

COMING TO AMERICA: THE NEW IMMIGRANTS

Kate Daher

John A. Brashear High School

Index

Overview

Rationale

Objectives

Strategies

Classroom Activities

Annotated Bibliography/Resources

Appendices Standards

Overview

Driving social studies and history education today is the understanding that if students are to gain content and critical thinking skills they must be involved in interpreting and analyzing history through the use of primary source documents. Besides studying the past through the use of textbooks, they must learn to approach historical questions by applying reading, writing and critical thinking skills to documents that require interpretation. One of the major goals of the Pittsburgh Public schools is to increase the reading, writing and interpretative skills of the student body. Given all that's happening in the country and the world today, there may be no other better place to begin than in a U.S. history class where interpreting "point of view" is critical for understanding the past as well as the future.

With the curriculum unit, I attempt to accomplish the challenges outlined by the U.S. history curriculum. Students are expected to study the question of immigration to American, which includes immigration in the Gilded Age. Along with reading the textbook and acquiring factual knowledge about this period, they are expected to focus on reading and interpreting several primary source documents from the immigrants' perspective as well as from the viewpoint of those who opposed immigration. After reading and interpreting primary sources including the photographs of Jacob Riis, student will be required to research and create a document based question with primary sources.

Rationale

Both the Center for Advanced Studies and Pittsburgh Scholar's Program U.S. history courses that I teach use textbooks, which include chapters on immigration in the Gilded Age. I will direct my students to explore southern and eastern European immigration to America, black migration from the South to the North and anti-immigration sentiment in the late nineteenth century. All of this movement culminated in one main event -- the development of urban America. While migration is not a unique phenomenon to late nineteenth century America, nonetheless, this migratory period is coined the New Immigration by scholars because it differed from earlier immigration patterns in several ways. The main source of immigration shifts from northern and western Europe, to southern and eastern Europe. Italians, Greeks, Lithuanians, and Latvians begin to add to the melting pot of American life and culture. Italians were one

of the largest groups to participate in the new immigration. In the 1880s, 47.5 percent of those who came to the United States emigrated from Italy, Poland, and Russia. At the same time, French Canada, Mexico and Asian countries like China and Japan added to the population boom. Never before in American migration history had so many people traveled so far, so quickly and so inexpensively. Modern inventions – the railroad and the steamship – helped people move across vast territory and ocean. The telegraph enabled them to communicate with relatives and friends abroad, and convinced them to take the passage to America. And while the Northern cities were making room for the new immigration from overseas, a small percentage of blacks were escaping Jim Crow and moving North as well.

I am hoping that the study of Gilded Age immigration will help my students discover a piece of themselves and their own histories. If they are reading about or researching eastern European or black migration, there is some part of the story with which they can identify. Whether their own family members, or someone from their neighborhood came through Ellis Island, or whether their ancestors traveled North looking for a better life, there's a universal element involved in this story that should touch each and everyone who desires to understand America's past.

My interest in this topic is motivated by own family's history. Both my maternal and paternal grandparents traveled to America at the end of the nineteenth century, and like hundreds of thousands of others, settled in the mills and mining towns of Pennsylvania. They were workers who experienced the hopes, dreams and despair of the New Immigration period. Like so many others, my grandparents didn't teach their children or encourage the use of their native language, Arabic. Their goals were to become American and to facilitate the Americanization of their children. They left the Greek Orthodox Church to become Roman Catholic, attempting all the while to melt into the surrounding culture of the mining town where they settled. When I see the letters my grandparents wrote in their native tongue, I am awed at their mastery of the Arabic language, because in English, they were limited in their ability to express themselves—even to their own children. Many of my students in Pittsburgh have ancestors who traveled from Europe to Pittsburgh or from the South to the mills where they were promised work. I anticipate that this curriculum unit will awaken their interest in their own histories and the hardships and joys of the new immigrants and subsequently, the history of western Pennsylvania and the United States.

The unit is intended to uncover the voices of European and black migration and to discover the reasons why people would give up their home and homelands to embrace another strange land. Although one explanation is that people were forced to leave home due to political or economic repression, that isn't always the whole story. While many of them did face repression, they chose to travel a great distance – across ocean, perhaps – when in reality they could have remained closer to their ancestral roots. But not all migration was across the Atlantic Ocean. Many moved to another country on their own continent rather than risk the perils of overseas travel.

Not all migration during this time was from Europe. Blacks escaped the servitude of the Southern sharecropping system and came north looking for work. While the explosion in Black migration isn't until World War I, there were those workers who sought refuge in the North in the early nineteenth century. In "The Color Line in New York" (Riis, 115), Riis explores conditions facing Black workers as they moved into the slums of New York City and lived alongside their European, Arab, and Turkish neighbors. Riis uses a language that sounds biased and archaic to our ears, and students will be able to analyze the language of this earlier day and evaluate how bias appears in the writings of a sympathetic

observer (such as Riis).

Other topics I intend to cover in the unit are the journey over, landing at the Port of Entry on Ellis Island, adjusting to life in America, nativism and racist reaction to immigrants, and rising anti-immigration laws.

Between 1887 and 1888, it is estimated that a million people left Europe for the United States, Canada, Australia and other countries. Most of these immigrants were young males in their teens or early twenties who left behind families, home, communities – even sometimes their wives and children. Some of their stories are told on the Ellis Island website (www.ellisland.org) while others are contained in several books, articles, and websites that students will use for research.

Students should understand that many early immigrants didn't regard migration as a permanent feature of their lives. Some traveled back and forth across the ocean on a routine basis looking for work. For them, migration itself seemed permanent. Coined *Birds of Passage* these immigrants moved regularly looking for seasonal labor. Approximately 35 percent of the newcomers returned home – while the other 65 percent opted to stay – for a variety of reasons. In doing their research, students may want to explore this aspect of migration, that is, why some opted to stay while others returned to their native lands. With that in mind, the unit will explore questions such as, “Who were these new Americans? What were their hopes, aspirations, and fears? How can their voice add knowledge and understanding of the massive wave of migration during this time period?”

For many new immigrants, improving their economic life was at the centerpiece of their decision to migrate. Many new immigrants left home because their countries were overly populated and competition of economic life drove them to seek work elsewhere. In the nineteenth century improvements in diet, sanitation and disease control contributed to an explosion in the European population from 200 million to more than 400 million. This massive growth in population pushed many of the unskilled workers and peasants out of Europe and into the world immigration market. These workers had to travel for employment, and while they may have faced economic hardship, they were not usually the most downtrodden who couldn't afford the passage over. In most cases, industrial capitalism in the Gilded Age pulled them towards jobs overseas. This pull to new lands resulted from the industrializing nations luring the masses of cheap, unskilled laborers to their countries to work in their factories and in their fields.

In this new, strange place, these new Americans were forced to move to new neighborhoods and learn new skills. These neighborhoods became part of the migration chain, that is, they were ethnic neighborhoods or enclaves – havens in a too often unfamiliar world. In his trailblazing book, “How the Other Half Lives” author and photographer Jacob Riis, tells the stories of these immigrants and the pitfalls of adjusting to life in America. Riis himself experienced this hardship, was out of work, homeless and hungry when he decided to dedicate his life to telling the immigrants' stories. While some immigrants traveled west as part of the Homestead Act, others remained in the slums of the burgeoning cities and became that ‘other half’ of the Gilded Age period.

In the 1890s, the United States was transformed from an agrarian to an industrial nation. This time period marks the birth of modern America when America becomes the largest economy in the world and the most modern urban nation. The 1890 industrial revolution was centered in the United States and Germany and featured a wealth of inventions in the production of metals, machinery, agricultural products and chemicals.[1](Rogers, p. 23) By this time, the United States was exporting more manufacturing goods than it was importing and for this reason, primarily, by 1900 most immigrants found cities economically attractive.[2] The 1900 U.S. census shows that by 1900, one-third of the population lived in cities, and three of ten city-dwellers lived in just five cities. In 1850, the 85 urban places of 8,000 or more had become 545 such places by 1900.

The U.S. had begun a period of rapid industrial expansion, demanding a ready supply of cheap, unskilled, and semiskilled labor for factories and mines. The hours of work were long and dangerous, and the wages were low, but compared to what many immigrants had left behind, the land of opportunity was a blessing.

But the boom was soon to bring bust. By the mid 1890s economic depression loomed large. The rapid rise in urban population also brought mass unemployment and a fall in commodity prices and rural land values. Wheat, which had sold for over a dollar a bushel in the 1870s, fell below thirty cents in the latter half of the 1890s. Cotton, which had averaged better than ten cents a pound in the 1870s, dropped under seven cents during most of the 1890s. The average value of farmland per acre actually fell about 7 percent between 1890 and 1900, the first such decline in U.S. history. As a result, the American dream for many immigrants turned into an American nightmare.

Migration to America or other destinations was rarely, if ever, a singular decision. Immigrants consulted with families both at home and abroad while making the decision to travel. I expect my students will explore this area of immigration. What decision-making went in to the process of taking a great leap into often unknown territory? Where family members already there? Were they escaping political or religious persecution? Was it an adventure? Were they traveling alone with the intention of returning or did they bring their families along? For many, obviously, industrial capitalism disrupted the traditional economic structure of their former homes in southern and eastern European nations, which resulted in a transformation of habits of work and in those cases they were quite simply, forced to move on.

In the book “By Myself I’m A Book! An Oral History of the Immigrant Jewish Experience In Pittsburgh” Jews who escaped the pogroms in parts of Europe either traveled to America, another European country, or Palestine with entire families, and sometimes on one passport. The book uses an organizational pattern that states a fact or idea and supports it with first-hand accounts of some of the problems the migrants faced, from escaping political repression, to the trip overseas, to settling into a new environment, e.g., Pittsburgh. This primary source text will help students understand the conditions that immigrants faced both in the old country, the journey and in making a new home in Pittsburgh.

The Journey

In this unit the students will explore the migration journey itself. At the turn of the century, immigration was a worldwide industry. Steamship and railroad companies joined together to move people to immigrant villages at coastal ports and ready them for migration to other ports throughout the world. This act alone spawned immense profit for the profiteers since migration was economically costly for the immigrant. After 1891, American immigration law required the steamship companies to examine, vaccinate and disinfect their passengers prior to sailing. While the process was degrading, most immigrants preferred this abuse to being rejected for travel. The cheapest passenger accommodations was in 'steerage' class - located in one or more below-deck compartments of a ship, originally near the rudder. Most passengers traveled this way. They were segregated by gender, sometimes with only a few blankets draped over a line in the center of the compartment. Children traveled with their mothers and on the larger ships, upwards to 2,000 men, women and children were pigeonholed into areas unsuitable for any human occupancy.[3]

Upon reaching their destination, immigrants were questioned and examined by immigration officers who checked to see if the immigrant was physically fit, mentally able, and morally sound. Immigrants were poked, prodded, disinfected, washed, and inspected – an overall dehumanizing experience. If they passed this initial experience – 80% did – they were then expected to deal with all the other necessities of life—find shelter, food, and a job, for example. Most immigrants remained in the urban areas with other people who shared their ethnicity, culture, language and experience. On the crossing over, the immigrants had a taste of the America they would come to know. Which was an America that spoke many languages, and contained a variety of cultures and ethnic groups. On Ellis Island, they heard and experienced people who appeared to be not at all like themselves.

Students will be able to search the Ellis Island website to find either someone from their own family, or choose another family to research. Primary source documents are available on the American Memory or Library of Congress website, along with links to other immigration sites. This will give the students a first hand look at the problems facing the immigrants who crossed the Atlantic.

Identity

For many, the process of becoming American began with the changing of their names at the Port of Entry on Ellis or Angel Island. The process of *becoming American* is illustrated in an earlier time 'urban legend' that substitutes humor for what must have been a sad and confusing day. As the story goes, a Russian Jew immigrant, upon arriving in the U.S. became both perplexed and frustrated at the constant prodding and questioning, and replied in Yiddish to the question, "What is your name?" from an immigration officer with, "Shoyn fargesn" which means- *I forget already*. Upon hearing the reply, the inspector then welcomed "Sean Ferguson" to America![4]

In another tragi/comedy of errors, one family arrived from the Ukraine with different surnames as a result of greeting different inspectors. Hence half of this Ukrainian family was named Heskes, and the other half named Gasker. I'm quite certain that bitter-sweetness prevailed with the loss of a name and the loss of an identity. While at the same time the immigrant felt triumphant upon crossing over such large hurdles, there had to be profound sadness at crossing over into another culture and leaving what was so familiar so far behind. This alone would be reason enough to want to remain in a community with those who shared some part of your identity, especially, language, religion and culture.

When I began my research for this narrative, I sought out my grandfather's name on the Ellis Island web page. Lo and behold, there he was – my own grandfather who came over by ship from his native land via a ship that docked in France. Just a few weeks ago, I came to know that my ethnicity is not what I always thought it to be. No, according to the Ellis Island records, my grandfather was not Lebanese at all. His records show that he was Turkish and Syrian. My father laughed when I gave him this news, and now we don't know what our ethnicity is really. My grandfather was an Arab, but was he Lebanese? Syrian? How many more, tens of thousands perhaps, lost their identify, when they came to America. A name change, a nationality 'change' - were these small sacrifices to become an American? Of course the questions then arises, *what is an American?*

Besides losing their names, the immigrants often lost their destinations. An immigrant arriving at Ellis Island may only have a small slip of paper with a name on it – a name that was often misspelled in English. "Nugers" may mean, New Jersey, for example. For the 20 percent who were not accepted into America, the entire process of traveling from one's homeland to landing at Ellis Island or another port of entry must have been horrific. About 80 percent of those attempting to come to America made it without a problem, but many were detained for a myriad of reasons and were forced to remain at their port of entry for an indefinite period of time. There, conditions were deplorable. Cramped, unsanitary quarters often infested with lice were their new homes. Some were eventually found to be unfit and forced to return home. In some cases, families were separated with one or more family member being rejected.

During the Gilded Age, immigrants as well as the poor, in general, were preyed upon by both landlords and manufacturers. Both groups supplied a cheap labor pool precisely because they were plentiful and willing work for pennies, in the hopes that they could somehow experience the American dream. Social reformer, Jacob Riis, captures the ambiguity and hardship of the immigrant's life in his hard-hitting book, *How the Other Half Lives*. Through the use of narrative and photography, Riis tells the immigrants' story. Using a directed reading model students will read several of Riis' articles and use them to interpret the mood of the 19th century. We will also interpret and analyze several of Riis' photographs of New York City slum housing. This unit will also include the article, "The Color Line in New York", which tells the story of a black worker in the tenement houses and shows the racial bias of that time period.

Nativism

Another problem immigrants faced in the New World – and not unique to this period - was anti-

immigrant nativist sentiment. This was not the first time in U.S. history that anti-immigrant sentiment reared its head. In 1798, during Federalist President John Adam's term, Congress passed the Alien and Sedition Acts. The Alien Act gave the president the power to imprison or exile immigrants who 'posed a threat to the government.' The Naturalization Act demanded that an immigrant must live in the United States for 14 years before citizenship could be granted. In the 1890's the Immigration Restriction League, founded by Prescott F. Hall and comprised of Harvard graduates under the leadership of Henry Cabot Lodge, campaigned religiously for an immigration policy marked by ethnocultural discrimination, and literacy tests for immigrants in order to force limitations on immigration. Both Hall and Lodge argued for a country made up of British, German and Scandinavian stock – or free energetic and progressive people – as opposed to the Slav, Latin and Asiatic races who they considered to be stagnant and down-trodden. Scholarly Massachusetts Congressman Henry Cabot Lodge and his League were forced to settle on the literacy test as the best means to limit immigration but Congress was rebuffed by presidents Grover Cleveland, William Howard Taft, and eventually Woodrow Wilson who vetoed all proposals up until and including the final bill which was passed in 1917 (over Wilson's veto).

Lodge and his colleagues were not alone in the desire to limit immigration. Frederick Jackson Turner also wrote about the evils of unrestricted immigration and he urged the country to adopt a closed frontier so that growth and opportunity would be limitless for those who inhabited the land.

Obviously, most employers desired a continuation of immigration without restriction because these workers represented a reserve of labor – unskilled, uneducated, and hungry for work – even at low wages. Still, the seeds of nativism planted at the end of the 19th century led to the nativist, anti-immigration sentiment that took root in the 1920's.

More nativist sentiment was expressed in the ideas and writings of Josiah Strong, one of America's leading religious and social thinkers during the late nineteenth and early twentieth centuries. Strong was a clergyman who proposed radical religious solutions to America's social and economic problems. In 1885, he published, *Our Country*, one of the most influential books of the late nineteenth century. The students will analyze Strong's attitudes towards immigrants as he critiques the problems facing the nation's poverty-stricken and bulging cities – full of immigrants –which he likened to an 'army invasion'.

Opposition to immigration came from other quarters as well. American-born workers grew increasingly alarmed at the intense competition for jobs that drove down wages and made successful strikes unattainable. Others believed that ethnic diversity diluted the culture and power of those who had migrated earlier. Concerned city reformers worried over the blocs of immigrant voters that were exploited by corrupt city bosses who traded services for votes. Anti-immigrant and nativist sentiment led to the passage of the Immigration Restriction Acts of 1921 and 1924

In 1843, the American, or Know-Nothing Party was formed to block immigrant assimilation into society. Its members opposed immigration, despised Catholicism and sought to ban Catholic schools. Like the nativist to follow, they envisioned themselves the defenders of traditions held by the native-born

(excluding the native born American Indian, of course). In 1866, the anti-immigrant, and anti-African American Ku Klux Klan was formed in Tennessee. In the earlier part of the nineteenth century the Irish had been targets of stereotypical bias and discrimination. All of us are familiar with the “Irish Need Not Apply” signs that appear in our history books.

The nineteenth century immigrants faced two common conditions. They were scapegoats for society’s ills while at the same time they faced the worst economic hardships. Those who opposed immigration and feared the growth of cities blamed the Catholics and Jews, “Wops” and “Polacks for the rise in industrialization and urbanization. The racist term, wop for Italians came from “without papers” and was an expression used to show contempt for this group of Southern Europeans.

In the 1890s, anti-nativist sentiment turned particularly ugly with direct action being taken against Italians and Poles. For example, eleven Italians were hung by a New Orleans mob because they were suspected of murdering the city’s superintendent of police. Later in the decade, six Italians died at the hands of Colorado miners and residents because they were suspected of killing a native-born saloonkeeper. And in 1896, three Italian prisoners were lynched by a Louisiana town mob that broke into jail where they were incarcerated. Another group that experienced the wrath of nativism was the Poles who arrived in Pennsylvania coal fields in the 1870s.

Inevitably, the nativist sentiment and extralegal activity turned to legal action when Congress passed the first major immigration restrictions. Previously, states had attempted to pass laws restricting immigration, especially Catholic immigration, but these laws were overturned by the U.S. Supreme Court in *Henderson v. Mayor of New York*, 92 U.S. 259, in 1875, when the court ruled that the power to regulate immigration was held solely by the federal government. State restrictions on immigration were struck down as unconstitutional. In 1882, the first general federal immigration law was enacted which included an entry tax of fifty cents per person and denied entry to the United States to “idiots, lunatics, convicts and persons likely to become public charges.” In 1882, the Chinese Exclusion Act reversed the century-old tradition of free and open immigration.

Objectives

By the end of this unit students will be able to demonstrate their knowledge of the Gilded Age period and its relationship to the New Immigrants. The students will also describe why and how immigrants left eastern and southern Europe for America. They will discuss and analyze why blacks moved North from the South, and how even those who were sympathetic (i.e., Jacob Riis) used a language that would be considered racially biased by today’s standards. The students will demonstrate their ability to interpret and analyze images, photographs and political cartoons, and other primary source documents, and complete a 1000-word reflective, narrative, or persuasive essay. The students will demonstrate their ability to research using the Internet and will answer a series of questions about immigration. Finally, the students will demonstrate their understanding of the unit by creating their own document-based question while using at least 6-10 primary source documents from this time period.

Strategies

Beginning the unit on the Gilded Age and immigration, I will present several of Jacob Riis' photographs from "How the Other Half Lives." Using the idea that a picture tells a thousand words, I will have the students create a story about one of the photographs. The students will have the option of using different essay formats – reflective, persuasive, or narrative and will write at least a thousand words. I may have them also present their perspective to the class in an oral report. Following this strategy which will familiarize the students with the New Immigrants, the students will be assigned to read the text and become familiar with the politics and social conditions of the Gilded Age. They will learn about new immigration and nativist reaction, and will use analytical skills to interpret and respond to the text. Students will read selected primary source documents and analyze and interpret the various points of view. Students will conduct their own research using the Internet and library and find first-hand accounts of immigration in the Gilded Age. Possible topics will include the Gilded Age and labor, European migration, Moving North, Ellis Island and the Port of Entry, Nativism and anti-immigrant sentiment, Political cartoons in the Gilded Age.

Besides acquiring the basic historical knowledge about this period, one primary goal is for students to learn to interpret history through several lenses. Certainly there are opposing points of view on this earlier period of immigration. The captains of industry supported European immigration because it brought in a cheap labor force, the immigrants themselves traveled in the hopes of creating a better life, and the labor movement and the nativist combined sentiment and force to oppose immigration for a number of reasons as well. Students will be directed to research these topics and present their own finds to the class.

Activity #1

Interpreting Photographs & Images

The students will develop skills by interpreting images, drawing conclusions about the way images communicate, discussing with each other ideas developed through observation, discussing ways in which the content and context of images influence their meaning.

Students will prepare for the photographs of Jacob Riis by learning to observe and discuss photographs thematically. Students should be assigned to bring a group of 3-5 related photographs to class. They can look for photographs in newspapers, magazines, books, on the Internet, personal photo albums, or take their own if time permits. The photographs can be used in a classroom discussion on the following questions:

- What's going on in this picture?
- What do you see that makes you draw certain conclusions?

- What more can you add from your own experience or knowledge?

After discussing the photographs, students will write a reflective piece explaining their own interpretation of the photographs. The students will then compare each other's responses.

Activity #2

Interpreting and analyzing historical photographs or images

- Students will explore the power of Jacob Riis' photographs in the book, *How the Other Half Lives* and explain how they may have been interpreted in the early part of the nineteenth century.
- Students will speculate about why Riis' took these particular photographs.
- Students will identify bias in the photographs
- Students will explain the artist's point of view and how the photographs can be used to influence public opinion.
- Students will imagine what message Riis' was attempting to convey about his subjects.
- Students will write a short reflective essay about the photographs

Using an overhead projector or power point show several photographs from Jacob Riis' collection in *How the Other Half Lives*. Have students observe the content of the photographs and discuss the meaning and message Riis' conveyed to his audience. Students will write a reflective or persuasive essay on the photo exhibit.

Activity #3

How to read a primary source

One of the best and most interesting ways to learn about an historical period or event is to read the documents and writings of those that lived in that time period and experienced those events firsthand. Interacting with the written word, asking questions and attempting to figure out what ideas the author is conveying will help you understand and interpret those events and their impact.

It's necessary to have some background knowledge of the historical time period and with that information you can begin to ask questions, analyze and interpret the documents or primary sources. Following are a list of ideas and questions to help you develop historical imagination and guide you in your search for historical truths.

You'll want to identify the author and why he or she chose to write an account of their experience. You'll need to explain and elaborate on the following questions:

- Who is the author and what role do they have in the primary source?
- Does the author have a theme?
- In what way is the author trying to influence the reader?

What is the author trying to say?

- What is the author's point of view?
- Who is the author's audience?
- What strategies or method is the author using to influence the reader?
- Do your ideas and values conflict with those of the author?
- Does this influence your interpretation of the reading?

Note: Always include supporting evidence and examples for your point of view.

When

- What ideas and values does the author bring to the reader?
- Place the reading in the historical time period and compare it to prevailing values and ideas.
- Do you agree with these values and ideas? Do they hold up in the current political or social climate?

Note: Always include supporting evidence and examples for your point of view.

Credibility: After reading a secondary source (textbook) elaborate on the following questions:

- How trustworthy is the primary source?

- Is the account truthful?
- Is there bias in the reading?
- Is the author neutral or does he or she have an “axe to grind”

In your opinion, is the author truthful? (explain).

Activity #4

Creating A Document-Based Question (DBQ)

The document-based question (DBQ) gives students the benefit of working as historians where they create a question that enables them to analyze and synthesize historical evidence. The DBQ requires students to assemble a reasoned question that combines interpretation of the primary sources with a demonstrated knowledge of the historical period. For this reason the question itself must be sound and rational. The students will choose primary source documents from a number of sources such as public records, diaries and letters, charts and graphs, maps, news articles, interviews, art, literature, and music, photographs, political cartoons, speeches and interviews. Students will create a question about the Gilded Age and immigration and use supporting documents as evidence. The DBQ is common to AP and CAS classes, but not normally used in the scholars' classes. It necessitates higher level thinking skills. The question must be complex and analytical and requires (6-9 primary source documents) that will be used as supporting evidence. The students will need a thorough knowledge of the Gilded Age and will need to create a question that encourages the reader to create a thesis statement, using the documents and prior knowledge as supporting evidence.

Works Cited

- Bailey, Thomas A., Kennedy, David M., Cohen, Lizabeth, *The American Pageant*, Houghton Mifflin Company, Boston, New York, 1998, Eleventh Edition.
- Bjelajac, David (2000) *American Art: A Cultural History*, Prentice Hall, Upper Saddle River, N.J.
- Bodnar, John (1973), *The Ethnic Experience in Pennsylvania*, Associated University Presses, Inc, Cranbury, New Jersey.
- Bodner, John, Simon, Roger, and Weber, Michael P. (1982), *Lives of Their Own, Blacks, Italians, and Poles in Pittsburgh, 1900-1960*, University of Illinois Press, Chicago.
- Coan, Peter Morton, (1997), *Ellis Island Interviews: In Their Own Words*, Checkmark Books, An imprint of Facts On File, Inc., NY, NY
- Daniels, Rogers (1990) *Coming to America: A History of Immigration and Ethnicity in American Life*, New York: Harper Collins.
- Daniels, Rogers (1997) *Not Like Us: Immigrants and Minorities in America, 1890 – 1924*, Ivan R. Dee, Chicago.
- Gabaccia, Donna (1994) *From the Other Side: Women, Gender, and Immigrant Life in the U.S., 1820-1990*: Bloomington: Indiana University Press.
- Handlin, Oscar (1959) *Immigration as a factor in American History*, Prentice-Hall, Inc. Englewood Cliffs, N.J.
- Handlin, Oscar (1990) *The Uprooted*, Little, Brown, NY, NY
- Kraut, Alan M., (1982, 2001), *The Huddled Masses: The Immigrant in American Society, 1880 – 1921*, Harlan Davidson, Inc., Wheeling, Illinois
- The Harvard Encyclopedia of American Ethnic Groups*, edited by Abigail M. Thernstrom, Ann Orvlov, Oscar Handlin, October 1980
- “The Immigrant Experience—Irish, Italians, Germans, Poles, Jews, Japanese, and Arabs.” *Civil Rights in America: 1500 to the Present*. Gale Research, 1998. Reproduced in History Resource Center. Farmington Hills, MI:
- Gale Group. <http://galenet.galegroup.com/servlet/HistRC/> Document Number: BT2302200007
- Letters of the Century, America 1900-1999*, edited by Lisa Grunwald and Stephen J. Adler, 1999, The Dial Press, Random House, New York, NY

<http://lcweb2.loc.gov>

<http://www1.umn.edu/ihr/>

<http://memory.loc.gov/ammem/papr/nychome.html>

Notes

Daniels, Roger, Not Like Us, Immigrants and Minorities in America, 1890-1924, p. 23.

Ibid, p. 23

Kraut, Alan M., The Huddled Masses: The Immigrant in American Society, 1880-1921, p. 59.

Ibid, p. 68.

Appendix I

Josiah Strong, Our Country (1885)

It seems to me that God, with infinite wisdom and skill, is training the Anglo-Saxon race for an hour sure to come in the world's future. Heretofore there has always been in the history of the world a comparatively unoccupied land westward, into which the crowded countries of the East have poured their surplus populations. But the widening waves of migration, which millenniums ago rolled east and west from the valley of the Euphrates, meet to-day on our Pacific coast. There are no more new worlds. The unoccupied arable lands of the earth are limited, and will soon be taken. The time is coming when the pressure of population on the means of subsistence will be felt here as it is now felt in Europe and Asia. Then will the world enter upon a new stage of its history--*the final competition of races, for which the Anglo-Saxon is being schooled*. Long before the thousand millions are here, the mighty *centrifugal* tendency, inherent in this stock and strengthened in the United States, will assert itself. Then this race of unequalled energy, with all the majesty of numbers and the might of wealth behind it--the representative, let us hope, of the largest liberty, the purest Christianity, the highest civilization--having developed peculiarly aggressive traits calculated to impress its institutions upon mankind, will spread itself over the earth. If I read not amiss, this powerful race will move down upon Mexico, down upon Central and South America, out upon the islands of the sea, over upon Africa and beyond. And can any one doubt that the result of this competition of races will be the "survival of the fittest?" "Any people," says Dr. Bushnell, "that is physiologically advanced in culture, though it be only in a degree beyond another which is mingled with it on strictly equal terms, is sure to live down and finally live out its inferior. Nothing can save the inferior race but a ready and pliant assimilation. Whether the feebler and more abject races are going to be regenerated and raised up, is already very much of a question. What if it should be God's plan to people the world with better and finer material?"

"Certain it is, whatever expectations we may indulge, that there is a tremendous overbearing surge of power in the Christian nations, which, if the others are not speedily raised to some vastly higher capacity, will inevitably submerge and bury them forever. These great populations of Christendom--what are they doing, but throwing out their colonies on every side, and populating themselves, if I may so speak, into the possession of all countries and climes?" To this result no war of extermination is needful; the contest is not one of arms, but of vitality and of civilization. "At the present day," says Mr. Darwin, "civilized nations are everywhere supplanting barbarous nations, excepting where the climate opposes a deadly barrier; and they succeed mainly, though not exclusively, through their arts, which are the products of the intellect." Thus the Finns were supplanted by the Aryan races in Europe and Asia, the Tartars by the Russians, and thus the aborigines of North America, Australia and New Zealand are now disappearing before the all-conquering Anglo-Saxons. It seems as if these inferior tribes were only precursors of a superior race, . . .

Every civilization has its destructive and preservative elements. The Anglo-Saxon race would speedily decay but for the salt of Christianity. Bring savages into contact with our civilization, and its destructive forces become operative at once, while years are necessary to render effective the saving influences of Christian instruction. Moreover, the pioneer wave of our civilization carries with it more scum than salt. Where there is one missionary, there are hundreds of miners or traders or adventurers ready to debauch the native.

Whether the extinction of inferior races before the advancing Anglo-Saxon seems to the reader sad or otherwise, it certainly appears probable. I know of nothing except climatic conditions to prevent this race from populating Africa as it has peopled North America. And those portions of Africa which are unfavorable to Anglo-Saxon life are less extensive than was once supposed. The Dutch Boers, after two centuries of life there, are as hardy as any race on earth. The Anglo-Saxon has established himself in climates totally diverse--Canada, South Africa, and India--and, through several generations, has preserved his essential race characteristics. He is not, of course, superior to climatic influences; but even in warm climates, he is likely to retain his aggressive vigor long enough to supplant races already enfeebled. Thus, in what Dr. Bushnell calls "the out-populating power of the Christian stock," may be found God's final and complete solution of the dark problem of heathenism among many inferior peoples. . . .

Thus, while on this continent God is training the Anglo-Saxon race for its mission, a complementary work has been in progress in the great world beyond. God has two hands. Not only is he preparing in our civilization the die with which to stamp the nations, but, by what Southey called the "timing of Providence," he is preparing mankind to receive our impress.

THE CONTENT STANDARDS

Citizenship

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, and describe the patterns of historical development.
2. All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, landmasses and nations, and describe the relationships between geography and historical, economic and cultural development.
3. All students describe the development and operations of economic, political, legal and governmental systems in the United States, assess their own relationships to those systems, and compare them to those in 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, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.
6. All students explain basic economic concepts and the development and operation of economic systems in the United States and other nations, and make informed decisions about economic issues.
7. All students demonstrate their skills of communicating, negotiating and cooperating with others.
8. All students demonstrate that they can work effectively with others.
9. All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.
10. All students demonstrate an understanding of the various roles they can play as citizens through participation in a community service project.
11. All students demonstrate the ability to resolve conflicts in peaceful ways, including but not limited to peer mediation, anger management, interpersonal skills, and problem-solving.