

Central Illinois Teaching with Primary Sources Newsletter

EASTERN ILLINOIS UNIVERSITY
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EDWARDSVILLE

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THE GOLDEN DOOR: IMMIGRATION

Topic Introduction	2
Connecting to Illinois	3
Learn More with American Memory	4
In the Classroom	5
Test Your Knowledge	6
Images Sources	7



THE GOLDEN DOOR: IMMIGRATION

Welcome to the 30th issue of the **Central Illinois Teaching with Primary Sources Newsletter**, a collaborative project of Teaching with Primary Sources programs at Eastern Illinois University and Southern Illinois University Edwardsville. This school year we want to bring you topics that connect to the Illinois Learning Standards as well as provide you with amazing items from the Library of Congress.

Immigration is mentioned specifically within ISBE materials for the following Illinois Learning Standards (found within goal, standard, benchmark or performance descriptors). 14.E-Understand United States foreign policy as it relates to other nations and international issues. 16.C-Understand the development of economic systems. 18.A-Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

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 glows worldwide 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!" The New Colossus, Emma Lazarus, displayed on the inner walls of the Statue of Liberty's pedestal.

The "Golden Door" that Emma Lazarus spoke of in this sonnet was New York City. During the 1800's, more than 70 percent of all immigrants entered the United States through New York City. Failing crops, economic reasons, famine, freedom from political or religious persecution were some of the reasons nearly 12 million came to the U.S. between 1870 and 1900. That number rose to more than 15 million between 1900 and 1915.

These masses were not always welcomed by the American people. The decade before the Civil War saw a large arrival of Catholic immigrants to a largely Protestant United States. The fear of Catholicism and prejudice toward the Irish spawned a political party called the "Know-Nothings" with their political agenda of anti-immigration. When the Chinese began to settle in the west, Americans reacted negatively to their arrival which led to the Chinese Exclusion Act of 1882. In 1921, the National Origins Act restricted the number of immigrants, giving preference to those from northern and western Europe and declared all immigrants from Asia to be unworthy of entering the United States.

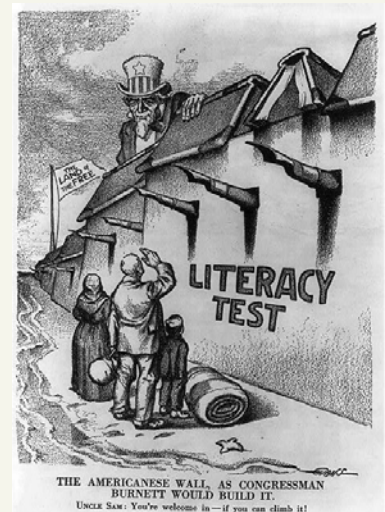
In 2007, the population of immigrants in the United States reached a record high of 37.9 million. Immigration has become a heated topic in America today. Security, the work force, illegal immigrants and the economy will all play a major role in the future of immigration.

Library of Congress, Teacher Page, accessed 2.3.10 <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/immigrnt/immigrnt.html> <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immgnts/immgnts.html>

Center for Immigration Studies, Accessed 2.3.10 <http://www.cis.org/CurrentNumbers>

National Park Service, Accessed 2.3.10 <http://www.nps.gov/stli/historyculture/upload/new%20colossus%20for%20displaypage2.pdf>

*The Americanese wall- as
Congressman (John
Lawson) Burnett would
build it
Library of Congress
Prints and Photographs*



CONNECTING TO ILLINOIS

In the 1830's the desire for freedom, employment and land brought many Europeans to America. Illinois was able to provide these and became a popular destination for many immigrants. Illinois' fertile soil and the offer of free or cheap land appealed to immigrants who were farmers, while industry pulled others toward Chicago which had become the states largest city. As railroads opened the west in the 1850's, Illinois became accessible to more people. Chicago became a rail hub providing transportation for manufactured goods and agriculture. With industrialization came more jobs and soon Chicago had an endless supply of immigrant labor.

Not all of Illinois prospered with industrial and population growth. East-central Illinois remained unacceptable to many foreigners. Farms and communities were isolated because of sparse roads and distant commercial waterways. Labor and business opportunities were nearly non-existent with no large market centers. This all changed with the building of the Illinois Central Railroad. The railroad made towns and communities desirable as marketplaces and settlements for immigrants.

Today, nearly one of every seven people in Illinois is an immigrant. This makes Illinois' foreign-born population the fifth largest in the United States totaling approximately 1.5 million. The minor children of these

immigrants total 774,000, including 271,000 under the age of six. Those under six, 96% were born in the U.S. making them United States citizens. Illinois is also home to with illegal immigrants. With 550,000 unauthorized immigrants, Illinois ranks fifth in the nation behind California, Texas, Florida and New York.

Recent numbers show a small decline in immigrants entering the U.S. The economy is believed to be the cause of this decline. It takes money to make the journey and get established. The questionable job market and unstable economy make immigrating for some too high a risk. Even with this slight decrease, the United States continues to be the "land of opportunity" for most immigrants.

U.S. Immigration Support: Immigrating to Illinois, Accessed 2.3.10
<https://www.usimmigrationsupport.org/illinois.html>

Illinois Periodicals Online, Accessed 2.3.10 <http://www.lib.niu.edu/1998/ih519815.html>

League of Women Voters of Illinois: History of Illinois Immigration by Cathy Duoba, Accessed 2.3.10 http://www.lwvil.org/downloadimm/lwvil_immigration_study_first_packet.pdf

CNN: U.S. February 10, 2010, http://www.cnn.com/2010/US/02/10/illegal.immigrants/index.html

Illinois Coalition for Immigrant and Refugee Rights Accessed 2.26.10
<http://icirr.org/ko/node/2975>



Mrs. Mariessa Maginsky and five children standing in front of a brick wall with a large, light colored bundle
 Library of Congress American Memory

Many peoples-one nation. Let us unite to Americanize America.
 Library of Congress Prints and Photographs

Emigrants (i.e. immigrants) landing at Ellis Island.
 Library of Congress American Memory



LEARN MORE WITH AMERICAN MEMORY COLLECTIONS

Working in Paterson <http://memory.loc.gov/ammem/collections/paterson/index.html>

This collection is based on the American Folklife Center's Working in Paterson Folklife Project. The project was a four-month study of occupational culture in Paterson, New Jersey, the nation's first planned industrial center, in 1994. Paterson became a destination for immigrants with the growth of industry and potential for jobs. In this collection you will find images of immigrant workers in their daily jobs and oral histories from immigrants telling their stories of Paterson and their home countries.

Library of Congress, American Memory, Accessed 2.3.10

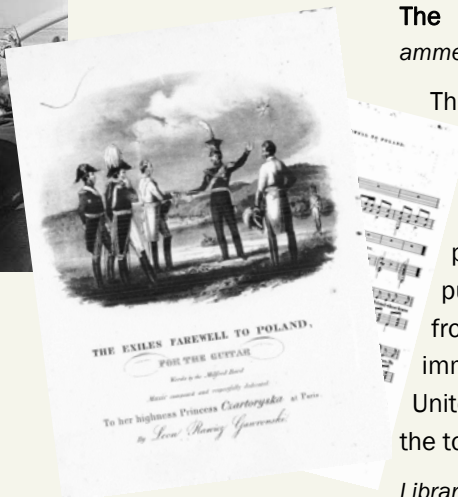
A Century of Law Making for a New Nation, U.S. Congressional Documents and Debates, 1774-1875 <http://memory.loc.gov/ammem/amlaw/lawhome.html>

This collection of congressional documents are from when the United States was still a young country. Even then there were issues concerning immigration. Many of the documents found are bills to encourage immigration to America. As people started to immigrate, a process of naturalization was needed, the bill H. R. 1701 urging this process is found in this collection.

Library of Congress, American Memory, Accessed 2.3.10



Part of a group of 171 aliens
illegally in the country wave
goodbye to the Statue of
Liberty.
Library of Congress



*The exiles farewell to Poland
Library of Congress
American Memory*

The Chinese in California, 1850-1925 <http://memory.loc.gov/ammem/award99/cubhtml/cichome.html>

Nineteenth and early twentieth century Chinese immigration to California is illustrated in this collection through about 8,000 primary sources. Stories of immigrants arriving in the United States, information on the impact of Chinese immigration on the United States and the growth and development of the Chinatown community in San Francisco are also included. Materials documenting the sentiment against Chinese immigration and the response to it within the Chinese community are in this collection.

Library of Congress, American Memory, Accessed 2.3.10

Music for the Nation: American Sheet Music, 1820-1860 and 1870-1885 <http://memory.loc.gov/ammem/musshhtml/musshhome.html>

Popular music of the early 1800's reflected historical events, migrations of people, reform movements and virtually every aspect of life. Beautiful songs describing the immigrant experiences are plentiful in this collection. There are also songs for and against the Know-Nothing party. This political party opposed immigration believing the United States should be reserved for those who were born here.

Library of Congress, American Memory, Accessed 2.3.10

The Nineteenth Century in Print <http://memory.loc.gov/ammem/ndlpcoop/mahtml/snchome.html>

This collection includes 955 volumes from twenty-two nineteenth century periodicals. Articles from The North American Review, American Whig Review and The Atlantic Monthly are just a few of the periodicals pertaining to immigration. All the publications are from the 1800's and reflect opinions from that time period. Articles for and against immigration, ideas on how and who to allow in the United States and immigration numbers are some of the topics in these periodicals.

Library of Congress, American Memory, Accessed 3.3.10

IN THE CLASSROOM: LESSON PLANS ACTIVITIES AND RESOURCES

In this section you will find items pertaining to the current theme that can be used in your classroom. This is a small sample of items available through the Library, conduct your own search on immigration to find more.

Exhibitions

<http://www.loc.gov/exhibits/>

From Haven to Home: 350 Years of Jewish Life in America <http://www.loc.gov/exhibits/haventohome/>

An Immigrants Song <http://www.loc.gov/exhibits/treasures/tm119.html>

First Thrill of Liberty <http://www.loc.gov/exhibits/treasures/tm169.html>

Wise Guide

<http://www.loc.gov/wiseguide>

October 2002: Republican, Democrat and Know-Nothing <http://www.loc.gov/wiseguide/oct02/parties.html>

May 2005: Coming to America <http://www.loc.gov/wiseguide/may05/america.html>

Today in History

<http://memory.loc.gov/ammem/today/index.html>

January 26, 1654: The Capitulation Protocol <http://memory.loc.gov/ammem/today/jan26.html>

January 1, 1892: "Huddled Masses Yearning to Breathe Free" <http://memory.loc.gov/ammem/today/jan01.html>

Webcasts

<http://www.loc.gov/today/cyberlc/index.php>

Celtic Roots: Stories, Songs and Traditions from across the Sea <http://www.loc.gov/loc/kidslc/cr-program.html>

Haven to Home http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3712 catalog.html

America's Library

<http://www.americaslibrary.gov/>

Jump Back in Time:

June 19, 1885: The Statue of Liberty Arrived in New York Harbor http://www.americaslibrary.gov/jb/gilded/jb_gilded_liberty_3.html

January 1, 1892: The First Immigrant Landed on Ellis Island http://www.americaslibrary.gov/jb/progress/jb_progress_ellis_1.html

Explore the States:

Connecticut: Sisu and Creativity The Essence of Finish Immigrants in East Central Connecticut http://www.americaslibrary.gov/es/ct/es_ct_finns_1.html

Kansas: Little Sweden http://www.americaslibrary.gov/es/ks/es_ks_lindsbrg_1.html

New York: Immigrant Life in New York http://www.americaslibrary.gov/es/ny/es_ny_museum_1.html

New York: Walking onto Ellis Island http://www.americaslibrary.gov/es/ny/es_ny_ellis_1.html

North Dakota: 100th Annual Celebration by Icelanders http://www.americaslibrary.gov/es/nd/es_nd_iceland_1.html

Virginia: Independence Day Celebration and Naturalization Ceremony http://www.americaslibrary.gov/es/va/es_va_fourth_1.html

Prints and Photographs

<http://www.loc.gov/rr/print/>

Selected Images of Ellis Island and Immigration, ca. 1880-1920 http://www.loc.gov/rr/print/list/070_immi.html

Teacher's Page

<http://www.loc.gov/teachers/>

Lesson Plans:

Down the Rabbit Hole (Grades 6-8) <http://memory.loc.gov/learn/lessons/00/rabbit/>

Immigration Migration (Grade 11) <http://memory.loc.gov/learn/lessons/98/migrate/intro.html>

Learning about Immigration through Oral History (Grades 6-12) <http://memory.loc.gov/learn/lessons/97/oh1/ammem.html>

Link to the Past (Grades 6-12) <http://memory.loc.gov/learn/lessons/99/links/intro.html>

Linking the Past to the Present :The Legacy of French Canadian Immigrants in New England (Grades 9-12) <http://memory.loc.gov/learn/lessons/01/french/index.html>

Presentations:

American Memory Timeline: Chinese Immigration to the United States <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/chinimms/chinimms.html>

Primary Source Set:

Immigration: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>

Themed Resources:

Immigration <http://www.loc.gov/teachers/classroommaterials/themes/immigration/>

TEST YOUR KNOWLEDGE

Could You Pass the Citizenship Test? Below are 10 sample questions from the civic test given by the U.S. Citizen and Immigration service.

1. How many stripes are there on the U.S. flag?
2. What year was the Constitution written?
3. How many Supreme Court justices are there?
4. What are the first ten amendments to the Constitution called?
5. How many amendments to the Constitution are there?
6. Why did the Pilgrims come to America?
7. Who has the power to declare war?
8. Who said "Give me liberty or give me death"?
9. List three constitutional requirements to be eligible to become president.
10. What do the stripes on the U.S. flag represent?

MSNBC *Do You Have What it Takes to become a Citizen*. Accessed 2.9.10 <http://www.msnbc.msn.com/id/13442226/>



*The immigrant. Is he an
acquisition
Library of Congress
Prints and Photographs*

*Ellis Island
Library of Congress
Prints and Photographs*



*Another Hot Grill employee, a
recent immigrant from eastern
Europe, dresses a Hot Texas
Weiner
Library of Congress
American Memory*

IMAGE SOURCES



The Library of Congress
Four immigrants and their belongings, on a dock, looking out over the water, view from behind
Prints and Photographs



The Library of Congress
Mrs. Mariessa Maginsky and five children standing in front of a brick wall with a large, light colored bundle
American Memory/Photographs from the Chicago Daily News



The Library of Congress
Emigrants (i.e. immigrants) landing at Ellis Island
American Memory/Early Motion Pictures, 1897-1920



The Library of Congress
Many people-one nation. Let us unite to Americanize America.
Prints and Photographs



The Library of Congress
Part of a group of 171 aliens illegally in the country wave goodbye to the Statue of Liberty from the Coast Guard cutter that took them from Ellis Island to the Home Lines ship Argentina in Hoboken for deportation / World Telegram & Sun photo by Al Ravenna.
Prints and Photographs



The Library of Congress
The exiles farewell to Poland
American Memory/Music for the Nation: American Sheet Music



The Library of Congress
Ellis Island
Prints and Photographs



The Library of Congress
The immigrant. Is he an acquisition or a detriment? Gillam ; Sackett & Wilhelms Litho. & Ptg. Co., New York
Print and Photographs



The Library of Congress
Another Hot Grill employee, a recent immigrant from eastern Europe, dresses a Hot Texas Wiener
American Memory/ Working in Paterson



The Library of Congress
The Americanese wall—as Congressman (John Lawson) Burnett would build it
Prints and Photographs

Answer Key to Test Your Knowledge

1. 13
2. 1787
3. 9
4. Bill of Rights
5. 27
6. Religious Freedom
7. Congress
8. Patrick Henry
9. 1. Must be at least 35 years old during term. 2. Lived in the U.S. for 14 years. 3. Must be a natural born citizen of the United States.
10. Represents the original 13 states

WE'RE ON THE WEB
WWW.EIU.EDU/~EIUTPS

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If you or your school is interested in learning more about the Library of Congress resources please contact us. Our program offers individualized professional development using the rich resources offered by the Library of Congress.

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[WWW.SIUE.EDU/
EDUCATION/TPS](http://WWW.SIUE.EDU/EDUCATION/TPS)

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