

**Old Immigration**  
**New York Ports of Entry Before Ellis: Through Immigrant Accounts**  
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**Overview**

This unit supplements the tenth grade Pittsburgh Scholars Program (PSP) World Cultures curriculum. After studying the history, geography and cultures of different groups of people throughout the world, the students will have an opportunity to see how people from Western Europe began their migration to the United States. This unit will allow the students the opportunity to tie in what they have learned throughout the year in a final project, based on the primary accounts of people who traveled to the United States during the mid to late nineteenth century. The activities in this unit will serve as a bridge between their tenth grade World Cultures curriculum and the eleventh grade United States History curriculum and will highlight how World History and United States History are tied together. This unit focuses on immigration to the United States before Ellis Island was opened and highlights some of the earlier immigrant groups to enter the United States.

**Rationale**

**Preview**

What would it be like to leave everything you ever knew and immigrate to a new land where you did not speak the language, understand the traditions, or even have a job? That is a question that has fascinated me since I was a small child as I would sit and listen to my great grandmother tell me stories about the “Old Country”. This question is also one of the forces that motivated me to take this year’s PTI Seminar *Old Immigration*. It is true that no matter where in the world immigrants came from, once they landed in the United States many faced similar challenges and triumphs. But a misconception that many Americans have is that the process the immigrants went through to enter this land was also similar, despite when and where they entered the United States. Whenever the story of

immigration is told in movies or novels, it is always about the immigrant who took a steamship across the Atlantic Ocean, looked upon the Statue of Liberty with a mixture of joy and sorrow, and got processed through Ellis Island. Although millions of immigrants did share that experience, millions more faced quite different circumstances. After reflection on this misconception, I decided to write a curriculum unit on the different experiences the Old Immigrants faced while entering the United States, through their own words. I hope this will clear up misconceptions about the immigrants' experiences entering the United States. Also, I want this unit to give me the opportunity to teach my students how to examine the lives, cultures, and beliefs of the people who chose to make the United States their new home from the various countries in Western Europe.

I teach four sections of Pittsburgh Scholars Program (PSP) World Cultures. Our book is broken down into regions of the world: Africa, the Middle East, South Asia, East Asia, South East Asia, Australia and Oceania, Europe, Russia, Canada and Latin America. The book does not address United States History because the students take that course the next school year. Each section of the World Cultures book has three to five chapters that covers the geography, history, economy, and culture of each region. Although the book is a good starting point for discussing the culture and beliefs of the people of the world, it does not tie these areas together in any real way. It also does not explain or give any real examples of how these nations work together and how their histories have been shaped by global influences. Finally, there is no point in the curriculum that helps the students tie together what they are learning this year with what they will be covering in United States history next year. Obviously, the course has to cover such an immense amount of information that there is no way for the book to go into depth about the impact each culture or nation has on the other nations of the world. It is my hope that by taking a deeper look into the Old Immigrants' experiences while entering the United States, my students will be able to better understand and relate to people outside of their own sphere of influence. I plan on teaching this unit at the end of the school year because I also hope that this unit will act as a bridge for my students from PSP World Cultures to United States History. I want them to see how all of the groups we have been studying had a profound effect on the United States.

Although there were numerous ports open to immigrants throughout United States history, I have decided to focus only on the ports of New York from 1855 to 1900. The port in New York serviced the majority of people entering the United States. Also, I am not going to discuss the "Ellis Island of the West" – Angel Island because it did not open until 1910 and does not fit into the topic for my unit. Based on these conditions for my curriculum unit, I am going to focus specifically on the events leading up to the creation of Castle Garden, the era of Castle Garden, and its eventual closure.

In order for my unit to have the proper background, I will briefly discuss a few of the motivating forces that drove millions of Europeans out of their native lands to seek refuge in the United States. This will only be a cursory glance at such motivations because an in-depth look at the political, economic, and religious reasons for emigration is an entire curriculum unit on its own. Still, it is important to know some of the push and pull factors that caused millions of Europeans to leave their homeland despite the difficulty and dangers that lay ahead of such a voyage. While looking at the push and pull factors, I will also look at the experiences that the immigrants faced while crossing the Atlantic Ocean to arrive in the United States. I will discuss their life on the sailing ships early on and how that compared with their experiences on the steamships that began to sail. My unit will reflect on how the steerage class was treated and how they tried to adapt to the unsanitary conditions they faced.

How the immigrants were processed to legally enter the United States varied based on when they arrived in the country. Prior to 1855 there were no guidelines in place to deal with immigration and how people entered the country depended on where they landed. I will discuss the history of how Castle Garden came into existence and show the evolution of how immigration slowly moved from state control to federal control, with the creation of Ellis Island.

I have decided to use the accounts of the Old Immigrants to make my case for this unit. The first reason is because by looking at immigration, students taking a social studies course gain a better understanding of who is an "American". While creating this unit, I hope to better define who is considered an Old Immigrant and to honor those groups who blazed a trail for immigrants who continue to call the United States home today. Finally, I chose to look at the Old Immigrants for personal reasons. I hope that through this unit I can have a better idea of the challenges and problems that my own family faced coming to this nation. This unit serves not only to educate my students and enhance my own knowledge about immigration, but also gives me an opportunity to selfishly look into my own past and gain a better understanding of how it felt to begin a new life in a strange new land.

## Introduction

"We are not a nation, so much as a world..." Herman Melville<sup>1</sup>

"Here is not merely a nation but a teeming Nation of Nations"... Walt Whitman

"Remember always, that all of us...are descended from immigrants..." FDR<sup>2</sup>

Immigration to the United States began long before the country was even established as a nation. Once the New World was discovered, people began to

immigrate to the United States for numerous reasons and their arrival continued unchecked and unregulated for centuries. The arrival of immigrants was welcomed early on in United States history due to a strong economy and the need for labor. But during times of economic hardship and recession, immigrants were often accused of stealing jobs from Americans.<sup>3</sup> From 1820 to 1930 over 37 million immigrants entered the United States from all parts of the world, but historians often divide these dates into waves of immigration. The Old Immigrants are those immigrants who entered the United States from 1820 to 1890 when 7.7 million people came primarily from England, Scotland, Wales, Ireland, Scandinavia, and the “Germanies” (Austria, Switzerland, and various German states). This group can further be divided into two distinct subgroups. From 1820 to 1860 four million immigrants entered the United States with a large proportion from Ireland and Germany. The Civil War caused a dip in immigration, but from 1860 to 1890 the Irish and Germans were joined with larger amounts of immigrants from England, Scotland, Wales, and Scandinavia. The New Immigrants are immigrants who arrived after 1890, and this group came primarily from Southern and Eastern Europe, places like Italy, Austro-Hungary, Russia, and the Baltic States.<sup>4</sup>

Studying immigration during the nineteenth century can be problematic. Many of the details about various immigrants are very local in detail and it is hard to make a broad generalization regarding a nation based on a few local accounts. Many countries in Europe during the nineteenth century did not keep accurate records and the records kept were not equal between all of the nations. Often the statistics that were kept can not be believed as entirely accurate. People throughout Europe were not equally literate so they were not equally capable of leaving their own evidence of what they did and why they did it. Still, by studying the various accounts left by the immigrants and their families and evidence compiled by governments both in Europe and in the United States, historians have been able to learn a lot about why 37 million people decided to make the voyage to the United States.<sup>5</sup>

### Push Factors

There are an infinite number of motives that caused millions of Europeans to leave their homelands from 1820 to 1890 but there are a few factors that historians can point to that account for a large portion of immigration. There were various economic, political, and religious reasons along with personal hopes, dreams, and fears. Europe's population doubled from 1750 to 1850 due to a lower mortality rate and more food. This placed increasingly more pressure on the land and natural resources. The Industrial Revolution that began in the mid-18<sup>th</sup> century slowly pushed specialized artisans out of jobs. The Agricultural Revolution and new scientific farming methods caused the rural economy to be reorganized as

large-scale farms replaced small family farms. This reorganization displaced many people and the competition drove many small farms out of business. There were numerous failed revolutions in Europe in 1848 in areas like Germany, Italy, and Austria-Hungary that caused a few thousand political dissidents to escape possible retribution. In areas like Norway, Holland, and Prussia people were anxious to escape persecution at the hands of clergy or wanted a place to practice their reformed religious ideas. Popular knowledge about the United States throughout Europe increased with the spread of public education and growing literacy rates. The great bulk of emigrants to the United States were impelled by the desire to earn a better living and improve their economic situation.<sup>6</sup>

People not only left Europe for various reasons, but the United States actively tried to attract immigrants. A growing American economy coincided with the departure of Europeans for the United States. The Industrial Revolution in the United States caused a need for cheap labor to build the canals and railroads, dig the mines, plow the fields, and work in the factories. The need for cheap labor was increased due to the end of slavery after the Civil War. The immigrants were also drawn to the United States by the prospects of being able to own their own land. The 1862 Homestead Act promised that a man could earn the title to 160 acres of land by living on and cultivating the land for five years as long as he was either a US citizen or declared his intention to become a citizen.<sup>7</sup> Also the impact of advertising and "American Letters" from family and friends in the United States fed the immigrants personal hopes and dreams for a new and prosperous life.<sup>8</sup>

Each of these factors impacted the immigrants in different ways, but there are a few generalizations that can be drawn about why the Old Immigrants left their homes when they did during the nineteenth century. From 1820 to 1890, 3.5 million Irish left their homeland for the United States. The Irish had been making their way to North America starting in the late 17<sup>th</sup> century but numerous factors caused a mass exodus from Ireland beginning in 1845. The dominant industry in Ireland was agriculture and the lands were under the control of the English aristocracy who rented the land out to the tenant farmers. The English exploited the Irish and denied them the right to any political privileges, including land ownership. Ireland's primary crop was the potato and the tenant farmers lived at the edge of subsistence so any type of crop failure could mean certain death. Potato famines happened prior to 1845 but this year marked the beginning of a succession of cold, damp summers and the arrival of a plant disease, potato rot, which destroyed almost the entire crop.<sup>9</sup> Unable to pay for land taxes, many of the tenant farmers were driven off of the land and over one million people died from starvation. From 1845 to 1855 over 1.5 million Irish left for the United States, some with the help of landlords who wanted to get rid of the impoverished tenants. The population of Ireland was growing quite rapidly and the increasing

population was placing constant pressure on the resources of the land and the government. Also, the enclosure movement forced most of the few Irish farmers who did own their own land out of business.<sup>10</sup> Women in Ireland also made up a portion of the immigrants. Many left Ireland to work as domestics in the United States, rather than becoming stuck in poor marriages or working in the sweatshops. They were provided with food and a clean place to live in the United States and many eventually provided the money necessary for passage for their brothers and sisters back home.<sup>11</sup> Finally, the Irish Catholics felt political and religious pressures. Catholics were excluded from Parliament, not allowed to hold office, and had to tithe to the Church of England. These restrictions brought numerous failed rebellions that were followed by repressive measures and the confiscation of property and any land.<sup>12</sup>

In the mid-19<sup>th</sup> century the tide of Irish coming to the United States began to decrease and the tide of Germanic groups overtook the Irish as the majority. Germans had played a large role in immigration to the United States previously and the Germans had been the largest non-English immigrant group in the prior century. This group included a great variety of immigrants because this was not a unified country. (Germany is not a unified nation until 1871, but I will refer to Germany or the German immigrants when I discuss the people from this region.) After 1848 a number of political refugees and intellectuals, some with a price on their heads, fled to the United States. They were a group of ultra radicals who opposed the monarchy and fled a failed rebellion in Prussia. This group began the constant flow of Germans to the United States, but numerically they are less important than the next group that began their migration to the United States in 1850.<sup>13</sup> These immigrants were primarily farmers, small tradesmen, and common laborers. By the 1860s, over 31% of foreign-born immigrants in the United States were from Germany and the primary cause for their departure was economic. America promised cheap land that had good soil and an expanding western frontier for the farmers and for the tradesmen and laborers. The United States had the promise of good jobs as railroad construction and industrial expansion was at its height. There were also numerous American letters from successful family and friends in the United States that convinced entire families to immigrate to the United States.<sup>14</sup>

British immigrants, the English, Scots, and Welsh, are also diverse in their reasons for leaving. Immigrants from the British Isles were among some of the first to land and settle the United States in the sixteenth, seventeenth, and eighteenth centuries. The beginnings of large scale British immigration to the United States in the nineteenth century coincides with the changes in Britain brought on by the Industrial Revolution, but no one single social or political group is responsible for a large proportion of the immigrants.<sup>15</sup> Large numbers of those who left Britain were skilled laborers who left home with the hope of a good job

in the United States, especially during times of economic hardship in Britain. Also, a large proportion of unskilled laborers left for the United States hoping to work in the busy and expanding factories in the United States. British farmers left for the United States either with the hopes of establishing large and profitable farms, or were pushed off of their own land in Britain and could no longer compete with the large-scale farms. The largest group that left Britain was agricultural laborers who were pushed into poverty as their nation's economy switched to manufacturing during the Industrial Revolution.<sup>16</sup> By 1860, the English, Welsh, and Scots replaced the Irish as the most numerous immigrant group from the British Isles.<sup>17</sup>

Scandinavian immigrants, the Swedish, Norwegians, and Danish, began immigrating to the United States in growing numbers beginning in the 1840s but really began a mass exodus from their nations after the United States Civil War. The majority of Scandinavian immigrants were from the lower socioeconomic classes and were searching to build a better life for themselves. Quakers from Stavanger in Norway did emigrate to the United States to avoid religious persecution and oppression because they were opposed to the Lutheran Church. But, Scandinavians as a whole primarily left their homes for economic reasons. From 1850 through the late 1880's the Scandinavians faced a series of poor harvests, high taxes, low wages, and periods of unemployment.<sup>18</sup> American letters from family and friends promised a better life and land in America and that factored into the number of people who left for the United States. Often these letters were published in the local newspaper for the entire village to read.<sup>19</sup> The Law of Primogeniture also forced many younger sons to leave home and go to the United States with the hope of obtaining land of their own.<sup>20</sup> The Danish made up the smallest total amount of Scandinavians who left, but this is probably because their economy was stronger and they were doing better agriculturally than the rest of Scandinavia. The majority of immigrants who left Denmark were not farmers, but rather artisans and skilled laborers who were looking for work. No matter why they left, each group had to endure the experience of reaching the United States.<sup>21</sup>

### The Voyage to the United States

The voyage to the United States sometimes began an entire year before the immigrants planned on leaving. Many spent months before their departure preparing things like salted meat, bread, cheese, and butter for the voyage.<sup>22</sup> They had to apply for any papers that they would need to travel like visas, medical documents, or proof of citizenship. They also had to chose their destination and plan the route they would take over land and often these decisions were based on second hand information gathered from rumors or letters from other immigrants. When they actually left home, they would sell all of the property they could not

carry with them to the port city or give it away to family and friends that were staying behind. This was a difficult time emotionally because many knew they would never see their family or friends again.<sup>23</sup> For many people it was also a scary experience because it was their first time away from home and the first time they had left the boundary of their village. Until railroads were laid throughout Europe, the trip was difficult and sometimes took up to one year. Once they arrived at port they had to avoid thieves, prostitutes, and runners. Often immigrants were sold counterfeit tickets or charged excessive rates for room and board while waiting for their ship to sail.<sup>24</sup> Finally, they had to pick the ship they felt was the best looking without any evidence as to the ships seaworthiness and then wait for enough passengers to book tickets so that the ship could sail. Ticket prices during the time of sailing ships varied from ship to ship so it was hard to determine a fair price.<sup>25</sup>

During the era of sailing ships, circumstances at the departure city looked simple compared to what the immigrants experienced on board the vessel. The voyage to the United States took 44 days on average, but it was not uncommon to be on a ship that took four to six months to reach the United States. The sailing ships were actually built to haul cargo, not passengers. The cargo area carried timber, cotton, and tobacco from the United State to Europe and then on the return trip immigrants were put into the cargo holds.<sup>26</sup> The area they were in was called steerage, named for the area below the deck where the steering apparatus was located. Steerage was usually 5 1/2 feet high, 75 feet long and 25 feet wide and held anywhere from 400 to 1000 passengers. Europe did have laws that limited the number of passengers the ship could carry but captains often found ways to get around this law. They simply loaded the allowed number at one port and then went to a second port and added more passengers.<sup>27</sup> There were a few first class passengers on board, but they were given plenty of room and wonderful onboard conditions. Often, the ship carried animals on board just to feed the ten to twelve pampered first class passengers. Until 1850, steerage passengers could not rely on the ship to provide food, utensils, or bedding. They had to bring with them enough food and supplies to last the entire trip, even if the voyage was extended because of poor weather or primitive navigation.<sup>28</sup> Their bread often became moldy, the fish and meat often rotted, and they frequently ran out of supplies or were robbed by someone else who had already run out of supplies. When this happened, they had to purchase food from the captain at high rates. Death from starvation was not uncommon, especially among young children and the elderly. Even when they did have food to cook, there were usually only two rooms that contained either an open fire or a stove and the passengers often fought with each other for the use of the room. The open flame always created the hazard of fire on board the wooden sailing ships.<sup>29</sup>

The crowded conditions did not create a sanitary or safe environment on board the ship. These vessels were overcrowded and filthy and this led to various problems. There were numerous outbreaks of dysentery, cholera, typhoid fever, and lice. There was no place to wash up and the passengers had to eat among their bedding and baggage, creating a messy environment. Women often faced assault and sexual abuse by both fellow passengers and the sailors because there were no separate quarters for men and women and children. When a storm hit at sea, the overhead hatches were shut to keep out the seawater. This caused whatever poor ventilation was reaching steerage to be eliminated completely. During the summer months the heat would be unbearable and it was not uncommon for deaths to occur under these conditions. Sometimes it took days before the hatches would be reopened and the air inside steerage became horrid smelling and very stuffy.<sup>30</sup>

There were good times on board these vessels. Many passengers had never been at sea (which did cause a fair amount of seasickness) and they were stunned by the sea life they saw while on the journey.<sup>31</sup> On clear days the steerage passengers were allowed on deck for at least a few hours and would often use that time for forms of entertainment. Children would play on deck with homemade toys, men and young boys would help the sailors make repairs, and the women could sit and talk in the fresh air, although some people at this time still feared the fresh air and felt that it could make them sick. There were also worship services and sometimes even music and dancing. There were some lasting friendships that were made on board the ship. No matter the conditions, millions who survived the experience felt the cost was worth it for the chance they would have in the United States.<sup>32</sup>

Various factors improved the conditions the immigrants faced while making the voyage across the ocean to the United States. The United States and Europe passed a series of laws meant to improve the conditions on board the ships. In 1850 the United States required that shipowners or agents provide food or daily rations for the steerage passengers. They also said that there must be adequate toilets, separate quarters for women and men, at least two ventilation areas that were open even during storms, and that all ships with over 500 passengers had to have a doctor on board. Unfortunately, these rules were not enforced very well and even when they were enforced the penalties were not very severe.<sup>33</sup> The 1882 Immigration Act helped improve conditions greatly because it required that ships maintain the expense of immigrants not allowed entry into the United States. This resulted in better conditions for the immigrants so that they were healthy enough to pass inspection.<sup>34</sup> By far the greatest improvement was the change from sailing ships to steamships in the mid-1870s. By 1882, 99% of passengers were coming to the United States on one of the 48 steamships that crossed the Atlantic. Although the on board conditions were not really that much

better, the average trip by 1897 was only five days.<sup>35</sup> Despite common beliefs, 95% of all immigrants who came to the United States during the early era of Castle Garden arrived on sailing ships and they never got to come into port while looking at Lady Liberty. The Statue of Liberty was not erected in the New York Harbor until 1886, right before Ellis Island was established.<sup>36</sup>

### The Era Before Castle Garden - The Port of New York

New York was the major destination for immigrants entering the United States and had been the country's largest port since the 1820s. Up until 1847, there was virtually no regulation of immigration or routine process for dealing with immigrant ships that entered the harbor. Immigration was dealt with on a state by state basis and each state was responsible for any costs incurred by processing the immigrants. The only area that the United States government intervened in was when they instructed the states to provide a count of immigrants. Prior to an immigrant-landing depot, a doctor stationed at Staten Island rowed out to meet the ships and made sure there were no signs of contagious diseases on board the ship.<sup>37</sup> The immigrants cleared by the doctor simply had to make a declaration at customs and were landed at the docks in Manhattan.<sup>38</sup> Due to these circumstances, it was difficult to provide protection for them. New York was full of people called runners who were paid by trucking firms, railroad ticket officers, and immigrant hotels and boarding houses. They were paid to lead the newcomers into the above establishments where the immigrants were often cheated and taken advantage of, sometimes by their own countrymen. The immigrants were cheated when exchanging money and they were sold tickets to incorrect destinations at inflated prices or were sold tickets that went indirectly to their destination so that they could be charged more. At the boarding houses they were often charged very high rates or their luggage was held for a price and they were not given the luggage back until they could pay for its release.<sup>39</sup> The runners were paid anywhere from ten to thirty dollars a week and sometimes they were given a percentage of the profit for the immigrants they brought in to the business. The State of New York licensed them but their licenses were rarely revoked for fraud. When a new ship arrived in the harbor the runners rushed to the gangplank and fought over the immigrants' luggage. They would sometimes even take one of the immigrants' small children forcing the immigrants to follow the runner to the boarding houses or ticket offices. Occasionally they were allowed right onto the ship to make deals directly with the immigrants. Newspapers in New York City in the 1830s and 1840s began to urge benevolent societies to build boarding houses to protect the immigrants and often urged the newcomers to escape New York as quickly as possible.<sup>40</sup>

The German and Irish Emigrant Societies in New York City tried to help the new arrivals. They pushed for the creation of the Board of Commissioners of

Emigration that was created in 1847 and each society's president held a position on the Board. The creation of the Board marked the first time there was any regulation for the landing of immigrants in New York. Quarantine was the main screening process for the earliest immigrants. Previously, a local health inspector inspected them and if they were ill they were held in the Marine hospital. The Board of Commissioners took over the Marine hospital and by 1849 only sent immigrants with contagious diseases there, all other sick newcomers were taken to the new Ward's Island Emigrant Hospital and Refuge. The Commissioners gave advice and aid to immigrants, helped them find employment, and inspected the incoming ships for possible problems or disease.<sup>41</sup>

Despite the best efforts made by the Board of Commissioners, conditions in New York City were only becoming more dangerous and sad by the day. The port was so crowded that inspectors could not properly check everyone and the newcomers were constantly being swindled and robbed. Many were taken advantage of so severely that they were forced to stay in the city and seek immediate employment. By 1850, over 16,000 tenement houses were in operation in New York City and over 1/2 million immigrants were stranded.<sup>42</sup> The Commissioners and the Emigrant Societies began to call for a centralized receiving station where all immigrants could be properly inspected and also properly protected before being sent on their way to their final destination.<sup>43</sup>

### Castle Garden

The New York Legislature authorized the creation of a central immigrant depot in 1854 and the Board of Commissioners of Emigration began looking for a suitable spot. After some deliberation they settled on an old fort originally name Castle Clinton. The fort was built to defend New York from possible invasion from the British during the War of 1812. In 1822 the military no longer had a use for the fort and it was turned into a resort and park and renamed Castle Garden.<sup>44</sup> Numerous people remember it as the site where the "Swedish Nightingale" Jenny Lind made her American debut. Shortly after Lind's performance, business began to decline and it appeared to the Board of Commissioners that this would be the perfect sight to build the depot.<sup>45</sup>

There were a few renovations that needed to be done to turn Castle Garden from a resort area to an immigrant receiving station. The area actually stood 200 feet from shore and had a drawbridge that connected it to the mainland. The Commissioners had that area filled in with landfill so that the drawbridge could be removed. They also had to convert the lavish interior decorations to a more practical décor. Carpets, paintings, and seats were ripped out and replaced with queue lines, bathrooms, and separate areas for baggage, ticket offices, and a kitchen area.<sup>46</sup> The 30,000 citizens of New York surrounding the sight were not

happy with the idea of an immigrant depot being built near their homes. They were afraid that their property values would drop drastically and horrified with the possibility that epidemics from the immigrants could easily be transmitted into their neighborhoods. The local merchants were concerned that the depot would house the immigrants and take away business. In order to deal with these concerns, the Commissioners promised to fence off the entire area from the rest of Battery Park and make the depot accessible by water only. They also promised that they would have reputable physicians inspect each immigrant to look for contagious diseases and that the depot would not be used to lodge the immigrants, only process them. Despite the efforts of the citizens to block the depot, Castle Garden was open for business in 1855. For 35 years it would serve as the chief immigration depot in the United States and was the first formal receiving station anywhere in the world. During the peak summer months, over 1,000 immigrants passed through Castle Garden each day.<sup>47</sup>

The creation of Castle Garden ensured that there was a system that all New York debarking immigrants had to go through in order to receive entry to the United States. When a ship pulled into the New York harbor it was put into quarantine. Everyone remained on the ship in the harbor until a medical inspector rowed out to meet the ship. Once on ship the inspector counted the immigrants, scanned the immigrants for signs of contagious diseases, and examined the ship's records for the details of any deaths that happened during the voyage. Once the ship passed quarantine the ship was allowed to pull near Castle Garden and drop anchor. The passengers had their baggage inspected by customs officials and it was then taken and held for them in the baggage room until they were ready to leave. The passengers themselves were then taken by barge to Castle Garden for registration. Once they landed on the docks of Castle Garden a medical officer rechecked each immigrant to determine if the health inspector missed any sick people during the quarantine check. Any additional sick passengers were transferred to Ward's Island. Everyone else was taken into the main receiving hall, the rotunda, and separated into those who could and those who could not speak English. Translators were provided in several languages to help the non-English speakers get through registration. This was the area where they were actually registered. They had to give their names, nationality, ages, occupations, location of birth, final destination, religion, and the value of the property they brought with them. Once they cleared this area, they all were required to bathe with soap and water before they were released to continue on their way into the United States. There was a kitchen at Castle Garden where the newcomers could purchase items and prepare their own food. Here they could also get their money exchanged, purchase railroad tickets, receive any communication or visitors that awaited their arrival, send letters or telegrams, and meet with representatives from the various welfare organizations. Later, a small hospital was added to treat minor illnesses. Serious cases were still transferred to Ward's Island.<sup>48</sup> They

were encouraged to leave within a few hours but were allowed to sleep overnight in the galleries, but no beds were provided. The Board of Commissioners had a list posted in Castle Garden that named all of the New York City boarding houses that they had inspected and licensed. The runners were not allowed inside Castle Garden much to their horror. They claimed that the state was interfering in their private interests and even launched an assault against Castle Garden when it first opened, without success.<sup>49</sup> Once the immigrants left Castle Garden they could still be taken advantage of but at least now they could land and get some information before having to go out on the streets of New York.<sup>50</sup>

Originally, Castle Garden was paid for by a head tax that was charged to the ship's captain for each immigrant that landed at the depot. In 1876 the United States Supreme Court declared the tax illegal because they said the State of New York was taxing commerce and only the United States federal government was allowed to have such a tax. For six years, the State of New York was then forced to pay entirely for the operation at Castle Garden through raising state taxes. Finally, New York threatened to close Castle Garden without some help from the federal government. In 1882 the United States Congress levied a 50 cents head tax on all newcomers and gave New York some of the money to help pay for the costs of the immigrant depot. The Secretary of Treasury was responsible for the funds and overlooked the dispersal of the money.<sup>51</sup>

The sheer number of immigrants that began to pass through Castle Garden in the 1870s and 1880s became an administrative nightmare. To help alleviate some of the people passing through Castle Garden from 1880 until its closing, the cabin class passengers were discharged after clearing inspections and customs on board the ship. They were simply taken by barge to the Barge Office and allowed to enter New York with no further inspection or discussion. The number of people entering New York also began to cause many Americans and the federal government to question the United States open-door policy regarding immigration.<sup>52</sup> Along with the head tax bill, in 1882 Congress passed a law that excluded convicts, lunatics, idiots, and those liable to become a public charge. This law supported a law passed in 1875 that excluded convicts, prostitutes, and Chinese contract laborers. Congress said that all state run boards were to inspect each immigrant and make sure that those excluded by the law did not enter the country. But, the state run boards would be doing so under contract by the Department of Treasury so that the federal government could help with the costs of enforcing the law. In 1885 Congress passed the Alien Contract Labor Law which made it illegal for employers to pay for the passage of import labor in order to protect the union workers within the United States. This was problematic for the immigrants because during registration if they said they had a job in the United States they could be deported for being in violation of the Alien Contract

Labor Law but they also had to prove they would not be likely to become a public charge.<sup>53</sup>

The enforcement of all of these laws also was a problem because the state and federal government were working together in Castle Garden and sometimes they both would claim authority over a matter or worse, neither would claim authority leaving no one in charge. In 1887 the Treasury Department began an investigation into the administration of the depot by the state government. There had been numerous stories about abuses happening by officials at the depot. Some immigrants claimed that they were forced to sleep overnight on wooden benches because there were just too many people crowding the depot each day and they could not all be processed. Also, there were accusations of greed and corruption among the employees at Castle Garden. Immigrants said they were overcharged for railroad tickets and received unfair exchange rates for their money. People who were at Ward's Island claimed that there was a lack of food, that the dead were used for medical dissection without the family's approval, and that due to poor conditions the death rate was extremely high. Some women at Castle Garden claimed that they had been sexually assaulted by employees or other immigrants and nothing was done and there were even a few tales that spoke about murders that happened within the walls of Castle Garden.<sup>54</sup> In the end, the investigation said that the facilities at Castle Garden were simply inadequate for the daily flow of immigrants and the federal government ended their contract with the New York Board of Commissioners of Emigration.<sup>55</sup> The Treasury Department assumed total control of immigration at the port of New York and New York State refused to allow the federal government to use the Castle Garden facilities.<sup>56</sup> Castle Garden closed its doors on April 18, 1890.<sup>57</sup> From 1855 to 1890, over 8 million people entered the United States through Castle Garden and when it closed 75% of all immigrants who landed in the United States from 1855 to 1890 had passed through its doors.<sup>58</sup>

### The End of Castle Garden

Castle Garden could not be used as the immigration depot under federal supervision so a new sight had to be created. It was decided that in order to protect the newly-landed immigrants that an island would be needed for the depot so that runners and swindlers could be kept away from the ships as they arrived in port. Federal officials first considered Governor's Island, but that land was being used by the War Department and they refused to give it up. Next, officials looked to Bedloe's Island; the sight of the newly erected Statue of Liberty but public reaction was vehemently against placing an immigrant depot on Bedloe's Island. Numerous New York residents said that a depot on Bedloe's Island would desecrate the Statue of Liberty so officials had to continue looking for a proper site for the depot. Finally, they settled on Ellis Island. Ellis was not an ideal

location for the new immigration depot. It was barely three acres in size, it was at sea level allowing it to flood easily, and the water surrounding the island was too shallow for a boat to dock at the island.<sup>59</sup> Still, it was designated as the official sight in 1890 when President Benjamin Harrison signed the McPherson Bill into law naming Ellis as the new sight for a federal immigration receiving station.<sup>60</sup> Also signed into law in 1891 was the Immigration Act that stated that all immigration throughout the United States would be placed under federal control. This act created the Office of Superintendent of Immigration in the newly created Federal Bureau of Immigration to oversee immigration throughout the United States. At this time, all of this was still under the control of the Department of Treasury. Later on the Justice Department assumed control of immigration under the newly revamped Immigration and Naturalization Service.<sup>61</sup>

In order to make Ellis Island receptive to the immigrant, major renovations had to happen to the actual land. Officials had landfill brought in to double the land area of the island. Then they had to dredge a channel around Ellis Island so that boats could dock at the island. After the land was redesigned they had to begin the process of building the twelve wooden buildings that would be used to deal with the processing, detaining, and care of the immigrants.<sup>62</sup> All of this took two years to complete so from April 19, 1890 to January 1, 1892 officials set up a temporary depot center in the old Barge Office near Battery Park at the southeast end of Manhattan.<sup>63</sup> This was the office that was built to deal with the cabin class passengers as they disembarked the ships and passed through custom officials. The Barge Office was very small and extremely overcrowded in the two years that it served as the immigration depot but it managed to process 525,000 immigrants during its existence. This accounted for 80% of all immigrants who entered the United States from 1890 to 1892.<sup>64</sup> Finally, Ellis Island was complete and opened January 1, 1892 and was designed to handle up to 10,000 immigrants a day. Ellis soon became part of American national culture and many began to forget about the important and significant role Castle Garden served for over eight million immigrants. It is true that many passed through the gates of Ellis, but many other immigrants arrived long before Ellis Island was ever constructed.<sup>65</sup>

## **Objectives**

Students in tenth grade have trouble applying information they have learned to new situations. Throughout this unit, my primary objective is to get my students to see how the curriculum that they have learned throughout the year in World Cultures can be applied to future learning. I want them to understand the connection that the World Cultures curriculum has to the eleventh grade United States History curriculum. I hope to do this through activities that tie in what they have learned throughout the year in World Cultures, to a topic that involves United States History. My secondary objective is to get the students excited about

a type of history that is often forgotten, by using primary documents in the classroom. These types of documents give the students a window into the past and let them experience what history was like for people who were living through the experience.

Through the following lessons, I want the students to develop their social studies skills, literary skills, and critical thinking skills by reflecting on the accounts of eyewitnesses and the actual immigrants who entered the United States before 1890. The students will use the lessons they complete on immigration as a way of investigating a time in history. I hope that this lesson will get them thinking about why Old Immigration has an impact on their lives. I also want the primary documents to get them thinking about how the United States is composed of people from all over the world. Finally, I want the unit to challenge them to think about how history is alive and relevant to their daily lives. They will have to be able to read and think about the information critically and apply that information to new situations, while reflecting on the importance of what they are reading. The curriculum unit contains specific communication and citizenship standards that incorporate Pittsburgh Public Schools' initiative for standards based education and a complete list of these content standards is included at the end of the curriculum unit.

### **Strategies**

Throughout the curriculum unit, the students will be required to read, analyze, organize, and write about Old Immigration: New York Ports of Entry before Ellis. They will complete these tasks through group work, lecture, independent practice, and class discussion. The students will be assessed on their progress through class discussion, writing samples, and a quiz.

Various activities will be used to help the students achieve success and assist them with reaching the standards. The students will have an opportunity to explore their own knowledge, or lack of knowledge, about old immigration and its significance in the history of immigration by taking a pre-project quiz. This quiz will consist of questions that the students may think they know the answer to, like the name of the first immigration station in New York. Once they take the quiz they will exchange papers and through a class discussion of the answers, the students will learn that there are many things about immigration that they have never learned. This will help to get them interested in the topic. The students will be allowed at the end of the unit to assess their knowledge by taking a look again at the quiz to see how much they have grown over the course of the unit.

The students will gain much needed background information on Old Immigration through lecture and discussion on the topic. They then will have an

overview activity that incorporates the knowledge they learned in the lecture with a primary source account on the voyage step of the immigration process. This activity will help the students tie in what they learned with an actual event, it will help them develop their skills while reading primary accounts, and it will help them become more interested in the topic. When the students get to read an actual account of the hardships endured by someone during their voyage, I feel that will get the students more interested in the subject.

After gaining much needed background on immigration and how to read primary documents, the students will be able to learn more about immigration by completing homework assignments, discussing primary accounts in class on the topic of immigration, and an in-class essay. After completing the above assignments, the students will tie up all of this information in a final project. The students will be able to apply the knowledge that they gained on the topic by creating a character in history and through three journals explaining their voyage and immigration experience to the United States. At the end of these activities, the students will ultimately be held accountable for what they have learned through classroom notes and discussion on a quiz on the immigration.

## **Classroom Activities**

### Lesson One

Begin the period with the surprise pop quiz in the appendix titled *Pre-Project Quiz* on the topic of Old Immigration. The students will probably not do well but the main point of this activity is to pique their interest about what they will be covering for the next few days. Collect the quizzes and hold them for the students so that they can compare it with the assessment activities at the end of the unit. Then, have them write down the word immigration in their notebooks and write what it means to them. Discuss a few of the students' responses. This lesson should take one day.

### Lesson Two

Begin a teacher led instruction and discussion on Old Immigration. Be sure to incorporate both why immigrants chose to come to the United States and what they went through to reach their goal. Throughout the instruction have the students participate by asking and answering questions and having them try to relate what they are learning to their own experiences with immigrants and immigration stories. Depending on the level of the students, any time constraints, the amount of information the instructor chooses to add or delete from this unit, and the students' discussion this lesson could last from two to four days. For homework during this lesson, have the students complete the handout *How to*

**Read a Primary Source.** This handout gives the students some tips and advice on how to read and work with primary sources. They should be prepared to discuss this information in the next lesson.

### Lesson Three

Begin lesson three with a review of how to read primary sources. Discuss problems they may encounter when reading a primary document and have them brainstorm ways to solve their problem. Then practice those new skills as a class by having the students read all or selections of letters regarding the immigrants' voyages to the New World. The letters included in this unit on this topic are: ***News from the Land of Freedom: Letter by Angela Heck, Immigration and the Commissioners of Immigration (excerpt) by Friedrich Kapp/Voyage, and Letters from the Promised Land: Letter by Jonas Wallengren.*** Depending on the ability of the students, any time constraints, and the number of immigrant letters chosen for classroom instruction this lesson could last two to five days. For homework during this unit have the students read the ***Manual for Emigrants to America*** selection. Have them complete the questions that follow the reading.

### Lesson Four

Have the students turn in lesson three's homework assignment. Then review some of the answers that the student recorded in their homework. Also, get some student feedback on the reading and discuss their reflections and observations. Distribute to each student the handout titled ***Biography Sheet – My Immigrant.*** They will complete this sheet based on class readings, class discussion, library research, and prior knowledge from their World Cultures class. The students should spend three to five days researching in the library to finish this biography sheet. They should also be encouraged to work on this assignment at home until it is due during lesson six. For homework with this lesson assign the included primary document titled ***Experiences of an English Immigrant.***

### Lesson Five

Discuss what life was like for immigrants landing in Castle Garden by using lesson four's homework as the focal point for the discussion. Then provide the students with the additional primary source selection on this topic titled ***Immigration and the Commissioners of Immigration (excerpt) by Friedrich Kapp/Rules and Regulations at Castle Garden.*** Depending on the ability of the students and any time constraints this lesson could last one to two days. Encourage the students to continue work on their ***Biography Sheet – My Immigrant*** handout. This assignment is due at the beginning of lesson six.

## Lesson Six

The student should turn in their biography sheet at the beginning of the period. The teacher will look over each sheet and either approve the direction the student is headed in or make suggestions to help the student get on topic or more focused. While the teacher is looking over the biography sheets, the students will spend one or two days, depending on the students' abilities and teacher requirements for the essay, working on an in-class essay. A possible topic for the essay is: *Why did immigrants throughout northwestern Europe choose to immigrate to the United States during mid-to-late 19<sup>th</sup> century? What did they experience during their voyage and landing in the United States? Would you make that same journey? Why or why not?*

## Lesson Seven

The teacher should discuss any of the questions the students encountered while working on their biography sheet. The students then use the information they gained on the biography sheet to create a three-page typed journal on their immigrant. Each page of the journal will have its own theme and all three pages of the journal will tie together for an overview of immigration to the United States during the era of Castle Garden. The three themes for the journal are: why the immigrant departed their homeland and what it was like at the departure port, what the voyage to the United States was like aboard the immigrant's ship, and what was Castle Garden like and what experiences did they encounter. Depending on time constraints, teacher expectations, and the level of the class the teacher should make their specific expectations and requirements for the journal clear and concise.

## Assessment

Obviously, there has been assessment of the student's knowledge throughout the unit but there are a few ways to assess the entire unit. One way is the use of the final assignment, the creation of three journals, as a way to assess the student's knowledge of Old Immigration and the major themes that they took notes on and read about in class. This assignment could be turned into a project grade, lengthened, or additional required elements could be added to make this project fit each teacher's needs and expectations for their students.

Another overall assessment technique used in the unit was the in-class essay on Old Immigration, the experiences faced by immigrants, and their opinion on the process. While this is not a formal research paper, this would give the students the opportunity to think critically about what they learned in order for them to summarize what they learned during the unit and then create and defend

their own position on the topic. This also would help them to begin to look more closely at their own history and may cause them to question or think about how and why their own families ended up in the United States.

This unit could be used to not only assess the students' knowledge but also to share this knowledge with other classes. The students could write and recreate scenes from the primary documents or discussion on immigrant experiences during their voyages. This activity could be used as a thematic semester-long project where the students would not only look in-depth at the historical content of immigration, but would also use English skills to write and research the skits, and Fine Arts skills for costumes, set design, and props. This skit could be used to teach other students about immigration. At the end of the skit there could be a time for questions and answers which would allow the students who performed the skit the opportunity to take the lead in their own learning process.

Finally, the students can be given a test over the information they learned. While testing is important, I would suggest that this assessment be paired with one of the writing assignments unless the test is designed to allow written answers instead of simply multiple choice questions. The students can also retake the initial *Pre-project Quiz* to see how their content knowledge has grown and improved.

## Appendices

The following activities or assignments follow in this order:

1. Pre-project quiz
2. Student information sheet
  - How to Read Primary Documents
3. Primary documents on immigrant voyages to the United States:
  - News from the Land of Freedom: Letter by Angela Heck
  - Immigration and the Commissioners of Immigration by Friedrich Kapp - related excerpts
  - Letters from the Promised Land: Letter by Jonas Wallengren.
4. Primary document and questions on a advice to new immigrants to the United States
  - Manual for Emigrants to America

5. Biography Sheet – My Immigrant
6. Primary document on the experiences of an immigrant at Castle Garden
  - Experiences of an English Emigrant
7. Primary document on the rules and regulations at Castle Garden
  - Immigration and the Commissioners of Immigration by Friedrich Kapp - related excerpts

## Pre-Project Quiz

**DIRECTIONS:** Complete the following handout. Do your best to fill in each answer. If you do not know an answer try to make an EDUCATED guess.

1. Create a definition for the term “Old Immigration”.
2. Besides English immigrants, what immigrant group made up the largest number of immigrants entering the United States prior to 1890?
3. List and describe three push factors that drove millions of immigrants to the United States prior to 1890.
4. List and describe three pull factors that drove millions of immigrants to the United States prior to 1890.
5. Describe the on-board conditions the immigrants faced during their voyage to the United States prior to steamships.
6. Describe what you envision an immigrant saw when pulling into the Port of New York in 1855.
7. What is the name for the first immigration center established in New York?
8. Explain how immigrants were processed through this immigration center. Describe three things that they might encounter at this immigration center.
9. Give a brief history of why the first immigration center was created and why it was eventually closed.

10. What important legislative event in immigration happened in 1891? What did this piece of legislation help to create?

## How to Read Primary Documents

Reading primary sources requires a lot of hard work and determination, especially for first timers who have never had the opportunity to tap this wonderful resource. Although reading primary sources can be challenging, it is not impossible! The following are a few tips and advice that you can use to aid your comprehension of any primary document.

1. Read through the primary document and try to pull out the main idea(s) that the writer is discussing.
  - Who is the author and what is their motivation for creating this work?
  - Write out the thesis of the document in one sentence.
  - Is this primary document a reliable source? Why or why not?
2. Try to figure what context (time period, event, emotional state, etc.) the piece was created.
  - Do the ideas or values described in the work differ from society's ideas or values today? How?
  - What historical, political, economic, or social events are happening in society that could have influenced this work?
3. Be sure to look up and define any words you do not understand.
  - Use a dictionary to look up words you do not understand. Write the definition right on your photocopy of the document.
  - Try to read any words or phrases you do not understand over again and try to use contextual clues to figure out what the author meant by the word or phrase.
4. Re-read the primary document as many times as you need to so that you understand what the document is about.
  - Does the author make any judgements or come to any conclusions in the document that you did not notice before?
  - Use post-it notes or highlight areas of importance that form the basis for the document.
5. Consult dictionaries, the encyclopedia, the Internet, your teacher, other students, or any other resource you need to help you better grasp the material in the primary document.
  - Does this document support or go against any other document or secondary source that you have read? How?
  - Write questions to yourself in the margins of the document to look up or ask another person.
6. Above all else remember that the author had a **REASON** for creating this document and you need to figure out why they felt the need to create this

primary source. Sometimes this requires a little social scientific research and a little historical imagination!

If you follow these simple steps your understanding and appreciation of primary documents will grow each time you use a new source and there is no better way to understand a period in history than to review documents from that time period.

## PRIMARY SOURCE ACCOUNT

### News from the Land of Freedom

Letter by Angela Heck on the topic of the voyage to the United States

New York, July 1, 1854

“Dearest Relations,

We are writing to tell you that our ship left Antwerp on March 21<sup>st</sup>.... Then we sailed with bad winds into Easter week, Maundy Thursday and Good Friday....the ship started to roll...it was like everyone was drunk. One went running this way, another that way, in order to be sick. Most of the people couldn't face even the mere thought of food....my husband sat tight on our trunks. The other 8 of us couldn't stand the sight of them eating we were so ill. Then things calmed down...until the night of Easter Sunday. Around 12 o'clock there was a noise...so loud that everyone awoke. The sailors...were all on deck for we were now having such a terrible storm that we thought the ship would be torn apart. We all started to tremble and shake. It kept getting worse. We all started praying out loud, all of us in the ship. Almost 300 people and all Catholic and almost all from villages near ours.... At daybreak things got even worse, that is on Easter Monday. The ship was listing to one side and all the top planks started to break. We had to hold on tight as we could to keep from falling out. Then we all started again and prayed 17 rosaries before we stopped. All those who didn't know how to pray had to learn. We all called on all the Saints in Heaven and God,...but things kept getting worse and worse. We thought the ship would be ripped apart at any moment. The ship was listing so much that you couldn't lie down, stand up or sit. There weren't any windows in the ship except where the stairs went up. There was an opening there. And also across from our beds. The stairs were then closed off since water was coming into the ship from the deck above and the small trunks started floating around. Our cooking pot and spoon floated all around....It was so loud, the ship was sailing just like it was in a valley and on both sides it was so high you couldn't see over, just water everywhere. The ship started to crack, two masts broke and their sails and ropes were ripped and torn to pieces. Then the ship sank down very deep and water came into the opening like it was being poured in with a bucket. They couldn't shut this or else we would have suffocated. We were all so frightened we couldn't even pray. We repented our sins and we all prepared to die....We quickly put on our undershirts so we wouldn't be lying there naked when we died. For two days we hadn't put on any shoes or stockings. Our boys lay between the trunks and had tied the trunks down with ropes. For three days we couldn't cook since no one could go up on deck since the water was pouring in over the side. The first day no one ate anything, up to the evening of the second day, when we ate the first bit of our ham raw. On Maundy Thursday we ate the last of the bread we had brought from home. Those who had never believed in God now got a chance to see that He exists. We never forgot him in our prayers, since we prayed three rosaries every morning and evening....Our ship was thrown so far off course that by the storm

that they hardly knew where we were...Finally we saw a lot of ships, one after another. Then we were told we would soon be on land. Then finally on May 17<sup>th</sup> we saw land and cities. But then we still had to wait on the ship until the doctor came. But he was finished quickly...There was a young man there from Hefnig near Echternach who was there to meet his countrymen, a real rascal. He then led all of us who were in the ship to a German boardinghouse in New York....”

## PRIMARY SOURCE ACCOUNT

### Immigration and the Commissioners of Immigration

Friedrich Kapp on the topic of Voyage; dated 1870 - Excerpt pages 189-192

“...The Leibnitz...is a large and fine vessel, built at Boston for the China trade, and formerly plying between that port and China....

We were informed that her last trip was her second with emigrants on board. Last summer, she went to Quebec with about seven hundred passengers, of whom she lost only a few on her passage; this time, she left Hamburg, November 2, 1867, Capt. H. F. Bornhold, lay at Cuxhaven, on account of headwinds, until the 11<sup>th</sup>, whereupon she took the southern course to New York. She went by way of Madeira, down to the Tropics, 20<sup>th</sup> degree, and arrived in the Lower Bay on January 11, 1868, after a passage of 61 days, or rather 70 days-at least, as far as the passengers are concerned, who were confined to the densely crowded steerage for that length of time.

The heat, for the period that they were in the lower latitudes, very often reached 24 degrees of Reaumur, or 94 degrees of Fahrenheit. Her passengers 544 in all – of whom 395 were adults, 103 children, and 46 infants – came principally from Mecklenburg, and proposed to settle as farmers and laborers in Illinois and Wisconsin...

Of these 544 German passengers, 105 died in the voyage, and three in port, making in all 108 deaths...

The first death occurred on November 25<sup>th</sup>. On some days, as for instance on December 1, nine passengers died, and on December 17, eight. The sickness did not abate until toward the end of December, and no new cases happened when the ship had again reached the northern latitudes. Five children were born. During the voyage some families had died out entirely; of others, the fathers or mothers are gone; here, a husband had left a poor widow, with small children; that there, a husband had lost his wife. We spoke to some little boys and girls, who, when asked where were their parents, pointed to the ocean with sobs and tears, and cried, “Down there!”

Prior to our arrival on board, the ship had been cleansed and fumigated several times, but not sufficiently so to remove the dirt, which, in some places, covered the walls...our...Boarding Officer, reports he found the ship and the passengers in a most filthy condition...

Except through two hatchways and two very small ventilators, it had no ventilation, and not a single window or bull’s-eye was open during the voyage. In general, however, it was not worse than the average of the steerages of other emigrant ships; but the lower steerage, the so-called orlop-deck, is a perfect pesthole, calculated to kill the healthiest man. It had been made a temporary room for the voyage by laying a tier of planks over the lower beams of the vessel, and they were so supported that they shook when walking on them. The little light this orlop-deck received came through one of the hatchways of the upper-

deck...how this hole had been lighted during the voyage, we were told that some lanterns had been up there, but on account of the foulness of the air, they could scarcely burn...in this place about 120 passengers were crowded for 70 days, and for a greater part of the voyage in tropical heat, with scanty rations and a very inadequate supply of water....

As the main-deck was very difficult to access from the orlop-deck, the inmates of the latter often failed to go on deck even to attend to the calls of nature. There were only six water-closets for the accommodation of all the passengers....

There is not a single emigrant who did not complain of the captain, as well as of the short allowance of provisions and water on board. As we know, from a long experience, that the passengers of emigrants ships, with very few exceptions, are in the habit of claiming more than they are entitled to, we are far from putting implicit faith in all their statements. There is as much falsehood and exaggeration among this class of people as among any other body of uneducated men. We have, therefore, taken their complaints with due allowance, and report only so much thereof as we believe to be well founded.

All the passengers concur in the complaint that their provisions were short, partly rotten, and that especially, the supply of water was insufficient, until they were approaching port....

The treatment of the passengers was heartless in the extreme. The sick passengers received the same food with the healthy, and high prices were exacted for all extras and comforts....

When the first deaths occurred, the corpses were often suffered to remain in steerage for full twenty-four hours. In some cases the bodies were covered with vermin before they were removed.

There was no physician on board. Although we found a large medicine-chest, it was not large enough for the many cases of sickness....

The physicians...most positively declare that it was not the Asiatic cholera, but intestinal and stomach catarrh..., and contagious typhus, which killed the passengers...we likewise arrive at the conclusion that the shocking mortality on board the Leibnitz arose from want of good ventilation, cleanliness, suitable medical care, sufficient water, and wholesome food.”

## PRIMARY SOURCE ACCOUNT

Letters from the Promised Land: Swedes in America, 1840-1914

Letter by Jonas Wallengren on the topic of the voyage to the United States

New York, 23 July 1856

“While there is the opportunity, I wish to inform you that I have, successfully and in good health, reached the great city of New York. We left Gothenburg on 30 May and arrived here after a sea journey of seven weeks and two days. The journey was very hard: five children died on the crossing and many were sick, though no more than two were left at the hospital here. A sixty-seven-year-old woman and a young man of around twenty-two years, together with three crew members, were left there, and one seaman was lost overboard. During the entire journey I was in good health except for two days when I had a bad case of diarrhea mixed with blood, so that I was afraid I had dysentery, but I took a strong dose of sealing wax which stopped it. Because there was so much sickness among the crew, four of us had to serve as seamen for over three weeks’ time, but several of us caught cold because we had to go wet day and night. We have very bad weather with storms and rain during the whole crossing. Half of the foremast was carried away on 26 June, the same day the sailor lost his life; he fell from one of the highest spars. I, Nils, and Mattis, and some others, were not the least bit seasick, but otherwise they were generally all sick; many of them never left their bunks. We were quartered above decks so that it was quite health for us, but those who were below decks were full of all sorts of vermin, for people from all kinds of places were mixed together there.

We lay at anchor from Monday until yesterday afternoon, when we were put on a steamboat and taken in to Castle Garden, where we were lodged free in a large, former opera house that had been made over just for emigrants,....

I gave away my medicine, at least most of it, and the provisions held out well, though we were afraid of the salted food toward the end. Farewell, dear parents, brothers, and sisters. God grant that when I receive news from you, it will be good news. May all go well with you, wishes your loving son”

Jonas

## PRIMARY SOURCE ACCOUNT AND QUESTIONS

### Manual for Emigrants to America

Calvin Colton on the topic of general advice to immigrants to the United States;  
dated 1832 - excerpt pages 187-192

“...It is proper, perhaps, for the Author, in closing this book, which is addressed to persons who meditate emigrating from Europe to America, for their information and guidance, being himself an American to drop a few hints of moral character and bearing.

And, first, he would earnestly advise all persons, who think of going to America, to eject thoroughly from their minds and hearts all romantic expectations. The motives, which induce emigration to America, are various with different individuals – but in all, there are strong tendencies to the indulgence of extravagant hopes. Some, who have felt oppressed with the unequal conditions of European society, and who perhaps, have been dissatisfied with the Government of their native country, go to the United States, under the impression, that what is called Republican liberty and equality will elevate them at once to rank and importance – or to a common level and fellowship with the best men in the community. And some, perhaps, imagine, that Republican liberty is – that every man may do as he pleases – in other words, that it is licentiousness. It is due to all such persons, and to American society, that they should be informed – that law is as necessary in the United States, as in any other country, and that it is emphatically the guardian of right; - and that every citizen must be contented with that place in society, which his personal merits and qualifications naturally award to him. If a man is not willing to be an honest and sober member of community of these terms, and if he is not resolved to consecrate his energies to some useful and honourable pursuit, such as he is fit for, he can neither be welcomed in the United States, nor can he have any warrant, that his condition there will be conformable to himself. All such characters may better conceal themselves in the dark retreats of a dense and crowded population of an European city. Let them by all means stay where their unlawful desires have been begotten. They will only throw themselves into the light of day, and the sooner meet with their deserved doom, by going to America.

Some expect, by going to America, to live without care and without labour – that riches will come pouring into their lap and be forced upon them, without any pains of their own. But the primitive infliction for human apostacy: - “In the sweat of thy brow shalt thou eat bread” – is not so easily avoided. Until the garden of Eden, with all its innocence and virtue, can be recovered, exemption from this curse must not be expected. America is a good country – good enough to satisfy any reasonable expectations – but it is not a Paradise. American society has a good degree of simplicity and purity. But it wants no importation of worse materials. Patient industry is the source of all its prosperity, and virtue the

crowning glory of community. And he who is not will to be sober and industrious must not expect to rise, - he is doomed to sink in the United States.

It has before been intimated in this volume, that proper testimonials of good character are of no small importance to those, who go to America with the expectation of being installed in the confidence and affections of the American public. Too many have emigrated from Europe lame in this particular, and the citizens of the United States have been taught by painful experience, that it is safest to repose confidence in those foreigners, who being worthy, have also been prudent enough to bring along with them satisfactory credentials of their respectability and worth in the communities, from which they have come.

Those, who do not respect the Christian religion, in its own proper garb, and in the legitimate administration of its ordinances, will be little welcome, and find little sympathy in the United States. Christianity there has found its own proper basis in the respect and affections of the respectable portion of the community – and the enemy of the country, and will in vain assert his claims to respect and confidence, so long as such is known to be his character. And the Christian religion is every day acquiring a stronger hold on the mind of the American public; - and he who does not like such an atmosphere may be warned before-hand to keep away. He will not be esteemed an acquisition to American society.

In a word – he, who loves liberty without licentiousness – who indulges reasonable and chastened expectations – who is willing to be industrious, as he is to be rich – whose virtue is equal to his desire of respectability – and who is resolved to maintain a good conscience in the sight of God, as well as of man – such a person, from whatever part of the world, would be welcomed in the United States, - and would be likely to prosper and be happy there. And so far as the Author is concerned, he can neither desire, nor recommend any others to go.”

1. Define the following terms:
  - a. licentiousness
  - b. apostasy (in text spelt apostacy)
2. What is the author’s thesis in this reading? Does the author show any bias? How?
3. What qualities does the author want to see in people immigrating to the United States? What qualities does he not think are positive among immigrants to the United States?
4. Describe what the author feels are the correct expectations an immigrant should have of the United States.

5. Why do you think the author speaks about Christianity in the reading? What advice does the author give on this topic to an immigrant entering the United States?
6. What do you think was the author's purpose for writing this section on general advice to an immigrant?
7. Do you think this is a reliable source? Why or why not?

## **Biography Sheet: My Immigrant**

**Directions:** Please complete the following questions on a separate sheet of paper regarding a fictional, but historically accurate, character who decides to immigrate from northwestern Europe to the United States in 1860, and lands in New York. You will use class notes, library research, textbook information, and you may even use prior knowledge to complete this activity. Make sure your answers are thorough and complete. This is the research you need to do to complete your journal activity. Once you have this handout completed, the journal part of this project will be easy to complete. Please remember that although this biography is on a fictional character, you need to be as historically accurate as possible. Research what life was “like” for your character in 1860. Remember that the values, attitudes, and goals of people in 1860 are much different than they are today!

1. What is your character’s name? What is your character’s age?
2. What city and nation did your character live in Europe?
3. Is your character married? If so...to whom?
4. Does your character have any children? List their names and ages.
5. List and describe (in DETAIL) at least three events going on in your character’s homeland that would cause them to immigrate to the United States.
6. Describe how your character reached their port of departure. What method of travel did they use? How long did it take them?
7. Describe how the voyage across the Atlantic went for your character. Did they or members of their family face any problems? What did they bring with them to survive the trip? How long did the trip take?
8. Explain what happened to your character when they landed in New York. What did they have to go through to enter the United States? Did they or any one in their family, encounter any problems?
9. Where is your character moving to in the United States? What method of transportation does your character plan on using to reach their final destination point? What does your character plan on doing for a living?

10. How does your character feel about the entire experience that they have gone through? What suggestions could they make to family or friends back home thinking of immigrating to the United States? Would they make the trip again? Why or why not?

### **PRIMARY SOURCE ACCOUNT**

“Castle Garden.”

The New York Times Marine Intelligence Column  
Experiences of an English Emigrant - December 23, 1866

“The steamtug ...was engaged for a considerable time in transhipping the luggage, till at length we were safely landed on the threshold of Castle Garden, glad and grateful to set foot on the terra firma of the free, and rest our weary limbs and sea-worm souls and systems under the wing and welcome of its refuge. Here again at the landing stage, during the process of the second transhipment, a further opportunity was presented of viewing the river scenery, now diversified with its swift-moving, mansion-looking steamers, which fairly astonished the weak eyes and nerves of those accustomed only to the lilliputian streams and petit maitre miniature landscapes of England and Europe. Truly the approach to New York is one of the most splendid and imposing in the world.... We had seen multitudes of churches, public buildings, factories, stores, and other structures, as we steamed up the Bay, but the one we had now arrived at, Castle Garden, attracted particular attention, principally...from its being the emigrants' destination.... The landing stage is all alive with the officers of the Emigration Commissioners and the Custom-house....Although appropriated to the purposes of an emigrant depot, it turns out to be an old fortress or castle, and remains one of the great landmarks or trophies in that eternally memorable struggle -- the first great war of independence.... The building is of red granite, of tremendous thickness, circular in form, and furnished with portholes and platforms, so that it is available at any moment for the defence of the harbor....

....All being ready, the emigrants proceed in a body up the corridor into the interior of the building, their boxes and baggage being removed to the luggage warehouses, and here they range themselves in order on the seats. In front of them, and in the centre of the building, which is lit by a glass dome, stand a staff of some dozen gentlemen, all busily engaged in making arrangements for facilitating the movements and promoting the settlement of the newly-arrived emigrants. Each emigrant, man, woman and child, passes up in rotation to the Bureau, and gives to the registrar his or her name and destination, as a check upon the return of the Captain of the vessel, who gives the name, place of birth, age and occupation. One of the leading officers connected with the Bureau of Information then mounts a rostrum, and addressing the assembled emigrants, tells them that such as are not otherwise provided for, or prepared to pay for their

accommodation, can find shelter under the roof of that building; that advice and information of the best and most reliable kind can be had relative to tickets for railway and steamer to take them East, West, North or South; as to the best means of obtaining employment, for which a register is kept in the Intelligence Department of the Institution; also as to the best and most expeditious routes to take, with facilities for corresponding with friends, and of changing money at the Bureau of Exchange. The Intelligence Department is largely resorted to by emigrants, inasmuch as there they can obtain information as to probable situations without fee, for which outside they are asked \$2 by the employment agents. A careful supervision is exercised by the office as to the suitability and respectability of the parties on both sides. All this is well and wisely done for the protection of the emigrant, who would otherwise, if let to himself, become the prey of ... boarding-house "runners" .... Such as are ill or invalid are at once sent to the State Hospital, where they receive the best of medical treatment and general attention....it is remembered that during the past month of November, 17,280 emigrants had arrived at Castle Garden, or a grand total of 219,830 to that date since the beginning of the year, while according to the latest return made up to Thursday last, the total number of arrivals from January to Dec. 5, had reached the enormous number of 222,494, being an increase of 26,142 over the corresponding period of the preceding year--all permeating and passing through the great artery of life and labor at Castle Garden....

Such is Castle Garden as a great national refuge for the emigrant from all lands. It has nothing to parallel it on the continent of Europe....

It was nearly evening before all the business connected with the emigrant department was over and the emigrants began to settle down in their new locality, and the building being lit up with gas gave a more cheerful aspect to the interior, and enabled us to survey the somewhat novel scene before us....On looking right and left...the Germans and Dutch, who form by far the most numerous body, being parceled off into the eastern portion of the building, which is separated from the other portion, which contains indiscriminately English, Irish, Scotch and French. Two large iron stoves, between four and five feet high, fed with plentiful supplies of anthracite, and throwing out considerable heat, occupy each end of these apartments, one being set apart for the males and the other for the females. In a far corner of each compartment is a kind of refectory, where for fifteen or twenty cents you can obtain a half a pint of coffee, a roll, cheese or butter; but many of the emigrants appeared to prefer purchasing their own tea and coffee, and preparing it in tin utensils in the stoves.... Two very civil and intelligent watchmen...keep order and attend upon the emigrants....One will not very readily forget his first nights' sojourn at Castle Garden....it's hard boards anything but a bed of roses .... Those who were unable to sleep rose and stood around the stoves.

One subject of conversation adverted to with melancholy interest had reference to the suspected murder of one of the emigrants as the Scotland was leaving Liverpool....The supposition is that the man was first murdered on board,

and then secreted below.... We are not aware of whether any report of this mysterious affair was made to the Emigration Commissioners..., but it was a matter that called for investigation, and cast a gloom over the passengers for the remainder of her voyage....

As may be imagined, much of the conversation of the sleepless emigrants that night was directed to the good or bad fortune they had met with during the day in quest of situations and employment, and many came back reporting dolefully and despondently in that respect. Bakers butchers, boiler-makers, gardeners, grooms, and in fact masters of almost every calling to be found in the book of trades, all stated how they had canvassed the various establishments in the great City during the day, and had found, with some few exceptions, that they were all full, and that no help or hands were wanted.... The report of a second and subsequent day's pursuit of employment under difficulties showed a much more gratifying result. Some had been temporarily, and others conditionally, engaged, either in factories or at farm-work, the latter at \$12 a month and their keep, while many who had not succeeded were kindly sent, by order of the Commissioners, to Ward's Island, to be employed in miscellaneous work about the State Hospital and grounds, or to work at their respective trades, for which they received their board and lodging in return, until something better could be obtained for them. Most of the strong, healthy girls and young women, principally Irish, succeed, through the agency of the Labor Department of the Commissioners, in obtaining situations as housemaids, nursemaids, milliners, sewing-machine hands and dressmakers, and in a few days bid adieu to the sheltering care of Castle Garden....

A very noticeable thing among the miscellaneous crowd was the attention paid by the Irish portion of it to their devotions. Invariably as vesper... time drew nigh, men and women scattered here and there were to be seen upon their knees in supplication. At least one-third of the emigrants by the Scotland were Irish, most of them vigorous, spirited young men.... It is astonishing how the Irish take to this country, and no wonder when it is remembered how differently they are treated to what they are in the old, of which they speak with great bitterness of spirit.... There was no prohibition against "smoking" at the Garden, his pipe being one of the prime comforts and companions of the poor immigrant in all his vicissitudes and "trials," and the fragrant weed was freely indulged in, the more so as it was very properly prohibited, excepting on deck, during the voyage, or if indulged in, it was at the risk of being put in irons by the Captain.... As a general rule, the emigrants behaved themselves throughout the voyage, with remarkable decorum, which was not even infringed upon when one fine night they held a sort of sea-carnival or dance on the after deck of the Scotland. It was pitiful to meet with some at the Garden who had to bemoan the loss of their boxes....

Many were the complaints made by the poorer class of emigrants--- forgetting that it all arose out of the war---at the high price of provisions---just double that in many instances they paid in the old country, and hoping that, if for their sakes only, the country would soon return to the ante-war prices---a

consummation most devoutly to be wished. All appeared to be hearty and in good health...Only one or two cases had to be sent to the hospital, and altogether the vessel had a clean bill of health, far different from last year, when owing to the prevalence of cholera, many died and had to be thrown overboard. No inconsiderable amount of thieving occurred both on board and at Castle Garden, of wearing apparel and other articles and one night at the Castle one emigrant, subsequently detected through the vigilance of Officer Murphy, had the effrontery to rob another by whose side he was sleeping of his watch. In fact nothing was safe out of sight or hands for a minute from the marauders and pilferers...Many of the men had become grizzly and hirsute, and much wanted a clean shave, but almost stood aghast when they heard that it would cost them twenty-five cents to have their beards taken off--an operation that, when last effected, they only paid a penny for. I have since seen some of those emigrants who were at first so despondent and could get no work, and it was delightful to see what transformation they had undergone. They had obtained situations either in stores or in some capacity and were all happiness and smiles. Their patience and perseverance had been rewarded. One or two practical thoughts and suggestions appear to arise out of the foregoing...experiences of an emigrant. It would be a good plan if the Commissioners, in order to facilitate and increase the opportunities of getting work, were to invite notifications wherever hands were required from establishments and factories throughout the City and State, and keep a register for the purpose. Lists might be advantageously posted up in the garden, together with the daily newspapers, for the information of the emigrants. The vast space at present unappropriated in the balconies of the building might be converted into dormitories for the women and children, and those in delicate health, and a towel or two, some soap, and other requisites, would be useful supplemental articles in the washing rooms. Many a poor emigrant comes over in a filthy and verminous condition, and the first thing done with such would be to order them a bath and send them to the hospital, where their clothes might undergo a process of purification and fumigation, and so prevent the spread in the New World of the pestilences of the old. It is true the emigrant can go to church, but a better observance of the Sabbath might be added to the other regulations and arrangements of Castle Garden....

Farewell, Castle Garden! I have met with nothing on the continent of Europe that can at all compare with the spectacle thou presenteth, and the benevolence and benefits that thou bestoweth - sacred asylum of the emigrant escaped from the dead ooze and dead lock of the Old World to the new life and progress, splendor and expansiveness of the New, where, under thy paternal and excelsior system, he may be no longer subjected to the terrors of landlordism, the tyranny of taxation or the evils of class representation; but, being welcomed into the great family of freedom and becoming a loyal son of the Republic...."

## PRIMARY SOURCE ACCOUNT

### Immigration and the Commissioners of Immigration

Friedrich Kapp on the topic of the Rules and Regulations of Castle Garden

May 18, 1867

#### “IV. - RULES AND REGULATIONS

##### EMIGRANT LANDING DEPOT, CASTLE GARDETN

##### I. – EMIGRANTS

1. All emigrant passengers arriving at the Port of New York, and their luggage, after being checked, must be landed at the Emigrant Landing Depot, Castle Garden, free of expense. Passengers are earnestly requested to take personal charge of all their property not checked.
2. After landing, the passengers will be examined for the purpose of ascertaining if any are liable to be bonded, or in such condition of health as to require hospital care, and will then be assembled in the enclosure, and the name, occupation, age, birthplace, and destination of each, with other necessary particulars, recorded.
3. Emigrants desiring to take any Railroad or Steamboat route for which tickets are sold in this Depot, will communicate with the officers of the Railroad Agency, and select such route as they prefer. The agent of said route shall be required to transport such emigrants and their luggage to the Railroad Depot or Steamboat Landing, by water conveyance when feasible, by land when not, but in either case free of charge....
5. The names of all emigrants expected by friends and relatives will be announced, and all answering to their name will be transferred to such friends and relatives as may be waiting for them.
6. The galleries and floor of the Depot will be open for the free use of the recently arrived emigrants, until ready to take their departure; and they are requested to make use of the wash-rooms before leaving the premises.
7. Emigrants desiring board and lodging are advised to communicate with the keepers of boarding-houses having permission in this Depot, and who will be allowed on the floor for this purpose. Every boarding-house keeper, when soliciting an emigrant for his house, must hand such emigrant a card, setting forth his name and residence, the prices, in gold and paper money, of board and lodging, by the day and week, and for single meals and night's lodging.
8. Emigrants wishing to buy food can purchase at the bread stands and restaurant in the Depot at prescribed rates, as stated on cards at such stands.

9. Emigrants remaining in the city of New York or vicinity must defray the expense of removing their luggage from the Depot, and are informed that for this purpose a Baggage Express is admitted to the Depot.
10. Emigrants seeking employment are requested to apply to the Superintendent of Labor, and to make use of the Labor Exchange attached to the Depot.
11. Emigrants desiring to deposit money or valuables over night are advised to do so in the office of the General Agent and Superintendent, who will give a receipt therefor. Employees are forbidden to take charge of such money or valuables of emigrants, unless the same be handed them after business hours; in which case report shall be made as soon as possible to the General Agent.

## II. – BOARDING-HOUSE KEEPERS

*Boarding-house Keepers, having permission to enter the Landing Depot to solicit Boarders, must observe the following Rules:*

12. Every Boarding-house Keeper must wear his badge in a conspicuous place on his breast when entering the Depot, and keep it so exposed while in the premises....
14. Boarding-house Keepers are required to direct to this Depot emigrants wishing to communicate with their friends, or seeking employment, or desiring advances on luggage....

## III. – MISSIONARIES

*And Representatives of Religious Bodies and Societies, admitted to the Landing Depot, are to observe the following Rules:*

17. They may distribute religious books and papers among the emigrants, and give them all necessary advice of a spiritual nature; and shall report to the officers of the Commissioners of Emigration any wants of emigrants other than of a religious nature, coming under their notice; and shall not interfere in the secular requirements of the emigrants, or the secular matters of the Department, but shall direct all such emigrants to the proper officers of the Commissioners of Emigration.
18. They may visit any sick emigrants in the Hospital as often as their presence is required by such emigrants, and when called by the nurse or other officer of this Department.

## IV. – GENERAL RULES

*For the Government of the Landing Depot:*

19. The business of the Depot will commence at 7 o'clock A.M. from May 1 to Nov. 1, and at 8 o'clock from Nov. 1 to May 1; and the clerks of the Letter Department shall also be present at all times after the landing and registering of passengers, to write to friends of emigrants desiring to acquaint them of their arrival, and request funds for their inland journey, or for any other purpose.
20. No person shall be admitted within the enclosure except the officers and employees of this Department and the officers and employees of the Railroad Agency, except on permission of the Superintendent....

#### VIII. – EXCHANGE BROKERS

34. They shall post in a conspicuous place every day the current market rates of gold and silver, and the prices paid by them for gold and silver of every domination, domestic and foreign, and shall pay in current funds for all gold and silver brought by them from the emigrants within one per cent. of the current market rates of such gold and silver....

#### X. – WASHROOMS

37. The Wash-rooms shall be open from 6 A.M. to such an hour in the night as emigrants need their use.

#### XI. – HOSPITALS

38. The Hospital Rooms are for the use of the sick alone.
39. When any emigrant becomes sick in or is brought sick to the Depot during the night, it shall be the duty of the Night Watchman to have such patient transferred to the Hospital and put in charge of the nurse, and to procure the attendance of the Medical Officer of the establishment without delay.

N.B. – It is earnestly requested that immediate complaint be made to the General Agent and Superintendent of any violation of these Rules.

Adopted by the Board of Commissioners of Emigration of the State of New York.

*EMIGRANT LANDING DEPOT, CASTLE GARDEN  
New York, May 18, 1867”*

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[http://members.tripod.com/~L\\_Alfano/immig.htm](http://members.tripod.com/~L_Alfano/immig.htm). 17 February. 03. This web-site gives a brief look at all the way immigrants entered the United States from pre-1855 through Ellis Island. It also provides links within the page to reprints of articles and images regarding immigration.

Wittke, Carl. We Who Built America: the Saga of the Immigrant. Prentice Hall, Inc.: New York. 1939. This book separates immigrants who entered the United

States into three waves: the colonial period, Old immigrants, and New Immigrants. For each area it examines the role each immigrant group played in the United States, gave reasons why each group left their homelands, and analyzed the reaction of citizens in the United States toward the new arrivals.

## **Standards**

### Citizenship (by standard number)

1. All students demonstrate an understanding of major events, cultures, groups, and individuals in the historical development of Pennsylvania, the United States, and other nations.
4. All students examine and evaluate problems facing citizens in their communities, state, nation, and world by incorporating concepts and methods of inquiry of the various social sciences.
5. All students develop and defend a position on current issues confronting the United States and other nations by conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.
7. All students demonstrate their skill of communicating, negotiating, and cooperating with others.
8. All students demonstrate the ability to work effectively with others.

### Communication (by standard number)

2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. All students write for a variety of purposes, including to narrate, inform, and persuade in all subject areas
6. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communications.
7. All students listen to and understand complex oral messages and identify their purpose, structure, and use.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform, or describe.

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- <sup>5</sup> Philip Taylor. The Distant Magnet: European Immigration to the USA. Harper and Row: London, Great Britain. 1971.
- <sup>6</sup> Maldwyn Allen Jones. American Immigration. University of Chicago Press: Chicago, IL. 1960.
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- <sup>9</sup> Carl Wittke. We Who Built America: the Saga of the Immigrant. Prentice Hall, Inc.: New York. 1939.
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- <sup>11</sup> Dinnerstein.
- <sup>12</sup> Stephenson.
- <sup>13</sup> Wittke.
- <sup>14</sup> Jones.
- <sup>15</sup> Stephenson.
- <sup>16</sup> Jones.
- <sup>17</sup> Kennedy.
- <sup>18</sup> Wittke.
- <sup>19</sup> Dinnerstein.
- <sup>20</sup> Wittke.
- <sup>21</sup> Dinnerstein.
- <sup>22</sup> Allen.
- <sup>23</sup> Shapiro.
- <sup>24</sup> Kennedy.
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- <sup>27</sup> Barbara Benton. Ellis Island: A Pictorial History. Facts on File Publications: New York. 1987.
- <sup>28</sup> Taylor.
- <sup>29</sup> Shapiro.
- <sup>30</sup> Benton.
- <sup>31</sup> Allen.
- <sup>32</sup> Whittke.
- <sup>33</sup> Shapiro.
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- <sup>35</sup> Jones.
- <sup>36</sup> Ann Norothy. Strangers at the Door: Ellis Island, Castle Garden, and the Great Migration to America. The Chatham Press, Inc.: Riverside, CT. 1971.
- <sup>37</sup> Shapiro.

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- <sup>39</sup> Benton.
- <sup>40</sup> Wittke.
- <sup>41</sup> Norothy.
- <sup>42</sup> Wittke.
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