

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities
group of children (same children as 1st picture)	An American Flag	The two kids dressed as Uncle Sam and the patriotic wife are standing above the group of kids. Almost like they're giving a speech.

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

- The children dressed as Uncle Sam and the patriotic wife seem to be giving an important message towards the group of kids.
- The kids seem to be listening intently.
- They seem to be grouped in a particular manner.

Step 3. Questions

A. What questions does this photograph raise in your mind?

- Is this something the kids HAD to be a part of?

B. Where could you find answers to them?

The description at the bottom of the picture.

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Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects, and activities in the photograph.

People (candid)	Objects	Activities
6 adult males, 1	classroom	Reading books
adult female :	desks	teacher in back of class
George Wong	books	stern faces
Dan Wong	U.S. flag	Americanization class
Henry Wong	suits	
Philip Dong	closed windows	
Han Tong		
chee Wong		
Clara L. Soule		
(More candid)		

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

These are adult immigrants learning about the U.S. customs in a class.

Step 3. Questions

- A. What questions does this photograph raise in your mind?
- why did they come here?
what are they reading?
How do they feel?
- B. Where could you find answers to them?
- Archive

"As Maine Goes"

SMCC

Professor Edmondson

Immigration Assessment.

Using your information from The Maine Memory Network and American Memory Network assess the validity of the following statement. The immigrant experience in Maine was different then the national experience in the 1920's. Please use at least two pieces of evidence.

This statement is true. I found five ^{supporting} reasons utilizing the library of congress and the Maine Memory Network. First, There was no major port in Maine like Ellis Island ~~is~~ that millions of immigrants went through. In addition, Maine was bordered by Canada, where lots of French Canadians came from. Their experience would be very different, just walking across the boarder rather than coming from a boat. Speaking of French Canadians, there would be a lot more of them focused in Maine than the rest of the nation. Also, on the national scale immigrants would go to gather at cities, forming things like China town in Chicago, New York etc. There were no major cities in Maine for immigrants to flock to. There was a HUGE difference in number of immigrants in the mid western land-locked states rather than coastal, easily accessable states such as Maine. Lastly, the jobs for Maine immigrants would be much different, most likely paper mills, quarreys etc.

Maine

National

No Ellis Island

More French Canadians

Immigrants working in paper mills (mostly), quarries, businesses

Easy access, ocean + canadian boarder.

No big cities for immigrants to flock too

I'm saying Maine specific jobs

Textile

Targeted by the KKK

Jobs wanted, coming from bad places

Probably went through Ellis Island

Less focused population of French, population canadian

Land locked states harder to access.

Immigrants went to large cities: New York, Chicago

Result of cities were groupings, China town etc.

"As Maine Goes"

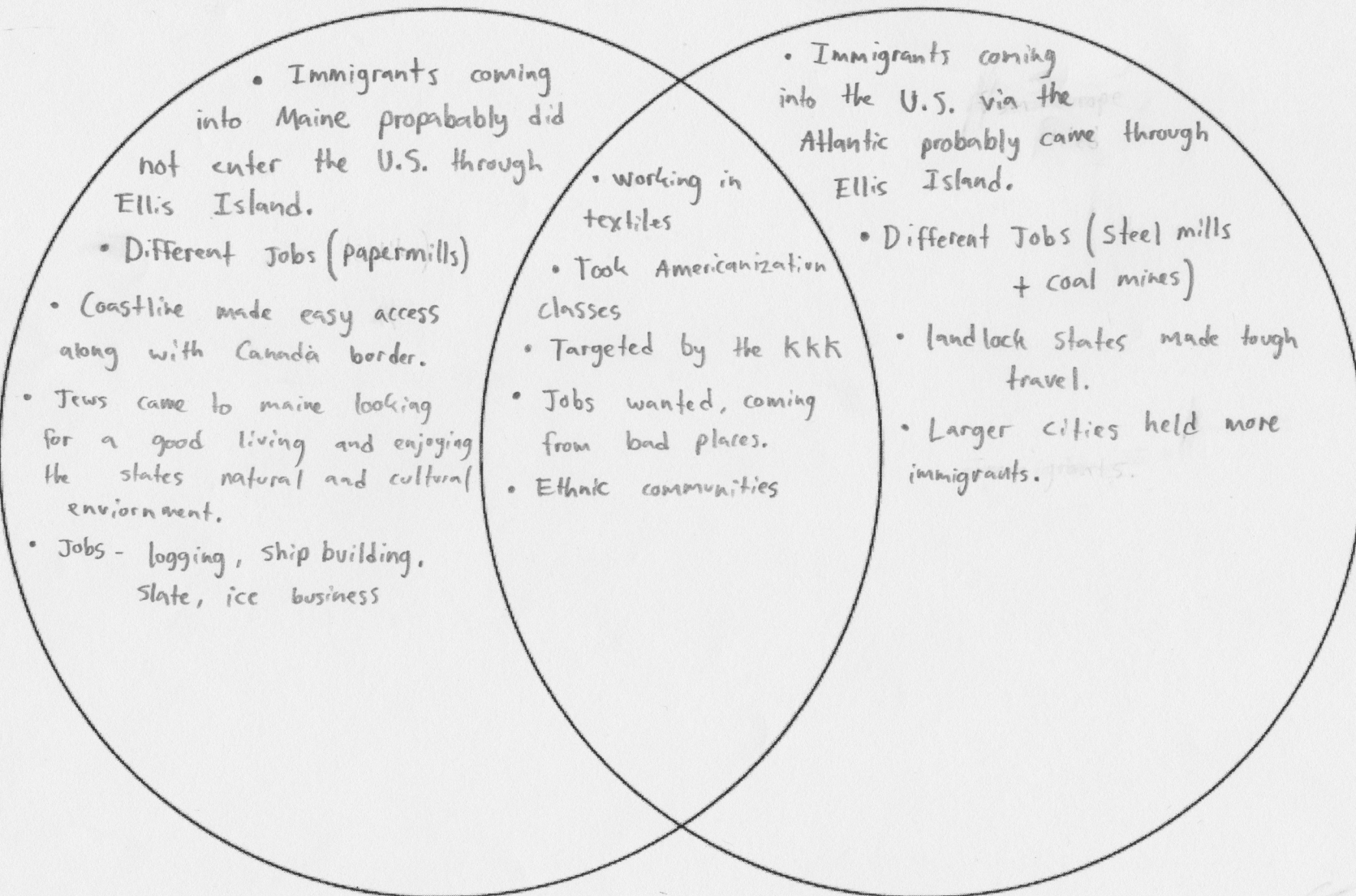
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Immigration Assessment.

Using your information from The Maine Memory Network and American Memory Network assess the validity of the following statement. The immigrant experience in Maine was different then the national experience in the 1920's. Please use at least two pieces of evidence.

The immigration experience in Maine was much different to immigration on a national level. The jobs offered in Maine were much different than around the nation. Maine accomidated logging, papermills, shipbuilding, granite/ slate quarries, and the ice business. These jobs were specific to Maine due to their natural resources and climate. An immigrant in georgia would have much different employment opportunities than in Maine. Maine is very easily aessed compared to other states such as kentucky or oklahoma. The Coastline offered easy access from immigrant ships. The Canadian border also made it easier for french Canadians. Also the cities in Maine were not big compared to many others around the nation. This offers a totally different working and living enviornment for those immigrants.

MaineNational

"As Maine Goes"

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Professor Edmondson

Immigration Assessment.

Using your information from The Maine Memory Network and American Memory Network assess the validity of the following statement. The immigrant experience in Maine was different than the national experience in the 1920's. Please use at least two pieces of evidence.

The 1920's was a rather tough time for immigrants. They were continuously given the labor intensive, hard labor work that nobody else wanted. Also, due to the fact it was difficult for them to find work, they worked the hard jobs at a very cheap price. If they made it through the Immigration Stations they had to deal with the prejudice of the rest of America's citizens.

In Maine many of the "immigrants" were Native Americans. People who had been living in America before it was America, weren't considered citizens but immigrants. And the Chinese that made their living in Maine as laundrists or other jobs left the state a new technology advantages and social changes occurred. Throughout the entire country, the KKK was leaving its mark. In Maine during the 1920's the number of members skyrocketed as they were very opposed to the Jewish and Roman Catholics coming from different countries.

1920's

Maine

National

-
- Maine:**
- KKK Opposing immigration and Roman Catholicism
 - Areas offered "Americanization" classes during the day
 - About 4,000 immigrants in Portland
 - Specific classes for women
 - Tech/Social changes led to Chinese Pop in Maine to drop (1920)
 - National laws had minimal impact on Maine
 - French Canadians - many Canadian residents came to Maine
 - Native Americans weren't considered citizens but immigrants
- National:**
- National problems were blamed on immigrants
 - Southern States tended to have more hispanic immigrants
 - Alaska - white pass railroad
 - Clustered in large cities
 - Jewish colonies / Immigration camps
 - 100,000 immigrants entering U.S. per year
 - Thought that by restricting immigration it would ease urban crowding and reduce ethnic conflict
 - Emergency Immigration Act "Capped" number of immigrants allowed to enter the U.S.
 - National security was upped
- Intersection:**
- Labor intensive jobs
 - "Inexpensive"
 - KKK
 - National Origin Act
 - Not socially accepted
 - Language barrier
 - Lack of jobs
 - Immigration Stations
 - Women had harder time learning (stuck at home)
 - Immigration Schools
 - Businesses benefitted from cheap labor
 - Natives not considered citizens but immigrants
 - "Push" Factors
 - Crop Failure
 - land/job shortage
 - Famine
 - raised taxes