

SREB Readiness Courses
Transitioning to college and careers

Ready for High School: Literacy

Academic Notebook

History Unit 2
Immigration in
American History
Informational Text



Name

Unit 2

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Course Overview

In this second history unit, you will be tracing a phenomenon of immigration that has been occurring in this country even before it was formed. Issues surrounding immigration are not new. Based on what groups chose to emigrate to the United States and the political, economic and social, conditions of the time, immigration generated unique situations for the new country that extend even until today. You will explore issues in immigration over time and prepare to write an essay based on a series of documents that you will read. Along the way, you will be taking notes and accurately creating citations for each text you read to help support the position you will take on the final writing assignment.

Purposes of the Academic Notebook

The Academic Notebook has several roles in this course. First, you will keep a record of your reading of the various texts in this unit. The notes that you will be used to help you make sense of the issue of immigration and how immigration affected the development of the nation.

A second role of the notebook is to provide you with opportunities to reflect on your readings and to make connects between immigration and the time periods during American history. A third role is to provide you with opportunities to make note of new vocabulary that you encounter in the text and collect information about the meanings of those words. To carry out this role, you will be expected to learn and understand the vocabulary words and incorporate them correctly in your written assignments.

The final role of the notebook is that of an assessment tool. Your instructor may periodically take up the notebooks and review your work to insure that you are remaining on task and to assist you with any material that is causing you difficulty. At the end of this six-week module, your instructor will review the contents of this notebook as part of your overall grade. Thus, it is important that you take this work seriously as this notebook becomes the record of your activity in this course.

You will notice that some of the work involved in this course will need to be done as homework. For some of you, this amount and difficulty of homework may be a challenge. As the purpose of this course is to prepare you for the types of reading and writing you will do in high school, and as high school courses typically require significant amounts of homework, it is important that you commit yourself to maintaining consistency in your homework.

The Academic Notebook is organized by lesson, and your teacher will give you instructions on which pages you should attend to during class and for homework.

Lesson 1

Gateway Lesson – Introduction to the Topic

Activity

1.1 Gateway Activity

Examine the pictures carefully. On the spaces provided with each photograph write down all of the details you see. Include what relationship the people likely have with each other. Can you tell what they are doing? Be prepared to discuss with your class and teacher.

Photograph 1



Photograph 2



Photograph 3



Photograph 4



Assessment for Activity 1.1

- Select one of the pictures, and make up a story about the people depicted in the photograph. You may write about them as a group or select one person to write about.
- OR: Chose one of the people, assign him/her a name, and write a letter that person might send back home to friends or family about their arrival or their life in America.
- In your story or letter, **include information that you sourced from the picture.**

The following page has space to write your essay, as well as the rubric for how your teacher will evaluate it.

Did I:

- | | |
|---|------------------|
| 1. Write in complete sentences | 25 points |
| 2. Refer to at least 4 pieces of evidence from the photograph | 25 points |
| 3. Write a cohesive and plausible story or letter | 50 points |

Immigrant Story or Letter

Activity

1.2 Introduction to the Task and Context Reading

By now your teacher has introduced the essential question for this unit (the topic which you will be exploring) and talked to you about what your final task for the end of this unit of study will be. In this activity, you will be practicing close reading, a skill you were introduced to in the last unit as you learn about the history of immigration in the United States. As you read, you will likely encounter vocabulary with which you are unfamiliar. Using a (yellow) highlighter, highlight any vocabulary words you do not understand. With a (green) highlighter, highlight any phrases or information that you think will be especially useful in answering the essential question. REMEMBER, less is more when using a highlighter! It is not particularly useful to highlight entire paragraphs or pages of information.

Here is the essential question so that you can reference it as you read:

How did the immigration experience of different ethnic groups compare as they entered and assimilated into the United States?

Since there were so many immigrant groups entering the United States, we are narrowing our focus to the following ethnic groups: Irish, Eastern European, Italians, Chinese, and Hispanics

You may also wish to annotate the text as you read. Annotating a document simply means to write a short note or explanation beside a passage that you may want to refer to later. It could also be a question that you may want to ask your teacher or seek an answer for later that would help you understand the text better. We will work more on annotations in a later lesson, but you may want to make an attempt now.

When you have finished reading, there is a graphic organizer at the bottom of the text where you will put the vocabulary words you identified in the reading. Remember to look for the context clues in the sentences in which they are found. These clues will help steer you to the meanings of the words.

History of Immigration in the United States

(Paragraph 1) From its earliest days, America has been a nation of immigrants, starting with its original inhabitants, who crossed the land bridge connecting Asia and North America tens of thousands of years ago. By the 1500s, the first Europeans, led by the Spanish and French, had begun establishing settlements in what would become the United States. In 1607, the English founded their first permanent settlement in present-day America at Jamestown in the Virginia Colony.

(Paragraph 2) Some of America's first settlers came in search of freedom to practice their faith. In 1620, a group of roughly 100 people later known as the Pilgrims fled religious persecution in Europe and arrived at present-day Plymouth, Massachusetts, where they established a colony. They were soon followed by a larger group seeking religious freedom, the Puritans, who established the Massachusetts Bay Colony. By some estimates, 20,000 Puritans migrated to the region between 1630 and 1640.

(Paragraph 3) A larger share of immigrants came to America seeking economic opportunities. However, because the price of passage was steep, an estimated one-half or more of the white Europeans who made the voyage did so by becoming indentured servants. Although some people voluntarily indentured themselves, others were kidnapped in European cities and forced into servitude in America. Additionally, thousands of English convicts were shipped across the Atlantic as indentured servants.

(Paragraph 4) Another group of immigrants who arrived against their will during the colonial period were black slaves from West Africa. The earliest records of slavery in America include a group of approximately 20 Africans who were forced into indentured servitude in Jamestown, Virginia, in 1619. By 1680, there were some 7,000 African slaves in the American colonies, a number that ballooned to 700,000 by 1790, according to some estimates. (Paragraph 5) Congress outlawed the importation of slaves to the United States as of 1808, but the practice continued. The U.S. Civil War (1861-1865) resulted in the emancipation of approximately 4 million slaves. Although the exact numbers will never be known, it is believed that 500,000 to 650,000 Africans were brought to America and sold into slavery between the 17th and 19th centuries.

IMMIGRATION IN THE MID-19TH CENTURY

(Paragraph 6) Another major wave of immigration occurred from around 1815 to 1865. The majority of these newcomers hailed from Northern and Western Europe. Approximately one-third came from Ireland, which experienced a massive famine in the mid-19th century. In the 1840s, almost half of America's immigrants were from Ireland alone. Typically impoverished, these Irish immigrants settled near their point of arrival in cities along the East Coast. Between 1820 and 1930, some 4.5 million Irish migrated to the United States.

(Paragraph 7) Also in the 19th century, the United States received some 5 million German immigrants. Many of them journeyed to the present-day Midwest to buy farms, or congregated in such cities as Milwaukee, St. Louis and Cincinnati. In the national census of 2000, more Americans claimed German ancestry than any other group.

(Paragraph 8) During the mid-1800s, a significant number of Asian immigrants settled in the United States. Lured by news of the California gold rush, some 25,000 Chinese had migrated there by the early 1850s.

(Paragraph 9) The influx of newcomers resulted in anti-immigrant sentiment among certain factions of America's native-born, predominantly the Anglo-Saxon Protestant population. The new arrivals were often seen as unwanted competition for jobs, while many Catholics – especially the Irish – experienced discrimination for their religious beliefs. In the 1850s, the anti-immigrant, anti-Catholic American Party (also called the Know-Nothings) tried to severely curb immigration, and even ran a candidate, former U.S. president Millard Fillmore (1800-1874), in the presidential election of 1956.

(Paragraph 10) Following the Civil War, the United States experienced a depression in the 1870s that contributed to a slowdown in immigration.

ELLIS ISLAND AND FEDERAL IMMIGRATION REGULATION

(Paragraph 11) One of the first significant pieces of federal legislation aimed at restricting immigration was the Chinese Exclusion Act of 1882, which banned Chinese laborers from coming to America. Californians had agitated for the new law, blaming the Chinese, who were willing to work for less, for a decline in wages.

(Paragraph 12) For much of the 1900s, the federal government had left immigration policy to individual states. However, by the final decade of the century, the government decided it needed to step in to

handle the ever-increasing influx of newcomers. In 1890, President Benjamin Harrison (1833-1901) designated Ellis Island, located in New York Harbor near the Statue of Liberty, as a federal immigration station. More than 12 million immigrants entered the United States through Ellis Island during its years of operation from 1892 to 1954.

EUROPEAN IMMIGRATION: 1880-1920

(Paragraph 13) Between 1880 and 1920, a time of rapid industrialization and urbanization, America received more than 20 million immigrants. Beginning in the 1890s, the majority of arrivals were from Central, Eastern and Southern Europe. In that decade alone, some 600,000 Italians migrated to America, and by 1920 more than 4 million had entered the United States. Jews from Eastern Europe fleeing religious persecution also arrived in large numbers; over 2 million entered the United States between 1880 and 1920.

(Paragraph 14) The peak year for admission of new immigrants was 1907, when approximately 1.3 million people entered the country legally. Within a decade, the outbreak of World War I (1914-1918) caused a decline in immigration. In 1917, Congress enacted legislation requiring immigrants over 16 to pass a literacy test, and in the early 1920s immigration quotas were established. The Immigration Act of 1924 created a quota system that restricted entry to 2 percent of the total number of people of each nationality in America as of the 1890 national census – a system that favored immigrants from Western Europe – and prohibited immigrants from Asia.

THE IMMIGRATION AND NATIONALITY ACT OF 1965

(Paragraph 15) Immigration plummeted during the global depression of the 1930s and World War II (1939-1945). Between 1930 and 1950, America's foreign-born population decreased from 14.2 to 10.3 million, or from 11.6 to 6.9 percent of the total population, according to the U.S. Census Bureau. After the war, Congress passed special legislation enabling refugees from Europe and the Soviet Union to enter the United States. Following the communist revolution in Cuba in 1959, hundreds of thousands of refugees from that island nation also gained admittance to the United States.

(Paragraph 16) In 1965, Congress passed the Immigration and Nationality Act, which did away with quotas based on nationality and allowed Americans to sponsor relatives from their countries of origin. As a result of this act and subsequent legislation, the nation experienced a shift in immigration patterns. Today, the majority of U.S. immigrants come from Asia and Latin America rather than Europe.

Source: <http://www.history.com/topics/u-s-immigration-before-1965>

Organizational Chart for Activity 1.3

Word	Paragraph Number	What I think the word means	Corrected Meaning
		<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Assessment for Activity 1.2

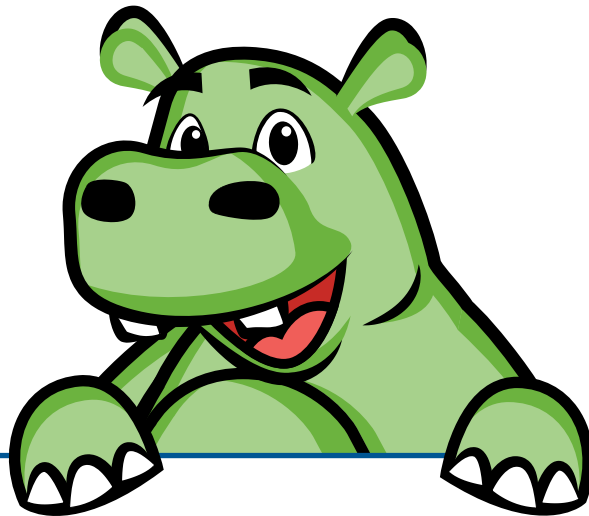
Did I:

1. Find a minimum of 5 words to investigate **0-10 pts**
2. Highlight at least 10 phrases that will help me answer the essential question **0-10 pts**
3. Correctly complete the organizational chart with this information **0-50 pts**

Lesson 2

Document Analysis – The HIPPO Method

In the previous lessons, both in this unit and in Unit 1, you learned about using documents. You also learned about the historical thinking skills of sourcing, corroboration and context, and the differences between primary and secondary sources. In Lesson 2, you will be revisiting these skills as you analyze immigration documents of various kinds. You will be assisted in this task by using the HIPPO method of historical document analysis. HIPPO stands for:



Historical Context – What was going on at the time the document was written? How does this help you interpret or understand the document?

Intended Audience – Whom was the document written to or for?

Point of View – Who was the author or creator of the document? How does their background (race, gender, employment, ethnicity) affect your interpretation of the document? You may have to research some of the author's background to learn more about this aspect.

Purpose – What was the author's objective in creating the document? What kind of document is it?

Outside Information – What outside information can you connect with this document?

Read the following 10 documents carefully. When appropriate, use annotations to help ask questions and assist you in understanding the documents. Be sure and identify words you do not understand, to look up later, but also look for context clues to help you figure out the meanings. A few of the documents will not be written texts but will be photographs, pictures, and graphs. You can still use HIPPO to help you analyze these documents. Historical background is provided on some of the documents to assist with the context. After reading each document, complete the HIPPO organizational chart for the document. The organizers are grouped together at the end of the document set so that you can more easily utilize them when you write your essay later in the unit.

Document A: Excerpt from a Letter from Lewis Doyle

Lewis Doyle, Kilkenny, Minn., to John Doyle, Pollerton, County Carlow, Ireland, January 23, 1873

Now Dear Cousin after being Careless about writing to my friends in Ireland for over twenty years I make bold to address this letter to you hoping it may find you and your family and also your Father and all enquiring friends enjoying a fair Share of this worlds goods and also the blessing of good health, Myself and My nine children are well thank God. My wife died in labor one year ago today leaving an infant boy we raised it very well till it was 7 months old when it died, We get on as well as Can be expected. I have been married and living here on a farm 16 years we had eleven Children four boys and seven girls. the oldest a girl is 15 years and the youngest is not three yet.

I have 80 Acres timbered land about 30 of it improved So that I could run a reaper on most of it the balance is yet a wild forest but the timber will be needed Sometime for fuel and other purposes. There is thousands of acres of vacant land here of the very best quality and can be bought for 1 to 2 Pounds per acre the land in America is Surveyed after the English rule. We grow here the very best kind of wheat, oats, Barley, Rye, potatoes and all kinds of roots & vegetables without any manure for Several, years,

.... As I have a notion to marry again if I could get a Safe Match please Send some good young widows or old maids So they are good I want to get one from my own County because I know her and I could get along very well together Its a fact weman of all kinds are rather Scarce here in Minnesota but Especially good ones. Pick out one for me and tell her I will take her on your reccomend and pay her passage into the Bargain, I am one year younger than you and have two good Horses 4 cows 8 sheep 20 Hogs and all tools to work my farm and am a carpenter to Boot and will give her all the tea and coffee and pork She can possibly get out of Sight I believe I talked nonsense Enough if you call this nonsense now I will close by asking you to write me a few lines give my love to your wife to my Uncle and aunt Dobbins to your father and Brothers and to my Poor Aunt Nelly if She is alive I fear she is not Fare well till I hear from you,

Lewis Doyle

Source: <http://risdyeswecan.blogspot.com/2010/02/letters-to-and-from-irish-immigrants-to.html>

Document B: **An Excerpt from the Chinese Exclusion Act**

An Act to Execute Certain Treaty Stipulations Relating to Chinese, May 6, 1882

Whereas, in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days, to remain within the United States.

SEC. 2. That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than \$500 for each and every such Chinese laborer so brought, and may be also imprisoned for a term not exceeding one year.

Document C:

Excerpt from *Unguarded Gates*, by Thomas Bailey Aldrich, 1895

(Historical background: Thomas Bailey Aldrich was one of the most respected poets of the 19th century. He was a longtime editor of [at that time] the Boston based magazine The Atlantic, which contained cultural and political commentary and was also devoted to publishing the works of well-known American authors.)

Wide open and unguarded stand our gates, 20
And through them presses a wild motley throng —
Men from the Volga and the Tartar steppes,
Featureless figures of the Hoang-Ho,
Malayan, Scythian, Teuton, Kelt, and Slav,
Flying the Old World's poverty and scorn; 25
These bringing with them unknown gods and rites, —
Those, tiger passions, here to stretch their claws.
In street and alley what strange tongues are loud,
Accents of menace alien to our air,
Voices that once the Tower of Babel knew! 30

O Liberty, white Goddess! is it well
To leave the gates unguarded? On thy breast
Fold Sorrow's children, soothe the hurts of fate,
Lift the down-trodden, but with hand of steel
Stay those who to thy sacred portals come 35
To waste the gifts of freedom. Have a care
Lest from thy brow the clustered stars be torn
And trampled in the dust. For so of old
The thronging Goth and Vandal trampled Rome,
And where the temples of the Cæsars stood 40
The lean wolf unmolested made her lair.

Source: <http://www.bartleby.com/248/689.html>

Document D:

Julian Kszeszowski (Polish immigrant) to friend on work in America

*Nanticoke,
February 10, 1891*

Here they select workers just as they pick out beasts at the market in the old country, or as they do for the army – just as long as they are strong and healthy; that is how they deal with people. But it is true, that if one is strong, young, healthy, and industrious, then he can make 100 rubles a month; but he also has to know how to speak American. One can make a ruble here much faster than one can make a half ruble in an entire summer there [Poland]. And one does not reach one's goal quickly, because one does not know the language, and that is important for everyone. But if someone has the desire and he can afford to, he should not be afraid to come. But he must be strong and energetic, and he must live in a good neighborhood, have a good address, and have a friend so that he would not make out as I did... America is the richest country [in the world], but all of its wealth is in the earth; that is why work is so hard everywhere [here]. . . But everyone can come here without any hesitation and can make a grosz more quickly here than there...

Source: http://www.jaha.org/edu/discovery_center/push-pull/letterstohome.html

Document E:

Excerpt from a letter from Cesar Chavez of the United Farm Workers movement

(Historical background: Cesar Chavez was a labor organizer for migrant workers, mostly Hispanic, who worked in California in various agricultural industries. He would ultimately organize the United Farm Workers union, which worked to improve conditions for migrant farm workers. Migrants usually worked as pickers for the various crops as they came into season. This letter was written in response to accusations that a strike against table grape growers, where working conditions in the vineyards had been especially bad, had resulted in violence.)

Good Friday 1969

E.L. Barr, Jr., President

California Grape and Tree Fruit League

717 Market St., San Francisco, California

Dear Mr. Barr:

... You must understand – I must make you understand – that our membership and the hopes and aspirations of the hundreds of thousands of the poor and dispossessed that have been raised on our account are, above all, human beings, no better and no worse than any other cross-section of human society; we are not saints because we are poor, but by the same measure neither are we immoral. We are men and women who have suffered and endured much, and not only because of our abject poverty but because we have been kept poor.

The colors of our skins, the languages of our cultural and native origins, the lack of formal education, the exclusion from the democratic process, the numbers of our men slain in recent wars –all these burdens generation after generation have sought to demoralize us, to break our human spirit. But God knows that we are not beasts of burden, agricultural implements, or rented slaves; we are men. And mark this well, Mr. Barr, we are men locked in a death struggle against man's inhumanity to man in the industry that you represent. And this struggle itself gives meaning to our life and ennobles our dying.

... This letter does not express all that is in my heart, Mr. Barr. But if it says nothing else it says that we do not hate you or rejoice to see your industry destroyed; we hate the agribusiness system that seeks to keep us enslaved, and we shall overcome and change it not by retaliation or bloodshed but by a determined nonviolent struggle carried on by those masses of farm workers who intend to be free and human.

Sincerely yours,

Cesar E. Chavez

United Farm Workers Organizing Committee, A.F.L.-C.I.O.

Delano, CA

Source: <https://libraries.ucsd.edu/farmworkermovement/essays/essays/Letter%20From%20Delano.pdf>

Document F:**Excerpt from: Jane Addams, *Twenty Years at Hull House* (1910)**

(Historical Context: Jane Addams was famous for beginning the first settlement house, a place where newly arrived immigrants could come to learn American culture, language, and other skills that would help ease their assimilation into American life. Hull House, the settlement house established by Jane Addams in 1889 in a Chicago neighborhood, was the model for other settlement houses which were established in other cities in the United States.)

I recall a certain Italian girl who came every Saturday evening to a cooking class in the same building in which her mother spun in the Labor Museum exhibit; and yet Angelina always left her mother at the front door while she herself went around to a side door because she did not wish to be too closely identified in the eyes of the rest of the cooking class with an Italian woman who wore a kerchief over her head, uncouth boots, and short petticoats.

I recall a play written by an Italian playwright of our neighborhood, which depicted the insolent break between Americanized sons and old country parents, so touchingly that it moved to tears all the older Italians in the audience. Did the tears of each express relief in finding the others had had the same experience as himself, and did the knowledge free each one from a sense of isolation and an injured belief that his children were the worst of all.

Source: <http://www.hullhousemuseum.org/>

Document G:

Tenement Life in New York - Mayor Grace's Tour of Inspection 1881, Interior Italian Quarter

Harpers Weekly, October 15, 1881, drawn by W. St John Harper, collection of Maggie Land Blanck

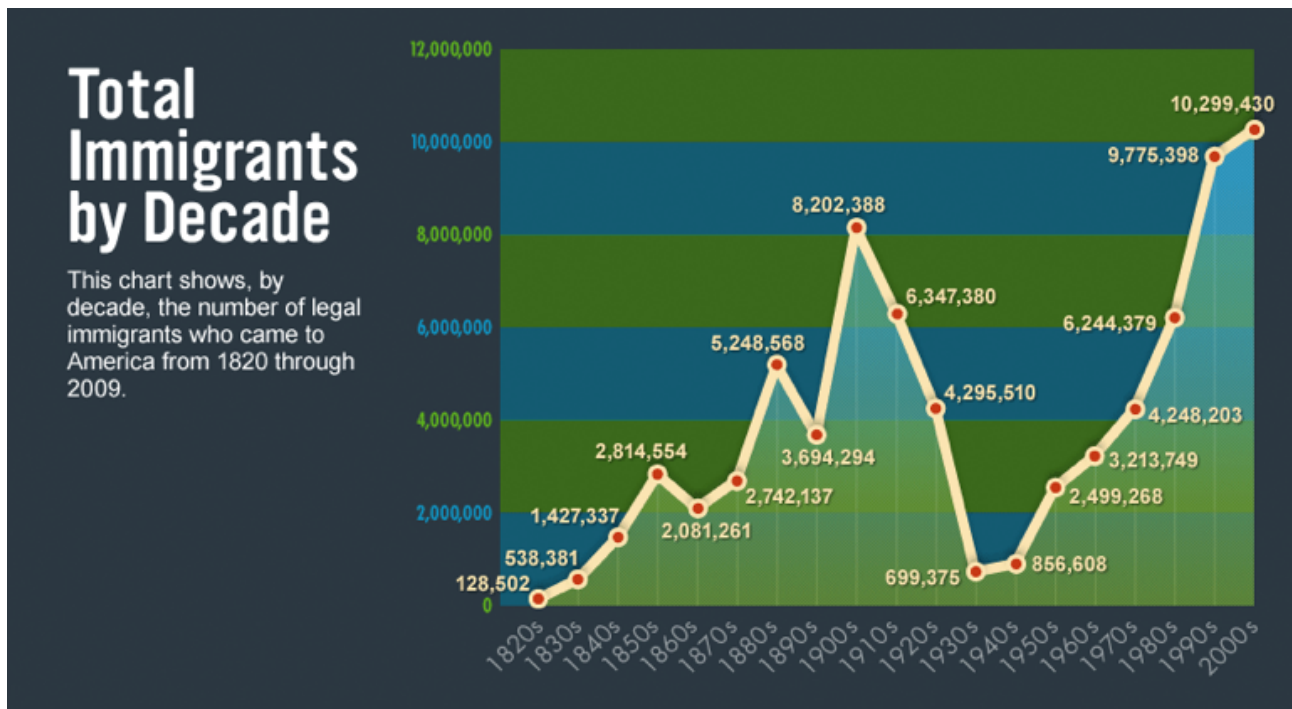


Source: <http://www.maggielblanck.com/NewYork/Life.html>

Document H:

Tenement Life in New York - Mayor Grace's Tour of Inspection 1881, Interior Italian Quarter

Harpers Weekly, October 15, 1881, drawn by W. St John Harper, collection of Maggie Land Blanck



Source: U.S. Department of Homeland Security

Document I:

Immigrants in English class given by Training Service of the Department of Labor in Ford Motor Co. Factory, Detroit, Michigan

(Historical Context for Documents I and J: Henry Ford, the owner of Ford Motor Company and an innovator of the assembly line production method, hired large numbers of immigrants to work in his plants in Detroit, Michigan. A special division of his company was responsible for “Americanizing” all of his workers. This included mandatory lessons in English, civics, and “American culture,” where employees were encouraged – and in some cases mandated – to leave behind their ‘old world’ customs. Employees who did not comply with Ford’s mandates could lose their jobs. When employees had successfully completed their course of American language and culture, they participated in the Melting Pot ceremony. In the ceremony, graduates entered a large pot wearing the traditional dress of their native country. While in the ‘melting pot’ they changed into current American fashions and emerged from the pot in their new clothes and bearing an American flag. The US Immigration and Naturalization Service considered graduation from the Ford school as meeting requirements to sit for the citizenship test.)



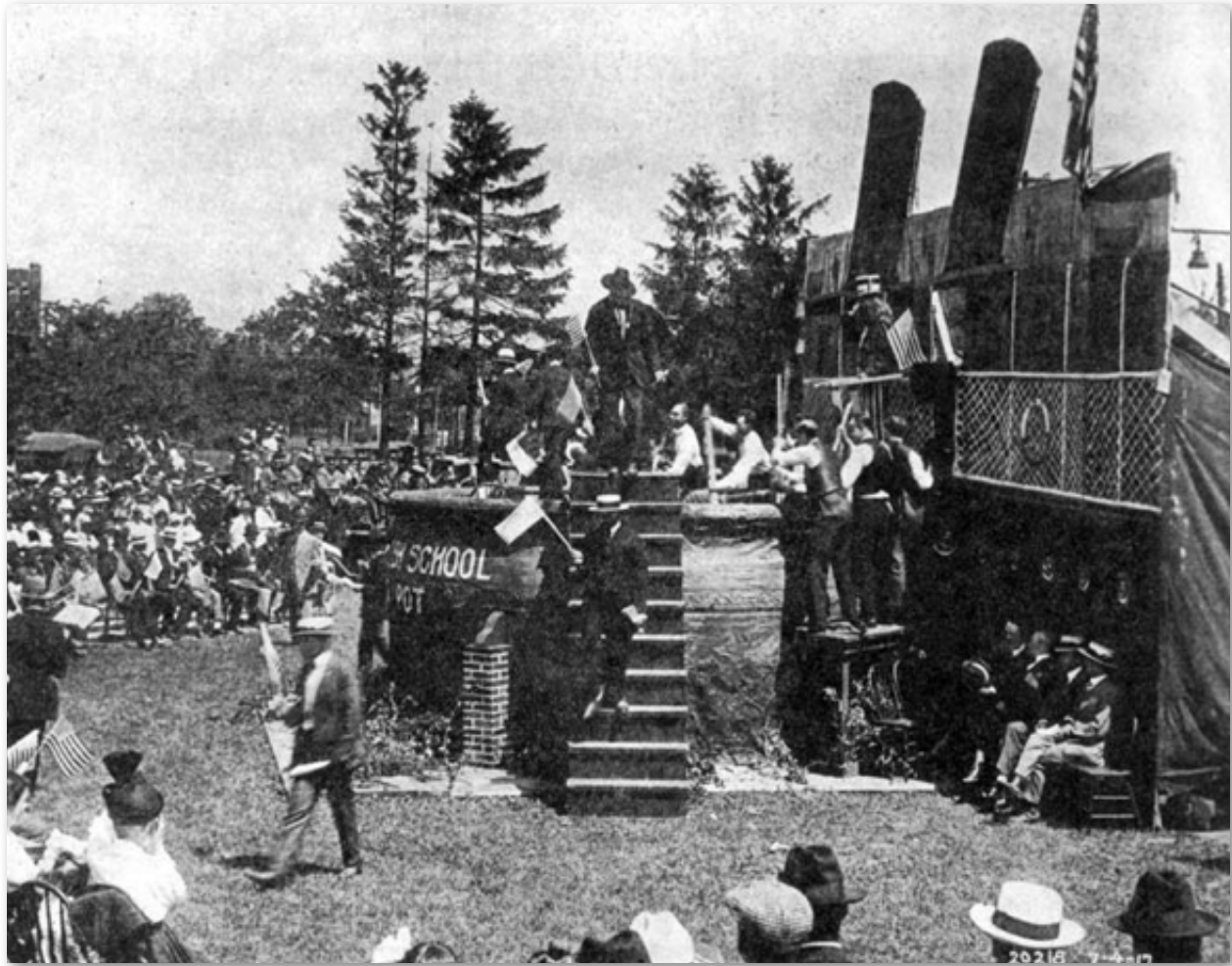
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<http://hdl.loc.gov/loc.pnp/ds.03125>

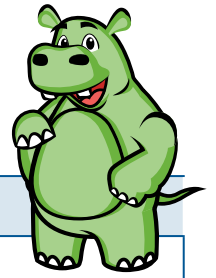
Reproduction Number: LC-DIG-ds-03125 (digital file from original item)

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Document J: The Melting Pot Ceremony

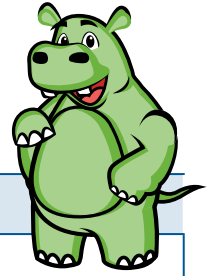


Source: <http://collections.thehenryford.org/Collection.aspx?objectKey=2545695>



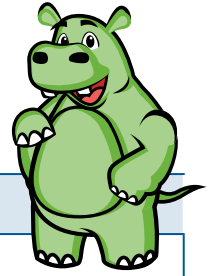
Doc. A	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	

Doc. B	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	



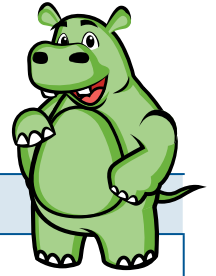
Doc. C	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	

Doc. D	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	



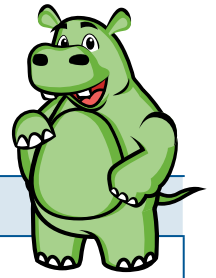
Doc. E	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	

Doc. F	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	



Doc. G	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	

Doc. H	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	



Doc. I	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	

Doc. J	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	

Rubric for This Lesson:

Did I:

- 1. Analyze each document and complete the organizational chart **9 points each**
 - 2. Annotate/comment/identify words in each document to help me understand it **1 point each**
- Possible total score** **100**

Notes and Questions for Lesson 2 can be written here.

Lesson 3

Annotation Review, Compare and Contrast, Understanding Point of View, and Determining Explicit and Implicit meaning in a text.

EQ: How did the immigration experience of different ethnic groups compare as they entered and assimilated into the United States?

Prompt: After reading **primary and secondary sources** on **the immigration of the Irish, Chinese, Eastern Europeans, Italians, and Hispanics to the United States**, write a Document Based Question (DBQ) essay in which you compare **the experiences of two of the immigrant groups in assimilating into the United States**. Support your position with evidence from the texts.

D2 Give examples from past or current events or issues to illustrate and clarify your position.

D8 Include in-text citations and a bibliography.

LESSON 3

Activity

3.1 Warm-Up

Slide 2 – Annotation Review

Fill in the blanks as your teacher reviews the steps for annotating texts.

1. _____ the text and _____
vocabulary and _____ unknown words.
2. Write _____ in the margins.
3. Read the _____.
4. _____ key points and important details.
5. Use a _____ for questions during reading, write your question in the _____.
6. Use an _____ for things that surprised you, make a note.
7. Use an _____ to show connections, **TS-TT-TW-TM**

Slide 3 – Guided Practice

Directions: Follow along and annotate the text as your teacher annotates on the board.

Immigrants, people who have migrated to the United States from other countries, have always been a part of the American scene, but more people have come in some periods than in others. Total immigration to the American colonies was about 450,000 people. The first wave took place in the 17th century (the 1600s) and was composed of emigrants from England who sought to acquire land and build a better life. From 1700 to 1775, there was an extraordinary increase in population – from about 300,000 to 2,500,000. Some of this increase came from an influx of people, both free and enslaved, into the flourishing colonies. The largest single group of immigrants did not come voluntarily; they were slaves from Africa who arrived in chains.

Many German, English, and Scotch-Irish immigrants who arrived in the colonies and the new United States also arrived unfree. Lacking money to pay their passage or that of their families, men and women signed contracts with ship captains that sold their labor and their freedom over a period of years (usually seven) in return for the cost of the trip. Once the ship arrived in the new world, the captain would sell the contracts, called indentures, to American farmers and merchants.

LESSON 3

Slide 4 – Independent or Partner Practice

Directions: Independently or with a partner, annotate the text below. Be sure to use all steps of the annotation process.

Immigration was governed by both push and pull factors. The primary factors that pulled people towards the New World, especially the United States, were the availability of land, increased economic opportunities, higher wages, and greater personal and religious freedom . . . The single most important factor pushing people out of Europe was a growth in population. This sudden surplus of people led to displacement of people from rural areas to the growth of cities . . . Aside from the general factors that prompted emigration across Europe; there were particular situations that led to heavy emigration from particular places at specific times. The Irish potato famine of the 1840s led to a mass migration of people that preceded the urbanization and industrialization of the country, but followed dramatic population growth and the commercialization of agriculture. The Revolution of 1848 led to a wave of German immigrants, and the persecution of Jews in Czarist Russia swept millions of Jews onto American Shores.

Slide 5 Text-Dependent Questions

Directions: In your own words, what is a text-dependent question?

Directions: Answer the following questions using information from the texts.

1. Some immigrants arrived to the new United States unfree. Identify the four groups listed in the text and describe why they were unfree.

LESSON 3

2. Describe push and pull factors and explain how they lead to immigration and emigration.

Activity 3.1 Checklist

Completed all sections of the annotating review.	Yes	Some	No
Completed all parts of the annotating guided practice.	Yes	Some	No
Completed all parts of the annotating independent/partner practice.	Yes	Some	No
Answered both questions completely.	Yes	Some	No

LESSON 3

Activity

3.2 Compare/Contrast

Slide 8

Directions: Write the definition of 'compare' in the space provided.

Compare definition – give one example.

Slide 7

Directions: With a partner, examine the pictures and identify the similarities. Answer the question.

Ellis Island



How are the two pictures similar? Give 3 examples.

1.

2.

3.

Angel Island



LESSON 3

Activity

3.2 Compare/Contrast

Slide 9

Directions: Write the definition of 'contrast' in the space provided.

Contrast definition – give one example.

Slide 10

Directions: With a partner, examine the pictures and identify the differences. Answer the question.

Ellis Island



How are the two pictures different? Give 3 examples.

1.

2.

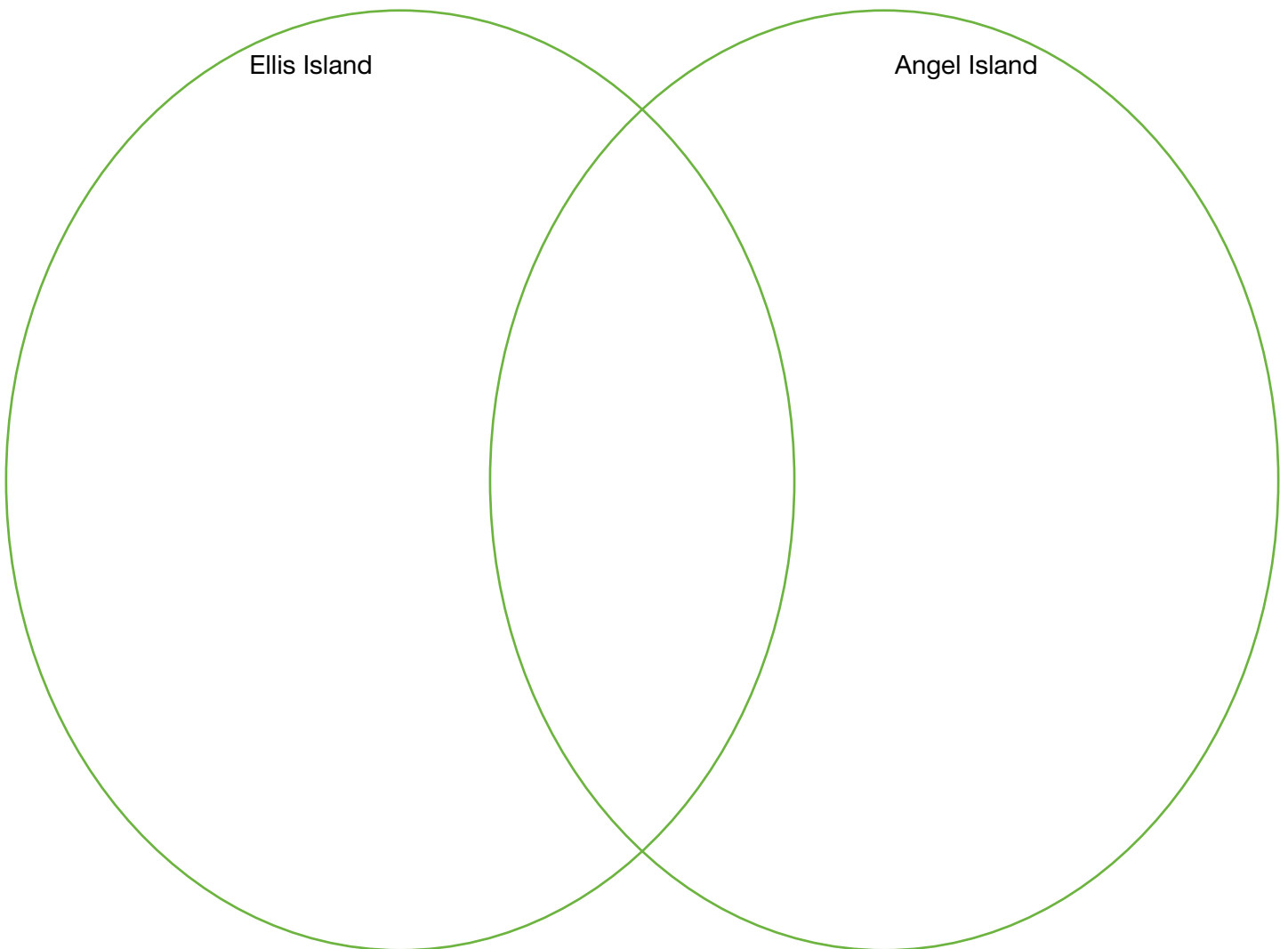
3.

Angel Island



Slide 12 – Venn Diagram

Directions: Use the information from your T-Chart to compare and contrast Ellis and Angel Island.



Slide 13

Directions: With a partner, closely read and annotate the following texts.

Text 1:

History of Ellis Island

Ellis Island opened in 1892 as a federal immigration station, a purpose it served for more than 60 years (it closed in 1954). Millions of newly arrived immigrants passed through the station during that time—in fact, it has been estimated that close to 40 percent of all current U.S. citizens can trace at least one of their ancestors to Ellis Island.

When Ellis Island opened, a great change was taking place in immigration to the United States. As arrivals from northern and western Europe—Germany, Ireland, Britain and the Scandinavian countries—slowed, more and more immigrants poured in from southern and eastern Europe. Among this new generation were Jews escaping from political and economic oppression in czarist Russia and eastern Europe (some 484,000 arrived in 1910 alone) and Italians escaping poverty in their country. There were also Poles, Hungarians, Czechs, Serbs, Slovaks and Greeks, along with non-Europeans from Syria, Turkey and Armenia. The reasons they left their homes in the Old World included war, drought, famine and religious persecution, and all had hopes for greater opportunity in the New World.

After an arduous sea voyage, many passengers described their first glimpse of New Jersey, while third-class or steerage passengers lugged their possessions onto barges that would take them to Ellis Island. Immigrants were tagged with information from the ship's registry and passed through long lines for medical and legal inspections to determine if they were fit for entry into the United States. From 1900 to 1914—the peak years of Ellis Island's operation—some 5,000 to 10,000 people passed through the immigration station every day. Approximately 80 percent successfully passed through in a matter of hours, but others could be detained for days or weeks. Many immigrants remained in New York, while others traveled by barge to railroad stations in Hoboken or Jersey City, New Jersey, on their way to destinations across the country.

Passage of the Immigrant Quota Act of 1921 and the National Origins Act of 1924, which limited the number and nationality of immigrants allowed into the United States, effectively ended the era of mass immigration into New York. From 1925 to its closing in 1954, only 2.3 million immigrants passed through Ellis Island—which was still more than half of all those entering the United States.

LESSON 3

Slide 13

Directions: With a partner, closely read and annotate the following texts.

Text 2:

The Journey to America

Between the end of the 19th century and the beginning of the 20th century, millions of people – in numbers which have not been seen since – came to America in pursuit of a better, freer life. On the East Coast, most of the huddled masses were met by the Statue of Liberty and Ellis Island. On the West Coast, between 1910 and 1940, most were met by the wooden buildings of Angel Island. These immigrants were Australians and New Zealanders, Canadians, Mexicans, Central and South Americans, Russians, and in particular, Asians. There, during this period of the great migrations, they would meet with a reception quite unlike that given to European immigrants on the East Coast. The reasons for this reception, and the story of this journey, as usual, have their roots in the past.



Around the middle of the 19th century, on the far western frontier of the continental United States, immigrants from Guangdong Province in southern China began arriving, fleeing from a land stricken by both natural and man-made disasters and a collapsing rural economy. Though initially welcomed, when the local economy took a downturn in the 1870s, economic problems were laid at the feet of this highly visible minority by organized labor, newspapers, and in short order, politicians.

Immigrants undertook a Pacific Ocean journey of three weeks, including stops in Honolulu, Manila, Yokohama, Shanghai and Hong Kong. Many passengers could barely afford steerage class travel, and bought their tickets only with the collective help of relatives and neighbors. These new immigrants believed that they could make that money back quickly in America. Other immigrants came from the Punjab, Russia, the Philippines, Portugal, Australia, New Zealand, Mexico, and Latin America as well. Their stories, likewise, are not well documented and remain waiting to be uncovered.

On arrival at San Francisco, passengers would be separated by nationality. Europeans or travelers holding first or second class tickets would have their papers processed on board the ship and allowed to disembark. Asians and other immigrants, including Russians, Mexicans, and others, as well as those who needed to be quarantined for health reasons, would be ferried to Angel Island for processing.

A number of laws were passed at the local and state levels targeting the Chinese, soon attracting national attention. In order to secure the crucial western states' votes, both parties in Congress supported the first of several acts targeting immigration from Asia. With the passing of this first act,

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the Chinese Exclusion Act of 1882, America had limited immigration on the basis of nationality or race for the first time, and it would not be the last, as subsequent acts severely curtailed each successive wave of immigration from Asia, which came to replace Chinese.

Life on Angel Island

The question soon arose of how to actually implement the Chinese Exclusion Act. Initially, customs service officers individually and arbitrarily administered Exclusion; in time, procedures became standardized, and as they did, Exclusion enforcement eventually fell upon the Bureau of Immigration, forerunner of today's Bureau of U.S. Citizenship and Immigration Services (USCIS), formerly Immigration and Naturalization Service (INS). Fast forward thirty years: by the first decade of the 20th century, a national system had formed for specifically regulating Asian immigration. This system invoked fear and loathing in the community, remained a baleful memory for generations.



As part of this system, Immigration officials planned a new facility on Angel Island, the largest island in the San Francisco Bay, far from the mainland. It would replace the old two-story shed at the Pacific Mail Steamship Company wharf previously used to house and process incoming and outgoing migrants. The new station would prevent Chinese immigrants from communicating with those in San Francisco, isolate immigrants with communicable diseases, and, like the prison on nearby Alcatraz Island, be escape proof. In January 1910, over the late objections of Chinese community leaders, this hastily built immigration station was opened on the northeastern edge of Angel Island, ready to receive its first guests.



The first stop on disembarking at the pier was the Administration Building. Men were separated from women and children, and proceeded for medical exams, a humiliating experience for Asians, whose medical practice does not include disrobing before the leering eyes of strangers or being probed and measured by metal calipers. Here, they would also be tested for parasitic infections. Consequences could be severe for failing this test, including hospitalization at their own expense or deportation. After the examinations, they were then assigned a detention dormitory and a bunk, where they would await their interrogators, the Board of Special Inquiry.

Circumventing the Chinese Exclusion Act became a first order concern for most immigrants from China, as it allowed only merchants, clergy, diplomats, teachers, and students as “exempt” classes to come here. Many Chinese immigrants resorted to buying false identities at great cost, which allowed them to immigrate as either children of exempt classes or children of natives. In 1906, the San Francisco earthquake and fire destroyed municipal records, which created an opportunity for the city's Chinese residents to claim that they were born here and therefore were American citizens. As citizens, Chinese could bring their children to this country, and on return visits to their ancestral villages, claim

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new children had been born to them. Some of these were “paper sons” or less frequently “paper daughters” – children on paper only, without a direct family connection. These paper children were in effect “slots” which people could sell to allow new immigrants to come to this country.

Interrogations

To counter this practice, Immigration inspectors developed grueling interrogations, and by 1910 they had refined this procedure. The immigrant applicant would be called before a Board of Special Inquiry, composed of two immigrant inspectors, a stenographer, and a translator, when needed. Over the course of several hours or even days, the applicant would be asked about minute details only a genuine applicant would know about – their family history, location of the village, their homes. These questions had been anticipated and thus, irrespective of the true nature of the relationship to their sponsor, the applicant had prepared months in advance by committing these details to memory. Their witnesses – other family members living in the United States – would be called forward to corroborate these answers. Any deviation from the testimony would prolong questioning or throw the entire case into doubt and put the applicant at risk of deportation, and possibly everyone else in the family connected to the applicant as well. These details had to be remembered for life. Because of return trips to China, the risk of random immigration raids and identity card checks on the street, a paper son often had to keep these details alive throughout his life.



In the meantime, immigrants suffered through long waits on Angel Island for these accounts to be taken or to arrive in a world before instantaneous electronic communication. This period could range from several weeks, if the testimony was taken locally, to several months to years if the applicant was rejected and appealed the decision. The length of stay varied for travelers from other countries; Japanese immigrants held documents provided by their government that sometimes expedited the process of entering the country, and thus, the majority of the detainees were Chinese. Often, one’s relatives might be on the other side of the country in New York or Chicago.

Wherever they were, until their testimony was taken and corroborated and found its way back to San Francisco, the applicant would languish in detention.

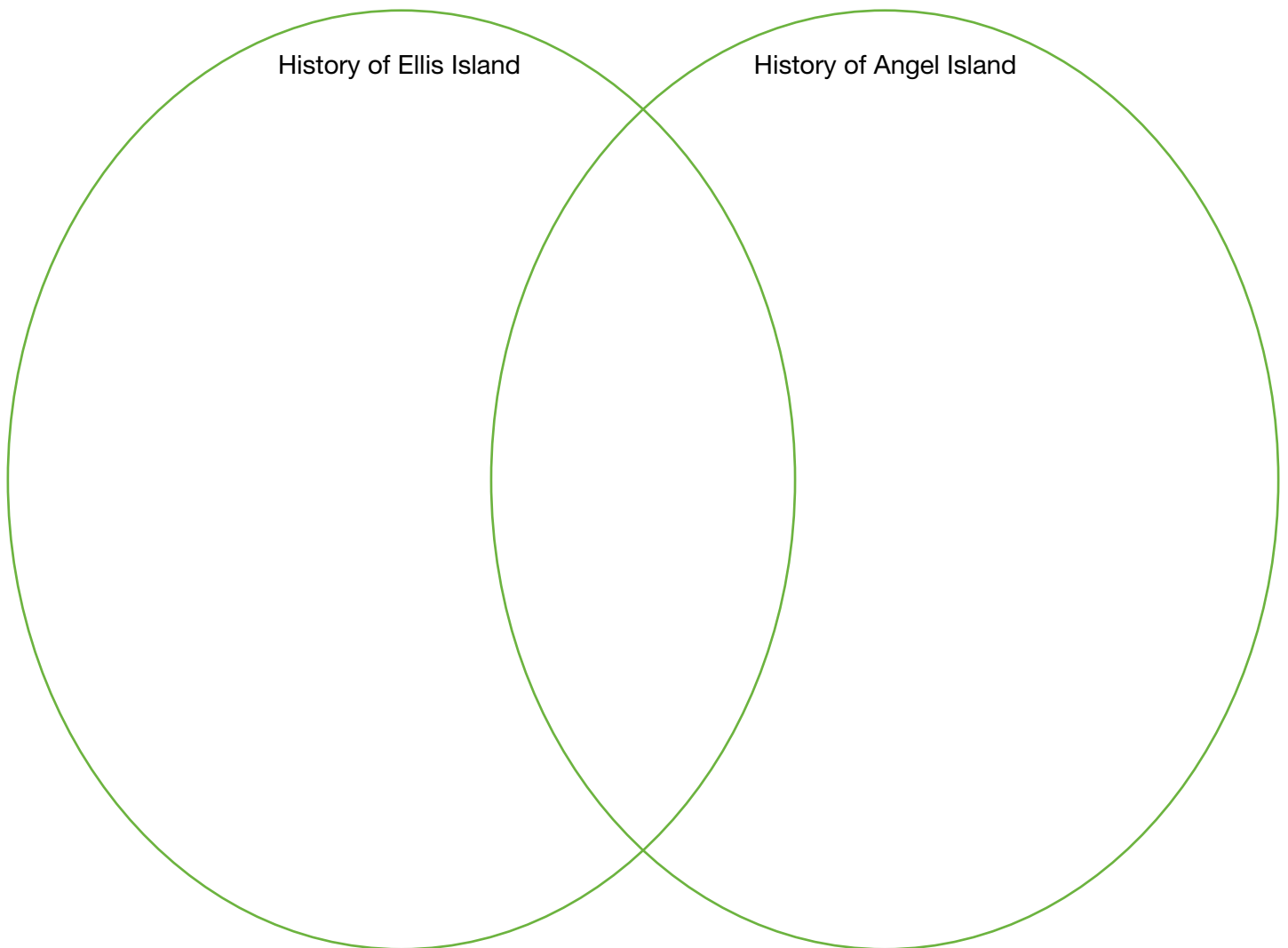
In the end, the complaints of the community and public officials regarding the safety of the Immigration Station proved true when the Administration Building burned to the ground in August 1940. All applicants were relocated to a mainland facility by November. In 1943, Congress finally repealed the Chinese Exclusion Act in consideration of its ally in the Pacific Theater, thus ending 61 years of official Exclusion. But there was a twist: while the repeal finally allowed Chinese to become naturalized citizens at last, it continued to limit immigration from China to a mere 105 people a year until 1965.

Once closed due to fire, the Immigration Station site was used as a World War II prisoner of war processing center by the U.S. military. After the war, the site was abandoned and deteriorated. In 1963, Angel Island was established as a state park and the California Department of Parks and Recreation (State Parks) assumed stewardship of the immigration site.

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Slide 14

Directions: With a partner, compare and contrast the two texts, using the Venn diagram below.



LESSON 3

Slide 16: Summarizing

Directions: In a minimum of two paragraphs of five to seven sentences each, summarize the similarities and differences between Angel and Ellis Islands, using the photographs, your notes from the video, and the texts. Use the boxes below to organize your ideas, and then write your summary.

Use this box to organize your ideas.

Activity 3.2 Checklist

Identified three similarities and three differences.	Yes	Some	No
Took notes from the video.	Yes	Some	No
Used the Venn Diagram to compare and contrast the texts.	Yes	Some	No
Organized ideas for the summary.	Yes	Some	No
Wrote a summary incorporating information from the photographs, the video, and texts.	Yes	Some	No

LESSON 3

Activity

3.3 Point of View and Explicit and Implicit Meaning

Slide 18

Directions: Write the definition of ‘point of view’ in the space provided. Answer the question that follows.

Point of view definition:

What questions can you ask to determine an author’s point of view?

1.

2.

3.

LESSON 3

Slide 19

Directions: Write the definitions of ‘explicit and implicit textual meanings’ in the space provided.

Explicit meaning definition:

In your own words:

Implicit meaning definition:

In your own words:

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Slide 20 – Guided Practice

Directions: Read the following text and identify the author’s point of view by asking the three questions. Identify one piece of explicit and implicit evidence from the text to support your analysis of the author’s point of view.

Text 1:

Excerpt from “Mary Cone Describes the Chinaman in California”

JOHN CHINAMAN is too important an institution in California to be dismissed with a mere passing notice. There is no question connected with the development and present condition of the State to which the writer gave more patient and unprejudiced attention than to this. What has been the result of the immense emigration from “Central Flowery Kingdom” upon the material interests of the Pacific coast? Have these almond-eyed laborers been a help or a hinderance? Truthful answers to these questions were sought for with diligence, and every means of gaining accurate information called into requisition. Personal observation and competent testimony were arranged side by side and compared. Among intelligent men there seemed to be no great difference of opinion as to the beneficial results of their labors as railroad builders, as miners, as gardeners, as agriculturists, and as assistants in manufacturing establishments.

As to their employment in any of these capacities, the verdict was almost always in their favor. That without their help in these directions the natural wealth of California could not have reached its present development in a quarter of a century to come, was generally admitted. ...

Mary Cone, a resident of Marietta, Ohio, spent two years in California. In 1876, she published Two Years in California, a book she wrote to describe her experiences.

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What is the author's point of view?

Explicit evidence:

Implicit evidence:

LESSON 3

Slide 22 – Independent or Partner Practice

Directions: Read the following text and identify the author’s point of view by asking the three question. Identify one piece each of explicit and implicit evidence from the text to support your analysis of the author’s point of view.

Text 2:

Excerpt from “Hinton Rowan Helper on Chinese Immigration”

Is this Chinese immigration desirable? I think not; and, contrary to the expressed opinions of many of the public prints throughout the country, contend that it ought not to be encouraged. It is not desirable, because it is not useful; or, if useful at all, it is so only to themselves – not to us. No reciprocal or mutual benefits are conferred. In what capacity do they contribute to the advancement of American interests? Are they engaged in anything that adds to the general wealth and importance of the country? Will they discard their clannish prepossessions, assimilate with us, buy of us, and respect us? Are they not so full of duplicity, prevarication and pagan prejudices, and so enervated and lazy, that it is impossible for them to make true or estimable citizens? I wish their advocates would answer me these questions; if they will do it satisfactorily, I will interrogate them no further. Under the existing laws of our government, they, as well as all other foreigners, are permitted to work the mines in California as long as they please, and as much as they please, without paying any thing for the privilege, except a small tax to the State. Even this has but recently been imposed, and half the time is either evaded or neglected. The general government, though it has sacrificed so much blood and treasure in acquiring California, is now so liberal that it refuses to enact a law imposing a tax upon foreign miners; and as a matter of course, it receives no revenue whatever from this source. ... They are ready to take all they can get from us, but are not willing to give anything in return. They did not aid in the acquisition or settlement of California, and they do not intend to make it their future home. They will not become permanent citizens, nor identify their lives and interests with the country. They neither build nor buy, nor invest capital in any way that conduces to the advantage of anyone but themselves. They have thousands of good-for-nothing gewgaws and worthless articles of virtue for sale, and our people are foolish enough to buy them; but their knowledge of the laws of reciprocity is so limited, that they never feel in any need of American commodities.

Hinton Rowan Helper was from North Carolina. In the 1850s, he became controversial in the South because of his opposition to slavery, especially in his book The Impending Crisis. In another book, The Land of Gold, from California As I Saw It, 1849-1900, Helper set forth his views on Chinese immigration.

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Slide 23

What is the author's point of view?

Explicit evidence:

Implicit evidence:

Activity 3.3 Checklist

Identified author’s point of view	Yes	Some	No
Identified explicit meaning from the text.	Yes	Some	No
Identified implicit meaning from the text.	Yes	Some	No

Notes and Questions for Lesson 3 can be written here.

Lesson 4

Timeline

Activity

4.1 Warm-Up

In this activity you will use the internet to conduct research on the immigration history of the focus immigrant groups.

Below you will find the links to the websites you should explore and research. Take notes from the websites in the chart provided. Be sure to include the citation in the appropriate box on the chart.

Irish

- A. The Irish in America: 1840's-1930's
<http://xroads.virginia.edu/~ug03/omara-alwala/irishkennedys.html>
- B. Irish emigrants on shipboard in the River Mersey
<http://www1.assumption.edu/ahc/Irish/overview.html>
- C. The History Place: Irish Potato Famine
<http://www.historyplace.com/worldhistory/famine/america.htm>
- D. Library of Congress: Irish Immigration
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/irish2.html>
- E. PBS: When did they come?
http://www.pbs.org/destinationamerica/usim_wn_noflash.html
- F. PBS: Why did they come?
http://www.pbs.org/destinationamerica/usim_wy.html

Chinese

- G. Office of the Historians
<https://history.state.gov/milestones/1866-1898/chinese-immigration>
- H. Migration Policy Institute
<http://www.migrationpolicy.org/article/chinese-immigrants-united-states>
- I. Library of Congress: Chinese Immigration
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/chinimms/>
- J. National Archives: Chinese Immigration
<http://www.archives.gov/research/chinese-americans/guide.html>

Eastern European Jews

- K. My Jewish Learning
<http://www.myjewishlearning.com/article/jewish-immigration-from-eastern-europe/>
- L. Jewish Women's Archive
<http://jwa.org/encyclopedia/article/eastern-european-immigrants-in-united-states>
- M. From The Shtetl To The Tenement: The East European Jews and America, A Social History 1850-1925
<http://www.yale.edu/ynhti/curriculum/units/1979/2/79.02.02.x.html>
- N. American Jews and the Holocaust: History, Memory and Identity
http://userpages.umbc.edu/~jonfeng1/thesisproject/ellieginsburg/questions/historians_jewishimmigration.html

Italians

- O. PBS: When did they come?
http://www.pbs.org/destinationamerica/usim_wn_noflash.html
- P. PBS: Why did they come?
http://www.pbs.org/destinationamerica/usim_wy.html
- Q. From Europe to America: Immigration Through Family Tales
<https://www.mtholyoke.edu/~molna22a/classweb/politics/Italianhistory.html>
- R. Library of Congress: Italian Immigration
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/italian3.html>
- S. Digital History: Italian Immigration
http://www.digitalhistory.uh.edu/voices/italian_immigration.cfm
- T. Italian Immigration to America
<http://www.emmigration.info/italian-immigration-to-america.htm>

Hispanics

- U. PBS: Latino Americans Timeline
<http://www.pbs.org/latino-americans/en/timeline/>
- V. National Park Service: American Latino Theme Study
<http://www.nps.gov/history/heritageinitiatives/latino/latinothemestudy/immigration.htm>
- W. Historical Overview: Mexican Americans
<http://archive.vancouver.wsu.edu/crbeha/ma/ma.htm>
- X. Energy of a Nation: Immigration Resources
http://www.energyofanation.org/waves_of_spanish_immigration.html

Focus Immigrant Group	Dates of Immigration	Push Factors	Pull Factors	Americans' Reactions to This Immigrant Group	Citation <i>(Write the letter of the website(s) where you found this information.)</i>
Irish	1820-1975				
Chinese	1849-1882				
Chinese	1965 to present				
Eastern European Jews	1880-1924				

Focus Immigrant Group	Dates of Immigration	Push Factors	Pull Factors	Americans' Reactions to This Immigrant Group	Citation <i>(Write the letter of the website(s) where you found this information.)</i>
Italians	1880-1900				
Italians	1900-1910				
Italians	1910-1924				

Focus Immigrant Group	Dates of Immigration	Push Factors	Pull Factors	Americans' Reactions to This Immigrant Group	Citation <i>(Write the letter of the website(s) where you found this information.)</i>
Hispanics	1809-1848				
Hispanics	1849-1910				
Hispanics	1910-1939				
Hispanics	1940 to present				

Activity

4.3 Patterns and Trends

Today you are going to analyze the information on your timeline to identify patterns and trends. Then you will make inferences and/or predictions based on those patterns and trends. First we will discuss patterns and trends.

Look at the following examples of patterns and trends.

Patterns	Trends
Plot patterns	Character types
Writing patterns	Word usage
Geometric patterns	Data collection and graphs
Order of operations	Tools of measurement
Great times in history = great people	Exploration
Voting	Voter patterns
DNA	Space exploration
Periodic table	Health trends (e.g., diets, exercise)

First, patterns are predictive cycles, recurring elements, or events. So on your timeline, you should try to identify patterns in timing or patterns in push/pull factors that lead to waves of immigration. These patterns will help you make inferences about the history of an immigrant group.

Next, trends are changes over time, general directions, and influences. The trends you find on your timeline will allow you to make predictions regarding future waves of immigration, considering today's world.

Part A: Answer the following questions to guide you through analyzing the timeline for both patterns and trends.

Identify Patterns:

1. Describe the patterns you find. (Look for push/pull factors.)

2. How important is the pattern to the immigration of the focus group?

3. How does one pattern compare to another?

4. Identify primary patterns and the secondary patterns.

5. How are patterns and details related across different immigrant groups?

Identify Trends:

1. Describe the trends.

2. Identify the causes and results of a trend.

3. How important is the trend to the immigration of the focus group?

4. How are trends related to the patterns you previously identified?

5. How (and when) does a push/pull factor create a trend?

Part B: Finally, answer this short-essay question .

Choose ONE focus immigrant group and write a report that includes its historical patterns and trends as well as your prediction for this immigrant group in our nation's future. Your response should be two paragraphs in length. On the next page you will find the rubric your teacher will use for scoring this lesson.

Lesson 5

Political Cartoons

Activity

5.1 Warm-Up

Look at the following political cartoon from 2015. It is about Donald Trump's campaign for presidency and some of the ideas he's expressed about immigration. Mr. Trump has expressed that he feels illegal immigrants need to be stopped from coming into the United States. What do you think is the message of this cartoon?



Answer the following questions to prepare for a short discussion about political cartoons.

1. Why are the wealthy and prosperous looking men holding up their hands?

2. What is being implied by the shadowy men standing behind each of the men in the forefront?

3. What is ironic* about the cartoon?

**to be ironic means the full significance of a person's words or actions are clear to the audience but unknown to the person.*

4. What was the point of view of the creator of the cartoon regarding immigration?

Analyzing a Political Cartoon

<p>Symbolism: Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.</p>	<p>List each symbol and what it stands for.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Exaggeration: Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.</p>	<p>What is being exaggerated in this cartoon? Why?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Labeling: Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object.

What did the cartoonist label? How does the label make the meaning of the object clearer?

Analogy: An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is.

What two situations does the cartoon compare?

How does this comparison make the cartoonist's point clearer to you?

Irony: Irony is the difference between the way things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize.

How does the irony help the cartoonist express his or her opinion more effectively?

Adapted from Library of Congress: "It's No Laughing Matter." Cartoon Analysis Guide. Library of Congress, n.d. Web. 28 Nov. 2015.

Synthesize and Evaluate: Once you've identified the techniques (symbolism, exaggeration, labeling, analogy, irony) that the cartoonist used, ask yourself:

1. What issue is this political cartoon about?

2. What is the cartoonist's opinion on this issue?

3. What other opinion can you imagine another person having on this issue?

4. Did you find this cartoon persuasive? Why or why not?

5. What other techniques could the cartoonist have used to make this cartoon more persuasive?

Let's look again at the political cartoon from the warm-up and use this tool to analyze it together. Work with your teacher to complete the analysis tool for this cartoon.



Partner Practice

Now look at another political cartoon and work with a partner to analyze it, using the analysis chart and questions.

Evaluation Rubric:

Did I:

- | | | |
|--------------------------|--|------------------|
| <input type="checkbox"/> | 1. Complete the chart (10 points for each section) | 50 points |
| <input type="checkbox"/> | 2. Answer the synthesize and evaluate questions accurately (10 points for each question) | 50 points |



Symbolism: Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

List each symbol and what it stands for.

Exaggeration: Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

What is being exaggerated in this cartoon? Why?

Labeling: Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object.

What did the cartoonist label? How does the label make the meaning of the object clearer?

Analogy: An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you’ve studied a cartoon for a while, try to decide what the cartoon’s main analogy is.

What two situations does the cartoon compare?

How does this comparison make the cartoonist’s point clearer to you?

<p>Irony: Irony is the difference between the way things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize.</p>	<p>How does the irony help the cartoonist express his or her opinion more effectively?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Adapted from Library of Congress: "It's No Laughing Matter." Cartoon Analysis Guide. Library of Congress, n.d. Web. 28 Nov. 2015.

Synthesize and Evaluate: Once you've identified the techniques (symbolism, exaggeration, labeling, analogy, irony) that the cartoonist used, ask yourself:

1. What issue is this political cartoon about?

2. What is the cartoonist's opinion on this issue?

3. What other opinion can you imagine another person having on this issue?

4. Did you find this cartoon persuasive? Why or why not?

5. What other techniques could the cartoonist have used to make this cartoon more persuasive?

Activity

5.2 Partner Preview

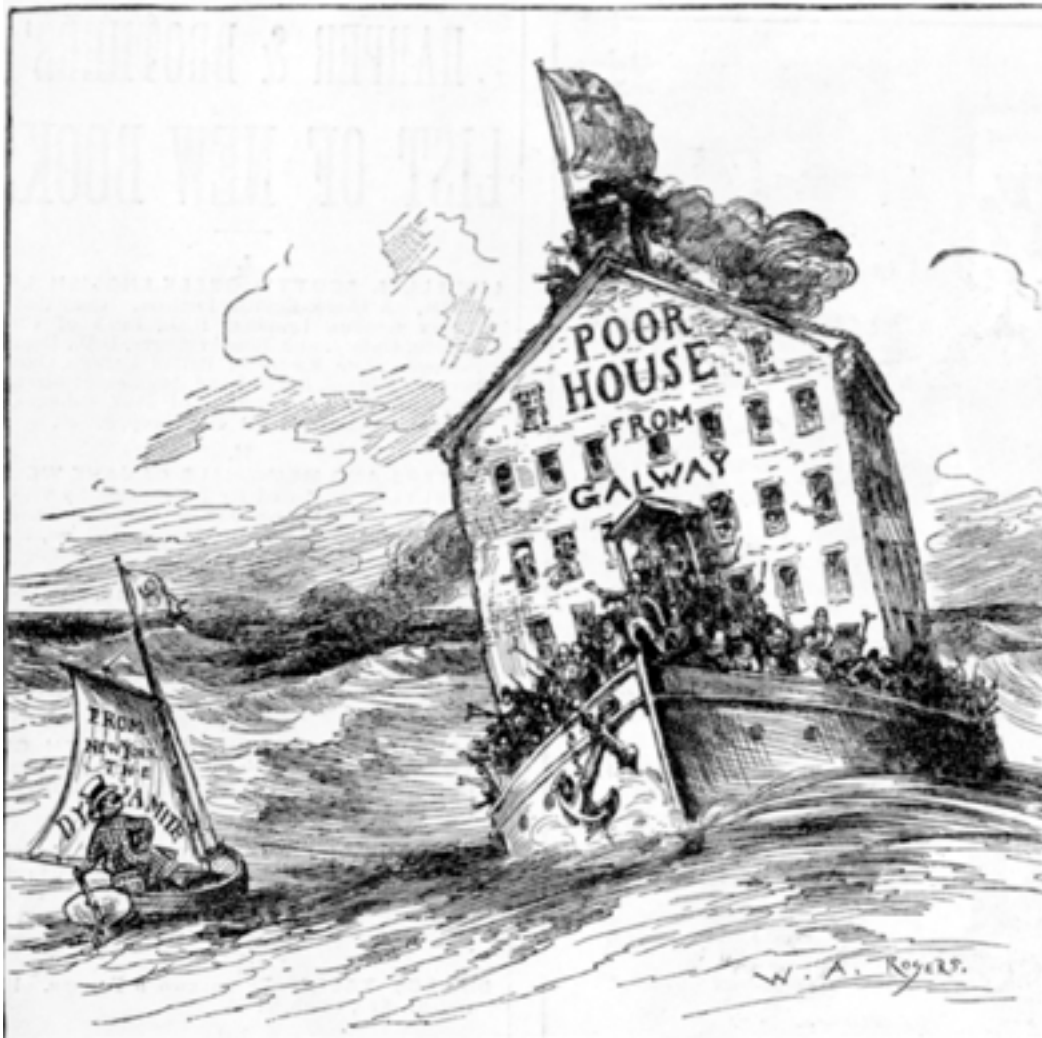
Look below to find several political cartoons about immigration throughout our history. Study each one and then answer the questions below it. Work with a partner to view and discuss each cartoon. Then discuss questions 1–6 and answer them regarding all of the cartoons provided. Remember to consider the techniques you have learned: symbolism, exaggeration, labeling, analogy, and irony.

Evaluation Rubric:

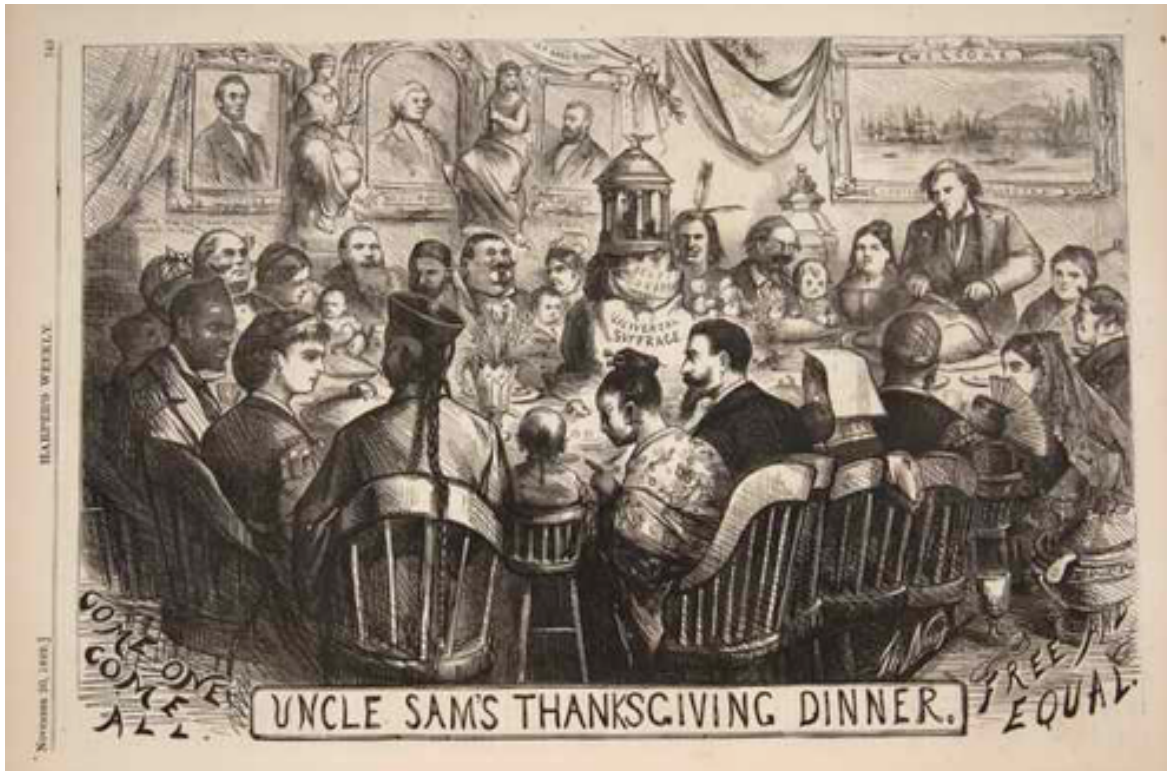
1. Completed the questions accurately. (5 points for each question) 30 points

30/30 = 100%	29/30 = 97%	28/30 = 93%	27/30 = 90%
26/30 = 87%	25/30 = 83%	24/30 = 80%	23/30 = 77%
22/30 = 73%	21/30 = 70%	20/30 = 67%	19/30 = 63%
18/30 = 60%	17/30 = 57%	16/30 = 53%	15/30 = 50%

A.



B.

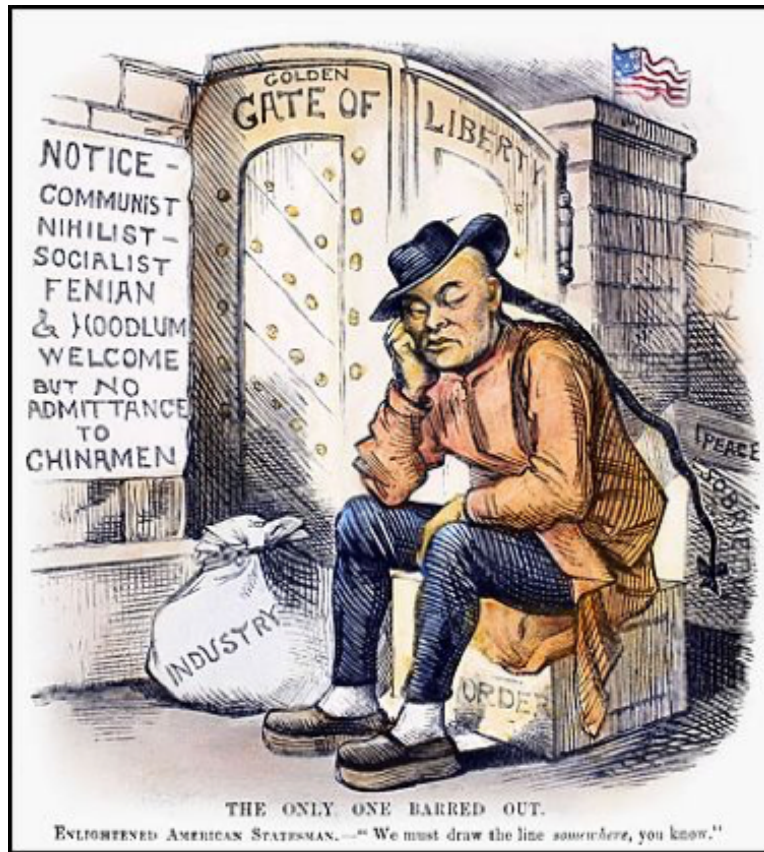


C.



Uncle Sam... "Am I Americanizing them-or are they Europeanizing ME?"

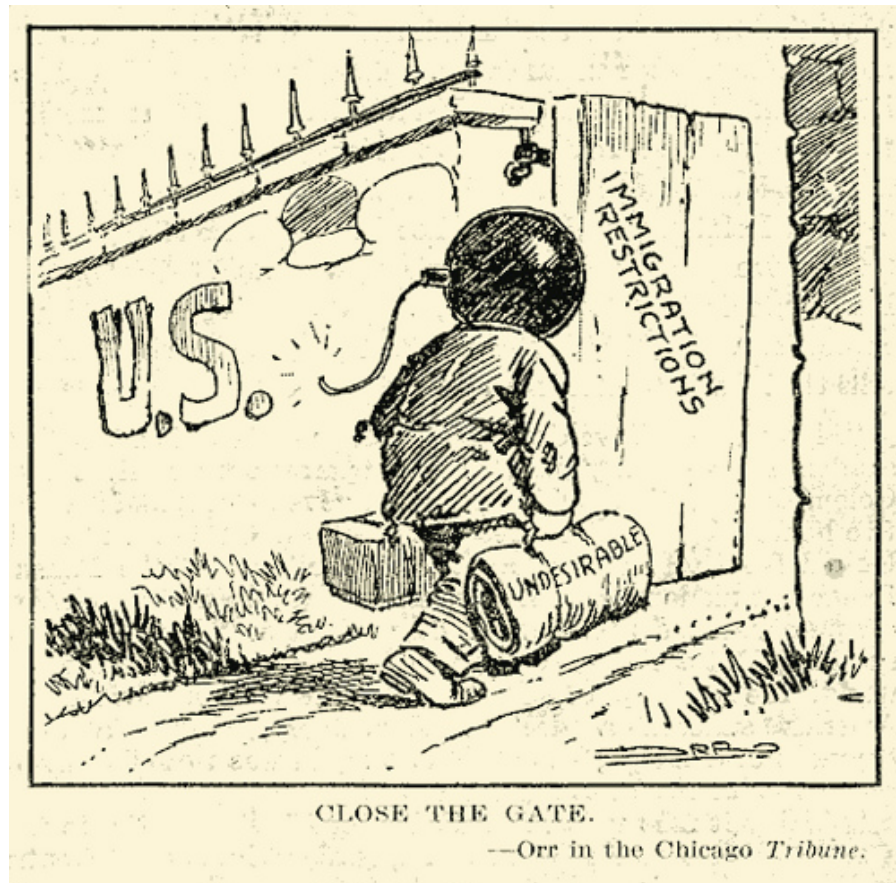
D.



E.



F.



G.



H.



I.



J.



After viewing each of the political cartoons about immigration to the United States throughout its history, answer the questions below.

1. In general, were immigrant groups welcomed and accepted into America?

2. According to the political cartoons, why would Americans not want more people to come to America?

3. Fear often guides people's reactions to others. What fears might have been present based on the cartoons?

4. People want to protect themselves and their well-being. According to these cartoons, how could immigrants be a threat to American's well-being and prosperity?

5. Nativism is defined as the policy of protecting the interests of native-born or established inhabitants against those of immigrants. It is a return to or emphasis on traditional or local customs, in opposition to outside influences. How is nativism portrayed through these cartoons?

6. An attitude of nativism might make it difficult for an immigrant group to assimilate with American society. Why might people think it would be bad for the culture of an immigrant group to become infused as part of American culture and society?

Activity

5.3 Analysis

Now choose two of the political cartoons above and complete a formal analysis of each, using the analysis chart and questions. You will be comparing and contrasting these cartoons in a project of your choice. Please take this into consideration as you make your choices.

Evaluation Rubric:

Did I:

- 1. Complete the charts (5 points for each section) **50 points**
- 2. Answer the synthesize and evaluate questions accurately (5 points for each question) **50 points**

Analysis of Cartoon

<p>Symbolism: Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.</p>	<p>List each symbol and what it stands for.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Exaggeration: Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

What is being exaggerated in this cartoon? Why?

Labeling: Cartoonists often label objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object.

What did the cartoonist label? How does the label make the meaning of the object clearer?

Analogy: An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is.

What two situations does the cartoon compare?

How does this comparison make the cartoonist's point clearer to you?

Irony: Irony is the difference between the way things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize.

How does the irony help the cartoonist express his or her opinion more effectively?

Synthesize and Evaluate: Once you've identified the techniques (symbolism, exaggeration, labeling, analogy, irony) that the cartoonist used, ask yourself:

1. What issue is this political cartoon about?

2. What is the cartoonist's opinion on this issue?

3. What other opinion can you imagine another person having on this issue?

4. Did you find this cartoon persuasive? Why or why not?

5. What other techniques could the cartoonist have used to make this cartoon more persuasive?

Analysis of Cartoon

Symbolism: Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas. After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

List each symbol and what it stands for.

Exaggeration: Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point. When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

What is being exaggerated in this cartoon? Why?

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What did the cartoonist label? How does the label make the meaning of the object clearer?

Analogy: An analogy is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light. After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is.

What two situations does the cartoon compare?

How does this comparison make the cartoonist's point clearer to you?

Irony: Irony is the difference between the way things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize.

How does the irony help the cartoonist express his or her opinion more effectively?

Adapted from Library of Congress: "It's No Laughing Matter." Cartoon Analysis Guide. Library of Congress, n.d. Web. 28 Nov. 2015.

Synthesize and Evaluate: Once you've identified the techniques (symbolism, exaggeration, labeling, analogy, irony) that the cartoonist used, ask yourself:

1. What issue is this political cartoon about?

2. What is the cartoonist's opinion on this issue?

3. What other opinion can you imagine another person having on this issue?

4. Did you find this cartoon persuasive? Why or why not?

5. What other techniques could the cartoonist have used to make this cartoon more persuasive?

Activity

5.4 Analysis

Create a project of your choice in which you compare and contrast the two political cartoons you chose to analyze in activity 5.3. The project choices are:

- Venn diagram or chart on a poster: drawn on a large piece of poster board or construction paper, neat and legible, colorful
- Slideshow in Google/PowerPoint: slides for comparison and contrasts that break down each point
- Oral presentation: spoken clearly, with adequate pace and volume
- Short essay: 3 paragraphs written neatly. One paragraph for comparison, one for contrasts and one for evaluations
- Other (must be approved by teacher)

In your project, make sure to include and compare/contrast all of the techniques from the chart, as well as the evaluations you made when you answered the questions.

Project Evaluation Rubric:

Project includes all techniques from the chart. 5 points each	25 points total
Project includes discussion of all synthesis and evaluation questions. 5 points each	25 points total
Project accurately makes comparisons (20 points) and contrasts (20 points) between the cartoons.	40 points total
Project shows effort and meets criteria for project choice.	10 points

Lesson 6

DBQ Essay

EQ: How did the immigration experience of different ethnic groups compare as they entered and assimilated into the United States?

Prompt: After reading **primary and secondary sources** on **the immigration of the Irish, Chinese, Eastern Europeans, Italians, and Hispanics to the United States**, write a Document Based Question (DBQ) essay in which you compare **the experiences of two of the immigrant groups in assimilating into the United States**. Support your position with evidence from the texts.

D2 Give examples from past or current events or issues to illustrate and clarify your position.

D8 Include in-text citations and a bibliography.

Activity

6.1 Warm-Up

Directions: Read the prompt. Using the information you gathered from previous readings, write down background information that can be used to address the prompt. You may use additional paper if you need more space than is provided in the boxes. Take your time and review the previous activities in your Academic Notebooks carefully, including the documents and your internet research.

After reading **primary and secondary sources** on **the immigration of the Irish, Chinese, Eastern Europeans, Italians, and Hispanics to the United States**, write a **DBQ essay** in which you compare **the experiences of two of the immigrant groups in assimilating into the United States**.

Irish

Chinese

Eastern Europeans

Italians

Hispanics

Assessment for 6.1

The graphic organizer is complete with information included from each of the ethnic groups studied.

0-20 points for each of the 5 immigrant groups

Total 100 points

Activity

6.2 Document Analysis

Directions: Read the document and annotate for important details that will help you answer the essential question and complete the essay prompt. Fill in the box following each document with your details. Since you are working on these documents independently, HIPPO analysis questions are provided to help you in analyzing these additional documents. They may be used in addition to the Documents in previous activities to provide evidence to support your thesis.

(Document AA) (Chinese)

A Memorial from Representative Chinamen in America to President U.S. Grant

In the following excerpt from *California As I Saw It, 1849-1900*, several Chinese men write to then-President U.S. Grant about the treatment of Chinese immigrants in the United States. This document was reprinted in a book, *California and the West* (1881), by L. Vernon Briggs.

A MEMORIAL FROM REPRESENTATIVE CHINAMEN IN AMERICA To His Excellency U. S. GRANT, President of the United States of America.

Sir: In the absence of any consular representative, we, the undersigned, in the name and in behalf of the Chinese people now in America, would most respectfully present for your consideration the following statements regarding the subject of Chinese immigration to this country:

First – We understand that it has always been the settled policy of your honorable government to welcome immigration to your shores, from all countries, without let or hinderance. The Chinese are not the only people who have crossed the ocean to seek a residence in this land.

Second – The treaty of amity and peace between the United States and China makes special mention of the rights and privileges of Americans in China, and also of the rights and privileges of Chinese in America.

Third – American steamers, subsidized by your honorable government, have visited the ports of China, and invited our people to come to this country to find employment and improve their condition.

Fourth – Our people in this country, for the most part, have been peaceable, law-abiding and industrious. They performed the largest part of the unskilled labor in the construction of the Central Pacific Railroad, and also of other railroads on this coast. They have found useful employment in all the manufacturing establishments of this coast, in agricultural pursuits, and in family service. While benefiting themselves with the honest reward of their daily toil, they have given satisfaction to their employers, and have left all the results of their industry to enrich the State. They have not displaced white laborers from these positions, but have simply multiplied industries.

Fifth – The Chinese have neither attempted nor desired to interfere with the established order of things in this country, either of politics or religion. They have opened no whiskey saloons for the purpose of dealing out poison, and degrading their fellow men. They have promptly paid their duties, their taxes, their rents and their debts.

Sixth – It has often occurred, about the time of the State and general elections, that political agitators

have stirred up the mind of the people in hostility to the Chinese; but formerly the hostility has subsided after the elections were over.

Seventh – At the present time an intense excitement and bitter hostility against the Chinese in this land, and against further Chinese immigration, has been created in the minds of the people, led on by his Honor the Mayor of San Francisco and his associates in office, and approved by his Excellency the Governor of the State and other great men of the State. These great men gathered some twenty thousand of the people of this city together on the evening of April 5, and adopted an address and resolutions against Chinese immigration. They have since appointed three men (one of whom we understand to be the author of the address and resolutions) to carry that address and those resolutions to your Excellency, and to present further objections, if possible, against the immigration of the Chinese to this country.

Eighth – In this address, numerous charges are made against our people, some of which are highly colored and sensational, and others, having no foundation in fact, are only calculated to mislead honest minds, and create an unjust prejudice against us. We wish most respectfully to call your attention, and through you the attention of Congress, to some of the statements of that remarkable paper, and ask a careful comparison of the statements there made with the facts in the case. ...

With sentiments of profound respect, LEE MING How, President, Sam Yeep Company. LEE CHEE KWAN, President, Yung Wo Company. LAW YEE CHUNG, President, Kong Chow Company. CHAN LEUNG Kox, President, Wing Lung Company. LEE CHEONG CHIP, President, Hop Wu Company. CHANG KONG CHEW, President, Yan Wo Company. LEE TONG HAY, President, Chinese Y. M. C. A.

Document Analysis Questions: (HIPPO)

1. What is the historical context of this document? (What was going on when it was written?)

2. To whom is this document written? (Why were they writing to this person?)

3. What is the point of view of the writers of this document? (What claims are being made in the document?)

4. What was their purpose in writing this document? (What were their motivations? What did they want to happen as a result of their writing this document?)

5. What other outside information (other facts about the Chinese have you learned in this unit) can you connect with this document?

(Document BB) (East European)

Adam Laboda, Polish Textile Worker

Adam Laboda was a Polish immigrant who had become a textile worker. When he was interviewed by the WPA (the date is not certain), he had five children, three of whom also worked in the textile industry. One daughter was still in school. Laboda lived in decent, if not lavish, circumstances.

Editor's note: The WPA – The Works Progress Administration – was a program during the Great Depression that hired individuals to interview a variety of people all over the country to document what life was like in America. The people who were interviewed understood that their stories were going to be recorded and kept as records about life in America and their experience of it.

Excerpt from American Life Histories, 1936-1940

“About my work in America. At first I work in the mill at Gilbertville, Massachusetts. There were about 24 of us in one house. That house is still standing but has been moved. It was a company house. In one room about twice the size of this one (20x15) there were three beds and six boys slept there. We bought our own groceries and gave them to the woman who kept the house and she cooked for us. She would furnish the salt and pepper and so forth but we bought the rest and paid each \$3 a month for room and the cooking; because, you see, we could only earn about \$2.64 a week. I was a spinner, there, but when I wanted to get married I did not want to board but to have a tenement of my own and the company houses could not be bought there.

“So I came to Pittsfield where they told me I could get a job with the Berkshire Woolen, but when I got here they told me to go to Pontoosuc (Pontoosuc Woolen [Mig.?] Co.) as I would get a better job. Well, I could not talk English yet and I worked there one day and then the boss told me I would have to go. I did not know why. He paid me, I think, \$1.50 and I went to the Berkshire Woolen. The boss at Pontoosuc was Irish, his name was Pat Fleming. He is dead now. I was a Polack. You see, I did not know why I was fired at first. ...

“As I say, after I am marry I want a tenement of my own so I buy this one from the Jew who had bought the company houses.

“That was after my visit to Poland, where I was married. I found things much changed. Yes, too much changed, but one thing I noticed, that all the boys would tip there hats and bow and I thought it was because I am an American and they know me and then I found that they are teaching them to be polite, now. They did not use to know how to be polite in the old country but they do now. They are polite to everyone and it is good. Now they must all go to school. ...

“Well, I found out why I am fired at Pontoosuc; it is just because I am Polack and the other, they are mostly Irish and French, do not like me. It is hard to get acquainted, you see, and then, people were cold to me because there are some Polacks who do not know how to behave. When I come here there are only eight or families here and they are new and some of them are what you call bums. Bum weavers and bum spinners -- and just bums that drink too much. They are so poor that they never had money in Poland. They raised things on the farm and when they get a couple dollars here they go out to spend it and get drunk. And the Polacks are always strong and like to show how strong they are and they start throwing things and fighting, and in a boarding house a fight would start and they would break the windows and furniture and the police would have to come.”

Document Analysis Questions: (HIPPO)

1. What is the historical context of this account? (How are Polish people regarded during the time period he is describing?)

2. Whom was the document written to or for?

3. Who was the author (narrator) of the document? (Why is this important? How does his gender/ethnicity affect your interpretation of this document?)

4. What is the author's purpose in describing his life in America? (What things does he tend to emphasize in his descriptions of his life and experiences?)

5. What other facts or outside information can you link with this document and/or this person's life in America? (Use your Academic Notebook to assist with this.)

(Document CC) (Italian)

An Interview with Roland Damiani

In February 1938, WPA writer Merton Lovett interviewed Roland Damiani at the latter's home in Beverly, Massachusetts. Damiani was an Italian immigrant. The excerpt from that interview, below, is from "American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940."

Editor's note: See the Editor's note under Document B for information on the WPA)

"I wish you could see, Mr. Lovett, the town where I lived in Italy. It was called Cartoceto. It was builded on the top of a high hill. All around was a stone wall. Once upon a time this wall protected the town from bandits, from pirates and other enemies.

"You have heard of Carthage? For many years Carthage and Rome were the great rivals. Sometimes Rome was badly beaten. Sometimes the Romans were successful. Finally Hannibal, he was the great general, was completely defeated. The Africans ran away. At Cartoceto, where I was born, they made their last stand. Behind the walls they fired arrows and spears at the Romans. For months they put up a great fight.

"Why should I not know history? In Italy I attended the good schools. In this country I have studied much.

"Thank you, Mr. Lovett. If I did not get a good education would I be the officer in your evening schools? And my fellow Italians have elected me to many positions, because they appreciate learning and wish themselves to become true Americans.

"You are right. The children of Italian immigrants wish most of all to become Americans. They make haste to adopt the American customs and speech. In fact they worry and grieve their parents, who cannot understand or keep pace with them. It is not a little tragic sometimes, -- this conflict between the children and their elders.

"Yes, that is true. But a price must be paid for progress. In this case it is the parents that pay. They adapt themselves slowly to new and strange conditions. That is why we have emphasized adult education. It prevents misunderstanding. Too often the Italian youth seem cruel and disrespectful. The elders appear tyrants and kill-joys to their children.

"We lived first in Portsmouth, N. H. My father worked at the Navy Yard. The next year we moved to Beverly, where the United Shoe Machinery plant was under construction. Already my uncle, Emilo, was a boss there. He was a graduate from an Italian college and had charge of Shantyville. That was the rough village, where the Italian workmen then lived. . . .

"Sure, I was acquainted with Shantyville. My family did not live there. Mostly the residents were single men. The shanties were built of boards. The roof was covered with tarpaper. They were not plastered inside, but they were clean. They were kept neat and they were comfortable. . . .

"The people here in Beverly never did understand the Italians of those days. Very, very slowly, their ignorance is being destroyed. In 1905 they imagined that terrible things were done in Shantyville. The police were given orders to watch closely. People thought the Wops or Dagos, as they called them, were dangerous. They thought they were always ready to draw a knife or stick someone with a stiletto.

Perhaps they considered the Italians reckless, bloodthirsty and dishonest. If so it was because they read stories of the American shanty towns in California and the West. Compared to them, the camp in Beverly was like a Sunday School. A child or woman could visit there night or day with perfect safety. It is ignorance that causes suspicion and prejudice. It is still ignorance, that makes it hard for Italians to take their proper and natural position in the community. Thank God, conditions are getting better each year.”

Document Analysis Questions: (HIPPO)

1. What is the historical context of this document? (What period is this narrator describing?)

2. Who is the intended audience of the document?

3. Who is the author of this narrative? How does his ethnicity help you interpret this document?

4. What is the author's purpose in describing his life in America? (What things does he tend to emphasize in his descriptions of his life and experiences?)

5. What other facts or outside information can you link with this document and/or this person's life in America? (Use your Academic Notebook to assist with this.)

(Document DD) (Hispanic)

Bracero Oral History Project

Date: February 25, 2008

Interviewee: Rubén Ramírez

Location: Greeley, Colorado

Interviewer: Dr. Priscilla Falcón, University of Northern Colorado

Editor's Note: The Bracero Program to which the narrator is referring was begun during World War II when there was an extreme need for agricultural workers in the United States as there was a shortage of able bodied men who were not serving in the armed forces. The program was continued after the war was over into the 1960s.

Ramírez: "I was born on August 5, 1934 in Praxedis G. Guerrero, Bravo District of the state of Chihuahua, Mexico. My mother and father were born in the state of Sonora, Mexico. They were agricultural workers. My parents owned a small ranch near the United States border in the community of Praxedis G. Guerrero. They planted cotton, corn, and alfalfa by which we fed our animals.

... "Well, ... I began work at an early age...you know in those days one worked as a young child...I must have been about eight.....I worked on the rancho helping my father with the mules...planting corps for our living.

"I learned farm work from my father.....that was my first job...that was my training for life."

Falcón: How did you find out about the Bracero Project?

Ramírez: "Well at the time the municipal presidents of the pueblos received letters from the Mexican government...The municipal presidents were asked to make a list of all of the available young men that could travel to el Norte, the United States to work. At the time I was about 17 or 18 years old. I needed to help my family...we had economic necessities and so I began to investigate the Bracero Project.

... "When contracts from the United States came we were transported from Chihuahua to Ciudad Juárez by cargo train. Cargo trains were contracted to carry Braceros to the border stations. Cargo trains are those that carry coal, supplies, and animals. Once the trains arrived at the train depot in Juárez we were told to walk to the bridge...there we were met by United States Immigration agents. At that point they lined us up and made us pass through a little house. Before entering that house, we were told to take off all our clothes...upon entering the house we were sprayed with a white powder all over our bodies...from there we went outside put our clothes on, signed some papers and were taken to a holding center called Rio Vista. There we again had to wait for local ranchers to select workers... there were thousands of Braceros waiting to be assigned.....

...I was a Bracero for four years. I worked only in agriculture mainly picking cotton. My first job as a Bracero was picking cotton in Deming, New Mexico. I was also contracted in Pecos, Texas, and in Lovington, New Mexico. When you pick cotton you tie a large bag around your shoulders and pull it down the rows until you fill it up...it gets very heavy after six or seven hours of work....but the short hoe was the worst. My last contact was in 1963 that was the year Kennedy was killed.

"Men from all parts of Mexico worked with me during my years as a Bracero...some patrons' ...you know the bosses...some were nice but most were not pleasant.... They would put us in the houses

that were used for animals, and no services like water or light. They worked us from sun up to sunset, squeezing every bit of labor out of us.....and when we got sick and couldn't get out of bed...only then would they call a doctor.

"We worked every day of the week....the seven days of the week...and if we did not want to....we had to because it was part of the contract. The bosses would tell us 'You came here to work not to rest.' Some days we worked eight hours a day, but most of the time we worked ten or twelve.... We didn't always go by hours... Sometimes we were paid by the weight, like when we picked cotton. When we worked by the hour we were paid fifty-cents an hour and many times whatever the boss decided to pay us.

"We were paid in cash every 15 days, and I sent money home by mail. In those days, there was no Western Union.

"We made our lunches for work every day and when the boss said to have lunch we ate. We washed our clothes in tubs and hung our clothes outside to dry."

It is ignorance that causes suspicion and prejudice. It is still ignorance, that makes it hard for Italians to take their proper and natural position in the community. Thank God, conditions are getting better each year."

Document Analysis Questions: (HIPPO)

1. What was going on during the time period that the person being interviewed is describing?

2. Who is the intended audience? (This is an interview, so there are two potential audiences – the person conducting the interview, and the people who will read the interview.)

(Document EE) (Ireland)

Letter from John Doyle to his wife in Ireland, 1818

We were safely landed in Philadelphia on the 7th of October and I had not so much as would pay my passage in a boat to take me ashore. My distress and confusion for the want of three or four pence was very great, and such was the jealousy and miserableness of the passengers that there was not one who would lend another even that sum. I, however, contrived to get over, and God is my witness that at that moment, I would as soon the ground would open and swallow me up. It was not long till I made out my father, whom I instantly knew, and no one could describe our feelings when I made myself known to him, and received his embraces, after an absence of seventeen years. The old man was quite distracted about me. He done nothing that entire day but bringing me about to his friends. Their manner of receiving me was quite amusing; one would say you are welcome, sir, from the old country; another, you are welcome to this free country; you are welcome to this wooden country; you are welcome to this free country—you are welcome to this land of liberty. Pray sir, are you not happy to have escaped from the tyranny of the old country? When you would deny the tyranny and give the preference to home, they would look amazed and say, “What sir, would you not rather live in a free country than in slavery?” In short they imagine here that we can not act or speak in Ireland but as the authorities please. Their ignorance and presumption are disgusting, their manners worse. As to politeness and good nature, they are totally unknown and though they all pretend to be well acquainted with the affairs of Europe they are utterly ignorant of all transactions there, or at the best know them imperfectly...

The morning after landing I went to work to the printing and to my great surprise I found that my hand was very little out. There is an immensity of printing done in America, still it is not as good as other businesses, and I think a journeyman printer’s wages might be averaged at 7 1/2 dollars a week all the year round. In New York it may not be so much as they are often out of work. The bookbinding may be put upon a footing with the printing; they execute their work here remarkably well.

I worked in Philadelphia for five and one-half weeks and saved 6 [pounds], that is counting four dollars to the pound (in the currency) of the United States the dollar is worth five shillings Irish at all times. They give the name of shillings to one-eighth of a dollar which are common here, but which is only equal to our 7 _ d. This name is what blinds many immigrants to the value of their money here and about the price of dollars and flatters them with the idea of such enormous wages.

I wrote to poor Lewis who gave me the most pressing invitation to come to New York where I now am, and where I every day experience from them some fresh kindness. My father put every obstacle he could in my way to prevent my going to New York but when he found that all he could do would not change my mind and that his entreaties to stay with him were in vain, he parted with me drowned in tears to such a pitch that he was unable to speak and since my arrival here he is every week writing to me to go back.

I found the printing and bookbinding overpowered with hands in New York. I remained idle for twelve days in consequence; when finding there was many out of employment like myself I determined to turn myself to something else, seeing that there was nothing to be got by idleness. The trifle which I had saved was going from me fast. I drove about accordingly and was engaged by a bookseller to

hawk maps for him at 7 dollars a week. This I done much to his satisfaction but when the town was well supplied he discharged me and instead of paying me my entire bill he stopped 9 dollars for maps which he said I made him no return for. I had to look for justice but was defeated for want of a person to prove my account. I lost the 9 dollars which I reckon to be 45 shillings. However I got such an insight into the manners and customs of the natives whilst going among them with the maps as served me extremely. I now had about 60 dollars of my own saved, above every expense. These I laid out in the purchase of pictures on New Year's Day, which I sell ever since. I am doing astonishingly well, thanks be to God and was able on

. . . One thing I think is certain that if the emigrants knew before hand what they have to suffer for about the first six months after leaving home in every respect they would never come here. However, an enterprising man, desirous of advancing himself in the world will despise everything for coming to this free country, where a man is allowed to thrive and flourish, without having a penny taken out by government; no visits from tax gatherers, constables or soldiers, every one at liberty to act and speak as he likes, provided it does not hurt another, to slander and damn government, abuse public men in their office to their faces, wear your hat in court and smoke a cigar while speaking to the judge as familiarly as if he was a common mechanic, hundreds go unpunished for crimes for which they would be surely hung in Ireland; in fact, they are so tender of life in this country that a person should have a very great interest to get himself hanged for anything!

...I can not say any more but for ever and ever your loving husband.

John.

Document Analysis Questions: (HIPPO)

1. What was going on during the time period that the person being interviewed is describing?

2. Whom is he writing to?

3. Who is the author? (How does his ethnicity and gender help you interpret the document?)

4. What is the author’s purpose in writing the document? What does he hope to achieve (or explain)?

5. What outside information or evidence can you connect with this document? (How does it help explain the experience of Irish in America?)

Activity

6.3 Planning the Essay: Creating a Working Thesis

Directions: Identify the two ethnic groups you will write about and provide general background information from the groups you have selected from your 6.1 organizer. Next, write your thesis from that information. This thesis will just be your rough draft; you can modify it later.

A. Ethnic Groups

1.

2.

B. Background information: When writing your essay, you may use any and all of the information that is in your Academic Notebook about the two immigrant groups you have chosen to write about, but right now your thesis will just generalize. Here you will write down some of the main topics you will address in your essay to help in formulating your thesis.

1.

2.

Activity

6.4 Planning the Essay: Writing the Introductory Paragraph

Directions: Write the first draft of your introductory paragraph below. Take your information from Activity 6.3, and now write an introduction to your essay. Remember, you only need to use the documents that pertain to the two groups of immigrants you are comparing. Have your teacher look over your introduction, which should include your thesis statement, before proceeding. Use the skills developed in the previous unit and make sure your thesis addresses the prompt. This is very important and a common mistake, even among high school students. When you are finished, exchange with a partner to check each other's work. *Remember, when writing a historical essay, the thesis should always be the first or second sentence in the introduction (as opposed to a language arts essay).*

Introduction

Activity

6.5 Planning and Writing the Body Paragraphs

Directions: Below, outline your body paragraphs. Write your topic sentences and supporting details. Be sure to use background information and document information, and provide past and/or present examples. You may not use all the boxes, nor all the documents. Be sure you cite your documents (e.g., DOC. A). You only need to write supporting details by the documents you are using in your essay. Remember to use a minimum of 4 documents in your essay, but use more if you can. Planning your paragraphs by using this organizer will not only make them much easier to write, but will help you remember important information to include as well as your sources.

1ST BODY PARAGRAPH

A-Topic Sentence

B-F-Supporting Details

A.

B.

C.

D.

E.

F.

2ND BODY PARAGRAPH

A-Topic Sentence

B-F-Supporting Details

A.

B.

C.

D.

E.

F.

3RD BODY PARAGRAPH

A-Topic Sentence

B-F-Supporting Details

A.

B.

C.

D.

E.

F.

4TH BODY PARAGRAPH

A-Topic Sentence

B-F-Supporting Details

A.

B.

C.

D.

E.

F.

Activity

6.6 Planning and Writing the Conclusion

Directions: Plan your conclusion. Remember to sum up your essay and restate your thesis.

Summary points:

Restated thesis:

Activity

6.7 Writing the Final Essay

Directions: In space below or on lined paper, write your essay. This should be a matter of pulling together the introduction, body paragraphs, and conclusion you have already written. Be sure to use in-text citations and provide examples.

Generic Scoring Rubric – Document Based Question

Score of 5:

- Thoroughly addresses all aspects of the Task by accurately analyzing and interpreting at least _____ documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task or Historical Context, and concludes with a summation of the theme or problem

Score of 4:

- Addresses all aspects of the Task by accurately analyzing and interpreting at least _____ documents
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical
- Is a well-developed essay, demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task or Historical Context and concludes with a summation of the theme or problem

Score of 3:

- Addresses most aspects of the Task or addresses all aspects of the Task in a limited way, using some of the documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the Task or Historical Context and concludes by simply repeating the theme or problem

Score of 2:

- Attempts to address some aspects of the Task, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

Score of 1:

- Shows limited understanding of the Task with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the Task, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

Score of 0:

- Fails to address the Task, is illegible, or is a blank paper

Source: Social Studies Help Center. http://www.socialstudieshelp.com/DBQ_Rubric.htm