

9-12 and Immigration Inquiry

How has the United States Treated Immigrants Throughout History ?



Frank Leslie's Illustrated Newspaper. 1887. "Immigrants on the steerage deck of an ocean steamer."
<https://www.nps.gov/stli/learn/historyculture/the-immigrants-statue.htm>

Supporting Questions

1. Why did the United States exclude Chinese women?
2. What is the experience of immigrants coming to America at the turn of the 20th century?
3. How does the modern immigration experience compare to other historical eras?



9-12 and Immigration Inquiry

How has the United States treated immigrants throughout history?

Content Angle and Standards

- D1.1.9-12.** Explain how a question reflects an enduring issue in the field.
- D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.His.2.9-12.** Analyze change and continuity in historical eras.
- D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- D2.His.7.9-12.** Explain how the perspectives of people in the present shape interpretations of the past.
- D2.His.8.9-12.** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Staging the Compelling Question

- In staging the compelling question, ask students to consider their family history. Use the following questions to help students craft their families history:
1. Where do they come from?
 2. When did members of their family immigrate to the United States?
 3. How does their family identify (English, German, Chinese, etc...)?
 4. Do they know what their family member's experiences were like coming to this country?
- Write common countries on the board (England, Scotland, Germany, China, Mexico, etc...). Have students put tallies next to all the countries their family immigrated to the United States from. If you see multiple classes throughout the day, have all students participate, even if they are not completing this inquiry. This activity can also be done the day before the inquiry so students can analyze the results the next day before analyzing sources.
- Lead the class in a discussion to analyze the results of the class tallies.
1. What observations do students make?
 2. What were they expecting? What surprised them?
 3. Why are the results like this?

Supporting Question 1

Supporting Question 2

Supporting Question 3



The Remedial Herstory Project

The New Hampshire Council for the Social Studies

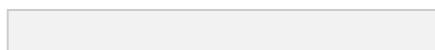
<p>Why did the United States exclude Chinese women?</p>	<p>What is the experience of immigrants coming to America at the turn of the 20th century?</p>	<p>How does the modern immigration experience compare to other historical eras?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Write one paragraph explaining the scrutiny and difficulties Chinese women faced when immigrating to the United States.</p>	<p>Write a detailed list comparing the experience of immigrant women and immigrant men.</p>	<p>Complete a Venn Diagram outlining the comparing modern and historical immigrant experiences.</p>
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>
<p>Source A: Page Act Source B: Picture Brides Source C: Wedding Photos Document D: Historian</p>	<p>Source A: New Colossus Source B: Oral Histories for Your Classroom, National Parks Service Source B: New Beginnings: Immigrant Women and the American Experience, Google Arts and Culture</p>	<p>Source A: Marisela, New York City Source B: E.G., Albany, New York Source C: No Name Given, Indonesia Source D: Allison, North Carolina Source E: Ivonne, Houston, Texas</p>

<p>Summative Performance Task</p>	<p>ARGUMENT: <i>How has the United States treated immigrants throughout history?</i> Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.</p>
	<p>EXTENSION. After the above lessons, consider one of the following extensions to the learning.</p> <ol style="list-style-type: none"> Discussion: Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more? Four Corner Debate: Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning. Socratic Seminar: Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another. Structured Academic Controversy: Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents. Reacting to the Past: Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and



	<p>improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND The way women were treated in the past often times persists into the present in how we teach about it or in societal norms that have not changed. Students can examine the way that this issue is addressed in textbooks and standards, as well as exploring the ways that the issues at play are still relevant.</p> <p>ASSESS Students should consider <i>what should be done</i> today to correct either the portrayal of women from this period in history or the issues at play?</p> <p>ACT Students could take informed action in one of the following ways:</p> <ol style="list-style-type: none"> 1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor. 2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history. 3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause. 4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.

**Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*



Overview

Inquiry Description

This inquiry leads students through an investigation of immigration to the United States at various points of time. Students will analyze sources relating to Chinese exclusion, Ellis Island immigrant experiences, and modern immigrant experiences.

This inquiry highlights the following additional thematic standards from NCSS:

- **POWER, AUTHORITY, AND GOVERNANCE:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.
- **TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experiences that provide for the study of the past and its legacy.
- **CULTURE:** Social studies programs should include experiences that provide for the study of culture and cultural diversity.

This inquiry also highlights the following additional thematic standards from the Common Core:

- Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Key Ideas and Details 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Key Ideas and Details 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Key Ideas and Details 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- Key Ideas and Details 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- Text Types and Purposes 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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It is important to note that this inquiry requires prerequisite knowledge of some key terms, which are defined and provided to students in the inquiries where relevant. Students should know where these immigrants were coming from during this time, predominantly Asia and Europe. This inquiry will give students an understanding of the treatment they faced when entering and living in the United States as an immigrant.

Note: This inquiry is expected to take 3-4 class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.



Staging the Compelling Question

In staging the compelling question, ask students to consider their family history. Use the following questions to help students craft their families history:

5. Where do they come from?
6. When did members of their family immigrate to the United States?
7. How does their family identify (English, German, Chinese, etc...)?
8. Do they know what their family member's experiences were like coming to this country?

Write common countries on the board (England, Scotland, Germany, China, Mexico, etc...). Have students put tallies next to all the countries their family immigrated to the United States from. If you see multiple classes throughout the day, have all students participate, even if they are not completing this inquiry. This activity can also be done the day before the inquiry so students can analyze the results the next day before analyzing sources.

Lead the class in a discussion to analyze the results of the class tallies.

4. What observations do students make?
5. What were they expecting? What surprised them?
6. Why are the results like this?

Supporting Question 1

The first supporting question: Why did the United States exclude Chinese women?

The formative task is: Write one paragraph explaining the scrutiny and difficulties Chinese women faced when immigrating to the United States.

Teachers may implement this task with the following procedures:

1. Introduce students to the experience of Chinese immigrants through the eyes of Chinese women. Students will read the provided documents and answer the question “According to this document, why were women from Asia given greater scrutiny when immigrating to the United States?”
2. Once the documents are completed, have students complete the formative task using evidence from the sources.
3. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The following sources were selected to allow students the opportunity to learn more about Chinese immigrants living in the United States in the early 1900s. These individuals faced a lot of discrimination and difficulties living in the United States. The following sources will give students a glimpse into the lives of some Chinese women.

Inquiry Activity: Why did the US exclude Chinese women?

In this inquiry students will examine contrasting primary source accounts and form their own conclusions about the Page Act of 1875, which preceded the Chinese Exclusion Act of 1882.

- **Featured Source A: The Page Act**

FORTY-THIRD CONGRESS. SESS. II. CH. 141. 1875. CHAP. 141.-

An act supplementary to the acts in relation to immigration.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That in determining whether the immigration of any subject of China, Japan, or any Oriental country, to the United States, is free and voluntary . . . it shall be the duty of the consul-general. . . to ascertain whether such immigrant has entered into a contract or agreement for a term of service within the United States, for lewd and immoral purposes; and if there be such contract or agreement, the said consul-general or consul shall not deliver the required permit or certificate...

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*Immigration History Editors. "Page Act." Immigration History. Last modified N.D.
<https://immigrationhistory.org/item/page-act/>.*

According to this document, why were women from Asia given greater scrutiny when immigrating to the United States?

- Featured Source B: Picture Brides

**Picture Brides Landed
On a Fire Trap Island**
**Congressmen Find Deplorable
Conditions at Pacific Immig-
ration Station**
Special Dispatch to The Tribune
SAN FRANCISCO, July 17.—Angel
Island, where the immigrants arriving
by way of the Pacific are housed in
large numbers, to-day was declared a
fire trap and health menace by mem-
bers of the Congressional Committee
on Immigration who made a tour of
inspection.
“It is a rotten, dirty hole, the worst
I have ever seen,” said Representative
Isaac Siegel, who has been a member
of the committee three years and has
visited all the receiving stations main-
tained by the Immigration Department.
“A fire trap” was the comment of
Representative John C. Kleczka.
The Congressmen visited the island
primarily to inspect the forty-two Ja-
panese “picture brides” who arrived on
the Shinyo Maru yesterday.
The buildings in which the immigrants
are housed are of wooden construction.
Two men remain on guard at night. In
case of fire scores of lives would be in
danger, members of the committee said.
The only water on the island, the in-
vestigators found had to be brought on
barges. The sanitary conditions were
characterized as “deplorable.”
Before proceeding to Alcatraz Island,
where military prisoners are kept, the
committee witnessed the picturesque
meeting of the “picture brides” with the
husbands they had never seen before. At
Alcatraz the committee inspected the
dungeons and gave attention to condi-
tions surrounding conscientious ob-

According to this document, why were women from Asia given greater scrutiny when immigrating to the United States?

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Picture Brides Landed On a Fire Trap Island: Congressmen Find Deplorable Conditions at Pacific Immigration Station; 7/18/1910; Records of the Immigration and Naturalization Service, Record Group 85. Retrieved from <https://www.docsteach.org/documents/document/picture-brides-landed-on-a-fire-trap-island-congressmen-find-deplorable-conditions-at-pacific-immigration-station>.

- **Featured Source C: Wedding Photos**

Annotation from DocsTeach National Archives: Chinese women immigrants faced not only racial prejudice but also false assumptions about their gender roles. The first anti-Chinese legislation enacted into American law – the 1875 Page Act – aimed not only to prevent Chinese contract workers but also Chinese prostitutes from entering the United States. The law reflected a popular prejudice, lasting well into the 20th century, that most Chinese women were brought to America for prostitution. When 27-year-old Wong Lan Fong and her new husband, Yee Shew Ning, traveled to the United States, they were aware of such prejudices and took measures to emphasize their respectability and economic status. They delayed their departure for the United States until they had enough money to travel in first class. They also submitted a letter from the clergyman who performed their wedding ceremony, attesting to their good character. Immigration officials seized further evidence when they confiscated the couple's wedding photograph as proof of their marriage. The couple's strategy worked. They were detained on Angel Island only one day before being allowed to land. Some 70 years later, their granddaughter, American historian Erika Lee, was conducting research for her book on Chinese immigration at the National Archives in San Bruno, California, when she discovered her grandparents' wedding photograph in her grandmother's immigration file.



Wedding Photograph of Wong Lan Fong and Yee Shew Ning; 1/27/1927; Records of the Immigration and Naturalization Service, Record Group 85. Retrieved from <https://www.docsteach.org/documents/document/wedding-photograph-of-wong-lan-fong-and-yee-shew-ning>.

According to this document, why were women from Asia given greater scrutiny when immigrating to the United States?

- **Featured Source D: Historian**

Chinese women were perceived as a particular type of threat: A sexual one. “They were stereotyped as promiscuous, as prostitutes,” says Borja. While there were Chinese women working in the sex industry in the mid-19th century, they were singled out from their white peers: “Chinese women were specifically accused of spreading sexually transmitted diseases. They were scapegoated. That sexualized stereotype stuck,” says Dr. Kevin Nadal, professor at the City University of New York and vice president of the Filipino American National Historical Society.

Did you know? The earliest known Chinese woman to immigrate to America, Afong Moy, arrived in New York from Guangzhou in 1834. She had bound feet and was exhibited as a curiosity across the United States, first by traders Nathaniel and Frederick Carne and later by American promoter and circus founder P. T. Barnum.



The Page Act of 1875

Enacted seven years before the better-known Chinese Exclusion Act, the 1875 Page Act was one of the earliest pieces of federal legislation to restrict immigration to the United States in the 19th century. “It was designed to prohibit immigrants deemed ‘undesirable’ – defined as Chinese “coolie” laborers and prostitutes – from entering the U.S.,” says K. Ian Shin, Ph.D., assistant professor of History & American Culture at the University of Michigan.

On paper, the Page Act of 1875 prohibited the recruitment of laborers from “China, Japan or any Oriental country” who were not brought to the United States of their own will or who were brought for “lewd and immoral purposes.” It explicitly forbid “the importation of women for the purposes of prostitution.”

In practice, it was used as a way to prevent Chinese women from migrating to the United States. It left the decision as to whether or not to permit an individual’s entry to the United States up to the consul-general or consul at port cities.

Under the Page Act, Chinese women attempting to enter the country at Angel Island Immigration Station outside San Francisco were subjected to invasive and humiliating interrogations by U.S. immigration officials.

“Poems scratched on the wall at Angel Island identified the medical exams they were forced to undergo as barbarous, humiliating, and discriminatory,” says Borja.

“One of the reasons why the number of Chinese women immigrating to the U.S. declined after the 1870s is precisely because these women opted not to subject themselves to these kinds of interrogations,” Shin says.

Impact of the Page Act

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The Calvin T. Sampson's shoe factory in North Adams, Massachusetts showing Chinese immigrants fastening soles onto shoes, first published in Harper's Weekly for an article relating to worker strikes and Chinese laborers, c. 1870.

The Calvin T. Sampson's shoe factory in North Adams, Massachusetts showing Chinese immigrants fastening soles onto shoes, first published in Harper's Weekly for an article relating to worker strikes and Chinese laborers, c. 1870.

The impact of the Page Act skewed gender ratios in the Chinese American community to heavily male. "In the early 1870s, there were roughly 78 Chinese women per 1,000 Chinese men in the U.S.," Shin says. "After the law's passage, that number dropped to 48 women per 1,000 men."

Preventing women from immigrating alongside their partners meant male laborers were unable to create families and set down roots in America. Instead, many sought to earn money and then return to China to rejoin their families. Bachelorhood among Chinese male laborers, in turn, enhanced U.S. suspicions. "They were portrayed as driftless," says Borja. "It enhanced the view that they shouldn't be full Americans. Barriers justified other barriers."

Most west coast states had laws preventing people from marrying outside their race by the mid-1800s. So by effectively barring Chinese women from entering the country through the Page Act, the U.S. government limited the growth of Asian American families. Nadal points out that there were no laws targeting immigrant women from European countries.

In setting a precedent for discriminating against a specific group of immigrants, the Page Act and the Chinese Exclusion Act paved the way for other discriminatory immigration policies that placed quotas on certain ethnic groups and prohibited the entry of individuals with mental disorders, physical disabilities, and members of the LGBTQ community.

Rotondi, Jessica Pearce. "Before the Chinese Exclusion Act, This Anti-Immigrant Law Targeted Asian Women: The 1875 Page Act was one of the earliest pieces of federal legislation to restrict immigration to the United States."

History.com. Last modified March 19, 2021.

<https://www.history.com/news/chinese-immigration-page-act-women>.

According to this document, why were women from Asia given greater scrutiny when immigrating to the United States?

Supporting Question 2

The second supporting question: What is the experience of immigrants coming to America at the turn of the 20th century?

The formative task is: Write a detailed list comparing the experience of immigrant women and immigrant men.

Teachers may implement this task with the following procedures:

1. Engage students in an analysis of the poem, *“The New Colossus”* to give students an understanding of the overall experience of immigrants entering the United States through Ellis Island.
2. Allow students to explore the remaining two sources while completing the provided graphic organizer
3. Have students engage in the formative task and write a detailed list comparing the experience of immigrant women and immigrant men.
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The following sources were selected to bring students to understand the experience of European immigrants that entered the United States. Students will begin by reading Emma Lazarus’s poem *“The New Colossus,”* and then review oral histories of immigrants coming through Ellis Island. While each immigrant has their own, unique experience, students will dive deeper into the experience of women immigrating and living in the United States.

- **Featured Source A:** New Colossus

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
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she*

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*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-tost to me,
I lift my lamp beside the golden door!"*

Emma Lazarus

November 2, 1883

Lazarus, Emma. 1883. "The New Colossus."

<https://www.nps.gov/stli/learn/historyculture/colossus.htm#:~:text=%22Give%20me%20your%20tired%2C%20your,refuse%20of%20your%20teeming%20shore.>

Questions to Consider:

1. Who or what is the poem describing as a "mighty woman with a torch" and "Mother of Exiles?"
2. What can you assume of the immigrant experience based on this poem?
3. What is the United States to immigrants? Has this vision changed?

- **Featured Source B:** *Oral Histories for Your Classroom, National Parks Service*

TRYING NEW FOODS

Kathleen Remembers Trying Pizza (Transcript)

Interviewee: KATHLEEN MAGENNIS LAMBERTI

Date of Birth: NOVEMBER 6, 1898

Date of Interview: FEBRUARY 25, 1994

Immigrated from Ireland in 1921 at Age 22

Interviewer: PAUL E. SIGRIST, JR.

Ellis Island Collection: EI-439



SIGRIST: Tell me what that first night in America was like?

SIGRIST: So she fed you?

LAMBERTI: She fed, oh, yes, she fed us. (she laughs) And my Uncle Joe brought in, he brought in a pizza pie. And I, we looked at that and they said, "Now, this is pizza pie." And Mother said, "Oh, what is that?" This dreadful looking stuff. It was awful. Mother said, "Mmm." Didn't eat that. Well, we were very disappointed. When we got his back turned we put it out. We threw it out. But we didn't, we didn't know what it was. To eat tomatoes in a pie. That was dreadful. (she laughs) Then, but we did grow to love it.

Paul Remembers Trying Sandwiches (Transcript)

Interviewee: Paul Moschella

Date of Birth: July 8, 1898

Date of Interview: February 19, 1991

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Naples, Italy at age 22 in 1921

Ellis Island Collection: EI-28

Moschella Food at Ellis Island:

I remember on Ellis Island, we was like a bunch of sheep. We bumped one each the other and everybody had a suitcase and dragging their suitcase, stuff like that, and I remember the first meal they give to us. They give sandwich, white bread with a piece of cheese and a piece of ham, wrap them up and put them in a little baggie and give to us and it tasted so good... That was something new for us. I never seen sandwiches in Italy, no. That was something new for me, to tell you the truth, and it tasted like I had a nice piece of cake. It tasted good.

Isadore Remembers Trying a Tomato (Transcript)

Interviewee: Isadore Samet

Date of Birth: September 23, 1898

Date of Interview: September 6, 1991

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Poland in 1914 at age 16

Ellis Island Collection: EI-87

Isadore Samet (First Tomato):

My brother took me over and wanted to give me a treat. So he said, "There are some peddlers around the street coming out from here. There are some tomatoes." I never had a tomato in my life. I didn't know what sort of a tomato looks like. (He laughs) So he gave me a tomato and I eat the tomato. I spit it out. I couldn't take it. (He laughs) I said, "What is this, what they give me to eat?" He started laughing, so we kept going there, no tomato.

IMMIGRATION EXPECTATIONS

Catherine Remembers Her First Day in America (Transcript)

Interviewee: Catherine Hannon English

Date of Birth: May 3, 1910

Date of Interview: November 17, 1991

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Poland in 1920 at age 10

Ellis Island Collection: EI-116

English (First Impression of America):

There were children coming from school. And they were so sloppy looking. I thought they were orphans or something. I had visions of beautiful ribbons on their hair and the kids didn't have uniforms or anything. Then we got out at, we came up to 63rd Street and then they, the streets were so dirty. Garbage all around the place and I couldn't get here fast enough, that everything was so beautiful and clean and all this. But it, I soon broke in with the whole thing.

Catherine Remembers the Gaslights (Transcript)

Interviewee: Catherine Gaetano Gallippi

Date of Birth: February 17, 1914

Date of Interview: December 12, 1990

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Italy at Age 8 in 1922



Ellis Island Collection: EI-17

Gallippi (Her Mother's Disappointment with America): When we came here into America my mother complained, she says, "My God, I thought America was supposed to be something great. You have gaslights here. We had electric lights in Italy." (she laughs)

Gertrude Remembers Going to Chicago Transcript)

Interviewee: Gertrude (Gudrun) Hildebrandt Moller

Date of Birth: June 15, 1920

Date of Interview: October 5, 1992

Interviewer: Janet Levine, Ph.D

Immigrated from Germany in 1929 at Age 9

Ellis Island Collection: EI-222

MOLLER (Impressions of America):

Oh, that's a good question. When people, word gets around, you know, in the neighborhood and the children and so forth. And then the kids go home and tell the parents, "Oh so and so is going to AMERICA, you know, the land of plenty." So, I remember, I don't remember whose parent it was, father or mother said, "Oh, I hear you're going to Chicago." And I said "Yes." And he says, "Bang, bang, bang." (she laughs uproariously) And I didn't know what he meant by that and, of course, I found out years later that it because it was during the twenties, Al Capone and all that. (she's laughing) You know, I'm nine years old, I don't know what it's all about. And then somebody else said, "Oh, you're going to, I hear you're going to Chicago." And I said, "Yes" and they said, "Well, you know, when you get to America," he said, "did you know the money grows on trees." And, you know, the first thing I did, I couldn't find many trees in New York when we arrived, but (she laughs) on the train going to Chicago, every tree in sight I checked it out (she's laughing) and there weren't any dollar bills growing on any of those trees.

TRAVELING TO AMERICA

Morris Remembers the Steamship (Transcript)

Interviewee: MORRIS ABRAHAM SCHNEIDER

Date of Birth: May 3, 1910

Date of Interview: November 17, 1991

Interviewer: Paul E. Sigrist, Jr.



Immigrated from Poland in 1920 at age 10

Ellis Island Collection: EI-116

Schneider:

When we got on the Rotterdam, we had a field day. One, I was never on ship before and it was absolutely, I was awed by it. It was overwhelming. All the people and boarding the ship, it was all a brand new experience. We left Rotterdam, we set sail and about a half hour after the ship started my sister got very sea sick. It took us fourteen days to cross the Atlantic and in the entire crossing, she was in steerage, and the only time she came up for a breath of fresh air was just about a half hour before we saw the Statue of Liberty. Now the experience of the ship, being young was an adventure in that particular situation, because we were on the lowest level of the ship. We couldn't go aboard. Some kids were more adventurous. My brother and I, we would sneak aboard, we were always chased. And we saw some people who traveled maybe in first or second class and we looked upon them as royalty, but we were confined primarily to steerage.

Steerage was one huge place. It was the lowest deck. The stench, it was the summer, in August, the humidity, the heat, having no air conditioning, having cooling facilities, it was very hot, compounded by the fact that there must have been anywhere from two to three hundred people in that huge cavernous area. The body smells, the body odors, the lack of sanitation, the lack of any kind of facilities, washing, there was no such thing as washing or bathing. The stench, the vermin, it was rat infested. But, being children, I guess, had its advantages, in this case because we always tried to get out of there. We tried to go, get out of the steerage, get out of the babble of voices, get out of the heat and the stench and get on the main deck. We all were permitted to stay there for a little while but we were constantly chased. But the crossing went for us, for me in particular, went very quickly.

William Remembers the Storm (Transcript)

Interviewee: William Greiner

Date of Birth: July 18, 1912

Date of Interview: March 3, 1991

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Italy (on French Quota) at Age 12 in 1925

Ellis Island Collection: EI-28

Greiner:

It's hard for people to understand today what it was like to be on a boat then in a storm like that. Tremendous noise. It sounded as if the boat was heading for some rocks. The great waves would smash, the noise tremendous, and I thought we would flounder at any moment. They posted Morse Code, messages received from other ships in the ocean, sending "S.O.S. We are floundering!" and so on, "Help!" and the captain let us know that he couldn't get out of the way. They were hard pressed,

too. So they wanted to get to New York as soon as possible... all the other people were so sick. But I get over very quickly any sickness. I would go up on the captain's deck and I enjoyed this wild sight, and especially looking at the prow of the ship going way, way down under the sea and then lifting up. And the waves coming, rushing right up to the captain's...to live...that's a terrifying scene but, as a boy, I enjoyed it.

Emma and William Remember Packing (Transcript)

Interviewee: Emma and William Greiner

Date of Birth: December 30, 1913 and July 18, 1912

Date of Interview: March 3, 1991

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Italy (on German and French Quotas) at Age 11 and 12 in 1925

Ellis Island Collection: EI-28

Greiner (What He Packed):

EMMA: Yes, yes. It was very disrupting, you know, to pack and break up your home.

Oh, we took, of course, our clothing and some pieces of like china that were very, very special. And maybe a blanket or two also that were real good wool, that we felt maybe we may not be able to get here in the United States.

WILLIAM: Of course, there was pressure to leave things there but they accommodated us kids. And I brought a lot of things that (he laughs) I now wonder why I was so attached, for instance, to greeting cards. They were very, very romantic in those days and they were through the years birthdays and so on. And a few toys. My tin soldiers. I don't remember whether I brought anything about my small railroad, um.

WILLIAM: Oh, yes, yes. And then I had, uh, what we called a "Magic Lantern." It was a... Projector.

Very, very primitive, (he laughs) compared to today's.

EMMA: And I was hoping he wouldn't bring those soldiers because when we played together at home, you see I was German and he was French, you know, and he would always decimate all my soldiers, kill them all off, so we had quite a different set in our lives...(she laughs.)

EXPERIENCES AT ELLIS ISLAND

Elda Remembers The Eye Exam (Transcript)

Interviewee: Elda Del Bino Willitts

Date of Birth: April 28, 1911

Date of Interview: November 9, 1990

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Lucca, Italy at Age 5 in 1916

Ellis Island Collection: EI-8

When I got on the boat, I was only five and this little, this gentleman who had been back and forth several times, and well my mother took a liking to him because he was so knowledgeable about it. He spoke Italian. And so he took me on a walk one day and he said, "You know what? When you get over to Ellis Island they're going to be examining your eyes with a hook," and he says, "Don't let them do it because you know what? They did it to me one eye fell in my pocket. (Paul laughs) So you can imagine how I entered this... So we get over there and everybody has to pass and I'm on the floor screaming. I passed without a physical. I passed the eye test because the other seven passed.

Catherine Remembers the Hair Exam (Transcript)

Interviewee: Catherine Gaetano Gallippi

Date of Birth: February 17, 1914

Date of Interview: December 12, 1990

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Italy at Age 8 in 1922

Ellis Island Collection: EI-17

Gallippi (At Ellis Island): Oh yes. This young woman here, she, they were examining her hair. She had it braided up so beautifully because, I guess, she was going to meet someone, you know. And they unbraided all her hair and evidently they found something there because they were clipping her hair, just cutting here and there. And she started to cry. She said, "But your cutting my hair!" She says, "Well, my dear, if you want to be in America, we want to make sure that your hair is clean."

HOLDING ONTO HOMELAND TRADITIONS

Interviewee: Charles W. Beller (Kalman Bilchick)

Date of Birth: November 4, 1903



Date of Interview: August 29, 1991

Interviewer: Janet Levine, Ph.D.

Immigrated from Russia at age 6 in 1910

Ellis Island Collection: EI-82

Levine:

Did your mother and father have the attitude that they wanted their children to become Americanized and they wanted them to hold on to the traditions of Jews in Russia?

Beller (Maintaining Cultural Identity):

My father would want us to go to synagogue on the high holy days; and I always went with him. The other boys, they strayed away from the religious part of it. But I always went with him on every high holiday and the like. I went to Hebrew school. I had the rabbi come to the house for awhile. Then I went to the Rabbi's place in order to learn until I was thirteen years old. And after that I didn't care about that. I wanted to be Americanized. I want to be an American, and I want to accept my opportunities and take the, make the most of them. Take advantage of everything that I could learn. And I did just that.

Interviewee: Charles W. Beller (Kalman Bilchick)

Interviewee: Helen Horvath Harbove

Date of Birth: November 3, 1914

Date of Interview: November 24, 1992

Interviewer: Janet Levine, PH.D.

Immigrated from Hungary in 1921 at Age 7

Ellis Island Collection: EI 234

LEVINE: Do you remember anything your mother told you about Hungary before you ever went there?

HARBOVE: No, I don't think, I don't remember that. I think my father talked more to us than my mother. And he used to sing a lot. I remember him always whistling or singing, and I did like that. I remember him like that, whistling and singing.

LEVINE: Would you be able to sing a Hungarian song on tape?



HARBOVE: *Of course! (they laugh)*

HARBOVE: *I know several, not one or two.*

LEVINE: *Please, go ahead.*

HARBOVE: *Now?*

HARBOVE: *I like this one. (She sings in Hungarian) My mother used to sing that all the time, too. And the translation of that is, "Whoever loves their baby, no matter how it's snowing or raining, he will find her. He'll even cross the bridges to find her." That's the whole thing. That's a lovely little song.*

ADJUSTING TO LIFE IN AMERICA

Knud Remembers Hardships Caused by the Language Barrier (Transcript)

Interviewee: Knud Larsen

Date of Birth: August 27, 1899

Date of Interview: March 28 and 29, 1993

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Denmark at Age 24 in 1923

Ellis Island Collection: EI-267

Larsen (The Language Barrier):

Let me tell you what I didn't like the most was, I couldn't understand what they were saying. It's awful hard to understand what it means that you can't understand a word, what anybody says to you. And, I'll tell you, if anybody would have said, "I'll give you the money, and you can take the boat back to Denmark," I would have done it any day in the week. And it took me I would say just about a year before I conquered that, because it's hard to understand that you can't understand what people are talking about. Get up in the morning, you can't understand them, you go to work. They laugh at you when you say something because it's, I suppose it sounds crazy to them, and so you just go along.

Some day when I come back, no matter what happens, I'm going to stay in that particular place that I was born. I wouldn't move. I found that out in life. I would never move from my birth place because when you do that you're making an awful mistake. You make it awful hard for yourself. Unless that you have energy enough to go through and learn the language that you were born in, because that is missing all your life. You hate to think of every time I opened my mouth, they know I'm a foreigner, and I don't like that.

Anna Remembers Meeting Family Members (Transcript)

Interviewee: Anna Zagar Klarich

Date of Birth: March 29, 1902

Date of Interview: September 12, 1991

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Yugoslavia at Age 18 in 1920

Ellis Island Collection: EI-89

Anna Klarich:

Oh, I It was so beautiful to see her. Ten years I didn't see her. I mean, she looked different, and I was so grown up. I was only eight years old when she left and then I was eighteen. I was young lady. Well, I came and she was hugging me. We both cry. We all cry, you know. Then we said, we went to the dining room and they served us. I don't know what they serve us, the main meal, but the French bread and butter was so delicious because we didn't have much on the boat, you know. It was so good. And my aunt say, "You want some more," and I was ashamed to take another slice, but I said, "I like it." She said, "Just eat because," she said, "I know you didn't have that on the boat", so we did. So it was nice.

And then I came in my mother's apartment and she had lace curtains. We didn't have that in Europe. And I was just admiring these lace curtains. They were so beautiful, you know. And my mother said, "There are cookies in the kitchen. When you want, you just go and help yourself, you know." And then I said, "Oh, tomorrow morning when I'm going to get up I'm going to get those cookies." I got up six o'clock in the morning and she gave me her night gown, big night gown. I put it on, and then I went in the kitchen and I got myself four big cookies and I put them on my lap and I'm admiring the pictures on my mother's wall and those curtains just, they just fascinate me. And I'm eating my cookies and admiring, and my mother peeked in my bedroom and she said, "Oh, my God!" And I was so embarrassed that I had these cookies in my lap and eating that she told me to do it. And I was so hungry for cookies that I just, and she said, "Oh, how good". She said, "Don't be embarrassed. Just eat it and eat all you want."

Birgitta Remember Starting School (Transcript)

Interviewee: Birgitta Hedman Fichter

Date of Birth: April 7, 1917

Date of Interview: November 29, 1990

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Italy at Age 6 in 1924

Ellis Island Collection: EI-11



Fichter (Going to School in America):

I turned seven after we got here and here children were starting at the age of five in kindergarten, so at age seven they put me in the first grade, which was kind of dumb because I didn't know the language and, I didn't know "yes" and "no." That's how bad it was. I just sat there and every time the teacher even looked at me I would start to cry because I was afraid she was going to say something and I didn't know what, what she was saying. But there was one little girl that I'll never forget and when it was recess time I didn't know why everybody got up and went out of the classroom. But this one little girl came and put her arm around my shoulder, didn't say anything, she just took me outside, stayed with me during recess, and when recess was over she brought me back to my seat in school. And then, that girl, I'll never forget her. But, uh, it was very hard not knowing the language and getting started in school. But when you're young you, you pick it up, I think, a lot easier, especially when, when you're with kids and I had, a couple of my mother's cousins...they could speak Swedish and everything.

Catherine Remembers Mother Learning English (Transcript)

Interviewee: Catherine Gaetano Gallippi

Date of Birth: February 17, 1914

Date of Interview: December 12, 1990

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Italy at Age 8 in 1922

Ellis Island Collection: EI-17

Gallippi (Her Mother Learns English):

Sigrist: Did your mother ever learn English?

GALLI Gallippi: Not fully. She tried very hard. She could write her name, she could tell time, money, everything. She knew everything about that, but she never spoke fluently...I do remember that they were trying to get a lot of these women at that time to take classes but they said, "We're too busy with the children. We just can't take time." So this is why a lot of people did not learn.

Friedrich Remembers Being Called a "Greenhorn" (Transcript)

Interviewee: Friedrich Pfeiffer

Date of Birth: January 9, 1900

Date of Interview: January 21, 1992

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Germany at Age 25 in 1925

Ellis Island Collection: EI-119

Pfeiffer (Being called a greenhorn):

Naturally, we were called "greenhorns," of course, when you start. Well but there was an awful lot of Germans work in that part of the, of that shop and they were quite helpful, even though we had a foreman that also was of German descent and he more or less called me "greenhorn." And he didn't seem to want to help me much. But most of them were willing to show me or ask questions, when I ask questions to help me and so I sailed through that fairly good.

Armen Remembers Trying to "Fit In"(Transcript)

Interviewee: Armen Jermakian

Date of Birth: September 8, 1923

Date of Interview: September 26, 1996

Interviewer: Paul E. Sigrist, Jr.

Immigrated from Turkey in 1923 at Ellis Island

Ellis Island Collection: EI-808

Jermakian (Armenian Music and Foreigner):

My mother used to love to play the music. It was Armenian and Turkish music that they played. And in the summertime the windows would be opened. And my playmates now were both Armenian and non Armenian. And they'd hear that music coming out, you know, they'd call us "foreigners" and things like that because of that music. And I used to go home and tell my mother, "Shut it off," or "Stop that music. Everybody thinks we're..." and that I distinctly remember because we didn't want to, and I love that music now myself but at that time, you know, they always think you're, they always looked upon you as being not native, you know. They looked down on you, they did. At the beginning they did look down on you.

National Parks Service. 2015. "Oral Histories for your Classroom."

<https://www.nps.gov/elis/learn/education/classrooms/oral-histories.htm>

Graphic organizer for source analysis:

Directions: Choose two accounts from each section. Record your thoughts, observations, and surprises in the provided space.

	Account #1	Account #2
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Trying New Foods		
Immigrant Expectations		
Traveling to America		
Experience at Ellis Island		
Holding Onto Homeland Traditions		
Adjusting to Life in America		

- **Featured Source C:** *New Beginnings: Immigrant Women and the American Experience*

A Woman's Story

Though women are integral characters, immigration is rarely thought of as a woman's story. Women historically have accounted for almost fifty percent of immigrants and currently exceed that. Women's motivations for migration have been varied and complex. Gender has influenced migrant women's choices to immigrate as well as their opportunities and challenges upon arrival.

On the day Ellis Island opened on January 1, 1892, an Irish girl named Annie Moore became the very first person processed through what became the world-famous immigration center.

Though Annie herself is remembered for being the first, her experiences in America were very much like those of millions of other women who chose to make a new home in a new country

Like those before and after, the women and girls who came through Ellis Island transformed America socially, politically, and economically.

Establishing Community

Immigrant women often have borne the double expectation of building new communities while simultaneously maintaining the home country's culture and values in the new world. Their presence or absence in the U.S. signaled whether a particular ethnic group was desired to be permanent or tolerated as temporary residents. From 17th-century Jamestown to 20th-century California, women immigrants have been vital to establishing and maintaining the social fabric of the United States.

America's first permanent, English settlement was at Jamestown in 1607. The Virginia Company actively encouraged women's immigration to replicate an English model of society in the New World.

Enslaved African women were involuntary immigrants to Jamestown. The privateer White Lion brought "20 and odd Negroes" in 1619. The 1620 census listed 17 African females among the settlement's 928 residents. Over the ensuing centuries, the mingling of people from different cultures, classes, and conditions of servitude led to the development of America's distinctive culture.

Seeking Prosperity

Women's labor has been integral to building and maintaining a strong American economy whether through paid employment or support of family businesses. Immigrant women have been well represented in the labor force throughout American history. Their attainment of the American dream has often been married to a vision of economic prosperity.

Making a Living

Many 19th-century, European immigrants departed home communities with low economic prospects for Eastern and Midwestern urban centers in the United States. Once established, women took jobs in factories, in mills, as domestic servants, and in other unskilled occupations. Even women who did not secure paid employment, such as those with young children, contributed to the economy through micro business like laundries and keeping boarders or performing piece work at home.

Mechanization transformed U.S. industry between 1880 and 1930, fueling production of inexpensive consumer goods. This created an explosive need for cheap, low-skill labor.

Factory women, mostly concentrated in garment and textile industries, comprised 20% of the female workforce. About 2/3 of women factory workers were first or second generation immigrants.

The Triangle Shirtwaist Factory Fire claimed the lives of 17 men and 129 women. The fate of the Russian, Italian, Hungarian, and Austrian victims brought attention to deplorable working conditions.

Populating a Nation

The U.S. government envisioned a country that stretched from coast to coast. Women were integral to achieving the United States' "Manifest Destiny". The goal was to establish new states and expand the United States' political and geographic boundaries. Women were incentivized by the promise of more expansive property and political rights, including the vote in some states.

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The Homestead Act encouraged western settlement by promising 160 acres of land to any citizen or intended citizen following five years of occupancy. Women were allowed equal access to the opportunity.

Europeans were encouraged to emigrate, and tens of millions settled in the U.S. between 1815 and 1915. People from the same home countries often settled near each other, establishing ethnic networks.

Irish women adeptly formed immigration chains with established women bringing over sisters, cousins, and friends. The Irish were the only immigrant group in which women eventually outnumbered men.

While government policy welcomed Europeans, non-whites--like the Chinese--were discouraged from immigrating.

The Chinese Exclusion Act of 1882 barred almost all Chinese immigration, with narrow exceptions including for the wives and children of U.S. citizens

Many Chinese immigrant women were held at Angel Island Inspection station from weeks to years while immigration officials determined their eligibility for entry.

Advocating for Rights

Immigrants have profoundly and indelibly impacted the political landscape of America. From the 1909 uprising of 20,000 (mostly) Jewish immigrant women working in New York City's shirtwaist district, to the development of the modern immigrant rights movement, immigrants have often had to create a political voice that advocates for the respect of their dignity and the enactment of their political, economic, and social rights. For Mexican immigrants in particular, the 20th century saw immigration policies that swung back and forth like a pendulum, at times opening the door and at other times closing it.

Many immigrant women learned to self advocate for political rights. From interned Japanese during World War II to Mexican farm workers, immigrant women sought to improve their legal status.

Prior to the Immigration Act of 1924, there were few restrictions on Mexican immigration to the U.S. Agricultural workers moved freely across the border, following the harvests. The 1924 law established an immigration quota system, leading to deportation of hundreds of thousands of Mexican immigrants.

After the U.S. entered World War II, farm workers left agriculture in droves for higher paying factory jobs. Millions of Mexican and Latin American families migrated to the U.S. to fill the void.

During the 1960s a growing outrage at the treatment of migrant workers emerged. Many lived in dilapidated houses and barely earned enough to feed their children, despite working long hours.

Dolores Huerta

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Leaders like Dolores Huerta, one of the most influential labor activists of the 20th century, placed themselves on the front lines of the fight for farm worker (often immigrants) rights and for economic improvements for Hispanic communities. In 1960 Huerta helped found the Agricultural Worker's Association where she met fellow activist and labor leader Cesar Chavez. In 1962 they co-founded the National Farm Workers Association, which was the predecessor to the United Farm Workers Union formed in 1965. The 1965 Delano Grape Strike was a major catalyst for the group's efforts. Huerta helped to organize the strike of over 5,000 grape workers and the subsequent boycott of the wine company. This work led to a three-year contract about bargaining agreements between California and the UFW. Huerta negotiated contracts for workers and managed an entire hiring system to increase the number of available jobs. She also fought against the use of harmful pesticides and for unemployment and healthcare benefits for agricultural workers. Huerta served as Vice President of the UFW until 1999.

Becoming Americans

America is a land of immigration and immigrants. New people coming to the United States over hundreds of years, exploring new places, encountering new people and ideas, and transacting cultural exchanges created a unique national culture - a culture that values independence, responsibility, and resilience. Immigrant women embodied these ideals as they established the social, political, and economic foundations of their lives in America.

National Women's History Museum. 2015. *"New Beginnings: Immigrant Women and the American Experience."* Google Arts and Culture.

<https://artsandculture.google.com/exhibit/new-beginnings-immigrant-women-and-the-american-experience-national-women%E2%80%99s-history-museum/5gL5yiVkJcVkJw?hl=en>

Questions to Consider:

1. How was a woman's immigration experience different from a man's?
2. Describe the impact of immigrant women on American society.
3. Overall, how were immigrant women treated? Provide examples.

Supporting Question 3

The third supporting question: How does the modern immigration experience compare to other historical eras?

The formative task is: Complete a Venn Diagram outlining the comparing modern and historical immigrant experiences.

Teachers may implement this task with the following procedures:

1. Review with students the experience of immigrants in the historical eras learned in the past two lessons.
2. Have students read and analyze the attached sources to gain a better understanding of the modern immigration experience.
3. Students will complete a Venn Diagram for their formative task to compare the modern and historical immigrant experience.
4. Lead a closing reflection with students that addresses their surprises, possible misconceptions, and further questions about the topic.

The following sources were selected to provide students an opportunity to read about modern immigration experiences. These women immigrated from various countries around the world to the United States and each experience is different. After reading each story, students will complete a venn diagram to compare the modern immigration experience to the historical experience they learned about in the previous two lessons.

- **Featured Source A: Marisela, New York City**

My mother, father, siblings, and I had been living in a poor part of town in Guadalajara, Mexico. My father worked as a ranchero and my mother used to waitress at a local pub and restaurant. I was the oldest of all my siblings and therefore, the leader. I had to set an example for the younger ones and had to take care of them from the dangers of the world. One day, I was at home when I found out my father had been killed. It was a tragic day and my mother, devastated from the loss, wanted to move to America, speaking of being safer there and how America could help us all. We moved the following week, wanting to leave Guadalajara and the crime of the small town. We were missed and there was no one else to care after the ranch since my father died, so they closed it down, but it was necessary. We no longer wanted to live in such a dangerous place, so when we moved to America, we found out we had taken up all of the small apartment complex. After we moved in, there was no more room, so I guess we were lucky. My siblings and I went to school and had good grades, my mother working as a waitress, yet again. I grew up to be a police officer, wanting to be able to prevent crimes in my city, New York, like to what happened to my father. I thank American for the opportunities that it has given me and will be forever grateful.

- **Featured Source B: E.G., Albany, New York**

I'm lucky. I'm 16, live in a small town and I am a daughter of an immigrant. Growing in a small town, when 96 percent of the population is white is tough. You turn white. Sure, the color of my skin will never be the color of a piece of printer paper but inside it feels like I'm all white. I guess the word "anchor baby" defines me.... sort of. I'm the president of debate club, where we talk about bills, current news topics, and political nominees. The hardest topic... Is immigration reform. People are so uninformed.. "Yes I believe we should deport all undocumented immigrants here, and they should get in line with all the other people to get their papers... LEGALLY" I find that easier said than done. I haven't seen my father since I was 8 and only spoken to him on the telephone. He was deported in 2009. The last day I saw him was in a train station... And I had no idea why I was saying good bye... and why everyone was crying. When my friends came over and asked where my father was I said he was "working". Every year on my birthday he calls me and I try hard not to cry because I know it's another year of him not being able to see me grow. My mother is a single mom. Terrified of being deported. Just a couple weeks ago she was caught. She was driving to work when a police officer pulled her over because she wasn't wearing her seat belt. For anyone else it's just a ticket. For a single mother that is illegal it's "I have to go to court, I have to show identification... They will find out I am illegal.. I will be deported... I have to call my lawyer... Who will take care of my daughters?" I hate seeing my mother in constant fear. I hate hearing family members and friends calling us to be careful because in Hudson ICE was seen deporting families. She's scared. I'm scared. We're all scared. Living the American dream shouldn't consist of being scared every second of the day.

- **Featured Source C: No Name Given, Indonesia**

I came to the States for the first time a couple days after I turned 18. I wanted to visit my uncle who lived in Seattle and thought I might get a bit lucky so then I could get a job and live there. I arrived legally on a tourist visa and I applied for an asylum 3 months after that. I really hoped I could get through the process and at the end I would be granted a US citizenship. I had a working permit which I had to renew annually and I never missed paying taxes. I saved up some money and I took classes from a top music college in Boston, MA but I couldn't graduate due to my financial situation. FAFSA couldn't approve my application at that time so I needed to reach into my own pocket to pay my tuition. I worked at a local restaurant 60-70 hours a week and I started my music career in 2012. I was a part of a band based in Seattle that was quite popular at that time and we got to play for famous comedians, big casinos and many others. They paid me really well and the manager of the band is just a great model of how America should be like. He would let me play as much as the others do

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without any exceptions. I paid my taxes as a sub-contractor of the band and I didn't mind. I wanted thank America for giving me chances! I would also like to ask why you would kick me out when my asylum case had been denied. Now I'm living in Asia not knowing what else to do other than teaching ESL because I actually speak English. I hope to see you again soon, America. I really miss you and all my relatives that are still there. Someday we'll see each other again.

- **Featured Source D: Allison, North Carolina**

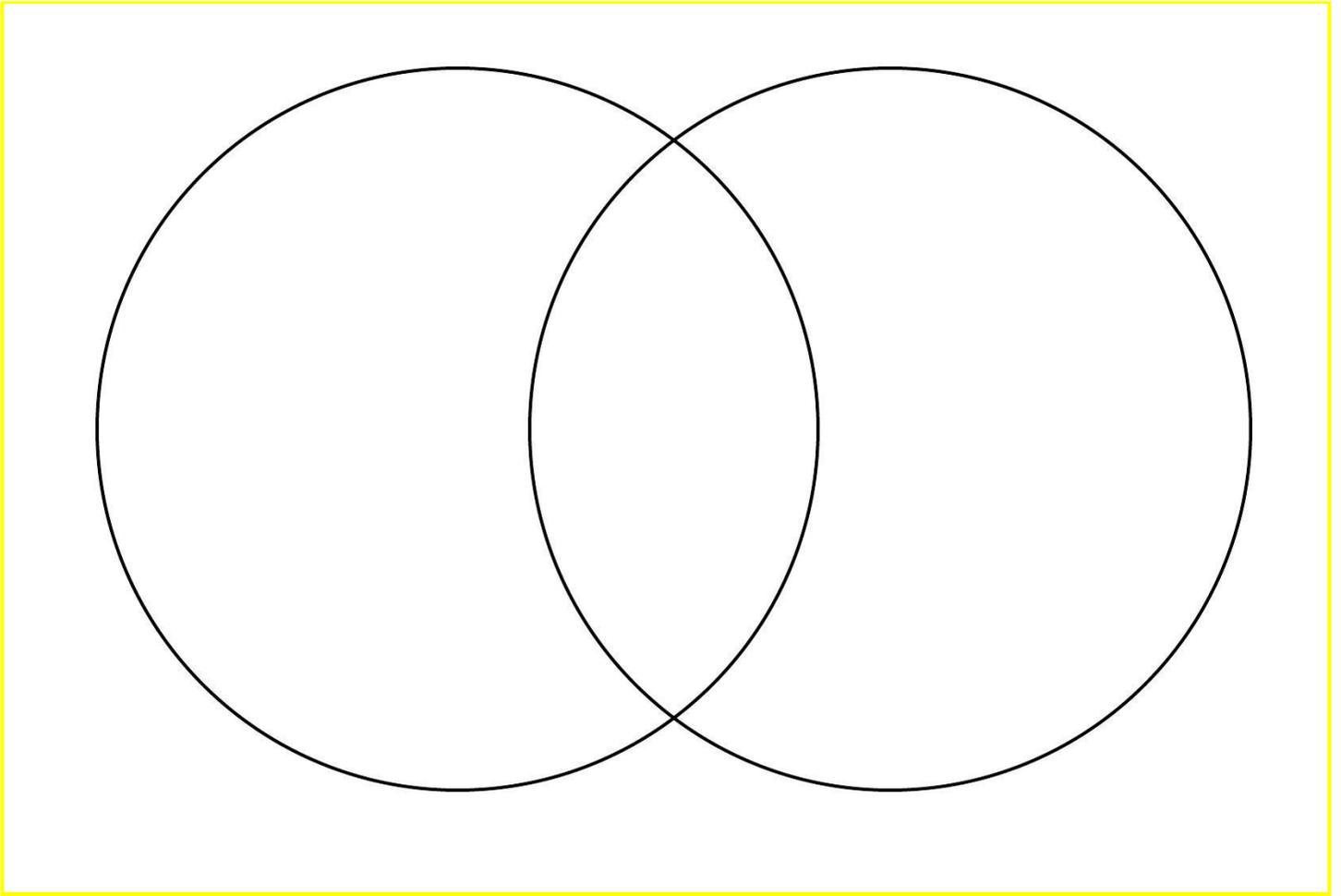
I was brought to the U.S illegally when I was 3 years of age. My father came to this country first before he brought my mother and I. My father and mother still continue to work hard every day to give me and my two younger brothers the absolute best. I thank my father every day for bringing us to this blessed and beautiful country and giving us a better quality of life. Throughout my life I never thought it would be such a big deal being illegal until I got to high school and starting applying for my licenses or college scholarships. Obviously I was denied for not having a social security number. Later on Mr. President Obama gave us an opportunity named deferred action and it has opened to many doors for me! I'm truly blessed. I was able to obtain my driver licenses and continue school. Honestly my life has completely changed.

- **Featured Source E: Ivonne, Houston, Texas**

I was only a few months old when I was brought in the U.S with my mother my father and my big brother. I was born in Mexico DF on January 31. My mom thought it would be better to build a better life in the other side so we could have a better future. I am 20 years old now I've been waiting to get my papers for too long. I finished high school and got my diploma to be able to go to college. But I won't be able without my papers. Every day I cry because I can't help my mom with rent anymore. I don't work anymore. I want my mom to be proud of me but how can I if I'm not from here and they won't accept us. My mom was once deported when I was 10 years old. I found out the next day because she had not come home. I got a phone call from Mexico and she told me she wasn't going to come back until 3 to 4 months. Never in my entire life have I felt so mad, so mad because I was left without a mother for 3 months. After that I've been scared of cops because I don't remember anything from Mexico because I've been living in Houston for my entire life. I want to be able to enjoy my life and learn new stuff and travel, something I can't do.

My Immigration Story. *"The Story of U.S. Immigrants in Their Own Words."* <https://myimmigrationstory.com/>





Summative Performance Task

At this point in the inquiry, students have examined the experience of immigrants coming to the United States from various parts of the globe.

Students should be expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students will participate in writing an essay discussing the experience of immigrants coming to the United States.

Students will choose a topic to focus on that will address the compelling question (how has the United States treated immigrants throughout history?).

Students may choose to focus on the following discussion points or choose their own:

- Did the United States provide a positive experience for immigrants?
- Does the immigration process need to be changed?

To support students in their writing they can use this provided organizer for a body paragraph:

First Argument	
Write a topic sentence that summarizes the paragraph and tells how this proves the thesis	<i>(Repeat the first part of your thesis)</i>
Provide background information here. Cite anyone you paraphrase or quote!	<i>When...</i>
What textual evidence proves this? Describe 1 or 2 HAPP elements about the source of your evidence.	
What textual evidence proves this? Insert a short quote here.	

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What makes this quote credible, valid, or helpful in providing insights to this issue?	<i>The quote revealed...</i>
Who disagrees or disputes a piece of your argument? Describe 1 or 2 HAPP elements about the source of your evidence.	<i>Others claimed that...</i>
What textual evidence do you have? Insert a short quote here.	
What makes this quote seem untrue, inaccurate, or only partly true?	<i>While it may be true that _____, it was clear that...</i>

To extend their arguments, once students have written or formed an argument, consider doing one of the following extension activities:

1. **Discussion:** Consider facilitating a discussion of the analysis questions. Ask students to share their response with someone, or if they already worked in a group, ask them to nominate someone to represent their group to the class as a whole. Capitalize on differences between group responses. Why did one group answer differently than another? What impacted them or stood out more?
2. **Four Corner Debate:** Consider a "four-corner debate." In the corners of the room tack up a piece of paper with four differing and possible answers to the inquiry question. After students complete the lesson packet, pose the question to the room at large and ask students to move to the corner of the room (or in between locations) that represent their answer. Then, ask students to explain their choice. As students discuss they are allowed to move closer or further from ideas. This is a great strategy for kinesthetic learning.
3. **Socratic Seminar:** Consider doing a "Socratic seminar" to extend the learning and get students to question what they still don't know or understand. Start with the inquiry's question. Students should be encouraged to answer one another's question directly, but also to answer the question with another question. This continues the conversation and gets at more rich ideas. The teacher should try to say as little as possible and let the students lead the dialog. One strategy for this is to seat students in a circle. Give each of them a cup and 2-3 tokens. When a student makes a substantive contribution to the discussion the teacher will walk over and place a token in the cup signaling that they have contributed. Students will become aware of who has spoken and who has not, and leave space for one another.
4. **Structured Academic Controversy:** Consider turning the lesson into a "structured academic controversy." Take the overarching question and turn it into a "debate." Students can choose or be assigned a side in the debate and use the documents provided to argue their "answer" to the overarching question. They can argue over interpretations and credibility of some documents.

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5. **Reacting to the Past:** Consider doing some role play with your class. Reacting to the Past is an active learning pedagogy of role-playing games designed by Barnard University. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives. Reacting promotes engagement with big ideas, and improves intellectual and academic skills. Provide students with a set of rules about staying in character and what types of things they must know about their character. Students should be provided with a packet of role sheets with instructions on their individual goals and strategies for game play. Students can use sources and information from these activities, and can search for more details online about their individual character. Reacting roles and games do not have a fixed script or outcome. While students are obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively in papers, speeches, or other public presentations.

Students have the opportunity to Take Informed Action by doing one of the following suggested action activities:

1. Find an article or book about history that misrepresents women and gender in history and write to the author or editor.
2. Write a letter to the Secretary of Education for your state about the teaching of women and gender history.
3. Investigate women and gender rights issues that persist and engage with the movement by attending a protest, signing a petition, or donating to the cause.
4. Make a PSA video, blog, or social media post with the intent to persuade the audience to better understand women from history or a persistent gender rights from this inquiry.