Title: Incorporation, Exclusion, and Nativism in late 19th and early 20th Century American Immigration

Unit duration: 3-4, 60-minute class periods

Grade level: Concurrent Enrollment High School History or Advanced Placement U.S. History

Objectives:
- Students will be able to identify the major push and pull factors that drew different immigrant groups into the United States at the turn of the 20th century.
- Students will be able to compare and contrast the ways in which different immigrant groups were assimilated into and/or excluded from American economic, political, and social life.
- Students will be able to critically analyze primary sources related to turn-of-the-20th-century immigration in order to answer the essential questions

Essential Questions (please include 1-3):
- Why did many immigrants decide to leave their home country and make the difficult and arduous journey to a foreign land to make a new home for themselves and their families?
- How did different groups of Americans respond to the presence of these new groups of immigrants in the United States?

Colorado State Standards Addressed:
High School Social Studies Standard 1.1 [History] – Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted
Grade Level Expectation 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.
Evidence Outcomes:
- Students can gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.

High School Social Studies Standard 1.2 [History] – Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies
Grade Level Expectation 2: Understand 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.
Evidence Outcomes:
- Students can investigate causes and effects of significant events throughout United States history.
- Students can analyze the complexity of events throughout United States history.
- Students can examine and evaluate issues of unity and diversity from Reconstruction to present.
- Students can analyze ideas critical to the understanding of American history

Lesson content and procedures:

<table>
<thead>
<tr>
<th>Day/time/duration</th>
<th>Title/content</th>
<th>Step by step instructions</th>
<th>Materials needed/notes</th>
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<table>
<thead>
<tr>
<th>Day #1</th>
<th>60 Min</th>
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<tr>
<td><strong>Push and Pull Factors in The United States at the Turn of the 20th Century that Contribute to Emerging Immigration Patterns.</strong></td>
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<tr>
<td>- Single source image analysis.</td>
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<td>- Large group discussion</td>
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<td>- Primary source analysis and comparison.</td>
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<td><strong>For Day #1 the goal is to introduce students to the nature of immigration in the United States at the Turn of the 20th century.</strong></td>
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<td>Three major themes characterize this period of immigration history: an increase in the quantity of immigrants coming into the United States, the changing demographics of the immigrant population and the United States more broadly, and the new pull and push factors that are a driving force behind these changes.</td>
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<td>- Students will begin the first lesson by reading pgs. 419 – 420 in their textbook (The Unfinished Nation, Brinkley) for homework the night before the first lesson. The excerpt is on the changing immigrant population of the United States in the late industrial period.</td>
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<td>The students will begin the lesson with a set (warmup) activity. At the beginning of class the instructor will hand out an Analyzing Photographs and Artwork Worksheet to each student. The instructor will display the Czech Advertisement for the B and M Railroad on the projector screen (alternatively this can be printed and handed out to each student). The students will follow the instructions/prompts on the Analyzing Photographs and Artwork Worksheet (adapted from the NARA Analyzing Photographs Worksheet cited). (10 minutes) When the students have completed the worksheet (it is ok to move forward even if each student has not finished, simply instruct the students to continue working as you discuss with the class) the instructor will lead the class in a large group discussion. Begin with</td>
<td>Projector/Computer System</td>
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<tr>
<td>Czech Advertisement for B and M Railroad</td>
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<td>Analyzing Photographs and Artwork Worksheet</td>
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<td>Primary Source Readings:</td>
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<td>- Mary Antin</td>
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<td>- Slovenian Boy</td>
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<td>- Lee Chew</td>
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<td>Primary Source Comparative Analysis Worksheet</td>
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having students simply identify each element of the source (many students will want to infer or analyze during this step, encourage them to simply list things) Once the important elements of the image are identified, have students infer or analyze the image. Conclude with a summary of the image and its relation to changing immigration patterns in the United States in the late 19th and early 20th centuries. (10-15 minutes).

Discuss with students the changing nature of immigration in the United States at the turn of the century. Review the geographic terms “push and pull factors” with the students and briefly brainstorm some examples of push and pull factors that might lead individuals to immigrate to the United States at the turn of the century. Encourage them to use prior knowledge or to think about why people may move from place to place in our modern world/society. (10 minutes).

The instructor will then distribute the three sources and the comparative source analysis worksheet to the students. Instruct the students to read carefully through each brief source and to answer the three questions as completely as possible for each source. Remind students that they are to pull information directly from the source materials to respond to each question. They can either use direct quotes or paraphrase relevant information. As students work on reading through the sources and answering questions on the worksheet, the instructor should circulate through the room and answer questions that arise as the students are
<p>| | reading. Inform the students that the completed worksheets will be due the following class period and that if they need to finish the assignment they are to do so for homework. (25 mins) |</p>
<table>
<thead>
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<th>Time</th>
<th>Activity</th>
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<tr>
<td>Day #2</td>
<td>60 Min</td>
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- Single Source Analysis
- Large Group Discussion
- Lecture/Direct Instruction
- Comparative Analysis of Multiple Sources

- At the beginning of the class period students will participate in the set activity. They will read the poem, *The New Colossus* by Emma Lazarus and re-write the poem in their own words in their lecture notebook. (10 minutes)

- The students will participate in a brief, large-group discussion of the poem, volunteering their interpretations. As the students volunteer their interpretations, the instructor will keep notes on the board or piece of paper under the document camera. Once the students have fully discussed the source, take time to correct any elements that may need to be discussed and conclude with an instructor-led summary (10-15 minutes)

- Lead the class in a large group discussion that first compares the sources from the previous nights’ homework with the poem from the set activity. What similarities do the students notice between the sentiment expressed in the poem and that of the sources that students read for homework and during the previous class period? (10-15 minutes)

- Ask students to consider the following questions. “How accurate are these descriptions of the immigrant experience?” “Why might these sources provide an incomplete accounting of the immigrant experience in the United States in the late 19th and early 20th century? The instructor should give the students a few minutes to consider answers to these questions independently and to write down some notes on their thoughts in their lecture


Primary Sources:
- The New Colossus
- Madison Grant “The Passing of a Great Race”
- Congressional Report on Chinese Immigration
- Wyoming Gunfight: An Attack on Chinatown

Primary Source Comparative Analysis Worksheet
notebooks. After students have had some time to consider their answers, the instructor should have each student turn to a partner and briefly discuss their answers for 1-2 minutes. Next, the instructor should lead the class in a large group discussion and keep track of students’ ideas on the board or on a piece of paper under the document camera. At the end of the discussion the instructor should summarize the class’s conclusions and make sure to point out that the sources presented are discussing life outside of the United States and are expressing each author’s perception of the United States rather than a lived experience. (10-15 minutes)

Have a student volunteer to look up the definition to the term “nativism” in their phone or a reference book from the classroom (if available). Nativism is the policy of protecting the interests of native-born or established inhabitants against those of immigrants. Briefly introduce students to the concept of nativism and discuss how this ideology became an important political and social force in the United States in the late 19th and early 20th centuries. Have students briefly consider and discuss ways in which this ideology might manifest in the late 19th and early 20th century United States. Have them consider the following questions. Which groups of individuals might be targeted by individuals that held nativist ideologies? What types of actions might nativists take against immigrant groups at this time? (5-10 minutes)
|   |   | The instructor will then distribute the three sources and the comparative source analysis worksheet to the students. Instruct the students to read carefully through each brief source and to answer the three questions as completely as possible for each source. Remind students that they are to pull information directly from the source materials to respond to each question. They can either use direct quotes or paraphrase relevant information.  

As students work on reading through the sources and answering questions on the worksheet, the instructor should circulate through the room and answer questions that arise as the students are reading. Inform the students that the completed worksheets will be due the following class period and that if they need to finish the assignment they are to do so for homework. (10 mins) |
|---|---|---|
Evaluating the complexity of the immigrant experience in the late 19th and early 20th centuries in the United States.

- Large-group discussion
- Quick-write expository essay.

Students will begin class with a small/group to large group discussion of the previous class readings. The instructor will have students briefly compare and contrast the experiences of immigrant groups at the turn of the 20th century as expressed in the primary source readings from the previous class in small groups. After students have had time to review and discuss the sources in a small group the instructor will lead the class in a large group discussion of the sources. Use the following questions to guide the discussion.

What types of hardship did immigrants face in coming to and settling in the United States? What types of opportunities did immigrant groups find in the United States? Why might immigrant groups have faced such issues? How do different groups’ compare with one another? How do we reconcile the vision of America as expressed in the sources form day 1 with the experiences of immigrant groups from the sources from day 2? Which view is more authoritative, and why? If we consider these sources collectively, what conclusions can we draw about the immigrant experience in the United States at this time? Do you see any similarities between these immigrants’ experiences and those experienced by immigrant groups coming to the United States today? As the students are discussing the instructor will keep notes on the board or on a piece of paper under the document camera. When the students have completed their large-group discussion, the instructor will summarize the major points of discussion for the class. (20-25 minutes)
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<th>Time</th>
<th>Activity</th>
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<tr>
<td>0-2</td>
<td>Students given the instructions for the quickwrite assignment. (3-5 minutes)</td>
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<td>2-5</td>
<td>Instructor will read over the quickwrite instructions with the students and answer questions students may have about the assignments. (5-10 minutes)</td>
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<td>5-10</td>
<td>Instructor will direct the students to begin drafting an outline of their essay with the remaining time and also direct the students to begin drafting their essay if time remains. As the students are beginning the essay, the instructor will circulate around the room and answer individual questions that students may have regarding the assignment or seek to help students that seem off task or to be struggling with the assignment. As the students are finishing class, the instructor will remind the students of the assignment’s due date. (20 minutes)</td>
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Teacher Name: Casey Clay  
School: Early College Academy of Greeley  
Email: Casey.Clay@aims.edu
Day 1 Materials:

Analyzing Historical Photographs/Paintings

Observing the Photograph/Painting
1. Study the photograph for 1-2 minutes.
   a. What, in your opinion, is the overall subject/theme of the painting or photograph?
   b. What is your overall impression of the photograph/painting? (i.e. what emotion does it invoke? What events or ideas does it bring forward in your mind?)

2. List the people, objects and activities in the photograph/painting

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<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
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Analyzing the photograph/painting
3. What information about historical context can you gather from the photograph/painting?
4. Based on your observations, list three things that you might infer about this historical event from evidence in the photograph/painting. Support your answers with evidence from the photograph/painting.
   a. 
   b. 
   c. 

5. How has methods/symbols/perspective used by the artist in the creation of this photograph/painting impacted the message of the piece?

6. What do you believe is the purpose of the artist in creating this piece of artwork? (documenting an event, persuading the audience, etc...) How might the artist's purpose impact the audience?

7. What questions do you still have about the photograph/painting after analyzing it?

8. Where might you find the answers to these questions?

I worked on my father’s farm till I was about sixteen years of age, when a man of our tribe came back from America and took ground as large as four city blocks and made a paradise of it. He put a large stone wall around and led some streams through and built a palace and summer house and about twenty other structures, with beautiful bridges over the streams and walks and roads. Trees and flowers, singing birds, waterfowl and curious animals were within the walls.

The man had gone away from our village a poor boy. Now he returned with unlimited wealth, which he had obtained in the country of the Americans wizards. After many amazing adventures he had become a merchant in a city called Mott Street, so it was said...

The wealth of this man filled my mind with the idea that I, too, would like to go to the country of the wizards and gain some of their wealth, and after a long time my father consented, and give me his blessing, and my mother took leave of me with tears, while my grandfather laid his hand upon my head and told me to remember and live up to the admonitions of the Sages, to avoid gambling, bad women and men of evil minds, and so to govern my conduct that when I died my ancestors might rejoice to welcome me as a guest on high. My father gave me $100, and I went to Hong Kong with five other boys from our place and we got steerage passage on a steamer, paying $50 each. Everything was new to me. All my life I had been used to sleeping on a board bed with a wooden pillow, and I found the steamer’s bunk very uncomfortable, because it was so soft. The food was different from that which I had been used to, and I did not like it at all. I was afraid of the stews, for the thought of what they might be made of by wicked wizards of the ship made me ill. Of the great power of these people I saw many signs. The engines that moved the ship were wonderful monsters, strong enough to lift mountains. When I got to San Francisco, which was before the passage of the Exclusion act, I was half starved, because I was afraid to eat the provisions of the barbarians, but a few days’ living in the Chinese quarter made me happy again. A man got me work as a house servant in an American family, and my start was the same as that of almost all the Chinese in this country...
When I was a little girl, the world was divided into two parts; namely, Polotzk, the place where I lived, and a strange land called Russia. All the little girls I knew lived in Polotzk, with their fathers and mothers and friends. Russia was the place where one’s father went on business. It was so far off, and so many bad things happened there, that one’s mother and grandmother and grown-up aunts cried at the railroad station, and one was expected to be sad and quiet for the rest of the day, when the father departed for Russia...

...How I wanted to see Russia! But very few people went there. When people went to Russia it was a sign of trouble; either they could not make a living at home, or they were drafted for the army, or they had a lawsuit. No, nobody went to Russia for pleasure. Why, in Russia lived the Czar, and a great many cruel people; and in Russia were the dreadful prisons from which people never came back.

It was very strange that the Czar and the police should want all Russia for themselves. It was a very big country; it took many days for a letter to reach one’s father in Russia. Why might not everybody be there who wanted to?

I do not know when I became old enough to understand. The truth was home in on me a dozen times a day... There was no time in my life when I did not hear and see and feel the truth – the reason why Polotzk was cut off from the rest of Russia. It was the first lesson a little girl in Polotzk had to learn. But for a long while I did not understand. Then there came a time when I know that Polotzk and Vitebsk and Vilna and some other places were grouped together as the “Pale of Settlement,” and within this area the Czar commanded me to stay, with my father and mother and friends, and all other people like us. We must not be found outside the Pale, because we were Jews.

So there was a fence around Polotzk, after all. The world was divided into Jews and Gentiles. This knowledge came so gradually that it could not shock me. It trickled into my consciousness drop by drop. By the time I fully understood that I was a prisoner, the shackles had grown familiar to my flesh.

The first time Vanka threw mud at me, I ran home and complained to my mother, who brushed off my dress and said, quite resignedly, “How can I help you, my poor child? Vanka is a Gentile. The Gentiles do as they like with us Jews.” The next time Vanka abused me, I did not cry, but ran for shelter, saying to myself, “Vanka is a Gentile.” The third time, when Vanka spat on me, I wiped my face and thought nothing at all. I accepted ill-usage from the Gentiles as one accepts the weather. The world was made in a certain way, and I had to live in it...

...There was one thing the Gentiles always understood, and that was money. They would take any kind of bribe at any time. Peace cost so much a year in Polotzk. If you did not keep on good terms with your Gentile neighbors, they had a hundred ways of molesting you. If you chased their pigs when they came rooting up your garden, or objected to their children maltreating your children, they might complain against you to the police, stuffing their case with false accusations and false witnesses. If you had not made friends with the police, the case might go to court; and there you lost before the trial was called, unless the judge had reason to befriend you. The cheapest way to live in Polotzk was to pay as you went along. Even a little girl understood that, in Polotzk.....
It was not easy to love, with such bitter competition as the congestion of population made inevitable. There were ten times as many stores as there should have been, ten times as many tailors, cobblers, barbers, tinsmiths. A Gentile, if he failed in Polotzk, could go elsewhere, where there was less competition. A Jew could make the circle of the Pale, only to find the same conditions as at home. Outside the Pale he could only go to certain designated localities, on payment of prohibitive fees, augmented by a constant stream of bribes; and even then he lived at the mercy of the local chief of police...

Harasses on every side, thwarted in every normal effort, pent up within narrow limits, all but dehumanized, the Russian Jew fell back upon the only thing that never failed him, -- His hereditary faith in God. In the study of the Torah he found the balm for all his wounds; the minute observance of traditional rites became the expression of his spiritual cravings; and in the dream of a restoration to Palestine he forgot the world...

... I was about ten years old when my father emigrated. I was used to his going away from home, and “America” did not mean much more to me than “Kherson,” or “Odessa,” or any other names of distant places. I understood vaguely, from the gravity with which his plans were discussed, and from references to ships, societies, and other unfamiliar things, that this enterprise was different from previous ones; but my excitement and emotion on the morning of my father’s departure were mainly vicarious.

I know the day when “America” as a world entirely unlike Polotzk lodged in my brain, to become the center of all my dreams and speculations. Well I know the day. I was in bed, sharing the measles with some of the other children. Mother brought us a thick letter from father, written just before boarding the ship. The letter was full of excitement. There was something in it besides the description of travel, something besides the pictures of crowds of people, of foreign cities, of a ship ready to put out to sea... I heard something, as we read the letter together in the darkened room, that was more than words seems to say. There was an elation, a hint of triumph, such as had never been in my father’s letters before. I cannot tell how I knew it. I felt a stirring, a straining in my father’s letter. It was there, even though my mother stumbled over strange words, even though she cried, as women will when somebody is going away. My father was inspired by a vision. He saw something – he promised us something. It was this “America.” And “America” became my dream...
As a boy of nine, and even younger, in my native village... I experienced a thrill every time one of the men of the little community returned from America.

Five or six years before, as I heard people tell, the man had quietly left the village for the United States, a poor peasant clad in homespun, with a mustache under his nose and a bundle on his back; now, a clean-shaven Amerikanec, he sported a blue-serge suit, buttoned shoes very large in the toes and with india-rubber heels, a black derby, a shiny celluloid collar, and a loud necktie made even louder by a dazzling horseshoe pin, which, rumor had it, was made of gold, while his two suitcases of imitation leather, bulged with gifts from America for his relatives and friends in the village. In nine cases out of ten, he had left in economic desperation, on money borrowed from some relative in the United States; now there was talk in the village that he was worth anywhere from one to three thousand American dollars. And to my eyes he truly bore all the earmarks of affluence. Indeed, to say that he thrilled my boyish fancy is putting it mildly. With other boys in the village, I followed him around as he went visiting his relatives and friends and distributing presents, and hung onto his every word and gesture.

Then, on the first Sunday after his homecoming, if at all possible, I got within earshot of the nabob as he sat in the winehouse or under the linden in front of the winehouse in Blato, surrounded by village folk, ordering wine and klobase – Carniolan sausages – for all comers, paying for accordion-players, indulging in tall talk about America, its wealth and vastness, and his own experiences as a worker in the West Virginia or Kansas coal-mines or Pennsylvania rolling-mills, and comparing notes upon conditions in the United States with other local Amerikanci who had returned home before him.

I remember that, listening to them, I played with the idea of going to America when I was but eight or nine. My notion of the United States then, and for the few years after, was that it was a grand, amazing, somewhat fantastic place – the Golden Country – a sort of Paradise – the Land of Promise in more ways than one – huge beyond conception, thousands of miles across the ocean, untellable exciting, explosive, quite incomparable to the tiny, quiet, lovely Carniola; a place full of movement and turmoil, wherein things that were unimaginable and impossible in Blato happened daily as a matter of course.

In America one could make pots of money in a short time, acquire immense holdings, wear a white collar, and have polish on one’s boots like a gospod – one of the gentry – and eat white bread, soup, and meat on weekdays as well as on Sundays, even if one were but an ordinary workman to begin with. In Blato no one ate white bread or soup and meat, except on Sundays and holidays, and very few then...

In America everything was possible. There even the common people were “citizens,” not “subjects,” as they were in Austria and in most other European countries. A Citizen, or even a non-citizen foreigner, could walk up to the President of the United States and pump his hand. Indeed, that seemed to be a custom in America. There was a man in Blato, a former steel-worker in Pittsburgh, who claimed that upon an occasion he had shaken hands and exchanged words with Theodore Roosevelt, to whom he familiarly referred as “tedi” – which struck my mother very funny. To her it seemed as if someone had called the Pope of Rome or the Emperor of Austria by a nickname. But the man assured her, in my hearing, that in America everybody called the President merely “Tedi.”
Mother laughed about this, off and on, for several days. And I laughed with her. She and I often laughed together.”
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<tr>
<th>Source #1: Lee Chew</th>
<th>Source #2: Mary Antin</th>
<th>Source #3: The Slovenian Boy</th>
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<tr>
<td>Describe the Author’s Background, i.e. who are they? Be specific and thorough in your response (Use information from the source to support your response)</td>
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<td>Briefly summarize the source. What is the author talking about, generally, in the source? (Use information from the source to support your response)</td>
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<td>In what ways does this source reveal the various causes of immigration (push and pull factors) into the United States at the turn of the 20th century? (Use information from the source to support your response)</td>
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Day 2 Materials:

HIS 122
The New Colossus, 1883


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 world-wide 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!”

The native American [native-born, white Americans] has always found, and finds now, in the black men, willing followers who ask only to obey and to further the ideals and wishes of the master race, without trying to inject into the body politic their own views, whether racial, religious, or social. Negros are never socialists or labor unionist, and as long as the dominant imposes its will on the servient race, and as long as they remain in the same relation to the whites as in the past, the negroes will be a valuable element in the community, but once raised to social equality their influence will be destructive to themselves and to the whites. If the purity of the two races is to be maintained, they cannot continue to live side by side, and this is a problem from which there can be no escape.

The native American by the middle of the nineteenth century was rapidly becoming a distinct type. Derived from the Teutonic part of the British Isles, and being almost purely Nordic, he was on the point of developing physical peculiarities of his own, slightly variant from those of his English forefathers, and corresponding rather with the idealistic Elizabethan than with the materialistic Hanoverian Englishman. The Civil War, however, put a severe, perhaps fatal, check to the development and expansion of this splendid type, by destroying great numbers of the best breeding stock on both sides, and by breaking up the home ties of many more. If the war had not occurred these same men with their descendants would have populated the Western States instead of the racial nondescripts who are now flocking there.

The prosperity that followed the war attracted hordes of newcomers who were welcomed by the native Americans to operate factories, build railroads, and fill up the waste spaces – “Developing the country” it was called.

These new immigrants were no longer exclusively members of the Nordic race as were the earlier ones who came of their own impulse to improve their social conditions. The transportation lines advertised America as a land flowing with milk and honey, and the European governments took the opportunity to unload upon careless, wealthy, and hospitable America the sweepings of their jails and asylums. The result was that the new immigration, while it still included many strong elements from the north of Europe, contained a large and increasing number of the weak, the broken, and the mentally crippled of all races drawn from the lowest stratum of the Mediterranean basis and the Balkans, together with hordes of the wretched, submerged populations of the Polish Ghettos.

With a pathetic and fatuous belief in the efficacy of American institutions and environment to reverse or obliterate immemorial hereditary tendencies, these newcomers were welcomed and given a share in our land and prosperity. The American taxed himself to sanitate and educate these poor helots, and as soon as they could speak English, encouraged them to enter into the political life, first of municipalities, and then of the nation.

The result is showing plainly in the rapid decline in the birth rate of native Americans because the poorer classes of Colonial stock, where they still exist, will not bring children into the world to compete in the labor market with the Slovak, the Italian, The Syrian, and the Jew. The native American is too proud to mix socially with them, and is gradually withdrawing from the scene, abandoning to these aliens the land which he conquered and developed. The man of the old stock is being crowded out of many country districts by these
foreigners, just as he is today being literally driven off the streets of New York City by the swarms of Polish Jews. These immigrants adopt the language of the native born American; they wear his clothes; they steal his name; and they are beginning to take his women, but they seldom adopt his religion or understand his ideals, and while he is being allowed out of his own home the American looks calmly abroad and urges on others the suicidal ethics which are exterminating his own race.

As to what the future mixture will be it is evident that in large sections of the country the native American will entirely disappear. He will not intermarry with inferior races, and he cannot compete in the sweat shop and in the street trench with the newcomers. Large cities from the days of Rome, Alexandria, and Byzantium have always been gathering points of diverse races, but New York is becoming a *cloaca gentium* which will produce many amazing racial hybrids and some ethnic horrors that will be beyond the powers of future anthropologists to unravel.

One thing is certain: in any such mixture; the surviving traits will be determined by competition between the lowest and most primitive elements and the specialized traits of Nordic man; his stature, his light colored eyes, his fair skin and blonde hair, his straight nose, and his splendid fighting and moral qualities will have little part in the resultant mixture.

The “survival of the fittest” means the survival of the type best adapted to existing conditions of environment, today the tenement and factory as in Colonial times they were the clearing forests, fighting Indians, farming the fields, and sailing the Seven Seas. From that point of view of race it were better described as the “survival of the unfit.”
Chinese Immigration
February 10, 1892 – Referred to the House Calendar and ordered to be printed.
Mr. Stump, from the Committee on Immigration and Naturalization, submitted the following Report:
To accompany H.R. 5809.

The Committee on Immigration and Naturalization, to whom was referred to House bill 4575 after giving careful consideration to the subject have agreed upon a substitute for said bill, which substitute is herewith returned. This committee recommend its passage and further respectfully report.

There is urgent necessity for prompt legislation on the subject of Chinese immigration. The exclusion act approved May 6, 1892, and its supplement expires by limitation of time on May 6, 1892, and after that time there will be no law to prevent the Chinese hordes from invading our country in number so vast, as soon to outnumber the present population of our flourishing States on the Pacific slope.

When we consider the dense population of the Chinese Empire, now estimated at over 400,000,000 and constantly increasing, it becomes apparent that emigration from that country is becoming a necessity and that that Empire could send millions of its people to other lands and thereby improve the condition of those remaining at home. Of all other lands the Chinaman looks with longing eyes to the rich mines and fair fields of this country. The wages paid for labor and the bountiful harvest that awaits the frugal and industrious excites their cupidity. So great is their desire to make this country a temporary home, where in a few years they can accumulate enough to live the balance of their lives in China in comparative ease, that they have resorted to tricks and devices by which they have evaded the exclusion acts heretofore passed, and unless legislation is clear, definite, strict, and highly penal, with certainty of conviction when violated, and promptly and rigidly enforced, their intelligence and shrewdness will find some means to evade it...

... The popular demand for legislation excluding the Chinese from this country is urgent and imperative and almost universal. Their presence here is inimical to our institutions and is deemed injurious and a source of danger. They are a distinct race exclusive and seclusive [sic]. They come here with the sole purpose of saving from their earnings a few hundred dollars and returning with them to China. This they succeed in doing in from five to ten years by living in the most miserable manner, when in cities and towns in crowded tenement houses surrounded by dirt, filth, corruption, pollution, and prostitution; and gambling houses and opium joints abound. When used as cooks, farm-hands, servants, and gardeners they are more cleanly in habits and manners. They, as a rule, have no families here; all are men, save a few women, usually prostitutes. They have no attachment to our country, its laws, or its institutions, nor are they interested in its prosperity. They never assimilate with our people, our manners, tastes, religion, or ideas. With us they have nothing in common.

Living on the cheapest diet (mostly vegetable), wearing the poorest clothing, with no family to support, they enter the field of labor in competition with the American workman. In San Francisco, and in fact throughout the whole Pacific slope, we learn from the testimony heretofore alluded to, that the Chinamen have invaded almost
every branch of industry; manufacturers of cigars, cigar boxes, brooms, tailors, laundrymen, cooks, servants, farm hands, fishermen, miners, and all departments of manual labor, for wages and prices at which white men and women could not support themselves and those dependent upon them. Recently this was a new country, and the Chinese may have been a necessity at one time, but now our own people are fast filling up and developing this rich and highly favored land, and American citizens will not and can not afford to stand idly by and see this undesirable race carry away the fruits of the labor which justly belongs to them. A war of races would soon be inaugurated; several times it has broken out, and bloodshed has followed. The town of Tacoma, in 1887, banished some 3,000 Chinamen on twenty-four hours’ notice, and no Chinaman has ever been permitted to return.

Our people are willing, however, that those now here may remain, protected by the laws which they do not appreciate or obey, provided strong provision be made that no more shall be allowed to come, and that the smuggling of Chinese across the frontiers be scrupulously guarded against, so that gradually, by voluntary departures, death from sickness, accident, or old age, this race may be eliminated from this country, and the white race fill their places without inconvenience to our own people or to the Chinese, and thus a desirable change be happily and peacefully accomplished. It was thought that the exclusion act of 1882 would bring about this result; but it now appears that although at San Francisco the departures largely exceed the arrivals, yet the business of smuggling Chinese persons across the lines from the British Possessions and Mexico has so greatly increased that the number of arrivals now exceed the departures. This must be effectually stopped...

...Impelled by natural laws of self-preservation, and the protection of our own people, and the Chinese now in our midst, we deem it wise and prudent legislation to enact this law, and we ask for the passage of this bill...

“Rock Springs, Wyo., September 18, 1885

Hon. Huang Sih Ghuen,
Chinese Consul:

Your Honor: We, the undersigned, have been in Rock Springs, Wyoming Territory, for periods ranging from one to fifteen years, for the purpose of working on the railroads and in the coal mines.

Up to the time of the recent troubles we had worked along with the white men, and had not had the least ill-feeling against them. The officers of the companies employing us treated us and the white men kindly, placing both races on the same footing and paying the same wages.

Several times we had been approached by the white men and requested to join them in asking the companies for an increase in the wages of all, both Chinese and white men. We inquired of them what we should do if the companies refused to grant an increase. They answered that if the companies would not increase our wages we should all strike, then the companies would be obliged to increase our wages. To this we dissented, wherefore we excited their animosity against us.

During the past two years there has been in existence in “Whitemen’s Town,” Rock Springs, an organization composed of white miners, whose object was to bring about the expulsion of all Chinese from the Territory. To them or to their object we have paid no attention. About the month of August of this year notices were posted up, all the way from Evanston to Rock Springs, demanding the expulsion of the Chinese, &c. On the evening of September 1, 1885, the bell of the building in which said organization meets rang for a meeting. It was rumored on that night that threats had been made against the Chinese...

About 2 o’clock in the afternoon [of September 2] a mob, divided into two gangs, came toward “Chinatown,” one gang coming by way of the plank bridge, and the other by way of the railroad bridge. The gang coming by way of the railroad bridge was the larger, and was subdivided into many squads, some of which did not cross the bridge, but remained standing on the side opposite to “Chinatown,” others that had already crossed the bridge stood on the right and left at the end of it. Several squads marched up the hill behind Coal-pit No. 3. One squad remained at Coal-shed No. 3, and another at the pump-house. The squad that remained at the pump-house fired the first shot, and the squad that stood at Coal-shed No. 3 immediately followed their example and fired. The Chinese by name of Lor Sun Kit was the first person shot, and fell to the ground. At that time the Chinese began to realize that the mob were bent on killing...

Whenever the mob met a Chinese they stopped him, and pointing a weapon at him, asked him if he had a revolver, and then approaching him they searched his person, robbing him of his watch or any gold or silver that he might have about him, before letting him go. Some of the rioters would let a Chinese go after depriving him of all his gold and silver, while another Chinese would be beaten with the butt ends of the weapons before being let go. Some of the rioters, when they could not stop a Chinese, would shoot him dead on the spot, and then search and rob him. Some would overtake a Chinese, throw him down and search and rob him before they would let him go. Some of the rioters would not fire their weapons, but would only use the butt ends to beat the Chinese with. Some would not beat a Chinese, but would rob him of whatever he had and let him go, yelling
to him to go quickly. Some, who took no part either in beating or robbing the Chinese, stood by, shouting loudly and laughing and clapping their hands.

There was a gang of women that stood at the “Chinatown” end of the plank bridge and cheered; among the women, two of them each fired successive shots at the Chinese. This was done about a little past 3 o’clock p.m....

Some of the Chinese were killed at the bank of Bitter Creek, some near the railroad bridge, and some in “Chinatown.” After having been killed, the dead bodies of some were carried to the burning buildings and thrown into the flames. Some of the Chinese who had hid themselves in the houses were killed and their bodies burned; some, who on account of sickness could not run, were burned alive in the houses. One Chinese was killed in “Whitemen’s Town” in a laundry house, and his house demolished. The whole number of Chinese killed was twenty-eight and those wounded fifteen.”
**HIS 122**  
Primary Source Comparative Analysis Worksheet

<table>
<thead>
<tr>
<th>Source #1: Madison Grant</th>
<th>Source #2: Congressional Report on Chinese Immigration</th>
<th>Source #3: Wyoming Gunfight: An Attack on Chinatown</th>
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</thead>
<tbody>
<tr>
<td>Describe the Author’s Background, i.e. who are they? Be specific and thorough in your response (Use information from the source to support your response)</td>
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<td>Briefly summarize the source. What is the author talking about, generally, in the source? (Use information from the source to support your response)</td>
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<tr>
<td>In what ways does this source reveal the challenges faced by immigrant populations in regards to their acceptance and assimilation into American life? (Use information from the source to support your response)</td>
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HIS 122
Quick-Write Essay: Immigration in The United States at the Turn of the 20th Century

Overview: Using historical sources as evidence and compiling evidence from various sources into historical arguments is a foundational skill for the study of history. Creating excellent written historical arguments requires repetition and practice. In order to improve these skills you will be expected to write brief written arguments periodically throughout the course. For this assignment you will be writing a brief, five-paragraph, expository essay on the topic of immigration in the United States at the Turn of the 20th Century.

Introduction: At the turn of the 20th century, the United States experienced a large influx of immigrants that contributed to and were influenced by the broader process of the latter Industrial Revolution. These immigrant groups came to the United States for a variety of reasons. Their arrival on American shores impacted the United States in varied ways. When immigrant communities arrived in the United States they found both opportunities and barriers toward their ultimate success. In this assignment you will be exploring the diversity of experience that characterized immigration in the United States at the turn of the 20th century.

Instructions: For this assignment you will be writing an expository essay. Remember, an expository essay is a brief essay in which you use evidence to support a central thesis statement. You will need to write a simple, 5-paragraph, expository essay that establishes a valid, clear, and concise thesis, that incorporates evidence from the primary and secondary sources discussed in class, and that addresses the significance of the historical events you choose to discuss.

You will be expected to respond to ONE of the following two prompts for this quickwrite assignment:

- Why were different groups of immigrants drawn to the United States at the Turn of the 20th Century?
- How were different groups of immigrants assimilated and/or excluded from American life at the turn of the 20th Century?

Your expository essay should be composed of:

- An introductory paragraph which outlines your thesis and methodology,
- Three (3) body paragraphs that draw information from course readings to support the central thesis.
- A concluding paragraph which addresses the significance of the historical events analyzed for the broader history of the United States.

See the attached rubric for more detailed information about how your expository essay will be assessed.
<table>
<thead>
<tr>
<th>Quickwrite Essay Rubric</th>
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<tbody>
<tr>
<td><strong>Needs Improvement</strong> (Less Than 70%)</td>
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<tr>
<td><strong>Clear, Accurate, and Concise Thesis Statement (5 points)</strong></td>
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<td><strong>Use of Supporting Evidence (15 points)</strong></td>
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<td><strong>Historical Significance (5 points)</strong></td>
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**Total Score:________/____25__**
Bibliography:


