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## Exploring Primary Sources— Immigration

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Resource** (5 pages)
- Card Lesson Plan** (4 pages)
- Card** (2 pages)
- Document Lesson Plan** (6 pages)
- Document** (1 page)

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**EXPLORING  
PRIMARY  
SOURCES**

# Immigration

**Teacher's Guide**



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# How to Use This Resource

## Lesson Plans

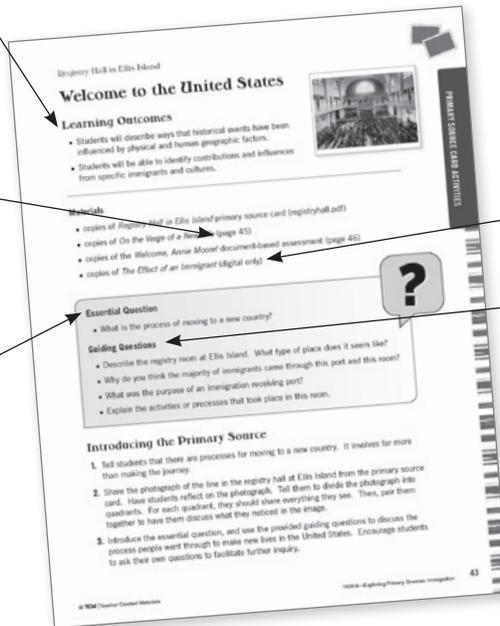
The learning outcomes are the focus throughout each lesson.

Page references and digital filenames make lesson preparation easy.

Essential questions provide inquiry anchors for students as they investigate enduring understandings.

Digital-only reproducibles are clearly labeled.

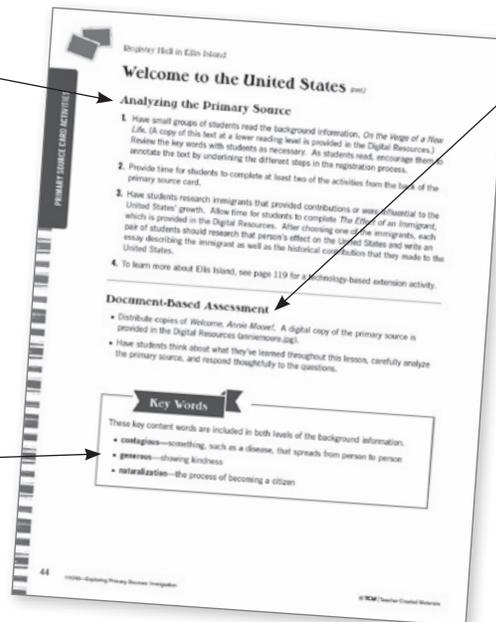
The guiding questions help support development of inquiry by focusing on the primary source being studied.



Students collaborate to interact with the primary source through inquiry, textual analysis, and engaging activities.

These assessments provide opportunities for students to independently practice primary source analysis.

Key content vocabulary from the historical background information is bolded in student texts and defined here for reference.



# How to Use This Resource *(cont.)*

## Background Information

The historical background information provides students with key information about both the time period and the primary source. It is provided at two different reading levels to support differentiation. When preparing for a lesson, decide which level best meets the needs of your students. Use one level for all students, or differentiate the reading levels by student need.

- Encourage students to write strong questions they have as they read these texts. The *Creating Strong Questions* lesson on pages 28–30 will prepare students for this important aspect of the inquiry arc.
- Suggestions for annotations students could make while reading are provided in each lesson plan.

Within the Teacher's Guide, the texts are leveled at a seventh- to eighth-grade reading level and are denoted by a triangle in the top right of each page.

Texts leveled at a fifth- to sixth-grade reading level are denoted by a square and are only provided in the Digital Resources.

Glossary terms are bolded to highlight their importance to the content. All glossary words are included in both levels of the information.

A Student Glossary is provided on the digital resources. This document includes the vocabulary words and definitions from all 16 lessons.

# How to Use This Resource *(cont.)*

## Student Activity Pages

**Mulberry Street in New York City**

**About the Photograph**

Immigrants coming to the United States faced difficulties. They had to adjust to life in a new and strange country. Many people entering the United States spoke different languages. They practiced different customs. Immigrants sought out people with similar backgrounds. So, many ethnic neighborhoods were established by people that shared similarities. New York City has many examples of these types of ethnic neighborhoods. This photograph is of a typical day on Mulberry Street in New York City, circa 1900. It shows stores, street vendors, and people out and about. This photograph is unique because it is colorized. At the time, most photography was in black and white.

**Analyzing History**

- Why did people come to this country?
- Compare and contrast the way immigration is handled today to how it was handled during the early 1900s.
- What do you see as the most positive impact immigration has made on the United States?
- Create a time line that explains immigration to New York from the 1500s to present day.

**Historical Writing**

**Fiction**  
You are an Italian immigrant living in New York City in 1900. Compare your old life with your new one.

**Nonfiction**  
Design and compile a cookbook of favorite ethnic dishes. Be sure to write the country of origin for each dish.

**Writing Challenge**

Research the various immigrant groups who came to the United States for freedom. Design a postage stamp honoring immigrants and their contributions to the United States.

Background information provides a concise description of the primary source image students will study.

Activities for students increase in complexity, providing scaffolded opportunities for student engagement.

Fiction and nonfiction writing prompts promote deeper connections to the primary source.

An inquiry-driven writing task challenges students to take their learning to the next level.

Key information about the primary source reproduction prepares students for the activity.

Engaging activities encourage students to use higher-order thinking skills as they analyze the primary source.

Extension challenges are provided to engage students in more complex tasks.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Required Documentation**

**About the Card**

This card was used by Josef Zimola after he immigrated to the United States from Bremen, Germany. He came to the United States on the SS Kaiser Wilhelm der Grosse. He arrived at Ellis Island on April 18, 1904.

**Directions:** Pretending to be an immigrant, your job is to design or reproduce documents required for your entrance into the United States. Create your portfolio to enter the United States from another country.

**Required Paperwork**

Certificate of Arrival  Declaration of Intention  Passport

**INSPECTION CARD**  
(Immigrants and Storage Passengers)

Port of departure: \_\_\_\_\_ Date of departure: \_\_\_\_\_

Name of ship: \_\_\_\_\_

Name of immigrant: \_\_\_\_\_

Last residence: \_\_\_\_\_ State: \_\_\_\_\_

Passed at quarantine, port of: \_\_\_\_\_ U.S. Date: \_\_\_\_\_

Passed by Immigration Bureau, port of: \_\_\_\_\_ Date: \_\_\_\_\_

Ship's list or manifest \_\_\_\_\_ Number on ship's list or manifest \_\_\_\_\_

**Challenge**

Research how many of the diseases of the late nineteenth and early twentieth century have been eliminated or reduced greatly. How has this changed the inspection process?

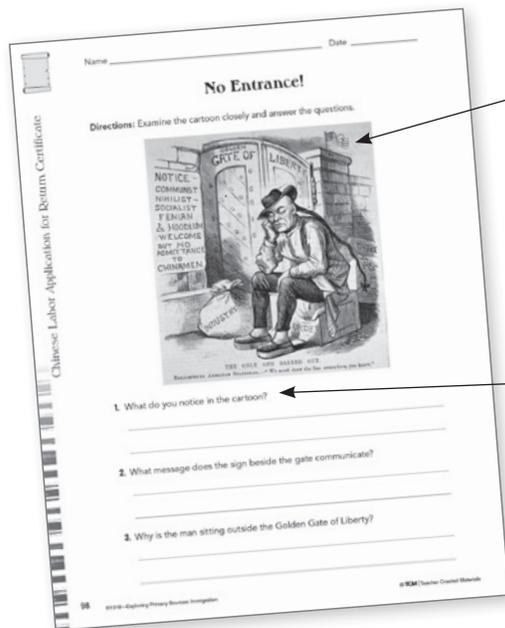
© TCM Teacher Created Materials 79

- **Hint:** Find and use the photograph button on your copier when copying student reproducibles, including document-based assessments. This will produce clearer images that will be easier to analyze.

# How to Use This Resource *(cont.)*

## Document-Based Assessments

A document-based assessment (DBA) connected to the content of each lesson gives students an opportunity to practice primary source analysis. These DBAs practice key skills needed for many social studies assessments in middle school and high school.



Each DBA includes a visual or textual primary source.

Students use general knowledge of the time period, what they learned in the lesson, and details in the primary source to respond to the constructed-response questions.

## Digital Resources

Projecting primary sources while students are analyzing them allows for whole-class discussions.

At times, projecting full-color versions of a primary source may be more beneficial than copying them on black-and-white copiers.



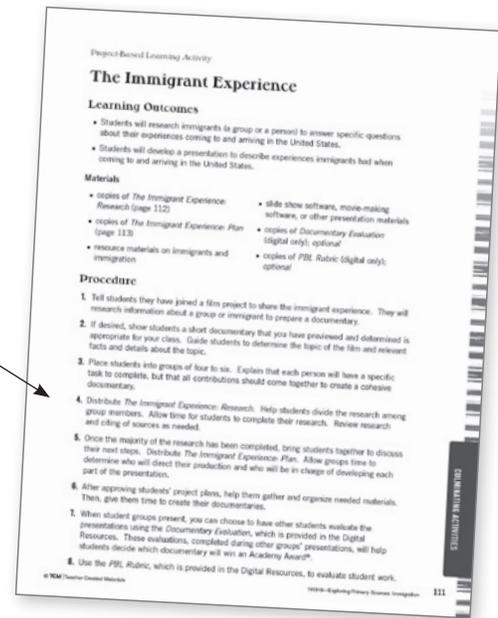
# How to Use This Resource *(cont.)*

## Culminating Activities

### Project-Based Learning Activity

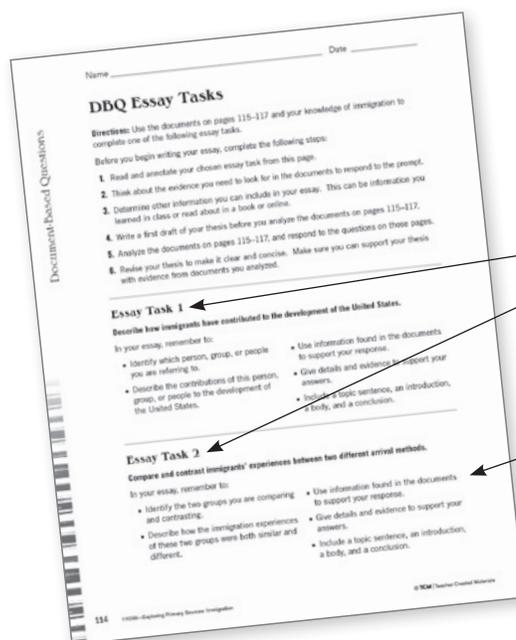
Engaging project-based learning (PBL) activities provide opportunities for students to work collaboratively and share what they've learned about the content.

Student presentations of PBL work are excellent for inviting guests to visit and see what students are doing.



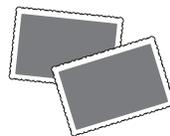
### Document-Based Questions

Document-based questions (DBQs) require students to analyze multiple DBAs and then respond to essay tasks in cohesive, well-supported essays.



Two essay tasks allow students to choose which DBQ they'd like to answer.

Each has a specific question and indicators to guide student responses.



# And to Think That I Saw It

## Learning Outcomes

- Students will be able to describe how people create places that reflect cultural values and ideals.
- Students will be able to understand and apply basic and advanced concepts of statistics, data collection and analysis, and graphing.



## Materials

- copies of *Mulberry Street in New York City* primary source card (mulberrystreet.pdf)
- copies of *So Much to See* (page 37)
- copies of the *Mott Street* document-based assessment (page 38)

### Essential Question

- What motivates people to move to new places?

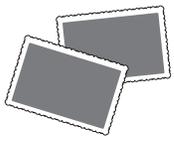
### Guiding Questions

- Who are the people in this photograph, and what are they doing?
- What evidence in the picture helps you understand how they are feeling?
- Where did different people settle once they were allowed entry into the United States?
- What are some ways immigrants coped with the changes once they arrived in the United States?



## Introducing the Primary Source

1. Tell students that people immigrating to the United States often settled in New York City. Explain that this made for a bustling community and a mixture of cultures.
2. Share the photograph from the primary source card. Have students study, describe, analyze, and reflect upon the photograph.
3. Introduce the essential question, and use the first two guiding questions to discuss the photograph of Mulberry Street. Encourage students to ask their own questions to facilitate further inquiry.



## And to Think That I Saw It *(cont.)*

### Analyzing the Primary Source

1. Have small groups of students read the background information, *So Much to See*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by underlining the different ethnic neighborhoods and circling the ways people dealt with their new surroundings.
2. After students have read the background information, review the essential question and discuss the remaining guiding questions.
3. Provide time for students to complete at least two of the activities from the back of the primary source card.
4. Place students into small groups and assign them one of these micro-neighborhoods to research: Chinatown, Manhattan; Koreatown, Manhattan; Little Australia, Manhattan; Little Guyana, Richmond Hill; Little India, Jackson Heights; Little Odessa, Brighton Beach; Little Poland, Brooklyn; Little Puerto Rico, The Bronx; Little Senegal, Harlem. Have students create large Venn diagrams comparing their assigned neighborhoods to present-day Little Italy on Mulberry Street. (Other neighborhoods in New York City to consider include Little Columbia, Little Dominican Republic, Little Greece, Little Ireland, Little Manila, Little Pakistan, Little Sri Lanka, and Little Tibet.)

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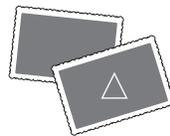
### Document-Based Assessment

- Distribute copies of *Mott Street*. A digital copy of the primary source is provided in the Digital Resources ([mottstreet.jpg](#)).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

#### Key Words

These key content words are included in both levels of the background information.

- **assimilated**—to have adopted the ways of another culture, society, or country
- **famine**—a large shortage of food
- **immigrants**—people who move to another country
- **persecution**—the act of people being treated unfairly, especially because of their race, religion, or political beliefs



## So Much to See

Immigration is the act of coming to a foreign country to live. **Immigrants** are people in search of a new country. People came to the United States from Germany, Russia, Italy, China, Scotland, Ireland, and others. These immigrants may have left their countries seeking freedom from political or religious **persecution**. They may have left because of **famine**, disease, or just to seek a better life. The United States seemed like a logical choice. They were pulled here in search of good farmland. They came for jobs and to enjoy a new life.

People had to adjust to life in a new and strange country. Many spoke a different language. They practiced different customs. The immigrants sought out people with similar backgrounds. So, many ethnic communities began to appear. New neighborhoods sprang up that were established by people who shared similarities. New York City has many examples of these types of ethnic neighborhoods. The Italians established a neighborhood that became known as "Little Italy." Jewish people from eastern Europe settled in an area called the Lower East Side. An area in Manhattan became home to Chinese people.

Imagine standing on Mulberry Street in New York in 1900. As an Italian, you would stand on the narrow cobblestone street. You would take in the smells of the Italian cuisine. The markets that line the street would remind you of your homeland. You would know that life in the United States offered more promise than the one you left behind. Years

ago, in that first wave of immigration, the Italian people generally kept to themselves. They would have spoken their native tongue and provided services for one another.

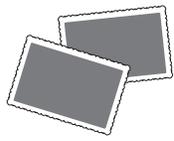
Today, this street is referred to as "Little Italy." In 1900, Italians were gathering here to work together. This neighborhood reflected the Italian heritage, food, and customs.

It would have been more comfortable having people nearby who spoke your language and who shared your beliefs.

Today a person visiting this area will be met with Italian food, shops, heritage, and people. The descendants from those first immigrants are much more **assimilated** than were their ancestors. These people now communicate well in English. They welcome visitors to their restaurants and shops.

Leaving one's home was difficult for most people. They had to leave behind many personal belongings. They might have had to leave behind family members. Then, they would have to overcome language and culture obstacles. In spite of all the barriers, most people managed to build a great life for themselves and their families. They helped make the United States the powerful nation it is today.





Name \_\_\_\_\_ Date \_\_\_\_\_

# Mott Street

**Directions:** Use the image to answer the questions.



*view of Mott Street in Chinatown, New York, 1908*

1. What do you notice about the architecture?  
\_\_\_\_\_  
\_\_\_\_\_
2. What cultures and ideas did Asian immigrants bring to the United States?  
\_\_\_\_\_  
\_\_\_\_\_
3. How did immigration from so many different cultures affect the United States?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



BY DETROIT PHOTOGRAPHER

5364 WILBERRY STREET

# Mulberry Street in New York City

## About the Photograph

Immigrants coming to the United States faced difficulties. They had to adjust to life in a new and strange country. Many people entering the United States spoke different languages. They practiced different customs. Immigrants sought out people with similar backgrounds. So, many ethnic neighborhoods were established by people that shared similarities. New York City has many examples of these types of ethnic neighborhoods. This photograph is of a typical day on Mulberry Street in New York City, circa 1900. It shows stores, street vendors, and people out and about. This photograph is special because it is colorized. It was originally taken as a black and white photograph. Detroit Photographic Company artificially colorized the picture and sold it as a postcard.

### Analyzing History



- Why did people come to this country?
- Compare and contrast the way immigration is handled today to how it was handled during the early 1900s.
- What do you see as the most positive impact immigration has made on the United States?
- Create a time line that explains immigration to New York from the 1500s to present day.

### Historical Writing



#### Fiction

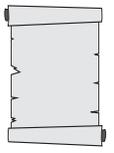
You are an Italian immigrant living in New York City in 1900. Compare your old life with your new one.

#### Nonfiction

Design and compile a cookbook of favorite ethnic dishes. Be sure to write the country of origin for each dish.

## Writing Challenge

Research the various immigrant groups who came to the United States for freedom. Design a postage stamp honoring immigrants and their contributions to the United States.



# Laugh It Off!

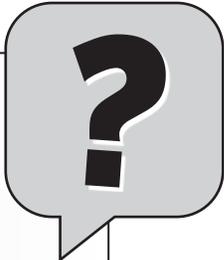
## Learning Outcomes

- Students will be able to recognize how messages are conveyed through art.
- Students will write editorials based on the cartoon's theme and create an original political cartoon.



## Materials

- *Looking Backward* reproduction (backward.pdf)
- copies of *Cartoon Frenzy* (page 71)
- copies of *Keppler's Commentary* (page 72)
- copies of *A Picture Is Worth a Thousand Words* (page 73)
- copies of the *It's Your Fault!* document-based assessment (page 74)



### Essential Question

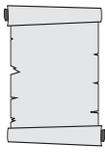
- How can political cartoons reflect the attitudes of the time?

### Guiding Questions

- What are the men doing on the dock? Why are they doing this?
- What do the shadows represent?
- How does the cartoonist use caricature to emphasize meaning?
- What is the cartoonist's opinion about attitudes toward immigration at the time?

## Introducing the Primary Source

1. Ask students about any issues at school they would like to see resolved. List the issues on the board, and have students copy the issues most important to them on paper.
2. Share the *Looking Backward* reproduction, and ask students to study it carefully. You can either project the digital image or show the printed reproduction. Distribute copies of *Keppler's Commentary* so students can look closely at the image and write any questions or observations they have.
3. Introduce the essential question, and use the provided guiding questions to discuss the image. Encourage students to ask their own questions to facilitate further inquiry.



## Laugh It Off! *(cont.)*

### Analyzing the Primary Source

1. Have pairs of students read the background information, *Cartoon Frenzy*. (A copy of this text at a lower reading level is provided in the Digital Resources.) Review the key words with students as necessary. As students read, encourage them to annotate the text by highlighting the ways political cartoonists express their opinions.
2. Once students have read the background information, guide them in a discussion of the political cartoon's symbolism, caricatures, setting, and underlying theme. Then, encourage students to compare this political cartoon with popular comic strip cartoons found in Sunday newspapers. What characteristics are common between the two types of humor? What aspects are seen in one type of cartoon but not the other?
3. Distribute copies of *A Picture Is Worth a Thousand Words*. Have students refer to their lists of issues at school. Have students create their own political cartoons based on one of the issues on their lists.
4. Display student cartoons, and/or submit them to the school newspaper.
5. To learn more about political cartoons, see page 120 for a technology-based extension activity.

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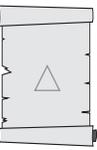
### Document-Based Assessment

- Distribute copies of *It's Your Fault!* A digital copy of the primary source is provided in the Digital Resources (fault.jpg).
- Have students think about what they've learned throughout this lesson, carefully analyze the primary source, and respond thoughtfully to the questions.

#### Key Words

These key content words are included in both levels of the background information.

- **dictators**—people who rule with absolute power and usually in a cruel way
- **hypocrisy**—behavior that does not agree with what someone believes
- **satire**—humor used to show weaknesses of or make fun of someone or something
- **symbolism**—use of symbols as a way to represent ideas



## Cartoon Frenzy

Immigration has always stirred up debate in the United States. Some people view it as a way to add to American culture. They see the customs, ideas, innovations, and goals brought by immigrants as ways to build a stronger nation. Other people focus on the challenges immigration might bring. They look to the government to put rules and laws into place that will restrict activities of people who want to emigrate.

Political cartoons have been a way for people to express their views on political issues for many years. One of those issues is immigration. The cartoons appear in local and national press. Trends in opinions about immigration tend to change as times change. Political cartoons are visual records of those trends.

These types of cartoons have a long history in American politics. They can be effective ways to express certain opinions. Although they may bring a smile or laugh to some, their subject matter is usually very serious. Political cartoonists express their opinions on subjects by using the tools of their trade. They use **symbolism**, caricatures, labels, captions, slogans, and wit. The cartoonist will use their talents to make the reader aware of their stance on issues. For many years, immigration and its challenges has been a popular topic for political cartoonists in the United States.

To find the meaning of a cartoon, the reader must first think of the setting in which the cartoon was drawn. The “Looking Backward” cartoon is dated

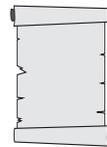
1893. It is set in the United States. The world was on the verge of a new century. Technology, communication, and transportation were improving. More people from different countries were coming to the United States. They were trying to get away from hardships or **dictators**. They were dreaming of better lives for their families. Different political ideas were being developed in the United States and around the globe. There were debates about laws and regulations on how to handle the masses of “new Americans.”

Once the meaning of the cartoon is clear, the reader can usually easily tell the opinion of the artist. For instance, this particular artist believes that there are people who are opposed to immigration. Yet these men seem to have forgotten that they came to the United States as well. The artist uses shadows to point out the **hypocrisy** of their actions.

Political cartoons such as this one would have and still appear in opinion and editorial pages of newspapers and magazines. Articles, stories, **satire**, and letters are written to persuade people to think a certain way about political topics. These kinds of cartoons are excellent ways to promote discussion of issues from various points of view.







# A Picture Is Worth a Thousand Words

## About the Cartoon

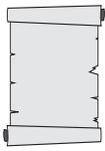
This cartoon originally appeared in *Puck* magazine on January 11, 1893. The magazine's founder, Joseph Keppler, drew it. It shows five wealthy Americans trying to keep an immigrant from coming into the country. The five men seem to be ignoring the fact that they came from immigrant backgrounds. This is revealed by their shadows. Political cartoons have dealt with views on immigration for years in the country's local and national press. Trends of opinion about immigration sway with the changing times. Political cartoons are visual records of those trends.

**Directions:** Locate a website featuring an archive of political cartoons, or look in local newspapers and news magazines for examples of political cartoons dealing with contemporary issues. Then, create a political cartoon based on a current issue at school.



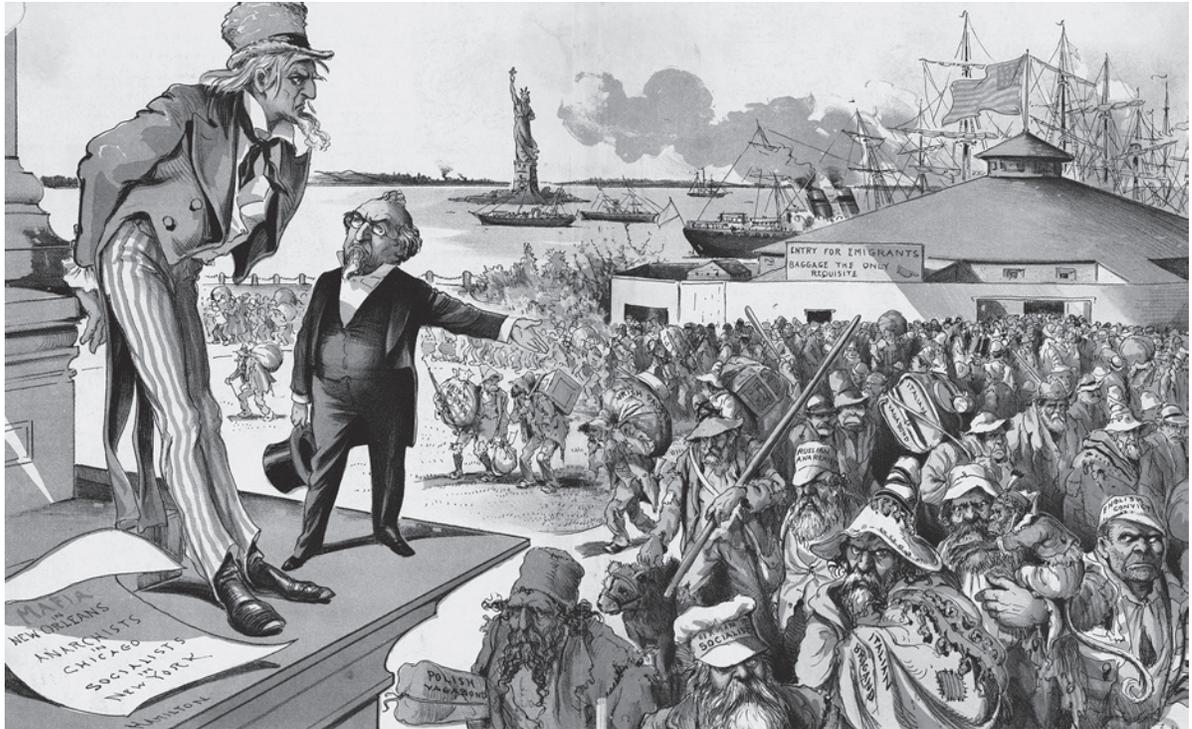
### Challenge

Define the term *political satire*. After defining the term and including examples of the writing genre, use either the internet or printed media to find a current issue. Then, try your hand at writing a satirical article about the issue.



# It's Your Fault!

**Directions:** Examine the drawing closely, and answer the questions.



*"Where the Blame Lies" April 4, 1891*

1. Why do the men looking down at the immigrants seem angry?

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2. What is the message the cartoonist is trying to convey?

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3. How is the cartoon using stereotypes to deliver its message?

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J. Keppler

LOOKING BACKWARD.

Jan 11 1893

THEY WOULD CLOSE TO THE NEW-COMER THE BRIDGE THAT CARRIED THEM AND THEIR FATHERS OVER.

J.O. Benson Lith. Co. Publishers

38,235 / 44  
R 6508