

NCHS 3.2 – Analyzing Multiple Points-of-View

Summative: Industrial Revolution Immigration

For this summative discussion, students will take on the POV of an individual / group involved in the late-19th century US immigration debate. Discussion will take part around a series of guiding questions that students have access to prior to the discussion.

In the discussion, students will be expected to clearly argue for their individual POV, discussing the complexity of the issues with other students who will be “allies” or “enemies” to varying degrees in the debate.

Points-of-View

1. American Labor Union Representative
2. Chinese Immigrant
3. Irish Immigrant
4. Italian/Eastern European Immigrant
5. American Businessman / Factory Owner
6. Nativist
7. American Worker

Guiding Questions

1. Should the Chinese Exclusion Act be extended?
2. How should the government respond to immigration from Ireland and Eastern Europe?
3. To what extent are immigrant helping or hurting the economy?
4. What are the primary duties of the US government regarding immigration policy? How do perspectives on these duties connect to the American Character and Ideology?
5. Does the American Dream exist?

Vocabulary

- [Industrial Labor Vocab](#)
- [Immigration Vocab](#)

Sources – The main sources you can use are linked below. You can use the links on teams to review anything from previous classes that was used to prepare for this summative.

- [Chinese Exclusion Documents](#)
- [Irish Immigration Docs](#)
- [Immigration Political Cartoons](#)
- [Immigration Laws Timeline](#)
- [Pullman Strike Documents](#)
- [Homestead Strike Documents](#)
- [\(Score 4.0\) - Additional Sources](#)

Video Sources – All links below are from OneDrive and do not require a VPN

- [Crash Course: Cities and Immigration](#)
- [Crash Course: The Industrial Economy](#)
- [Crash Course: Economics of Immigration](#)

Scoring Guidelines

Score 2.0	Students should be able to identify their POV clearly, using specific evidence. Vocabulary such as fears, motivations, beliefs, hopes, interests can be used to do this.
Score 3.0	To earn a 3.0, a student must engage in a discussion with another POV. Partial success could be in the form of a statement of agreement or disagreement, along with a simple explanation. More subtle and complex analysis of the differences and similarities are required for the full score of 3.0. Students should be encouraged to talk back and forth about the questions. The act of hearing another POV, having to rethink your own opinion, and then restate, rephrase, or modify your argument and thinking can show proficiency on this standard.
Score 4.0	<p>The final question offers the first opportunity for earning a Score 4.0. With this, students will be making connections to larger course themes and expanding POV into a more philosophical realm that strikes at the heart of the meaning of America.</p> <p>The second opportunity for a 4.0 could be in pushing for a “final answer” to any of the questions. This act would earn a 4.0 if it involved moderating and finding compromise between multiple POVs.</p>