

# Late Nineteenth- and Early Twentieth-Century Immigration and Migration: Pairing Text and Visual Materials



*J. Keppler, "Welcome to All," Puck, April 28, 1880. (Library of Congress)*

# Late Nineteenth- and Early Twentieth-Century Immigration and Migration: Pairing Text and Visual Materials

BY TIM BAILEY (created in 2012, updated in 2024)

*Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute’s director of curriculum development and instructional design.*

**GRADE LEVELS:** 7–12

**RECOMMENDED TIME FOR COMPLETION:** Five 45-minute class periods or three 45-minute class periods with two lessons’ activity sheets assigned for homework

## UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual materials and testimony created by people who immigrated or migrated from one location to another. These skills will enable students to understand, summarize, and evaluate visual and textual materials of historical significance.

In these five lessons, students will explore European and Asian immigration to the United States, the Great Migration, and deportation in the late nineteenth and early twentieth centuries. They will examine paired visual and textual sources, including sources created at the time historical events took place and sources created to memorialize those events. Students’ comprehension will be assessed through activity sheets and an argumentative paragraph or essay.

Students will be able to

- Develop close-reading skills using primary source texts
- Develop visual analysis skills using primary source images
- Draw inferences using evidence presented in primary sources
- Draw comparisons between documents and visual materials
- Explain the importance of place and movement in American history (e.g., immigration, migration, deportation)

## ESSENTIAL QUESTIONS

- What obstacles made it challenging to move in the late nineteenth and early twentieth centuries?
- How did immigrants to the United States or migrants to northern and western states explain why a troublesome move was nonetheless appealing?
- When people could not control when and where they moved, what else did they lose?

## COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-Literacy.WHST.6-8.1.a: Write arguments focused on discipline-specific content. b. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.RH.11-12.1: 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.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## MATERIALS

- Activity Sheet on Pairing Visual and Textual Analysis
- Source 1: J. Keppler, “Welcome to All,” *Puck*, April 28, 1880, Library of Congress, Prints and Photographs Division, LC-USZ62-29012.
- Source 2: Excerpts from Aaron Domnitz, “Why I Left My Old Home and What I Have Accomplished in America” (1942) in *My Future Is in America: Autobiographies of Eastern European Immigrants*, ed. and trans. by Jocelyn Cohen and Daniel Soyer (New York: New York University Press, 2006), pp. 138–139.
- Source 3: An Immigrant’s Poem, Angel Island (1925): Choi Kyung Sik, “A Night at the Immigration Station” in *Voices of Angel Island: Inscriptions and Immigrant Poetry, 1910–1945*, ed. by Charles Egan (New York: Bloomsbury Academic/Bloomsbury Publishing Plc., 2020).
- Source 4: “Testing an Asian Immigrant,” photograph taken at the Angel Island Immigration Station, San Francisco, 1931, National Library of Medicine, National Institutes of Health.
- Source 5: Letter from Cleveland Gailliard to the Bethlehem Baptist Association, April 1, 1917, Carter G. Woodson Papers, Library of Congress, Manuscript Division.
- Source 6: Jacob Lawrence, *The Migration Series Panel No. 1: During World War I there was a great migration north by southern African Americans*, 1940–1941, The Phillips Collection, Washington, DC, © 2012. The Jacob and Gwendolyn Lawrence Foundation, Seattle/Artists Rights Society (ARS), New York.
- Source 7: Letter from Pablo Guerrero to Los Angeles County, May 28, 1934, Los Angeles County Board of Supervisors. Translated from Spanish to English by A. G. Rivera and found in Los Angeles County Decimal File. Published in *Decade of Betrayal: Mexican Repatriation in the 1930s*, rev. ed., ed. by Francisco E. Balderrama and Raymond Rodriguez (Albuquerque: University of New Mexico Press, 2006), pp. 262–263.
- Source 8: Judith Baca, “500,000 Mexican Americans Deported,” segment from the *Great Wall of Los Angeles*, Social and Public Art Resource Center, designed in 1976 and painted in 1980. Photo courtesy of SPARC Archives, SPARCinLA.org.
- How to Organize Your Writing and Essay Prompts Activity Sheet

## HISTORICAL BACKGROUND

### Late Nineteenth- and Early Twentieth-Century Immigration and Migration

by Grace Peña Delgado, University of California, Santa Cruz

Domestic migration and immigration to the United States provide valuable insights into the country’s fundamental values and aspirations, as well as the contradictions that can undermine them. While the movement of people within the US is largely undertaken for better opportunities, it also reveals persistent problems related to racism and violence. Simultaneously, while the dominant discourse promotes the United States as a “nation of immigrants,” this characterization falls short in capturing America’s complex relationship with many immigrant communities.

The Chinese Exclusion Act of 1882 marked a turning point in US immigration policy, as it was the first federal law that prohibited a specific racial group from immigrating to the United States. The act, which barred Chinese laborers from entering the United States, was initially meant to last for ten years but was renewed and made permanent before being repealed in 1943. During the exclusion era, Chinese immigration dropped dramatically. Prior to the act, approximately 300,000 Chinese had entered the United States, mainly for work in the West Coast gold mines and on the Central Pacific Railroad. After the act’s implementation, these numbers dwindled to just a few thousand, primarily those who could claim exempt status, such as diplomats, students, and merchants.

Between 1910 and 1940, Angel Island in San Francisco Bay was a processing site for citizens, visitors, and immigrants arriving or returning from China, Japan, Germany, Russia, the Philippines, Korea, and India. Approximately 300,000 people (70 percent of arrivals) were sent to Angel Island; the other 30 percent were allowed in directly from the ships. As part of the effort to enforce the Chinese Exclusion Act, people from Asia were disproportionately selected for secondary processing, and some were detained for days, weeks, or even years. A detention experience involved grueling interrogations and extended periods of confinement, often in cramped and unsanitary conditions. Yet even within this oppressive environment, some detainees demonstrated acts of resistance. For example, some carved poems into the walls of their barracks, etching their emotions into the very fabric of the place that confined them.

Most European immigrants arriving between 1892 and 1924 landed at the US Immigration Station on Ellis Island in New York Harbor. More than twelve million immigrants went through Ellis Island, and 2 to 6 percent were detained or excluded. Rooted in ethnocentric assumptions, the US immigration system operated on the premise that Europeans were readily assimilable into American society. Such assumptions placed European languages, religious traditions, and social customs on a higher echelon than those of Asian origin. These biases eased European immigrants’ pathway to naturalization and assimilation.

Within the context of these racialized immigration policies and institutional favoritism toward Europeans, the Great Migration of Black Americans began during World War I, fundamentally altering the demographic and social contours of the United States. Almost six million Black Americans moved from the rural South to urban centers in the North, Midwest, and West of the United States. The underlying motivations ranged from the pursuit of better economic opportunities to the aspiration for social mobility, and perhaps most significantly, the longing for a life free from racial segregation and Jim Crow laws. Simultaneously, the boll weevil infestation devastated the southern cotton industry, leading to economic hardship for many Black families reliant on agriculture. As a result, the promise of lucrative factory employment in northern cities encouraged migration.

Unfortunately, the movement of Black Americans to northern cities incited racial tensions, culminating in the race riots of the “Red Summer” of 1919. Cities like Chicago, Washington DC, and Elaine, Arkansas, became cauldrons of interracial conflict. The riots were manifestations of deeper societal issues, rooted in longstanding racism and systemic inequalities. It is important to note that these violent outbursts did not deter the Great Migration; rather, they intensified the inner will of Black Americans to strive for better lives.

Similarly, Mexican “repatriation” drives of the 1930s offer another lens to examine the intersections of race, migration, and forced removal in the United States. Federal policy targeted Mexicans and Mexican Americans to protect White employment during the Great Depression. These forced removal campaigns deported approximately one million individuals of Mexican descent from the United States, nearly 60 percent of whom were American citizens. Federal, state, and local governments joined together to forcibly remove Mexicans and Mexican Americans, often through raids and coercion, stripping people of their livelihoods, homes, and families.

Deportation exerted a devastating emotional and psychological toll on Mexican and Mexican American families. While older family members might have retained some of their Mexican heritage, many younger Mexican Americans had been fully acculturated into American society, speaking English and sharing the dreams emblematic of American youth. For these younger family members, “repatriation” was synonymous with exile to a foreign country they hardly knew.

*Grace Peña Delgado is a professor of history and director of graduate studies at the University of California, Santa Cruz. She is the author of Making the Chinese Mexican: Global Migration, Localism, and Exclusion in the US-Mexico Borderlands (2012) and co-author of Latino Immigrants in the United States (2011).*

## LESSON 1

### IMMIGRATION FROM EUROPE, 1880–1904

BY TIM BAILEY (created in 2012, updated in 2024)

#### OVERVIEW

Students will look at a political cartoon and a memoir that reflect the experience of many immigrants' experiences coming through Ellis Island in New York in the last decades of the nineteenth century and first decades of the twentieth century. They will closely examine the visual material and text and respond to questions to help them understand and assess their meaning and the history behind them. Their comprehension may be assessed through their completed activity sheets and classroom discussion.

*Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute's director of curriculum development and instructional design.*

**GRADE LEVELS:** 7–12

**TIME FOR COMPLETION:** One 45-minute class period

**UNIT OVERVIEW:** This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. In these five lessons, students will explore European and Asian immigration to the United States, the Great Migration, and deportation in the late nineteenth and early twentieth centuries.

#### MATERIALS

- Activity Sheet on Pairing Visual and Textual Analysis
- Source 1: J. Keppler, "Welcome to All," *Puck*, April 28, 1880, Library of Congress, Prints and Photographs Division, LC-USZ62-29012.
- Source 2: Excerpts from Aaron Domnitz, "Why I Left My Old Home and What I Have Accomplished in America" (1942) in *My Future Is in America: Autobiographies of Eastern European Immigrants*, ed. and trans. by Jocelyn Cohen and Daniel Soyer (New York: New York University Press, 2006), pp. 138–139. This essay was originally written as an entry for a contest sponsored by the Yiddish Scientific Institute.

#### PROCEDURE

1. If the class will be completing all lessons in this unit, it is a good idea to make four copies of the two-page activity sheet for each student.
2. Before class begins, familiarize yourself with the information about Ellis Island in the Historical Background essay by Professor Delgado on pages 4–5 and the information below about immigrant Aaron Domnitz:

Aaron Domnitz, born in 1884 in a village in Belarus (western Russia), was around twenty years old when he immigrated to the United States. He hoped for a new life with less religious persecution and more political freedom and physical safety.

Domnitz was met by a cousin, with whom he lived in the Bronx, New York. He held jobs successively as a plumber and a tailor and pursued a degree to become a dentist. He then moved to Baltimore and worked as a dentist and raised a family. The arc of Domnitz's life was representative of many immigrants who found a first home with relatives, got jobs with assistance from religious or social agencies, and pursued higher education as a springboard to opportunity and prosperity in the United States.

3. Distribute Source 1, "Welcome to All," and the activity sheet on pairing visual and textual analysis. "Welcome to All" is a political cartoon from 1880 that argues in favor of open immigration policy and reinforces the ideal of

America as a land of freedom and opportunity and a safe refuge from the oppression of European monarchs. The signs read: “Free education, free land, free speech, free ballot, free lunch” and “No oppressive taxes, no expensive kings, no compulsory military service, no knouts or dungeons.”

4. The students will closely examine the political cartoon and analyze it using the activity sheet. This can be done as a whole-class activity with discussion, in small groups, with partners, or individually. If this is one of the students’ first experiences examining an image like this one, it should be done as a whole-class activity. You may need to explain that a political cartoon is a visual depiction of a political argument.
5. Distribute Source 2 with the excerpt from Aaron Domnitz’s “Why I Left My Old Home and What I Have Accomplished in America,” which recalls his earlier experience arriving at Ellis Island, ca. 1904. He wrote this memoir for an essay contest in 1942, nearly forty years after he immigrated to the United States.
6. “Share read” the excerpt with the students by having them follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
7. The students will then closely read Domnitz’s description of his examination at Ellis Island and answer the questions on the activity sheet. Reconvene the class to share the students’ or student groups’ responses to the political cartoon and the memoir.
8. As students or student groups share out their responses, discuss different interpretations developed by the students or student groups. Introduce any background information from the Historical Background or step 2 above to supplement and place in context the knowledge the students gained from studying the primary sources.

## LESSON 2

### IMMIGRATION FROM ASIA, 1925–1931

BY TIM BAILEY (created in 2012, updated in 2024)

#### OVERVIEW

Students will look at a poem and a photograph that reflect many Asians' immigration in the last decades of the nineteenth century and first decades of the twentieth century. They will closely examine the visual material and text and respond to questions to help them understand and assess their meaning and the history behind them. Their comprehension may be assessed through their completed activity sheets and classroom discussion.

*Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute's director of curriculum development and instructional design.*

**GRADE LEVELS:** 7–12

**TIME FOR COMPLETION:** One 45-minute class period

**UNIT OVERVIEW:** This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. In these five lessons, students will explore European and Asian immigration to the United States, the Great Migration, and deportation in the late nineteenth and early twentieth centuries.

#### MATERIALS

- Activity Sheet on Pairing Visual and Textual Analysis
- Source 3: An Immigrant's Poem, Angel Island (1925): Choi Kyung Sik, "A Night at the Immigration Station" in *Voices of Angel Island: Inscriptions and Immigrant Poetry, 1910–1945*, ed. by Charles Egan (New York: Bloomsbury Academic/Bloomsbury Publishing Plc., 2020).
- Source 4: "Testing an Asian Immigrant," photograph taken at the Angel Island Immigration Station, San Francisco, 1931, National Library of Medicine, National Institutes of Health.

#### PROCEDURE

1. Before class begins, familiarize yourself with the information about Angel Island in the Historical Background essay by Professor Delgado on pages 4–5 and the information below about immigrant Choi Kyung Sik:

The passage of the Immigration Act of 1924 barred Asian immigration to the United States, although there was an exception for students who had obtained visas from an American consulate. In 1925, Korean-born Choi Kyung Sik received a Japanese passport from a US consulate. Armed with these documents, he sailed from Yokohama to San Francisco. A graduate of Chosen Christian College in Korea, Kyung Sik also carried a letter attesting to financial support and admission to De Pauw University. After reviewing these papers at Angel Island, the Board of Special Inquiry allowed him to proceed, noting that he spoke English and was qualified as a student. Kyung Sik spent only one night on Angel Island, while many other prospective immigrants spent weeks and even months waiting to be cleared for entry into the United States. When the Angel Island facility was renovated many years later dozens of poems were found written and carved on the walls of the holding areas.

2. The students may work in small groups or pairs or individually. If they are working in groups or pairs, they can discuss their responses, but they must each complete their own activity sheets.
3. Distribute Source 3, "A Night at the Immigration Station" by Choi Kyung Sik, a Korean immigrant, along with a copy of the activity sheet. Share read the poem with the students as described in Lesson 1. The students will analyze the poem and fill out the activity sheet.



4. Distribute Source 4, the photograph “Testing an Asian Immigrant.” The students will respond to the questions on the activity sheet to help them examine and interpret what is happening in the photograph. Reconvene the class to discuss the students’ or student groups’ responses to the photograph and the poem.
5. As students or student groups share out their responses, discuss different interpretations developed by the students or student groups. Introduce information from the Historical Background or step 1 above to supplement and place in context the knowledge the students gained from studying the primary sources.

## LESSON 3

### THE GREAT MIGRATION, 1916–1940

BY TIM BAILEY (created in 2012, updated in 2024)

#### OVERVIEW

Students will look at correspondence and a work of art that illuminate the experience of African Americans who moved from southern states to northern and western states during the early twentieth century. They will closely examine the visual material and text and respond to questions to help them understand and assess these materials' meaning and the history behind them. Their comprehension may be assessed through their completed activity sheets and classroom discussion.

*Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute's director of curriculum development and instructional design.*

**GRADE LEVELS:** 7–12

**TIME FOR COMPLETION:** One 45-minute class period

**UNIT OVERVIEW:** This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. In these five lessons, students will explore European and Asian immigration to the United States, the Great Migration, and deportation in the late nineteenth and early twentieth centuries.

#### MATERIALS

- Activity Sheet on Pairing Visual and Textual Analysis
- Source 5: Letter from Cleveland Gailliard to the Bethlehem Baptist Association, April 1, 1917, Carter G. Woodson Papers, Library of Congress, Manuscript Division.
- Source 6: Jacob Lawrence, *The Migration Series Panel No. 1: During World War I there was a great migration north by southern African Americans*, 1940–1941, The Phillips Collection, Washington, DC, © 2012. The Jacob and Gwendolyn Lawrence Foundation, Seattle/Artists Rights Society (ARS), New York.

#### PROCEDURE

1. Before class begins, familiarize yourself with the information about the Great Migration in the Historical Background essay by Professor Delgado on pages 4–5 and the information below about the *Chicago Defender*:

During the Great Migration more than a million African Americans moved from the southern United States to the urban centers of the North and Midwest. Many African Americans wrote to organizations and newspapers in the North seeking assistance. The *Chicago Defender*, a Black newspaper founded in 1905, circulated in the South. It served as a clearinghouse for information about the North, printing tips on job listings and housing in Chicago. Most letter writers cited virulent racism and poverty as reasons for migrating. At least 110,000 African Americans migrated to Chicago between 1916 and 1918, nearly tripling the city's Black population.

2. Distribute the activity sheet on pairing visual and textual analysis.
3. Distribute the letter from Cleveland Gailliard to the Bethlehem Baptist Association (1917) and ask students to read it. The students will analyze the letter and fill out the activity sheet.
4. Distribute *Migration Series Panel #1* by Jacob Lawrence. This is the first of a series of paintings by Jacob Lawrence about the migration of African Americans from the rural South to the industrial North. The students will respond to the questions on the activity sheet to help them examine and interpret what is happening in the

painting. Reconvene the class to discuss the students' or student groups' responses to the letter and the painting.

5. As students or student groups share out their responses, discuss different interpretations developed by the students or student groups. Introduce information you learned in step 1 of the procedure to supplement and place in context the knowledge the students gained from studying the primary sources.

## LESSON 4

### DEPORTATION TO MEXICO, 1930–1980

BY TIM BAILEY (created in 2012, updated in 2024)

#### OVERVIEW

Students will look at correspondence and a work of art that illuminate the experience of Mexicans and Mexican Americans who were deported from the United States to Mexico during the Great Depression. They will closely examine the visual material and text and respond to questions to help them understand and assess their meaning and the history behind them. Their comprehension may be assessed through their completed activity sheets and classroom discussion.

#### MATERIALS

- Activity Sheet on Pairing Visual and Textual Analysis
- Source 7: Letter from Pablo Guerrero to Los Angeles County, May 28, 1934, Los Angeles County Board of Supervisors. Translated from Spanish to English by A. G. Rivera and found in Los Angeles County Decimal File. Published in *Decade of Betrayal: Mexican Repatriation in the 1930s*, rev. ed., ed. by Francisco E. Balderrama and Raymond Rodriguez (Albuquerque: University of New Mexico Press, 2006), pp. 262–263.
- Source 8: Judith Baca, “500,000 Mexican Americans Deported,” segment from the *Great Wall of Los Angeles*, Social and Public Art Resource Center, designed in 1976 and painted in 1980. Photo courtesy of SPARC Archives, SPARCinLA.org.

*Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute’s director of curriculum development and instructional design.*

**GRADE LEVELS:** 7–12

**TIME FOR COMPLETION:** One 45-minute class period

**UNIT OVERVIEW:** This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. In these five lessons, students will explore European and Asian immigration to the United States, the Great Migration, and deportation in the late nineteenth and early twentieth centuries.

#### PROCEDURE

1. Before class begins, familiarize yourself with the information about the Great Depression, immigration from Mexico, and deportation policy in the Historical Background essay by Professor Delgado on pages 4–5.
2. Distribute the activity sheet on pairing visual and textual analysis. Students may work in small groups or pairs, or individually.
3. Distribute Source 7, Pablo Guerrero’s letter. The students will read the letter and analyze it using the activity sheet.
4. Distribute Source 8, Judith Baca’s “500,000 Mexican Americans Deported.” This image is a portion of a 2,754-foot mural depicting the history of Los Angeles. The students will respond to the questions on the activity sheet to help them examine and interpret what is happening in the mural. Reconvene the class to discuss the students’ or student groups’ responses to the letter and mural.
5. As students or student groups share out their responses, discuss different interpretations developed by the students or student groups. Introduce information you learned in step one of the procedure to supplement and place in context the knowledge the students gained from studying the primary sources.

## LESSON 5

### IMMIGRATION, MIGRATION, AND DEPORTATION

BY TIM BAILEY (created in 2012, updated in 2024)

#### OVERVIEW

Students will review their work with primary source texts and images from the previous lesson(s) and then either support or challenge a statement about historical trends in immigration and migration.

#### MATERIALS

- Sources 1–8 from the previous lessons
- Completed activity sheets from the previous lessons
- How to Organize Your Writing and Essay Prompts Activity Sheet

*Tim Bailey taught middle school and elementary school in Utah for over two decades. Named the 2009 National History Teacher of the Year, he is the Gilder Lehrman Institute's director of curriculum development and instructional design.*

**GRADE LEVELS:** 7–12

**TIME FOR COMPLETION:** One 45-minute class period, plus homework

**UNIT OVERVIEW:** This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary source materials. In these five lessons, students will explore European and Asian immigration to the United States, the Great Migration, and deportation in the late nineteenth and early twentieth centuries.

#### PROCEDURE

1. If you assigned any of the lessons' activities for homework, have students share out their responses to the questions on the activity sheets.
2. All of the students should have copies of the primary sources as well as their completed activity sheets.
3. Distribute the How to Organize Your Writing activity sheet, which includes the prompts. Ask the students to complete the activity sheet.
4. You may choose whether the students write an argumentative paragraph or an argumentative essay defending or refuting a statement about immigration in the late nineteenth and early twentieth centuries. You may assign the prompt of your choice or allow students to select a prompt.
  - a. Immigrants and migrants moved because they hoped to find better jobs.
  - b. Immigrants and migrants moved because they sought better educational opportunities.
  - c. Most immigrants who came to the United States in the late nineteenth and early twentieth centuries found it a fairly simple and humane process.
  - d. Immigrants and migrants said that they preferred life in the United States because they lacked safety and rights in their country of origin.
5. They must support their answers with evidence from the primary sources they have analyzed in the lessons.
6. Student paragraphs or essays can be completed outside of class.

NAME \_\_\_\_\_

PERIOD DATE \_\_\_\_\_

---

## Pairing Visual and Textual Analysis: Texts

Author: \_\_\_\_\_

When was it written? \_\_\_\_\_ Where was it written? \_\_\_\_\_

What clues in the text or its citation reveal why it was written?

---

---

---

---

What mood or tone is created by the author, and what words create that mood or tone?

---

---

---

---

What can you conclude about the author's situation?

---

---

---

NAME \_\_\_\_\_

PERIOD DATE \_\_\_\_\_

---

## Pairing Visual and Textual Analysis: Visual Materials

Title of Piece: \_\_\_\_\_

Artist/Credited to: \_\_\_\_\_

Setting of the Image: \_\_\_\_\_

What is the significance of the central figure(s) or object(s)?

---

---

---

---

What action is taking place?

---

---

---

What mood or tone is created in the image, and what is creating that mood or tone?

---

---

---

What is the artist's message to the viewer?

---

---

---

Source 1: J. Keppler, "Welcome to All" (1880)



*J. Keppler, "Welcome to All," Puck, April 28, 1880. (Library of Congress)*



## Source 2: Aaron Domnitz's Arrival at Ellis Island, ca. 1904, Written in 1942

. . . My first contact with my new country was the brief conversation between me and the immigration officials. We were put into short lines as we entered the large buildings at Ellis Island. Each line had to go by a small table next to which officials sat who questioned each immigrant in his language. The new immigrant felt right at home. My line spoke Yiddish. Hence, a big, strange country recognized my language that I had brought here with me from abroad as an official language. In Russia and Germany, I did not receive any such privilege.

One official asked me what I would do in America. I told him that until then I had been a Hebrew teacher. He smiled, "A rebbe?" "No." I said, "A teacher!"

A second official called out, "What's the difference?" I explained that a "rebbe" is Hasidic. They laughed at me. "Go, go," they said, "you'll be a great rebbe in America," and pushed me aside. I looked around. Here I am on the other side of the railing, among those who had been let in. But why did they laugh at me? It's nothing. People are good natured here and they were joking. I liked the reception. . . .

Source: Excerpt from Aaron Domnitz, "Why I Left My Old Home and What I Have Accomplished in America" (1942) in *My Future Is in America: Autobiographies of Eastern European Immigrants*, ed. and trans. by Jocelyn Cohen and Daniel Soyer (New York: New York University Press, 2006), pp. 138–139. This essay was originally written as an entry for a contest sponsored by the Yiddish Scientific Institute.

### Source 3: An Immigrant's Poem, Angel Island (1925)

“A Night at the Immigration Station” by Choi Kyung Sik

This tired traveler  
Has crossed a vast ocean—  
Why must I sleep behind iron bars?  
The rain cries out and wakes me up  
Because it pities me.  
Angel Island, sleeping tight,  
No matter whether you hear this song or not,  
It is the complaint of a foreign guest  
Whose whole heart is burning.

Even though it's said America is wonderful,  
How pathetic it has made me,  
If my mother knew about this,  
How shocked she would be.  
This border created by rascals—  
When can it be broken?  
I hope people all over the world  
Will become brothers soon.

Source: © Charles Egan, 2020, *Voices of Angel Island: Inscriptions and Immigrant Poetry, 1910–1945* (New York: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc.)

Source 4: "Testing an Asian Immigrant," Angel Island (1931)



*"Testing an Asian immigrant" at the Angel Island Immigration Station, San Francisco, 1931.  
(National Library of Medicine, National Institutes of Health)*

## Source 5: Letter from Cleveland Gailliard to the Bethlehem Baptist Association (1917)

Mobile Ala April 1st, 1917

The Bethlehem Baptist Association

I take pain to pen you a few lines for Information about coming North and I see your advertisement in the Chicago Defender and I am verry fond of the Defender I get it every week when I can and I like to read it and I am a colored young man in need of a position because I have a family to support and I am out off a job and I can't get nothing to do to Support them. I have been out of a job for five months or more and have been sick to bed. I am up again thanks to the good Lord and I am a member of Stone Street Baptist Church the oldest Baptist church in the South and I am 31 years old and I can fill the Position as a porter in a grocery store or run an elevator or drive a team or do most anything and I would for the association to please help me get up their please and get me a position please and I will pay you the expenses back When I get up their and got to work and I will work. I was working here for the New Orleans Mobile & Chicago RR running the Elevator and cleaning up and they want me to work night and day for the same amount of salary which was only \$20.00 per month and so I quit and I have been looking ever since last Nov. so this is all at the present from

Cleveland Gailliard

Direct your letter  
(Gen. Del.) Post Office,  
Mobile, Ala.

Source: Carter G. Woodson Papers, Library of Congress, Manuscript Division.

Source 6: Jacob Lawrence, *The Migration Series Panel No. 1* (about World War I, painted in 1940–1941)



*Jacob Lawrence, The Migration Series Panel No. 1: During World War I there was a great migration north by southern African Americans, 1940–1941, The Phillips Collection, Washington, DC, © 2012. The Jacob and Gwendolyn Lawrence Foundation, Seattle/Artists Rights Society (ARS), New York.*

## Source 7: Letter from Pablo Guerrero to Los Angeles County (1934)

L.A. County  
Los Angeles, Cfa.

5/28/34. Mexicali, Low. Calif. Mexico

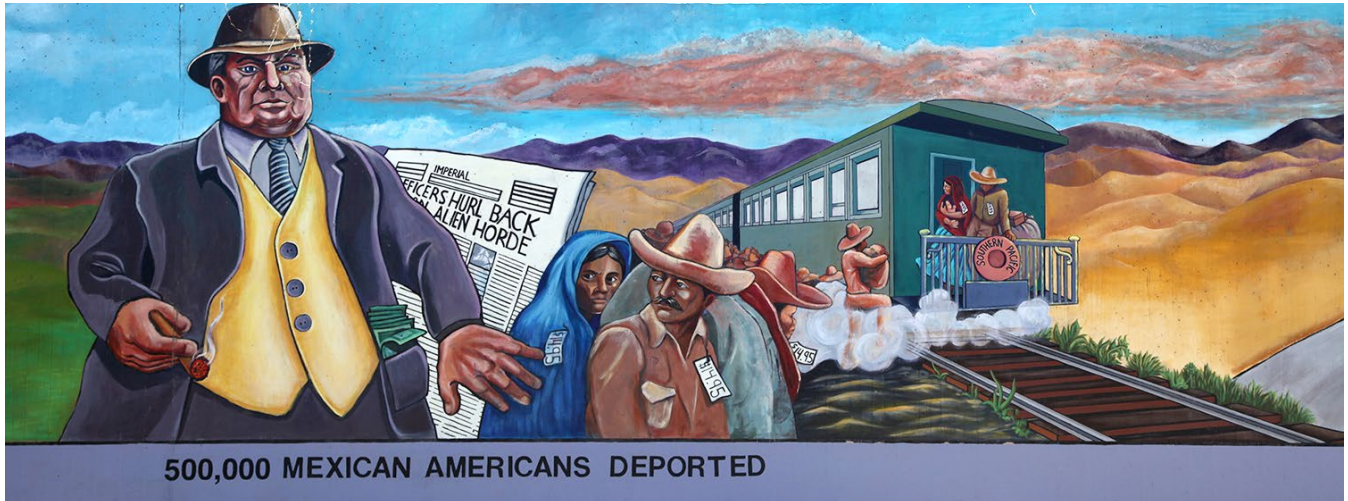
By these presents I hereby make it known that my family and myself were deported into Mexico on 12/8/32, on the S.P. trains that left Los Angeles, Calif., and in view of the fact that all of my children were born in the U.S. of A., they do not like the Mexican customs and wish to return to the U.S. in company with their parents and ask the Los Angeles County authorities, as a favor, to address the Department of Labor in Washington, requesting that the American Consulate in Mexicali. Low. Cfa. be ordered to grant me immigration papers, paying the \$18.00 dollars for each Pass-Port.

I want to arrange everything legally; I do not wish to violate the frontier Immigration Law, and I want my Passport issued with the seal of an American citizen. I worked in the U.S. of A. since 1904 with different companies. I registered in the world war in Johnston, Arizona, Cochise Co. I have never given my services to the Mexican government nor to Mexican capital. I have worked all of my life, since I was 19 years of age in the U.S. of A., and that is why I wish to return to the country where I am entitled to live with my children so that they be educated in the schools of your country and not in Mexico.

Besides, the Mexican Government here does not give any assistance nor protection to children born in the U.S. of A., and for that reason I ask that my children and myself be allowed to return to the country in which they are entitled to live.

Source: Permission granted by the County of Los Angeles.

Source 8: Judith F. Baca, “500,000 Mexican Americans Deported” (about the 1930s, painted in 1980)



*“500,000 Mexican Americans Deported,” from the Great Wall of Los Angeles by Judith F. Baca © 1976.  
( Photo courtesy of SPARC Archives, SPARCinLA.org)*

## How to Organize Your Writing

Select one of the following statements, which you will either support or challenge. Circle the number next to your choice. This can serve as your paragraph or essay's topic sentence.

1. Immigrants and migrants moved because they hoped to find better jobs.
2. Immigrants and migrants moved because they sought better educational opportunities.
3. Most immigrants who came to the United States in the late nineteenth and early twentieth centuries found it a fairly simple and humane process.
4. Immigrants and migrants said that they preferred life in the United States because they lacked safety and rights in their country of origin.

Topic Sentence:

Evidence:

Evidence:

Evidence:

Concluding Sentence: