



US Immigration 1880-1925 - Stations

Teacher Directions

These stations are designed to be completed over multiple class periods. Note that this activity is editable if you want to adjust questions or ask for additional information.

All station information is accessed through *Gale In Context: High School*. Students should access *Gale In Context: High School* **PRIOR** to clicking on any of the station links.

Station 1: Understanding the Great Wave

Students will read an article on immigration during the Great Wave. As they read, they will record examples of push (reasons people left their home countries) and pull (reasons people were drawn to the U.S.) factors in a graphic organizer.

Station 2: Coastal Differences

Students will read the provided pieces about both Ellis Island and Angel Island. As they read, they will complete a comparison chart with information from both articles.

Station 3: Primary Source Analysis

Students will carefully read the primary source perspective of an Inspector at Angel Island. As they read, they will annotate the text using the [Highlights and Notes](#) tool within Gale. If you want to view their annotations, you can have them save to the Drive and share with you, or they can also download or print.

Station 4: Puzzle for Entry

Students will read or listen to the interview with journalist Adam Cohen about the Feature Profile Test used at Ellis Island. **Note:** If they click to listen to the audio, it shows a picture of the puzzle. As they read, they will annotate the text using the [Highlights and Notes](#) tool within Gale. If you want to view their annotations, you can have them save to the Drive and share with you, or they can also download and print.

Station 5: Immigration Policy Changes

Students will click on each immigration policy event on the timeline and review the documents for each. They will use the documents to answer the corresponding questions.

Station 6: Picture This

Students will scan the QR codes (or click on them) to view Images of both Ellis Island and Angel Island. They will analyze the pictures and their captions, then answer the questions based on their observations.



Station 1: Understanding the Great Wave

Read the article on immigration during the [Great Wave](#). As you read, record examples of push (reasons people left their home countries) and pull (reasons people were drawn to the U.S.) factors in the space below.

PUSH FACTORS

PULL FACTORS



Station 2: Coastal Differences

Carefully read the provided pieces about both [Ellis Island](#) and [Angel Island](#). As you read, complete the comparison chart with information from both articles.

	<u>ELLIS ISLAND</u>	<u>ANGEL ISLAND</u>
Location		
Years of Operation		
Main Immigrant Groups		
Reasons for Immigration		
Processing Experience		
Detention Conditions		
Immigration Policies		
Cultural Impact		



Station 3: Primary Source Analysis

Read the primary source [Immigration Inspector #2, 1929–1961](#) carefully. As you read, highlight the following using the [Highlights and Notes](#) tool within Gale. Once annotated, you can send to your [Google Drive or OneDrive](#), email, download, or print. Then, answer the questions below.

- **Yellow** - Descriptions of the inspection process
 - **Green** - Attitudes toward immigrants
 - **Blue** - Examples of fairness or prejudice
 - **Purple** - Emotional or personal stories
-

What were some of the reasons inspections at Angel Island took longer than at Ellis Island?

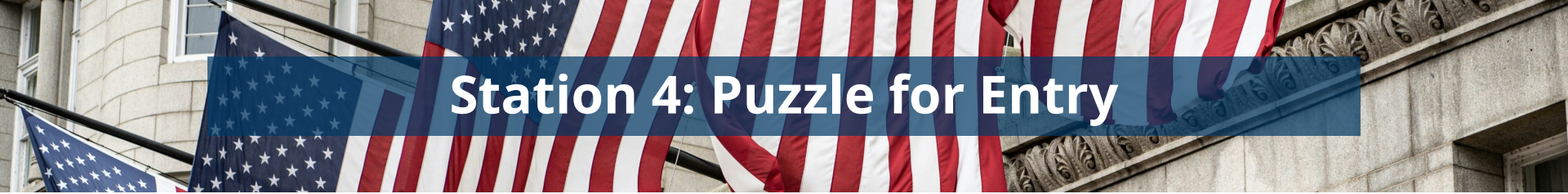
Why were multiple interpreters used in each case?

What was the role of “paper sons” in the immigration process?

How did the inspector describe the behavior and emotions of the immigrants being questioned?

What does the story about the dog reveal about the nature of the questioning?

How did the inspector describe the fairness (or lack thereof) of the system?



Station 4: Puzzle for Entry

Read or listen to [the interview with journalist Adam Cohen](#) about the Feature Profile Test used at Ellis Island. As you read, highlight the following using the [Highlights and Notes](#) tool within Gale. Once annotated, you can send to your [Google Drive or OneDrive](#), email, download, or print. Then, answer the questions below.

- **Yellow** - Descriptions of the test
 - **Green** - The reasoning behind its use
 - **Blue** - Connections to the eugenics movement
 - **Purple** - Impacts on immigration policy
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What was the Feature Profile Test, and how was it supposed to work?

Why did officials believe this test was more “fair” than previous methods?

How might this test have affected immigrants who didn’t speak English or were exhausted from travel?

What does this test reveal about how intelligence and worthiness were defined at the time?

How did the Immigration Act of 1924 reflect the ideas behind this test?

Do you think the Feature Profile Test was truly fair or scientific? Why or why not?

Station 5: Immigration Policy Changes

Click on each immigration policy event on the timeline below and review the documents in *Gale In Context: High School*. Use the documents to answer the questions below and on the next page.

Chinese Exclusion Act
and Immigration Act,
1882

Geary Act,
1892

Immigration Act,
1924

1880

Immigration Act,
1891

Immigration Act,
1917

1925

**Chinese Exclusion Act
and Immigration Act (1882)**

Who did this ban?

Why was it passed?

How long did it last?

**Immigration Act
(1891)**

What new office was created?

Who was excluded?

Where was the new station?

**Geary Act,
(1892)**

What did Chinese residents need?

What happened without it?

Who did it affect?

Station 5: Immigration Policy Changes

Chinese Exclusion Act
and Immigration Act,
1882

Geary Act,
1892

Immigration Act,
1924

1880

Immigration Act,
1891

Immigration Act,
1917

1925

Immigration Act,
(1917)

What did this law make as requirements?

Who was most affected?

Why was this law passed?

Immigration Act,
(1924)

What system limited immigration?

Which census year was used?

Who was mostly excluded?

Station 6: Picture This



[Ellis Island](#)

Scan the QR codes (or click on them) to view Images of both [Ellis Island](#) and [Angel Island](#). Be sure to read the photo captions as well. Analyze the pictures and their captions, then answer the questions below based on what you observe.



[Angel Island](#)

Describe the people in the images of Ellis Island. What are they doing? What emotions do you think they might be feeling?

What image stands out to you the most from Angel Island? Why do you think that stands out to you?

What details in the images give you clues about the time period or location?

What differences do you notice between the images from Angel Island and Ellis Island?

What similarities do you see between the two locations?