Chapter 7, Section 1
The New Immigrants

Immigrants from Europe, Asia, the Caribbean, and Mexico reach a new high in the late 19th and early 20th centuries.

Opening Activity:
As you watch the video *From China to China Town*, write down what you learn about American attitudes toward Chinese immigrants.

CA Social Science Content Standards: 11.2.1, 11.2.2
**Taking Notes**

Directions: List the Causes of each effect.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Immigrants leave their homes countries.</td>
</tr>
<tr>
<td>2.</td>
<td>Immigrants face hardships in the United States.</td>
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<tr>
<td>3.</td>
<td>Some nativists want to restrict immigration.</td>
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Define the following terms:

- Ellis Island
- melting pot
- Chinese Exclusion Act
- Angel Island
- nativism
- Gentlemen’s Agreement
I. Through the “Golden Door”

A. Millions of Immigrants

- Some immigrants seek better lives.

- Others are known as “birds of passage”—seeking temporary jobs.
B. Europeans

- 1870-1920, about 20 million Europeans arrive in U.S.

- Many flee religious persecution; Jews driven from Russia by pogroms.

- Population growth results in lack of farm land and industrial jobs in Europe.

- Reform movements, revolts influence young who seek independent lives.

My Great Grandmother (Gertrude Georgi, 18 years old) on my mother’s father’s side—in 1913, just before she left Germany for America.
Immigration to the United States 1860 - 1920
Where They Came From

1880
Rest of the World: 24%
Northwestern Europe: 49%
Eastern & Southern Europe: 27%

1910
Rest of the World: 11%
Northwestern Europe: 16%
Eastern & Southern Europe: 73%
C. Chinese and Japanese

- About 300,000 Chinese arrive; earliest attracted by gold rush—work in railroads, farms, mines, domestic service, business.

- Japanese work on Hawaiian plantations, then go to West Coast—by 1920, more than 200,000 on West Coast.

<table>
<thead>
<tr>
<th>Year</th>
<th>Chinese</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1850</td>
<td>3,227</td>
<td>—</td>
</tr>
<tr>
<td>1860</td>
<td>34,933</td>
<td>—</td>
</tr>
<tr>
<td>1870</td>
<td>63,199</td>
<td>55</td>
</tr>
<tr>
<td>1880</td>
<td>105,465</td>
<td>148</td>
</tr>
<tr>
<td>1890</td>
<td>107,488</td>
<td>2,039</td>
</tr>
<tr>
<td>1900</td>
<td>89,863</td>
<td>24,327</td>
</tr>
<tr>
<td>1910</td>
<td>71,531</td>
<td>72,157</td>
</tr>
<tr>
<td>1920</td>
<td>61,639</td>
<td>110,010</td>
</tr>
<tr>
<td>1930</td>
<td>74,954</td>
<td>138,834</td>
</tr>
<tr>
<td>1940</td>
<td>77,504</td>
<td>126,947</td>
</tr>
</tbody>
</table>
D. The West Indies and Mexico

- About 260,000 immigrants from West Indies; most seek industrial jobs.

- Mexicans flee political turmoil; after 1910, 700,000 arrive.

- National Reclamation Act creates farmland, draws Mexican farmers.
II. Life in the New Land

A. Difficult Journey

-Almost all immigrants travel by steamship, most in steerage—ships cargo holding area.
B. Ellis Island

- **Ellis Island**—chief U.S. immigration station, in New York Harbor.

- Immigrants given physical exam by doctor; seriously ill not admitted.

- Inspector checks documents to see if meets legal requirements.

- 1892-1924, about 17 million immigrants processed at Ellis Island.
C. Angel Island

-Angel Island—immigrant processing station in San Francisco Bay.

-Immigrants endure questioning, long detention for admission.
D. Cooperation for Survival

- Immigrants must create new life: find work, home, learn new ways.

- Many seek people who share cultural values, religion, language—ethnic communities form.

- Frictions between native born and foreign born Americans develop.
III. Immigration Restrictions

A. The Rise of Nativism

- **Melting Pot**—in U.S. people blend by adopting American culture.

- **Nativism**—overt favoritism toward native-born Americans.

- Nativists believe Anglo-Saxons superior to other ethnic groups.

- Some object to immigrants’ religion: many Catholics, and Jews.

- 1897, Congress passes literacy bill for immigrants; Cleveland vetoes—1917, similar bill passes over Wilson’s veto.
NATIVE AMERICANS. BEWARE OF FOREIGN INFLUENCE.
Jews! Jews!
Jews Everywhere!
The Roosevelt Administration is Loaded With Jews

12 Million Christian American Workers Jobless

Over ¼ Million Asia-European Jews are now coming to the United States To Throw Christian American Workers Out of Jobs

Benjamin Franklin Said:
"Jews are a menace to this country if permitted entrance and should be excluded."

Samuel Roth Said in His Book: Jews Must Live
"We Jews are a people of vultures, living on the labor of the rest of the world."

The Jewish Talmud Says:
"Jews are human beings, Gentiles are not human beings, but beasts." (Baba Mezia, 114, 6.)

Samuel Roth Says:
"WE JEWS, who come to the Nations, pretending to escape persecution, are really the MOST DEADLY PERSECUTORS OF MEN."

Communism is Jewish
OUT WITH JEWS!!

LET CHRISTIAN PEOPLE RUN THIS COUNTRY AS THEY DID BEFORE THE JEWISH INVASION

WAKE UP! WAKE UP! WAKE UP!

Read—"The Protocols of the Learned Elders of Zion"—the greatest book of the century. Get it from your library.—just TRY AND GET IT!!??

Join your nearest ANTI-COMMUNIST organization.
B. Anti-Asian Sentiment

-Nativism finds foothold in labor movement, especially in the West—fear Chinese immigrants who work for less.

-Labor groups exert political pressure to restrict Asian immigration.

-1882, Chinese Exclusion Act bans entry to most Chinese.

*Source: Historical Statistics of the United States, Colonial Times to 1970*
BE JUST—EVEN TO JOHN CHINAMAN.

James (in Mrs. Columbia)—You allowed that boy to come into your school, it would be un-American to throw him out now—it will be sufficient in the future to keep his brothers out.
"THE CHINESE MUST GO!" WORKINGMEN'S PARTY OF CAL.

PACIFIC OCEAN CALIFORNIA

CHINA.
C. The Gentleman’s Agreement

-Nativist Fears extend to Japanese, most Asians in early 1900s—San Francisco segregates Japanese schoolchildren.

-Gentlemen’s Agreement (1907-1908)—Japan limits emigration in return, U.S. repeals segregation.
Review Questions

1. The main immigration processing station in ________________ was called Ellis Island.
2. The goal of the ____________________ Act was to decrease Chinese immigration.
3. One reason ________________ became divided according to ethnicity was that immigrants clustered in groups to preserve their culture.
4. Some immigrants were referred to as “___________________” because they came to the United States to work a while then return to their homeland.
5. An idea a _____________ would support is that immigrants should be limited so that fewer “non-Americans” live in the United States.
6. ________________ in the 1800s were a cheap source of labor for American Companies.

Words:

Immigrants, Nativist, birds of passage, cities, Chinese Exclusion, New York