

1-8-2016

Immigration of the Gilded Age

Tom Stoffel
St. Cloud State University

Follow this and additional works at: http://repository.stcloudstate.edu/gilded_age



Part of the [Curriculum and Instruction Commons](#), and the [United States History Commons](#)

Recommended Citation

Stoffel, Tom, "Immigration of the Gilded Age" (2016). *Curriculum Unit on the Gilded Age in the United States*. Book 21.
http://repository.stcloudstate.edu/gilded_age/21

This lesson is brought to you for free and open access by the American History Lesson Plans at theRepository at St. Cloud State. It has been accepted for inclusion in Curriculum Unit on the Gilded Age in the United States by an authorized administrator of theRepository at St. Cloud State. For more information, please contact kewing@stcloudstate.edu.

Title: Immigration of the Gilded Age**Author: Tom Stoffel****Grade Levels: 9-12****Time: 1 Day Lesson 50 Min Classes**

Focus Statement: Students will learn about immigration during the Gilded Age and how this affected the United States. This lesson will teach kids where immigrants came from, where they settled, why they settled there, the working conditions, living conditions and problems/racism immigrants faced. Students will be broken up into groups to explore multiple perspectives revolving around immigration and brief the class about who, what, where, when and whether or not the article was biased. Students will then be able to critically think about what happened in history and compare this information to their surroundings and the world they live in.

MN Standard:

MN Standard 9.4.4.20.2 As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an industrial United States 1870-1920)

Benchmark: Analyze how immigration and internal migration changed the demographic and settlement patterns of the United States Population. (Development of an Industrial United States: 1870-1920)

Habit of Mind:

To understand the significance of the past to their own lives, both private and public, and to their society. Also to acquire a comprehension of diverse cultures and shared humanity.

Learning Objective(s):

- Students will articulate what types of problems immigrants faced
- Students will define the following: Immigrant, immigration, emigration, ghetto, dumbbell tenant, segregation, minorities, nativism
- Students will compare ideas on immigration from the Gilded Age to Immigration in today's age

Resources: All attached at the end of lesson plan

- Powerpoint in order to give students definitions of key terms and main points
- Newspaper article "562,868 Immigrants Admitted Last Year- 137,087 Italians, 58,098 Hebrews, 43,617 Poles, and 40,277 Scandinavians Came In, 331,055 Men, 156863 Women."
- Newspaper article "Done by Fraud, The Law Violated for Hebrew Immigrants."
- Copy of Forty-Eight Congress Sess. II Ch 161-164. February 26, 1885
- Computer for one group to look at an Immigration Pamphlet
- Computer to show Immigration Explorer by the New York Times
- Slide show of Immigration photos
- Poem of "Statue of Liberty: The New Colossus" by Emma Lazarus

Day 1

Methods/Procedures

Beginning (10 minutes): Introduction / Defining Vocab

- Ask the class who's family migrated to the United States, then ask from where and when
- Ask the student if they know where their family moved to, what kind of work they did
- If the students had to take everything they have right now in their possession and move to a new country would they move to an area with the same language culture and religion as themselves
- This puts a personal connection or hook to get everyone's attention
- Then write or post the vocabulary words. One at a time and ask the kids what that term means. Write their answers down but also show them the text definition

Middle: Instructional Strategies / Learning Activities (30 minutes):

- Using Powerpoint to cover the following to allow visual learners to follow easier and or take notes.
- Where did immigrants come from? European immigrants came to the east coast while immigrants from Asia mostly settled on the west coast. Show the bar graph and explain how companies would go to different European countries and advertise to come to the United States for a better life.
- Ask the students where they would settle. Talk about how most immigrants settled in big cities because that is where they could find jobs. Some immigrants who had the money to do so would keep going farther inland so that they could participate in the Homestead Act. Not many immigrants went down south because most of the land was already divided up into private property and there were not many jobs available.
- Describe Ellis Island and how it became known as the Golden Door as it welcomed on average 4000 new immigrants a day. New York City respectfully became known as the Golden City. By the end of the 1800's nearly 80% of the inhabitants of New York City were foreign born.
- Talk about the working conditions and how people were working long hours, 6-7 days a week. Child Labor was very common and many people ended up working in sweat shops. Jewish people fared better than most of the immigrants because of their religious beliefs. They did not drink their wages away and they were smart with their money not buying more than they could afford.
- Show the link in the slide show that describes a dumbbell tenement and shows the layout of how people would live. These tenements were designed as a way to give large amounts of people housing that allowed for air flow and better living conditions. Sadly the air vents for the building were not wide enough and often filled with stagnate stinky air. People would use the vents to throw their garbage down and the vents would not be cleaned for weeks at a time.
- Nativism was a big thing during the gilded age because so many immigrants were coming to America, people who have been here for *at least one or two generations* thought they were better than people who are coming now and taking all the jobs and space for them. Many immigrants ended up living in ghettos and depending on their language skills they were limited to what jobs they could have. Immigrants faced a great deal of racism yet they were able to drive on and provide better lives for their family.
- Split the class into 4 groups, if it is a big class use the same 4 resources and have more groups looking at them.
- Have the 4 groups present their information to the class in 2 min, have them tell the: Who, What, Where, When, Why and if it is biased or not. Was the point of the article to help or hurt the Immigrants?

End / Summary (10 minutes):

- Play the slide show of Immigrant photos and read the poem "Statue of Liberty: The New Colossus" by Emma Lazarus

- Ask the kids if what they learned today is similar to what is happening in today's world with immigrants from Somalia and Syria, discuss it as a class
- Assign the homework "Comparing Photographs" which will due the next day. Have students open the links on the worksheet and compare the photographs. One is from New York City in the Gilded Age and one is a homestead out west during the same time period

Afterwards

Provisions for Individual Differences (physical, emotional, mental, language, etc.):

- Once I find out what Individual Education Program (IEP) I have in the class I will make appropriate adjustments so all students can get the most out of their education.
-
-

Self-Reflection (What worked? What needs Improvement? What changes would I make before doing the lesson again?)

- I need to listen to someone reciting the poem from Emma Lazarus so that I can recite it and not just read it.
- I must ensure I can pronounce all the words correctly because if students don't think I know what I'm talking about they will not pay attention
- Relax, I've taught lots of classes before just because this is in front of a cooperating teacher does not change the fact that I know what I am doing.
-

Bibliography

- "562,868 Immigrants Admitted Last Year- 137,087 Italians, 58,098 Hebrews, 43,617 Poles, and 40,277 Scandinavians Came In, 331,055 Men, 156863 Women." *The Brooklyn Daily Eagle*, November 16, 1901. Accessed October 13, 2015.
<http://bklyn.newspapers.com/image/50359424/?terms=immigration>.
- Bloch, Matthew, and Robert Gableoff. "Immigration Explorer." *The New York Times*. March 10, 2009. Accessed November 12, 2015. http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?_r=1&.
- "Done by Fraud, The Law Violated for Hebrew Immigrants." *The Brooklyn Daily Eagle*, September 5, 1891. Accessed November 2, 2015.
<http://bklyn.newspapers.com/image/50380260/?terms=jewish%2Bimmigration>
- Forty-Eight Congress Sess. II Ch 161-164. February 26, 1885. Accessed October 10, 2015.
http://library.uwb.edu/guides/usimmigration/23_stat_332.pdf.
- Lazarus, Emma. "Statue of Liberty: The New Colossus." National Park Service. November 2, 1883. Accessed October 27, 2015. <http://www.nps.gov/stli/learn/historyculture/colossus.htm>.
- White, Richard. "The Rise of Industrial America, 1877-1900." *The Gilder Lehrman Institute of American History*. 2009. Accessed November 2, 2015. <https://www.gilderlehrman.org/history-by-era/essays/rise-industrial-america-1877-1900>.

Forty-Eight Congress. Sess. II Ch. 161-164 1885

States shall be or remain the owner thereof, for all purposes except the administration of the criminal laws of said State and the service of civil process therein. Approved February 26, 1885

Chap. 164-An act to prohibit the importation and migration of foreigners and aliens under contract or agreement to perform labor in the United States, its territories and District of Columbia.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the passage of this act it shall be unlawful for any person, company, partnership or corporations in any manner whatsoever, to prepay the transportation, or in any way assist or encourage the importation or migration of any alien or aliens, any foreigner or foreigners, into the United States, its Territories or the District of Columbia under contract or agreement, parol or special express or implied, made previous to the importation or migration of such alien or aliens foreigner or foreigners to perform labor or service of any kind in the United States, its Territories or the District of Columbia.

SEC 2. That all contacts or agreements, express or implied parol or special, which may hereafter be made by and between any personal company, partnership or corporation and any foreigner or foreigners, alien or aliens, to perform labor or service or having reference to the performance of labor or service by any person in the United States, its Territories or the District of Columbia previous to the migration or importation of the person or persons whose labor or services is contracted for into the United States, shall be utterly void and of no effect,

SEC 3 That for every violation of any of the provisions of section one of this act the person, partnership, company, or corporation violating the same, by knowingly assisting or encouraging or soliciting the migration or importation of any alien or aliens, foreigner or foreigners into the United States, its Territories, or the District of Columbia to perform labor service of any kind under contract or agreement, express or implied, parol or special with such alien or aliens, foreigner or foreigners, previous to becoming residents or citizens of the United States shall forfeit and pay for every such offense the sum of one thousand dollars, which may be used for and recovered by the United States or by any person who shall first bring his action therefor including any such alien or foreigner who may be a party to any such contract or agreement, as debts of like amount are now recovered in the circuit courts of the United States; the proceeds to be paid into the Treasury of the United States; and separate suits may be brought for each alien or foreigner being a party to such contractor agreement aforesaid. And it shall be the duty of the district attorney of the proper district to prosecute every such suit at the expenses of the United States.

SEC 4. That the master of any vessel who shall knowingly bring within the United States on any such vessel and land or permit to be landed from any foreign port or place, any alien laborer, mechanic or artisan who, previous to embarkation on such vessel, had entered into contract or agreement, parol or special express or implied, to perform labor or service in the United States, shall be deemed guilty of a misdemeanor, and on conviction thereof, shall be punished by a fine of not more than five hundred dollars for each and every such alien labor, mechanic or artisan so brought as aforesaid, and may also be imprisoned for a term not exceeding six months.

SEC 5. That nothing in this act shall be so construed as to prevent any citizen or subject of any foreign country temporarily residing in the United States, either in private or official capacity, from engaging, under contract or otherwise, persons not resident or citizens of the United States to act as private secretaries, servants, or domestics for such foreigner temporarily residing in the United States as aforesaid; partnership, or corporation from engaging, under contract or agreement, skilled workman in foreign countries to perform labor in the United States in or upon any new industry not at present established in the United States: Provided that skilled labor for that purpose cannot be otherwise obtained; nor shall the provisions of this act apply to professional actors, artists, lecturers, or singers, nor to persons employed strictly as personal or domestic servants: Provided, that nothing in this act shall be construed as prohibiting any individual from assisting any member of his family or any relative or personal friend, to migrate from any foreign country to the United States, for the purpose of settlement here.

SEC 6. That all laws or parts of laws conflicting herewith be, and the same are hereby repealed
Approved, February 26, 1885

Immigration Pamphlet sample

<http://www.norwayheritage.com/articles/templates/voyages.asp?articleid=88&zoneid=6>

Done by Fraud
The Brooklyn Daily Eagle: Saturday 5 September 1891

The thrifty Teutonic burghers that once inhabited the Sixteenth ward, pretty nearly to the exclusion of every other nationality have, in large numbers left their former dwellings and abandoned them to the rapidly advancing Hebrew immigrants from Poland, Hungary and Russia. With the retreating Germans, most of whom seek new homes in the upper part of the Eighteenth ward and in East New York, go not a few residents of other wards where Russian immigrants have set foot in large numbers. It is apparent to every intelligent observer that this migration extensive as it has been has not by any means reached its end yet but has on the contrary just begun. Indeed as an Eagle reporter has discovered there is a systematic and well sustained effort on the part of certain individuals and agencies in New York to relieve the overcrowded Hebrew quarters of New York and to find a new place of settlement for the increasing numbers of newly landed exiles in the eastern district. While there can be no doubt that some part of this migration is entirely natural and not at all objectionable, it is on the other hand, very evident from the facts gathered by the Eagle Reporter that many of the Hebrews brought over from Russia have consciously or unconsciously violated the immigration laws of the United States: That very many of them were assisted immigration in the legal sense of the term and that the extraordinary increase of Russian Jews in the eastern district is, in part at least traceable to a certain ring of unscrupulous steamship agencies, ticket brokers and ticket peddlers from New York.

For some time past the wildest rumors as to the causes of the large Hebrew immigration have been floating around the eastern district. The question was a matter of general comment, and it was universally agreed that the sudden and immense influx of this new element was not due to natural causes alone. Some of these rumors were rather wild. It was said that the agents of the Hirsch committee in Hamburg had made an agreement with certain steamship agencies in this country according to the terms of which every Hebrew who was provided with money to land here should, upon his arrival in this country, redeposit the money advanced to him with a New York agency. The money thus redeposited was then to be sent back to Hamburg to the agents of the Hirsch committee, after the New York people had deducted their commission. This rumor could not be substantiated. While hunting down these allegations the Eagle reporter discovered enough of other equally illegal practices to warrant him in calling the attention of the competent authorities to the matter. United States Attorney Jesse Johnson, upon being informed of the facts of the case said that matter would certainly call for official action on the part of his office.

562,868 Immigrants Admitted Last Year.

**137,087 Italians, 58,098 Hebrews, 43,617 Poles and 40,277 Scandinavians Came in- 331,055 Men,
156,863 Women**

**Total Increase of 39,346, or 9 Per Cent. Immigration Bureau Cost 389,637.05. Chinese Exclusion Cost
160,684.67.**

The Brooklyn Daily Eagle: Saturday 16 November 1901

Eagle Bureau, 608 Fourteenth Street. Washington, November 16-The Annual report of the commissioner general of immigration for the fiscal year ended June 30, 1901, shows that the total arrivals of aliens during that period aggregated 562,868. Of that number 487,918 were steerage passengers and 74,950 came in the first and second cabin. The former, as compared with the same class of arrivals during the next preceding year, shows an increase of 39,346 approximately 9 per cent., 2,020 of whom came via Canadian ports and 37, 326 were landed at ports of this country. The largest gain reported for the year, 47,210, reached the port of New York. With that exception and all the ports of Boston, New Orleans and New Bedford, Massachusetts, all the other ports show diminished arrivals, while the new territory of Hawaii makes an initial report of 1,774 alien immigrants. Europe contributed to the total steerage immigration 469,237, Asia 13,593, Africa 173 and the remaining 4,915 came from all other sources. From European countries the arrivals all show increases as compared with last year, except from Austria-Hungary, Great Britain, Russia and Portugal, while the aggregate of Asiatics was 25 per cent. Less, a diminution represented principally by the comparatively small immigration from Japan. Italy again leads in the number sent, which is, moreover 35,861 or nearly 36 per cent. In excess of the total from the same sources for the preceding year.

With respect to sex, there were 331,055 male steerage aliens and 156,863 females; 62,562 were under 14 years of age, 396,516 were from 14 to 45 and 28,840 were 45 and over. There were 117,587 who could neither read nor write 3,058 who could read but not write; 294,860 brought less than \$30 each, 56,312 had each more than \$30 and the total amount exhibited by the steerage aliens to the inspectors amounted to \$7,383,822. During the year 2,826 received hospital treatment and 363 having become public charges within one year after landing, were returned to the countries where they came.

The recommendations made in the last annual report with reference to supplementary and amendatory legislation in regard to immigration are reiterated, and it is pointed out particularly that the congestion of aliens in our large cities and the consequent formation of alien colonies therein constitute a menace to the social and political order of this country which calls for legislation looking to the distribution of such aliens where their services may be utilized and obstacles to their amalgamation with the American people minimized.

The increase of the head tax from \$1 to \$2 is again recommended as is also the enactment of a law compelling the transportation companies to receive as prepaid passengers for return to the countries whence they respectively came, those aliens who have become insane within one year after landing from causes arising subsequent thereto.

Name: _____

History Class / Comparing Photographs

Write a description of the photograph from urban environment:

Write a description of the photograph from rural environment:

Write 4 factors that are similar and 1 personal opinion:

Write 4 factors that are different and 1 personal opinion:

