New Neighbors

Migration, community, and exclusion in the early 1900s

USH.3.5 "Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one way each group connected with people in its new community, and circle one obstacle each group faced there. Mark all three paragraphs.

Making a Place in a New City

1 In 1907, a Jewish family from the Russian Empire reached New York City after fleeing violence against Jews. On the Lower East Side, they could buy familiar foods and hear Yiddish in the streets. A settlement house offered English classes, while a crowded garment shop offered wages and long hours. Neighbors who had lived in the city longer sometimes complained about the newcomers' languages and customs. Jewish immigrants also started newspapers and joined labor unions, working with other residents to demand safer shops. Their arrival changed the neighborhood, even as the neighborhood shaped their daily choices.

2 By the 1910s, Japanese immigrants in Los Angeles sold produce, worked on farms, and served customers from many backgrounds. Some families opened shops and formed community groups that helped new arrivals find work and housing. Children could attend public schools, and some also studied Japanese after school. Yet not every neighbor welcomed these families. California's 1913 Alien Land Law prevented immigrants who were ineligible for citizenship, including Japanese immigrants, from owning land. Some families leased land instead or ran businesses in the city. They built ties with customers while facing rules that limited where and how they could put down roots.

3 During World War I, many Black southerners moved to Chicago, seeking industrial wages and an escape from southern segregation and violence. Meatpacking plants offered jobs, and earlier arrivals helped newcomers find rooms, churches, and local newspapers. Black residents organized businesses and cultural events, while some joined unions and worked alongside migrants from abroad. But employers often gave Black workers the hardest jobs, and housing discrimination crowded families into a limited area. White hostility over jobs and housing fueled tensions. In 1919, racial violence killed dozens in Chicago. Newcomers helped build city life even as they fought for safety and opportunity.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did Jewish immigrants work with other New Yorkers, and what resistance did they meet?

2. How did Japanese immigrants connect with people beyond their own community, and how did the land law affect their choices?

3. How did earlier arrivals help Black southerners settle in Chicago, and what barriers did the newcomers face?

4. Compare one form of community support and one form of exclusion described in Los Angeles and Chicago.

3 YOUR TURN

Your own words

Write an 80 to 110 word diary entry set between 1913 and 1920 from a newcomer in one group in the passage. Use two accurate passage details about encounters with the new community, and invent one plausible line of dialogue showing how the newcomer responds.

ANSWER KEY

New Neighbors

PART 1 · READ AND MARK

Underline one way each group connected with people in its new community, and circle one obstacle each group faced there. Mark all three paragraphs. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did Jewish immigrants work with other New Yorkers, and what resistance did they meet?	**Some joined labor unions with other residents to demand safer shops. Some longtime neighbors complained about their languages and customs.**
2	How did Japanese immigrants connect with people beyond their own community, and how did the land law affect their choices?	**They served customers from many backgrounds. The 1913 law barred them from owning land, so some leased land or ran city businesses.**
3	How did earlier arrivals help Black southerners settle in Chicago, and what barriers did the newcomers face?	**Earlier arrivals helped them find rooms, churches, and newspapers. Newcomers faced unfair job assignments, housing discrimination, and racial violence.**
4	Compare one form of community support and one form of exclusion described in Los Angeles and Chicago.	**In Los Angeles, Japanese community groups helped arrivals find work and housing, but a state law barred Japanese immigrants from owning land. In Chicago, earlier Black arrivals helped newcomers find rooms and churches, but housing discrimination restricted where they could live.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our family came from Japan, and today I sold vegetables at our Los Angeles produce stand to a customer who asked about the farm outside the city. I told her where the radishes grew, and she promised to return next week. After school, my sister practiced Japanese at a community class. Father says the 1913 land law means he cannot buy the farm he wants, though he may lease land. I asked, 'Can we still make this place home?' He pointed to the customers greeting us by name and said, 'We are making connections, even when the law shuts a door.'

Accept other passage-supported examples of connection and exclusion. For the diary entry, check historical plausibility, two accurate details, an invented line of dialogue, and the 80 to 110 word limit.