Causation, Analyzing Evidence, and Interpreting Documents...

Gilded Age Immigration

From the 2015 Revised Framework:

Students will be able to...

ANALYZE CAUSES AND EFFECTS...
1. Explain long and/or short-term causes and/or effects of an historical event, development, or process.
2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

ANALYZE EVIDENCE...
1. Explain the relevance of the author’s point of view, author’s purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/or limitations of a primary source in answering particular historical questions.

INTERPRET DOCUMENTS...
1. Analyze a historian’s argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument’s effectiveness.
2. Analyze diverse historical interpretations.

Key Concept 6.2:
The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

I. International and internal migration increased urban populations and fostered the growth of a new urban culture.
   
   A) As cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and from southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions.
   
   B) Urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers.
   
   C) Increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States.
   
   D) In an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services.

Thematic Learning Objectives
NAT-4.0: Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups’ experiences have related to U.S. national identity.

MIG-1.0: Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration’s effects on U.S. society.

MIG-2.0: Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life, transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

Historical Analysis Activity written by Rebecca Richardson, Allen High School using the 2012 & 2015 Revised College Board APUSH Framework, and political cartoons captured from the Internet, exact sites unknown. Statue of Liberty and New Colossus Poem captured from Wikipedia.org, public domain
Causation, Analyzing Evidence, and Interpreting Documents ...

Gilded Age Immigration

The **third wave of immigrants** came during the rapid industrialization of the United States during the Gilded Age, 1870s-1890s. These new immigrants differed greatly from those in the **first two waves**. In the West, the “new” immigrants were from Asia. In the East, they were from southern and eastern Europe. The western part of this **third wave** began in the 1850s and extended into the Gilded Age until they were largely cut off. This **third wave** paused for the Great War (WWI) but resumed in the 1920s.

**Directions**: Respond to the prompt below by completing the pre-writing graphic. Each box needs one piece of specific evidence and one generalization explaining the impact of immigration. Then analyze the documents on the following pages, keeping in mind that the documents are providing both insights into the era as well as providing evidence to help you defend your thesis.

**Analyze the ways international migration impacted American identity, culture, and society.**

This prompt is focusing on two major themes: **Culture and Identity**, although your main topic references a third theme of **Migration**. **Migration** focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments. **Identity** focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism. **Culture and Society** (one theme) focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

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**Impact on Identity...**

**INTERNATIONAL MIGRATION**

“New” Immigrants from Asia and Southern Europe, Gilded Age, attracted by jobs and opportunity in the U.S.

**Impact on Culture...**

**Impact on Society...**

Which category was impacted MOST?

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Creating and Defending your Argument...

From the 2015 Revised Framework:

Students will...

CREATE AND DEFEND AN ARGUMENT...

1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization).

Analyze the ways international migration impacted American identity, culture, and society.

Write your thesis!

LC. X. However A and B. Therefore, Y.

Historical Causation: What are the major causes or consequences of “event” and what were the most important causes or consequences of “event”?

LC = explain the local context of your topic by defining and explaining parameters, defining the term, or explaining how or why the topic was occurring (who, what, when, where, why, etc.)
X = least important cause or consequence, with an explanation why – linked to a theme or organizational category which will also be topic of first body paragraph
A, B = 2 most important causes / consequences linked to Y, explanations why, broken into organizational categories (topics of your 2nd and 3rd body paragraphs)
Y = your assertion statement
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Interpreting Documents ...

Source: Thomas Nast, “Every Dog Has its Day,” Harper’s Weekly

Analyze the political cartoon. Include historical context, author’s point of view, intended audience or purpose, and then use your analysis to defend your thesis. You should have one piece of outside evidence in your contextualization. Write in complete sentences.
Source: Jacob Riis, How the Other Half Lives

Interpreting Documents...

Analyse the excerpt. Include historical context, author’s point of view, intended audience or purpose, and then use your analysis to defend your thesis. You should have one piece of outside evidence in your contextualization. Write in complete sentences.