

Title: Immigration to the U.S. around 1900
Unit duration: 3-4 90 minutes class periods
Grade level: 10, 11

Objectives:

TLWBAT describe 2-3 reasons that people immigrated to the U.S. around 1900.

TLWBAT identify where the majority of immigrants came from around 1900.

TLWBAT analyze and describe contradictions between the idea that the U.S. welcomed immigrants at this time and laws such as the Chinese Exclusion Act.

TLWBAT describe orally and in writing the journey to the U.S. of an immigrant and the processes upon arrival.

TLWBAT list places that immigrants arrived in the U.S. and where the stations were located.

TLWBAT identify generally where immigrants settled and several problems they encountered.

TLWBAT analyze a political cartoon and identify the message about current immigration policy.

Essential Questions (please include 1-3):

Where did people come from?

What motivated people to come to the U.S.?

Why were some immigrants considered more or less desirable than others?

What challenges occurred as a result of the rapidly increasing population?

Colorado State Standards Addressed: (can be from any social studies content area)

High school

- History Standard 1.1 Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.
 - b. Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.
 - c. Gather and analyze historical information from a range of qualitative and quantitative sources. For example: demographic, economic, social, and political data.
- History Standard 1. 2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.
 - b. Analyze the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, mass media, landmark Supreme Court cases, and the war on terror.
 - d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the systemic impact of racism and nativism, role of patriotism, expansion of rights, and the role of religion.

Lesson content and procedures:

Day/time/duration	Title/content	Step by step instructions	Materials needed/notes
<p>Day 1 (90 minutes) <u>OR</u> Begin unit set activity after exam from previous unit. Start next class with step 2.</p>	<p>The New Immigrants: why, who, when?</p>	<p>Prior to lesson: -Print worksheets and Ellis Island portraits. Hang up portraits around the room. Procedure: 1. Unit Set/Warm-up (15 minutes) -Pass out sheet or have students write answers in their notebook/journal if you prefer. -Discuss as class, answer questions. 2. Emma Lazarus poem "The New Colossus" (25 minutes) -Pass out "The New Colossus". -Read (or call on student) aloud the background and the instructions. Assign partners for second part. -Students read on their own and do first parts, then work with a partner to finish. -As students finish, they may share with another group that is also finished and compare answers. -Call on partners to share out to class. Discuss answers. 3. Gallery walk with portraits from Ellis Island to introduce "the new immigrants". (30 minutes) -Pass out the sheet "The new immigrants: Who were they?" -Read (or call on students) aloud the background and instructions. -Students walk around the room, examine photos, answer prompts. -Use the geography question (marked with *) as extra work for early finishers or have all try to complete it. Students may need computer access to do this or clues provided by teacher. -Discuss prompts and answer, if possible, student questions about the photos or countries. 4. Immigration unit homework assignment -Pass out homework sheet, go over instructions. Make sure students will have a few days, preferably even a weekend to complete this so they may contact relatives. *If you have students who are not comfortable with this assignment, provide an alternative. A suggestion might be to research a current celebrity who is an immigrant or use the Ellis Island or Angel Island Foundation websites to look up an immigrant story to record and share. This is a great</p>	<p>1. "Immigration Unit Set" sheet 2. "The New Colossus" sheet 3. Ellis Island portraits and "The New Immigrants: Who were they?" sheet</p>

		<p>opportunity for exchange students to present information about their country. Many of them are required to do this anyway and it is a perfect time to share cultural info with their class. Exchange students could also share info about immigration in their country.</p> <p>5. Closing: Review aloud or ticket out: What motivated people to come to the U.S.? Where did immigrants come from according to what you learned today? What message is contained in "The New Colossus" ?</p>	<p>4. "Immigration unit homework" sheet.</p>
<p>Immigration day 2: 90 minutes</p>	<p>Immigration processes and laws. (Ellis Island and Angel Island)</p>	<p>1. Warm-up: Where did immigrants coming to the east coast of the U.S. arrive? 2. Ellis Island and Angel Island reading/comparison. (30-40 minutes) -Pass out readings on Angel Island and Ellis Island. -Pass out "Arrival in the U.S." sheet. -Individuals read one article, answer questions and then exchange info with a partner who read the other article. -Partners work on analysis questions together. *Alternative: let 2 students work together and read article aloud. Then make a group of four to share other article and discuss analysis questions. *Alternative: present the info from the articles as a lecture.</p> <p>Be sure to go over the laws from readings and discuss how they impacted immigration/immigrants (Chinese Exclusion Act, 1921 Quota Act, 1924 National Origins Act/Johnson-Reed Act) Students should be aware that certain people could enter the country easily and some could not. Also, that there were few laws governing immigrants at this time. (5-10 minutes)</p> <p>3. Where did immigrants tend to settle? (10-15 minutes) -Use the New York Times Immigration explorer to have students find info. The address is: https://archive.nytimes.com/www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html</p>	<p>1. Write in notebook/journal. 2. "Arrival in U.S." sheet , Ellis Island History, Angel Island History</p>

		<p>-Students look at map. Directions: Change year to 1880 (along top of map). Change “percent of population” to “number of residents” (top right corner).</p> <p>-Ask them to find where most Asian immigrants settled. Answer: California. Ask why (prior knowledge). Answer: Gold Rush and building railroads.</p> <p>-Ask students to change date to 1910. Ask where most Europeans settled and why. Answer: North east, mid-west cities. Factory work-industrial jobs.</p> <p>-Ask students to change date to 2000. Ask them to make some comparisons between 1910 and 2000. Ask several students to share out. Discuss, answer questions.</p> <p>4. Assign partner/table groups, etc. and have students discuss and be prepared to answer: (10 minutes)</p> <p>-What challenges did new immigrants face?</p> <p>-How did this influx of immigrants to cities impact or change life? What problems may have occurred in cities at this time?</p> <p>*Alternative: rather than simply open discuss, you could also use the strategy “rally robin”. One person gives an answer, then the other. Go back and forth for a set amount of time kept by the teacher.</p> <p>-Call on students to share out answers. Students should write answers in notebook for later use if you are planning to teach about urban issues.</p> <p>OR</p> <p>this could be ticket out the door.</p> <p>OR</p> <p>If time, analyze current political cartoon about immigration.</p> <p>5. Cartoon</p> <p>-Pass out cartoon and analysis questions. This can be worked on individually or with a partner.</p>	Computer/p hone access for internet.
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			5. "Immigratio n Political Cartoon" sheet
Immigratio n day 3: Project	Dig deeper into issues	<p>1. Immigration project menu -Hand out assignment sheet and go over. -The rest of class is work time.</p> <p>Or</p> <p>Some work time and some review, then finish project for homework.</p> <p>Or</p> <p>Give more time next class to work</p> <p>*This project could be used as an assessment or to review for an in-class exam.</p>	1. "Immigratio n project"

- What are you curious about? What would you like to learn?

***The New Colossus* by Emma Lazarus**

Background:

Emma Lazarus lived in New York, was a poet, and also volunteered her time to assist immigrants coming to the U.S. In 1883 she was asked to help with a fundraiser to build a pedestal for the Statue of Liberty. The statue was a gift from France to the U.S. but the giant statue would need a pedestal to be set upon. Lazarus wrote a poem for the fundraiser which involved an art and literature auction. The poem was entitled *The New Colossus* and spoke about the Statue of Liberty. In 1901, the poem was inscribed on a plaque which was placed on the base of the Statue of Liberty.

Directions:

1. Read the poem and underline words or phrases that are the most important.
2. Read the poem again and write down 3 words that describe the message of the poem.
3. With a partner, share what you underlined and wrote. Working together and using your own words, write 1-2 sentences that restate the main idea of
4. the poem. Be prepared to share with the class.
5. Discuss and answer the questions with your partner.



The New Colossus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows worldwide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

1. Underline important words or phrases.
2. 3 words that describe the message of the poem:

3. With a partner, write 1-2 sentences in your words restating the meaning of the poem:

4. Connect to today: Is the Statue of Liberty still an important symbol in America? Explain.

5. Does the message of *The New Colossus* apply to immigrants today? Explain.

Background and poem: <https://www.nps.gov/stli/learn/historyculture/emma-lazarus.htm>

Photo: <https://www.nps.gov/media/photo/gallery-item.htm?pg=3771544&id=FB884DF8-155D-451F-676D768821C2B0D6&gid=FB826465-155D-451F-6719C52FE2FAC2FE>

Immigrants at Ellis Island around 1900: Who were they?

Background: The photos you will observe were taken at Ellis Island by Augustus F. Sherman between 1905 and 1920. Ellis Island was the main port for immigrants arriving on the east coast of the U.S. Sherman was a senior clerk and later, personal secretary to the Commissioner of Immigration at Ellis Island. He was also a photographer. Because of this particular job at Ellis Island, Sherman had the opportunity to interact with immigrants who were detained for extra questioning or examinations. While they were waiting, Sherman would ask them to put on their traditional clothing and he would take their photos. These are staged photos and not how people would have dressed while traveling with the exception of a few. Taking photos at this time was expensive and time consuming which is why there are not as many pictures taken as in later years or today. You will also see the main building at Ellis Island outside and inside. Today, Ellis Island is a national monument along with the Statue of Liberty and is run by the National Parks Service. As you observe the photos, think about what these people may have experienced or felt as they journeyed to a new life.

Instructions: Walk around and observe the portraits of immigrants. Fill in the information below. Some items are about a specific photo and some items are about all photos or general observations. Be sure to read ALL the questions before beginning to view the photos so that you know what to look for.

What countries or nationalities do you see listed on the portraits?

What do you notice about the people in general? The portraits? Write down 3-4 observations.

Photo #2: Where is this man from? Where is Bavaria today?

Photo #8: What do you notice about these men? Where might they be from? What kind of an outfit are they wearing?

Photo #10: What might the significance of this headwear be? Take a guess.

Photo #12: What are the cards that these men are wearing?

Photo #16: What is a "stowaway"? Why were these men deported? Why might the photographer have wanted to show their tattoos?

Photo #17: Where might these men be from? How do you know?

Photo #19: Why might this family have been detained rather than admitted right away?

Generally speaking, what part of the world did most of these immigrants come from?

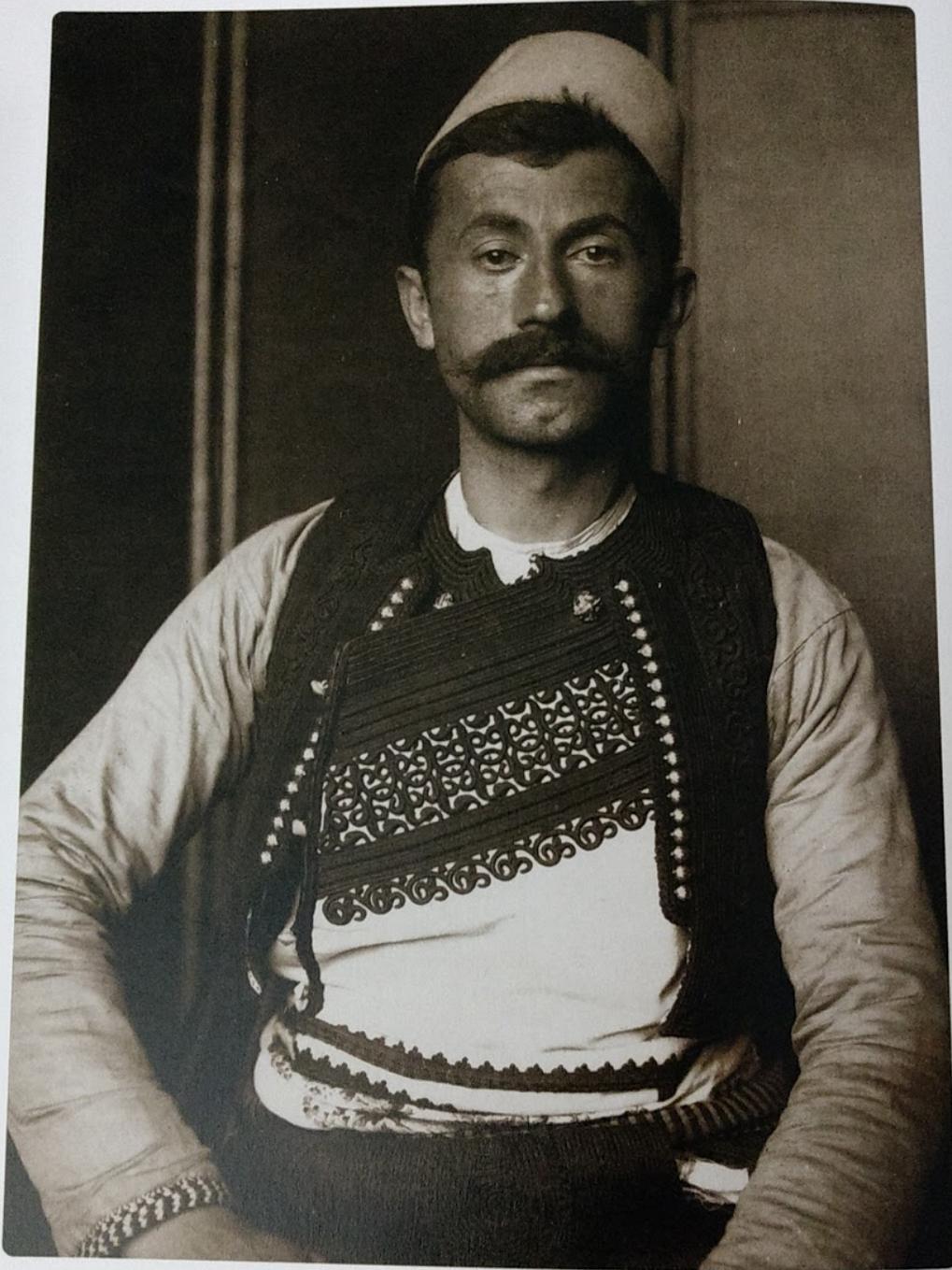
Which photos list a place that is unfamiliar to you? Write the number and the place.*

Which photos do you have questions about? Write the number and your question.

How are these people like immigrants today?

How are they or their experiences different from immigrants today?

*When you finish the above tasks, use the resources in the classroom such as an atlas, textbook, or computer to try to find out where the places not familiar to you are located. Write your findings below. List the unfamiliar name and what it is called today and describe its relative location.



Albanian soldier



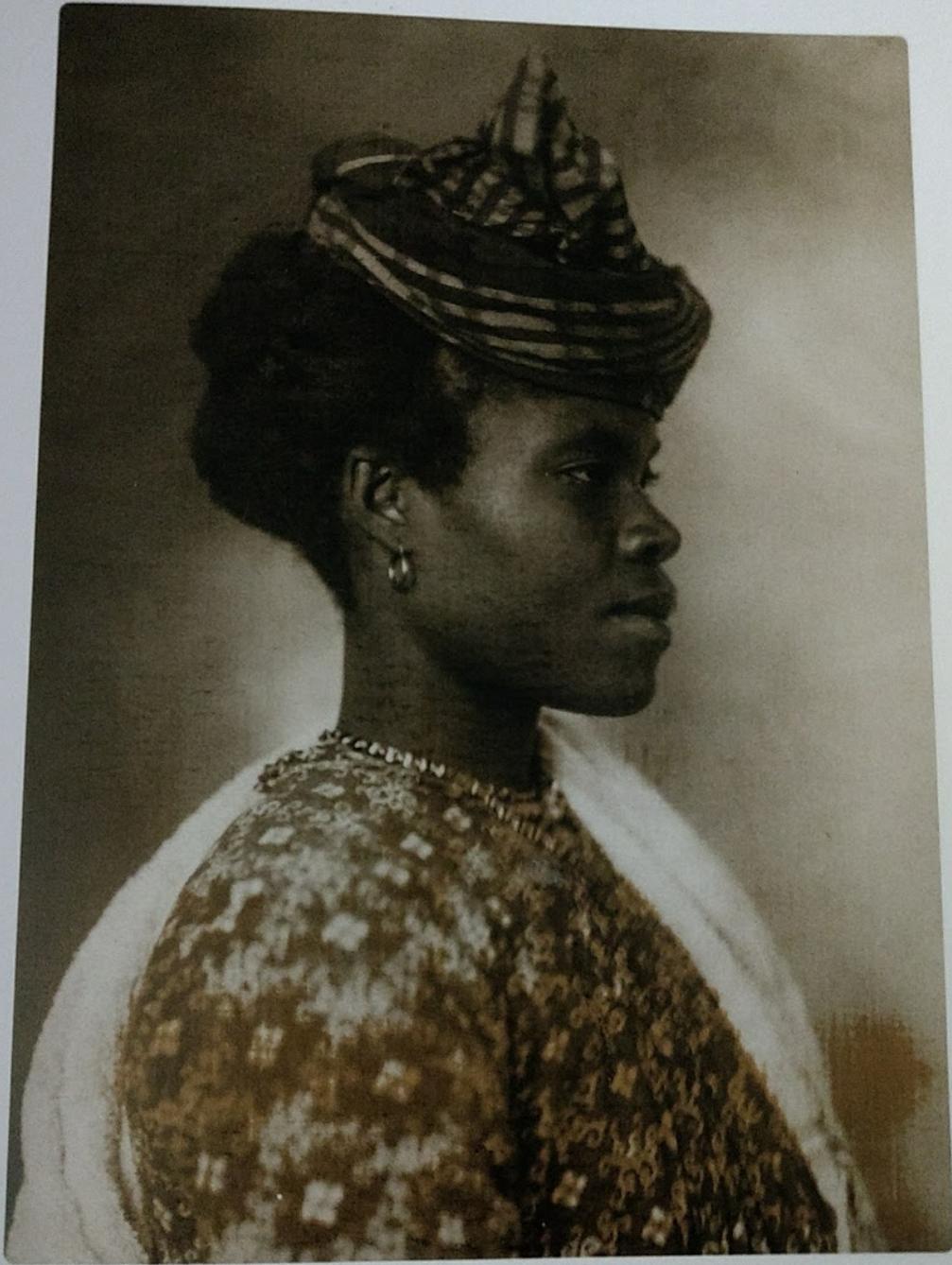
Wilhelm Schleich, a miner from Hohenpeissenberg, Bavaria

2



Girl from the Kochersberg region near Strasbourg, Alsace

3



Guadeloupe woman

4



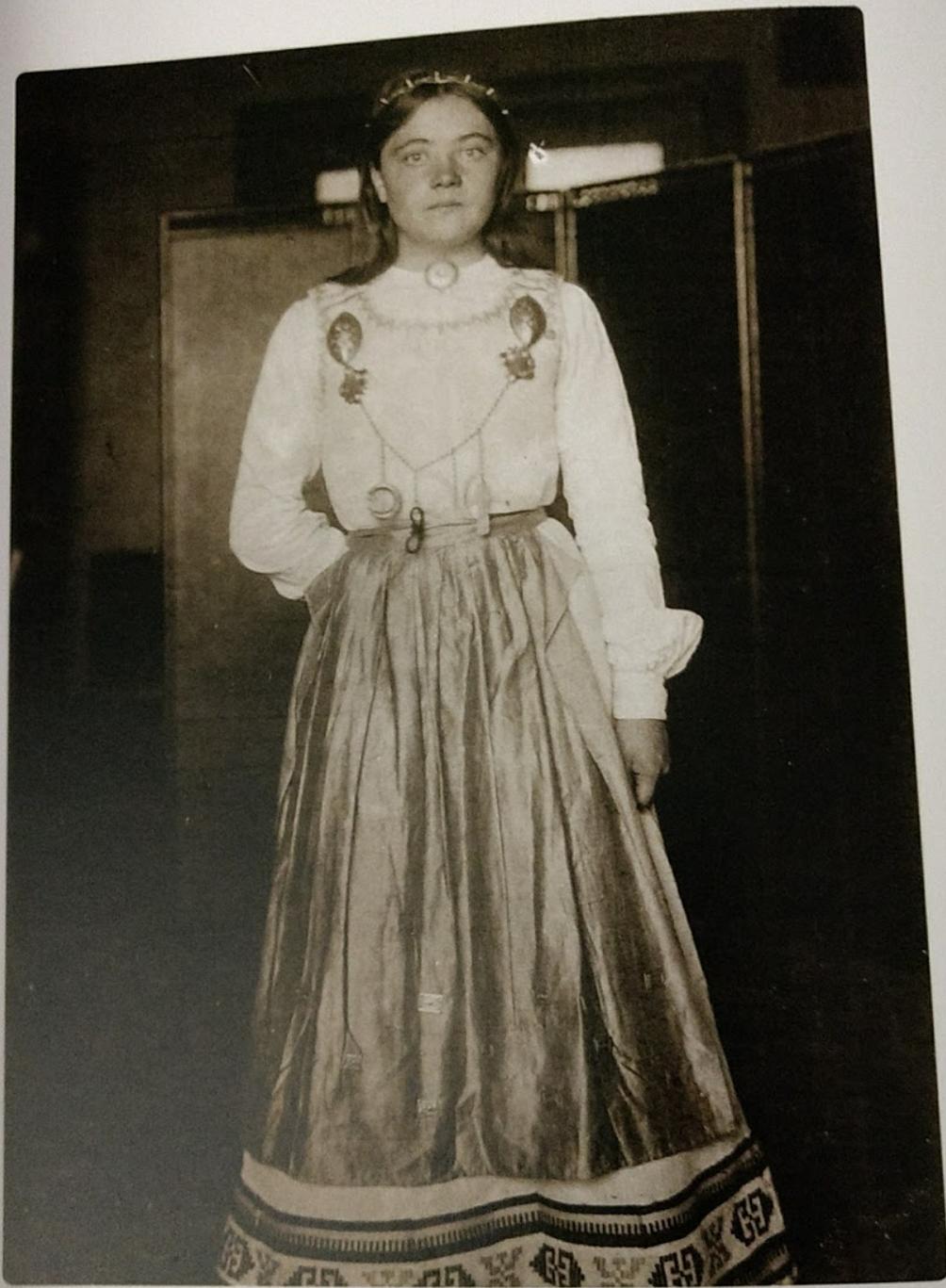
Cantonese woman

5



Algerian man

60



Finnish girl

7



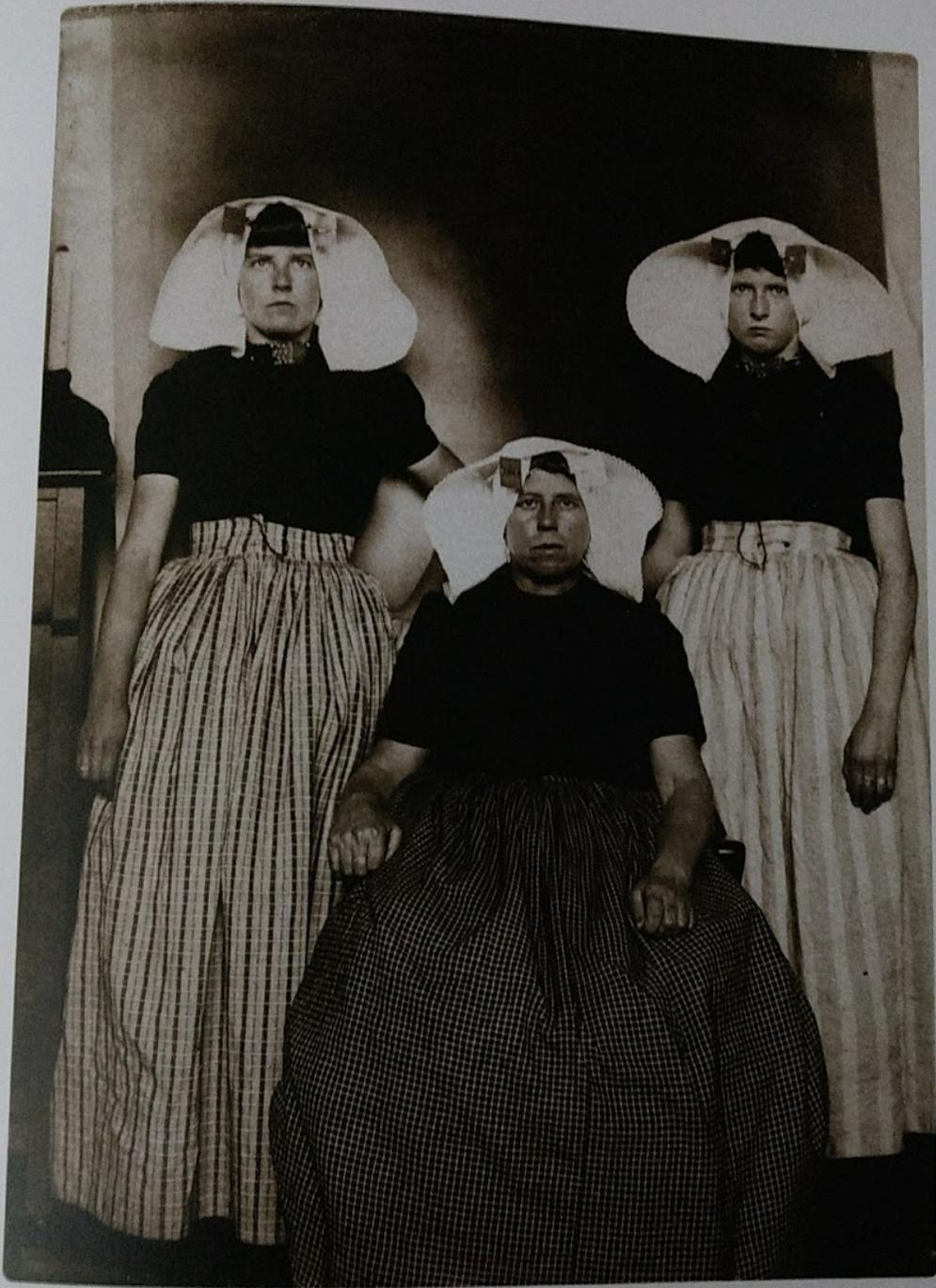
Cossack immigrants

8



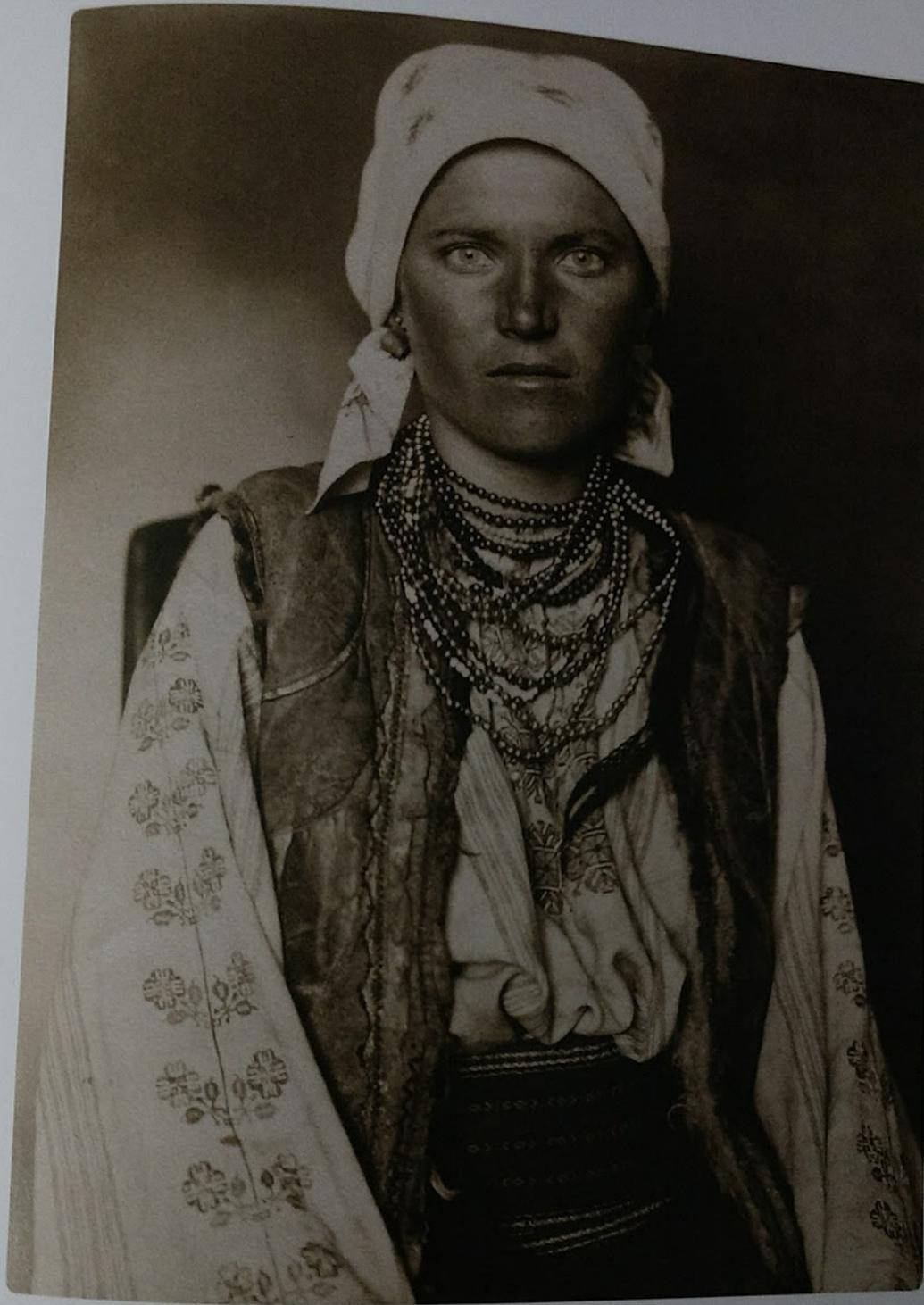
Borana family from southern Ethiopia

9



Mother and her two daughters from Zuid-Beveland, province of Zeeland, The Netherlands

10



Ruthenian woman from the former Kingdom of Ruthenia, which once covered an area stretching from the Ukraine to northeastern Romania

11



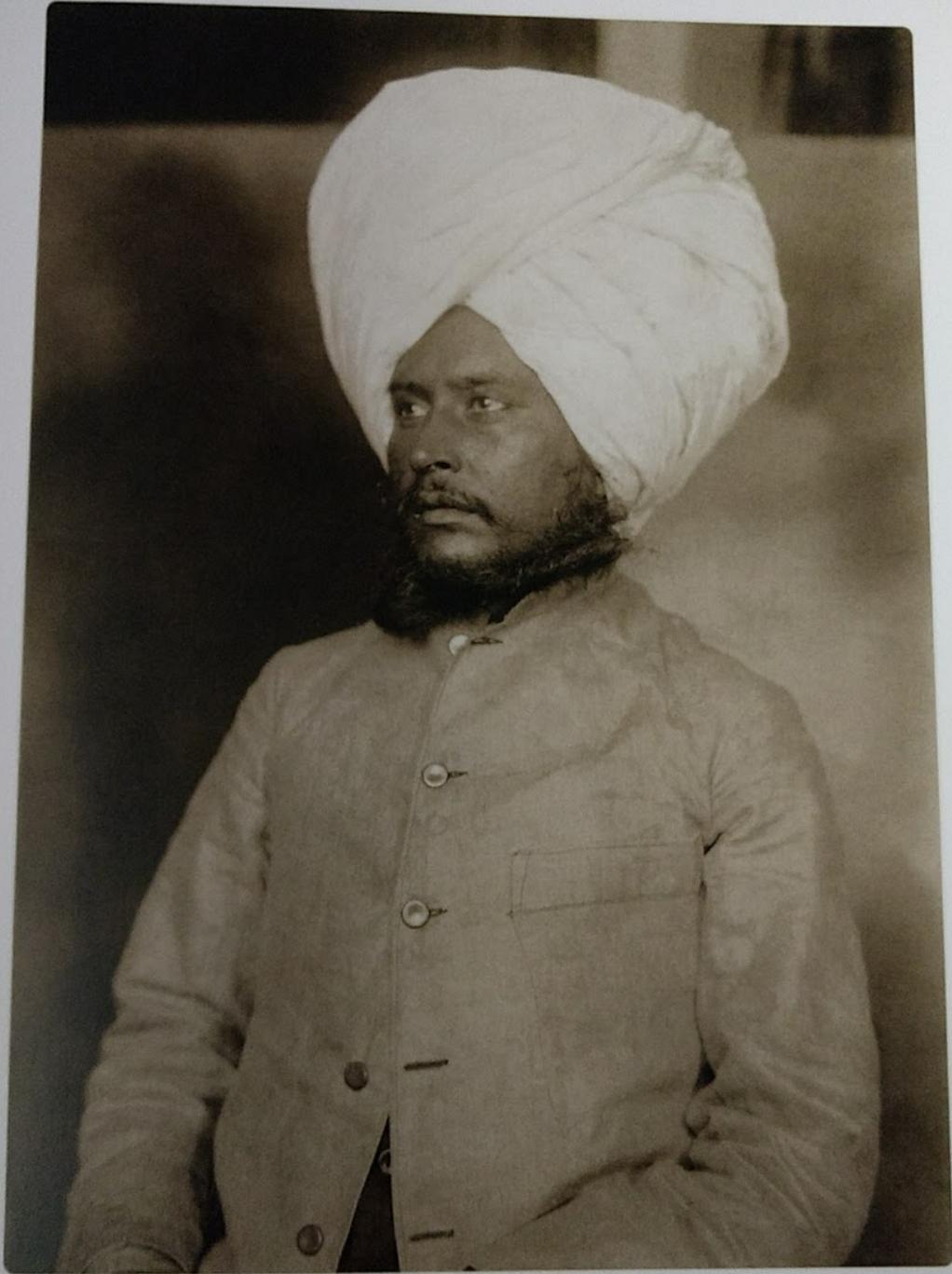
Romanian shepherds

12



Italian woman

13



Sikh from India

14



"Greek woman - June - 1909"

15

Tattooed German stowaways
deported May, 1911.



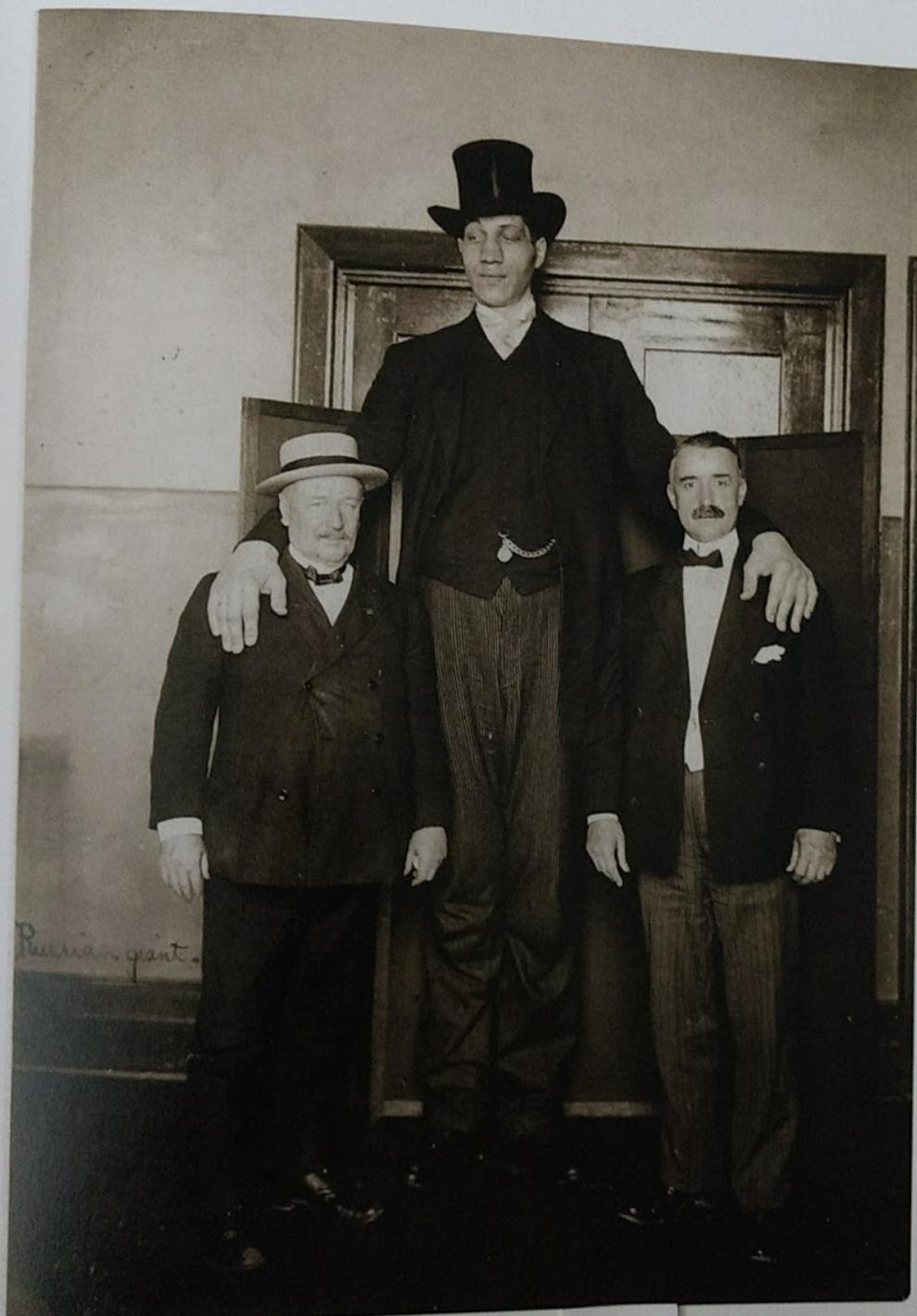
"Tattooed German stowaways deported May, 1911"

116



"Perumall Sammy : Subramaino Pillay : Thumbu Sammy. All arrived on SS 'Adriatic' April 14, 1911"

17



Russian giant.

"Russian giant"

18

* The other men are employees of Ellis Island.
This is how men dressed when they went to work
in this type of setting.



"Hungarian"

19



Dutch siblings from the Island of Marken, holding religious tracts

20

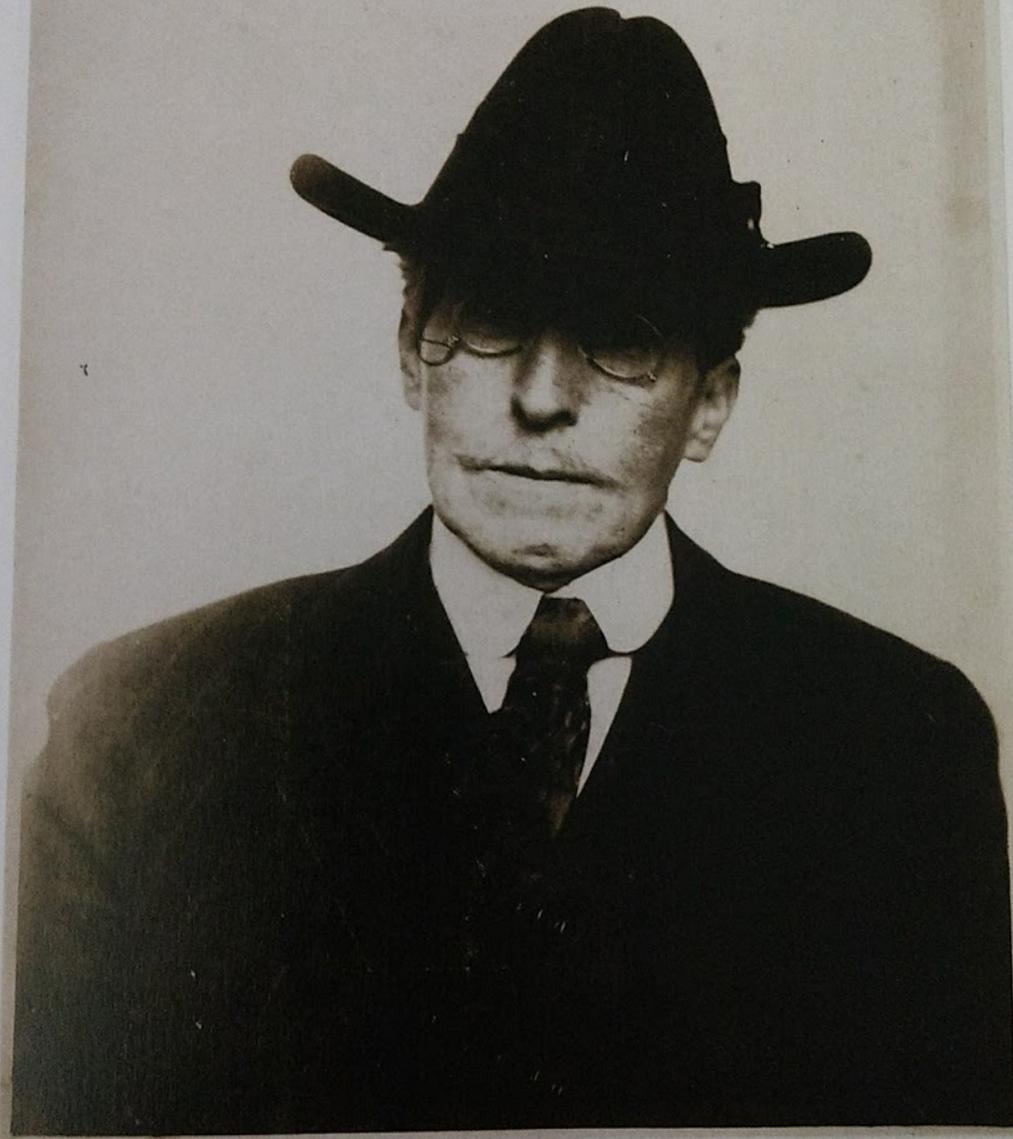


Rome family

21

Labeled "Servian Gipsies" on another photo.

Mary Johnson, 50, Canada - came as
SS "New York" "Frank Woodhull."
Lived 30 yrs. in U.S. Dressed 15 yrs. in
men's clothes.



"Mary Johnson, 50, Canada - came as 'Frank Woodhull.' SS 'New York' - Oct 4 - '08.
Dressed 15 yrs in men's clothes. Lived 30 yrs. in U.S."

22



* This photo shows what traveling clothes would have looked like, rather than traditional or festival clothing.

"Jakob Mittelstadt and family, Russian German, ex SS 'Pretoria', May 9, 1905. Admitted to go to Kullen, N.D."

23



Fig. 2. Augustus Frederick Sherman, The Great Hall seen from the west balcony, Ellis Island, pre-1916

24



25

Immigration Unit Homework:

Assignment: Find out about your relatives or ancestors and when they came to the U.S. This will be very different for everyone. For some of you, this might be in the 1700s and for some people, you will be the person who immigrated to the U.S.

Process: Answer the questions below. To do this, you may need to ask your parents, grandparents, great-grandparents, or other family members. You only need to find out about one side of your family for this assignment. If you want to do both, that's fine. Make sure you don't wait until the last minute because you may have to call people who live in different time zones or wait for a call back. Write your answers below. The questions require different amounts of writing. Please answer as completely as possible.

* If you have a special circumstance or feel uncomfortable writing the answers to these questions, please see me for an alternative assignment. All students will be given the opportunity and encouraged to share the information found but will not be required to do so.

When did your family (ancestors) come to the U.S.?

Who was this? (Ex: myself, parent, great-grandparent) What was their name?

Where did they arrive or where did they settle?

What kind of work did they do?

Why did your family come to the U.S.?

What else did you learn? Explain. (Ex: I'm related to a famous person. My ancestors changed their name. My ancestors fought in the Civil War. I will tell you about my experience as an immigrant.)

Arrival in the U.S.

Background: There were two main entry points for immigrants coming to the U.S. around the turn of the 20th century: New York City and San Francisco. The two places were similar in some ways and different in others. Be prepared to analyze the information collected and share your answers.

Instructions:

1. Read the information about the immigration station that you are assigned and take notes below.
2. Share your information with your partner and record the information that they collected.
3. Discuss and answer the analysis questions. You and your partner do not have to have the same answers, but you must discuss the questions together before you answer.

Ellis Island	Angel Island
Location:	Location:
Where did immigrants come from?	Where did immigrants come from?
What reasons did they have for coming to the U.S.?	What reasons did they have for coming to the U.S.?
Describe the trip to the U.S.	Describe the trip to the U.S.
Describe the process that immigrants had to go through to gain entry to the U.S and how long it usually took.	Describe the process that immigrants had to go through to gain entry to the U.S and how long it usually took.
How many people passed through this immigration station? How many were refused entry?	How many people passed through this immigration station? How many were refused entry?

List 2-3 other facts that you learned.	List 2-3 other facts that you learned.
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Analysis:

If you were to choose which place, Ellis Island or Angel Island, to enter the United States, which would it be and why?

Why do you think people may have been treated differently at the two stations? Explain.

What laws governed immigrants and what they had to do to enter the U.S.? Describe.

Ellis Island and Angel Island processed immigrants who arrived by ship. What about people who came to the U.S. from Mexico or Central America? What might they do? Explain.

Connect to prior knowledge: Why did so many immigrants believe they would find a better life and work in the U.S.? What was going on in the U.S. at this time?

Ellis Island History

Immigration Policy Embraces the Masses

Prior to 1890, the individual states (rather than the Federal government) regulated immigration into the United States. Castle Garden in the Battery (originally known as Castle Clinton) served as the New York State immigration station from 1855 to 1890 and approximately eight million immigrants, mostly from Northern and Western Europe, passed through its doors.

These early immigrants came from nations such as England, Ireland, Germany and the Scandinavian countries and constituted the first large wave of immigrants that settled and populated the United States. Throughout the 1800s and intensifying in the latter half of the 19th century, ensuing political instability, restrictive religious laws and deteriorating economic conditions in Europe began to fuel the largest mass human migration in the history of the world. It soon became apparent that Castle Garden was ill-equipped and unprepared to handle the growing numbers of immigrants arriving yearly. Unfortunately, compounding the problems of the small facility were the corruption and incompetence found to be commonplace at Castle Garden.

The Federal government intervened and constructed a new Federally-operated immigration station on Ellis Island. While the new immigration station on Ellis Island was under construction, the Barge Office at the Battery was used for the processing of immigrants.

The new structure on Ellis Island, built of "Georgia pine" opened on January 1, 1892. Annie Moore, a teenaged Irish girl, accompanied by her two brothers, entered history and a new country as she was the very first immigrant to be processed at Ellis Island. Over the next 62 years, more than 12 million were to follow through this port of entry.

Ellis Island Burns and Years of Records Lost

While there were many reasons to immigrate to America, no reason could be found for what would occur only five years after the Ellis Island Immigration Station opened. During the early morning hours of June 15, 1897, a fire on Ellis Island burned the immigration station completely to the ground.

The United States Treasury quickly ordered the immigration facility be replaced under one very important condition: all future structures built on Ellis Island had to be fireproof. On December 17, 1900, the new Main Building was opened and 2,251 immigrants were received that day.

Journeying by Ship to the Land of Liberty

While most immigrants entered the United States through New York Harbor (the most popular destination of steamship companies), others sailed into many ports such as Boston, Philadelphia, Baltimore, San Francisco, Savannah, Miami, and New Orleans. The great steamship companies like White Star, Red Star, Cunard and Hamburg-America played a significant role in the history of Ellis Island and immigration in general.

First and second class passengers who arrived in New York Harbor were not required to undergo the inspection process at Ellis Island. Instead, these passengers underwent a cursory inspection aboard ship, the theory being that if a person could afford to purchase a first or second class ticket, they were less likely to become a public charge in America due to medical or legal reasons.

The Federal government felt that these more affluent passengers would not end up in institutions, hospitals or become a burden to the state. However, first and second class passengers were sent to Ellis Island for further inspection if they were sick or had legal problems.

This scenario was far different for "steerage" or third class passengers. These immigrants traveled in crowded and often unsanitary conditions near the bottom of steamships with few amenities, often spending up to two weeks seasick in their bunks during rough Atlantic Ocean crossings.

Upon arrival in New York City, ships would dock at the Hudson or East River piers. First and second class passengers would disembark, pass through Customs at the piers and were free to enter the United States. The steerage and third class passengers were transported from the pier by ferry or barge to Ellis Island where everyone would undergo a medical and legal inspection.

A Record Year for New Americans

During the early 1900s, immigration officials mistakenly thought that the peak wave of immigration had already passed. Actually, immigration was on the rise, and in 1907 more people immigrated to the United States than any other year, a record that would hold for the next 80 years. Approximately 1.25 million immigrants were processed at Ellis Island in that one year. Consequently, masons and carpenters were constantly struggling to enlarge and build new facilities to accommodate this greater than anticipated influx of new immigrants. Hospital buildings, dormitories, contagious disease wards and kitchens all were feverishly constructed between 1900 and 1915.

Arrival at the Island and Initial Inspection

If the immigrant's papers were in order and they were in reasonably good health, the Ellis Island inspection process would last approximately three to five hours. The inspections took place in the Registry Room (or Great Hall), where doctors would briefly scan every immigrant for obvious physical ailments. Doctors at Ellis Island soon became very adept at conducting these "six second physicals."

By 1916, it was said that a doctor could identify numerous medical conditions (ranging from anemia to goiters to varicose veins) just by glancing at an immigrant. The ship's manifest log, that had been filled out back at the port of embarkation, contained the immigrant's name and his/her answers to twenty-nine questions. This document was used by the legal inspectors at Ellis Island to cross-examine the immigrant during the legal (or primary) inspection.

Despite the island's reputation as an "Island of Tears", the vast majority of immigrants were treated courteously and respectfully, and were free to begin their new lives in America after only a few short hours on Ellis Island. Only two percent of the arriving immigrants were excluded from entry. The two main reasons why an immigrant would be excluded were if a doctor diagnosed that the immigrant had a contagious disease that would endanger the public health or if a legal inspector thought the immigrant was likely to become a public charge or an illegal contract laborer.

Immigration Laws and Regulations Evolve

From the very beginning of the mass migration that spanned the years 1880 to 1924, an increasingly vociferous group of politicians and nativists demanded increased restrictions on immigration. Laws and regulations such as the Chinese Exclusion Act, the Alien Contract Labor Law and the institution of a literacy test barely stemmed this flood tide of new immigrants. Actually, the death knell for Ellis Island, as a major entry point for new immigrants, began to toll in 1921. It reached a crescendo between 1921 with the passage of the Quota Laws and 1924 with the passage of the National Origins Act. These restrictions were based upon a percentage system according to the number of ethnic groups already living in the United States as per the 1890 and 1910 Census.

It was an attempt to preserve the ethnic flavor of the "old immigrants", those earlier settlers primarily from Northern and Western Europe. The perception existed that the newly arriving immigrants mostly from Southern and Eastern Europe were somehow inferior to those who arrived earlier.

After 1924, the only people who were detained at Ellis Island were those who had problems with their paperwork, as well as war refugees and displaced persons. Ellis Island still remained open for many years and served a multitude of purposes. During World War II, enemy merchant seamen were detained in the baggage and dormitory building.

The United States Coast Guard also trained about 60,000 servicemen there. In November of 1954, the last detainee, a Norwegian merchant seaman named Arne Peterssen, was released, and Ellis Island officially closed.

Ellis Island Dedicated as a National Monument

In 1965, President Lyndon Johnson declared Ellis Island part of the Statue of Liberty National Monument. Ellis Island was opened to the public on a limited basis between 1976 and 1984. Starting in 1984, Ellis Island underwent a major restoration, the largest historic restoration in U.S. history.

The \$160 million dollar project was funded by donations made to The Statue of Liberty - Ellis Island Foundation, Inc. in partnership with the National Park Service. The Main Building was reopened to the public on September 10, 1990, as the Ellis Island Immigration Museum. With the completion of the Peopling of America Center® on May 20, 2015, and the entire story of American immigration being told, the museum was renamed the Ellis Island National Museum of Immigration. Today, the museum receives almost 2 million visitors annually.



The Statue of Liberty - Ellis Island Foundation, Inc.
<https://libertyellisfoundation.org/ellis-island-history>

History of the Angel Island Immigration Station

Journey to America

Between the end of the 19th century and the beginning of the 20th century, millions of people — in numbers which have not been seen since — came to America in pursuit of a better, freer life.

On the east coast, most of the huddled masses were met by the Statue of Liberty and Ellis Island. On the west coast, between 1910 and 1940, most were met by the wooden buildings of Angel Island. These immigrants were Australians and New Zealanders, Canadians, Mexicans, Central and South Americans, Russians, and in particular, Asians.

There, during this period of great migration, they would meet with a reception quite unlike that given to European immigrants on the East Coast. The reasons for this reception, and the story of this journey, as usual, have their roots in the past.

Fifty years beforehand, around the middle of the 19th century, on the far western frontier of the continental United States, immigrants from Guangdong Province in southern China began

arriving, fleeing from a land stricken by both natural and man-made disasters and a collapsing rural economy. Though initially welcomed, when the local economy took a downturn in the 1870s, economic problems were laid at the feet of this highly visible minority by organized labor, newspapers, and in short order, politicians.

A number of laws were passed at the local and state levels targeting the Chinese, soon attracting national attention. In order to secure the crucial western states' votes, both parties in Congress supported the first of several acts targeting immigration from Asia. With the passing of this first act, the Chinese Exclusion Act of 1882, America had limited immigration on the basis of nationality or race for the first time, and it would not be the last, as subsequent acts severely curtailed each successive wave of immigration from Asia which came to replace Chinese immigrant workers.

Despite these restrictive laws, immigrants undertook a Pacific Ocean journey of three weeks, including stops in Honolulu, Manila, Yokohama, Shanghai and Hong Kong. Many passengers could barely afford steerage class travel, and bought their tickets only with the collective help of relatives and neighbors. These new immigrants believed that they could make that money back quickly in America. Other immigrants came from the Punjab, Russia, the Philippines, Portugal, Australia, New Zealand, Mexico, and Latin America as well. Their stories are not well documented and remain waiting to be uncovered.

These people had the good fortune to have relatives and sponsors in the U.S.

After traveling across Russia to China and Japan, they boarded ships for San Francisco. Dozens of families and individuals ended up at the Angel Island Immigration Station, underwent medical inspection and were detained for weeks because they did not have sufficient funds to reach their eventual destinations.

On Arrival at San Francisco, passengers would be separated by nationality

Europeans or travelers holding first or second class tickets would have their papers processed on board the ship and allowed to disembark. Asians and other immigrants, including Russians, Mexicans, and others, as well as those who needed to be quarantined for health reasons, would be ferried to Angel Island for processing.

Enforcement

The question soon arose of how to actually implement the Chinese Exclusion Act.

Initially, customs service officers individually and arbitrarily administered Exclusion; in time, procedures became standardized and as they did, Exclusion enforcement eventually fell upon the Bureau of Immigration, forerunner of today's Bureau of U.S. Citizenship and Immigration Services (USCIS), formerly Immigration and Naturalization Service (INS). By the first decade of the 20th century, a national system had formed for specifically regulating Asian immigration. This system invoked fear and loathing in the community, and remained a baleful memory for generations.

As part of this system, Immigration officials planned a new facility on Angel Island, the largest island in the San Francisco Bay, far from the mainland. It would replace the old two-story shed at the Pacific Mail Steamship Company wharf previously used to house and process incoming

and outgoing migrants. The new station would prevent Chinese immigrants from communicating with those in San Francisco, isolate immigrants with communicable diseases, and, like the prison on nearby Alcatraz Island, be escape proof. In January 1910, over the late objections of Chinese community leaders, this hastily built immigration station was opened on the northeastern edge of Angel Island, ready to receive its first guests.

The first stop on disembarking at the pier on Angel Island was the Administration Building. Men were separated from women and children, then proceeded for medical exams, a humiliating experience for Asians, whose medical practice does not include disrobing before the leering eyes of strangers or being probed and measured by metal calipers. Here, they would also be tested for parasitic infections. Consequences could be severe for failing this test, including hospitalization at their own expense or deportation. After the examinations they were then assigned a detention dormitory and a bunk, where they would await their interrogators, the Board of Special Inquiry.



Circumventing the Chinese Exclusion Act became a first order concern for most immigrants from China, as it allowed only merchants, clergy, diplomats, teachers, students as “exempt” classes to come here. Many Chinese immigrants resorted to buying false identities at great cost, which allowed them to immigrate as either children of exempt classes or children of natives. In 1906, the San Francisco earthquake and fire destroyed municipal records which created an opportunity for the city’s Chinese residents to claim that they were born here and therefore were American citizens. As citizens Chinese could bring their children to this country, and on return visits to their ancestral villages, claim new children had been born to them. Some of these were “paper sons” or less frequently “paper daughters” — children on paper only without a direct family connection.* These paper children were in effect “slots” which people could sell to allow new immigrants to come to this country.

To counter this practice, Immigration inspectors developed grueling interrogations, and by 1910 they had refined this procedure.

The immigrant applicant would be called before a Board of Special Inquiry, composed of two immigrant inspectors, a stenographer, and a translator, when needed. Over the course of several hours or even days, the applicant would be asked about minute details only a genuine applicant would know about — their family history, location of the village, their homes. These questions had been anticipated and thus, irrespective of the true nature of the relationship to their sponsor, the applicant had prepared months in advance by committing these details to memory. Their witnesses — other family members living in the United States — would be called forward to corroborate these answers. Any deviation from the testimony would prolong questioning or throw the entire case into doubt and put the applicant at risk of deportation, and possibly everyone else in the family connected to the applicant as well. These details had to be remembered for life. Because of return trips to China, the risk of random immigration raids and identity card checks on the street, a paper son often had to keep these details alive throughout their life.



In the meantime, immigrants suffered through long waits on Angel Island for these accounts to be taken or to arrive in a world before instantaneous electronic communication. This period could range from several weeks if the testimony was taken locally to several months to years if the applicant was rejected and appealed the decision. The length of stay varied for travelers from other countries; Japanese immigrants held documents provided by their government that sometimes expedited the process of entering the country, and thus, the majority of the detainees were Chinese. Often, one's relatives might be on the other side of the country in New York or Chicago. Wherever they were, until their testimony was

taken and corroborated and found its way back to San Francisco, the applicant would languish in detention.

Down in Flames

In the end, the complaints of the community and public officials regarding the safety of the Immigration Station proved true when the Administration Building burned to the ground in August 1940. All applicants were relocated to a mainland facility by November. In 1943, Congress finally repealed the Chinese Exclusion Act in consideration of its ally in the Pacific Theater, thus ending 61 years of official Exclusion. But there was a twist: while the repeal finally allowed Chinese to become naturalized citizens at last, it continued to limit immigration from China to a mere 105 people a year until 1965.*

Once closed due to fire, the Immigration Station site was used as a World War II prisoner of war processing center by the U.S. military. After the war, the site was abandoned and deteriorated. In 1963, Angel Island was established as a state park and the California Department of Parks and Recreation (State Parks) assumed stewardship of the immigration site.

Source:
Angel Island Immigration Station Foundation
<https://www.aiisf.org/history>



Martin Sutovec (Slovakia), Cagle Cartoons

1. Who is pictured here?
2. What kind of a look does the Statue of Liberty have on her face? Why?
3. What is the message of this cartoon? Explain.
4. How is Trump's message to immigrants similar to views about immigrants in the past? Explain using evidence from what you have learned.
5. How is it different? Explain using evidence from what you have learned.

<https://www.denverpost.com/2017/01/31/18-donald-trump-cartoons-featuring-the-statue-of-liberty/>

Immigration Project:

Choose 3 items to turn in. One of your items must start with the word “Research”. Make sure your work is clearly labeled and stapled together with this assignment sheet when you hand it in.

<p>Write a diary entry (OR make a comic strip) as an immigrant arriving at Ellis Island. Your diary entry should be one page and include realistic details based on what you have learned.</p> <p>Include:</p> <ul style="list-style-type: none"> • Why you left home • How you got to Ellis Island • What the trip was like • What Ellis Island was like • Where you are going and what you will do 	<p>Write a diary entry (OR make a comic strip) as an immigrant arriving at Angel Island. Your diary entry should be one page and include realistic details based on what you have learned.</p> <p>Include:</p> <ul style="list-style-type: none"> • Why you left home • How you got to Angel Island • What the trip was like • What Angel Island was like • Where you are going and what you will do 	<p>Read a current news article about immigration. This must be from a well known, reputable source. Then do the following:</p> <ul style="list-style-type: none"> • Summarize the article • Print the article or write a citation in MLA format • Include a quote from the article that you believe shows the main idea. • Write 2 questions that you have • Write your opinion about the issue presented in the article
<p>Write a newspaper article about the Chinese Exclusion Act as if it has just been passed.</p> <p>Include:</p> <ul style="list-style-type: none"> • Headline • Date • Summary of the law • Why the law was supported (what were people concerned about) • Viewpoint of someone/group opposing this law • Viewpoint of someone/group who supports this law 	<p>Research and write a one page report on changes that occurred in cities because of population increases due to immigration.</p> <p>Include:</p> <ul style="list-style-type: none"> • Transportation concerns • Sanitation concerns • Efforts to help immigrants adjust • Housing concerns 	<p>Research and write a one page report about the 1921 Emergency Quota Act and the changes made in 1924.</p> <p>Include:</p> <ul style="list-style-type: none"> • Description of the 1921 law • Description of the 1924 law • Why many people wanted to limit immigration • What type of people these laws were targeting • 2 reasons that these laws might be concerning/problematic

****Ellis Island portraits****

Sherman photos are part of the public domain. These images came from:

Martin, Lesley A., ed. *Augustus F. Sherman: Ellis Island Portraits 1905-1920*. EBS:Verona, Italy. 2005.

Many of these portraits are easily accessible through the New York Public Library website also.

The photo of the outside of the building is property of the National Parks Service.

<https://www.nps.gov/elis/planyourvisit/hours.htm>

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