## Edwin Markham Intermediate School 51, Staten Island, NY 10302 Mr. Mele. Principal

Social Studies First Marking Project	Due Date:		
Name:	Class:		

# Were immigrant experiences a dream or a nightmare?

**Backgound:** Students have been introduced to the experience of immigration from 1840-1900. Was the overall **[start to finish-citizenship]** experience of immigration a "dream," or a "nightmare?" We hope for you to have fun with this project as each student will create a fictional immigrant character from a specific listed place, based on your learning, and will answer questions related to the immigrant experience. Students will use their own textual evidence [from your own story] to justify and determine if their immigrant's experience was worth the sacrifice. Students will also have the opportunity for extra credit by creating a political cartoon that conveys their opinion about immigration in the 1800s.

**Project Part 1) 20pts-Page 2 Pre-Work-also Homework!** Definitions & knowledge: You earn points for homework while also developing your project. This work is part of your project, and will help boost your homework grade. Fill in on page 2 see areas requesting specific information. Follow the instructions on each page.

**Project part 2): 20pts Defining & Gathering information:** Other key terms, gathering important ideas for/about your character, bottom pg2 top 3, then review information about immigrant country and departures. Answer questions 1-6.

## **Project part 3: 60pts- Develop your immigrant story.**

**TASK**: Create a story based on a fictional immigrant and his/her experiences leaving his/her country, arriving in America, being processed for entry, then living to achieve the American dream in the United States. Your final paragraph will answer, "Was the **overall [start to finish-citizenship]** experience of immigration a "dream," or a "nightmare?" Complete all pre-work (part 1 & 2) as it is part of the project and will help you with the information you need for a successful project. Also, you can not receive a passing grade without it!

## Students will:

- 1. List Pros and Cons of immigration based on learned information in class and personal research.
- 2. Explain the forces behind immigration to the United States- must explain push & pull factor(s).
- 3. Must define specific words connected to immigration.
- 4. Must create a fictional immigrant story that includes
  - a. Reasons for leaving native country
  - b. experiences with travel to America
  - the Ellis/Angel Island experience settlement in U.S. with tenements, work experience, success or failure.
- 5. Justify if immigration was a viable option for YOUR immigrant using text evidence in your determination
- 6. Extra Credit -Create a political cartoon that addresses symbolism. 5-10pts depends on cartoon.
- 7. Return all of this paperwork.

<u>PART 1) THE PROS AND CONS OF IMMIGRATION:</u> The lines are solid therefore complete sentences with proper grammar are required.

The phrase 'pros and cons' is an abbreviation of the Latin phrase 'pro et contra', meaning 'for and against', where "pros" are for the positive points and "cons" are the negative ones.

LIST and give a short explanation of 4 pros and cons for Pros	r immigration.  Cons
1)	
2)	2)
3)	3)
4)	4)
Define the phrase "Push Factor" from your notes in cla	ss and the reading completed for "Immigration".
Define the phrase "Push Factor" from your notes in cla	ss and the reading completed for "Immigration".
List 3 push factors- and explain why they are	List 3 pull factors- and explain why they are
PUSH FACTORS:	PULL FACTORS:
Define the following terms:	
Define the following terms:  Assimilation	
Famine-	

Pogroms	
Tenements	
Immigration	
	S WORKSHEET, PLANNING OUT YOUR STORY!
	our immigrant leaving? Be advised that after 1820s many people in these countries became poor
because they lost the	heir jobs to machines.
<u>Country</u>	Reasons people left
Northern, Central o	and Eastern Europe: 20 million people
England, France, Sp	pain - Highly developed nation few people left to further their fortune, opportunity for business, adventure many lived in poverty b/c they lost their jobs to machines, some sought a better life. Mostly immigrated to cities.
Italy, Austria-	Scarce land, poverty, or workers displaced by machines.
Ireland-	1/3 of our immigrants came from Ireland. Scarce farm land, potato famine, people generally
lived in	poverty in harsh conditions. Immigrated mostly to cities and some farms.
Germany-	political freedom, scarce farm land, people lived in poverty in harsh conditions. Went to cities
	and farms.
Eastern Europe, mo	
Poland, Slovakia, U <b>Asian Continent-</b>	kraine- Political freedom, poverty, scarce land, and for Jews pograms.
Russia-	Political freedom, pograms
China & Japan-	Most intended to arrive, become rich and go home. Arrived on the West Coast through Angel Island. California gold rush, work on building the rail-roads, develop businesses to support other's dreams. People from China and Japan were processed through Angel Island.
FACTS about the U	.S. ESPECIALLY FROM 1820-1880:
-The Roman Cathol	ic church was the single largest religious body in the United States by 1850.
	ilroad companies recruited immigrants as customers.
-About 40 percent	of the immigrants from the second wave came from Ireland.
- Businesses expand	ded exponentially needing scores of unskilled laborers and workers.
You can find more i	information on the Internet @
https://www.prece	den.com/timelines/29989-waves-of-immigration-in-america
Angel Island no pro 1) From which cont	t you need to know and understand the enormous processing of immigrants through Ellis Island and jects are allowed to focus on border crossing from the South American countries.
•	sh factors for your immigration?
•	s are you immigrating to?
	ettle in the U.S.? City on the East or West Coast, or after entry settle in an agricultural (rural) area?
	you processed through? Ellis Island or Angel Island
	t living in your new home:
	he pros that you experience living in America?
What are th	he cons you experience living in America?

# Fictional Character for the "Dream or Nightmare" of the Immigration Experience

	What decade did you come to America? 18
From what Continent and country did you come from	n?
Explain the factors that made you decide to leave you	ur country. Include push/pull factors aligned with your origin (4a)
Describe and discuss your experience coming to Ame Travel & arrival:	erica and living here in the United States (4b & 4c).
Experience in U.S.	
Was your overall experience a "Dream or a Nightmare	re." Justify your determination using evidence from YOUR story!

The items listed in the HAVES AND HAVES NOTS will help decide your grade on this basic project. Double check your work.

### **HAVES**

- Defines all concept terms on page 2-3
- Properly identifies push/pull factors page 2
- Properly describes Ellis/Angel Island experience
- Properly describes tenement/settlement experience
- Properly describes work experience factory or farm
- Properly describes as a dream/nightmare
  - Uses own text as justification
  - Uses other text as justification(-)

#### **ELA basics**

- Properly capitalizes
- Proper punctuation and grammar
- Proper use of past, present, future tenses
- Proper sentence development

#### **Political Cartoon EC**

 Has TITLE, 5 obvious symbols with description and meaning of cartoon, Explains message. Message matches symbolism

#### **MISTAKES/HAVE NOTS**

- Does not defines all concept terms on page 1
- Does not properly identifies push/pull factors page 2
- Does not properly describes Ellis/Angel Island experience
- Does not properly describes tenement experience
- Does not properly describes work experience factory

#### **MISTAKES/HAVE NOT-continued**

- Does not properly describe dream/nightmare
  - Uses own text as justification
  - o Uses other text as justification

#### **ELA basics**

- Does not properly capitalize, indicated on project
- Does not proper punctuation
- Does not proper use of past, present, future tenses
- Does not proper sentence development

#### **Political Cartoon**

- Does not has 5 obvious symbols with description and meaning of cartoon
- Made a comic strip, not a political cartoon. Some credit given for effort and creativity.
- Has less than 5 symbols in political cartoon or comic strip.

**NEXT STEPS:** Your next project will be better providing you:

- 1- Follow instructions from class, write them down
- 2- Ask questions if you're not sure how to approach project
- 3- Make a checklist of items to complete and double check your content.

Must turn in all paperwork including rubric for grading.

### **EXTRA CREDIT: Immigration Political Cartoon**

Create a political cartoon related to immigration. It can be pro immigration or against immigration. Political cartoons are one picture with elements that reveal messages about a specific opinion on the topic. **YOU ARE NOT MAKING A COMIC STRIP!** Your political cartoon should have no less than five images to express the view you wish to present. You must explain what each image represents, or symbolizes.

- TITLE: Identify the main purpose of the political cartoon. What message are you sending to your audience about immigration?
- SYMBOLS IN THE CARTOON: Use widely recognizable symbols related to immigration.

• Helping you with your me	essage: include text, text bubbles, and, or dialogue between elements.
List your five images and what th	ney represent, or symbolize:
1. Image:	Symbolize:
	Symbolize:
3. Image:	Symbolize:
	Symbolize:
	Symbolize:
Explain the purpose/message of v	your political cartoon:
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