

OUT WITH YOU or COME ON IN: Push and Pull Factors in Immigration

By *Glenda Lowe* for Blue Ridge Public Television (WBRA, WMSY, WSBN)
Chilhowie Middle School, Chilhowee, VA

Grade Level: 6

Time Allotment: Three 45-minute periods

Overview: Between the years of 1880 and 1920, waves of immigrants poured into the United States in numbers previously unseen. Many of these immigrants came from countries that had never before experienced a great amount of immigration.

Through activities presented in this lesson, students will examine the main countries of origin and identify specific reasons for leaving ("push factors"). Students will also identify the factors that enticed immigrants to America ("pull factors"). After viewing a video clip, examining previously selected web sites, and completing a WebQuest, students will participate in a hands-on, cooperative group activity in which they compare and contrast the factors that brought these immigrants to America. As a culminating activity, students will create an ad designed to pull new residents into their area. Ideally, this lesson will be an introduction to a larger unit on immigrants and their role in transforming America following the Civil War.

Subject Matter: Social Studies and History

Learning Objectives:

Students will be able to:

- Define the terms: immigrants, push factors and pull factors
- Differentiate between the terms "immigrant" and "emigrant"
- Identify the main countries of origin for most immigrants between 1880 and 1920
- Discover specific reasons for immigrants to leave their native countries during this time period (push factors)
- Examine the factors which enticed foreigners to emigrate to America (pull factors)

Standards:

This lesson addresses Virginia SOL History/Social Science 6.1b which can be found at <http://www.pen.k12.va.us>

6.1 b The student will explain how, following the Civil War, massive immigration combined with the rise of big business, heavy industry, and mechanized farming transformed American life, with emphasis on why various immigrant groups came to America.

Media Components:Video:

Tracks: Impressions of America, Episode #109: "The Urbanization of America"

Web Sites:

"Scholastic: Immigration"

<http://www.teacher.scholastic.com/immigrat/ellis/3dstop1a.htm>

This Web site has an interactive tour of Ellis Island as well as audio and video components the student can manipulate. It requires the Shockwave plug-in and the RealOne Player in order to view the video segment.

"Education World-Lesson Planning Skills Page: Immigration Math"

http://www.educationworld.com/a_lesson/TM/1204_immigmath.shtml

A Web page contained within the search engine Education World, which contains a mathematics activity, related to immigration.

"The Ships List-Items From the *Norwich Mercury*, Norwich, Norfolk"

<http://www.theshipslist.com/ships/Arrivals/norwich.html>

Contained within this Web site are links to emigration ads and an immigration poster designed to draw immigrants to new lands in Canada. Ads contained within the links for February 13, 1836 and April 16, 1936 are similar to ads which appeared in Europe and other countries during the post-Civil War period which drew emigrants to America.

"Inventing America Online Tutor: Chapter 18: Feature"

http://www.wwnorton.com/inventing/interface/ch18/ch18_features.htm

A web site containing a wealth of online documents, audio and video clips, quizzes, maps, and much more related to the period from 1870-1900. Included within this page are links to images for ads enticing immigrants to America.

Macromedia Flash Player 7 is required for viewing the images on this site. A free version can be downloaded at:

http://macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash

Student Materials:

For each student:

One copy each of:

“The New Colossus” by Emma Lazarus
Pictures of the Colossus of Rhodes and the Statue of Liberty
List of web sites for WebQuest
Copy of questions for WebQuest activity
Individual sheet with graphic organizer
“Immigration Math” worksheet
Immigration Advertisements-China and Greece
(*Teacher’s note: These handouts and worksheets are attached to this lesson.)
Pencil
Paper

For each group of 4-5 students:

Access to:
A computer
Printer
Digital camera
Publishing software
Highlighter
Poster with graphic organizer
Envelope with word cards

Teacher Materials:

Television with VCR
Copy of video, *Tracks: Impressions of America, Episode 109*
Student copies of worksheets and handouts

Prep for Teachers:

- Prior to teaching this lesson, bookmark the Web sites used in the lesson on each student computer.
- Load the Shockwave plug-in onto each computer. This plug-in is available free at www.macromedia.com.
- Download the 14-day free trial version of RealOne media player, available at <http://www.realone.com/>, on each student computer.
- Also download Macromedia Flash Player 7. A free version can be

downloaded at:

http://macromedia.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash

- Cue the videotape to the correct starting point.
- Copy the necessary number of worksheets and handouts for students in your classroom.
- Enlarge the graphic organizer on the handout onto poster board. Make 1 poster for every 5-6 students in the class.
- Copy the word card sheet and divide word cards into envelopes. Make 1 envelope for each poster.

Introductory Activity:

Step 1. Distribute copies of "The New Colossus" by Emma Lazarus and the pictures of the Colossus of Rhodes and Statue of Liberty to your students. Ask your students to follow along as you read the poem aloud, and try to imagine what viewing such words engraved on a monument would mean to you as you entered a new, strange country for the first time.

Step 2. After you read the poem, ask students to share their imagined feelings. If students are reluctant to share feelings, display the "broken down" copy.

Beginning with line 1, explain that these lines refer to the original Colossus of Rhodes that stood at the entrance to the harbor on the island of Rhodes over 2,000 years ago. **Say**, "This statue is popularly shown with its legs spanning the harbor entrance so ships could pass beneath it, leading to the reference in "The New Colossus" to "conquering limbs astride from land to land;"

Ask the students why the Statue of Liberty might appear less threatening to a newcomer than the Colossus of Rhodes might have. (*It is less threatening; a female figure instead of a male figure; holding a book instead of a more threatening item such as a sword, etc. Answers will vary.*)

Step 3. Read lines 2, 3, and 4 aloud. **Say**, "These lines further make you think of comfort and welcome. It would seem much more comforting to be greeted by a statue of a woman with 'mild eyes' whose torch is giving a 'world-wide welcome' and whose name is 'Mother of Exiles' than by the threatening figure of a man holding a sword."

Step 4. Read line 5 aloud with much expression. **Ask** students, "What do you feel is meant by this line? How could it relate to immigrants leaving lands in Europe and Asia and coming to America in the late 1800's and early 1900's?" (*Immigrants were coming from lands where traditions, customs, religions, government,*

etc., had remained the same for many, many years. America represented a new beginning with freedom to express yourself and form your own customs, beliefs and so on without getting caught up in the "pomp and ceremony" which was traditional in other parts of the world at this time.)

Step 5. Ask students to listen to the last lines, 6 and 7 as you read them aloud. **Say**, "If you were an immigrant who had left your native land because of persecution, poor economic conditions, or other hardships, can you see how these words might make you feel comforted, welcome, and safe at last?"

Learning Activity:

Part 1- Video

Step 1. Ask students what they think of when they hear the word "immigrant". (*Answers might include physical descriptions such as man, woman, poor, or descriptions of feelings or attitudes such as scared, lonely.*) Explain to the students that the terms "immigrant" and "emigrant" are almost interchangeable. Display the two words on a poster or chart. **Say**, "An immigrant is one who comes into a new country to make it his home; an emigrant is one who leaves his native country for a new country, intending to make it his home... think of imports and exports. An import comes into a country; an export leaves a country and goes into another one."

*Teacher's note: Students need to be aware of both these terms in order to locate information easily in the Web site activities.

Step 2. Say, "America is a 'melting pot', made up of people from countries all over the world, each having his own culture, experiences, and belief system. You are going to view a series of video segments in which you will learn information and key terms relating to immigration." Insert *Tracks: Impressions of America, Episode 109: "The Urbanization of America"*, into the VCR.

Step 3. Provide a **FOCUS FOR MEDIA INTERACTION** for the first segment by telling students they are to listen for a definition of the word "immigrant". **START** the tape at the very beginning with the restaurant scene. Music is playing. **PAUSE** the tape when the scene fades out.

Step 4. **Ask**, "What is an immigrant?"
(*An immigrant is someone who leaves his or her home to live in another land.*)

Step 5. Provide a **FOCUS FOR MEDIA INTERACTION** by asking students to listen for specific countries from which immigrants came before and after the American Civil War. **Fast-forward** the tape through the title of the series. **START** the tape immediately after the title, "The Urbanization of America". **PAUSE** at the end of the map, just after it says, "The United States was like a

huge magnet that drew people from all over the world.”

Step 6. Ask students to name groups of people who came to America during the late 1800's and early 1900's.

(Italians, Poles, Greeks, Russians, Spanish, Turks, Chinese, English, Irish, Germans)

Step 7. Provide a **FOCUS FOR MEDIA INTERACTION** by instructing students to listen for what happened to the population of America and what distinction New York City achieved by 1900. **START** the tape with the city scene by the river immediately following the 1880-1920 map. **Play** until the end of the question, “What do you think?” Duncan and his father appear in a still frame with scalloped edges.

Step 8. Ask students to brainstorm ideas in answer to Duncan's question. Record answers. **Fast forward** the tape through the printed questions to the scene with Duncan seated on top of the park bench.

Step 9. Provide a **FOCUS FOR MEDIA INTERACTION** by telling students they will hear the terms "push" and "pull" in this segment. Say, “Listen for what pushed people out of Poland.” **START** the tape where previously paused. Duncan is seated on top of the park bench. **PAUSE** after Duncan asks, "Why did they come here and how come they just didn't stay in Poland?" Duncan is alone in this scene, looking toward Irene. Ask students to name some of the reasons people would leave their home in Poland to emigrate.

(Political reasons, religious persecution, freedom, better living conditions, more jobs)

Step 10. Provide a **FOCUS FOR MEDIA INTERACTION** by telling students to listen for what pulled people to a new life in America. **START** tape where previously paused. Duncan's face appears alone, looking toward Irene. **Play** until the statement, "The promise of good jobs pulled many people to America." A close-up of Irene's face appears in this scene. **Ask:** “What pulled people to America?” *(the promise of good jobs and a better life)*

Part 2- Web sites

Step 1. Take students into the computer lab. Divide the class into pairs. Explain that one student will locate the Web sites while the other assists in reading the material, locating specific information requested, and writing answers on the worksheet provided. They may switch responsibilities within their group.

Step 2. Distribute copies of Web sites and worksheets for the WebQuest. Four separate worksheets are provided. Each four pairs of students should be given a different set of questions. Provide a **FOCUS FOR MEDIA INTERACTION**. Tell students they are to complete an Internet search for specific information

about immigrants who came to America between the years of 1880 and 1920. Remind students that the words “emigrant” and “immigrant” are both used. Students will be given 20 minutes to complete this activity.

Step 3. Divide the class into groups of 5-6 students each. **Say**, “You have heard many different reasons for immigration. I would like to see how much of this information you remember.” To each group, give one poster with a blank graphic organizer, an envelope of words that will fit into the spaces on the blank organizer, and individual copies of graphic organizers that match the one on the poster. **Say**, “In the envelope I have given you, there are word cards. Each card fits into one of the blank spaces on the poster I have given your group. Some of the cards can only fit into one particular space; others can go in any number of spaces in random order. As a group, you are to decide where each card fits. When you think you have the cards arranged correctly on the poster, raise your hand and I will check it.” Students in each group will work cooperatively to fit the correct words into the blank spaces on the poster. As each group correctly organizes the words on their poster, hand them the worksheet with the blank graphic organizer that matches the blanks on the group poster. **Say**, “Transfer the information from your poster onto this sheet. This will be your personal copy which you may keep to use as a study guide to review for a unit test on this topic.”

Once all groups have finished this activity, **say**, “If you read the connecting words and the blanks you have filled in correctly, you will have a statement that summarizes push and pull factors. On a separate sheet of paper, write the statement about immigration from your graphic organizer.” By reading the words in the blanks and connecting words, students should be able to write the following statement:

Immigration is a result of either “push factors” which are conditions or events which cause people to leave their native land such as famine, lack of opportunity, poverty, shortage of land, religious persecution, or ethnic cleansing, or “pull factors” which are conditions or events which convince a person to settle in a new land such as religious freedom, equality, jobs, economic opportunity, available land, freedom, or family members or acquaintances already living there.

*Note: The actual order of the examples may vary from statement to statement according to the arrangement of word cards on the posters from each group.

Step 4. Distribute copies of the advertisements circulated in China and Greece in the mid- to late-1800’s. Read aloud to the class. **Say**, “Why might such ads influence you to immigrate to America if you lived in these countries during this period of time?” (*More money, large houses, good food and clothing, other*

countrymen already there, the ability to send money back to the homeland for relatives still living there.)

Step 5. Tell students to study the wording and persuasiveness in these ads closely. Explain to them that they will be breaking into cooperative groups for the culminating activity in which they will design an ad of their own.

Culminating Activity:

Push and pull factors did not end with the 1920's. The same things that drew our ancestors to America continue to affect our daily lives today. In the final activity, students can make the previous exercises personally relevant by completing the following:

Step 1. Lead a class discussion to identify the major push factors forcing individuals and families to move away from our local area. (*Answers might include loss of jobs and industries, higher pay elsewhere, lack of cultural opportunities, and so on. Answers will be relevant to your local area.*) Compare these push factors to those which caused immigration in the 1800's and early 1900's. Ask students if they are the same, or if there is a difference. (*Students should say most of the reasons are the same; some might be different, but not many.*)

Step 2. Ask students to brainstorm specific examples of pull factors at work in the local economy. What might cause farm workers, businesses, technicians and such to come to our area? What types of things would people look for when choosing a place to move? (*Answers might include climate, good soil, lower cost of living, a good work force, opportunities for employment, and so on.*)

Step 3. Divide students into four groups. Instruct each group to design an ad which will convince people to settle in the local area. Refer to the list of pull factors mentioned in Step 2 for ideas to include in each ad. Also have students refer to their copy of the ads from Greece and China in the 1800's which they were given in Step 14 of the Learning Activity. Students may use a digital camera and digital photography in the design of their ads. They may also refer to the ads included in the following Web sites for additional ideas:

<http://www.theshipslist.com/ships/Arrivals/norwich.html> or

http://www.wwnorton.com/inventory/interface/ch18/ch18_features.htm

(*Teacher's Note: These Web sites should be bookmarked ahead of time so students can only use these Web sites.)

Step 4. Upon completion of this activity, students will present the ads to the class as a whole. Class members will select one ad to be posted as a Web page encouraging outsiders to move to the area.

Step 5. As an assessment of the lesson, ask the students to write a one-page essay describing the factors which could influence someone to make a life-altering decision to emigrate. Encourage students to include information and examples from the video and activities included in this lesson in their work.

Cross-Curricular Extensions:

Language Arts

- Imagine you are a recent immigrant to America. Write a letter to a family member who did not emigrate encouraging them to join you in your new home. Describe the opportunities available to you that were not available in your homeland.
- Compose an imaginary journal entry describing your first impression of America

Math

- Calculate the increase in population for the United States between 1880 and 1920. Display the increase in a chart or graph.
- Find out the population of New York City in 1920. How does this compare to the population today? How does New York rank in population today as compared to other major cities worldwide?
- Complete the “Immigration Math” worksheet which can be found at http://www.educationworld.com/a_lesson/TM/1204_immigmath.html
- Use the information contained in the chart which is part of the “Immigration Math” activity to make a bar graph showing the number of immigrants from each major European country during the period.

Community Connections:

One or more of the following activities may be used as a community connection to the previous lesson.

- Invite a representative from the local Chamber of Commerce to speak to the class on the factors that might persuade an outsider to choose our county/town as a new home.
- Instruct students to talk to their parents or extended family members to discover personal reasons for living here as well as the factors that caused them to come or to remain in the area. Likewise, students should ask them to identify events or circumstances that could possibly cause them to leave. Students will report findings in an oral or written report.
- Ask a local person who has immigrated from another country to speak to the class about his or her country of origin and reasons for emigrating.
- Interview local officials such as the Mayor, Chamber of Commerce officials, or members of the Town Council to identify factors in the local community that they feel would draw outsiders to the area.

"The New Colossus" by Emma Lazarus

This poem appears on the base of the Statue of Liberty in New York harbor.

- 1: Not like the brazen giant of Greek fame, With conquering limbs astride from land to land;
- 2: Here at our sea-washed sunset gates shall stand A mighty woman with a torch, whose flame Is the imprisoned lightning, and her name Mother of Exiles.
- 3: From her beacon-hand Glows world-wide welcome;
- 4: Her mild eyes command The air-bridged harbor that twin-cities frame.
- 5: Keep, ancient lands, your storied pomp!' cries she With silent lips.
- 6: '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-tossed to me-
- 7: I lift my lamp beside the golden door!'

Emma Lazarus, "The New Colossus", The American Reader: Words that Moved a Nation (New York: Harper Collins, 1990) pp. 174-175.

Web Sites for WebQuest

Polish and Russian

1. <http://memory.loc.gov/ammem/ndlpedu/features/immig/polish.html>

German

2. <http://memory.loc.gov/ammem/ndlpedu/features/immig/german.html>

3. <http://memory.loc.gov/ammem/ndlpedu/features/immig/german4.html>

4. <http://memory.loc.gov/ammem/ndlpedu/features/immig/german5.html>

5. <http://memory.loc.gov/ammem/ndlpedu/features/immig/german7.html>

Italian

6. http://www.digitalhistory.uh.edu/historyonline/italian_immigration.cfm

Greek

7. <http://www.spartacus.schoolnet.co.uk/USAEgreece.htm>

WebQuest Activity: Germans

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

Web site #2

1. How was the experience of German immigrants different from that of most other immigrant groups?

Web site#3

2. From 1830 to 1914, almost what percent of all German immigrants chose the United States as their new home?

3. Name five reasons people left Germany during the 19th century.

- 1.
- 2.
- 3.
- 4.
- 5.

4. Why did German Jews come to America?

Web site #4

5. In what occupation did hundreds of thousands of German immigrants work?

6. In the late 1800's, Germans were among the first in the United States to raise what crop?

Web site #5

7. Name three contributions German immigrants made to the American culture.

WebQuest Activity: Greeks

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

1. By 1914, how many Greeks were living in the United States?
2. Give the three main reasons people left Greece and emigrated to America.
3. What type of work did most Greeks do in America?
4. Name two cities which had large Greek colonies in the late 1800's.
5. What event happened in 1894 that marked a first for Greeks in America?
6. Describe the early Greek communities in America.

WebQuest Activity: Italians

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

1. How did the number of Italians migrating to America compare to other Europeans?
2. Identify the three main reasons Italians emigrated.
3. What reasons might southern Italians have had for emigrating?
4. What was the main difference between the Italian immigrants and other immigrant groups?
5. What types of jobs did Italian immigrants perform?
6. What did most Italian workers do with the money they earned?
7. Why were Italian immigrants referred to as "birds of passage"?

WebQuest Activity: Poles and Russians

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

1. By 1914, what percentage of Russian immigrants were Jewish?
2. Name two characteristics of Russian life in 1881.
3. How many Russian emigrants had arrived in America by 1914?
4. What led Polish people to emigrate to America around 1900?
5. How many Poles lived in America by 1914?
6. What event in 1881 led to civil unrest and economic instability throughout Russia?
7. Name the laws that severely restricted the ability of Jewish citizens to live and work in Russia.
8. What event during the 1920's prompted approximately 20,000 Russians to emigrate to America?

WebQuest Activity: Germans-Master Copy

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

Web site #2

1. How was the experience of German immigrants different from that of most other immigrant groups? *They escaped much of the tragedy and harsh treatment experienced by other groups of immigrants.*

Web site#3

2. From 1830 to 1914, almost what percent of all German immigrants chose the United States as their new home? *90%*

3. Name five reasons people left Germany during the 19th century.

1. *land seizures*
2. *unemployment*
3. *increased competition from British goods*
4. *repercussions of the failed German Revolution of 1848*
5. *eased restrictions on emigration*

**Another acceptable answer would be "more accessible and tolerable passage".*

4. Why did German Jews come to America? *to flee persecution and anti-Semitic violence*

Web site #4

5. In what occupation did hundreds of thousands of German immigrants work? *agriculture or farming*

6. In the late 1800's, Germans were among the first in the United States to raise what crop?

oranges

Web site #5

7. Name three contributions German immigrants made to the American culture. *Advances in education, business, recreation, and contributions to American traditions.*

WebQuest Activity: Greeks-Master Copy

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

1. By 1914, how many Greeks were living in the United States? *300,000*
2. Give the three main reasons people left Greece and emigrated to America.
unemployment, low wages, high prices
3. What type of work did most Greeks do in America? *menial, unskilled labor*
4. Name two cities that had large Greek colonies in the late 1800's. *New York and Chicago*
5. What event happened in 1894 that marked a first for Greeks in America?
Greeks in New York began publishing their own newspaper.
6. Describe the early Greek communities in America. *Self-sufficient with their own churches, coffee houses, mutual benefit societies, and political clubs. Religious festivals and traditions were strictly observed.*

WebQuest Activity: Italians: Master Copy

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

1. How did the number of Italians migrating to America compare to other Europeans? *More Italians than any other Europeans emigrated to America.*
2. Identify the three main reasons Italians emigrated. *Poverty, natural disasters, overpopulation*
3. What reasons might southern Italians have had for emigrating? *Any 3 of the following: high taxes, high protective tariffs on northern industrial goods, scarcity of cultivatable land, soil erosion, deforestation, lack of coal and iron ore needed for industry, exploitation by people of the same nationality and religion, earthquakes, tidal waves, eruptions of the volcanoes, Mount Everest or Mount Etna.*
4. What was the main difference between the Italian immigrants and other immigrant groups? *The Italians never planned to stay in America.*
5. What types of jobs did Italian immigrants perform? *heavy construction, manual labor, public works employees, street workers, piecework*
6. What did most Italian workers do with the money they earned? *Sent it home to relatives in Italy*
7. Why were Italian immigrants referred to as "birds of passage"? *They never intended to make America their permanent home.*

WebQuest Activity: Poles and Russians-Master Copy

Directions: Use the URL's listed on sheet of Web sites to answer the following questions. Use only the Web sites listed. These sites have been bookmarked on your computer. **DO NOT** go to other Web sites!!

1. By 1914, what percentage of Russian immigrants were Jewish? *50%*
2. Name two characteristics of Russian life in 1881. *civil unrest and economic instability*
3. How many Russian emigrants had arrived in America by 1914? *more than 3 million*
4. What led Polish people to emigrate to America around 1900? *unstable economic conditions*
5. How many Poles lived in America by 1914? *2 million*
6. What event in 1881 led to civil unrest and economic instability throughout Russia? *the assassination of Czar Alexander II* ****This information can be found in the timeline****
7. Name the laws which severely restricted the ability of Jewish citizens to live and work in Russia. *the May Laws* ****This information can be found in the timeline****
8. What event during the 1920's prompted approximately 20,000 Russians to emigrate to America? *The new communist regime banned Jewish studies and encouraged the relocation of Russian Jews.*

Advertisements for Immigrants

An advertisement found in China in the mid 1800s read:

Americans are very rich people. They want the Chinaman to come and will make him very welcome. There you will have great pay, large houses, and food and clothing of the finest description. You can write to your friends and send them money at any time, and we will be responsible for the safe delivery.... There are a great many Chinamen there now, and it will not be a strange country. Chinagod is there, and the agents of this house. Never fear and you will be lucky. Come to Hong Kong, or to the sign of this house in Canton, and we will instruct you.

Money is in great plenty and to spare in America.

From Linda Perrin, *Coming to America: Immigrants from the Far East*, (New York: Dell Publishing Co. Inc., 1980), pp.7-8.

The following advertisement for travel to the United States was circulated in Greece during the late 1800's:

Why remain here to struggle for a piece of bread without any security for the future, without honor and independence? Why not open your eyes and see the good that awaits you; harden your heart and seek your fortune abroad, where so many of your countrymen already have made theirs? Why linger? To protect your parents? Today or tomorrow, whether their children are here or abroad, they will close their eyes for ever. It will be better for you to leave home and send a little money to provide for them in their advancing years.

Or are you waiting to cultivate the barren lands with the ploughshare and dig in the fields? Have you seen how much progress you have made thus far?

From Gladys Nadler Rips, *Coming to America: Immigrants from Southern Europe* (New York: Delacorte Press, 1981), pp. 66-67.