

## Urbanization and Immigration Project

### Essential Questions:

- What was life like for an immigrant arriving to the United States between 1860 and 1914?
- How did immigrant groups adapt to conditions of the city in which they lived?

### Common Core Standards:

Reading (11-12) - Key Ideas and Details

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.
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.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Writing (11-12) - Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

### CA Social Science Standards:

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

### Objectives:

- Utilize online databases (focus on NYPL collections) to search, collect, and analyze visuals that represent the changing physical and social landscape of the United States between 1860 and 1914
- Create an interactive timeline using Dipity to show changes in urbanization and immigration from 1860 to 1914
- Complete a primary source analysis of one visual and one recipe to explore the experiences of immigrants that arrived in the United States.

### Products (to be completed in pairs):

- Visual timeline using Dipity
- Photograph analysis and narrative
- Menu/Recipe analysis (extra credit if you cook or bring in a sample!)

## Timeline directions:

Step 1 – Use the NYPL databases to find 15 images that represent the arrival of immigrant between 1860 and 1914. These images can represent each of the various immigrant groups, where they arrived, and how they settled. Your images can include photographs, drawings, paintings, advertisements, propaganda posters, etc. Make sure the images were produced in our focus time period.

Step 2 – Create an account at Dipity.com in order to enter each visual into the timeline. You must include the following details for each image.

- Title
- Approximate year
- Geographic location
- 1-2 sentence summary (what does this image show and how is it relevant to the time period?)
- Attach the image WITH the link to your source

### SAMPLE:

Title: Immigrant Family Arrives to Ellis Island

Year: 1905

Geographic Location: Ellis Island, NY

Summary: At the turn of the century, most immigrants from Europe arrived to the United States through Ellis Island. This family is carrying everything they own but must find their luggage after having been inspected and admitted into the country.



Photograph analysis directions (using graphic organizer provided):

Step 1 – Choose one photograph that you included in your timeline to analyze further. Print out a copy of the photograph that fills an entire page (best quality possible).

Step 2 (SEE) – Complete the four quadrant observation.

Step 3 (MEAN) – Identify the conflict, idea, or situation being represented. Briefly describe significant changes occurring during the time period.

Step 4 (MATTER) – What message do you think the creator of this image is trying to get across to the audience? Does the creator have a particular bias or an intended audience?

Step 5 (VOICE) – Write captions or a brief narrative from the point of view of the people in the photograph. What are they thinking? What might they say to one another? What opinions do the people have about their situation? You may add these captions to the photograph or use the graphic organizer.

<b>SEE</b> (What do I see?)	<b>MEAN</b> (What is the conflict and images symbolize?)
<b>MATTER</b> (What is the creator's message, intent, or bias?)	
<b>VOICE</b> (What might the people be thinking or saying about their situation?)	



Hopefully I don't get caught eating on the job. I think I'd much rather be at school.

Will we ever finish shelling these peanuts? There is still laundry to do and food to cook. What time is your husband home from work?

This sucks! It's hot and she won't let me down. This apartment is not big enough for all of us to live.

**SEE**  
(What do I see?)

- Family with adults and children
- Peanuts/Pots on the table
- Laundry hanging
- Cramped space
- Dirty clothing

**MEAN**  
(What is the conflict and images symbolize?)

This image shows a family shelling peanuts as a job in their tenement apartment. Immigrant families often worked from home and the tenement was a kind of factory space where women and children worked to contribute to the family income.

**MATTER**  
(What is the creator's message, intent, or bias?)

Lewis Hine took a series of pictures in order to show images of child labor in tenement houses in New York City. In order to gain support for new labor laws and to reform the living situation of many immigrants, Hine published these photos to show the middle-class and wealthy where the things they purchased were made. Other writers and photographers did similar work in order to show the horrible living and working conditions in tenement buildings. The spaces were cramped and extremely hot. Immigrant children often worked instead of attending school

## Visual Analysis Tool

<p><b>SEE</b> (What do I see?)</p>	<p><b>MEAN</b> (What is the conflict? What do the images symbolize?)</p>
<p><b>MATTER</b> (What is the creator's message, intent, or bias?)</p>	
<p><b>VOICE</b> (What might the people be thinking or saying about their situation?)</p>	

### Menu/Recipe analysis directions:

Step 1 - Using the NYPL's *What's on the Menu* database, explore some of the restaurant menu's collected between 1860 and 1914. Choose a few menu's that you can help transcribe and add to the digital collection.

Step 2 – Choose one dish that sounds most interesting to research a little bit more. Using the resources provided by the website, find a copy of the recipe to analyze. Print the recipe.

Step 3 – Complete the graphic organizer to analyze the elements of the menu and recipe.

SAMPLE:

Restaurant: Hamburg Amerika Linie

Location: Germany to America lines

Year: September 21, 1901

Recipe Title: Eel in Jelly



Ingredients	<ul style="list-style-type: none"><li>• 2 cups basic tomato sauce</li><li>• 1 cup dry red wine</li><li>• 12 caper berries</li><li>• 12 gaeta olives</li><li>• 1 teaspoon hot red pepper flakes</li><li>• 2 pounds eel, (from the sea or river), skinned and gutted by your fishmonger, rinsed, patted dry, and cut into 4-inch-long pieces</li><li>• Salt and freshly ground black pepper</li><li>• 2 tablespoons chopped fennel fronds</li></ul>
Preparation	<ol style="list-style-type: none"><li>1. Preheat the oven to 450°F.</li><li>2. In a large sauce pan, combine the tomato sauce, red wine, caper berries, olives, and red pepper flakes and bring to a boil over medium heat.</li><li>3. Meanwhile, season the eel with salt and pepper and arrange in a single layer in a baking dish.</li><li>4. Pour the sauce over the eel, put the dish in the oven, and bake for about 20 minutes, until the eel is cooked through. Transfer to a warmed platter, sprinkle with the chopped fennel, and serve immediately.</li></ol>
Brief History	<p>This dish may have originated in England and was primarily consumed by the poor because there was an abundance of eels in the Thames. British immigrants would have brought the dish and continued to make it in areas where eel was available. The dish is also made in Italy and Germany. It was also a dish sold on the streets because of its preparation and preservation of the eel. This dish is also popular and more often seen today as a holiday meal.</p>
Why America?	<p>The Chesapeake Bay around New York had an abundant supply of eel, thus making it possible for immigrants to have similar dishes to jellied eel. Different immigrant groups may have used different seasonings but the preparation was similar.</p>

Recipe as Primary Source  
Analysis Tool

Restaurant:

Location:

Year:

Recipe Title:

Ingredients	
Preparation	
Brief history	
Why America?	