Migration and Immigration: the changing face of the nation

WebQuest Description: After completion of this webquest, students will be able to:

1. Summarize the effect of immigration on the United States in the late nineteenth century.
2. Cite the similarities and differences between the "old" and "new" immigrants.
3. Explain how Americans responded to the new wave of immigrants.

Grade Level: 9-12
Curriculum: Social Studies
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Introduction

Around the turn of the twentieth century, mass immigration from eastern and southern Europe dramatically altered the population's ethnic and religious composition. Unlike earlier immigrants, who had come from Britain, Canada, Germany, Ireland, and Scandinavia, the "new immigrants" came increasingly from Hungary, Italy, Poland, and Russia. The newcomers were often Catholic or Jewish and two-thirds of them settled in cities.

Today, Americans are highly conscious of the impact of immigration. Since 1965, when the United States eliminated quotas that restricted the number of people who could come from certain parts of the world, the face of the nation has changed visibly. The recent movement of millions of migrants to the United States has had profound political and social repercussions, spurring intense public debate over such issues as bilingual education and immigration restriction. But this influx of people is only the most recent example of a long history of immigration to the United States. In a single decade -- 1900 to 1910 -- 8.8 million immigrants entered the United States.


In this webquest, you will use a plethora of resources (both primary and secondary) to discover who the "new" immigrants were in comparison to the "old" immigrants, and you will draft two ideas for a political cartoon that will illustrate the new immigrant's impact on the nation and the nation's general response to them.

Tasks

The year is 1900, and you and your team have been asked by Thomas Nast, former cartoonist for Harper's Weekly, to recommend two creative and novel ideas for a cartoon that provides a visual commentary on the changing face of the nation. One cartoon must represent a positive perspective of the impact of immigration (i.e. the changing face of the nation), and one cartoon must represent a negative perspective of the impact of immigration (i.e. the changing face of the nation).

To accomplish your task, follow the steps below.

Step 1: Gather Information
To understand how the new immigrants have impacted the nation, you must first understand the differences between the old and the new. Use the following resources to complete the chart Understanding the Immigrant Issue. You do not need to use all of the resources, but you do need to thoroughly complete the chart. Remember to copy and paste the link into a new tab. You can download the pdf files for information on Old Immigrants and New Immigrants by scrolling to the bottom of this page. http://www.ushistory.org/us/38c.asp

In the following link, remember to scroll down for information about both old and new immigrants. http://www.socialstudieshelp.com/Lesson_54_Notes.htm

In the link below: remember to click on the pictures to the left. http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html

http://projects.vassar.edu/1896/immigration.html
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction2.html
http://www.ellisislandimmigrants.org/index.htm

Step 2: Analyze cartoons
Remember your task is to create a visual commentary on the changing face of the nation. To get an idea of how this has been done with regard to immigrants, you will need to review several examples. In addition to the links above, use the links below to review and analyze a total of four political cartoons.

http://www.bridgemanart.com/image/American-School-19th-century/American-Know-Nothing-Party-

STEP 3: Draft your recommendation

Now that you have gathered information and analyzed examples, sketch two political cartoons and explain each. Remember, one cartoon must represent a positive perspective, one cartoon must represent a negative perspective of the impact of immigration (i.e., the changing face of the nation).

Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Not Acceptable</th>
<th>Developing</th>
<th>Very Good</th>
<th>Exemplary</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Completion of the Understanding Immigration Chart</td>
<td>Incomplete</td>
<td>Completed, but some answers are incorrect.</td>
<td>Completed, but answers lack insight</td>
<td>Completed. Answers demonstrate an overall understanding with reasonable insight</td>
<td>10</td>
</tr>
<tr>
<td>Completion of the Analyzing Cartoon chart</td>
<td>Incomplete</td>
<td>Completed, but chosen cartoons are outside the time period or do not meet the requirements.</td>
<td>Completed, but answers lack insight</td>
<td>Completed. All requirements are fulfilled and answers are insightful</td>
<td>10</td>
</tr>
<tr>
<td>Political Cartoons and Explanations</td>
<td>Incomplete</td>
<td>Two political cartoons are created but they do not fulfill the requirements. Explanations are brief and do not demonstrate learning goals.</td>
<td>Two political cartoons are created according to the requirements. Explanations are included but lack insight.</td>
<td>Two political cartoons are created according to the requirements. Explanations are insightful and demonstrate attainment of the learning goals.</td>
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<tr>
<td>Quiz</td>
<td>Quiz is not taken</td>
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<td><strong>Total Score</strong></td>
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</tbody>
</table>

Conclusion

"I am among those Americans whose ancestors include men and women from many different European countries. The proportion of Americans of this type will steadily increase..."-Theodore Roosevelt, "Metropolitan", October, 1915

Gradually during the late nineteenth and early twentieth century, the United States imposed additional restrictions on immigration. In 1882, excluded people were likely to become public charges. It subsequently prohibited the immigration of contract laborer (1885) and illiterates (1917), and all Asian immigrants (except for Filipinos, who were U.S. nationals) (1917). Other acts restricted the entry of certain criminals, people who were considered immoral, those suffering from certain diseases, and paupers. Under the Gentlemen's Agreement of 1907-1908, the Japanese government agreed to limit passports issued to Japanese in order to permit wives to enter the United States; and in 1917, the United States barred all Asian immigrants except for Filipinos, who were U.S. nationals. Intolerance toward immigrants from southern and eastern Europe resulted in the Immigration Act of 1924, which placed a numerical cap on immigration and instituted a deliberately discriminatory system of national quotas. In 1965, the United States adopted a new immigration law which ended the quota system.

&nbSource:&nbsp;http://www.gilderlehrman.org/teachers/module_pop_intro.php?module_id=413&reading_id=236

Teacher Page

The webquest is designed to be completed with students working with a partner or in a group of three. It should take three 50-minute class periods. Students may download the required charts or the teacher may provide these.

Standards

Credits

Other