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.

Copyright © by Holt, Rinehart and Winston. All rights reserved.

3. The United States has not treated all immigrants the same, and different immigration processing facilities had different roles in the immigration process and attitudes toward immigrants.

Focus on Writing

U.S. Policy on Inspection of Immigrants

Student essays should be evaluated using the scoring rubric provided in the activity.

Chapter Review

REVIEWING VOCABULARY, TERMS, AND PEOPLE

1. literacy test
2. settlement house
3. Social Gospel
4. poll tax
5. racial etiquette
6. Jim Crow laws
7. Ellis Island
8. Angel Island

COMPREHENSION AND CRITICAL THINKING

1. b
2. a
3. a
4. b

REVIEWING THEMES

1. society and culture
2. politics
3. economics

Copyright © by Holt, Rinehart and Winston. All rights reserved.