



Teaching Guide

SEGMENT 4, WEBISODE 8

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview



Let's Discuss

The second half of the nineteenth century witnessed an unprecedented immigration of culturally diverse peoples. The pattern of immigration changed, reflecting the nation's need for industrial workers, not farmers. Factories were springing up everywhere, and jobless Europeans came by the millions to operate the new machines and to work in the mills.

Earlier immigrants had come largely from northern and western Europe.

The American mosaic changed as each new wave arrived: first from Germany and Ireland, then from southern and eastern Europe, and finally from Asia, Mexico, and Central America. Four out of five immigrants settled in industrial cities in the northeast or in the rich farmland of the midwest. They worked for a pittance. Their desire for economic opportunity offered a perfect match with the nation's demand for a cheap labor force. These new Americans toiled before steel furnaces, in front of textile looms, along dusty railroad lines, beside long rows of crops, and inside dark, dingy mines. Without their labor, America could never have become the most productive nation in the world.

Teacher Directions

1. Introduce immigration in the mid-1800s by reading a portion of "The New Colossus" by Emma Lazarus. Tell the students that the poem appears on the base of the Statue of Liberty. Make a transparency of the poem and of the statute from the Student Sheet: *The Statue of Liberty* to show while you read the poem.

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door!"*

Let's Discuss, Cont.



History Sleuth

2. Ask the students.

What is the United States' position concerning immigration as depicted in Lazarus' poem? (One of warm welcome to the world's poor and homeless who seek freedom and a better life)

3. Tell the students that even though the poem on the base of the Statute of Liberty expresses the ideal of welcoming newcomers to the country, immigrants did not always receive such an open greeting.

Teacher Directions

1. Ask the students to imagine that they are newly arrived immigrants. Working in their small teams, students brainstorm a list of problems they, as immigrants, might have to overcome in America.
2. Teams share their lists with the entire class. Problems include different language, overcrowding, strange food, strange customs, crowded tenement life, large cities, little or no money, poorly paying jobs, fear of new, unfamiliar things, homesickness.
3. Tell students that many immigrants thought that America was the Promised Land offering streets paved with gold and cities filled with glorious opportunities. Refer to the line in the Lazarus' poem: "I lift my lamp beside the golden door..." For many immigrants their American dream came true, but not without hard work and sacrifice.
4. Students divide a sheet of paper into two columns, labeling one column Push and the other Pull. Distribute the Student Sheets: *Immigrant Voices*. Teams divide the readings among their members and then share information from their individual readings with each other. Students read to find the following information.
 - What pushed emigrants from their homelands?
 - What pulled them to the United States?
 - What did the immigrants expect to find in the United States?
 - Describe some of their American dreams.
 - How did the realities differ from the dreams?
5. Students write this information on their *Push-Pull* charts, and then discuss their findings with the entire class.
6. Assign each team an immigrant identity. Some possibilities include a young woman from Ireland, a factory worker from Eastern Europe, a student from Germany, a farm worker from Sweden, a laborer from Italy. Students imagine what a day in the life of that immigrant might have been like. Each student illustrates something that happens during the day. The team assembles their illustrations into a "Day in the Life of ____" book.



What do you
Think?



Moving Toward
Freedom

Teacher Directions

1. In their small teams, students share their opinions on the following questions.
 - What did the immigrants have in common with each other? With established Americans?
 - How did the immigrants differ from each other? From established Americans?
2. Teams share their responses with the entire class.

Teacher Directions

1. Share the Brief Bio of Carl Schurz with students and refer them to Chapter 22, “Immigrants Speak, in Joy Hakim’s *Reconstruction and Reform*. Write the following quotation on the chalkboard, chart paper, or a transparency.

If you want to be free, there is but one way. It is to guarantee an equally full measure of liberty to all your neighbors.

~~ Carl Schurz

2. Explain what Schurz meant in this quotation.
3. Ask the students.
 - According to Schurz, who did not have “a full measure of liberty” in America?
 - In what ways did Schurz make full use of his opportunities in America?
 - In what ways did Carl Schurz continue to fight for freedom in America?
4. Make sure the students understand the following points in discussing the questions.

Schurz meant that our country is not a free country until all of our people are free. Slavery, which existed at the time, jeopardized the freedom of every person, not just those enslaved. Schurz knew that African Americans and Native Americans did not have a “full measure of liberty.” Schurz took advantage of his opportunities by studying law. President Lincoln appointed him minister to Spain. When the Civil War broke out, he came home to fight for the Union as a general in the army. He also worked as a newspaper reporter and editor. He served in the United States Senate and in President Hayes’ cabinet as secretary of the interior.

5. Ask students how Carl Schurz moved our country toward freedom.



Connections

Teacher Directions

Use the following activities with your students.

Math/Library — Students research and interpret statistics about immigration today and in the past and display that information on charts and graphs.

Research/Writing/Library — Students research the life and work of photographer Jacob Riis. Students write a biography of Riis or create a display of his photographs.

Language Arts — Students read excerpts from *How the Other Half Lives* by Jacob Riis. See the Web site for an online copy of the book.

Science — Students research the advances in transportation that shortened the length of the ocean voyage from Europe to America.

Library — Students search for the histories of other immigrants who have contributed to American life (such as entertainers Harry Houdini and Charles Chaplain, scientists Albert Einstein, and Louis Agassiz, musicians Irving Berlin and George Gershwin). Many sports figures, artists, musicians, and actors were immigrants or came from immigrant families.

The Statue of Liberty



Library of Congress

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