Arrival and Belonging

How immigration shaped work, communities, and federal policy

USH.C.1.4 "Analyze the impact of immigration on settlement patterns in American society and economic growth. Summarize the reasons for immigration and the immigrant experiences at processing centers such as Ellis Island and Angel Island..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline why immigrants settled in certain places and how their work affected the economy. Circle barriers they faced, then number the two immigration restrictions and the citizenship ruling.

Newcomers and a Changing Nation

1. From the 1860s through the 1920s, immigrants crossed oceans to escape poverty, violence, and persecution or to seek wages. Many newcomers from eastern Europe settled near factory jobs in northeastern cities, where their labor helped expand manufacturing. Chinese immigrants helped build western railroads and worked in farming and businesses, connecting markets and supporting growth. Immigrant communities often formed near jobs and relatives, so immigration reshaped both crowded city neighborhoods and western towns.

2. At New York's Ellis Island, many European arrivals faced medical checks and legal questions before entering, though some were detained or denied entry. At California's Angel Island, many Chinese arrivals faced lengthy questioning and detention as officials enforced the 1882 Chinese Exclusion Act, which barred Chinese laborers. Nativists, who favored native-born Americans, blamed eastern European newcomers for job competition and distrusted their languages and religions. Anti-Chinese activists likewise claimed Chinese workers threatened wages and pushed for exclusion.

3. City political machines such as New York's Tammany Hall offered some immigrants help finding jobs or housing in exchange for votes. Schools taught English and U.S. government to help newcomers assimilate, sometimes at the cost of their traditions. Federal policy differed by group: under the 1907 to 1908 Gentlemen's Agreement, Japan restricted passports for laborers headed to the United States. In 1898, the Supreme Court ruled in United States v. Wong Kim Ark that the Fourteenth Amendment protected citizenship for a U.S.-born child of Chinese parents.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did many eastern European immigrants settle in northeastern cities, and how did their work affect the economy?

2. How did the experience of many Chinese arrivals at Angel Island differ from that of many European arrivals at Ellis Island? What policy helps explain the difference?

3. What concerns did nativists raise about eastern European and Chinese immigrants, and what policy did anti-Chinese activists seek?

4. How did political machines and schools each try to bring immigrants into American civic life?

3 YOUR TURN

Your own words

Write a four- to five-sentence museum caption explaining how U.S. actions both restricted immigration and protected citizenship. Include the Chinese Exclusion Act, the Gentlemen's Agreement, and the Wong Kim Ark ruling, and connect one action to an immigrant experience in the passage.

ANSWER KEY

Arrival and Belonging

HIGH SCHOOL · USH.C.1.4

PART 1 · READ AND MARK

Underline why immigrants settled in certain places and how their work affected the economy. Circle barriers they faced, then number the two immigration restrictions and the citizenship ruling. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did many eastern European immigrants settle in northeastern cities, and how did their work affect the economy?	**Factory jobs drew them to northeastern cities, where their labor helped expand manufacturing.**
2	How did the experience of many Chinese arrivals at Angel Island differ from that of many European arrivals at Ellis Island? What policy helps explain the difference?	**Many Chinese arrivals faced lengthy questioning and detention at Angel Island, while many Europeans entered after checks at Ellis Island. Officials at Angel Island enforced the Chinese Exclusion Act.**
3	What concerns did nativists raise about eastern European and Chinese immigrants, and what policy did anti-Chinese activists seek?	**Nativists cited job competition and distrusted eastern Europeans' languages and religions. Anti-Chinese activists claimed Chinese workers threatened wages and pushed for exclusion.**
4	How did political machines and schools each try to bring immigrants into American civic life?	**Political machines offered help in exchange for votes; schools taught English and U.S. government to encourage assimilation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The Chinese Exclusion Act barred Chinese laborers, while the Gentlemen's Agreement limited Japanese labor migration through passport restrictions. These actions narrowed who could enter the United States. At Angel Island, Chinese arrivals faced lengthy questioning and detention as officials enforced exclusion. Yet the Wong Kim Ark ruling affirmed citizenship for a child born in the United States to Chinese parents. Together, these examples show that restrictions on immigration existed alongside constitutional protection for birthright citizenship.

Accept accurate comparisons in students' own words. Captions should distinguish restrictions on entry from citizenship for people born in the United States.