

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

### DOCUMENT-BASED QUESTION

#### Historical Context:

The United States is a nation of immigrants. For a variety of reasons, groups of people from foreign lands left their native countries and relocated to the United States. Many of these immigrants faced hardships after they arrived in the United States.

#### TASK:

Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

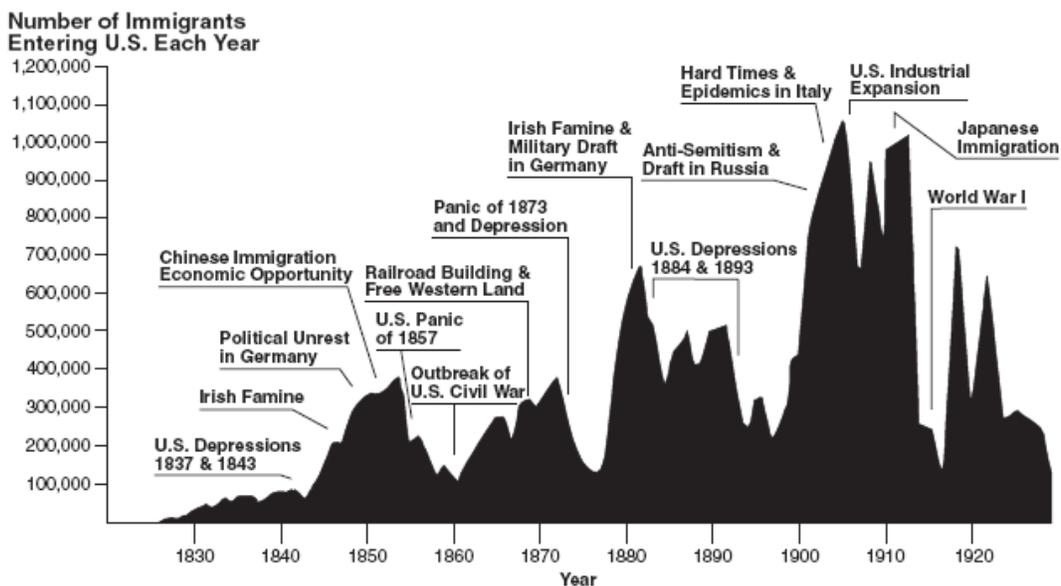
- Discuss reasons immigrants came to the United States
- Discuss hardships faced by immigrants after they

#### Part A

##### Short-Answer Questions

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

##### Document 1



1a Based on this graph, identify **two** conditions in their native countries that caused immigrants to come to the United States.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

b Based on this graph, identify **one** situation in the United States that led to an increase of immigrants coming into the nation. \_\_\_\_\_

\_\_\_\_\_

## Document 2

This is part of an interview with Catherine Moran McNamara, an Irish immigrant, who arrived in the United States around 1900.

. . . There was twelve in our family. The oldest died and the other one went to Australia with my uncle. I was about five when she went. So there was ten of us, you might say, in our family. We had to pay *every* cent we possibly could produce to taxes. Every war England had she had you pay her part, even though you just had nothing, and you had to pay on your land some expenses of it. . . .

My mother kept house and my father had no work but just the bit of land we had, to work it, and give the cream of the milk to England for everything. They had to get the big rent, and then if the year was bad and the stuff didn't grow, we suffered on that.

The Irish lived under awful stress. I've seen the family thrown out. I recall that distinctly because we took them in our barn. They had no place for their bed, for anything. I seen the little child, this is God's truth, I'll never forget this, it was just about a year and a half, put out in the little cradle. I see the pots put out and the coals of fire put into the iron oven they used to bake with. Everything they had, put into the yard. If they were caught in that yard that night they'd be shot or somethin'.

England did this, of course, and her regime. She had certain ones to do it. The landlord, he was English, and the English owned Ireland then. . . .

Source: June Namias, *First Generation: In the Words of Twentieth-Century American Immigrants*, Beacon Press, 1978

2. Based on this document, state **two** reasons many Irish citizens immigrated to the United States around 1900.

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

## Document 3

This is part of an interview with George Kokkas, a Greek immigrant, who arrived in the United States in 1969.

. . . Work over there was very bad. In those days [1967], a worker in Greece made about five dollars a day, when a worker's pay in the United States was about thirty dollars a day. But the reason I came to the United States was because the situation in Greece was bad. And I was concerned about the education of my kids. Greece in those days had only one university, and if you had kids who wanted to go to the university it was very hard to get the chance.

Source: Gladys Nadler Rips, *Coming to America: Immigrants from Southern Europe*, Delacorte Press

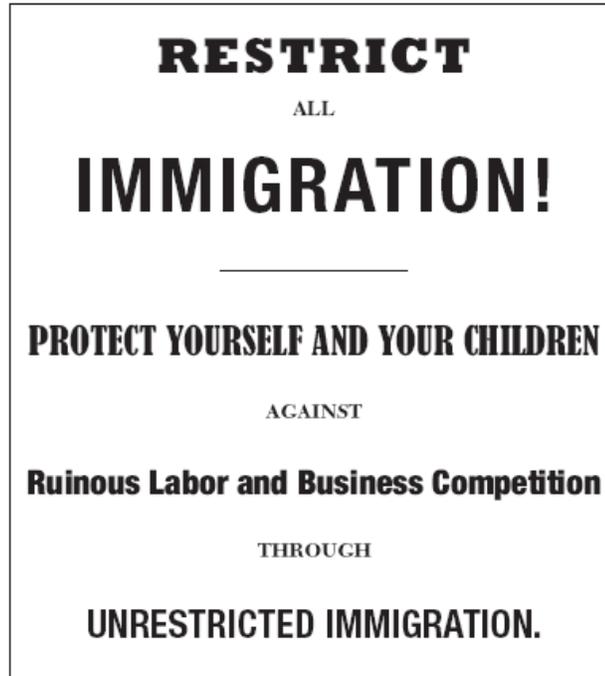
3. Based on this document, identify **two** reasons that led this Greek immigrant to move to the United States.

(1) \_\_\_\_\_  
\_\_\_\_\_

(2) \_\_\_\_\_  
\_\_\_\_\_

Document 4

With increased immigration in the mid-1800s, open hostility towards foreigners was expressed in the form of anti-immigration pamphlets such as this one, dated 1885.



Source: Edward G. Hartmann, *American Immigration*, Lerner Publications (adapted)

4. Based on this document, identify **one** reason many native-born Americans in the late 1800s were in favor of restricting immigration. \_\_\_\_\_

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Document 5



Source: Lewis W. Hine, November 1912, Library of Congress

5 Based on this photograph, identify **one** reason that living in a tenement was often difficult for immigrants.

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Document 6

Photograph of New York City Garment Workers, 1913



Source: *Historical Atlas of the United States*, National Geographic Society, 1988

6. Based on this photograph, identify **one** goal of this protest by immigrant workers.

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Document 7

This is part of a letter from a Polish immigrant, who came to the United States in 1913.

I'm in this country for four months.

I am a polish man. I want be american citizen . . . But my friends are polish people—I must live with them—I work in the shoes-shop with polish people—I stay all the time with them—at home—in the shop—anywhere.

I want live with american people, but I do not know anybody of american. I go 4 times to teacher, and must pay \$2 weekly. I wanted take board [to live] in english house, but I could not, for I earn only \$5 or 6 in a week, and when I pay teacher \$2, I have only \$4—\$3— and now english board house is too dear [expensive] for me. Better job to get is hard for me, because I do not speak well english and I cannot understand what they say to me. The teacher teach me—but when I come home—I must speak polish and in the shop also. In this way I can live in your country many years—like my friends—and never speak—write well english—and never be good american citizen. . . .

Source: Report of the Commission on Immigration on the Problem of Immigration in Massachusetts, 1914 (adapted)

7. Based on this document, state **two** reasons it was difficult for this Polish immigrant to fit into American society.

(1) \_\_\_\_\_

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## Part B: Essay

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents to support your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

### Historical Context:

The United States is a nation of immigrants. For a variety of reasons, groups of people from foreign lands left their native countries and relocated to the United States. Many of these immigrants faced hardships after they arrived in the United States.

### Task:

Using the information from the documents and your knowledge of social studies, write an essay in which you

- Discuss reasons immigrants came to the United States
- Discuss hardships faced by immigrants after they arrived in the United States

### Guidelines:

#### In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

### DBQ Checklist

- I have completed and **understand** all of the documents.
- I have answered **both parts** of the task
- My essay has an **introduction, body, and conclusion.**
- I have incorporated at least **FOUR** of the documents in my response.
- I have used **OUTSIDE KNOWLEDGE.**
- I have not written an essay based **ONLY** on the documents.
- I have not written an essay based **ONLY** on my outside knowledge.

## SCORING RUBRIC

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- Thoroughly addresses all aspects of the *Task* by accurately analyzing and interpreting
- Incorporates information from the documents in the body of the essay
- Incorporates relevant outside information
- Richly supports the theme or problem with relevant facts, examples, and details
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and concludes with a summation of the theme or problem

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- Addresses most aspects of the *Task* or addresses all aspects of the *Task* in a limited way, using at least four documents
- Incorporates some information from the documents in the body of the essay
- Incorporates limited or no relevant outside information
- Includes some facts, examples, and details, but discussion is more descriptive than analytical
- Is a satisfactorily developed essay, demonstrating a general plan of organization
- Introduces the theme or problem by repeating the *Task* or *Historical Context* and concludes by simply repeating the theme or problem

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- Attempts to address some aspects of the *Task*, making limited use of the documents
- Presents no relevant outside information
- Includes few facts, examples, and details; discussion restates contents of the documents
- Is a poorly organized essay, lacking focus
- Fails to introduce or summarize the theme or problem

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- Shows limited understanding of the *Task* with vague, unclear references to the documents
- Presents no relevant outside information
- Includes little or no accurate or relevant facts, details, or examples
- Attempts to complete the *Task*, but demonstrates a major weakness in organization
- Fails to introduce or summarize the theme or problem

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- Fails to address the *Task*, is illegible, or is a blank paper