

# Agenda

- Immigration!
  - Push and pull factors
  - Political cartoons
- Turn in your homework
- HW: reading 😊
  - I didn't have time to make copies of ch 16 yet – I will have those for you tomorrow

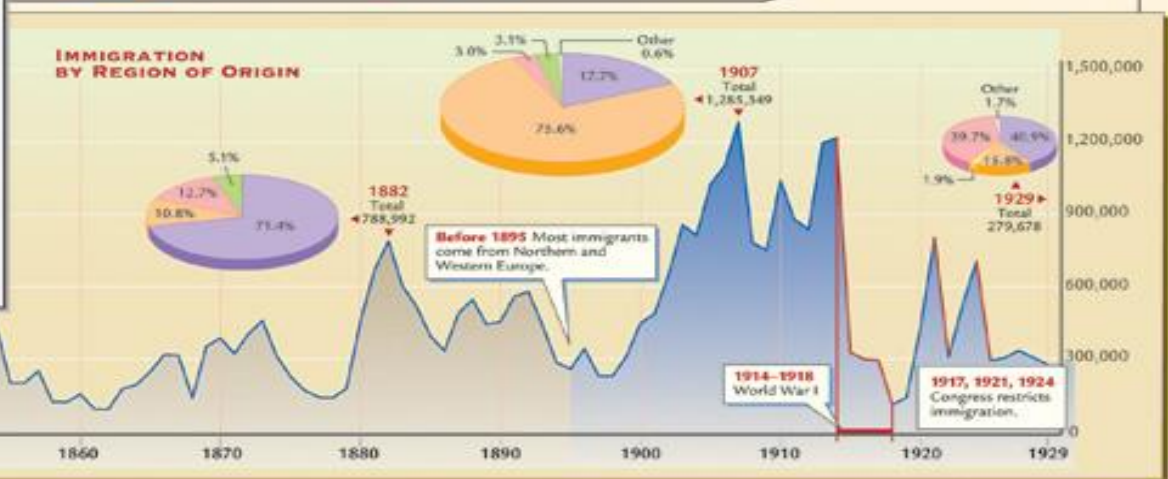
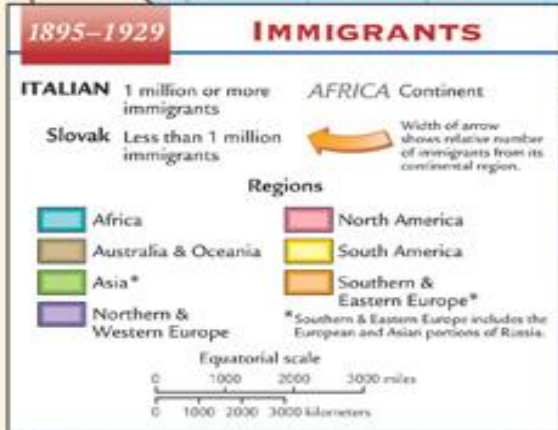
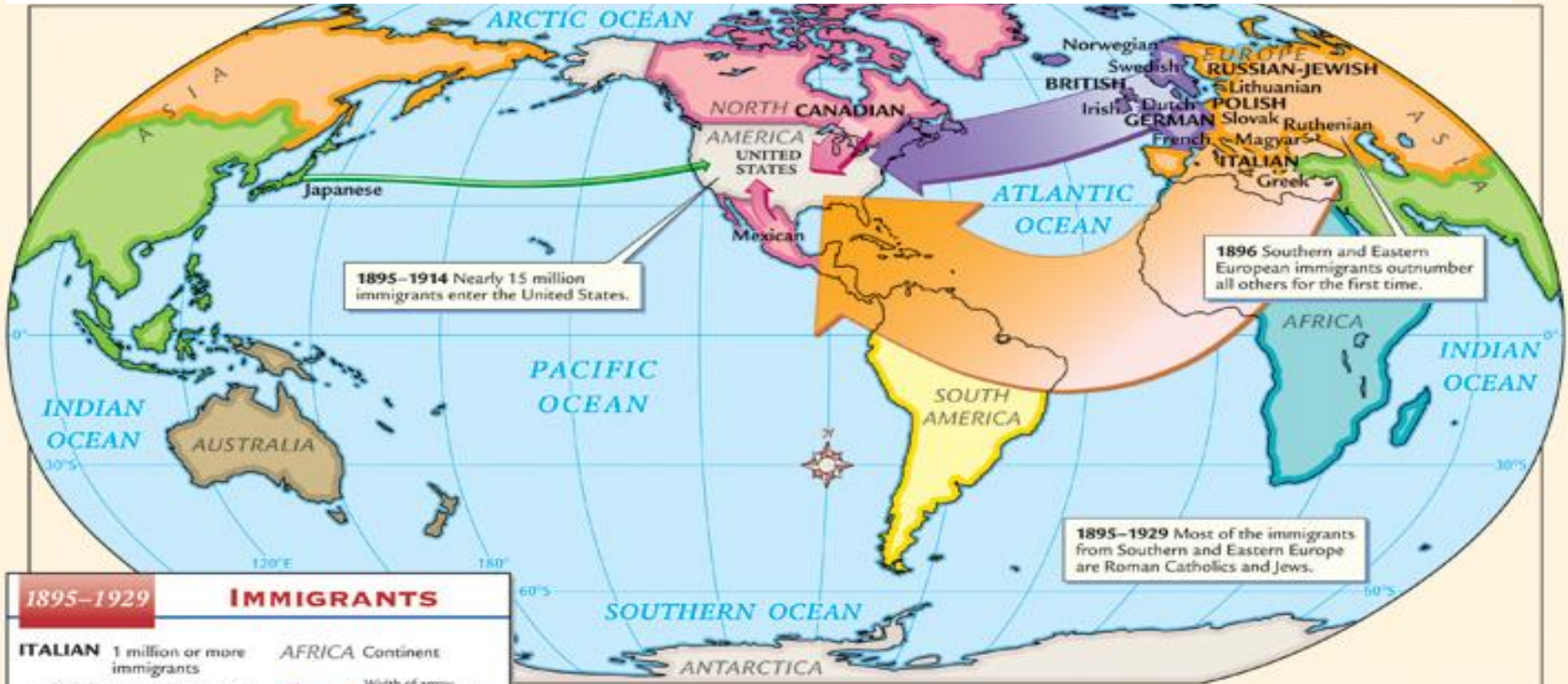
# Sweatshops reflection questions

- Which article did you agree with more, and why?

# Reflection Questions

- What **economic**, and **environmental** changes occurred as the US industrialized?
  - Make a thinking map!
- What about changes in **social structures**?
  - This is the demographics of a society – men/women/gender roles, ethnic and racial makeup, etc.

# Immigration to the United States

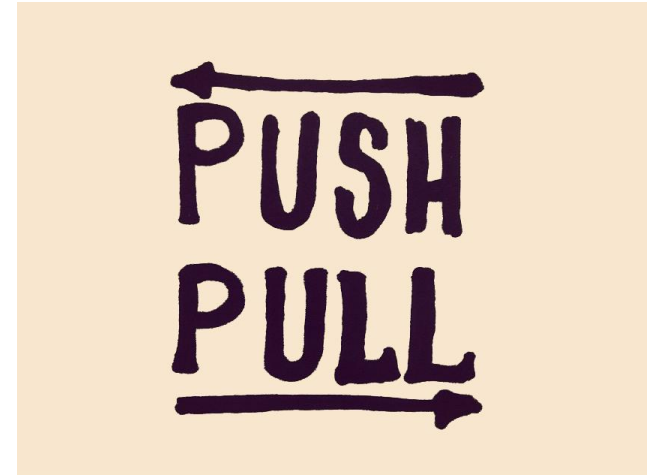


The background of the slide is a photograph of the Statue of Liberty in New York City. The statue is shown from a low angle, standing on its pedestal against a clear blue sky. The lighting suggests it is either early morning or late afternoon, with a warm glow. The text is overlaid on the upper half of the image.

# United States: Immigration

It was a long-term effect of the Industrial Revolution!

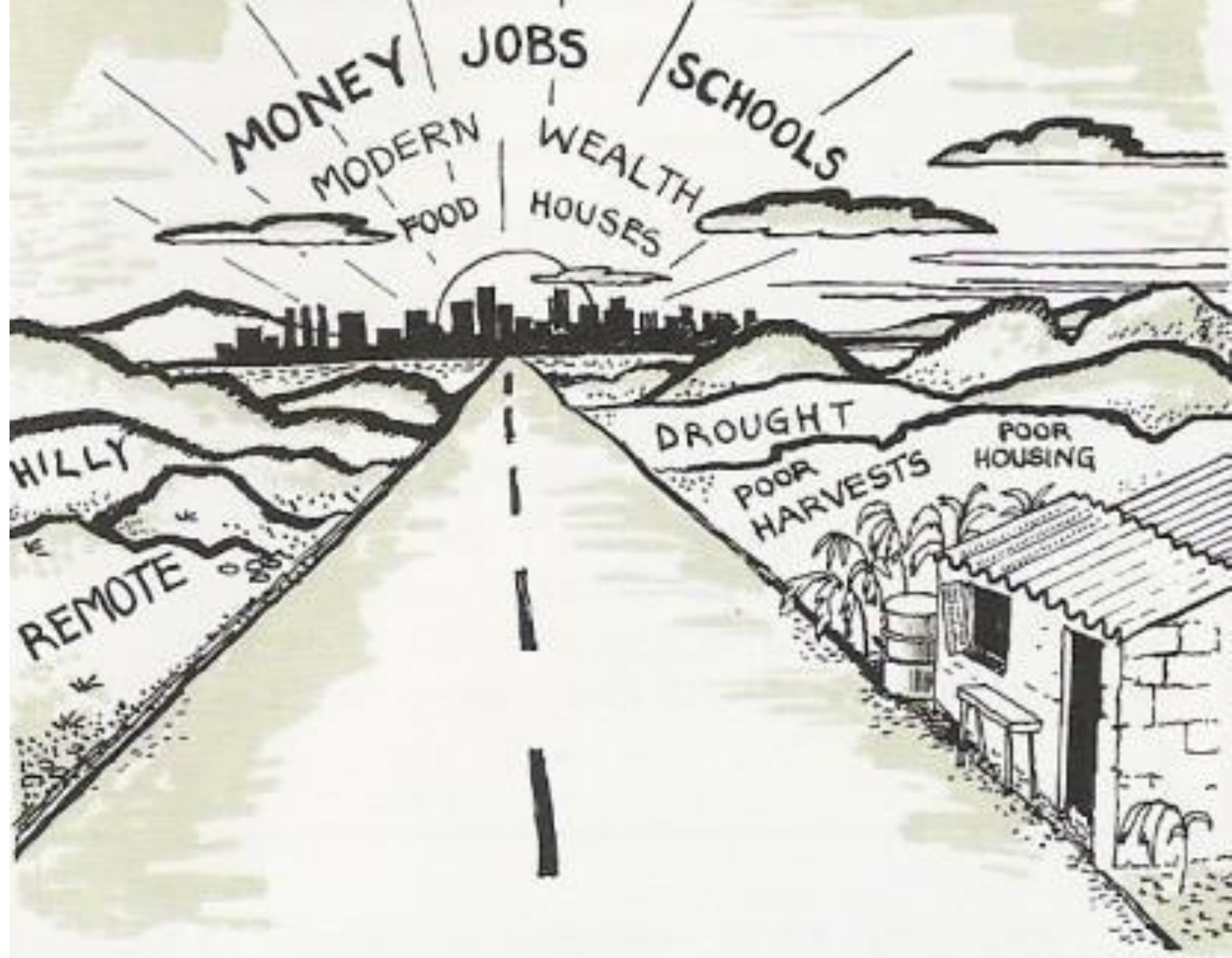
# WARM UP



1. Why did immigrants come to the US in the late 1800s and early 1900s?

- *What were some **pull factors** that brought immigrants to the US? What are some **push factors** that forced people to leave their homelands?*
- 2. Where did most of these immigrants come from?
- *Be more specific than naming a continent 😊*



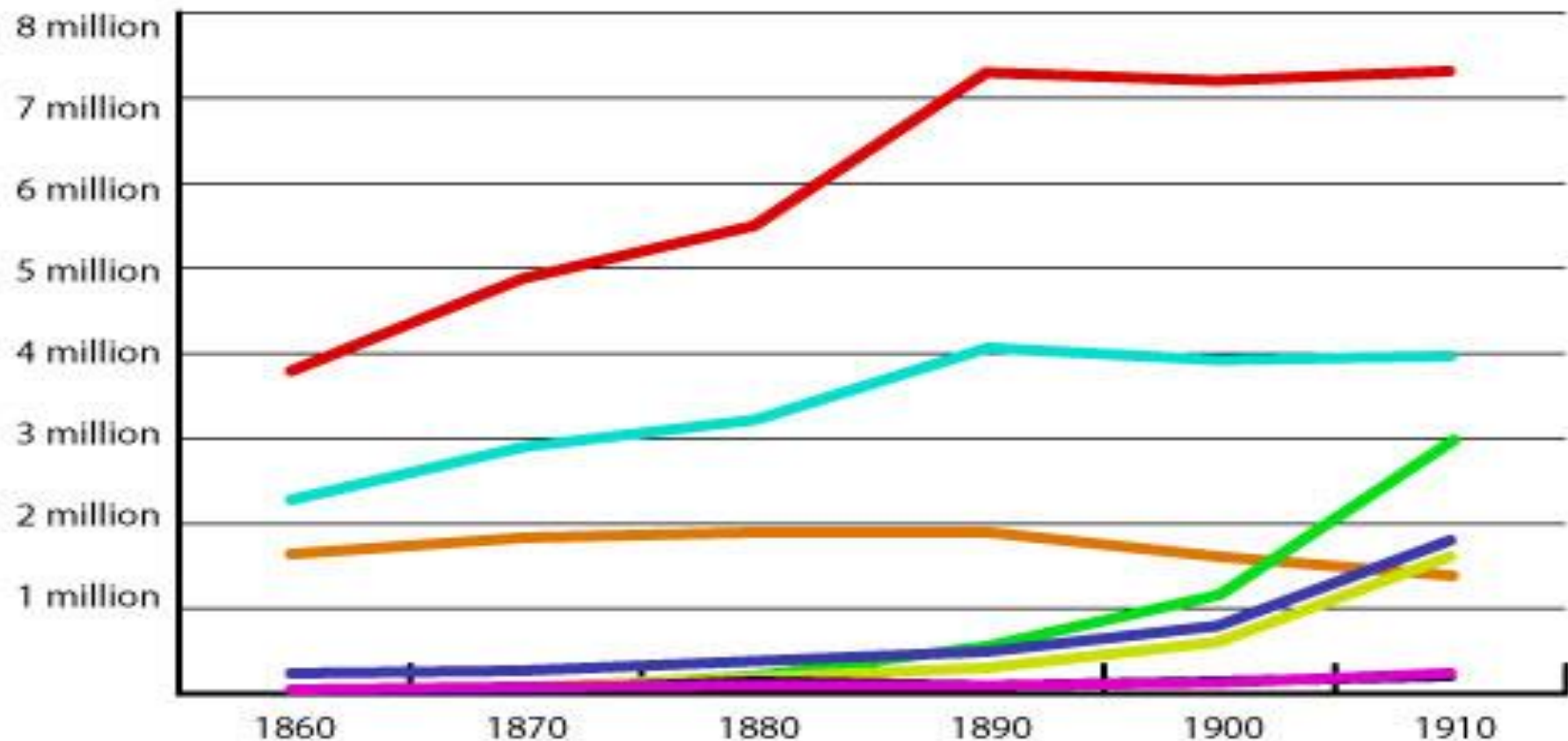


MONEY | JOBS | SCHOOLS  
MODERN | WEALTH  
FOOD | HOUSES

HILLY  
REMOTE

DROUGHT  
POOR HARVESTS  
POOR HOUSING

# Immigration to America 1860 - 1910



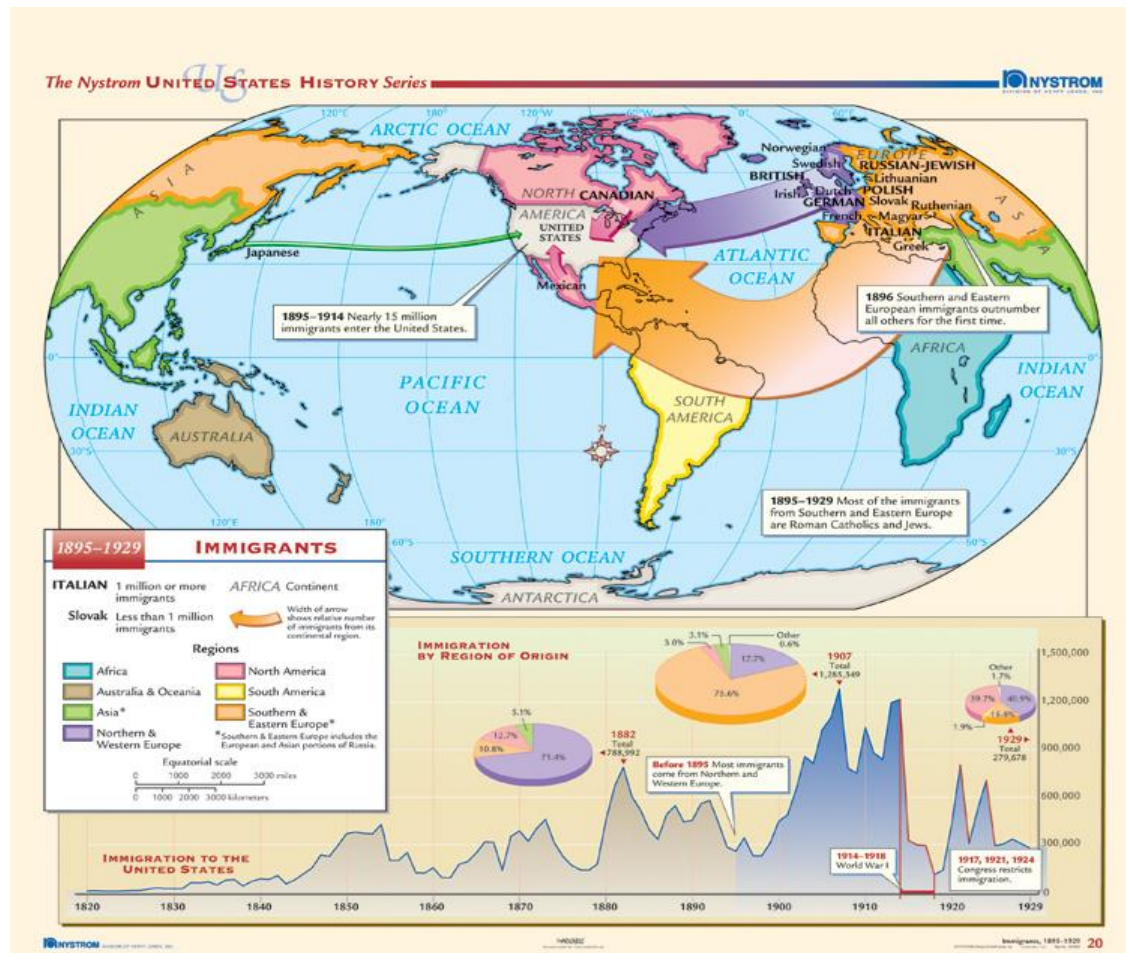
- Northern & Western Europe
- Northern Europe
- Ireland
- Southern Europe

- Italy
- Eastern Europe
- Asia
- Central America



# Early Immigration

- 1815 – 1914:
  - more than 30 million immigrants came to America
- Up until 1896, most came from northern and western Europe:
  - Britain
  - Scandinavia
  - Germany
  - Ireland



# New Immigrants



- After 1896 - most came from eastern & southern Europe:
  - Russia
  - Poland
  - Austria-Hungary
  - Italy
  - Romania

# PUSH FACTORS: Why they left their homes

- Immigrants were experiencing difficult times in their native land:
  - Famine
  - Unemployment
  - War
  - Political and religious Persecution



# “Trouble” with New Immigrants



- *Why was this new wave of immigrants treated differently than the immigrants that came prior?*

# “Trouble” with New Immigrants



- Most are Catholic, Eastern Orthodox, and Jewish
  - Not typical Protestant American
- They speak different languages, eat different food, and practice different customs



# “Trouble” with New Immigrants



- *How will they be treated?*
- *What types of jobs will they have?*

# Jobs for Immigrants



- Immigrants taken advantage of
  - They don't speak English well
- They are "expendable"
  - Can easily be replaced
- Take jobs for lower wages
  - Leads to resentment

# Where do they live?

- Most immigrants moved to an area with others similar to them:
  - 'ethnic enclaves'
  - Can continue customs, language, food, etc.
  - Birth of Chinatown, Little Italy, Little Poland, etc.





# Where do they live?

- *Why do they choose to live around people like them?*
- *Does this help or hurt their introduction to the United States?*

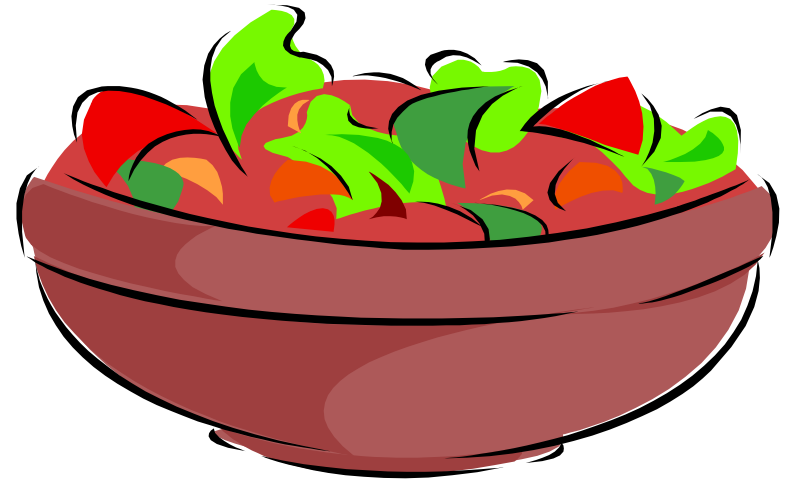


# Melting Pot

A society of racial, ethnic, & cultural groups absorbed and blended together.



Salad Bowl



Racial & ethnic groups blended together, but maintain their individual cultures.



Which do you agree with more – that the United States is a “melting pot” or a “mixed salad”?

Why? Respond in your notes in at least three sentences. Give specific examples.

# QUICK DISCUSSION

*Predict:*

- *How are many people in the US going to respond to this 'threat' to the traditional American way of life?*

# Agenda – 9/20

Today: immigration! Political cartoons!

Homework: keep reading! Quiz ONE WEEK FROM today! 😊

# Immigration Restrictions

- Rise in **nativism**
  - Those who favor native-born Americans
    - Believed the Anglo-Saxons – white, Germanic ancestors of the English – were the superior race
  - → rise in anti-immigration groups and restrictions







# Immigration Restrictions

- 1882 - Chinese Exclusion Act
  - Denied Chinese right to immigrate for 10 years – kept being extended

Law was not repealed until 1943



# Immigration Restrictions

- 1882 - “Undesirables”  
Barred
  - Convicts, lunatics, alcoholics, vagrants, anarchists rejected
- 1886 - Literacy Test
  - Must read 40 words in English to enter US



# QUICK DISCUSSION

- *Why does the US keep banning specific groups of immigrants?*

# POLITICAL MACHINES AND IMMIGRANTS

- **Political machines:**  
organized group that controlled the activities of a political party in a city
  - Political 'bosses' met immigrant at the docks
  - Offered the jobs, shelter, community
  - Helped immigrants get the help they needed – in return for votes



**"Boss" Tweed of Tammany Hall**

Which leads to...

- So much corruption!!!!



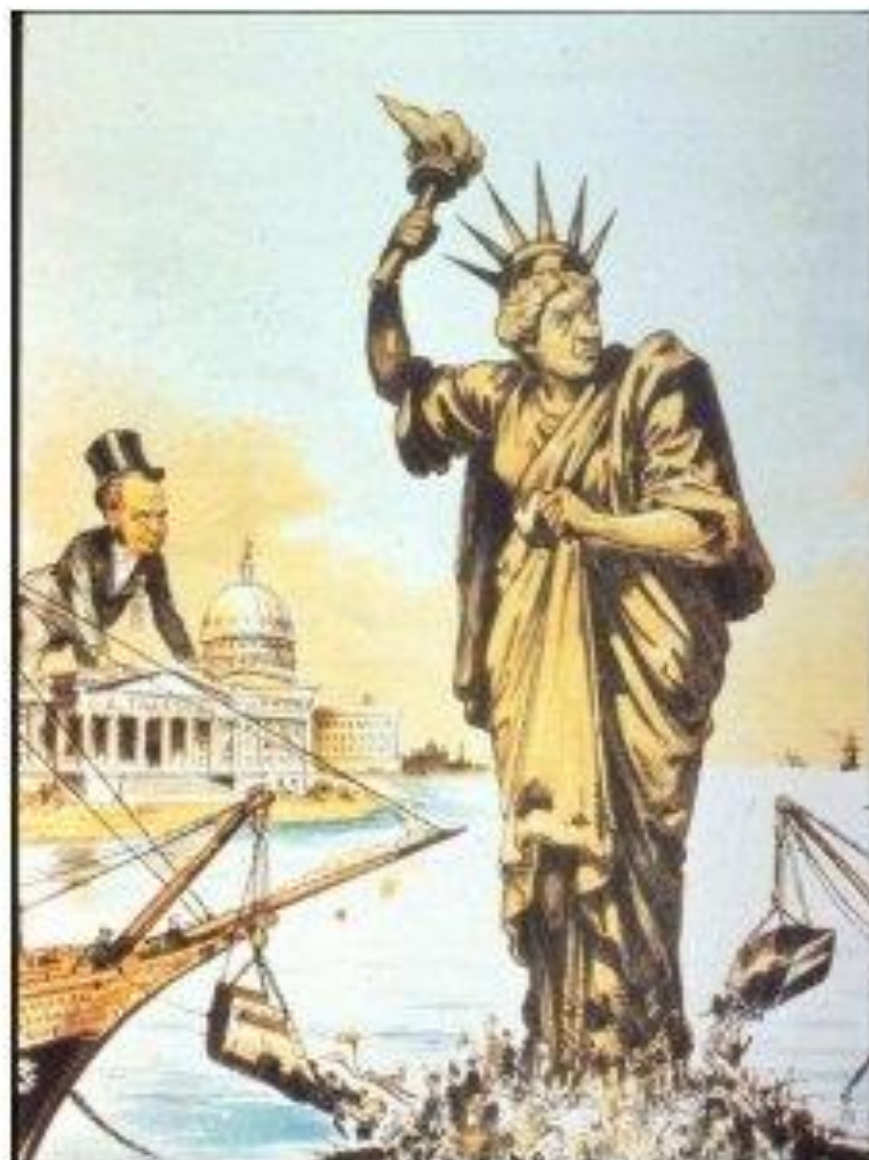
# POLITICAL CARTOONS

- In groups, analyze your political cartoon and answer the associated questions.
  - ***What does this political cartoon show about attitudes toward immigration in the USA in the late 1800s/early 1900s?***
- You'll have seven minutes.

**THE GREAT FEAR OF THE PERIOD**  
*THAT UNCLE SAM MAY BE SWALLOWED BY FOREIGNERS.*







*“Mr. Windom, if you’re going to make this island a garbage heap,  
I’m going back to France.”*



CASTLE GARDEN EMIGRANT-CATCHERS.

OFFICE OF NEWS AT HARPER'S BY THE COPY

MADE BY HENRIETTA BROWN, JULY 24-25 1880





*Parting the waters for Europe's Refugees*





WELCOME TO ALL!

"We may safely say that the general policy of immigration to the United States is wanting improvement in the government."—H. T. Stinson, Boston.



Judge

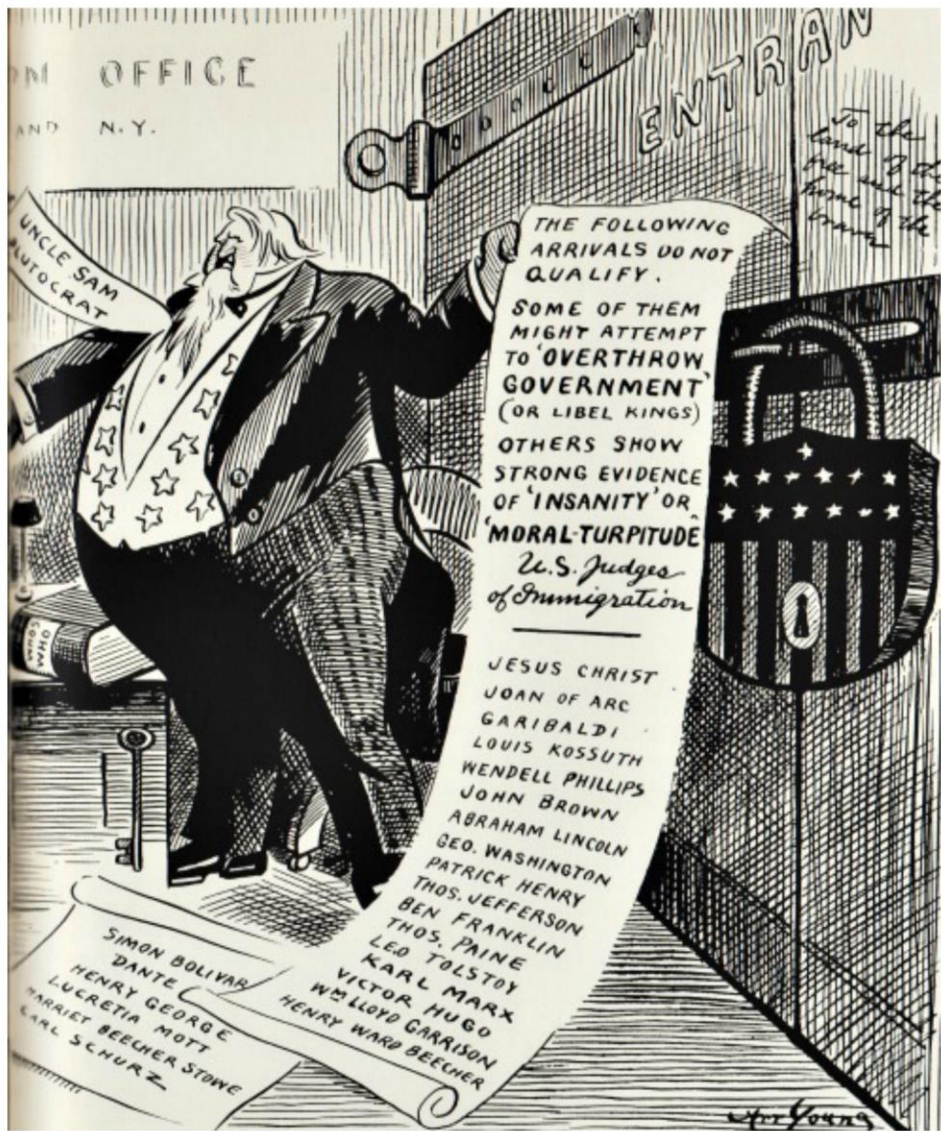


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Halley and Pyle

THE UNRESTRICTED DUMPING-GROUND.









"EVERY DOG" (NO DISTINCTION OF COLOR) "HAS HIS DAY."

RED GENTLEMAN TO YELLOW GENTLEMAN. "Pale face 'fraid you crowd him out, as he did me."

# POLITICAL CARTOONS: homework

- Your assignment is to find a contemporary (modern day) political cartoon dealing with immigration.
  1. Print out that cartoon
  2. On the printed sheet with your cartoon, write down the source of the cartoon (newspaper/magazine it was first published) and the year it was created (this should be from the 2000s-on)
  3. Beneath the cartoon, write a paragraph that summarizes its message AND how that message compares to attitudes about immigration at the turn of the century in the 1900s

Due: WEDNESDAY, Sept 25<sup>th</sup>