



WAVES, WALLS, AND WINDOWS: US IMMIGRATION POLICY, 1790–1986



"Welcome to the Land of Freedom,"
Frank Leslie's Illustrated Newspaper,
July 2, 1887

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by John McNamara and Ron Nash

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Unit Overview

This unit is one of the Gilder Lehrman Institute's Teaching Civics through History (TCTH) resources, designed to align with the Common Core State Standards. These units were developed to provide students with foundational knowledge of the historical roots of current civic and social issues facing their communities and the nation while building their literacy, research, and critical thinking skills. By connecting the past with current events, this unit will 1) enable students to understand that history is made up of individual actions, 2) empower students to develop their civic voices and encourage them to take civic action, and 3) help students recognize their ability to influence history in their own communities and nationwide.

The history of immigration to the United States has shaped the relationship between race and citizenship in ways that continue to affect us today. The study of immigration is not just about who comes to America but who is allowed to become American and be thought of as American. People who migrated to the United States from their original homelands were motivated by a variety of economic, political, and

social "push"–"pull" factors that propelled them to escape poverty and persecution and attracted them with opportunities for greater education, freedom, security, employment, and a higher standard of living. As a result of immigration, the demography of the United States is composed of a wide diversity of cultural, ethnic, racial, and religious backgrounds, beliefs, and traditions.

Throughout US history, some immigrants have received a warm welcome and have been viewed as assets to a growing nation; others have encountered resistance and restrictions. From the late eighteenth to the late nineteenth centuries, the federal government largely permitted and rarely questioned free and open immigration. However, by the 1880s, public opposition to this generally laissez-faire policy increased due to fears of economic recessions, job competition from lower-wage workers, and ethnic, racial, and religious hostilities toward Asian and southern and eastern European immigrants.

As a result of this rising tide of nativist sentiment, Congress enacted legislation to exclude certain groups and restrict the ability of others to

become American citizens. Since the opening decades of the twentieth century, equity and quotas, immigration restrictions, discriminatory ethnic- and race-based practices, and treatment of undocumented immigrants have been topics of public discussion and debate.

Over one to two weeks, students will learn and practice literacy skills that will help them develop knowledgeable and well-reasoned points of view on the history of immigration policy in the United States. They will read and assess primary and secondary sources, analyze articles written from different perspectives, and develop a civic engagement project that integrates what they have learned.

Students will demonstrate their comprehension through their oral and written assessment of the primary sources and responses to the essential questions, and how they choose, plan, and implement the civic engagement project.

The unit provides students with a learning experience to critically examine, discuss, and evaluate immigration opportunities and policies from the founding era to the late twentieth century. The unit also suggests additional secondary and primary source materials in an appendix for those who wish to go further with the topic.

CLASS TIME REQUIRED: 1–2 weeks; the student project may require additional time outside of class.

GRADE LEVEL: 9–12

Unit Objectives

Students will be able to

- Demonstrate an understanding of a scholarly essay that outlines the complexity of immigration history
- Analyze primary source documents using close-reading strategies
- Draw logical inferences and summarize the essential message of a written document
- Compose summaries of the major points in a document
- Compare and contrast the proposals made by different writers
- Develop a viewpoint, present it, and write a response based on textual and visual evidence
- Collaborate effectively with classmates in small groups
- Distinguish between facts and opinions and identify their appropriate use in visual and written source materials
- Develop, execute, and evaluate a civic action project

Essential Questions for the Unit

- To what extent did the initial American immigration and naturalization laws reflect or refute the nation's founding ideals and principles?
- To what extent were national prosperity and unity achieved amid growing ethnic and racial diversity in the United States during the nineteenth century?
- To what extent did the national ideal of E Pluribus Unum become real for the United States in the decades after the Mexican-American War? . . . after the Civil War?
- Which metaphor, “melting pot” or “salad bowl,” best symbolized the objectives and outcomes of American immigration policies during the late nineteenth and early twentieth centuries?
- To what extent did the economic development of the United States during the nineteenth century (. . . twentieth century) benefit from European and Asian immigration?
- To what extent did Asian and European immigrants encounter open arms and “streets paved with gold” in nineteenth-century (. . . twentieth-century) America?
- To what extent did Asian and European immigrants experience a backlash of bias and opposition from many native-born Americans during the nineteenth century (. . . twentieth century)?
- To what extent has the United States treated immigrants fairly throughout its history (. . . the nineteenth century . . . the twentieth century . . . the twenty-first century)?
- To what extent has America (. . . the United States) been a “land of opportunity” for immigrants?
- To what extent did the United States’ experience in World War I affect Americans’ attitudes toward immigration?
- To what extent was the United States justified in significantly reducing and restricting immigration during the 1920s?
- To what extent did American immigration laws of the 1920s reflect the prevailing ethnic and racial attitudes of this era?

- To what extent did American immigration laws and public sentiment of the early twentieth century reflect the belief that the nation could harmoniously become a “melting pot” of diverse ethnicities and nationalities?
- Why were the 1920s and 1930s a period of “boom and bust” for Mexican immigrants to the United States?
- How did World War II affect American immigration?
- To what extent did the Immigration and Nationality Act of 1965 significantly change the character and composition of American immigration?
- To what extent should American businesses and employers be punished for hiring undocumented workers?
- To what extent have the Immigration and Nationality Act of 1965 and the Immigration Reform and Control Act of 1986 corrected past biases and inequities of American immigration laws?
- To what extent has the United States fulfilled the aspirations and dreams of immigrants?

Common Core State Standards

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LESSON 1

Overview

Lesson 1 focuses on immigration policies in the United States from the late eighteenth century through the nineteenth century. Lesson 2 focuses on immigration policy changes, often with increasing restrictions and at times inequitable priority preferences, and reforms throughout the twentieth century.

In Lesson 1, students may read a secondary source—an essay written by historian Natalia Molina—that provides context for the history of immigration policy from the framing of the US Constitution in 1787 to the late nineteenth century. The students will then read and engage with an array of textual and visual primary sources that drill down into the challenging, complex, and controversial issues presented in the scholarly essay. They will demonstrate their comprehension of the historical information and issues through the critical analysis and assessment of the textual and visual primary sources, completion of activity sheets, small-group and whole-class discussions, and the development of viewpoints supported by primary source evidence on these important immigration issues.

Historical Background

See the students' handouts, p. 13: "Immigration Policy in US History: From 1790 to the Late Nineteenth Century" by Natalia Molina, Distinguished Professor of American Studies and Ethnicity, University of Southern California

Essential Questions

- To what extent did the initial American immigration and naturalization laws reflect or refute the nation's founding ideals and principles?
- To what extent were national prosperity and unity achieved amid growing ethnic and racial diversity in the United States during the nineteenth century?
- To what extent did the national ideal of E Pluribus Unum become real for the United States in the decades after the Mexican-American War? . . . after the Civil War?
- Which metaphor, "melting pot" or "salad bowl," best symbolized the objectives and outcomes of American immigration policies during the late nineteenth and early twentieth centuries?
- To what extent did the economic development of the United States during the nineteenth century benefit from European and Asian immigration?
- To what extent did Asian and European immigrants encounter open arms and "streets paved with gold" in nineteenth-century America?
- To what extent did Asian and European immigrants experience a backlash of bias and opposition from many native-born Americans during the nineteenth century?
- To what extent has the United States treated immigrants fairly throughout its history?
- To what extent did the United States treat immigrants fairly during the nineteenth century?

Materials

- **Optional: Historical Background 1**
 - "Immigration Policy in US History: From 1790 to the Late Nineteenth Century" by Natalia Molina, Distinguished Professor of American Studies and Ethnicity, University of Southern California
 - Important Phrases: "Immigration Policy in US History," Part 1
- **Document Sets and Activity Sheets** (You may use all the document sets or a selection of them.)
 - Set 1: The Foundations and Definitions of American Immigration
 - a. Excerpts from the Naturalization Acts of the 1790s and 1802 and Alien Friends Act of 1798, Statutes at Large, *A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 1st Congress, 2nd Session, pp. 104–105; 3rd Congress, 2nd Session, pp. 414–415; 5th Congress, 2nd Session, pp. 566–568 and 571; 7th Congress, 1st Session, pp. 153–154, Library of Congress, loc.gov/law/help/statutes-at-large/index.php.

- b. Excerpts from the Treaty of Guadalupe Hidalgo, 1848, *Our Documents: 100 Milestone Documents from the National Archives*, National Archives, ourdocuments.gov/ourdocuments.gov/doc.php?flash=false&doc=26&page=transcript.
- Set 2: Waves of Welcome and Dimensions of Open Immigration in the Nineteenth Century
 - a. Sources of Immigration to the United States, 1841–1890, from United States, William Paul Dillingham and Frederick Cleveland Croxton, *Reports of the US Immigration Commission: Statistical Review of Immigration, 1820–1910; Distribution of Immigrants, 1850–1900* (Washington DC: Government Printing Office, 1911).
 - b. Illustrating Immigration in the Nineteenth Century
 - Illustration 1: Thomas Nast, “Uncle Sam’s Thanksgiving Dinner,” *Harper’s Weekly*, November 20, 1869, Library of Congress, loc.gov/pictures/item/2002714704/.
 - Illustration 2: Joseph Keppler, “Welcome to All,” *Puck*, April 28, 1880, Library of Congress, loc.gov/pictures/item/2002719044/.
 - Illustration 3: “Welcome to the Land of Freedom,” *Frank Leslie’s Illustrated Newspaper*, July 2, 1887, Library of Congress, loc.gov/pictures/item/97502086/.
 - c. Optional: Medial Summary Activity Sheet: The Fourteenth Amendment and Immigration Laws
- Set 3: Wall of Backlash against Immigration in the Nineteenth Century
 - a. Excerpts from the Chinese Exclusion Act of 1882, *Our Documents: 100 Milestone Documents, National Archives*, ourdocuments.gov/doc.php?flash=true&doc=47.
 - b. Excerpts from Justice Horace Gray’s Majority Opinion in *United States v. Wong Kim Ark*, 1898, 169 US 649 (1898), oyez.org/cases/1850-1900/169us649.
 - c. Illustrating Immigration in the Nineteenth Century
 - Illustration 4: Friedrich Graetz, “The Anti-Chinese Wall,” *Puck*, March 29, 1882, Library of Congress, loc.gov/resource/cph.3g04138/.
 - Illustration 5: Thomas Nast, “Which Color Is to be Tabooed Next?” *Harper’s Weekly*, March 25, 1882, Library of Congress, loc.gov/item/91793231/.
 - Illustration 6: “The Chinese Must Go,” advertisement for “The Magic Washer,” George Dee, Dixon, Illinois, 1886, Library of Congress, loc.gov/resource/pgs.02758/.
 - Illustration 7: Joseph Keppler, “Looking Backward,” *Puck*, January 11, 1893, US Holocaust Memorial Museum, collections.ushmm.org/search/catalog/irn544901.
 - Illustration 8: C. J. Taylor, “The Mortar of Assimilation—and the One Element That Won’t Mix,” *Puck*, June 26, 1889, The Newberry, dcc.newberry.org/items/the-mortar-of-assimilationand-the-one-element-that-wont-mix.
 - Illustration 9: “Their New Jerusalem,” *Judge*, 1892, Library of Congress, loc.gov/pictures/item/2005681047.
- **Activity Sheets for Illustrations** (You may select either or both.)
 - Details, Description, and Decision
 - Analyzing a Political Cartoon
- **Teacher’s Resource: Notes on Illustrations and Texts in Lesson 1**

Procedure

1. You may select one or more of the Essential Questions provided to frame the direction and focus for the students’ examination of the literary and visual primary sources. Choose one for the entire lesson or one for each of the three sections of the lesson. Display or refer to the question(s) periodically throughout the lesson.
2. Optional: Historical Background 1: Distribute Natalia Molina’s essay “Immigration Policy in US History: The Nineteenth Century” and the accompanying activity sheet. You may assign the reading and the activity sheet as homework before starting the lesson or use them as a class activity at the beginning of Lesson 1.

Before the students work on the activity sheet, you may choose to “share read” the essay in class by having the students follow along silently while you begin to read

aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).

NOTE: Depending on the time available and the experience of your students, you may choose to discuss the historical background with your class rather than assign the reading.

3. Depending on the students’ experience with examining texts, you may choose to complete the activity sheet with the whole class or model the selection and analysis of the first phrase.

4. After the students have completed the reading and the activity sheet, reconvene the class and discuss which sentences or phrases the students felt were most important or informative and why.
5. Before distributing the primary sources and accompanying activity sheets, decide whether to begin with a “shared” or “closed” reading activity and model with the students how to complete the first Document Analysis activity sheet. You may choose to use all three document sets or a selection of them. The students may work individually, in pairs, or in groups of three (with each student focused on one document set).
6. You also have two choices for the activity sheets to accompany the illustrations: Details, Description, and Decision or Analyzing a Political Cartoon. For Details, Description, and Decision, you may have the students complete all four boxes or select which of the first three questions makes the most sense based on the image (who the people or characters are/what the objects are/what action is taking place) and then sum up their knowledge in the final question.
7. Distribute the document sets and activity sheets. You may facilitate discussion of the documents and the document analysis questions after students or student groups complete each set or after they have completed all three. Document Set 1 focuses on the foundations of American immigration; Document Set 2 focuses on open immigration in the nineteenth century; Document Set 3 focuses on the backlash against open immigration in the late nineteenth century. You may choose to use the Essential Questions to guide the discussion:
 - a. Essential Questions aligned with Document Set 1
 - To what extent did the United States have an “open” or “restrictive” naturalization and citizenship policy during the early national period (1790–1802)?
 - To what extent did these laws reflect or refute the nation’s founding ideals and principles?
 - b. Essential Questions aligned with Document Set 2
 - To what extent did the economic development of the United States during the nineteenth century benefit from European and Asian immigration?
 - To what extent did Asian and European immigrants encounter “welcoming open arms” and “streets paved with gold” in nineteenth century America?
 - c. Essential Question aligned with Document Set 3
 - To what extent did Asian and European immigrants encounter and experience a backlash of bias and opposition from many US-born Americans during the nineteenth century?
8. Optional Medial Summary Activity after Document Set 2: You may assign the Medial Summary Activity Sheet on the Fourteenth Amendment and have the students write a brief response to the following Essential Question: To what extent could national prosperity and unity be achieved amid growing ethnic and racial diversity in the United States during the nineteenth century?
9. Lesson Closure and Summary Activity: Students will develop a position or viewpoint on one of the Essential Questions, orally or in writing (e.g. “Exit Card,” Learning Log, Evaluative Essay, etc.), using the evidence from the textual and visual documents and discussions with classmates to elucidate and support their positions.

LESSON 2

Overview

In Lesson 2, students may read a secondary source—an essay written by historian Natalia Molina—on the history of immigration policy in the twentieth century. They will also read and engage with an assortment of textual and visual primary sources that drill down into the challenging, complex, and controversial issues presented in the scholarly essay. They will demonstrate their comprehension of the historical information and issues through the critical analysis and assessment of the textual and visual primary sources, completion of activity sheets, small-group and whole-class discussions, and the development of viewpoints supported by primary source evidence on these important immigration issues.

Historical Background

See in the students' handouts, p. 46: "Immigration Policy in US History: The Twentieth Century" by Natalia Molina, Distinguished Professor of American Studies and Ethnicity, University of Southern California

Essential Questions

- To what extent did the United States' experience in World War I affect Americans' attitudes toward immigration?
- To what extent was the United States justified in significantly reducing and restricting immigration during the 1920s?
- To what extent did American immigration laws of the 1920s reflect the prevailing ethnic and racial attitudes of this era?
- To what extent did American immigration laws and public sentiment of the early twentieth century reflect the belief that the nation could harmoniously become a "melting pot" of diverse ethnicities and nationalities?
- Why were the 1920s and 1930s a period of "boom and bust" for Mexican immigrants to the United States?
- How did World War II affect American immigration?
- To what extent did the Immigration and Nationality Act of 1965 significantly change the character and composition of American immigration?
- To what extent should American businesses and employers be punished for hiring illegal aliens and/or undocumented workers?
- To what extent did Asian and European immigrants encounter and experience a backlash of bias and opposition from many native-born Americans during the twentieth century?
- To what extent have the Immigration and Nationality Act of 1965 and the Immigration Reform and Control Act of 1986 corrected past biases and inequities of American immigration laws?
- To what extent did the United States treat immigrants fairly during twentieth century?

Materials

- **Optional: Historical Background 2**
 - "Immigration Policy in US History: The Twentieth Century," by Natalia Molina, Distinguished Professor of American Studies and Ethnicity, University of Southern California
 - Important Phrases: "Immigration Policy in US History," Part 2
- **Document Sets and Activity Sheets** (You may use all the sets of documents or a selection of them.)
 - Set 1: Immigration from High Tide to Ebb Tide: 1900–1930
 - a. Excerpts from the Immigration Act ("Literacy Act") of 1917, Statutes at Large, *A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 64th Congress, 2nd Session, p. 874, Library of Congress, [loc.gov/law/help/statutes-at-large/64th-congress/session-2/c64s2ch29.pdf](https://www.loc.gov/law/help/statutes-at-large/64th-congress/session-2/c64s2ch29.pdf).
 - b. Excerpts from the Emergency Quota Act of 1921, Statutes at Large, *A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 67th Congress, 1st Session, p. 5, Library of Congress, [loc.gov/law/help/statutes-at-large/67th-congress/Session%201/c67s1ch8.pdf](https://www.loc.gov/law/help/statutes-at-large/67th-congress/Session%201/c67s1ch8.pdf).
 - c. Excerpts from the Immigration Act of 1924 (Johnson-Reed Act), Statutes at Large, *A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 68th Congress, 1st Session, p.

- 153, Library of Congress, loc.gov/law/help/statutes-at-large/68th-congress/session-1/c68s1ch190.pdf.
- d. Excerpts from the Undesirable Aliens Act of 1929, Statutes at Large, *A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 70th Congress, 2nd Session, p. 1551, Library of Congress, loc.gov/law/help/statutes-at-large/70th-congress/session-2/c70s2ch690.pdf.
 - e. Mexican Immigration to the United States, 1904–1967, Data Source: “International Migration and Naturalization (Series C 89-331),” *Historical Statistics of the United States, Colonial Times to 1970, Part 1* (Washington DC: United States Census Bureau, 1976), p. 107.
 - f. Illustrating Immigration in the Twentieth Century
 - Illustration 10: Cover, Program for Israel Zangwill’s play *The Melting Pot*, 1916, University of Iowa Special Collections Department, Redpath Chautauqua Collection, MSC0150, digital.lib.uiowa.edu/islandora/object/ui%3AAtc_54874_54870.
 - Illustration 11: Raymond O. Evans, “The Americanese Wall,” *Puck*, March 25, 1916, Library of Congress, loc.gov/pictures/item/2006681433/.
 - Illustration 12: Hallahan, “The Only Way to Handle It,” *Providence Evening Bulletin*, May 7, 1921, Library of Congress, loc.gov/resource/cph.3a44285/.
 - Illustration 13: F. Victor Gillam, “The Immigrant: Is He an Acquisition or a Detriment?” *Judge*, September 19, 1903, Library of Congress, loc.gov/pictures/item/95507541/.
 - Illustration 14: “The American Gulliver and the Chinese Lilliputians,” American Federation of Labor, 1902, Bancroft Library, University of California, Berkeley, on the Online Archive of California, oac.cdlib.org/ark:/13030/hb658004br.
 - Illustration 15: J. N. “Ding” Darling, “Democracy Doesn’t Breed That Kind,” orig. 1919, 1999. “Ding” Darling Wildlife Society owns the copyright of “Ding” Darling cartoons.
 - Illustration 16: J. N. “Ding” Darling, “Sprung a Leak Again,” orig. 1923, 1999. “Ding” Darling Wildlife Society owns the copyright of “Ding” Darling cartoons.
- Set 2: Reform and Revision of American Immigration Laws, 1950–1986
 - a. Excerpts from the Immigration and Nationality Act of 1952 (McCarran–Walter Act), Public Law 82-414, June 27, 1952, *US Statutes at Large*, vol 66, 82nd Congress, 2nd Session, govinfo.gov, govinfo.gov/app/collection/statute/1952/publiclaw.
 - b. Excerpts from the Immigration and Nationality Act of 1965 (Hart–Celler Act), Public Law 89-236, October 3, 1965, *US Statutes at Large*, vol. 79, 89th Congress, 1st Session, govinfo.gov, govinfo.gov/app/collection/statute/1965/publiclaw.
 - c. Excerpts from a Summary of the Immigration Reform and Control Act (IRCA) of 1986 (Simpson–Mazzoli Act), S. Rept 99-132; H. Rept 99-1000, congress.gov/bill/99th-congress/senate-bill/1200
 - d. Illustrating Immigration in the Twentieth Century
 - Illustration 17: “Go Back! Wrong Boat!”: A 1947 Herblock Cartoon, © The Herb Block Foundation.
 - Illustration 18: “Restrictive Covenant”: A 1948 Herblock Cartoon, © The Herb Block Foundation.
 - Illustration 19: “There, That’s Much Better”: A 1952 Herblock Cartoon, © The Herb Block Foundation.
 - Illustration 20: “I Don’t Want Any Legal Immigration Around Here”: A 1952 Herblock Cartoon, © The Herb Block Foundation.
 - Illustration 21: “You Can Go Back to Wherever You Came From”: A 1965 Herblock Cartoon, © The Herb Block Foundation.
 - **Activity Sheets for Illustrations** (You may select either or both)
 - Details, Description, and Decision
 - Analyzing a Political Cartoon
 - **Teacher’s Resource: Notes on Illustrations and Texts in Lesson 2**
 - **Teacher’s Resource: Suggested Additional Readings and Research**

Procedure

1. You may select one or more of the Essential Questions provided to frame the direction and focus for the students’ examination of the literary and visual primary sources. Choose one for the entire lesson or one for each of the two sections of the lesson. Display or refer to the question(s) periodically throughout the lesson.
2. Optional: Historical Background 2: Distribute Natalia Molina’s essay “Immigration Policy in US History: The Twentieth Century” and the accompanying activity sheet. You may assign the reading and the activity sheet as homework before starting the lesson or use them as a class activity at the beginning of Lesson 2.

Before the students work on the activity sheet, you may choose to share read the essay in class as described in Lesson 1.

NOTE: Depending on the time available and the experience of your students, you may choose to discuss the historical background with your class rather than assign the reading.

3. Depending on the students' experience with examining texts, you may choose to complete the activity sheet with the whole class or model the selection and analysis of the first phrase.
4. After the students have completed the reading and the activity sheet, reconvene the class and discuss which sentences or phrases the students felt were most important or informative and why.
5. Before distributing the primary sources and accompanying activity sheets, decide whether to begin with a "shared" or "closed" reading activity and model with the students how to complete the first Document Analysis activity sheet. The students may work individually, in pairs, or in groups of four (with two students focused on one document set).
6. You also have two choices for the activity sheets to accompany the illustrations: Details, Description, and Decision or Analyzing a Political Cartoon. For Details, Description, and Decision, you may have the students complete all four boxes or select which of the first three questions makes the most sense based on the image (who the people or characters are/what the objects are/what action is taking place) and then sum up their knowledge in the final question.
7. Distribute the document sets for US immigration policy in the twentieth century, 1900–1930 and 1950–1986. Students, whether individually or collaboratively, should read and discuss these primary sources and complete the activity sheets.
8. Reconvene the class after they have completed each set or after they have completed both sets, and facilitate a discussion on twentieth-century immigration policy. You may frame the discussion with one or more of the essential questions for this lesson.
9. Lesson Closure and Summary Activity: Students will develop a position or viewpoint on one of the essential questions, orally or in writing (e.g. "Exit Card," Learning Log, Evaluative Essay, etc.), using the evidence from the textual and visual documents and discussions with classmates to elucidate and support their positions.

LESSON 3

Overview

In this lesson, students will read, analyze, and assess current news articles on immigration policy issues facing American society today building on the historical knowledge gained in the previous two lessons. They will learn how to use the AllSides widget on the Gilder Lehrman Institute's Teaching Civics through History webpage. AllSides.com is a website that identifies articles written from right, center, and left viewpoints. The students will engage in group discussions that emphasize civil discourse and distinguishing facts from opinions.

Materials

- Articles from AllSides.com on the TCTH website, gilderlehrman.org/tcth. Go to the Immigration link at the bottom of the page.
- Analyzing a News Article activity sheet
- Optional:* Teacher's Resource: Civil Discourse Guidelines. The guidelines provided here are adapted from "Managing Difficult Classroom Discussions," Center for Innovative Teaching and Learning, Indiana University Bloomington, citl.indiana.edu/teaching-resources.

Procedure

- Introduce the scope and purpose of the next two days. A demonstration of the AllSides material will allow students to comfortably begin to research materials that reflect right, center, and left perspectives on the political spectrum.
- Students will then explore (either in groups or individually) some of the articles on immigration policies.
- You may assign three articles from AllSides representing different points on the political spectrum (right, center, left) or allow students to select their own three articles.
- Students will read the three articles and complete the Analyzing a News Article activity sheet for each.
- Facilitate a class discussion among the students about their responses to the questions in the activity sheet. To help maintain civil discourse throughout the discussion, you may ask the students to develop guidelines to follow as they discuss potentially divisive issues that affect them and their families or communities. We have provided examples of such guidelines on the Teacher's Resource in the handouts. Student input is important and helping them create the rules for civil discourse themselves will give them greater commitment to follow those rules.
- As a summary activity, students will develop an oral or written response to the following question: How do the important issues presented in the immigration policy articles reflect, refute, or compare with the historical development and evolution of immigration policy in the United States? Make sure that the students cite evidence from the articles and use their historical knowledge to support their viewpoints.

LESSON 4

Overview

The final component of the unit is the design, development, and evaluation of a student civic engagement project. The projects will be supported by the historical background presented in Lessons 1 and 2, the ability to discuss, analyze, and assess articles on current issues, and the students' interest in issues that affect their communities. They will choose engagement activities, formulate action steps for implementation, and present on the effectiveness of their projects.

Materials

- Civic Engagement Project Proposal activity sheet

Procedure

1. Based on the knowledge and understanding of the historical roots of current civic and social issues facing their communities and the nation; their literacy, research, and critical thinking skills; and their experience discussing, analyzing, and assessing present-day articles written from different perspectives, the students will design and develop civics-outreach activity projects on topics that interest them.
2. The students may work collaboratively or independently to plan, implement, and present civic engagement projects that relate to the history of immigration and immigration policies in modern American society. The students will work collaboratively with you to develop a list of projects related to immigration history and immigration policies that have an impact in the school or community. For example,
 - Identify local or state programs that support immigrants, research what they do, and identify activities students could do to assist in those programs.
 - Create a program for newcomers at your school or in your community or find out how you could support an existing program.
 - Write a letter to the editor of your school or local newspaper or social media account regarding immigrant policy or some other aspect of immigration.
 - Contact a public official about your opinion regarding immigration policy and how it should be maintained or changed.
 - Interview immigrants living in your community to get their perspective on national immigration policy or local issues that affect different immigrant communities and share those perspectives in a public forum (online exhibition, social media, newspapers).
3. Distribute the Project Proposal activity sheet to each student or student group. The student or group will complete the Project Proposal and submit it to you for evaluation and approval. You may return it to them with suggestions and request revisions before signing off.
4. Guidelines for student civic action projects:
 - Identify issues related to the history of immigration and immigration policies that are important to the students' lives and communities.
 - Select an issue to address.
 - Research the chosen issue and discuss what specific actions could improve the situation.
 - Plan an action that could effect change keeping in mind what the specific goal is; who or what body has power to make the change; how that person or body can be approached; and what specific action steps to take to reach and influence that person or body.
 - Carry out the action (write letters, convene meetings with community members or officials, create flyers/exhibitions/websites, etc.) depending on the specific goals of the project.
 - Assess the effort when it is completed in order to understand their successes and challenges, and ways to continue learning in the future.
5. Based on the time available and your students' experience, establish a schedule of due dates for implementation and presentation of the projects. Discuss what the challenges were and how the students addressed those challenges; how successful their civic engagement projects were; and what they could do to be more effective in the future.

Historical Background 1

Immigration Policy in US History: From 1790 to the Late Nineteenth Century

by Natalia Molina, Distinguished Professor of American Studies and Ethnicity, University of Southern California

The history of immigration has shaped the relationship between race and citizenship in ways that continue to affect us today. The study of immigration is not just about who comes to America but who is allowed to become American and be thought of as American.

Although immigrants have arrived in the United States throughout its history, only certain of them could become American. That determination began with who was allowed to immigrate, how long they were allowed to stay, and whether they were allowed to become citizens. These were not simply natural ebbs and flows—they were shaped by policy, including periods of openness and restriction, as well as mechanisms like deportation and expulsion.

At the same time, immigrants arrived in an environment in which race and citizenship were already being shaped by larger race-making moments in the nation's history, including slavery, settler colonialism, and genocide. The presence (or absence) of multiple immigrant groups, and of African Americans and Native Americans, shaped the context in which newer arrivals operated. Some arriving immigrants were able to embark on a path toward Whiteness that would allow them to become American both legally (by becoming citizens) and culturally. Others were not. By looking at these groups in relation to one another, we can see how race was socially constructed and why different racialized groups occupied various positions in the US racial hierarchy.

Essential Questions

- Who got to immigrate and how was that different from who got to be a citizen?
- Why did people immigrate and why were they welcomed (or not welcomed) as immigrants?
- Which immigrants were wanted for labor but not necessarily as citizens?

Only those immigrants considered White (or Black after 1868 with the passage of the Fourteenth Amendment) could become citizens. Which immigrants could not naturalize and how did that affect them?

From the founding of the nation through most of the nineteenth century, the US had no restrictive immigration laws. But it did limit which immigrants could become citizens. The 1790 Naturalization Act restricted citizenship to “free white persons” in an attempt to exclude African Americans and American Indians. As immigration changed the population of the United States, Supreme Court rulings included many of the newcomers in the category of “non-Whites.” These racialized newcomers, most notably Asians, were considered ineligible for citizenship or naturalization.

When the Fourteenth Amendment established national citizenship for African Americans and anyone born in the United States, the question of citizenship for racial minorities seemed settled. But as immigration continued to accelerate, so did concerns about what that would mean for the racial status quo.

Nearly twelve million immigrants arrived in the US between 1870 and 1900. This rise, coupled with tough economic times for the nation, helped to fuel racial antagonisms toward immigrants, and in response the federal government began to develop immigration legislation that would prevent “undesirable” newcomers from establishing themselves in the US and potentially becoming citizens.

These laws often used racial logic as a justification. The first federal immigration law, the 1875 Page Act, prohibited the entry of Chinese contract workers and prostitutes. This law sprang out of fear that Chinese immigrants would bring a potential population explosion that would overwhelm America's White population. Those enforcing the law asserted that all Chinese women wishing to immigrate to the United States were prostitutes, with the unstated aim of deterring Chinese immigrants from starting families, settling in the US, and potentially becoming citizens.

This measure was followed by the 1882 Chinese Exclusion Act, which curtailed almost all Chinese immigration. That same year, the US passed the Immigration Act of 1882, the country's first comprehensive immigration act, which further established categories on which exclusion could be based. It also introduced the idea of excluding immigrants who would become a burden on the US: the 1882 Immigration Act prohibited entry to any “convict, lunatic, idiot, or any person unable to take care of himself or herself without becoming a public charge” and created the possibility of deporting an immigrant on these grounds

even after they had lived in the US for some time. This created a category of people who were desired for their labor but who could also be deported once their usefulness had expired. It also further entrenched the idea of immigrants being of superior or inferior “stock.” These categories often worked in tandem with racial categories: “undesirable immigrants” were often considered as coming from inferior groups, physically and mentally, while “good” immigrants were portrayed as at least potentially part of the White elite and worthy of becoming citizens.

The links between Whiteness and citizenship continued to resonate for generations. From 1881 to 1920, the US received nearly 23.5 million immigrants, primarily from southern and eastern Europe, including groups such as Italians and Russians. While immigrants from Europe were legally classified as White and therefore eligible for citizenship,

others had to fight to be included. Legal scholar Ian Haney López has concluded that from 1878 until 1952 there were fifty-two racial prerequisite cases in which the petitioner had to establish his or her eligibility for citizenship. Of these, only one involved an individual who argued that he was Black and hence eligible for citizenship. The other fifty-one plaintiffs sued to be declared legally White.

In spite of the Fourteenth Amendment’s promise of birthright citizenship, nativism and racism have long invalidated citizenship rights in practical terms. In 1895, Wong Kim Ark, an American born to Chinese immigrant parents, was barred from reentering the United States under the Exclusion Act. He sued for his citizenship and won. His case reverberates even today in debates about birthright citizenship, showing us how the links between race and citizenship continue to shape American identity.

Important Phrases: “Immigration Policy in US History,” Part 1

IMPORTANT PHRASES

Which phrases or sentences related to immigration and immigration policy in the United States are the most informative or important in this scholarly essay? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase
informative or
important?

Phrase 2:

Why is this phrase
informative or
important?

Phrase 3:

Why is this phrase
informative or
important?

1a. Excerpts from the Naturalization Acts of the 1790s and 1802 and the Alien Friends Act of 1798

Context: Largely due to labor shortages and territorial expansion, there were no legal requirements or restrictions on immigration until the enactment of the Naturalization Acts of the 1790s.

Naturalization Act of 1790: “That any alien, being a free white person, who shall have resided within the limits and under the jurisdiction of the United States for the term of two years may be admitted to become a citizen, thereof, on application to any common law court, . . . and making proof . . . that he is a person of good character, and taking the oath . . . to support the constitution of the United States . . . and thereupon such person shall be considered as a citizen of the United States. And the children of such persons so naturalized . . . shall also be considered as citizens of the United States.”

Naturalization Act of 1795: “That any alien, being a free white person, may be admitted to become a citizen of the United States, . . . on the following conditions, and not otherwise . . . that he has resided within the United States, five years at least; . . . that he will support the constitution of the United States; and that he doth absolutely and entirely renounce and abjure all allegiance and fidelity to every foreign prince, potentate, state or sovereignty whatever . . . he has behaved as a man of a good moral character . . . That the children of persons duly naturalized . . . shall be considered as citizens of the United States.”

Naturalization Act of 1798: “That no alien shall be admitted to become a citizen of the United States, . . . unless . . . he has resided within the United States fourteen years. . . . That all white persons, aliens, . . . shall be reported, if free . . . to the clerk of the district court . . . who shall be authorized by the President of the United States to register aliens. . . . Every alien . . . shall . . . give surety of the peace and good behavior during his residence within the United States.”

Alien Friends Act of 1798: “That it shall be lawful for the President of the United States at any time during the continuance of this act, to order all such aliens as he shall judge dangerous to the peace and safety of the United States, or shall have reasonable grounds to suspect are concerned in any treasonable or secret machinations against the government thereof, to depart out of the territory of the United States. . . . And in case any alien, so ordered to depart, shall be found at large within the United States . . . shall on conviction thereof, be imprisoned for a term not exceeding three years, and shall never after be admitted to become a citizen of the United States.”

Naturalization Act of 1802: “An act to establish a uniform rule of Naturalization, and to repeal the acts heretofore passed on that subject. . . . That any alien, being a free white person, may be admitted to become a citizen of the United States . . . on the following conditions, and not otherwise: . . . that he will support the constitution of the United States and . . . entirely renounce and abjure all allegiance and fidelity to every foreign prince, potentate, state or sovereignty whatever. . . . That the court admitting such alien shall be satisfied that he has resided within the United States five years at least . . . as a man of a good moral character, attached to the principles of the constitution of the United States.”

Source: Statutes at Large, *A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, Library of Congress, [loc.gov/law/help/statutes-at-large/index.php](https://www.loc.gov/law/help/statutes-at-large/index.php).

1a. Document Analysis: Naturalization Acts, 1790–1802

IMPORTANT PHRASES

Which phrases or sentences related to immigration in US history are the most powerful or important in the naturalization acts? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase
powerful or
important?

Phrase 2:

Why is this phrase
powerful or
important?

Phrase 3:

Why is this phrase
powerful or
important?

CRITICAL THINKING QUESTIONS

1. Briefly explain how the text of the Naturalization Acts of 1790, 1795, 1798, and 1802 is very similar in establishing the legal requirements for immigrants to become American citizens.
2. Briefly explain how the text of the Nationalization Acts of 1790, 1795, 1798, and 1802 is different in establishing the legal requirements for immigrants to become American citizens.
3. How did the Alien Friends Act of 1798 empower the president to oversee American immigration and immigrants?

4. (a) Briefly explain the impact of the Naturalization Act of 1802 on the previous Naturalization Acts of 1790, 1795, and 1798. (b) Based on the politics of the John Adams and Thomas Jefferson presidencies, why do you think that this law was enacted at this time? (c) How did the Naturalization Act of 1802 establish the legal requirements for immigrants to become American citizens?
5. Based on the text of the Naturalization Acts of 1790, 1795, 1798, and 1802 as well as the Alien Friends Act of 1798, develop a viewpoint and write a brief response to one of the following questions using evidence from the legislation to support your viewpoint.
- To what extent did the United States have an open or a restrictive naturalization and citizenship policy during the early national period (1790–1802)?
 - To what extent did these American immigration and naturalization laws reflect or refute the nation's founding ideals and principles?

1b. Excerpts from the Treaty of Guadalupe Hidalgo, 1848

Context: The Treaty of Guadalupe-Hidalgo (1848) granted to the United States the former Mexican provinces of California and New Mexico, a territory of half a million square miles, which were inhabited by approximately 75,000 to 100,000 Spanish-speaking Mexicans and more than 150,000 Native Americans. The territory was later organized into six new US states.

Article VIII

Mexicans now established in territories previously belonging to Mexico, and which remain for the future within the limits of the United States, . . . shall be free to continue where they now reside, or to remove at any time to the Mexican Republic, retaining the property which they possess in the said territories, or disposing thereof, and removing the proceeds wherever they please, without their being subjected on this account to any contribution, tax, or charge whatever.

Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens, or acquire those of citizens of the United States. But they shall be

under the obligation to make their election within one year from the date of the . . . ratifications of this treaty; and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.

In the said territories, property of every kind, now belonging to Mexicans not established there, shall be inviolably respected . . . as if the same belonged to citizens of the United States.

Article IX

The Mexicans who, in the territories aforesaid, shall not preserve the character of citizens of the Mexican Republic, . . . shall be incorporated into the Union of the United States, and be admitted at the proper time (to be judged of by the Congress of the United States) to the enjoyment of all the

rights of citizens of the United States, according to the principles of the Constitution; and in the mean time shall be maintained and protected in the free enjoyment of their liberty and property, and secured in the free exercise of their religion without restriction. . . .

Article XI

Considering that a great part of the territories, which, but the present treaty, are to be comprehended for the future within the limits of the United States, is now occupied by savage tribes, who will hereafter be under the exclusive control of the Government of the United States, and whose incursions within the territory of Mexico . . . shall be forcibly restrained by the Government of the United States whensoever this may be necessary; and . . . they shall be punished by the said Government, . . . as if they same incursions were meditated or committed within its own territory, against its own citizens. . . . The sacredness of this obligation shall never be lost sight of by the said Government, when providing for

the removal of the Indians from any portion of the said territories. . . . but, on the contrary, special care shall then be taken not to place its Indian occupants under the necessary of seeking new homes, by committing those invasions which the United States have solemnly obliged themselves to restrain.

Source: Transcript of Treaty of Guadalupe Hidalgo (1848), *Our Documents: 100 Milestone Documents from the National Archives*, National Archives, [ourdocuments.gov/doc.php?flash=false&doc=26&page=transcript](https://www.ourdocuments.gov/doc.php?flash=false&doc=26&page=transcript).

1b. Document Analysis: Treaty of Guadalupe Hidalgo, 1848

IMPORTANT PHRASES

Which phrases or sentences related to immigration in US history are the most powerful or important in the treaty? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase
powerful or
important?

Phrase 2:

Why is this phrase
powerful or
important?

Phrase 3:

Why is this phrase
powerful or
important?

2a. Sources of Immigration to the United States, 1841–1890

Table 1: 1841–1860

Country or Region (Europe listed first)	1841–1850	1851–1860
France	77,262	76,358
Germany	434,636	951,667
Great Britain	265,738	417,655
Ireland	780,719	914,119
Norway and Sweden	13,903	20,931
Africa	55	210
China	35	41,397
Mexico	3,271	3,078

Table 2: 1861–1890

Country or Region (Europe listed first)	1861–1870	1871–1880	1881–1890
Austria/Hungary	7,800	72,969	353,719
France	35,986	72,206	50,464
Germany	787,468	718,182	1,452,970
Great Britain	261,046	525,270	794,549
Ireland	435,778	436,871	655,482
Italy	11,725	55,759	307,309
Norway/Sweden	109,298	211,245	568,362
Africa	312	358	857
Canada	153,878	383,684	393,304
China	64,301	123,201	61,711
Mexico	2,191	5,162	(est.) 4,000
Russia	2,512	39,284	213,282

Source: United States, William Paul Dillingham and Frederick Cleveland Croxton, *Reports of the US Immigration Commission: Statistical Review of Immigration, 1820–1910; Distribution of Immigrants, 1850–1900* (Washington DC: Government Printing Office, 1911).

2a. Document Analysis: Sources of Immigration to the United States, 1841–1890

Directions: Please respond to the following questions based on the data in Tables 1 and 2 on the sources of immigration to the United States between 1841 and 1890.

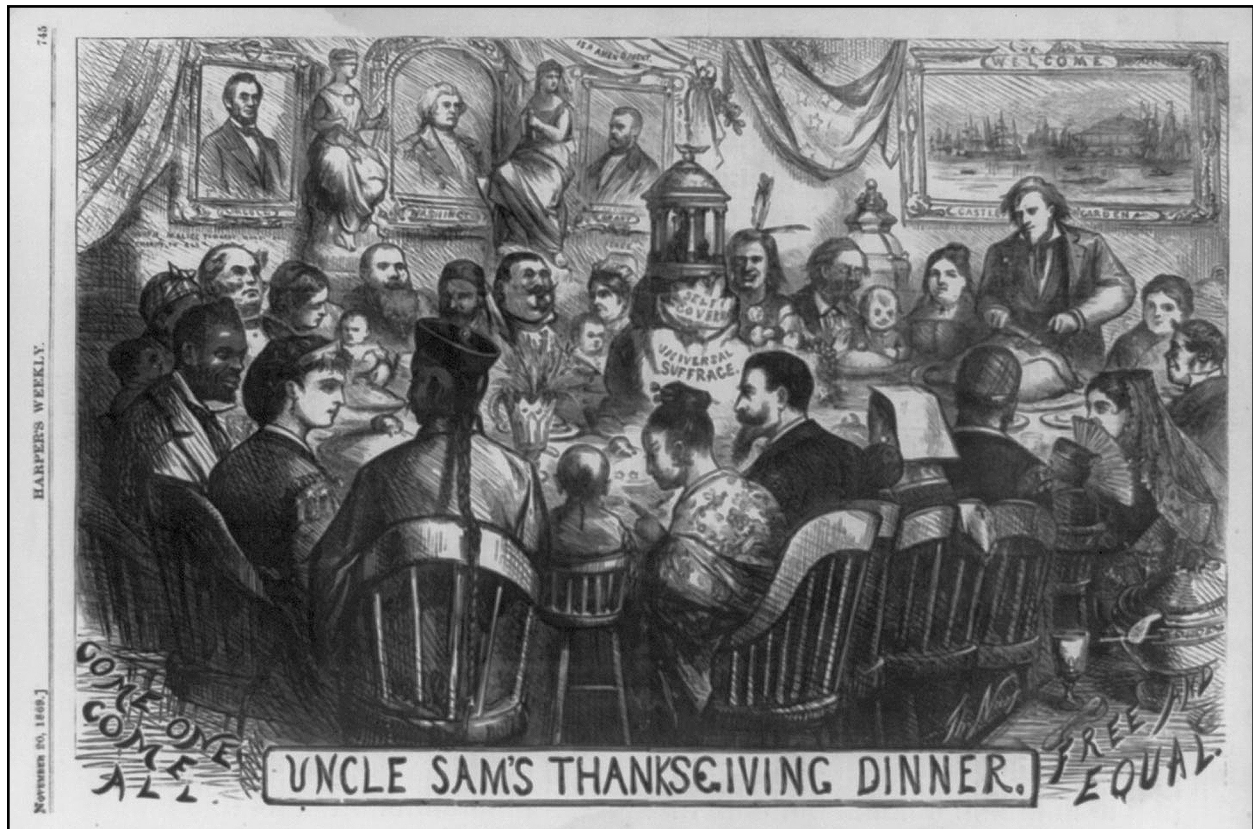
- Based on the data in Table 1, which three countries or regions sent the greatest number of immigrants to the United States between 1841 and 1860?
 - How did the number of immigrants to the United States from each of the three countries or regions change during these two decades?
- Based on the data in Table 1, which country or region sent the fewest immigrants to the United States between 1841 and 1860?
 - How do the Naturalization Acts of 1790, 1795, and 1798 explain why this country or region sent the fewest immigrants to the United States during this period?
 - Based on the data in Table 1, which country or region had the greatest percentage of increase in the number of immigrants that came to the United States between 1841–1850 and 1851–1860?

3. Based on the data in Table 1, what was the dominant pattern of immigration to the United States between 1841 and 1860?
4. (a) Based on the data in Table 2, which three countries or regions sent the largest number of immigrants to the United States between 1861 and 1890?
- (b) Based on the data in Tables 1 and 2, which three countries or regions sent the largest number of immigrants to the United States between 1841 and 1890?

5. Based on the data in Table 2, to what extent did the United States have an open or a restrictive policy of immigration between 1861 and 1890? Briefly explain and support your viewpoint with data from Table 2.
6. Based on the data in Tables 1 and 2, what was the dominant pattern of immigration to the United States between 1841 and 1890? Briefly explain and support your viewpoint with data from Tables 1 and 2.

2b. Illustrating Immigration in the Nineteenth Century

Illustration 1



Thomas Nast, "Uncle Sam's Thanksgiving Dinner," *Harper's Weekly*, November 20, 1869 (Library of Congress)

2b. Illustrating Immigration in the Nineteenth Century

Illustration 2



Joseph Keppler, "Welcome to All," *Puck*, April 28, 1880 (Library of Congress)

2b. Illustrating Immigration in the Nineteenth Century

Illustration 3



"Welcome to the Land of Freedom," *Frank Leslie's Illustrated Newspaper*, July 2, 1887

2c. The Fourteenth Amendment and Immigration Laws

Directions: Read the Fourteenth Amendment, Section 1 (1868) and answer the questions. (Note: The underlining has been added for emphasis and is not in the original document.)

SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Question: How does the Fourteenth Amendment define American citizenship and citizenship rights that cannot be infringed upon by the states?

Summary Question: To what extent could national prosperity and unity be achieved amid growing ethnic and racial diversity in the United States during the nineteenth century?

Use evidence from the Naturalization Acts, the Treaty of Guadalupe Hidalgo, the immigration statistics in Tables 1 and 2, the three illustrations, and the Fourteenth Amendment to support your viewpoint.

3a. Excerpts from the Chinese Exclusion Act of 1882

Context: The Chinese Exclusion Act of 1882 put in place an absolute ten-year moratorium on the immigration of Chinese laborers and declared the Chinese ineligible for citizenship. It was the first law enacted to prevent a specific ethnic group from immigrating to the United States. There were exceptions for diplomats, teachers, students, and merchants. The act was renewed in 1892 for another ten years with the passage of the Geary Act, and in 1902 Chinese immigration was “permanently” prohibited.

Whereas, In the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore, Be it enacted . . . [that] until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be . . . suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come [after the passage of this law] . . . to remain within the United States. . . . And any Chinese person found unlawfully within the United States shall be caused to be removed therefrom to the country from whence he came, by direction of the President of the United States. . . . No state court or court of the United States shall admit Chinese to citizenship; and all laws in conflict with this act are hereby repealed. . . .

Source: *Our Documents: 100 Milestone Documents*, National Archives, ourdocuments.gov/doc.php?flash=true&doc=47.

3b. Excerpts from Justice Horace Gray's Majority Opinion in *United States v. Wong Kim Ark*, 1898

Facts of the Case: *The Chinese Exclusion Acts denied citizenship to Chinese immigrants. Moreover, by treaty no Chinese subject in the United States could become a naturalized citizen. Wong Kim Ark was born in San Francisco to parents who were both Chinese citizens who resided in the United States at the time. At age 21, he returned to China to visit his parents, who had previously resided in the United States for twenty years. When he returned to the United States, Wong was denied entry on the grounds that he was not a citizen.*

Issue: *Is a child who was born in the United States to Chinese-citizen parents, who are lawful permanent residents of the United States, a United States citizen under the "Citizenship clause" of the Fourteenth Amendment?*

Justice Horace Gray's Majority Opinion (6-2) for the United States Supreme Court:

... It is conceded that, if he is a citizen of the United States, the acts of Congress, known as the Chinese Exclusion Acts, prohibiting persons of the Chinese race, and especially Chinese laborers, from coming into the United States, do not and cannot apply to him.

The question presented ... is whether a child born in the United States, of parents of Chinese descent, who, at the time of his birth, are subjects of the Emperor of China, but have a permanent domicile and residence in the United States, and are there carrying on business, and are not employed in any diplomatic or official capacity under the Emperor of China, becomes at the time of his birth a citizen of the United States by virtue of the first clause of the Fourteenth Amendment of the Constitution, "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."

The Constitution of the United States, as originally adopted, uses the words "citizen of the United States," and "natural-born citizen of the United States." By the original Constitution, every representative in Congress is required

to have been "seven years a citizen of the United States," and every Senator to have been "nine years a citizen of the United States." and "no person except a natural-born citizen, ... shall be eligible to the office of President." The Fourteenth Article of Amendment, besides declaring that "all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside," also declares that "no State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." ... The Constitution nowhere defines the meaning of these words, either by way of inclusion or of exclusion, except insofar as this is done by the affirmative declaration that "all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States."

Source: *United States v. Wong Kim Ark*, 169 US 649 (1898), Oyez, [oyez.org/cases/1850-1900/169us649](https://www.oyez.org/cases/1850-1900/169us649)

3a and b. Document Analysis: Chinese Exclusion Act (1882) and *United States v. Wong Kim Ark* (1898)

Directions: Based on the excerpts from the Chinese Exclusion Act (1882) and the United States Supreme Court's ruling in United States v. Wong Kim Ark (1898), respond to the following critical-thinking questions.

1. Why did the United States enact the Chinese Exclusion Act of 1882, and how did this law affect Chinese immigration to the United States during the late nineteenth century and the first half of the twentieth century?
2. How does the Fourteenth Amendment define the dimensions of American citizenship?

NAME

DATE

PERIOD

3. What is the primary issue or question presented in *United States v. Wong Kim Ark*?
4. What was the Supreme Court's ruling in *United States v. Wong Kim Ark*? What reasons did the Court give to support that ruling?

3c. Illustrating Immigration in the Nineteenth Century

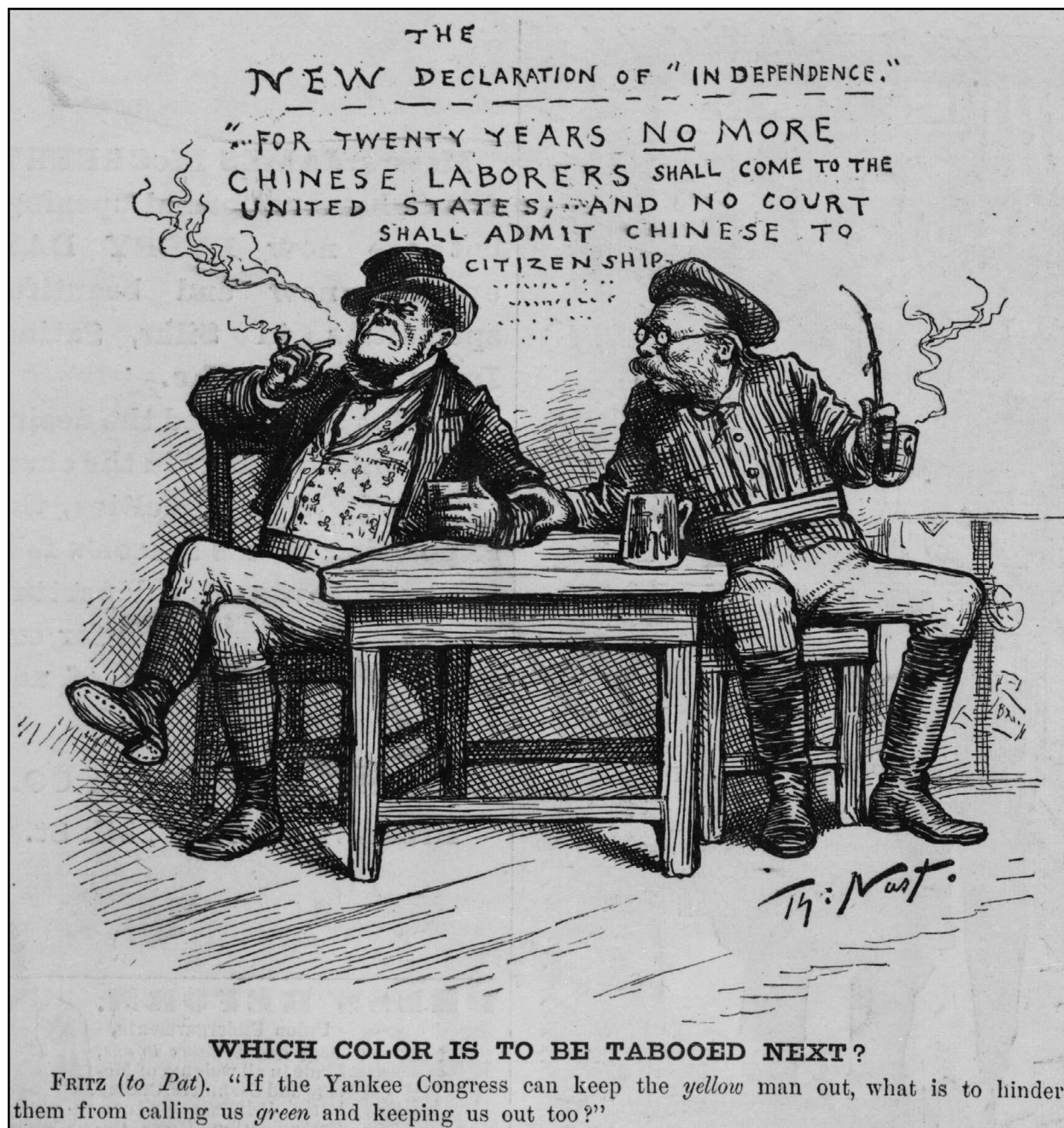
Illustration 4



Friedrich Graetz, "The Anti-Chinese Wall," *Puck*, March 29, 1882. (Library of Congress)

3c. Illustrating Immigration in the Nineteenth Century

Illustration 5



Thomas Nast, "Which Color Is to be Tabooed Next?" *Harper's Weekly*, March 25, 1882 (The Library of Congress)

3c. Illustrating Immigration in the Nineteenth Century

Illustration 6



"The Chinese Must Go" advertisement by George Dee, Dixon, Illinois, 1886. (Library of Congress)

3c. Illustrating Immigration in the Nineteenth Century

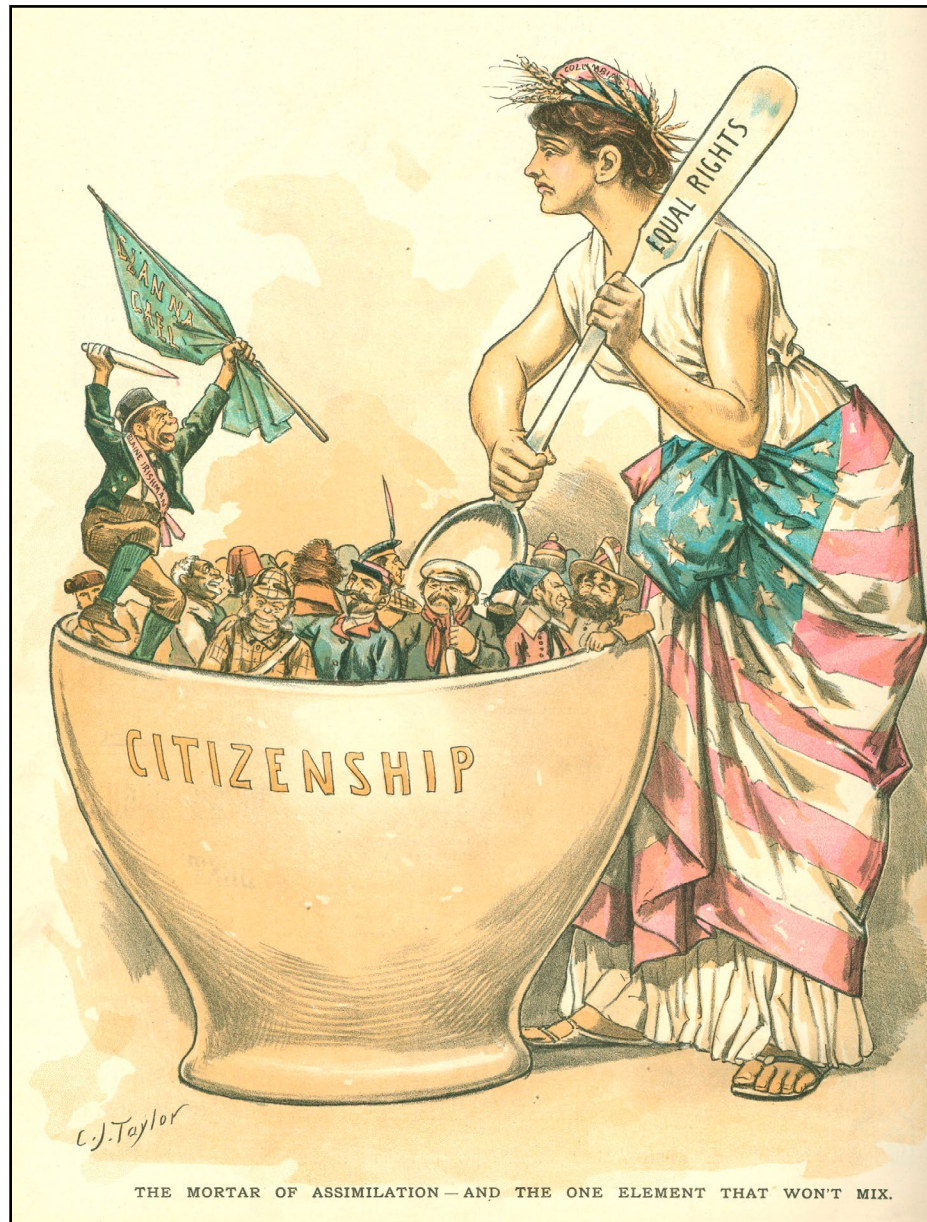
Illustration 7



Joseph Keppler, "Looking Backward," *Puck*, January 11, 1893 (US Holocaust Memorial Museum)

3c. Illustrating Immigration in the Nineteenth Century

Illustration 8



C. J. Taylor, "The Mortar of Assimilation—and the One Element That Won't Mix," *Puck*, June 26, 1889 (The Newberry)

Details, Description, and Decision

Image Title
or Number:

PEOPLE/CHARACTERS

Details: Who are the people or other characters depicted in this cartoon?

OBJECTS

Details: What objects are depicted in this cartoon?

Description:

Description:

ACTION/ACTIVITY

Details: What action/activity is occurring in this cartoon?

OVERALL ASSESSMENT

Decision: What have I learned about American immigration during the nineteenth century from this cartoon?

Description:

Analyzing a Political Cartoon

Illustration #

Give the cartoon your own original title:

What is the significance of the central figure(s) and object(s) in this cartoon?

What action is taking place in the cartoon?

What mood or tone is created by the cartoon? What in the image is creating that mood or tone?

Briefly explain the artist's message to the viewer.

Notes on Illustrations in Lesson 1

1. Thomas Nast, "Uncle Sam's Thanksgiving Dinner," *Harper's Weekly*, November 20, 1869, Library of Congress, [loc.gov/pictures/item/2002714704/](https://www.loc.gov/pictures/item/2002714704/).

Four years after the end of the Civil War, a diverse group of people are depicted enjoying Thanksgiving at "Uncle Sam's" dinner table. At the time, many Americans were trying to re-envision and re-establish a national identity for the United States. The national symbols, Uncle Sam and Columbia, play host to all the peoples of the world who have been attracted to the United States by its promise of self-government and democracy. Germans, African Americans, Chinese, Native Americans, Germans, French, Spaniards, etc. have been invited to the table, as Thomas Nast cheers, "Come one, come all," and "Free and Equal."

2. Joseph Keppler, "Welcome to All," *Puck*, April 28, 1880, Library of Congress, [loc.gov/pictures/item/2002719044/](https://www.loc.gov/pictures/item/2002719044/).

"Uncle Sam" on the "U.S. Ark of Refuge" welcomes immigrants from the cloud of "War" hanging over them. This cartoon reflects the welcome extended to immigrants of the 1880s and emphasizes America as a land of refuge. The sign to the left of Uncle Sam reads, "Free Education, Free Land, Free Speech, Free Ballot, Free Lunch." The sign to the right of Uncle Sam reads, "No Oppressive Taxes. No Expensive Kings, No Compulsive Military Service, No Knouts or Dungeons." The ark represents rescue.
3. "Welcome to the Land of Freedom," *Frank Leslie's Illustrated Newspaper*, July 2, 1887, Library of Congress, [loc.gov/pictures/item/97502086/](https://www.loc.gov/pictures/item/97502086/).

This illustration depicts immigrants on the steerage deck of the steamer *Germanic* passing the Statue of Liberty. Between 1886 and 1924, almost 14 million immigrants entered the United States through New York City. The Statue of Liberty was a reassuring sign that they had arrived in the land of their dreams. Although the statue's uplifted torch was originally intended to display and convey enlightenment, generations of immigrants viewed it as a symbol of welcome and opportunity.

4. Friedrich Graetz, "The Anti-Chinese Wall," *Puck*, March 29, 1882, Library of Congress, [cph.3g04138/](https://www.loc.gov/resource/cph.3g04138/).

The caption reads: "The Anti-Chinese wall—The American wall goes up as the Chinese original goes down." This illustration shows stereotypes of laborers, including Irishmen, an African American, a Civil War

veteran, an Italian, a Frenchman, and a Jewish man, all building a wall to keep out the Chinese. The bucket of mortar is labeled "congressional mortar." The blocks carried by the laborers are labeled prejudice, non-reciprocity, the law against race, fear, etc. Across the sea, a ship flying the American flag enters China, as the Chinese knock down their own wall and permit trade of such goods as rice, tea, and silk with the United States.

5. Thomas Nast, "Which Color Is to be Tabooed Next?" *Harper's Weekly*, March 25, 1882, Library of Congress, [loc.gov/item/91793231/](https://www.loc.gov/item/91793231/).

This cartoon depicts caricatures of a German immigrant ("Fritz") talking to an Irish immigrant ("Pat"): "If the Yankee Congress can keep the yellow man out, what is to hinder them from calling us green and keeping us out too?" Behind them is printed the "New Declaration of Independence," a quotation from the Chinese Exclusion Act of 1882.

6. "The Chinese Must Go," an advertisement for "The Magic Washer," George Dee, Dixon, Illinois, 1886, Library of Congress, [loc.gov/resource/pgs.02758](https://www.loc.gov/resource/pgs.02758).

This racist advertisement refers to the 1882 Chinese Exclusion Act while promoting a "Magic Washer" by George Dee of Dixon, Illinois. Dee clearly hoped his product would displace Chinese laundry operators. Uncle Sam is depicted kicking a Chinese person out of the United States. The proclamation reads, "To all whom it may concern. Hereafter no family will be without MAGIC WASHER under penalty of being dirty." The captions at the bottom of the illustration state, "The Chinese Must Go" and "We have no use for them since we got this WONDERFUL WASHER. What a blessing to mothers: It costs so little and don't injure the clothes."

7. Joseph Keppler, "Looking Backward," *Puck*, January 11, 1893, US Holocaust Memorial Museum, collections.ushmm.org/search/catalog/irn544901.

In the mid-1880s the number of immigrants to the United States from northern and western Europe declined sharply. At the same time, the number of immigrants from southern and eastern Europe greatly increased. The changing pattern of immigration concerned many Americans who believed the newcomers were the "inferior races" of Europeans. The new immigrants were overwhelmingly non-Protestant Christians—either Roman Catholic or Orthodox—or Jewish, which disturbed many Protestant Americans. This illustration depicts an ironic

commentary on the children of immigrants rejecting the arrival of new immigrants.

8. C. J. Taylor, "The Mortar of Assimilation—and the One Element that Won't Mix," *Puck*, June 26, 1889, The Newberry, dcc.newberry.org/items/the-mortar-of-assimilationand-the-one-element-that-wont-mix.

Although the ideal of Americanization was to welcome all foreigners, some groups were viewed as too disruptive for the rest of the pot. In this example, Irish radicals were seen as too unruly to assimilate into American society. The man standing at the edge of the bowl holds a knife and flag that reads "Clan na Gael," which was an organization that desired Irish independence from the British empire and used violence to fight British oppression.

9. "Their New Jerusalem," *Judge*, 1892, Library of Congress, loc.gov/pictures/item/2005681047/.

In this illustration, Russian Jews, who had been driven out of Russia due to ethnic and religious persecution, have crossed the Atlantic Ocean and arrived in New

York City, which has been transformed into the "New Jerusalem." These Jewish immigrants have been very prosperous, symbolized by the scroll of "Perseverance and Industry" that is carried by the central figure in this illustration. As a result, the original Dutch business leaders and their families, such as the Schuylers, Stuyvesants, Van Beekmans, and Van Rennsallers, have been "Driven out, to the West" from New York City.

The following statement runs below the cartoon: "The Jewish population of New York last February was from 225,000 to 250,000, and this total will be increased by immigration during the rest of the last year by from 45,000 to 50,000. Instead of returning to the holy land to build up Jerusalem and to restore the glories of their race, the chosen people are coming to the metropolis of the new world. Of the twelve hundred wholesale firms occupying the buildings on Broadway from Canal street to Union square, it is estimated that one thousand are Jews. The aggregate of the capital controlled by 2,018 Jewish merchants in New York is estimated at \$207,388,000. Their holdings of real estate in the town are estimated at from \$150,000,000 to \$200,000,000."

Notes on Texts in Lesson 1

Chinese Exclusion Act of 1882: Congress did not grant Chinese Americans eligibility for citizenship until 1943 with the enactment of the Magnuson Act (Chinese Exclusion Repeal Act). However, the Magnuson Act limited Chinese entry visas to 105 per year. Chinese immigration to the United States did not significantly increase until the

enactment of the Immigration and Nationality Act of 1952 (McCarran-Walter Act), which abolished direct racial barriers to immigration, and the Immigration and Nationality Act of 1965, which ended the inequitable ethnic quota legislation of the 1920s.

Historical Background 2

Immigration Policy in US History: The Twentieth Century

by Natalia Molina, Distinguished Professor of American Studies and Ethnicity, University of Southern California

At the dawn of the twentieth century, the United States continued to experience high levels of immigration, and those who arrived were met with increasingly stringent immigration laws that aimed to shape who could become “American” along racial lines.

The 1924 Johnson-Reed Immigration Act limited the number of immigrants from specific countries, drastically reducing the entry of southern and eastern Europeans (mostly Jews), who were deemed inferior “breeds.” The act also completely prohibited immigration by groups deemed ineligible for naturalization, specifically, the Chinese, Japanese, and other Asian immigrants, who had already faced severe immigration restrictions.

The 1924 Immigration Act remapped the nation in terms of new ethnic and racial identities.

When laws changed in 1924, the federal government took steps to help make European immigrants “legal” and pave the way for their eventual assimilation and citizenship. Deportations were suspended for European immigrants, who could pay a small fee to register when they arrived in the United States. Mexican immigrants, however, enjoyed no such opportunities. Although the law did not place caps on immigration from other countries in the Americas (including Mexico), primarily because of agribusinesses’ demand for labor in the US Southwest, Mexican migrants faced increasing regulation through the newly established Border Patrol. They also faced a host of state laws that leveraged the provision for deporting those deemed likely to become “public charges.” Health screenings at the border used race, not symptoms, as the organizing principle. The upshot was to render Mexican immigrants permanently deportable.

In the four decades that followed, immigration laws fundamentally shaped the parameters of race in America.

Chinese immigrants became eligible to naturalize with the repeal of the Chinese Exclusion Act in 1943. Persons from the Philippines and India followed in 1946. Not until the Immigration and Nationality Act of 1952 were all racial qualifications for naturalization removed.

The landscape of immigration changed once again in 1965 with the Hart–Celler Act, also known as the Immigration and Nationality Act of 1965. Most notably, the 1965 Immigration Act abolished the national quota system. It also established an annual ceiling of 170,000 immigrants from the Eastern Hemisphere and 120,000 from the Western Hemisphere.

By putting numerical caps on immigration from the Americas when there had been none before, and by setting those caps far below the actual level of immigration from those countries (which had amounted to about 400,000 per year), Hart–Celler created a new category of immigrant: the undocumented or unauthorized. Immigration did not cease, but many immigrants who had once traveled freely across the border either immigrated without documents or overstayed temporary visas.

Twenty years later, under President Ronald Reagan, the federal government responded to the country’s large unauthorized population by passing the Immigration Reform and Control Act of 1986 (IRCA), which offered a path to citizenship for approximately three million undocumented immigrants but also increased border security and penalized employers who hired undocumented workers.

Increased border security measures would only heighten in the 1990s under President Bill Clinton, such as with Operation Gatekeeper (1994), which increased both physical impediments to crossing the US-Mexico border and high-tech surveillance. This led immigrants to abandon established routes in favor of risky desert crossings in the interior, resulting in more deaths.

Such measures were followed up by the 1996 Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) which further strengthened border enforcement, increased employer sanctions, and increased detention and deportation of immigrants. Under this law, even minor offenses that had occurred decades before became grounds for deportation.

Important Phrases: “Immigration Policy in US History,” Part 2

IMPORTANT PHRASES

Which phrases or sentences related to immigration and immigration policy in the United States are the most informative or important in this scholarly essay? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase
informative or
important?

Phrase 2:

Why is this phrase
informative or
important?

Phrase 3:

Why is this phrase
informative or
important?

1a. Excerpts from the Immigration Act (“Literacy Act”) of 1917

SEC. 3. That the following classes of aliens shall be excluded from admission into the United States: All idiots, imbeciles, feeble-minded persons, epileptics, insane persons; persons who have had one or more attacks of insanity at any time previously; persons of constitutional psychopathic inferiority; persons with chronic alcoholism; paupers; professional beggars; vagrants; persons afflicted with tuberculosis in any form or with a loathsome or dangerous contagious disease; persons . . . certified by the examining surgeon as being mentally or physically defective . . . persons who have been convicted of or admit having committed a felony or other crime or misdemeanor involving moral turpitude; polygamists . . . anarchists . . . prostitutes . . . persons who directly or indirectly procure or attempt to procure or import prostitutes . . . contract laborers . . . persons likely to become a public charge; . . . all children under sixteen years of age, unaccompanied by or not coming to one or both of their parents, except that any such children may, in the discretion of the Secretary of Labor, be admitted if in his opinion they are not likely to become a public charge and are otherwise eligible; unless otherwise provided for by existing treaties, persons who are natives of islands not possessed by the United States adjacent to the Continent of Asia . . . The provision next foregoing, however, shall not apply to persons of the following status or occupations: Government officers, ministers or religious teachers, missionaries, lawyers, physicians, chemists, civil engineers, teachers, students, authors, artists, merchants, and travelers for curiosity or pleasure, nor to their legal wives or their

children under sixteen years of age who shall accompany them or who subsequently may apply for admission to the United States . . .

That after three months from the passage of this Act, in addition to the aliens who are by law now excluded from admission into the United States, the following persons shall also be excluded from admission thereto, to wit: All aliens over sixteen years of age, physically capable of reading, who can not read the English language, or some other language or dialect, including Hebrew or Yiddish: Provided, That any admissible alien, or any alien heretofore or hereafter legally admitted, or any citizen of the United States, may bring in or send for his father or grandfather over fifty-five years of age, his wife, his mother, his grandmother, or his unmarried or widowed daughter, if otherwise admissible, whether such relative can read or not; and such relative shall be permitted to enter. That for the purpose of ascertaining whether aliens can read the immigrant inspectors shall be furnished with slips . . . each containing not less than thirty nor more than forty words in ordinary use, printed in plainly legible type in some one of the various languages or dialects of immigrants. Each alien may designate the particular language or dialect in which he desires the examination to be made, and shall be required to read the words printed on the slip in such language or dialect.

Source: *Statutes at Large, A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 64th Congress, 2nd Session, p. 874.

1b. Excerpts from the Emergency Quota Act of 1921

SEC. 2. (a) That the number of aliens of any nationality who may be admitted under the immigration laws to the United States in any fiscal year shall be limited to 3 per centum of the number of foreign-born persons of such nationality resident in the United States as determined by the United States census of 1910. . . . For the purposes of this Act nationality shall be determined by country of birth, treating as separate countries the colonies or dependencies for which separate enumeration was made in the United States census of 1910. . . .

SEC. 3. That the Commissioner General of Immigration, with the approval of the Secretary of Labor, shall, as soon as feasible after the enactment of this Act, and from time to time thereafter, prescribe rules and regulations necessary to

carry the provisions of this Act into effect. He shall, as soon as feasible after the enactment of this Act, publish a statement showing the number of aliens of the various nationalities who may be admitted to the United States between the date this Act becomes effective and the end of the current fiscal year, and on June 30 thereafter he shall publish a statement showing the number of aliens of the various nationalities who may be admitted during the ensuing fiscal year. . . .

Source: *Statutes at Large, A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 67th Congress, 1st Session, p. 5.

1c. Excerpts from the Immigration Act of 1924 (Johnson–Reed Act)

APPLICATION FOR IMMIGRATION VISA.

Sec. 7. . . . The immigrant shall furnish, if available, to the consular officer, with his application, two copies of his “dossier” and prison record and military record, two certified copies of his birth certificate, and two copies of all other available public records concerning him kept by the Government to which he owes allegiance. . . . In the application the immigrant shall also state . . . whether or not he is a member of each class of individuals excluded from admission to the United States under the immigration laws . . .

ISSUANCE OF IMMIGRATION VISAS TO RELATIVES.

Sec. 9 . . . Any citizen of the United States claiming that any immigrant is his relative, and that such immigrant is properly admissible to the United States as a non-quota immigrant . . . may file with the Commissioner General a petition . . . If the Commissioner General finds the facts stated in the petition to be true, and that the immigrant in respect of whom the petition is made is entitled to be admitted to the United States as a non-quota immigrant . . . the Secretary of State shall then authorize the consular officer with whom the application for the immigration visa has been filed to issue the immigration visa . . .

NUMERICAL LIMITATIONS.

Sec. 11. (a) The annual quota of any nationality shall be 2 per centum of the number of foreign-born individuals of such nationality resident in continental United States as

determined by the United States census of 1890, but the minimum quota of any nationality shall be 100.

(b) The annual quota of any nationality for the fiscal year beginning July 1, 1927, and for each fiscal year thereafter, shall be a number which bears the same ratio to 150,000 as the number of inhabitants in continental United States in 1920 having that national origin . . . bears to the number of inhabitants in continental United States in 1920, but the minimum quota of any nationality shall be 100. . . .

DEPORTATION.

Sec. 14. Any alien who at any time after entering the United States is found to have been at the time of entry not entitled under this Act to enter the United States, or to have remained therein for a longer time than permitted under this Act . . . shall be taken into custody and deported in the same manner as provided for in . . . the Immigration Act of 1917: Provided, That the Secretary of Labor may . . . permit permanently to remain in the United States, any alien child who, when under sixteen years of age was heretofore temporarily admitted to the United States and who is now within the United States and either of whose parents is a citizen of the United States.

Source: *Statutes at Large, A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875*, 68th Congress, 1st Session, p. 153.

1d. Undesirable Aliens Act of 1929 (“Blease’s Law”)

Be it enacted . . . That (a) if any alien has been arrested and deported in pursuance of law, he shall be excluded from admission to the United States whether such deportation took place before or after the enactment of this Act, and if he enters or attempts to enter the United States after the expiration of sixty days after the enactment of this Act, he shall be guilty of a felony and upon conviction thereof shall, unless a different penalty is otherwise expressly provided by law, be punished by imprisonment for not more than two years or by a fine of not more than \$1,000 or by both such fine and imprisonment.

Sec. 2. Any alien who hereafter enters the United States at any time or place other than as designated by immigration officials or eludes examination or inspection by immigration officials, or obtains entry to the United States by a willfully false or misleading representation or the willful concealment

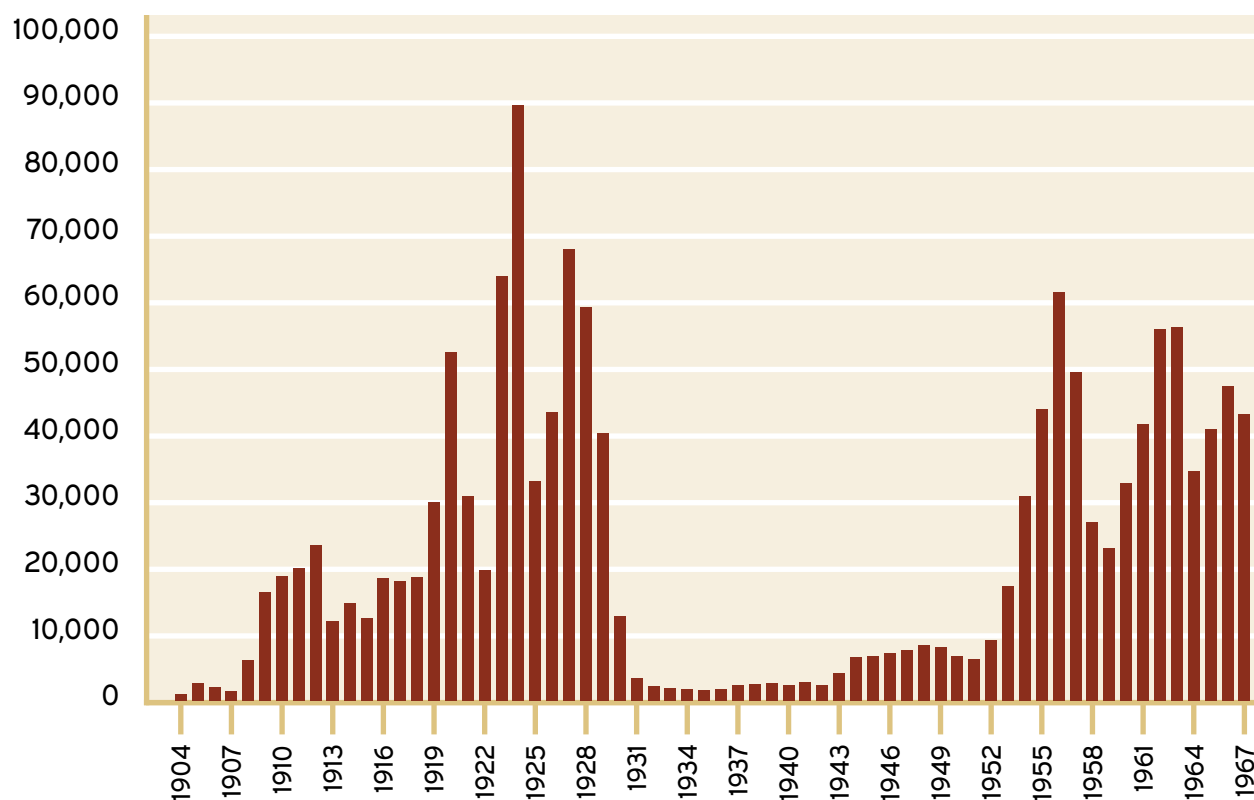
of a material fact, shall be guilty of a misdemeanor and, upon conviction, shall be punished by imprisonment for not more than one year or by a fine of not more than \$1,000, or by both such fine and imprisonment.

Sec. 3. An alien sentenced to imprisonment shall not be deported under any provision of law until after the termination of the imprisonment. For the purposes of this section the imprisonment shall be considered as terminated upon the release of the alien from confinement, whether or not he is subject to rearrest or further confinement in respect of the same offense.

Source: Statutes at Large, A Century of Lawmaking for a New Nation: US Congressional Documents and Debates, 1774–1875, 70th Congress, 2nd Session, p. 1551.

1e. Mexican Immigration to the United States, 1904–1967

Table 1



Data Source: "International Migration and Naturalization (Series C 89-331)," *Historical Statistics of the United States, Colonial Times to 1970, Part 1* (Washington DC: United States Census Bureau, 1976), p. 107.

Document Analysis: Immigration Legislation, 1900–1930

Directions: Based on the Immigration Act of 1917, Emergency Quota Act of 1921, Immigration Act of 1924, Undesirable Aliens Act of 1929, and Table of Mexican Immigration to the United States, 1904–1967 provided, respond to the following critical thinking questions.

1. (a) What categories of immigrants were denied admission to the United States by the Immigration Act of 1917?
(b) What types of immigrants would be denied admission to the United States based on the literacy test?
2. How did the Emergency Quota Act of 1921 restrict immigration and sharply reduce the number of immigrants who entered the United States?
3. How did the Immigration Act of 1924 (Johnson–Reed Act) further restrict immigration and sharply reduce the number of immigrants who entered the United States?

4. Why did the Emergency Quota Act of 1921 and the Immigration Act of 1924 have a more discriminating and restrictive impact on immigrants from eastern and southern Europe than on immigrants from northern and western Europe?
5. How were Canadians and Latin Americans affected by the quota restrictions of the Emergency Quota Act of 1921 and the Immigration Act of 1924? Why were they affected in this way?
6. (a) How were Mexican immigrants affected by the Undesirable Aliens Act of 1929?
(b) How did the federal government use this law to control Mexican immigration to the United States?

7. Based on the data in the table of Mexican Immigration to the United States, 1904–1967, how did the Undesirable Aliens Act (1929), the Great Depression of the 1930s, and World War II affect Mexican immigration to the United States?

8. How did the four immigration laws of the 1920s significantly change the character and dimensions of US immigration policy from earlier periods in American history?

1f. Illustrating Immigration in the Twentieth Century

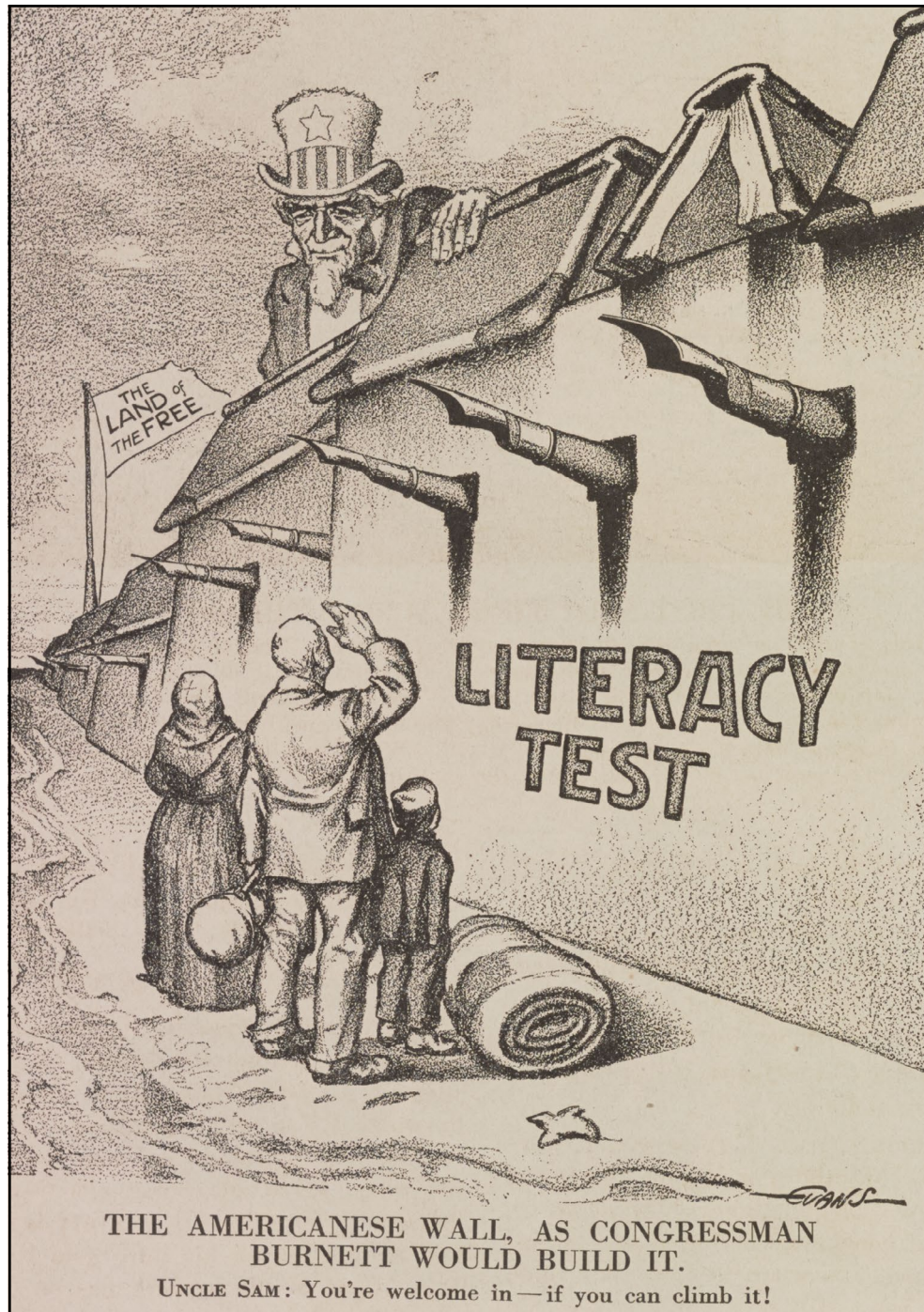
Illustration 10



Program for Israel Zangwill's play *The Melting Pot*, 1916 (University of Iowa Special Collections Department)

1f. Illustrating Immigration in the Twentieth Century

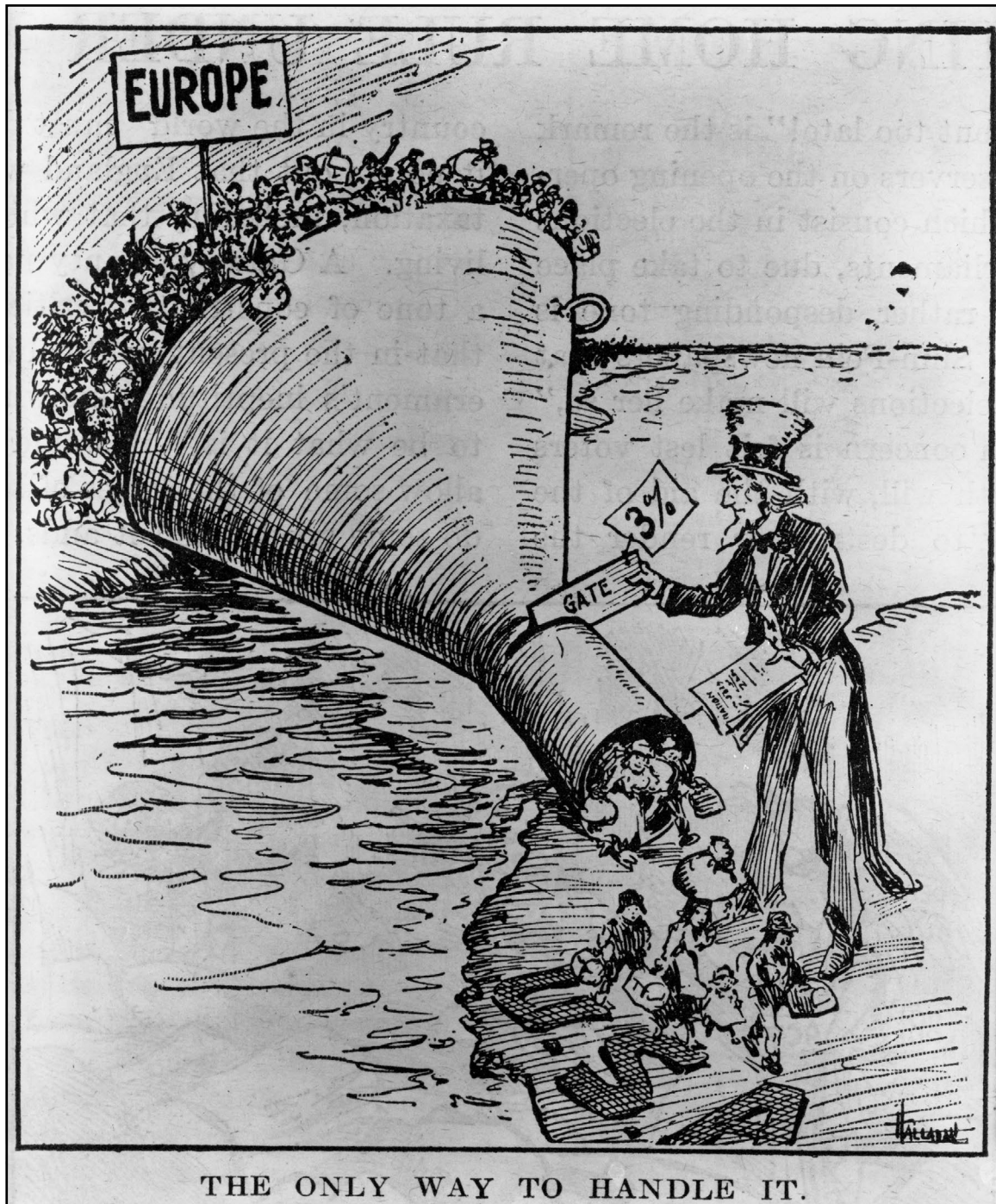
Illustration 11



Raymond O. Evans, "The Americanese Wall," *Puck*, March 25, 1916 (Library of Congress)

1f. Illustrating Immigration in the Twentieth Century

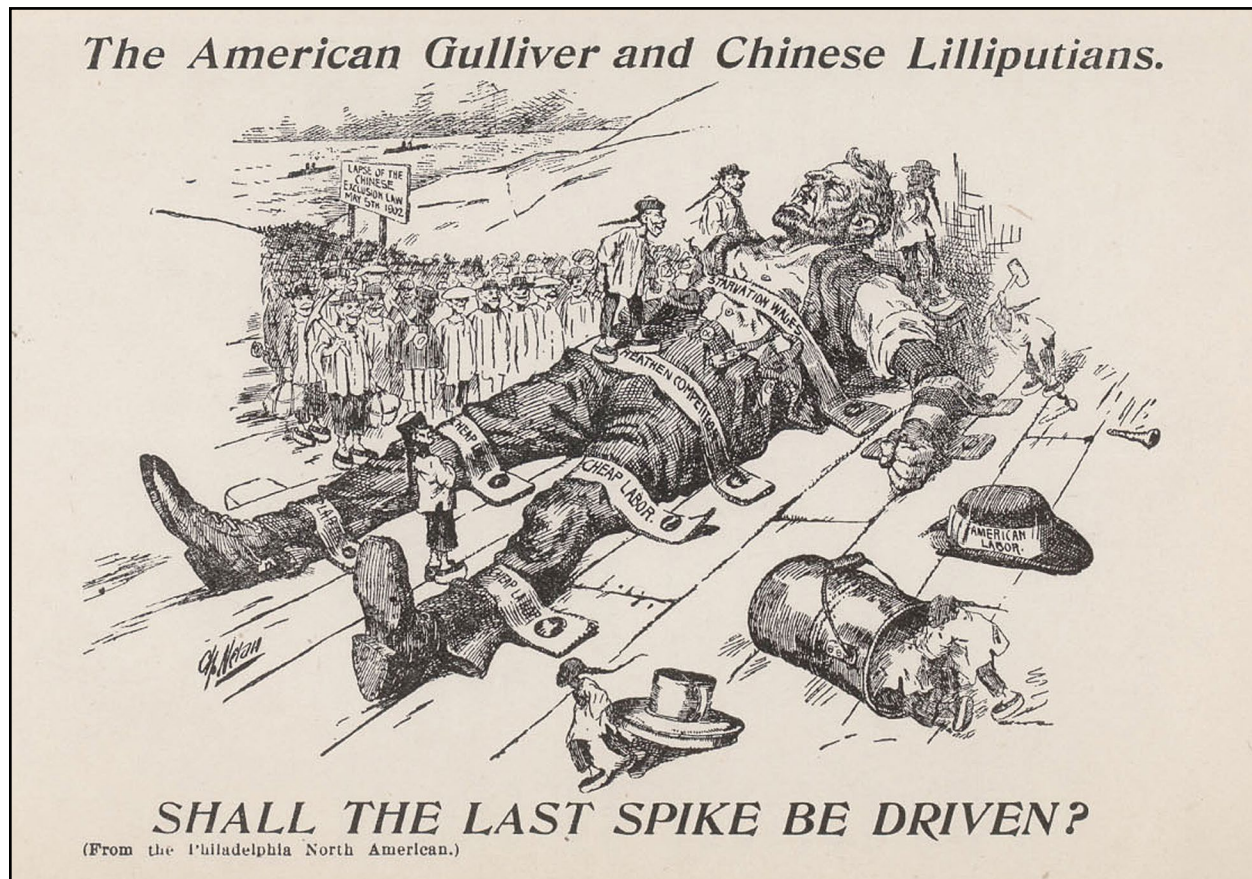
Illustration 12



Hallahan, "The Only Way to Handle It," *Providence Evening Bulletin*, May 7, 1921 (Library of Congress)

1f. Illustrating Immigration in the Twentieth Century

Illustration 14



"The American Gulliver and the Chinese Lilliputians," 1902 (University of California, Berkeley)

1f. Illustrating Immigration in the Twentieth Century

Illustration 15



J.N. "Ding" Darling, "Democracy Doesn't Breed That Kind," orig. 1919, 1999
"Ding" Darling Wildlife Society owns the copyright of "Ding" Darling cartoons.

1f. Illustrating Immigration in the Twentieth Century

Illustration 16



J. N. "Ding" Darling, "Sprung a Leak Again," orig. 1923, 1999.
"Ding" Darling Wildlife Society owns the copyright of "Ding" Darling cartoons.

2a. Excerpts from the Immigration and Nationality Act of 1952 (McCarran-Walter Act)

CHAPTER 1—QUOTA SYSTEM

NUMERICAL LIMITATIONS; ANNUAL QUOTA BASED UPON NATIONAL ORIGIN; MINIMUM QUOTAS

SEC. 201. (a) The annual quota of any quota area shall be one-sixth of 1 per centum of the number of inhabitants in the continental United States in 1920, which number, except for the purpose of computing quotas for quota areas within the Asia-Pacific triangle, shall be the same number heretofore determined . . . Provided, That the quota existing for Chinese persons prior to the date of enactment of this Act shall be continued, and . . . the minimum quota for any quota area shall be one hundred. (b) . . . The existing quotas proclaimed under the Immigration Act of 1924 [150,000 immigrants annually] shall remain in effect. . . .

DETERMINATION OF QUOTA TO WHICH AN IMMIGRANT IS CHARGEABLE

SEC. 202. (a) Each independent country . . . other than the United States and its outlying possessions . . . shall be treated as a separate quota area when approved by the Secretary of State. All other inhabited lands shall be attributed to a quota area specified by the Secretary of State

GENERAL CLASSES OF ALIENS INELIGIBLE TO RECEIVE VISAS & EXCLUDED FROM ADMISSION

SEC. 212. . . . the following classes of aliens shall be ineligible to receive visas and shall be excluded from admission into the United States: . . . Aliens who are, or at any time have been, members of any of the following classes: (A) Aliens who are anarchists; (B) Aliens who advocate or teach, or who are members of or affiliated with

any organization that advocates or teaches, opposition to all organized government; (C) Aliens who are members of or affiliated with (i) the Communist Party of the United States, (ii) any other totalitarian party of the United States, (iii) the Communist Political Association, (iv) the Communist or any other totalitarian party of any State of the United States, of any foreign state. . . .

IMMEDIATE DEPORTATION OF ALIENS EXCLUDED FROM ADMISSION OR ENTERING IN VIOLATION OF LAW

SEC. 237. (a) Any alien . . . arriving in the United States who is excluded under this Act, shall be immediately deported to the country whence he came, in accommodations of the same class in which he arrived, on the vessel or aircraft bringing him, unless the Attorney General, in an individual case, in his discretion, concludes that immediate deportation is not practicable or proper. . . .

ELIGIBILITY FOR NATURALIZATION

SEC. 311. The right of a person to become a naturalized citizen of the United States shall not be denied or abridged because of race or sex or because such person is married. . . . This section shall apply to any person whose petition for naturalization shall hereafter be filed, or shall have been pending on the effective date of this Act.

Source: *US Statutes at Large*, vol 66, 82nd Congress, 2nd Session, govinfo.gov, govinfo.gov/content/pkg/STATUTE-66/pdf/STATUTE-66-Pg163.pdf.

2b. Excerpts from the Immigration and Nationality Act of 1965 (Hart–Celler Act)

Context: The Immigration and Nationality Act of 1965 abolished the national-origin quotas that had been in place in the United States since the Immigration Act of 1924. The quota system was replaced with a seven-category preference system, emphasizing family reunification and skilled immigrants.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 201 of the Immigration and Nationality Act (66 Stat. 176; 8 U.S.C. 1151) be amended to read as follows:

... Exclusive of special immigrants...the number of aliens who may be issued immigrant visas or who may otherwise acquire the status of an alien lawfully admitted to the United States for permanent residence, or who may, pursuant to section 203(a) (7) enter conditionally, ... shall not in any fiscal year exceed a total of 170,000. ...

The immediate relatives specified in this subsection who are otherwise qualified for admission as immigrants shall be admitted as such, without regard to the numerical limitations in this Act. ...

The immigration pool and the quotas of quota areas shall terminate June 30, 1968. ...

No person shall receive any preference or priority or be discriminated against in the issuance of an immigrant visa because of his race, sex, nationality, place of birth, or place of residence. ... That the total number of immigrant visas and the number of conditional entries made available to natives of any single foreign state ... shall not exceed 20,000 in any fiscal year. ...

Section 203 of the Immigration and Nationality Act ... is amended to read as follows:

“(1) Visas shall be first made available, in a number not to exceed 20 per centum of the number specified in section 201(a) (ii), to qualified immigrants who are the unmarried sons or daughters of citizens of the United States.

“(2) Visas shall next be made available, in a number not to exceed 20 per centum of the number specified in section 201(a) (ii), plus any visas not required for the classes specified in paragraph (1), to qualified immigrants who are the spouses, unmarried sons or unmarried daughters of an alien lawfully admitted for permanent residence.

“(3) Visas shall next be made available, in a number not to exceed 10 per centum of the number specified in section 201(a) (ii), to qualified immigrants who are members of the professions, or who because of their exceptional ability in the sciences or the arts will substantially benefit prospectively the national economy, cultural interests, or welfare of the United States.

“(4) Visas shall next be made available, in a number not to exceed 10 per centum of the number specified in section 201(a) (ii), plus any visas not required for the classes specified in paragraphs (1) through (3), to qualified immigrants who are the married sons or the married daughters of citizens of the United States.

“(5) Visas shall next be made available, in a number not to exceed 24 per centum of the number specified in section 201(a) (ii), plus any visas not required for the classes specified in paragraphs (1) through (4), to qualified immigrants who are the brothers or sisters of citizens of the United States.

“(6) Visas shall next be made available, in a number not to exceed 10 per centum of the number specified in section 201(a) (ii), to qualified immigrants who are capable of performing specified skilled or unskilled labor, not of a temporary or seasonal nature, for which a shortage of employable and willing persons exists in the United States.

“(7) Conditional entries shall next be made available by the Attorney General, pursuant to such regulations as he may prescribe and in a number not to exceed 6 per centum of the number specified in section 201(a) (ii), to aliens who satisfy an Immigration and Naturalization Service officer at an examination in any non-Communist or non-Communist-dominated country, (A) that (i) because of persecution or fear of persecution on account of race, religion, or political opinion they have fled (I) from any Communist or Communist-dominated country or area, or (II) from any country within the general area of the Middle East, and (ii) are unable or unwilling to return to such country or area on account of race, religion, or political opinion, and (iii) are not nationals of the countries or areas in which their application for conditional entry is made; or (B) that they are persons uprooted by catastrophic natural calamity as defined by the President who are unable to return to their usual place of abode. ...”

Source: *US Statutes at Large*, vol 79, 89th Congress, 1st Session, govinfo.gov, govinfo.gov/content/pkg/STATUTE-79/pdf/STATUTE-79-Pg911.pdf.

2c. Excerpts from a Summary of the Immigration Reform and Control Act (IRCA) of 1986 (Simpson–Mazzoli Act)

Title I: Control of Illegal Immigration

Part A – Employment – Amends the Immigration and Nationality Act to make it unlawful for a person or other entity to: (1) hire (including through subcontractors), recruit, or refer for a fee for U.S. employment any alien knowing that such person is unauthorized to work, or any person without verifying his or her work status; or (2) continue to employ an alien knowing of such person's unauthorized work status . . .

Establishes an employment verification system. Requires: (1) the employer to attest, on a form developed by the Attorney General, that the employee's work status has been verified by examination of a passport, birth certificate, social security card, alien documentation papers, or other proof; (2) the worker to similarly attest that he or she is a U.S. citizen or national, or authorized alien; and (3) the employer to keep such records for three years in the case of referral or recruitment, or the later of three years or one year after employment termination in the case of hiring. . . .

Sets forth employer sanction provisions. Provides for a six-month period of public education during which no employment violation penalties shall be imposed. . . .

Makes it an unfair immigration-related employment practice for an employer of three or more persons to discriminate against any individual (other than an unauthorized alien) with respect to hiring, recruitment, firing, or referral for fee, because of such individual's origin or citizenship (or intended citizenship) status. . . .

Part B: Improvement of Enforcement and Services – States that essential elements of the immigration control and reform program established by this Act are increased enforcement and administrative activities of the Border Patrol, the Immigration and Naturalization Service (INS), and other appropriate Federal agencies. . . .

Title II: Legalization – Directs the Attorney General to adjust to temporary resident status those aliens who: (1) apply within 18 months; (2) establish that they entered the

United States before January 1, 1982, and have resided here continuously in an unlawful status (including Cuban/Haitian entrants) since such date; and (3) are otherwise admissible.

Authorizes similar status adjustment for specified aliens who entered legally as nonimmigrants but whose period of authorized stay ended before January 1, 1982. (States that in the case of exchange visitors the two-year foreign residence requirement must have been met or waived.). . .

Makes legalized aliens (other than Cuban/Haitian entrants) ineligible for Federal financial assistance, Medicaid (with certain exceptions), or food stamps for five years following a grant of temporary resident status and for five years following a grant of permanent resident status (permits aid to the aged, blind, or disabled). . . .

Title III: Reform of Legal Immigration – Part A: Temporary Agricultural Workers – Separates temporary agricultural labor from other temporary labor for purposes of nonimmigrant (H-2A visa) worker provisions.

Requires an employer H-2A visa petition to certify that: (1) there are not enough local U.S. workers for the job; and (2) similarly employed U.S. workers' wages and working conditions will not be adversely affected. Authorizes the Secretary of Labor to charge application fees. . . .

Establishes a special agricultural worker adjustment program. Provides for permanent resident adjustment for aliens who: (1) apply during a specified 18-month period; (2) have performed at least 90 man-days of seasonal agricultural work during the 12-month period ending May 1, 1986; and (3) are admissible as immigrants. Sets forth adjustment dates based upon periods of work performed in the United States. Authorizes travel and employment during such temporary residence period. . . .

Source: Summary of the Immigration Reform and Control Act (IRCA) of 1986 (Simpson–Mazzoli Act), S. Rept 99-132; H. Rept 99-1000, congress.gov/bill/99th-congress/senate-bill/1200.

2a–c: Document Analysis: Twentieth-Century Immigration Legislation, 1952–1986

Directions: Based on the Immigration and Nationality Act of 1952, Immigration and Nationality Act of 1965, and Immigration Reform and Control Act of 1986, respond to the following critical thinking questions.

1. How did the Immigration and Nationality Act of 1952 use the national-origin quota system to admit immigrants to the United States?
2. According to the Immigration and Nationality Act of 1952, what types of immigrants were ineligible for admission into the United States?
3. How was the national-origin quota system affected by the Immigration and Nationality Act of 1965?

7. How did the Immigration Reform and Control Act of 1986 attempt to deter American businesses from knowingly hiring undocumented immigrants?
8. Based on your knowledge of the Immigration and Nationality Act of 1965 and the Immigration Reform and Control Act of 1986, to what extent have these two laws corrected past biases and inequities of American immigration laws? Briefly explain your viewpoint.

2d. Illustrating Immigration in the Twentieth Century

Illustration 17



A 1947 Herblock Cartoon, © The Herb Block Foundation

2d. Illustrating Immigration in the Twentieth Century

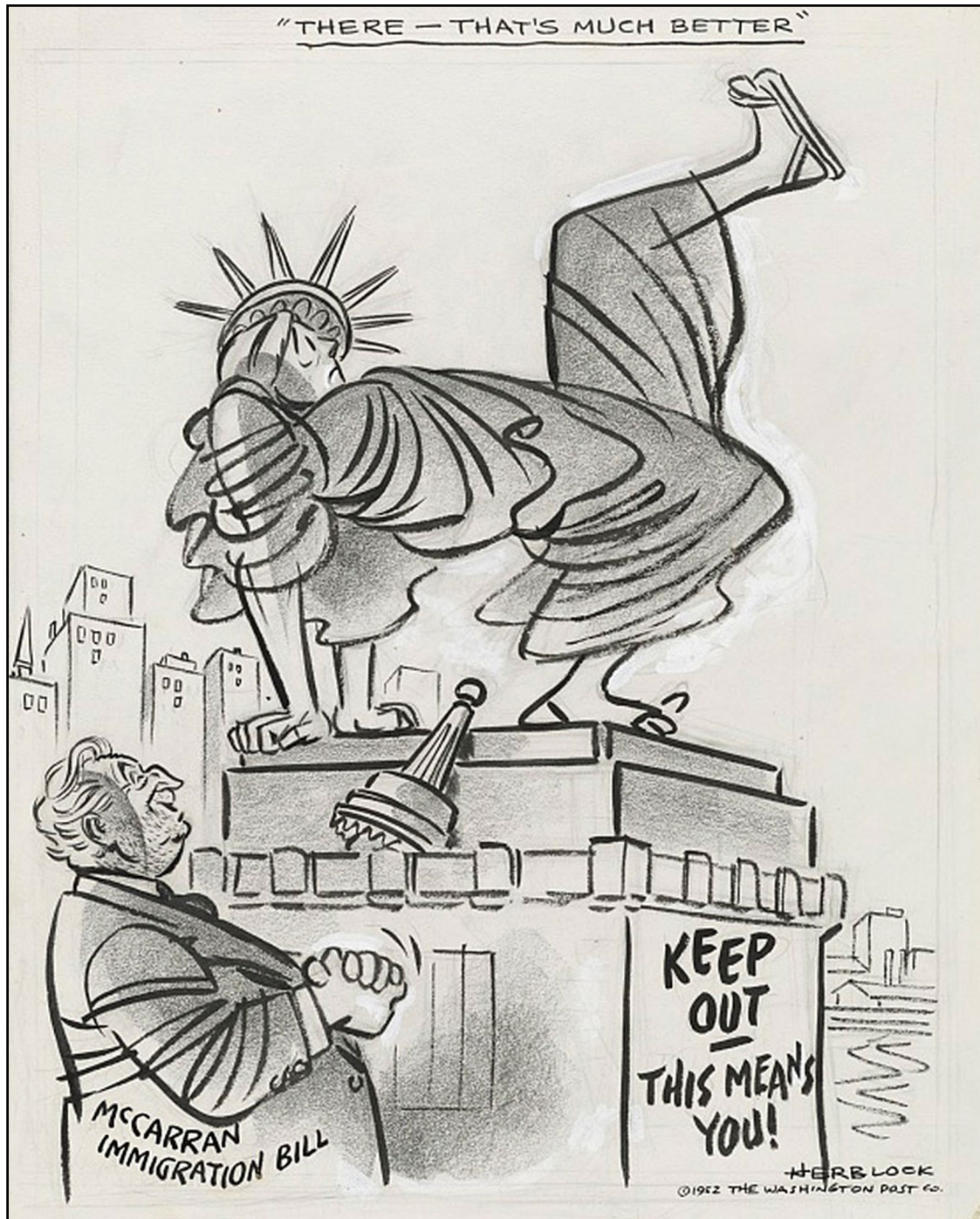
Illustration 18



A 1948 Herbblock Cartoon, © The Herb Block Foundation

2d. Illustrating Immigration in the Twentieth Century

Illustration 19



A 1952 Herblock Cartoon, © The Herb Block Foundation

2d. Illustrating Immigration in the Twentieth Century

Illustration 20



A 1952 Herblock Cartoon, © The Herb Block Foundation

2d. Illustrating Immigration in the Twentieth Century

Illustration 21



A 1965 Herblock Cartoon, © The Herb Block Foundation

Details, Description, and Decision

Image Title
or Number:

PEOPLE/CHARACTERS

Details: Who are the people or other characters depicted in this cartoon?

OBJECTS

Details: What objects are depicted in this cartoon?

Description:

Description:

ACTION/ACTIVITY

Details: What action/activity is occurring in this cartoon?

OVERALL ASSESSMENT

Decision: What have I learned about American immigration during the twentieth century from this cartoon?

Description:

Analyzing a Political Cartoon

Illustration #

Give the cartoon your own original title:

What is the significance of the central figure(s) and object(s) in this cartoon?

What action is taking place in the cartoon?

What mood or tone is created by the cartoon? What in the image is creating that mood or tone?

Briefly explain the artist's message to the viewer.

Notes on Illustrations in Lesson 2

- Cover, Program for Israel Zangwill's play *The Melting Pot*, 1916, University of Iowa Special Collections Department.

The term "melting pot" was used as a metaphor to describe the integration and assimilation of diverse ethnicities and nationalities into the common culture in the United States.
- Raymond O. Evans, "The Americanese Wall," *Puck*, March 25, 1916, Library of Congress, [loc.gov/pictures/item/2006681433/](https://www.loc.gov/pictures/item/2006681433/)

Uncle Sam, behind high wall marked "Literacy Test" that is spiked with pen points, says to immigrant family below: "You're welcome, if you can climb it." The "Land of the Free" flag flies atop the wall of the fortress.
- Hallahan, "The Only Way to Handle It," *Providence Evening Bulletin*, May 7, 1921, Library of Congress and the National Park Service.

This illustration portrays America's new immigration quotas, influenced by popular anti-immigrant and nativist sentiment stemming from World War I. Economic concerns, such as growing unemployment and competition for jobs, combined with ethnic prejudice to end America's "open door" immigration policy in the 1920s. The illustration depicts the effectiveness of the temporary Immigration Act of 1921 in reducing the flood of immigrants to a mere trickle.

The Emergency Quota Act of 1921 established the nation's first numerical limits on the number of immigrants who could enter the United States. The Immigration Act of 1924, also known as the National Origins Act, made the quotas stricter and permanent. These country-by-country limits were specifically designed to keep out "undesirable" ethnic groups and maintain America's character as a nation of northern and western European stock. The final quota figures were based on the ratio of different ethnic groups in America in 1890, largely before significant numbers of immigrants had arrived from southern and eastern Europeans.
- F. Victor Gillam, "The Immigrant: Is He an Acquisition or a Detriment?" *Judge*, September 19, 1903, Library of Congress.

In the mid-1880s the number of immigrants to the United States from northern and western Europe declined sharply. At the same time, the number of immigrants from southern and eastern Europe greatly increased. The changing pattern of immigration concerned many Americans. This illustration depicts personifications of different perspectives on immigration: *Uncle Sam* is looking for hard workers to fill the nation's factories. The *political boss* wants the immigrant vote. The *contractor* is looking for cheap labor. The *health inspector* worries that immigrants carry contagious diseases. The *worker* fears lowered wages because immigrants are willing to work for less. The *middle-class man* claims the new immigrants are a menace because they represent "inferior" European "races" and religions.
- "The American Gulliver and the Chinese Lilliputians," American Federation of Labor, 1902, Library of Congress.

In *Gulliver's Travels* by Jonathan Swift, Gulliver shipwrecks and washes up on Lilliputian Island and is captured and tied down by the Lilliputians. In this parody, a large American "Gulliver," who resembles Abraham Lincoln, is a metaphor for "American Labor" and is being staked down by a group of tiny Lilliputian Chinese. Chinese immigrants were welcomed to the United States as cheap labor when they were needed to build the American railroads in the latter half of the nineteenth century. But by the early twentieth century, Chinese laborers were viewed as competitors with White American workers for jobs. The message of this illustration is: America's "legs" are being staked to the ground by the railroad spikes of "cheap labor," and America's "stomach" is being held down by "heathen competition." The hat of "American labor" has been removed from the nation's head and replaced by Chinese labor. The United States will not be able to escape the bonds of Chinese workers unless it continues to bar their immigration and perhaps even deports current Chinese workers.

Notes on Texts in Lesson 2

- Immigration Act of 1917: The Immigration Act of 1917 was enacted to restrict immigration by establishing new categories of inadmissible persons and imposing literacy tests on immigrants, which required immigrants over 16 years old to demonstrate basic reading comprehension in any language.
- Emergency Quota Act of 1921: Immigration to the United States began to rebound after World War I, which included a wave of refugees from the Russian Revolution, the Armenian genocide, and the collapse of the Italian economy. In the United States, the demobilization from World War I led to rising unemployment and increased competition for jobs. These economic concerns combined with growing ethnic prejudice during the 1920s led to the enactment of legislation, which ended the traditional “open door” of America’s immigration policy. Since the literacy test alone (from the Immigration Act of 1917) proved insufficient to limit the number of potential immigrants entering the United States, Congress enacted additional laws to restrict immigration during the 1920s. The Emergency Quota Act of 1921 established the nation’s first numerical limits on the number of immigrants who could enter the United States annually, 3% from any given nationality (nation), based on the count of the United States Census in 1910, with a maximum annual total of 357,000 immigrants. Canadians and Latin Americans, who resided in the Western Hemisphere, were exempt from the quota restrictions of this law.
- Immigration Act of 1924: The Immigration Act of 1924 set quotas of 2%, based on the United States Census of 1890, before the arrival of most southern and eastern European immigrants. By 1927, the total annual number of immigrants that entered the United States was reduced to 150,000. These two immigration laws of 1921 and 1924 ended the traditional United States policy of unlimited, “open” immigration. Canadians and Latin Americans, who resided in the Western Hemisphere, were still exempt from the quota restrictions of this law. However, Chinese continued to be excluded from entry.
- Undesirable Aliens Act of 1929: Although the Emergency Quota Act of 1921 and the Immigration Act of 1924 (Johnson-Reed Act) greatly reduced and restricted the immigration of European and Asian immigrants to the United States, Canadians and Latin Americans were exempted from the quota restrictions of these laws. The segregationist and anti-immigrant Senator Coleman Livingston Blease (D-SC) spearheaded a legislative initiative to limit Mexican immigration to the United States. In opposition to many agricultural employers who needed seasonal Mexican workers, Senator Blease was successful in getting Congress to pass a law in 1929 that criminalized border crossings that occurred outside of official ports of entry, which was primarily intended to restrict Mexican immigration. This law, entitled the Undesirable Aliens Act, made “unlawfully entering the country” a misdemeanor, punishable by up to a year’s imprisonment and fines, and returning to the United States after deportation a felony punishable by up to two years’ imprisonment and \$1,000 in fines. The purpose of this law was to force Mexican immigrants into an authorized and monitored stream that could be turned on and turned off at will at ports of entry. By the end of 1930, the criminalization of unauthorized entry resulted in the prosecution of 7,000 cases of unlawful entry and by the end of the decade the federal government had prosecuted more than 44,000 criminal cases. With the economic collapse of the Great Depression of the 1930s, the federal government coerced Mexicans in the United States into repatriating by threatening penalties and conducting immigration raids that targeted Mexican immigrants who could not prove their legal status.
- Immigration and Nationality Act of 1952 (McCarran–Walter Act): This law kept the national origins quota system with an annual total limit of 150,000 immigrants per year from outside the Western Hemisphere. Each eligible nation was granted a quota, based on the 1920 census. However, these quotas discriminated against prospective immigrants from eastern and southern Europe and Asia. To protect national security against Communist infiltration, this law provided for careful screening of immigrants for this threat.
- Immigration and Nationality Act of 1965 (Hart–Celler Act): This law repealed the national-origin quota system, attempted to correct the most discriminatory aspects and patterns of existing immigration legislation and policies, and establish new criteria, guidelines, and preferences for determining the entry of immigrants into the United States. An annual ceiling of 170,000 persons was established for admitting immigrants from outside the Western Hemisphere into the United States, with a maximum of 20,000 immigrants from any one nation. Categories of priority preference were established for those immigrants with relatives in the United States as well as those immigrants with valuable skills and talents. This law also established an annual

ceiling (around 120,000) on the number of immigrants in the Western Hemisphere who could enter the United States. As a result of this law, the number of immigrants from Africa and Asia to the United States significantly increased while the limitation on immigration from Latin America (Western Hemisphere) led to a sharp increase in illegal immigration from Mexico and Central America.

- Immigration Reform and Control Act (IRCA) (Simpson–Mazzoli Act): By the 1980s, it was estimated that five to seven million undocumented immigrants were living in the United States and were largely employed in menial jobs in agriculture and industry. In such circumstances agricultural businesses and factory owners often took advantage of this pool of cheap labor by paying substandard wages and providing substandard working conditions. Congress enacted the Immigration Reform and Control Act to address these issues.

According to the provisions of this law and upon application, (1) amnesty (legal status) would be granted

to undocumented immigrants who could prove that they had entered the United States illegally before January 1, 1982, and had resided here continuously since that time. Those who qualified for amnesty would be given temporary resident status, and after eighteen months they could apply for permanent status. They would then be eligible for United States citizenship after another five years. (2) For five years, such people (with some age, disability, and pregnancy exceptions) would not be eligible for food stamps, welfare assistance, and other government benefits. (3) Employers who knowingly hired undocumented immigrants would be subject to civil and criminal penalties, including heavy fines. (4) Special provision was made for the regular entry of temporary agricultural workers, coming into the United States from Mexico each year as seasonal laborers under government-approved programs.

By mid-1988, when the program expired, more than two million undocumented immigrants had applied for amnesty; more than seventy percent of the applicants were Mexicans.

Suggested Additional Readings and Resources

The literature and approaches to the history of immigration are voluminous and complicated. The first historical studies considered immigration as a social problem and focused mostly on immigrants from Europe. Most notable was the work of Oscar Handlin (*The Uprooted*, 1951), who argued that immigration was a process of rupture and continuity.

A new generation of historians in the 1960s and 1970s challenged this view and argued that immigrants were not so much “uprooted” as “transplanted.”

In the 1970s and 1980s, immigration historians developed the concept of “ethnicity” to describe the group identities

formed by immigrant communities. Immigration history was also changed by the rise of ethnic studies, especially Chicano/Latino studies and Asian American studies. There was a significant focus on questions of race/racism, conquest, and colonialism.

Since the 1990s, the field of immigration history has been transformed by interest in globalization. This approach focuses on the dynamics of international trade, culture, and migration that led to unprecedented global integration.

Below is a representative sample of the work of historians since the publication of *The Uprooted* in 1951.

Roger Daniels, *Coming to America: A History of Immigration and Ethnicity in American Life*, 2nd ed. (New York: Harper Collins, 2002)

Hasia R. Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration* (Cambridge MA: Harvard University Press, 2002)

Hasia R. Diner, *Roads Taken: The Great Jewish Migrations to the New World and the Peddlers Who Forged the Way* (New Haven: Yale University Press, 2015)

Maria Cristina Garcia, *The Refugee Challenge in Postwar America* (New York: Oxford University Press, 2017)

David Gerber, *American Immigration: A Very Short Introduction* (New York: Oxford University Press, 2011)

Gary Gerstle, *American Crucible: Race and Nation in the Twentieth Century*, 2nd ed. (Princeton: Princeton University Press, 2017)

Adam Goodman, *The Deportation Machine: America's Long History of Expelling Immigrants* (Princeton: Princeton University Press, 2020)

David Gutierrez, *Walls and Mirrors: Mexican Americans, Mexican Immigrants, and the Politics of Ethnicity* (Berkeley: University of California Press, 1995)

Oscar Handlin, *The Uprooted: The Epic Story of the Great Migrations That Made the American People* (Boston: Little, Brown and Co., 1951)

Karen V. Hansen, *Encounter on the Great Plains: Scandinavian Settlers and the Dispossession of Dakota Indians, 1890–1930* (New York: Oxford University Press, 2014)

Kelly Lytle Hernandez, *Migra! A History of the US Border Patrol* (Berkeley: University of California Press, 2010)

John Higham, *Strangers in the Land: Patterns of American Nativism, 1860–1925*, 2nd ed. (New Brunswick, NJ: Rutgers University Press, 1988)

Hidetaka Hirota, *Expelling the Poor: Atlantic Seaboard States and the Nineteenth-Century Origins of American Immigration Policy* (New York: Oxford University Press, 2017)

Madeline Hsu, *Good Immigrants: How the Yellow Peril Became the Model Minority* (Princeton: Princeton University Press, 2015)

Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigrants and the Alchemy of Race* (Cambridge: Harvard University Press, 1999)

Kevin R. Johnson, *The Huddled Masses Myth: Immigration and Civil Rights* (Philadelphia: Temple University Press, 2003)

Daniel Kanstroom, *Deportation Nation: Outsiders in American History* (Cambridge: Harvard University Press, 2007)

Erika Lee, *America for Americans: A History of Xenophobia in the United States* (New York: Basic Books, 2019)

Erika Lee and Judy Yung, *Angel Island: Immigrant Gateway to America* (New York: Oxford University Press, 2010)

Patrisia Macías-Rojas, *From Deportation to Prison: The Politics of Immigration Enforcement in Post/Civil Rights America* (New York: New York University Press, 2016)

Arthur Mann, *The One and the Many: Reflections on the American Identity* (Chicago: University of Chicago Press, 1979)

Kerby A. Miller, *Emigrants and Exiles: Ireland and the Irish Exodus to North America* (New York: Oxford University Press, 1985)

Ana Raquel Minian, *Undocumented Lives: The Untold Story of Mexican Migration* (Cambridge MA: Harvard University Press, 2018)

Natalia Molina, *Fit to be Citizens? Public Health and Race in Los Angeles, 1879–1939* (Berkeley: University of California Press, 2006)

Natalia Molina, *How Race Is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts* (Berkeley: University of California Press, 2014)

Deirdre M. Moloney, *National Insecurities: Immigrants and US Deportation Policy since 1882* (Chapel Hill: University of North Carolina Press, 2012)

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004)

Stephen Pitti, *The Devil in Silicon Valley: Northern California, Race, Mexican Americans* (Princeton: Princeton University Press, 2003)

David Roediger, *Working toward Whiteness: How America's Immigrants Became White* (New York: Basic Books, 2006)

Elliott Young, *Alien Nation: Chinese Migration in the Americas from the Coolie Era through WWII* (Chapel Hill: University of North Carolina Press, 2014)

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (New York: W. W. Norton, 2016)

Luis H. Zayas, *Forgotten Citizens: Deportation, Children, and the Making of American Exiles and Orphans* (New York: Oxford University Press, 2015)

Aristide R. Zolberg, *A Nation by Design: Immigration Policy in the Fashioning of America* (Cambridge: Harvard University Press, 2006)

Teachers and students can consult with the vast resources on immigrationhistory.org, provided by the Immigration and Ethnic History Society, immigrationhistory.org/about/online-archival-databases-and-other-historical-sources/

Analyzing a News Article

Source (*name of newspaper/magazine/website*):

Date published:

Article title:

1. What did you already know about the topic?

2. Basic information presented:

Who?

What?

When?

Where?

Why?

How?

3. Does your article have a right/center/left point of view? What evidence leads you to that conclusion?

4. What audience was this article written for? What evidence supports your conclusion?

5. Reliability of Sources

- a. Is there an author's name? If so, who is the author:
- b. What source or sources does the author quote or refer to in the article? Do you think these sources are reliable? Why or why not? What evidence supports your conclusion?

6. Personal Reaction: What do you think of this article? *(Include two points made in the text to support your answer.)*

Civil Discourse Guidelines

Listen respectfully without interrupting.

Allow everyone the opportunity to speak.

Criticize ideas, not individuals or groups.

Avoid inflammatory language, including name-calling.

Ask questions when you don't understand; don't assume you know others' thinking or motivations.

Don't expect any individuals to speak on behalf of their gender, ethnic groups, class, status, etc. (or the groups we perceive them to be a part of).

Base your arguments on evidence, not assumptions.

The guidelines provided here are adapted from "Managing Difficult Classroom Discussions," Center for Innovative Teaching and Learning, Indiana University Bloomington, citl.indiana.edu/teaching-resources/diversity-inclusion.

Civic Engagement Project Proposal

Project Title

Project
Participant(s)

Project Goal

Action Steps

TEACHER'S COMMENTS

Questions
to Consider

Revisions Needed

Approved