Grades: High School
Subjects: U.S. History, English Language Arts
Time required: two 90 minute class periods
Author: Barbara Marks, Watertown High School (Wilson County)

OVERVIEW
America is thought to be the world’s melting pot. In the late 19th and early 20th century, immigration to the United States drastically increased. Immigrants began coming from different parts of the world, and the U.S. struggled with how to absorb these new immigrants. Nativist sentiment pushed for limits to be placed on how many new immigrants could enter the country. At the same time, progressive reformers like Jane Addams worked to improve the lives of immigrants in the country.

UNDERSTANDING GOAL
Students will understand the difference between “old” and “new” immigrants, the living conditions for many immigrant communities in urban centers, and how certain groups such as Chinese were limited from immigrating.

OBJECTIVES
The student will:
- Analyze political cartoons to determine nativist view on immigrants.
- Describe the work of Jacob Riis and explain how urban poverty impacted immigrants.
- Research and analyze sources related to the Chinese Exclusion Act, the Gentlemen’s Agreement, and the work of Jane Addams.
- Compare and contrast discussions around immigration from the early 20th century to contemporary immigration issues.

INVESTIGATIVE QUESTION
Who were “old and new immigrants,” and what was life like for them as they entered the United States? How did the nation respond to the massive influx of immigrants during the late 19th and early 20th century?

Welcome to all! [1880]

CURRICULUM STANDARDS
U.S. History
- US.7 Describe the differences between “old” and “new” immigrants, analyze the assimilation process for “new” immigrants, and determine the impacts of increased migration on American society, including: Angel Island, Ellis Island, Push and pull factors, Ethnic clusters, Jane Addams, Competition for jobs, Rise of nativism, Jacob Riis, Chinese Exclusion Act and Gentleman’s Agreement

English/Language Arts
- 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
- 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary
- 11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.
- 11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.
### Resources
- America: The Story of Us (Cities)
- How the Other Half Lives
- The fool pied piper
- The immigrant. Is he an acquisition or detriment?
- Welcome to all!
- The anti-Chinese wall--The American wall goes up as the Chinese original goes down
- Where the blame lies
- Chinese Exclusion Act
- The San Francisco call. (San Francisco [Calif.]) 1895-1913, March 13, 1907, Page 1, Image 1
- The day book. (Chicago, Ill.) 1911-1917, March 08, 1913, NOON EDITION, Image 5

### Materials
- Venn Diagram
- Library of Congress Political Cartoon Analysis Tool
- Jacob Riis Worksheet
- Chinese Exclusion Act Worksheet
- Gentlemen’s Agreement Worksheet (pg. 7-8)
- Jane Addams Worksheet (pg. 9-10)

### DAY 1

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<th>Step</th>
<th>Description</th>
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<tr>
<td>Step 1</td>
<td>Distribute copies of “old” and “new” immigrant graphic organizer. Compare and contrast the two immigrant groups as you read about them in a textbook or listen to a teacher notes.</td>
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<td>Step 2</td>
<td>Show an excerpt from American History the Story of Us - Cities (31:50 to 35:31), that shows the work of Jacob Riis and how he exposed the horrible living conditions for immigrants living in tenements. Have students complete questions about Jacob Riis. <em>Optional</em>: Have students view the online exhibit “How the Other Half Lives.” After reviewing the exhibit, have them expand on their initial responses to the questions.</td>
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<td>Step 3</td>
<td>Distribute political cartoons (1 per group of 4-5 students): The fool pied piper; The immigrant. Is he an acquisition or detriment?; Welcome to all!; The anti-Chinese wall--The American wall goes up as the Chinese original goes down; and Where the blame lies. Complete the Library of Congress political cartoon analysis worksheet. What do these political cartoons tell us about how immigrants were treated?</td>
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<td>Step 4</td>
<td>Regroup (jigsaw) students with students who have analyzed a different cartoon. (All 5 political cartoons should be in 1 group.) Students will explain and discuss their cartoon to the new group and compare and contrast each cartoon.</td>
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<td>Step 5</td>
<td>Have students create a political cartoon that reflects the work of Jacob Riis. This cartoon could be about tenement house conditions, the filth and disease of the city, crime, or any other connection to Riis that the student may create.</td>
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Five-Cent Spot, 1888–1889
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<th>Step 6</th>
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<td>Distribute the questions for Chinese Exclusion Act, Gentlemen's Agreement (pg. 7-8) and the work of Jane Addams (pg. 9-10) (1 document per group of 4-5 students). Have students analyze documents and answer the questions.</td>
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<td>Regroup (jigsaw) students with students who have analyzed a different document. (All 3 documents should be in 1 group) Students will explain and discuss their document to the new group and compare and contrast each one.</td>
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<td>Write a one page essay reflecting on the plight of immigrants living in the United States during the late 1800s or early 1900s based on the sources and discussions covered in this lesson.</td>
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**EVALUATION**

- Jacob Riis questions-25 pts.
- Political cartoon analysis and creation-25 pts.
- Chinese Exclusion Act, Gentlemen’s Agreement, and Jane Addams-25 pts.
- Reflection Essay-25 pts.

**EXTENSION**

Students will analyze the political cartoon, “The Immigrant: The Stranger at Our Gate”. The teacher will lead a discussion about the definition of nativism. The teacher will list on the board the following terms: disease, superstition, poverty, anarchy, Sabbath desecration, intemperance and crime. Challenge students to find these terms on the immigrant at the gate. Have students describe the immigrant and Uncle Sam, and speculate about what is going on between Uncle Sam and the immigrant at the gate.

Analyze these additional cartoons related to “gatekeeping.” How does this relate to our modern debates around immigration.

*The Immigrant: The Stranger at Our Gate* [1896]
America: The Story of Us-Cities

1. Who was Jacob Riis?

2. What new technology does Jacob Riis use to expose the poverty that is rampant in the tenements?

3. How does his work contribute to improvements in cities?
There was a severe economic downturn in the United States economy in the 1870s, which led to increased hostility toward Chinese laborers. Under pressure from whites, Congress passed the Chinese Exclusion Act in 1882. With the exception of certain groups - teachers, students, diplomats, tourists, merchants, and children of Chinese with U.S. citizenship - this act prohibited Chinese from entering the United States and precluded them from attaining U.S. citizenship.

Despite this anti-Chinese legislation, over 300,000 Chinese entered the United States between 1882 and 1943, when the Chinese Exclusion Act was finally repealed during World War II.

An Act to execute certain treaty stipulations relating to Chinese.

Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States.

SEC. 2. That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and maybe also imprisoned for a term not exceeding one year.

SEC. 3. That the two foregoing sections shall not apply to Chinese laborers who were in the United States on the seventeenth day of November, eighteen hundred and eighty, or who shall have come into the same before the expiration of ninety days next after the passage of this act, and who shall produce to such master before going on board such vessel, and shall produce to the collector of the port in the United States at which such vessel shall arrive, the evidence hereinafter in this act required of his being one of the laborers in this section mentioned; nor shall the two foregoing sections apply to the case of any master whose vessel, being bound to a port not within the United States, shall come within the jurisdiction of the United States by reason of being in distress or in stress of weather, or touching at any port of the United States on its voyage to any foreign port or place: Provided, That all Chinese laborers brought on such vessel shall depart with the vessel on leaving port.

1. How did the severe economic downturn in the 1870s affect the Chinese? What specific Chinese group was targeted and why?

2. Speculate about why this legislation was repealed during World War II.

3. Does legislation such as the Chinese Exclusion Act follow the American ideals of being a welcoming country to all groups of people? After all, the United States was happy to welcome the Chinese when they were needed to build the Transcontinental Railroad. Discuss how you would feel if such legislation was passed to keep your ethnic group out of the United States.
Gentleman’s Agreement

In October 1906, the San Francisco Board of Education ordered “all Chinese, Japanese, and Korean children” to attend a racially segregated “Oriental School.” This order was in response to a rise in Japanese immigration. The nation of Japan felt very insulted by this order and the treatment of their people, which caused an international incident. This agreement was just a Gentlemen’s Agreement” between President Theodore Roosevelt and the country of Japan; it was not a formal treaty.

1. Research Theodore Roosevelt’s “Gentlemen’s Agreement”. Summarize your findings.

2. Read the article from the San Francisco Call. How did decisions made by local government in San Francisco impact diplomatic relations with Japan? What were the threatened consequences of these actions?

3. How does this situation compare with current immigration discussions between the United States and other nations?
By Ira E. Bennett

WASHINGTON, March 12.—The Japanese question was discussed at the Cabinet meeting today. As far as the Government is informed the San Francisco School Board has not yet fulfilled the promise made to President Roosevelt on February 18 to the effect that Japanese children would be admitted into the public schools. The President and Secretary Root told the other members of the Cabinet that Japan had made it plain that discrimination against Japanese school children in California must be abandoned before any negotiations for an exclusion treaty would be entered into. The President, therefore, will not try to frame an exclusion treaty until he has been advised that the School Board has rescinded its resolution.

The President and Secretary Root are well pleased with the prompt action of Governor Gillett and the Assembly of California in dropping legislation offensive to Japan, but at the same time, however, they are apprehensive of the effect of the California Senate’s action in passing this legislation, as the representatives from Japan reveal clearly that every move of hostility in California renders it more difficult for the Japanese Government to meet any overtures of this Government looking toward exclusion. This is the view of the President and Secretary Root, and so strongly is the President impressed with the necessity of keeping good faith with Japan that he will not make any move toward enforcing the exclusion amendment until the situation in California is more in line with his own attitude. He has not asked Mayor Schmitz and the San Francisco School Board to make good their promise, but it is well understood here that unless they do make good there will be no exclusion of Japanese laborers coming from Hawaii.

A member of the Cabinet said today:

“The sentiment of California, as we are informed, is in favor of Japanese exclusion. And yet while efforts are being made here to bring about exclusion California seems determined to put obstacles in the way by inflaming the Japanese people. Japan will not be placed in the attitude of having been bulldozed into making an exclusion treaty. The basis of any treaty with Japan must be recognition of equality and regard for national feel-

ings. If the friendship of the two countries is not impaired, a treaty may be made, but if affronts are to be offered there can be no successful attempt to negotiate a treaty.

“It now remains for California to prove that she wants an exclusion treaty by cooperating with the administration in the proper method to obtain one—and until this is done there will be no further treaty overtures by the Government. The enforcement of the exclusion amendment also will depend upon the admission of Japanese into the California public schools. The administration is not in a hurry and it will give the San Francisco School Board plenty of time to choose its course. If the board should decide to ignore the promises made in Washington, it would be taken to mean, of course, that the people of California were indifferent concerning the enforcement of the exclusion amendment. The Japanese will not be excluded, you may be sure, until the Tokio government is informed officially that the discrimination against Japanese school children has been removed.”

ROOSEVELT AND CABINET

AWEAT ACTION OF BOARD

Discuss Failure of Schmitz to Keep Promises on Japanese Pupils

Continued from Page 1, Column 8.
Jane Addams

Jane Addams worked with poor immigrants through settlement houses. A settlement house would be located in a poor neighborhood and offer numerous community services. These services would include such things as medical care, libraries, child care, classes in English and instruction on how to survive in the tenements. Read the following primary source to gain an understanding of what life’s daily struggles would have been like in the tenements in a large city.

“With…one dollar a day (our mother) fed, and clothed an ever-growing family. She took in borders. Sometimes this helped; at other times it added to the burden of living. Borders were often out of work and penniless, how could one turn a hungry man out? She made all our clothes. She walked blocks to reach a place where meat was a penny cheaper, where bread was a half cent less. She collected boxes and old wood to burn in the stove”. From “The Passing of the East Side,” Menorah Journal 1929.

1. Research Jane Addams. Begin with reading Today in History: https://www.loc.gov/item/today-in-history/september-06. Why did she devote her life to helping the needy?

2. What was the name of her settlement house? What services did the settlement house provide?

3. Read the article from the Day Book. How did poverty endanger immigrant women? How does this compare with dangers faced by poor immigrant women today?
**WANT IS THE REAL SEDUCER OF OUR GIRLS, SAYS JANE ADDAMS OF HULL HOUSE**

Having read the testimony of Julius Rosenwald and department stores, in which they take the position that low wages have no relation to white slavery, The Day Book here presents the testimony of Jane Addams, of Hull House, who needs no introduction to our readers:

**By Jane Addams.**

“Is it because our modern industrialism is so new that we have been slow to connect it with the poverty and vice all about us?”

The aphorism that “morals fluctuate with trade” was long considered cynical, but it has been demonstrated in Berlin, in London, in Japan, as well as in several American cities that there is a distinct increase in the number of registered prostitutes during periods of financial depression and even during the dull season of leading local industries.”

“Out of work, hadn’t been able to save,” “Could not make enough money to live on,” “I got sick and ran behind,” are the explanations given by rescued girls at Hull House.

One girl said that she had first yielded to temptation when she had become utterly discouraged because she had tried in vain for seven months to save enough money for a pair of shoes. She habitually spent two dollars a week for her room, three dollars for her board, and sixty cents a week for carfare, and she found the forty cents remaining from her weekly wage of six dollars inadequate to do more than re-sole her old shoes twice.

When the shoes became too worn to endure a third soling and she possessed but ninety cents toward a new pair, she gave up her struggle; to use her own con-

temptuous phrase, she “sold out for a pair of shoes!”

Of course a girl in such a strait does not go out deliberately to find illicit methods of earning money—she simply yields in a moment of utter weariness and discouragement to the temptations she has been able to withstand up to that moment.

The long hours, the lack of comforts, the low pay, the absence of recreation, the sense of “good times” all about her which she cannot share, the conviction that she is rapidly losing health and charm, rouse the molten forces within her. A swelling tide of self-pity suddenly stornps the banks which have hitherto held her and finally overcomes her instincts of decency and righteousness, as well as the habit of clean-living, established by generations of her forebears.”

It is perhaps in the department store more than anywhere else...