

Causation, Analyzing Evidence, and Interpreting Documents ...

Gilded Age Immigration

From the 2015 Revised Framework:

Students will be able to...

ANALYZE CAUSES AND EFFECTS...

1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.
2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

ANALYZE EVIDENCE...

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

INTERPRET DOCUMENTS...

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

Key Concept 6.2:

The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

- I. International and internal migration increased urban populations and fostered the growth of a new urban culture.
 - A) As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
 - B) Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.
 - C) Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
 - D) In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Thematic Learning Objectives

NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life, transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

Causation, Analyzing Evidence, and Interpreting Documents ...

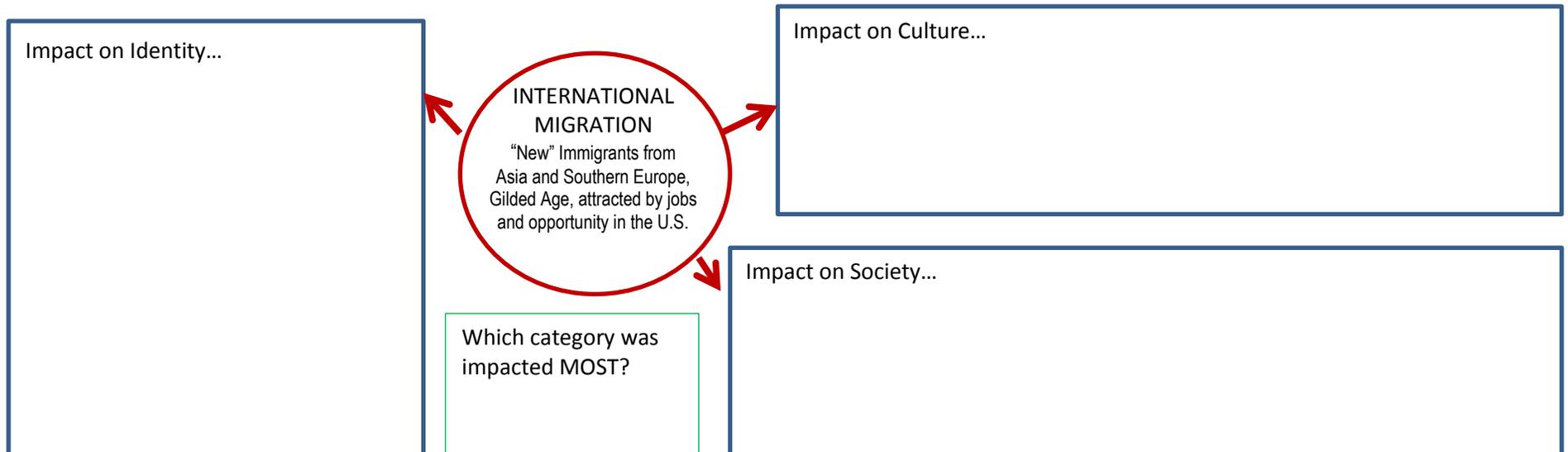
Gilded Age Immigration

The *third wave of immigrants* came during the rapid industrialization of the United States during the Gilded Age, 1870s-1890s. These new immigrants differed greatly from those in the *first two waves*. In the West, the “new” immigrants were from Asia. In the East, they were from southern and eastern Europe. The western part of this *third wave* began in the 1850s and extended into the Gilded Age until they were largely cut off. This *third wave* paused for the Great War (WWI) but resumed in the 1920s.

Directions: Respond to the prompt below by completing the pre-writing graphic. Each box needs one piece of specific evidence and one generalization explaining the impact of immigration. Then analyze the documents on the following pages, keeping in mind that the documents are providing both insights into the era as well as providing evidence to help you defend your thesis.

Analyze the ways international migration impacted American identity, culture, and society.

This prompt is focusing on two major themes: **Culture and Identity**, although your main topic references a third theme of **Migration**. **Migration** focuses on why and how the various people who moved to and within the United States both adapted to and *transformed their new social and physical environments*. **Identity** focuses on how and why definitions of American and *national identity* and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, *assimilation*, and American exceptionalism. **Culture and Society** (one theme) focuses on the roles that *ideas, beliefs, social mores, and creative expression* have played in shaping the United States, as well as how various *identities, cultures, and values* have been preserved or changed in different contexts of U.S. history.



Creating and Defending your Argument.

From the 2015 Revised Framework:

Students will...

CREATE AND DEFEND AN ARGUMENT...

1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., *comparison, causation, patterns of continuity and change over time, or periodization*).

Analyze the ways international migration impacted American identity, culture, and society.

Write your thesis!

LC. X. However A and B. Therefore, Y.

Historical Causation: What are the major causes or consequences of “event” and what were the most important causes or consequences of “event”?

LC=explain the local context of your topic by defining and explaining parameters, defining the term, or explaining how or why the topic was occurring (who, what, when, where, why, etc.)

X = least important cause or consequence, with an explanation why – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = 2 most important causes / consequences linked to Y, explanations why, broken into organizational categories (topics of your 2nd and 3rd body paragraphs)

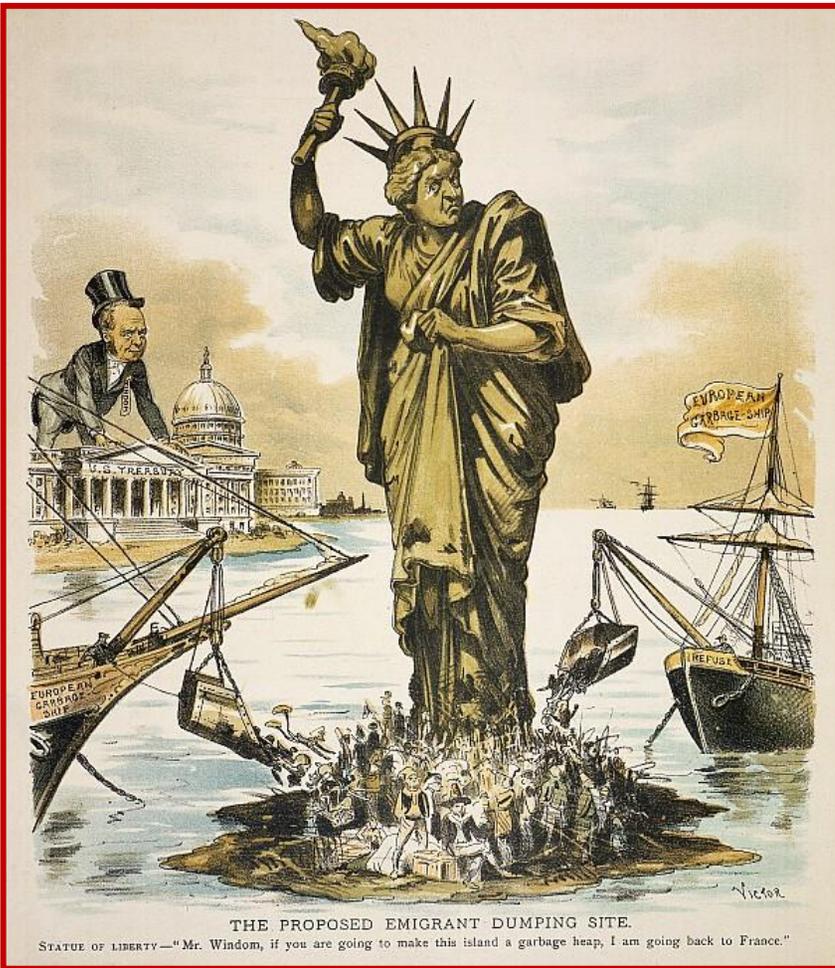
Y = your assertion statement

Interpreting Documents ...

Gilded Age Immigration

← Source: A Victor Cartoon, showing Windom, Secretary of the Treasury, who in 1890 proposed to turn the island at the base of the Statue of Liberty into a processing point for immigrants.

Analyze the two sources. Remember to consider Historical Context, Intended Audience, Purpose, and Author's Point of View. Then, in complete sentences, explain your interpretation of the documents AND use the information to defend your thesis.



The New Colossus

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's 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-tossed to me,
I lift my lamp beside the golden door!"



Interpreting Documents ...

Analyze the political cartoon. Include historical context, author's point of view, intended audience or purpose, and then use your analysis to *defend your thesis*. You should have one piece of outside evidence in your contextualization. Write in complete sentences.

Source: Thomas Nast, "Every Dog Has its Day," Harper's Weekly



Interpreting Documents ...

Analyze the excerpt. Include historical context, author's point of view, intended audience or purpose, and then use your analysis to defend your thesis. You should have one piece of outside evidence in your contextualization. Write in complete sentences.

Source: Jacob Riis, *How the Other Half Lives*

18 HOW THE OTHER HALF LIVES.

and having a common right in the halls, stairways, yards, etc." That is the legal meaning, and includes flats and apartment-houses, with which we have nothing to do. In its narrower sense the typical tenement was thus described when last arraigned before the bar of public justice: "It is generally a brick building from four to six stories high on the street, frequently with a store on the first floor which, when used for the sale of liquor, has a side opening for the benefit of the inmates and to evade the Sunday law; four families occupy each floor, and a set of rooms consists of one or two dark closets, used as bedrooms, with a living room twelve feet by ten. The staircase is too often a dark well in the centre of the house, and no direct through ventilation is possible, each family being separated from the other by partitions. Frequently the rear of the lot is occupied by another building of three stories high with two families on a floor." The picture is nearly as true to-day as ten years ago, and will be

TENEMENT OF THE OLD STYLE. BIRTH OF THE AIR-SHAFT.

19 THE AWAKENING.

for a long time to come. The dim light admitted by the air-shaft shines upon greater crowds than ever. Tenements are still "good property," and the poverty of the poor man his destruction. A barrack down town where he *has to live* because he is poor brings in a third more rent than a decent flat house in Harlem. The statement once made a sensation that between seventy and eighty children had been found in one tenement. It no longer excites even passing attention, when the sanitary police report counting 101 adults and 91 children in a Crosby Street house, one of twins, built together. The children in the other, if I am not mistaken, numbered 89, a total of 180 for two tenements! Or when a midnight inspection in Mulberry Street unearths a hundred and fifty "lodgers" sleeping on filthy floors in two buildings. Spite of brown-stone trimmings, plate-glass and mosaic vestibule floors, the water does not rise in summer to the second story, while the beer flows unchecked to the all-night picnics on the roof. The saloon with the side-door and the landlord divide the prosperity of the place between them, and the tenant, in sullen submission, foots the bills.

Where are the tenements of to-day? Say rather: where are they not? In fifty years they have crept up from the Fourth Ward slums and the Five Points the whole length of the island, and have polluted the Annexed District to the Westchester line. Crowding all the lower wards, wherever business leaves a foot of ground unclaimed; strung along both rivers, like ball and chain tied to the foot of every street, and filling up Harlem with their restless, pent-up multitudes, they hold within their clutch the wealth and business of New York, hold them at their mercy in the day of mob-rule and wrath.

