SUPPORT—Direct students' attention to the image on page 17. Students in Core Knowledge schools may recall learning about the Transcontinental Railroad in the Grade 5 unit *Westward Expansion After the Civil War*. Invite volunteers to share what they remember about the railroad. Make sure students understand that most of the labor for building the railroad was done by Irish immigrants in the East and Chinese immigrants in the West.



They included cabinetmakers, tailors, carpenters, weavers, shoemakers, printers, and bookbinders. Those were still the days before machines replaced such skills in the United States. Skilled workers settled in American cities because that's where they could find customers for their services.

As for the other four-fifths who had made their living from the land, most were far too poor to buy a farm when they arrived. In fact, they were too poor even to travel beyond the cities where they landed. They had to find work quickly. Without skills, they had nothing to sell but their muscle power and their time. They took whatever work they could get, at whatever pay they were offered.

Cities had plenty of jobs that needed doing. There were streets to be swept, ships to be loaded and unloaded, stables to be cleaned, garbage and trash to be hauled, ditches to be dug, and heavy loads to be carried. In the 1850s, there were thousands of such jobs in New York City alone—and most of them were held by immigrants! Another kind of job open to immigrant women in the cities was domestic work—that is, working as a maid or a house cleaner.

Of all the immigrants, the Irish were the poorest. Many had worked on the land in Ireland and so did not have other specific skills. Irish men often hired themselves out to work on the construction of railroads, canals, and other projects in the West. (In later years, Chinese, Mexican, and Italian laborers provided the muscle power that built America's railroads, but in this earlier period, before the 1860s, such work was performed by the Irish.)

Some of the Irish who worked in the railroad gangs settled in railroad cities, such as Albany, Buffalo, Cleveland, and Chicago. These workers were the start of large Irish communities in those places.

But of course, it was not the Irish alone who filled America's cities. French Canadians moved into the cotton mill towns of New England, and large numbers of Germans settled in New York, Cincinnati, Milwaukee, and St. Louis. And there were English immigrants scattered among a number of America's

Page 16

After students read the text, ask the following questions:

LITERAL—What proportion of immigrants who arrived before the Civil War were skilled?

» About one in five immigrants was skilled.

EVALUATIVE—Why did skilled workers tend to stay in the cities?

» That is where they could find customers for their services.

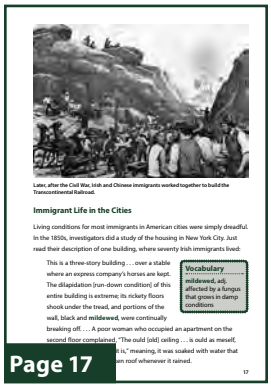
EVALUATIVE—Why did many poor farmers tend to stay in the cities?

» They were too poor to buy a farm. They needed to find work in the cities to earn money.

LITERAL—What were some of the jobs that immigrants did in the cities?

» Immigrants swept streets, loaded and unloaded ships, cleaned stables, hauled trash, dug ditches, carried heavy loads, worked as maids, and cleaned houses.

"Immigrant Life in the Cities," Pages 17–19



Later, after the Civil War, Irish and Chinese immigrants worked together to build the Transcontinental Railroad.

Immigrant Life in the Cities

Living conditions for most immigrants in American cities were simply dreadful. In the 1850s, investigators did a study of the housing in New York City. Just read their description of one building, where seventy Irish immigrants lived:

> This is a three-story building . . . over a stable where an express company's horses are kept. The dilapidation [run-down condition] of this entire building is extreme; its rickety floors shook under the tread, and portions of the wall, black and **mildewed**, were continually breaking off. . . . A poor woman who occupied an apartment on the second floor complained, "The ould (old) ceiling . . . is ould as meself, [short for myself] and it's all full of holes," meaning, it was soaked with water that came through the roof whenever it rained.

Vocabulary
mildewed, adj. affected by a fungus that grows in damp conditions

17

Page 17

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section on page 17.

CORE VOCABULARY—Pause to explain the vocabulary term *mildewed* when it is encountered in the text.

Have students read the remainder of the section independently. Encourage students to refer to the vocabulary box on page 19 as they read.

CORE VOCABULARY—Explain the meaning of vocabulary word *tenement*. Refer to the image on page 18 as an example.

SUPPORT—Discuss what tenements were like. Draw a word web on the board or chart paper, and ask students to give you ideas to fill in the web. (*Students should note the following: small; crowded; dirty; likely to flood; cramped; dangerous; unhygienic; in major cities.*)

SUPPORT—Reread the last line of the chapter, "Every time an immigrant purchased a ship ticket to send to a relative back home, he was casting a vote for America." Ask pairs to discuss what this means, then ask volunteers to share their ideas.



Page 18



After students read the text, ask the following questions:

LITERAL—Where were many tenements located?

» They were located in large cities, such as New York City.

LITERAL—What was Five Points, and why was it well known?

» It was an area in Manhattan that was very cramped, dangerous, and dirty. It was made up of mostly Irish immigrants before the Civil War. Later, Germans, Italians, European Jews, and African Americans lived there, too.

LITERAL—What were tenements like?

» They were usually crowded and in bad shape. People of many different cultures lived close to each other.

INFERENTIAL—Why do you think so many immigrants continued to live in tenements?

» Possible responses: They could not afford anything better. They felt it was still better than their life back home. To them, being in America meant they had a future, no matter how dreadful their living conditions were.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?"
- Post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: "How was life different for immigrants who came to America with some money, or had a skill, from those who were poor farm workers?"
    - » Key points students should cite include: Immigrants who came to America with money or a skill were able to purchase land or settle in a city where their skill was needed. Those who were poor farm workers were often stuck in the cities, looking for work, taking jobs that no one else wanted, and living in deplorable conditions in tenements.

  Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.
- Choose one of the Core Vocabulary words (*freight*, *mildewed*, or *tenement*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students' written responses to Starting Over (AP 2.2) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

The Orphan Train (RI.6.1, RI.6.2, RI.6.3) 45 minutes

Materials Needed: Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that during the 1800s, with New York City's influx of poor, unemployed immigrants, many children became orphans. Ask a volunteer

to explain what it means to be an orphan. Tell students that as a result of immigrant families' dire circumstances, several hundred thousand children were sent to live in orphanages or with new families in other parts of New York, as well as out West.

Play the PBS clip "Poverty and Homelessness Lead to the Orphan Train Movement | West by Orphan Train." This is an introduction to the series. It lasts a little more than one minute.

Write on the board or chart paper: Between 1854 and 1929, nearly a quarter of a million orphaned children were resettled under what came to be known as the Orphan Train Movement.

Play the remaining PBS clips about the Orphan Train. There are nine clips in all, lasting from one minute to six minutes. The third clip is the Introduction clip you already played, so you can skip it when it starts to play.

Ask students to think about the history of the Orphan Train. Explain that the interviews and photographs in the videos are primary sources. The story of the Orphan Train is told by people who lived through the experience.

Have students evaluate the primary sources used in the video clips by answering the following questions.

1. What did you learn about the Orphan Train through Stanley Cornell's interview?

    » Students should state that they learned about Stanley's situation before he became an orphan; they learned what it was like at the orphanage—boys and girls were separated, they were given simple and sparse meals, but they had a bed and clothes; they learned about Stanley and his brother's arrival in Texas; they learned about the man who picked them up from the train station and about the mother and sisters who welcomed him and his brother.

2. What do the photographs in the video clips show? Which one had the biggest impact on you?

    » The photographs show what the orphans looked like, what the cities that the orphans lived in looked like, what the towns that the orphans were sent to looked like, etc.

3. How do these primary sources bring the period to life in a way that a description by a historian does not?

    » Possible responses: They allow us to see what life then looked like. They let us hear an account firsthand. The visual details pull us into the time period as though we were actually there.

CHAPTER 3

The New Immigration

The Big Question: How would you compare the experiences of those who came to America as part of the "old wave of immigration" to the experiences of those who were part of the "new wave of immigration"?

Primary Focus Objectives

- ✓ Explain why many more immigrants came to the United States after the Civil War. **(RI.6.2)**
- ✓ Describe the phrase "New Immigration," and identify the New Immigrants' countries of origin in southern and eastern Europe. **(RI.6.3, RI.6.4)**
- ✓ Explain the wave of immigration to America from Asian countries, especially China. **(RI.6.2)**
- ✓ Explain that immigration added to the growth of industrialism. **(RI.6.2)**
- ✓ Compare and contrast the experiences of the post-Civil War immigrants with those of earlier immigrants. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *persecuted, pogrom, discrimination,* and *cannery;* and of the phrase "meatpacking plant." **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "The New Immigration":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 2.1

- Display copy of World Map (AP 1.1)
- Display or individual student copies of Map of the United States (AP 2.1)
- Internet access

Core Vocabulary **(Student Reader page numbers listed below)**

persecuted, adj. treated cruelly or unfairly **(24)**

Example: In Russia, persecuted Jewish people often suffered for their beliefs.
Variations: persecute (verb), persecution (noun)

pogrom, n. an organized killing of a group of people; usually used to refer to attacks on Jews in Eastern Europe in the 1800s and early 1900s. **(24)**

Example: The Jewish village in Ukraine was burned to the ground in a pogrom.
Variations: pogroms

discrimination, n. unfair treatment of a person or group because of beliefs about that group of people **(28)**

Example: Immigrants sometimes faced discrimination, such as lower pay.
Variations: discriminate (verb)

"meatpacking plant," (phrase) a factory where livestock are killed and their meat is processed, packaged, and distributed **(28)**

Example: The supermarket got its beef from the local meatpacking plant.
Variations: meatpacking plants

cannery, n. a factory where food is packaged in cans **(28)**

Example: The cannery in Alaska specialized in packaging salmon and other fish.
Variations: canneries

The Core Lesson 35 min

Introduce "The New Immigration" 5 min

Use the Chapter 1 and 2 Timeline Image Cards to review what students read previously about immigration before the Civil War. Ask students to identify the countries of origin of the immigrants they read about most in the first two lessons. (*Great Britain, Ireland, Sweden, Denmark, Norway, and Germany*) Explain that the immigration described in these first two chapters is known as "Old Immigration."

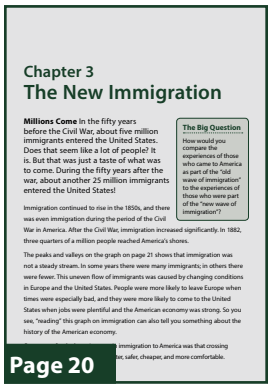
Ask students to read the title of the chapter. Ask them what they think *New Immigration* means. Tell them that in this lesson, they will read about the experiences of southern and eastern Europeans and of Asians who decided to start new lives in America.

Call students' attention to the Big Question. Tell students to look for descriptions showing what life was like for New Immigrants, and then compare those descriptions to what they have already read about what life was like for Old Immigrants.

Guided Reading Supports for "The New Immigration" 30 min

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Millions Come," Pages 20–22


Chapter 3
The New Immigration

Millions Come In the fifty years before the Civil War, about five million immigrants entered the United States. Does that seem like a lot of people? It is. But that was just a taste of what was to come. During the fifty years after the war, about another 25 million immigrants entered the United States!

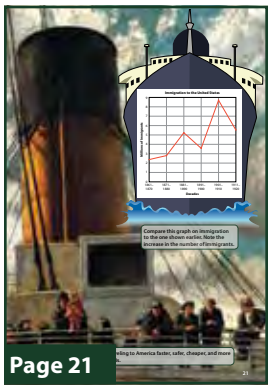
The Big Question
How would you compare the experiences of those who came to America as part of the "old wave of immigration" to the experiences of those who were part of the "new wave of immigration"?

Immigration continued to rise in the 1850s, and there was even immigration during the period of the Civil War in America. After the Civil War, immigration increased significantly. In 1882, three quarters of a million people reached America's shores.

The peaks and valleys on the graph on page 21 shows that immigration was not a steady stream. In some years there were many immigrants; in others there were fewer. This uneven flow of immigrants was caused by changing conditions in Europe and the United States. People were more likely to leave Europe when times were especially bad, and they were more likely to come to the United States when jobs were plentiful and the American economy was strong. So you see, "reading" this graph on immigration can also tell you something about the history of the American economy.

...immigration to America was that crossing ...ter, safer, cheaper, and more comfortable.

Page 20



Page 21

Scaffold understanding as follows:

Invite a volunteer to read aloud the first two paragraphs of the section on page 20.

SUPPORT—Call students' attention to the graph on page 21. Reread the last sentence in the second paragraph on page 20. Have students locate the line on the graph that includes figures for 1882. (*the vertical line for 1881–1890*) Ask students questions that will help them interpret the graph, such as: How many immigrants came to the United States between 1881 and 1890? (*more than five million*) In which decade did the most immigrants come to the United States? (*1901–1910*)

Read the third paragraph on page 20 aloud. Have students refer to the graph on page 21 as you read.

SUPPORT—Refer to the graph on page 21. Ask students to identify the decade with the lowest level of immigration. (*1861–1870*) Have students make an inference about the American economy during that decade. (*It was worse than in the other decades shown on the graph.*) Remind students that the Civil War occurred during this decade. Ask how that might have affected the willingness or ability of immigrants to travel to America. (*Possible responses: Immigrants might have been less willing to come to the United States during a time of war. Traveling to the United States might have been more dangerous because of the war.*)

Invite volunteers to read the remainder of the section on pages 20–22 aloud.

SUPPORT—Ask students what they remember about how immigrants traveled to America in the 1700s and early 1800s. (*They traveled on cramped and dirty freight ships.*) Have students compare that to the passenger ships that carried immigrants in the years after the Civil War. (*These new immigrants traveled on passenger ships that were faster, safer, cheaper, and more comfortable.*)

After volunteers read the text, ask the following questions:

LITERAL—How many immigrants entered the United States in the fifty years before the Civil War? How many entered the United States in the fifty years after the Civil War?

» Five million entered before the Civil War. Twenty-five million came after.

EVALUATIVE—In what ways was it easier for immigrants to come to America after the Civil War?

» Large steamships made traveling across the Atlantic Ocean faster, safer, cheaper, and more comfortable. The cost of the journey was also much less.

"Where They Came From," Pages 22–23

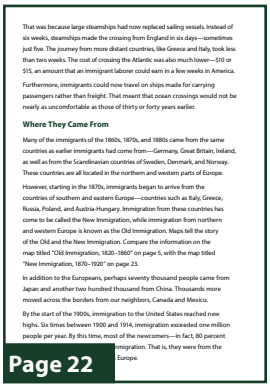
Scaffold understanding as follows:

Have students read the section on pages 22–23 independently.

Activity Page

AP 1.1

SUPPORT—Emphasize to students that immigrants coming to America in the 1860s, 1870s, and 1880s were coming from the same countries as the earlier immigrants, but, additionally in the 1870s, people started to emigrate out of countries in southern and eastern Europe and move to America. Use the map on page 23 of the Student Reader or World Map (AP 1.1) to discuss the specific countries in southern and eastern Europe. (*Italy, Greece, Poland, Austria-Hungary, and parts of Russia*) Use the map in the Student Reader to also show the locations of China and Japan relative to the West Coast of the United States. Have students compare the distance across the Pacific Ocean from Asia to the distance across the Atlantic Ocean from Europe. In addition, use the map to point out the countries bordering America—Canada and Mexico—from which additional New Immigrants came. Ask students where they think these immigrant groups settled. (*Students should use what they learned in Chapter 1 to suggest that Asians settled on the West Coast, Mexicans in the Southwest, Canadians in the North, and Europeans in the East and Midwest.*) Point out that each of these groups entered the country from a different direction, and each settled close to the place it first entered.


That was because large steamships had now replaced sailing vessels. Instead of six weeks, steamships made the crossing from England in six days—sometimes just five. The journey from more distant countries, like Greece and Italy, took less than two weeks. The cost of crossing the Atlantic was also much lower—$10 or $15, an amount that an immigrant laborer could earn in a few weeks in America.

Furthermore, immigrants could now travel on ships made for carrying passengers rather than freight. That meant that ocean crossings would not be nearly as uncomfortable as those of thirty or forty years earlier.

Where They Came From

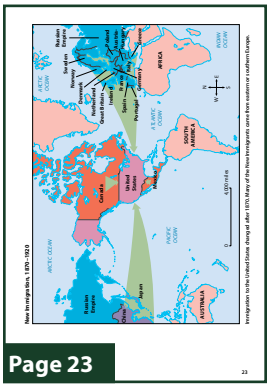
Many of the immigrants of the 1860s, 1870s, and 1880s came from the same countries as earlier immigrants had come from—Germany, Great Britain, Ireland, as well as from the Scandinavian countries of Sweden, Denmark, and Norway. These countries are all located in the northern and western parts of Europe.

However, starting in the 1870s, immigrants began to arrive from the countries of southern and eastern Europe—countries such as Italy, Greece, Russia, Poland, and Austria-Hungary. Immigration from these countries has come to be called the New Immigration, while immigration from northern and western Europe is known as the Old Immigration. Maps tell the story of the Old and the New Immigration. Compare the information on the map titled "Old Immigration, 1820–1860" on page 5, with the map titled "New Immigration, 1870–1920" on page 23.

In addition to the Europeans, perhaps seventy thousand people came from Japan and another two hundred thousand from China. Thousands more moved across the borders from our neighbors, Canada and Mexico.

By the start of the 1900s, immigration to the United States reached new highs. Six times between 1900 and 1914, immigration exceeded one million people per year. By this time, most of the newcomers—in fact, 80 percent [illegible]migration. That is, they were from the [illegible]Europe.

Page 22



Page 23

After students read the text, ask the following questions:

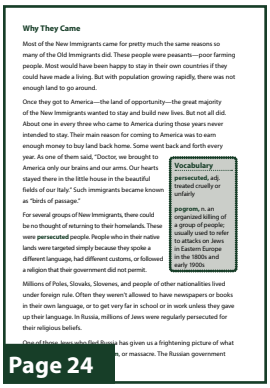
LITERAL—List the countries that were sources of the New Immigration.

» Italy, Greece, Poland, Austria-Hungary, Russia, Japan, China, Canada, and Mexico

LITERAL—By the early 1900s, what percentage of the immigrants to the United States were part of the New Immigration?

» 80 percent

"Why They Came," Pages 24–25


Why They Came

Most of the New Immigrants came for pretty much the same reasons so many of the Old Immigrants did. These people were peasants—poor farming people. Most would have been happy to stay in their own countries if they could have made a living. But with population growing rapidly, there was not enough land to go around.

Once they got to America—the land of opportunity—the great majority of the New Immigrants wanted to stay and build new lives. But not all did. About one in every three who came to America during those years never intended to stay. Their main reason for coming to America was to earn enough money to buy land back home. Some went back and forth every year. As one of them said, "Doctor, we brought to America only our brains and our arms. Our hearts stayed there in the little house in the beautiful fields of our Italy." Such immigrants became known as "birds of passage."

Vocabulary

persecuted, adj. treated cruelly or unfairly

pogrom, n. an organized killing of a group of people; usually used to refer to attacks on Jews in Eastern Europe in the 1800s and early 1900s

For several groups of New Immigrants, there could be no thought of returning to their homelands. These were **persecuted** people. People who in their native lands were targeted simply because they spoke a different language, had different customs, or followed a religion that their government did not permit.

Millions of Poles, Slovaks, Slovenes, and people of other nationalities lived under foreign rule. Often they weren't allowed to have newspapers or books in their own language, or to get very far in school or in work unless they gave up their language. In Russia, millions of Jews were regularly persecuted for their religious beliefs.

[illegible], or massacre. The Russian government

Page 24

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 24 aloud.

SUPPORT—Reread the quotation in the second paragraph on page 24. Help students interpret it by asking what the words *brains* and *arms* represent. (*Possible response: the ability to find work and work hard*) Have students restate the quotation in their own words. (*Possible response: We came to America to work, but Italy is still our home.*)



Many Jewish people had to flee Russia because they were oppressed and persecuted for their religious beliefs.

actually encouraged such attacks. In her autobiography, *The Promised Land*, this woman, Mary Antin, wrote:

> In Russian cities, and even more in the country districts, where Jewish families lived scattered, by special permission of the police, who were always changing their minds about letting them stay, the Gentiles [Christians] … would set out to kill the Jews. They attacked them with knives and clubs and scythes and axes, killed them or tortured them, and burned their homes.

left Europe for America there was no turning back.

25

Page 25

SUPPORT—Help students understand the phrase "birds of passage" at the end of the second paragraph on page 24. Remind students that many birds migrate—they don't live in the same place all of the time. Just like migrating birds, many of the New Immigrants were not planning to live in America all of the time. They wanted to come to the United States, earn money, and then go back home.

Read aloud the remainder of the section.

CORE VOCABULARY—Pause to explain the vocabulary terms *persecuted* and *pogrom* when they are encountered in the text. Explain to students that *pogrom* is derived from a Russian Yiddish word that literally means "to destroy, to wreak havoc, to demolish violently." The word is still used today to refer to occurrences of violence against Jews, and sometimes other ethnic groups.

After you read the text, ask the following question:

LITERAL—Why did the New Immigrants come to America?

» The reasons the New Immigrants came to America were mostly the same reasons as the "old wave" of immigrants. They came to find land to farm and to make money to support their families. They also came to escape religious and political persecution.

"The Immigrant and the City," Page 26

Scaffold understanding as follows:

Have students read the section on page 26 independently.

Activity Page

AP 2.1

SUPPORT—Use Map of the United States (AP 2.1) to locate the places mentioned in the section: New York City, Chicago, Milwaukee, Detroit, Cleveland, St. Louis, and San Francisco.

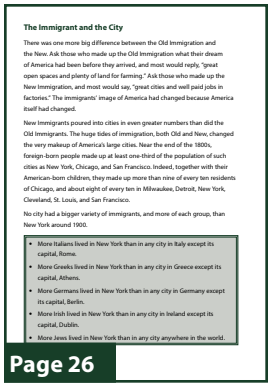
After students read the text, ask the following questions:

LITERAL—Explain why the New Immigrants wanted to live in cities.

» They wanted to live in cities because they felt that's where the biggest opportunities were. They wanted well-paid jobs rather than open spaces and land to farm.

LITERAL—Describe New York City around 1900.

» It had the biggest variety of immigrants and the most of each immigrant group.



The Immigrant and the City

There was one more big difference between the Old Immigration and the New. Ask those who made up the Old Immigration what their dream of America had been before they arrived, and most would reply, "great open spaces and plenty of land for farming." Ask those who made up the New Immigration, and most would say, "great cities and well-paid jobs in factories." The immigrants' image of America had changed because America itself had changed.

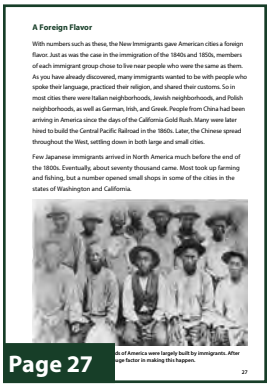
New Immigrants poured into cities in even greater numbers than did the Old Immigrants. The huge tides of immigration, both Old and New, changed the very makeup of America's large cities. Near the end of the 1800s, foreign-born people made up at least one-third of the population of such cities as New York, Chicago, and San Francisco. Indeed, together with their American-born children, they made up more than nine of every ten residents of Chicago, and about eight of every ten in Milwaukee, Detroit, New York, Cleveland, St. Louis, and San Francisco.

No city had a bigger variety of immigrants, and more of each group, than New York around 1900.

- More Italians lived in New York than in any city in Italy except its capital, Rome.
- More Greeks lived in New York than in any city in Greece except its capital, Athens.
- More Germans lived in New York than in any city in Germany except its capital, Berlin.
- More Irish lived in New York than in any city in Ireland except its capital, Dublin.
- More Jews lived in New York than in any city anywhere in the world.

Page 26

"A Foreign Flavor," Pages 27–29


A Foreign Flavor

With numbers such as these, the New Immigrants gave American cities a foreign flavor. Just as was the case in the immigration of the 1840s and 1850s, members of each immigrant group chose to live near people who were the same as them. As you have already discovered, many immigrants wanted to be with people who spoke their language, practiced their religion, and shared their customs. So in most cities there were Italian neighborhoods, Jewish neighborhoods, and Polish neighborhoods, as well as German, Irish, and Greek. People from China had been arriving in America since the days of the California Gold Rush. Many were later hired to build the Central Pacific Railroad in the 1860s. Later, the Chinese spread throughout the West, settling down in both large and small cities.

Few Japanese immigrants arrived in North America much before the end of the 1800s. Eventually, about seventy thousand came. Most took up farming and fishing, but a number opened small shops in some of the cities in the states of Washington and California.

Page 27


Making a living in the city was not easy for the New Immigrants. Most had no skills and spoke no English. Usually, they wound up with the hardest jobs, the longest hours, and the lowest pay. And often they met with **discrimination**. Here, for example, are the daily wages offered in a newspaper advertisement for workers on a construction project in New York in 1895:

Common labor, white, $1.30 to $1.50 a day
Common labor, black, $1.25 to $1.40 a day
Common labor, Italian, $1.15 to $1.25 a day

The New Immigrants worked in textile factories, steel mills, and **meatpacking plants**. They made cigars in crowded workshops or sometimes in their own homes. They did housework for others, worked in **canneries**, and labored in the garment industry. Often, everyone in the family, including young children, had to work to earn enough to live on.

Immigrants also helped build the city itself. Back in Europe, many of the immigrants had heard it said that "in America, the streets are paved with gold." As someone later wrote, though, when they arrived in the United States, they quickly learned three things about that saying: "First, that the streets were not paved with gold; second, that the streets were not paved at all; and third, that they [the immigrants] were expected to pave them." And they did. They, along with the descendants of enslaved African Americans, built the streets, the bridges, and the water and sewer systems that made the modern city possible.

Hard as life may have been for them, however, these new Americans knew they were often far better off than they had been in their native lands. In time, many learned new skills and improved their earnings. They were able to

Vocabulary

discrimination, n. unfair treatment of a person or group because of beliefs about that group of people

"meatpacking plant," (phrase) a factory where livestock are killed and their meat is processed, packaged, and distributed

cannery, n. a factory where food is packaged in cans

Page 28


their children had a future. Within one generation, or sometimes two, many of those children were entering the fields of medicine, education, business, law, and a hundred other occupations.

Immigrant children often started working at a young age to help support the family.

d together to make clothing. They were paid for

29

Page 29

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 27 with a partner.

SUPPORT—Note the reference to the California Gold Rush. Students in Core Knowledge schools may recall learning about the Gold Rush in the Grade 5 unit *Westward Expansion Before the Civil War*. Remind students that the Gold Rush began in 1849.

SUPPORT—Discuss where Chinese and Japanese immigrants settled. Ask students to consider what might have drawn immigrants to various places. (*New Immigrants tended to settle in areas where earlier immigrants had already settled. Chinese immigrants were hired to work for the railroads and ended up settling throughout the West in small and large cities. Japanese immigrants fished and farmed, and a number ended up opening small shops in Washington and California. New European immigrants tended to settle in cities where there were already groups of immigrants from their home countries.*)

Invite volunteers to read the remainder of the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *discrimination* when it is encountered in the text. Refer to the pay rates listed on page 28 as an example of discrimination. Students should understand that the example shows that laborers during the late 1800s were discriminated against based on their color and ethnicity.

CORE VOCABULARY—Pause to explain the vocabulary terms "meatpacking plant" and *cannery* when they are encountered in the text. Make sure students understand that both are types of factories that produce food.

SUPPORT—Draw attention to the photographs on page 29. Help students interpret the images. What do they show about immigrant jobs? (*Possible responses: immigrants of all ages worked; sewing was another job that immigrants did.*)

After students read the text, ask the following questions:

LITERAL—Where did many Japanese immigrants settle?

» They settled in cities in the states of Washington and California.

LITERAL—Where did many Chinese immigrants settle?

» They settled in cities throughout the West; many worked during the California Gold Rush and for the railroads.

EVALUATIVE—Why were there neighborhoods specific to a nationality in many of the large cities?

» The New Immigrants, just like the Old Immigrants, wanted to live among people like themselves, so many settled in the same neighborhoods.

Timeline

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How would you compare the experiences of those who came to America as part of the 'old wave of immigration' to the experiences of those who were part of the 'new wave of immigration'?"
- Post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: "How would you compare the experiences of those who came to America as part of the 'old wave of immigration' to the experiences of those who were part of the 'new wave of immigration'?"

  » Key points students should cite include: The New Immigrants wanted to live in the city where there were jobs, as opposed to the Old Immigrants, who wanted to live out in open spaces and farmland. They both came to America for the same reasons (finances, to escape persecution, to take advantage of the land of opportunity), and they both looked to live near family and friends with the same ethnicities.

  Note: You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*persecuted*, *pogrom*, *discrimination*, or *cannery*) or the phrase "meatpacking plant," and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Virtual Tour of the Tenement Museum in New York City (RI.6.7)

ACTIVITY LENGTH FLEXIBLE

Materials Needed: Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the museum exhibits may be found:

www.coreknowledge.org/ckhg-online-resources

Take students on a virtual tour of the Tenement Museum in New York City. The Tenement Museum memorializes a very special address: 97 Orchard Street. In 1863, a tenement building was built on this plot of land on Manhattan's Lower East Side. Throughout its history, this building was home to more than seven thousand working-class immigrants. The museum preserves the history of these immigrants through restoration of the physical building, sharing of information and educational resources, highlighting voices and faces, and showing a general interest and respect for immigrants from the past.

The virtual tour consists of several web pages. There are photographs, video clips, quotes, and short blurbs of information. Scroll through the pages, and let students absorb the information at a comfortable pace. You may wish to break this activity into two days to allow students to really experience tenement life from the early 1900s to today.

Note: The virtual tour does not work in Chrome. Use of another browser, such as Safari, Firefox, or Internet Explorer, is required.

Start with an introduction to the tour. Read the introduction aloud to students.

Then tell students they will be introduced to the tenement and will briefly learn about its history, including about some of the people who lived there. Click the X in the top right corner of the Introduction box, and then slowly scroll down the page, letting students read, watch, and listen to the audio and visual elements on the page.

Discuss how the immigrants shaped the area and the cultural heritage of the Lower East Side.

Display the exhibit, "1950s: Lower East Side."

Again, slowly scroll down the page, letting students watch the video clips, listen to the interviews, study the pictures, and read the blurbs.

At the end of the page, discuss what life was like for Bella as a Jewish child living in the tenement. Point out the interesting tale of Bella's mom learning how to make *cholent*, a Jewish stew, from her aunt in America. This exemplifies how immigrants looked to friends and family already in America, living near them, settling with them, and continuing traditions from their home countries.

Next, display the exhibit, "1960s: Loisaida." Again, slowly scroll through the page, letting students read, watch, and listen to the page's elements.

At the end of the page, discuss the mass migration of Puerto Ricans to America between 1940 and 1960. Talk with students about the changes in Puerto Rico at the time (transition from an agricultural country to one trying to industrialize) and how Puerto Ricans, especially the women, were able to adjust fairly quickly and easily to life in the United States. Ask students what the picture of José and his class suggests about the Lower East Side. Students should notice the variety of ethnicities. Also discuss how joining the Boy Scouts helped José and his brother Andy socialize, and how that experience was different from simply trying to meet and make new friends. Point out that participation in groups like the Boy Scouts of America provided opportunities for young immigrants to learn about and practice what it means to be a good American citizen, contributing to the good of their community.

Finally, click on the web page of the virtual tour, "1970s: Chinatown." Again, slowly scroll through the page, letting students watch the video clips, listen to the interviews, study the pictures, and read the blurbs.

At the end of the page, discuss the role the Hart-Celler Immigration Act had on Chinese, and other Asian immigrants. Discuss similarities between the Asian mass migration and the Puerto Rican mass migration several decades earlier. Students should note that both groups of immigrants were able to use their sewing skills to make a living in the garment industry. Ask students to describe possible advantages and disadvantages of the after-school care that many Asian children experienced, sitting in the garment factories while their mothers and fathers worked. Finally, have students compare Alison's class picture with José's from the prior segment. Students should note that Alison's class picture also shows the various ethnicities that attended PS 42.

The Chinese Immigration Experience: Angel Island (RI.6.7) — 45 MIN

Materials Needed: Internet access; display copy of Map of the United States (AP 2.1)

Activity Page



AP 2.1

Background for Teachers: You may wish to read the background information on the Angel Island website before presenting this activity to students.

Use this link to download the CKHG Online Resources for this unit, where the specific links to background information and videos about Angel Island may be found:

www.coreknowledge.org/ckhg-online-resources

Review facts that your students have already learned about Chinese immigration. (*Chinese immigrants began coming to the United States in the early 1800s. Many took jobs on the railroad in the late 1800s. Many settled along the West Coast.*) Tell students that in this activity, they are going to learn more about the experience of Chinese immigrants.

Play the video *History of Chinese Immigration to the United States*.

Introduce Angel Island to students. Display the image of the island on the Angel Island website. Have students study the image. Explain to students that Angel Island is a small island in the San Francisco Bay, and point out the approximate location on Map of the United States (AP 2.1). Give students a brief history of Angel Island based on the information provided on the website and in background information for this chapter.

Then go to the Angel Island Cultural History page, and click on the U.S. Immigration Station link. Show the three pictures of Angel Island. Talk about the Chinese writing on the wall. Explain that the Chinese wrote poems to express their feelings about being at Angel Island, using pencils or brushes, or carving them into the walls, as seen in this picture. These poems are artifacts from this time period.

Next, tell students that they are going to hear about the experiences of Benson Wong, an immigrant who came to Angel Island in his youth. Explain that Benson spent a month in the hospital at Angel Island in 1928. Benson's grandfather was the first in his family to emigrate from China. He worked in railroad camps and eventually settled in Minneapolis, Minnesota, where he opened a Chinese restaurant. Benson traveled to America with his father when he was twelve years old.

Finally, play the YouTube video, *Benson Wong's Stay in the Angel Island Hospital*, a personal interview with Benson, so students can hear him describe what life was like on Angel Island.

CHAPTER 4

An Uncertain Welcome

The Big Question: What were the different reactions to the "sudden flood" of particular groups of immigrants?

Primary Focus Objectives

- ✓ Identify the Statue of Liberty, and discuss its symbolic importance. **(RI.6.3)**
- ✓ Identify Ellis Island, and explain its function. **(RI.6.3)**
- ✓ Describe the effect nativism had on immigration. **(RI.6.1, RI.6.2)**
- ✓ Explain some Americans' resistance to Catholics and Jews. **(RI.6.2)**
- ✓ Understand the Chinese Exclusion Act. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *symbol*, *colossus*, *nativism*, *nativist*, and *shanty*; and of the phrase "representative government." **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "An Uncertain Welcome ":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 4.1

- Display and individual student copies of Old and New Immigration (AP 4.1)
- Internet access
- Poster-making materials (paper or poster board; crayons, markers, or colored pencils)

Core Vocabulary (Student Reader page numbers listed below)

symbol. n. an object or picture that stands for something else **(32)**

Example: A heart is a symbol of love.
Variations: symbols

colossus, n. a statue that is larger than life-size **(32)**

Example: Standing more than one hundred feet tall, the Statue of Liberty is a colossus.
Variations: colossi

nativism, n. a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants **(36)**

Example: Limiting the voting rights of immigrants is an example of nativism.

nativist, n. a person who has strong feelings against immigrants and wants to ban further immigration **(36)**

Example: The nativist wanted to stop emigration from Asia.
Variations: nativists

"representative government," (phrase) a government in which citizens elect people to rule for them; a republic **(40)**

Example: Because citizens elect U.S. leaders, the United States has a representative government.
Variations: representative governments

shanty, n. a small, simple wood building **(40)**

Example: The shanty was knocked over by a strong wind.
Variations: shanties

The Core Lesson 35 min

Introduce "An Uncertain Welcome" 5 min

Use the Chapter 3 Timeline Image Cards to review what students have learned about the wave of new immigrants to America.

Direct students' attention to the picture of the Statue of Liberty on page 31 in the Student Reader. Ask students to describe what the Statue of Liberty represents to them. Ask them to imagine how an immigrant might feel at his or her first sight of the statue. Tell students that in this lesson, they will learn the history of the Statue of Liberty and what it meant to the millions of immigrants who saw it for the first time as they sailed into New York Harbor.

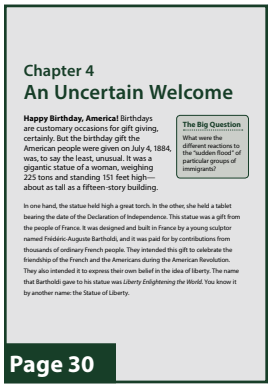
Then ask students how they generally feel about new people coming into their lives—new members on an athletic team, new students in class, new neighbors on the block, and so on. Are they happy to welcome newcomers or do they dislike change? Ask students how they think the Americans—once new immigrants themselves, but now established for a generation or two—felt about the newer waves of immigrants who kept arriving. (*Students may say that Americans had conflicting feelings of sympathy and support on the one hand, and distrust and fear on the other.*) Ask students how they think the U.S. government might have felt about immigration. (*The government may have welcomed it because the new citizens would help build the country, but it may have also feared it because so many new people came every year and there was no way to predict what changes these new people would cause.*)

Call students' attention to the Big Question. Tell students to look for ways immigrants were welcomed to the United States and for reactions that suggested they were unwelcome.

Guided Reading Supports for "An Uncertain Welcome" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Happy Birthday, America!," Pages 30–32


Chapter 4
An Uncertain Welcome

Happy Birthday, America! Birthdays are customary occasions for gift giving, certainly. But the birthday gift the American people were given on July 4, 1884, was, to say the least, unusual. It was a gigantic statue of a woman, weighing 225 tons and standing 151 feet high—about as tall as a fifteen-story building.

The Big Question
What were the different reactions to the "sudden flood" of particular groups of immigrants?

In one hand, the statue held high a great torch. In the other, she held a tablet bearing the date of the Declaration of Independence. This statue was a gift from the people of France. It was designed and built in France by a young sculptor named Frédéric-Auguste Bartholdi, and it was paid for by contributions from thousands of ordinary French people. They intended this gift to celebrate the friendship of the French and the Americans during the American Revolution. They also intended it to express their own belief in the idea of liberty. The name that Bartholdi gave to his statue was *Liberty Enlightening the World*. You know it by another name: the Statue of Liberty.

Page 30


Newcomers to the United States, who arrived in New York, often gathered at the ship's railing to gaze at the Statue of Liberty—the symbol of liberty and freedom for all.

Page 31

Scaffold understanding as follows:

Invite volunteers to read the section on pages 30–32.

CORE VOCABULARY—Pause to explain the vocabulary term *symbol* when it is encountered in the text. Ask students to share other American symbols with which they are familiar.

Note: Students in Core Knowledge schools may recall the term *symbol* from the Grade 3 unit Ancient Rome.

SUPPORT—Direct students' attention to the images of the Statue of Liberty on page 31. Explain that the statue is made of heavy sheets of copper that have turned green with exposure to the weather. These copper sheets are attached to a steel framework designed by Gustave Eiffel, the man who built the Eiffel Tower in Paris. The statue is hollow. Visitors can climb up inside it and admire a view of New York through windows in the crown.

After volunteers read the text, ask the following questions:

LITERAL—What is the Statue of Liberty? Where is it located?

» It is a giant statue of a woman holding a torch and a tablet. It is located in New York Harbor.

LITERAL—Which country gave the Statue of Liberty to the United States?

» France

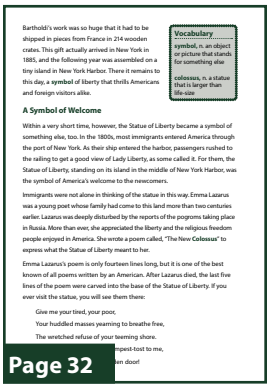
EVALUATIVE—What was the purpose of the gift?

» It was intended to celebrate the friendship between the French and the Americans during the American Revolution. It was also intended to be a symbol of freedom.

CHALLENGE—The text says that the Statue of Liberty continues to be a symbol of liberty today. What American liberties or freedoms does the statue represent?

» It represents the ideas expressed in the Declaration of Independence and the U.S. Constitution, such as the right to self-government and the right to vote, the separation of powers so that no one branch of government becomes too powerful, as well as freedom of speech, freedom of religion, the right to a fair trial, etc.

"A Symbol of Welcome," Page 32


Bartholdi's work was so huge that it had to be shipped in pieces from France in 214 wooden crates. This gift actually arrived in New York in 1885, and the following year was assembled on a tiny island in New York Harbor. There it remains to this day, a **symbol** of liberty that thrills Americans and foreign visitors alike.

Vocabulary

symbol, *n.* an object or picture that stands for something else

colossus, *n.* a statue that is larger than life-size

A Symbol of Welcome

Within a very short time, however, the Statue of Liberty became a symbol of something else, too. In the 1800s, most immigrants entered America through the port of New York. As their ship entered the harbor, passengers rushed to the railing to get a good view of Lady Liberty, as some called it. For them, the Statue of Liberty, standing on its island in the middle of New York Harbor, was the symbol of America's welcome to the newcomers.

Immigrants were not alone in thinking of the statue in this way. Emma Lazarus was a young poet whose family had come to this land more than two centuries earlier. Lazarus was deeply disturbed by the reports of the pogroms taking place in Russia. More than ever, she appreciated the liberty and the religious freedom people enjoyed in America. She wrote a poem called, "The New **Colossus**" to express what the Statue of Liberty meant to her.

Emma Lazarus's poem is only fourteen lines long, but it is one of the best known of all poems written by an American. After Lazarus died, the last five lines of the poem were carved into the base of the Statue of Liberty. If you ever visit the statue, you will see them there:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
epest-tost to me,
en door!

Page 32

Scaffold understanding as follows:

Have students read the section independently.

CORE VOCABULARY—Point out the vocabulary term *colossus,* and explain its meaning. Explain that *colossus* is derived from a Greek word meaning "a statue of giant size."

SUPPORT—Invite a volunteer to reread the excerpt from Emma Lazarus's "The New Colossus" on the bottom of page 32. Explain any terms that might be unfamiliar to students, such as *yearning, wretched, refuse, teeming,* and *tempest-tost*. Ask students what message those lines send. (*Possible response: immigrants are welcome in the United States.*) Explain that Lazarus wrote the poem specifically for Bartholdi's statue, in an effort to raise money for the pedestal on which it now stands.

After students read the text, ask the following questions:

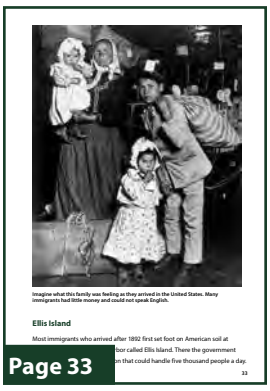
LITERAL—Where does the Statue of Liberty stand?

» It stands on an island in the middle of New York Harbor.

INFERENTIAL—Why do you think Emma Lazarus called her poem, "The New Colossus"?

» Possible response: The Statue of Liberty was larger-than-life, an example of a colossus. It was also new to America.

"Ellis Island," Pages 33–35



Scaffold understanding as follows:

Have students read the section on pages 33–35 in pairs.

SUPPORT—Direct students' attention to the image of Ellis Island on page 35. Note that Ellis Island is in the same harbor as the Statue of Liberty. Today, tourists can visit both locations on the same ferry.

After students read the text, ask the following questions:

LITERAL—What happened at Ellis Island?

» Immigrants were examined by doctors and interviewed by officials who decided whether to let them enter the United States.


When that proved too small, the facility was enlarged to handle up to fifteen thousand immigrants a day. Even then, there were some days when it was overflowing! All together, sixteen million people passed through Ellis Island, the great bulk of them in the first thirty years of its existence. (It was closed in 1954.)

Can you imagine what the immigrant felt on arriving at Ellis Island? Excitement? Oh yes. America at last—the very first step on American land! But uncertainty and fear, too. Most worrisome was the physical examination. Immigrants knew that those who failed to pass would be sent back to their homeland. The illness of a single child in a large family could mean a wrenching decision: Should they all return to where they came from? Or should one parent go back with the sick child and the other remain in America with the rest, hoping and praying for an early reunion? Only a small minority were turned back, but you can understand why, for some, Ellis Island became known as the Island of Tears.

mination just in case they were refused entry

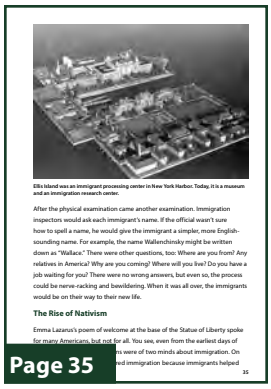
Page 34

EVALUATIVE—Why was Ellis Island known as the "Island of Tears"?

» Many immigrants cried at Ellis Island—some because they had finally reached America, but many because they were not certain that they would be allowed to stay.

INFERENTIAL—How do you think an immigrant whose last name was changed felt about it?

» Possible answer: The immigrant might have been upset because a family name is very meaningful.


Ellis Island was an immigrant processing center in New York Harbor. Today, it is a museum and an immigration research center.

After the physical examination came another examination. Immigration inspectors would ask each immigrant's name. If the official wasn't sure how to spell a name, he would give the immigrant a simpler, more English-sounding name. For example, the name Wallenchinsky might be written down as "Wallace." There were other questions, too: Where are you from? Any relatives in America? Why are you coming? Where will you live? Do you have a job waiting for you? There were no wrong answers, but even so, the process could be nerve-racking and bewildering. When it was all over, the immigrants would be on their way to their new life.

The Rise of Nativism

Emma Lazarus's poem of welcome at the base of the Statue of Liberty spoke for many Americans, but not for all. You see, even from the earliest days of ns were of two minds about immigration. On ed immigration because immigrants helped

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Page 35

"The Rise of Nativism," Pages 35–38

settle the land and build up the country. But on the other hand—and often at the very same time—immigrants who were different from themselves in nationality, language, customs, or religion troubled them.

Those mixed feelings have continued right on to the present. For most of our history, the positive feelings about immigration have outweighed the negative. "Let the immigrants come," many people have said. "The more the better. Let them enjoy the blessings of liberty as they help build our land." Americans were confident that in one or two generations, the newcomers would become Americans like themselves.

There have been times in the past, though, when a *large* number of Americans thought differently. They feared that immigrants were changing America—and changing it for the worse. They were no longer confident that these newcomers would become American quickly, or that they would become American at all. When Americans felt that way, they were more ready to listen to those who would take down the welcome signs. Such strong anti-immigrant feeling is called **nativism**.

Vocabulary

nativism, n. a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants

nativist, n. a person who has strong feelings against immigrants and wants to ban further immigration

The 1850s was one time when nativism was on the rise. The main objection **nativists** raised against the immigrants then entering America was their religion. Many were Catholics from Ireland and from Germany. To some Protestants, this sudden flood of Catholics seemed like a threat to American culture. They feared the influence of Catholic Church leaders, such as bishops, who might be tempted to influence Catholics when it came to voting. They called for laws to end, or at least sharply limit, further immigration. Congress did not pass any such laws, but as the Civil War approached, immigration

Page 36

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 35–36 aloud.

Read the second full paragraph on page 36 aloud.

CORE VOCABULARY— Pause to explain the vocabulary term *nativism* when it is encountered in the text.

Read the remainder of the section aloud.

CORE VOCABULARY— Pause to explain the vocabulary term *nativist* when it is encountered in the text. Note the connection between *nativist* and *nativism*. A nativist is someone who supports the beliefs of nativism.

SUPPORT—Remind students about what was going on in America in the 1850s. The potato famine and blight caused many German and Irish immigrants to flood the eastern shore of the United States, and upon their arrival, many headed westward. The settlers already there, many of them descendants of colonists who practiced the Protestant religion, were nervous about the newcomers and their Catholic religion, which many immigrants had practiced back in Europe. These newcomers also created an increased competition for jobs that many of the settlers felt were theirs.

Some nativists formed a movement that was somewhat jokingly given the name the Know Nothing movement. Members of the movement were for the most part anti-Catholic and anti-immigrant. The movement got its name because at first it was basically a secret society, and those involved claimed that they knew nothing about it. The Know Nothing movement did go on to become a political party known as the American Party—though it did not last for very long.

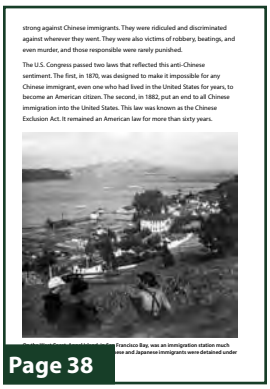
By the time immigration rose once again after the Civil War, the mood of the country had changed back to one of welcome. There was, however, one great exception. In the American West, a current of nativism continued to run



The American Patriot newspaper was published specifically to attack Catholic, and in particular, Irish immigrants. This is an example of the front page of an 1852 edition.

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Page 37


strong against Chinese immigrants. They were ridiculed and discriminated against wherever they went. They were also victims of robbery, beatings, and even murder, and those responsible were rarely punished.

The U.S. Congress passed two laws that reflected this anti-Chinese sentiment. The first, in 1870, was designed to make it impossible for any Chinese immigrant, even one who had lived in the United States for years, to become an American citizen. The second, in 1882, put an end to all Chinese immigration into the United States. This law was known as the Chinese Exclusion Act. It remained an American law for more than sixty years.

Page 38

At the same time, the California Gold Rush was attracting Chinese immigrants on the West Coast.

After reading the text, ask the following questions:

LITERAL—What is nativism?

» It is a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants.

LITERAL—In the 1850s, which immigrants did American nativists target?

» They targeted Catholic immigrants.

LITERAL—What was the Know-Nothing movement?

» It was a nativist anti-Catholic, anti-immigrant movement that became a political party called the American Party.

LITERAL—Whom did nativists target in the American West after the Civil War?

» Chinese immigrants

LITERAL—What nativist laws about Chinese immigration did the U.S. Congress pass?

» Congress passed one law that made it impossible for Chinese immigrants to become U.S. citizens and another law, called the Chinese Exclusion Act, which ended Chinese immigration to the United States.

"The Return of Nativism," Pages 39–41


Here you can see a Japanese immigrant mother and her child.

The Return of Nativism

The welcoming of European immigrants, however, continued into the 1880s. And then—ironically, at about the time the Statue of Liberty was placed on its pedestal in New York Harbor—the mood of America changed once more. By the 1890s, nativism had once again flared up.

The target of this flare-up was the New Immigration—immigrants from southern and eastern Europe. "These people are too different," cried nativists. "They are not like us. They speak strange languages, wear strange clothing, and they [illegible] either Catholic, Jewish, or Greek or Russian [illegible] from lands that have never known democracy.

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Page 39

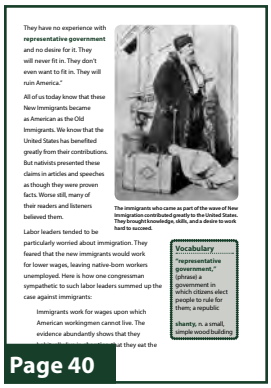
Scaffold understanding as follows:

Invite volunteers to read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms "representative government" and *shanty* when they are encountered in the text. Help students understand that the United States is a representative government—U.S. citizens elect local, state, and national leaders.

Note: Students in Core Knowledge schools may recall learning about representative government in the Grade 4 unit *The United States Constitution*.

SUPPORT—Make sure students understand that the quotation on pages 40–41 is a statement of opinion, not fact. The congressman's words reflect his nativist views and do not accurately portray the experiences of immigrants.


They have no experience with **representative government** and no desire for it. They will never fit in. They don't even want to fit in. They will ruin America."

All of us today know that these New Immigrants became as American as the Old Immigrants. We know that the United States has benefited greatly from their contributions. But nativists presented these claims in articles and speeches as though they were proven facts. Worse still, many of their readers and listeners believed them.

The immigrants who came as part of the wave of New Immigration contributed greatly to the United States. They brought knowledge, skills, and a desire to work hard to succeed.

Labor leaders tended to be particularly worried about immigration. They feared that the new immigrants would work for lower wages, leaving native-born workers unemployed. Here is how one congressman sympathetic to such labor leaders summed up the case against immigrants:

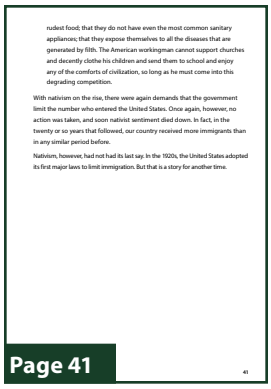
Immigrants work for wages upon which American workingmen cannot live. The evidence abundantly shows that they

Vocabulary

"representative government," (phrase) a government in which citizens elect people to rule for them; a republic

shanty, n. a small, simple wood building

Page 40


rudest food; that they do not have even the most common sanitary appliances; that they expose themselves to all the diseases that are generated by filth. The American workingman cannot support churches and decently clothe his children and send them to school and enjoy any of the comforts of civilization, so long as he must come into this degrading competition.

With nativism on the rise, there were again demands that the government limit the number who entered the United States. Once again, however, no action was taken, and soon nativist sentiment died down. In fact, in the twenty or so years that followed, our country received more immigrants than in any similar period before.

Nativism, however, had not had its last say. In the 1920s, the United States adopted its first major laws to limit immigration. But that is a story for another time.

Page 41

41

After volunteers read the text, ask the following questions:

EVALUATIVE—How was nativism in the 1890s different from nativism before the Civil War?

» Before the Civil War, nativists objected to Catholics. In the 1890s, they targeted New Immigrants from southern and eastern Europe, regardless of the immigrant's religion.

LITERAL—How were New Immigrants similar to Old Immigrants?

» Both became Americans, regardless of nativist claims.

EVALUATIVE—Why were labor leaders worried about immigration?

» They thought New Immigrants would work for lower wages, leaving native-born workers unemployed.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "What were the different reactions to the 'sudden flood' of particular groups of immigrants?"
- Have volunteers post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: "What were the different reactions to the 'sudden flood' of particular groups of immigrants?"

» Key points students should cite include: the United States opened a processing receiving station at Ellis Island to interview and check immigrants before they were allowed to stay in America; some people welcomed immigrants and felt they should be able to enjoy the blessings of liberty, just as *they* had generations before; some people started to fear immigrants and discriminated against them for their religion, their beliefs, and their willingness to take lower paying jobs; the U.S. government enacted several immigration laws to keep immigrants out.

- Choose one of the Core Vocabulary words (*symbol*, *colossus*, *nativism*, *nativist*, or *shanty*) or the phrase "representative government," and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Come View the Statue of Liberty! (RI.6.7) 45 MIN

Materials Needed: Internet access; paper or poster board; crayons, colored pencils, or markers

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos and images may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students they are going to take a virtual tour of the Statue of Liberty through several video clips. Tell students that at the end of their virtual tour, they are going to work in pairs to create a tourism poster for the Statue of Liberty, encouraging visitors to come tour the "colossus." Encourage students to take notes as they travel on the virtual tour.

Start the virtual tour with the video, *The Statue of Liberty for Kids* (4:41). Tell students to listen for details about the building of the statue, the materials used to make the statue, and its statistics (height, weight, etc.).

Then play the video, *Statue of Liberty & Ellis Island*—2 minute HD tour (2:15). Tell students that this video does not have narration, so they need to pay close attention to what the tour shows, what the people on the tour are doing, and what they see. Tell students they can use these observations in a poster they will be asked to create.

Finally, show the images on the Statue of Liberty Ellis Island Foundation website. There are six images to view. This website also has live cameras from the crown and the torch. You can manipulate the torch cam site to see different angles.

Pair students and allow them to work for twenty minutes to create a tourism poster inviting people to visit the Statue of Liberty. The poster should use words and images to identify at least three important facts about the statue. Circulate as they work to ask questions about their posters. Set aside a section of a wall in the classroom to display the posters. Use the rest of the class period to do a class presentation of the posters. Ask volunteer pairs to describe their work. Encourage the rest of the class to ask questions about the presented posters.

Interactive Tour of Ellis Island (RI.6.7) 45 MIN

Materials Needed: Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to an interactive tour may be found:

www.coreknowledge.org/ckhg-online-resources

Ask students whether they have a clear understanding of what Ellis Island was like when it was used to process immigrants entering the United States. Tell them they will get the chance to experience this famous receiving station through an interactive website.

If possible, let students experience the interactive website in pairs or small groups. If that's not possible, explore the website as a class. The site allows viewers to navigate ten steps of the process an immigrant would experience at Ellis Island. Each step has tabs leading to photographs or audio and video clips. These clips require the most recent version of Adobe Flash Player. Each step has a story as well as links to additional interesting facts. If you are visiting the website as a class, you may want to invite a volunteer or several volunteers to help you choose what to explore.

After students have completed a tour of the island, ask the following questions:

1. What is one new thing you learned about Ellis Island?
2. What surprises you the most about the immigrant experience at Ellis Island?
3. How do you think immigrants felt as they went through processing at Ellis Island? Give examples to support your opinion.
4. Do you want to visit Ellis Island? Why?

Encourage participation by the entire class in discussing these questions.

Interactive Game: City of Immigrants (RI.6.7) ACTIVITY LENGTH FLEXIBLE

Materials Needed: Internet access; *City of Immigrants* game set up on class computer or student workstations

Background for Teachers: The *City of Immigrants* game can be played online for free on the Mission US website. You will need to register on the site in order to do so.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the game website may be found:

www.coreknowledge.org/ckhg-online-resources

You may choose to play the game as a class or have students play the game in small groups at designated workstations. Whichever option you choose, you should play through the game at least once before asking students to do so. There are seven parts to the game, including the prologue and epilogue. Students will not likely complete all seven parts in one sitting, but completing even just the first several parts will be enough to give them a taste of the immigrant experience.

Note that this game requires Adobe Flash, which is not compatible with all browsers.

Introduce students to the game. Explain that it is a role-playing game. The player takes on the role of a Russian immigrant arriving in the United States. As the immigrant goes through the process of arriving in the country and getting settled, the player will make decisions for the immigrant. Play the Mission 4 Trailer to preview the game for students.

Because students will be role-playing as a group, they should discuss their choices before making a decision. Choices are presented in blue brackets on each screen. Make a choice by clicking on an option.

Have students play the game as a whole class or in small groups.

When students have finished, or have run out of time, debrief the students about the experience by asking these questions:

What challenges did Lena Brodsky face?

» Possible responses: She didn't speak English. She was a young woman traveling alone. She didn't know her way around the city.

Would Lena have had an easier time if she had been a boy?

» Maybe. The young men would not have approached her outside the immigration center.

Based on your experience as Lena, how do you think it felt to be an immigrant new to America?

» Possible responses: overwhelming, frightening.

Finding Your Roots (RI.6.7) 45 MIN

Materials Needed: Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that many people study their ancestry using records that are now available digitally.

Introduce the PBS series *Finding Your Roots*. Play the video clip titled "20th Century Italian Immigration . . . America the Melting pot or Not?," in which famous chef Tom Colicchio learns more about his great-grandfather's passage to America and his documentation at Ellis Island.

Another interesting *Finding Your Roots* episode features Derek Jeter. Students may recognize Jeter as the retired New York Yankees baseball player.

Please be aware that the video titled "The History Behind the Jeter Surname" addresses the fact that some of Derek Jeter's ancestors were enslaved people; the family surname, Jeter, is the name of the person who owned these enslaved individuals. Teachers should be prepared to discuss this practice, which was prevalent prior to the abolition of slavery.

(Please also note that a separate video clip included in this series and titled "Who Is Green Jeter's father?" may not be appropriate for viewing by your students. This particular clip discusses the likelihood that the slaveowner fathered Green Jeter, Derek Jeter's ancestor.)

Ask students if they have wondered about their own ancestors, and ask whether they or anyone in their family has ever researched and gathered information about their ancestors. Then have students interview a family member as a homework assignment. Ask students to write a paragraph describing what they learned about their ancestors through their interview. In class, invite volunteers to share what they learned about their ancestors.

Old and New Immigration (RI.6.1, RI.6.2) — 30 MIN

Activity Page



AP 4.1

Materials Needed: Sufficient copies of Old and New Immigration (AP 4.1)

Distribute AP 4.1, Old and New Immigration, and direct students to compare and contrast Old Immigration with New Immigration using the Venn Diagram.

This activity may be assigned for homework.

CHAPTER 5

Becoming American

The Big Question: Why do you think "becoming an American" was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?

Primary Focus Objectives

- ✓ Compare and contrast first-, second-, and third-generation Americans. **(RI.6.1, RI.6.4)**
- ✓ Understand the assimilation process of immigrant groups into American society. **(RI.6.3)**
- ✓ Explain the significance of the term *melting pot* to the history of immigration in the United States. **(RI.6.3, RI.6.4)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *crucible*, *synagogue,* and *naturalize*. **(RI.6.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "Becoming American":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- American coins in various denominations
- Internet access
- Sufficient copies of "I Am an American" (FE 1)
- Blank sheets of white construction paper
- Crayons, markers, or colored pencils

Core Vocabulary **(Student Reader page numbers listed below)**

crucible, n. a container used for melting substances at a very high heat **(42)**

Example: We used a crucible to melt the gold so we could pour it into the jewelry mold.
Variations: crucibles

synagogue, n. a Jewish house of worship **(44)**

Example: The Jewish family attended Sabbath services at the synagogue.
Variations: synagogues

naturalize, v. to allow someone from another country to become a citizen **(48)**

Example: The U.S. government has a detailed process to naturalize immigrants.
Variations: naturalization (noun)

The Core Lesson 35 min

Introduce "Becoming American" 5 min

Refer back to the Chapter 4 Timeline Cards. Ask students about the significance of the Statue of Liberty and Ellis Island in relation to the new wave of immigration to the United States.

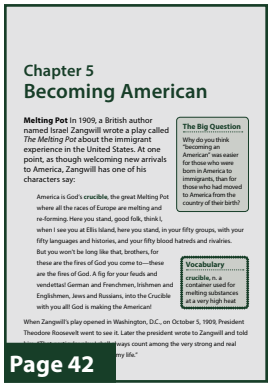
Then ask students how they would define the word *American*. What does it mean to be an American? What do all Americans have in common? Is there such a thing as a typical American? Write students' ideas on the board or chart paper. Tell them that they are going to read about the challenges the new immigrants faced as they tried to become Americans.

Call students' attention to the Big Question. Tell students to look for examples in the text that show how "becoming an American" was easier for those who were born in America to immigrants than for those who had moved to America from their country of birth.

Guided Reading Supports for "Becoming American" 30 min

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Melting Pot," Pages 42–44


Chapter 5
Becoming American

Melting Pot In 1909, a British author named Israel Zangwill wrote a play called *The Melting Pot* about the immigrant experience in the United States. At one point, as though welcoming new arrivals to America, Zangwill has one of his characters say:

The Big Question
Why do you think "becoming an American" was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?

America is God's **crucible**, the great Melting Pot where all the races of Europe are melting and re-forming. Here you stand, good folk, think I, when I see you at Ellis Island, here you stand, in your fifty groups, with your fifty languages and histories, and your fifty blood hatreds and rivalries. But you won't be long like that, brothers, for these are the fires of God you come to—these are the fires of God. A fig for your feuds and vendettas! German and Frenchmen, Irishmen and Englishmen, Jews and Russians, into the Crucible with you all! God is making the American!

Vocabulary
crucible, n. a container used for melting substances at a very high heat

When Zangwill's play opened in Washington, D.C., on October 5, 1909, President Theodore Roosevelt went to see it. Later the president wrote to Zangwill and told

Page 42

Scaffold understanding as follows:

Read the section on pages 42–44 aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *crucible* when it is encountered in the text. Make sure students understand that Zangwill's use of the word is figurative. Just like a crucible melts metals so they can be blended together, the United States blends together the cultures of all the people who have come here.

SUPPORT—Point out the terms *feuds* and *vendettas* in the Zangwill quotation. Make sure students understand the meanings of the terms. (*long-lasting arguments; long-lasting series of vengeful acts*)


Page 43

SUPPORT—Write the motto *e pluribus unum* on the board or chart paper. Show students some coins, and have them find the motto on each one. Explain that this Latin phrase means "out of many, one"—in other words, a single nation made up of many different individuals. Relate the motto to Israel Zangwill's description of the American melting pot.

After you read the text, ask the following questions:

LITERAL—Who was Israel Zangwill?

» He was a British author. He was the son of Russian and Jewish immigrants. He wrote a play called *The Melting Pot* about the American immigrant experience.

LITERAL—What does *e pluribus unum* mean? Why is it written on coins?

» It means "out of many, one." It was originally placed on American coins to represent the fact that, under the U.S. Constitution, many individual states make up one nation. The melting pot image may have given new meaning to this motto, i.e., from many people from different countries and cultures, come one people, Americans.

"The First Generation," Pages 44–46


Ever since then, Zangwill's image of a melting pot has been used by many to describe the process by which immigrants become American—mixing together socially, perhaps marrying one another, or maybe just living side by side. You will find on American coins the motto *e pluribus unum*, which is Latin for "out of many, one." That refers to the creation of a single nation out of many states under the American Constitution. But the melting pot image seemed to give the motto a new meaning. Out of many different peoples, one people: the American people.

Was Israel Zangwill correct? Is that what happens? That question is a difficult one, and not everyone would answer it the same way. We can say this much for sure: If the image of a melting pot does fairly describe how immigrant peoples become Americans, then for most of these peoples the melting process took a long time—often several generations—to work. And it was rarely easy.

The First Generation

A great many of the new arrivals—the first-generation Americans—were not in a hurry to "become American." You'll remember that usually the members of each group lived together in neighborhoods, where they could be with people from their country of origin. They at first felt most comfortable around people who came not only from their own country but sometimes even from their own village. These were people they could depend on to help them make their way in the strange new world.

As much as possible, first-generation Americans tried to recreate the familiar ways of their old life. First and foremost was their religious life. Every immigrant group since the Pilgrims and the Puritans had made their religion a priority. From their small wages, they scraped together money to build their own church or **synagogue**. There, with others who spoke the same language, they shared religious customs and holidays and taught their

Vocabulary
synagogue, n. a Jewish house of worship

and daughters

Page 44


In New York City, just as in other cities across America, new immigrants were attracted to neighborhoods where people from their own country lived. This photograph shows immigrants in the Lower East Side of New York City in the early 1900s.

would meet and marry their own kind. They founded their own cemeteries, for it was important that they not be buried among strangers. In time, they also set up their own nursing homes, orphanages, and hospitals.

The foreign language newspaper was another important part of immigrant life. In 1900, there were more than one thousand such newspapers in the United States, and in dozens of languages. Through these newspapers, immigrants kept up with news of the old villages back home, as well as the things happening in their new country. The news of marriages, births, deaths, and activities in their own immigrant communities was of particular interest. Such news was not likely to be carried in the city's English-language newspapers.

hoods and reading newspapers in their own

ns of becoming American? Or did these things

45

Page 45

Scaffold understanding as follows:

Have students read the section independently.

CORE VOCABULARY—Point out the vocabulary term *synagogue,* and explain its meaning. Make sure students understand that a synagogue is a house of worship, similar to a church or a mosque.

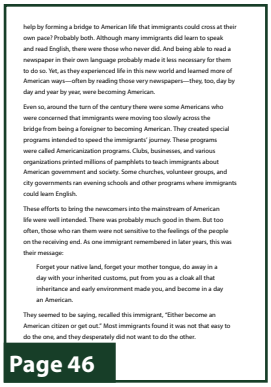
SUPPORT—Point out the reference to the Pilgrims and the Puritans in the second paragraph of the section. Students in Core Knowledge schools may recall learning about the Pilgrims and Puritans in the Grade 3 unit *The Thirteen Colonies*. Remind students that these were the Europeans who first settled the Plymouth and Massachusetts Bay colonies in the 1600s.

SUPPORT—Help students understand the dilemma that first-generation immigrants faced: they wanted to maintain their own culture and become Americanized at the same time. It was—and still is—a difficult balance to achieve.

After students read the text, ask the following questions:

LITERAL—Where would you most likely find first-generation immigrants living?

» They would be in neighborhoods with others from their home country.


help by forming a bridge to American life that immigrants could cross at their own pace? Probably both. Although many immigrants did learn to speak and read English, there were those who never did. And being able to read a newspaper in their own language probably made it less necessary for them to do so. Yet, as they experienced life in this new world and learned more of American ways—often by reading those very newspapers—they, too, day by day and year by year, were becoming American.

Even so, around the turn of the century there were some Americans who were concerned that immigrants were moving too slowly across the bridge from being a foreigner to becoming American. They created special programs intended to speed the immigrants' journey. These programs were called Americanization programs. Clubs, businesses, and various organizations printed millions of pamphlets to teach immigrants about American government and society. Some churches, volunteer groups, and city governments ran evening schools and other programs where immigrants could learn English.

These efforts to bring the newcomers into the mainstream of American life were well intended. There was probably much good in them. But too often, those who ran them were not sensitive to the feelings of the people on the receiving end. As one immigrant remembered in later years, this was their message:

> Forget your native land, forget your mother tongue, do away in a day with your inherited customs, put from you as a cloak all that inheritance and early environment made you, and become in a day an American.

They seemed to be saying, recalled this immigrant, "Either become an American citizen or get out." Most immigrants found it was not that easy to do the one, and they desperately did not want to do the other.

Page 46

LITERAL—What were the Americanization programs, and why were they created?

» They were programs run by churches, volunteer groups, and city governments to help immigrants become Americanized more quickly.

EVALUATIVE—How were the efforts to create Americanization programs received?

» Many thought they were useful in providing an opportunity for the immigrants to learn about the American government and to learn English. Others may have felt they were insensitive to the feelings of recent immigrants, who may have been reluctant to immediately discard the customs and traditions of their native countries.

"The Second Generation," Pages 47–48


The Second Generation

It was the second generation—the American-born children of the immigrants—who succeeded in crossing the bridge to the American side much more successfully. More than anything else it was the American public school that helped them make that crossing. In those schools, the children of the immigrants learned to speak and write English. American-born teachers taught them about American history and American government; and all the while, in school and out, these second-generation Americans were becoming accustomed to American ways, tastes, habits, dress, and beliefs that touched on every part of their lives.

As these children became Americans, differences often arose between them and their immigrant parents. Many parents wanted to hold on to their traditional views of family life: the proper relationship of wife to husband, of child to parent, of young to old. To them, America seemed to be teaching their

In schools across America, the children of immigrants learned a new language and all about their adopted country. Here, the children of Italian immigrants at school in New York

47

Page 47

Scaffold understanding as follows:

Have students read the section independently.

SUPPORT—Make sure students understand the concept of "second generation." The first generation are the immigrants who traveled from Europe, Asia, or elsewhere to the United States. The second generation are the children of these immigrants, the children who are born in the United States. Often, these children serve as a bridge for their parents. Because these children grow up in America, they understand American language and culture better than their parents, who learn those things as adults. These second-generation immigrants often serve as translators and cultural interpreters for the older generation.

After students read the text, ask the following questions:

LITERAL—Who were second-generation immigrants?

» They were the children of first-generation immigrants.

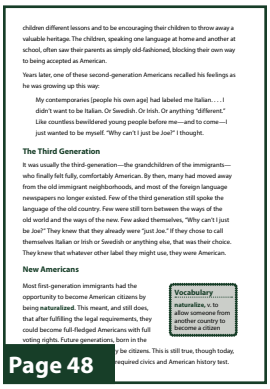
EVALUATIVE—What was the biggest influence on second-generation immigrants becoming more American than their parents?

» American public schools were the biggest influence.

EVALUATIVE—What was the biggest struggle between first-generation immigrants and their children?

» Many first-generation immigrants felt their children were losing their connection to their family and their culture. Many first-generation immigrants wanted their children to hold on to their traditional views.

"The Third Generation," Page 48


children different lessons and to be encouraging their children to throw away a valuable heritage. The children, speaking one language at home and another at school, often saw their parents as simply old-fashioned, blocking their own way to being accepted as American.

Years later, one of these second-generation Americans recalled his feelings as he was growing up this way:

> My contemporaries [people his own age] had labeled me Italian. . . . I didn't want to be Italian. Or Swedish. Or Irish. Or anything "different." Like countless bewildered young people before me—and to come—I just wanted to be myself. "Why can't I just be Joe?" I thought.

The Third Generation

It was usually the third-generation—the grandchildren of the immigrants—who finally felt fully, comfortably American. By then, many had moved away from the old immigrant neighborhoods, and most of the foreign language newspapers no longer existed. Few of the third generation still spoke the language of the old country. Few were still torn between the ways of the old world and the ways of the new. Few asked themselves, "Why can't I just be Joe?" They knew that they already were "just Joe." If they chose to call themselves Italian or Irish or Swedish or anything else, that was their choice. They knew that whatever other label they might use, they were American.

New Americans

Most first-generation immigrants had the opportunity to become American citizens by being **naturalized**. This meant, and still does, that after fulfilling the legal requirements, they could become full-fledged Americans with full voting rights. Future generations, born in the

Vocabulary
naturalize, v. to allow someone from another country to become a citizen

be citizens. This is still true, though today, required civics and American history test.

Page 48

Scaffold understanding as follows:

Invite a volunteer to read the section aloud.

SUPPORT—Make sure students understand that the third generation of an immigrant family is the second generation born in America. They are the grandchildren of the first generation of immigrants.

After the volunteer reads the text, ask the following questions:

LITERAL—Who were the third-generation immigrants?

» They were the children of the second-generation immigrants and the grandchildren of the first-generation immigrants.

EVALUATIVE—Why might third-generation immigrants be considered the most American of the three generations?

» Many of them had moved away from their childhood neighborhoods. They were speaking, reading, and writing mostly in English. They felt fully American.

"New Americans," Pages 48–49


Today the phrase *melting pot* in many ways has been replaced by the word *mosaic*—something that is made from many different shapes, sizes, colors, and parts. So perhaps we can say that the history of America resembles the creation of a mosaic. Would you agree?

At the naturalization ceremony, which all new citizens take part in, they take the Oath of Allegiance.

Page 49

49

Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term *naturalize* when it is encountered in the text. Explain that the process of becoming a citizen is called *naturalization*.

SUPPORT—Students in Core Knowledge schools may recall taking a civics or citizenship test in Grade 5. Explain that this test is similar to the one that immigrants take as part of their naturalization process.

After you read the text, ask the following questions:

LITERAL—What does it mean to become a naturalized American citizen?

» It means fulfilling legal requirements to become an American citizen with the same rights and responsibilities as people who are born in the United States.

LITERAL—What is one requirement for becoming a naturalized American citizen?

» Immigrants must pass a civics and American history test.

INFERENTIAL—Why were second-generation and third-generation immigrants automatically American citizens?

» They were born in the United States.

Timeline

- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why do you think 'becoming an American' was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?"
- Post the image cards to the Timeline under the dates referencing the 1900s and the 2000s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: "Why do you think 'becoming an American' was easier for those who were born in America to immigrants, than for those who had moved to America from the country of their birth?"

  » Key points students should cite include: Those who came to America often settled in communities with others from their birth country; they continued to speak their native language; they read newspapers printed in their native language. Those who were born to immigrants were influenced by American public schools; they did not tend to stay in their communities; they may have gone through Americanization programs.

- Choose one of the Core Vocabulary words (*crucible, synagogue,* or *naturalize*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–5 (RI.6.4, L.6.6) 30 min

Activity Page

AP 5.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 1–5, and direct students to match each word with its definition to review the vocabulary terms they have learned in their reading of *Immigration*.

This activity may be assigned for homework.

I Am an American (RI.6.3, RI.6.6) 45 MIN

Materials Needed: Sufficient copies of "I Am an American" by Elias Lieberman (FE 1); blank sheets of white construction paper; crayons, markers, or colored pencils

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Introduce poet Elias Lieberman. He was born in St. Petersburg, Russia, in 1883. He was one of the many Russian Jews who emigrated from Russia to the United States—he came at the age of seven with his family. He graduated from the City College of New York and became an English teacher. He later worked for the New York Board of Education. He was a poet, and his most famous poem, which students will read today, was published in 1916.

Ask a volunteer to read the poem aloud. Ask students to share their initial impressions of the poem. When students respond, ask follow-up questions, such as what words in the poem made them feel that way.

Then have students read the poem silently to themselves.

When students are done, ask the following questions:

1. Why do you think Lieberman wrote the poem?
   - » Possible response: Lieberman wanted to express what it means to him to be an American.
2. How does Lieberman convey his point of view in the poem?
   - » He describes how his ancestors were persecuted in Russia, and he describes how his ancestors helped build America once they moved here. He writes poetically about the American flag and what it means to him.
3. Describe Lieberman's use of the phrase "the dream of America."
   - » The dream of America came to his ancestors, who were unhappy in Russia. It was a dream because it didn't seem real, but then it became real when they immigrated to America.

4. What vow did Lieberman promise to keep?

    » He swore he would stand up for the American flag, the emblem of the promised land. His father told him to live for it and die for it. Lieberman vowed that he would.

Ask students to write a short poem starting with the words, "I am," that expresses what it means to them to be an American. Have them draft the poems in their notebooks, then transfer their finished poems to the white construction paper. Encourage them to add symbols or other images to their poems. Display the poems on a wall in the classroom.

We the People: Becoming a Naturalized Citizen (RI.6.3, RI.6.6) 45 MIN

Materials Needed: Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos and citizenship resources may be found:

www.coreknowledge.org/ckhg-online-resources

Introduce the topic of becoming a naturalized citizen in the United States by playing the video *A Promise of Freedom* (12:06) on the U.S. Citizenship and Immigration Services website. Tell students this video focuses on the history and founding of our nation and on the important rights and responsibilities of U.S. citizens.

Tell students that the U.S. Citizenship and Immigration Services website provides information, including a detailed list explaining all the steps necessary for becoming a U.S. Citizen. Those steps include:

1. Determining if you are already a U.S. citizen: you are if you are born in the United States or a territory of the United States, or if at least one of your parents is a U.S. citizen.
2. Determining if you are eligible to become a U.S. citizen: generally, you must be 18 years old, have been a permanent resident for at least five years, and meet all other eligibility requirements.
3. Completing an application for naturalization
4. Submitting the application, required documents, fees, and passport-style photographs
5. Completing a background check with the FBI
6. Completing an interview at a U.S. Citizenship and Immigration Services office
7. What to do when you receive a decision regarding your application (it may be granted or it may be denied)
8. Taking the Oath of Allegiance to the United States (if your application was granted)

Take students to the citizenship test. Read aloud the description at the top of the page. Scroll through the questions, and read a few aloud to see whether students can answer them.

Then take students to the civics practice test on the U.S. Citizenship and Immigration Services website.

Finally, watch the video *Oath of Citizenship* (2:28) presented by the History Channel to show students what the naturalization ceremony looks like.

UNIT 7

Teacher Resources

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Performance Task: *Immigration* 70

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- Starting Over (AP 2.2) 77
- Old and New Immigration (AP 4.1) 79
- Domain Vocabulary: Chapters 1–5 (AP 5.1) 80

Answer Key: *Immigration*—Unit Assessment and Activity Pages 81

The following fiction excerpt can be downloaded at:

www.coreknowledge.org/ckhg-online-resources

- "I Am an American" by Elias Lieberman (FE 1)

Name _____ Date _____

Unit Assessment: *Immigration*

A. Circle the letter of the best answer.

1. Which country did *not* contribute many early settlers, or immigrants, to America?

a) Poland
b) Holland
c) England
d) Germany

2. The potato blight struck which country?

a) England
b) Russia
c) Ireland
d) United States

3. Which city was a port of entry to the United States for many Asian immigrants?

a) Boston
b) New York
c) New Orleans
d) San Francisco

4. What made the United States so attractive to European farmers?

a) temperate climate
b) plenty of land available
c) both a and b
d) neither a nor b

5. Before the Civil War, which group of immigrants took the hardest, lowest-paying jobs?

a) the Chinese
b) the Italians
c) the Irish
d) the Germans

6. What is a tenement?

a) a kind of food from Germany
b) a boat that carried immigrants
c) a crowded apartment building
d) a tool for building canals

7. Why did immigration to the United States slow down during the mid-1860s?

a) improvements in European economy

b) the French Revolution

c) the expense of the voyage

d) the Civil War

8. What is the name for the wave of immigration to the United States after the Civil War?

a) westward movement

b) manifest destiny

c) Old Immigration

d) New Immigration

9. After the Civil War, where did most immigrants settle?

a) mountains

b) cities

c) farmland

d) suburbs

10. What kinds of jobs were open to most New Immigrants?

a) farming

b) teaching

c) law

d) factory and construction

11. Immigrants from China and Japan tended to settle in which region of the United States?

a) East

b) South

c) West

d) Midwest

12. Where does the Statue of Liberty stand?

a) New York Harbor

b) Plymouth Rock

c) Jamestown Harbor

d) San Francisco Bay

13. Which country gave the Statue of Liberty to the United States?

a) Germany

b) Italy

c) France

d) England

14. Which was the first stop in the United States for most European immigrants after 1892?

- **a)** Long Island
- **b)** Liberty Island
- **c)** Angel Island
- **d)** Ellis Island

15. In 1882, all immigrants from which country were banned from entering the United States?

- **a)** Russia
- **b)** Germany
- **c)** China
- **d)** Italy

B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

Terms	Definitions
_____ **16.** descendant	**a)** the act of leaving one country to settle permanently in another
_____ **17.** discrimination	**b)** treated cruelly or unfairly
_____ **18.** emigration	**c)** to allow someone from another country to become a citizen
_____ **19.** immigration	**d)** someone who is related to a person or a group of people who lived in the past
_____ **20.** nativism	**e)** the act of coming to live permanently in a new country
_____ **21.** naturalize	**f)** a statue that is larger than life-size
_____ **22.** persecuted	**g)** unfair treatment of a person or group because of beliefs about that group of people
_____ **23.** tenement	**h)** a government in which citizens elect people to rule for them; a republic
_____ **24.** representative government	**i)** a policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants
_____ **25.** colossus	**j)** an apartment building, often overcrowded and in need of repairs, usually in a city slum

Performance Task: *Immigration*

Teacher Directions: The story of immigration in the United States is one of change. Immigrants made monumental changes in their lives when emigrating from their countries of birth; cities changed with the influx of new people; neighborhoods changed as immigrant families moved in and moved out; industries changed with an ever-increasing workforce formed by multiple ethnicities; and families changed as new generations were born in the United States.

Ask students to work with a classmate to plan, prepare, and present a role-play showing a conversation between an immigrant to the United States and his or her American-born child or grandchild, in which they discuss whether it is better to hold on to customs from the old country or try to be entirely American in their new country. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to base their conversation on information from the lesson and class activities. Students should also show how parents and children (or grandparents and grandchildren) might reach a compromise in their discussion.

Characters	**Immigrant from Russia; son of immigrant**
Old Country Ways	Life was tough in Russia. We were persecuted for being Jewish. We had a tough time supporting our family. We decided to pursue the American dream. We wanted to come to the land of opportunity. We wanted to keep our language, our customs, Russian friends.
Argument	It is easier to live in America and deal with all the changes when we are comfortable in our houses and our neighborhoods, speaking our home language, reading newspapers in our home language, cooking our traditional food, and socializing with other Russians.
New Country Ways	America has many opportunities; you can: go to American public schools; learn English and other languages; play sports; make new friends; learn new skills; do what you can to be considered American.
Argument	It is easier to live in America and deal with the changes by following American customs and accepting the American way of life.
Resolution	Find a compromise in which immigrant learns some new "American" skills and traditions, and child or grandchild keeps some of the "old country" skills and traditions.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their role-play using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their role-plays.

Above Average	Role-play is accurate, detailed, and persuasive. The references clearly show students understand the feelings of the characters. Pairs present a clear argument and a proper resolution. Students' conversation is clearly articulated and focused, and demonstrates a strong understanding of the subjects discussed, using five details or more; a few minor errors may be present.
Average	Role-play is mostly accurate and somewhat detailed. The references show students mostly understand the feelings of the characters. Pairs present an argument and a resolution. Students' conversation is focused and demonstrates control of conventions, using four details; some minor errors may be present.
Adequate	Role-play is mostly accurate but lacks detail. The role-play shows how characters would interact but references few details from the text. Pair presents a weak argument and resolution, using three or fewer details. Students' conversation may exhibit issues with organization, focus, or control of standard English grammar.
Inadequate	Role-play is incomplete and demonstrates a minimal understanding of the content in the unit. Pair demonstrates incomplete or inaccurate knowledge of immigrants and American-born citizens. Students' conversation may exhibit major issues with organization, focus, or control of standard English grammar.

Name _____ Date _____

Performance Task Activity: *Immigration*

Work with a classmate to plan, prepare, and present a conversation between an immigrant to the United States and his or her American-born child or grandchild, discussing whether it is better to hold on to customs from the old country or try to be entirely American in their new country. You should try to include three to five specific details or examples in your conversation.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *Immigration*.

Name _____ Date _____

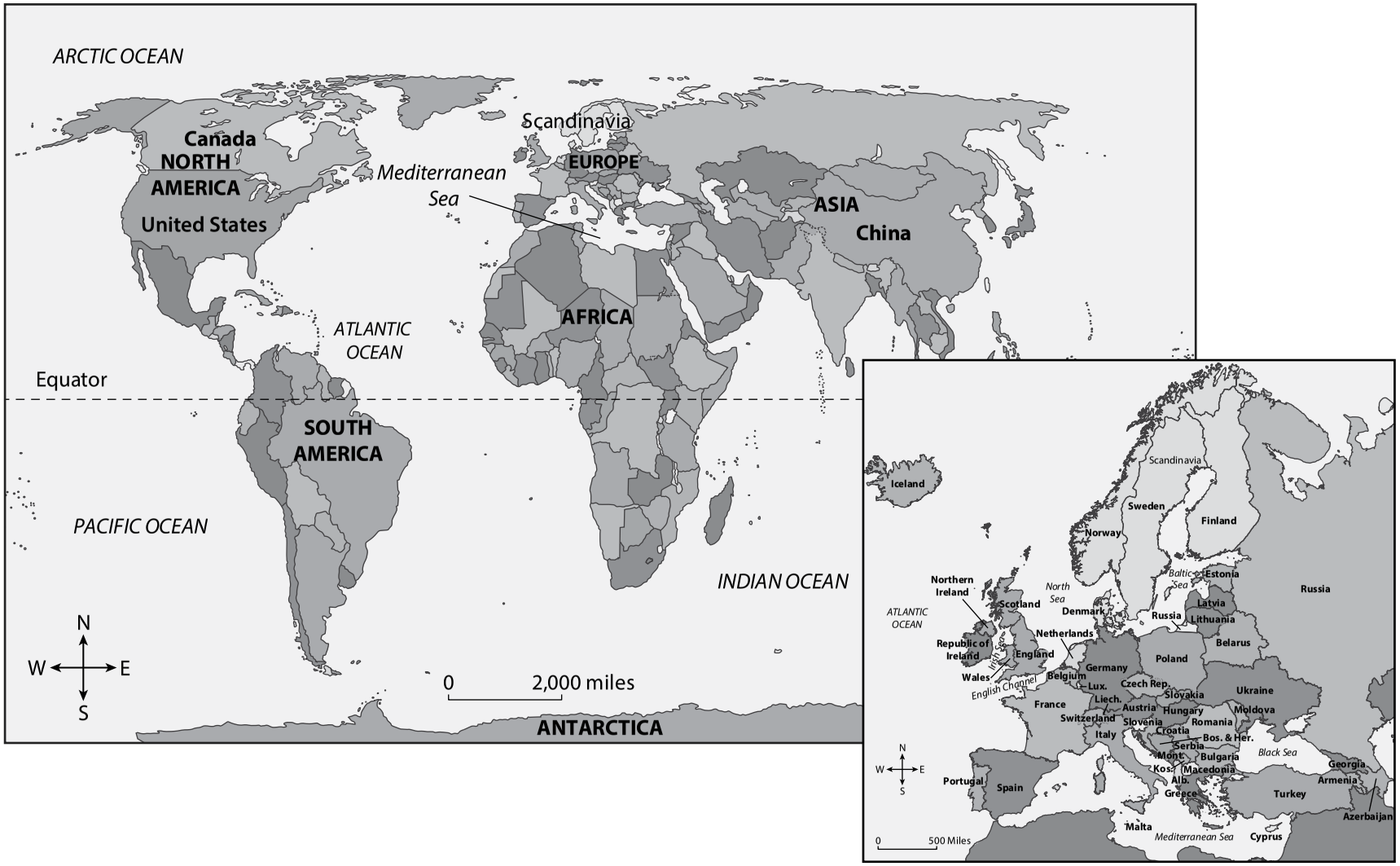
Immigration Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to *Immigration*. You do not need to complete the entire table to plan and prepare your role-play, but you should try to have three to five specific examples of immigrant life in the United States.

Characters	**Immigrant from _____; son/daughter of immigrant or grandson/granddaugher of immigrant**
Old Country Ways	What was life like in _____? Why did I leave?
Argument	
New Country Ways	What is good about life in America? How do people know I'm an American?
Argument	
Resolution	

Name _____ Date _____

World Map



Name _____ Date _____

Activity Page 1.2 — Use with Chapter 1

The Great Famine

Read the passage, and answer the questions that follow.

In 1845, a plant disease called "blight" destroyed Ireland's potato crops. The Irish were very dependent on this crop because they grew almost nothing else. The famine that resulted set off a huge wave of Irish immigration to the United States in the mid-1800s. During this time, approximately 1.3 million Irish emigrated overseas, with 70 percent going to the United States.

There were two ways one could sail to the United States—either in standard class or in steerage. Standard class passengers had berths [beds] and could walk on the deck. Steerage passengers were crowded together below deck and often were not allowed up on the deck. For most emigrants*, steerage was all they could afford. Many captains of the privately owned and unregulated ships grossly overcrowded their ships with emigrants in order to get more fares. The ships became known as "coffin ships."

Stephen de Vere sailed to America in steerage in 1847. He wrote afterward:

> Hundreds of poor people, men, women and children of all ages huddled together without light, without air, wallowing in filth and breathing a fetid [bad-smelling] atmosphere, sick in body, dispirited in heart; the fevered patients lying beside the sound [healthy], by their agonized ravings disturbing those around. The food is generally ill-selected and seldom sufficiently cooked in consequences of the insufficiency and bad construction of the cooking places. The supply of water, hardly enough for cooking and drinking, does not allow for washing.

1. Why were so many people forced to leave Ireland in the mid-1800s?

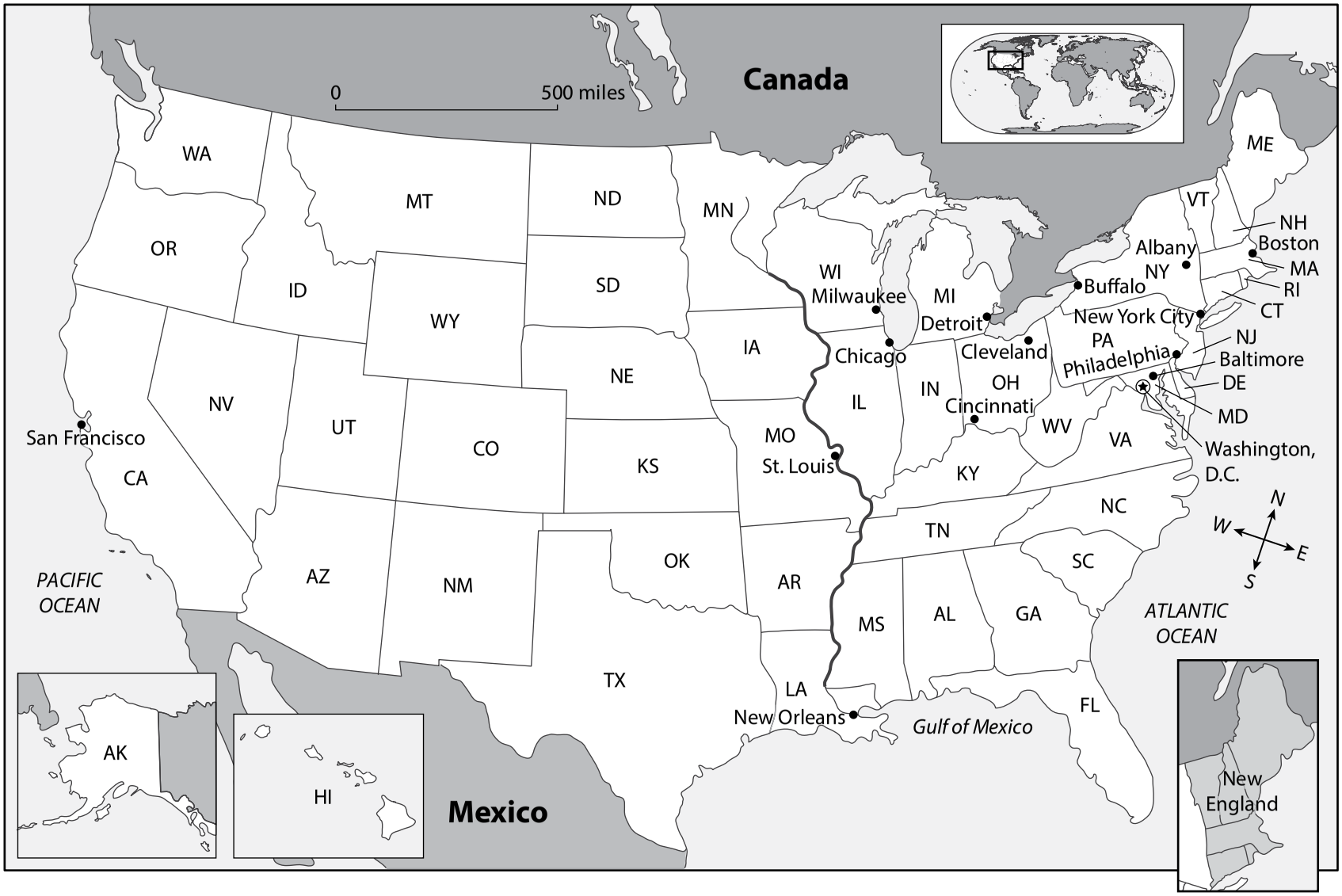
2. Why were the ships in which immigrants sailed to the United States referred to as "coffin ships"?

3. What did de Vere say about conditions on the Atlantic voyage?

*Tell students that *emigrant* is sometimes used to refer to people who are leaving their country to settle permanently in another, while *immigrant* refers to people coming to a new country to permanently settle.

Name _____ Date _____

Map of the United States



Name _____ Date _____

Activity Page 2.2 — Use with Chapter 2

Starting Over

Answer the questions as you read the chapter. For each question, write down the page(s) where you found the answer.

1. How long did the voyage to America in the early 1800s last? (page _____)

2. What was traveling to America in the early 1800s like? What were some of the conditions on the ships? (page _____)

3. How did immigrants with money and skills decide where to settle once they arrived? (page _____)

4. Why did skilled workers tend to stay in the cities? (page _____)

5. Why did many poor farmers tend to stay in the cities? (page _____)

Name _____ Date _____

Activity Page 2.2 (*Continued*) **Use with Chapter 2**

Starting Over

6. What were some of the jobs that immigrants did in the cities? (page _____)

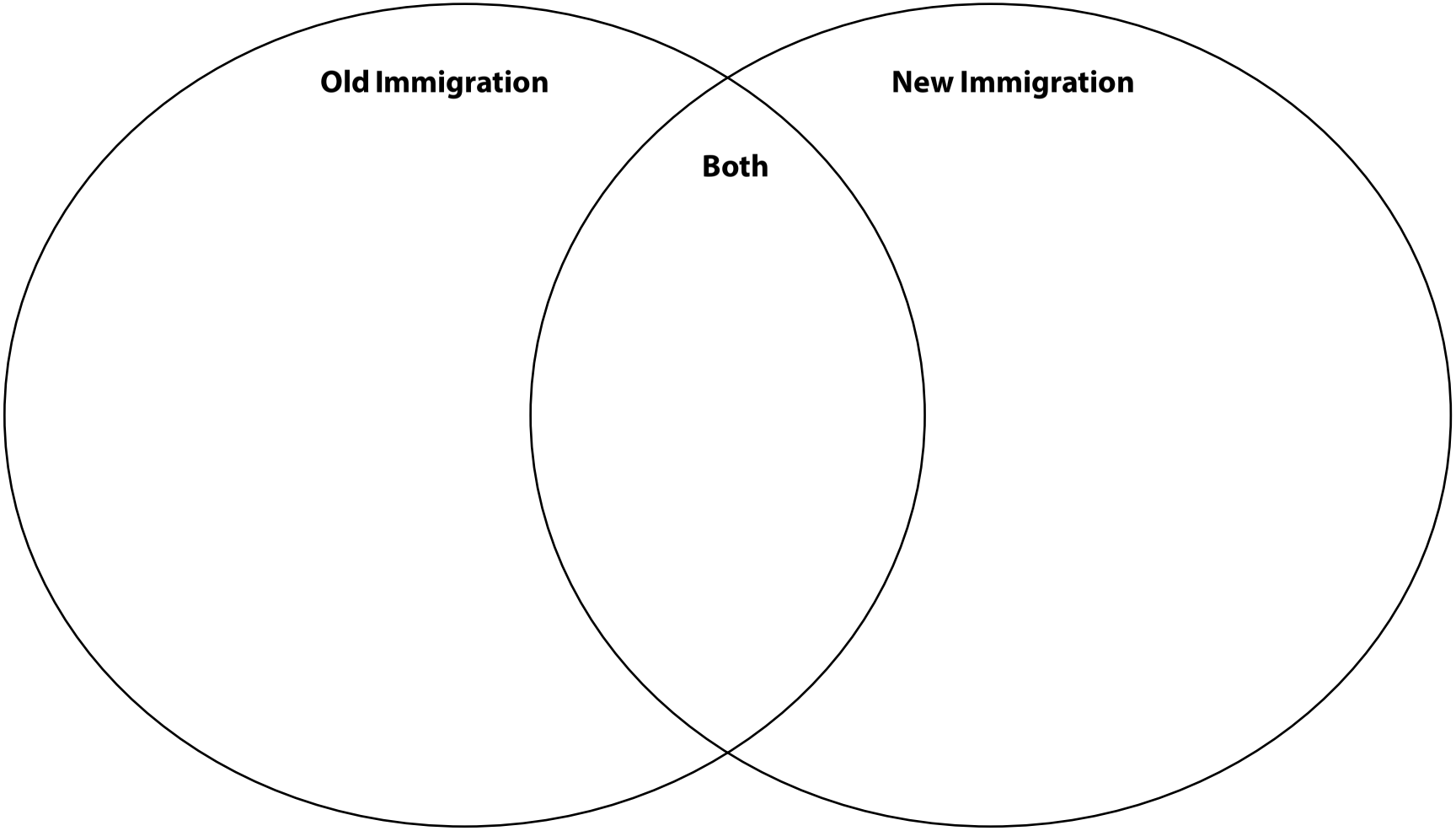
7. Where were many tenements located? What were they like? (page _____)

Name _____ Date _____

Old and New Immigration

Review Chapters 1–4 for information about the Old Immigration and the New Immigration.

- What characteristics did the two waves of immigration share? Write your answers in the overlapping area of the two circles.
- How was each wave of immigration to America unique? Write your answers in the outer sections of each circle.



Name _____ Date _____

Activity Page 5.1 **Use with Chapter 5**

Domain Vocabulary: Chapters 1–5

Match each word on the left with its definition on the right. Write the correct letter on the line.

1.	_____ immigration	**a)**	policy of giving preference to people who are from a specific country, or who already live in a country, rather than to immigrants
2.	_____ synagogue	**b)**	a disease that causes plants to dry up and die
3.	_____ crucible	**c)**	someone who is related to a person or group of people who lived in the past
4.	_____ freight	**d)**	a statue that is larger than life-size
5.	_____ symbol	**e)**	the act of coming to live permanently in a new country
6.	_____ tenement	**f)**	the act of leaving one country to settle permanently in another
7.	_____ emigration	**g)**	a factory where food is packaged in cans
8.	_____ nativism	**h)**	a Jewish house of worship
9.	_____ descendant	**i)**	unfair treatment of a person or group because of beliefs about that group of people
10.	_____ economic	**j)**	shipped goods; cargo
11.	_____ pogrom	**k)**	an object or picture that stands for something else
12.	_____ colossus	**l)**	relating to the management of money and resources
13.	_____ discrimination	**m)**	an organized killing of a group of people
14.	_____ cannery	**n)**	an apartment building, often overcrowded and in need of repairs
15.	_____ blight	**o)**	a container used for melting substances at a very high heat
16.	_____ naturalize	**p)**	to allow someone from another country to become a citizen

Answer Key: *Immigration*

Unit Assessment (pages 66–69)

A. **1.** a **2.** c **3.** d **4.** c **5.** c **6.** c **7.** d **8.** d **9.** b **10.** d **11.** c **12.** a **13.** c **14.** d **15.** c

B. **16.** d **17.** g **18.** a **19.** e **20.** i **21.** c **22.** b **23.** j **24.** h **25.** f

Activity Pages

The Great Famine (AP 1.2) (page 75)

1. A blight destroyed Ireland's potato crop, and that forced more than a million Irish to leave Ireland.
2. They were referred to as "coffin ships" because many passengers became sick or died during the passage to the United States.
3. He describes the conditions as crowded, smelly, filthy, and lacking food and water.

Starting Over (AP 2.2) (pages 77–78)

1. It lasted one to three months, depending on the weather. (page 14)
2. Immigrants slept in large airless rooms, taking turns sleeping on bunkbeds. Sometimes they could go above deck and get fresh air, but on bad or cold days, they stayed in the airless room. Many got seasick. Passengers were expected to bring their own food. They could buy food from the captain, but it was usually very expensive. The ship's captain provided a stove for passengers to share and some drinking water. (page 14)
3. Farmers with enough money bought farmland. Skilled workers went where their skills were in demand. Immigrants also settled where friends, family, and other members of their homeland had already settled. (pages 14–15)
4. That is where they could find customers for their services. (pages 15–16)
5. They were too poor to buy a farm. They needed to find work in the cities to earn money. (page 16)
6. Immigrants swept streets, loaded and unloaded ships, cleaned stables, hauled trash, dug ditches, carried heavy loads, worked as maids, and cleaned houses. (page 16)
7. Tenements were located in large cities, such as New York City. They were usually crowded and in bad shape. People of many different cultures lived close to each other. (pages 18–19)

Old and New Immigration (AP 4.1) (page 79)

Old Immigration: before Civil War; most were from northern and western Europe and British Isles, also Africans who were enslaved; many settled in Midwest on farms; many were skilled workers who settled in cities; mostly Protestants.

New Immigration: after Civil War; most were from southern and eastern Europe, as well as Asia; most settled in cities; many were unskilled workers who took factory jobs and became laboring class; many Catholics, Jews, and Orthodox Christians; saw Statue of Liberty in New York Harbor.

Both: All immigrants from other continents crossed an ocean; all except enslaved Africans left home for economic and personal reasons; some did not come from democratic countries; few were wealthy; all hoped for a better life.

Domain Vocabulary: Chapters 1–5 (AP 5.1) (page 80)

1. e
2. h
3. o
4. j
5. k
6. n
7. f
8. a
9. c
10. l
11. m
12. d
13. i
14. g
15. b
16. p