GL�BAL *Meet the World Here* 🔴
PHILADELPHIA

Component	Description
Title of Lesson **Content/Subject Area**	**The Peopling of Philadelphia: Immigration** US History
Context	Through most of the nineteenth century the United States economy needed both unskilled and skilled workers. In fact, after the 1880s, the demand was mostly for unskilled workers to fill the growing need in manufacturing. Simultaneously, conditions in some areas of Europe were in a downward economic slide. Therefore, southern and eastern Europeans, possessing few skills, were drawn to the economic promise that the United States had to offer, the push-pull factors. In Europe four major forces changed society in the nineteenth century: a huge increase in population, the spread of commercial agriculture, the rise of the factory system, and the expansion of relatively inexpensive transportation, such as steamships and railroads. After 1873, steamships made the journeys across the Atlantic quicker, cheaper, and safer, while steam-powered trains improved overland trips. These factors created the perfect equation for mass migration to the United States. The change of the European economy as the century moved into the first several decades caused a crisis in agriculture and crafts. Commercial agriculture caused the price of land to soar; open field agriculture also pushed peasants and others who had worked small plots on estates off the land. Subsistence farming declined for it was too expensive to purchase land. All the while, the population increased. Thus there was a shortage of jobs. The same situation existed with skilled artisans. European factories were producing items at larger quantities and cheaper; thus, skilled artisans could not compete. In fact, skilled workers also found a loss of their jobs due to industrialization in the 19th century.

It appears that most Europeans had a sense of what was happening in America. Some had relatives in America who undoubtedly shared information about jobs, housing, land costs, and wages. There were also advertisements posted in European cities by steamship companies, railroads, and states themselves who were trying to attract people. Between 1868 and 1873, when crops failed in Sweden, over 100,000 Swedes moved to America. There was much information published there about the Homestead Act and its promise of free land.

The immigrants coming to America and moving into the major cities, such as Philadelphia, also had advanced knowledge of their destination. Most of the eastern Europeans, Italians, Jews, Romanians, Greeks, Slavs, went to industrial cities where the number of unskilled jobs was increasing. Most had family and ethnic networks that provided access to jobs, housing, and even funds for transportation. This "chain migration," the process whereby immigrants followed family and friends to the same areas, played a significant role in creating the settlement patterns of specific nationalities.

During the 18th and very early 19th centuries, Philadelphia was a major port in North America. New York had always competed with Philadelphia and Boston for the premier spot. In 1825, Philadelphia rapidly lost its position with the opening of the Erie Canal. It was at this point in history that it became faster and cheaper to leave from New York to the western frontier. So, while Philadelphia lost its top position as a port, it was still a viable and active port for the remainder of the 19th century.

Several major steamship companies having passenger and cargo services in Philadelphia began operating in the 1820s. They had regular weekly service from Philadelphia to Liverpool, England. Liverpool was a huge port that attracted mostly Irish and British immigrants but also people from Europe who were looking to obtain cheap passage to North America. The second decade of the 19th century had 20,000 immigrants coming through Philadelphia's port, about ten percent of the total number of immigrants coming to America. By mid-century a steerage ticket cost eight pounds eight shillings, several months' wages for a laborer.

By the 1870s, modern steamships enabled the transatlantic

voyage to be reduced from four to two weeks or less. Steamships made the journey quicker, less expensive, and safer. The most economical means for most immigrants was via the steerage class. Passenger lines could pack 900-1400 passengers onto the lower decks of their ships. Compartments were similar to dormitories. The cost was $20.00.

There were other ports in Europe, specifically Bremen, Germany and Antwerp, Belgium where American steamships had direct passage to Philadelphia. Fredric Miller, author of numerous books on Philadelphia, examined the proportion of the foreign population in Philadelphia throughout the 19th century. He noted: "By 1850 three out of ten Philadelphians were foreign-born, the highest proportion ever recorded. The Germans and Irish accounted for more than three-quarters of the total, as about 20,000 of the former and 70,000 of the latter lived in Philadelphia. By the mid 1870s, Philadelphia had a population total of three-quarters of a million people. Over a quarter of its people were foreign-born; 100,000 Irish and 50,000 Germans accounted for more than five-sixths of the city's immigrants, while almost all of the other immigrants were from England and Scotland."

Philadelphia inherited more than one million immigrants in the 19th century. However, more continued their journey than disembarked. They moved on to other destinations by means of the very good railroad system that existed in Pennsylvania. In the 1890s, the railroad spent $10,000 to expand and modernize the port facility at Washington Avenue called the Emigrant Depot. It 1896 this state-of-art building included electric lights, heating, an area for medical examinations, a railroad ticket office, dressing rooms, a waiting room, and a travel information bureau. Now immigrants would not have to leave the port and be inundated with overzealous "entrepreneurs" offering every imaginable service to these newly arriving immigrants.

The Census of 1880 showed more than 90 percent of Philadelphia's immigrants were from Germany, Great Britain or Ireland. However, the 1880s saw a radical change in the ethnicity of its new immigrant population with the influx of 30,000 Russian Jews and 20,000 Italians. In fact, by 1900 the Italians and Irish populations became equal in numbers, while the Russian Jewish population reached 100,000. It should also

	be noted that most of these immigrants from Eastern Europe did not arrive through the port of Philadelphia. They arrived in New York and traveled to Philadelphia to start their new lives. Philadelphia was the "workshop of the world" and the "city of homes" with its inexpensive housing. Throughout the 19th century Philadelphia absorbed over one million immigrants creating a city rich in diversity.
Duration	1-2 class periods
Objective	SWBAT discover a diverse group of immigrants came to Philadelphia in the 19th century (and were met with nativism and a strong anti-immigration sentiment) IOT interpret political cartoons.
Standards	PA Academic Standards 8.1.9.A Analyze chronological thinking 8.2.9.B Identify and analyze primary documents, material artifacts and historic sites important to PA history from 1787-1914 8.3.9.B Identify and analyze the political and cultural contributions of individuals and groups to U.S. history from 1787-1914 CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Anticipatory Set	Using a smartboard, show students the Ohio State University 3-history video,"Responses to Immigration," a 3-part video explaining late 19th century U.S. immigration from 1880-today. (total of approximately 13 minutes) Part 1- The New Immigrant, 1880-1924 (5m37s)

	Part 2- Immigration in Wartime(5m37s) Part 3- Epilogue: Immigration Then and Now(1m51s) (https://www.youtube.com/watch?v=8X4CypTaOQs)
Direct Instruction	•Present 19th-early 20th century Philadelphia immigration statistics and U.S. immigration statistics on the smartboard (Use the statistics for Philadelphia from the graph from this HSP/Balch Institute article-- the graph is mid-way through the article, scroll down: http://www2.hsp.org/exhibits/Balch%20resources/phila_ellis_island.html) and U.S immigration statistics: https://www.google.com/search?q=u.s+immigration+statistics+19th+century&client=safari&rls=en&tbm=isch&imgil=-i3ZovTHrWh7IM%253A%253Bc0phwquCkSkpIM%253Bhttp%25253A%25252F%25252Fwww.latinamericanstudies.org%25252Fimmigration-statistics.htm&source=iu&pf=m&fir=-i3ZovTHrWh7IM%253A%252Cc0phwquCkSkpIM%252C_&usg=__P5In1FTivUhU9goB7gmMeoeZ2Q0%3D&biw=1279&bih=623&ved=0ahUKEwi9nNa92PvNAhXLNx4KHSc6BJ8QyjclPg&ei=_xmMV_2gKcvveKf0kPgJ#imgrc=-i3ZovTHrWh7IM%3A •Discuss reasons for immigration--push & pull factors, etc (see Notes in Resources and Materials section) •Review the concept of nativism and how anti-immigrant sentiment manifested itself in the 19th century. Compare to current wave of nativism and anti-immigrant sentiment in America today. How is it different? The same?
Guided Practice (and/or Cooperative Practice)	• Review the *Cartoon Analysis Guide* with the list and description of persuasive techniques. **For Teacher**: review Library of Congress' Teacher's Guide to analyzing political cartoons. (http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf) • Using one of the 12 political cartoons in the powerpoint provided, (**SEE corresponding Folder** for **12 -political cartoons' powerpoint**) and apply the guide descriptors while 'walking' students through the process of analyzing a political cartoon and interpreting its meaning. Discuss social, political, and economic factors. • Divide class into small groups, 2-3 students per grouping. • Download the remaining political cartoons and provide a hardcopy

	of 1-2 cartoons for each group. Instruct students to interpret and discuss the meaning of the political cartoon. • Distribute a copy(s) of the Political Cartoon Analysis Worksheet for students to complete using the cartoon(s) assigned. (https://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf)
Independent Practice	Have students independently read two articles from the Encyclopedia of Greater Philadelphia: 1-"Immigration 1790-1860" 2-'Immigration 1870-1930"
Closure	1-Discuss similarities and differences of two time periods of Philadelphia immigration, late 19th century and the 21st century. 2- Have students create a timeline of important events of Philadelphia immigration from 1790-1930.
Assessment	Assign students an essay to compare and contrast immigration from 1840-1920 in Philadelphia. Extension Assignment: Select a notable immigrant American to research.
Key Terms	Immigrants, unskilled labor, artisans, transatlantic, nativism
Resources and Materials	**Video: Responses to Immigration, 1880-1924(5m 38s)** http://ehistory.osu.edu/videos/responses-to-immigration **Award winning documentary: Ellis Island-History of Immigration to the U.S., 1890-1920 (30 minutes)** https://www.youtube.com/watch?v=8X4CypTaOQs **Library of Congress' Teacher's Guide to Analyzing Political Cartoons** http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf **Cartoon Analysis Guide** **http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf** **Powerpoint of 12 Political Cartoons WITHOUT Interpretation**

(Created by A. Lewandowski)-- see #2 folder

12 Political Cartoons with Description and Interpretation
(Created by A. Lewandowski)
http://hti.osu.edu/sites/hti.osu.edu/files/Immigration-in-US-History-Cartoons-Descrip.pdf
Additional Political Cartoons on Immigration
https://www.google.com/search?q=19th+century+political+cartoons+about+immigration&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjfqKuS0vvNAhVIJh4KHddpBWkQsAQIHQ&biw=1279&bih=623

19th century Immigration statistics for Philadelphia embedded in article on immigration from HSP/Balch Institute
http://www2.hsp.org/exhibits/Balch%20resources/phila_ellis_island.html

19th century U.S. immigration statistics

https://www.google.com/search?q=u.s+immigration+statistics+19th+century&client=safari&rls=en&tbm=isch&imgil=-i3ZovTHrWh7IM%253A%253Bc0phwquCkSkpIM%253Bhttp%25253A%25252F%25252Fwww.latinamericanstudies.org%25252Fimmigration-statistics.htm&source=iu&pf=m&fir=-i3ZovTHrWh7IM%253A%252Cc0phwquCkSkpIM%252C_&usg=__P5In1FTivUhU9goB7gmMeoeZ2Q0%3D&biw=1279&bih=623&ved=0ahUKEwi9nNa92PvNAhXLNx4KHSc6BJ8QyjclPg&ei=_xmMV_2gKcvveKf0kPgJ#imgrc=-i3ZovTHrWh7IM%3A

Political Cartoon Analysis Worksheet
https://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Constitutional Rights Foundation, *Educating About Immigration*
http://crfimmigrationed.org/index.php/immigration-in-us-history

NOTES:

Excerpt from: Constitutional Rights Foundation

- **Why Do Immigrants Come to America?**
From 1820 to 2001, more than 67 million people entered this country from many lands. Some paid their own way. Some came as indentured servants. Some signed up as contract laborers to work on American railroads, canals, farms, and factories. Others came as refugees or entered the United States illegally. Millions abandoned their homes to become part of the greatest mass migration of people in the history of the world. Why did they do this, and why do they still come?

As in most cases of human migration, there are "push" and "pull" factors at work. "Push" factors are conditions that encourage people to leave their homelands. They include such things as famine, unemployment, and poverty. Also, crippling taxes, wars, the military draft, and religious and political persecution have forced people to abandon their native countries.

Immigrants coming to this country have not only been "pushed" from their homelands. They have also been "pulled" by the seemingly limitless opportunities of America. There was land to farm. There were forests to cut down and railroads to build. The Gold Rush of 1849 stirred the imaginations of the adventurous. Those trapped in poverty saw a way out by getting jobs as farm laborers or in the industrial cities of America. Still others were drawn by the American ideals of freedom and equality.

Millions of immigrants have pulled up their roots and journeyed to America. Immigrants are still coming. They are coming for the same reason that most immigrants came in the past: for hope and a chance for a better life.

● How Has America Accommodated So Many Immigrants?

The United States has forged a nation of immigrants. The presence of different ethnic groups could easily have led to permanent divisions and ethnic strife as it has in other places. This country has experienced some of these problems at various times, most notably racism and nativism. Yet through all the hardships and setbacks, it has managed to mold a united nation from diverse ethnic groups. There are many reasons for this success.

First, from the beginning, the United States has been a nation of immigrants. In 1783, President George Washington stated: "The bosom of America is open to receive not only the opulent and respectable stranger, but the oppressed and persecuted of all nations and religions." Accepting immigrants is considered part of American culture.

Second, America's commitment to freedom has encouraged toleration of different religions and traditions. The First Amendment to the U.S. Constitution guarantees freedom of expression and the right to freely practice any religion.

Third, upward mobility has kept ethnic groups from being mired in poverty. The United States has historically had a strong economy. The growing economy has pulled most people up, including immigrants. In most cases, after a generation or so, people have joined America's vast middle class.

Fourth, the United States' two-party system has helped prevent political fragmentation along ethnic lines. The United States has had some third-party movements, but they have been short-lived. Those engaged in politics have had to work within one of two parties. The parties in turn have had to accommodate a broad range of people.

Fifth, American ideals proclaim an openness to immigrants. The Declaration of Independence proclaimed that "all men are created equal." The Statue of Liberty stands in New York Harbor as a beacon welcoming immigrants. The United States has not always lived up to these ideals, but they have given immigrants a sense that they belong in America and have encouraged toleration from everyone.