

Document Based Question:
The New Immigrants
by Mary Broczkowski

This question is based on the accompanying documents (1-8).
The question is designed to test your ability to work with historical documents.
Some of the documents have been edited for the purposes of the question.
As you analyze the documents, take into account the source of each document and any point of view that may be presented.

Historical Context:

In the late nineteenth century, the United States experienced numerous social changes resulting from the Industrial Revolution. Railroads moved both product and people faster than ever before. The increased use of machinery resulted in rapid changes in product manufacturing. Lifestyles within America changed, as families left cottage industries to work in metropolitan factories. America was seen as a land of opportunity.

Task:

To complete Part A, please analyze Documents 1-8 and answer the question following each historical document. Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

**Discuss the challenges immigrants faced in America after 1880,
and review some of the ways in which immigration issues were addressed.**

Part A:
Short Answer Questions

Directions: Carefully analyze the following documents (1-8) and complete the short- answer questions that follow each document.

Document 1:



1a: According to this graph, what were the top four countries from which incoming immigrants arrive during the period 1880 to 1930?

1b: How would their language and culture differ from established residents in America?

Document 2:

The New Colossus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbour that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door.

Emma Lazarus

2. According to this poem how will immigrants be treated upon arriving in America?

Document 3:

That first night we sat around in the house and they asked me, Well, why did you come? I told them about that first night and what the ugly shoemaker said about life, liberty and the getting of happiness. They all leaned back and laughed What you need is money, they said It was all right at home. You wanted nothing. You ate your own meat and your own things on the farm. You made your own clothes and had your own leather. The other things you got at the Jew man's store and paid him with sacks of rye. But here you want a hundred things. Whenever you walk out you see new things you want, and you must have money to buy everything. . . . The next morning my friends woke me up at five o'clock and said, Now, if you want life, liberty and happiness, they laughed, you must push for yourself. You must get a job. Come with us.^

3. According to this document, how is life in America different than what the immigrant expected?

Document 4:



4. Using this picture, describe what living conditions were like for many immigrants.

Document 5:

There are now forty-seven evening classes meeting at the House weekly, twenty-five evening clubs for adults, seventeen afternoon clubs for children, the Hull-House Music School, a choral society for adults, a children's chorus, a children's sewing school, a training school for kindergartners, a trades union for young women. In daily use are the nursery, the kindergarten, the playground, the penny provident bank, an employment bureau, a sub-station of the Chicago post office. A trained nurse reports to the house every morning and noon, to take charge of the sick-calls for the neighborhood; a kindergartner visits daily sick and crippled children. The coffeehouse serves an average of 250 meals daily, and furnishes noonday lunches to a number of women's clubs; soups and broths and wholesome food are bought by neighbors from its kitchen, and bread from its bakery, adorned with the label of the bakers' unions, goes out to the Lewis Institute, to grocery stores, to neighbors' tables.

5. Using this statement, describe at least four different services that were provided for the poor by Hull House in Chicago, and explain how these services would improve living conditions.

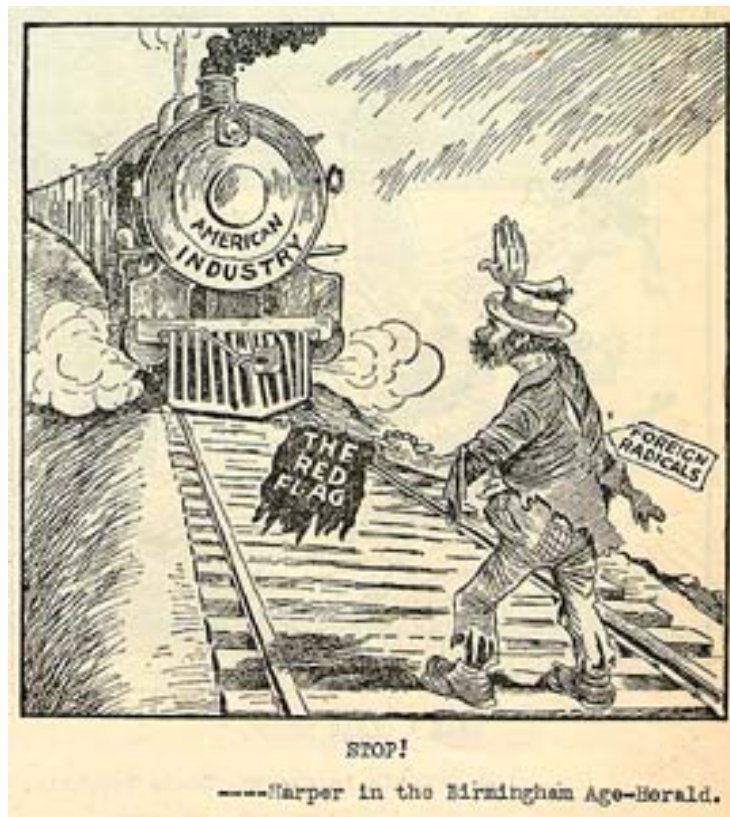
Document 6:

The duty and the opportunity of the National Government and of the local community with regard to the immigrants who have been coming to the United States is clear. It is twofold: (1) to protect the immigrants against fraud and exploitation so that such traditions as they cherish with regard to America will not be lost in their first contact with us; (2) to give them an opportunity to learn the English language and to secure such a working knowledge of our laws and institutions as will enable them to join with us in the work of making the United States a really effective democracy. To do this does not mean that a new kind of service unknown to American traditions should be undertaken in behalf of the immigrant. It does mean, however, that community organizations and institutions shall be established and maintained, not for an imaginary homogeneous Anglo-Saxon population, but for the population as it is.

6a. Using this statement, provide at least two reasons why is education crucial for immigrants entering American society.

6b. According to this document, who is responsible for providing this education?

Document 7:



7. According to this cartoon, why are immigrants a threat?

Document 8:

We have been called the melting pot of the world. We had an experience just a few years ago, during the great World War, when it looked as though we had allowed influences to enter our borders that were about to melt the pot in place of us being the melting pot. I think that we have sufficient stock in America now for us to shut the door, Americanize what we have, and save the resources of America for the natural increase of our population. We all know that one of the most prolific causes of war is the desire for increased land ownership for the overflow of a congested population. We are increasing at such a rate that in the natural course of things in a comparatively few years the landed resources, the natural resources of the country, shall be taken up by the natural increase of our population . . . Without offense, but with regard to the salvation of our own, let us shut the door and assimilate what we have, and let us breed pure American citizens and develop our own American resources.

8. Using this statement, list at least two reasons why immigration should be restricted.

Part B:

Essay Question

Directions:

Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least five documents in the body of the essay. Support your response with relevant facts, examples and details. Include additional outside information to thoroughly answer the following:

Discuss the challenges immigrants faced in America after 1880, and review some of the ways in which immigration issues were addressed.

Grading Rubric:

Part A:

Question 1a:Italy, Austro-Hungarian Empire, Russia, Germany.

1b:Italian, Austrian, Hungarian, Russian, German; Roman or Orthodox Catholic, Jewish. The answer needs to acknowledge that immigrants from this period did not speak English as a primary language, and would have different religious beliefs and practices compared to previous settlers.

Question 2:The student should recognize the poem has a welcoming tone. America appears to be an ideal place for relocation, especially if you are poor, struggling and looking for a place to call home.

Question 3:The correct answer will state the immigrant expected a better life and he learns that his new life will not be as easy as he had hoped. He thought life, liberty and the pursuit of happiness is guaranteed in America. Obtaining basic supplies was easier at home on the farm where one grew food and could barter for goods. Money is required for purchases in America and people may often see things they desire when they cannot afford to have them.

Question 4:The picture shows that living conditions were crowded, dark, and unsanitary. The people are living in substandard housing with few personal possessions; they are poor.

Question 5:Hull House provided: education for adults and children, music training, sewing classes and trade education, banking services, daycare, employment assistance, health care and provided nourishing food at a low cost. Besides choosing four of the above services, the answer must acknowledge that these services helped to make immigrants adapt to American life, made the newcomers more employable, and helped them to stay healthy.

Question 6a:The answer needs to identify the two key reasons the author supports immigrant education: protecting immigrant families from fraud, and providing them with knowledge about American government and correct democratic procedures.

6b:The answer will state both the federal government and local communities are responsible for providing this education.

Question 7:The response will state that immigrants were linked with anarchy and/or communism. Immigrants unionized and participated in strikes to promote better working conditions. Nativists held immigrants responsible for the growing threat of communism, which would hinder capitalist growth.

Question 8:The correct answer states that immigrants were responsible for previous domestic instability, and that continued unlimited immigration could lead to domestic warfare over limited land and resources. We needed to create a pure American society to prevent unrest.

Part B:

The essay should be well organized and provide a thoughtful analysis of the immigrant expectations and the reality of the immigrant experience. At least five of the documents from Part A must be referenced. The successful essay will also draw on the students own outside knowledge of this period, and should comment on each of the following:

- There were strong contrasts between what immigrants expected to find once living in America and the lifestyle they actually found upon arrival. Propaganda suggested America was a welcoming country. Immigrants after 1890 increasingly came from countries with a variety of languages and cultural differences. Prejudice and poverty made it difficult for immigrants to arrive and prosper.
- There were both positive and negative reactions to the immigration movement.
 - Aspects of the Progressive movement helped immigrants adapt to life in America. Other reforms, like organized labor, mandatory school attendance, and child labor laws, also benefited people in the immigrants social position.
 - The nativist movement opposed new immigration in the name of preserving American ideals. Students should provide examples such as the Sacco and Venzetti case, the Red Scare, the Chinese Exclusion Act and/or the Immigration Act of 1924 to show there were factions of American society that believed immigrants posed a danger and should be restricted.

Sources and Explanation of Documents

Document 1:Graph and chart showing immigration numbers by country
http://www.ellisland.org/immexp/wseix_5_3.asp Ellis Island Website

This graph allows students to use graph and chart reading skills. I felt it would be essential to the DBQ that students see the drastic differences in immigration arrivals, and make a connection with how different the new immigrants were compared to the people that arrived prior to 1880. While I found 2 other possible charts to use, this one did well in demonstrating both how much immigration increased and what kinds of people were arriving.

Document 2:The New Colossus by Emma Lazarus, on the Statue of Liberty
<http://www.digitalhistory.uh.edu/historyonline/lazarus.cfm> Digital History Website

Once I began focusing on immigration, I knew I wanted to include this poem. Every student should recognize the ending lines to this poem, and connect this to the Statue of Liberty. The statue was constructed during the peak years of immigration, and it remains a very visible symbol of Americans potential as a melting pot culture. It reminds us of the hopes and promise immigrants felt when they first arrived Using this document set up the contrast I intend the DBQ to provide on immigration life.

Document 3:Antanas Kaztauski, Lithuanian immigrant, autobiography
http://www.digitalhistory.uh.edu/social_history/10stockyards.cfm Digital History

It was harder than I thought to locate a concise, yet vivid, contemporary depiction of the immigrant experience from this time period. I wanted to show the optimism of new arrivals, and the harsh conditions they faced once they arrived. I also noticed Regents exams typically kept written documents around 120 words and even this brief passage exceeded that limit. I felt this selection still managed to demonstrate the naiveté, of new arrivals and show how quickly their belief in American ideals, such as life, liberty and the pursuit of happiness, were ridiculed when compared to the reality of daily life.

Document 4: Photograph of tenement housing
<http://lcweb2.loc.gov/ammem/browse/> Library of Congress American Memory

There is a wealth of images to choose from to depict the poverty of immigrants at the turn of the century. I selected this particular picture because it provides a haunting sense of claustrophobia and poverty. It inspires a number of descriptive words that would make it clear for students that immigrants faced crowded, unhealthy living conditions. This environment clearly contradicts the image given by Lazarus poem.

Document 5: Life in a Social Settlement Hull House, Chicago Article by Alzina Parsons Stephens, March 1899
http://tiger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/show_doc.ptt&doc=339&chap=37 Urban Experience in Chicago: Hull House and its Neighbors 1889-1963

This article provides a thorough yet concise description of ways people attempted to assist immigrants. By mentioning Hull House, the selection invites students to think about Jane Addams, Lillian Wald, Jacob Riis, and other key figures of the Progressive movement. I wanted it to be clear that participants in the Progressive movement provided a variety of services to ease the living conditions of immigrants, as part of the movement against urban poverty.

Document 6:The Education of the Immigrant article by Grace Abbott, 1917
http://tiger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/show_doc.ptt&doc=388&chap=81 Urban Experience in Chicago: Hull House and its Neighbors 1889-1963

There are numerous articles by Grace Abbott on this website providing a pro-immigrant viewpoint, and I also had to be selective because the reading level of her works might be challenging to 11th grade Regents students. I wanted to address how immigrants lacked political power, and how public education became linked to citizen preparation during this period. This passage also raises the question of how much the government should be involved in improving quality of life.

Document 7: Stop! Political Cartoon, Birmingham Age Herald 11/8/19
<http://newman.baruch.cuny.edu/digital/redscare/HTMLCODE/CHRON/RS078.HTM> Red Scare

I wanted to include a second image for students to interpret in this DBQ and debated between 3 different political cartoons concerning the Red Scare. This one made the strongest connection between immigration, labor and communism. It also tests the students understanding of symbolism with the depiction of a red flag.

Document 8:Shut the Door Speech by Senator Ellison DuRant Smith in support of the Johnson-Reed Act, April

9 1924

<http://historymatters.gmu.edu/d/5080/> History Matters

This DBQ focused mainly on the European immigration trend, so quoting from the Chinese Exclusion Act seemed out of place. I debated whether I should include a passage taken directly from the Johnson Reed Act, but found this statement depicted the fear and prejudice of this age. By reading when it looked as though we had allowed influences to enter our borders that were about to melt the pot in place of us being the melting pot, students could connect immigration to the Red Scare, the Sacco and Venzetti and/or Lindberg Kidnapping cases, or even eugenics. The speech highlights the prejudice of the era, and shows how the American government was willing to act on these fears.