

## Historical Literacy Project Model Unit Gallery Template

**Unit Title:** Immigration

**Designed by:** Lisa A. Nothstein and Frank Singles

**District:** Maurice J. Moyer Academy and Tower Hill School

**Content Area:** Social Studies

**Grade Level(s):** Grades 7 and 8

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**Summary of Unit:** *This unit will trace the background of immigration in the United States from the early 1800's through modern times. The emphasis will be placed on the early days of immigration when the United States began to develop into a melting pot through the 1880's when the U.S. began the second Industrial Revolution and the opening of Ellis Island. Causes of immigration will be explored and discussed, including economic and religious reasons. Students will also compare the early days and problems of immigration with current immigration policies. Students will analyze the reasons many people from a variety of countries and cultures choose to settle in the U.S., the difficulties and prejudices they encountered and explain why the U.S. continues to be a desirable home for many people.*

### Stage 1 – Desired Results

What students will know, do, and understand

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#### Delaware Content Standards

*History Standard One – Students will employ chronological concepts in analyzing historical phenomena.*

*History Standard One 6-8a: Students will examine historical materials relating to a particular region, society or theme; analyze change over time, and make logical inferences concerning cause and effect.*

#### Big Idea(s)

*Immigration has played a significant role in the development of the United States throughout history. People have immigrated to the U.S. for economic, religious and personal reasons; such as to escape tyranny, persecution and to start a new life. The diverse groups of people that have arrived and continue to arrive in the U.S. have shaped our society into a blending of cultures and customs. Immigrants helped build our cities, bridges, roads and railways. Their hard work helped the United States grow into a powerful industrial nation. Immigration throughout the years has not been without controversy and continues to be a controversial topic.*

#### Unit Enduring Understanding(s)

*Students will understand that immigration has helped to shape and mold the United States and those groups of people from many countries and continents have immigrated to the U.S. for economic, religious and social reasons. Many immigrants came to avoid famine, persecution and poverty and tyranny. Students will also understand that coming to the U.S. for many people was at a cost; many left behind family, many died during the journey, many were turned away upon arrival, but the determination and desire of so many people for a better life brought a diverse collection of people that played a significant role in the continued development of the United States.*

#### Unit Essential Questions(s)

1. *Is change inevitable?*
2. *To what extent does the past predict the future?*
3. *What is the evidence for my conclusion?*
4. *Why did so many people immigrate to the U.S. between the early 1600's and after 1880?*
5. *What were and are the major reasons for immigration?*

### **Knowledge and Skills**

*Students will be able to explain the major reasons for immigration.*

*Students will explain the important role Ellis Island played during the height of immigration.*

*Students will be able to explain how immigrants helped build and shape this nation.*

## **Stage 2 – Assessment Evidence** (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

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**Suggested Performance/Transfer Task(s)** (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

### **Immigration Scrapbook**

Essential Question Addressed - *What were and are the major reasons for immigration?*

Prior Knowledge - *Student scrapbooks will be created using text and supplemental readings, as well as independent research throughout the duration of the unit.*

Scenario - *Students will use various class readings and independent research to develop scrapbook.*

Requirements - *Italian, Jewish, Chinese, Mexican and/or one other ethnic group of the students choosing. Scrapbook will contain entries for four immigrant groups.*

**Section One** - *This section must include four important details about the immigrants' journey to America, including reasons they left their homeland, the journey, and experiences upon arrival.*

**Section Two** - *This section must include four details about immigrants life in America, living conditions, the work they did and the way they were treated by people already living in America.*

**Section Three** - *This section must include at least two illustrations of artifacts (passport, ticket for passage, coins, steamer ship etc...) that would be associated with each particular immigrant group and include an explanation of each artifact.*

**Section Four** - *Students choice: quote from an immigrant, interview with an immigrant, personal story etc...*

Final Product - *Immigration Scrapbook - containing details, illustrations, artifacts, interviews, and writing samples.*

### **Rubric(s)**

**1. Four Immigration Groups Addressed (Sections 1-4 must be completed for all four immigrant groups)**

2. **Section One - Contains Four Accurate Details.**
3. **Section Two - Contains Four Accurate Details.**
4. **Section Three - Contains Two Artifact Illustrations with explanations.**
5. **Section Four - Must contain a primary or secondary source for each group addressed.**
6. **Section Five -Bibliography**

Final product should be at least five pages, four immigrant groups, each with four sections. The scrapbook should also include creative touches that make scrapbook look authentic. Project must also include a bibliography. Other immigrant options can include German, Irish, Scottish, French, Cuban etc....

**Other Evidence** (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

1. Document Based Questions - from readings, chart and political cartoon.
2. Graphic Organizer - Immigration: Past and Present - Events
3. Jigsaw Puzzle - Political Cartoon
4. Timeline

**Student Self-Assessment and Reflection** (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Students will be creating scrapbook from in-class readings and have the opportunity to collaborate with other students. This project may be completed as an individual or group activity.

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2). Give special attention to ways that you might differentiate learning so that the activities are broadly accessible, incorporate technology that is accessible broadly, and promote the acquisition of 21<sup>st</sup> Century skills.

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### Lesson # 1

**Title :** A Nation of Immigrants

**Author(s)**

Lisa A. Nothstein - Maurice J. Moyer Academy and Frank Singles - Tower Hill School

**Lesson Description:** Students will investigate the reasons people immigrate, the attitudes people hold toward immigration and the “push” and “pull” factors associated with immigration.

**Time Required:** Two class periods.

**Essential Question Addressed:** What were and are the major reasons for immigration?

**Enduring Understanding:** Students will be able to explain why people immigrated, how they were treated and the important role these immigrants played in the development of the United States.

#### **Materials:**

1. Vocabulary List (handout 1)
  2. Middle school social studies text that explains Emma Lazarus’s words that are inscribed on the base of the Statue of Liberty.
  3. Middle school social studies text that describes “push” and “pull” factors.
  4. Immigration to the United States 1820-1990 map.
  5. Reading with Document Based Questions. (handout 2)
  6. Immigration - Past and Present Timeline (handout 3)
- *timeline should be reviewed and used throughout unit as a resource and guide*

**Procedures:**

1. **Pre-reading** - define the following words

- A) Vocabulary (handout 1)
1. Immigrant
  2. Refugees
  3. Tenement buildings
  4. Pogroms
  5. Passport
  6. Quota
  7. Visas
  8. Persecute
  9. Discrimination
  10. Emigration
  11. Dialectics

2. **Opening Discussion** - Write the following words on the board:

*Give me your tired, your poor,  
Your huddled masses yearning to breathe free*

Ask students where those words are written, why they were written and what do they mean to the person that wrote them and to you as an American.

3. **Read** about Emma Lazarus and her famous poem, the “push” and “pull” factors that led many people to the shores of the U.S. and have students make a list of reasons why people would leave their native country and why they would choose the U.S.

4. **Geography Activity** - Use an Immigration to the United States, 1820-1990 map and answer the following questions.

1) Between 1820-1890, where did the greatest number of immigrants come from? Where did the least number of immigrants come from? How is this information found?

2) Which area on the map shows where your family or ancestors came from?

3) What are or are some of the effects on the U.S. of the immigration patterns shown on the map?

5. **Document - Based Activity** - (handout 2) Italian immigrants and “padrone” and document-based questions.

6. Immigration Past and Present Timeline (handout 3): Students should review and discuss timeline as use a reference throughout unit.

**Debrief:** Essential Question - What were and are the major reasons for immigration?  
This lesson focused on the reasons why immigrants flocked to the U.S.

**Formative Assessment (“Check for Understanding”):** Journal Entries: What were and are the major reasons for immigration? How would you feel coming into Ellis Island, seeing the Statue of Liberty for the first time? How would you feel if you and your family needed to leave your home and move to another country?

Did you consider the following unit design principles?

*IP – International education perspective*

*IL – Information Literacy*

*WR – Workplace readiness/21<sup>st</sup> century skills*

*FA – Formative assessment, used to check for understanding*

*DI- Differentiated Instruction*

*UDL– Universal Design for Learning*

*TL – Technology Literacy*

**Resources and Teaching Tips** (Consider the two questions below when completing this section.)

**1 What text/print/media/kit/web resources best support this unit?**

Middle School Social Studies Text - examples: Teachers Curriculum Institute - History Alive! The United States, Pearson Learning Core Knowledge - History & Geography, I Was Dreaming of Coming to America - Memories from the Ellis Island Oral History Project, Coming to America - The Story of Immigration by Betsy Maestro and Holt, Rinehart and Winston - Call to Freedom, www.teach-nology.com.

**2 What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues? Be especially mindful to identify any misconceptions that students are likely to have as they enter this unit and that might interfere with their learning.**

One of the issues that may face many students is their lack of geography knowledge, which is why we put a map activity in the first lesson. The other misconception for many students is just how many different nationalities form the make-up of the United States and that many people they know are descendants of immigrants. We think it is important to emphasize the variety of people, customs and traditions that have been developed because of this diversity. Many students often relate immigration with illegal immigration because of the recent media focus and it is essential to provide students with the background of early immigration and the difference between legal and illegal immigration.

**Lesson #2**

**Title: Dreams of America**

## Author(s)

Lisa A. Nothstein - Maurice J. Moyer Academy and Frank Singles - Tower Hill School

**Lesson Description:** Students will read about Italian and Jewish immigrants, their reasons for immigration, their trip/journey to America, the problems encountered along the way and upon their arrival.

**Time Required:** One - two class periods.

**Essential Question Addressed:** What were and are the major reasons for immigration?

**Enduring Understanding:** Students will be able to explain why people immigrated, how they were treated and the important role these immigrants played in the development of the United States.

### Materials:

1. Middle School Social Studies Text that includes Italian and Jewish immigration.
2. Primary Source examples written by children coming to America. (*Example: I Was Dreaming to Come to America -Memories from the Ellis Island Oral History Project*).
3. Reading with Document-Based questions (handout 4)

### Procedures:

1. **Pre-Reading** - Teacher can read excerpts written by an Italian child immigrant and Jewish child immigrant as a preparation for text reading.
2. **Reading Activity** - Students will read about Italian and Jewish immigration (late 1800's - early 1900's), reasons for immigration, trip/journey to America, problems encountered along the way, upon arrival and settling in a new country.
3. **Transfer Activity** - Students will begin work on *Immigration Scrapbook Project* by taking reading notes during and after reading.

### *Scrapbook Criteria*

- 1) *Four important details about immigrants' journey to America, including the reasons they left their homeland, the journey and experiences upon arrival.*
- 2) *Four important details about immigrants life in America, living conditions, the work they did and the way they were treated by people already living in America.*
- 3) *Two illustrations of artifacts (passport, ticket for passage, coins, steamer ship etc...) and explanation for each artifact.*

4. **Document-Based Activity** - (handout 4) - Living conditions of immigrants - Jacob Riis, *How the Other Half Lives* (1890).

**Debrief:** Essential Question - What were and are the major reasons for immigration? This lesson focused on Italian and Jewish immigrants and students should briefly discuss what other ethnic groups could be used as examples in their scrapbook.

**Formative Assessment (“Check for Understanding“):** Student completion and entries in scrapbook will serve as formal assessment for this lesson, as well as the Document-Based Activity.

**Resources and Teaching Tips:**

1. Middle School Social Studies Text - examples: Teachers Curriculum Institute - History Alive! The United States , Pearson Learning Core Knowledge - History & Geography, I Was Dreaming of Coming to America - Memories from the Ellis Island Oral History Project, Coming to America - The Story of Immigration by Betsy Maestro and Holt, Rinehart and Winston - Call to Freedom, [www.teach-nology.com](http://www.teach-nology.com).
2. Authentic pictures and passports are helpful to students when illustrating artifacts for scrapbook entries.

**Lesson # 3**

**Title: Immigrant Experiences**

Author(s)

**Lesson Description:** Students will read about Chinese and Mexican immigrants, their reasons for immigration, their trip/journey to America, the problems encountered along the way and upon their arrival.

**Time Required:** Two class periods.

**Essential Questions Addressed:** What were and are the major reasons for immigration?

**Enduring Understanding:** Students will be able to explain why people immigrated, how they were treated and the important role these immigrants played in the development of the United States.

**Materials:**

1. Middle School Social Studies text that includes Chinese and Mexican immigration.
2. Political Cartoon - Mexican Immigration (handout 5)
3. Chinese Immigration Cartoon (handout 6) - one per student or group
4. Jigsaw Puzzle Grid (handout 7) - one per student or group
5. Foreign Policy Cartoon Puzzle Directions (handout 8) teacher copy
6. Colored pencils
7. Scissors

**Procedures:**

1. **Pre-Reading** - Political Cartoon - Mexican Immigration (handout 5)
2. **Reading** - Students will read about Chinese and Mexican immigration (late 1800's - early 1900's), reasons for immigration, trip/journey to America, problems encountered along the way, upon arrival and settling in a new country.
3. **Transfer Activity** - Students will continue to work on *Immigration Scrapbook Project* by taking reading notes during and after reading. (see Lesson #2 for *Immigration Scrapbook Criteria*)
4. **Analysis Activity** - Students will work in groups to interpret Chinese Immigration cartoon, (handouts 6,7,8) answer questions and then create their own cartoon about immigration, turn it into a jigsaw puzzle and trade with another group for assembly and interpretation.

**Debrief:** Essential Question - What were and are the major reasons for immigration? This lesson focused on Chinese and Mexican immigrants and students will share their

completed Chinese Immigration Jigsaw Puzzles with the class.

**Formative Assessment (Check for Understanding):** Student completion and entries in scrapbook as well as accurate interpretation of Chinese Cartoon and puzzle will serve as formal assessments for this lesson.

**Resources and Teaching Tips:**

1. Middle School Social Studies text - examples: Teachers' Curriculum Institute - History Alive! The United States, Pearson Learning Core Knowledge - History & Geography and Holt, Rinehart and Winston - Call to Freedom, [www.teach-nology.com](http://www.teach-nology.com).
2. Authentic pictures and passports are helpful to students when illustrating artifacts for scrapbook entries.
3. Jigsaw Puzzle Grid - encourage students to practice before drawing on grid paper. Use card stock paper or cardboard for student made cartoons.
4. Teaching with Political Cartoons and Types of Questions to Use with Cartoons - Using Primary Sources in the Classroom, Shell Education, pages 105-106. <http://www.shelleducation.com>
5. *New Kids in Town: Oral Histories of Immigrant Teens*. New York Scholastic, 1991, c1989. These stories of teenage immigrants that can be used in class or as independent assignment.

**Lesson #4**

**Title: Immigration Past and Present**

Author(s)

Lisa A. Nothstein - Maurice J. Moyer Academy and Frank Singles - Tower Hill School

**Lesson Description:** Students will complete a chronology activity using a graphic

organizer and timeline and place important immigration events in sequential order. Students will also examine an primary source that led to the formation of the Department of Homeland Security.

**Time Required:** One class period.

**Essential Question Addressed:** Is change inevitable? , To what extent does the past predict the future?

**Enduring Understanding:** Students will be able to explain how events in history shaped and molded the United States and how specific events led to laws and the formation of the Department of Homeland Security.

**Materials:**

1. Immigration Past and Present - Graphic Organizer (handout 9)
2. Documents Relating To The Formation of the Department of Homeland Security (handout 10)

**Procedures:**

1. **Pre-Reading / Chronology Activity-** Immigration Past and Present Graphic Organizer (handout 9), students will place major periods of immigration and events in chronological order by writing correct number under event box. Students may use timeline distributed in Lesson One (handout 3) or web-search [www.ellisland.org](http://www.ellisland.org).
2. **Transfer Activity/Connect to Today -** DOCUMENTS RELATING TO THE FORMATION OF THE DEPARTMENT OF HOMELAND SECURITY (handout 10). Students will read how the events of September 11, 2001 led to the development of this department. Vocabulary and document-based questions are included.

**Debrief:** Essential Questions - Is change inevitable?, To what extent does the past predict the future? This lesson focused on how periods and specific events of immigration led to the development of laws and government departments.

**Formative Assessment (“Check for Understanding”):** Journal Entries or Formal Assessment Essay Test, in-class or independent research.

1. How do major events effect our daily lives?
2. What effect has increased concern for Homeland Security had on immigration?
3. How has America’s greater concern for Homeland Security effected our daily lives?

*\*teacher may use one, two or all three questions depending on ability level of class.*

**Resources and Teaching Tips:**

1. Chronology activity can be a web-based activity if internet access is available. [www.ellisland.org](http://www.ellisland.org), Activity can be individual or group. This activity could also include tracing a relative.
2. Video: *A Day in the Life of the Department* at [http://www.dhs.gov/xabout/history/gc\\_1206633633513.shtm](http://www.dhs.gov/xabout/history/gc_1206633633513.shtm)
3. If time allows a supplemental reading about September 11, 2001 could be included before Homeland Security Document activity.

**Immigration - Past and Present  
Vocabulary**

1. Immigrant
2. Refugees
3. Tenement buildings
4. Pogroms
5. Passport
6. Quota
7. Visas
8. Persecute
9. Discrimination

10. Emigration

11. Dialectics

Handout 1

### Document-Based Reading Italian Immigration

Directions: Read the passage below and answer the following questions in complete sentences.

We began to make inquiries about jobs and were promptly informed that there was plenty of work at “pick and shovel.” We were also given to understand by our fellow-boarders that “pick and shovel” was practically the only work available to Italians...I practiced for a day until I could say “peek” and “shuvle” to perfection...

One morning...we saw a fat man coming toward us. “Buon giorno (good morning), padrone,” said one of the men. “Padrone?” I said to myself. Now the word “padrone” in Italy is applied to a proprietor, geerally a respectable man...This man not only showed no signs of good breeding in his face, but he as unshaven and dirty and his clothes were shabby...

The “padrone” came up to our group and began to wax (talk) eloquent and to gesticulate (gesture)...about the advantages of a certain job...“It is not very far, only twelve miles from Boston...The company has a ‘shantee’ in which you can sleep and a ‘storo’ where you can buy your ‘grosserie’ all very cheap. Buono paga (good pay)...\$1.25 a day, and you only have to pay me fifty cents a week for having gotten you this ‘gooda jobbaz’...

On reaching our destination we were taken to the “shantee” where we were introduced to two long open bunkss filled with straw. The “storo”... was at the other end of the shanty... We began to do some simple figuring and discovered that when had paid for our groceries...for the privilege of sleeping in the shanty, and the fifty cents to the “padrone” for having been so condescending as to employ us, we would have nothing left but sore arms and backs.

Constantine Panunzio came to the United States in 1902.

1. According to this passage, what kind of jobs were available to many immigrants at the end of the 1800's and the beginning of the 1900's?

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2. Was the "padrone" fair to Panunzio and his friend? Explain your answer.

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## Handout 2

### Document-Based Reading Dreams of America

Directions: Read the passage below and answer the following questions in complete sentences.

Look at the "dens of death" in Baxter Street... says the health inspector, "into which the sunlight never enters...that are dark, damp, dismal throughout all days of the year, and for which it has no exaggeration to say that the money paid to the owners as rent is literally the 'price of blood.'"...The morality officially registered in those "dens of death" was 17.5 percent of their population...Bedrooms in tenements were dark closets, utterly without ventilation. There couldn't be any. The houses were built like huge square boxes, covering nearly the whole of the lot. Some light came in at the ends, but the middle was always black. Forty thousand windows, cut by order of the Health Board that first year, gave us a daylight view of the slum: "damp and rotten and dark," walls and banisters sticky with constant moisture.

Jacob Riis, *How the Other Half Lives* (1890)

1. Why does Riis describe the tenements in which many immigrants live as "dens of death"?

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2. What were living conditions like in many tenements as described by Riis?

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3. Why do you think many immigrants lived under these conditions?

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Handout 4

### **Cartoon Puzzle Directions**

#### Procedure

1. Distribute a piece of poster board to each student or group. Explain to students that they are to create a political cartoon about immigration illustrating an event or policy. Students should understand that they will not be evaluated on how well they draw, but on how accurately their cartoons illustrate the event or policy. Cartoons should fill the entire space on the poster board less a one-inch margin on each side.
2. After students have completed their political cartoons, distribute the handout “Jigsaw Puzzle Grid.” Students should glue the grid to the back of their poster board and cut it into indicated puzzle pieces. Students may also create their own grids.
3. Have students exchange puzzles and put them together. Each student or group should then explain the political cartoon they have “solved” to the rest of the class.

#### Materials

- Student Handout: “Jigsaw Puzzle Grid”
- 8 1/2 x 11 poster board or card stock for each student or group
- Markers and colored pencils

- Scissors and glue

## Handout 8

### I. DOCUMENTS RELATING TO THE FORMATION OF THE DEPARTMENT OF HOMELAND SECURITY



After the 9/11 terrorist attacks, President Bush created the White House Office of Homeland Security on October 8, 2001. Congress passed legislation mandating the Department of Homeland Security November 19, 2002. The Department became operational on January 24, 2003; it merged a number of already existing agencies on March 1, 2003. It was the largest reorganization of the federal government since the U.S. Department of Defense was created in 1947.

The Department's 216,000 employees are responsible for protecting the territory of the United States of America: patrolling borders, protecting ports, defending the skies, enforcing immigration laws, and responding to disasters and emergencies.

#### Document- PROPOSAL TO CREATE THE DEPARTMENT

"The President proposes to create a new Department of Homeland Security, the most significant transformation of the U.S. government in over half-century by largely transforming and realigning the current confusing patchwork of government activities into a single department whose primary mission is to protect our homeland. The creation of a Department of Homeland Security is one more key step in the President's national strategy for homeland security."  
-From the *Department of Homeland Security June 2002 - George W. Bush*

#### Document- MISSION STATEMENT

"We will lead the unified national effort to secure America. We will prevent and deter terrorist attacks and protect against and respond to threats and hazards to the nation. We will ensure safe and secure borders, welcome lawful immigrants and visitors, and promote the free-flow of commerce."

#### Document- HOMELAND SECURITY ACT OF 2002

"TITLE I - DEPARTMENT OF HOMELAND SECURITY

Sec. 101. Executive Department; Mission  
(a) Establishment. - "There is established a Department of Homeland Security, as an executive department of the United States within the meaning of title 5, United States Code.

- (1) In General. - The primary mission of the Department is to
- (A) prevent terrorist attacks within the United States;
  - (B) reduce the vulnerability of the United States to terrorism; and
  - (C) minimize the damage, and assist in the recovery, from terrorist attacks that do occur within the United States."

Read the entire text of the [Homeland Security Act of 2002](#) (PDF, 187 pages)

#### **HIGHLIGHTS FROM THE FIRST FIVE YEARS**

- Securing the Border** - built more than 302 miles of fencing and increased number of agents from 10,500 to more than 17,500 by the end of 2008
- Screening Travelers** - screened 2 million travelers per day, required secure travel documents, checked more than 113 million foreign visitors' fingerprints.
- Screening Ports and Cargos** - screened more than 97% of inbound cargo for radiation at our seaports
- Protecting Infrastructure** - established national standards for chemical facility security and chemicals in transit and issued over 200 actionable cyber alerts
- Enforcing Immigration Laws** - removed over 275,000 illegal aliens, interdicted more than 86,000 illegal migrants at sea, and secured fines and judgments of more than \$30 million against violating employers
- Responding to Disasters** - responded to over 400 major disasters and assisted more than 3.78 million individuals
- Naturalized** - more than 2 million citizens between 2003 and 2006
- Countering Drugs** - seized more than 7 million pounds of drugs and made 8,920 arrests at land and sea.

The Department celebrated its fifth anniversary on March 1, 2008.

#### **II. ANALYZING DOCUMENTS RELATING TO THE FORMATION OF THE DEPARTMENT OF HOMELAND SECURITY**

**VOCABULARY-** Define the following before reading the selections

- legislation
- mandate
- interdict
- naturalization

**QUESTIONS ON THE DOCUMENTS**

1. Why was the Department of Homeland Security created?

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2. What are the FIVE responsibilities of the department?

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3. The department belongs to which branch of the Federal government?

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4. How did the creation of this department impact immigration to the United States?

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**Watch** the video : *A Day in the Life of the Department at*

*[http://www.dhs.gov/xabout/history/gc\\_1206633633513.shtm](http://www.dhs.gov/xabout/history/gc_1206633633513.shtm)*

Handout 10



Clay Bennett. The Christian Science Monitor.

***Political Cartoon- Mexican Immigration***

As you know political cartoons are designed to send a message, to influence opinion, or to make a point. Studying cartoons can give us insight into issues in our culture. Complete the following questions in the space provided.

1. Who do the people in this cartoon represent?

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2. What is the meaning of having two people arguing in the cartoon?

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3. What does the cartoon say is taking place regarding immigration?

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Handout 3

IMMIGRATION	PAST AND PRESENT
1630-1643	<ul style="list-style-type: none"> <li>• Scientists believe first humans came to North America about 20,000 years ago.</li> <li>• Slaves from Africa were brought by force as early as 1619</li> <li>• The Spanish started in St. Augustine, the English (Pilgrims, Pilgrims, Quakers) thrived along the east coast</li> </ul>
1707-1744	<ul style="list-style-type: none"> <li>◦ I. First Wave</li> </ul>
1789-1862	<ul style="list-style-type: none"> <li>• The population of America jumped 500% to 2 million. 100,000 Scottish-Irish and German immigrants arrive.</li> <li>• Convicts were among the newest to arrive from English jails.</li> </ul>
1815-1875	<ul style="list-style-type: none"> <li>◦ II. Second Wave</li> </ul>
1862-1924	<ul style="list-style-type: none"> <li>• We count 3.9 million Americans in the first census. Nearly 20% were of African heritage.</li> <li>• Matadors were left to the states until 1790 when Congress passed the first Naturalization Act.</li> <li>• in 1802 French immigrant E. J. du Pont opens gun powder mills on the Brandywine River</li> </ul>
1875-1920	<ul style="list-style-type: none"> <li>◦ III. State System</li> </ul>
1921-1945	<ul style="list-style-type: none"> <li>• The Industrial Revolution had begun. Americans were moving west and slavery came to an end.</li> <li>• Napoleons attempt to control Europe fails. 9 million immigrants arrived.</li> </ul>
1965-2000	<ul style="list-style-type: none"> <li>• The first law restricting immigration is passed in 1862. Ships were prohibited from carrying Chinese immigrants.</li> <li>• The Bureau of Immigration is created.</li> </ul>
2001- Present	<ul style="list-style-type: none"> <li>◦ V. Federal System</li> </ul>
1875-1920	<ul style="list-style-type: none"> <li>• Congress passes the Chinese Exclusion Act of 1882</li> <li>• Ellis Island opens in 1892.</li> <li>• 21 million Eastern and Southern Europeans arrived.</li> </ul>
1921- 1945	<ul style="list-style-type: none"> <li>◦ VI. Fourth Wave</li> </ul>
1965-2000	<ul style="list-style-type: none"> <li>• In 1921 quota system was created</li> <li>• In 1924 Congress created the U.S. Border Patrol.</li> <li>• Congress passes the War Brides Act in 1945</li> </ul>
2001- Present	<ul style="list-style-type: none"> <li>◦ VII. Quota System</li> </ul>
1965-2000	<ul style="list-style-type: none"> <li>• The 1965 Immigration and Naturalization Act replaced the quota system. It tries to invite families and attract skilled immigrants.</li> <li>• Asian immigration quadruples, many also from Mexico</li> <li>• The 1996 Illegal Immigration Reform Act makes it easier to deport aliens.</li> </ul>
2001- Present	<ul style="list-style-type: none"> <li>◦ IX. Fifth Wave</li> </ul>
2001- Present	<ul style="list-style-type: none"> <li>• Since September 11, 2001 new laws and regulations proposed. The Office and Department of Homeland Security was created in 2002.</li> <li>• Debate about illegal immigrants, amnesty and new legislation continues.</li> </ul>
2001- Present	<ul style="list-style-type: none"> <li>◦ IX. Immigration Reform</li> </ul>

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Handout 3 Immigration: Past and Present Timeline

## IMMIGRATION PAST AND PRESENT



### GRAPHIC ORGANIZER ACTIVITIES

Put each of the following events in chronological order by writing the correct number in the blank below each box. Number the event that happened first 1, the second 2, etc.

<p>States decide immigration rules. Congress passes first ever naturalization law.</p>	<p>Many Eastern and Southern Europeans, Ellis Island opens, President McKinley assassinated by Polish immigrant</p>	<p>Congress passes first immigration restriction prohibits Chinese and creates Bureau of Immigration</p>
<p>The "Great Migration" of 20,000 Puritans from England to Massachusetts</p>	<p>Office and Department of Homeland Security are created, proposals to address border security and illegal immigration</p>	<p>Immigration and Naturalization Act replaces quota system, Asian immigration quadruples, largest numbers from Mexico</p>
<p>Quota Act limits European Immigrants, U.S. Border Patrol created</p>	<p>Population of America up 500% due to German and Scottish-Irish, some movement to western Va.</p>	<p>Napoleonic Wars end, immigrants originate from Ireland, Germany and Britain</p>

Handout 9

### Chinese Immigration - Political Cartoon



Courtesy of Strong Museum, Rochester, New York

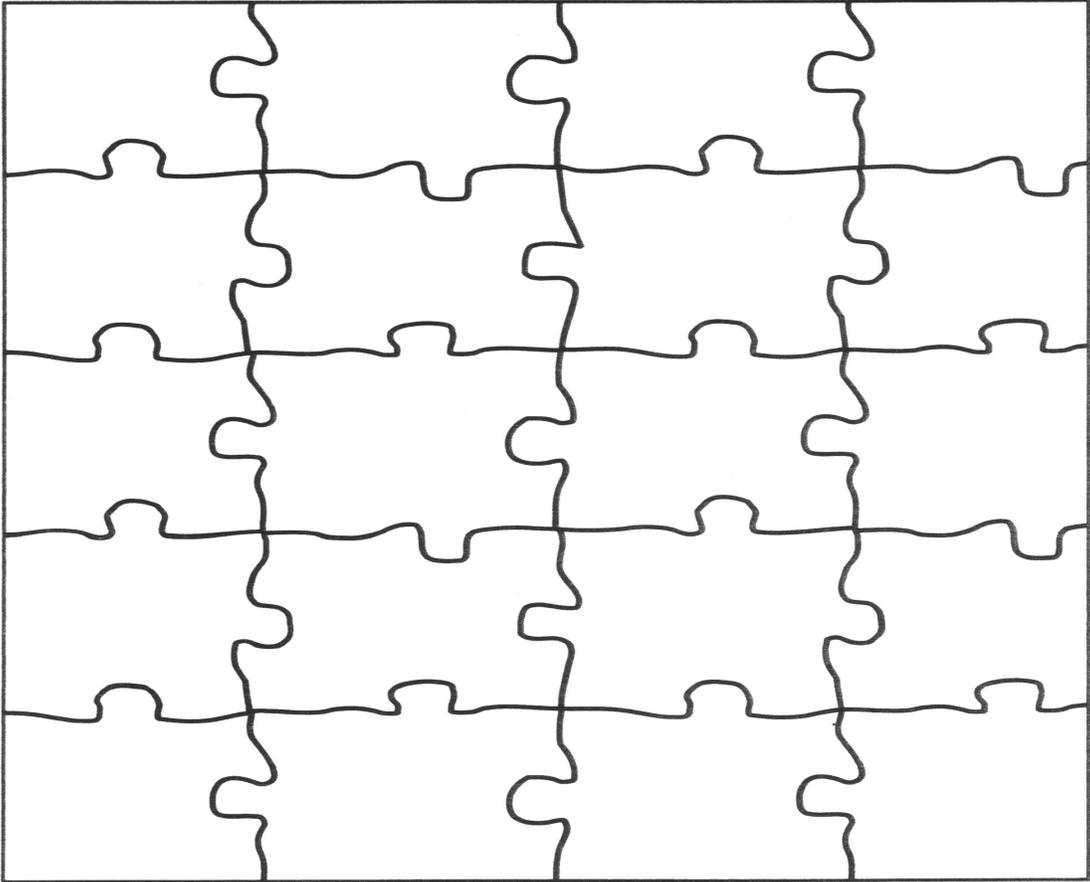
1. How does the cartoon above make fun of the nativist response to Chinese immigration?

2. Why did many nativists oppose Chinese immigration?

Handout 6

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JIGSAW PUZZLE GRID



Handout 7