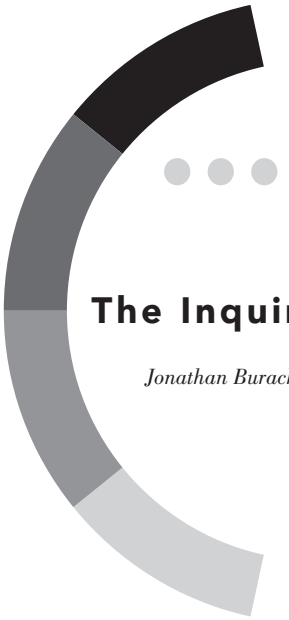
A Rising Industrial Giant



The Inquiry Arc in U.S. History

Jonathan Burack

The "New Immigration"

MindSparks®
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CHALLENGING STUDENTS TO THINK HISTORICALLY

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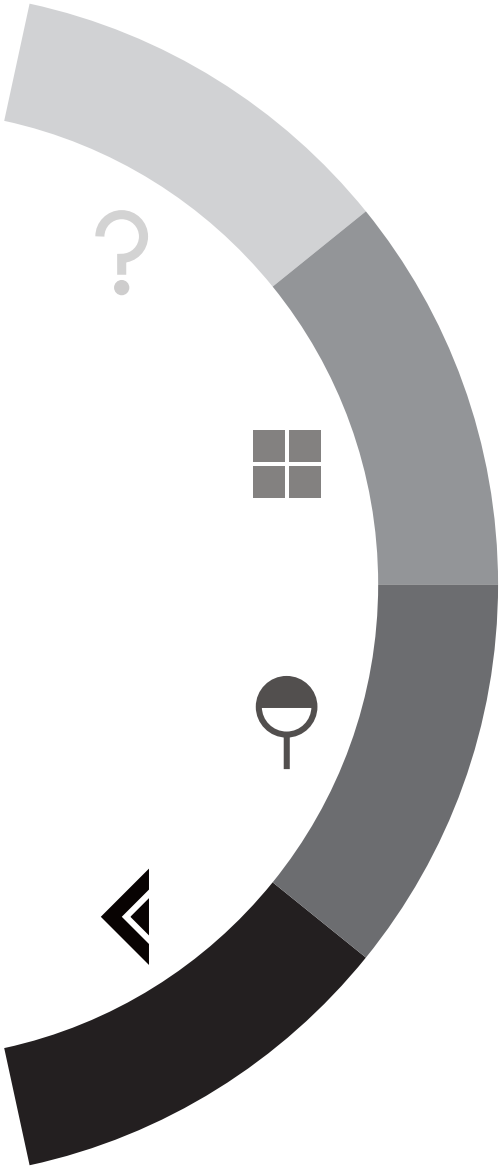
Contents

Introduction

C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and includes individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

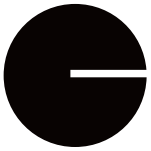
Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of information texts, making these lessons ideal for integration into English Language Arts instruction.

C3 Disciplines

History

Civics

Economics



Geography

The "New Immigration"

Why Did So Many Americans Worry about It?

Overview

Introduction

In the sixty-five years from 1815 to 1880, about 15 million immigrants arrived in the United States, mainly from northwestern Europe (England, France, Ireland, and Germany). Then in just forty years (between 1880 and 1920), another 15 million came. This second wave of newcomers was largely from southeastern Europe. They were Russians, Poles, Italians, Greeks, and others. They were mainly Catholics, Jews, or Eastern Orthodox Christians. Their languages and customs were strange to most native-born Protestant Americans. Many Americans already here welcomed them. However, many others feared them and wanted them kept out. What were they afraid of? Were their fears mainly economic? Were these fears due to social and cultural attitudes and values? Were any of the nativist concerns reasonable, or were they all due to unfair prejudices? Why did so many Americans worry about this "new immigration"? That is the compelling question of this lesson. In this lesson, students will work with short passages from ten primary sources. These primary sources form the core content for a set of tasks that will help students answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about this wave of immigration from 1880 to 1920. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.

- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Why did so many Americans worry about the "new immigration"?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about "the New Immigration"

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class, and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about immigration from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the "New Immigration" Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- Have students interview their relatives and relatives of other students in the class. If possible, they should find out which family members were immigrants and when they first came to America. Provide the following instructions: Record any stories each family still has about this trip. Discuss these stories with the class, and talk about why families might want to keep alive these memories of their ancestors' first journey to and arrival in America.
- A *stereotype* is an oversimplified and too broadly applied view of an entire group of people. Often stereotypes can be insulting. Many editorial cartoons use stereotypes. However, this is not always done to be insulting. It is sometimes just an easy way to picture a group in order to make a point about it. Separate students into small groups. Have each group study Primary Sources 4.6 and 4.7. Each group should prepare a brief talk to the class about the stereotypes in these cartoons. In each case, the group should decide whether the stereotype is meant to be insulting or is being used to make the cartoon's point. Also, match each cartoon with one of the other written primary sources for the lesson. Each group should sum up its conclusions and explain why each written source chosen matches best with its cartoon.
- Ask students to reread Primary Source 4.3, Mary Antin's passage from *The Promised Land* and then reread Primary Sources 4.1, 4.4, and 4.8. Have each student pretend to be Mary Antin and, as Antin, write letters to the authors of the other three primary sources. In each letter, have Antin explain what she does and does not agree with in regard to the key points made in the other primary sources.

Taking Action

- Many people use the phrase *the melting pot* for the way immigrants in America give up their old ways of life, old beliefs, and languages, in time coming to act and think like most other Americans. Other people say that this change is never complete. They say the immigrants who come to America never quite "melt" nor should they. This perspective views America not as a melting pot but as a mosaic—that is, a collection of ethnic, national, and religious groups that hold on to many of their differences. Have the class debate these two different ideas about America. Students should then write letters to a newspaper expressing their views on this topic. Urge them to relate their views to current immigration issues that are in the news. Send the letters to a local newspaper, and ask it to publish some or all of them as a group.
- Based on the work in the previous assignment, use social media to share with others the letters the students have written. Ask those contacted in this way to comment on the issue and relate it to current immigration issues in their communities.

Introductory Essay

The "New Immigration"

Emma Lazarus

Millions of people in other parts of the world made the decision to uproot themselves and begin a new life in America. The general causes for immigration varied from place to place and from one historical time period to another. Whatever the general causes, the decision to leave was almost always a traumatic and risky leap into the unknown. It was an act that separated immigrants from friends, loved ones, and all they had known of the world until that day.

Americans have often expressed two very different opinions about immigrants. Confidence about the immigrants and about America's ability to welcome them in has coexisted with fears about the threat alien cultures might pose to widely shared American norms and traditions. One view is summed up in the words by Emma Lazarus at the base of the Statue of Liberty:

Give me your tired, your poor, your huddled masses yearning to breathe free. . . .

The other view was expressed by Josiah Strong in 1891, when he said:

[The] typical immigrant is a European peasant, whose horizon has been narrow, whose moral and religious training has been meager or false, and whose ideas of life are low.

These attitudes—one welcoming, the other fearful—have long been at the heart of the nation's debates about immigration. From around 1880 to 1920, these views clashed perhaps more sharply than at any other time in our past. Why? Part of the answer has to do with the size and nature of what many referred to in those decades as the "new immigration."

In the sixty-five years from 1815 to 1880, about 15 million immigrants arrived here, mainly from northwestern Europe (England, France, Ireland, and Germany). Then in just forty years (1880–1920), another 15 million came. This wave of newcomers was largely from southeastern Europe. They were Russians, Poles, Italians, Greeks, and

others. They were mainly Catholics, Jews, or Eastern Orthodox Christians. Their languages and customs were strange to most native-born Protestant Americans. Could the nation absorb such large numbers of them? No one was sure.

The city was a second factor explaining the mixed reaction to the immigrants in these years. This latest immigrant wave swept ashore as the nation was building its huge urban-industrial centers. These immigrants settled largely in the cities and helped build them. Americans reacted to the city and its problems with great anxiety, and these concerns often fed their fears about the new immigration.

The Magic Washer

Urban life was not easy for the immigrants. Many lived in dingy, overcrowded tenement houses and unsanitary neighborhoods. Often lacking indoor plumbing, residents were all too prone to cholera, typhus, tuberculosis, and other diseases. In many cases, a whole family lived, ate, and slept in a single room. During the day, family members might use that room to do work paid by the piece, such as sewing or assembling.

Many new immigrants were from rural settings where they knew only traditional forms of farmwork. Most could perform only the least skilled and most dangerous kinds of industrial labor—working on construction projects; digging ditches, sewers, or roads; selling goods out of vendor carts on the city streets; or working in unhealthy factories called sweatshops.

Some immigrants did migrate west and take up farming. Yet a large number sought work in factories in the cities. This meant they often competed with native-born workers for the lowest-paying jobs. Those native workers saw immigrants as willing to work for much less. This further fueled the resentment directed at these newcomers. On the West Coast, this resentment had already resulted in the Chinese Exclusion Act of 1882. That act prohibited all immigration by Chinese laborers. Later, in 1907, Japan and the United States reached an informal "gentleman's agreement" on immigration. The U.S. promised not to ban Japanese immigration formally if Japan put a stop to it voluntarily.

Immigrants from both Asia and eastern and southeastern Europe still preferred to come by the millions. Many Americans already here welcomed them. However, many others feared them and wanted them kept out. What were they afraid of? Were their fears mainly economic? Were they due to social and cultural attitudes and values? Were any of their concerns reasonable, or were they all due to unfair prejudices? The primary sources for this lesson should help you better understand these attitudes. They will enable you to make up your own mind as to why so many Americans worried about the new immigration.

Statue of Liberty

Image Source: Emma Lazarus. By W. Kurtz, from *The Poems of Emma Lazarus* (Boston: Houghton Mifflin, 1889)
The Magic Washer. By Shober & Carqueville, c1886, courtesy of the Library of Congress, LC-USZ62-22398
Statue of Liberty. ©Elcobbola / CC-BY-SA 3.0

History Group

GROUP MEMBERS:

The "New Immigration"

Your group's task is to explore the history of the immigration issue in the period between 1880 and 1920. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Many Americans were fearful about the immigration of the late 1800s and early 1900s. Was that mainly because of who the immigrants were or mainly because of how America itself was changing?

3. Read and discuss Primary Sources 4.4, 4.8, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Before the Civil War, most immigrants came from England, France, Ireland, and Germany. Except for the Irish, most were Protestants. Many were familiar with democratic political ideas. They were culturally similar to native-born Americans. They even shared most physical characteristics. Did this make it easier for them to gain acceptance than it was for Catholics, Jews, and Orthodox Christians of the new immigration after 1880? The new immigrants were less literate. They were poorer on average. They were less familiar with democratic ways of life and less able or willing to assimilate to American cultural ways.
   >
   > And they faced new conditions. That is, earlier waves of immigrants were more likely to find work in small towns, on farms, or building railroads. After the Civil War, that small-town America began to fade away. Urban slums, powerful corporations, and increasingly bitter labor disputes all grew more disturbing. The new immigrants settled in poor urban neighbor-

hoods in New York, Boston, and other growing cities. Native craft workers in those places saw them as direct competitors for jobs. Many Protestant Americans feared the newcomers' religious and cultural differences. Before the 1880s, only the Irish had faced such conditions and reactions. After 1880, most of the new immigrants did. It was not easy to adjust to this new world.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.4

Primary Source 4.8

Primary Source 4.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

> Many Americans were fearful about the immigration of the late 1800s and early 1900s. Was that mainly because of who the immigrants were or mainly because of how America itself was changing?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Civics Group

GROUP MEMBERS:

The "New Immigration"

Your group's task is to explore the civics issues raised by the "new immigration." A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > How did stereotypical ideas and images in newspapers influence political debates about the "new immigration" and the issue of restricting immigration?

3. Read and discuss Primary Sources 4.1, 4.6, and 4.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Throughout the 1800s, America was a land of newspapers. Many were highly partisan. That is, they strongly favored one political party or faction. News was usually presented from a heavily biased point of view. In the late 1800s, the number of newspapers rose rapidly. Competition among them was often fierce.
   >
   > Soon, a new, more dramatic journalism spread. Some of it took the form of efforts to expose various corrupt or harmful practices. For example, reporters wrote about child labor abuses, unsanitary slum conditions, or dangerous workplaces. Such reporting, called *muckraking*, could help spur needed reforms. At times, however, the aim was mere sensationalism. Stories about scandals, crimes, and disasters were described as vividly as possible. To add to the drama, newspapers began to add photos, comics, games, and other features. Political cartoons came of age as an amusing way to comment on the news. Such cartoons were at their best in exposing realities often hidden by nice-sounding words. However, cartoons also

often used crude stereotypes of groups or ugly caricatures of individuals. The goal was to spark an emotional response. Stereotypes can help a cartoon easily identify groups in order to make a point about them. However, in an age when racial and ethnic prejudices ran high, such simple imagery could also arouse fear, anger, and even hatred.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.1

Primary Source 4.6

Primary Source 4.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How did stereotypical ideas and images in newspapers influence political debates about the "new immigration" and the issue of restricting immigration?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Economics Group

GROUP MEMBERS:

The "New Immigration"

Your group's task is to explore the economics of the immigration issue in the period between 1880 and 1920. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > What economic conditions in America led so many native-born Americans to fear the "new immigration" in the years 1880 to 1920?

3. Read and discuss Primary Sources 4.5, 4.9, and 4.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > In the late 1800s, a society of frontiers, farmers, towns, and small businesses was fading away. America was being transformed into an urban society of large-scale industrial producers. Nationwide communications and transportation networks were built. These enabled huge corporations to reach customers all across America. Industries hired millions to tend machines and perform routine manual labor. A growing middle class of clerks, accountants, attorneys, engineers, and architects also served these huge businesses. Increasingly, all these workers relied on wages from impersonal organizations able to hire and fire at will. Average incomes were on the rise. Yet so, too, was the feeling of being at the mercy of powerful economic forces beyond any individual's ability to control.
   >
   > During economic downturns, life for many workers could be very hard. The late 1800s saw a rise of labor conflict far greater than had existed earlier. Strikes often turned violent. Fears of unemployment were constant. Farmers also felt anxious. Farmers' crop prices always seemed to go

down faster than their costs rose. Powerful railroads, banks, grain storage facilities, and others set rates that farmers often found to be unfair. Everywhere, people felt the power of new networks over which they had little control. In this context, waves of immigrants arrived by the millions. They added one more disruptive force to the turmoil many saw all around them.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.5

Primary Source 4.9

Primary Source 4.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

What economic conditions in America led so many native-born Americans to fear the "new immigration" in the years 1880 to 1920?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Geography Group

GROUP MEMBERS:

The "New Immigration"

Your group's task is to explore the geography of the "new immigration." A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > A key factor shaping Americans' attitudes about immigration between 1880 and 1920 was where the immigrants were coming from. Why was that such an important factor?

3. Read and discuss Primary Sources 4.1, 4.2, and 4.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > In the late 1800s, Europe came to be divided into two broad areas. In Western Europe, industry, education, and political democracy were spreading rapidly. Up to 1870, the bulk of immigrants were from this region—especially Britain, France, the Netherlands, Germany, and Scandinavia. In the late 1800s, vast numbers of immigrants instead began pouring in from eastern and southern Europe. Industrial change was also starting to come to that part of Europe. However, much of the region remained rural, very poor, and heavily overpopulated. Many eastern and southern Europeans were illiterate, unskilled, and unprepared for the urban and industrial world of America. Most had known rulers who were harsh, even brutal. Religious persecution was common—especially for Russian Jews. Those Jews fled violence and poverty by the hundreds of thousands after 1880. All the immigrants from this backward part of Europe left it to escape famine, landlessness, war, and violence. They left a poor and undeveloped land for one of the world's most modern societies,

the United States of America. The change was certain to be a shock—both for them and for those unused to their cultures, languages, and beliefs.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 4.1

Primary Source 4.2

Primary Source 4.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

A key factor shaping Americans' attitudes about immigration between 1880 and 1920 was where the immigrants were coming from. Why was that such an important factor?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

- ***Question the source***

  Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

- ***Consider the source's origins***

  This is often simply called "sourcing." It means asking who created the source, when and where the source was created, and why. If you know the source's purpose, you will be more likely to see how it is shaped by its creator's point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

- ***Contextualize the source***

  "Context" here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

- ***Corroborate the source***

  This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

- ***Above all, read the source carefully***

  Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source's creator might have seen in it.

PRIMARY SOURCE 4.1

Immigrants at Ellis Island

Starting in 1892, the largest share of immigrants passed through the immigrant inspection station at Ellis Island in Upper New York Bay. This passage is from "Ellis Island," an article published in *The Illustrated American* on July 23, 1892.

Original Document

One quarter of one per cent of the Scandinavians—that is, Swedes, Norwegians, and Danes—over fifteen years of age, who reached New York 1891–92, could neither read nor write.

One per cent of the Germans over fifteen years of age could neither read nor write.

Great Britain is put down as sending over five per cent who are ignorant of two of the three R's. It would be interesting to know . . . why the Emerald Island [Ireland], which is given a separate place in all the other statistics, is merged into Great Britain on this occasion only. If the true facts of the case were given in the report, it would be found that the percentage of Scotch ignorance of reading and writing was nearly nil, and that the Irish were no more learned than the Russian immigrants, ten per cent of whom do not know their A B C's. Of Austrians and Hungarians—again an unfair combination—twenty-five per cent are reported to be ignoramuses, of Italians forty-five per cent, and of Poles sixty per cent.

People who visit Ellis Island will not be much impressed with the class of people who are to form our future fellow citizens. However . . . we must conclude that a few months spent in this bright air of ours, and a week or two of feeling that you may go as you please, works wonders. The American who came over in the steerage a few years ago is a different person from the being you see landed at Ellis Island. . . .

Each immigrant is thoroughly examined as to whence he came and whither he is going. . . . If it is found that he is penniless, or likely to prove a burden to the State, or has any noxious disease, or is an idiot or a lunatic, or is a convict, back he goes to the old world.

Along Bowling Green, facing the Battery, are numerous hotels and mission houses, supported by philanthropic Catholics and Protestants, where the newly arrived immigrants can find board and lodging, and every precaution is taken by the government officers that they shall not be fleeced. A body of men, who can

CONTINUED

between them talk almost every language under the sun, is provided, and the immigrant, so long as he is under Uncle Sam's care, is thoroughly taken care of.

Nor does Uncle Sam remain satisfied with having seen him start off to the mainland with his baggage, full of hope in his prospects in the land of liberty. If he comes back to Ellis Island a pauper within a year, the government authorities see that he is taken home again by the steamship company on whose vessel he arrived here. If he falls sick of any disease which may have been incurred in that vessel or before he left Europe, they see, too, that the steamship company pays his doctor's bills.

Adapted Version

This past year, less than 1 percent of the Scandinavian immigrants over fifteen years of age could neither read nor write.

One percent of the Germans over fifteen years of age could neither read nor write.

We record Great Britain as sending over 5 percent who are ignorant of two of the three Rs. However, this number includes the Irish. If the report were more accurate, we would see that almost all Scotch immigrants can read and write, whereas the Irish were the same as Russian immigrants, 10 percent of whom do not know their ABC's. Of Austrians and Hungarians—again an unfair combination—25 percent are reported to be ignoramuses. For Italians, it is 45 percent, and for Poles, 60 percent.

People who visit Ellis Island will not be impressed with these people who are to form our future fellow citizens. However, a few months spent in this bright air of ours, and a week or two of feeling that you may go as you please, will work wonders. The American who came over in the steerage a few years ago is a different person from the one you see landed at Ellis Island.

Each immigrant is thoroughly examined about where he came from and where he is going. If it is found that he is penniless, or likely to prove a burden to the state, or has any deadly disease, or is an idiot or a lunatic, or is a convict, back he goes to the old world.

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PRIMARY SOURCE 4.1 IMMIGRANTS AT ELLIS ISLAND CONTINUED

Along Bowling Green, facing the Battery, are numerous hotels and mission houses supported by philanthropic Catholics and Protestants. At these places, newly arrived immigrants can find board and lodging. Government officers make every effort to see that the immigrants are not robbed or swindled. Officials who can speak many languages are provided. As long as the immigrant is under Uncle Sam's care, he is thoroughly taken care of.

Nor does Uncle Sam remain satisfied once the immigrant starts off to the mainland with his baggage, full of hope in his prospects in the land of liberty. If he comes back to Ellis Island a pauper within a year, officials make sure he is taken home again by the steamship company that brought him here. If he falls sick of any disease he received in that vessel or before he left Europe, officials make sure the steamship company pays his doctor's bills.

Original Document Source: "Ellis Island," in *The Illustrated American, Vol. XI* (New York: The Illustrated American Publishing Co., 1892), 450–451. Available online from Google Books at https://books.google.com/books?id=NHRNAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 4.2

Immigration from Major European Nations, 1880–1929

This table is based on information made available by the U.S. Department of Homeland Security.

Total Immigration by European Country by Decade, 1880–1929

	1880–1889	1890–1899	1900–1909	1910–1919	1920–1929
United Kingdom	810,900	328,759	469,518	371,878	341,552
Netherlands	52,715	29,349	42,463	46,065	29,397
Germany	1,445,181	579,072	328,722	174,227	386,634
Norway/Sweden	586,441	334,058	426,981	192,445	170,329
Greece	1,807	12,732	145,402	198,108	60,774
Austria-Hungary	314,787	534,059	2,001,376	1,154,727	60,891
Italy	267,660	603,761	1,930,475	1,229,916	528,133
Russia	182,698	450,101	1,501,301	1,106,998	61,604

Original Document Source: U.S. Department of Homeland Security, "Total Immigrants from Each Region and Country, by Decade, 1820–2010." Available at http://teacher.scholastic.com/activities/immigration/pdfs/by_region/region_table.pdf.

PRIMARY SOURCE 4·3

Mary Antin's Promised Land

Mary Antin (1881–1949) was a Russian Jewish immigrant. In 1912, she published an autobiography called *The Promised Land*. The passage here is from that autobiography. Antin and her family fled Russia during an upsurge of violence against Jews that made the family's economic difficulties almost unbearable. Their "Exodus," as she called it, was to a "Promised Land" of hope and freedom. In the passage below, she describes her first days in that land as she, her mother, her brother, and her two sisters joined her father in Boston.

Original Document

Our initiation into American ways began with the first step on the new soil. My father found occasion to instruct or correct us even on the way from the pier to Wall Street, which journey we made crowded together in a rickety cab. He told us not to lean out of the windows, not to point, and explained the word "greenhorn." We did not want to be "greenhorns," and gave the strictest attention to my father's instructions. . . .

In our flat we did not think of such a thing as storing the coal in the bathtub. There was no bathtub. So in the evening of the first day my father conducted us to the public baths. As we moved along in a little procession, I was delighted with the illumination of the streets. So many lamps, and they burned until morning, my father said, and so people did not need to carry lanterns. In America, then, everything was free, as we had heard in Russia. Light was free; the streets were as bright as a synagogue on a holy day. Music was free; we had been serenaded, to our gaping delight, by a brass band of many pieces, soon after our installation on Union Place.

Education was free. That subject my father had written about repeatedly, as comprising his chief hope for us children, the essence of American opportunity, the treasure that no thief could touch, not even misfortune or poverty. It was the one thing that he was able to promise us when he sent for us; surer, safer than bread or shelter. . . .

We had to visit the stores and be dressed from head to foot in American clothing; we had to learn the mysteries of the iron stove, the washboard, and the speaking-tube; we had to learn to trade with the fruit peddler through the window, and not be afraid of the policeman; and above all, we had to learn English.

The kind people who assisted us in these important matters form a group by themselves in the gallery of my friends. If I had never seen them from those early days till now, I should still have remembered them with gratitude. When

CONTINUED

PRIMARY SOURCE 4·3

MARY ANTIN'S PROMISED LAND CONTINUED

I enumerate the long list of my American teachers, I must begin with those who came to us on Wall Street and taught us our first steps. To my mother, in her perplexity over the cookstove, the woman who showed her how to make the fire was an angel of deliverance. A fairy godmother to us children was she who led us to a wonderful country called "uptown," where, in a dazzlingly beautiful palace called a "department store," we exchanged our hateful homemade European costumes, which pointed us out as "greenhorns" to the children on the street, for real American machine-made garments, and issued forth glorified in each other's eyes.

Original Document Source: Mary Antin, *The Promised Land* (New York: Houghton Mifflin, 1912), in *Writing Our Lives: Autobiographies of American Jews, 1890-1990*, edited by Steven J. Rubin (Philadelphia: The Jewish Publication Society, 1991), 7–8. Available online from Google Books at https://books.google.com/books?id=chJaMwj0g_QC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 4·4

Jacob Riis on Italian and Jewish Immigrants

Jacob Riis's photographs of urban life depicted the misery of the urban poor in the late 1800s. These images sparked outrage about the conditions they revealed. Riis was a progressive who helped to fuel many efforts at urban reform, but some find his comments about the new immigrants harsh and stereotyped.

Original Document

The Italian in New York. The Italian comes in at the bottom, and in the generation that came over the sea he stays there. In the slums he is welcomed as a tenant who "makes less trouble" than the contentious Irishman or the order-loving German, that is to say: is content to live in a pig-sty and submits to robbery at the hands of the rent-collector without murmur. . . . His ignorance and unconquerable suspicion of strangers dig the pit into which he falls. He not only knows no word of English, but he does not know enough to learn. Rarely only can he write his own language. Unlike the German, who begins learning English the day he lands as a matter of duty, or the Polish Jew, who takes it up as soon as he is able as an investment, the Italian learns slowly if at all. Even his boy, born here, often speaks his native tongue indifferently. He is forced, therefore, to have constant recourse to the middle man, who makes him pay handsomely at every turn. . . .

Jewtown. Penury and poverty are wedded everywhere to dirt and disease, and Jewtown is no exception. It could not well be otherwise in such crowds, considering especially their low intellectual status. The managers of the Eastern Dispensary, which is in the very heart of their district, told the whole story when they said: "The diseases these people suffer from are not due to intemperance or immorality, but to ignorance, want of suitable food, and the foul air in which they live and work." The homes of the Hebrew quarter are its workshops also. . . . Every member of the family, from the youngest to the oldest, bears a hand, shut in the qualmy rooms, where meals are cooked and clothing washed and dried besides, the livelong day. It is not unusual to find a dozen persons—men, women, and children—at work in a single small room. . . . The health officers are on constant and sharp lookout for hidden fever nests. Considering that half of the ready-made clothes that are sold in the big stores, if not a good deal more than half, are made in these tenement rooms, this is not excessive caution. It has happened more than once that a child recovering from small-pox, and in the most contagious stage of the disease, has been found crawling among heaps of half-finished clothing that the next day would be offered for sale on the counter of a Broadway store.

CONTINUED

Adapted Version

The Italian in New York. The Italian comes in at the bottom, and those who came over the sea stay there. In the slums, he is welcomed as a tenant who "makes less trouble" than the argumentative Irishman or the order-loving German. That is to say, he is content to live in a pigsty and does not complain about the rent collector's robbery. His ignorance and deep suspicion of strangers dig the pit into which he falls. He knows no word of English and doesn't know enough to learn. He can rarely write his own language. In this, he is unlike the German, who begins learning English the day he lands out of a sense of duty. He is also unlike the Polish Jew, who soon takes up learning as an investment. The Italian learns slowly, if at all. Even if his boy is born here, he often speaks English imperfectly. The Italian is forced, therefore, to rely on middlemen, who make him pay handsomely at every turn.

Jewtown. Penury and poverty are linked everywhere to dirt and disease. Jewtown is no exception. This is unavoidable with such people, considering their low intellectual status. Health officials in their district told the whole story when they said: "The diseases these people suffer from are not due to intemperance or immorality, but to ignorance, want of suitable food, and the foul air in which they live and work." The homes of the Hebrew quarter are its workshops also. Every member of the family, from the youngest to the oldest, takes part. They work shut up in unhealthy rooms where meals are cooked and clothing washed and dried all day long. It is not unusual to find a dozen persons—men, women, and children—at work in a single small room. The health officers are on constant lookout for hidden nests of disease. After all, half or more of the ready-made clothes sold in the big stores are made in these tenement rooms. It has happened more than once that a highly contagious child recovering from smallpox has been found crawling among heaps of half-finished clothing. It is clothing that the next day would be offered for sale on the counter of a Broadway store.

Original Document Source: Jacob August Riis, *How the Other Half Lives: Studies among the Tenements of New York* (New York: Charles Scribner's Sons, 1890), 48–49, 107–109. Available online from Google Books at https://books.google.com/books?id=3cFIAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 4·5

A Speech to Workingmen on Chinese Labor

The passages here are from "An Address from the Workingmen of San Francisco to Their Brothers throughout the Pacific Coast." This address was delivered to workers at a mass meeting held in Metropolitan Hall in San Francisco on August 16, 1888. It was published by the California Workingmen's Party. The address protests the continuing presence of Chinese immigrants several years after the passage of the Chinese Exclusion Act of 1882.

Original Document

We have met here in San Francisco to-night to raise our voice to you in warning of a great danger that seems to us imminent, and threatens our almost utter destruction as a prosperous community; and we beg of each and every citizen of the State, without distinction of political party, depending on their own labor for the support of themselves and families, to hear us and to take time to examine with the utmost care the reasons and the facts we will give for believing a great danger to be now confronting us. . . .

The danger is, that while we have been sleeping in fancied security, believing that the tide of Mongolian immigration to our State had been checked and was in a fair way to be entirely stopped, our opponents, the pro-China wealthy men of the land, have been wide-awake and have succeeded in reviving the importation of this servile slave-labor to almost its former proportions. So that, now, hundreds and thousands of Mongolians are every week flocking into our State. . . .

To-day every avenue to labor, of every sort, is crowded with Chinese slave labor worse than it was eight years ago. The boot, shoe, and cigar industries are almost entirely in their hands. In the manufacture of men's overalls and women's and children's underwear they run over three thousand sewing machines night and day. They monopolize nearly all the farming done to supply the market with all sorts of vegetables. This state of things brings about a terrible competition between our own people, who must live, if they live at all, in accord with American civilization, and the labor of a people, who live like what in fact they are, degraded serfs under masters who hold them in slavery. We should all understand that this state of things cannot be much longer endured.

CONTINUED

Adapted Version

We meet here in San Francisco tonight to warn of a great danger. It is a danger that threatens our near total destruction as a prosperous community. We call on every citizen—on all of you who depend on your own labor. No matter what your political party, hear us and consider carefully our reasons and facts for believing a great danger confronts us.

The danger is this. We have been dreaming we are safe when we are not. We think the tide of Mongolian immigration to our State has been checked. We believe it has been entirely stopped. Meanwhile, our opponents, the pro-China wealthy men, have been wide awake. They have begun to again import this servile slave-labor force almost as much as before. As a result, hundreds and thousands of Mongolians are every week flocking into our state.

Today every path to jobs is crowded with Chinese slave labor worse than it was eight years ago. The boot, shoe, and cigar industries are almost entirely in their hands. In the manufacture of men's overalls and women's and children's underwear, they run over three thousand sewing machines night and day. They monopolize nearly all the farming done to supply the market with vegetables. This causes terrible competition. Our people, who live by the standards of American civilization, must compete with people who live (as they always have) as degraded serfs under masters who hold them in slavery. All should understand that we cannot endure this much longer.

Original Document Source: Workingman's Party, "An Address from the Workingmen of San Francisco to Their Brothers throughout the Pacific Coast" (August 16, 1888). Available from the Online Archives of California at http://oac.cdlib.org/ark:/13030/hb7199n8g9/?&brand=oac4.

PRIMARY SOURCE 4.6

"Welcome to All!"

This lithograph by Joseph Keppler appeared in the magazine *Puck* on April 28, 1880. It is titled "Welcome to All!" In it, Uncle Sam stands on a "U.S. Ark of Refuge," welcoming immigrants. These immigrants are fleeing Europe, over which war clouds hang. A sign next to the ark reads: "No oppressive taxes. No expensive kings. No compulsory military service. No knouts or dungeons."

Original Document Source: Joseph Keppler, "Welcome to All!" *Puck* 6 (April 28, 1880): 130–131. Library of Congress, Prints and Photographs Division, Reproduction Number LC-USZ62-29012. Available from the Library of Congress at http://www.loc.gov/pictures/item/2002719044/.

PRIMARY SOURCE 4.7

An Anti-Immigrant Cartoon

The Chinese Exclusion Act of 1882 prohibited all Chinese laborers from entering the United States. For a while, Japanese immigrants began to take their place. This led to calls for the exclusion of those immigrants as well. The "Gentlemen's Agreement of 1907" was an informal arrangement between the United States and Japan. By this agreement, Japan promised not to allow further emigration to the United States. The anti-immigrant caricature in this cover to a famous satirical magazine of the time, *Puck*, shows anarchists, Jews, Russians, and Italians, dressed in kimonos, being barred from entering America. The caption reads, "Perhaps, if they came in kimonos, the *real* undesirables might be kept out."

Original Document Source: Frank A. Nankivell, "As to Japanese Exclusion," *Puck* 61 (March 13, 1907). Library of Congress, Prints and Photographs Division, Reproduction Number LC-DIG-ppmsca-26148. Available online from the Library of Congress at http://www.loc.gov/pictures/search/?q=LC-DIG-ppmsca-26148%20.

PRIMARY SOURCE 4.8

Jane Addams on Immigrants and Their Children

In 1889, Jane Addams established Hull-House, a settlement house in a poor immigrant neighborhood of Chicago. Hull-House inspired many other women to found similar settlement houses. In these places, middle-class residents lived and helped the poor, mainly immigrant residents of the urban neighborhood. Settlement houses offered English classes, recreation programs, medical care, household management advice, and other services. This passage, the chapter "Immigrants and Their Children," is from Addams's autobiographical *Twenty Years at Hull-House* (1910).

Original Document

Many of these children have come to grief through their premature fling into city life, having thrown off parental control as they have impatiently discarded foreign ways. Boys of ten and twelve will refuse to sleep at home, preferring the freedom of an old brewery vault or an empty warehouse to the obedience required by their parents, and for days these boys will live on the milk and bread which they steal from the back porches after the early morning delivery. Such children complain that there is "no fun" at home. . . .

On the other hand, an Italian girl who has had lessons in cooking at the public school will help her mother to connect the entire family with American food and household habits. That the mother has never baked bread in Italy—only mixed it in her own house and then taken it out to the village oven—makes all the more valuable her daughter's understanding of the complicated cooking stove. The same thing is true of the girl who learns to sew in the public school, and more than anything else, perhaps, of the girl who receives the first simple instruction in the care of little children—that skillful care which every tenement-house baby requires if he is to be pulled through his second summer. . . .

Thus through civic instruction in the public schools, the Italian woman slowly became urbanized in the sense in which the word was used by her own Latin ancestors, and thus the habits of her entire family were modified. The public schools in the immigrant colonies deserve all the praise as Americanizing agencies which can be bestowed upon them.

CONTINUED

PRIMARY SOURCE 4.8

JANE ADDAMS ON IMMIGRANTS AND THEIR CHILDREN CONTINUED

Adapted Version

Many of these immigrant children suffer by being flung into city life at too young an age. They eagerly try to throw off parental control and their foreign ways. Boys of ten will refuse to sleep at home. They prefer the freedom of an old brewery vault or an empty warehouse. For days, these boys will live on the milk and bread that they steal from the back porches after the early morning delivery. Such children complain that there is "no fun" at home.

On the other hand, consider the example of an Italian girl who has had lessons in cooking at the public school. She will help her mother to connect the entire family with American food and household habits. That mother may never have baked bread in Italy. She may only have mixed it in her own house and then taken it out to the village oven. How valuable then will be her daughter's understanding of the complicated cooking stove. The same thing is true of the girl who learns to sew in the public school. Perhaps most important, there is the girl who receives the first simple instruction in the care of little children. She will learn the skillful care that every tenement-house baby requires if he is to survive his second summer.

Through such civic instruction in the public schools, the Italian woman will slowly become urbanized. I mean that in the sense in which the word was used by her own Latin ancestors. And in this way, the habits of her entire family will be modified. The public schools that do this in the immigrant neighborhoods deserve all the praise we can give them as Americanizing agencies.

Original Document Source: Jane Addams, *Twenty Years at Hull-House* (New York: Macmillan, 1910), 252–255.
Available online at http://hullhouse.uic.edu/hull/urbanexp/main.cgi?file=new/show_doc.ptt&doc=196&chap=36.

PRIMARY SOURCE 4·9

Immigration "Hysteria" in 1921

In 1921, Congress debated legislation to restrict the entry of southern and eastern European immigrants. Supporters of the bill warned of an "immigration crisis" and said the flow of immigrants from Europe, in this period following World War I, was likely to increase. Critics dismissed this "immigration hysteria." Among them was the former supervising inspector of immigration in New York, John Milholland. He wrote an article condemning this xenophobia titled "Immigration Hysteria in Congress." These passages are from that article.

Original Document

From east to west, the cry of every farmer, every contractor and employer is for labor—labor to sow and to reap and to gather into barns; labor for the public works, the shops, and for a thousand other forms of our activity. This labor must be found somewhere. The North has had to draw from the South. The limit has been reached, but while a temporary slowdown in manufacture may continue, there is no slowdown in the requirements of the agricultural regions of the United States. People must be fed. Crops must be raised. The land must be tilled. Consumption is overtaking production everywhere, and unless this wholesale rejection of foreigners be checked a situation will confront us not pleasant to contemplate. Andrew Carnegie once said that every immigrant was worth $5,000 to the country. Checking immigration is a menace to prosperity. . . .

Good government at home means practically the end of that restless universal desire to go abroad. We have seen this in the case of England, Scotland, Holland, Belgium, France, and every other country that is governed with even the semblance of real democracy. . . .

So is it true of Italy, which has arisen from misery to become one of the best governed of modern nations. And, what is the result? Italy's immigration has fallen off like that of France, Spain, or Switzerland.

Think what it will mean when the Balkan States, Greece, Russia, Siberia, and China have become reorganized and brought in touch with that modern development which makes democracy an absolute requirement of any advancing civilization. Immigrants will be in demand in the Old World as well as in the Occident—everywhere. . . .

The bill from beginning to end is an anachronism. It is out of place, out of time. We need every decent immigrant that may come to us. We are losing precisely in proportion as the other new and undeveloped countries of the world are being aroused, reformed, and put upon their financial feet. Within 20 years we shall be advertising for foreigners, just as other nations and even some of our own States and Territories have done already, as a matter of necessity.

The bill is bad—inexpressibly bad. It should never go on the statute books.

CONTINUED

PRIMARY SOURCE 4·9

IMMIGRATION "HYSTERIA" IN 1921 CONTINUED

Adapted Version

From east to west, every farmer, contractor, and employer is crying for workers. They need workers to sow and reap and gather into barns. They need workers for the public works, the shops, and for a thousand other forms of our activity. This labor must be found somewhere. The North has had to draw from the South. That limit has been reached. But while a temporary slowdown in manufacture may continue, there is no slowdown in the needs of the agricultural regions for more workers. People must be fed. Crops must be raised. The land must be tilled. Consumption is overtaking production everywhere. Unless this wholesale rejection of foreign immigrants is checked, a very unpleasant situation will confront us. Andrew Carnegie once said that every immigrant was worth $5,000 to the country. Checking immigration is a menace to prosperity.

In other nations, good government practically ends that restless universal desire to go abroad. We have seen this in the case of England, Scotland, Holland, Belgium, France, and every other country that is governed with even the semblance of real democracy. So is it true of Italy, for example. Italy has arisen from misery to become one of the best governed of modern nations. And what is the result? Italy's immigration has fallen off like that of France, Spain, or Switzerland.

Therefore, think what it will mean when the Balkan States, Greece, Russia, Siberia, and China have been affected by modern development, which makes democracy an absolute requirement of any advancing civilization. Immigrants will be in demand in the Old World as well as here—and everywhere else.

That means this immigration bill is out of place, out of date. We need every decent immigrant who may come to us. We are losing precisely in proportion as the other new and undeveloped countries of the world are being aroused, reformed, and put upon their financial feet. Within twenty years, we shall be advertising for foreigners, just as other nations and even some of our own states and territories have done already. It will be a matter of necessity. This bill is bad—inexpressibly bad. It should never go on the statute books.

Original Document Source: John Milholland, "Immigration Hysteria in Congress," *The Forum*, January 1921. Reproduced in *Emergency Immigration Legislation: Hearing before Committee on Immigration, United States Senate, Sixty-sixth Congress, Third Session on H.R. 11461* (Washington, DC: Government Printing Office, 1921), 674–675. Available online from Google Books at https://books.google.com/books?id=srJGAQAAMAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

PRIMARY SOURCE 4.10

A New York Chamber of Commerce Report on Immigration

The 1921 bill to restrict immigration set quotas for European immigrants. Each nation's quota was equal to 3 percent of the foreign-born population from that nation in the United States in 1910. The bill especially limited immigration from southern and eastern Europe. The New York State Chamber of Commerce supported this bill. The following passage is part of the chamber's 1921 report on the issue.

Original Document

The evidence is incontestable that the economic and political chaos now extant over large areas of Europe has set on foot an emigration of peoples comparable in extent, if not in form, to the great race movements in the early days of our historic epoch.

The races of people affected by this tendency are manifold; Germans, Czechs, Slovaks, Magyars, Poles, Croats, Slovenes, Russians, Rumanians, Dalmatians, Serbs, Gypsies, etc. . . .

Our nation has two well-developed policies of immigration; we are proud of the asylum we have offered to the oppressed and we desire to welcome into our midst people who will become integral with us in political ideals and social aspirations; we have, on the other hand, for many years resolutely excluded races of people whom we have determined as not falling within these requirements. It would certainly not be inconsistent with our past practice to class with this latter type, for the time at least, immigrants originating in countries wasted by war and ravaged by disease, bringing among them individuals unfitted by limitations of health, mental and moral capacity, physical condition, age and sex from forming useful additions to our industrial population, and permeated with the idea that a universal revolution is the panacea for all the ills to which this generation is heir.

A representative in Congress has well said during the debate on this question "that the first law of nations, as of individuals, is the law of self-protection," and the executive committee, after mature deliberation, is of the opinion that during the period of readjustment, with unemployment staring many of our people in the face, the introduction of large bodies of people not imbued with ideas of American democracy, or orderly habits of mind, will throw such a strain upon our already overtaxed power of assimilation as to constitute a peril of the first magnitude.

CONTINUED

PRIMARY SOURCE 4.10

A NEW YORK CHAMBER OF COMMERCE REPORT ON IMMIGRATION CONTINUED

Adapted Version

It is clear that economic and political chaos in Europe is causing many to flee that part of the world. This trend is similar to great race movements in the early days of our historic era.

Many races are affected: Germans, Czechs, Slovaks, Magyars, Poles, Croats, Slovenes, Russians, Rumanians, Dalmatians, Serbs, Gypsies, etc.

Our nation has two well-developed immigration policies. First, we proudly offer asylum to the oppressed. We especially welcome those who share our political ideals and social aspirations. Second, however, we firmly exclude races who do not meet those criteria. As we have done before, it is right for us to exclude immigrants from countries wasted by war and ravaged by disease. Many of them would be unable to contribute to our industrial society because of their health, mental and moral capacity, physical condition, age, and sex. Many of them believe a universal revolution is the answer to all the world's ills.

One member of Congress has well said that "the first law of nations, as of individuals, is the law of self-protection." Our executive committee believes that during this period of readjustment, with unemployment high, we should not allow in people who do not share our ideas of American democracy or orderly habits of mind. That will put too great a strain on our already overtaxed power of assimilation.

Original Document Source: New York State Chamber of Commerce, "Immigration into the United States." Reproduced in *Emergency Immigration Legislation: Hearing before Committee on Immigration, United States Senate, Sixty-sixth Congress, Third Session on H.R. 11461* (Washington, DC: Government Printing Office, 1921), 651. Available online from Google Books at https://books.google.com/books?id=srJGAQAAMAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Communicating Results and Taking Action

Communicating Results

- Interview a relative and a relative of another student in the class. If possible, find out which family members were immigrants and when they first came to America. Record any stories each family still has about this trip. Discuss these stories with the class, and talk about why families might want to keep alive these memories of their ancestors' first journey to and arrival in America.
- A *stereotype* is an oversimplified and too broadly applied view of an entire group of people. Often stereotypes can be insulting. Many editorial cartoons use stereotypes. However, this is not always done to be insulting. It is sometimes just an easy way to picture a group in order to make a point about it. In your group, study Primary Sources 4.6 and 4.7. With your group, prepare a brief talk to the class about the stereotypes in these cartoons. In each case, the group should decide whether the stereotype is meant to be insulting or is being used simply to help the cartoon make a point. Also, match each cartoon with one of the other textual primary sources for this lesson. Sum up your conclusions, and explain why each written source chosen matches best with its cartoon.
- Reread Primary Source 4.3, Mary Antin's passage from *The Promised Land*. Now reread Primary Sources 4.1, 4.4, and 4.8. Pretend to be Mary Antin; as Antin, write letters to the authors of the other three primary sources. In each letter, have Antin explain what she does and does not agree with in the key points made by the primary source.

Taking Action

- Many people use the phrase *the melting pot* for the way immigrants in America give up their old ways of life, old beliefs, and languages, in time coming to act and think like most other Americans. Other people say that this change is never complete. They say the immigrants who come to America never quite "melt" nor should they. This perspective views America not as a melting pot but as a mosaic—that is, a collection of ethnic, national, and religious groups that hold on to many of their differences. In class, you will be asked to debate these two different ideas about America. You will then write letters to a newspaper expressing your views on this topic. Relate your views to current immigration issues that are in the news. Your instructor will send the letters to a local newspaper and ask it to publish some or all of them as a group.
- Based on the work in the previous assignment, your instructor will use social media to share the students' letters with others. Those who read your letters will be asked to comment on the issue and relate it to current immigration issues in their communities.

The "New Immigration" Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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4.2 U.S. Department of Homeland Security. "Total Immigrants from Each Region and Country, by Decade, 1820–2010." Available online at http://teacher.scholastic.com/activities/immigration/pdfs/by_region/region_table.pdf.

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4.9 Milholland, John. "Immigration Hysteria in Congress." *The Forum* (January 1921). In *Emergency Immigration Legislation: Hearing before Committee on Immigration, United States Senate, Sixty-sixth Congress, Third Session on H.R. 11461*. Washington, DC: Government Printing Office, 1921, 674–675. Available online from Google Books at https://books.google.com/books?id=srJGAQAAMAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

4.10 New York State Chamber of Commerce. "Immigration into the United States." In *Emergency Immigration Legislation: Hearing before Committee on Immigration, United States Senate, Sixty-sixth Congress, Third Session on H.R. 11461*. Washington, DC: Government Printing Office, 1921, 651. Available online from Google Books at https://books.google.com/books?id=srJGAQAAMAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Sources for Further Study

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