

TITLE: Responses to Immigration During the Gilded Age	AUTHOR: Katie Pittman and Eric Strzepek, ACPS
SUBJECT & GRADE LEVEL U.S. History II 7th grade	TIME ALOTTED: 1-90 minute class
Overview/Rationale: Students will analyze and interpret primary source documents to identify the major arguments for and against immigration in the United States during the late 19th century. They will focus on two groups that faced well-documented discrimination during this time period: the Irish and the Chinese. Students will then create a newspaper article demonstrating the challenges faced by immigrants and formulate suggestions for immigration reform.	

Guiding Question(s):

- **How did the cultural differences of immigrants to the U.S. during the Industrial Era cause challenges for them and for America?**
- **How did the economic and social changes taking place in the United States during the Industrial Era contribute to the discrimination faced by Chinese and Irish immigrants?**

Learning Objectives (SWBAT – Students Will Be Able to)

- **By examining various sources, students will be able to describe the challenges faced by the Chinese and Irish immigrants to the U.S. during the late 19th Century.**
- **After examining various sources, students will be able to create a newspaper article demonstrating the challenges faced by immigrants and formulate suggestions for reform.**

Relevance:

OAH Historical Skills Taught:

- **Historical Comprehension**
 - **Students will be able to appreciate historical perspectives and draw upon visual and literary sources.**
- **Historical Analysis and Interpretation**
 - **By examining primary sources, focused on immigration, students will be able to consider multiple perspectives and compare and contrast differing sets of ideas.**

Virginia SOL

- **U.S.114b**

The student will demonstrate knowledge of how life changed after the Civil War by
b) Explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.

Assessment Tool(s) –

Students will create a newspaper article to show their understanding of how immigration impacted America and the challenges that immigrants faced in the United States during the Industrial Era.

Materials/Resources (question frame, primary source(s), answer key, exit slip, etc)

- Internet access (can print sources if needed)
- Primary Sources images (links in attached document)
- Primary source image visual discovery chart
- Primary Source readings and guiding questions
- Newspaper template

Modifications (to meet needs of diverse learners):

Students can complete visual discovery chart and create a modified version of the news article, according to their abilities.

Instructional Procedures/Process

1. Warm-Up: Have students respond to the writing prompt. (Writing prompt – Imagine you are living in Europe and it is the night before you immigrate to America. Write a journal entry predicting how life will be in the United States.). Share answers in partners or as a whole class.
2. Depending on the needs of students, teacher can divide students into small groups, partners, or students may work independently.
3. Distribute the Primary Source Visual Discovery graphic organizer.
4. Review teacher expectations and go over the directions on how to complete the chart. (Some students may need clarification of the definitions of – observe, infer, and personal perspective.)
5. Provide students with copies of images (political cartoons) – links are included if teachers have access to laptops or a computer lab.
6. Allow students 35 – 45 minutes to complete the graphic organizer.
7. Lead class discussion on the graphic organizer to review information with students.
8. Handout readings from Twain (#1) and Kearney(#2). Depending on the needs of students, teacher can divide students into small groups, partners, or students may work independently. Whole group instruction may also fit students' needs as well.
9. As students read the article, they should complete the guided reading questions.
10. Review the reading questions and lead class discussion on the readings.
11. Handout the Newspaper Activity Instructions and template.
12. Review directions and expectations with the entire class.
13. Provide students time to work independently to complete the Newspaper Article.

Closure:

For the assessment piece, the students will create a newspaper page showing their understanding of the challenges of immigration during the industrial era. In the newspaper, they will discuss the various opinions about immigration and they will make suggestions for reform. They will also create an illustration to show further understanding of the topic. (Newspaper student instructions are in the attached template.)

Instructional Bibliography: In the attached activity template.

Primary Source Visual Discovery

Directions: Use the chart to help you analyze the different images. All of the images represent the divided feelings of immigration to the U.S. during the Industrial Era. These images place an emphasis on two major immigrant groups, the Irish and the Chinese.

Visual Discovery Chart included in supplemental document

Links to Images:

Pro-Immigration Political Cartoons-Includes easy to read descriptions of the original captions and explanations of the context.

- Image #1: "The Chinese Question"-Harper's Weekly-Feb. 18th 1871-Thomas Nast
<http://harpweek.com/09Cartoon/BrowseByDateCartoon.asp?Month=February&Date=18>
- Image #2: "Uncle Sam's Thanksgiving Dinner"-Harper's Weekly-Nov. 22nd 1869-Thomas Nast
<http://harpweek.com/09Cartoon/BrowseByDateCartoon.asp?Month=November&Date=22>
- [Images #3: "Justice for The Chinese"- Harper's Weekly-March 27, 1886-Thomas Nast](http://harpweek.com/09Cartoon/BrowseByDateCartoon.asp?Month=March&Date=27)
<http://harpweek.com/09Cartoon/BrowseByDateCartoon.asp?Month=March&Date=27>

Nativist Political Cartoons--Includes easy to read descriptions of the original captions and explanations of the context.

- Image #4: "Uncle Sam's Lodging House"-Puck-1882
 - Image #5: "The Irish Declaration of Independence"-Puck-May 9, 1883
 - Image #6: "The Mortar of Assimilation"- Puck, June 26, 1889
- All of the above pictures and descriptions are found at following link:
<http://www.hsp.org/node/2549#>

Links to Readings (guided reading questions attached in separate document):

- Reading #1: Mark Twain's observations about Chinese Immigrants in California-1872
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/chinimms/twain.html>
- Reading #2: "Our Misery and Despair"-Dennis Kearney of the Workingman's Party blasts Chinese Immigration-1878
<http://historymatters.gmu.edu/d/5046/>

Newspaper Page student directions:

Congratulations! You have just been hired to be a guest writer for your town's newspaper. Your assignment is to write an editorial to educate your community about the various immigration opinions about the Irish immigrants and the Chinese immigrants. Using the primary sources that you have just analyzed, you will need to write at least 3 paragraphs discussing the reasons for and against immigration and you will make suggestions for reform in America. These suggestions can vary from immigration laws, reform in America laws, public welfare laws, etc. Once you have written your article, you will create a colorful illustration to support your article. **(Newspaper template and rubric attached in supplemental document)**