



AP[®] U.S. History

2006–2007
Professional Development
Workshop Materials

**Special Focus:
Immigration in U.S. History**

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Important Note: The following set of materials is organized around a particular theme, or “special focus,” that reflects important topics in the AP U.S. History course. The materials are intended to provide teachers with resources and classroom ideas relating to these topics. The special focus, as well as the specific content of the materials, cannot and should not be taken as an indication that a particular topic will appear on the AP Exam.

Introduction

Sue Reeder
Winter Springs High School
Winter Springs, Florida

An important and sometimes difficult task for AP U.S. History teachers is deciding how to teach immigration. The topic is crucial to understanding the political, social, and economic components in an AP U.S. History course. Students are easily confused by the many immigrant groups and their period of entry into the United States, and teachers often give only cursory mention of immigration in order to “catch up.” This instruction does not correspond to the heavy emphasis on immigration in a U.S. history survey course at the college level.

The lesson plans that follow present a range of possible approaches to teaching immigration, developed by veteran U.S. history instructors. Each presents materials with detailed objectives, activities, resources, and Web sites. Along with learning factual knowledge through reading and understanding the chronology of immigration, these exercises emphasize the political, social, and economic impact of immigration on the nation. Students learn the importance of understanding the relationship between geography and the movement of people, and they learn to evaluate primary sources in their research.

We hope that these materials provide you, the teacher, with challenging insights to the teaching of immigration and help you to construct meaningful new lesson plans.

Teaching Immigration in the AP U.S. History Course

Diane C. Vecchio
Furman University
Greenville, South Carolina

How are immigration and ethnicity currently being taught in the U.S. history survey course? As Chief Reader of the AP United States History Exam, one of my responsibilities is to select Readers for the annual Reading. The applications submitted by high school teachers and college professors have given me an opportunity to review hundreds of U.S. history syllabi. This information, along with information solicited from AP high school and college teachers, reveals similar approaches in the teaching of immigration and ethnic history in the U.S. history survey course.

First, immigration is often taught as a distinct period or periods in American history. Traditionally, the U.S. history survey integrates or “places” immigrants in the colonial period, in the early nineteenth century, and at the turn of the twentieth century. Second, “alien” status is often ascribed to Mexican Americans, rather than indigenous peoples of the Southwest. Third, immigration is usually taught as a “unit” during the late nineteenth and early twentieth centuries because of its interrelationship with industrialization, urbanization, and the Progressive movement. Fourth, the focus of immigration tends to be predominately northeast, urban, and European. Fifth, immigrants are often associated with problems: poverty, overcrowding, and urban slums. Sixth, immigration is generally not addressed after World War II. Seventh, individual immigrants and their contributions to American society are unknown. And finally, women and gender are rarely examined when discussing immigration.

What are the consequences of this “traditional” approach to immigration history?

- Students think of immigration as something that happened in the past. They have little, if any, knowledge about the continuing trends of immigration to the United States, especially regarding persons from the Middle East, Southeast Asia, and Africa.
- Immigration is regionalized.
- Eminent immigrants remain anonymous.

In order to broaden the incorporation of immigration and ethnicity in the United States survey, I would like to suggest that teachers consider the following:

- Break away from the “tyranny of chronology” and discuss immigration as a continuous process in American history.

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- Examine the development of American identity through the prism of immigrants and immigration.
- Discuss how America has accommodated and/or resisted ethnic diversity.
- Analyze how race has played a part in American history and immigration history beginning with the first naturalization law of 1790 that limited citizenship to white persons.
- Ask students about native Americans and forced migration vis-à-vis the immigrant experience.
- Familiarize students with “eminent” immigrants, those who have contributed to the making of America (for example, Philip Mazzei, adviser to Jefferson and other Virginians in their ideas of rebellion based on natural rights).
- Broaden the breadth and depth of immigration to include immigrants who settled in all regions of the United States. For example, Jewish immigrants are almost always associated with late nineteenth and early twentieth centuries in the urban northeast. Discuss the thriving colonial Jewish settlements in New Amsterdam, Charleston, and Savannah, dating to the seventeenth century, and the Jews who established themselves as merchants in the rural South.
- In addition to Ellis Island, refer to other points of entry for immigrants such as Galveston, New Orleans, and Angel Island in California, a place that served as the point of entry for Asians.
- Move beyond the association of immigrants with industry and discuss immigrant Swedes and Danes who farmed in America’s heartland, Italian vintners in California, Jewish ranchers in Texas, and Mexican garment workers in San Antonio.
- Discuss recent migration from Central and South America. The overwhelming majority of South Americans entered the United States after 1960, and a large part of the population, about 45 percent, arrived after 1990. These include Cubans in New Jersey, West Indians in New York City, and Guatemalans and Salvadorans in Los Angeles.

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- Discuss the transformation of the “new South” from a society characterized by race to a society now diversified by race and ethnicity. Examples include South Carolina, a major destination for Mexicans, Colombians, and Vietnamese.
- Extend the treatment of immigrants beyond the Progressive Era and discuss immigration laws and policies since 1965.
- Move into discussions of “whiteness” and issues of race affecting Asian, Latino, and Afro-Caribbean immigrants (the Chinese Exclusion Act of 1882, the internment of Japanese Americans during World War II, the conflicts between African Americans, Haitians, and Afro-Cubans in Miami).
- Along with traditional methods for teaching the Progressive Era, discuss how ethnic Americans helped themselves and their communities and how individual ethnic Americans emerged as urban reformers (e.g., Fiorello LaGuardia).
- Examine the connection between America’s domestic and foreign policy and immigration using, for example, the influx of Vietnamese refugees following the Vietnam War, or the Cold War and America’s policy toward Cuban “refugees.”
- Explore how domestic policies have affected ethnic groups. For example, discuss how the Treaty of Guadalupe Hidalgo in 1848 impacted the lives of Mexicans living in territories that were taken over by the United States.
- Incorporate a gender analysis into immigration history by discussing the “women left behind” when men emigrated and the roles played by immigrant women in the economy, in the family, and in adapting to American society.
- Revisit an established American paradigm, that of America as the land of opportunity, a haven and refuge for others. Does that paradigm still hold?

This article is excerpted from “Immigrant and Ethnic History in the United States Survey” by Diane C. Vecchio in the August 2004 issue of *The History Teacher*, published by the Society for History Education, and is used with the author’s permission.

Immigrants, Robber Barons, and Urban Bosses: Andrew Carnegie and George Washington Plunkitt

Cora Greer
University of Maine at Machias
Machias, Maine

Introduction

The second half of the nineteenth century in the United States was characterized by urbanization and the creation of the modern industrial state. The great captains of industry, often self-made men, amassed wealth on a scale unimagined in the past. These business empires, though created by individuals such as Carnegie and Rockefeller, were built by the labor of the millions of immigrants who arrived during this period.

Like the titans of industry, political bosses of the Gilded Age pursued the American Dream by taking advantage of the opportunities available to them. These men also cut corners and gained wealth by means that are illegal today, but as was often the case with their business contemporaries, they were not breaking the law. Moreover, urban political bosses, unlike their industrialist counterparts, were sensitive to the needs of their immigrant constituents and provided them with financial aid, services, jobs, and sympathy.

The following lesson is designed to ask students to examine and evaluate two individuals: the industrialist/philanthropist Andrew Carnegie and the Tammany boss George Washington Plunkitt, whose policies and behavior directly impacted the immigrant community.

Lesson Objectives

1. To have students understand the role of the urban political boss, as exemplified by Plunkitt, in the context of the Gilded Age
2. To have students understand the mindset of Carnegie and other “robber barons”/philanthropists of the Gilded Age
3. To give students a sense of how social Darwinism, and the paternalism it produced, impacted American life and thought
4. To have students understand how political bosses, the industrialists of the Gilded Age, and the concept of social Darwinism impacted the lives of immigrants

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The following lesson is one of many ways to achieve these objectives and should be modified to meet the needs of individual teachers. This lesson will take two 50-minute class periods to complete. The lesson should take place after students are familiar with the new industrialism, the “new immigrants,” and the fast-growing cities of the Gilded Age.

Students should come to class having read the following:

- George Washington Plunkitt, “I Seen My Opportunities and I Took ’Em”
- Andrew Carnegie, “How I Served My Apprenticeship”
- Joseph Boland, “Social Darwinism”

Note: Teachers can prepare these as handouts or have students download them.

Through questions and directed discussion, students examine the economic philosophies of Plunkitt and Carnegie, noting differences and similarities and the idea of social Darwinism. To insure all students have the necessary information, teachers should put key points and the list of similarities and differences on a flip chart or chalkboard.

Use as a focus the following statement by John D. Rockefeller:

“The growth of a large business is merely a survival of the fittest. The American Beauty rose can be produced in the splendor and fragrance which bring cheer to its beholder only by sacrificing the early buds which grow up around it.”

Assignment

Day 1: The teacher divides the class into groups of five and gives each group the following assignment. With the exception of *The Uprooted*, *Social Darwinism in American Thought*, and *The Last Hurrah*, all are available online. If these books are not readily available, teachers may wish to substitute other materials.

Day 2: Students make presentations. The teacher evaluates these using the attached rubric.

AP U.S. History Assignment: Immigrants, Robber Barons, and Urban Bosses, as Exemplified by Andrew Carnegie and George Washington Plunkitt

Assess the validity of the following statement:

In many ways, the moral and ethical standards of these urban bosses were equal to those of philanthropists such as Andrew Carnegie or many progressive reformers. Or to put it another way, Andrew Carnegie gave millions to build libraries, fund colleges, and promote world peace, yet he would not pay his workers a living wage or allow them to join unions. Tammany boss George Washington Plunkitt practiced and became wealthy through “honest graft,” yet he saw making the daily life of his constituents better as part of his job.

Your group is to prepare an eight-minute presentation that addresses the above statement. The presentation will be oral, but each group must present an annotated bibliography of the sources that led you to your conclusion. A few points to keep in mind:

- Remember you cannot develop an intelligent thesis if you don't understand the question. So before beginning your research, take the time to analyze the above statement.
- There are many sources, so you will want to divide them among the group. Have group members be responsible for the annotated bibliographic information on their sources.
- Don't neglect the cartoons; they are often an invaluable source.
- Work as a group. Plan to meet at least three times to discuss what each member has been doing and to decide which members will do the oral presentation.
- Use the rubric as a guide when planning your presentation.

The following sources will help you find the materials you need to do your evaluation.

Primary Sources

Andrew Carnegie, *The Gospel of Wealth*, “An Employer's View of the Labor Question”: www.webpal.org/webpal/a_reconstruction/lets/carnegie/employer.htm

Andrew Carnegie, “Wealth,” *North American Review*, CCCXCI, June 1889:
<http://alpha.furman.edu/~benson/docs/carnegie.htm>

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George Washington Plunkitt, “On the Shame of the Cities”:
www.yale.edu/glc/archive/992.htm

William L. Riordon, *Plunkitt of Tammany Hall* (selections):
<http://history.hanover.edu/courses/excerpts/336plunkitt.html>

Upton Sinclair, *The Jungle*: www.pagebypagebooks.com

Lincoln Steffens, from *The Shame of the Cities*:
www.edheritage.org/1910/teach/1904steffens.htm

Cartoons

“Bosses of the Senate”: www.npr.org/features/feature.php?wfid=1491981

“Forty-Millionaire Carnegie in His Great Double Role”:
www.bgsu.edu/departments/acs/1890s/carnegie/cartoon2.html

“In Counting There Is Strength”: www.heroines.net/Counting.html

“Why Our Cities Are Badly Governed”:
http://history.osu.edu/Projects/Rams_Horn/BadlyGoverned.htm

Secondary Sources

The American Experience—“The Richest Man in The World”:
www.pbs.org/wgbh/amex/carnegie

Constitutional Rights Foundation: “Social Darwinism and American Laissez-faire
Capitalism”: www.crf-usa.org/bria/bria19_2b.htm

Oscar Handlin, *The Uprooted*, “Democracy and Power” (chapter 8), New York:
Little Brown and Company, 1951.

Richard Hofstadter, *Social Darwinism in American Thought*, Boston:
Beacon Press, 1992.

Edwin O’Connor, *The Last Hurrah*, New York: Back Bay Books, 1982 (1st ed.:
New York: Little, Brown, 1956).

Grading Rubric

Assess the validity of the following statement:

In many ways, the moral and ethical standards of these urban bosses were equal to those of philanthropists such as Andrew Carnegie or many progressive reformers. Or to put it another way, Andrew Carnegie gave millions to build libraries, fund colleges, and promote world peace, yet he would not pay his workers a living wage or allow them to join unions. Tammany boss George Washington Plunkitt practiced and became wealthy through “honest graft,” yet he saw making the daily life of his constituents better as part of his job.

Scoring Guidelines

- 0 = Not present
- 1 = Present, but flawed and incomplete
- 2 = Present
- 3 = Present and sophisticated

Opening Remarks Defining the Group’s Position on the Statement

- Score _____ Fully addresses all the issues posed by the statement
- Score _____ Takes a position on some of the issues posed by the statement
- Score _____ Doesn’t address the issues posed by the statement
- Total _____

Evidence to Support Position

- Score _____ Has solid evidence to support the thesis presented by the group
- Score _____ Statement of evidence is well organized and easy to follow
- Score _____ Acknowledges and addresses evidence that might contradict the thesis
- Total _____

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Annotated Bibliography

Score _____ Complete citations for a significant number of sources

Score _____ Citations for some sources

Score _____ A few, or incomplete, citations for a few sources

Total _____

Overall Total _____

Racism and Immigration

Cora Greer
University of Maine at Machias
Machias, Maine

Introduction

This lesson plan is designed for either two 50-minute class periods or one 90-minute period. It should be used after students have had a good overview of the Progressive Era and would work well in conjunction with a lesson focusing on the increasingly dire plight of African Americans in the era. There are a number of ways teachers might want to structure this lesson, though the materials on stereotyping would certainly lend themselves to group work. Teachers may also want to edit the documents or eliminate some completely. All source materials are available online—except David Saville Muzzey’s *American History* (1911), an excerpt from which appears at the end of this lesson plan—and teachers may want to explore some in further depth.

The Progressives, like all of us, were products of the thinking of their time. Thus the most important objective in this lesson is to show students how pseudoscientific theories of race universally rejected today were accepted by a large number of people who deemed themselves progressive reformers.

Background

The United States has always been a nation of immigrants. Millions of men and women from the seventeenth century to the present were motivated to immigrate to America by the promise of economic opportunity and/or freedom from religious or political persecution.

Concern over an open-door policy for immigrants existed from the beginnings of the republic. Nativism was a potent political force in the antebellum period, and nativist concerns were still in place following the Civil War. An influx of Chinese immigrants to the West Coast resulted in the passage of a series of immigration restriction laws in the 1880s. The same decade saw the beginnings of a new wave of European immigration that would bring 15 million newcomers to America by 1910.

This “new immigration” was based in eastern and southern Europe, and its immigrants brought languages, customs, and religious beliefs that were different from those of

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native-born Americans. The majority settled in the large cities of the Northeast and the middle Atlantic states, where they worked in factories and settled near their countrymen in ethnic neighborhoods.

Unfortunately, these newcomers arrived in America at a time when the ideas of social Darwinism were in vogue, and theories on a hierarchy of racial superiority were being proposed both here and in Europe. In the new racial scheme, nationality and religion were considered racial characteristics—and not all Caucasians were “white.” At the top of this hierarchy of race were the Anglo-Saxons of northern Europe; at the bottom were those of African descent. In between were the other, less desirable “races,” such as the Italians, the Jews, the Chinese, and the Arabs. Thus, for much of the first half of the twentieth century, the “new immigrants” and their children were caught in a trap of xenophobia and racism.

Lesson Objectives

1. To make students aware of the pervasiveness of racism and xenophobia in the late nineteenth and early twentieth centuries
2. To help students understand the nature of racial and ethnic stereotyping during this period
3. To show students how pseudoscientific theories of race were accepted by many people who deemed themselves progressives and reformers

Section 1: Racism and Xenophobia

In the late nineteenth century, in both Europe and the United States, social scientists and intellectuals developed theories proclaiming the racial superiority of Caucasians, in particular the Nordic “races” of northern Europe. These theories purported to be based on science and were given credence by the apparent domination of the world by the Great Powers, which, after 1898, included the United States. The most significant of these writers in the United States was Madison Grant. The founder of the New York Zoological Society, Grant believed the foundation of our national and cultural life lay in racial purity. He was appalled by the mixing of European races under way in America. His book *The Passing of the Great Race* (1916) warned that the ruling race of the Western world had begun to wane because of a “fatal belief” that environment could alter heredity. Using Darwin and Mendelian genetics to support his argument, Grant said flatly that different races do not blend, that mixing “gives us a race reverting to the more ancient and lower type.”

Teaching About Urban Immigration in AP U.S. History

Sue Reeder
Winter Springs High School
Winter Springs, Florida

Teachers can use the following outline to incorporate the topic of urban immigration into various time periods covered by the AP U.S. History course, structuring a course-long thematic approach to the issue. The lesson plan offers discussion questions about urban immigration, resources for studying the subject, and—to help the teacher guide individual student research—background notes on the settlement of each of eight urban centers.

Students can also be divided into groups and assigned an urban center to research and present information about to the rest of the class. This activity can be used as a review before the AP Exam. A map of the United States with each city's location could enhance the lesson, providing students with historical and geographical knowledge of the urban center.

Another idea is for one or more groups to select an urban center and trace the changing patterns of immigration to that area during the course of the school year.

Introduction

Immigrants have impacted American cities since their first arrival in Boston. These immigrants came and are still coming, drawn by economic opportunity, political freedom, family reunification, or force, or fleeing religious intolerance or political oppression at home. Scholars of ethnicity have moved from treating ethnicity in the United States as a “melting pot” of assimilation to more of a “salad bowl” of respect for diversity.

Objectives

1. To trace the journey of immigrants in various cities and the impact that immigration had on each city as well as on other contemporary events. What brought the immigrants to this city?
2. To understand how the various immigrant patterns shaped the social, political, and economic face of America. What labor characteristics did they bring with them? What geographic patterns were created? How did their religion influence their politics?

Thought Question

This question is based on the free-response section of the 1971 AP United States History Exam.

Account for the growth of urban centers in the following areas and in the time periods indicated:

Boston: 1630–1700

Cincinnati: 1790–1860

New York: 1790–1860

Chicago: 1830–1900

New Orleans: 1790–1860

Salt Lake City: 1845–1900

Atlanta: 1870–1940

Los Angeles: 1890–1960

Questions for discussion:

1. Which groups were most likely to vote Democratic? Republican?
2. Is there a connection between religion and ethnicity and voting patterns?
3. Do these same patterns hold true today?
4. For each of the urban centers described below, define in two or three sentences the impact a specific immigrant group had on the social, economic, and political growth of that center.

Outline of Settlement of Selected Urban Areas

Boston: 1630–1700

- Immigrants were drawn mainly from England.
- A majority were of Protestant faith: Puritans or Congregationalists.
- Boston was the largest city in British North America until 1790.
- Urban artisans made up a large percent of the city's population.
- Over time, the economic gap between the city's wealthy and poor increased.

New York: 1790–1860

- New York had a superior harbor for commerce and immigration.
- Liberal state laws allowed inland merchants to purchase and trade goods in the city, which encouraged movement to the city.
- The British dumped goods after the War of 1812, and an import center was created.

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- The Erie and other canals within the state opened the interior of North America to coastal trade, and a trading mecca was established.
- The immigrant population made up half of the city's total population.
- The Irish and the Germans were the largest groups of immigrants.
- Catholics made up a large percentage of the population.
- Many immigrants had jobs as merchants, shipbuilders, and sailors.

New Orleans: 1790–1860

- The city became a commercial port and financial intermediary for goods being shipped east, west, north, and south.
- Sugar and rice were the major crops shipped.
- The city became the banking center of the Mississippi River.
- Few blacks lived in the city in the early nineteenth century.
- French immigrants arrived in the early 1800s after failing to grow grapes and olives in nearby Alabama.
- By 1860, 40 percent of the city's population was made up of immigrants, with a heavy mix of Germans and Irish.
- The city's population increased 65 percent between 1840 and 1860.
- Catholicism heavily influenced the area.

Cincinnati: 1790–1860

- Nicknamed “Porkopolis,” Cincinnati was the country's largest meatpacking city.
- A large German population helped create a manufacturing and industrial center; German-born Jews brought butchering and tailoring skills.
- The city's population increased from 40,000 in 1830 to 161,000 in 1860.
- The original “Gateway to the West,” the city had become the nation's third-largest industrial center by 1840.
- Workers complained of wage slavery (with so much industry, workers were taken advantage of).
- Protestant workers attacked the Irish and Germans in 1855.
- The city's population practiced a variety of religions.

Chicago: 1830–1900

- Chicago's population grew from 250 in 1840 to more than one million in 1900.
- In the 1860s, Chicago surpassed Cincinnati as a meatpacking center.
- The Union Army chose the city during the Civil War to provide meat provisions for troops.
- A machine for killing of hogs was invented here.

- The building of the Union Stockyards in the 1870s created a demand for more labor for meatpacking and hence led to an increase in population.
- The Irish and Germans came in the 1850s, followed by Bohemians and Poles in the 1870s and 1880s; then Slovaks, Lithuanians, Ukrainians, and Russians in the 1890s.
- Immigrant groups brought animal and farming skills to meatpacking.
- The city became the economic capital of the Great Plains as a commercial rather than an industrial center.
- Many different religions were brought by the variety of immigrants.

Salt Lake City: 1845–1900

- Mormons led by Brigham Young created a state of “Deseret.”
- The city became a stopping-off point for those traveling to California, Oregon, or Washington.
- The transcontinental railroad brought many immigrants.
- Mining encouraged immigration.
- Germans, Scandinavians, Greeks, Italians, and Slavs were the largest groups of immigrants.
- A variety of cultures and religions flourished alongside Mormonism.

Atlanta: 1870–1940

- Because of waterways, bridges needed to be built for travel and shipping goods; the government encouraged the building.
- The city needed to be rebuilt after being destroyed by Sherman.
- Atlanta became a major railroad city that linked cities and towns throughout the South.
- Because of railroads and waterways, textile mills sprang up, and jobs were created.
- The city was a major showpiece of the New South movement.
- Blacks moved from plantations to the city.
- British, French, and other Europeans came with textile experience; they settled in rural areas, yet their capital gains encouraged the diversification of industry.
- The city had a variety of religions—mostly Protestant in background.

Los Angeles: 1890–1960

- Population grew almost 15 times larger between 1880 and 1920.
- Garment sweatshops in the downtown area provided jobs.
- Immigrants settled in rooming houses in the Westlake area.
- 40 percent of immigrants were Mexican.
- Most workers were blue-collar.

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- Seasonal laborers did not achieve economic success to the same degree that other workers did.
- Hispanic immigrants brought Catholicism.

Primary Sources in Brief

Protestants of all persuasions—Anglicans, Lutherans, Calvinists, Presbyterians, Anabaptists, Quakers, and hundreds of other sects—this is the core of the population . . . Everything I have observed to date leads me to think that Catholics are increasing in number in a prodigious manner. New England and the Mississippi Basin are beginning to fill up with them.

Alexis de Tocqueville, *Selected Letters on Politics and Society*, ed. Roger Boesche (1985) [1830s]

The cotton and woolen cloths made in New York are valued from 15 to 18,000,000 dollars per ann. There are large manufactories of iron, wool, cotton, leather, glass, paper, &c. &c.

“Great National Interests,” in *Niles Weekly Register*, ed. Hezekiah Niles (Baltimore, Maryland: October 21, 1826)

Cities are liable to occasional depressions of trade, resulting from over production, or the successful rivalry of foreign nations . . . owing to the intense severity of certain seasons, there is a total cessation of employments of particular kinds, by which vast numbers of people are flung idle on the streets.

John Francis McGuire, *The Irish in America* (New York: 1868)

Dear mother: I wish you were all as well off as we now are: there is no want of meat and drink here. We have a gallon of spirits every week; and I have a bottle of porter everyday myself, in short I have everything I could wish.

Historical Aspects of the Immigration Problem, ed. Edith Abbott (1926)

As many as two hundred pieces of furniture . . . until up on the upper floors they receive their final dressing . . . This is but one of the many cabinet ware establishments in Cincinnati, which supply the South, West, and Southwest with materials for housekeeping of all sorts on an extensive scale.

Charles Cist, *Sketches and Statistics of Cincinnati in 1851* (1851)

During this year I have traversed seventeen states and obtained in that time six weeks work . . . I have been repulsed as a “tramp and vagabond.”

National Labor Tribune (September 7, 1875)

Dear parents, someone wanted to know if we have German churches here, there are enough here, and it's a great pleasure for us to hear the gospel preached as well as in Germany, but I wouldn't tell my family to come here just because of that, except young people, for it's hard to travel as a family and it costs quite a lot.

Helbich, Wolfgang, et al., eds., *News from the Land of Freedom: German Immigrants Write Home*, trans. Susan Carter Vogel (Ithaca, New York: 1988)

Online Sources About Immigration

Immigration Pathfinder (National Cathedral School)—
<http://207.238.25.30/library/pathfinders/Immigration.htm>

Internet Modern History Sourcebook: U.S. Immigration—
www.fordham.edu/halsall/mod/modsbook28.html

Kingwood College Library: American Cultural History—The Nineteenth Century—
<http://kclibrary.nhmccd.edu/19thcentury.html>

“Los Angeles and Its Immigrants” by Roger Waldinger—
www.international.metropolis.net/research-policy/losang/index_e.html

The Meatpacking Industry of Chicago: The Early Years of the Union Stockyards—
www.lib.niu.edu/ipo/iht639944.html

“Sex, Race, Religion, and Partisan Realignment” by Jo Freeman—
www.jofreeman.com/polparties/sexracrel.htm

United States Immigration, 1840-1940: A Selective Guide to Materials in the British Library—
www.bl.uk/pdf/immigration.pdf

Yale-New Haven Teachers Institute: Immigration and American Life—
www.yale.edu/ynhti/curriculum/units/1999/3

America Responds to Industrial-Era Immigrants, 1865–1927

Robert F. Zeidel
University of Wisconsin-Stout
Stout, Wisconsin

Objective

Understand how the United States, as it modernized and established itself as an industrialized world power, responded to the arrival of myriad immigrants from Europe, Asia, and the Americas and ultimately imposed immigration restrictions.

Discussion Points

A lesson plan on immigration should discuss major issues involving immigration, ethnic identity, and American national identity, including:

1. The nature of America's increasingly diverse population
2. Economic push and pull factors in attracting immigrants
3. Anti-immigrant reactions on the part of established Americans
4. The ultimate imposition of immigration restrictions in the early twentieth century

Part 1: Colonial and Antebellum Immigration

Students should review previously covered material to reinforce the idea that the United States, prior to the mass migration of the era of industrialization, had both a multiethnic population and a pattern of negative behavior toward some groups.

Key Concepts

1. The United States, since its colonial inception, had always been a multiethnic nation.
 - a. Although most of the early European arrivals came from the northern and western regions, including the British Isles, the Netherlands, Sweden, and the Germanic regions, smaller numbers came from other locations or represented minority ethnic groups, such as the Portuguese Jews who established the first synagogue in New Amsterdam in 1654.
 - b. African Americans constituted a major component of colonial and early U.S. society, but their experience differed in that they arrived in bondage, as slaves. However, some obtained their freedom and established ethnic communities, especially in the growing urban areas.
 - c. Irish immigrants arrived in large numbers (about 2 million) between 1820 and 1860. They were notable for their large numbers and their Catholicism.

2. Some government and popular actions before the Civil War reveal public ambivalence or antipathy to immigrants.
 - a. The Alien Act of 1798, which targeted alleged French Jacobins, established a longer waiting period for naturalization and gave the president power to deport aliens deemed “dangerous” to the United States.
 - b. An anti-Catholic movement, targeting Irish and German immigrants, appeared in the 1830s. The Know-Nothing movement of the 1840s and early 1850s proposed a variety of nativistic policies, including a longer naturalization period, but no such proposal was passed by Congress.

Student Activity

As most of this material will have been covered in earlier units, the instructor could use a question-and-answer format to reemphasize some of these themes.

Questions:

- What were some of the ethnic groups that populated the British North American colonies, and where did each one principally live?
- What was the largest group of non-European migrants, and how were they treated differently from Europeans?
- How did Americans view Irish immigrants, and why? How did this affect their response to these new arrivals?

Relevant text:

- Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life*.

Part 2: Mass Immigration During the Gilded Age and Progressive Era, 1865–1929

Students should understand America’s increasingly diverse ethnic composition, the “push and pull” factors that brought immigrants to the United States, and their settlement and employment patterns in the United States.

Key Concepts

During the late nineteenth and early twentieth centuries, the United States changed from rural and agrarian to urban and industrial, with a corresponding rise of big business, which in turn attracted millions of immigrants, including Europeans, Asians, and Latinos.

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- a. Between 1865 and 1927, American immigration became more ethnically diverse, with the inclusion of southern and eastern Europeans, Asians, and Mexicans.
- b. Most immigrants came for economic reasons, especially the opportunities with the emerging industrial economy.
- c. The majority of immigrants entered the increasingly visible working class, which many established Americans associated with strikes and other manifestations of labor unrest.
- d. Immigrants also tended to settle in ethnic enclaves located in larger cities.

Student Activities

1. Using the Ellis Island and Immigration History Research Center Web sites at the end of this piece, have the students look for evidence of the growing ethnic pluralism between the end of the Civil War and World War I.
2. Use the same sites to have students find evidence of immigrants and industrial work. Encourage students to make connections between the immigrant workers and the class discussion of labor issues.
3. Have students look at the images and study the Web site text of *How the Other Half Lives* (URL given below). Ask them to discuss how the work's images of immigrants, both visual and verbal, might contribute to growing public concerns about large numbers of immigrants.

Relevant texts:

- John Higham, *Strangers in the Land: Patterns of American Nativism 1860–1925*.
- Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*.

Part 3: The Immigration Restriction Movement

Students should understand the Gilded Age and Progressive Era developments that led to the imposition of immigration restrictions, first against Asians and then Europeans.

Key Concepts

1. Leading authors and politicians voiced growing concerns about large numbers of immigrants, their alien characteristics, and a perceived association between immigration and socioeconomic problems.
 - a. Organization of the American Protective Association (APA, 1887) and the Immigration Restriction League (IRL, 1894)
2. Efforts to alleviate socioeconomic problems, especially those with which immigrants were associated, dominated the Progressive Era, 1900 to 1920s.

3. Antiradicalism increased, beginning in the late 1800s and culminating with the Red Scare from 1919 to the early 1920s. Antiradical efforts often targeted immigrants, who were suspected of adhering to “un-American” doctrines.
4. The United States Immigration Commission, or Dillingham Commission, studied the immigration issue from 1907 to 1910.
 - a. Thorough investigation of immigration, 41 volumes of reports
 - b. Recommendation of immigrant exclusion based on socioeconomic necessity, endorsement of the literacy test, and mention of a quota system
5. Congress imposed selective restrictions from 1882 to 1903:
 - a. Exclusion of convicts, the mentally feeble, and those likely to become “public charges,” 1882
 - b. Exclusion of Chinese laborers/coolies, 1882
 - c. Exclusion of contract laborers, 1885
 - d. Exclusion of paupers and those suffering from “loathsome disease,” 1891
 - e. Exclusion of anarchists and other radicals, prostitutes, and the insane, 1903
6. Congress imposed general exclusions:
 - a. Literacy test, 1917
 - b. Initial quota system, 1921, thereafter extended for three years
 - c. Permanent quota system, 1924, lower number and more ethnically discriminatory allotments

Student Activities

1. Using the Ellis Island and Angel Island Web sites, have the students find images and text that reveal how the immigration stations acted as both points of entry and points of exclusion.
2. Using the Web sites on immigration restrictions at the end of this piece and the text of the 1917 and 1924 acts (which are available on some of those sites), discuss the following issues:
 - a. How **nativism**, the dislike or distrust of immigrants based on their ethnic and cultural differences, contributed to the imposition of various restrictions
 - b. How the Progressive efforts to eliminate the socioeconomic problems associated with industrialization and immigration contributed to the imposition of restrictions
 - c. How antiradicalism contributed to the imposition of restrictions

Relevant texts:

- Higham, *Strangers in the Land*
- Andrew Gyory, *Closing the Gate: Race, Politics, and the Chinese Exclusion Act*

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- William Preston Jr., *Aliens and Dissenters: Federal Suppression of Radicals, 1903–1933*
- Robert F. Zeidel, *Immigrants, Progressives, and Exclusion Politics: The Dillingham Commission, 1900–1927*

Bibliography

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life*. New York: HarperCollins, 1990. Good general history of American immigration.

Gyory, Andrew. *Closing the Gate: Race, Politics, and the Chinese Exclusion Act*. Chapel Hill, North Carolina: University of North Carolina Press, 1998. Covers the politics of Chinese exclusion.

Higham, John. *Strangers in the Land: Patterns of American Nativism 1860–1925*. New Brunswick, New Jersey: Rutgers University Press, 1955. Standard history of American response to immigration.

Jacobson, Matthew Frye. *Whiteness of a Different Color: European Immigrants and the Alchemy of Race*. Cambridge, Massachusetts: Harvard University Press, 1998. Discusses some of the conceptualizations that fueled the restriction movement.

Preston, William, Jr. *Aliens and Dissenters: Federal Suppression of Radicals, 1903–1933*. Cambridge, Massachusetts: Harvard University Press, 1963. Covers how antiradicalism contributed to immigration restriction.

Zeidel, Robert F. *Immigrants, Progressives, and Exclusion Politics: The Dillingham Commission, 1900–1927*. DeKalb, Illinois: Northern Illinois University Press, 2004. Discusses the imposition of immigration restrictions as part of the Progressive movement.

Web Sites

A site with images portraying the increasingly diverse immigration to the United States in the twentieth century: www.ihrc.umn.edu/collage/index.htm (go to “Search Our Images”)

A site on economic push-and-pull factors in attracting immigrants:
www.ellisland.org/immexp/wseix_5_3.asp

The text of Jacob Riis's *How the Other Half Lives*, which covers immigrant life in the late–nineteenth century New York City:

www.cis.yale.edu/amstud/inforev/riis/title.html

A site on anti-immigrant reaction:

http://history.osu.edu/Projects/Clash/Imm_KKK/Immigration%20Pages\Immigration-page1.htm

Sites discussing the imposition of immigration restrictions:

- <http://historymatters.gmu.edu/d/5080>
- www.spartacus.schoolnet.co.uk/USAE1917A.htm
- www.usconstitution.com/ImmigrationActof1924.htm
- www.u-s-history.com/pages/h1398.html

Special Focus: Immigration in U.S. History

The Call for Immigration Restriction

Geri Hastings
Catonsville High School
Catonsville, Maryland

Objective

Students will evaluate arguments for and against unlimited immigration.

Introduction

In this debate simulation, students have the opportunity to debate immigration and the calls for its restriction in the United States in the late nineteenth and early twentieth centuries.

This activity consists of two simulations in one class period:

1. Students first engage in a one-on-one debate over the issue of immigration restriction utilizing primary sources written by people who debated this issue in the late nineteenth and early twentieth centuries; the debate is judged by a third student playing the role of a newspaper editor.
2. Students then simulate an editorial board meeting in which newspaper editors discuss the position the newspaper should take on restricting immigration.

Debate Scenarios and Characters

Teachers should select one of the following debate scenarios **based on availability of resources**. Each debate scenario includes two opposing characters and a newspaper editor who judges the debate:

Scenario 1

Topic

A general debate concerning the issue of immigration restriction that takes place in 1921

Characters

Louis Marshall (opponent of immigration restriction) versus Congressman Lucian W. Parrish (a proponent of immigration restriction)

Primary Sources

Louis Marshall—"Against Immigration Restrictions Based on National Origin" in *The Annals of America*, vol. 13 (Chicago: Encyclopedia Britannica Inc., 1968), 423–427.

Lucian W. Parrish—"A Congressman Calls for Restriction (1921)" in John Hollitz, *Thinking Through the Past*, vol. 2, 1st ed. (Boston: Houghton Mifflin Company, 1997).

Scenario 2

Topic

A debate concerning the issue of immigration restriction set in 1914

Characters

Edward Alsworth Ross (proponent of immigration restriction and professor of sociology at the University of Wisconsin, Madison) versus A. Piatt Andrew Jr. (opponent of immigration restriction and professor of economics at Harvard University)

Primary Sources

Bruno Leone and William Dudley, eds. *Opposing Viewpoints in American History*, vol. 2 (San Diego: Greenhaven Press, 1996), 126–135.

Scenario 3

Topic

A congressional debate sparked by the introduction of the Johnson-Reed Bill in 1924 (the Immigration Act of 1924)

Characters

Representative Robert H. Clancy of Detroit (opponent of immigration restriction) versus Senator Ellison DuRant Smith of South Carolina (proponent of immigration restriction)

Primary Sources

An "Un-American Bill": A Congressman Denounces Immigration Quotas,
<http://historymatters.gmu.edu/d/5079>

"Shut the Door": A Senator Speaks for Immigration Restriction,
<http://historymatters.gmu.edu/d/5080>

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Simulation Procedures

Students are placed in groups of three or four depending upon class size. In each group, one student plays the role of a specific proponent, and a second student plays the role of a specific opponent of immigration restriction. A third/fourth student(s) plays a newspaper reporter/editor who listens to the debates and then meets with the editorial board of his/her newspaper to decide whether the board should endorse or oppose immigration restriction.

The debate should address the following questions:

- How did the composition of immigrants change after 1880?
- How were the “new” immigrants post-1880 different from the “old” immigrants pre-1880?
- Which immigrants, if any, should be targeted for restriction?
- What were the fears of native-born Americans regarding the new immigrants?
- Which groups in American society favored immigration restriction, and which groups opposed such restriction?
- How will restriction solve the problems of America?
- What are the benefits of immigration restriction? What are the drawbacks of immigration restriction?
- Should the United States adopt a policy of immigration restriction?

In each group, the debaters debate the issue of immigration restriction from the point of view of their characters, the debate being judged by the newspaper reporter/editor. All debates are argued simultaneously within the classroom.

Prior to the debate, all students should read the following for homework, and the opponents and proponents of immigration restriction should prepare five minutes' worth of argument, taking notes on index cards for the debate:

- Pages in the textbook on immigration restriction in the first two decades of the twentieth century
- Maldwyn Allen Jones, *American Immigration*, 1st ed., “The Demand for Restriction 1882–1924” (chapter 9), (Chicago: The University of Chicago Press, 1960).

Or

- John Higham, “Racism and Immigration Restriction,” in John Hollitz, *Thinking Through the Past*, vol. 2, 1st ed., (Boston: Houghton Mifflin Company, 1997).
- Primary sources from scenarios 1, 2, or 3.

Debate Procedure

- Students should be divided into groups of three: (1) reporter/editor, (2) proponent of immigration restriction, and (3) opponent of immigration restriction. (If the number of students is not divisible by three, two students can play the role of editor/reporter in one group, or the teacher can serve as the editor/reporter for one group and not participate in the editorial board discussion.)
- The students in each group playing the proponent and opponent of immigration restriction should prepare five minutes' worth of arguments that will be delivered in the debate. All notes must be on index cards. Each student should also prepare in advance a minimum of two questions for his/her opponent and place each question on a separate index card. Reporters/editors should be reading the arguments of both debaters so they are familiar with the arguments on both sides.
- The proponent of immigration restriction begins by delivering his/her arguments, utilizing the entire five-minute time frame. When the time ends, the opponent of immigration restriction argues his/her case.
- Following the opening arguments, each debater has two minutes to prepare questions to ask the opponent.
- After the two-minute preparation time, the debaters have three minutes to pose questions to each other.
- Editors have four minutes to ask questions of both debaters.
- Debaters each have two minutes to summarize their arguments.
- At the conclusion of the debate, the debaters remain in the classroom while the reporters/editors move to a hallway or another classroom for seven minutes to grade the debaters and to select an editor-in-chief.

Editorial Board Meeting

- While the reporters/editors are meeting, proponents/opponents of immigration rearrange the desks into two circles, an inner circle for the reporters/editors and an outer circle for the proponents and opponents of immigration.
- Teachers, if they choose, may (1) designate some reporters/editors as conservatives who favor restriction and others as liberals who oppose restriction, (2) have reporters/editors select a piece of paper designating them as liberals or conservatives, or (3) have the reporters/editors take the position of the debater in their group who had the most convincing argument.
- **Fifteen to twenty minutes of debate/discussion** on whether the United States should adopt a policy of immigration restriction should now take place among the reporters/editors.

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- At the end of the editorial board meeting, the editor-in-chief of the newspaper calls for a vote as to whether the newspaper will support or oppose a government policy of immigration restriction. A vote is taken. Following the vote, the debaters from the first activity (the proponents and opponents of immigration restriction) grade their editors/reporters and submit their grading sheets to the instructor.

Assessment

For homework, all students write an editorial from the point of view of their debate character either supporting or opposing immigration restriction. The editorial should cover information addressed during the debate.

Resources

Print

The Annals of America. Chicago: Encyclopedia Britannica Inc. 1968.

Historical Statistics of the United States Colonial Times to 1970. Part 1. Washington, D.C.: U.S. Bureau of the Census, 1975.

Hofstadter, Richard. *Great Issues in American History*. Vol. 3, *From Reconstruction to the Present Day, 1864–1981*. New York: Vintage Books, 1982.

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Hyser, Raymond, and J. Chris Arndt. *Voices of the American Past Documents in U.S. History*. Vol. 2. 1st ed. New York: Harcourt Brace College Publishers, 1995.

Jones, Maldwyn Allen. *American Immigration*. 1st ed. Chicago: The University of Chicago Press, 1960.

Leone, Bruno, and William Dudley, eds. *Opposing Viewpoints in American History*. Vol. 2. San Diego: Greenhaven Press, 1996.

Web Sites

“Shut the Door”: A Senator Speaks for Immigration Restriction—
<http://historymatters.gmu.edu/d/5080>

An “Un-American Bill”: A Congressman Denounces Immigration Quotas—
<http://historymatters.gmu.edu/d/5079>

Contributors

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About the Editor

Sue Reeder has 26 years of teaching experience. She currently teaches AP U.S. History in Seminole County, Florida, at Winter Springs High School. She teaches AP summer institutes at the University of Georgia and University of North Carolina at Charlotte. In addition, Sue is a Table Leader and Reader for the AP U.S. History Exam and a workshop consultant for AP U.S. History, Vertical Teams in social studies, and interdisciplinary strategies in English and social studies. She has been County Runner Up for Teacher of the Year and twice selected Florida Council Secondary Social Studies Teacher of the Year representing her county. Sue recently traveled to the Ukraine with the American Councils for International Education.

Cora Greer has taught in California, Massachusetts, and Maine—most recently at the University of Maine at Machias. She has served as Reader and Table Leader at the AP U.S. History Exam Reading; been a consultant for workshops in AP U.S. History, Building Success, and Vertical Teams; and won the College Board New England region's Advanced Placement Recognition Award for Excellence in Teaching.

Geri Hastings has 31 years of experience as a high school social studies teacher in Baltimore County, Maryland, and is currently chair of the social studies department at Catonsville High School. She has led an AP summer institute at Maryland's Goucher College since 1995 and has conducted summer institutes at Wilkes University in Pennsylvania and the University of the Virgin Islands, St. Croix. In addition, she is a Table Leader and Reader for AP U.S. History and a workshop consultant for AP U.S. History, Vertical Teams in social studies, and SOAPStone. The National Council for the Social Studies named her Outstanding Secondary Social Studies Teacher of the Year for 2003–2004, and the Daughters of the American Revolution named her as their National U.S. History Teacher of the Year for 2004–2005.

Diane C. Vecchio is an associate professor of history at Furman University in Greenville, South Carolina. Her forthcoming book, *Merchants, Midwives, and Laboring Women: Italian Migrants in Urban America*, will be published by the University of Illinois Press. She has been Chief Reader for the AP U.S. History Exam.

Special Focus: Immigration in U.S. History

Robert F. Zeidel is a senior lecturer at the University of Wisconsin-Stout, where he has taught American history and historical methods for the past 15 years. He has published a book and numerous articles dealing with immigration and ethnic history. For the past 13 years, he also has served as either a Reader or Table Leader at the AP U.S. History Exam Reading. Additionally, he has comoderated the AP U.S. History Electronic Discussion Group, presented AP workshops to local high school students, and codirected AP workshops at the University of Wisconsin-River Falls.

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