

# US Studies II

## Unit 1 DBQ

### Immigration

**2013-2014**



**US Studies II**  
**Document Based Question**  
**The New Immigrants**  
**Objectives: 5.1.3.b and 5.1.3.c**

Directions: This question is based on the accompanying documents (1-6). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented.

Historical Context:

In the late nineteenth century, the United States experienced numerous social changes resulting from the Industrial Revolution. Railroads moved both product and people faster than ever before. The increased use of machinery resulted in rapid changes in product manufacturing. Lifestyles within America changed, as families left cottage industries to work in metropolitan factories. America was seen as a land of opportunity.

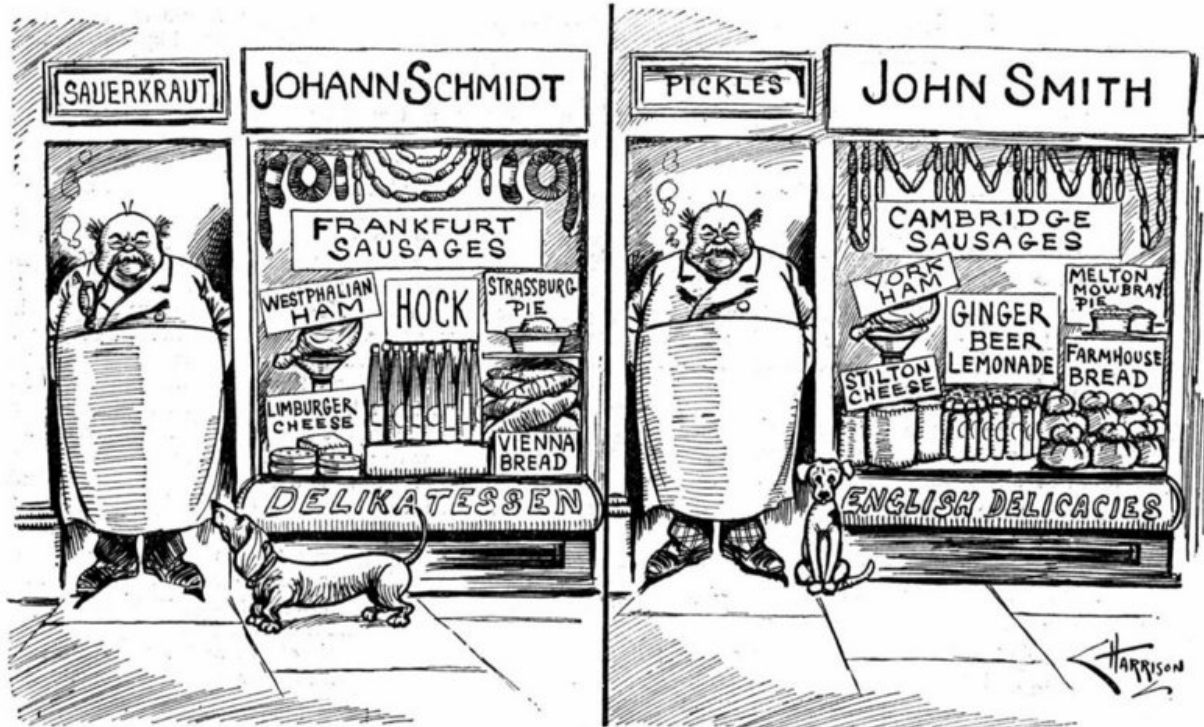
Task:

- Carefully analyze the following documents (1-6) and complete the graphic organizer.
- Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion.
- Use evidence from at least five documents in the body of the essay.
- Support your response with relevant facts, examples and details.
- Include additional outside information to thoroughly answer the following:

Question:

**Discuss the challenges immigrants faced in America after 1880 and examine how they adapted to life in America.**

Document 1:



Retrieved from [www.societypages.org](http://www.societypages.org), source unknown, 1921.

Document 2:

“There are now forty-seven evening classes meeting at the House weekly, twenty-five evening clubs for adults, seventeen afternoon clubs for children, the Hull-House Music School, a choral society for adults, a children's chorus, a children's sewing school, a training school for kindergartners, a trades union for young women. In daily use are the nursery, the kindergarten, the playground, the penny provident bank, an employment bureau, a sub-station of the Chicago post office. A trained nurse reports to the house every morning and noon, to take charge of the sick-calls for the neighborhood; a kindergartner visits daily sick and crippled children. The coffeehouse serves an average of 250 meals daily, and furnishes noonday lunches to a number of women's clubs; soups and broths and wholesome food are bought by neighbors from its kitchen, and bread from its bakery, adorned with the label of the bakers' unions, goes out to the Lewis Institute, to grocery stores, to neighbors' tables.”

The Education of the Immigrant article by Grace Abbott, 1917

[http://tigger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/show\\_doc.ptt&doc=388&chap=81](http://tigger.uic.edu/htbin/cgiwrap/bin/urbanexp/main.cgi?file=new/show_doc.ptt&doc=388&chap=81) Urban Experience in Chicago: Hull House and its Neighbors 1889-1963

Document3:



Photograph of tenement housing

<http://lcweb2.loc.gov/ammem/browse/> Library of Congress American Memory

Document 4:



Nativist reaction to New Immigrants

Cartoon from *Puck Magazine*, January 11, 1893

Document 5:

“We have been called the melting pot of the world. We had an experience just a few years ago, during the great World War, when it looked as though we had allowed influences to enter our borders that were about to melt the pot in place of us being the melting pot. I think that we have sufficient stock in America now for us to shut the door, Americanize what we have, and save the resources of America for the natural increase of our population. We all know that one of the most prolific causes of war is the desire for increased land ownership for the overflow of a congested population. We are increasing at such a rate that in the natural course of things in a comparatively few years the landed resources, the natural resources of the country, shall be taken up by the natural increase of our population . . . Without offense, but with regard to the salvation of our own, let us shut the door and assimilate what we have, and let us breed pure American citizens and develop our own American resources.”

Shut the Door Speech by Senator Ellison DuRant Smith in support of the Johnson-Reed Act, April 9 1924 <http://historymatters.gmu.edu/d/5080/> History Matters

Document 6:



University of California at Berkley, 2010