Vocabulary Builder

SECTION 1

1. Ellis Island
2. benevolent society
3. Gentlemen's Agreement
4. immigration
5. Answer should be a complete sentence that includes the term *Chinese Exclusion Act* and explains that the law banned Chinese immigration for 10 years and declared that none of the Chinese who were already in the U.S. could become citizens.
6. Answer should be a complete sentence that includes the term *Angel Island* and explains that conditions there were like those of a prison, with immigrants locked inside barracks to prevent their escape.
7. Answer should be a complete sentence that includes the term *literacy test* and explains that the bill called for immigrants to pass a test to see if they could read English. Supporters of the bill hoped that this would keep many immigrants out.

SECTION 2

1. Frederick Law Olmsted
2. Lillian Wald
3. Elisha Otis
4. Jane Addams
5. settlement house; answers will vary, but should define the term *settlement house*
6. Social Gospel; answers will vary, but should define the term *Social Gospel*

SECTION 3

1. F; Thomas Nast
2. F; Chester A. Arthur
3. National Grange; answers will vary, but should define the term *National Grange*
4. Populist Party; answers will vary, but should define the term *Populist Party*

SECTION 4

1. b
2. a
3. c
4. b
5. a
6. b
7. Answers will vary, but should include three words or descriptive phrases that describe the term *Jim Crow law*. Sample answers: law designed to create and enforce segregation; passed by southern state legislatures; discriminated against African Americans
8. Answers will vary, but should include three words or descriptive phrases that describe the term *poll tax*. Sample answer: tax levied by southern states to prevent poor African Americans from voting
9. Answers will vary, but should include three words or descriptive phrases that describe the term *lynching*. Sample answers: the murder of an individual, usually by hanging, without a legal trial; could be sparked by most minor offenses, or perceived offenses; caused many African Americans to lose their lives
10. Answers will vary, but should include three words or descriptive phrases that describe the term *racial etiquette*. Sample answers: strict rules of behavior between whites and blacks; emphasized the inferior position of blacks

Answers will vary, but should be a summary of what students learned in the section that includes at least five of the following terms: *debt peonage*, *grandfather clause*, *Jim Crow law*, *lynching*, *NAACP*, Plessy *v.* Ferguson, *poll tax*, *racial etiquette*, *consequence*.

Biography

Emma Lazarus

WHAT DID YOU LEARN?

1. to help raise money for the base of the Statue of Liberty
2. Answers will vary. Students should reflect on Lazarus's experience of prejudice as a Jew as well as the anti-Semitism happening in Europe. They should also review key phrases from her poem that appear in the biography. She writes with sympathy for the immigrants and with an understanding of what they will experience in America.

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ACTIVITY

Have students read several of Lazarus's poems including a complete version of "The New Colossus." Select two or three to read as a class and discuss. Make a list of common themes and insights offered by students.

Janie Porter Barrett

WHAT DID YOU LEARN?

1. She was convinced that it was her duty to work to improve the lives of all African Americans. She wanted "to improve the homes and the moral and social life of the community."
2. Barrett's goal was not to punish, but to rehabilitate. She used the honor system and kindness, and provided practical and academic training.

ACTIVITY

Answers will vary. Papers should clearly identify the approach and services of a local or national group that serves the poor. Students should compare and contrast this group with Barrett's approach. Points of comparison may include a focus on rehabilitation, training, life skills, etc.

Thomas Nast

WHAT DID YOU LEARN?

1. Nast relied on images to convey his meaning while previous artists relied more on dialogue and words.
2. Answers will vary. Students may identify Nast's support of the Union, his attacks on Boss Tweed's corruption, or his creation of timeless symbols like Santa Claus. They may also identify the role he played in the evolution of political cartooning. Students should support their conclusions by explaining the historical influence of Nast's contributions.

ACTIVITY

Answers will vary. Students should select and analyze a cartoon by Nast. Use their presentations as an opportunity to discuss the use of images and symbols to communicate meaning. Also consider asking students to bring in contemporary political cartoons from local or national papers. Discuss the cartoons as a class.

Homer Plessy

WHAT DID YOU LEARN?

1. He was purposefully violating the Louisiana separate but equal law to test its constitutionality.
2. Answers will vary. Some students will feel that he was not successful because he did not win the case. Ultimately, the case reinforced the separate but equal laws. Others will feel he was successful because he brought the issue to national attention.

ACTIVITY

Answers will vary. Students should write their own opinion as a justice hearing the Plessy case. Opinions should be based on an accurate understanding of the amendments and of the Plessy case.

Literature

Ice Water, Pl———!

ANALYZING LITERATURE

1. Ruby's mother doesn't think Ruby understands that taking care of the boarders is how they make a living. She's also upset that Ruby would make such degrading comments about the boarders in front of Mr. Vetsburg, who is a boarder himself.
2. Answers will vary but should be based on clues from the text. For example, students may mention the hard work of having to deal with difficult and demanding boarders. The job can be very much that of a servant. They may mention the difficulty of taking a day off. On the other hand, good boarders may end up being more like part of the family, which would make running the boardinghouse more pleasurable.

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Primary Source

Immigrants at Ellis Island

WHAT DID YOU LEARN?

1. They feared being separated from family members and being sent back to the countries from which they came.
2. Immigrants could go straight down the stairs to New York; to a large hall to the right if heading westward; to a small crowded room to the left if traveling to the New England states; to the detention room if labeled Public Charge.
3. He made the sacrifice so his son could have a better life in the United States.

Labor Union Flyer in Butte, Montana

WHAT DID YOU LEARN?

1. They are characterized as immoral and economically backward and as enemies of progress.
2. The unions wanted the people of Butte to stop patronizing businesses owned by Asians, or any businesses employing Asians.
3. The labor unions believed the boycott would force Asian businesses to close, creating more profits for the other businesses in town. Union members also believed the boycott would stop businesses from hiring Asians, creating more jobs for whites.

History and Geography

Ellis Island

MAP ACTIVITY

1. Students should color in the box next to "4,000,000 and above" in the map key with one color, and fill in Italy and Austria-Hungary on the map with the same color.
2. Students should fill in the box next to "3,000,000 to 3,999,999" in the map key with a second color, and fill in Russia on the map with the same color.
3. Students should fill in the box next to "2,000,000 to 2,999,999" with a third color, and fill in Great Britain and Germany with that color.
4. Students should fill in the box next to "0 to 1,999,999" with a fourth color, and fill in Ireland and Sweden with that color.

ANALYZING MAPS

1. Italy; 4,600,000
2. Sweden; 1,100,000
3. Total immigration from southern and eastern Europe—Austria-Hungary, Italy, and the Russian Empire—was 11,900,000.
4. Millions of Jews left Russia to escape religious persecution and pogroms. In addition, after the Russian Revolution, many people left to escape the new Communist government.

EXTENSION ACTIVITY

Students' answers should demonstrate a knowledge that many fewer immigrants came to the United States from Asian countries than from European countries between 1880 and 1930. They should display an understanding of the effect the "Gentlemen's Agreement" with Japan and the Chinese Exclusion Act had on immigration. For the last few decades, students should demonstrate an understanding that millions of Asians have come to the United States, partly because of a new, friendly relationship with Japan, economic hardships in China, and a large influx of Vietnamese refugees to America after the Vietnam War.

Social Studies Skills

Comparing and Contrasting

APPLY THE SKILL

1. Both sites processed numerous immigrants to the United States.
2. The missions differed. At Ellis Island immigrants were welcomed into the United States; at Angel Island many immigrants were allowed in only grudgingly. Angel Island mostly processed Chinese immigrants.

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