Essential Questions:

1) Should America be considered a “melting pot” for immigrants?
2) What are the push/pull factors for immigration?
3) How have immigrants shaped American political culture?
4) What has been America’s legislative policy towards immigrants?
Think!!! The Great American Meltin' Pot?

Do Now: Analyze the song lyrics below. Is this a proper metaphor? What might be a better metaphor?

“America was founded by the English
But also by the Germans, Dutch, and French,
The principal still sticks
Our heritage is mixed
So any kid could be the president
You simply melt right in,
It doesn’t matter what your skin.
It doesn’t matter where you’re from,
Or your religion, You jump right in
To the great American meltin' pot.
Great American meltin' pot.”

Excluded from the melting pot

“Melting Pot”: the common belief that immigrants will assimilate into culture through education and acculturation.

However, many immigrant groups have maintained their ethnic identity and do not easily blend into American culture.

Many Asians, African Americans, Native Americans continue to maintain their cultural identities.
The “Americanization” of Immigrants

Traditionally, education served as the primary means to assimilate, or “Americanize,” new immigrants.

Questions:
What are some ways to tell if an immigrant has assimilated, or fit into, American society? Why do these things show they are fitting in?

The Great American Tossed Salad?

Why might this analogy (metaphor) be more accurate, as compared to the traditional “melting pot” image?
Why is America a land of diversity?

Unlike Japan, Germany, Sweden, Saudi Arabia, China and France, the U.S. has attracted people of different political persuasions, social-economic statuses, religions, and cultures.

What’s the difference between “race” and “ethnicity?”

- **Race**—A grouping of human beings with common characteristics presumed to be transmitted genetically.
- **Ethnicity**—A social division based on national orientation, religion, language, and often race.
American population NOW (300 million people) come from:

- Native American ancestry (about 1 million people now)
- Brought over as slaves (forced immigration)
- Ancestors immigrated (moved from another country to the U.S.)
- Vast majority of Americans have ancestors that immigrated to U.S.
- First immigrants were original settlers to Jamestown, Va.

FIRST WAVE OF IMMIGRATION (approximately 1810-1860)

- “PUSH” Factors — reasons people wanted to move out of their country
  - 1) Economic: Irish Potato Famine of 1846 — crop failures in Germany and Ireland in the 1840’s ruins farmers who survived on money from small plots of land
  - 2) Economic: skilled workers and craftsmen in Europe lose jobs to factories during Industrial Revolution
  - 3) Religious freedom: Protestants face religious persecution in Germany
FIRST WAVE OF IMMIGRATION (approximately 1810-1860)

- "PULL" Factors — reasons U.S. enticed people to move
  1. Economic: plentiful land to farm
  2. Economic: plentiful jobs
  3. Religious freedom: rights guaranteed in Constitution

- ROADBLOCKS to immigration from 1810-1860
  1. Dangerous boat trip
  2. There were many wars during this time in Europe, so some European governments passed laws against emigration so that they wouldn’t lose soldiers.

Letters from the "Old Country"

Introduction: Even after getting settled, most migrants had strong ties “back home” -- whether across the ocean or across the Mason-Dixon line. Letters passed back and forth between those that left and those that stayed behind. The letters that survived give insight into why people choose to migrate, why some stayed, and why some returned.

Directions: Read and analyze the letters and then answer these questions:

1. What hints do these letters give about immigrants’ personal “push” factors? (Underline in red) ...their “pull” factors? (Underline in green)
2. In which letters do the families agree with the immigrants’ reasons for leaving? Which families do not support the immigrants’ decision to leave? Why?
3. Which letters show the strongest ties home? How are they staying connected?
4. In which letters are the ties loosening? What are the “symptoms” of loosening ties? What are the causes from their families’ points of view?
5. What about their immigrant relatives: do families back home worry about? What advice do they give their immigrant relatives?
Introduction: Even after getting settled, most migrants had strong ties with "home" -- whether across the ocean or across the Mason-Dixon line. Letters passed back and forth between those that left and those that stayed behind. The letters that survived give insight into why some people choose to migrate, why some stayed, and why some returned.

Directions: Read the letters and then answer the questions:

1) What hints do these letters give about immigrants' personal "push" factors? ...their "pull" factors?
2) How well has America lived up to their expectations? What has been a disappointment? What has turned out better than they expected?
3) Is there such a thing as a "typical" immigrant experience? Why or why not?
4) Which letters show the strongest ties home? How are they staying connected? Where do you hear homesickness?
5) In which letters are the ties loosening? What are the "symptoms" of loosening ties?
6) What advice do relatives in America send to their families back home?

Warm Up: Examining immigrant cartoons

Are these pro or anti-Irish immigrant cartoons? Why do you think the cartoonist created them?
Assignment: After watching the video and reading “Suffer for About the First Six Months After Leaving Home”: John Doyle Writes Home to Ireland, 1818 by John Doyle and “The Irish Potato Famine” from eyewitnesshistory.com, explain in 12 sentences how the Irish Potato Famine served as a “Push Factor” for Irish immigration to the U.S.

ADDITIONAL ASSIGNMENT ON IRISH IMMIGRATION

Read “ANALYZING PRIMARY SOURCES: THE IRISH IMMIGRANT EXPERIENCE IN THE UNITED STATES—INTRODUCTION AND HISTORY” AND COMPLETE A POV CHART FOR EACH SOURCE

<table>
<thead>
<tr>
<th>Source</th>
<th>Purpose</th>
<th>Origin</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
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<td>#2</td>
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<td>#3</td>
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<tr>
<td>#4</td>
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<tr>
<td>#5</td>
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</table>
Who came to the U.S.?

- **The first wave of immigrants (1810-1860)**
  - 5 million immigrants come to U.S. (2 million Irish, 1 million German, most others from Western Europe)
  - Considering there were only 5 million people in America in 1810, this is a LARGE amount!

- **SECOND WAVE OF IMMIGRATION (1861-1920)**
  - After U.S. Civil War, immigration is UP!
  - Reasons immigrants came:
    1) Many of the same reasons from the first wave, including economic reasons and to escape
    2) religious and political persecution
    3) U.S. economy, especially in the Northeast, is strong
    4) Easier voyage: more affordable, shorter trip, more comfortable

- Where did new immigrants come from?
  - Some still come from Western Europe (England, Ireland, Germany)
  - More and more coming from Southern and Eastern Europe (Italy, Greece, Poland)
  - Also coming from Asia (China, Japan) and settling on west coast of U.S.
Reasons for 2\textsuperscript{nd} Wave of Immigration

- Whereas most immigrants before 1860 came for farming, after 1860 more immigrants come for jobs in cities.
- Settled in large cities like New York and Boston, or San Francisco on the west coast.
- Lived in neighborhoods where their countrymen settled.
- Immigrants were expected to work—built most of infrastructure of cities, built railroad lines, most of the time for less pay because of discrimination.

Urban Growth: 1870 - 1900

<table>
<thead>
<tr>
<th>City</th>
<th>1870 Population</th>
<th>1900 Population</th>
<th>Percent Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston</td>
<td>250,525</td>
<td>560,892</td>
<td>123.88</td>
</tr>
<tr>
<td>Chicago</td>
<td>298,977</td>
<td>1,698,575</td>
<td>468.12</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>216,239</td>
<td>325,902</td>
<td>50.71</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>5,728</td>
<td>102,479</td>
<td>1,689.08</td>
</tr>
<tr>
<td>Milwaukee</td>
<td>74,440</td>
<td>285,315</td>
<td>299.37</td>
</tr>
<tr>
<td>New Orleans</td>
<td>191,418</td>
<td>287,104</td>
<td>49.98</td>
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<tr>
<td>New York</td>
<td>1,478,103</td>
<td>3,437,202</td>
<td>132.54</td>
</tr>
<tr>
<td>Philadelphia</td>
<td>1,293,697</td>
<td>647,022</td>
<td>99.94</td>
</tr>
<tr>
<td>Pittsburgh</td>
<td>321,616</td>
<td>86,075</td>
<td>273.64</td>
</tr>
<tr>
<td>Portland</td>
<td>90,426</td>
<td>8,293</td>
<td>990.38</td>
</tr>
<tr>
<td>Richmond</td>
<td>51,038</td>
<td>85,050</td>
<td>66.64</td>
</tr>
<tr>
<td>San Francisco</td>
<td>149,473</td>
<td>342,782</td>
<td>129.32</td>
</tr>
<tr>
<td>Seattle</td>
<td>1,107</td>
<td>237,194</td>
<td>21,326.73</td>
</tr>
</tbody>
</table>
Are we rightfully called "a land of immigrants"?

Immigration sky rocketed by 1900 and then decreased.

Why do you think immigration decreased after 1900?
Compare/Contrast the two major waves of Immigration to the United States

First Wave vs. Second Wave of Immigration Venn Diagram

1st Wave of Immigration

2nd Wave of Immigration

Projected Growth
# U.S. Immigration Map Instructions

**FIRST WAVE OF IMMIGRATION:**
1. In the bottom left corner, draw a box where the map key will be; label it "Key."
2. Draw a small box in the Key and color the inside green. Label this box "First Wave of Immigration (1810-1860)."
3. Color the countries Germany, Ireland, and Great Britain green to mark where immigrants came from during the first wave.
4. Place a dot in pencil and label the U.S. cities of New York City and Boston to mark where these immigrants settled.
5. Draw in ONE green arrow going from colored countries, across Atlantic, to Northeast coast of U.S. to mark immigrants' journey to U.S.

**SECOND WAVE OF IMMIGRATION:**
6. Draw a small box in the Key and color the inside red. Label this box "Second Wave of Immigration (1861-1920)."
7. Outline Germany, Ireland, and Great Britain in red to mark that immigrants continued coming from these countries during the second wave.
8. Color the following countries red to mark where immigrants came from during the second wave:
   - Norway
   - Russia
   - Austria
   - Italy
   - Spain
   - Japan
   - Sweden
   - Poland
   - Greece
   - France
   - Portugal
   - China
9. Place a dot in pencil and label the U.S. city of San Francisco to mark where Asian immigrants settled.
10. Draw in ONE red arrow going from red colored countries in Europe, across Atlantic, to Northeast coast of U.S. to mark European immigrants' journey to U.S. Then, draw in ONE red arrow going from red colored countries in Asia, across Pacific, to West coast of U.S. to mark Asian immigrants' journey to U.S.
11. Add an appropriate title to the top of the map.
### Immigration Map Grading Rubric

#### Immigration Map Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>C</th>
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<tbody>
<tr>
<td>Key drawn and labeled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One box in key colored green and labeled for First Wave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries where immigrants came from during First Wave colored green</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cities of New York and Boston marked and labeled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Green arrow going across Atlantic Ocean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One box in key colored red and labeled for Second Wave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries where immigrants came from during First AND Second Waves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>outlined red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countries where immigrants came from during Second Wave colored red</td>
<td></td>
<td></td>
</tr>
<tr>
<td>City of San Francisco marked and labeled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Red arrows going across Atlantic and Pacific Oceans</td>
<td></td>
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</tr>
<tr>
<td>Appropriate title included</td>
<td></td>
<td></td>
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<tr>
<td><strong>TOTALS</strong></td>
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</tbody>
</table>
Coming to America in the 19th and 20th Centuries: What could immigrants expect to find?

E Pluribus Unum (one from many)

Coming to America

Immigration was not new to the 1920s, but the complexion for the situation changed dramatically in the early part of the twentieth century. From its earliest years the United States of America had an open door policy toward immigrants, placing few restrictions on the number of people entering this country. It was not until 1882 that the first law was passed banning people from a specific country. The Chinese Exclusion Act forbade Chinese laborers because it was feared that they would work for lower pay. In 1907 a “gentleman’s agreement” between the United States and Japan barred Japanese immigrants.

In the early 1800s there were two groups who sought to have the doors closed to certain ethnic members. American laborers feared that they would lose their jobs to new immigrants, who were willing to work for lower wages. A second group believed that the newcomers were inferior. Still, it was not until 1917 that restrictions were in place, preventing thirty-three different categories of people from obtaining entry to the United States.

Immigration in the 1920s changed in another important way. Prior to 1880 newcomers originated mostly from countries in northern and western Europe. When the immigrant population shifted to southern and eastern European countries, some Americans became alarmed at the customs and languages. World War I placed a temporary halt to the problem as very few people came to America during that period. Once the war ended, the wave of immigrants rose steadily, with over 600,000 people arriving in 1921. With the passage of a new law that same year, immigration was limited by a quota system. The National Origins Act of 1924 established severe quotas for southern and eastern European countries. For example, 100,000 Italians had arrived in one year in the early 1900s, but the new quota limited Italy to 5,082 people per year; Greece was allowed only 307 people per year, while Russia was permitted 2,784 per year. Not until the 1960s, when Lyndon Johnson became president, did those quota laws change.

Suggested Activities
Respond Have the students respond to this question: Are quota laws for immigration fair or necessary? With the class, discuss some possible solutions to this dilemma.
The Statue of Liberty—Symbol of Freedom

The Statue of Liberty:
- Still stands at entrance to New York City harbor, 151 feet high
- Statue depicts woman in Roman dress holding torch and tablet
- By the stance, we know that the sculptor, Frédéric Bartholdi, meant to imitate the Colossus
- Erected in 1886
- Made of copper (hollow)
- Given by French people (literally, money to make it came from donations from French citizens) to pay homage to the freedoms that the U.S. promised to its citizens and to celebrate friendship between U.S. and France

The Statue of Liberty compared with The Colossus of Rhodes:
- Considered one of the Seven Wonders of the World
- Rhodes was a Greek city-state, famous for its trading port
- Statue depicted Apollo, the sun god and protector of Rhodes
- Stood at the entrance to harbor, roughly 105 feet high, welcoming merchant ships
- Made of bronze
- Made entirely from melted-down weapons of the Macedonian army that attacked the island with a massive amount of troops and was still repelled—a great victory for Rhodes
- Only stood about 50 years (approx. 280 to 224 BCE), destroyed by earthquake
- By the time the statue fell, Rhodes had lost earlier prosperity and could not re-erect the statue; ruins laid in harbor for hundreds of years and eventually pieces were sold for scrap metal
- Seems to represent Rhodes victory and wealth, which fell into ruin
Activity: Learn the Skill of Annotation!

Directions: Analyze the poem "The New Colossus":

1. Number the lines 1-14
2. Label the lines to identify rhyme scheme (ABAB, etc.)
3. Break poem into chunks in order to answer question: What does this poem say about the Statue of Liberty? (Four chunks could be lines 1-6a, 6b-8, 9-11, and 12-14)
4. For every chunk, you must identify words that are unfamiliar. Underline these words with a straight line. Look up these words in the dictionary and write a synonym or definition above the word. (EX: brazen means "of bronze")
5. Also identify words that are familiar, but might have a synonym. Underline these words with a squiggly line and write a synonym or definition above the word. (EX: imprisoned means "contained, trapped")
6. To the right side of each chunk, write brief notes restating the main idea of the section.
7. Answer this concluding question in complete sentences: What does this poem say about the Statue of Liberty?

Poetry Analysis Example

The New Colossus
Emma Lazarus
Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door!"

Does your poetry annotation look like this?
The Island of Hope?

- **Ellis Island**—the main immigration gateway or port of entry to the U.S.—in New York Harbor was known as the “Island of Hope” because people immigrated through here, hoping to start a new life.
- From 1892 until 1932 over 12 million people passed through here.

Are you prepared to lose your U.S. citizenship?

- **Introduction/Objectives**: Today, you will be taking an actual 100-question U.S. citizenship exam which immigrants need to complete and pass in order to become U.S. citizens. Can you pass this exam with a 70%? You will need to accept one of the following fates:
  - If you fail, I will revoke (take away) your U.S. citizenship! You will then be forced to leave the country and immigrate back in through Ellis Island!
  - If you pass, you will join me, **Dr. Evilstein**, as an immigration official on Ellis Island. Tomorrow, we will decide which immigrants to allow into the U.S.! Others will be forced to return to their homelands! HA! HA!
A Typical 100 Question Citizenship Test

1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the Vice-President of the United States today?
16. Who elects the President of the United States?
17. Who becomes the President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?

21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the three branches of our government?
25. What is the legislative branch of our government?
26. Who makes the laws in the United States?
27. What is Congress?
28. What are the duties of Congress?
29. Who elects Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representatives?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
41. Who is the current governor of your state?
42. Who becomes President of the United States if the President and the Vice-President should die?
43. Who is the Chief Justice of the Supreme Court?
44. Can you name the 13 original states?
45. Who said, "Give me liberty or give me death."
46. Which countries were our enemies during World War II?
47. What are the 49th and 50th states of the Union?
48. How many terms can a President serve?
49. Who was Martin Luther King, Jr.?
50. Who presides over your local government?
51. According to the Constitution, a person must meet certain requirements in order to become President. Name one of these requirements.
52. Why are there 100 Senators in the Senate?
53. Who selects the Supreme Court justices?
54. How many Supreme Court justices are there?
55. Why did the Pilgrims come to America?
56. What is the head executive of a state government called?
57. What is the head executive of a city government called?
58. What holiday was celebrated for the first time by American colonists?
59. Who was the main writer of the Declaration of Independence?
60. When was the Declaration of Independence adopted?
61. What is the basic belief of the Declaration of Independence?
62. What is the national anthem of the United States?
63. Who wrote the Star-Spangled Banner?
64. Where does freedom of speech come from?
65. What is the minimum voting age in the United States?
66. Who signs bills into law?
67. What is the highest court in the United States?
68. Who was President during the Civil War?
69. What did the Emancipation Proclamation do?
70. What special group advises the President?
71. Which President is called the "Father of our country?"
72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
73. Who helped the Pilgrims in America?
74. What is the name of the ship that brought the Pilgrims to America?
75. What were the 13 original states of the U.S. called?
76. Name 3 rights or freedoms guaranteed by the Bill of Rights.
77. Who has the power to declare war?
78. What kind of government does the United States have?
79. Which President freed the slaves?
80. In what year was the Constitution written?
81. What are the first 10 amendments to the Constitution called?
82. Name one purpose of the United Nations.
83. Where does Congress meet?
84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
85. What is the introduction to the Constitution called?
86. Name one benefit to being a citizen of the United States?
87. What is the most important right granted to U.S. citizens?
88. What is the United States Capitol?
89. What is the White House?
90. Where is the White House located?
91. What is the name of the President’s official home?
92. Name one right guaranteed by the first amendment.
93. Who is the Commander in Chief of the U.S. military?
94. Which President was the first Commander in Chief of the U.S. military?
95. In what month do we vote for President?
96. In what month is the new President inaugurated?
97. How many times may a Senator be re-elected?
98. How many times may a Congressman be re-elected?
99. What are the 2 major political parties in the U.S. today?
100. How many states are there in the United States?
61. That all men are created equal
62. The Star-Spangled Banner
63. Francis Scott Key
64. The Bill of Rights
65. 18
66. The President
67. The Supreme Court
68. Abraham Lincoln
69. Freed many slaves
70. The Cabinet
71. George Washington
72. Form N-400, "Application to File Petition for Naturalization"
73. The American Indians (Native Americans)
74. The Mayflower
75. Colonies
76. Rights:
   1. The right of freedom of speech, press, religion, peaceable assembly and requesting change of government.
   2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).
   3. The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.
   4. The government may not search or take a person's property without a warrant.
   5. A person may not be tried twice for the same crime and does not have to testify against him/herself.
   6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.
   7. The right to trial by jury in most cases.
   8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.
   9. The people have rights other than those mentioned in the Constitution.
   10. Any power not given to the federal government by the Constitution is a power of either the states or the people.
77. The Congress
78. Republic
79. Abraham Lincoln
80. 1787
81. The Bill of Rights
82. For countries to discuss and try to resolve world problems, to provide economic aid to many countries.
83. In the Capitol in Washington, D.C.
84. Everyone (citizens and non-citizens living in the U.S.)
85. The Preamble
86. Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live
87. The right to vote
88. The place where Congress meets
89. The President's official home
90. Washington, D.C., (1600 Pennsylvania Avenue, N.W.)
91. The White House
92. Freedom of speech, press, religion, peaceable assembly, and, requesting change of the government
93. The President
94. George Washington
95. November
96. January
97. There is no limit
98. There is no limit
99. Democratic and Republican
100. 50
Journey to Ellis Island and America! Part I

**Introduction:** If anyone passed the citizenship test, you can join me on Ellis Island as immigration officials. Together, we will set quotas and decide who to let into the United States! Everyone else who failed has lost their U.S. citizenship! You must now attempt to reenter the U.S. through Ellis Island! **Follow these steps:**

1. All of you must “sit” at the group of desks marked “European homeland.” You meet a 90-year old Polish guy named Seymor Rechtzit. Read his story called “Relive a Boy’s Journey” (in your packet) and answer all accompanying questions on a separate sheet of paper (see the next slide for further details).

2. Now, create a passport for yourself, similar to the one on p. 30 of your packet. Draw a and color a picture of yourself as an immigrant, write your country of origin, and biographical information about yourself, including age, race, sex, physical appearance, etc. You need a passport to journey to Ellis Island!
ACTIVITY: Relive a Boy's Journey through Ellis Island!

- In another file "Boy at Ellis Island"—Directions:

Seymour Rechtzeit was eight years old in 1920, when he left his home in Poland and journeyed to America. Why do you think he came, and what happened when he arrived? Read on as Seymour, now nearly 90 years old, tells his story.

Answer all 13 reading comprehension questions on a separate sheet of paper. When finished, submit them to me and present your passport to see if you, like Seymour Rechtzeit, get stuck on Ellis Island with Dr. Evilstein!

Journey to Ellis Island Part II

3) When finished with your passport, hop on a boat and sail to Ellis Island to meet me, Dr. Evilstein! I will interview you, asking you personal questions about yourself and reasons for coming to America. I will also conduct a medical survey! If you fail the interview or medical survey, I will send you packing back to your homeland in Europe! You will then need to try to enter through Ellis Island again where I will keep on examining you until you pass the test!

4) Once I let you enter the U.S., you must write a 200-word letter to your relatives back in Europe, describing your experiences as immigrants coming to the U.S. Your letter must have the following structure below:

Structure: Students will assume the role of a newly arrived immigrant and create a letter to family back home in which they share experiences of a.) their arrival at Ellis Island, b.) difficulties in adapting to American life, c.) housing and living conditions and d.) disappointments or realities of “becoming American”.

Use the following pictures for inspiration:
Directions: Use these picture prompts for the letter writing activity!

More Pictures:
What was it like to be a newly-arrived immigrant in New York?
Mulberry Street – “Little Italy”

Hester Street – Jewish
1900 Rosh Hashanah Greeting Card

Lower East Side Immigrant Family
A Struggling Immigrant Family

Another Struggling Immigrant Family
Hellooooo...Quiz!

1) List three groups of immigrants during the first wave to the U.S.
2) List three groups of immigrants during the second wave to the U.S.
3) List three push factors of immigration
4) List three pull factors of immigration
5) In 4 sentences, explain how the Irish potato famine was a push factor.
6) Correctly spell Mr. C’s last name!
7) Name one of the islands that immigrants had to go to before being allowed into the U.S.
8) Name an early religious group of settlers to North America.

Hellooooo.......Quiz #2!

1) What year was the statue of Liberty erected?
2) Given to us by whom?
3) The Statue of Liberty imitates which Greek statue?
   4) Who wrote the poem “The New Colossus?”
5) Ellis island is located in which harbor?
6) How many people passed through Ellis Island between 1892 and 1932?
7) Why is Ellis Island also known as the “Island of Hope?”
8) What purpose does Ellis Island serve now?
9) Most immigrants who came to Ellis Island were originally from which continent?
DO NOW!
- Do you think U.S. immigration policy should reflect the following quote inscribed on the base of the Statue of Liberty: "Give me your tired, your poor, your huddled masses yearning to breathe free."?

Which image of the Statue of Liberty do you support below?

Legitimate versus imposters
- Conflicts between old and new immigrant groups became common.
- Earlier groups considered themselves to be legitimate U.S. citizens.
- Established groups viewed new immigrants as imposters or trespassers.
What is this? What is surprising or unusual about it?

“I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic, that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the Armed Forces of the United States when required by law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God. In acknowledgement whereof I have hereunto fixed my signature.”

Nativist Movement: 1830 – 1840’s

- Nativists were earlier immigrants of the United States who considered themselves to be true Americans.
  - They formed Antiforeign groups
  - Believed new immigrants threatened democratic values.
  - Feared that the immigrants, most of whom were Catholics, owed allegiance to the Pope, rather than any other authority.
Early U.S. Immigration Policies

- **Naturalization Act of 1790** -- Stated that "any alien, being a free white person, may be admitted to become a citizen of the United States"
- From 1860 to 1890, population doubled (30 million to 60) million.
- 1875--Supreme Court declared that regulation of US immigration is the responsibility of the Federal Government.
- Between 1880 and 1890, more than 5.2 million immigrants entered the country.
- 1882--the **Chinese Exclusion Act** suspended immigration from China for 60 years.

Legislation on Chinese immigration

- During the early 20th Century, the Chinese were prevented from becoming American citizens and were often discriminated against.
- 1943--the United States Congress passed the **Chinese Exclusion Repeal Act**, which allowed Chinese to enter the United States legally again.

What is the meaning of this political cartoon?
Use of Quotas

- Immigration laws in the 1800s and 1900s, were based on quotas -- only a certain number of individuals with a given background or heritage could move to the United States.

- 1929 -- the National Origins Act established an annual quota of 150,000 immigrants. Only 30 percent immigrants could come from southern and eastern Europe.
Some Are More Welcome Than Others
DBQ Essay:

COMPLETE:
- "THE CHINESE MUST GO!!!"
- THE DEBATE OVER THE CHINESE AT THE CALIFORNIA CONSTITUTIONAL CONVENTION 1878-79
- A Documentary Source Problem

Top 10 Countries of Previous Residence (1820-1996)
- Germany
- Mexico
- Italy
- United Kingdom
- Ireland
- Canada
- Soviet Union (former)
- Austria
- Hungary
- Philippines
Graphing America’s Ancestry Groups!

Graphing Ancestry Groups

Ancestry Groups in the United States

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of People</th>
<th>Approximate Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>49,598,035</td>
<td></td>
</tr>
<tr>
<td>Irish</td>
<td>40,165,702</td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>20,964,729</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>12,892,246</td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td>12,183,692</td>
<td></td>
</tr>
<tr>
<td>Mexican</td>
<td>7,692,619</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>6,715,819</td>
<td></td>
</tr>
</tbody>
</table>

Use your math skills and the data provided on this page to complete the following tasks:

- Approximate the number of people in each group by rounding each number to the nearest million.
- Write the rounded numbers on the blanks in the chart.
- Use the approximations (rounded numbers) to complete the bar graph activities on page 35.
Immigration Status in the United States--Terms

- **Naturalized citizens** - have same rights as U.S.-born citizens except the right to be elected president.
- **Illegal immigrants (Aliens)** - not citizens/nationals of the U.S. Includes long-term permanent residents.
- **Nonimmigrant** - come to the U.S. for specific purpose (study, training, work) and temporary period of time. They are expected to leave when they complete their authorized activity.
- **Refugee** - person outside country of nationality and is unable/unwilling to return to that country because of persecution due to race, religion, nationality, political opinion.
- **Asylee** - person granted political asylum in the U.S., but not yet a permanent resident.
- **Temporary protected status** - native of country suffering from armed conflict, civil war/natural disaster.
- **Undocumented alien** - illegal alien who entered U.S. without documentation or overstayed authorized period of admission. Subject to removal.
Seminar Notes

All answers should be as specific as possible, and unless otherwise stated, given from the point of view from the author. Full credit will be awarded for direct use of the primary source.

USE DIRECT QUOTES FROM THE PRIMARY MATERIAL.

APPENDIX C

Immigration

A. Select 2 quotes from the reading and in a paragraph for each, explain why these quotes capture the essence of this document.

B. Choose 3 of the below questions and answer them in paragraph form.
   1. What themes do both of the main documents have in common?
   2. What are three dangers that Atchinson sees associated with the “new immigrant”?
   3. Should America be a refuge for the “huddled masses”? Justify your answer by quoting the primary source.
   4. What was Mary Antin’s first perception of America? How was it formed?
   5. Describe and react to the experience her family had in becoming “American.”
   6. What does she mean by “the pains of adjustment are as racking as the pains of birth.”

Activity: Prepare to create your own legislative proposal in relation to the current immigration debate! First, let’s look at immigration law...
Post 9/11/2001 Legislation

- **USA Patriot Act 2001** -- Uniting and strengthening America by providing appropriate tools required to intercept and obstruct terrorism. This act created the Department of Homeland Security (DHS).

- 2003—Under the DHS, the **U.S. Citizenship and US immigration Services (USCIS)** handles US immigration services and benefits, including citizenship, applications for permanent residence, non-immigrant applications, asylum, and refugee services.
  - The Bureau of US immigration and Customs Enforcement (BICE) handles US immigration enforcement functions.

- Often, lawmakers call upon the Department of Homeland Security to defend our borders from illegal immigration, especially at the U.S.-Mexican border.

Summary of Current U.S. Immigration Law

I. **Family-Sponsored Immigrants.**

Annually, up to 480,000 visas in four preference categories:

- 1) unmarried sons and daughters of U.S. citizens
- 2) spouses and unmarried children of lawful permanent residents
II. Employment-Based Immigrants.

Annually, up to 140,000 visas are granted in five preference categories, including:

- 1) "Priority workers" including professors and researchers; executives and managers of multinational corporations; etc.
- 2) Professionals with advanced degrees
- 3) Skilled workers, other professionals, and "other workers"
- 4) "Special immigrants," such as ministers of religion, foreign medical graduates, etc.
- 5) Investors

III. Diversity Immigrants.

Annually, up to 55,000 visas are granted to promote immigration from those countries that are not currently the principal sources of immigration to the United States. Visas are distributed in six geographic regions:

- 1) Africa
- 2) Asia
- 3) Europe
- 4) North America
- 5) South America, Central America.
Overview: As more and more people of different races and cultures enter the United States and the ethnic composition of the country changes, immigration becomes a more intensely debated issue.

1) Some Americans favor tighter immigration restrictions and argue that immigrants take jobs away from U.S. citizens, drain social services, and resist learning English.

2) Others, however, point to America’s historic commitment to immigration and believe that immigrants keep the nation strong, economically competitive, and culturally rich.

The question of whether America’s doors should be open or closed will continue to be intensely debated in the courts, in Congress, and in communities where immigrants settle.

In the following activity we will hold a mock congressional meeting in order to debate on an immigration bill, which your group will create. You will present and defend your bill to the class, trying to gain signatures in support of your bill. As in the real U.S. Senate, you will need to gain a 2/3 majority vote to pass your bill into law! As the acting President of the United States, I will need to be convinced to sign the bill into law! Remember, I have the power of veto—the ability to reject your bill by not signing it!

Preparation for Legislative Session: U.S. Immigration Policy Debates

Take a few moments to think about these questions:
Why have people come to the United States in the past?
Why do people come to the United States today?
What are the benefits for immigrants and for the country when people from other countries settle here?
What challenges or complications can develop for immigrants and for the country when people from other countries settle here?

1. The United States should allow anyone to immigrate.

2. The United States should allow put a quota, or limit, on how many people come here from other countries.

3. The United States should not allow anyone from another country to love here permanently.

Brainstorm some ideas you have to support the statement your group will defend.
YOUR BILL SHOULD ADDRESS THE FOLLOWING QUESTIONS. (You should be prepared to answer these questions when presenting and defending your bill!):

1) How do leaders of the American government (ex. The President, Congress, etc.) currently feel about the immigration issue?

2) Do you think that the United States should use quotas to limit the number of immigrants allowed to enter the country? Defend your answer.

3) Do you think that illegal immigration is hurting the U.S. economy, since employers view immigrants as a cheaper source of labor? In other words, do you think that legal immigrants harm the economy by taking jobs away from American citizens? Or, do you think that highly skilled legal immigrants are beneficial to the U.S. economy? Defend your answer.

4) Do you think that illegal immigrants have a right to education and medical services? Defend your answer.

5) Do you think that English should be the official language of the United States? Do you think all government business should be conducted in English? Defend your answer.

6) How do you feel about security along the U.S. borders? Should it be increased? For example, some legislatures are currently proposing that the U.S. build a high, thick wall along the Mexican border and hire more border security agents to patrol the area.

7) Who might be the bill's opponents? Supporters?

How to write your Bill!

Once your group has brainstormed several ideas to place in your bill, you are ready to start writing! There are certain rules to follow when writing the bill:

1) Use formal language! Make the bill sound official!

2) Never use the word “should.” Use “will” or “require.”

3) Make sure to address all concerns raised in the questions on the previous page. You will need to defend your bill against others who do not agree with your positions.

4) Number the different points, or proposals, in your bill. You will need at least 7-8 points to address all required concerns.

5) Be culturally sensitive. Avoid racial stereotypes or offensive remarks. I will take the appropriate actions if this occurs!
Steps:
1) Each group will present their bill and respond to questions/comments
2) Ideas presented in bills will be discussed and debated
3) Each group needs to get 2/3 of class (about 10 signatures) to pass the bill.
4) If your bill looks good, I will sign it into law. Otherwise, I will veto it by refusing to sign it!

Reflection questions:

1. What are the advantages of the diversity (gender, age, ethnicity, sexual orientation, occupation, religion or denomination, political affiliation) in the United States?
2. What are some of the serious problems that arise from this country being a multicultural society?
3. How important is it for the schools to Americanize immigrant children?
4. What are some of the problems that can occur when the schools take on this task?
5. Should quotas be set on the number of people allowed to immigrate to the United States? If yes, how should the quotas be determined?
6. Is bilingual education something that should be supported by the schools and the culture in general?
7. Are there other ways in which our school could promote understanding and tolerance in relation to our immigrant population?