

America: the Immigrant Experience

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Franklin High School
August 2008



New Year post card, ca. 1920. Prints and Photographs Division

Overview	
Objectives	<p>Students will</p> <ul style="list-style-type: none">• analyze selected primary documents relating to assimilation of Chinese immigrants and Eastern European Jewish immigrants into American society• identify and compare specific factors or events which affected each group• write a paragraph summarizing the experiences of each group• write a paragraph comparing and contrasting the experiences of both groups
Recommended time frame	3 – 5 class periods
Grade level	9 - 12
Curriculum fit	U. S. History/English Language Arts
Materials	Computers, Internet access to Library of Congress website and navigation guidelines, assignment sheet with specific options for information sources, handouts for analysis of various formats of LOC documents and information, evaluation rubric, and citation guidelines.



Michigan State Learning Standards

U.S. History and Geography: Development of an Industrial and Urban America

6.1.3 Urbanization: Analyze the changing urban and rural landscape by examining:

- the development of cities divided by race, ethnicity, and class
- resulting tensions among and within groups
- different perspectives about immigrant experiences in the urban setting

English Language and Literature:

Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

8. Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.

DEPTH OF UNDERSTANDING

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

1. Analyze and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include human interaction with the environment, conflict and change, relationships with others, and self discovery.
2. Synthesize from multiple texts representing varied perspectives, and apply the principles and generalizations needed to investigate and confront complex issues and problems.
3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in logic in order to support a position.



Procedures	
	<p>Day One:</p> <p>A. Introduce students to assignment</p> <ol style="list-style-type: none"> 1. Purpose, expectations and evaluation 2. Library of Congress scope and navigation 3. Definition & Importance of Primary Documents (See handout #1) <p>B. Students will practice navigating LOC website to access the “Immigration Figures – 1903” and analyze data presented using the Written Document Analysis Worksheet I (handout #2)</p> <p>Evaluation for Day one is teacher designed: possibly points assigned for completion of Worksheet and or focus on assignment. Possible small group assignment rather than individual.</p> <p>NOTE: There is a lot of information in the “Immigration Figures 1903” document. Some teachers may want to spend a day discussing aspects of the document.</p> <p>Day Two:</p> <p>Resources:</p> <p>“The Chinese in California”: 1850 – 1925 http://memory.loc.gov/ammem/award99/cubhtml/cichome.html</p> <p>Handout # 3 and Handout #4 (back to back) explaining daily assignment and listing website links.</p> <ol style="list-style-type: none"> 1. Students will select one of three written primary documents related to the Chinese Immigrant experience in America and complete the “Written Document Analysis Worksheet II”(handout # 5). 2. Students will select one of several cartoons related to the Chinese Immigrant Experience and complete the “Cartoon Analysis Worksheet I” (handout # 6). 3. Students will write a brief paragraph summarizing their analysis of the Chinese Immigrant Experience based on the Primary documents and cartoons viewed. (See evaluation rubric.) <p><i>Teacher note: Handout #5 and #6 can be back to back.</i></p> <p>Day Three</p>



	<p>2. From Haven to Home: 350 Years of Jewish Life in America (in “All Exhibitions”) http://www.loc.gov/exhibits/haventohome/</p> <p>C. Students will use handout #5 to view and select a specific sources of information for the Eastern European Jewish Immigrants and complete a Written Document Analysis Worksheet (handout #6, page 1).</p> <p>D. Students will also select a cartoon from those listed on Handout #5 page 2 and analyze using the “Cartoon Analysis Worksheet” (Handout #6, page 2).</p> <p>D. Students will write a brief paragraph summarizing their analysis of the Eastern European Jewish Immigrant Experience based on the Primary documents and cartoons viewed. (See evaluation rubric.)</p> <p>Day Four</p> <p>Students will write a final paragraph summarizing what they have learned by comparing the immigration experience of the Chinese to that of the Eastern European Jewish immigrant.</p>
Evaluation	
	<p>Evaluate with writing rubric: “America - the Immigrant Experience” at http://rubistar.4teachers.org/index.php</p>
Extension	
	<p>Extension assignments could include:</p> <ul style="list-style-type: none"> • writing opportunities such as letters or journal articles responding to those immigrants who wrote about their experiences or letters to the editor responding to current immigration problems • group work providing opportunities for sharing different observations.



	<ul style="list-style-type: none"> • student presentation of their analysis of documents or cartoons to class using visuals observed • creative opportunities with students drawing cartoons or posters expressing contemporary attitudes about immigration policies • reading opportunities including books such as <u>The Bonesetter's Daughter</u> by Tan, Amy <u>The Golden Mountain: Beyond the American Dream</u> by Irene Kai <u>First Crossing: Stories About Teen Immigrants</u> Candlewick Press <u>Exodus</u> by Leon Uris <u>Habibi</u> by Naomi Shihab Nye. <u>Imagining America: Stories from the Promised Land</u> Persea Books <u>Triangle</u> by Katherine Weber
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Primary Resources from the Library of Congress

1. An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera.
Rare Book and Special Collections Division, Library of Congress
2. American Memory Collection <http://memory.loc.gov/ammem/index.html>
Immigration and Expansion Collection
“Chinese in California” collection in the LOC
<http://memory.loc.gov/ammem/award99/cubhtml/cichome.html>
3. Exhibition Collection: From Haven to Home: 350 Years of Jewish Life in America
September 9–December 30, 2004 <http://www.loc.gov/exhibits/haventohome/>
“A Century of Immigration” and “Confronting Challenge”
4. Written Document Analysis Worksheet:
<http://www.archives.gov/education/lessons/worksheets/document.html>
5. Cartoon Analysis Worksheet:
<http://www.archives.gov/education/lessons/worksheets/cartoon.html>

See Teacher handouts for specific sites selected for students.



Rubric

[Back to Navigation Bar](#)

For the assessment rubric designed for the writing assignment go to:

<http://rubistar.4teachers.org/index.php>

and search for author name: Sue Lloyd (America – The Immigrant Experience) created August 12, 2008.

Rubric ID: 1601518
[Find out how to make this rubric interactive](#)

America - The Immigrant Experience

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is making, states the main topic and previews the structure of the piece.	The introduction clearly states the main topic and previews the structure of the piece, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper or is particularly uninviting to the reader.	There is no clear introduction of the main topic or structure of the piece.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Reason, listing, and/or details give the reader more insight into the main idea. The writer uses clear and precise details.	Supporting details and information are relevant, but one key issue or portion of the story/line is unsupported.	Supporting details and information are relevant, but somewhat less so. Some key portions of the story/line are unsupported.	Supporting details and information are typically unclear or unrelated to the topic.
Accuracy of Facts (Content)	All supporting facts and details are accurate.	Most supporting facts and details are accurate.	Most supporting facts and details are accurate.	NO facts are reported. If they are, they are inaccurately reported.
Grammar & Spelling (Conventions)	While there are a few errors in grammar or spelling, they do not distract the reader from the content.	While there are 1-2 errors in grammar or spelling, they do not distract the reader from the content.	While there are 3-4 errors in grammar or spelling, they do not distract the reader from the content.	While there are more than 4 errors in grammar or spelling, they do distract the reader from the content.

View Details: August 12, 2008

“America – The Immigrant Experience”

Day 1
Handout #1
page 1

Introduction to Library of Congress Website and Guided Navigation

Introduction: During the period between 1870 and 1940 thousands of immigrants came to America to escape tyranny, acquire religious or political freedom or for economic opportunity. Those Americans already here had mixed feelings about the new arrivals and expressed those feelings in a variety of ways.

Primary Documents are those original writings, illustrations, publications or artifacts still available for us to read or view. They provide great insight into the events and attitudes of various historical periods without the “filter” of a reporter’s bias.

The **Library of Congress** has millions of Primary Documents readily available for the general public to view and use. They can be accessed at the following web site:

www.loc.gov



The “American Memory” collection is divided into Topics for browsing or searching. Included is the Immigration and American Expansion section, which will be used for this assignment. The “Exhibition” collection also contains many diverse collections which are listed alphabetically and also searchable.

Browse this site for 5 minutes to get an idea of how it is organized.

Important navigation buttons include:

- loc home page link on every page
- “GO” button to enter “American Memory”, “Exhibitions” and other collections
- “Search” field

Citations:

Remember this website is free to all users but credit should always be given to the Library of Congress as the source. Most specific pages have a link for how to cite that specific page.

As always remember to remain focused on your research topic. It is very easy to become distracted by the wealth of information, entertaining format and links.



Day 1
Handout #1
page 2

Now follow directions on the reverse side of this page to complete today's introductory assignment.

1. Go to the www.loc.gov site and search for "American Time Capsule".
 - a. Select "An American Time Capsule:
Three Centuries of Broad­sides and Other Printed Ephemera"



- b. Use the "Search" link as seen above to link to the search page.
 - c. **Search Full Text** for "Immigration Figures 1903"
2. Follow the link to the first hit:

"From data furnished by the Commissioner-general of immigration. Comparison of the fiscal years ending June 30, 1902 and 1903"
3. Examine at all 4 pages using the NEXT IMAGE links. Notice you can choose higher quality or highest **resolution** views of the document.
4. Go to the **Bibliographic Information**, which provides the necessary information for citation purposes. For help citing your research at LOC go to:
<http://memory.loc.gov/ammem/ndlpedu/start/cite/index.html>
5. Analyze the 4 page document using the attached analysis sheet titled:
Handout #2
"Written Document Analysis Worksheet"

This analysis sheet should be completed and turned in by the end of the hour.

Day 1
Handout #2

Written Document Analysis Worksheet I

1. TYPE OF DOCUMENT (Check one):

- | | | |
|---|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Letter | <input type="checkbox"/> Patent |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Map | <input type="checkbox"/> Telegram |
| <input type="checkbox"/> Press release | <input type="checkbox"/> Report | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Congressional record | <input type="checkbox"/> Census report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Seals |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Typed |
| <input type="checkbox"/> Notations | <input type="checkbox"/> "RECEIVED" stamp |

3. DATE(S) OF DOCUMENT:

4. AUTHOR, CREATOR and POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION

A. List three things the author said that you think are important:

- 1.
- 2.
- 3.

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

- 1.
- 2.

Adapted from a document Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408.

Day Two
Handout #3
Page 1

I. Chinese experience:

- A. Read **1 of the 3** following written entries from the Library of Congress web site and evaluate, using the **Written Document Analysis Worksheet II** (handout #4 page 1)



Go to the “Chinese in California” collection in the LOC
<http://memory.loc.gov/ammem/award99/cubhtml/cichome.html>
and *search* for the names below in bold:

1. The “Journal of **Timothy Coffin Osborn**” dated 12/26/1850
<http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/brk5262>
2. Pages 112 and 113 of From **Elizabeth Fitzgerald B. Knowlton** Memoirs and Diary (a typed transcription follows the hand written entry). <http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/chs1291>
- 3.



or go to “California As I Saw It” <http://memory.loc.gov/ammem/cbhtml/cbhome.html>
and *search* for **Sim Moak**. Select and read: CHINESE TROUBLE IN THE
EARLY DAYS IN CALIFORNIA from “The last of the Mill Creeks and early life
in northern California”, by Sim Moak.
[http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field\(DOCID+@lit\(calbk173div22\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/calbk:@field(DOCID+@lit(calbk173div22)))



Day Two
Handout # 3
Page 2

B. Look at cartoon illustrations from periodicals of the time period.
Choose one and evaluate using the “Cartoon Analysis Worksheet”.

From the “Chinese in California” collection search for “*Chinese caricatures*”
<http://memory.loc.gov/ammem/award99/cubhtml/cichome.html>

16. **The reconstruction policy of Congress**, as illustrated in California : From Miscellaneous Selections : Anti-Chinese Movement & Chinese Exclusion
http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=brk00000002_16a (image)
http://memory.loc.gov/cgi-bin/query/D?cic:16:./temp/~ammem_jHKI:: (bib)
19. **And Still They Come**: From The Wasp: v. 5, Aug. - Dec. 1880
http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=brk00001472_16a (image)
http://memory.loc.gov/cgi-bin/query/D?cic:19:./temp/~ammem_jHKI:: (bib)
31. **A Serious Objection**: From Harper's Weekly: Harper's Weekly, Vol. 29
http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=brk00007233_16a (image)
http://memory.loc.gov/cgi-bin/query/D?cic:31:./temp/~ammem_jHKI:: (bib)
36. **Eastward the Star of Empire Returns**: From Harper's Weekly: Harper's Weekly, Vol. 24
http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=brk00007108_16a (image)
http://memory.loc.gov/cgi-bin/query/D?cic:36:./temp/~ammem_jHKI:: (bib)
57. **A Paradox**: From Harper's Weekly: Harper's Weekly, Vol. 24
http://sunsite.berkeley.edu/cgi-bin/flipomatic/cic/images@ViewImage?img=brk00007112_16a (image)
http://memory.loc.gov/cgi-bin/query/D?cic:57:./temp/~ammem_jHKI:: (bib)

C. When you finish the

- a. **Written Document Analysis Worksheet and the**
- b. **Cartoon Analysis Worksheet**
- c. **summarize your thoughts by writing a paragraph comparing the image of the Chinese immigrant as presented through the written entries to that of the cartoon image.**

Teacher note: See rubric for evaluating written paragraph part C.



**Day Two
Handout #4**

**Written Document Analysis Worksheet II
Chinese Immigrant Experience**

1. TYPE OF DOCUMENT (Check one):

- | | | |
|---|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Letter | <input type="checkbox"/> Patent |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Map | <input type="checkbox"/> Telegram |
| <input type="checkbox"/> Press release | <input type="checkbox"/> Report | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Congressional record | <input type="checkbox"/> Census report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | | |
|---|--------------------------------------|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Handwritten | <input type="checkbox"/> Typed |
| <input type="checkbox"/> Seals | <input type="checkbox"/> Notations | <input type="checkbox"/> "RECEIVED" stamp |

3. DATE(S) OF DOCUMENT:

4. AUTHOR OR CREATOR OF THE DOCUMENT and POSITION (TITLE):

5. WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408.



Visuals 1. List the objects or people you see in the cartoon.

2. Which of the objects on your list are symbols?

3. What do you think each symbol means?

Words (not all cartoons include words)

1. Identify the cartoon caption and/or title.

2. Locate three words or phrases used to identify objects or people within the cartoon.

3. Record any important dates or numbers that appear in the cartoon.

4. Which words or phrases in the cartoon appear to be the most significant? Explain.

5. List adjectives that describe the emotions portrayed in the cartoon.

Analysis: 1. Describe the action taking place in the cartoon.

2. Explain how the words in the cartoon clarify the symbols.

3. Explain the message of the cartoon.

4. What special interest groups would agree/disagree with the cartoon's message?
Why?

(Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408)



Day 3
Handout #5
page 1

II. Eastern European Jewish Immigrant Experience

A. Read one of the following excerpts from writings of Jewish immigrants and evaluate, using the **Written Document Analysis Worksheet II (handout #6, page 1)**



Go to <http://memory.loc.gov/ammem/cbhtml/cbhome.html>

1. Search for "*Harris Newmark*"

Read the **Summary** in the first entry and then "View Text" and choose [CHAPTER X EARLY SOCIAL LIFE 1854](#) and/or [CHAPTER XXIV H. NEWMARK & CO.--CARLISLE--KING DUEL 1865-1866](#) and analyze using the **Written Document Analysis Worksheets**. OR

2. Search for "*J. A. Graves*"

Select "My seventy years in California, 1857-1927, by J.A. Graves"-- [CHAPTER LIII](#) or scroll down to CHAPTER LIII (53)". Read and analyze using the **Written Document Analysis Worksheets**. OR

Go to <http://memory.loc.gov/ammem/rbpehtml/> "An American Time Capsule".

3. Search for "*Russia*" and select the entry "To His Excellency Theodore Roosevelt" (#1) [To His Excellency Theodore Roosevelt](#).

Read and analyze using the **Written Document Analysis Worksheets**.



Day 3
Handout #5
page 2

B. Go to the LOC Exhibition “From Haven to Home”. Analyze one of the cartoons using the “**Cartoon Analysis Worksheet**” Handout #6, page 2).

<http://www.loc.gov/exhibits/haventohome/>

Select the “A Century of Immigration” <http://www.loc.gov/exhibits/haventohome/haven-century.html> link and scroll down to:

1. The “New Year in America” card or the “Many People, One Language posters. Analyze one using the “**Poster Analysis Worksheet**”. OR
2. Scroll down to the “Triangle Shirtwaist Company Fire”. Analyze one of the illustrations presented there using the “**Poster Analysis Worksheet**”. OR
2. Choose the “Confronting Challenges” <http://www.loc.gov/exhibits/haventohome/haven-challenges.html> section and scroll down to James Albert Wales’ illustration “The Slaves of the Jews”.

C. When you finish the

- a. Written Document Analysis Worksheet and the**
- b. Cartoon Analysis Worksheet**
- c. summarize your thoughts by writing a paragraph comparing the image of the Chinese immigrant as presented through the written entries to that of the cartoon image.**

Teacher note: See rubric for evaluating written paragraph part C.



**Written Document Analysis Worksheet II
Eastern European Jewish Immigrant Experience**

1. TYPE OF DOCUMENT (Check one):

- | | | |
|---|--|--|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Letter | <input type="checkbox"/> Patent |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Map | <input type="checkbox"/> Telegram |
| <input type="checkbox"/> Press release | <input type="checkbox"/> Report | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Congressional record | <input type="checkbox"/> Census report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | | |
|---|--------------------------------------|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Handwritten | <input type="checkbox"/> Typed |
| <input type="checkbox"/> Seals | <input type="checkbox"/> Notations | <input type="checkbox"/> "RECEIVED" stamp |

3. DATE(S) OF DOCUMENT:

4. AUTHOR OR CREATOR OF THE DOCUMENT and POSITION (TITLE):

5. WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Adapted from the Education Staff, National Archives and Records Administration, Washington, DC 20408.



Visuals 1. List the objects or people you see in the cartoon.

2. Which of the objects on your list are symbols?

3. What do you think each symbol means?

Words (not all cartoons include words)

1. Identify the cartoon caption and/or title.

2. Locate three words or phrases used to identify objects or people within the cartoon.

3. Record any important dates or numbers that appear in the cartoon.

4. Which words or phrases in the cartoon appear to be the most significant? Explain.

5. List adjectives that describe the emotions portrayed in the cartoon.

Analysis: 1. Describe the action taking place in the cartoon.

2. Explain how the words in the cartoon clarify the symbols.

3. Explain the message of the cartoon.

4. What special interest groups would agree/disagree with the cartoon's message?
Why?

(Adapted from the Education Staff, National Archives and Records Administration, Washington, DC)



