

Grades: 8th, high school

Subjects: Social Studies, U.S. History English Language Arts

Time required: two 70 minute class periods

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OVERVIEW

America was built on the backs of immigrants. This lesson plan investigates the influx of Irish and Chinese immigrants to the United States in the 1800s. As populations of different immigrants increased, nativist feelings swept the nation. Despite discrimination, both Chinese and Irish immigrants played important roles in constructing the Transcontinental Railroad.

UNDERSTANDING GOAL

Students will understand nativist feelings and compare nativist sentiments against the Irish in early 19th century America as compared to later feelings about the Chinese. Students will identify nativists feelings against other immigrant groups throughout U.S. history.

OBJECTIVES

The student will:

- Explain the reasons for Northwestern Europeans, specifically the Irish, immigration to the United States.
- Explain reasons for Chinese immigration to the United States.
- Identify nativism in the early 19th century and 20th century.
- Compare and contrast immigration and nativism in the 19th and 20th centuries.

INVESTIGATIVE QUESTION

What events caused nativist feelings against large numbers of various immigrant groups during the 19th and 20th centuries?



[The immigrant. Is he an acquisition or a detriment?](#) [c1903]

CURRICULUM STANDARDS

Social Studies

- 8.39 Identify the push-pull factors for Irish and German immigrants, and describe the impact of their arrival in the U.S. prior to the Civil War.
- US.01 Explain how the Homestead Act and the Transcontinental Railroad impacted the settlement of the West.

8th Grade English/Language Arts

- 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
- 8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.
- 8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Resources

- [The fool pied piper](#)
- [The immigrant. Is he an acquisition or detriment?](#)
- [Welcome to all!](#)
- [The anti-Chinese wall--The American wall goes up as the Chinese original goes down](#)
- [Where the blame lies](#)
- [American citizens! We appeal to you in all calmness. Is it not time to pause? . . .](#)
- [The land of gold. Reality versus fiction.](#)

[American citizens! We appeal to you in all calmness. Is it not time to pause? . . .](#)

[1852]

Materials

- [Immigration Graffiti](#)
- [Venn Diagram](#)
- [Library of Congress Political Cartoon Analysis Tool](#)
- [Dueling Document Worksheets](#) (pgs. 5 & 7)
- [Teacher Resource](#)
- [Matching Game Worksheet](#)
- Drawing paper and colored pencils



DAY 1	
Step 1	Distribute copies of immigration graffiti worksheet . Have students illustrate the worksheet to represent their perspective on immigration. Students may draw, color, and write anything to express their feelings about immigration.
Step 2	Distribute political cartoons (1 per group of 4-5 students): The fool pied piper ; The immigrant. Is he an acquisition or detriment? ; Welcome to all! ; The anti-Chinese wall--The American wall goes up as the Chinese original goes down ; and Where the blame lies . Complete the Library of Congress political cartoon analysis worksheet .
Step 3	Regroup (jigsaw) students with students who have analyzed a different cartoon. (All 5 political cartoons should be in 1 group.) Students will explain and discuss their cartoon to the new group and compare and contrast each cartoon.
Step 4	Using classroom technology, have students research an immigration political cartoon from the early 19th or 20th centuries and use it to create their own political cartoon. Have students create a caption and a title for their political cartoon.

Day 2	
Step 5	Distribute copies of the dueling documents (Chinese and Irish text pgs. 5 & 7) to students. Have students work with a partner to complete the questions after analyzing the two texts. *Note: Teacher summary available for the anti-Irish text.
Step 6	Have a whole class discussion on the views portrayed in each reading.
Step 7	Individual students will create a Venn diagram comparing and contrasting the nativist feelings against the Chinese and Irish in the 19th and 20th centuries to modern immigration and discrimination towards immigrants such as Hispanics or Middle Easterners.
Step 8	Have students complete the puzzle game to check for understanding.

EVALUATION

- Political cartoon analysis-50 pts.
- Political cartoon creation-25 pts.
- Dueling documents and Venn diagram-25 pts.
- Puzzle game-Formative assessment (not graded)

EXTENSION

“Nativist Newspaper”: Students will be grouped with 3-5 others to create their own publication of a nativist newspaper. Give each student a job to help complete the newspaper. Teachers can require certain aspects of the newspaper to be included. For example, the headline, pictures, and articles.



[Where the blame lies](#) [1891]



AMERICAN CITIZENS!

We appeal to you in all calmness. Is it not time to pause? Already the enemies of our dearest institutions, like the foreign spies in the Trojan horse of old, are within our gates. They are disgorging themselves upon us, at the rate of **HUNDREDS OF THOUSANDS EVERY YEAR!** They aim at nothing short of conquest and supremacy over us.

A PAPER ENTITLED THE



IN FAVOR OF

The protection of American Mechanics against Foreign Pauper Labor.
 Foreigners having a residence in the country of 21 years before voting.
 Our present Free School System.
 Carrying out the laws of the State, as regards sending back Foreign Paupers and Criminals.

OPPOSED TO

Papal Aggression & Roman Catholicism.
 Foreigners holding office.
 Raising Foreign Military Companies in the United States.
 Nunneries and the Jesuits.
 To being taxed for the support of Foreign paupers millions of dollars yearly.
 To secret Foreign Orders in the U. S.

We are burdened with enormous taxes by foreigners. We are corrupted in the morals of our youth. We are interfered with in our government. We are forced into collisions with other nations. We are tampered with in our religion. We are injured in our labor. We are assailed in our freedom of speech.

The PATRIOT is Published by J. E. Farwell & Co., 32 Congress St., Boston, And for Sale at the Periodical Depots in this place. Single copies 4 Cents.

American citizens! We appeal to you in all calmness. Is it not time to pause? . . . A paper entitled the American patriot [1852] <https://www.loc.gov/item/2008661538/>

1. Across the top of the article, it reads, "Already the enemies of our dearest institutions, like the foreign spies in the Trojan horse of old, are within our gates. They are disgorging themselves upon us, at the rate of Hundreds of Thousands Every Year! They aim at nothing short of conquest and supremacy over us." Explain the reference to the "Trojan horse of old".
2. List anti-immigrant references from the article.
3. According to this article, why were the Irish so hated?

Summary of resource for teacher

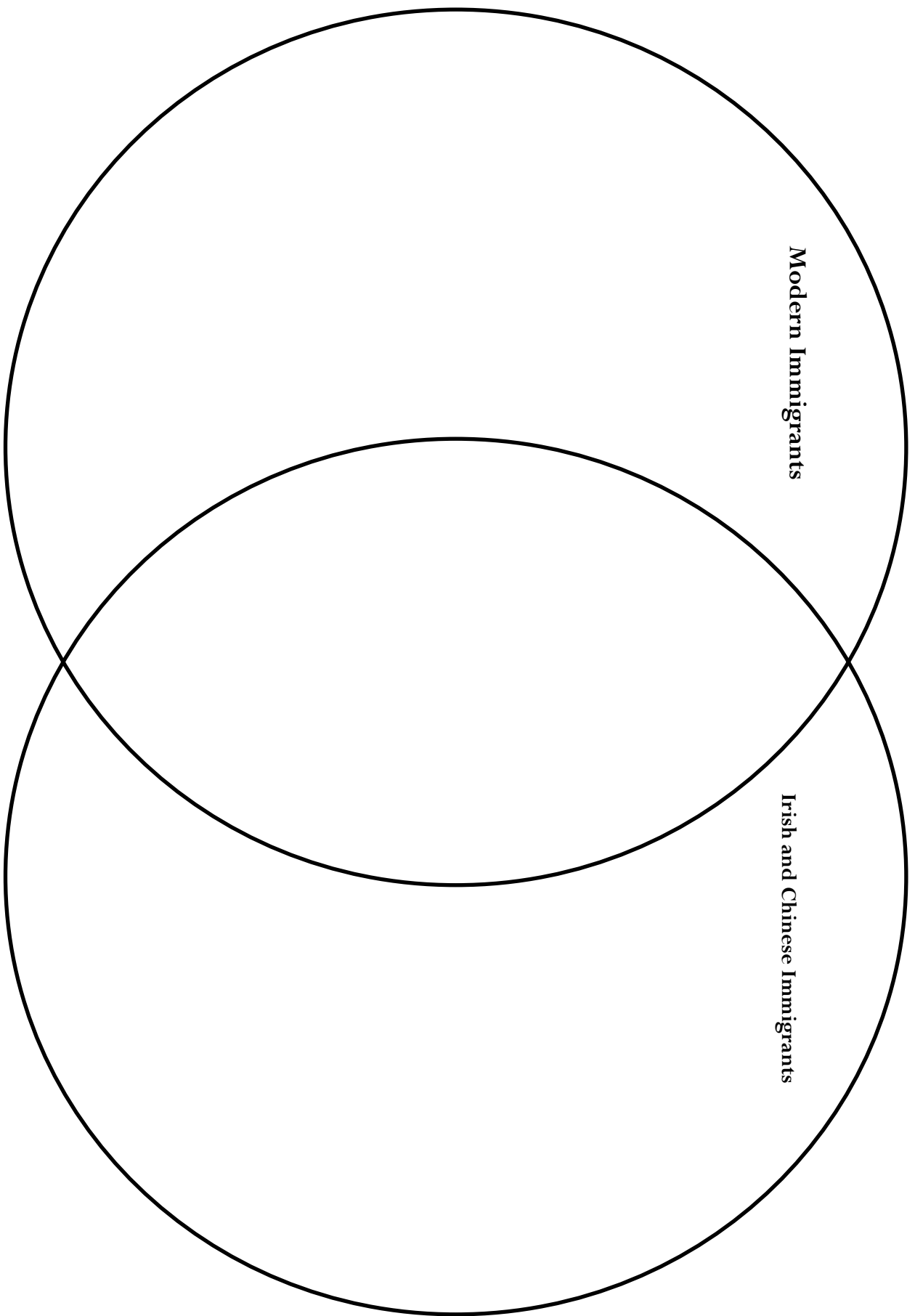
An advertisement announcing publication of the "American Citizen," a short-lived nativist newspaper. The broadside is illustrated with an elaborate and venomous anti-Catholic scene. At left a temple of Liberty stands on a mound labeled "Constitution and Laws." At the foot of the hill is a gathering of native Americans, including sailors, farmers, soldiers, and a Revolutionary War veteran. They hold banners emblazoned with such mottoes as "The Bible The Cornerstone of Liberty," "Beware of Foreign Influence," "None But Americans Shall Rule America," and "Education, Morality, and Religion." Other banners bear the names of sites of great revolutionary battles. In the background are a harbor with ships and the skyline of a city. In contrast, an unruly contingent of foreigners, mostly Irish, alight from a newly landed ship at right. The ship, "from Cork," bears the papal coat of arms. The foreigners carry banners reading, "We Are Bound to Carry Out the Pious Intentions of His Holiness the Pope," "Americans Shant Rule Us!!" and "Fradom of Spache and Action!" Among them are several clerics, a drunken mother with several children, and a few unkempt ruffians. One of the newcomers (lower right) beats a man with a club. In the distance, across the ocean, the basilica of St. Peter's in Rome is visible. From it issues a giant basilisk wearing the pope's crown, which is seized by a large hand from above. A commentary is provided in the lengthy continuation of the title: "Already the enemies of our dearest institutions, like the foreign spies in the Trojan horse of old, are within our gates. They are disgorging themselves upon us, at the rate of Hundreds of Thousands Every Year! They aim at nothing short of conquest and supremacy over us." Below the illustration the text states that the "American Patriot" favors "protection of American Mechanics Against Foreign Pauper Labor. Foreigners having a residence in the country of 21 years before voting, Our present Free School System, and Carrying out the laws of the State, as regards sending back Foreign Paupers and Criminals." The paper opposes "Papal Agression & Roman Catholicism, Foreigners holding office, Raising Foreign Military Companies in the United States, Nunneries and Jesuits, To being taxed for the support of Foreign paupers millions of dollars yearly To secret Foreign Orders in the U.S."

The land of gold. Reality versus fiction

<https://www.loc.gov/resource/calbk.075>

Is this Chinese immigration desirable? I think not; and, contrary to the expressed opinions of many of the public prints throughout the country, contend that it ought not to be encouraged. It is not desirable, because it is not useful; or, if useful at all, it is so only to themselves—not to us. No reciprocal or mutual benefits are conferred. In what capacity do they contribute to the advancement of American interests? Are they engaged in anything that adds to the general wealth and importance of the country? Will they discard their clannish prepossessions, assimilate with us, buy of us, and respect us? Are they not so full of duplicity, prevarication and pagan prejudices, and so enervated and lazy, that it is impossible for them to make true or estimable citizens? I wish their advocates would answer me these questions; if they will do it satisfactorily, I will interrogate them no further. Under the existing laws of our government, they, as well as all other foreigners, are permitted to work the mines in California as long as they please, and as much as they please, without paying any thing for the privilege, except a small tax to the State. Even this has but recently been imposed, and half the time is either evaded or neglected. The general government, though it has sacrificed so much blood and treasure in acquiring California, is now so liberal that it refuses to enact a law imposing a tax upon foreign miners; and as a matter of course, it receives no revenue whatever from this source. But the Chinese are more objectionable than other foreigners, because they refuse to have dealing or intercourse with us; consequently, there is no chance of making any thing of them, either in the way of trade or labor. They are ready to take all they can get from us, but are not willing to give anything in return. They did not aid in the acquisition or settlement of California, and they do not intend to make it their future home. They will not become permanent citizens, nor identify their lives and interests with the country. They neither build nor buy, nor invest capital in any way that conduces to the advantage of any one but themselves. They have thousands of good-for-nothing gewgaws and worthless articles of virtue for sale, 94 and our people are foolish enough to buy them; but their knowledge of the laws of reciprocity is so limited, that they never feel in any need of American commodities.

1. List reasons why Chinese were “undesirable”.
2. Compare and contrast the feelings about the Chinese with the feelings about the Irish.



Nativism	Assimilation	Chinese	Immigrant	A person who comes to live permanently in a foreign country	Irish	Asian immigrant	Chinese
Policy of protecting the interests of the native-born against those of immigrants	Northwestern Europe	Transcontinental Railroad	Irish	Great Potato Famine	Spoke English	European immigrants	Spoke their native language
Chinese at Angel Island		San Francisco Bay		Processed rather quickly			Uncle Sam
Possibly detained for days	Subjecting people to cruel treatment because of their ethnic origin	Angel Island	Persecution	Irish at Ellis Island	Chinese	New York Harbor	National personification of the United States
Push factors		Ethnic	Asia	Irish Immigrants			Pull factor
War, famine, disease, political unrest, religion and money	Anti-immigrant and anti-Catholic political party	Common racial, national, tribal, religious, or cultural background	Know Nothing Party	Caused a dislike of Catholics	No Irish Need Apply	Prohibited all immigration of Chinese laborers	Chance for a better life
			Popular nativist sign			Chinese Exclusion Act	