

UNIT: Immigrants in the Workforce
Grades 7 - 12

Objective Students will understand how immigration helped to build the industrial workforce and begin to appreciate the continuing importance of immigrants to the building of modern America. Through the exploration of primary sources about the immigration inspection process and the industrial workforce, students will draw connections between the screening process at Ellis Island and the development of the modern workforce. Extension activities will allow them to explore the place of present-day immigrants in today’s workforce.

Introduction: Background Information for Educators: *Immigration, Ellis Island, and Public Health*

OBJECTIVES, ESSENTIAL QUESTIONS ASSESSMENTS MATERIALS	NATIONAL STANDARDS	CONTENT VOCABULARY	LESSONS / ACTIVITIES EXAMPLES OF THE TYPE OF WORK STUDENTS SHOULD BE ABLE TO DO TO MEET THE NATIONAL STANDARDS FOR HISTORY AND SOCIAL STUDIES.	TECHNOLOGY INFUSION / WEB LINKS, BIBLIOGRAPHY
<p><u>Objective:</u></p> <p>Students will be able:</p> <ul style="list-style-type: none"> -to understand how immigration built the industrial work force -to examine how immigration helped in the building of modern America -to examine and discuss the immigrant screening process at Ellis Island and other immigration stations 	<p>I. Culture Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can</p> <ul style="list-style-type: none"> a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns; b. give examples of how experiences may be interpreted differently by people from diverse cultural 	<p>Americanization Anarchist assimilation asylum capitalism contract labor detention EEOC eugenics excludable favus gentrification ghetto globalization guild immigrant</p>	<ol style="list-style-type: none"> 1. As a whole class, brainstorm the “Push and Pull” factors for immigration in the early 20th century. Ask the students: <i>Why did immigrants decide to leave their homes, and why did they settle in America?</i> Based on these factors, have the students identify characteristics of immigrants. 2. Create a vocabulary list of terms. These words could be selected by teacher from the list provided, from other sources, and/or generated by the students. These sources could include the textbook or other assigned readings. 3. Using an outline of the map of Europe before and after World War I, have the 	<p>Additional Teacher Resources (bibliography)</p>

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<p>-to explore immigrants in present day workforce</p> <p><u>Essential Questions:</u></p> <p>How did the United States immigration policy affect the United States workforce from 1900-1924?</p> <p>What role did immigrants play in the workforce in the early decades of the 20th century?</p> <p>How do attitudes towards immigration and proposed immigration policy today relate to the current US workforce? What role do immigrants play in the current US workforce?</p>	<p>perspectives and frames of reference;</p> <p>c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;</p> <p>d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;</p> <p>II, Time, Continuity, & Change Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:</p> <p>a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;</p> <p>b. demonstrate an ability to use correctly vocabulary</p>	<p>Immigration Act of 1891 Immigration Act of 1907 industrialization informal economy lunatic melting pot mental deficiency minimum wage nativism OSHA Outsourcing Passport polygamist population density Public Health Service quarantine refugee scientific management scientific revolution tenement trachoma tuberculosis union urbanization</p>	<p>students create a list of countries that were home to large groups of immigrants from 1892-1914. To research this information, they can use their textbooks or other sources, including the Internet. <i>From where did these immigrants depart?</i> They should also indicate on the map major ports of embarkation – Hamburg, Liverpool, Southampton, Naples and others. <i>What events prompted these immigrants to depart?</i> Encourage students to review the “Push-Pull factors” list and to draw connections to other world events.</p> <p>4. Have students read and analyze the text for the Immigration Act of 1891. Ask the students: <i>What does the act set up? What restrictions does the Act place on immigration? How is this different from previous laws regarding immigration? Why do you think the US passed this Act at this time? How do you think this US immigration policy affect the United States workforce at the time?</i></p> <p>5. Small group activity: Give each group the blank ship manifest and ask them to identify 5 columns or questions that think were designed to screen immigrants for suitability for the workforce. Each group should present their findings and explain/defend their choices. Groups can</p>	
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<p><u>Assessments:</u></p> <p>Journal response after inspection process simulation</p> <p>Written response to reading a photograph</p> <p>Persuasive writing activity for detained immigrant</p> <p>Teacher created rubric for PowerPoint presentation illustrating connection of immigrant experience to the American labor force</p> <p><u>Materials:</u></p> <p>Student journals</p> <p>Blank Ship Manifest</p> <p>Immigration Act of 1891</p> <p>Whiteboard</p>	<p>associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;</p> <p>c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;</p> <p>d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;</p> <p>e. demonstrate an understanding that people in different times and places view the world differently;</p>	<p>visa</p>	<p>present their information in the form of a skit, chart, poster, or any other form that best expresses their findings.</p> <p>Discuss with whole class what they identified. Ask the students: <i>Why would the USA want to screen immigrants to this extent? What does this suggest about America as a country at that time? What does this say about America's attitudes towards immigrants and immigration?</i></p> <ol style="list-style-type: none"> 6. Complete the “Reading a Photograph” lesson activity with photographs of immigrants at Ellis Island and immigrants in the workforce. 7. Take a field trip to Ellis Island or alternately, have students read the primary source, “The Immigrant Gateway” (a play developed to teach about the immigrant experience to missionaries in 1913) and discuss with them why they think this play was developed. 8. Explain to students that some immigrants who were detained were able to plead their case to the Board of Special Inquiry. Complete the “Reading a Document” lesson activity with students using the Board of Special Inquiry documents. <p><u>Persuasive writing assignment:</u> Imagine you are an immigrant who was detained.</p>	
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<p>Computers with PowerPoint</p> <p>If doing simulation activity: inspector questions and immigrant cards</p> <p>Photographs of immigrants at Ellis Island and in the workforce</p> <p>Board of Special Inquiry documents</p>			<p>Write a letter to the Board of Special Inquiry to plead your case for entry into the US.</p> <p>9. Have students create a PowerPoint about the immigrant experience and the American labor force.</p> <p>10. Have students find newspaper articles and other sources of information about current immigration to the United States, and what jobs these immigrants are taking. Compare these current patterns to past patterns of immigration and labor. Ask the students: <i>What role do immigrants play in the current U.S. workforce? What are the pros and cons of current policies aimed at immigration and labor? How do these compare to past policies?</i></p>	
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Immigrant Inspection Cards

Profile: Name_Abraham Litkyevich_
Ship Manifest Number: 59

Country of Origin: Russia

Religion: Jewish

Age: 36, 6' 1" tall, 210 pounds

Married Man with wife and 2 children ages 8 and 10

One child has lingering cough from cold caught during passage on ship

Occupation: Mason/Bricklayer

Nationality: Ukrainian

Race: language – Ukrainian and Yiddish

Literate – can read some Hebrew, can't write

Destination: Paterson, New Jersey, has tickets for entire family

Cash: \$43.00

Joining brother and his family, will work in his brother's shop

Immigrant Profile: Name_Sonia Litkyevich_
Ship Manifest Number: 60

Country of Origin: Russia

Religion: Jewish

Age: 32, 5' 3" tall, 130 pounds

Married with 2 children ages 8 and 10

One child has lingering cough from cold caught during passage on ship

Occupation: domestic

Nationality: Ukrainian

Race: language – Ukrainian and Yiddish

Literate – can read some Hebrew, can't write

Destination: Paterson, New Jersey,

Cash: husband has \$43.00

Joining brother-in-law and his family

Immigrant Profile: Name_Vladimir Litkyevich_
Ship Manifest Number: 62

Country of Origin: Russia

Religion: Jewish

Age: 10 his sister has lingering cough from cold caught during passage on ship

Occupation: -----

Nationality: Ukrainian

Race: language – Ukrainian and Yiddish

Literate – can read and write some Hebrew

Destination: Paterson, New Jersey

Cash: father has \$43.00

Immigrant Profile: Name_Natalia Litkyevich_
Ship Manifest Number: 61

Country of Origin: Russia

Religion: Jewish

Age: 8 has lingering cough from cold caught during passage on ship

Occupation: -----

Nationality: Ukrainian

Race: language – Ukrainian and Yiddish

Literate – no

Destination: Paterson, New Jersey

Cash: father has \$43.00

Immigrant Profile: Name - Sylvia Berlussa
Ship Manifest Number: 63

Country of Origin: Italy

Religion: Roman Catholic

Age: 16, 5'4" tall, 115 pounds

Young woman

Occupation: seamstress

Nationality: Italian

Race: language – Italian

Literate – no

Destination: Newark New Jersey, is being met by uncle

Cash: \$58.

Joining uncle and his family, planning to look for work

Immigrant Profile: Name__Viktor Rozanski__
Ship Manifest Number: 64

Country of Origin: Russia
Religion: Roman Catholic
Age: 52 5' 8" tall, 150 pounds
Married Man - family still in Poland
Occupation: laborer - unskilled
Nationality: Polish
Race: language – Polish
Literate – no
Destination: Corning, NY has tickets
Cash: \$75.00 Friend lives in Corning, planning to look for work

Immigrant Profile: Name__Siggi Vlimzig__
Ship Manifest Number: 65

Country of Origin: Russia
Religion: Jewish
Age: 24 6' tall, 180 pounds
Single Man; walks with a very visible limp/drag foot
Occupation: baker, willing to learn factory work
Nationality: Russian
Race: language – Russian, Hebrew and Yiddish
Literate – can read and write Hebrew
Destination: New York, NY does not have ticket yet
Cash: \$60.
Has name and address of family friend in NY, planning to look for work

Immigrant Profile: Name__Helga Krautzmann__
Ship Manifest Number: 66

Country of Origin: Germany
Religion: Lutheran
Age: 30 5'3" tall, 140 pounds
Single woman
Occupation: cook
Nationality: German
Literate – can read the Bible and write a little
Destination: Newark, NJ – has ticket, is being met by brother-in law
Cash: \$52.00
Joining her sister and her sister's family to cook and help care for nieces and nephews

Immigrant Profile: Name__Simon Putminsk__
Ship Manifest Number: 67

Country of Origin: Russia
Religion: Jewish
Age: 15 5' 5" tall, 120 pounds
Single man; one hand and arm are paralyzed
Occupation: unskilled, can sing
Nationality: Polish
Literate – No
Destination: Jersey City, NJ, does not have ticket yet
Cash: \$40.00
Joining friend, planning to look for work

Immigrant Profile: Name__Francisco Vuelho__
Ship Manifest Number: 68

Country of Origin: Portugal
Religion: Roman Catholic
Age: 27 5' 11" tall, 165 pounds
Married man with wife
Occupation: builds and repairs ships
Nationality: Portuguese
Literate – can read, can't write
Destination: Fall River, MA, has tickets
Cash: \$64.
Joining several cousins and their families, planning to look for work

Immigrant Profile: Name__Irene Vuelho__
Ship Manifest Number: 69

Country of Origin: Portugal
Religion: Roman Catholic
Age: 22 5' 5" tall, 140 pounds
Married; has red spots on face and hands, feels feverish after voyage
Occupation: domestic
Nationality: Portuguese
Literate – no
Destination: Fall River, MA, has tickets
Cash: \$34.
Joining several cousins and their families, planning to look for work

Immigrant Profile: Name__Stefania Ceaucesceau__
Ship Manifest Number: 70

Country of Origin: Romania
Religion: Roman Catholic
Age: 54 5'6" tall, 170pounds
Married woman; is having trouble catching her breath, wheezing
Occupation: housewife
Nationality: Romanian
Literate – No
Destination: Bayonne, NJ – has ticket
Cash: \$52.00
Joining her husband, hoping to find work as cleaning woman

Immigrant Profile: Name__Kelly Dougherty_____
Ship Manifest Number: 81

Country of Origin: Ireland
Religion: Roman Catholic
Age: 17 5'4" tall, 125 pounds
Single woman
Occupation: farming, housekeeper
Nationality: Irish
Literate – can read, can't write
Destination: Jersey City, NJ- no ticket
Cash: \$50.
Joining family friend, planning to look for household work

For Inspectors: Process for admitting immigrants

- 1) Write down on manifest sheet in Column 13 the tag number that is pinned to the immigrant.
- 2) Ask the following questions and put answers on manifest in appropriate boxes.
 1. What is your full name? (family name =last name; given name = first name)
 2. What is your age in months and years?
 3. Record gender in box.
 4. Are you married or single?
 5. What is your occupation?
 6. Are you able to read and write? (you may ask them of proof that they can)
 7. What is your country of origin/nationality?
 8. What race or people are you part of?
 9. Where was your last permanent residence (country and city)?
 10. What is the name and complete address of nearest relative or friend in country?
 11. What is your final destination (intended residence – state and city or town)
 12. Do you have a ticket to that destination?
 13. By whom was passage paid? (self, other person, corporation or business, government)
 14. Do you have in your possession \$50. – if not, how much?
 15. Have you ever been in the US before? When and for how long, and where?
 16. Are you joining a relative or friend, if so, where? What is their complete name and address?
 17. Have you ever been supported by a charity/been in prison/been in a poorhouse?
(If yes, note which)
 18. Are you a polygamist?
 19. Are you an anarchist?
 20. Are you coming to America with an offer, promise or agreement of work?
 21. Note: their general health condition- do they have any difficulty physically? Any unusual characteristics and send them for further inspection if unsure.
 22. What is your height in feet and inches?
 23. Describe their complexion – light, medium, dark
 24. Note their eye and hair color.
 25. Note any marks of distinction that you can see on face, hands, etc.
 26. What is your place of birth? (*city/town, country*)



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Chalk Marks used by
 US Public Health
 Service Doctors on
 Ellis Island

X	Suspected Mental Defect
Circled X	Definite signs of Mental Defect
B	Back
C	Conjunctivitis
CT	Trachoma
E	Eyes
F	Face
FT	Feet
G	Goiter
H	Heart
K	Hernia
N	Neck
L	Lameness
P	Physical and Lungs
PG	Pregnancy
SC	Scalp (Fungus)
S	Senility

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