

SREB

SREB Readiness Courses

# Ready for High School: Literacy

History Unit 2

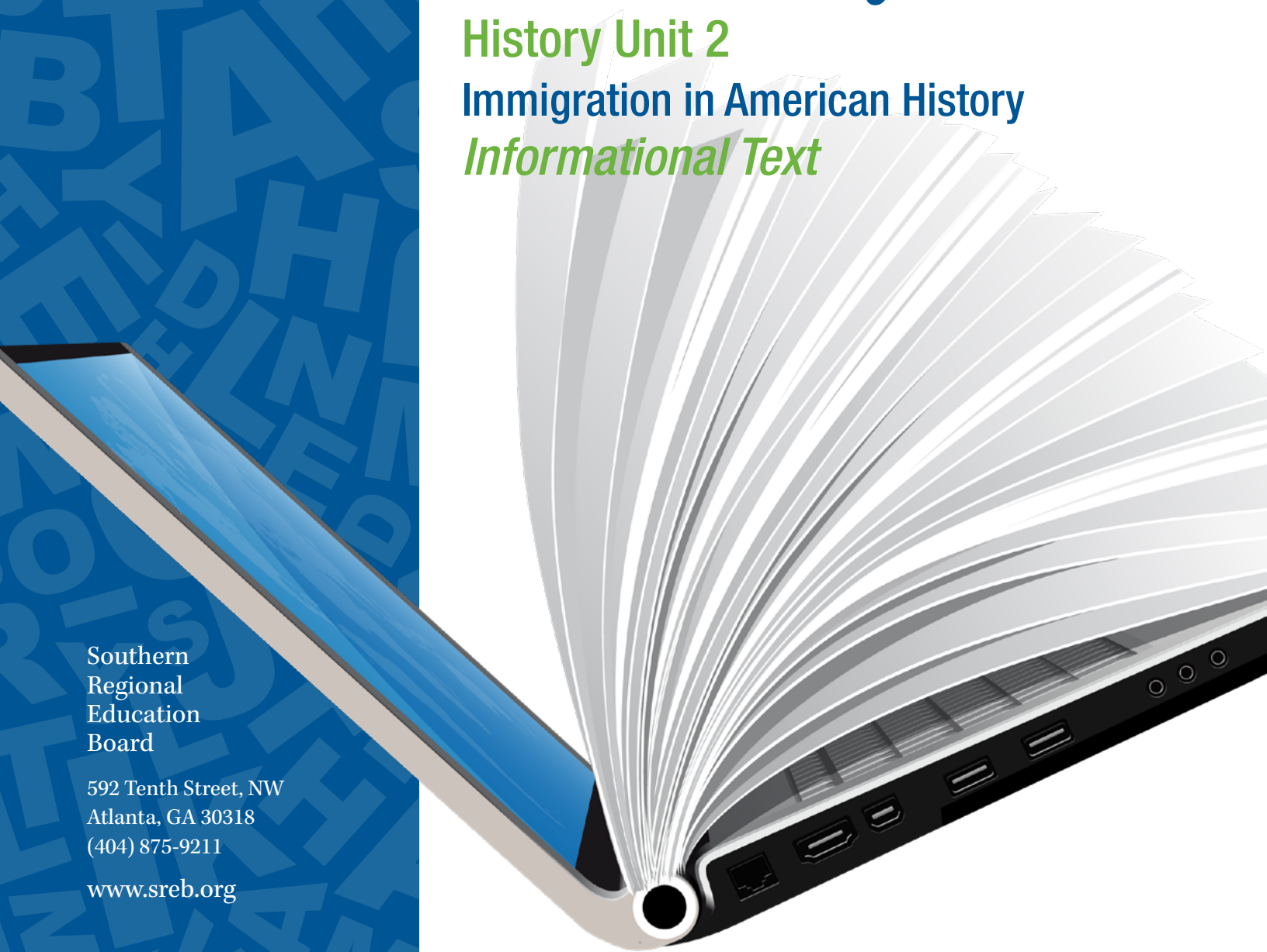
Immigration in American History

*Informational Text*

Southern  
Regional  
Education  
Board

592 Tenth Street, NW  
Atlanta, GA 30318  
(404) 875-9211

[www.sreb.org](http://www.sreb.org)



# Unit 2

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## Unit 2

# Immigration in American History Course Overview

In this unit of instruction, students will explore the issue of immigration throughout several points in U.S. history. Students will learn the skills needed to write a comparative essay in the form of a Document-Based Question (DBQ), and to organize and cite sources.

### Teacher Notes

1. At the end of every lesson in this unit you will find a **checklist** of the important activities to cover. Refer to this as you teach the unit, as a way to ensure that the essential parts of the lesson have been covered.
2. **Literacy Design Collaborative** – If you have been trained in the framework known as the Literacy Design Collaborative (LDC), instructional modules consist of a series of skill clusters with specific skills attributed to each. These units have been constructed to comply with this model. In each lesson you will see the specific clusters identified along with specific skills as a reference for LDC-trained teachers. If you have not been trained in LDC, merely follow the teacher guide instructions. The skill clusters can reinforce for you what reading and writing skills have been identified.
3. Each activity is accompanied by a formative or summative assessment. Most assessments consist of a rubric that identifies an observable action by students and a range of student performance (No, Somewhat and Yes). As the teacher, you have control over what value to ascribe to the assessments. For example, you may assign a 6 for a student's successful completion of a task (Yes), 3 for a performance that approaches success (Somewhat) and a 0 if the student does not exhibit this behavior (No). You may use the points in between 3 and 6 and 0 and 3 to provide a range of points based on how well the student's performance meets your expectations. Keep a log of your students and assign points throughout the unit as a grade for participation, engagement, etc. You may also wish to assign your own values to the assessment to provide a range based on varied performance. This system allows for flexibility in teacher grading practices across schools and states. Most teachers have expressed a need to provide points as incentives for the struggling students to complete the work. Because students struggle with the rigor of the course, the performance points along the way help to reward students who put forth effort in each activity. In the end, how the performance is "scored" is a teacher decision.

## Unit Objectives (Students Will Be Able To)

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1. Write a comparative essay.
2. Locate, organize, and cite references.
3. Utilize historical thinking skills of context and corroboration when evaluating historical evidence.
4. Read a variety of texts to determine author's point of view, purpose, and use of rhetoric in advancing that point of view or purpose.
5. Use information from a variety of texts to produce clear and coherent writing.

## Pacing

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This Unit is designed to take place during one six-week period utilizing 45-50 minute periods. Adjust the time frames to meet your class schedule.

<b>Week 1</b>	Lesson: 1	Gateway Lesson – Introduction to the Topic
	Lesson: 2	Document Analysis: HIPPOS Method
<b>Week 2</b>	Lesson: 2	Document Analysis (continued)
	Lesson: 3	Annotation Review, Compare and Contrast, Understanding Point of View, and Determining Explicit and Implicit Meaning in a Text
<b>Week 3</b>	Lesson: 4	Creating a Timeline
<b>Week 4</b>	Lesson: 4	Creating a Timeline (continued)
	Lesson: 5	Analyzing Political Cartoons
<b>Week 5</b>	Lesson: 5	Analyzing Political Cartoons (continued)
	Lesson: 6	Final task: Writing a Comparative Essay in the Form of a DBQ
<b>Week 6</b>	Lesson: 6	Final task: Writing a Comparative Essay in the Form of a DBQ (conclusion)

## Lesson 1

# Gateway Lesson – Introduction to the Topic

### Overview

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In this introductory Lesson, students will be introduced the topic, basic vocabulary, and the essential question. Students will read a context piece and evaluate and photographs and primary source information.

### Outcomes

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1. Students determine central ideas from photographs, including possible points of view or purposes.
2. Students draw evidence from the photographs for analysis and reflection.
3. Students determine the meaning of words and phrases as they are used in the text, including history specific vocabulary.
4. Students use evidence from the context reading to support reflection and research.

## College and Career Readiness Standards (CCRS)

### Reading

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- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- 7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

### Writing

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- 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 9 Draw evidence from informational texts to support analysis reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Speaking and Listening

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- 1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–8 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LDC

Skills Activity List

### Skill Cluster 1: Preparing for the Task

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#### 1. Task Engagement

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests, and concerns

### Skill Cluster 2: The Reading Process

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#### 1. Note-takingy

Ability to read purposefully and select relevant information; to summarize and/or paraphrase

#### 2. Organizing

Ability to prioritize and narrow supporting information

### Skill Cluster 3: Transition to Writing

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#### 1. Organizing Thinking

Ability to organize notes for writing

#### 2. Understanding the Reading

Ability to demonstrate analysis of reading

### Materials

- Student Academic Notebooks
- Unit 2 Lesson 1 PowerPoint Slides  
*(In this and all subsequent lessons and activities for this unit, a number before the teacher instructions will indicate that a PowerPoint Slide with the same number accompanies that instruction.)*
- Highlighters (at least 2 colors – colored pencils could also be used)

**Time Frame:** 200 minutes (all times are approximate)

### Target Vocabulary

- Immigrant
- Emigrant
- Assimilate
- Primary Source Documents
- Secondary Source Documents

### Activity 1.1

**Immigrant or Emigrant? Who were some of the people who immigrated to America?**  
**Time: 100 minutes (see options)**

**Overview:** In this introductory activity, students will learn the difference between immigrant and emigrant, and begin to learn to examine and analyze photographs and make predictions about the the people and activities portrayed in them.

**Optional:** If the writing activity takes place outside of class rather than in-class, the lesson could be shortened by one 50-minute class period. If time allows, teacher may choose to extend the lesson and have students read aloud their letters or stories.

**College and Career Readiness Standards: R 2, 6, 7; W 2, 4, 9, 10; S/L 1**

- 1. Title Slide (may have on screen as students are entering the room)**
- 2. What is the difference between an immigrant and an emigrant?** Discuss and give explanations. You may suggest a good mnemonic device to use would be ‘in’ for immigrant (an ‘I’ starts both).
- 3. America is a nation of Immigrants. What does this mean?** Try to create a discussion. Answers should include that everyone in America came here from somewhere else. Some students may point out that American Indians were here when the Europeans arrived. **Explain that current theories indicate that even the Indians arrived in the Americas between 12,000 and 40,000 years ago. So, apparently everyone in the Americas has ancestors that came here from somewhere else.**

**We are now going to analyze some pictures of immigrants. Look at their expressions; how they are dressed: what, if anything, they are carrying. Try to look at every detail in the pictures. Can you tell from their surroundings where**

the picture may have been taken? Do you think they are rich, or are they poor? What clues does the picture give you about what their life is like or may be like in America? The pictures are also in your Academic Notebooks. Underneath each picture, write down everything that you see in the pictures. Divide the picture into quadrants (four parts) and see if that helps you see more details. Make a prediction about the relationship among the people. Be ready to share your observations with the class. Try to use any clues in the pictures that might suggest the ethnicity of the people in the photograph. Allow at least 10 minutes for this activity, more if the students appear to be working. When all or most appear to be done, project Slide 4.

4. **Ok, let's talk about this picture. What did some of you write down about the people in this photograph?** Guide a discussion about the picture and try to lead students to things they may have missed, without directly pointing them out. Observations may include speculations about where the picture was made, if the people are a family, particulars about dress, if it is a formal portrait, etc. Can they make a guess about what time period this was, based on clues in the picture? Once ideas and discussions are exhausted, advise (or confirm) that this is a picture of an Italian family arriving in New York. Also point out that pictures can tell us a great deal about people, but other important details may be left out. **What kinds of things can pictures NOT tell us?** Answers may include who the people are, where they are going, why they are here, etc.
5. (Follow the same procedure for Slides 5–7) A Chinese family
6. A family of Russian Jews
7. A Mexican family
8. Irish immigrants (Students may observe that these Irish immigrants appear to be individuals traveling alone rather than family groups.)
9. Reflect: Read these instructions to the students as they read from the slide:

**Turn to page 9 in your Academic Notebooks. Select one of the pictures, and write a made-up story about the people depicted in the photograph. You may write about them as a group or select one person to write about.**

**Alternative: Chose one of the people, assign him or her a name, and write a letter that they 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.**

## Assessment

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### Outcome 1:

Students determine the central ideas from photographs, including possible points of view or purposes.

### Outcome 2:

Students draw evidence from the photographs for analysis and reflection.



Evaluation Rubric			
Writes in complete sentences.	No	Somewhat	Yes
Refers to at least four pieces of evidence from the photograph.	No	Somewhat	Yes
Writes a cohesive and plausible story or letter.	No	Somewhat	Yes
<b>Total Points</b>	<b>18</b>		

**Teacher Checklist**

Use this checklist to ensure you have completed all of the activity components

- 1. Adequately explained the differences between immigrant and emigrant, and helped the students understand which of these will be covered in the unit.
- 2. Reviewed the pictures and PowerPoint with the students.
- 3. Reviewed the assessment (writing) piece with the students and checked for understanding of task.
- 4. Checked off the finished activities.

**Activity 1.2**

Introduction to the task and Context Reading – A Brief Overview of Immigration in the United States (100 minutes)

10. Introduce the lesson and say **Today we are going to read a brief history of immigration in the United States, focusing especially on the particular immigrant groups we will be looking at in this unit. We will also be introduced to the culminating task for this unit and the essential question.**
11. Project and read the essential question and final task. **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 DBQ essay in which you compare the experiences of two of the immigrant groups to assimilate into the United States. Support your position with evidence from the texts.**

Discuss with students and answer any questions they may have. **Explain what it means to assimilate and give examples if this is an unfamiliar word to the students.** Be sure to **explain that a Document Based Essay** (if new to your students) **is one in which students will reference documents as support for evidence used in their essays.** Also advise them they will receive more instruction about how to write the DBQ at the time they will be expected to write the essay.

**While you are reading the text, keep in mind that you will eventually be answering this question so that should help provide a focus for your reading. Be sure to annotate (write notes and questions in the margins) the text as you read (if highlighters are available). With your yellow marker, highlight any words that you do not understand. There is a place in your Academic Notebook to record these after you finish reading. With your green marker, highlight words or short phrases that you think apply to the essential question remembering that less is more – the more text that is highlighted the less meaningful it becomes.** (Annotation was covered in the last unit but model this again for the students if needed). **When you are finished reading, go back and find the words you had difficulty with. Write them, along with the number of the paragraph in which you found them, in the graphic organizer in your Academic Notebook. We will discuss these at the end, and they will be easier to find in the reading if we know which paragraph you found them in. Your assessment for this activity will be how you complete the graphic organizer. Even if you think you have an idea about the meaning of the words, choose some that you are not absolutely certain about and add them to the organizer. Before we begin reading, what questions do you have? (answer questions) Ok, let's begin.**

Walk around the room to ensure students are on task, and assist as necessary. Depending on the reading level of your students, this could take the remainder of the period. Assist students by showing them the correct places in the workbook to enter their words. Also assist them with their highlighting (or underlining, if highlighters are not available). A common error is for students to highlight entire paragraphs or pages of text rather than key words and phrases only.

12. (If you have 50-minute class periods, this part of the activity would likely take place the following day. If this is the case, first spend about 5 minutes reviewing what was done the day before, using any necessary previous PowerPoint slides. Be sure and go back and remind the students of the essential question.) **We are going to look at some of the words you highlighted. First, let's look at an example of a word that some of you may not know, and see if we can use context clues to help us discover the meaning.** Review the example on the slide.
13. Write on the board some more of the words students did not know. If using an Active Board, the words may be written directly under the heading on the slide. With the students following in their Academic Notebooks, go back to the paragraphs these words were found in, and assist students in looking for context clues. As in the previous unit, while assisting students in finding the meaning, remember the importance of 'productive struggle' and avoid giving them the answers directly; instead, lead them to discover the answer themselves. Continue with this activity until all words have been reviewed.
14. **As the final part of this activity, we are going to practice and review. Look at your graphic organizer and assessment rubric for Activity 1.2 on page 15. If you want to add some more information to your rubric, take a few minutes and do that now.** (if needed)

## Assessment

### Outcome 3:

Determine the meaning of words and phrases as they are used in the text, including history specific vocabulary.

### Outcome 4:

Draw evidence from the context reading to support reflection and research.

Evaluation Rubric			
Finds a minimum of five words to investigate.	No	Somewhat	Yes
Highlights at least 10 pieces of information that may help answer the essential question.	No	Somewhat	Yes
Completes the organizational chart with the information gathered from the photographs.	No	Somewhat	Yes
<b>Total Points</b>	<b>9</b>		

### Teacher Checklist

Use this checklist to ensure that all activity components have been covered

- 1. Made highlighters available for the students. (Colored pencils could also be used.)
- 2. Reviewed the essential question with the students prior to the text reading.
- 3. Reviewed with students how to find the meanings of words using context clues.
- 4. Modeled the word analysis with the students.
- 5. Explained the assessment assignment and scoring rubric.

## Lesson 2

# Document Analysis: HIPPOS Method

### Overview

This is a re-teaching of the HIPPOS Method taught in Unit 1 of the High School Readiness Course. In this Lesson students will review the HIPPOS Method of Document analysis and how to ‘mine’ sources for evidence to support a claim. The documents in this unit will be slightly more complex than those used in Unit 1. Teachers may choose for students to complete this Lesson with a partner.

### Outcomes

1. Students analyze documents for sourcing and content.
2. Students use context clues to determine the meaning of words.
3. Students determine point of view, purpose, and audience for documents.
4. Students organize and utilize information to support a claim.

## College and Career Readiness Standards (CCRS)

### Reading

- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- 7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account

### Writing

- 9 Draw evidence from informational texts to support analysis reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

### Materials

- Student Academic Notebooks
- Highlighters
- PowerPoint for Lesson 2

### Target Vocabulary

- Primary sources
- Secondary sources
- Ethnicity

## Activity 2.1

Learning the HIPPOS Method Time: 100 minutes

### College and Career Readiness Standards: R 2, 4, 6, 7; W 9, 10

1. Direct students to open their Academic notebooks to Lesson 2: Document Analysis. Project introductory slide and have students read along in their notebooks as you read: **In the previous lessons, both in this unit and 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 HIPPOS method of historical document analysis. Remember that HIPPOS stands for:**

2. (Reading along with students)

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

**I**ntended Audience – Whom was the document written to or for?

**P**oint 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.

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

**O**utside Information – What outside information can you connect with this document?

**S**ource – Who provided this information? How does the source of this information affect its validity?

(Continuing to read with students from the notebook.) **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 HIPPOS 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 HIPPOS 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.**

Then say: **The first document, Document A on page 17, we will do together. Find Document A and let's look at it.** (You will be modeling HIPPOS with Document A)

**First, let's look at the source – what kind of document is it?** Students should easily identify the document as being a letter. **Now, what will help us understand the Historical Context?** Hopefully students will point to the date, 1873, and identify that as being a time of increased immigration after the Civil War. You may remind students that the Irish were one of the largest immigrant groups. Have the students carefully read the entire document. When it appears that all of them are finished, have them place-hold the page the document is on, then direct them to the HIPPOS graphic organizer for Doc. A. Go through the organizer with the students, using the PowerPoint **ONLY TO CONFIRM** the findings of the students. This document is pretty straightforward and, with minimal guidance, students will realize that the **Intended Audience** is his cousin John Doyle, (with whom it is apparent he has not communicated in a while). The **Point of View** is that he talks about his living situation, belongings, that his prospective wife can have all the tea, coffee, and pork that she wants (why do you think he would spell that out) and feels he is a pretty good catch. The **Purpose** is to solicit his cousin's help in finding a wife from his hometown. **Outside Information** could include that Minnesota would not be as well known a place as an east coast city might be, that Minnesota was still relatively sparsely settled and that marriageable women were in short supply. Also, by standards in Ireland, he would be regarded as a wealthy man. Students hopefully will find aspects of this letter humorous (is he bragging of his wealth to offset the fact that he has a pile of children all under the age of 15) Allow them to speculate and discuss until the topic is exhausted. Then have the students continue with the remainder of the documents, which will likely take the remainder of the period. At teacher discretion, this activity may be completed for homework, or teachers could assign a minimum number of documents to be completed. Documents A through D, especially since Doc. A was done as a class, is a reasonable number to complete during a 50-minute period. After a brief introduction and review (Slides 1 and 2) the remainder of the documents could be completed the following day. Struggling readers may need additional time, and an option for this lesson is to have students **read the documents with a partner.**

Check for completed HIPPOS graphic organizers when the assignment is finished. Divide the students into 9 groups and assign each group a document from B-J (You did A together.). Students should confirm their work and add information to their organizers, then report to the full class. Discuss any other findings from other class members. Note: if you had students read the documents with a partner, split the partners up for this activity.

## Assessment

**Outcome 1:**

Students analyze documents for sourcing and content.

**Outcome 2:**

Students use context clues to determine meanings of words.

**Outcome 3:**

Students determine point of view, purpose, and audience for documents.

**Outcome 4:**

Students organize and utilize information to support a claim.

Evaluation Rubric			
Analyzes each document and completes the organizational chart.	No	Somewhat	Yes
Annotates/comments/identifies words in each document to help understand it.	No	Somewhat	Yes
<b>Total Points</b>	<b>12</b>		

**Teacher Checklist**

Use the following checklist to ensure that all of the components of the lesson were covered.

- 1. Explained the HIPPOS acronym.
- 2. Modeled the first document, using HIPPOS.
- 3. Ensured that students appropriately filled out the first organizational chart as I modeled Doc. A.
- 4. Circulated among the students, ensuring they were reading and using the HIPPOS method to analyze the documents, as well as using basic annotations in the documents themselves.
- 5. Showed and explained the rubric by which this assignment will be scored.

## Lesson 3

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

### Overview

In this lesson students will review how to read closely and annotate texts. Students will demonstrate understanding of texts by answering text dependent questions. Students will identify similarities and differences between Ellis Island and Angel Island. They will view photographs and a video. Students will use a T-Chart and a Venn diagram to organize information, and write a summary to demonstrate understanding of the topic. Student will identify the author's point of view and distinguish between implicit and explicit statements.

**Teachers Note:** This lesson will engage students in discussions about Immigration points of entry, Ellis Island and Angel Island. As they view the slide presentation, ask questions to capture student' attention and to encourage them to think critically.

**Review with students before the lesson, the essential question and prompt.**

**Remind students to look for information that would help them answer the essential question and complete the task The prompt appears on page 33 of the Academic Notebook.**

**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 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.**

### Outcomes

1. Students read closely and annotate texts.
2. Students answer text dependent questions.
3. Students identify similarities and differences between two or more topics.
4. Students take notes from a video.
5. Students use a Venn diagram to organize information.
6. Students summarize information from multiple sources.
7. Students identify the author's point of view.
8. Students identify explicit and implicit textual meaning.



## College and Career Readiness Standards (CCRS)

### Reading

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- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- 7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account

### Writing

---

- 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9 Draw evidence from informational texts to support analysis reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

### Speaking and Listening

---

- 1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 1d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- 4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
6. Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LDC

Skills Activity List

### Skill Cluster 1: Preparing for the Task

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**1. Task Engagement**

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests, and concerns

### Skill Cluster 2: The Reading Process

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**1. Note-taking**

Ability to read purposefully and select relevant information; to summarize and/or paraphrase

**2. Organizing**

Ability to prioritize and narrow supporting information

### Skill Cluster 3: Transition to Writing

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**1. Organizing Thinking**

Ability to organize notes for writing

**2. Understanding the Reading**

Ability to demonstrate analysis of reading

## Materials

### Activity 3.1

- Student Academic Notebook
- Lesson 3 PowerPoint – Slides 1–5
- Dictionary or other source to find definitions

### Activity 3.2

- Student Academic Notebook
- Lesson 3 PowerPoint – Slides 6–16
- Angel and Ellis Islands video [https://www.youtube.com/watch?v=vDka\\_SqKfN0](https://www.youtube.com/watch?v=vDka_SqKfN0)  
(Watch video ahead of time to be familiar with the content.)

### Activity 3.3

- Student Academic Notebook
- Lesson 3 PowerPoint – Slides 17–22
- Explicit and Implicit Meaning in the Text video <https://www.youtube.com/watch?v=MK1KCcwY20k>

## Target Vocabulary

- |                            |                     |
|----------------------------|---------------------|
| • Close Reading            | • Infer             |
| • Annotation               | • Immigrants        |
| • Text Dependent Questions | • Emigrants         |
| • Compare                  | • Migrate           |
| • Contrast                 | • Push/Pull factors |
| • Point of View            | • Ellis Island      |
| • Implicit                 | • Angel Island      |
| • Explicit                 |                     |

## Activity 3.1

### Warm-Up: Annotation Review

**Overview:** In this activity, students will review close reading techniques and the steps to annotating texts. They will read two texts and annotate each, and will answer text dependent questions.

**Teacher's Note:** This activity could be completed independently or with a partner at teacher's discretion.

**College and Career Readiness Standards: R 2; W 2, 4, 9, 10; SL 1, 1d**

1. Show Slide 1. Begin by explaining to students that they will be continuing to explore immigration and that in this lesson they will be reviewing the steps to annotating texts and how to compare and contrast. **In this lesson, we will review how to**

Lesson 3

**annotate a text and how to compare and contrast two or more things.** Ask students, **What are the steps of the annotation process?** Allow students time to think about the question and then call on students to provide answers. You could write them on the board or on an easel paper. Reinforce correct answers.

- 2. Turn to activity 3.1 in your Academic Notebook. As we review the steps of the annotation process fill the blank spaces in the warm-up activity.** After completing the activity, ask students if they have any questions about how to annotate a text. Answer student questions as needed.
- 3.** Annotate text on the board. Ask students to (Step 1) scan the text in their Academic Notebooks for words they think are important and for words they do not know. Ask students to share words as a class, and annotate them on the boards. *(Some important words may be **immigrant** – a person who comes to live permanently in a foreign country, **emigrant** – a person who leaves their own country in order to settle permanently in another, **migrate** – (of a person) move from one area or country to settle in another, especially in search of work, German, English and Scotch-Irish. Some unknown words may be **unfree** – held in servitude, slave or indentured servant; **indenture** – a formal legal agreement, contract or document, in particular; **contract** – a written or spoken agreement; **passage** – the right to travel as a passenger, especially on a ship; and **influx** – an arrival or entry of large numbers of people or things.)*

Explain the meanings of the words and (Step 2) have students write the definitions or synonyms to the words in the margin of their Academic Notebooks on page 34. Demonstrate this on the board. **While we are discussing the words in the text, I will be explaining their meaning. While I write them on the board, I want you to write the definition or a synonym for the word in the margin of you Academic Notebook.** (Step 3) Read the text and have the students follow along. **I am going to read the text and I want you to follow along. Underline things that you think are important details or key points.** Have students share their key points and ideas and underline them on the board. *(Key points or details may be, **Total immigration to the American colonies was about 450,000 people. 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.**)* (Step 4) Ask students if they have any questions after reading the text. **After reading the text, do you have any questions about what we read? Write these questions in the margins next to the part of the text that you are questioning.** Have students share out and demonstrate on the board. (Step 5) Ask students if there was anything in the text that surprised them. **Was there anything in the text that surprised you? If so, put an exclamation mark beside it and write a comment.** Demonstrate on the board. (Step 6) Ask students if they can make any connection between the text and something they have read, seen on TV or the internet, or something they have experienced. Students should make at least one connection. Identify a connection you have to illustrate for students *(e.g., Syrian refugees on the news, student family was an immigrant, read a book about immigrants).*

- 4. With your partner, I want you to annotate the next text. Start with Step 1, scanning the text for important vocabulary and unknown words. Once you have**

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**chosen your words, I want you to find the definitions and write them in the margins. We will discuss the words after you have annotated the text.** (Some important words may be **push/pull factors, immigration, Jews**; some unknown words may be **persecution** – hostility and ill-treatment, especially because of race or political or religious beliefs, **Irish Potato Famine, Czarist Russia, urbanization** – the social process whereby cities grow and societies become more urban, **industrialization** – the process in which a society or country (or world) transforms itself from a primarily agricultural society into one based on the manufacturing of goods and services, **displacement** – occurs when one party unfairly or inappropriately replaces another.) Give students about 8–10 minutes to annotate the text on page 35. Once students have completed the annotations, say **I am going to read the text aloud and I want you to follow along.** Read the text to the students. Go over each step and annotate the text on the board or allow students to take turns doing an annotation on the board. (Some key points and details may be: *The primary factors that pulled people toward 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 the displacement of people from rural areas and the growth of cities. Persecution of Jews in Czarist Russia swept millions of Jews onto American Shores.*) Be sure that students are questioning the text and making comments. (Some questions students may have are *how were the Jews persecuted or why was the population increasing in Europe?*)

5. Read the title Text Dependent Questions and the definition to the students. Ask students to write the definition to text dependent questions in their Academic Notebooks on page 35. **In your own words, what is a text dependent question? Write this in your Academic Notebook.** (Answers may vary but should include something about using the text to answer questions.) After students complete this, have some of them share their definitions with the class. Correct any misconceptions. Next, read the two text dependent questions to the students. Instruct them to return to the text and find the answers to each question. **Now I want you to look at the two questions on the board. As I read them, think about the texts you just read. After I finish reading the questions, I want you and your partner to find the answers and write them in your Academic Notebooks on pages 35 and 36. We will share out once everyone has completed the activity.** Once students have answered the questions, have some share with the class. Reinforce thorough answers and have students examine the text again if their answers are not complete or are incorrect. (Q1 answer: *the four groups: **Africans** – they came as slaves; **Germans, English and Scotch-Irish** – some came as indentured servants because they could not afford the passage to travel.*)(Q2 answer: *Push factors are things that push people to leave the areas they live in; pull factors are things that pull people to a new area. **Push factors** – increase in population, famine, war, persecution. **Pull factors** – availability of land, increased economic opportunities, higher wages, and greater personal and religious freedom.*

## Assessment

### Outcome 1:

Students read closely and annotate texts.

### Outcome 2:

Students answer text dependent questions.

Evaluation Rubric			
Completes all sections of the annotating review.	No	Somewhat	Yes
Completes all parts of the annotating guided practice.	No	Somewhat	Yes
Completes all parts of the annotating independent/ partner practice.	No	Somewhat	Yes
Answers both questions completely.	No	Somewhat	Yes
<b>Total Points</b>	<b>24</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Ensured that the Academic Notebook was completed for Activity 3.1.
- 2. Viewed and explained PowerPoint Slides 1–5.
- 3. Checked for the lesson assessment completion for Lesson 3.1.

### Activity 3.2

Compare/Contrast (110 minutes)

**Overview:** In this activity, students will review how to compare and contrast pieces of information. They will view photographs of Ellis and Angel Islands (*optional activity: watch a short video on the Islands and take notes using a T-Chart.*). Then, they will read two texts about the histories of the islands and then organize their information into a Venn diagram. Afterwards, they will write a summary, using all information to compare and contrast Ellis and Angel Islands.

**College and Career Readiness Standards: R 2, 4, 7; W 2, 4, 9, 10; SL 1, 1d, 4, 6**

- 6. Turn to activity 3.2 in your Academic Notebook.** Explain to students that the next activity will be a review of comparing and contrasting. Ask students if they can tell you what it means to compare and contrast. **In this next activity we will be comparing and contrasting information about Ellis and Angel Islands. Can someone tell me what it means to compare and contrast something?** Wait for students to think about the questions, and then call on individual students to provide answers.

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7. Read the slide and explain what it means to compare something. Provide examples, such **modes of transportation** – airplane, train, car, and ship: each one will get you from one place to another; they can transport people and goods; each are available to everyone. Have students write the definition in their Academic Notebooks on page 37 and give one of their own examples. Have individual students share their examples.
8. Ask students to look at the two photographs. Explain that the photo on the left is Ellis Island and the one on the right is Angel Island. (Students have these photos in their Academic Notebooks on page 37.) **I want you to look at the photographs closely. What do you see?** Have students share out what they see. Next ask, **How are the photographs similar? Do they have things in common? In your Academic Notebook, I want you to write three examples of similarities in the photographs.** (Possible answers: surrounded by water, have buildings; need a boat to get there.) Have students share out. Answer any questions the student may have about the photographs.
9. Read the slide and explain what it means to contrast something. Provide examples, such **modes of transportation** – airplane: flies in the sky-quickest way to travel; train: travels on tracks, locations are limited; car: travels on roads, cheapest way to travel; and ship: travels on water, cannot reach all locations. Have students write the definition in their Academic Notebooks on page 38 and give one of their own examples. Have individual students share their examples.
10. Project the slide and ask students to look at the two pictures. Explain that the one on the left is Ellis Island and the one on the right is Angel Island. (Students have these photos in their Academic Notebooks on page 39.) **I want you to look at the photographs closely. What do you see? Have students share out what they see. How are the photographs different? In your Academic Notebooks, I want you to write three examples of differences in the photographs.** (Possible answers; Ellis Island has very little free land, Angel Island has grass and mountains, Ellis Island has lots of boats, Angel Island has no boats, Ellis Island's buildings are ornate and grand, Angel Island's buildings are simple and plain.) Have students share out. Answer any questions the student may have about the photographs.
11. (This activity may be omitted if time is an issue. Simply move on.) **We are going to watch a short video on Ellis Island and Angel Island. I want you to take notes using the T-Chart in your Academic Notebook on page 39.** Play the video. After watching the video, ask students to give details about the video. **What did you learn about Ellis Island?** Wait for students to process the questions and then call on individual students to give answers. **What did you learn about Angel Island?** Again wait for student to think about the question and then allow them to provide answers. Answers could be written on a T-Chart on the board or on Easel paper. Now ask students what they think they had in common and what they think their differences were. **Now I want you think about what the islands have in common and how they are different. With your partner I want you to identify similarities and differences in the two Islands.** Give students 2–3 minutes to discuss, and go to the next slide.
12. Explain that the Venn diagram on page 40 will be used to compare and contrast the Islands. Explain that the outer areas are used for things that are different about

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the two, and the inner area is for the things they have in common. Go over the information provided in the diagram and ask students to add to the diagram. **Now that you have identified some similarities and differences, I want you to share with the class. Do you have any similarities and differences that are not listed on the diagram?** You could allow students to come to the board and write new information into the diagram. After completing the Venn diagram say, **We have looked at photographs and we have watched a video; next we are going to read about the histories of Ellis Island and Angel Island.**

13. Instruct students to read and annotate the two texts. **In your Academic Notebooks, I want you to turn to Text 1, History of Ellis Island on page 41 and Text 2, History of Angel Island pages 42-44. With your partner, I want you to closely read and annotate the texts. Be sure to follow each step of the annotation process. Pay special attention to underlining key points and important details. Also, I want you to think about the essential question and prompt from the beginning of the lesson, and look for information that could help you in answering the essential question.** Give students about 15-20 minutes to complete task. (This activity could be given as homework and partners could compare annotations the following day.)
14. Tell students that they are going to compare and contrast the texts they just read by organizing their information into a Venn diagram. **With your partner I want you to identify some things that both islands have in common. I want you to write this in the center of the Venn diagram on page 45.** Give students 5-8 minutes to discuss and write answers. Next say, **Now I want you to identify things that are different about the two islands. Write this in the outside areas of the Venn diagram.** Give students 5-8 minutes to discuss and write answers. (Allow more time if needed). Once students have completed the Venn diagram, ask, **Do the islands have more things that are similar or different?** Ask students to share similarities and differences from their diagrams.
15. Project the slide and ask students if they have any questions about the islands that have not been answered by the photographs, video, or the texts. **After examining the photographs, watching the video, and reading the histories, what unanswered questions do you still have.** Give students time to think about possible questions. Instruct students to write their questions in the box below the Venn diagram. **I want you to write your questions in the box below the Venn diagram.**
16. Tell students that they are now going to write a summary about the similarities and difference between Ellis Island and Angel Island. **We have covered quite a bit of material about Ellis Island and Angel Island. Now I want you to write a summary explaining the similarities and differences between the two. You must have a minimum of two paragraphs that are five to seven sentences long. Be sure and provide examples to support your explanations. In your Academic Notebook on pages 47 and 48, notice that there are two boxes under Slide 16, summarizing. The first box is to brainstorm and organize your thoughts and information. The second box is where you will write your summary.** Tell students that they can write their summary on lined paper and attach it to their Academic Notebook page.



## Assessment

### Outcome 3:

Students identify similarities and differences between two or more topics.

### Outcome 4:

Students take notes from a video.

### Outcome 5:

Students use a Venn diagram to organize information.

### Outcome 6:

Students summarize information from multiple sources.

Evaluation Rubric			
Identifies 3 similarities and 3 differences.	No	Somewhat	Yes
Takes notes from the video (if used).	No	Somewhat	Yes
Uses the Venn diagram to compare and contrast the texts.	No	Somewhat	Yes
Organizes ideas for the summary.	No	Somewhat	Yes
Writes a summary incorporating information from the photographs, the video and texts.	No	Somewhat	Yes
<b>Total Points</b>	<b>30</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Ensured that the Academic Notebooks were completed for Activity 3.2.
- 2. Viewed and explained PowerPoint slides 6–16.
- 3. Checked for the lesson assessment completed for Lesson 3.2.

### Activity 3.3

### Point of View and Explicit and Implicit Meaning (50 minutes)

**Overview:** In this activity, students will review how to determine the author’s point of view and determine meaning from texts. Students will be able to distinguish explicit meaning from implicit meaning..

**College and Career Readiness Standards: R 2, 4, 6, 7; W 2, 4, 9, 10; SL 1, 1d, 4, 6**

17. Ask students if they know what ‘point of view’ means. **What do you think point of view means?** Give student’s time to process the question then call on students to answer. **Does everyone have the same point of view?** Do not correct students’ misconceptions at this point, as they are saying what they think it means. Ask students to turn to Activity 3.3 in their Academic Notebooks on page 50.
18. Read the first part of the slide to the students. **The author’s point of view reveals the author’s beliefs, personal judgments or attitudes toward a certain subject.** Instruct them to write the definition in their Academic Notebooks in the box provided on page 50. Ask students if they can think of something that could influence an author’s point of view. **What is something that could affect an author’s point of view?** Allow students time to think about the answer, and then call on students to share out. *(Possible answers: religion, culture, family, area they live in, education)* Next, read the second part of the slide to students. **When we are determining an author’s point of view, there are three questions that we can ask to help us. I want you to write these questions in your Academic Notebook in the box provided. 1. What is the author’s attitude toward the event? (How do they feel about the event?) 2. What is the author’s bias? (Does the author show prejudice in favor of or against the event?) 3. What is the author’s background? (What is the author’s culture, time period of life, education or religion)?** Explain that these are things that can influence someone’s point of view. Once students acknowledge that they understand point of view, move on to the next slide.
19. Read the slide to the students. **Who can tell me what explicit and implicit meaning in a text is?** Give students time to think about the question, and then call on students to share answers. After sharing say, **I am going to play a short video on explicit and implicit meaning in a text. In your Academic Notebook on page 51. I want you to write the definition of explicit meaning and implicit meaning as you are viewing the video.** After the video, say, **I want you to read over the definition that you wrote, and below that write in your own words what it means.** Call on students to share their own explanations for the words.
20. Read the text to the students. **I am going to read to you the excerpt on page 52 from “Mary Cone Describes the Chinaman in California.”** Read the background portion about the author to the students. Then say, **As I read, I want you to follow along in your Academic Notebook. You will be looking for the author’s point of view, and explicit and implicit evidence to support your analysis of the author’s point of view. I want you to underline the evidence that leads you to infer the author’s point of view.** After you finish reading, move to the next slide. *(Possible answers: the POV is that the Chinaman helped California grow and prosper. Evidence: “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.” “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.”)*

21. Ask students to find Slide 21 in their Academic Notebooks. **I want you to fill in the box with the information you gathered from the text. Be sure you ask the three questions about point of view.** Read the slide to the students. Give them 3–5 minutes to fill in the answers. Then ask, **What is the author’s point of view?** Call on students to share their conclusion as to the author’s point of view. Next, ask students to identify explicit evidence to support their analysis. **What explicit evidence did you find to support your conclusions about the author’s point of view?** Call on students to answer. Next, ask, **What implicit evidence did you find to support your conclusions about the author’s point of view?** Call on students to answer. **Did you find more explicit or implicit evidence? How do you think the author’s background influenced her point of view?** Give students time to think about the question and the call on students to answer.
22. Explain to students that they will read the next text with their partner and will be looking for the author’s point of view and supporting evidence. **Now you will read Text 2, an excerpt on page 54 from “Hinton Rowan Helper on Chinese Immigration.” I want you to read closely and determine the author’s point of view, and explicit and implicit evidence to support your analysis. Be sure and read the biography information about the author. I want you to underline your evidence to support your conclusion.** Give students time to read and mark the text. *(Possible answer: The author is against the Chinese immigrants. He views them as unnecessary and as not contributing to the American society. “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.”)*
23. Ask students to find Slide 23 in their Academic Notebooks on page 55. **Now I want you to fill in the box with the information you gathered from the text. Be sure you ask the three questions about point of view.** Read the slide to the students. Give them 3–5 minutes to fill in the answers. Then ask, **What is the author’s point of view?** Call on students to share their conclusion as to the author’s point of view. Next, ask students to identify explicit evidence to support their analysis. **What explicit evidence did you find to support your conclusions about the author’s point of view?** Call on students to answer. Next, ask, **What implicit evidence did you find to support your conclusions about the author’s point of view?** Call on students to answer. Ask, **Did you find more explicit or implicit evidence? How do you think the author’s background influenced his point of view?** Give students time to think about the question and the call on students to answer. **Were the points of**

**view for the texts similar or different?** Ask students to explain and use explicit and implicit evidence to support their answers.

## Assessment

### Outcome 7:

Students identify author's point of view.

### Outcome 8:

Students identify explicit and implicit textual meaning.

Evaluation Rubric			
Identifies author's point of view.	No	Somewhat	Yes
Identifies explicit meaning from the text.	No	Somewhat	Yes
Identifies implicit meaning from the text.	No	Somewhat	Yes
<b>Total Points</b>	<b>18</b>		

## Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Ensured that the Academic Notebook was completed for Activity 3.3.
- 2. Viewed and explained PowerPoint Slides 16–22.
- 3. Viewed video on explicit and implicit meaning in text and answer questions.
- 4. Checked for lesson assessment completion for Lesson 3.3.

# Lesson 4

## Timeline

### Overview

In this lesson, students will be conducting brief research about the timing of the immigration of the focus immigration groups, identifying push/pull factors, and making inferences and/or predictions based on patterns and trends found in the timeline.

### Outcomes

1. Students complete research on patterns and trends of push/pull factors in American history.
2. Students complete a timeline demonstrating the patterns and trends of push/pull factors in American history.
3. Students analyze the patterns and trends of push/pull factors in American history.

## College and Career Readiness Standards (CCRS)

### Reading

- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 9 Analyze the relationship between a primary and secondary source on the same topic.

### Writing

- 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis reflection, and research.

## Skill Cluster 2: The Reading Process

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### 1. Active Reading

Ability to select appropriate texts and understand necessary reading strategies needed for the task

### 2. Essential Vocabulary

Ability to identify and master terms essential to understanding of a text

### 3. Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase

### 4. Organizing

Ability to prioritize and narrow supporting information

### 5. Academic Integrity

Ability to use and credit sources appropriately

## Skill Cluster 3: Transition to Writing

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### 1. Bridging

Ability to move smoothly from reading to writing

### 2. Organizing Thinking

Ability to organize notes for writing

### 3. Understanding the Reading

Ability to demonstrate analysis of reading

#### Materials

- Student Academic Notebooks
- computer access for each student

#### Target Vocabulary

- push factor
- pull factor
- patterns
- trends

**Activity 4.1**

**Short Research (140 minutes)**

**Overview:** In this activity, students will use the internet to conduct research on the immigration history of the focus immigrant groups.

**College and Career Readiness Standards: R 2, 7, 9**

1. **You will conduct a short research project to find out about when the immigrants came from various countries and why they came to America. You will research using the internet by visiting several websites that have been gathered for you. These sources are reliable and valid; therefore, you don't have to worry about assessing them as good or bad sources.**
2. **Please look in your Academic Notebook on pages 58-59 to see the links provided for each immigrant group. They are categorized for you, but you may notice some of the websites are listed under more than one group – that's because there is information about both groups on that website. So you will spend a couple of classes exploring, reading, and taking notes from these websites.**
3. **In your Academic Notebook on pages 60-62, please find the chart provided for you to take notes as you research each of the immigrant groups. Remember to cite your sources in the chart as you work. Review the terms, “push factor” and “pull factor.”** Allow for students to discuss the directions with a partner. Then have them repeat back the directions and answer any questions students may have. Allow students approximately 140 minutes to thoroughly complete the research portion of this lesson.
4. **After students have had time to research thoroughly, evaluate the charts using the evaluation checklist below. Then go over the chart with students to clarify misconceptions/wrong information that may have been gathered during the research process.**

**Assessment**

**Outcome 1:**

Students complete research on patterns and trends of push/pull factors in American history.

<b>Evaluation Rubric</b>			
Reads and researches the required immigrant groups.	No	Somewhat	Yes
Takes thorough notes on the chart provided.	No	Somewhat	Yes
Cites the sources used.	No	Somewhat	Yes
<b>Total Points</b>	<b>18</b>		

Teacher  
Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Adequately explained the researched requirements and expectations.
- 2. Reviewed the chart for note-taking.
- 3. Adequately monitored research to help students correctly identify push/pull factors.
- 4. Reviewed the chart with students to insure they have correct information to use in the timeline (Activity 4.2).

Activity 4.2

Timeline (140 minutes)

**Overview:** In this activity, students will use the internet to create a timeline visual representation of the immigration history of the focus immigrant groups.

**College and Career Readiness Standards: W 6, 7, 8**

- 1. Today you will take the information you gathered during the research activity and use it to create a timeline online, using a timeline-making website.** Choose one of the following websites for your students to use OR allow them a choice OR choose one of your own preference. Show students the website(s) for making the timeline. The suggested websites are very user friendly and make very nice timelines.

Read/Write think: [http://www.readwritethink.org/files/resources/interactives/timeline\\_2/](http://www.readwritethink.org/files/resources/interactives/timeline_2/)

Capzles: <http://www.capzles.com/>

MyHistro: <http://www.myhistro.com/personal-business-education/#education>  
(MyHistro requires students to log in – check your district acceptable use policy)

Hardcopy Option: If timeline creation websites are not available for your students to use, the timeline can be made on paper using several half-sheets of copy paper. (Cut the copy paper in half.) Have students use different sheets to represent events, each on a different half-sheet. Consider using multi-colored paper to allow for color coding of immigrant group. Students can display on long rolls of bulletin board paper or tape on the counter or wall.

- 2. Using the notes in the chart, create a timeline on the website that visually demonstrates the history of the immigration of each of these groups. Be creative and figure out interesting ways to represent each group: consider color coding or using some type of picture to represent each group. You will be using the timeline that you create to analyze for patterns and trends in immigration. Please take care to include all information from your chart, and be accurate.** Walk around the room to ensure students are on task, and assist as necessary.
- 3. Use the evaluation rubric to evaluate the timelines. Make sure students have created an accurate representation of the history of the immigrant groups. Remediate with**



students who may need to revisit their timeline to make sure they have accurate timelines. It is essential the timeline is accurate, because students will be using it as the basis for the next activity. (Activity 4.3)

## Assessment

### Outcome 2:

Students complete a timeline demonstrating the patterns and trends of push/pull factors in American history.

### Outcome 3:

Students analyze the patterns and trends of push/pull factors in American history.

Evaluation Rubric			
Uses the website to make an accurate timeline.	No	Somewhat	Yes
Includes accurate push/pull factors for each of the immigrant groups.	No	Somewhat	Yes
Represents the immigrant groups creatively to create a visual presentation.	No	Somewhat	Yes
<b>Total Points</b>	<b>18</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Adequately demonstrated how to use the timeline website.
- 2. Clearly explained the required elements of the timeline.
- 3. Assisted students in making the timeline to insure accuracy.

### Activity 4.3

### Patterns and Trends (70 minutes)

**Overview:** In this activity, students will analyze the timeline visual representation of the immigration history of the focus immigrant groups.

**College and Career Readiness Standards: W 8, 9**

1. 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.
2. Please refer to your Academic Notebook on page 63 for examples of patterns and trends. 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.

3. 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.
4. Use the questions you find in your Academic Notebook beginning on page 63 to guide you through analyzing the timeline for both patterns and trends. Allow students to work through answering the questions as you monitor their work. Allow students 35 minutes to complete the analysis.
5. Finally, answer the short essay question found in your Academic Notebook on page 66. Choose ONE focus immigrant group and write a report that includes the 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. Allow students 35 minutes to complete this short essay.

## Assessment

### Outcome 3:

Students analyze the patterns and trends of push/pull factors in American history.

Evaluation Rubric			
Uses the timeline to make an accurate analysis of immigration trends by answering the questions.	No	Somewhat	Yes
Writes a short essay of two paragraphs that effectively discusses the trends and makes reasonable predictions about the immigration of one focus immigrant group. See below for specifics.	No	Somewhat	Yes
• Identifies the targeted immigrant group.	No	Somewhat	Yes
• Thoroughly discusses the historical patterns, including any inferences he or she can make regarding timing or push/pull factors.	No	Somewhat	Yes
• Thoroughly discusses the historical trends, including a reasonable prediction for our future.	No	Somewhat	Yes
<b>Total Points</b>	<b>30</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

1. Adequately explained patterns and trends.
2. Allowed students adequate time to analyze their timelines and answer the questions.
3. Allowed processing time and enough time to write their short essay.

## Lesson 5

# Political Cartoons

### Overview

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In this lesson, students will be learning to analyze political cartoons about immigration. They will compare and contrast the views represented in the cartoons. They will create a project of choice about one of the immigrant groups, in which they demonstrate an understanding of the power of political cartoons.

### Outcomes

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1. Students use the analysis tool to analyze a political cartoon.
2. Students understand nativism and how it was expressed through the use of political cartoons.
3. Students understand the meaning and message behind political cartoons about immigration.

## College and Career Readiness Standards (CCRS)

### Reading

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2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
8. Distinguish among fact, opinion, and reasoned judgment in a text.

### Writing

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9. Draw evidence from informational texts to support analysis reflection, and research.

### Skill Cluster 1: Preparing for the Task

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#### 1. Task Engagement

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests and concerns

### Skill Cluster 3: Transition to Writing

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#### 1. Bridging

Ability to move smoothly from reading to writing

#### 2. Organizing Thinking

Ability to organize notes for writing

#### 3. Understanding the Reading

Ability to demonstrate analysis of reading

#### Materials

- Student Academic Notebooks

#### Target Vocabulary

- Symbolism
- Exaggeration
- Labeling
- Analogy
- Irony
- Nativism

Activity 5.1

Analyzing a Political Cartoon (70 minutes)

**Overview:** In this activity, students will use an analysis tool to discover the meaning and message of political cartoons.

**College and Career Readiness Standards: R 2, 8**

- 1. Please take a look at the cartoon on page 69 in your Academic Notebook. It is a political cartoon about immigration. Look the cartoon over and answer the four questions that follow in your Academic Notebook. Consider what the author may be trying to say about the characters in the cartoon.** Allow students about 10 minutes to look over the cartoon and answer the questions independently. After sufficient time has passed, discuss each question with the students, allowing them time to discuss and process, ask questions, and arrive at a conclusion about exactly what is the message of the cartoon.
- 2. Today we will be looking at another political cartoon. We will use an analysis tool and closely analyze the cartoon in order to arrive at the deep-down message the author intended to send the American public. Please look in your Academic Notebook at the analysis tool starting on page 71.**
- 3. Cartoons usually follow the following techniques.** Read through the techniques with the students and discuss.

**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.

**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.

**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.

**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.

**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.

Once you’ve thought through how each of these techniques are used in the cartoon, consider the following five questions to help you synthesize and evaluate the cartoon starting on page 73 .

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?
4. Now you can practice using this tool with a partner. Please work together with a partner to analyze the next political cartoon in your Academic Notebook on page 76. Complete the analysis tool chart and answer the ‘synthesize and evaluate’ questions. You both need to write down the information in your notebooks, but be sure to discuss your ideas before recording your responses. Allow students 40 minutes to complete the analysis of the next political cartoon.

## Assessment

### Outcome 1:

Use the analysis tool to analyze a political cartoon.

Evaluation Rubric			
Completes the chart.	No	Somewhat	Yes
Answers the synthesize and evaluate questions accurately.	No	Somewhat	Yes
<b>Total Points</b>	<b>12</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

1. Guided a thorough discussion of the warm-up cartoon.
2. Clearly explained each technique used to create political cartoons.
3. Modeled and guided students to accurate responses as a class when practicing the analysis tool for the first time.
4. Allowed enough time and discussion during partner work time for students to familiarize themselves with the analysis tool.

## Activity 5.2

### Analysis of Political Cartoons (70 minutes)

**Overview:** In this activity, students will view several political cartoons that express positive and negative views of immigration. They will arrive at the understanding of **nativism** as a result of the investigation.

#### College and Career Readiness Standards: R 2, 8

1. Today you will examine several political cartoons that express both positive and negative views of immigration of the focus immigrant groups we've been studying. Please look in your Academic Notebook to find today's activities.
2. Partner Preview:  
Look in your Academic Notebook starting on page 81 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.
3. Allow students time to view and discuss each of the cartoons. Monitor students' discussions and provide appropriate feedback. After about 40 minutes of work time, ask students to stop working.
4. Hold a class discussion of the questions, allowing students to arrive at an understanding of nativism: **the political position of preserving states for certain established inhabitants of a nation as compared to claims of newcomers or immigrants.**

## Assessment

### Outcome 2:

Understand nativism and how it was expressed through the use of political cartoons.

Evaluation Rubric			
Completes the questions accurately.	No	Somewhat	Yes
<b>Total Points</b>	<b>5 per question = 30</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Allowed adequate time to view and discuss the political cartoons.
- 2. Monitored students' discussions while they worked.
- 3. Held a class discussion to ensure students' understanding of nativism.

### Activity 5.3

### Cartoon Analysis (70 minutes)

**Overview:** In this activity, students will analyze two political cartoons, then compare and contrast the cartoons.

**College and Career Readiness Standards: R 2, 8**

**Today you are going to analyze two political cartoons of your choice from pages 81-86. Choose two cartoons that you would like to look at very closely and analyze using our analysis tool. You will be comparing and contrasting these cartoons in a project of your choice. Please take this into consideration as you make your choices. Now choose two of the political cartoons above and complete formal analysis of that cartoon using the analysis chart and questions. Circulate and monitor students while they work.**

## Assessment

### Outcome 3:

Students understand the meaning and message behind political cartoons about immigration.

Evaluation Rubric			
Compets the charts.	No	Somewhat	Yes
Answers the synthesize and evaluates questions accurately.	No	Somewhat	Yes
<b>Total Points</b>	<b>12</b>		



**Teacher Checklist**

Use this checklist to ensure you have completed all of the activity components

- 1. Clearly explained the requirements for the lesson.
- 2. Circulated the room to monitor student progress and completion of the graphic

**Activity 5.4**

**Project (140 minutes)**

**Overview:** In this activity, students will create a project of their choice to demonstrate a comparison of two political cartoons.

**College and Career Readiness Standards: W 9**

1. **Today you will 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.**
2. Circulate and monitor student progress.

**Assessment**

**Outcome 3:**

Understand the meaning and message behind political cartoons about immigration.

<b>Evaluation Rubric</b>	
Includes all techniques from the chart.	5 points/Technique
Includes discussion of all synthesis and evaluation questions.	5 points/Question
Accurately makes comparisons and contrasts between and among the cartoons.	Up to 20 points for comparison Up to 20 points for contrast
Shows effort and meets criteria for project choice.	Up to 10 points
<b>Total Points</b>	<b>100</b>

**Teacher  
Checklist**

**Use this checklist to ensure you have completed all of the activity components**

- 1. Clearly explained the requirements.
- 2. Circulated the room to monitor student progress.

## Lesson 6

# DBQ Essay

### Overview

In this lesson, students will utilize the content and skills they have practiced so far to answer the essential question in the form of a Document Based Question (DBQ) essay.

### Outcomes

1. Students identify background information to answer essential question.
2. Students analyze primary and secondary sources.
3. Students create a working thesis.
4. Students read for important details to answer essential question.
5. Students compare ethnic groups.
6. Students write an introductory paragraph with a clear thesis.
7. Students write sentences that include main ideas and supporting details.
8. Students write body paragraphs that support the thesis.
9. Students use in-text citations.
10. Students write a concluding paragraph.
11. Students self-edit, peer, edit and revise their essay.
12. Students use formal English and Standards of writing.

## College and Career Readiness Standards (CCRS)

### Reading

- 1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 4 Determine the meaning of words and phrases as they are used in
- 6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 8 Distinguish among fact, opinion, and reasoned judgment in a text.

## Writing

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- 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9 Draw evidence from informational texts to support analysis, reflection, and research.
- 10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Skill Cluster 1: Preparing for the Task

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#### 1. Task Engagement

Ability to connect the task and new learning to existing knowledge, skills, experiences, interests and concerns

### Skill Cluster 2: The Reading Process

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#### 1. Active Reading

Ability to select appropriate texts and understand necessary reading strategies needed for the task

#### 2. Note-taking

Ability to read purposefully and select relevant information; to summarize and/or paraphrase

#### 3. Organizing

Ability to prioritize and narrow supporting information

#### 4. Academic Integrity

Ability to use and credit sources appropriately

### Skill Cluster 3: Transition to Writing

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#### 1. Bridging

Ability to move smoothly from reading to writing

#### 2. Organizing Thinking

Ability to organize notes for writing

#### 3. Understanding the Reading

Ability to demonstrate analysis of reading

### Skill Cluster 4: Writing Process

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#### 1. Prewriting

Ability to organize ideas in logical format including creating a controlling idea and focus for the writing

#### 2. Drafting

Ability to put thoughts on paper in cohesive, organized fashion

#### 3. Revising

Ability to add revisions and corrections to improve a paper by using the rubric to ensure the quality of the written product

#### 4. Editing

Ability to evaluate other student writing and make suggestions for improvements

### Materials

- PowerPoint for Lesson 6
- Student Academic Notebooks
- Highlighters (optional)
- Computer access
- Alternate activity for lesson 6.1 will require large plastic cups, paper, and scissors.

(Note: For teacher ease of grading, you may prefer to use lined notebook paper for the writing of the final essay or have students complete their final draft of the essay on a computer.)

### Target Vocabulary

For this lesson students will utilize vocabulary learned in previous lessons.

## Activity 6.1

### Background Information and Review of the Prompt (50 minutes)

**Overview:** In this activity, students will review the prompt and write background information about the immigrant groups into a graphic organizer

**College and Career Readiness Standards: R 2, 3, 8; W 8, 9, 10**

1. Title Slide – Review the prompt with the students and introduce the activity. Remind them that this will be the culminating activity for the Unit, in which they will use everything they have learned to answer the prompt.
2. Review Slide 2 with the students. **In this activity, we are going to review previous lessons in your Academic Notebook about the immigrant groups we have discussed. Using the graphic organizer in activity 6.1, write down as much evidence as possible from each of the groups. Imagine the blocks are boxes you are filling – some of your boxes may be more full than others. (See optional activity below.)**
3. **Optional activity** – This may be done in addition to or in place of #2. (An alternative way of completing this activity that would involve group work and help students who are more kinesthetic learners, would be to give groups of students five plastic cups that they label with each of the five immigrant groups. Students then write their facts and evidence down on strips of paper and put them in the cups. Each student in the group could be assigned a cup. Cups could then be passed and students could fill in any facts that may have been missed. Students could then decide which two groups they want to write about based on which of the cups is the fullest). **Right now, do not worry about which groups you are going to include in your essay; you may change your mind after you look at your evidence.**

Walk around the room as the students work on this activity. Lesson 6 will likely involve more teacher support than many of the previous lessons.

## Assessment

### Outcome 1:

Identify background information to answer an essential question.

Evaluation Rubric			
Identifies information necessary to answer the essential question.	No	Somewhat	Yes
Fills in background information for each immigrant group.	No	Somewhat	Yes
Selects the two immigrant groups about which he or she will write.	No	Somewhat	Yes
<b>Total Points</b>	<b>9</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Reviewed the PowerPoint with the students.
- 2. Assisted the students in filling their boxes and/or cups by locating evidence from the activities they have completed in their Academic Notebooks.
- 3. Ensured that students have selected which two immigrant groups they are going to write about.

### Activity 6.2

### Document Analysis (100 minutes)

**Overview:** In this activity, students will look at documents and determine which two immigrant groups they want to compare. They will then read documents related to the immigrant groups and determine important details from the texts.

**College and Career Readiness Standards: R 2, 3, 4, 6, 8, 9; W 8, 9, 10**

**Refer to the previous day's activities as much as needed. Answer any questions students have from the documents**

4. Read Slide 4 with the students. Refer students as needed to what they learned in Unit 1 about sources, corroboration and using evidence. Review the correct way to use documents with the students and answer questions as needed. **Open your Academic Notebooks and turn to Activity 6.2 on page 101. Go through the documents and read the ones related to the groups you have chosen, citing evidence that you could use to support an argument. Think about some of the issues that we talked about in this Unit. Did any of the immigrant groups have an easier or more difficult time assimilating? What made their experiences different? What may have made their assimilation easier than other groups? Remember to use *specific evidence* from the documents to support your argument. Make sure that document analysis questions utilizing the HIPPOS method you have already learned are included with each document to help you with analyzing the documents.**

## Assessment

### Outcome 2:

Analyze primary and secondary sources.

### Outcome 4:

Read for important details to answer essential question.

Evaluation Rubric			
Reads and annotates documents related to chosen ethnic groups.	No	Somewhat	Yes
Identifies important details to answer the essential question.	No	Somewhat	Yes
Completes analysis activities for chosen ethnic groups.	No	Somewhat	Yes
<b>Total Points</b>	<b>18</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Reviewed enough from Activity 6.1 and discussed with students which immigrant groups they may have decided to focus on.
- 2. Reviewed the PowerPoint explanation of Activity 6.2 with the students.
- 3. Explained what analyzing a majority of the document is, and reminded the students that they will not be required to use all of the documents in their essay.

### Activity 6.3

#### Planning the Essay: Creating a Working Thesis (50 minutes)

**Overview:** In this activity, students will develop their thesis, which will be included in the introductory paragraph. They will identify the necessary background knowledge to include in the thesis.

**College and Career Readiness Standards: R 1; W 2a, 3, 4**

5. Display the slide. **Today we are going to begin the planning of our essay. After yesterday's activity, most of you have probably arrived at which two immigrant groups you want to write about. For those of you who are still undecided, I will work with you individually. Turn in your Academic Notebooks to Activity 6.3 on page 116.**

Go through the items on the slide with the student. You may additionally want to read with the students the instructions in the Academic Notebook for the activity. **Begin filling out the graphic organizer and at the bottom you will see a place to insert a thesis on page 117.** Review as needed about how to write a thesis, referring to previous lessons if necessary). **This is just a working thesis; you can modify it later. Right now it is important to have a working thesis, as it will help you focus**



**as you plan the essay. Have a partner review your thesis, and then be sure and let me know when you have written your thesis so that we may discuss.**

*It is recommended strongly that you monitor the thesis creation carefully, because if the students go astray at this point their chances of writing a competent essay will be diminished To ensure that students stay on track, you should approve the thesis before they can proceed.*

## Assessment

### Outcome 3:

Create a working thesis.

### Outcome 5:

Compare impact of ethnic groups immigrating to America.

Evaluation Rubric			
Identifies two ethnic groups to compare.	No	Somewhat	Yes
Identifies background information for his or her immigrant groups.	No	Somewhat	Yes
Writes a working thesis and has a partner review it.	No	Somewhat	Yes
Has the teacher check thesis for acceptability and clarity	No	Somewhat	Yes
<b>Total Points</b>	<b>12</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

1. Reviewed the previous lesson.
2. Went through the instructions on the PowerPoint.
3. Read and reviewed the instructions in the Academic Notebook with the students.
4. Reminded students to have a partner review their thesis.
5. Checked student work after peer review.organizers and written answers.

**Activity 6.4**

**Planning the Essay: Writing the Introductory Paragraph (50 minutes)**

**Overview:** In this activity, students will take their notes from the planning stage and write a coherent introduction with a concise thesis that was developed in Activity 6.3.

**College and Career Readiness Standards: W 9**

- Review with a brief summary of the previous day’s activities. Project Slide 6 and say: **Today we are going to begin writing the first draft of our essays by writing the introductory paragraph. If you did not finish your thesis yesterday, you will need to get it approved before you begin writing the introduction.** Answer questions and determine which students did not complete this task yesterday. Students should have some sort of working thesis before they proceed further. Review the slide information with the students. **You may begin working on your introductory paragraphs. For your first draft, highlight (or underline) your thesis statement. When you have finished writing your introductory paragraph, exchange with a partner and discuss. Make any needed corrections or modifications. Remember, unlike an essay you may write in language arts, in a historical essay the thesis needs to be the first or second sentence in the paragraph.**

**Assessment**

**Outcome 6:**

Write an introductory paragraph with a clear thesis.

Evaluation Rubric			
Writes a clear thesis.	No	Somewhat	Yes
Writes an introductory paragraph that is concise and establishes a claim.	No	Somewhat	Yes
<b>Total Points</b>	<b>12</b>		

**Teacher Checklist**

**Use this checklist to ensure you have completed all of the activity components**

1. Answered any questions from previous day’s activities before proceeding.
2. Checked student thesis statements and corrected.
3. Reviewed Slide 6 with the students.
4. Reminded students to highlight or underline their thesis within the introductory paragraph.

Activity 6.5

Planning and Writing the Body Paragraphs (100 minutes)

**Overview:** In this activity, students will plan the body paragraphs for the essay. They will write topic sentences and provide supporting details. They will also cite evidence.

**College and Career Readiness Standards:** R 1, 2, 3, 4, 8, 9; W 2b,c,d,e, 3, 4, 8, 9

7. **Today we are going to begin working on the body paragraphs of the essay. Because this is a Document Based Essay, you must use documents to support your answer. You must also use the documents appropriately. We are going to begin by looking at some basic ideas about using documents.** Review the information on Slide 8 with the students, answering questions and clarifying as needed.
8. **Chicken foot planner: One method of planning your body paragraphs is to use the chicken foot method. Choose one immigrant group that you have decided to write about, and what you are going to say about that group. Look at the example on the slide, the Chinese. In this example, one of the issues that you are going to write about is assimilation, and that is what your topic sentence will be about (the main part of the foot). Three assimilation issues that you will write about are listed on the ‘toes’ of the chicken foot. Notice that under the main foot is a possible topic sentence. You may decide to refine this later, but it gives you a theme that will help keep you focused while writing the body paragraph.**
9. Review the information on the slide that contains instructions on using the documents.
10. Review the information on the slide which contain instructions on citing the documents within their essays. Review the modeled correct document usage and cite. Answer questions and explain as needed. **Go ahead and begin planning your body paragraphs, starting with your topic sentences. Remember, your topic sentence should tell what your paragraph is about. For example, if my topic sentence was “Irish immigrants had an easier time immigrating to the United States than Chinese immigrants,” then the following sentences would be evidence to support or explain my topic sentence. Share your work with a partner when you have written your paragraphs, and have them critique your work. Don’t forget to include the documents you are planning to cite for evidence.**

Review the modeled example of a document citation and answer student questions. Also advise students that the latest development in DBQs is for the students to also include the potential audiences for the documents as well as any bias (point of view) that the document may have. Give latitude here, as this will likely be the first DBQ some students have encountered. Stress to students that they will still need to include information they have learned outside the documents and that the documents are used to support that information and their argument.

Students will work on writing their body paragraphs. Encourage students to exchange paragraphs with a partner to check for information, ‘sense’ (does the paragraph flow and make sense), and correct usage of documents. Teachers will likely be very involved, moving around the room assisting students during this activity. Use the writing checklist in the Academic Notebook.

Move around the room and supervising the work of students. Remind them to have their work read by at least one partner. You may have to remind students of the time so they will work steadily.

## Assessment

### Outcome 7:

Write sentences that include main ideas and supporting details.

### Outcome 8:

Write body paragraphs that support the thesis.

### Outcome 9:

Use in-text citations to cite supporting evidence.

Evaluation Rubric			
Writes sentences that include details to support the topic sentence.	No	Somewhat	Yes
Includes main ideas from the readings in the topic sentence.	No	Somewhat	Yes
Writes topic sentences for the body paragraphs that support the thesis.	No	Somewhat	Yes
Includes evidence to support the topic sentences.	No	Somewhat	Yes
Uses in-text citations to document sources for evidence cited in the body paragraphs.	No	Somewhat	Yes
<b>Total Points</b>	<b>15</b>		

## Activity 6.6

### Planning and Writing the Conclusion (50 minutes)

**Overview:** In this activity, students will plan and write the conclusion for their essay.

**College and Career Readiness Standards: W 2f, 3, 4, 8**

- Answer any questions from the previous day's activity. Display Slide 11. **We are approaching the end of our summative project. Today you will be planning and writing your conclusion. This will be the last piece before writing your final essay.** Review the information on the slide with the students. **Use the graphic organizer in your Academic Notebook on page 125 to insert the information you will use in your conclusion. Refer back to your conclusion without restating it word for word. As we have been doing for the other parts of this lesson, have a partner read your concluding paragraph. Remember, you do not usually cite documents in either your introductory or in your concluding paragraph; you will only use documents in the body of your essay.**
- Review the information on the slide with the students, answering any final questions. Again, walk around the room checking student work.

## Assessment

### Outcome 10:

Write a concluding paragraph.

Evaluation Rubric			
Summarizes conclusion of the thesis.	No	Somewhat	Yes
Conclusion supports arguments and evidence.	No	Somewhat	Yes
Revises the work based on feedback.	No	Somewhat	Yes
<b>Total Points</b>	<b>18</b>		

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Reviewed the PowerPoint with the students.
- 2. Checked to ensure that students understand that they will need to ‘revisit’ the thesis statement without quoting directly.
- 3. Ensured that students completed the graphic organizer for this activity.
- 4. Ensured that they effectively transferred the information from the conclusion planning activity into a cohesive paragraph.
- 5. Ensured that students exchanged their paragraphs with a partner for critique.

### Activity 6.7

### Writing the Essay (100 minutes)

**Overview:** In this activity, students will write their final draft of their essay. They should use their edited rough drafts to complete this final activity. Students may use the organizer in the Academic Notebook or lined paper, at teacher discretion.

**College and Career Readiness Standards:** R 1, 2, 3, 4, 6, 8, 9; W 2, 3, 4, 8, 9, 10

**14. Today you are going to pull together all of your paragraphs into a cohesive essay.** Review the PowerPoint with the students, answering questions. Even if space is provided in the Academic Notebooks, you may find it easier (and less bulky) to have the students write their essays on notebook paper or on a computer. It is your option if you want them to tear out the rubric that is in their Academic Notebooks, or you can make copies of the rubric and staple it to the scored essay.

Since this is the final draft, and students have had adequate opportunity to have you and student peers evaluate their work, students will write the essays and turn them in as a final product without further peer review.

## Assessment

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### **Outcome 11:**

Revise the final essay through peer editing and peer revising.

### **Outcome 12:**

Write a formal essay using standard English conventions.

### **Evaluation Rubric:**

Students will be assessed using the rubric attached below. It is suggested the rubric be scored as a summative assessment.

### Teacher Checklist

Use this checklist to ensure you have completed all of the activity components

- 1. Thoroughly explained the rubric by which the final essay will scored.
- 2. Reviewed the information on Slide 12 with the students.
- 3. Answered all student questions about document cites.

## Generic Scoring Rubric – Document Based Question

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### 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](http://www.socialstudieshelp.com/DBQ_Rubric.htm)



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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

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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



Photograph 2



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Photograph 3



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Photograph 4



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### Assessment for Activity 1.1

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- 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:

- |                          |   |                  |
|--------------------------|---|------------------|
| <input type="checkbox"/> | 1. Write in complete sentences                                | <b>25 points</b> |
| <input type="checkbox"/> | 2. Refer to at least 4 pieces of evidence from the photograph | <b>25 points</b> |
| <input type="checkbox"/> | 3. Write a cohesive and plausible story or letter             | <b>50 points</b> |



### 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

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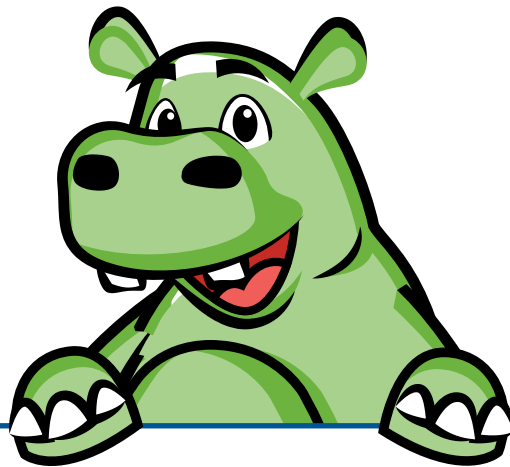
### Did I:

- |                          |  |                 |
|--------------------------|--|-----------------|
| <input type="checkbox"/> | 1. Find a minimum of 5 words to investigate                                      | <b>0-10 pts</b> |
| <input type="checkbox"/> | 2. Highlight at least 10 phrases that will help me answer the essential question | <b>0-10 pts</b> |
| <input type="checkbox"/> | 3. Correctly complete the organizational chart with this information             | <b>0-50 pts</b> |

## Lesson 2

# Document Analysis – The HIPPOS 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 HIPPOS method of historical document analysis. HIPPOS stands for:



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

**I**ntended Audience – Whom was the document written to or for?

**P**oint 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.

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

**O**utside Information – What outside information can you connect with this document?

**S**ource – What is the source of this text? Who wrote it, who said it? Where did it come from?

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 HIPPOS 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 HIPPOS 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 togather 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 35  
Stay those who to thy sacred portals come  
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, 40  
And where the temples of the Cæsars stood  
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](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*

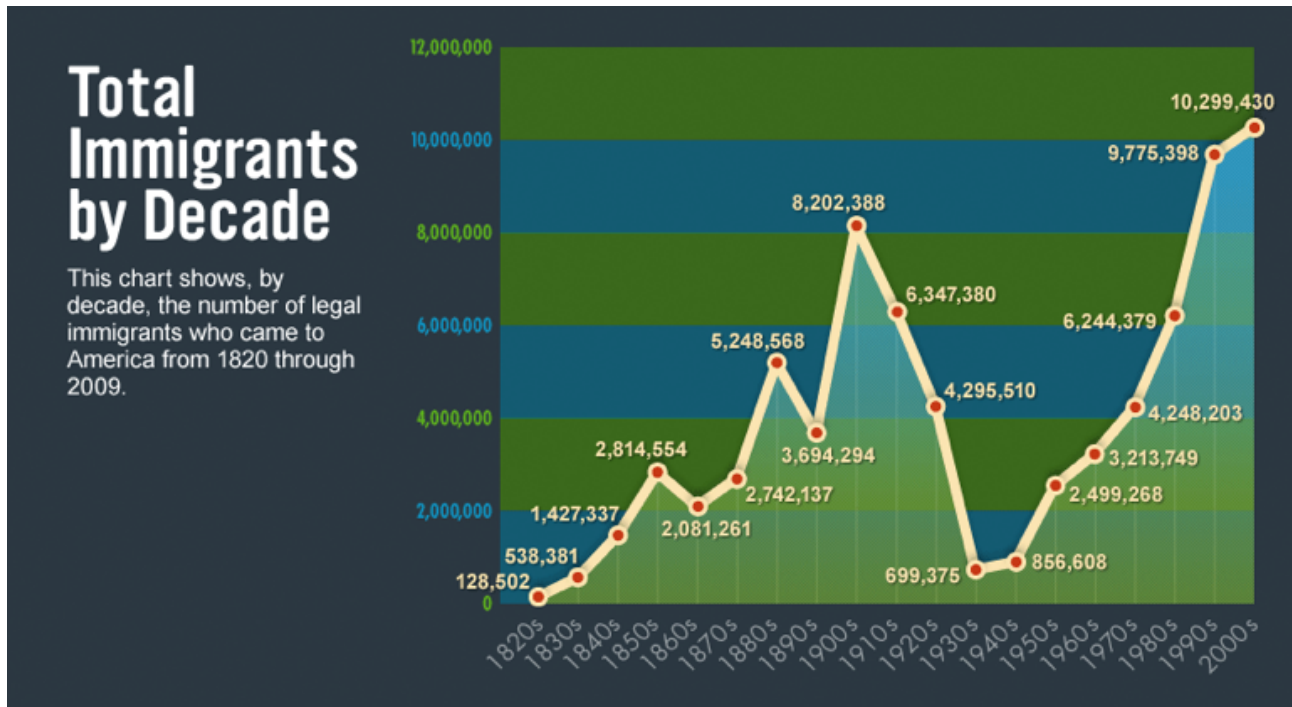


Source: <http://www.maggielblanck.com/NewYork/Life.html>

## 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.)*



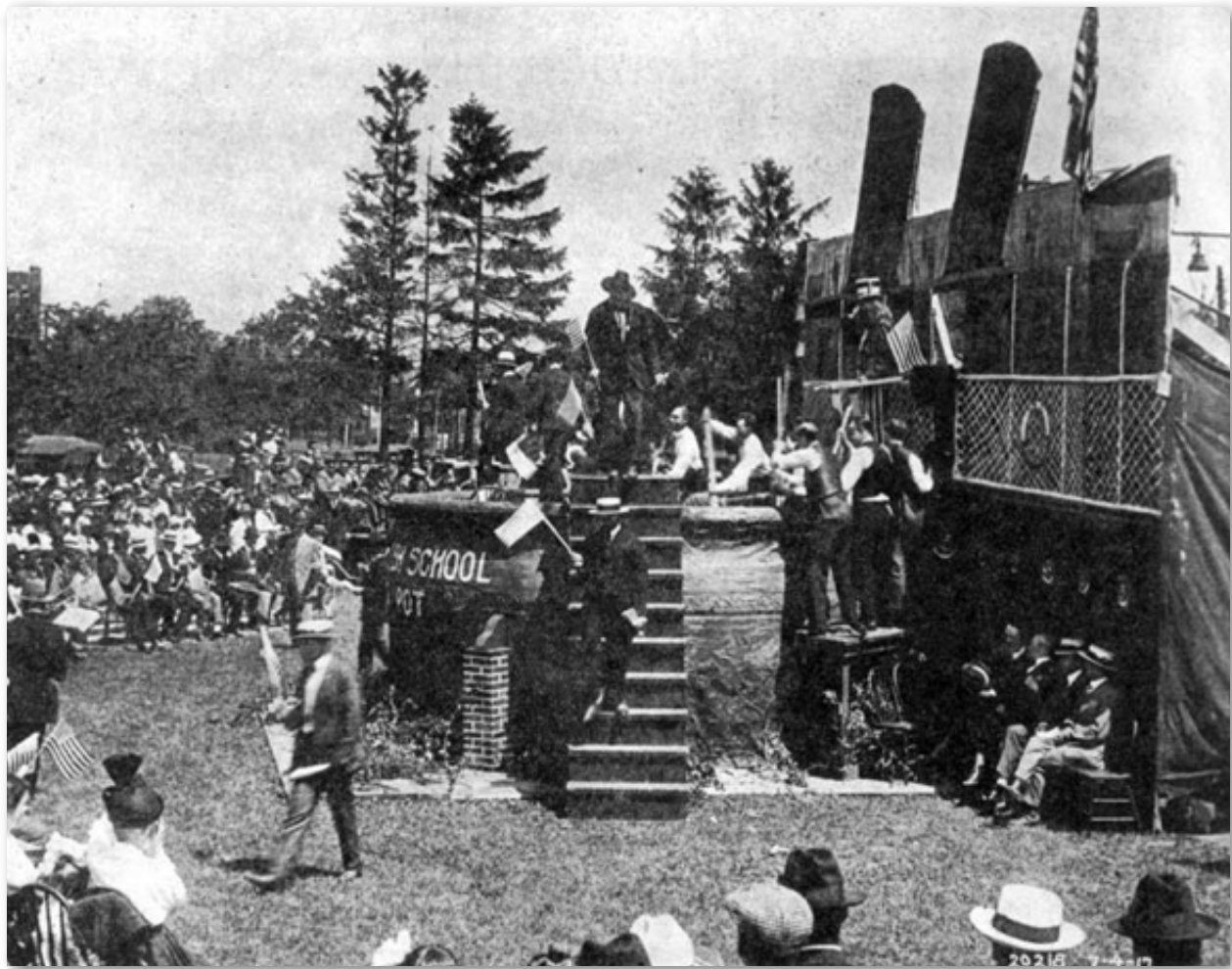
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<http://hdl.loc.gov/loc.pnp/ds.03125>

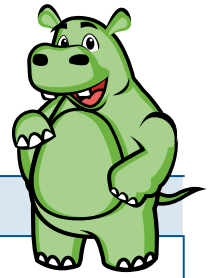
Reproduction Number: LC-DIG-ds-03125 (digital file from original item)

LC-USZ62-99295 (b&w film copy neg.)

## Document J: The Melting Pot Ceremony

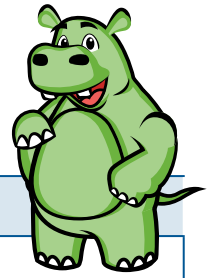


Source: <http://collections.thehenryford.org/Collection.aspx?objectKey=2545695>



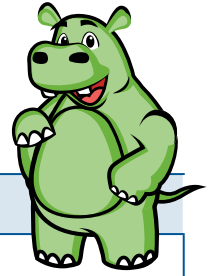
Doc. A	Document Title:
Historical Context	
Intended Audience	
Point of View	
Purpose	
Outside Information	
Source	

Doc. B	Document Title:
Historical Context	
Intended Audience	
Point of View	
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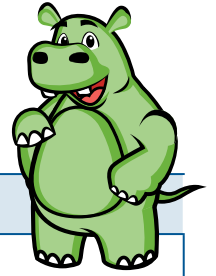
Doc. C	Document Title:
Historical Context	
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Doc. D	Document Title:
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Doc. E	Document Title:
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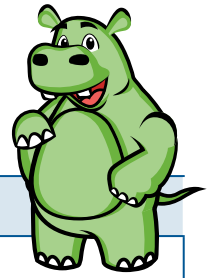
Doc. F	Document Title:
Historical Context	
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Doc. G	Document Title:
Historical Context	
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Point of View	
Purpose	
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Doc. H	Document Title:
Historical Context	
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Point of View	
Purpose	
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Source	





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

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

### Rubric for This Lesson:

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**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.**

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## 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**

**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?

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**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.

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LESSON 3

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

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**Activity 3.1 Checklist**

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- |   |                              |                               |                             |
|---|------------------------------|-------------------------------|-----------------------------|
| Completed all sections of the annotating review.                    | <input type="checkbox"/> Yes | <input type="checkbox"/> Some | <input type="checkbox"/> No |
| Completed all parts of the annotating guided practice.              | <input type="checkbox"/> Yes | <input type="checkbox"/> Some | <input type="checkbox"/> No |
| Completed all parts of the annotating independent/partner practice. | <input type="checkbox"/> Yes | <input type="checkbox"/> Some | <input type="checkbox"/> No |
| Answered both questions completely.                                 | <input type="checkbox"/> Yes | <input type="checkbox"/> Some | <input type="checkbox"/> 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.

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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.

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2.

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Angel Island



3.

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LESSON 3

Activity

**3.2 Compare/Contrast**

**Slide 9**

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

Contrast definition – give one example.

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**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.

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2.

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3.

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Angel Island



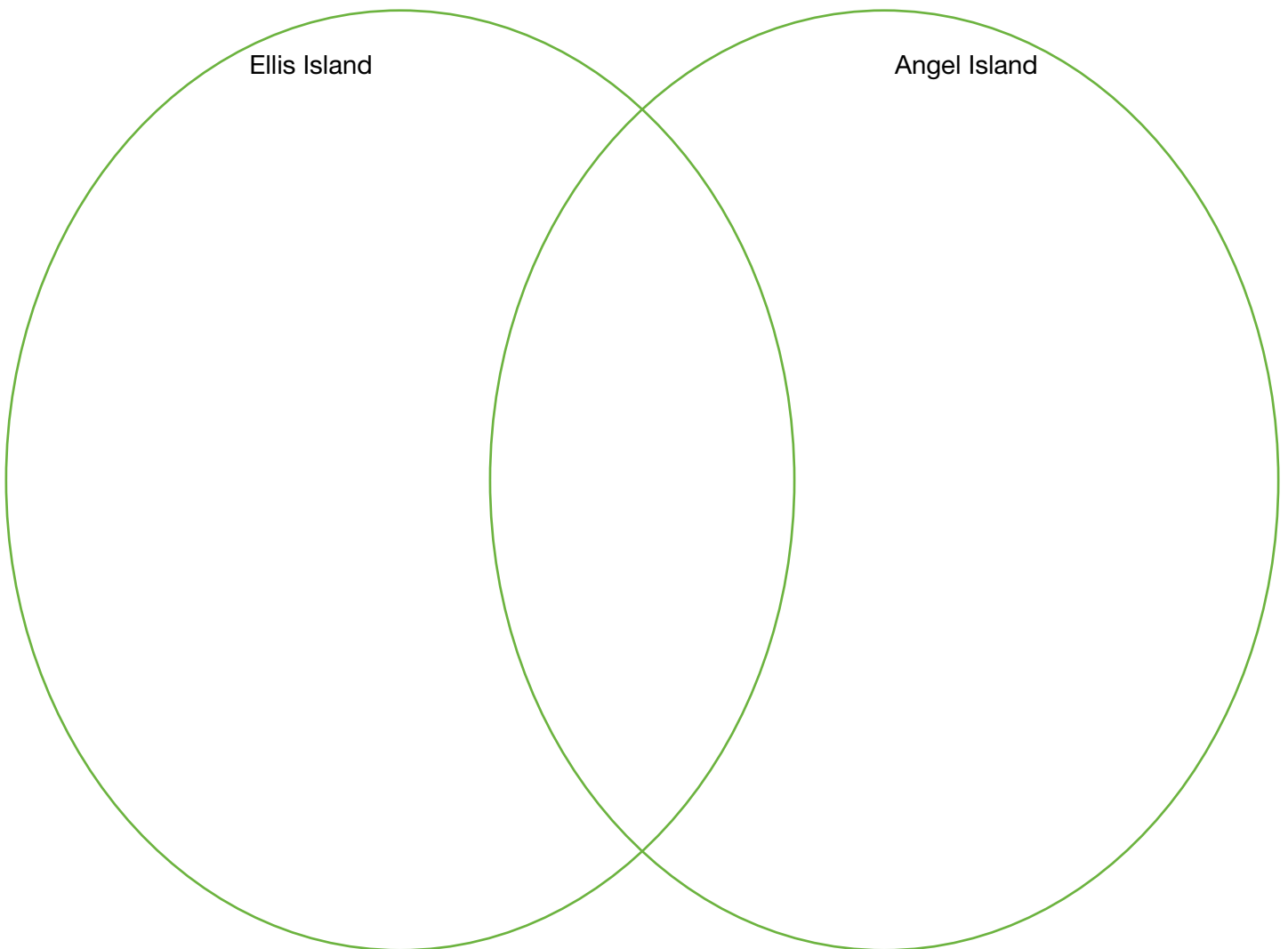




LESSON 3

**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,

### LESSON 3

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

## LESSON 3

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.

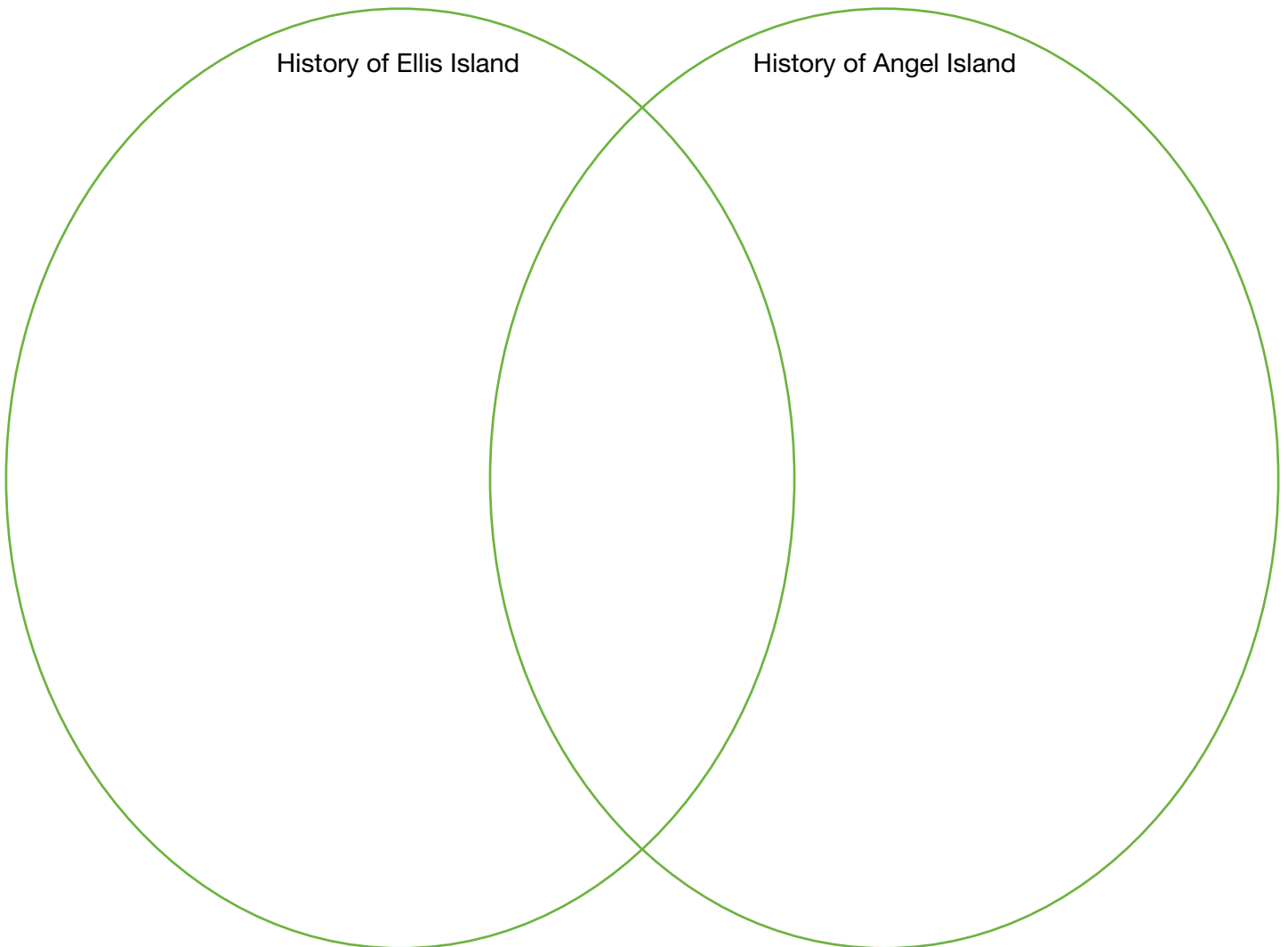
In the end, the complaints of the community and public officials regarding the safety of the Immigration Station proved true when the Administration Building burned to the ground in August 1940. All applicants were relocated to a mainland facility by November. In 1943, Congress finally repealed the Chinese 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.

LESSON 3

**Slide 14**

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











### Activity 3.2 Checklist

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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:

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

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LESSON 3

**Slide 19**

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

**Explicit meaning** definition:

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In your own words:

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**Implicit meaning** definition:

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In your own words:

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LESSON 3

**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.*

LESSON 3

**Slide 21**

What is the author's point of view?

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Explicit evidence:

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Implicit evidence:

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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.*



LESSON 3

**Slide 23**

What is the author's point of view?

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Explicit evidence:

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Implicit evidence:

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## 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](http://www.pbs.org/destinationamerica/usim_wn_noflash.html)
- F. PBS: Why did they come?  
[http://www.pbs.org/destinationamerica/usim\\_wy.html](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](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](http://www.pbs.org/destinationamerica/usim_wn_noflash.html)
- P. PBS: Why did they come?  
[http://www.pbs.org/destinationamerica/usim\\_wy.html](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](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](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.)

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

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3. How does one pattern compare to another?

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4. Identify primary patterns and the secondary patterns.

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

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**Identify Trends:**

1. Describe the trends.

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2. Identify the causes and results of a trend.

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

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

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## Lesson 5

# Political Cartoons

Activity

5.1 Warm-Up

Please look at the following political cartoon from the late 1800s. It is about growing concerns about immigration that people were having during this period. 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?

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

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3. What is ironic\* about the cartoon?

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*\*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?

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## Analyzing a Political 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.

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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?

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<p><b>Labeling:</b> 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.</p>	<p>What did the cartoonist label? How does the label make the meaning of the object clearer?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Analogy:</b> 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.</p>	<p>What two situations does the cartoon compare?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>How does this comparison make the cartoonist’s point clearer to you?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

**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?

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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?

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

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

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

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

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



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

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

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

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**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.

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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?

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**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?

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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?

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

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

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

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

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Activity

**5.2 Partner Preview**

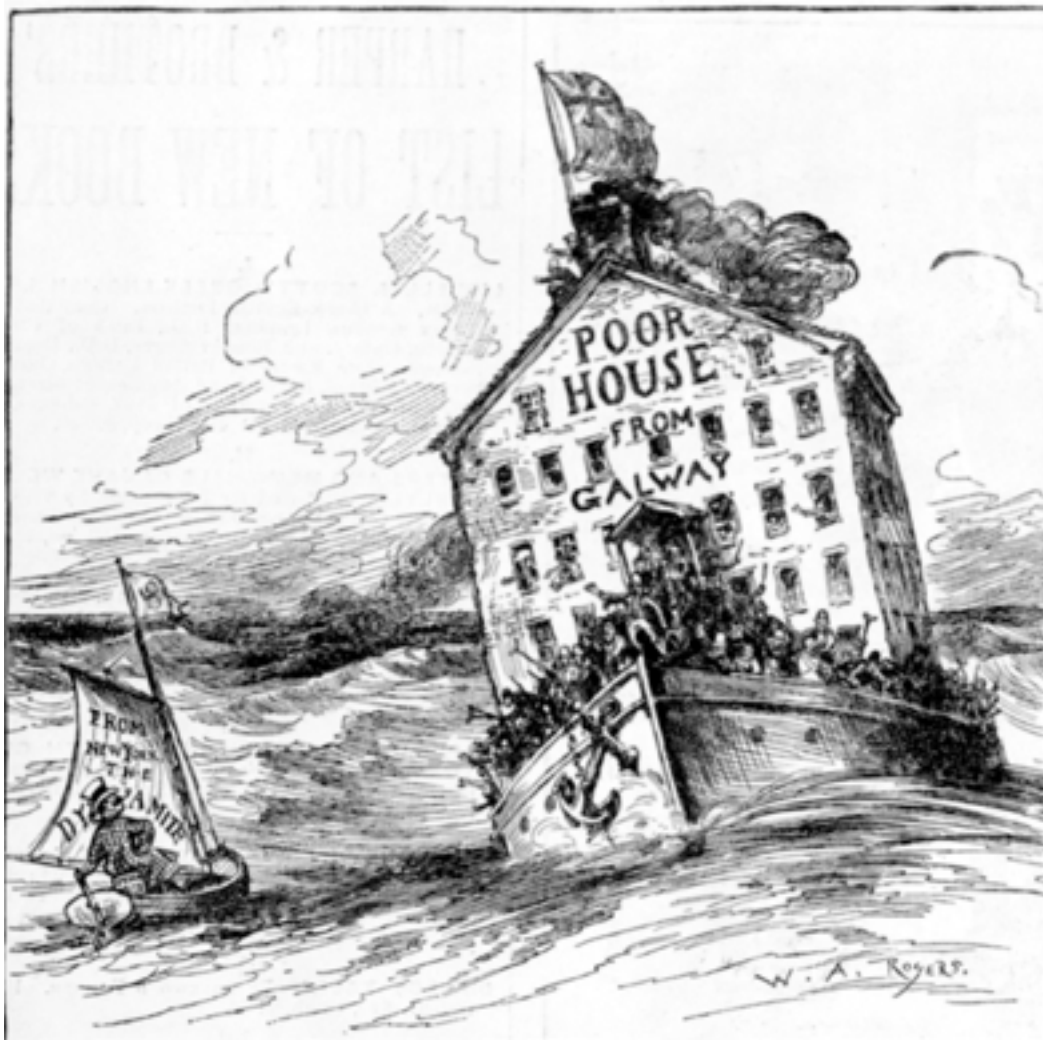
Look below to find several political cartoons about immigration throughout our history. Study each one and then answer the questions below it. Work with a partner to view and discuss each cartoon. Then discuss questions 1–6 and answer them regarding all of the cartoons provided. Remember to consider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

**Evaluation Rubric:**

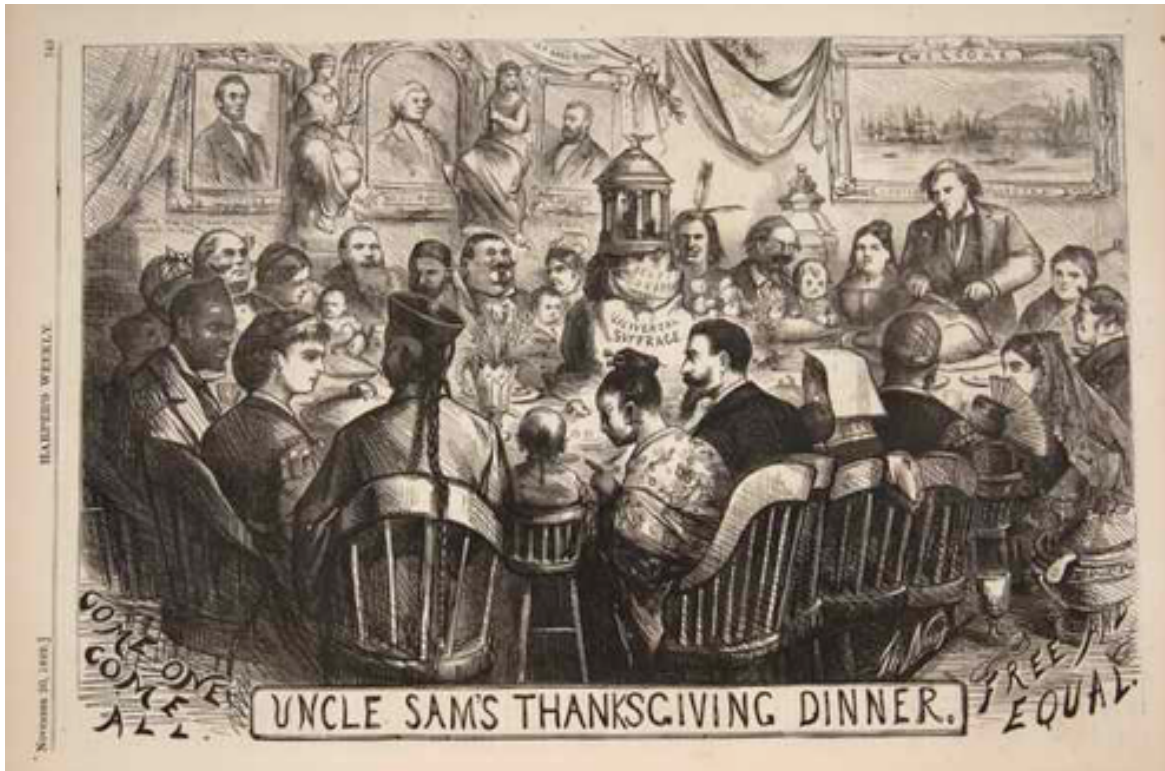
1. Completed the questions accurately. (5 points for each question) 30 points

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.

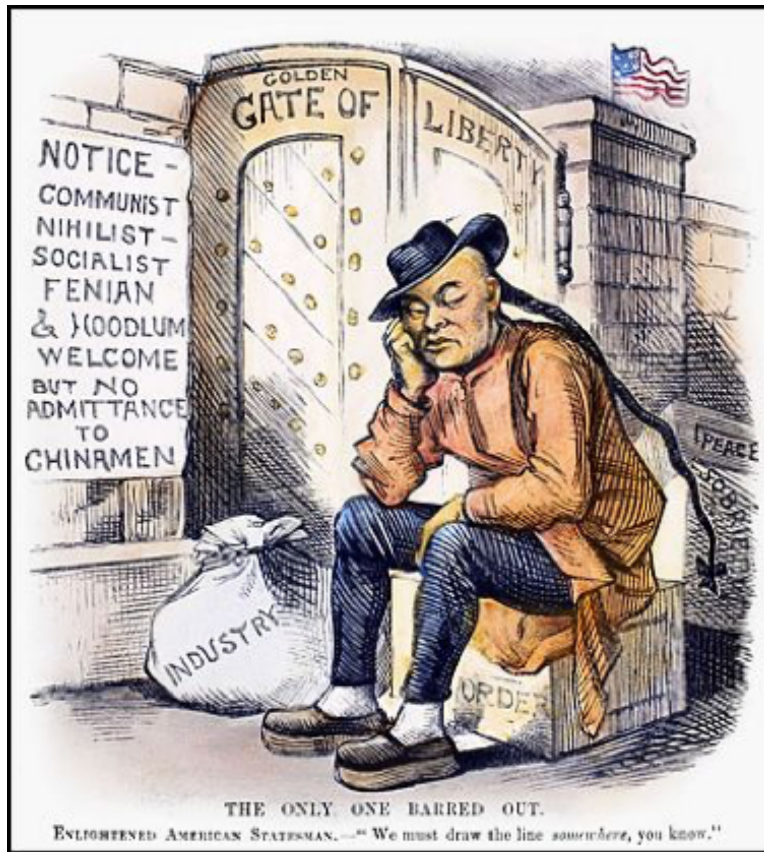


C.



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

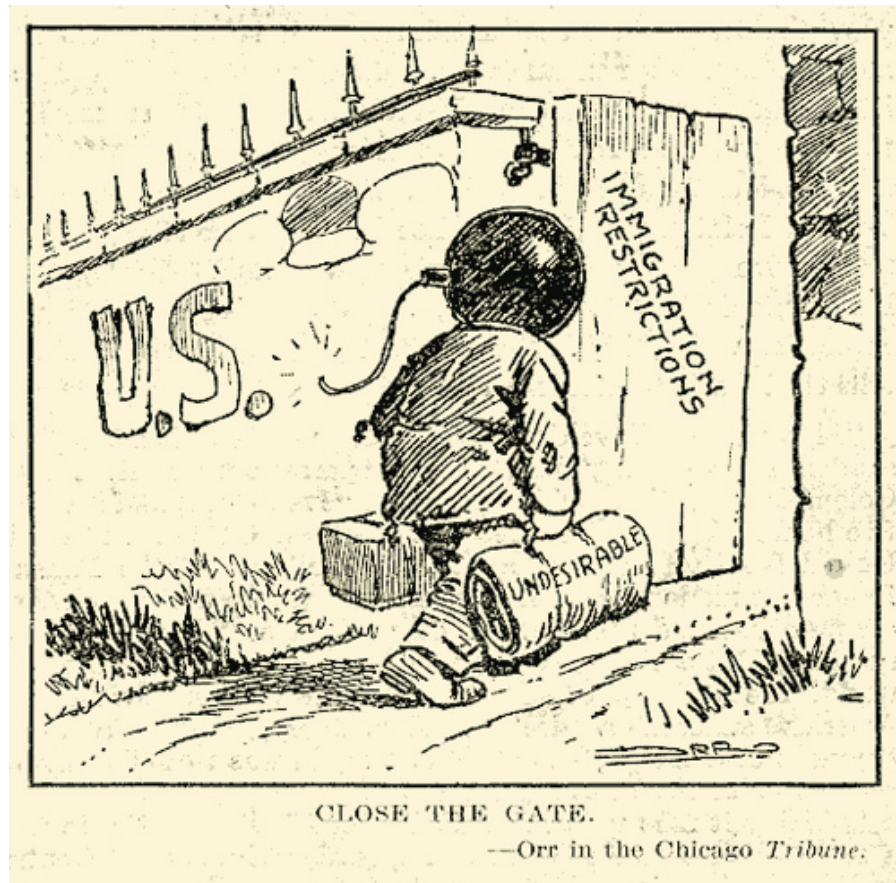
D.



E.



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G.



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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?

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

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

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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?

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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?

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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?

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**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?

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

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

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

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

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

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

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

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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:**

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

## 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.



### Eastern Europeans

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### Italians

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### Hispanics

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### 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, HIPPOS 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: (HIPPOS)

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

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

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

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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?)

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

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## (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?)

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2. Whom was the document written to or for?

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

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## (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: (HIPPOS)**

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

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2. Who is the intended audience of the document?

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

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## (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: (HIPPOS)**

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

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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.)

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## (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: (HIPPOS)**

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

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2. Whom is he writing to?

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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.

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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**

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**2ND BODY PARAGRAPH**

**A-Topic Sentence**

**B-F-Supporting Details**

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**3RD BODY PARAGRAPH**

**A-Topic Sentence**

**B-F-Supporting Details**

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**4TH BODY PARAGRAPH**

**A-Topic Sentence**

**B-F-Supporting Details**

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Activity

## 6.6 Planning and Writing the Conclusion

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

**Summary points:**

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## Generic Scoring Rubric – Document Based Question

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### 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](http://www.socialstudieshelp.com/DBQ_Rubric.htm)