Grade 5
Immigration: Then and Now

Document-Based Question for the
South Carolina Social Studies College- and Career-Ready Standards

South Carolina Department of Education
Office of Standards and Learning
2019

Introduction to DBQ
• This DBQ primarily has students focus on the skill of determining causation, which requires students to identify and analyze cause and effect relationships among events. In particular, students will be exploring the causes and effects of large-scale immigration policies and experiences. To further engage students, the DBQ requires students to then research current immigration events, and compare them to those of the late 19th to early 20th centuries. This Historical Thinking Skill is comparing, in which students will have to identify and analyze similarities and differences. The Literacy skills students will employ are their Close Reading Skills, which can be broken down into a four phase reading model. The first read requires students to find the main gist or central idea of the text. The second read has students looking at how the text works, such as author’s craft. During the third read, students are reading for what the text means, making inferences and drawing conclusions to get the author’s deeper intended meaning. The final read is for what the text inspires them to do, and in this case, students are going to create a final product of their choice to communicate their learning of the causes and effects of large-scale immigration now and in the late 19th to early 20th century.

• This DBQ addresses the concept of large-scale immigration as specified in the 2011 South Carolina College and Career Ready Social Studies standards for 5th grade. The culminating project requires to students to apply their knowledge of the events leading to and following large-scale immigration during the late 19th to early 20th centuries to formulate an opinion about whether Americans should have built a wall to prevent immigrants from entering the United States. This DBQ is designed to engage students through their choice of medium for their final product and through the real-life, modern-day relevance.

• The DBQ supports that Profile of the SC Graduate by requiring students to look apply their World-Class Knowledge of Social Studies and ELA reading and writing content. Students employ their World-Class Skills through the choices they make in their final product, communicating their understanding of immigration throughout different periods of history. Finally, embedded throughout this DBQ are opportunities for students to be able to model Life and Career Characteristics, as they take ownership of their own learning, make sense of the world around them, and collaborate with peers in their learning communities.

• This DBQ covers at least two Social Studies indicators, close reading, and possibly explanatory writing. It is designed to take at least two weeks, but this may be adjusted as needed to meet the needs of the students who will benefit from this learning experience. Collaboration with an ELA teacher (unless the teacher is self-contained) may allow for some portions of this DBQ to be integrated into the ELA block. If the teacher is self-contained, he/she may have more flexibility to cover certain portions of this DBQ in other curricular areas, outside of the Social Studies block. Teacher discretion is advised.

### Standard(s) and/or Indicator(s)

**Targeted:**
Standard 5.1: Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina between 1860–1910.

5.1.CE Examine push- and pull-factors related to immigration and expansion on urban and rural populations during the period.

5.1.CX Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion.

5.1.CC Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.

5.1.E Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U. S.

Standard 5.2: Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e., 1910–1940) affected the United States and South Carolina.

5.2.CO Compare the cultural and economic impacts of the 1929 Stock Market Crash on the U. S. and South Carolina.

5.2.CX Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina.

Embedded:
Standard 5.RI.MC.5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
Indicator 5.1 Quote accurately from a text to analyze meaning in and beyond the text.

Standard 5.RI.MC.6: Summarize key details and ideas to support analysis of central ideas.
Indicator 6.1 Summarize a text with two or more central ideas; cite key supporting details.
Standard 5.RI.MC.7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.
Indicator 7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Standard 5.W.MCC.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
2.1 Write informative/explanatory texts that:
a. introduce a topic clearly;
b. use relevant information from multiple print and multimedia sources;
c. provide a general observation and focus;
d. group related information logically;
e. use credible sources;
f. include formatting, illustrations, and multimedia to aid comprehension;
g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;
h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;
j. link ideas within and across categories of information using words, phrases, and clauses;
k. use precise language and domain-specific vocabulary to inform or explain the topic;
l. develop a style and tone authentic to the purpose; and
m. provide a concluding statement or section related to the information or explanation presented.

“I Can” Statements
“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s) the DBQ is targeting.
- Day One: I can define large-scale immigration. (5.1.CE)
- Day Two: I can identify the countries from which the people came. (5.1.CE) and I can explain the reasons they had for leaving their native countries. (5.1.CE)
- Day Three: I can summarize the opportunities and resistance they faced when they arrived. (5.1.CE)
- Day Four: I can explain Prohibition. (5.2.CO)
• Day Five: I can summarize the cultural and economic contributions immigrants made to the United States. (5.1.CC) and I can explain the rise of Big Business and the development of monopolies. (5.1.CC)
• Day Six: I can summarize the significance of large-scale immigration to America. (5.1.CE, 5.1.CC)
• Days Seven: I can close read an article to determine a central idea. (5.1.E, 5.RI.MC.6.1)
• Days Eight - Ten: I can write an explanatory text, comparing immigration policies from the late 19th century to the early 20th century. (5.W.MCC.2.1)

Historical Question
• How were immigration issues in the late 19th century to the early 20th century similar or different to immigration issues today?

Domain of Knowledge
• DOK 1 (Recall/Reproduction)
• DOK 2 (Basic Application of Skills)
• DOK 3 (Strategic Thinking)

Academic Vocabulary
Some students may need extra support with the following academic (Tier 3) vocabulary in order to understand what they are being asked to do. These terms came directly from the South Carolina Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

• Anglo Saxon
• Catholics
• Jews
• Protestants
• economic
• resistance
• prejudice
• corruption
• radical
• temperance
• Social Darwinism
• superiority
• segregation
• diplomatic
• Gentleman’s Agreement
• reformer
• assimilate
• monopolies
• agrarian
• Progressive
• Prohibition

Historical Thinking Skill(s)
Historical Thinking Skills are a set of thinking patterns that allow students a framework for thinking about history. In answering the DBQs that ultimately scaffold the students towards answering the Historical Question, the students are employing the Historical Thinking Skill of causation, comparing, and continuity and change. Upon completion of the teaching and learning required in this DBQ, students should be able to show their understanding of what caused immigrants to leave their countries bound for America.
and the effect their move had on them, Americans, and the systems in the United States. The students will then apply this knowledge to use the Historical Thinking Skills of comparing and continuity and change to assess in what ways immigration issues now are similar or different from the issues of immigration from the late 19th and early 20th centuries.

<table>
<thead>
<tr>
<th>Prior Knowledge</th>
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<tbody>
<tr>
<td>This is the first time that students will explicitly study the cultural contributions of immigrants to the United States. In third grade, students investigated the economic, social, and political motivations behind human exploration of Earth (3.5.1.HS).</td>
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<tr>
<th>Subsequent Knowledge</th>
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<td>In 8th grade and US History and the Constitution, students will continue to explore the push and pull factors for immigration then the contributions of immigrants to society.</td>
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<tr>
<th>Historical Context (Background Information)</th>
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<tr>
<td>Immigrants came to the United States because of both push and pull factors. Often they were pushed out of their home countries because of war, poverty, or discrimination. They were attracted or pulled to the United States because of promises of economic opportunity, religious freedom, and political and social equality. Often, immigrants faced resistance from native-born Americans for a variety of reasons, including fear that new immigrants would take their jobs or drive down wages. Despite this resistance, immigrants continued to find political, social, and economic opportunities in the United States. In turn, immigrants have made many contributions to the growth and development of the United States.</td>
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Prohibition outlawed the production and distribution of alcohol and was intended to control the immigrant population.


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<thead>
<tr>
<th>Sources for the DBQ</th>
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<tbody>
<tr>
<td>Profile of the South Carolina Graduate. (n.d.). Retrieved July 16, 2018, from <a href="https://ed.sc.gov/about/profile-of-sc-graduate/">https://ed.sc.gov/about/profile-of-sc-graduate/</a></td>
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<th>Potential Instructional Strategies</th>
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<td>Note: The strategies and lesson duration listed here are guidelines, and may be modified to meet the students’ needs. Because of the literacy components, some tasks may be completed during the ELA block if time or pacing becomes an issue.</td>
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</table>
Day One: I can define large-scale immigration. (5.1.CE)

- Assess students’ prior knowledge of immigration, including historical and modern-day
- Define Immigration/Immigrant for the students.
- Have the students analyze Source A, the image of the crying immigrant girl as her father is being searched, then answer the accompanying questions. Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to answer the questions.
- Have students write a reflection on the concept of immigration in their Interactive Notebook or create a KWL Chart, individually or as a class.

Day Two: I can identify the countries from which the people came. (5.1.CE)
I can explain the reasons they had for leaving their native countries. (5.1.CE)

- Review yesterday’s learning about the definition of immigration.
- Distribute Source B and have the students analyze the source using their Interactive Notebooks. Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to answer the questions.
- Review answers as a class. You may show students on a World Map [https://geology.com/world/world-map.shtml](https://geology.com/world/world-map.shtml) where these families came from.
- Distribute and read aloud from Source C, Lazarus’ poem, The New Colossus. Model Close Reading strategies for obtaining the deeper meaning from the text, particularly lines 9-14.
- Have students analyze lines 9-14 to answer the DBQ, as a class, in their Interactive Notebooks.

Day Three: I can summarize the opportunities and resistance they faced when they arrived. (5.1.CE)

- Review yesterday’s learning of the location of the native countries, and the push/pull factors that made immigrants leave.
- Play the recording of the song Don't Bite the Hand That's Feeding You [https://www.loc.gov/item/00694050/](https://www.loc.gov/item/00694050/) to introduce the concept of resistance that immigrants faced after they arrived.
- Have the students close analyze Source D, the lyrics for the song [http://sheetmusic.library.sc.edu/item?id=1156](http://sheetmusic.library.sc.edu/item?id=1156), and answer the Source D questions in their Interactive Notebooks individually, in a small group, or as a class. Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to answer the questions.
● Explain the opportunities and resistance for immigrants, and have students take notes in their Interactive Notebooks. Have the students answer the questions associated with Source E.
● Discuss/review answers with students.

Day Four: I can define Prohibition. *(5.2.CO)*

● Review yesterday’s learning of the opportunities and resistance immigrants faced when they arrived, and add Prohibition to the list.
● Define/explain Prohibition for students.
● Distribute Source F, and have students analyze the source and answer the questions in their Interactive Notebooks. Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to answer the questions.

Day Five: I can summarize the cultural and economic contributions immigrants made to the United States. *(5.1.CC)*

I can explain the rise of Big Business and the development of monopolies. *(5.1.CC)*

● Review yesterday’s learning about Prohibition.
● Have the students research cultural contributions immigrants have made, allow them to share with a partner or small group. Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to do the work.
● Summarize the student research to determine the impact immigrants have had on culture business in America.

Day Six: I can summarize the significance of large-scale immigration to America. *(5.1.CE, 5.1.CC)*

● Review all learning from previous five lessons.
● Introduce the Historical Question to students (How were immigration issues in the late 19th century to the early 20th century similar or different to immigration issues today?)
● Allow students to use their notes and learning from last week to write an informational piece comparing and contrasting immigration issues today with those of the late 19th/early 20th century.
● Have students complete a T-Chart (student-made) graphic organizer to organize their notes from last week. Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to do the work.
Day Seven: I can close read an article to determine a central idea. (5.I.E, 5.RI.MC.6.1)

- Review yesterday’s learning about pulling all their information together for the final task.
- Read excerpts from “Immigrant Girls Traveling Alone Who Failed to Reach Destination” [http://dcc.newberry.org/collections/immigration-and-citizenship](http://dcc.newberry.org/collections/immigration-and-citizenship) (select section 4 Experiences of Immigrants on the Contents, and then scroll down) to show that even then, families were separated, although not intentionally, as is the case now.
- Review the concept of the tender-age shelters, pointing out that this is one similarity between then and now.
- Provide students with Source G and Source H. Have the students work independently or in small groups to answer the corresponding questions.
- Have the students close read the articles, and find evidence that relates to what they have learned last week about immigration in the late 19th/early 20th centuries.
- Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to do the work.

Days Eight - Ten: I can write an explanatory text, comparing immigration policies from the late 19th century to the early 20th century. (5.W.MCC.2.1)

- Review the work from yesterday, reminding the students of their final products, and the new learning they have about modern-day immigration issues.
- Provide students with graphic organizers that may be helpful in their planning for their final products.
- Teachers may also use time during the ELA block to allow students time for writing. ELA mini-lessons can be used to teach informational writing crafts and techniques that will assist students with completing their final products.
- Circulate the room to answer questions, ask probing or guiding questions, and/or offer clarifying information students may need to do the work.

Possible Scaffolding and Differentiation

Teachers can scaffold and differentiate the learning by pairing students up to share the thinking and the work students complete with each task. During small groups during ELA, teachers can also use these documents and other reading materials to provide students additional exposure to the texts and can model accuracy and comprehension strategies. The depth in which students communicate their learning can also be modified to meet the needs of the learner.

Potential Assessment Task/Final Product
The students must answer the question, “How were immigration issues in the late 19th century to the early 20th century similar or different to immigration issues today?” Students may choose any medium to communicate their learning. Some examples could include, but are not limited to: Google Slides/PowerPoint, posters, pamphlet, or an informational writing piece.

To integrate technology, and make the learning more engaging and relevant, students may use this Twitter Simulator to communicate their learning through tweets, hashtags, and even a Twitter message conversation between policy-makers during the late 19th/early 20th centuries and modern-day. Paper copies of Twitter page templates can be found online (Google search) if students do not have access to technology. See the “I Can” statements on page 4 of this document for a checklist of the information that must be included in the students’ final products.

**Materials**

- Access to internet (Chromebooks, iPads, Tablets, desktops)
- Interactive Notebooks
- Art Materials for creating posters (poster board, markers, crayons, colored pencils, ruler, etc.)
- Twitter Page template

**Sources**


Source A

Source A Questions
1. What is large-scale immigration?
2. What is happening in this image?
3. What sides of today’s immigration issues are represented here?
**Source B**

The chart below shows the number of immigrants coming to the United States from the late 19th century to the early 20th century. Each line represents a different country of origin. Use this chart to answer the questions below.

**Source B DBQs**

1. What is large-scale immigration?
2. From 1895 to 1915, where did the most immigrants come from?
3. Why do you think there were so many immigrants from Southern and Eastern Europe between 1897-1914?
4. Why do you think there was a dramatic decline in immigration from Southern and Eastern Europe around 1914?
Source C

The New Colossus (Transcript)

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
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

Source C DBQ

1. How do lines 9-14 help readers describe immigrants’ push and pull factors?
This song was written by Thomas Hoier and published in New York in 1915.

Don’t Bite The Hand That’s Feeding You

VERSE 1: Last night as I lay asleeing, A wonderful dream came to me.
I saw Uncle Sammy weeping For his children from over the sea;
They had come to him, friendless and starving, When from tyrant’s oppression they fled,
But now they abuse and revile him, Till as last in just anger he said;
CHORUS: “If you don’t like your Uncle Sammy, Then go back to you home o’er the sea, To the land from where you came, Whatever be its name, But don’t be ungrateful to me!
If you don’t like the Stars in Old Glory If you don’t like the Red, White, and Blue Then don’t act like the cur in the story, DON’t bite the hand that’s feeding you!”
VERSE 2: You recall the day you landed, How I welcomed you to my shore?
When you came here empty-handed, And allegiance forever you swore? I gathered you close to my bosom, Of food and of clothes you got both, So when in trouble, I need you, You will have to remember your oath:
REPEAT CHORUS

This is a political cartoon called The Stranger at Our Gate, published in 1896.

1. Based on the songwriter’s lyrics, what is America’s attitude towards immigrants?
2. How does the songwriter perceive immigrants’ attitude towards America?
3. What perspectives are not represented in this song?
Source E Questions

1. How does the title reflect America’s resistance to immigration?
2. How does the artist communicate the immigrants opportunities and resistance they faced upon arrival to America?
The left column is an excerpt from a pamphlet called *Hold Fast, America*. It was written by Gifford Gordon, a representative from the Victorian Anti-Liquor League of Melford, Australia, who came to America in July, 1921, to study the operation of the Prohibition Law in the United States. The cartoon in the right column shows a St. Patrick’s Day celebration in 1867.

**Prohibition and Americanism**

During the year I spent in the United States, I have heard no phrase more often than this, “100 per cent American.”

But how can a citizen be 100 per cent American when he defies the Constitution of his country? The true American will uphold the sanctity of his country’s laws.

It is a fact little understood by the great majority of the better class of citizens that the chief violators of the Prohibition Amendment are not American citizens but foreigners, aliens. What is the sanctity of the American Constitution to them? Judges assure me that 80 to 90 per cent of all violations of the Volstead act are committed by foreigners.

**Source F Questions**

1. What is Prohibition?
2. What attitudes are represented in these documents?
3. Whose perspective is left out of these documents?

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>2/22/17</td>
<td>President Trump Orders the Hiring of 15,000 New Immigration Enforcement Agents, Including 5,000 Additional Border Patrol Agents</td>
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<tr>
<td>3/30/17</td>
<td>The House of Representatives Introduces Legislation that Includes $1.6 Billion in Funding For a Border Wall</td>
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<tr>
<td>4/11/17</td>
<td>Attorney General Jeff Sessions Implements New Guidelines to End ‘Catch and Release’ Policies</td>
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<tr>
<td>10/6/17</td>
<td>Under President Trump, ICE Makes 97,482 Arrests of Illegal Aliens, A 43% Increase over the Same Period Last Year</td>
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<tr>
<td>10/8/17</td>
<td>President Trump Releases Immigration Priorities to Secure the Border, Enforce Immigration Laws, and Reform the Immigration System</td>
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<tr>
<td>12/31/17</td>
<td>Refugee Admissions Hit Lowest Number in 15 Years</td>
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<tr>
<td>4/6/18</td>
<td>President Signs Memo to End ‘Catch and Release’ Immigration Policy</td>
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<tr>
<td>4/2/18</td>
<td>The Department of Justice Transferred Immigration Judges to Six Detention Centers Near the Border to Work in Courts with Excessive Backlog</td>
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<tr>
<td>6/20/18</td>
<td>President Trump signs Executive Order to Address Family Separation at the Border in Light of Congress’s Negligence to Act</td>
</tr>
<tr>
<td>6/22/18</td>
<td>President Trump Hosts Angel Families at The White House to discuss the Urgency of Combating Illegal Alien Crimes in the United States and Enforcing our Immigration Laws</td>
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</tbody>
</table>

**Source G Question**

1. Based on this timeline of events, what do current policymakers think is most important when dealing with immigration?

**Source H** This is an excerpt from an article called “Trump Outlines Immigration Specifics,” published in 2015 during President Trump’s campaign for presidential office. Retrieved from https://www.cnn.com/2015/08/16/politics/donald-trump-immigration-plans/index.html
Trump's immigration plan is based on three core principles: that the U.S. must build a wall across the U.S.-Mexico border, that immigration laws must be fully enforced and that "any immigration plan must improve jobs, wages and security for all Americans."

His policy mixes some long-held Republican proposals on immigration with ideas that are more likely to appeal to the far right.

Trump calls for requiring a nationwide system to verify workers' legal status, tripling the number of immigrations and customs enforcement agents and implementing a tracking system to identify people who overstay their visas.

But Trump's plans take a hardline approach in his vow to reverse a U.S. law that grants American citizenship to any child born in the United States, regardless of whether the child's parents are undocumented immigrants.

He also calls for suspending the issuance of any new green cards, writing, "there will be a pause where employers will have to hire from the domestic pool of unemployed immigrant and native workers."

Trump's policy proposal does not explain how long the pause will last.

**Source H Questions**

1. What word or phrase could the author have used as an alternative title to this article?
2. Reflecting on Source G, has the President kept his promises?