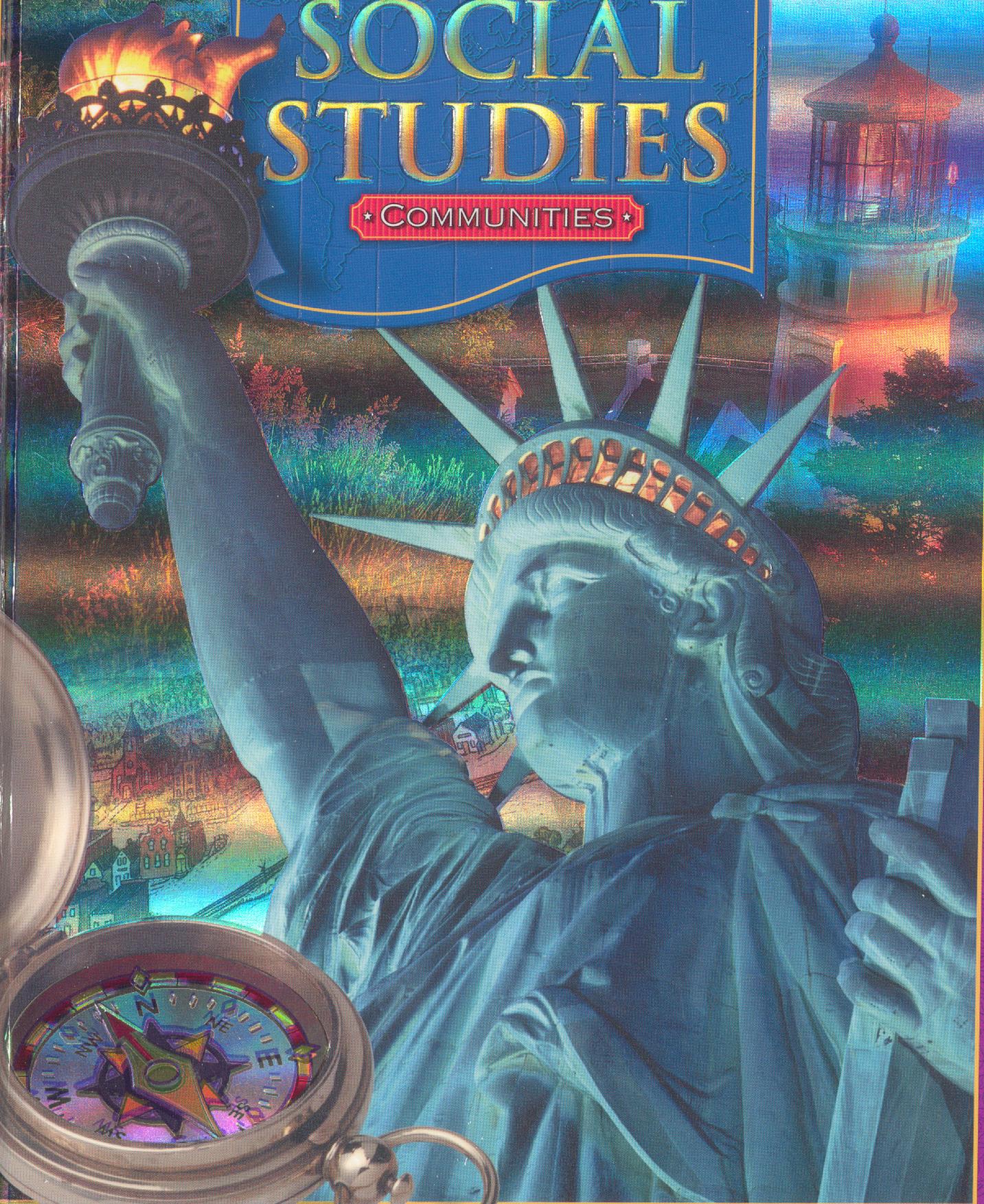


HOUGHTON MIFFLIN

# SOCIAL STUDIES

★ COMMUNITIES ★



# Coming to America

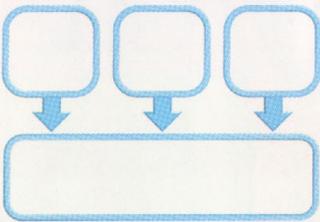
## VOCABULARY

diversity  
slavery  
immigrant

## READING SKILL

### Draw Conclusions

List details that will help you explain why immigrants to the United States settled on the West Coast.



**Build on What You Know** When you flip through a phone book, you see many different names. Where do these names come from? Many belong to people who came to the United States from other countries.

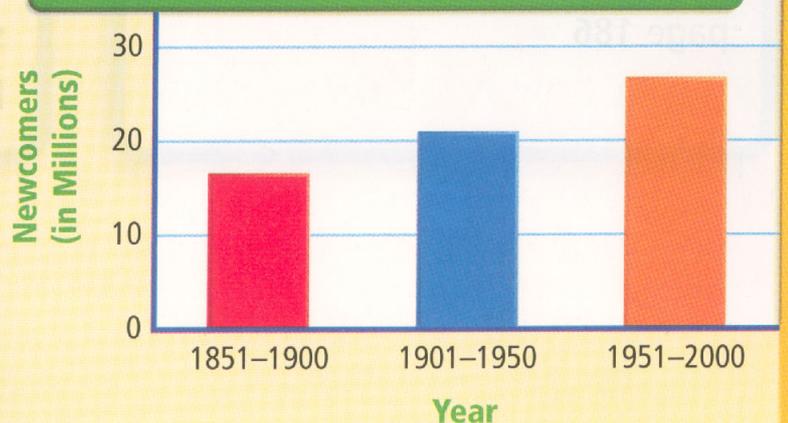
## People From Many Places

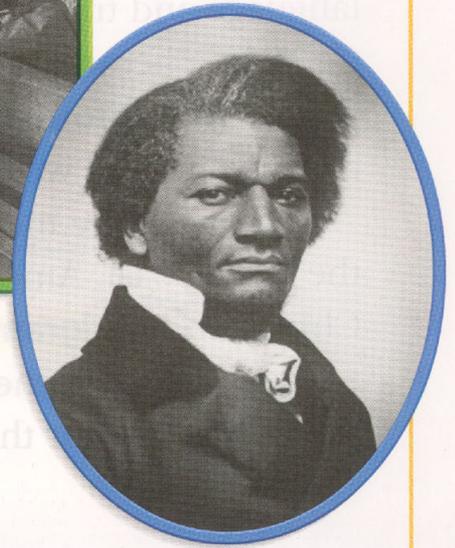
The United States is a mix of many people. This mix of people makes our country a place of great diversity. **Diversity** means variety. The people in the United States come from diverse backgrounds. They may be of different ages and abilities, but many of their traditions have blended, creating our American culture.



**Skill** Reading Graphs During which years did the most newcomers arrive?

Newcomers to the United States





**Freedom** Frederick Douglass (right) escaped from slavery and worked for freedom. By 1900, thousands of free black children attended schools.

## Africans in the Americas

Some settlers chose to leave their homes to come to the United States, but not everyone who arrived wanted to come. For over 300 years, millions of Africans were captured, brought to the Americas, and forced into slavery.

**Slavery** is a system under which people have no freedom. They are forced to work for no pay. People who resisted slavery might be beaten or killed. Many slaves did resist. Some even escaped, or found ways to buy their freedom.

During the 1700s and 1800s, free Africans sometimes settled in their own communities. Some lived in large cities, while some farmed in rural areas. Others started businesses, or worked as ministers, teachers, and lawyers. Still, African Americans were sometimes treated unfairly. Many formed groups to help each other succeed. In the 1860s, the U.S. government finally outlawed slavery.

**Review** What types of jobs did free Africans in the United States have?

## Moving to the West

In 1542, Europeans arrived in California, on the West Coast of what is now the United States. At first, California belonged to Spain. From 1822 to 1848 it was part of Mexico. Spanish and Mexican settlers brought their language and traditions to their new home. Then, in 1848, California became part of the United States. That same year, gold was found there. People from around the country and the world rushed to California.

Many people moving to the United States settled on the West Coast. Among the immigrants were people from China. An **immigrant** is someone who leaves one country and moves to another. Many Chinese came to California to earn money for their families back in China.

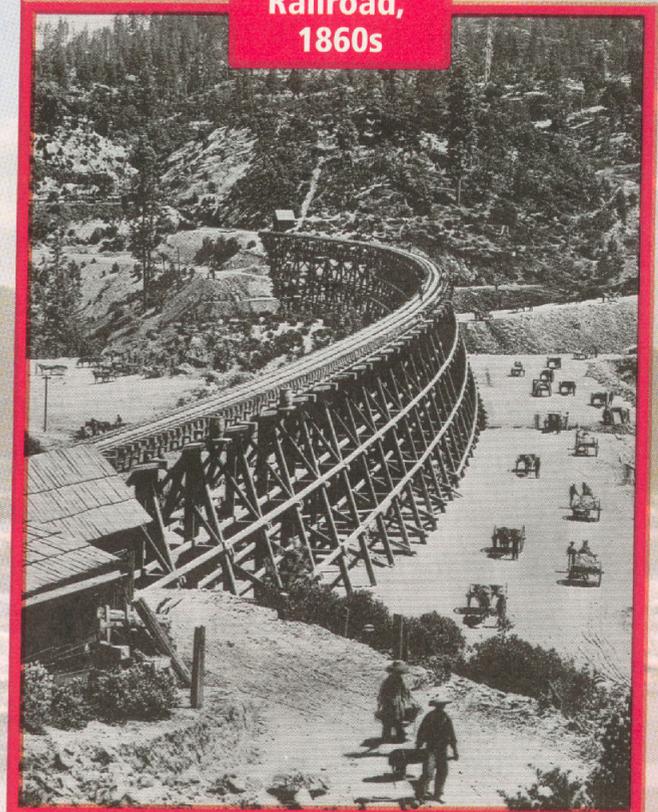


**California and the West Coast**  
Immigrants from China, Ireland, Japan, Mexico and many other countries came to work and to find a better life.

**Gold Rush,  
1850s**



**Building the  
Railroad,  
1860s**



## More Immigrants Follow

Later, other immigrants came to the West Coast. Farmers arrived from Japan, Korea, and the Philippines. From 1910 until 1940, the first stop for most Asian immigrants traveling to the West Coast was Angel Island, in San Francisco Bay. Immigrants had to wait at Angel Island until the government of the United States decided whether they could come into the country.

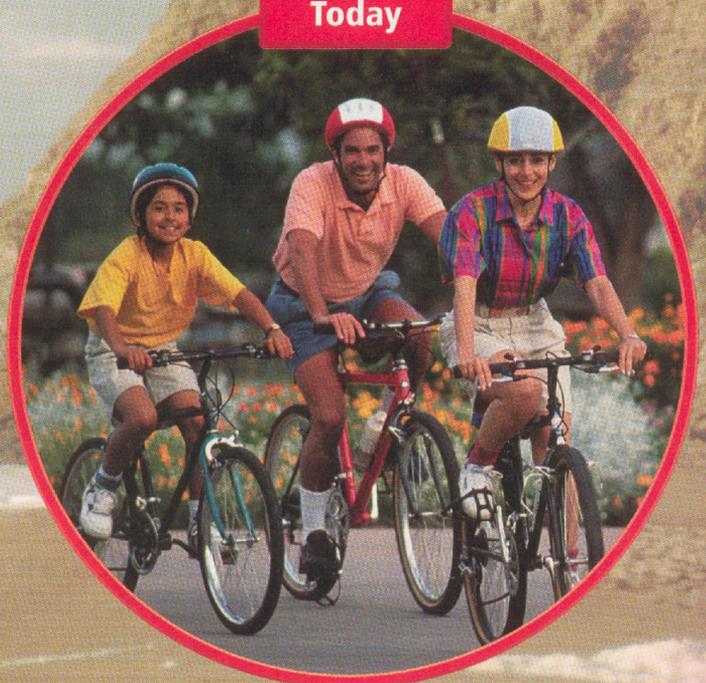
People also came to California from Spanish-speaking places, including Mexico and Central America. Today, more than one-fourth of the people of California are from a Latino background.

**Review** Why did many immigrants leave their home countries to move to a new country?

Angel Island,  
1910s



California  
Today



## Moving to the East

During the late 1800s and early 1900s, millions of European immigrants continued to come to the East Coast of the United States. Many of them arrived by boat at Ellis Island, in New York Harbor. Like Angel Island, Ellis Island was a government center for immigrants. One of the first sights to greet immigrants in New York Harbor was the Statue of Liberty. It was a sign of welcome.

### Making a New Life

For immigrants on the East and West coasts, settling in a new country was hard. Some Americans worried that immigrants would take their jobs. Chinese immigrants sometimes had to wait for weeks or even months for permission to leave Angel Island. Many Irish immigrants to the East Coast found it hard to find jobs.



Immigrants to New York saw the Statue of Liberty, a gift to the United States from the people of France.



## Making Contributions

The newcomers didn't give up, though. They worked hard and made contributions to the United States. Chinese workers helped build railroads that crossed the country. A Russian American named **Vladimir Zworykin** (VLAD uh mihr ZWAWR ih kihn) helped invent television. Many immigrants have worked hard and done well in their new country. Immigrants continue to come here today and add to our country's diversity.

**Vladimir Zworykin**



**Review** In what ways have immigrants contributed to our country?

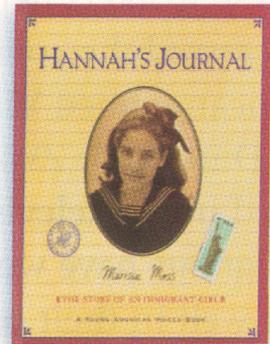
## Lesson Review

- 1 VOCABULARY** Use **immigrant** in a short paragraph describing what it was like to come to the West Coast.
  - 2 READING SKILL** Why did different groups of immigrants settle on the West Coast of the United States?
  - 3 MAIN IDEA: History** In what ways did free African Americans succeed in the United States?
  - 4 MAIN IDEA: History** Why was life hard for some new immigrants?
  - 5 PLACES TO KNOW** Where is Ellis Island?
  - 6 CRITICAL THINKING: Compare** In what ways were the experiences of immigrants to the East and West coasts alike?
- WRITING ACTIVITY** Different countries have different kinds of food. Find the restaurant section in your phone book. List three countries shown and write a sentence for each telling what you know about the people there or their foods.



# Hannah's Journal

by Marissa Moss



Hannah and her cousin Esther leave their small village in Lithuania to go to America. As **immigrants**, they hope to find freedom and jobs. Before boarding the ship to America, they meet Samuel, an orphan from Russia.

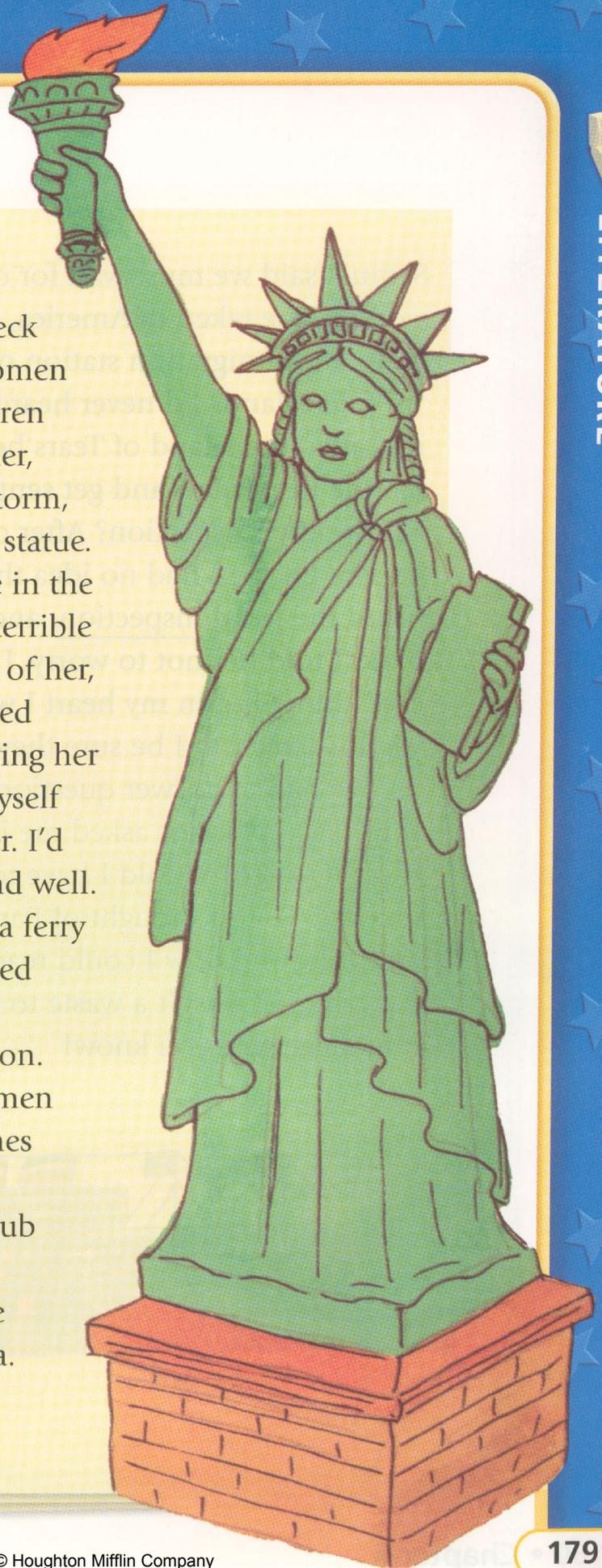
**November 6, 1901**

A most magnificent day! We're here at last, in America! Our first sight was of the statue everyone talks about—a giant green goddess raising high the torch of Liberty, promising freedom to all who reach her shores. And her other arm holds a book—is it a sign I will get the education I've dreamed of?

Everyone crowded on deck to see her. Men cheered. Women waved their kerchiefs. Children clapped excitedly. Even Esther, for the first time since the storm, came out to see the famous statue. She looked so thin and pale in the buttery autumn light, I felt terrible for her. I'd said I'd take care of her, but really I hadn't. I'd avoided steerage as best I could, leaving her to her misery. I promised myself that in America, I'd do better. I'd make sure she was happy and well.

As we stood at the rails, a ferry approached our ship. I wished I knew English and could understand what was going on.

All I could tell was that men boarded the steamship, names were called, people rushed around, and when the hubbub was over, all the first- and second-class passengers were gone, ferried over to America.

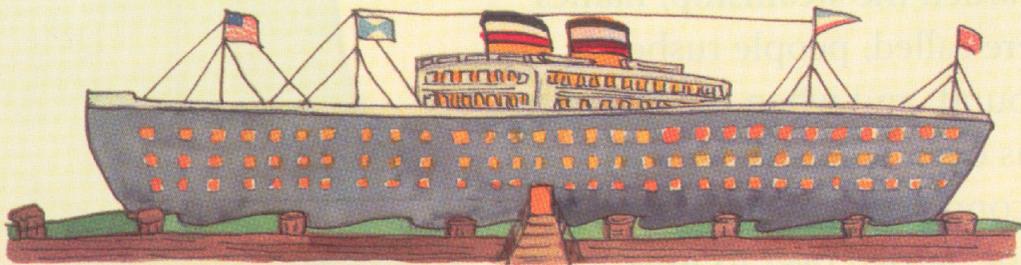


Samuel said we must wait for our own ferry, but we wouldn't be taken to America, not yet. First we had to go to an immigration station on Ellis Island.

Ellis Island? I'd never heard of it, but Samuel said it's called the Island of Tears because so many people fail the inspection and get sent back.

Another inspection? After coming so far, we could be sent back?! I had no idea that was possible! Esther heard the word inspection, and all her fears flooded back. I told her not to worry, I would take care of everything. But in my heart I wondered, what will we do? How can I be sure they let us in?

We had to answer questions even to get off the ship. The inspector asked me if I could read and write. I was terrified! Would I have to show him this journal? Then I thought of Papashka's prayer book, and I showed how I could read the first page. See, Papashka, it wasn't a waste to teach me. In America, it matters what you know!





Walking a plank from the large steamship to the small ferry made me nervous, but Samuel joked and tried to turn the crossing into a game. He even got a smile out of Esther, tired and fretful though she was.

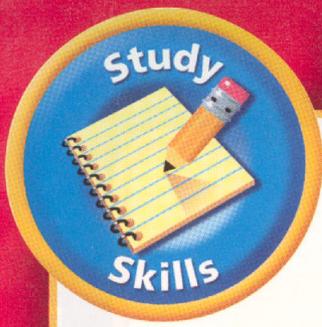
The ship had been crowded, but that was nothing compared to the numbers on Ellis Island. And now I hear even more languages—Greek, Irish, Italian, Turkish, too many to guess at. Long lines snaked everywhere we looked. We stood and stood, and barely moved forward. We weren't even in the building yet!



Immigrants had to wear tags or cards that gave information such as their names.

## Activities

- 1. TALK ABOUT IT** Describe three things Hannah sees when she arrives in America.
- 2. WRITE ABOUT IT** Hannah says, "In America, it matters what you know!" Do you agree? Do you disagree? Write a statement telling what you think.



## Skillbuilder

# Identify Primary and Secondary Sources

### VOCABULARY

primary source

secondary source

Many immigrants have written about their lives. These accounts, or stories, are primary sources. A **primary source** is information recorded by a person who was there. Primary sources are different from secondary sources. A **secondary source** is information recorded by a person who was not there.

Read the two descriptions below. One is a primary source and the other is a secondary source.

At a quarter to ten we steamed for Ellis Island. . . . We could not move an inch from the places where we were awkwardly standing. . . . All were thinking—"Shall I get through?" "Have I enough money?" "Shall I pass the doctor?" . . .

Stephen Graham, 1914

The government began using Ellis Island as an immigration station in 1892. About 35 buildings were constructed on the island. Newcomers were taken to the main building. . . . The immigrants were questioned by government officials and examined by doctors.

## Learn the Skill

**Step 1:** Read the sources carefully. What are they about?

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**Step 2:** As you read, look for clues that show that the writer was part of the event. The writer of a primary source may use words such as *I*, *me*, or *we*.

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**Step 3:** Look for clues that show the writer was not part of the event. If the account is based on what the writer heard or read about the event, it is a secondary source.

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## Practice the Skill

Answer these questions about the two accounts.

- 1 What makes these two stories different?
- 2 Which is the primary source? Explain your answer.
- 3 Which is the secondary source? Explain your answer.

## Apply the Skill

Look through Lesson 1 again. List three facts or statements you might find in a secondary source about Angel Island.

