

Clashing Views on Early 20th Century Immigration

Lesson Questions

What hopes and fears did Americans have about the arrival of new immigrants in the 1900s?

Lesson Task

After exploring a political cartoon that shows the different reactions Americans had to the growing wave of immigration in the 1900s, students use the evidence they gather about Americans' hopes and fears about immigration to write a three-paragraph explanatory essay.

NAEP Era: 6. The Development of Modern America (1865 to 1920)

Focal Skill: Citing evidence in a text to compare two different points of view

Number of Documents: 1

Number of Days: 2–4

Common Core Standards

- CC reading standard (primary): RHSS.6-8.5 Describe how a text presents information (e.g. sequentially, comparatively, causally)
- CC reading standard (secondary): RHSS.6-8.7 Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts
- CC writing standard: WHSS.6-8.2 Write informative/explanatory texts

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[Suggested time: 1–2 sessions]

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OVERVIEW

[Suggested time: 5 minutes]

Content Objectives

Students will understand the range of reactions Americans had to the increase in immigration in the early 1900s.

New immigrants came from southeastern Europe (Italy, Russia, Austria) rather than from northwestern Europe.

Hopes focused on the idea of immigrants as a large and cheap labor force, and also included the idea of immigrants as a potential voting bloc.

Fears focused on the idea that immigrants would cheapen workers' labor and bring disease, and also included the ideas that immigrants were criminals and undemocratic.

Historical Thinking Objectives

- Contextualization
- Through Their Eyes

Skill Objectives

- Describe how a political cartoon uses text and graphic details to present information
 - The cartoon compares two points of view
- Identify the key ideas and details in the cartoon that explain two different points of view held by Americans

Instructional Sequence

Before you begin the lesson, you should share a brief agenda with students:

HOOK	Together, we will look at a political cartoon to gain practice in closely observing graphic images.
CONTEXT	We'll then review some background context about the people who were immigrating to the U.S. in the 1900s and the impact they had on society.
DOCUMENTS	On your own, you will return to the political cartoon from the Hook to analyze different perspectives Americans had on immigration.
CONNECT	We'll have a discussion about the differences in these perspectives.
WRITE	You'll write a three-paragraph explanatory essay in response to the lesson question.

Lesson Background

Between 1880 and 1910, almost fifteen million immigrants entered the United States, a number that dwarfed immigration figures for previous periods. Unlike earlier 19th century immigration, which consisted primarily of immigrants from northern Europe, the bulk of the new arrivals hailed mainly from southern and Eastern Europe. These included more than two and half million Italians and approximately

two million Jews from Russia and Eastern Europe, as well as many Poles, Hungarians, Austrians, Greeks, and others. The new immigrants' ethnic, cultural, and religious differences from both earlier immigrants and the native-born population led to widespread assertions that they were unfit for either labor or American citizenship. A growing chorus of voices sought legislative restrictions on immigration. Often the most vocal proponents of such restrictions were labor groups (many of whose members were descended from Irish and German immigrants), who feared competition from so-called "pauper labor."

After the Chinese Exclusion Act of 1882 barred Chinese immigration and made it nearly impossible for Chinese to become naturalized citizens, efforts to restrict European immigration increased. Between 1882 and 1901, Congress passed a series of laws banning several categories of immigrants (such as convicts, anarchists, the mentally ill, polygamists, people with communicable diseases, and people likely to become "public charges," i.e., those who would place a financial burden on state institutions or charities). While business and financial interests occasionally defended unrestricted immigration, viewing a surplus of cheap labor as essential to industry and westward expansion, calls for measures restricting the flow of the new immigrants continued to grow. Although President Grover Cleveland vetoed an 1897 law proposing a literacy test for prospective immigrants, further restrictions on immigration continued to be added. Debates for and against immigration played out for decades, finally culminating in a nativist push to restrict immigration from southern and Eastern Europe. U.S. Congress passed quota laws in 1921 and 1924 that remained in place until 1965.

Student Background Knowledge

- Between 1880 and 1910, almost 15 million immigrants entered the United States, a number that dwarfed immigration figures for previous periods.
- In 1907, immigration at Ellis Island reached its peak with 1,004,756 immigrants arriving.
- In New York and other large cities, more than half of the population was foreign-born.
- Many immigrants came in search of economic opportunity, fleeing depressed economies, high land prices or prejudices in their old countries.

THE HOOK

[Suggested time: 10 minutes]

The Immigrant

Purpose

To help students understand that there was a dramatic rise in immigration in the early 1900s, and people reacted to this change differently.

To give students an engaging experience with the image that will encourage careful observation.

To introduce an authentic inquiry and establish a need for contextual information.

The Immigrant, 1903



Process

During the Hook, students will investigate the central lesson document, the political cartoon “The Immigrant,” with most of the supporting text from the image removed. Students will return to this image—with all of the text replaced—later in the lesson.

- **Introduce** the image.
 - **Tell** students that it was published in 1903.
 - **Tell** them that some of the text has been removed from the image and that their job now is to be detectives and try to figure out, without all of the clues yet, what is going on in this cartoon.
 - Later, they will investigate the same image on their own with all of the missing text replaced.

Establish the Big Idea: 1903 saw a huge number of immigrants arriving in the U.S.

- **Ask** students to read the cartoon title and the text on the immigrant’s traveling case: “One million immigrants came to the U.S. in twelve months.”
- **Ask:** What do you see? Let students share initial observations.
- **Ask** the **Think About It** question: What’s going on in this image?

Focus on a “big picture read.” Guide students’ thinking with questions such as:

- Why is the title “The Immigrant”?
- Who do you think the man in the center is? What makes you think that? [An immigrant]
- What’s in the background? Where might he be coming from?
- Who is surrounding the man? Are they immigrants, too? Why or why not?
 - You may need to review the Glossary definitions of some of the character roles. For example, students may or may not be familiar with the terms “contractor” or “statesman.”
- **Say:** Remember this is a political cartoon. What is often the purpose of a political cartoon?
 - To make a point about a political issue or event.
- What issue was this cartoonist focusing on?
 - The purpose here is to establish the Big Idea that this cartoon is saying something about the recent and dramatic rise in immigration. At this stage it is OK if students are not yet seeing and understanding all of the image details.

Once the Big Idea has been established, return to the image for a *second round of observation*.

- **Say:** Let’s look more closely at all these people surrounding the immigrant and see if we can begin to figure out what’s going on.

Prompt close looking through questions such as:

- Describe what you see.
- What are the different ways people are dressed? Why might this be? How are the different people labeled?
- What kinds of body language (gestures, poses, facial expressions) do you see? What are some of the differences you see?

- How do you think this person is feeling? What makes you guess that?
 - Not every character has an easily readable emotion, but hopefully students will discern faces that look serious, neutral, upset, and excited. It does not matter how students label the emotions as much as that they notice that a range of emotions is represented.
- Does anyone agree? Disagree? Why? [Disagreement encourages students to name the visual cues that support their thinking.]
- Why do you think the immigrant is so much bigger than everyone else?
 - Perhaps to demonstrate that he represents a massive wave of immigrants rather than an individual immigrant.

Bring students back to the image as a whole. **Ask:** Why do you think the cartoonist included so many different kinds of people who seem to have a range of different feelings?

- Allow open responses to this question. It is fine if students are not yet able to articulate a clear response.
- The key is for them to identify that *there is a range of perspectives represented*.

Summarize for students: You’ve done a great job here. Without having all of the information, you have figured out that this cartoon is looking at the range of reactions people had to the increase in immigration in the early 1900s. In fact, the rise of immigration at this time made some Americans hopeful and some fearful.

Connect to the lesson question. In this lesson we will explore the question: **What hopes and fears did Americans have about the arrival of new immigrants at this time?** When you look at this image on your own a second time you will have all of the text, which will help you to investigate the specific hopes and fears Americans had.

TRANSITION TO CONTEXT-SETTING

Transition students to the Context slides by letting them know that they are now going to learn more about who was coming to and what was happening in the United States in the early 1900s.

Context slides are intended to serve as a support for a relatively quick “interactive lecture” with students. The goal is to both provide essential background information and engage students’ prior knowledge and thinking.

While you can certainly slow the process down according to your students’ needs, Context is not intended to be a “deep dive” into slide images. Documents in the Context slides serve the role of illustrating content, sparking quick observations and reactions, and making abstract ideas more concrete.

CONTEXT

[Suggested time: 25 minutes— to be completed in the first session]

Context Overview

The purpose of these slides is to provide students with the background information that they will need in order to understand why some Americans feared immigrants, and why others hoped they would help the country. This content will help students connect the characters in the cartoon to their perspectives on immigration.

The three Context slides focus on these ideas:

Changes in Immigration—A graph depicts the rise in immigration, and changes in immigrants' nationalities

Organizations Work to Limit Immigration—Summarizes the Immigration Restriction League's opposition to immigrants

Immigration and Economic Growth—Two graphs depict parallel growth in immigration to and industrial production in the U.S.

Slide 1: CHANGES IN IMMIGRATION

Purpose

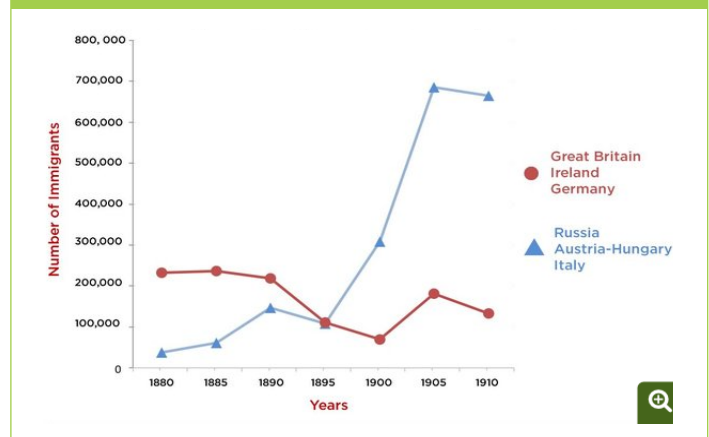
To help students understand the demographic shift in immigration at the turn of the 20th century.

To support students in developing the skills to effectively read graphs for historical data and ideas.

Suggested Process

- **Read** the slide title aloud with students.
- **Ask** questions to prompt close analysis of the graph.
 - What is the title of this graph? What does that mean we are going to be able to learn from this graph?
 - What is on the y-axis of this graph? What is on the x-axis?
- **Support** students in seeing that *the graph shows a change in the number and origins of immigrants over time.*
- **Ask:** What do red and blue represent on this graph?
 - Beginning in the 1890s, the character of immigration started to change. More immigrants were coming to the U.S. from southeastern Europe than from northwestern Europe.

European Immigration to the U.S., 1880-1910



- Many of the immigrants from southeastern Europe had a different religion (Italy: Catholic; Russia: Jewish) and language than Americans and previous immigrants. They also had different political traditions, and some Americans feared the new immigrants did not understand how to be part of a democracy.
- **Say:** Now that we know what all the pieces of this graph mean, what are the Big Ideas that this graph is communicating?
 - Get students to make one generalization about northwestern European immigrants based on the graph and one generalization about southeastern European immigrants based on the graph.
 - **Ask:** How does the graph support these generalizations?
- Finally, **ask** the **Think About It** question: In what ways did immigration from Europe to the United States change between 1880 and 1910?

Slide 2: ORGANIZATIONS WORK TO LIMIT IMMIGRATION

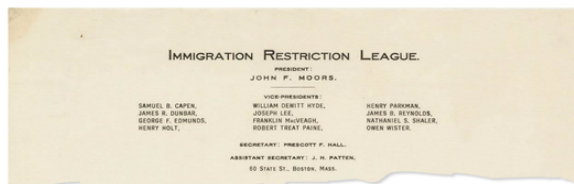
Purpose

To help students understand that formal opposition to the ‘new’ immigrants was based on beliefs about the immigrants’ character and circumstances, and fears that they would hurt American workers.

Suggested Process

- **Read** the slide title and text with students.
- **Ask:** Based on what you observed in the cartoon, what kinds of responses do you think Americans had to this new wave of immigration?
- **Tell** students that many Americans were fearful of the impact immigrants might have on the U.S.
 - Many of the new immigrants settled in urban areas and the main manufacturing centers in the U.S. (mainly in the Midwest and Northeast), and the IRL feared immigrants would lower the “American standard of living” by lowering wages. Opponents also complained of overcrowding in cities.
- Point out the slide image and **ask:** What do you think the Immigration Restriction League was? *Prompt* students to think about the meanings of the words “restriction” and “league,” which are glossary words. If needed, **provide** some background information about the IRL itself.
 - The Immigration Restriction League (IRL) was begun by Harvard graduates and had strong support from Massachusetts Senator Henry Cabot Lodge.

Immigration Restriction League’s Fears



People like the powerful Immigration Restriction League wanted fewer immigrants coming into the United States.

They said immigrants were dangerous to Americans because they were...

- * Poor
- * Uneducated and unable to speak English
- * Criminals
- * Creating overcrowded conditions in cities
- * Lowering wages for all workers because they worked for very little pay
- * Uninterested in American ideals such as democratic government



- The bullet points in the slide are paraphrased from a 1906 letter written by Prescott Hall, IRL Secretary, where he describes the main objections the IRL has to immigrants.
- **Explain** that it wasn't only that some individuals didn't like immigration, but that organizations were formed to exert political influence in order to try and limit immigration.
- The IRL's main goal was to pass legislation requiring all new immigrants to pass a literacy test.
- **Ask** the **Think About It** question: What fears did some Americans have about immigration?
 - Have students discuss some of the concerns of the League.
 - If students are aware of current immigration debates, this is an opportunity to discuss how these past concerns were similar to and different from current opposition.

Slide 3: IMMIGRATION AND ECONOMIC GROWTH

Purpose

To help students understand that immigrants provided a source of “cheap labor” for manufacturers, which helped lead to a rise in industrial production.

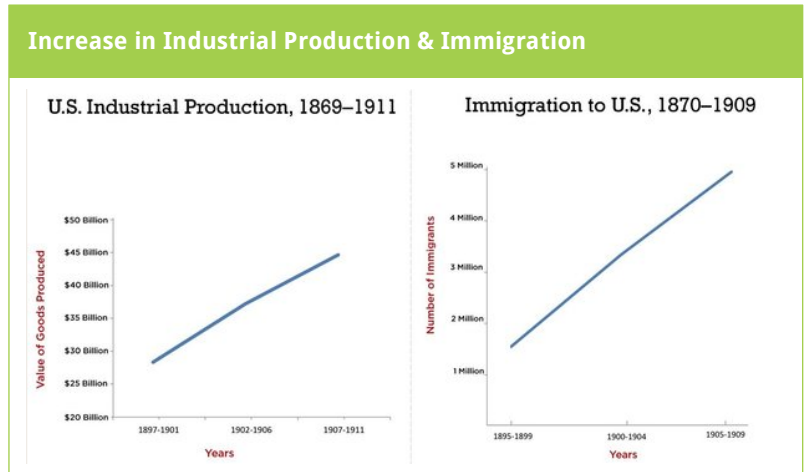
Suggested Process

Ask questions to prompt close analysis of each graph.

- What is the title of the graph on the **left**? What does “industrial production” mean? What does that mean we will be able to learn from this graph?
- What is on the y-axis of this graph? What is on the x-axis? So, what is this blue line? [Support students in seeing how the graph shows a change in industrial production over time.]
- OK, now that we know what all the pieces of this graph mean, what is the Big Idea that this graph is communicating? [Get students to make one generalization based on the graph.]
- What is the title of the graph on the **right**? What does that mean we will be able to learn from it?
- What is on the y-axis of this graph? What is on the x-axis? So, what is the blue line in this graph? [Support students in seeing how the graph shows a change in the number of immigrants over time.]
- OK, now that we know what all the pieces of this graph mean, what is the Big Idea that this graph is communicating? [Get students to make one generalization based on the graph.]

Compare the two graphs.

- **Ask:** What is the same about these graphs?
 - The graphs both chart change over time for the same time period.



- **Ask** the **Think About It** question: How might these two graphs be connected?
 - Support students in seeing that as immigration increased, industrial production increased.

Ask follow up questions to dig deeper into this relationship.

- How might immigrants have contributed to the growing industrial economy in the U.S. in the early 1900s?
 - Immigrants directly contributed to the growth of American manufacturing and industrialization through their work in factories.
 - Students may need support in understanding that immigrants provided a large labor pool. Given their limited employment options, owners could pay them less than American-born workers, thereby increasing production at a lower cost.
- Who might have supported immigration into the U.S. based on economic reasons?
 - Factory owners saw an economic benefit to unrestricted immigration for the above reasons.

Slide 4: CONTEXT REVIEW: IMMIGRATION

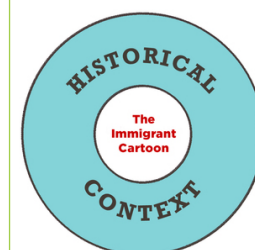
Purpose

To summarize the essential information from the Context that students need to draw on to more deeply analyze the cartoon, and to write their essays.

Suggested Process

- **Look** at the image on this slide.
- **Tell** students that they are going to need to use some of the information they've just learned or reviewed while examining the cartoon and writing their essays. They will now spend a few moments to *review and take some notes*.
- Guide students in remembering the most important information to write in response to the two **Take Notes on Context** questions:
 - How did immigration change in the years around 1900?
 - What were some of the results of those changes?
- If necessary, click back to past slides to jog students' memories.
- Allow students to **discuss** their answers at table groups or with a partner, but each student should **record** his/her own notes.

Context Review



TRANSITION TO DOCUMENTS

After reviewing the Context slides say to students:

We just discussed the immigrants who were arriving in the U.S. in the 1900s and some of the reasons Americans supported or opposed the increase of people from southeastern Europe. In the next stage of the lesson you will revisit the cartoon to examine what this cartoonist was saying about the hopes and fears of Americans at this time. Remember all those blank white signs we wondered about? This time you will have all of the text to use as you gather evidence about different people's responses to immigration. The context and the cartoon will help you to answer the lesson question: **What hopes and fears did Americans have about the arrival of new immigrants in the 1900s?**

LESSON DOCUMENT

[Suggested time: 1 session]

Document: Overview

The unedited version of “The Immigrant” is the only document for this lesson.

Students investigate the roles and perspectives of all of the people surrounding the immigrant figure in a political cartoon in order to understand the fears and hopes that Americans had toward immigration at this time.

Citizen	<i>Fear:</i> “He is a menace to me.”
Health Officer	<i>Fear:</i> “He brings disease.”
Workman	<i>Fear:</i> “He cheapens my labor.”
Uncle Sam	<i>Hope:</i> “He is muscle and brawn for my country.”
Politician	<i>Hope:</i> “He makes votes for me.”
Contractor	<i>Hope:</i> “He gives me cheap labor.”
Statesman	<i>Ambiguous:</i> “He is a puzzle to me.”

The central reading skill is to describe how the political cartoon uses text and graphic detail to present different points of view on immigration.

Note: Students can work on these documents independently while you circulate and support their work. (See PD Doc on supporting students during document work.)

Document 1: THE IMMIGRANT CARTOON

Purpose

To help students uncover evidence of who felt hopeful about the rise in immigration, and why.

To help students uncover evidence of who felt fearful about the rise in immigration, and why.

The Immigrant, 1903



Suggested Strategy—Teacher Guided Reading

- Consider analyzing one character from the political cartoon with your whole class as a way to model close reading of a visual image. As students are discussing their answers to the document questions, you can bring up the discussion questions below, as needed.
 - For example: Let's think about this person and their role. Who was a "workman"? What kind of work do you think this person represents? Why? What does that mean that he feels an immigrant would cheapen his labor? What was his fear? Can we put this in our own words?
- The cartoon caption "Is he an acquisition or a detriment?" contains two difficult vocabulary words. Help students to understand that the cartoonist is wondering which of the two sides (those who feel hopeful vs. those who feel fearful) is correct. The cartoonist is sharing other people's perspectives, and is not giving his own.
- Students will already be familiar with the image and the various characters, and may rush through the document before reading the text on each sign. Make sure they spend time reading all of the text (including the signs, and the cartoon's title and caption) before answering the document questions.
- Whether students read the document together or independently, we strongly suggest stopping after the document for some class discussion. (But, give students time to answer the questions before beginning the discussion.)
- FORMATIVE ASSESSMENT. Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea questions) once a majority of students have finished reading the document. This will prepare you for the class discussion.

Document 1: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the "Big Idea"—i.e., the hopes and fears Americans had about the arrival of new immigrants

Process

Engage students in discussing one or two key questions they have answered in the tool.

- Zoom In* provides Source It, Gathering Evidence and Big Idea questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts below.

FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” questions, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students’ responses to the “Big Idea” questions:
 - According to this cartoon, what are some of the FEARS Americans had about immigration?
 - What is the best evidence in the cartoon that supports your answer?
 - According to this cartoon, what are some of the HOPES Americans had about immigration?
 - What is the best evidence in the cartoon that supports your answer?
- Identify student responses that reflect understanding of the Big Idea, and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the summary questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on “Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents” for more support on using students’ responses to analyze their reading strengths and needs.)

Discuss the Source It Questions

Help students to deepen their understanding of political cartoons.

Follow-up sourcing questions to **ask** include:

- Who published this political cartoon?
 - Judge magazine
- Why do you think immigration might have been the subject of a political cartoon at this time?
- Who would the audience for this magazine be?
- What do you think the purpose of this cartoon was (to inform, persuade, etc.)?
 - Often political cartoons are intended to persuade, but in this case the cartoon is capturing the debate without choosing a side.

Discuss the Gather Evidence Questions

Ask students to share the details they tagged for the first **Gathering Evidence** question: According to the cartoonist, what fears did some Americans have about immigration?

Be sure to **flag** these key details:

- Citizen: He is a menace.
- Health inspector: He brings disease.
- Workman: He cheapens my labor.

Ask follow-up questions about **visual clues** in the cartoon to deepen students’ thinking:

- What does the citizen’s body language tell you about his point of view?
 - Arms crossed
- What is the health inspector holding? What do you notice about it?
 - Syringe used to give vaccinations; the syringe is huge

- What does the image tell you about the workman's attitude toward the immigrant?
 - Workman is small and pulls at the immigrant's pants
 - Eyes look fearful—Afraid immigrant will take his job
- How is the immigrant dressed differently than the Americans? What does this say about him?
 - Looks sloppy (shoulder tearing, no tie, etc.)
- How do these graphic details connect to the characters' words?

Ask students to share the quotes they highlighted for the second **Gathering Evidence** question: According to the cartoonist, what HOPES did some Americans have about immigration?

Be sure to **flag** these key details:

- Uncle Sam: He is brawn and muscle for my country.
- Politician: He makes votes for me.
- Contractor: He gives me cheap labor.

Ask follow-up questions about **visual clues** in the cartoon to deepen students' thinking:

- What does Uncle Sam represent?
- What does he mean by "muscle and brawn"?
- What does you notice about Uncle Sam's body language? The contractor's?
 - Uncle Sam: Hands clasped; smiling
 - Contractor: bowing; hat removed
- What does their body language tell you about how they feel about immigration?
 - They are grateful, etc.
- How do these graphic details connect to the characters' words?

Discuss the Big Idea Questions

Students move at this stage from connecting the specific details in the text to the Big Idea about the different reactions Americans had to the arrival of new immigrants.

- One way to articulate the Big Idea about Americans' *fears* is:
 - Some Americans, such as laborers, feared immigrants were dangerous and would hurt workers.
- One way to articulate the Big Idea about Americans' *hopes* is:
 - Some Americans, such as factory owners, hoped immigrants would provide a lot of labor and help the U.S. economy to grow.

Support students in using text and imagery in the evidence they cite for the Big Ideas.

Anticipate these challenges students may have in clearly articulating the Big Ideas:

- In their responses, students may focus on smaller details or take the cartoon too literally (for example: *Americans were scared of how big immigrants were*).
- Or, conversely, they may articulate their ideas quite generally, without staying connected enough to the document details (for example: *Americans hoped immigrants would help the country*).

Ask these questions to help students more clearly *identify and articulate the Big Ideas*:

- We noticed a lot of important details. How do these details connect? Is there another way to think about this?
- Can you make that idea more specific?
- What's the Big Idea behind those details?
- Did anyone write about a different Big Idea? Why? What evidence do you see in the document for that idea?
- OK, we have several thoughts here about the Big Idea in this document about Americans' hopes and fears about immigrants. Which ideas seem to have the strongest evidence from the document? What makes this evidence stronger?

The idea here is not to push students towards the “right” answer, but to help them to **engage in a rich discussion** with one another in which they have to articulate their ideas and ground their thinking in the document.

Have students revise their notes. Allow students to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated the Big Ideas.

CONNECT

[Suggested time: ½ session]

Purpose

Before students write in response to a historical question, they need opportunities to talk. They need to clarify their understanding of the document and how it connects to the larger context and the question they are answering. Your job as a *Zoom In* teacher is to create these discourse opportunities.

Discussion: Connecting the Document and Context

In this discussion the main goal is to help students to synthesize their learning in the document and to connect back to the Context and the larger historical question under investigation. This supports the historical thinking skills of contextualization.

Three major moves should happen here:

- Re-engage students in the historical inquiry
- Support students in comparing big ideas and details in the document
- Support students in articulating their own thinking

A) Re-engage students in the historical inquiry

Begin by reminding students of the lesson question and the larger historical context. Do an initial informal assessment of what “big picture” students have walked away with. **Say** to students:

- You’ve had a chance to examine this cartoon again, now with all of the text. Remember that we are thinking about the question: **What hopes and fears did Americans have about the arrival of new immigrants in the 1900s?**
- Before we look again at this cartoon, let’s remind ourselves about what was going on around the time this was created.
 - What was happening in the 1900s around the issue of immigration?
 - Where were these new immigrants coming from?
 - What negative impact did some people feel these new immigrants would have?
 - What positive impact did others feel they would have?
 - Why do you think there was such a broad range of feelings?
 - OK, let’s look now at this cartoon and see what evidence you found for the hopes and fears people had.

Prompt groups to look at the Context slides and their notes. Let groups **discuss** and then share their responses.

The purpose of this initial phase is to prime students’ thinking and to give you an initial assessment of their general level of understanding. You do not need to spend a long time on these questions because you will dig in deeper in the next phases.

B) Support students in articulating the different points of view on immigration

Display the Connect Tab.

Tell students:

- Let’s look across at the Big Ideas you identified for both points of view in the cartoon.

The Connect tab will display the key discussion question and prompts:

- Why do you think Americans had such different perspectives on this issue?
- Think about this based on your notes and what you learned about the historical context.

Connect will also display a t-chart labeled “Fears” and “Hopes” that displays student notes on the Big Idea questions, and their supporting evidence. You can choose one student’s work to project to guide the discussion, or you can project notes you’ve “starred” while using the Teacher Dashboard to review students’ Big Idea notes.

A t-chart with an example of student work is shown on the next page.

CONNECT	
Fears	Hopes
<p>The Immigrant Cartoon</p> <p>Big Idea:</p> <ul style="list-style-type: none"> Some Americans were afraid immigrants would be dangerous criminals. <p>Evidence:</p> <ul style="list-style-type: none"> The citizen, who represents ordinary Americans, called the immigrant in the cartoon “a menace.” 	<p>The Immigrant Cartoon</p> <p>Big Idea:</p> <ul style="list-style-type: none"> Some Americans hoped immigrants would help the economy. <p>Evidence:</p> <ul style="list-style-type: none"> Uncle Sam, a symbol of the U.S., said the immigrants’ labor provided the country with muscle and strength.

Prompt students to look at the “Connect” graphic and key discussion questions. Again, we recommend using turn-and-talk or table group structures to have students engage in these discussions with their peers.

Follow-up questions you could **ask** to deepen and extend thinking include:

- How did the cartoon communicate these hopes and fears?
 - Call students’ attention to language, poses, facial expressions, etc.
- Why do you think there was such a range of perspectives on this issue? Let’s think back to what we learned when we were looking at the historical context.
- How does each character’s role shape his opinion? For example, why might a workman and a contractor have different points of view?

Give students time to **edit** their responses in *Zoom In* based on class discussion.

C) Support students in articulating their own thinking

Finally, be sure to allow students time to speak with each other about their own thinking and larger concepts. This can happen at any stage of the discussion, through turn-and-talks or small-group discussion. Questions to **ask** to support this kind of thinking include:

- Why study an image like this?
- Why do you think it is important to think about the different perspectives that existed about this topic?

WRITING

[Suggested time: 1–2 sessions]

In this three-paragraph essay students must explain what hopes and fears Americans had about the arrival of immigrants in the early 1900s. The focal writing skill is to develop a thesis statement that addresses the two main perspectives under investigation. Students must also use details from the image to provide evidence for each.

Teacher's Roles During Writing

As students are writing, support them in these key ways according to their needs:

- Circulate and observe students' progress through the template or outline. Take some notes to help you think about mini-lessons in writing you may want to teach to the whole class.
- Conference individually with students on their writing. Support their development through asking probing questions:
 - You seem stuck; where might you find that information?
 - If you don't remember what that quote means, where can you go?
 - Tell me why you introduced that evidence that way? What more do you think the reader might want to know?
 - Can you tell out-loud what the Big Idea is here? OK, how could you put that into writing?
- If you see patterns, pull together small groups of students for mini-lessons, or to review instructions.
- Support students in being peer editors.
- Help students move on to polished writing.

Preparing Students to Write

Tell students that the next stage of the lesson will be their writing. Remind them they will be writing a three-paragraph explanatory essay. The key elements of historical essay writing you will help them with are:

- To develop a thesis statement that addresses the two points of view in the cartoon.
- To use details from the cartoon to provide evidence for each point of view.

Project the Essay Outline View. Use this to review the writing prompt and preview the essay structure with students. Review explicitly each part of the essay and the role it serves in developing an answer to the historical question. Making these elements of the essay explicit for students will help them to develop the skills to construct essays more independently down the road.

Essay Outline View

Prompt: What hopes and fears did Americans have about the arrival of new immigrants in the 1900s?

Paragraph-by-paragraph guidance: In your essay you must have the following sections:

- **An introduction in which you describe immigration in the 1900s**
 - State the topic of your essay.
 - Provide historical context on the new immigrants who arrived in the 1900s.
 - Introduce your thesis about the range of perspectives about new immigrants people had at the time.
- **A first body paragraph in which you provide one perspective on immigration**
 - Introduce one of the main perspectives about the new immigrants.
 - Provide two supporting details from the documents related to this perspective.
 - Provide evidence from the cartoon that supports each detail.
 - State how the evidence connects to the perspective you are writing about.
- **A second body paragraph in which you provide a different perspective on immigration**
 - Introduce the other main perspective about the new immigrants.
 - Provide two supporting details from the documents related to this perspective.
 - Provide evidence from the cartoon that supports each detail.
 - State how the evidence connects to the perspective you are writing about.
 - End with a strong conclusion about what we can learn from this cartoon.

Setting the Level of Writing Support

Using the Teacher Dashboard, you can set the level of students' writing support. (Note: do this before they begin drafting their essays, or essay writing will be lost.) *Zoom In* offers two levels of writing support. High Support (the default) gives all students sentence-level tips, optional sentence-starters, and guidance in selecting and using evidence. As students show progress as historical writers—especially in using evidence from documents to support their ideas—teachers can set writing support for individual students to Low Support. The system will provide these students with paragraph-level tips only, meaning students will shape and support their essays substantially on their own.

Preparing students to write with Low Supports

If most of your students are writing with Low Supports (meaning with outline only, rather than the detailed Writing Template), you may wish to give them more up-front preparation to write their historical essays. The following outline may help.

Overview

- Let students know that the next stage of the lesson will be their writing.
- Remind them that they will be explaining the hopes and fears Americans had about the arrival of new immigrants in the 1900s.
- Their final product will be a three-paragraph explanatory essay.

Introduction

Ask students what might need to go into this introduction. Prompt students to think about the role of the:

- Topic sentence
- Essential historical context readers might need
- Thesis statement

Body Paragraphs

- **Ask** students: Based on the lesson question, how do you think the two body paragraphs will be organized?
 - While this seems clear, middle school students may not automatically see that the organizational structure of the question can drive the organizational structure of their writing.
- **Say** to students: Your big job here is to use evidence from this cartoon to show two different perspectives on immigration at this time. What kind of evidence have you gathered? How does this connect to these two different perspectives?
 - You want to encourage students to identify details related to hopes and fears. Since individual characters with specific roles name the hopes and fears, it will be important for students to name the role that connects to the corresponding reaction in their writing.
- **Ask** students:
 - Why would we want to name the role of the character when we quote their concerns?
 - Why is this important?
 - Is it enough just to quote the character's reaction?
 - How are you going to connect that quote back to your thesis?
 - > You want to support students in making what is typically the hardest move for middle school students: Connecting evidence in clear and specific ways to larger historical ideas.

Sample Student Essay

In the 1900s rates of immigration to the United States increased. The new immigrants came largely from countries like Russia, Italy, and Austria. Many of the immigrants went to work in U.S. factories. The rise in immigration led to many hopes and fears. One cartoon from 1903 called “The Immigrant” shows the two different perspectives that people at this time had about the new immigrants.

Some people welcomed the new immigrants and were hopeful about their arrival. Factory owners liked to hire the immigrants as workers. An example of this in the cartoon is the sign saying, “He gives me cheap labor.” This means that businessmen felt they would be able to pay immigrant workers less than other workers. Some politicians also liked the increase in immigration. An example of this in the cartoon is the sign saying, “Makes votes for me.” This means that politicians thought that they could be elected with votes from the new immigrants.

Other people thought the increase in immigrants was bad for the country and had many fears. Workers were worried that they might get paid less. An example of this in the cartoon is the sign saying, “He cheapens my labor.” This means that workers thought that owners could pay immigrants less money so maybe they would not be able to get jobs that paid well. Some doctors also did not like the arrival of the new immigrants. An example of this in the cartoon is the sign saying, “He brings disease.” This means that doctors worried that people coming from other countries would bring diseases with them that could make other people sick. In conclusion, the cartoon shows that people had many different opinions about immigration that reflected what they thought immigrants could contribute to them and to the country.

Assessing Student Writing with the Essay Rubric

For information on assessing student writing, see these documents:

- “Zoom In Essay Rubric” (PDF)
- “Tracking Students' Progress and Assessing Student Work” (PDF)