

## Instructional Recipe

# What Was It Like to Be a U.S. Immigrant at the Turn of the 20<sup>th</sup> Century?

U.S. History, High School

### Step 1 – Ask

#### Background:

From 1892 until 1942, more than twelve million people came to the United States through Ellis Island from various European nations. Sometimes men made the long journey alone in the hope to succeed and return home to their families after a few years. Other times, families traveled together leaving everything behind –relatives, friends, and belongings. They came for various reasons and were all driven by the hope of a better life but encountered numerous obstacles. Life for that first generation of European immigrants was extremely difficult. Some were not able to accomplish their goals and had to make the difficult decision to go back home. Others found ways to overcome the obstacles and establish roots in the New World. After all, this was America, the land of opportunities.

#### Objectives:

In this instructional recipe, students will read and analyze several documents that describe life for European immigrants in America between the late 1800s and the early 1900s. They will compare and contrast the different experiences of immigrants from various countries of origin, and draw conclusions on what their life was like, including work, family, housing, roles, religion, traditions, and relationships among other groups of recent immigrants as well as non-immigrants.

#### Introduction:

Complete the Photographic Analysis Chart with the information from the historical photograph below. You may find additional photographs in the EBSCO Image Collection as well as at [www.loc.gov](http://www.loc.gov).



Source: EBSCO Image Collection

#### U.S. History TEKS

(2) **History.** (C) analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.  
 (5) **History.** (A) analyze causes and effects of significant issues such as immigration, the Red Scare, Prohibition, and the changing role of women.  
 (10) **Geography.** (B) analyze the effects of changing demographic patterns resulting from immigration to the United States.  
 (21) **Culture.** (B) explain efforts of the Americanization movement to assimilate immigrants into American culture; (C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity.  
 (24) **Social studies skills.**  
 (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context; (D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

**English Language Arts (English I, II, III, and IV) (20) Research/Research Plan.** (B) formulate a plan for engaging in research on a complex, multi-faceted topic. (21) **Research/Gathering Sources.** (A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; (B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and

## Step 1 – Continued

### Ask:

- Where did most immigrants in the late 1800s and early 1900s come from?
- How did they come to America?
- What reasons drove them away from their countries of origin?
- How did they start their new lives in America?
- In what main urban areas did they settle?
- How did they earn a living?
- Where did they live?
- What was family life like?
- How did this compare to the rest of the U.S. population?
- What was it like to be the child of a recent European immigrant?
- What were some of the obstacles that the first generation of European immigrants encountered when they arrived to America?
- What helped them overcome these hardships?

### Vocabulary:

- Immigration
- Emigration
- Xenophobia
- Tenement homes
- Famine

## Step 2 – Investigate

### EBSCO Resources:

- Ellis Island and the American immigration experience. USA Today Magazine, Sep92, Vol. 121 Issue 2568, 10p, 15bw; Reading Level (Lexile): 1390; (AN 9301310983) <<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=9301310983&site=src-live>>
- The Passage Through Ellis Island: Immigrants' Own Stories. By: Gourley, Catherine. *Writing*, Apr/May2000, Vol. 22 Issue 6, p10, 3p, 3 color, 1 bw; Reading Level (Lexile): 800; (AN 3065152) <<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=3065152&site=src-live>>
- Paid by the Piece. By: DeAngelis, Gina. *Cobblestone*, Feb2004, Vol. 25 Issue 2, p14-17, 4p, 4bw; Reading Level (Lexile): 1090; (AN 12186080) <<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=12186080&site=src-live>>
- Huddled Masses, U.S. News & World Report; 11/14/94, Vol. 117 Issue 19, p30, 1/3p, 1c (AN 9411097641) <<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=9411097641&site=src-live>>
- Humble beginnings. By: Whitman, William B.. *Historic Traveler*, Mar99, Vol. 5 Issue 3, p60, 3p, 1c; Reading Level (Lexile): 1340; (AN 1575312) <<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=1575312&site=src-live>>
- When life was hard. *New York Amsterdam News*, 11/30/2000, Vol. 91 Issue 48, p22, 1/2p; Reading Level (Lexile): 990; (AN 3856983) <http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=3856983&site=src-live>
- The leaf that launched a thousand ships. By: Daly, Douglas C.. *Natural History*, Jan96, Vol. 105 Issue 1, p24, 9p, 8c, 1bw; Reading Level (Lexile): 1330; (AN 9601050783) <<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=9601050783&site=src-live>>
- The HOUSE THAT JANE BUILT. By: Hoffelt, Shawn. *Cobblestone*, Mar1999, Vol. 20 Issue 3, p8, 4p, 2bw; Reading Level (Lexile): 860; (AN 1619951) <http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=1619951&site=src-live>

(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number). (22) **Research/Synthesizing Information.** (B) evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and (C) critique the research process at each step to implement changes as the need occurs and is identified. (23) **Research/ Organizing and Presenting Ideas.** (A) marshals evidence in support of a clear thesis statement and related claims; (B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view; (C) uses graphics and illustrations to help explain concepts where appropriate; (D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and (E) uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style*) to document sources and format written materials.

(25) **Listening and Speaking/ Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

### Technology Applications TEKS

(4) **Information acquisition** (B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies (6) **Information acquisition** (B) resolve information conflicts and validate information through accessing, researching, and comparing data (7) **Solving problems** (A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings. (G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge (11) **Communication** (A) publish in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video

## Step 2 – Continued

### Additional Websites:

- The History Place, Child Labor in America  
<http://www.historyplace.com/unitedstates/childlabor/index.html>
- The Library of Congress, American Memory, Photographs from The Chicago Daily News 1902-1933, <http://memory.loc.gov/ammem/ndlpcoop/ichihtml/cdnhome.html>  
Search words/phrases for American Memory: “Addams, Jane,” “Hull House,” “Immigrant”
- The History Channel Exhibits, <http://www.historychannel.com/exhibits>. Search for “Ellis Island”

### Books:

- Sandler, Martin W.: Island of Hope: The Story of Ellis Island and the Journey to America (easy reading level)
- Hopkinson, Deborah: Shutting Out the Sky: Life in the Tenements of New York, 1880-1924
- Riis, Jacob: How the Other Half Lives: Studies Among the Tenements of New York (advanced reading level)

In order to avoid plagiarism, students should rewrite the important information in their own words for the final project. All sources must have proper citation.



## Step 3 – Create

After gathering information from a several resources, students will create an idea web to map out the following main ideas and details (include as many categories as appropriate):

- ★ Countries of origin and reasons why immigrants came to America at the turn of the 20<sup>th</sup> Century
- ★ Main cities or regions where they settled in the U.S.
- ★ Jobs and occupations
- ★ Family life
- ★ Hardships and obstacles

🔗 **Technology Link** – Use Inspiration software, or an online graphic organizer tool, such as <http://bubbl.us> or <http://mywebspiration.com>, to create the idea web. Add images as appropriate. Switch to the writing mode to expand on the ideas and details.

### Step 4 – Discuss

Students will describe the life of a European immigrant family living in an urban area in the late 1800s or early 1900s. They will compare and contrast the lifestyle of this family and a non-immigrant family. The final presentation needs to be based on facts and needs to portray as best as possible the circumstances of the time period. Proper credit to all sources must be given. The final product should include facts researched from the sources as well as the students' own thoughts and interpretation. Finally, images, sound, and/or video files should be added.

🔗 **Technology Link** - Students may prepare a multimedia or video documentary using iMovie HD, Windows Movie Maker or other video editing software. Historical images and early films may be found in the EBSCO Image Collection, EBSCO History Reference Center (add-on option to K-12 TexShare), the Library of Congress and other sources. Music for audio background may be found at [www.freeplaymusic.com](http://www.freeplaymusic.com) and from royalty-free music CDs.



### Step 5 – Reflect

The final student project should be graded according to how well all steps of the Big 6 were followed, quality of the content, and answer to the inquiry question. The accuracy of information is critical. Vocabulary words should be carefully chosen, and grammar rules followed. All sources must have proper citation. The final project must also be aesthetically pleasing. Visual and sound effects should be used to enhance the presentation, but should not be overdone and distracting. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project. Allow students to present their projects to the rest of the class.

🔗 **Technology Link:** You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

#### Extensions

- 1) Explain how the life of European immigrants at the turn of the 20<sup>th</sup> Century compares to the life of today's immigrants.
- 2) Identify famous immigrants and their contributions to American society.

*Photographic Analysis Chart*  
*Source: Library of Congress (modified)*

<b>Objective Observation</b>	<b>Subjective Observation</b>	<b>Knowledge</b>	<b>Deduction</b>
Describe what you see in the photograph	Describe your personal feelings and judgments about the image.	What do you already know about this image?	What you can conclude?
<p><b>Questions:</b> What else would you like to know about this photograph? How will you find out?</p>			

## Multimedia Project Rubric

CRITERIA	Excellent (4 pts)	Satisfactory (3 pts)	Needs Improvement (2pts)	Poor (1 pt)
<b>Design</b>	Creative and very attractive. Fonts and text size are appropriate. Backgrounds and colors enhance the readability of text. Length of text is appropriate in each slide. Images, sounds, animation, and videos are carefully selected and enhance the understanding of the topic.	Text is easy to read most of the time. Occasionally it does not stand out with the background. Images assist in the understanding of the sequence of ideas.	Text size is not appropriate for the audience or is too small to read. Some slides include too lengthy paragraphs. Backgrounds do not enhance readability. Most images are clipart. Some images, sounds, animation, and video do not seem relevant to the topic.	Too many fonts. Too much text in each slide. Text size is too large or too small. Background is busy and makes text difficult to read. Images, sounds, animation, and video are missing or distracting, or irrelevant to the topic.
<b>Content Coverage</b>	Content was carefully researched. Logical progression of ideas and supporting details. All citations are present and accurate.	Research of relevant information is evident. Ideas flow logically and details are provided. Most sources are cited properly.	Includes few researched facts. Some information does not seem to have a connection with the main topic. Some information is misinterpreted. Some citations are present.	Few sources were researched. Ideas are not sequenced in a logical fashion, and reading is hard to follow. Information is incomplete or inaccurate. Sources are not cited, or cited improperly.
<b>Purpose</b>	Reasons for developing this activity, goals and objectives to accomplish are clearly stated and explained.	Purpose is stated. Most goals and objectives are explained and accomplished.	Purpose is unclear. Goals and objectives are incomplete.	Purpose, goals and objectives are missing or do not match with content.
<b>Audience</b>	Presentation grabs the audience's attention from the beginning and maintains it throughout the entire document.	Presentation is interesting and relevant to the audience.	Presentation is Somewhat appealing to the audience.	The audience seems to show little interest in the presentation.

<b>Relevance to the Assignment</b>	Clear connection to the topic to research. Frequent and clear references are made to facts, concepts, and cited resources. Other students will benefit from this.	There is evidence that the project answers the research question. The original question is answered in part, and some information is missing or irrelevant.	Interesting information may be present, but little effort was made in answering the research topic.	Little effort was made in answering the research topic. Information is missing or irrelevant.
<b>Mechanics of Language</b>	No errors in grammar, capitalization, punctuation, and spelling.	Little editing required for grammar, punctuation, and spelling.	Spelling, punctuation, and grammar errors are present.	Errors in spelling, capitalization, punctuation, usage and grammar are repeatedly found.
<b>Technical Tools</b>	All links are active. Images have excellent resolution. Video launches automatically and with no problem.	A few technical difficulties but the distraction is minimal.	Some technical glitches are present and could have been prevented.	Too many technical problems make the project lengthy and frustrating.