

Class: United States History II

Unit: Industrialization, Immigration, and Progressive Movement

Grade level: 11th grade

Standards:

USH.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.

Topic: Immigration: The dream vs. the reality

Days 1 and 2 of Unit

Statement of Purpose: Students will be introduced to the disparity between the dreams of immigrating to America versus the reality of life once immigrants tried to make a life in America. Through cross curriculum activities students will use poetry and literature to gain insight into what immigrants may have been feeling. This will serve as a starting point for students to learn about the immigrant's life in America, in particular their working conditions.

Learning Objectives:

- * Students will work cooperatively in groups
- * Students will be able to analyze poetry and literature to come to conclusions about immigration
- * Through readings and photography students will be able to understand the difference between the dream of immigration and what the reality became for most immigrants.
- * Student will be able to process information through lecture and take appropriate notes.

Schedule: Materials and Time

- **Length of Time:** 2: 45 minute class period
- **Materials:**
 - Jacob Riis photography-multiple copies
 - Emma Lazarus, *The New Colossus*-multiple copies
 - Upton Sinclair, *The Jungle*-multiple copies
 - Question handout, from NARA-multiple copies
 - PowerPoint presentation

Instruction:

- Start the class with a Question of the Day: "What drives people to leave their homes and immigrate to the United States? What does the Statue of Liberty stand for?" Give students 5 minutes to write down their answers. Once they are done, discuss their answers as a group. Allow 10 minutes for discussion.
- After the discussion, asks students, "Do you think immigrants were disappointed once they got to America?" Explain to students that they are going to look at a couple of readings and photographs to be able to answer the question.

- During the remaining 30 minutes break class into groups of three. Each person in the group will have a different task. Hand out to the individuals in the group a copy of Jacob Riis photography, Emma Lazarus, *The New Colossus*, and an excerpt from Upton Sinclair's, *The Jungle*. (Each student in the group will get a different handout) Then handout to students a worksheet of questions for each to complete. When they are done their individual work, they must then discuss what they have found as a group. They will each get a different insight into immigration from the source that they have available to them. Their task as a group is to be able to explain the difference between the dreams of coming to America vs. the reality of immigrating to America.
- On day 2 have each group report to the class what they had learned in regards to the dream of immigration vs. the reality. Ask students to reference the primary sources that they used when addressing the class.
- Finish class with a PowerPoint lecture. The lecture will introduce students to the progressive movement.

Assessment:

- Students will hand in the worksheets that they completed on their own
- Groups will need to write a brief statement explaining the difference between the dreams of coming to America vs. the reality of immigrating to America.

References:

- Emma Lazarus, *The New Colossus*
- Upton Sinclair, *The Jungle*
- Jacob Riis photography
- National Archives and Records Administration, analysis worksheets



The New Colossus

Emma Lazarus

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
Glow 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!"

From Page by Page Books:

http://www.pagebypagebooks.com/Upton_Sinclair/The_Jungle/

Excerpt from Chapter 2-The Jungle, by Upton Sinclair

It was Jonas who suggested that they all go to America, where a friend of his had gotten rich. He would work, for his part, and the women would work, and some of the children, doubtless--they would live somehow. Jurgis, too, had heard of America. That was a country where, they said, a man might earn three rubles a day; and Jurgis figured what three rubles a day would mean, with prices as they were where he lived, and decided forthwith that he would go to America and marry, and be a rich man in the bargain. In that country, rich or poor, a man was free, it was said; he did not have to go into the army, he did not have to pay out his money to rascally officials-- he might do as he pleased, and count himself as good as any other man. So America was a place of which lovers and young people dreamed. If one could only manage to get the price of a passage, he could count his troubles at an end.

So in the summer time they had all set out for America. At the last moment there joined them Marija Berczynskas, who was a cousin of Ona's. Marija was an orphan, and had worked since childhood for a rich farmer of Vilna, who beat her regularly. It was only at the age of twenty that it had occurred to Marija to try her strength, when she had risen up and nearly murdered the man, and then come away.

(They have now immigrating to America.)

Yet, when they saw the home of the Widow Jukniene they could not but recoil, even so. In all their journey they had seen nothing so bad as this. Poni Aniele had a four-room flat in one of that wilderness of two-story frame tenements that lie "back of the yards." There were four such flats in each building, and each of the four was a "boardinghouse" for the occupancy of foreigners--Lithuanians, Poles, Slovaks, or Bohemians. Some of these places were kept by private persons, some were cooperative. There would be an average of half a dozen boarders to each room--sometimes there were thirteen or fourteen to one room, fifty or sixty to a flat. Each one of the occupants furnished his own accommodations--that is, a mattress and some bedding. The mattresses would be spread upon the floor in rows--and there would be nothing else in the place except a stove. It was by no means unusual for two men to own the same mattress in common, one working by day and using it by night, and the other working at night and using it in the daytime. Very frequently a lodging house keeper would rent the same beds to double shifts of men.

