**“Yearning to Breathe Free”[[1]](#footnote-1)\***

**Changing Attitudes about Immigration 1880-1920**

**Kate O’Mara**

**Goal of this Series of Lessons**

Writing is a powerful way to analyze one’s thoughts and process knowledge. It’s important, however, that students have something important to write about. Historical lessons give us insights into our own times: changes, similarities, and perspectives. In this lesson students will think about and analyze a variety of primary sources to draw conclusions and write about immigration to the United States.

The unit unfolds beginning with a whole class analysis of Emma Lazarus’ poem *The New Colossus,* and gradually students work more independently on readings and interpreting political cartoons. In the end students will work independently to draw conclusions based on their reading and small group discussions.

The resources vary in their rigor, with some of the most rigorous information found in the political cartoons and truths are only uncovered when compared with a reading. This analysis requires identification of facts and opinions, as well as comparison between immigrant experiences to find out what is a shared experience and what is unique.

Students will use text evidence from sources with increasing independence, and they will draw conclusions about the experiences of immigrants while learning and using vocabulary words relevant to the content. Finally, they will practice writing shorter and longer pieces leading up to an expository essay. In the final parts of these lessons students will peer edit each other’s work.

While there is some direct work on using appropriate words to reflect the truth of what has been learned (some, many, most) and writing conclusions, there is an assumption that students have an ability to organize an essay, write an introduction, and use proper grammar, punctuation and transitions. Depending on the needs of the students, lessons on these elements should be added.

[**Connections to Common Core State Standards**](http://ctcorestandards.org/?page_id=2)

[CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/)  
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.8.2.A](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)  
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.8.2.B](http://www.corestandards.org/ELA-Literacy/W/8/2/b/)  
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/)  
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

[CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/)  
Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.8.2.E](http://www.corestandards.org/ELA-Literacy/W/8/2/e/)  
Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.8.2.F](http://www.corestandards.org/ELA-Literacy/W/8/2/f/)  
Provide a concluding statement or section that follows from and supports the information or explanation presented.

[CCSS.ELA-LITERACY.W.8.10](http://www.corestandards.org/ELA-Literacy/W/8/10/): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/8/1/): Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.8.9](http://www.corestandards.org/ELA-Literacy/RI/8/9/): Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

[CCSS.ELA-LITERACY.SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/8/1/): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/): Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

[CCSS.ELA-LITERACY.SL.8.4](http://www.corestandards.org/ELA-Literacy/SL/8/4/): Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-LITERACY.L.8.6](http://www.corestandards.org/ELA-Literacy/L/8/6/): Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[**Connecticut Social Studies Frameworks**](http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf)

* Evaluate reasons for and results of European immigration to the United States; compare these with reasons for and results of immigration by the Chinese and other groups during the period.
* HIST 8.2 Classify series of historical events and developments as examples of change and/or continuity
* HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.
* HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).
* HIST 8.6 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

**Compelling question**: How did American attitudes about immigration change between the late 19th and early 20th centuries?

**Supporting questions**

* Why did immigrants come to the U.S., and what did they do when they got here in the late 19th and early 20th century?
* How and why were immigrants successful?
* What stereotypes affected attitudes toward immigrants?

**Analysis of Reading Material**

The first reading, a poem, uses simple language, but the meaning is deeper and students would benefit from teacher instruction, especially when grappling with the meaning of metaphorical words or phrases like “mother of exiles” and “golden door,” and the theme of welcome.

The central text that each student will read is “A Chinese Immigrant Makes His Home in Turn-of-the-Century America” about Lee Chew who arrives here as a teenager and tells his story over about 20 years. This text is at a Flesch Kincaid reading level of 9.1. It is mostly narrative and does not have deep knowledge demands, in fact students learn content and vocabulary from this source. Occasionally the events are out of order. Ultimately students are challenged to discern which are opinions and pursue deeper meaning when they compare the text with a political cartoon about Chinese immigrants. For example, students may see that the work ethic of Lee Chew is beneficial to himself, but he is seen as a competitor to other workers.

The other immigrant readings, which students will do independently, vary in readability from about 4.4 to 10.8 and teachers should review them to decide which text each student uses based on ability and/or interest. The idea in selecting these sources is that they are accessible to the students at their reading level so that students can apply the skills they have learned through the Lee Chew article to another immigrant. While the readings are mostly about young people in their teens, and therefore higher-interest, the stories are unique to the experience of immigrants at that time.

The texts included in this document have been edited to remove elements that divert from the lesson focus and to bring the reading to a relatively independent reading level by breaking long sentences into shorter ones, for example. Links to original documents are provided where possible.

The Polish, Italian and French Canadian readings, like Lee Chew, are narrative and pretty straight forward; it is the analysis and comparison to other texts which creates the rigor. This analysis of these stories is done in small groups, so that students begin to draw conclusions about what in the stories is common for immigrants, and what might be unique. They will also discuss the facts found in immigrant statements as opposed to opinions.

“Life in the Old Eastside” is unlike the others. The original has a Flesch Kincaid level of 10.8, and it is historical fiction. The vocabulary is challenging, and may be a wonderful source to have students work together on: partners working together, or a strong reader analyzing independently.

All of the readings use mostly tier one vocabulary (with the exception of “Life on the Old Eastside”) with some tier two and three. Specific vocabulary is included in the text-dependent questions for students to develop an understanding of discipline-specific vocabulary. Students will apply the words to the immigrant readings and eventually use them in the final essay.

The comparison of immigrant stories to the Political Cartoons is the most critical. While it may seem “easy” to look at a picture, students must use the knowledge they have gained from the readings to assess the messages of the cartoons. It is in these discussions and writings that students discern the deeper meaning of the sources.

While the included readings meet the needs of this lesson, teachers are encouraged to find resources that reflect their own communities using resources such as the Library of Congress and/or state and local historical societies and museums.

**Resources**

* Frayer Model: <http://www.readingeducator.com/strategies/frayer.htm>
* Emma Lazarus Poem on Statue of Liberty 1883 (included—Appendix B)
* Picture of the Statue of Liberty from <http://www.nps.gov/stli/planyourvisit/index.htm>
* Lee Chew arrival in the United States, around 1880 as a teenager (Appendix C) with text-dependent questions (Appendix D) and/or an optional adaptation for oral interview (Appendix E).
* Keller, George Frederick. “What Shall We Do with Our Boys?” The Wasp (Satirical, anti-Asian Magazine, 1876-1941). 3 March 1882. Ohio State Univesity Cartoon Research Library. <http://hti.osu.edu/opper/lesson-plans/immigration/images/what-shall-we-do-with-our-boys>
* Political Cartoon analysis worksheet from the National Archives: <http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf>
* Independent Research Worksheet (Appendix F)
* Phillippe Lemay arrived from Canada in the 1870s and 1880s (French Canadian) <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immgnts/textile.html>
* Sadie Frowne arrived in 1905, at the age of 13 from Poland <http://www.eyewitnesstohistory.com/immigrating.htm>
* Lucy Addy Richardson came from Ireland in 1914 (Appendix G)
* Frank Kozlowski came from Poland in 1915 (Appendix H)
* Life in the Old Eastside describes immigrant neighborhoods in the 1920s and 1930s The original, found at <http://www.connhistory.org/> has a readability of 10.8, however I have adapted and shortened this piece to a level of 8.5 (Appendix I). Teachers should choose which version is best for their class. If using the online version, it is recommended teachers use the first 2/3 of the document and stop at the section labelled [*The following is taken from a later portion of the book].*
* Table: characteristics of immigrants (Appendix J)
* Gillam, T. Bernhard. “The Immigrant.” Judge (Satirical Magazine, 1881-1947). 3 October 1910. Ohio State Univesity Cartoon Research Library. <http://hti.osu.edu/opper/lesson-plans/immigration/images/the-immigrant> 3 May 2015

## Appel Collection. “Immigration and Caricature: Ethnic Images from the Appel Collection. Michigan State University Museum, 1996. <http://museum.msu.edu/Exhibitions/Virtual/ImmigrationandCaricature/Exhibition.html> 3 May 2015. This collection includes images from Puck (1871-1918) and Judge (1881-1947), both satirical magazines. Recommended for use in this activity are “Uncle Sam’s Lodging House,” and “The Anti-Chinese Wall.”

* History Writer’s Guidelines (Appendix K)
* Peer Editing Worksheet (Appendix L)
* Rubric (Appendix M)

**Extension Activities**

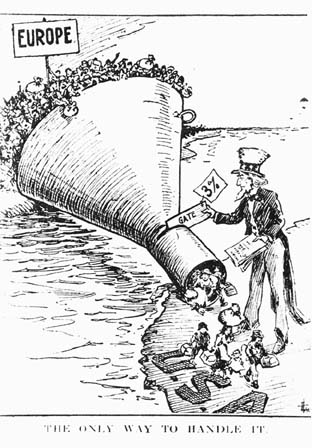
* There is a 30 minute video produced by Ellis Island about the experience of going through Ellis Island. This resource provides some background information about mostly European immigrant’s expectations and experiences. This does not replace the readings, however, because it is from the readings that students can gather evidence of the contributions of immigrants to the U.S. <https://archive.org/details/gov.ntis.ava15996vnb1>
* There are some wonderful materials about Ellis Island, including audio recordings of immigrant experiences, photographs, and descriptions of the process of immigrating at <http://teacher.scholastic.com/activities/immigration/tour/stop1.htm>. Particularly interesting for further work are some graphs and statistics about immigration.
* The Ellis Island Timeline of Immigration at <http://www.libertyellisfoundation.org/immigration-timeline> shows how different groups arrived at different times, depending on events in their homeland that pushed them away. One could also trace the changing “face” of immigrants through time: colonial English, French, Dutch and other North Western Europeans (“Old Immigration”) through late 19th and early 20th century Southern and Eastern Europe’s “New Immigrants.”
* Finally, students should examine the current debate about immigration. While the laws have changed since the period of study, we still have many people seeking to come to the United States, and a debate about whether or not they should be welcomed. Especially helpful is this website: <http://immigration.procon.org/>

**Adaptations for ELL or other students**

ELL students may have their own stories to tell. For the purposes of this lesson, it would be good to compare perceptions of immigration from the point of view of immigrants. Students could perform an oral interview of a parent or grandparent, and then compare the experience of modern immigrants to those in this series of lessons. This would bring the class and the topic alive for the class, and include everyone. Ultimately, do similar perceptions of immigrants still exist? Answers will include both yes and no because of current immigration laws. Note that in the 1920s the United States began restricting immigrants.

There is a list of “text dependent questions” adapted to ask an immigrant. Teachers may use this instead of the Lee Chew article. If teachers wish to replace one of the individual readings instead, utilize the worksheet for individual readings instead (Appendix E).

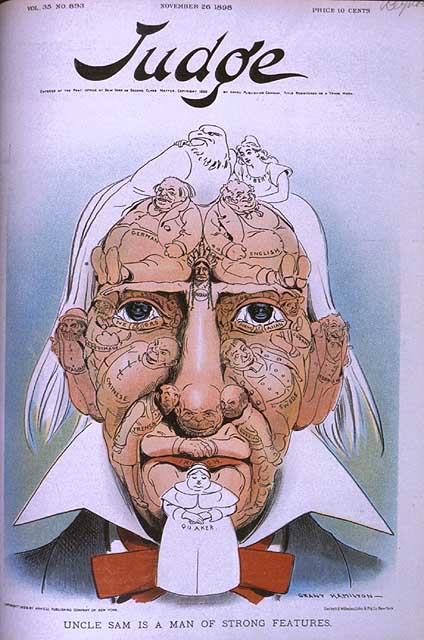
There is a collection of recorded oral histories at <http://www.libertyellisfoundation.org/oral-history-library> but they may not fully meet the needs of this lesson because they are mostly European, and they may or may not talk about work and life in the immigrant’s new home. However they are searchable by country, and this may be of high interest to some students.

**A Note about the story of Immigration**

The first laws limiting immigration (against the Chinese) were passed in 1882, but eventually European and immigrants from other places were limited based on a variety of reasons: literacy, criminal background, and health, to name a few. Eventually, in the early 1920s the United States passed “quota laws” which limited the number of immigrants from each country. This series of lessons examines the changing attitudes of Americans toward immigrants during the period leading up to these laws.

SOURCE: “The only Way to Handle it” *Immigration Restriction*. Ohio State University Department of History. <http://ehistory.osu.edu/sites/ehistory.osu.edu/files/mmh/clash/Imm_KKK/IndexImages/htmlpages/onlywaytohandleit.htm> 30 May 2015.

**Activities**

1. Display the Political Cartoon “Uncle Sam is a Man of Strong Features,” found at <http://museum.msu.edu/Exhibitions/Virtual/ImmigrationandCaricature/Exhibition.html>***.***  and let students brainstorm questions. Accept all questions and comments. An extension of this activity would be to use the Question Formulation Technique developed by Dan Rothstein and Luz Santana of The Right Question Institute: [www.rightquestion.org](http://www.rightquestion.org).

2. To develop student engagement assign for homework that students ask their families about their own backgrounds. When did their families come to North America (include Native American migration)? What do they know about “the old country” where their ancestors were first from? What traditions does the family continue (food, language, clothing, holidays, religion…)? What kind of work did the first immigrants in their family do?

3. Students explore the idea of "immigrant(s)" by completing a [Frayer Model](http://www.readingeducator.com/strategies/frayer.htm) found at  <http://www.readingeducator.com/strategies/frayer.htm> for vocabulary in small groups.   They may focus on ideas they have of current or past immigration. The idea here is to stimulate their thinking about what immigration means, and possibly begin to explore positive or negative expectations.

4. Examine Emma Lazarus poem (Appendix B). The poem was written in 1883, and placed on the base of the Statue of Liberty in New York harbor in 1903.

* Read aloud with whole class:
  + Brainstorm the message or theme of the poem (welcoming)
  + What words are used to show the author’s opinion about immigrants?
  + Why does she refer to a “golden door?”
  + What was the American author saying about immigration when she wrote this poem in 1883? Students write one sentence conclusion.
* Display a picture of the Statue of Liberty <http://www.nps.gov/stli/planyourvisit/index.htm>
  + What does the statue say about the U.S.? Students list five adjectives.
  + Students write a sentence about what they think the statue of liberty could mean to a) Americans already here and b) immigrants arriving.
* Individually: each student uses words and lines from the poem to draw a conclusion about American views of immigration in the 1880s. One statement with three supporting pieces of evidence.

5. Read aloud text of “A [Chinese Immigrant makes his home in Turn-of-the-century America](http://historymatters.gmu.edu/d/41/)” (Appendix C) while students follow along.   This document was published in 1903.

6. Students return to "A Chinese Immigrant..." to discuss and answer text-dependent questions (Appendix D) to learn the history of immigration from the original source: push factors, pull factors, emigration, immigration, nativism, assimilation, acculturation and the effects of immigration.   Small group work leads to student discussion, success at discerning meaning and deeper understanding.

7. Review/teach vocabulary students have used in the text-dependent questions, as they have been applied to Lee Chew’s story. A teacher may extend this vocabulary lesson to look at other forms of the word (immigration/immigrant/immigrate). <http://dictionary.reference.com/> has connections between forms of words and word origin that may be helpful to teachers and students. After review, students turn to each other and create a written dialogue using the words. For example: “Interviewer: Were you happy to immigrate to the United States?” “Lee Chew: I was sad to emigrate away from my family.” They will use these words again reading another source independently and they should use the words in their final essay.

Emigration (Emigrate)

Immigration (Immigrate, immigrant)

Assimilation (assimilate, assimilating)

Nativism (Nativist)

“Push Factor”

“Pull Factor”

“Golden Door”

Acculturation (Acculturate)

8. View “What Shall We Do with Our Boys” Political Cartoon and complete Cartoon Analysis worksheet from the National Archives.

* Which elements of the cartoon match Lee Chew’s narrative?
* What is the point-of-view of the cartoonist?
* The cartoon was produced at a time to convince Congress to pass a law restricting Chinese immigrants in 1882. What qualities of the Chinese is the cartoonist criticizing?
* In small groups students investigate and find evidence of the following
  + Qualities of Chinese immigrants like Lee Chew.
  + Some American opinions about Chinese immigrants, as seen in the cartoon.
  + Discuss and determine: what is the truth about the story of Chinese immigration? Which source is stronger in fact, and why? Note: teacher support is needed here to help students understand that each source supports certain facts, but the cartoon does not support the actual experience of Lee Chew. The cartoon does support how American’s view Lee Chew, and this line of thinking is supported by Lee Chew’s own description of conflict between himself and other workers.
* Individually: each student uses words and lines from the narrative and cartoon to answer this question: What was the experience of immigrants like Lee Chew (positive and negative)? Choose and use at least three vocabulary words from the list above.

9. After students have completed working with the Lee Chew story and Political Cartoon, ask them to predict whether his story is representative of or different from other immigrants. What do they expect will be the same, and how will experiences differ? Each student should write down three questions and/or expectations they have for other immigrant groups.

10. Create heterogeneous cooperative groups in which students will each take a resource to independently uncover how it compares to Lee Chew’s narrative. In these groups there will be 3-5 students, each with a specific resource reflecting the point of view of another culture. Assign readings based on independent reading level (readability notes follow).

* Lucy Addy Richardson came from Ireland in 1914 (Appendix G) This text is the easiest at a Flesch Kincaid level of 4.4 Possible vocabulary words students will need to look up: vouch, boarders, velvet, interlude, surmising, kin, ethnic. There is also reference to a war, which would have been World War I.
* Frank Kozlowski came from Poland in 1915 (Appendix H) This text has a Flesch Kincaid level of 5.5. Possible vocabulary words here are bobbins and doffers. He references a war, which would have been World War I.
* Sadie Frowne arrived in 1905, at the age of 13 from Poland <http://www.eyewitnesstohistory.com/immigrating.htm> This text has a Flesch Kincaid level of 7.7 Possible words that need defining are consumption, piecework, salve and swift.
* Life in the Old Eastside describes immigrant neighborhoods in the 1920s and 1930s (Appendix I). This text has a Flesch Kincaid level of 8.5. Possible vocabulary word might be insatiable. The original, found at <http://www.connhistory.org/> has a readability of 10.8. It is recommended teachers use the first 2/3 of the document and stop at the section labelled [*The following is taken from a later portion of the book].* Potential vocabulary includes Predominantly, Jovially, Temperamental, Speak-easy, Brawl, Sentimentalists, Verdure, Prosciutti, Aromatic, “suckling pigs”, Pasticii, “almond paste”, Jovial, Proprietor, Palatable, Paesani, Provincial, Anguish, Yearning, Insatiable, Custard, Catsup, Americanization, Bracciole, Polpetti, Sazizza.
* Phillippe Lemay arrived from Canada in the 1870s and 1880s (French Canadian) <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immgnts/textile.html> This text is at a Flesch Kincaid level of 9.1.

Students complete a worksheet analyzing their immigrant’s experience (Appendix F). Teachers may encourage students to discern what events the author’s witness, and how they describe them.

11. Once students have independently completed their analysis, groups discuss the Immigrant stories, share their pictures and complete questions as a group. Groups should

* find three ways in which the stories are all similar,
* find at least one way that each experience is unique, and
* Discuss what the immigrants might have felt if they saw the Statue of Liberty in New York harbor (the Chinese and French Canadian did not pass the statue). This discussion may review immigration information already learned from Lee Chew, but will also draw a picture of immigrant groups from other nations arriving at the same time.

12. Students identify the qualities that helped to make immigrants successful using Appendix J and write long (20-30 minutes) about the qualities of immigrants.

13. While immigrants arrived in the United States with their own goals and needs, the people already here had opinions about them. Using three Political Cartoons, examine some of the negative attitudes toward immigrants. Recommend using: “The Immigrant,” “Uncle Sam’s Lodging House,” and “The Anti-Chinese Wall.” The last shows something Lee Chew reported—other immigrant’s anti-Chinese attitudes.

* Provide small groups of students with an image. Use the National Archives political cartoon analysis worksheet. Each group report out on the image they used (duplications are alright). Display the images and student analysis.
* Once again, examine the facts about immigration and what these images tell us. Explore words like “most, many, and some.” Students should clarify that “some” Americans felt threatened by immigrant work ethic, or “some” Americans criticized the new immigrants and picked on the bad habits of some, while “some” Americans appreciated the diversity immigration brought. Another example: some Americans criticized the Irish for being loud (Uncle Sam’s Lodging) but Sadie’s story doesn’t report any complaints. What is true of one immigrant may not be true of all, and the same can be said for American attitudes (then and now).

14. Group discussion: what are the benefits of using a variety of sources? Why wasn’t it enough to only read about Lee Chew? Or to only read the poem? Or what if we only viewed the pictures? How does your knowledge become stronger by using a wide variety of sources?

15. Using specific and accurate words. Have students evaluate these sentences: are they true? (no, they are not—explanations in parenthesis)

* All immigrants worked in factories. (Lee Chew and Frank Kozlowski had their own business, although Lucy, Sadie, Phillippe, and Frank all worked in factories for some time).
* No immigrants were lazy at work. (Lucy admits avoiding work by hiding in the bathroom).
* All immigrants faced nativism. (They do not all report it. Lee Chew and some of the political cartoons show this aspect, but other resources do not).
* All Americans disliked immigrants. (Two of the political cartoons demonstrate sympathy toward the immigrants).  
    
  A good way to check the validity of sentences is to ask “how do you know?,” or “can you think of an example of when this wasn’t true?” A tricky piece of history is to be sure to use words that reflect what is really known—what the evidence proves.   
    
  Change the sentences above to be more accurate. Create an anchor chart with “useful words, defining if necessary: often, sometimes, usually, frequently, infrequently, in many cases, in some instances, commonly, ordinarily, in contrast, many, most, countless, numerous.

16. Prepare to conclude: display these two statements: “by 1920 people were right to be concerned about immigration” and “immigrants have been a huge benefit to our country.” Allow students to talk with each other about these two points of view. While this is not an argument-writing exercise, students do need to conclude their thoughts about why immigration matters to us today. Are there any similarities or differences between our society today and that of 1920? Draw connections to modern immigration, or even attitudes about various groups within our society. Students should write down 2-3 sentences about why this topic is important to know about, and/or how their thinking has grown as a result of this series of lessons.



17. Examine the Political Cartoon “Looking Backward.” Independently students organize and write an expository essay about how attitudes toward immigrants changed in the period 1880-1920. At this point, they should incorporate five of the vocabulary words accurately

18. Work on the conclusion—students may have already drafted a conclusion, but now instruct students turn to their notes from activity #15. Create an anchor chart that instructs students that in concluding their work, writers:

Summarize their points

Remind reader why the points are important

Propel the reader to a new way of looking at the subject topic.

19. After students organize and draft their work; peer edit to challenge the accurate use of resources—pulling facts and evidence from the appropriate sources. Students may also peer edit for any item on the rubric. Edit, revise and complete the expository essay.

**Appendix A**

**Student Research Organizer** for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (your name)

Place your notes behind this page so that you can document your research.

1. Notebook paper: class notes about the message of Emma Lazarus’s The New Colossus, word list and your one-sentence analysis.
2. Notebook paper: your notes about the Statue of Liberty with 5 adjectives and sentences from the points of view of Americans and Immigrants.
3. Notebook paper: Paragraph drawing a conclusion from the poem and the statue about American views of immigration in the 1880s.
4. Lee Chew Article and text-dependent questions.
5. Political Cartoon “What Shall We Do with Our Boys?” worksheet
6. Notebook paper: paragraph about the experience of Chinese immigrants like Lee Chew.
7. Predictions and/or questions about other immigrant groups:

1. Notes on one immigrant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and your drawings.
2. Notebook paper: notes on your small group discussion about the various immigrants you each read about. What are the similarities between immigrant groups, and how are individual stories unique? Discuss what the immigrants might have felt if they saw the Statue of Liberty in New York harbor (the Chinese and French Canadian did not pass the statue, but the others could have).
3. Worksheet identifying evidence about the qualities immigrants possess that lead to their success in the U.S.?
4. Notebook paper: long write about the qualities of immigrants.
5. Your Political Cartoon Analysis worksheet will be posted in the classroom, so that others may see your ideas; you may also view other cartoons with other students’ ideas on their worksheets.
6. Notebook paper: work on your conclusion.
7. Writer’s guidelines worksheet.
8. Peer editing worksheet(s) of peer(s) that read your paper.

**Appendix B**

|  |  |  |
| --- | --- | --- |
|  | **The New Colossus**  **By Emma Lazarus** | “New” references the Colossus of Rhodes, a giant statue built in the harbor of Rhodes (an important economic center of the ancient world) at the entrance to the Aegean Sea. |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14 | 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  Glows world-wide welcome; her mild eyes command  The air-bridged harbor 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!" | Brazen: bold, without shame or modesty  The Statue of Liberty  Exiles: people who have been forced from their homeland.  Beacon: a high light to mark a goal or danger, such as a lighthouse.  Pomp: celebratory dress and accessories  Yearning: wishing for, desiring  Wretched: poor physically and emotionally  Tempest-tost: to be thrown around in by a storm, perhaps on a boat.  Golden Door: New York City was seen as the entrance to America and the prospect for a better life. |

SOURCES:

Lazarus, Emma. The New Colossus. Poetry Foundation.org. <http://www.poetryfoundation.org/poem/175887> 3 May 2015.

NPS Photo. Statue of Liberty. Photograph. “Plan Your Visit.” National Park Service: Statue of Liberty National Monument, NY. <http://www.nps.gov/stli/planyourvisit/index.htm> 25 May 2015.

**Appendix C**  Your Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| 1 | **A Chinese Immigrant Makes His Home in Turn-of-the-Century America**  *In this autobiographical sketch published in 1903 in the Independent magazine (which ran a series of about eighty short autobiographical “lifelets” of “undistinguished Americans” between 1902 and 1906), Chinese immigrant Lee Chew looked back on his passage to America, and his years as a launderer and merchant on both the East and West coasts.* | Autobiographical: describes a story that is about one’s own life.  Sketch: essay  Undistinguished: not famous  Launderer: before machines, laundry would be done by hand.  Merchant: store owner. |
| 2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23  24    25  26  27  28  29 | …My grandfather said that it was well known that the Chinese were always the greatest and wisest among men. They had invented and discovered everything that was good. Therefore the things which the foreign devils had and the Chinese had not must be evil. Some of these things were very wonderful, enabling the red haired savages to talk with one another, tho they might be thousands of miles apart. They had suns that made darkness like day, their ships carried earthquakes and volcanoes to fight for them, and thousands of demons that lived in iron and steel houses spun their cotton and silk, pushed their boats, pulled their cars, printed their newspapers and did other work for them. They were constantly showing disrespect for their ancestors by getting new things to take the place of the old….  …  I worked on my father’s farm till I was about sixteen years of age, when a man of our tribe came back from America and took ground as large as four city blocks and made a paradise of it. He put a large stone wall around and led some streams through and built a palace and summer house and about twenty other structures, with beautiful bridges over the streams and walks and roads. Trees and flowers, singing birds, water fowl and curious animals were within the walls.  The man had gone away from our village a poor boy. Now he returned with unlimited wealth, which he had obtained in the country of the American wizards. After many amazing adventures he had become a merchant in a city called Mott Street, so it was said.  When his palace and grounds were completed he gave a dinner to all the people who assembled to be his guests. One hundred pigs roasted whole were served on the tables, with chickens, ducks, geese and such an abundance of dainties that our villagers even now lick their fingers when they think of it. He had the best actors from Hong Kong performing, and every musician for miles around was playing and singing. At night the blaze of the lanterns could be seen for many miles.  Having made his wealth among the barbarians this man had faithfully returned to pour it out among his tribesmen, and he is living in our village now very happy, and a pillar of strength to the poor.  The wealth of this man filled my mind with the idea that I, too, would like to go to the country of the wizards and gain some of their wealth, and after a long time my father consented, and gave me his blessing, and my mother took leave of me with tears, while my grandfather laid his hand upon my head and told me to remember and live up to the admonitions of the Sages, to avoid gambling, bad women and men of evil minds, and so to govern my conduct that when I died my ancestors might rejoice to welcome me as a guest on high.  My father gave me $100, and I went to Hong Kong with five other boys from our place and we got steerage passage on a steamer, paying $50 each. Everything was new to me. All my life I had been used to sleeping on a board bed with a wooden pillow, and I found the steamer’s bunk very uncomfortable, because it was so soft. The food was different from that which I had been used to, and I did not like it at all. I was afraid of the stews, for the thought of what they might be made of by the wicked wizards of the ship made me ill. Of the great power of these people I saw many signs. The engines that moved the ship were wonderful monsters, strong enough to lift mountains. When I got to San Francisco, which was before the passage of the Exclusion Act, I was half starved, because I was afraid to eat the provisions of the barbarians, but a few days' living in the Chinese quarter made me happy again. A man got me work as a house servant in an American family, and my start was the same as that of almost all the Chinese in this country.  The Chinese laundryman does not learn his trade in China; there are no laundries in China. The women there do the washing in tubs and have no washboards or flat irons. All the Chinese laundrymen here were taught in the first place by American women just as I was taught.  When I went to work for that American family I could not speak a word of English, and I did not know anything about housework. The family consisted of husband, wife and two children. They were very good to me and paid me $3.50 a week, of which I could save $3.  I did not know how to do anything, and I did not understand what the lady said to me, but she showed me how to cook, wash, iron, sweep, dust, make beds, wash dishes, clean windows, paint and brass, polish the knives and forks, etc., by doing the things herself and then overseeing my efforts to imitate her. She would take my hands and show them how to do things. She and her husband and children laughed at me a great deal, but it was all good natured. I was not confined to the house in the way servants are confined here, but when my work was done in the morning I was allowed to go out till lunch time. People in California are more generous than they are here.  In six months I had learned how to do the work of our house quite well, and I was getting $5 a week and board, and putting away about $4.25 a week. I had also learned some English, and by going to a Sunday school I learned more English and something about Jesus, who was a great Sage, and whose precepts are like those of Kong-foo-sze.  It was twenty years ago when I came to this country, and I worked for two years as a servant, getting at the last $35 a month. I sent money home to comfort my parents, but tho I dressed well and lived well and had pleasure, going quite often to the Chinese theater and to dinner parties in Chinatown, I saved $50 in the first six months, $90 in the second, $120 in the third and $150 in the fourth So I had $410 at the end of two years, and I was now ready to start in business.  When I first opened a laundry it was in company with a partner, who had been in the business for some years. We went to a town about 500 miles inland, where a railroad was building. We got a board shanty and worked for the men employed by the railroads. Our rent cost us $10 a month and food nearly $5 a week each, for all food was dear and we wanted the best of everything—we lived principally on rice, chickens, ducks and pork, and did our own cooking. The Chinese take naturally to cooking. It cost us about $50 for our furniture and apparatus, and we made close upon $60 a week, which we divided between us. We had to put up with many insults and some frauds, as men would come in and claim parcels that did not belong to them, saying they had lost their tickets, and would fight if they did not get what they asked for. Sometimes we were taken before Magistrates and fined for losing shirts that we had never seen. On the other hand, we were making money, and even after sending home $3 a week I was able to save about $15. When the railroad construction gang moved on we went with them. The men were rough and prejudiced against us, but not more so than in the big Eastern cities. It is only lately in New York that the Chinese have been able to discontinue putting wire screens in front of their windows, and at the present time the street boys are still breaking the windows of Chinese laundries all over the city, while the police seem to think it a joke.  We were three years with the railroad, and then went to the mines, where we made plenty of money in gold dust, but had a hard time, for many of the miners were wild men who carried revolvers and after drinking would come into our place to shoot and steal shirts, for which we had to pay. One of these men hit his head hard against a flat iron and all the miners came and broke up our laundry, chasing us out of town. They were going to hang us. We lost all our property and $365 in money, which members of the mob must have found.  Luckily most of our money was in the hands of Chinese bankers in San Francisco. I drew $500 and went East to Chicago, where I had a laundry for three years, during which I increased my capital to $2,500. After that I was four years in Detroit. I …began a laundry business in Buffalo. But Chinese laundry business now is not as good as it was ten years ago. American cheap labor in the steam laundries has hurt it. So I determined to become a general merchant and with this idea I came to New York and opened a shop in the Chinese quarter, keeping silks, teas, porcelain, clothes, shoes, hats and Chinese provisions, which include sharks. fins and nuts, lily bulbs and lily flowers, lychee nuts and other Chinese dainties, …Many Americans who have tasted shark’s fin and bird’s nest soup and tiger lily flowers and bulbs are firm friends of Chinese cookery. … Those that have dined with us know that we understand how to live well.  The ordinary laundry shop is generally divided into three rooms. In front is the room where the customers are received, behind that a bedroom and in the back the work shop, which is also the dining room and kitchen. The stove and cooking utensils are the same as those of the Americans.  Work in a laundry begins early on Monday morning — about seven o’clock. There are generally two men one of whom washes while the other does the ironing. The man who irons does not start in till Tuesday, as the clothes are not ready for him to begin till that time. So he has Sundays and Mondays as holidays. The man who does the washing finishes up on Friday night, and so he has Saturday and Sunday. Each works only five days a week, but those are long days—from seven o’clock in the morning till midnight….  The fights among the Chinese and the operations of the hatchet men are all due to gambling. Newspapers often say that they are feuds between the six companies, but that is a mistake. The six companies are purely benevolent societies, which look after the Chinaman when he first lands here. They represent the six southern provinces of China, where most of our people are from, and they are like the German, Swedish, English, Irish and Italian societies which assist emigrants. When the Chinese keep clear of gambling and opium they are not blackmailed, and they have no trouble with hatchet men or any others….  …  Some fault is found with us for sticking to our old customs here, especially in the matter of clothes, but the reason is that we find American clothes much inferior, so far as comfort and warmth go. The Chinaman’s coat for the winter is very durable, very light and very warm. It is easy and not in the way. If he wants to work he slips out of it in a moment and can put it on again as quickly. Our shoes and hats also are better, we think, for our purposes, than the American clothes. Most of us have tried the American clothes, and they make us feel as if we were in the stocks.  I have found out, during my residence in this country, that much of the Chinese prejudice against Americans is unfounded, and I no longer put faith in the wild tales that were told about them in our village, tho some of the Chinese, who have been here twenty years and who are learned men, still believe that there is no marriage in this country, that the land is infested with demons and that all the people are given over to general wickedness. I know better. Americans are not all bad, nor are they wicked wizards. Still, they have their faults, and their treatment of us is outrageous.  The reason why so many Chinese go into the laundry business in this country is because it requires little capital and is one of the few opportunities that are open. Men of other nationalities who are jealous of the Chinese, because he is a more faithful worker than one of their people, have raised such a great outcry about Chinese cheap labor that they have shut him out of working on farms or in factories or building railroads or making streets or digging sewers. He cannot practice any trade, and his opportunities to do business are limited to his own countrymen. So he opens a laundry when he quits domestic service.  The treatment of the Chinese in this country is all wrong and mean. It is persisted in merely because China is not a fighting nation. The Americans would not dare to treat Germans, English, Italians or even Japanese as they treat the Chinese, because if they did there would be a war.  There is no reason for the prejudice against the Chinese. The cheap labor cry was always a falsehood. Their labor was never cheap, and is not cheap now. It has always commanded the highest market price. But the trouble is that the Chinese are such excellent and faithful workers that bosses will have no others when they can get them. If you look at men working on the street you will find an overseer for every four or five of them. That watching is not necessary for Chinese. They work as well when left to themselves as they do when someone is looking at them.  It was the jealousy of laboring men of other nationalities — especially the Irish—that raised all the outcry against the Chinese. No one would hire an Irishman, German, Englishman or Italian when he could get a Chinese, because our countrymen are so much more honest, industrious, steady, sober and painstaking. Chinese were persecuted, not for their vices, but for their virtues. There never was any honesty in the pretended fear of leprosy or in the cheap labor scare, and the persecution continues still, because Americans make a mere practice of loving justice. They are all for money making, and they want to be on the strongest side always. They treat you as a friend while you are prosperous, but if you have a misfortune they don’t know you. There is nothing substantial in their friendship.  Wu-Ting-Fang talked very plainly to Americans about their ill treatment of our countrymen, but we don’t see any good results. We hoped for good from Roosevelt—we thought him a brave and good man, but yet he has continued the exclusion of our countrymen, tho all other nations are allowed to pour in here—Irish, Italians, Jews, Poles, Greeks, Hungarians, etc. It would not have been so if Mr. McKinley had lived.  Irish fill the almshouses and prisons and orphan asylums, Italians are among the most dangerous of men, Jews are unclean and ignorant. Yet they are all let in, while Chinese, who are sober, or duly law abiding, clean, educated and industrious, are shut out. There are few Chinamen in jails and none in the poor houses. There are no Chinese tramps or drunkards. Many Chinese here have become sincere Christians, in spite of the persecution which they have to endure from their heathen countrymen. More than half the Chinese in this country would become citizens if allowed to do so, and would be patriotic Americans. But how can they make this country their home as matters now are! They are not allowed to bring wives here from China, and if they marry American women there is a great outcry.  All Congressmen acknowledge the injustice of the treatment of my people, yet they continue it. They have no backbone.  Under the circumstances, how can I call this my home, and how can anyone blame me if I take my money and go back to my village in China?  SOURCE:  Chew, Lee. “The Biography of a Chinaman,” Independent, 15 (19 February 1903), 417–423. <http://historymatters.gmu.edu/d/41/> 29 September 2014. | Barbarian means uncivilized or savage.  Admonitions: teachings or guidance  Sages are ancient teachers  Steerage is inexpensive ticket on a boat.  Exclusion Act: in 1882 the US passed a law excluding Chinese from coming into the U.S.  Laundryman: washes laundry by hand.  Flat Irons: look similar to electric irons, but they are made completely of iron and heated by the fire or on a stove to press cloth. They are very heavy.  Precepts: teachings; ideas.  Kong foo sze is Confucius, a teacher and philosopher from over 2000 years ago. His words were recorded and became a backbone of Chinese civilization. An example of Confucian teaching is to respect your elders, which is described here.  “dear” meaning precious.  Capital is money.  Lychee is a fruit popular in Chinese deserts  “Six companies” are like a club; some Americans think they are gangs, but here he is saying they are helpful groups.  Hatchet men collect debts from people, sometimes by force.  Stocks are an old-style punishment where your wrists and neck are held in place by a wooden structure on the public green.  Domestic service: working in a house or home.  Outcry: complaining out loud  Leprosy is a treatable disease today, but in some places lepers are shunned from society out of fear they will spread the disease.  Roosevelt = Theodore  Almshouses are like homeless shelters.  Orphan asylums are homes for children with no parents.  Sober can mean serious as well as not drunk. |

**Appendix D**  Your Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Text Dependent Questions

A Chinese immigrant makes his home in turn of the Century America

1. In paragraph 2 Lee Chew tells his grandfathers’ stories about the “foreign devils.” He reports that the Chinese had many great inventions first, like money, fireworks, a seismometer (to detect earthquakes), paper, a working clock, and more. What inventions of the “foreign devils” is he referring to? List two here and explain.

1. What happened when he was 16 that motivated him to leave China and go to America (paragraphs 3-7)?
2. What made the journey to America so uncomfortable in paragraph 8? Why didn’t he eat?
3. Why, according to Lee Chew, do the Chinese go into the laundry business (paragraph 22)?
4. Why are Chinese workers the best according to Lee Chew in paragraphs 24-25?

Part 2

1. When people leave their home they are motivated by “push factors” or “pull factors.” A push factor is something that is happening in or near your home that pushes you away, like war, or famine, or a lack of jobs. A pull factor is something that pulls or draws you to a potentially new home.

What is Lee Chew motivated by, a push factor or a pull factor? Use examples from the text to prove why you chose one motivation and not the other.

1. Push or Pull (circle one)
2. Evidence for your choice:
3. When people leave their home, they emigrate. When people come to a new place they immigrate. Find the paragraphs where Lee Chew does these two things and identify them. How do you know this is correct? Explain using text evidence.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Paragraph | What is he doing in this section? | Quote the text |
| Emigration |  |  |  |
| Immigration |  |  |  |

1. Many immigrants arrived in the United States and felt alone and afraid, just like Lee Chew. Using Lee Chew as an example, explain why immigrants formed neighborhoods filled with people from the same country: Italian neighborhoods, Polish neighborhoods and places like Chinatown. Paragraph 8 and 16. In what ways did living with people from their own background help the immigrants?
2. Acculturation is the process of keeping hold of traditions and customs from the original country (food, language, clothing, holidays, religion…). In what ways does Lee Chew maintain his Chinese heritage?
3. Assimilation is the process of adapting to a new way of life. In what ways does Lee Chew assimilate or adopt “American” habits?

11. How did the competitive market for jobs in the U.S. create American and European opinions of the Chinese? How does the competitive job market shape Lee Chew’s opinions of others?

1. Nativism is a set of feelings or actions in which native-born people try to protect their interests against immigrants. List here some examples of nativism by Americans that Lee Chew faces.
2. List here evidence that shows effect of Lee Chew’s immigration to the U.S.

|  |  |
| --- | --- |
| Evidence that Lee Chew’s immigration has helped the U.S. | Evidence that Lee Chew’s immigration hurt the U.S. |
|  |  |
|  |  |
|  |  |

1. List here five words or phrases that are clearly facts about Lee Chew’s experience.
2. List here five words or phrases that are clearly Lee Chew’s opinion about his experience.
3. Evaluate the immigration of people like Lee Chew. Write a paragraph comparing the pros and cons of immigration.

**Appendix E** Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Interviewing an Immigrant**

1. What happened your subject to leave home and come to America?
2. How did they travel? Was it comfortable or not? Explain. Was the food acceptable? Explain.
3. What job did the immigrant family find? Was it easy or hard to find this job?
4. When people leave their home they are motivated by “push factors” or “pull factors.” A push factor is something that is happening in or near your home that pushes you away, like war, or famine, or a lack of jobs. A pull factor is something that pulls or draws you to a potentially new home.

What is your subject motivated by, a push factor or a pull factor?

1. Push or Pull (circle one)
2. Evidence for your choice:
3. When people leave their home, they emigrate. When people come to a new place they immigrate. Explain the moment of each of these things and identify them. How do you know this is correct? Explain using text evidence.

|  |  |  |
| --- | --- | --- |
|  | Evidence | Quote |
| Emigration |  |  |
| Immigration |  |  |

1. Many immigrants arrived in the United States and felt alone and afraid, just like Lee Chew. Many immigrants form neighborhoods filled with people from the same country: Italian neighborhoods, Polish neighborhoods and places like Chinatown. Did your subject live with people from his/her homeland? If so, in what ways did living with people from their own background help the immigrants?
2. Acculturation is the process of keeping hold of traditions and customs from the original country (food, language, clothing, holidays, religion). In what ways does your subject maintain traditions and customs that are important to them?
3. Assimilation is the process of adapting to a new way of life. In what ways has your subject assimilated or adopted “American” habits?

1. Nativism is a set of feelings or actions in which native-born people try to protect their interests against immigrants. Has your subject faced any nativism? Explain.
2. List here evidence that shows effect of your subject’s immigration to the U.S.

|  |  |
| --- | --- |
| Evidence that immigration has helped the U.S. | Evidence that immigration hurt the U.S. |
|  |  |
|  |  |
|  |  |

1. List here five words or phrases that are clearly facts about your subject’s experience.
2. List here five words or phrases that are clearly your subject’s opinion about his experience.

**Appendix F**

Independent Research of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(your name)

Title of Your Reading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1.

|  |  |
| --- | --- |
| Facts that match Lee Chew’s story of immigration | Facts that do not match Lee Chew’s story |
|  |  |

2. Evaluate: this source does not tell you about the Chinese experience. What does this source tell you the truth about?

3. Identify here words or phrases that are opinion of the author

4. Vocabulary you need to know with definitions from the dictionary.

|  |  |
| --- | --- |
| Word | Definition |
|  |  |
|  |  |
|  |  |
|  |  |

1. Is the immigrant motivated by push or pull factors? List evidence with your decision.
2. In what ways did the immigrant assimilate? Explain using evidence.
3. In what ways did the immigrant you read about acculturate? Explain using evidence.
4. Were the immigrants you read about successful at reaching their goal? How—show using evidence.
5. What are the qualities of the immigrants? Write a paragraph about the qualities of the immigrant you read about using text evidence.
6. On a blank piece of paper, draw a part of your immigrant’s story using at least five specific facts/details from the reading.
7. Take your drawing and now draw it again, but this time express an opinion in your drawing: choose to show the positive aspects of immigrants, or show criticisms that could be levelled at the immigrants.
8. Be prepared to share with your group the answers to these questions and information about the immigrants you read about:

Who

What

When

Where

Why

How

**Appendix G**

Interview with an Irish Immigrant

*The following excerpts are from an interview was conducted by John F. Sutherland, of Manchester Community College's Institute of Local History. He is speaking with Lucy Addy Richardson, formerly of Portadown, Northern Ireland, and long time resident of Manchester, Connecticut, on June 5, 1980*.

…Dr. Sutherland: Why don't you tell me how you happened to come to America? That must have been a big family decision.

Mrs. Richardson: Well, I can't remember to much about it, because I was young, and I didn't realize too much about it. We were excited that we were coming. Parents didn't discuss things with children in those days. You understand? That's why there's lots of things I wish I had known, but they didn't discuss them because you were sent out from the older people if they were going to discuss things.

Dr. Sutherland: Do you know why they decided to come to America?

Mrs. Richardson: All I can remember is that work was scarce, and the family was getting bigger, and the boys were getting older. As far as I know, they wanted something different, somewhere where they could earn a living better than there. …

Dr. Sutherland: On the trip to America, did the whole family come to America.

Mrs. Richardson: Not at the same time.

Dr. Sutherland: Why don't you describe for me how.

Mrs. Richardson: If I can. Well, I know my father came alone. And of course, as you know somebody had to vouch for you, your character and everything else, I suppose, otherwise you couldn't come. So my father came to one of his cousins. In that time, he came over and then he lived with my cousin in Manchester. Families would keep boarders. That's the way they lived. They would have about half a dozen boarders from the old country, and then those boarders would help them with clearing up the meal table and doing lots of things in the house. But anyway, my father went and lived there with one of those cousins. He worked in Cheney's, as far as I know, a velvet weaver. Then, he sent for one of boys and again he sent for another and then again until there was....but during the interlude he went over home, back to the old country to see his family, and he brought some of the boys with him coming back. That was three boys and my father were here. Then they planned to bring others; we still had six people to come. So this is all surmising, I never thought much about it. At the time I don't realize the responsibility of these things. So we got a boat; it was the Campania. It was its last trip, it was so old. My father, with the boys, they had saved enough money, and they rented a home here for us to come. When we got here, we had a home. So we came over on the boat. I was sick most of the time, between seasickness and toothache, I don't remember too much about it. We came second class. That meant that we didn't have to go down in steerage. Steerage was where you stayed there, and you didn't get up on deck. It was really a terrible thing, and we used to look down at all those people, and see them and realize that we might have been down there. So finally we came over here. It took us a week. During the crossing, that was the time in 1914 [sic], when the Lusitania was sunk and the British started to fight.

..........

Dr. Sutherland: When your father first came over and lived with the cousin, did the cousin live on the same street or the same area [where your family lived after you arrived]?

Mrs. Richardson: On Winter Street.

Dr. Sutherland: Did most of your relatives live in that area?

Mrs. Richardson: Yes, there was one or two uncles had lived there, Turkingtons.

Dr. Sutherland: Were there lots of people from Portadown?

Mrs. Richardson: In this town and Bann Foot, a lot of the people came from the Bann Foot or the surrounding villages. It really was Irish - one third of the town or maybe half was Irish. There was lots of Italians at that time too. Then I got in with a lot of girls my own age. I started to get used to the place. ….

Dr. Sutherland: Why do you suppose so many people from Portadown came to Manchester?

Mrs. Richardson: Because there was a lot of their kin here. A great lot of them. That was the reason.

Dr. Sutherland: Had most of these people that you knew, worked in textiles in Portadown?

Mrs. Richardson: Oh, they had, yes. I knew a lot of them.

…

Dr. Sutherland: Did members of any other ethnic groups live in the neighborhood you lived in? Were there any Irish Catholics or Italians?

Mrs. Richardson: The majority was Irish, I would say. Over North, that's where the ethnic place was, the Polish, the Lithuanians, and there were some Italians over there, too. …

.......

…

Dr. Sutherland: Did you come over with your mother?

Mrs. Richardson: Yes. There was my mother --; when I talk about my family, I figure where they were. My mother and my oldest sister and my younger sister. I was in the middle of the family. There was five children and my mother.

Dr. Sutherland: Did you go to work as soon as you came over here?

Mrs. Richardson: Yes, I had to, and at that time I looked so tiny. The landlady that my father had, she said, "you know, you're gonna have to put your hair up; you'll have to get a long skirt, because they won't give you a job." So finally I went, and I got the job. And weaving, imagine, and silk weaving is entirely different to linen, that I was used to. Oh, I hated that job! And I really didn't care whether I worked or not. I was only young, seventeen, and I had girlfriends and, sometimes we'd go to the ladies room, and we stayed there for a half hour or so. I always remember, sometimes I would leave my loom going, and when I'd come back there would be something damaged in the web, and it would have to all be ripped out again, and oh! I got scolded for that. I hated the weaving! (Tape recorder turned off because of lawn mower outside). Finally I didn't want to work at the weaving anymore. It was hard to be shifted from one job to the other. I didn't seem to be very well. I was having trouble at the time with my system. I got a job over in the spinning mill, the Clock Mill. And I started as a doffer. Then I stayed at that for quite a while, and finally graduated to a spinner and I liked that pretty well. Before I was married, I wanted to change my job again, the spinning was quite heavy. I went into the doubling; that's another process of the silk. They double threads. So I learned that, and I stayed on that until I got married.

Dr. Sutherland: Why did you dislike weaving so much?

Mrs. Richardson: I never liked it really. It was too much responsibility. When you did something wrong with a cloth, it would keep coming through and then a thread --; for instance one of the warp --; would break, and the loom wouldn't stop and then when you'd come back, if you went away, that all had to be ripped out. And it was a hard task to do. I was young, and I didn't feel much like it. It was a job, that's all I thought about it. And I didn't earn much money; sometimes I'd earn about $5.00 a week.

SOURCE: William, Mark. Connecticut History on the Web. <http://www.connhistory.org/newcomers_reading.htm> 23 May 2015

**Appendix H**

Frank Kozlowski was interviewed on September 20, 1990 by Thomas R. Beardsley. Mr. Beardsley first edited this interview.

…

It seemed that every village around us in Poland was getting mail from America saying there was plenty of work. There was no work in Poland. My mother worked in the field weeding for 50 cents a day, from sunup to sundown. My father heard from Polish tailors in America that there was plenty of work, so he came over to check things out. My father landed in Willimantic at six in the morning and by noon he was working. He walked into a tailor shop, showed his diploma and sat down to work. The owner of the tailor shop was A. Butleman. He was Polish and Jewish.

My father was here for between two and three years, working for other tailors. He sent money back to Poland to support his family. He eventually sent us passes to come over. I think he had some feeling that the war wasn't too far off. I came to America in 1915. Our people were brave enough, a year after the Titanic sank, to take a chance to cross the ocean. We traveled from Galicia by train to Bremen, Germany, the port where our ship the George Washington was tied up. The crowds pushed us up the gangplank and some of the people, when they saw what a giant ship it was, went back on the train and went home, even though there was a band there playing to cheer them up.

We traveled third class. Our bed was table level. On the next layer was a family of gypsies. It was like a chicken coop; we all slept in this one little compartment all wired up. I knew everyone clown in the bag-gage department. There was a third, a second, and a first class. The people in first class threw coins to us. I tried to pick something up, but there was such a rush. I was always up on the main deck watching the ships going by. They looked like little in tiny boats. A smaller ship with one stack, left the day before us. Our ship had two stacks. We passed the ship with one stack on the following day. I remember that very well. I also remember looking through at the anchor and seeing the ship cutting water. I was nine-years-old.

The journey took seven days. I saw the Statue of Liberty when it was really small, and I didn't know what it was because it was in the distance. There were one or two days that I missed the upper deck, because the weather was too bad. It was fall, because we landed around the end of September, in 1913. The war broke out the next spring.

We came through Ellis Island. There were walls and walls of people. The doctors wore black or brown derbies and they checked your eyes and your skin for rashes. Then we climbed the stairs and got a train that took us to 14th street in New York City. New York had elevated railways, sky high buildings… There we got on another small boat that took us to New London. We slept overnight on this boat and early the next morning at five o'clock we were in New London [CT].

We got off the boat, and crossed the tracks into the New London station. The train pulled up and took us to Willimantic. We got to Willimantic at six in the morning. My father and his partner were there to greet us. They took our baggage and put it on a buggy. Even at that time in the morning, people were on Main Street. American Thread was operating from seven in the morning. They paid a dollar a day. When we came over, my mother wanted to work there, but my father said no, as he could make enough. So she was a housekeeper.

…

I was a paper boy when I was ten. I was still in school. I was a paper boy for the mayor of Willimantic, Danny Dunn, who was a great sportsman. He had a shop on Railroad Street and was able to pick up the latest baseball scores from the telegraph at the railroad depot, and I took turns answering the telephone to tell people the latest scores. I bought newspapers at a nickel for four copies and sold them for two cents each, and made a profit of three cents for every four papers sold. At that time, there were too many paper boys in town. They all had their corners picked. About 15 paper boys picked up their papers and turned back what they didn't sell. I sold the Boston American on Main Street. I yelled my head off. At that time Main Street was like Broadway. You could touch almost every person who was walking because there were no cars and everybody had to walk.

---   
 I was also a baggage smasher. People used to get off the trolley cars with heavy suitcases. At first I carried the baggage, but later I got a wagon and for ten cents I took them to the railroad station, and from there they continued their journey. ...

I also worked for a fruit store delivering fruit to people on the hill. After school, when I reached 14, got a job for $15 a week, sweeping at American Thread, so I gave up the paper route and baggage smashing. You had to be 14 to get a working permit. … That was the time there was a shortage of manpower because the war was going on. I had no trouble getting a job. I just had to show them my birth certificate and they put me in the spinning department sweeping the cotton in Mill Number Four. I was there for about a year, or a little more. If I missed the paymaster, I went to the building which now houses the Museum. You'd show him a ticket and you would get your pay. I used to go to the library upstairs. The offices of the American Thread were on the two lower levels and the library was on the top floor.

…

When I was clearing in Mill Number Four, I remember that each woman had to work at least six or eight frames. When the bobbins were filled the doffers came in and took them away. I used to clean after a day's spinning. The cotton would fly so you couldn't see any part of the machinery and we would brush it out. There were six sweepers and we each had at least 30 frames to take care of.

That Number Four Mill was big. That's where my mother-in-law, Frances Curol, worked. She worked at American Thread for almost 60 years. She emigrated from Poland in about 1910. She took a lob at American Thread at about that time. She married in about 1912, The Poles that came here lonesome, so they married. There was a wedding every Saturday. She raised three children, Helen, Isabel and Rose. They were all educated, except my wife, Helen. She left school in the seventh grade because her mother needed help. She worked right through until about 1970, before she retired…

….

There were different nationalities here before the Polish people arrived. First it was the Irish, then the French, who had all the company houses on the front of Main Street. There were also some Italians, some Jewish people, and maybe two or three colored families, and same Syrians. The first house we lived in was rented from a Syrian, Haddad. All the Syrians were in the clothing business and sold blue serge suits and brought them in for alterations, such as shortening the sleeves or finishing off the hem or cuffs.

When the Poles first came they had to rent rooms in the back of company houses. The rents, one or two dollars a week, were taken out of the paycheck. The first Poles came here sometime around 1900. Somebody started it, they had some education and read the papers. Once somebody went and wrote back how pleased he was - work galore here, no problem - and as each one came others followed him.

After American Thread I got, a job in the SCS Box Company making paper cartons, and worked there for about a year. My third job was for Windham Silk on Church Street. I remember the silk lining people used to buy to line overcoats.

My father and a partner, Mr. Kinczyk, opened a tailor shop in 1911. At that time we had 11 tailor shops in Willimantic, and about 12 cobblers. Today we have one or two cobblers and filling stations instead. He bought property on Jackson Street and built his own shop, so he didn't have to pay rent. We were number 57 Jackson Street. The name of the firm was Kinczyk and Koslowski. That's where we were until the cranes came and took it all away.

One day my father gave me an ultimatum. He said, “You either go back to school or come to my shop and I'll teach you tailoring." I was ashamed to go back to school, so I went to the tailor shop. I worked there until redevelopment put us out of business and broke up our shop. Around 1927, my father's partner didn't think we needed any extra help, and one afternoon they got into an argument about it. Mr. Kinczyk, pointed to me and said, "He's your partner, now. I want out" So my father pointed to me and said, "Get your bank book and go to the bank and draw out $350." They took inventory right there and the whole shop was worth $700; two sewing machines, cutting tables and other tools and cloths. So I had to draw out $350 and hand it over to Mr. Kinczyk. He opened his own business on Union Street and he is doing better than we were. That's when I became not quite a full partner. My first wage at my father's shop was 50 cents a day. In Poland you had to pay the master tailor to teach you the trade for three years. The next two or three years you would be paid very little wages and then you finally got your diploma. I had to work another ten years before my father divided the profits. We had a tailoring department, and in 1937 I opened a cleaners - that kept me busy. My father died in 1962, and I was left with the shop, but I already knew the ropes pretty well.

…

One of my earliest memories is seeing cans of tomato soup in the stores. The stores were so different then. They cut your pork chops at the chopping block. Everybody had a little book, and the grocer wrote down how much you bought that day. When it came Friday, and you had your pay-check, you paid your bill. You could live on about six dollars a week for meat and groceries. If you paid up on time, they gave you a premium, like an alarm clock, to keep you as a customer. They also delivered. The grocer would ride around the streets and pick up the orders in the morning and deliver in the afternoon. Very few had telephones in those days.

...

SOURCE: Beardsley, Thomas. Willimantic Industry and Community: The Rise and Decline of a Connecticut Textile City. Willimantic, CT: Windham Textile and History Museum, 1993. 143, xvi-xviii.

**Appendix I**

|  |  |
| --- | --- |
| 1  2  3  4  5  6 | **Life in the Old Eastside**  *Armando T. Perretta grew up in Hartford. He wrote a novel based upon his experiences in the Italian-American neighborhood. While the following reading is fiction, it shows how immigrants lived.*  Though the older Fazzones seldom left the neighborhood, Nicky and Tony roamed all over the city. One of Tony's many duties was gathering wooden crates from the department store receiving platforms. He would smash them into kindling wood, and then take it up to his rear porch, where he stacked it neatly. After school and during summers he shined shoes on Main Street and in the streets around the town hall and the post office, which was located a block south of the police station. At times he scoured the alleys for loot which he could sell to the junk man, and in his free time he would go through the stores getting free rides on the elevators and staring, at the many toys.  Mrs. Fazzone had an insatiable interest in everything that went on outside her Eastside world. The only way she could learn of America was through Nicky and Tony. She questioned them and listened with wonder at the descriptions of men assisting women into trolleys, how letters were mailed and delivered, and once, when Tony's school class had been taken to visit the museum, she made Tony give her an exhaustive account of everything he had seen and learned. When Tony told her it was all free and she could herself go anytime to see with her own eyes, she clasped her hands in joy, though she was never to go because she did not think she could dress herself properly for the occasion.  Of course, there were many things that confused her. Nicky demanding custard pie, to which he'd been treated by one of his friends in an Asylum Street cafeteria. Did the Front Street bakeries carry it? The uptown bakeries? Ah, but it is expensive and we cannot afford it.  And then Nicky, in another trip to the lunchroom, had tasted catsup. He liked it so much that one of his friends stole the bottle for him. Tony and Nicky only used it on sandwiches and fried potatoes, for Don Peppino, being told that it was a tomato sauce, took one sniff of the bottle and banished it from the table.  "It is what the Americani use on their spaghetti," he stated scornfully.  SOURCE: Williams, Mark. “Newcomers to the Land of Steady Habits.” Connecticut History on the Web. <http://www.connhistory.org/newcomers_reading.htm> 9 August 2010.  *[Source: Armando T. Perretta.* Take a Number. *New York: William Morrow & Company, 1957, pages 9, 10, 12, 13, 14, 29-35, 262-266. Used with permission of the author's family.]* |

**Appendix J**  Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What qualities did immigrants possess that lead to their success in the U.S.?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Thrift | Hard Worker | Responsible |
| Text evidence of this quality (facts, quotes) |  |  |  |
| Source and page number |  |  |  |
| Text evidence of this quality (facts, quotes) |  |  |  |
| Source and page number |  |  |  |
| Text evidence of this quality (facts, quotes) |  |  |  |
| Source and page number |  |  |  |

### **Appendix K Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

### History Writers’ Guidelines

1. What is your one-sentence answer to the question: How did attitudes toward immigrants change in the period 1880-1920?
2. Identify the resources you are using.

|  |  |
| --- | --- |
| Written Source | Political Cartoon |
|  |  |
|  |  |
|  |  |
|  |  |

Be sure to incorporate a variety of sources.

1. Identify the point-of-view of the resources used.

|  |  |
| --- | --- |
| Positive about Immigrants | Negative about Immigrants |
|  |  |
|  |  |
|  |  |
|  |  |

Use words/phrases like “in the opinion of,” or “according to…”

1. Word choice. There is a lot of information in these sources—be sure to be accurate in how you describe immigration and the ways people view immigrants. Use words like some, many, most, instead of words like all or none.
2. Incorporate five of these words that you have learned in these lessons.

Emigration

Immigration

Assimilation

Nativism

“Push Factor”

“Pull Factor”

“Golden Door”

Acculturation

### **Appendix L Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Peer Editing Worksheet**

Name of Student whose paper you are editing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read through the paper to get the big idea. Write the big idea here. Even if the student didn’t say it directly, see if you can identify their big idea.   
     
     
     
   Recommendations: should the main idea be clearer? Make a helpful suggestion.
2. Identify the resources the student is using.

|  |  |
| --- | --- |
| Written Source | Political Cartoon |
|  |  |
|  |  |
|  |  |
|  |  |

Is the student using a variety of sources, or all of one kind? Recommend variety of sources and provide one example of how they could incorporate a source they don’t’ have.

1. Identify the point-of-view of the resources used.

|  |  |
| --- | --- |
| Positive about Immigrants | Negative about Immigrants |
|  |  |
|  |  |
|  |  |
|  |  |

1. Word choice. Is the writer accurate in how they describe immigration and the ways people view immigrants. They should be using words like some, many, most, instead of words like all or none.
2. Circle in the paper the five Vocabulary words the student has learned in these lessons. Suggest a way to incorporate more. Emigration, Immigration, Assimilation, Nativism, “Push Factor”, “Pull Factor”, “Golden Door”

### **Appendix M**

Rubric elements to be used for various elements of the lesson, including writing and speaking/listening.

| CATEGORY | **4**  (above grade level) | **3**  (grade level) | **2**  (developing) | **1** |
| --- | --- | --- | --- | --- |
| **Content** | Demonstrates mastery of all content with unprompted conceptual connections to current and historic events. | Demonstrates understanding of all content with prompted connections to current and historic events. | Shows knowledge of some content with some prompted connections to current or historic events. | Shows limited or only concrete understanding of the content. |
| **Thoroughness of work** | Insightfully addresses all aspects of the question. | Competently addresses all aspects of the question. Shows understanding and analysis. | Superficially and/or literally addresses all aspects of the question. | Partially/minimally addresses some aspect of the question. |
| **Introduction in writing** | Skillfully orients reader to topic and purpose in introductory sentence or paragraph. | Topic is stated in the introduction or topic sentence and maintained throughout. Context is adequate. | Orients reader to topic(s) in introductory sentence or paragraph. | Inadequately orients reader to topics in introductory sentence or paragraph. Or, introduction is missing. |
| **Development in writing** | Includes purposeful and logical progression of ideas from beginning to end. | Includes logical progression and connection of ideas from beginning to end. Links evidence logically developing to a conclusion. | Parts of the response are brief or drift from the topic. | Parts of the response are confusing or brief or there is a major drift from the topic. Parts are confusing and ambiguous. |
| **Use of Text Evidence** | Provides substantial and pertinent evidence to support claim(s) including well-chosen facts, definitions, concrete details, quotes, and other information and examples. | Provides sufficient and relevant evidence to support claims: well-chosen facts, definitions concrete details, quotes and other information and examples. | Provides limited and/or superficial evidence to support claim: facts, definitions, concrete details, quotes and other examples. | Provides minimal, inaccurate, or no evidence to support claims. |
| **Vocabulary** | Uses complex and specific words appropriately and precisely, as historians would. | Uses topic specific words appropriately and precisely. In addition uses appropriate words to accurately reflect events/information (most, many, some, although,…) | Uses general words that everyone knows | Uses simple words that much younger kids would know |
| **Conclusion of writing** | Provides a meaningful and reflective concluding sentence or paragraph which is compelling for the audience and follows clearly from the topic, information, and purpose, and demonstrates why the subject matters. | Provides a conclusion that follows from the topic and information presented, and suggests why the topic is important to the reader. | Provides a conclusion which is mostly a repetition of what has been said or only partially reflects the topic and information presented. | Provides an inadequate or illogical conclusion, or no conclusion. |
| **Transitions in writing** | Creates cohesion through skillful use of transition/linking words phrases and clauses within and between paragraphs. | Creates cohesion through transition/linking words, phrases and clauses within and between paragraphs. | Creates some cohesion though basic transition/linking words, phrases and/or clauses within or between paragraphs. | Uses limited and/or inappropriate transition/linking words phrases, or clauses. |
| **Grammar/punctuation in writing** | Contains minimal to no errors in grammar, punctuation, spelling and capitalization. Any error does not hinder comprehension. | Contains few, minor errors in grammar, punctuation, spelling and capitalization. Any error does not hinder comprehension. | Contains some errors in grammar, punctuation, spelling and capitalization. Some areas are hard to understand. | Contains numerous errors in grammar, punctuation, spelling and capitalization which cause confusion. Many areas are hard to understand. |
| **Sources** | Utilize a diversity of multiple (4+) sources. | Utilize a variety of several (2-3) sources. | Utilize of some sources, which may be of all the same kind (all political cartoons, or all narratives). | Utilizes few sources (1-2). |
| **Addressing Audience in discussion** | Speaks to class (peers) and teacher, respecting all opinions/ideas. Ideas lead to other questions from peers. | Speaks to class (peers) and teacher, respecting all opinions/ideas. Adds details to the conversation. | Speaks to teacher and to tell others what they think. Agrees or disagrees; repeats what others have said. | Speaks to teacher to show own knowledge. |
| **Listening to peers in discussion.** | Listens carefully when others talk and draws conclusions bringing together the thoughts of several peers. | Listens when others talk and builds off of the ideas of others. | Listens when others talk. | Does not listen when others talk. May interrupt when others speak. |

*Adapted from 7th/8th Grade EUSD Writing Rubrics for Argument, Narrative, and Informational Writing.* “K-12 Rubrics.” Common Core State Standards. Elk Grove Unified School District. Rubrics written and revised 12/10/12, 2/14/13, and 4/8/13. http://blogs.egusd.net/ccss/educators/ela/rubrics-k-12/ 5 August 2013; *“Educator Guide to the 2013 Grade 8 Common Core English Language Arts Test”* New York State Testing Program. New York State Education Department, 2012; and Measured Progress/ETS Collaborative *“Smarter Balanced Assessment Consortium: English Language Arts Rubrics”* Smarter Balanced Assessment consortium. 16 April 2012. Updated Summer 2014 with additions from Odell Education’s “Evidence-based arguments criteria checklist Grades 6-12 (Part 1).

1. \* Lazarus, Emma. *The New Colossus*. Poetry Foundation.org. <http://www.poetryfoundation.org/poem/175887> 3 May 2015 [↑](#footnote-ref-1)