Urbanization and Immigration Primary Source Analysis Activity

Instructions:

1. Consider the “guiding question” for the set of documents (documents 1-3).
2. Once in your groups, assign each member ONE document from your document set to read.
3. INDIVIDUAL WORK (8 minutes):
   1. Each group member should read their document and answer the four questions below using the chart that correlates to their document on page 2. **Answer the question set for YOUR ASSIGNED document! If you need help, ask me!**
      1. Who is writing? (author)
      2. Who is the author writing to? (audience)
      3. What is the author’s OVERALL theme? What do they want readers to know?
      4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE (“Example #1,” etc.)
   2. If you finish sooner than your group members, spend your extra time going over your document and your answers so you can better explain it to your group members.
4. GROUP WORK (20 minutes):
   1. Once everyone is finished, each member should “teach” their document to the rest of the group. DO NOT simply read what you put for your answers. **DO NOT let group members copy your paper.** You must EXPLAIN your answers to your group members.
   2. Use each group members’ “teaching” of their document to complete the rest of the charts on page 2.
   3. On page 3, as a group, answer the guiding questions by completing the chart. For the prompt, answer the prompt with a thesis statement and supporting evidence. **Each group member is responsible for filling in his or her own chart.** 
      1. A thesis is a sentence that states your argument (your answer to the guiding question).
      2. For each thesis statement, write down THREE pieces of evidence **from the documents** that support the thesis statement. Use at LEAST one piece of evidence from EACH document in the set.

**USE THE CHECKLIST BELOW TO ENSURE YOU FULFILL ALL ASSIGNMENT REQUIREMENTS. Put your papers in the order shown in the checklist, staple them together, and turn them in to me.**

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| **Requirement** | **Completed?** |
| 1. Complete ALL questions on charts on pages 2. |  |
| 2. Attach YOUR assigned document from each document set with text you used for evidence UNDERLINED AND LABELED . |  |
| 3. Complete ALL parts of the thesis/evidence chart on page 3. |  |

**Guiding Question Document Set (1-3): What was life like for “new” immigrants in the United States during the Gilded Age?**

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| --- | --- |
| **Document** | **Analysis** |
| **#1** | 1. Who is writing? (author) 2. Who is the author writing to? (audience) 3. What is the author’s OVERALL theme? What do they want readers to know? 4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE    1. Example #1-    2. Example #2-    3. Example #3- |
| **#2** | 1. Who is writing? (author) 2. Who is the author writing to? (audience) 3. What is the author’s OVERALL theme? What do they want readers to know? 4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE    1. Example #1-    2. Example #2-    3. Example #3- |
| **#3** | 1. Who is writing? (author) 2. Who is the author writing to? (audience) 3. What is the author’s OVERALL theme? What do they want readers to know? 4. SUMMARIZE at LEAST THREE examples from the text that relate to the overall theme. YOU MUST UNDERLINE AND LABEL EACH PART OF THE TEXT YOU ARE USING FOR EVIDENCE    1. Example #1-    2. Example #2-    3. Example #3- |

**Prompt:**

**What was life like for “new” immigrants in the United States during the Gilded Age?**

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| --- | --- |
| Thesis Statement |  |
| Evidence #1 |  |
| Evidence #2 |  |
| Evidence #3 |  |

**DOCUMENT #1**

Jacob Riis, author of *How the Other Half Lives*, describes Urban Immigrant Housing (1889)

Here is a door. Listen! That short hacking cough, that tiny, helpless wail--what do they mean? …The child is dying with measles. With half a chance it might have lived; but it had none. That dark bedroom killed it.

…What if the words ring in your ears as we grope our way up the stairs and down from floor to floor, listening to the sounds behind the closed doors--some of quarrelling, some of coarse songs, more of profanity. They are true. When the summer heats come with their suffering they have meaning more terrible than words can tell. Come over here. Step carefully over this baby--it is a baby, spite of its rags and dirt--under these iron bridges called fire-escapes, but loaded down, despite the incessant watchfulness of the firemen, with broken household goods, with wash-tubs and barrels, over which no man could climb from a fire. This gap between dingy brick-walls is the yard. That strip of smoke-colored sky up there is the heaven of these people. … That baby's parents live in the rear tenement here. She is at least as clean as the steps we are now climbing. There are plenty of houses with half a hundred such in. The tenement is much like the one in front we just left, only fouler, closer, darker--we will not say more cheerless. The word is a mockery. A hundred thousand people lived in rear tenements in New York last year. …a change of clothing is scarce among the poor.

…The twenty-five cent lodging-house keeps up the pretense of a bedroom, though the head-high partition enclosing a space just large enough to hold a cot and a chair and allow the man room to pull off his clothes... The fifteen-cent bed stands boldly forth without screen in a room full of bunks with sheets as yellow and blankets as foul… On cold winter nights, when every bunk had its tenant, I have stood in such a lodging-room more than once, and listening to the snoring of the sleepers like the regular strokes of an engine, and the slow creaking of the beams under their restless weight, imagined myself on shipboard and experienced the very real nausea of sea-sickness.

**DOCUMENT #2**

Chinese Immigrant Reacts to the Building of the Statue of Liberty (1885)

A paper was presented to me yesterday for inspection, and I found it to be specially drawn up for [fundraiser] among my countrymen toward the [building a pedestal for a] Statue of Liberty. Seeing that the heading is an appeal to American citizens, to their love of country and liberty, I feel that my countrymen and myself are honored in being thus appealed to as citizens in the cause of liberty. But the word liberty makes me think of the fact that this country is the land of liberty for men of all nations except the Chinese. I consider it as an insult to us Chinese to call on us to contribute toward building in this land a pedestal for a statue of Liberty. That statue represents Liberty holding a torch which lights the passage of those of all nations who come Into this country. But are the Chinese allowed to come? As for the Chinese who are here, are they allowed to enjoy liberty as men of all other nationalities enjoy it? Are they allowed to go about everywhere free from the insults, abuse, assaults, wrongs and injuries from which men of other nationalities are free?

If there be a Chinaman who came to this country when a lad, who has passed through an American institution of learning of the highest grade, who has so fallen in love with American manners and ideas that he desires to make his home in this land, and who, seeing that his countrymen demand one of their own number to be their legal adviser, representative, advocate and protector, desires to study law, can he be a lawyer? By the law of this nation, he, being a Chinaman, cannot become a citizen, and consequently cannot be a lawyer.

And this statue of Liberty is a gift to a people from another people [the French] who do not love or value liberty for the Chinese…What right have the French to deprive them of their liberty?

Whether this statute against the Chinese or the statue to Liberty will be the more lasting monument to tell future ages of the liberty and greatness of this country, will be known only to future generations.

Liberty, we Chinese do love and adore it; but let not those who deny it to us, make of it a [false idol] and invite us to bow down to it.

**DOCUMENT #3**

Jane Addams Discusses the Need for Settlement Houses (1892)

Hull House, which was Chicago's first Settlement, was established in September, 1889 . . . in the belief that the mere foothold of a house, easily accessible, ample in space, hospitable and tolerant in spirit, situated in the midst of the large [ethnic neighborhoods] which so easily isolate themselves in American cities, would be in itself a serviceable thing... Hull House endeavors to…express the growing sense of the economic unity of society…

This paper is an attempt to treat of the… necessity for Social Settlements, to analyze the motives which underlie a movement based not only upon conviction, but genuine emotion…

[Society] has broken down through large districts of our great cities. Many of the people living there are very poor, the majority of them without leisure or energy for anything but [survival]. They move often from one wretched lodging to another. They live for the moment side by side, many of them without knowledge of each other, without fellowship, without local tradition or public spirit, without social organization of any kind.

…Too often their only place of meeting is a saloon, their only host a bartender…

…We all bear traces of the starvation struggle which for so long made up the life of the race. Our very [humanity] holds memories and glimpses of that long life of our ancestors which still goes on among so many of our contemporaries. Nothing so deadens the sympathies and shrivels the power of enjoyment as the . . . continual ignoring of the starvation struggle which makes up the life of [the poor and immigrants]...

[Another reason for the growth of settlement houses] is the result of a certain renaissance going forward in Christianity. The impulse to share the lives of the poor, the desire to make social service, irrespective of propaganda, express the spirit of Christ, is as old as Christianity itself…