

TEACHING AMERICAN HISTORY PROJECT
***Lesson Title - Perspectives on Immigration Toward the Turn of the
Century***
From David Chassanoff

Grade – 8

Length of class period – at least 2 1 hour periods

Inquiry – Students will investigate the various emotions, attitudes and perspectives that Americans felt towards immigration.

Objectives Students will analyze, using the information provided, various political cartoons and poems depicting several different aspects of immigration.

Materials - (all sources cited on the attached documents) Various political cartoons.

Poems:

From the Barrak Walls - Angel Island

Prospective Immigrants Please Note

The Alien in the Melting Pot

The New Colossus

Unguarded Gates (excerpted)

Customized cartoon and poem analysis worksheets.

Activities (What will you and your students do during the lesson to promote learning?)

As a starting point, the teacher will use two additional cartoons: hypocrits and the Magic Washer advertisement. Definitions will also be discussed. Students will then be put in groups and be looking at a packet of the material included, first poems, then cartoons (probably two separate days).

How will you assess what student learned during this lesson?

Students will hand in their analysis worksheets which will count as two separate quiz grades.

Connecticut Framework Performance Standards –

1.6 Describe patterns of human movement across time and place.

15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.

Immigration Vocabulary

[xenophobia](#)

[stereotyping](#)

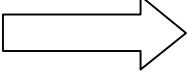
[ethnocentrism](#)

[analogy](#)

Cartoon Analysis

Name:

Group member:

2 Cartoons Chosen to Analyze 		
Symbolism		
Exaggeration		
Labeling		
Analogy		
Irony		
Stereotyping		

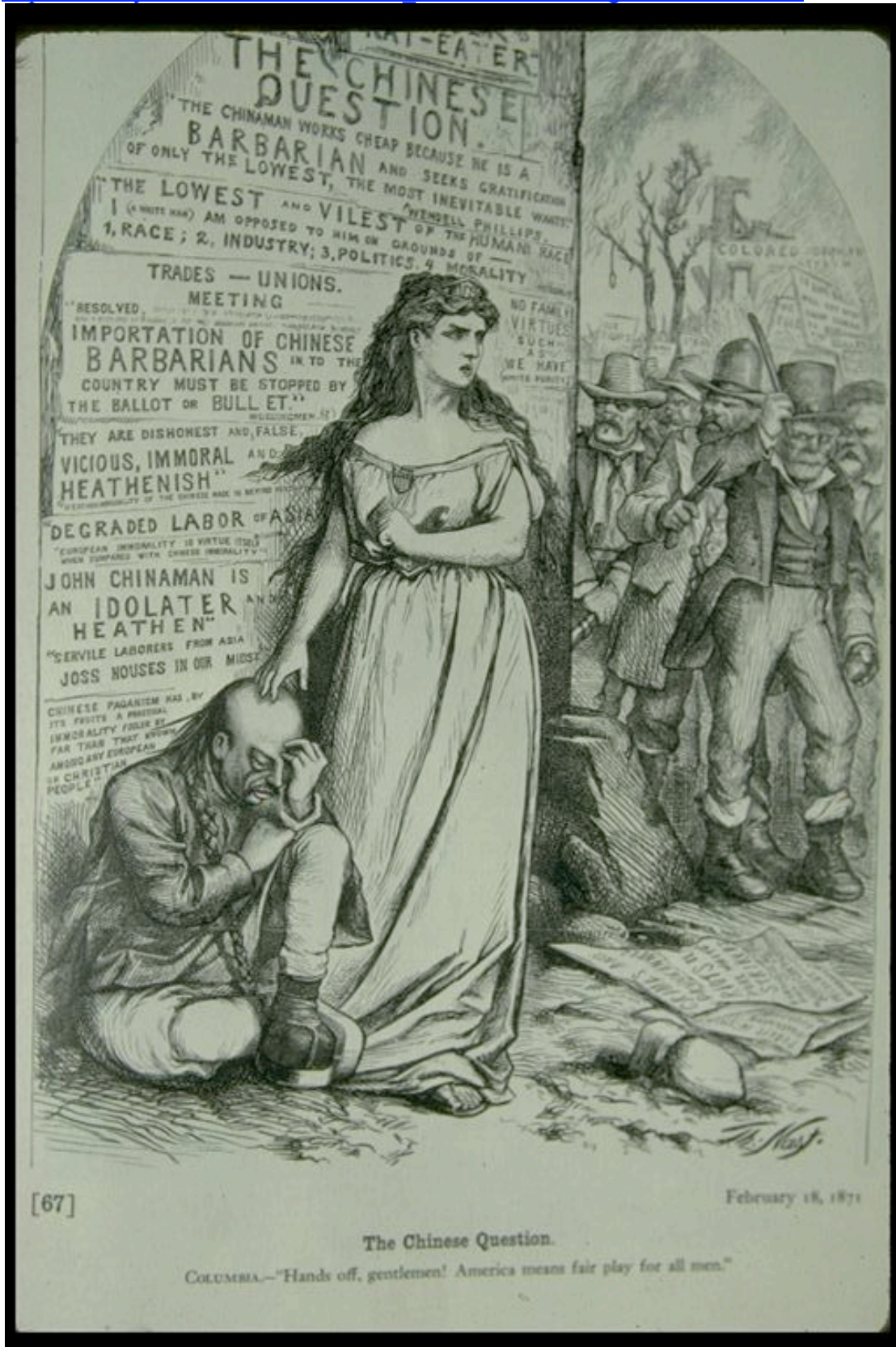
- *After reading all the cartoons choose your favorite and answer these questions in complete sentences. Use your chart and the poem itself to help you.*

1. What issue is this political cartoon about?
2. What is the cartoonist's opinion on this issue?
3. What other opinion can you imagine another person having on the issue?
4. Did you find this cartoon persuasive? Why or why not?
5. What other techniques could the cartoonist have used to make this cartoon more persuasive?



THE IMMIGRANT: THE STRANGER AT OUR GATE.

EMIGRANT.--Can I come in?
UNCLE SAM.--I 'spose you can; there's no law to keep you out.



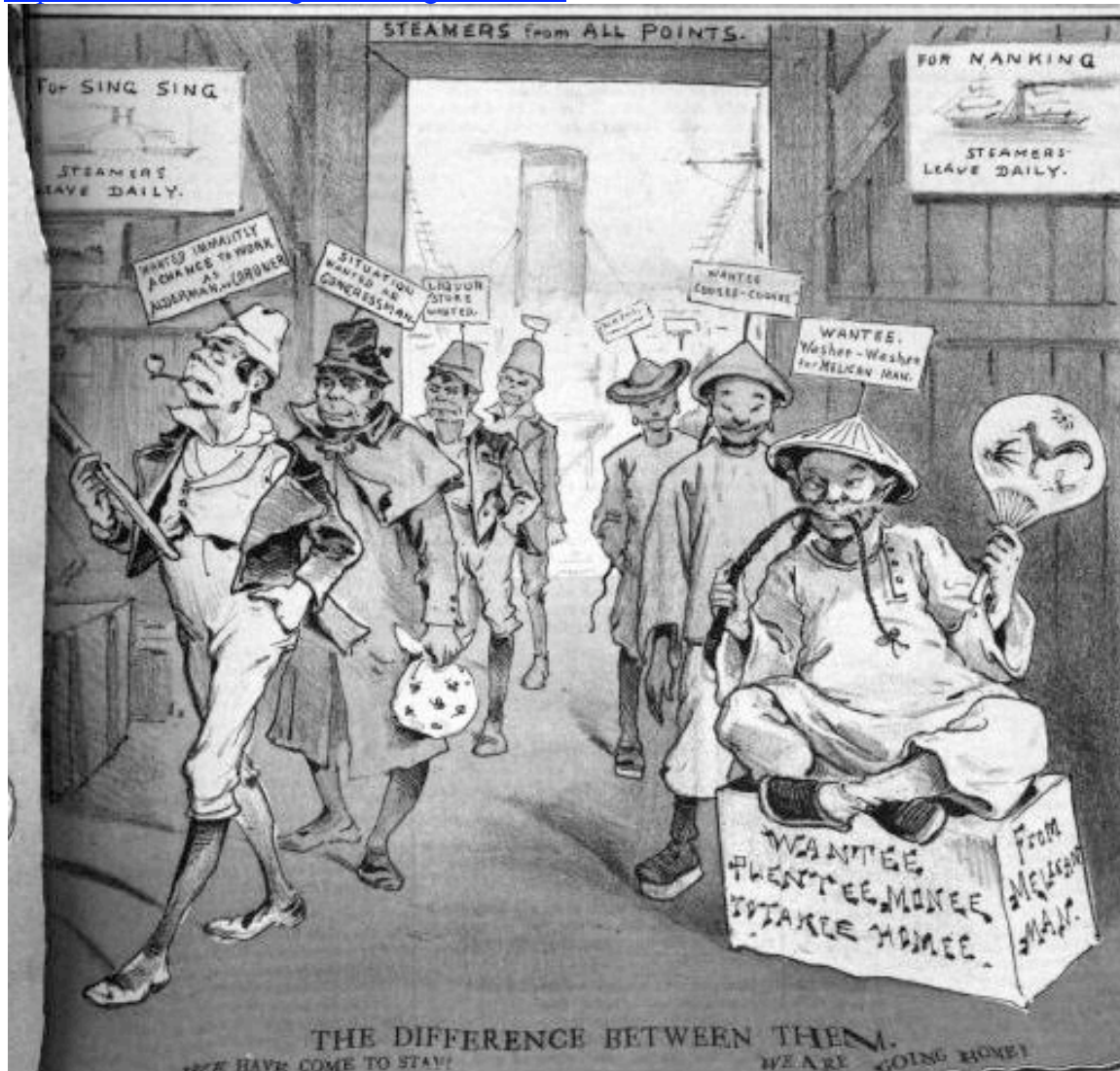
[67]

February 18, 1871

The Chinese Question.

COLUMBIA.—"Hands off, gentlemen! America means fair play for all men."

<http://www.csub.edu/~gsantos/img0050.html>



http://books.google.com/books?id=GNyqAQAIAAJ&pg=PA81-IA1&lpg=PA81-IA1&dq=puck+political+cartoon+the+difference+between+them&source=bl&ots=F7cLsmA5cK&sig=HTTUtkwz9sv1IoSBiwnbFFx9bhY&hl=en&ei=1auITd_tMPO10QHE4PCFDg&sa=X&oi=book_result&ct=result&resnum=2&ved=0CBsQ6AEwAQ#v=onepage&q=puck%20political%20cartoon%20the%20difference%20between%20them&f=false

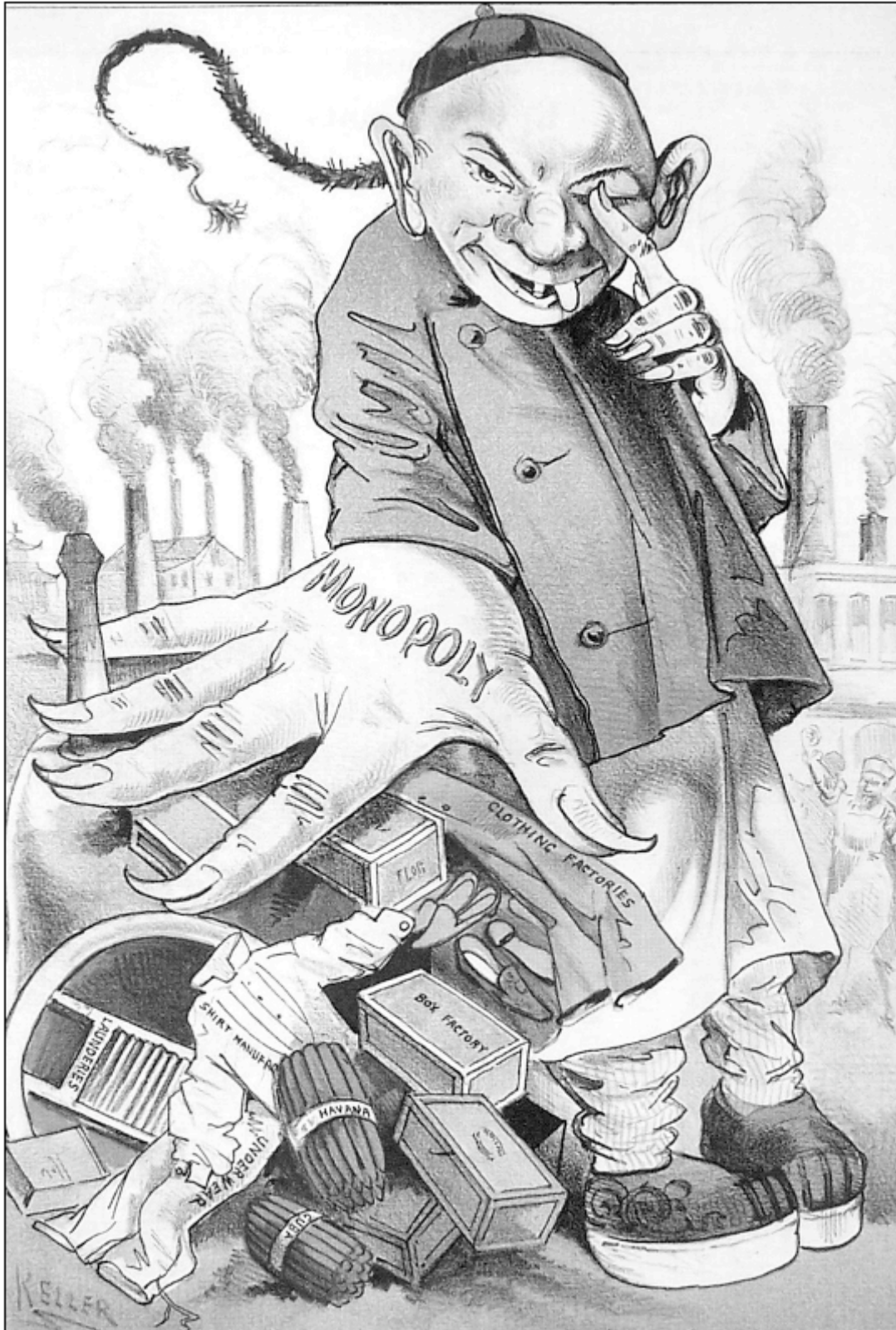
The Wasp

Opper Project, The Ohio State University
Cartoon Research Library



A STATUE FOR *OUR* HARBOR.

http://hti.osu.edu/sites/default/files/Immigration_3.jpg



The Coming Man. George Keller / Wasp, San Francisco, 1881

<http://www.niconline.com/cftc/pdfs/xenophobia.pdf>