



## Social Studies

### Genre

**Textbook Excerpts** are short nonfiction pieces taken from a textbook.



### Text Feature

**Primary Sources** are first person accounts of historical events in letters, journals, or oral histories.


### Content Vocabulary

**immigrants**    **ethnic**  
**region**        **overcrowded**

# Immigrants in the Northeast

## The Big Picture

Between 1890 and 1914, what had been a steady stream of **immigrants** turned into a flood. More than 12 million people arrived on America's shores. That's about as many people as live in the state of Pennsylvania today! Many of these immigrants came from countries in Europe such as Poland, Russia, Italy, and Greece. Others came from China, Japan, and Mexico.



◀ Immigrants gaze at the Statue of Liberty, symbol of the United States' opportunities.

Most immigrants traveled by boat and arrived on the Pacific or Atlantic coasts. They settled all across our country, but millions stayed where they had landed, such as in New York City. The arrival of these immigrants transformed the Northeast into an exciting **region** made up of many different **ethnic** groups.

## The Ellis Island Museum

Pretend that your class is visiting the Ellis Island Immigration Museum. Before going inside,

you learn from your guide that it usually took a ship about three weeks to cross the Atlantic Ocean. Few immigrants enjoyed the voyage because it was long and **overcrowded**. No wonder passengers rejoiced when they saw the city in the distance.

The immigrants' first stop, however, was Ellis Island, which stood a mile off the coast. Beginning in 1892, this island welcomed 17 million people to the United States. After closing in 1954, Ellis Island reopened as a museum in 1990.



### Primary Sources

#### Oral History

This primary source is an oral history. Someone describes her experiences at a certain time and place. Primary sources are written in the witness's own words.

"When I was about 10 years old I said, 'I have to go to America.' Because my uncles were here already, and it kind of got me that I want to go to America, too.... I was dreaming about it. I was writing to my uncles, I said 'I wish one day I'll be in America.' I was dreaming to come to America.... And I was dreaming, and my dream came true. When I came here, I was in a different world. It was so peaceful. It was quiet. You were not afraid to go out in the middle of the night.... I'm free. I'm just like a bird. You can fly and land on any tree and you're free."

Helen Cohen, Poland

Arrived in 1920 • Age 20

## Arriving at Ellis Island

“This was where the boats docked,” your guide explains. “Sometimes 5,000 people a day walked through these doors. Guards tied numbered tags to their coats. Then they were shown to the Registry Room.”

Immigrants had to wait in long lines to be examined by doctors to make sure they were healthy

enough to work. Some people were sent back home, but most continued on to an immigration officer who asked them questions. After answering the questions, most immigrants walked down a hallway to a door that said: PUSH TO NEW YORK. Beyond that door were a ferry, New York City, the United States, and hope for a new life.

### Ellis Island as it looked in 1905 ▼



"I never saw such a big building [Ellis Island]—the size of it. I think the size of it got me. According to the houses I left in my town, this was like a whole city in one, in one building. It was an enormous thing to see, I tell you. I almost felt smaller than I am to see that beautiful [building], it looked beautiful.

"My basket, my little basket, that's all I had with me. There was hardly any things. My mother gave me the sorrah [a kind of sandwich], and I had one change of clothes. That's what I brought from Europe."

Celia Adler

Russia

Arrived in 1914 • Age 12

## Connect and Compare



1. Look back at the oral histories on this page and page 203. What kind of information do they give that you don't find in the rest of the textbook excerpt? **Reading Primary Sources**
2. After reading the primary source on this page, how do you think Celia Adler must have felt to have brought only a change of clothes with her from Europe? **Evaluate**
3. What does Amada in *My Diary from Here to There* have in common with those whose oral histories you read? How are their stories different? **Reading/Writing Across Texts**



### Social Studies Activity

Research what it is like for immigrants to come to a new country. Try to find a primary source. Present your research as if you were the immigrant.



Find out more about Ellis Island at [www.macmillanmh.com](http://www.macmillanmh.com)

# Write a Radio Ad

## Writer's Craft

### Transitions

Good writing has a logical flow. Using **transition words** between paragraphs helps a writer connect the ideas in his or her writing.

## Sleep on a Tall Ship

by Kenji C.

Would you like to sleep on a tall ship? You and your class can stay overnight on the *Elissa* at the Texas Seaport Museum. Learn about sails, masts, and ropes. Help set a sail and watch over the harbor. Write in the ship's log. Experience what it is like to be a sailor!

While you are at the museum, visit the immigration exhibits to see photographs of people who came to the United States through the port of Galveston.



I wrote this radio ad about a great local place to visit.

The word while connects ideas in my ad.

## Your Turn

What kinds of radio ads make you pay close attention? Write a radio ad to advertise a great place to visit. It may be about a place you have visited or a place you would like to visit. Use precise nouns as well as transition words. Use the Writer's Checklist to check your writing.



## Writer's Checklist

- Ideas and Content:** Did I include details that will persuade the reader to visit this place?
- Organization:** Does the order in which I present information build excitement for my listeners?
- Voice:** Does the ad show excitement?
- Word Choice:** Did I use **transition words** between paragraphs?
- Sentence Fluency:** Did I use different kinds of sentences to make my ad interesting?
- Conventions:** Did I use commas after items in a series? Did I check my spelling?