

European Immigration in the United States

(1830s to 1924)



“Give me your tired, your poor, your huddled masses
yearning to breathe free, The wretched refuse of your
teeming shore. Send these, the homeless, tempest-tost to
me. I lift my lamp beside the golden door!”

This booklet explores challenges and successes of
European immigration to the United States at a time when
the industrial revolution led to the rise of industry.

Chapter 1: Svenskamerika

Chapter 2: Italian Stories

Chapter 3: German Stories

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Way with Words

The quote at the Statue of Liberty is part of a poem by Emma Lazarus.

Huddled masses- figurative language, imagine a group of immigrants pushed together as they try to survive the trip across the Atlantic Ocean. They are leaving difficult situations.

Yearning to breathe free- After so many years of struggles, immigrants came to the United States to experience freedom. To be able to make a good life for themselves and their families.

Wretched refuse- Most immigrants were not treated kindly at home. Refuse is what Europeans call their trash.

Tempest-tost- figurative language, sometimes the struggle people are going through feels like they are in a terrible storm. A tempest is a terrible storm like a hurricane or a tornado. By coming to the United States, immigrants could have a chance to get away from the storm of their life.

Golden door- figurative language, A golden door presented an opportunity for success. By walking through the “Golden Door”, immigrants felt like they now

Look closely at the Statue of Liberty. What details do you see?	As you read the poem and Way with Words, how might immigrants feel as their ship reaches the statue?	What questions do you want to find out about the Statue?

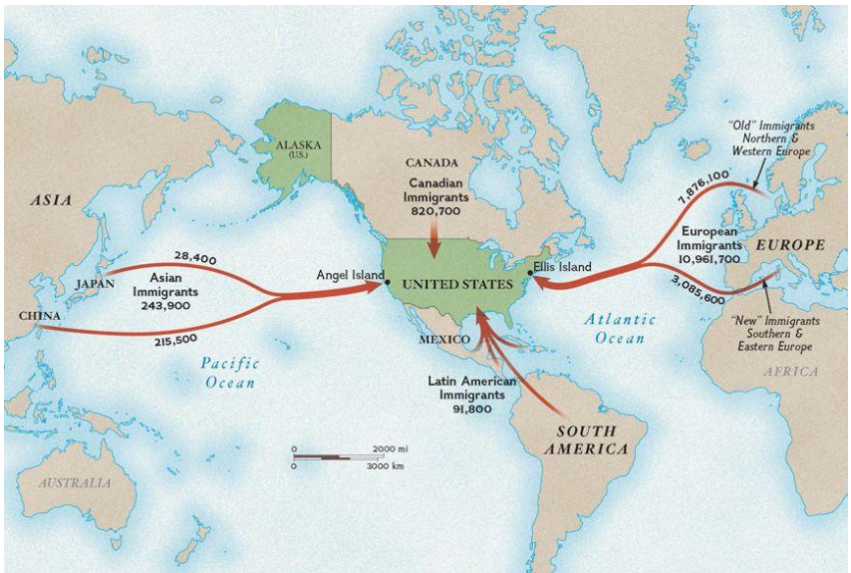
Svenskamerika

(Scandinavian Immigrants to America)

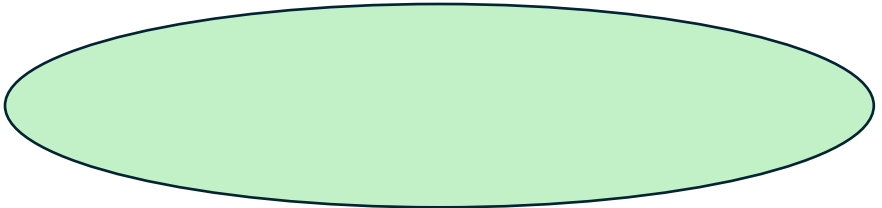
Scandinavian immigrants came from Norway, Sweden, Denmark, Finland, and Iceland.

Here is a map of Europe from 1925. Find the Scandinavian countries. Are they mainly to the north, east, south, or west on the map?





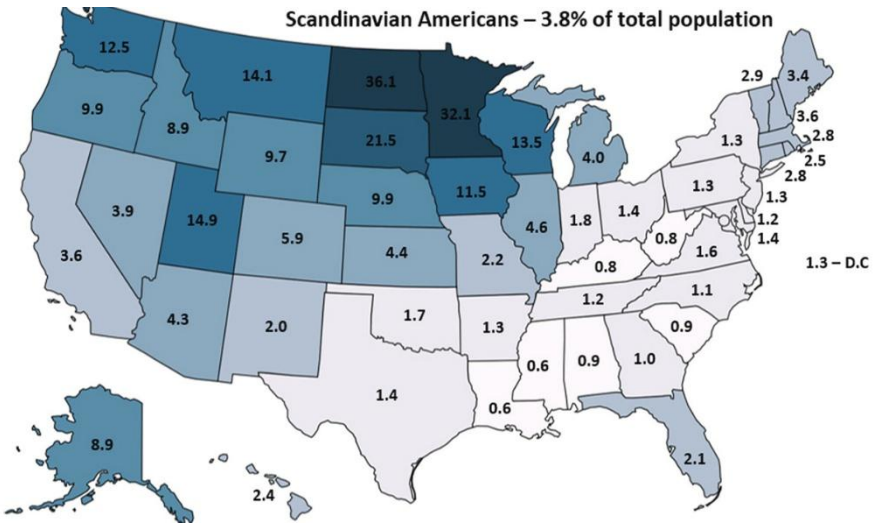
Scandinavian countries are the “Old Immigrants Northern and Western Europe”. How would they travel from Northern Europe to the United States?



Compare the two maps.
How are they similar?

Contrast the two maps.
How are they different?

One More Map



Exploring Maps

What is this map showing?	
What area of the United States had the most settlement of Scandinavian Immigrants?	
What area had the least number of Scandinavian Immigrants?	
Is this a physical or political map? Why?	

Push Pull Factors

People from Scandinavian countries immigrated to the United States for a variety of reasons. There were wars and **political strife**. **Agricultural disasters** of floods one year and severe drought the next led to famine. They also experienced a lack of religious freedom. People suffered from diseases such as the flu, cholera, smallpox, and tuberculosis. The United States offered a better **economy**, ability to buy land cheaply, and lots of job opportunities.

- *Political strife* means the people in charge of the countries were making life difficult. Norway wanted to separate from Sweden. Trade with other countries wasn't working correctly. People wanted to be treated the same whether they were wealthy or poor. When people heard about the United States, they thought life would be better over there.
- *Agricultural disasters* happen when disease or insects like locusts destroy crops, meaning there wouldn't be enough food for everyone to eat.
- *Economy* is how a country makes, buys, and sells goods. People thought it would be easier to do those things in the United States.

*“A few Swedes led by W. Henschen and his brother settled on Sanford land (in Florida). **Sanford**, in need of labor for developing his new town and caring for his orange groves, hired Henschen to return to Sweden to recruit immigrants. Many Swedes, hearing of the Swedish colony in Florida, came and settled in nearby communities: Piedmont, Forest City, and Oviedo.”* (Diary of Kena Fries)

*“My parents migrated to the United States in 1848. Father Van den Broek’s description of the cheap and good lands to be had in Wisconsin **induced** many of the people, among them my father, to migrate thither [there].”* (Diary of Chrysostom Verwyst, Missionary)

Henry Sanford (1823 to 1891) was NOT an immigrant. He was born in Connecticut. He convinced Swedish immigrants to move to Florida to care for his orange groves.

Induced: persuade, Mr. Sanford was able to persuade over 100 Swedes to come work for him in Florida.

As you read the paragraphs above, think about push and pull. A push factor is something that affects a person to the point they want to leave their home country. A pull factor is something in another country that is pulling people to that place, making them want to move. Complete the chart by identifying the push and pull factors for Svenskamerika (Scandinavian immigrants).

Push Factors- what's happening that makes immigrants want to leave their homes?	Pull factors- what makes the United States a good place to be an immigrant?

Traveling to America



Reflect on this: Have you ever been on a boat? What would you feel walking across the deck? What smells would you sniff? What sounds would you hear? What things would you see? Write, draw, or create a poem as you reflect.





Excerpts from letters by S. T. Krap, Swedish Immigrant
March 1847

*I do want to say that wherever one goes, one finds
noble characters who **reflect well on humankind**.*

*...taken to the **appointed** vessel, Emil, a
Prussian ship, with a crew of 72 men. The ship was not
 large but it was, so they said, a fast-moving ship... [We
 are] firmly believing the **hand of the industrious** will
 be blessed.*

August 1847

*We crossed the ocean in good health. We could
 never recommend an undertaking of an emigrant
 [immigrant] as a pleasure trip, especially when one
 considers the fact that most of the 82 days were spent in
 the **steerage of the ship**, where as we sat from day to
 day it was so dark that we were able to see each other*

but dimly. What made matters even worse was the fact that our **provisions were exhausted** so that the last 14 days we ate primarily dry biscuits. However, we were able to purchase, from the captain, ordinary salted bacon for 45 cents for 5 ounces.

On the 50th day the cry echoes on our boat “land, land”, happy tidings indeed. It was not until 7 p.m. that the anchor was let down and we could see New York about a half hour away. Here, on the Hudson River, we had a beautiful view of the green coasts which were **adorned** with straight trees and wooden houses.

[After traveling from New York City to Lafayette]

The ground here at Lafayette is flatter and the **produce** which grows here is better than we had previously seen. The following morning we **sought out**, with our letter, Mr. Beukma, who was a carpenter in the town, and he rented a house for us where we with our three families were able to live for 8 dollars per month. Most of the houses are wooden houses although some stone houses are under construction.



S. T. Krap has an interesting way of saying things. Let's explore some of his expressions.

Noble Character is all about being a person that other people can trust. Do you have noble character?

Appointed vessel is the ship they were told to go to. This ship would take them from Denmark to New York City.

A *Prussian* ship was built in Germany. Prussia was the name of the country before it became known as Germany.

Hand of the industrious describes people who are good workers. They like to make and build. What do you like to make and build? Are you industrious?

Steerage of the ship was the lowest section where people who could not pay for a nicer place to live while the ship crossed the ocean were crowded together.



Adorned describes how something is decorated. Mr. Krap is talking about the landscape and city they could see.



When he *sought out*, Mr. Krap had to figure out where Mr. *Beukma* lived so Mr. *Krap's* family could get settled in a house.

Reflect well on humankind is a beautiful way of saying its good when people do the right thing. How can you reflect well on humankind?

Because the voyage took so long, their *provisions were exhausted*, they ran out of food except for dry biscuits. There were no stores to buy more. They had to ask the captain.

Produce refers to fruits and vegetables that grow in a certain area.



Let's explore Traveling to America

Read the letters by S. T. Krap and then look at the images on pages 7 and 8. Do the pictures of a steamship match the description? Why or why not?	
	Does S. T. Krap have a positive outlook on life or a negative? Why do you think this?
How long did it take for Krap and his family to travel from Sweden to their new home in the United States?	
	What was good (positive) about the journey?
What was bad (negative) about the journey?	
	After reading about the Krap family experience immigrating to the United States, would you want to make the trip? Why or why not?

Another Immigrant Story: Kena Fries

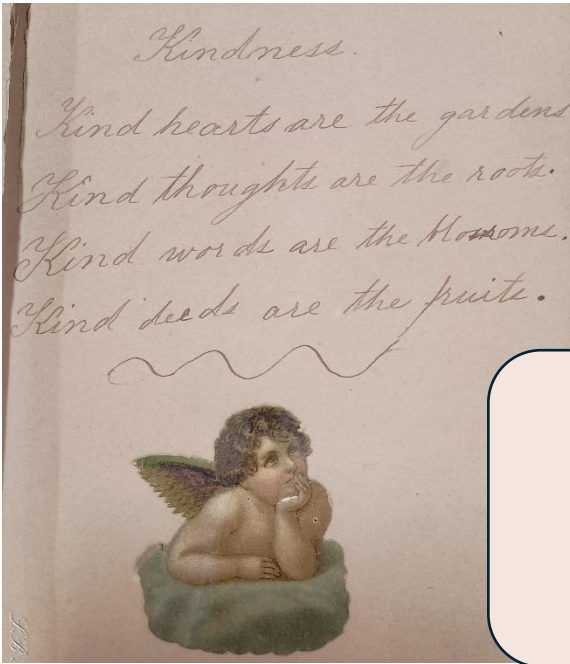


Kena Fries kept a diary of her experience as an immigrant in Central Florida.

Shopping was not like it is today. In the month of November, her family bought oil, eggs,

codfish, onions, peas, coffee a couple of times, milk, bacon, grits, cocoa, vinegar, cranberries, candy, and salt. How much did they spend on groceries that month?

My Specialties are		Morning Joy Coffee.	
		House of Commons Tea.	
		Eggs Butter.	
		Orlando, Fla. Dec. 1 1896	
(M. F. Fries)			
Bought of		JAMES DELANEY,	
		—DEALER IN—	
Staple and Fancy Groceries,			
KUHLE-DELANEY BUILDING.		CIGARS, TOBACCO, ETC.	
Nov	3	Oil (4) 69¢ 25¢	1 25
	9	Coffee (25) 20¢	2 05
	13	Cocoa (25) 15¢	1 95
	19	Coffee (25) 20¢	1 30
	27	Tea (3) 10¢	90
		Total \$7.45	

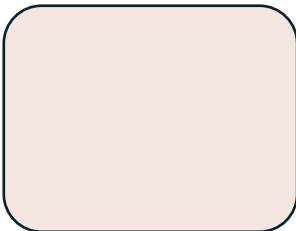


Post cards were very popular in the 1900s. Here, Kena wrote a brief poem on the back of a card. How does Kena's poem make you feel?

*Kind hearts are the gardens. Kind thoughts are the roots.
 Kind words are the blossoms. Kind deeds are the fruits.*

What's an example of kind words you can say?

What's an example of a kind deed you can do?



On the next page, you can see pictures of where Kena and her family lived.



Part of an entry from Kena's diary dated March 12, 1883.

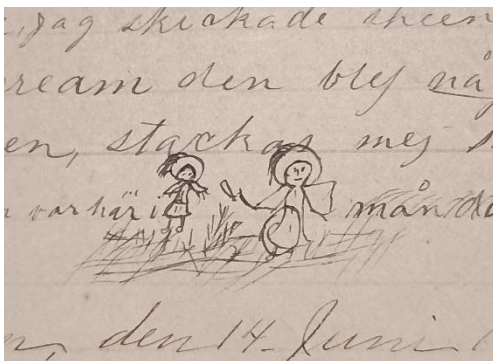
Eva [Kena's sister] has given me this beautiful book, so I had better write as well as I know how. Today, Eva was at school and received the best marks. Emmanuel [Kena's brother] was so mad he would not talk to her all the way home.

Today I put a hen on thirteen eggs and I hope that all of them will hatch. I have also been out milking twice today, and I have finished the comforter I was making for mamma and I think that is fairly good. Then I practiced the piano for an hour. Pappa has been to Orlando today, and he brought home quite a few things, little and big, among them a book, and also dates and taffy, it is so much fun getting these things when Pappa comes home.



Reflect on the life of a Swedish immigrant living in Florida. Read and explore the pictures relating to Kena Fries and her family on pages 10-17.

What looks familiar about Kena's life? Why?	What seems different about Kena's life? Why?	What are 3 questions you would ask Kena to learn more about her life?



Kena wrote some of her diary in Swedish (the language of Sweden). She liked to draw pictures also. What do you think this picture could be showing?

Another Immigrant Story: The Hallstroms

Axel Hallstrom was born in Sweden in 1870 and immigrated to Minneapolis in 1898. His sick wife led him to Florida in 1909. He had several successful pineapple and farms. Two years of frost (when temperatures got too cold for pineapple to grow) and WW1 pushed him to switch to citrus. Hallstrom House and Farmstead is a place in Vero Beach, FL where people can visit the house Axel built in 1918.



What was life like for Svenskamerika?

Swedish immigrants settled in upstate New York, Minnesota, Wisconsin, Iowa, Dakotas, and along the Pacific Coast. Some converted to Mormonism and settled in Utah. Some even settled in Florida, though most Swedish immigrants preferred the northern states.

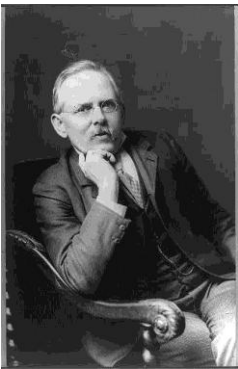
What kind of jobs did Swedish Immigrants do?

They worked on farms and in lumber mills of the Great Lakes, mined in the mountains, and helped build railroads across the United States. In the cities, most Swedish immigrants were literate and supported newspapers, publishing houses, urban trades, and professional careers.

Contributions of Svenskamerika

They developed *Higher education* including Swedish Augustana College in North Dakota, Norwegian Luther College in Iowa, and Finnish Suomi College in Michigan.

Jacob Riis was a journalist who reported on the crisis of housing, education, and poverty of European immigrants.



He was one of the first reporters to use photography.



Let's Reflect on Scandinavian Immigrants	
Did Scandinavian immigrants have a positive or negative influence on the United States? What evidence supports your thinking?	
	Did Scandinavian immigrants work hard to make a life in the United States? What evidence supports your thinking?
Are Scandinavian immigrants creative? What evidence supports your thinking?	
	Have Scandinavian immigrants traveled across the United States? What evidence supports your thinking?

How can you learn more about Scandinavian immigrants in America?

- Check your local library or genealogy center to find out if there are any Scandinavian communities near where you live
- Find a history museum or center in your state and ask an archivist (someone who collects primary and secondary sources so they can be used to learn about the past)

Italian American

Starting in 1892, **Ellis Island** was a major **entryway** for Italian immigrants to enter the United States. According to the Library of Congress website, Ellis Island opened on January 1, 1892.

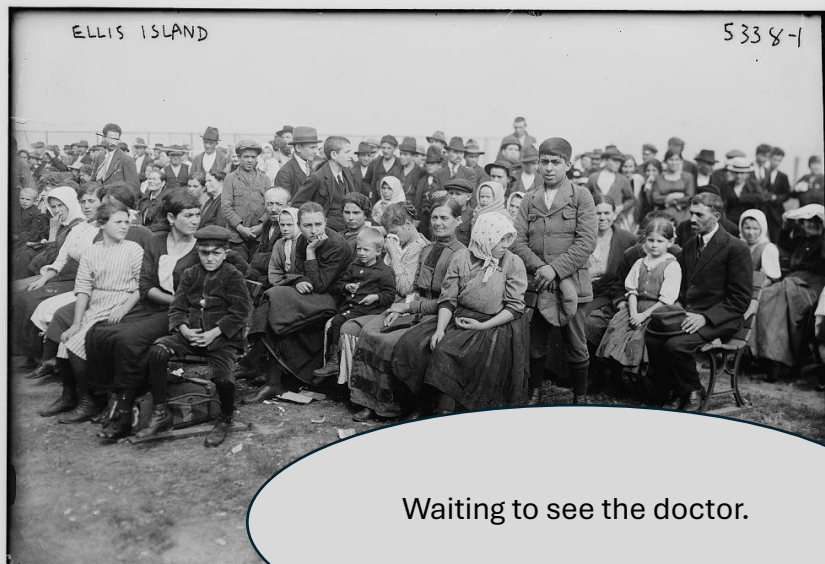
Entry included a legal **inspection** where immigrants were asked questions about where they came from and where they were going. Next, they were inspected by a doctor to make sure they were healthy with no diseases. An eye doctor checked their vision.

Only 2% were **refused entry** into the United States because they were sick or they could be a danger to others. They were forced to return to the ship and go back to their home country.



New York. Ellis Island. Neg. No.

Coming to America

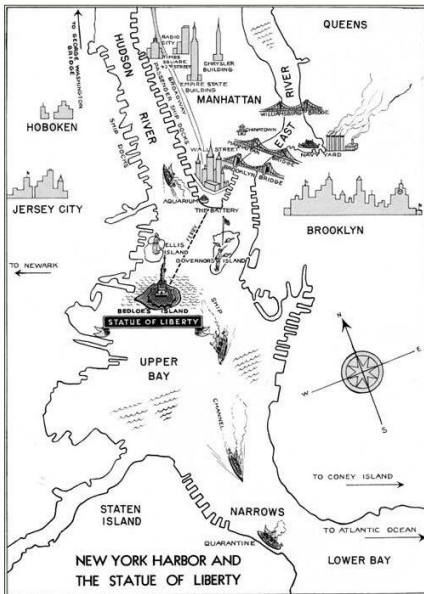


Waiting to see the doctor.

Ellis Island is in New York Harbor. During the 40 years it operated, 12 million immigrants started their experience in the United States there. That's almost 5,000 people a day!

Going through all the inspections with family was scary. They had to prove they could work. They could have no dangerous diseases. One of their family members could be refused entry and sent back to a ship and returned to Italy. They might never be seen again.

What a relief when they could finally board a **ferry** to New York City.



Exploring Meaning

Entryway: the way into something

Inspection: to check someone or something closely

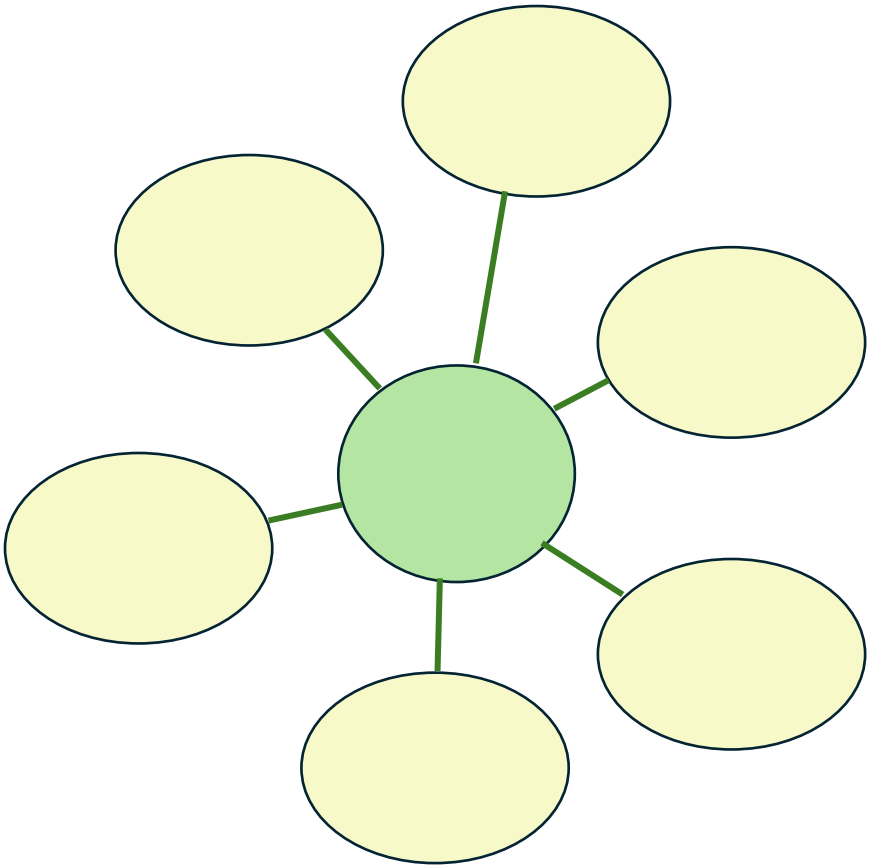
Refused entry: not given permission to enter the United States

Ferry: a boat that carries people and vehicles across small waterways, like New York Harbor



South Ferry.

What interesting facts did you learn about Ellis Island?



Where could you learn more about Ellis Island?

- Statue of Liberty and Ellis Island Foundation
- National Park Services Ellis Island
- The Library of Congress

Primary and Secondary Sources

Historians, *people who study history*, use primary sources to learn about people, places, and things. The Library of Congress has a lot of primary sources. They say **primary sources** are the raw materials of history, the things people created that can be used to learn about them, their lives, and the world they lived in.



Photographs, diaries, letters- these are examples of primary sources.

This is a picture of the Library of Congress. They have three buildings in Washington, DC.

Secondary sources retell, analyze, or interpret events that happened in the past. Secondary sources are usually developed by historians as they study history. Secondary sources can include books, newspaper or journal articles, and documentaries.

Let's explore Italian immigration using primary and secondary sources.

Miss Mary Tomasi tells about the life of Italian granite workers. "For Giacomo Coletti day has begun. Morning is breaking. Sun has not yet pierced thin clouds."

"Where they work is weary gray walls, hard gray granite slabs, cold gray machinery, and chilling gray wet ground."

Her description is a secondary source. She is telling what she's heard from others.

Immigrant stories told by a grandson

My grandfather, Antonio, was born in Italy. It is said that he was raised in a monastery where he received an education and frequently sang opera. He arrived at Ellis Island on March 14, 1906, aged eighteen and alone. He traveled throughout the northeast and was a boxer and laborer and in 1914 he worked as an engineer on the railroad.

My maternal grandmother, Anna was born in Italy. She immigrated to the USA on October 28, 1920, at 28 years and single. She was sent to America against her will and lived with her cousins in New Village, an Italian immigrant group in western New Jersey. In 1922, she married Tony (Antonio). They owned a small two-story wood-framed, end of the row home on seventh street in Easton.

On Friday evenings, we gathered in the Frinzi family yard and Tom, Sam, and Mike (cousins) sang and played guitars and the mandolin. Another neighbor, Joe, played the accordion. We sang Italian folk songs and popular American songs.

This account of his grandparents is a primary source given as an oral history- he told someone who recorded what he had to say.

	A- mandolin B- guitar C- accordion	
How are these similar?	How are these different?	
		

What was life like for Italian Immigrants?

Some places where Italian immigrants settled included New Jersey farms, California vineyards, San Francisco, New Orleans, and New York City. A large Italian community in New York City was known as Mulberry Street.



Use Your Senses to Explore Mulberry Street				
What do you see?	What would you hear?	What would you touch?	What would you smell?	What would you taste?

What kinds of jobs did Italian immigrants do?

Most Italian immigrants were farmers. Those who moved into cities, like New York City, were **street vendors**, store owners, factory workers, and **tailors**. Many became laborers who worked with **masonry**, bartending, barbering, coal miners, building roads, railroads, dams, and tunnels.

Exploring Words

Street vendors: sold goods from a cart in the street



Tailor Shop- a store where clothes were mended or changed



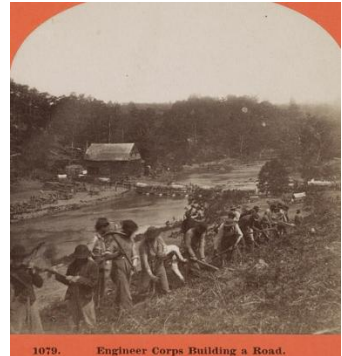
Here is a Tailor Shop on Mulberry St.



Masonry: built structures with bricks



Building roads



1079. Engineer Corps Building a Road.

Building railroads



Contributions of Italian Immigrants



Constantino Brumidi
painted murals in the United
States Capitol Building.



In Italy, he was given a choice of
going to prison for 18 years because
of helping others during a
revolution or moving to America.

Favored foods: Pizza, pasta, and expresso (a strong
coffee drink) all have Italian roots.

Favored Companies: Contadina Food Company



Bank of America (A. P. Giannini)



On the next page, use the
text and images from pages
26-31 to answer the
questions.

Let's Reflect on Italian Immigrants	
Did Italian immigrants have a positive or negative influence on the United States? What evidence supports your thinking?	
	Did Italian immigrants work hard to make a life in the United States? What evidence supports your thinking?
Are Italian immigrants creative? What evidence supports your thinking?	
	Have Italian immigrants traveled across the United States? What evidence supports your thinking?

How can you learn more about Italian immigrants in America?

- Use Google to find out about organizations with connections to Italian immigrants
- Find out about Italian cultural centers in the United States and what you can learn from them

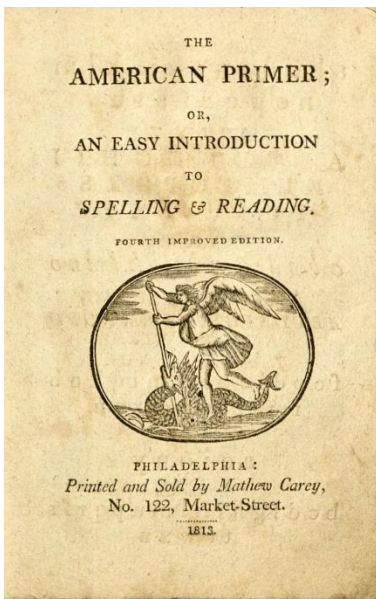
German
Immigration

In 1829, Gottfried Duden published his account of living in Missouri. The book led to numerous Germans wanting to immigrate to the United States. Many Germans did not live well. Government took their land, unemployment was high, and trade with other countries caused struggles. Other reasons people wanted to leave Germany were war and religious control. Land and opportunity drew them to the United States.

What are some of the Push-Pull Factors that led to German Immigration to the United States?	
Push Factors	Pull Factors

Life for German Immigrants

Many Germans who arrived in the United States settled in the Midwest as farmers. In the pacific northwest, immigrants started orange groves.



Albert Zeigler: We were thirteen days crossing the ocean. I landed in New York and left at once by immigrant train for Albuquerque, New Mexico where my brother Jake was clerking in the store of Jaffa Brothers. They got me a job clerking in a store and I went to night school and learned to speak, read, and write English, as I could not speak a word of English when I landed in America. The ways of the people and the country seem very strange to me.

Joe Poeffel: We came to Columbus and I remember my father met us at the train with a pair of oxen hitched to a lumber wagon. We would make our own coffee by roasting barley in the oven. I herded cattle for two summers, worked as a hired man on the farm for three years, and helped at home until I got married. Then got 80 acres from my father and started farming for myself.

Eliza Brandes: I was born in Sage, Germany and when I was eight years old, my father and mother decided to sell their farm in Germany and I came with them and my two sisters to America.

We sailed on the ship "Atlantic" from Bremen Hafen in the early fall of 1886. We were three weeks on the water and there were 700 people on the ship. I remember I always used to enjoy to go on the deck and watch the big fish eat the scraps of food that were thrown overboard, and sometimes the water was pretty rough. We landed in New York and stayed one night. Our house was the first frame house built in that part of the country (Columbus, OH), the others were all sod houses. I had to stay at home and do all the chores and housework and I did not have much time to go to school regularly.



These are images of sod houses. What do you see?

How are these houses similar to where you live?

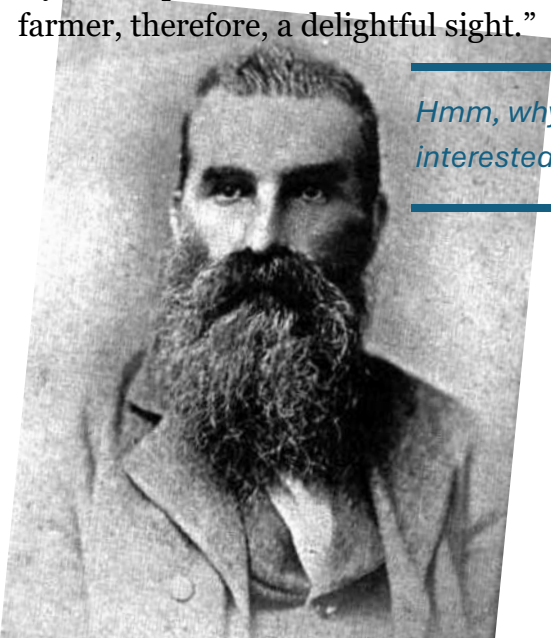
How are these houses different from where you live?

Jakob Sternberger fled from Germany because of **political persecution**. He eventually made his way to Wisconsin, where he purchased a farm. He fought as a private in the American Civil War before he was even a citizen. He became a citizen on June 7, 1865.

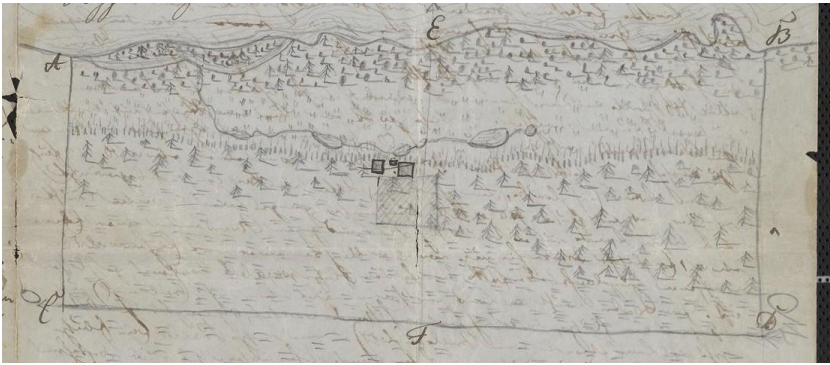
In a letter he sent to family still living in Germany, he describes the land as he travels west from Milwaukee, NY to buy a farm.

“Hills alternate with valleys, openings with prairies and marshes... Nothing stands out... The piece of land we traversed is beautiful, truly beautiful, especially to the eyes of a farmer. These clearings are like the most beautiful orchards... oaks have sprung up from the ground. The prairies are enclosed all around by hills.

The entire area from Milwaukee to Winnebago has good, sometimes excellent, soil for growing grain. The soil is either loam and clay mixed with sand, overlain by a thin layer of topsoil several inches to several feet thick. For the farmer, therefore, a delightful sight.”



Hmm, why would a farmer be interested in how the land looks?



In Jakob's letter, he drew a picture map of his farm.

What symbols did Jakob include?	What does the map tell us about Jakob's farm?	Why might he want to include a map of his farm in his letter?

Concept Check: Is the image of Jakob's farm a primary or secondary source? Why do you think so?

Becoming a Citizen

Many immigrants came to the United States through ports where immigration centers, like Ellis Island, recorded their entry. Many wanted to become US Citizens.

Step 1: Declaration of Intention: A person went to court to declare their desire to begin the process of becoming a citizen of the United States. They stated they would live in the US and renounce all **allegiances** to other nations.

To “*renounce allegiance*” meant the person would clearly state they no longer wanted to be a citizen of another country. They would spend the rest of their life in the United States.

Step 2: Live in the US for five years.

Step 3: Have two witnesses who would state they lived in the US at least five years and had **good moral character**.

Step 4: The Immigration Bureau brought the request to a judge.

“Good moral character” means the person is honest and responsible.

Step 5: The judge would decide if the immigrant should receive a recommendation of naturalization. If yes, the immigrant took an oath of allegiance to the US Constitution and laws. They would receive a certificate of citizenship.

*(The **Immigration Bureau** is the government office responsible for monitoring immigration in the United States.)*

United States of America

State of Wisconsin

Milwaukee County

Certificate of Naturalization

Be It Remembered, That at a regular term of the Municipal Court of the City and County of Milwaukee, (the same being a Court of record, having common law jurisdiction, a clerk and seal) held in the Municipal Court room in the City of Milwaukee, in the County of Milwaukee and State of Wisconsin, in the United States of America, on the 19th day of June, in the year One Thousand Nine Hundred and six

William L. Romkowski a native of *Pennsylvania* and a resident of the City and County of Milwaukee, and State of Wisconsin, presented a petition praying to be admitted as a citizen of the United States of America. And upon the evidence produced in open Court, the Court, after careful inquiry, being satisfied that the petitioner is a free born white male citizen of the United States, and of good moral character, attached to the principles of the Constitution of the United States; and well disposed to the good order and happiness of the same; and said petitioner and his witnesses having taken and subscribed the affidavits required by an Act of Congress, entitled: "An Act to regulate the immigration of aliens into the United States," approved March 3, 1907, and being duly sworn to the truth of the foregoing facts, and having taken his solemn oath declared before the said Court that he would support the Constitution of the United States, and that he did absolutely and entirely renounce and abjure all allegiance and fidelity to every foreign Prince, Potentate, State and Sovereignty whatsoever, thereupon, in conformity with the conditions, stipulations and restrictions of the said Act, and in conformity with the subject by Congress, said petitioner by an order of said Court was admitted to become

A Citizen of The United States of America.

IN TESTIMONY WHEREOF, I have hereunto
hand and the seal of said Municipal Comm-

29

conformity to the conditions, stipulations and restrictions contained in the several Acts passed upon the subject by Congress, said petitioner being by an order of said Court admitted to become

A Citizen of The United States of America.

IN TESTIMONY WHEREOF, I have hereunto
hand and the seal of said Municipal Court

29L day...

THE UNITED STATES OF AMERICA
CITIZENSHIP
No. **A-55960**

CERTIFICATE OF DERIVATIVE CITIZENSHIP

Application No. **11-4-2575**

Personal description of holder of date of issuance of this certificate: for Male age **24** years, color **White**
complexion **Fair** color of eyes **Blue** height **5** feet **6** inches
color of hair **Brown**
Moles on face
Former nationality **German**
I certify that the description above given is true, and that the photograph affixed hereto is a likeness of me.

ORIGINAL

The United States of America
Embassy of America
Lombard Street, Evanston, Illinois
Resident at **803** Mulford Street, Evanston, Illinois
now residing at
having applied to the Commissioner of Immigration and Naturalization for a certificate of derivative citizenship pursuant to Section 329 of the Nationality Act of 1906, having proved to the satisfaction of the Commissioner that (1) his mother in the United States of America and is a citizen thereof through the naturalization on March 27, 1922, by the Circuit Court, at Chicago, Illinois, of Rudolph Grossehofer, to whom his mother was married on April 15, 1920, applicant a minor on the date of the naturalization, having resided permanently in the United States since December 6, 1912,

that he is the stepson of the person last named above, and the applicant having taken the prescribed oath of allegiance and complied with all of the other applicable requirements of the Naturalization Laws and Regulations.

Now therefore, in pursuance of the authority contained in Section 329 of the Nationality Act of 1906, this certificate of citizenship is issued this **17th** day of **May** **1943** and of our **sixty-seventh** year, and the seal of the Department of Justice.

It is a violation of the U.S. Code (and punishable as such) to copy, print, photograph, or otherwise illegally use this certificate.

DEPARTMENT OF JUSTICE

Contributions of German Immigrants



Invented by German and Swiss Mennonite settlers in Lancaster County, PA, the **Conestoga**

Wagon gave immigrants increased ability to travel into the Western US. It became the main way of transporting goods and people.

John Bausch and Henry Lomb developed an eye glass company that is still around today. Mr. Lomb strongly believed in education. He paid for thousands of young people to go to school.

Henry Heinz developed a line of food products that are still available today. His factory in Pittsburgh, PA was so successful, he was able to build factories around the world. He was known for his excellent treatment of employees.



Let's Reflect on German Immigrants	
Did German immigrants have a positive or negative influence on the United States? What evidence supports your thinking?	
	Did German immigrants work hard to make a life in the United States? What evidence supports your thinking?
Are German immigrants creative? What evidence supports your thinking?	
	Have German immigrants traveled across the United States? What evidence supports your thinking?

How can you learn more about German immigrants in America?

- Use Google to find out about organizations with connections to German immigrants
- Find out about German cultural centers in the United States and what you can learn from them

What more can you
learn about immigrants
from Europe?

We've explored three European immigrant groups to the United States. What other places in Europe did immigrants to the United States from 1850-1950 come from? What are their stories? How can you learn more about immigration in the past?

- The Library of Congress
- America's Great Migration Project
- Statue of Liberty Organization
- United States National Archives

These are just a few places to search. Why should we want to?

- We learn about why celebrations and festivals take place in our communities
- We learn about the cultures that have built our communities
- We learn about economic contributions of a lot of people from different places
- We learn how people overcome challenges and struggles to form a better future for themselves and their families

Immigrant stories matter for all of us.

Image Sources:

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