





# Immigration



## Inquiry Questions

**Essential Question:** How does a democracy address racial, gender, and socioeconomic inequalities?

→ **Compelling Question:** Do Americans live in a “nation of immigrants?”

**Supporting Questions:**

- **SQ1:** Have immigrants imagined America as a “melting pot” or a “salad bowl,” and why?
- **SQ 2:** How have opponents of immigration in America shifted their views and methods over time?
- **SQ 3:** How have proponents of immigration in America shifted their views and methods over time?
- **SQ 4:** How have immigrants built community and identity in a new nation?

## Argument Stems

- Americans can claim to live in a nation of immigrants because...
- Americans cannot claim to live in a nation of immigrants because...
- Americans can now claim to live in a nation of immigrants because...
- Americans can no longer claim to live in a nation of immigrants because...
- Different parts of America respond to immigration differently, such as...
- America is a nation of immigrants, but cannot claim credit for what immigrants have built, because...

For lesson cover page, teacher instructions, lesson vocabulary, & additional document on the [Educator Materials Tab](#) & [Additional Materials Tab](#)



Sances, Jos., Artist, Jos Sances, Jos Sances, and Publisher Mission Gráfica. Equality and Justice for All—National Day of Justice for Immigrants and Refugees Día Nacional de Justicia para Inmigrantes y Refugiados. , 1985. [United States: Mission Gráfica] Photograph. <https://www.iac.gov/item/2022665379/>.

# Immigration Introduction

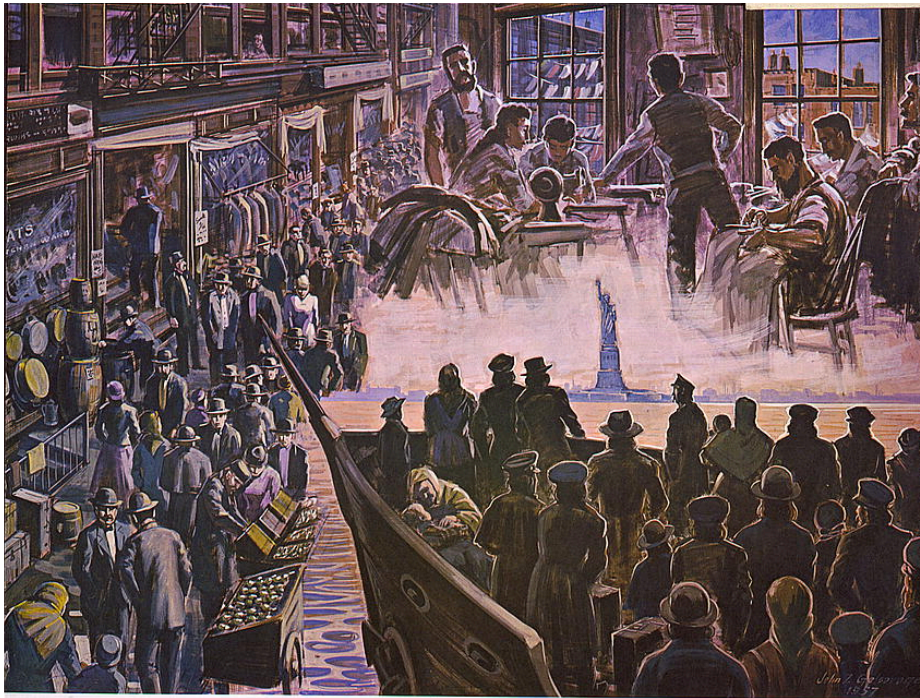
Supporting Question 1: Have immigrants imagined America as a “melting pot” or a “salad bowl,” and why?

## Opening: Staging the Inquiry

### Directions

- Examine the image and answer the questions that follow below and the next page.
  - Slideshow version of images ([preview-copy](#))

### “The Melting Pot”



**Observe** - What do you notice?

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- 
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**Reflect** - What else could be true?

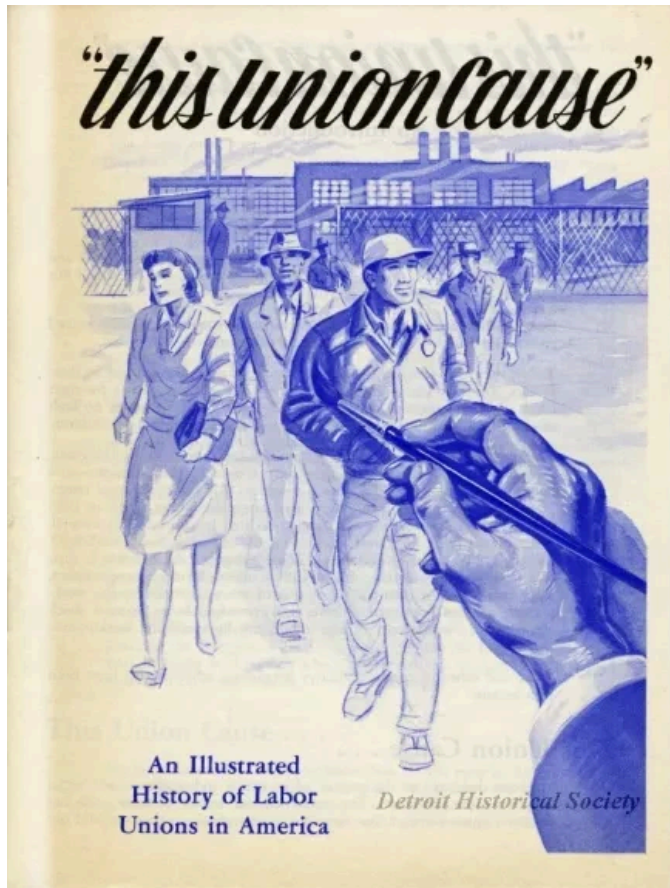
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**Question** - What do you wonder?

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The paragraph in the bottom-right of the image reads: “The Melting Pot: Millions of immigrants fled famine and suppression to move to the ‘land of opportunity’ in the 1800s. They found sweat shop conditions in tenement factories working 14 and 16 hours a day. The ‘melting pot’ of America soon turned many of these immigrants into the founders of American unions.”

Image Source: [Library of Congress](#)



**Full Source Line: Gelsavage, John Z., Artist, and United Automobile International Union. The Melting Pot, 1962. Photograph.**

"The Melting Pot" appeared as part of (according to the Detroit Historical Society):

"This Union Cause, an Illustrated History of Labor Unions in America," published by the United Auto Workers Education Department. Using a series of 25 black and white images of oil paintings done by John Gelsavage, the book discusses the history of labor in the United States, beginning with indentured servants, slavery, and conditions in Pennsylvania coal mines, through the rise of the Knights of Labor, the American Federation of Labor, Lake Seamen's Union, the Congress of Industrial Organizations, UAW, and the International Confederation of Free Trade Unions as well as figures like Mother Jones, and Senator Robert M. LaFollette."

United Automobile International Union. "Booklet - This Union Cause, an Illustrated History of Labor Unions in America", 1963. Booklet.

Context & Other Images Source: [Detroit Historical Society](http://DetroitHistoricalSociety.org)

**Reflect** - What more do you want to learn?

**Extend** - What additional sources would you want to see?

## Framing: Melting Pot vs Salad Bowl

### Directions

- Consider the following descriptions of metaphors and their relationship to America today.
- Discuss with your group/class the questions that follow.

<b>Melting Pot</b>	(Metaphor) Describes a multicultural society where diverse cultures, ethnicities, and nationalities blend into one common, homogeneous culture.
<b>Salad Bowl</b>	(Metaphor) A multicultural society where diverse ethnic groups coexist, each maintaining their unique traditions and identities, unlike the "melting pot" where cultures blend into one.
<b>Pull Factors</b>	(n.) The positive or enticing conditions or qualities in a destination country that draw immigrants to move there. <i>Ex. job opportunities, education, security, family links, etc.</i>
<b>Push Factors</b>	(n.) The negative or harmful conditions or qualities in a migrant's homeland that force or encourage them to leave. <i>Ex. poverty, persecution, war, natural disasters, etc.</i>

Do you believe a new immigrant would prefer to arrive in a nation that claimed to be a "melting pot" versus a "salad bowl"? Explain your answer.

List several "Pull Factors" in a "Melting Pot" society.

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- 
- 

List several "Pull Factors" in a "Salad Bowl" society.

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- 
-

## Main Activity: Gallery Walk

### Directions

- Examine the timeline below, make sure to refer to it for context while examining the exhibits.
- Walk around the classroom, analyzing images of various student protests.
  - o Digital slideshow version ([preview-copy](#))
  - o Print version in "[Additional Materials](#)" tab
- Fill the graphic organizer on the following page. Not all columns/questions are applicable to each photo so answer as appropriate.

Key Events ( <a href="#">from the timeline of Immigration and Relocation in U.S. History</a> )	
1816	<b>Black American</b> - The American Colonization Society assists in repatriating free African Americans to a Liberian colony on the west coast of Africa.
1819	Congress establishes reporting on immigration.
1830	<b>Native American</b> - Congress passes the Removal Act, forcing Native Americans to settle in Indian Territory west of the Mississippi River.
1845	<b>Irish</b> - Potato crop fails in Ireland sparking the Potato Famine which kills one million and prompts almost 500,000 to immigrate to America over the next five years.
1848	<b>Mexican</b> - The Mexican-American War ends: U.S. acquires additional territory and people under its jurisdiction.
1849	<b>Chinese</b> - The California Gold Rush sparks first mass immigration from China.
1857	<b>Black American</b> - Supreme Court's Dred Scott Decision declares blacks are not U.S. citizens; rules 1820 Missouri Compromise's ban on slavery in the territories unconstitutional.
1860	<b>Polish &amp; Russian</b> - Poland's religious and economic conditions prompt immigration of approximately two million Poles by 1914.
1868	<b>Black American</b> - The 14th Amendment of the Constitution endows African Americans with citizenship. <b>Native American</b> - A clause in the 14th Amendment "excluding Indians not taxed" prevents Native American men from receiving the right to vote. <b>Japanese</b> - Japanese laborers arrive in Hawaii to work in sugar cane fields.
1876	<b>Chinese</b> - California Senate committee investigates the "social, moral, and political effect of Chinese immigration."
1880	<b>Italian</b> - Italy's troubled economy, crop failures, and political climate begin the start of mass immigration with nearly four million Italian immigrants arriving in the United States.
1882	<b>Polish &amp; Russian</b> - Russia's May Laws severely restrict the ability of Jewish citizens to live and work in Russia. The country's instability prompts more than three million Russians to immigrate to the United States over three decades.

	<b>Description</b> - Does this represent a melting pot or a salad bowl? Explain.	<b>Analysis</b> - What desires did these immigrants hold? Explain.	<b>Evaluate</b> - Consider how the presentation of the data or image reflects those who created it. What were they concerned about, and how do their labels reveal social dynamics of the time period?
Exhibit A			
Exhibit B			
Exhibit C			
Exhibit D			
Exhibit E			
Exhibit F			

Exhibit G			
Exhibit H			
Exhibit I			
Exhibit J			
	<p><b>Description</b> - Does this represent a melting pot or a salad bowl? Explain.</p>	<p><b>Analysis</b> - What desires did these immigrants hold? Explain.</p>	<p><b>Evaluate</b> - Consider how the presentation of the data or image reflects those who created it. What were they concerned about, and how do their labels reveal social dynamics of the time period?</p>

## Closing: Exit Ticket

### Directions

- Answer the following question in 3+ sentences.
- Reference one of the previous exhibits as part of your answer.

If you had to move to a new country, would you rather it feel like a melting pot or a salad bowl? Explain.

## Opponents to Immigration

*Supporting Question 2: How have opponents of immigration in America shifted their views and methods over time?*

### Opening: Nativism

#### Directions

- Answer the questions below and discuss with your group/class.

Consider the word nativism and its root term “native”. How would you define the term?

Who should be able to define “native” or apply it to themselves?

What implications does it have when someone refers to themselves as “native” in contrast with an “other”?

## Framing: “Don’t Bite The Hand That’s Feeding You”

### Directions

- Examine the following primary source “Don’t Bite The Hand That’s Feeding You” (1916): [visual-audio](#).
- Fill in the graphic organizer below.

Observe - What do you notice?	Reflect - What else could be true?	Question - What do you wonder?
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

## Big C, little c Routine: Anti-Immigration

### Directions

- Examine the timeline below, make sure to refer to it for context while examining the exhibits.
- Walk around the classroom, analyzing images of various student protests.
  - o Digital slideshow version ([preview-copy](#))
  - o Print version in "[Additional Materials](#)" tab
- Afterwards, fill in the "Big C, little c" chart below describing the context of the 1924 Immigration Act.

Key Events ( <a href="#">from the timeline of Immigration and Relocation in U.S. History</a> )	
1882	<b>Chinese</b> - The Chinese Exclusion Act of 1882 suspends immigration of Chinese laborers under penalty of imprisonment and deportation.
1885	Congress bans the admission of contract laborers.
1887	<b>Native American</b> - The Dawes Act dissolves many Indian reservations in the United States.
1896	<b>Black American</b> - The Supreme Court rules in Plessy v. Ferguson that "separate but equal" accommodations for African Americans and whites are Constitutional. This decision allows for legalized segregation.
1900	<b>Puerto Rican</b> - Congress establishes a civil government in Puerto Rico and the Jones Act grants U.S. citizenship to island inhabitants. U.S. citizens can travel freely between the mainland and the island without a passport.
1907	<b>Japanese</b> - The United States and Japan form a "Gentleman's Agreement" in which Japan ends issuance of passports to laborers and the U.S. agrees not to prohibit Japanese immigration.
1911	<b>Mexican</b> - The Dillingham Commission identifies Mexican laborers as the best solution to the Southwest labor shortage. Mexicans are exempted from immigrant "head taxes" set in 1903 and 1907.
1917	<b>German</b> - The U.S. enters World War I and anti-German sentiment swells at home. The names of schools, foods, streets, towns, and even some families, are changed to sound less Germanic.
1922	<b>Japanese</b> - The Supreme Court rules in Ozawa v. United States that first-generation Japanese are ineligible for citizenship and cannot apply for naturalization.
1924	<b>Asian</b> - Immigration Act of 1924 establishes fixed quotas of national origin and eliminates Far East immigration. <b>Native American</b> - President Calvin Coolidge signs a bill granting Native Americans full citizenship.
1929	Congress makes annual immigration quotas permanent.
1942	<b>Japanese</b> - President Franklin Roosevelt signs Executive Order 9066, authorizing the building of "relocation camps" for Japanese Americans living along the Pacific Coast. <b>Mexican</b> - Congress allows for importation of agricultural workers from within North, Central, and South America. The Bracero Program allows Mexican laborers to work in the U.S.
1943	<b>Chinese</b> - The Magnuson Act of 1943 repeals the Chinese Exclusion Act of 1882, establishes quotas for Chinese immigrants, and makes them eligible for U.S. citizenship.

**BIG C**

What larger events, geographic concerns, concepts, or other historical factors exist concerning the event?

**little c**

What specific events, geographic concerns, concepts, or other historical factors exist concerning the event?

**Event:**

**Immigration Act of 1924**

## Closing Exit Ticket

### Directions

- In groups discuss then answer the prompt below.

To what extent do the attitudes towards immigration which led to the Immigration Act of 1924 exist in our society today?

# Immigration Proponents

Supporting Question 3: How have proponents of immigration in America shifted their views and methods over time?

## Opening

### Directions

- Examine the image and answer the questions that follow below and the next page.



Photograph of Lyndon B. Johnson presenting on the growth of the American population to 200 million people.

Image Source: [Library of Congress](https://www.libraryofcongress.gov/)

**Observe** - What do you notice?

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**Reflect** - What else could be true?

- 
- 

**Question** - What do you wonder?

-

## Framing: Immigration Policy

### Directions

Examine the timeline below and answer the questions that follow.

Key Events ( <a href="#">from the timeline of Immigration and Relocation in U.S. History</a> )	
1948	The United States admits persons fleeing persecution in their native lands; allowing 205,000 refugees to enter within two years.
1952	<p>The Immigration and Nationality Act allows individuals of all races to be eligible for naturalization. The act also reaffirms national origins quota system, limits immigration from the Eastern Hemisphere while leaving the Western Hemisphere unrestricted, establishes preferences for skilled workers and relatives of U.S. citizens and permanent resident aliens; and tightens security and screening standards and procedures.</p> <p><b>Native American</b> - The Bureau of Indian Affairs begins selling 1.6 million acres of Native American land to developers.</p>
1953	Congress amends the 1948 refugee policy to allow for the admission of 200,000 more refugees.
1959	<b>Cuban</b> - Fidel Castro's Cuban revolution prompts mass exodus of more than 200,000 people within three years.
1961	<b>Cuban</b> - The Cuban Refugee Program handles influx of immigrants to Miami with 300,000 immigrants relocated across the U.S. during the next two decades.
1964	The Civil Rights Acts ensures voting rights and prohibits housing discrimination.
1965	<p>The Immigration Act of 1965 abolishes the quota system in favor of quota systems with 20,000 immigrants per country limits. Preference is given to immediate families of immigrants and skilled workers.</p> <p><b>Cuban &amp; Puerto Rican</b> - "Freedom flight" airlifts begin for Cuban refugees assisting more than 260,000 people over the next eight years.</p> <p><b>Mexican</b> - The Bracero Program ends after temporarily employing almost 4.5 million Mexican nationals.</p>

Identify the most significant shift in American immigration policy in this time period. Explain your choice.	Predict reasons why those shifts may have taken place.

## BIG C, little c Routine: Immigration Act of 1965

### Directions

- Complete the following “BIG C, little c” chart examining the context around the Immigration Act of 1965.
- Afterwards, complete the Compare & Contrast graphic organizer on the following page.

### **BIG C**

What larger events, geographic concerns, concepts, or other historical factors exist concerning the event?

### **little c**

What specific events, geographic concerns, concepts, or other historical factors exist concerning the event?

**Event:**

**Immigration Act of 1965**

Immigration Act of 1924	Both	Immigration Act of 1965
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

## Exit Ticket

### Directions

- In groups discuss and answer the prompt below.

To what extent do the attitudes towards immigration which led to the Immigration Act of 1965 exist in our society today?

## Building Identity

Supporting Question 4: How have immigrants built community and identity in a new nation?

### Opening

#### Directions

- Think back to the original metaphors of melting pot vs salad bowl then answer the prompt below.



Title: Garfield Blvd. at MLK Jr. Dr., Chicago, 2000.  
"Pizza is Italian; barbeque is African American, gyros, Greek, and shrimps, Cajun" said Bill Ganley who saw this sign as an expression of the melting pot.

Source: [Library of Congress](#)

Which do you think the image best represents: the Melting Pot or Salad Bowl? Explain.

## Framing: Immigration Reform & Control Act (1986)

### Directions

- Read and analyze the contextual information about the [Immigration Reform and Control Act of 1986](#).
  - Print version in “[Additional Materials](#)”
- Discuss in groups and answer the prompt below.

Is the 1986 Act more similar to the Immigration Act of 1924 or 1965? Explain.

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## Synthesis Routine: Immigration Reform & Control Act (1986)

### Directions

- Read and analyze the contextual information about the [Immigration Reform and Control Act of 1986](#).
  - Print version in “[Additional Materials](#)”
- Discuss in groups and answer the prompt below.

## Exit Ticket

### Directions



- In groups discuss and answer the prompt below. Use evidence from the previous lesson to support your answer.

Do Americans live in a “nation of immigrants?”



# Educator Materials

**DO NOT SHARE WITH STUDENTS**

 <span style="font-size: 24px; font-weight: bold; vertical-align: middle;">Students' Rights</span> 	
<b><u>NVPS Unit</u></b>	<p><b>US.11 - Social &amp; Economic Change</b> (Unit Plan: <a href="#">Preview-Copy</a>)</p> <ul style="list-style-type: none"> <li>● C - Other Civil Rights Movements</li> </ul>
<b>Days (~50 min)</b>	
<b>5</b>	
<b><u>Inquiry Questions</u></b>	<p><b>Essential Question:</b> How does a democracy address racial, gender, and socioeconomic inequalities?</p> <p>→ <b>Compelling Question:</b> Do Americans live in a “nation of immigrants?”</p> <p><b>Supporting Questions:</b></p> <ul style="list-style-type: none"> <li>→ <b>SQ1:</b> Have immigrants imagined America as a “melting pot” or a “salad bowl,” and why?</li> <li>→ <b>SQ 2:</b> How have opponents of immigration in America shifted their views and methods over time?</li> <li>→ <b>SQ 3:</b> How have proponents of immigration in America shifted their views and methods over time?</li> <li>→ <b>SQ 4:</b> How have immigrants built community and identity in a new nation?</li> </ul>
<b><u>Argument Stems</u></b>	<ul style="list-style-type: none"> <li>● Americans can claim to live in a nation of immigrants because...</li> <li>● Americans cannot claim to live in a nation of immigrants because...</li> <li>● Americans can now claim to live in a nation of immigrants because...</li> <li>● Americans can no longer claim to live in a nation of immigrants because...</li> <li>● Different parts of America respond to immigration differently, such as...</li> <li>● America is a nation of immigrants, but cannot claim credit for what immigrants have built, because...</li> </ul>
<b><u>Content Standards</u></b>	<p><b>11.04d</b> - Hostility Towards Immigrants</p> <p><b>11.05b.1</b> - Urbanization &amp; Immigration</p> <p><b>11.07a.3</b> - Immigration in the 1920's</p> <p><b>11.10b</b> - Individuals, Diverse Groups, and Organizations That Have Changed America</p> <ol style="list-style-type: none"> <li>1. Immigration (e.g., Immigration Act of 1965, Immigration Act of 1986, continuing debates over immigration)</li> <li>2. Civil Rights Case Studies</li> </ol>
<b><u>Literacy Standards</u></b>	<ul style="list-style-type: none"> <li>● <b>11-12.RH1</b> - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.</li> <li>● <b>11-12.RH7</b> - 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.</li> <li>● <b>11-12.WHST1</b> - Write arguments focused on discipline-specific content.</li> </ul>

<p><b><u>C3 Standards</u></b></p>	<ul style="list-style-type: none"> <li>● <b>D2.Civ.10.9-12</b> - Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights</li> <li>● <b>D2.His.4.9-12</b> - Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</li> <li>● <b>D2.His.14.9-12</b> - Analyze multiple and complex causes and effects of events in the past.</li> <li>● <b>D3.1.9-12</b> - Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Unit Vocabulary Student (<a href="#">Preview-Copy</a>) Teacher (<a href="#">Preview-Copy</a>) - <a href="#">Inquiry Vocabulary</a></p>
<p><b>Table of Contents</b></p>	<p><b><u>Lesson 1</u></b></p> <ul style="list-style-type: none"> <li>● Opening: Staging the Inquiry</li> <li>● Framing: Melting Pot vs Salad Bowl</li> <li>● Main Activity: Gallery Walk</li> <li>● Closing: Exit Ticket</li> </ul> <p><b><u>Lesson 2</u></b></p> <ul style="list-style-type: none"> <li>● Opening: Nativism</li> <li>● Framing: “Don’t Bite The Hand That’s Feeding You”</li> <li>● Main Activity: BIG C, little c</li> <li>● Closing Exit Ticket</li> </ul> <p><b><u>Lesson 3</u></b></p> <ul style="list-style-type: none"> <li>● Opening</li> <li>● Framing</li> <li>● Main Activity: BIC C, little c &amp; Compare/Contrast</li> <li>● Closing</li> </ul> <p><b><u>Lesson 4</u></b></p> <ul style="list-style-type: none"> <li>● Opening</li> <li>● Framing</li> <li>● Main Activity</li> <li>● Closing</li> </ul> <p><b><u>Summative Assessment</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Option A</a>: Argument-Based Performance Task: Student Rights Writing or Podcast</li> <li>● <a href="#">Option B</a>: Immigrant Research Activity</li> <li>● <a href="#">Option C</a>: Structured Academic Debate or Socratic Seminar</li> </ul>
<p><b>Formative Assessment Task</b></p>	<ol style="list-style-type: none"> <li>1. Write a brief expression of personal opinion or preference in response to the prompt: “If you had to move to a new country, would you rather it feel like a melting pot or a salad bowl? Why?”</li> <li>2. In groups, create a graphic representation of the broad and narrow context of the Immigration Act of 1924, using the protocol of the BIG C, little c instructional routine.</li> <li>3. In groups, create a graphic representation of the broad and narrow context of the Immigration Act of 1965, using the protocol of the BIG C, little c instructional routine.</li> <li>4. Engage in a “4 Corners” discussion of acculturation and its artifacts.</li> </ol>
<p><b>Taking Informed Action</b></p>	<p>Ask students to create ways they can support immigrants coming from their home countries today?</p>

<b>Materials</b>	<ul style="list-style-type: none"> <li>● Gallery Walk: Print version in "<a href="#">Additional Materials</a>" tab, Slideshow version: <a href="#">add copy of "Galley Walk" to drive</a></li> </ul>
<b>Curriculum Partnership</b>	<p><a href="#">Library of Congress: Teaching with Primary Sources</a> - Consortium Member</p>
<b>References</b>	<ul style="list-style-type: none"> <li>● Americanized Chinese gals on Mott St. / World Telegram &amp; Sun photo by Ed Ford. New York, 1965. Photograph. <a href="https://www.loc.gov/item/95505467/">https://www.loc.gov/item/95505467/</a></li> <li>● Chinatown, N.Y. New York, 1913. Jan. 1. Photograph. <a href="https://www.loc.gov/item/94505680/">https://www.loc.gov/item/94505680/</a></li> <li>● Cobb, George L, Billy. Prf Murray, and Jack Yellen. Are you from Dixie? 'cause I'm from Dixie, too. Orange, N.J.: Edison, 1916. Audio. <a href="https://www.loc.gov/item/00694044/">https://www.loc.gov/item/00694044/</a></li> <li>● Evans, Raymond Oscar, Artist, and John Held. The Americanese wall - as Congressman Burnett would build it / Evans. "Watchful waiting" ; A case where it is one of "My policies" / J. Held. United States, 1916. Photograph. <a href="#">The Americanese wall - as Congressman Burnett would build it / Evans. "Watchful waiting" ; A case where it is one of "My policies" / J. Held.   Library of Congress</a></li> <li>● File:Acculturation forms.svg - Wikimedia Commons. 2020. <a href="#">File:Acculturation forms.svg - Wikimedia Commons</a></li> <li>● File:Immigration to the United States Over Time by region.svg - Wikimedia Commons. 2023. <a href="#">File:Immigration to the United States over time by region.svg - Wikimedia Commons</a></li> <li>● Free classes in English! Learn to speak, read, &amp; write the language of your children... Special classes for educated foreign born. New York, None. [N.y.c.: federal art project, between 1936 and 1941] Photograph. <a href="https://www.loc.gov/item/98513719/">https://www.loc.gov/item/98513719/</a></li> <li>● Gelsavage, John Z. , Artist, and United Automobile International Union. The Melting Pot. , 1962. Photograph. <a href="https://www.loc.gov/item/2015648089/">https://www.loc.gov/item/2015648089/</a></li> <li>● "Global Timeline   Immigration and Relocation in U.S. History   Classroom Materials at the Library of Congress   Library of Congress." n.d. The Library of Congress. <a href="#">Global Timeline   Immigration and Relocation in U.S. History   Classroom Materials at the Library of Congress</a></li> <li>● Graetz, F., Artist. The anti-Chinese wall, 1882. N.Y.: Published by Keppler &amp; Schwarzmann. Cartoon. <a href="#">The anti-Chinese wall / F. Graetz.   Library of Congress</a></li> <li>● Illus. for article "an alien anti-dumping bill" in The Literary Digest, May 7, p. 13, reprinting a cartoon by Hallahan for Providence Evening Bulletin, showing funnel bridging Atlantic with top at Europe crammed with emigrants and bottom at U.S. with Uncle Sam permitting immigrants to trickle through. United States, 1921. [New York: Funk &amp; Wagnalls] Cartoon. <a href="#">Illus. for article "an alien anti-dumping bill" in The Literary Digest, May 7, 1921, p. 13, reprinting a cartoon by Hallahan for Providence Evening Bulletin, showing funnel bridging Atlantic with top at Europe crammed with emigrants and bottom at U.S. with Uncle Sam permitting immigrants to trickle through]   Library of Congress.</a></li> <li>● Johnson, Herbert, Artist. Honest industry versus Bolshevism / Herbert Johnson. United States, [Between 1917 and Early 1924] Drawing. <a href="https://www.loc.gov/item/2016682478/">https://www.loc.gov/item/2016682478/</a></li> <li>● Leffler, Warren K, photographer. President Lyndon B. Johnson with a chart showing the increase in population of the United States to 200 million with rates of births, deaths, immigration and emigration; at the Department of Commerce, Washington, D.C. / WKL. Washington D.C. United States, 1967. [11/20/ 20 November] Photograph. <a href="https://www.loc.gov/item/2024640737/">https://www.loc.gov/item/2024640737/</a></li> <li>● Library Of Congress. Legislative Reference Service. United States collective defense arrangements. [Washington, D.C.: Library of Congress, Legislative Reference Service, 1966] Map. <a href="https://www.loc.gov/item/2014592006/">https://www.loc.gov/item/2014592006/</a></li> <li>● Lyndon B. Johnson, Remarks at the Signing of the Immigration Bill, Liberty Island, New York Online by Gerhard Peters and John T. Woolley, The American Presidency Project <a href="#">Remarks at the Signing of the Immigration Bill, Liberty Island, New York   The American Presidency Project</a></li> <li>● Many nationalities. Here is a collection of future American citizens ready for the melting pot. Instructing their mothers to care for them properly means much in health and happiness. United</li> </ul>

States, 1921. Photograph. <https://www.loc.gov/item/2017679508/>

- Margolies, John, photographer. McDonald's Restaurant sign, 21st Street, Lewiston, Idaho. Lewiston Idaho United States, 2004. Photograph. <https://www.loc.gov/item/2017703622/>
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- "Melting Pot Ceremony at Ford English School, July 4, 1917 - the Henry Ford." n.d. [Melting Pot Ceremony at Ford English School, July 4, 1917](#)
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## Unit Context

**Previous Lesson:** 2 - Student's Rights Inquiry

**Following Lesson:** D.1 - Inquiry into Government & Economy

## Educator Overview of Inquiry Series

The goal of this inquiry is to bridge learners' knowledge of American immigration patterns and laws from the late 19th century through the early 21st century, while also contextualizing shifts in attitudes towards immigration as part of larger social transformations in the 1960s-1980s. Given that current debates about the nature of immigration contain within them ideological stances, legal assumptions, rhetorical flourishes, and national myths that were either created or reinforced in the mid-to-late-20th century, learners will likely find this inquiry a helpful context in which to examine their own beliefs or assumptions about immigration.

Ultimately, learners will be able to discuss the question “Do Americans live in a ‘nation of immigrants?’”, a question which may present as a simple yes-or-no proposition but which suggests a variety of interpretations. To start, learners will explore through the first Supporting Question (“Have immigrants imagined America as a “melting pot” or a “salad bowl,” and why?”) different ways in which a nation could be a “nation of immigrants.”

Then, learners will study the political and social rise of nativism in the 1920s (“How have attitudes in America towards immigration shifted throughout time?”) to consider how The United States has systemically forwarded different attitudes towards immigration at different times.

With this context established, learners can then better contextualize the significant legal change inherent in abolishing the quota system in 1965, as well as the transformative demographic impacts of this policy change (“How have immigrants built community and identity in a new nation?”).

Finally, learners will examine the nuances of the immigration debate in the wake of the Immigration Act of 1965, as well as the identity of America as a “nation of immigrants” today (“How do national culture and immigrant cultures influence one another?”). In this way, learners' responses to the compelling question will require engaging with competing visions and values; reckoning with variations in attitudes across time and place; and considering the complex interplay between national, community, and individual identities.

This inquiry addresses a portion of the New York State Social Studies Framework within Unit 11.10, the study of social and economic change and domestic issues from the end of World War II to the present day. The standard most closely aligned to this inquiry (11.10b) offers a variety of topics through which learners can examine the kinds of change affected by American interest groups inspired by the African American Civil Rights Movement. In this way, this inquiry is meant to examine both a “vertical” theme in the story of U.S. History (immigration) and a “horizontal” theme of this time period (social change in the late 20th century).

The sources listed for each supporting question also include a curation of key events from [this timeline](#) (courtesy of the Library of Congress) summarizing key historical events and developments related to the migration of peoples during that time. Teachers may choose to explicitly review or provide direct instruction on these events, or may opt to have these events available to students as a reference sheet or resource to support their self-directed inquiry process.

# Inquiry Instruction Sequence

## Lesson 1: Introduction

*Supporting Question 1: Have immigrants imagined America as a “melting pot” or a “salad bowl,” and why?*

### Lesson 1 Sequence

#### Opening: Staging the Inquiry (5 min)

- The compelling question of this inquiry asks learners to engage with a fundamental theme of America’s national identity: that this “land of opportunity” is a port of call for those of the world “yearning to breathe free” in a new life. Within the context of that “American Dream,” visions of American immigration often take on optimistic depictions of a “melting pot”-style society.
- In this staging activity, learners examine the painting “The Melting Pot” to make inferences and generate questions about this prevailing American myth.
- After engaging with the painting in the abstract, thematic sense, learners will then learn additional context - that the painting was commissioned by the UAW as part of a larger series about the history of the American labor movement, that it was created in the 1900s even though it depicts the 1800s. Learners will then have another opportunity to generate inferences and questions, considering the particular resonance of these themes in the mid-20th century.

#### Framing: Melting Pot vs Salad Bowl (10 min)

- Introduce the terms “melting pot” and “salad bowl”.
- Ask learners to consider which term more closely represents America today. Also, ask them to discuss whether they believe a new immigrant would prefer to arrive in a nation that claimed to be a “melting pot” versus a “salad bowl,” and why.
- This will involve generating lists of “pull” factors that they think could align to each.

#### Main Activity: Gallery Walk (30 mins)

- Gallery Walk Slide Show ([preview-copy](#))
- Gallery Walk Print Version & Alternative Graphic Organizer ([Additional Materials](#))
- Prompt students to examine a variety of images, graphs, and data sets (likely by circulating to learning stations around the room that feature the individual sources) to infer what this information says about the nature of America as either a melting pot or a salad bowl.
- Since this lesson looks at “big picture” data, it can be easy to speak abstractly about these trends and thus erase the agency of the people who constitute them. With that in mind, it’s important to ground student responses to the Supporting Questions in not just a description of what occurred (i.e. “Does this data represent melting pot or a salad bowl?”) but also an analysis of what desires immigrants held (i.e. “Does this data indicate that immigrant groups sought a melting pot or a salad bowl? How do you know?”).
- Another useful line of inquiry is to ask students to consider the way in which the presentation of the census data reflects those who collected it. What were they concerned about, and how do their labels reveal social dynamics of the time period?
- For additional recommendations on how to prompt student thinking during this activity, refer to the Library of Congress guide on [Analyzing Charts & Graphs](#).

#### Closing: Exit Ticket (5 mins)

- Close the lesson by prompting students to consider: “If you had to move to a new country, would you rather it feel like a melting pot or a salad bowl? Why?” Alternatively, this can be done as a kinesthetic discussion activity, with students placing themselves along a spectrum of opinion from one end of the room to the other.

## Sources

- Source A - ["To enjoy American opportunities become an American citizen"](#)
- Source B - ["The melting pot"](#)
- Source C - ["Distribution of the foreign born population of the United States: 1890"](#)
- Source D - ["The total population and its elements at each census"](#)
- Source E - ["Proportion of Whites of Foreign-Born Parentage to All Whites"](#)
- Source F - ["Composition of the foreign-born population: 1890"](#)
- Source G - ["Growth of the elements of the population: 1790 to 1890"](#)
- Source H - ["Americanization in industry"](#)
- Source I - ["Melting Pot Ceremony at Ford English School, July 4, 1917"](#)
- Source J - ["Many nationalities. Here is a collection of future American citizens ready for the melting pot. Instructing their mothers to care for them properly means much in health and happiness"](#)

## Lesson 2: Opponents to Immigration

*Supporting Question 2: How have opponents of immigration in America shifted their views and methods over time?*

### Lesson 2 Sequence

#### Opening: Nativism (5 min)

- This portion of the inquiry contrasts the imagined dreams of immigration with the actions taken by its opponents to curtail, intimidate, and eliminate it. Broadly speaking, we can apply the term “nativism” to this set of beliefs and actions. Begin the lesson by engaging students in a discussion about the word nativism and its root term “native.” How do they define the term? Who should be able to define it or apply it to themselves? What implications does it have when someone refers to themselves as “native” in contrast with an “other”?
- Explain the definition of “Nativism” in the context of US politics: The political policy of promoting or protecting the interests of native-born majority people over those of immigrants. This includes the support of anti-immigration and immigration-restriction measures. Ask students what they think of this term.

#### Framing: “Don’t Bite The Hand That’s Feeding You” (10 mins)

- Use the Primary Source Analysis Tool to examine [the lyrics of the 1916 song, “Don’t Bite The Hand That’s Feeding You.”](#) Remind students of the melting pot/salad bowl discussion from the lesson prior, and ask them if this source in any way changes their interpretation of that question.
- Optionally, consider also playing for students a [recording of the above song](#). Ask them to compare their impressions of the recording to their impressions of the lyrics alone. Does the delivery on the recording confirm or complicate their interpretation of the song?

#### Big C, little c Routine: (30 mins)

- Using the key events from the timeline and the provided primary source (Digital preview-copy, Print “[Additional Materials](#)”) political cartoons, engage students in the BIG C, little c ([preview-copy](#)) [instructional routine](#) (see [Additional Materials](#) for a print version of the graphic organizer) to examine the broad and narrow context of the Immigration Act of 1924.
- The sources supporting question 2 also include two text-based sources that can be used either in lieu of or in addition to the political cartoons, depending on the teacher’s preference vis-a-vis skill-building and lesson content. If time allows, these sources could also serve as stimuli for the closing discussion below.

#### Closing Exit Ticket (5 mins)

- Close the lesson by asking students to discuss - “To what extent do the attitudes towards immigration which led to the Immigration Act of 1924 exist in our society today?”

#### Sources

- Source A - [“Don’t Bite The Hand That’s Feeding You”](#)
- Source B - [“Don’t Bite The Hand That’s Feeding You” \(recording\)](#)
- Source C - [“The anti-Chinese wall”](#)
- Source D - [“Honest Industry versus Bolshevism”](#)
- Source E - [“The Americanese wall - as Congressman Burnett would build it”](#)
- Source F - [“The only way to handle it”](#)
- Source G - [“Biological aspects of immigration”](#)
- Source H - [Voices of the Knights of the Klu Klux Klan](#)

## Lesson 3: Proponents

**Supporting Question 3:** How have proponents of immigration in America shifted their views and methods over time?

### Lesson 3 Sequence

#### Opening (5 min)

- Use the Primary Source Analysis Tool to examine [the photograph of Lyndon B. Johnson presenting on the growth of the American population to 200 million people](#). In particular, emphasize and prompt student question-making to drive the inquiry for the rest of this lesson. If using this inquiry in a survey course, it is likely that this lesson addresses “new” historical content, whereas the previous two lessons addressed material from prior units of study.

#### Framing: Immigration Policy (10 mins):

- Referring to the key events from the timeline, ask students to identify the most significant shifts in American immigration policy in this time period and predict reasons why those shifts may have taken place.
- Optionally, you can also ask students to read Lyndon B. Johnson’s speech about the signing of the 1965 Act to corroborate their predictions.

#### Rout (30 mins)

- As a way of mirroring the structure of the lesson for Supporting Question 2, engage students once again in the BIG C, little c ([preview-copy](#)) [instructional routine](#) to examine the broad and narrow context of the Immigration Act of 1965. Then, prompt them to compare and contrast their graphical representations between the two lessons.

#### Closing (5 mins)

- Close the lesson by asking students to discuss - “To what extent do the attitudes towards immigration which led to the Immigration Act of 1965 exist in our society today?”

#### Sources

- Source A - [“President Lyndon B. Johnson with a chart showing the increase in population of the United States to 200 million...”](#)
- Source B: [“For united America, YWCA division for foreign born women”](#)
- Source C: [Free classes in English! Learn to speak, read, & write the language of your children. \[...\] Special classes for educated foreign born.](#)
- Source D - [“State-level opinion on abolishing the quotas and approval of civil rights legislation \(predicted values\)” \[Based on 1965 Gallup Opinion Poll\]](#)
- Source E - [“United States collective defense arrangements”](#)
- Source F - [“U.S. Peace Corps around the world”](#)
- Source G - [“Collapse of the colonial system”](#)
- Source H - [“Remarks at the Signing of the Immigration Bill, Liberty Island, New York”](#)

## Lesson 4: Building Identity

*Supporting Question 4: How have immigrants built community and identity in a new nation?*

### Lesson 4 Sequence

#### Opening (5 min)

- Using Source A as a stimulus, remind students of the melting pot/salad bowl analogy and ask them which they think the image best represents.

#### Framing (10 mins):

- Read the contextual information about the Immigration Reform and Control Act of 1986. Afterwards, ask students to discuss whether the Act is more similar to the Immigration Act of 1924 or the Immigration Act of 1965, and why.

#### Routing (30 mins)

- Provide students with a simplified acculturation mode that represents different ways a newcomer to a culture can choose to interact with it. Prompt them to engage with this lesson's sources in a Synthesis Carousel ([preview-copy](#)) [instructional routine](#), using the sources and the model to investigate the guiding question: "How have immigrants built community and identity in a new nation?"
- There is an opportunity at this point in the inquiry to provide several locally procured primary sources, such as pictures of a local neighborhood or testimonials from local residents. If localizing the inquiry at this point, make it clear to students that this has been done so that they can consider how their local context may resemble or differ from a national context.
- Follow the annotation and claim-generation process of the Synthesis Carousel with a 4 Corners activity, in which students move to the corner of the room that best represents the acculturation process they think is most prevalent in the United States today.

#### Exit Ticket (5 min)

- Ask students to respond to the Compelling Question of the inquiry, citing at least one source from the inquiry to support their claim.

#### Sources

- Source A - [Garfield Blvd. at MLK Jr. Dr., Chicago, 2000.](#)
- Source B - ["1986: Immigration Reform and Control Act of 1986"](#)
- Source C - ["Americanized Chinese Gals on Mott Street"](#)
- Source D - [Two Images of Chinatown](#)
- Source E - [McDonalds Restaurant Sign](#)
- Source F - [Post-1965 Immigration Wave Reshapes America's Racial and Ethnic Population Makeup](#)
- Source G - [Sources of Immigration to the U.S. By Era](#)
- Source H - [The Most Spoken Languages \(Besides English & Spanish\) in Every State](#)
- Source I - [The Most Spoken Languages \(Besides English & Spanish\) In New York City](#)

## Summative Activity Options

Compelling Question: Do Americans live in a “nation of immigrants?”

### Summative Activity Overview

#### Summative Activity

- Pick between 1 of the 3 activities A, B, or C.
  - [Activity A](#): Argument-Based Performance Task: Student Rights Writing Assignment or Podcast
  - [Activity B](#): Immigrant Research Presentation
  - [Activity C](#): Structured Academic Debate or Socratic Seminar

### Activity A: Argument-Based Performance Task Student Rights Writing or Podcast

#### Prompt

- Using evidence from court cases, historical protests, and current events, make an argument answering the question:
  - Do Americans live in a “nation of immigrants?”* **Extension:** *Discuss asylum seeking or illegal v legal immigration. - Could be controversial depending on the student population.*

#### Product Options

- Regents style writing assignment modified length based on grade level)
- Podcast episode (3–5 minutes) using script and citations
- Op-Ed article or blog post written for peers or the school newspaper

#### Required Elements

- A clear claim responding to the compelling question
- Historical evidence from previous lessons.
- A contemporary example (e.g., book bans, student protests, current policies)
- One counterclaim and rebuttal
- A closing that reflects on the importance of knowing one’s rights

#### Assessment Tool

- [Rubric](#): Skills-based rubric aligned to argument writing, content understanding, and civic reasoning.

### Activity B: Immigrant Research Presentation

#### Research Activity

- Students will research a company founded by an immigrant or an immigrant who has made significant contributions to American society:
- Include biography:**
  - Who they are, what field they are in?
  - When their family or they immigrated to the US.
  - What was happening in their home country that prompted immigration. What was happening in the US that encouraged migration here?
- Explain the contribution. Explain how the contribution contributes to American success.
- They will make a short slide show to be presented musical chair style

Project Format Example: [preview-copy](#)

#### Assessment Tool

- [Rubric](#): Rubric should measure research depth, historical/civic connection, clarity of the proposal, and creativity.

## Activity C: Structured Academic Debate or Socratic Seminar

### Prompt

- Prepare for a classroom debate or seminar on the essential question:
  - Do Americans live in a “nation of immigrants?”* **Extension:** *Discuss asylum seeking or illegal v legal immigration. - Could be controversial depending on the student population.*

### Materials

- Seminar Sheets - [Socratic Seminar Teaching Strategy | Facing History & Ourselves](#)

### Structure

- Students prepare for both “Yes” and “No” sides (helps develop reasoning)
- Use evidence from cases, protests, and current policies
- Include discussion norms and space for students to bring in personal observations

### Add-On

- Have students submit a post-debate reflection in which they explain what position they found most compelling and why.

### Assessment Tool

- [Rubric](#): Checklist or rubric focused on use of evidence, speaking/listening skills, respectful discourse, and depth of reasoning.

**Rubric A - Argument-Based Performance Task: Writing or Podcast**

<b>Performance Level</b>	<b>Developing (1)</b>	<b>Proficient (2)</b>	<b>Advanced (3)</b>	<b>Feedback for Improvement</b>
<b>Claim</b>	States a general position related to the question.	States a clear, focused claim that responds to the question.	Presents a precise claim that captures complexity.	
<b>Evidence</b>	Includes some relevant examples or facts.	Uses accurate, relevant evidence from multiple sources.	Integrates and analyzes evidence across contexts.	
<b>Reasoning</b>	Provides general reasoning for the claim.	Explains how evidence supports the claim and addresses a counterclaim.	Weighs perspectives and evaluates strengths and limits of arguments.	
<b>Organization</b>	Presents ideas in a logical order.	Uses a clear structure with purposeful transitions.	Ideas build clearly on one another, guiding the reader/ listener through the argument.	
<b>Civic Understanding</b>	Mentions rights or civic concepts generally.	Connects the argument to constitutional or civic principles.	Reflects on rights, agency, and democracy.	

Total \_\_\_/15:

Rubric B - Immigrant Research Presentation				
Performance Level	Developing (1)	Proficient (2)	Advanced (3)	Feedback for Improvement
<b>Biography &amp; Background</b>	Provides a basic name and field but lacks detail on who the person is.	Clearly identifies the person, their field, and key life events.	Provides a compelling biography that establishes the person's identity and their specific area of expertise.	
<b>Migration Context (Push/Pull)</b>	Mentions the country of origin but does not explain why they left or why they chose the U.S.	Explains the "Push" factors (home country conditions) and "Pull" factors (U.S. opportunities).	Offers a deep analysis of historical context, such as political climate or discrimination, that prompted migration.	
<b>Contribution to America</b>	Lists a business, invention, or other contribution without explaining its significance.	Explains the specific contribution and how it changed a field like tech, art, politics, etc.	Articulates a clear link between the contribution and U.S. economic, cultural, or technological success.	
<b>Societal Impact &amp; Legacy</b>	Provides little evidence of how the person impacted others.	Discusses how the work created jobs, improved daily life, or inspired others.	Critically evaluates how America would be different today without this person's specific contribution.	
<b>Presentation &amp; Visuals</b>	Slides are cluttered or lack necessary images.	Slides are organized and include a relevant portrait and clear text.	Slides are professional, using high-quality visuals to enhance the narrative of the immigrant's journey.	
Total ___/15:				

**Rubric C - Structured Academic Debate or Socratic Seminar**

<b>Performance Level</b>	<b>Developing (1)</b>	<b>Proficient (2)</b>	<b>Advanced (3)</b>	<b>Feedback for Improvement</b>
<b>Evidence Use</b>	Prepares with relevant information.	Prepares with clear evidence from multiple sources.	Integrates evidence fluently and confidently in discussion.	
<b>Reasoning</b>	Shares general opinions or statements.	Uses reasoning to connect evidence to claims; responds respectfully.	Engages in rigorous reasoning and extends ideas.	
<b>Speaking &amp; Listening</b>	Participates when prompted; listens to peers.	Participates actively and respectfully, engaging with peers' ideas.	Leads discussion through synthesis, questioning, and/or academic tone.	
<b>Civic Understanding</b>	References rights or fairness generally.	Connects arguments to civic or constitutional themes.	Applies civic reasoning to interpret complex issues.	
<b>Reflection</b>	Identifies what was learned from discussion.	Reflects on how perspectives changed through dialogue.	Evaluates personal growth as a civic thinker and collaborator.	

Total \_\_\_/15:





### 1 - Alternative Gallery Walk Graphic Organizer

	Observe - What do you notice?	Reflect - What else could be true?	Question - What do you wonder?
Exhibit A			
Exhibit B			
Exhibit C			
Exhibit D			
Exhibit E			
Exhibit F			

Exhibit G			
Exhibit H			
Exhibit I			
Exhibit J			
	<p><b>Observe</b> - What do you notice?</p>	<p><b>Reflect</b> - What else could be true?</p>	<p><b>Question</b> - What do you wonder?</p>

Print Gallery Walk

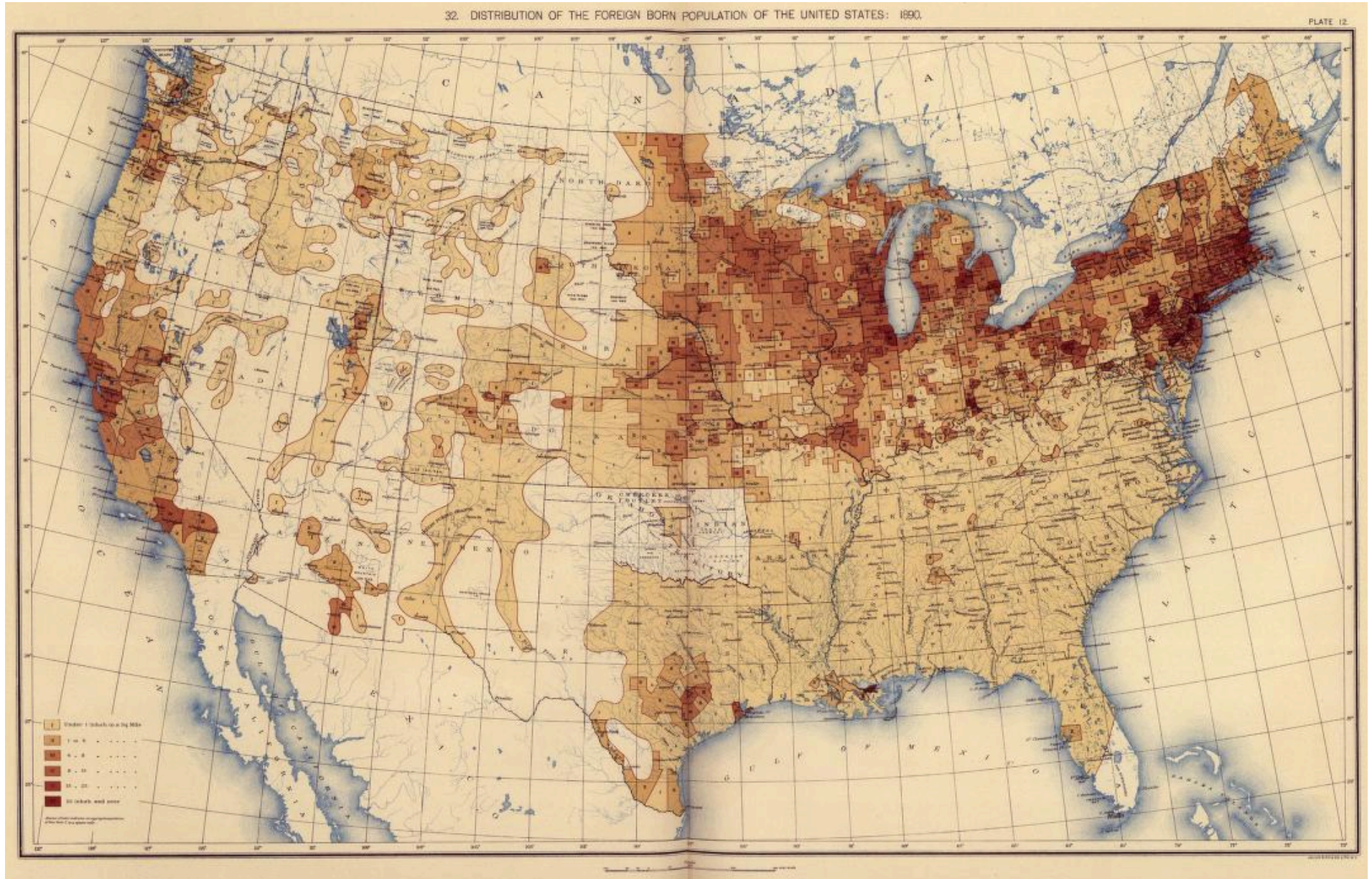
Source A - To enjoy American opportunities become an American citizen. United States, ca. 1919. Photograph. <https://www.loc.gov/item/95507947/>.



Source B - Mayer, Henry, Artist. *The melting pot / Hy Mayer ; by Hy Mayer.*, 1914. New York: Published by Puck Publishing Corporation, 295-309 Lafayette Street, August 1. Photograph. <https://www.loc.gov/item/2011649827/>.

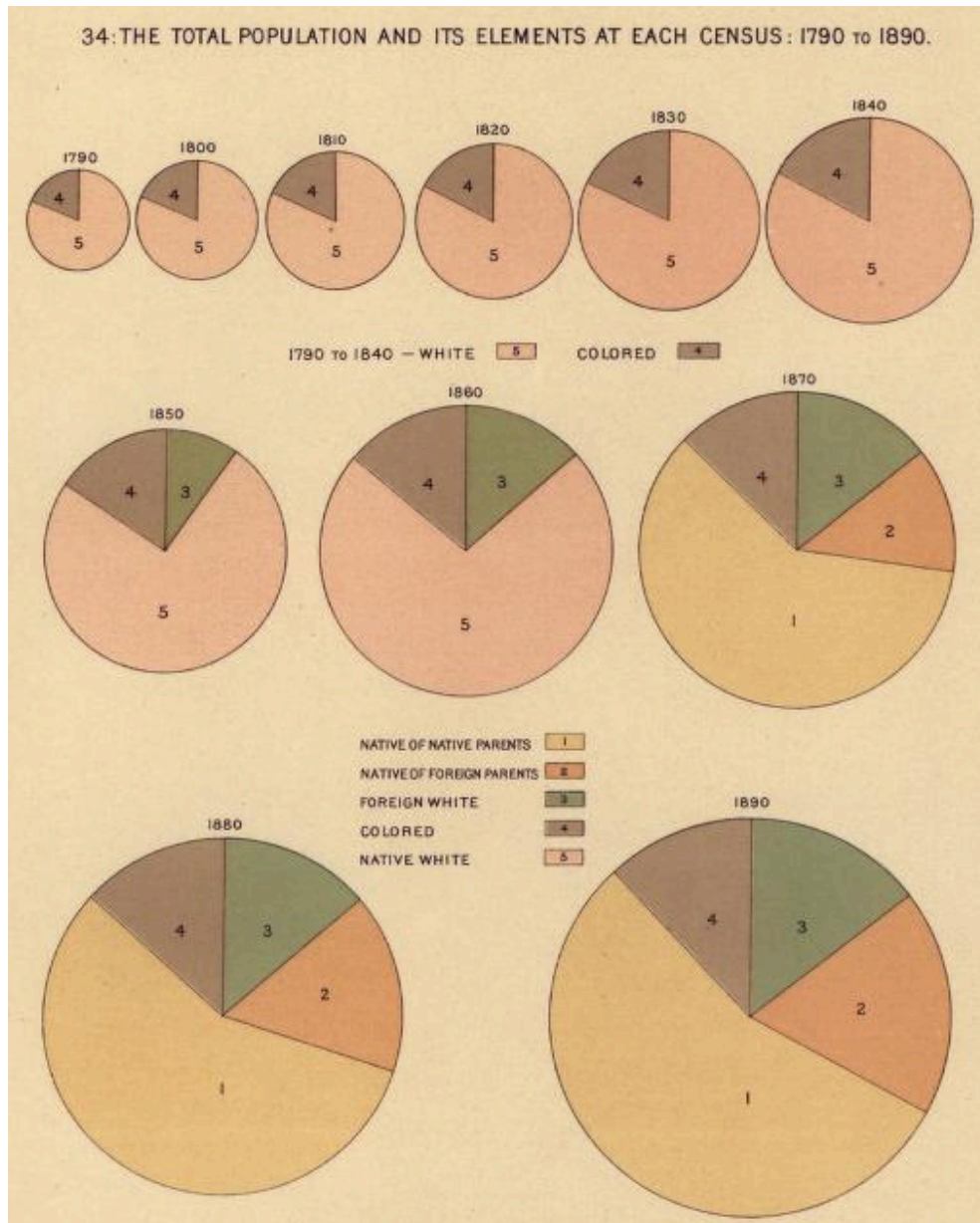


Source C - United States Census Office. 11Th Census, 1890, and Henry Gannett. Statistical atlas of the United States, based upon the results of the eleventh census. Washington, Govt. print. off, 1898. <https://www.loc.gov/item/07019233/>.

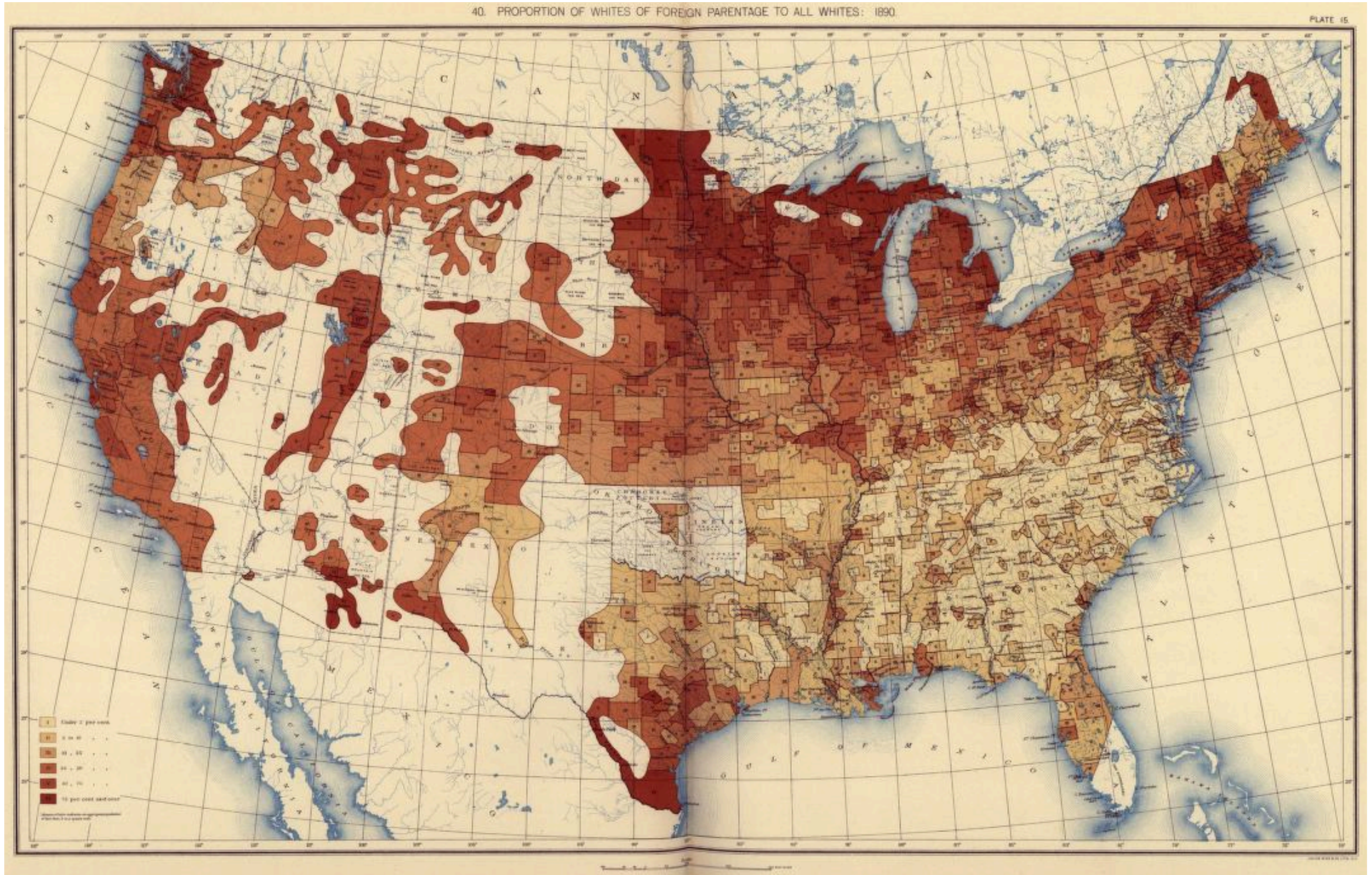


Source D - United States Census Office. 11Th Census, 1890, and Henry Gannett. Statistical atlas of the United States, based upon the results of the eleventh census. Washington, Govt. print. off, 1898.

<https://www.loc.gov/item/07019233/>



Source E - United States Census Office. 11Th Census, 1890, and Henry Gannett. Statistical atlas of the United States, based upon the results of the eleventh census. Washington, Govt. print. off, 1898. <https://www.loc.gov/item/07019233/>.



**Source F** - United States Census Office. 11Th Census, 1890, and Henry Gannett. Statistical atlas of the United States, based upon the results of the eleventh census. Washington, Govt. print. off, 1898.  
<https://www.loc.gov/item/07019233/>.

49. COMPOSITION OF THE FOREIGN-BORN POPULATION: 1890.

PLATE 16.



— U.S. BUREAU OF CENSUS, 1892

**Source G** - United States Census Office. 11Th Census, 1890, and Henry Gannett. Statistical atlas of the United States, based upon the results of the eleventh census. Washington, Govt. print. off, 1898.  
<https://www.loc.gov/item/07019233/>.

1790

1800

1810

1820

1830

1840

1850

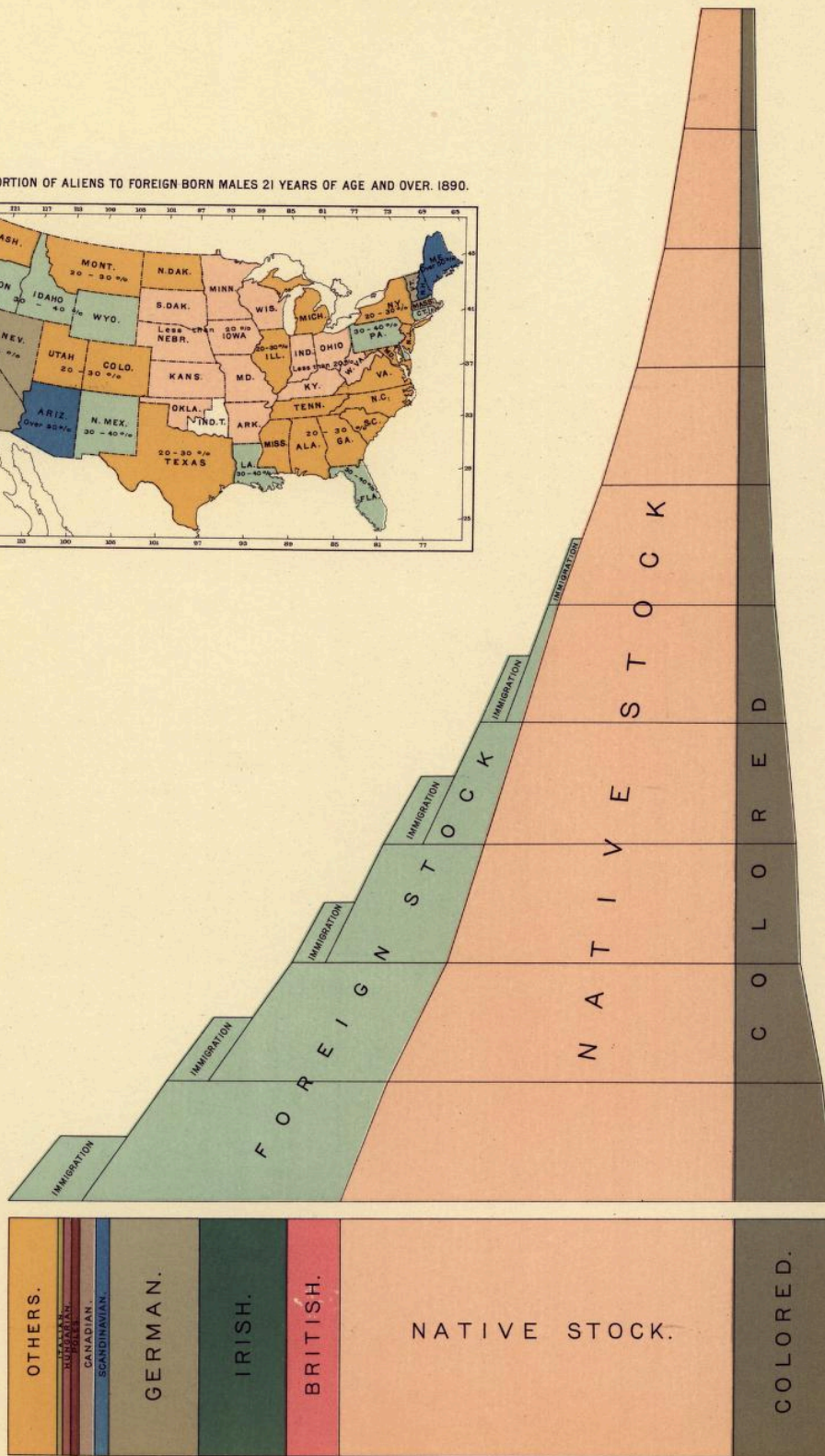
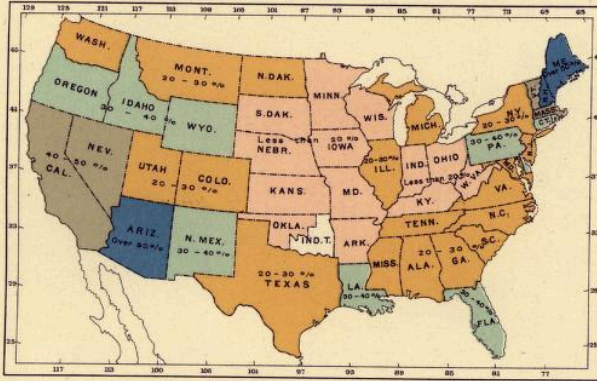
1860

1870

1880

1890

64. PROPORTION OF ALIENS TO FOREIGN BORN MALES 21 YEARS OF AGE AND OVER. 1890.



JULIUS BIEN & CO. LITH. N. Y.

Source H - Whipple, Caroline A. Immigrant education; Americanization in industry. Albany, The University of the State of New York, 1919. Pdf. <https://www.loc.gov/item/e20000420/>.

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Immigrant Education

## AMERICANIZATION IN INDUSTRY

BY

CAROLINE A. WHIPPLE

*Supervisor of Factory Classes*



*Night men in a large factory study English after work*

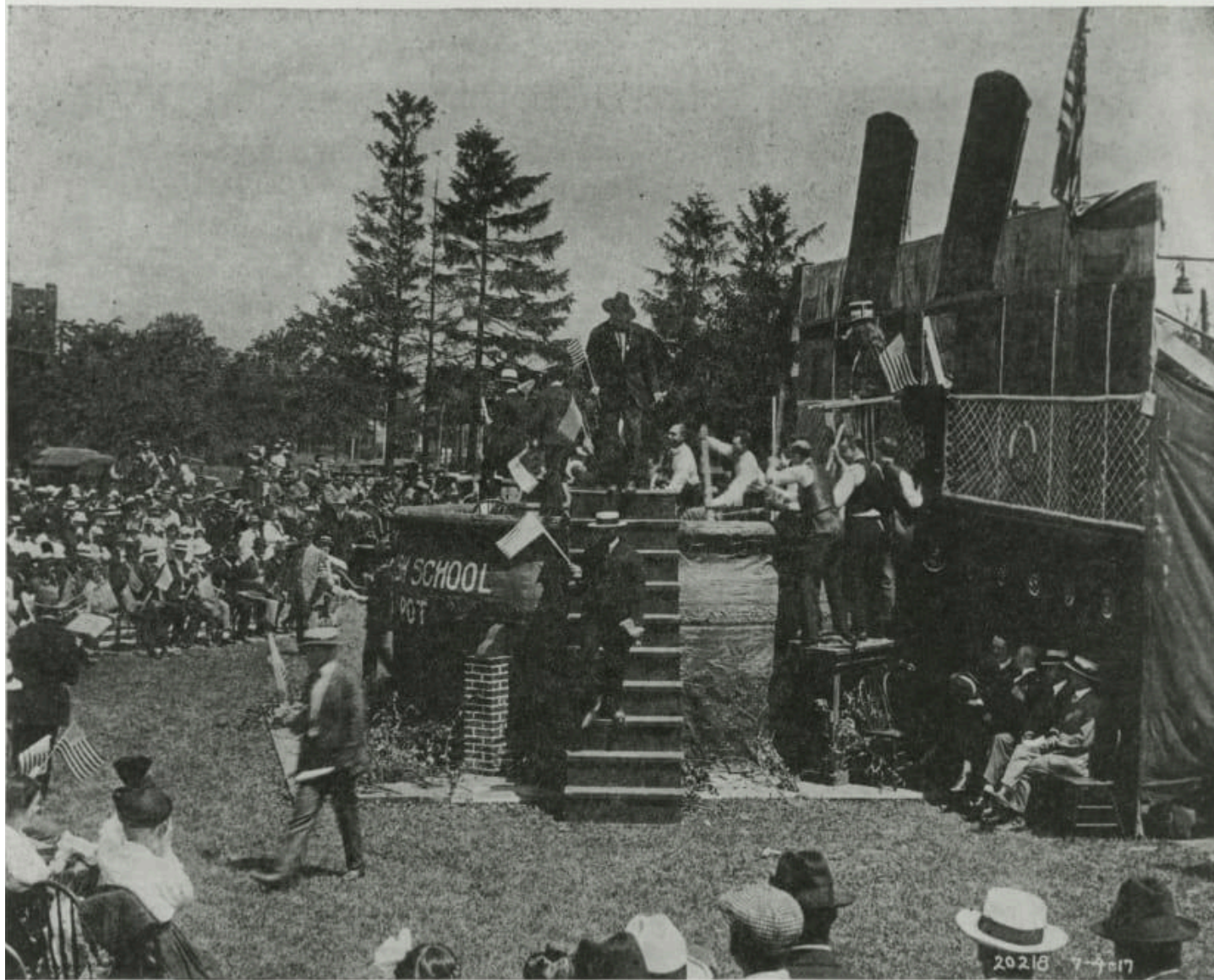
ALBANY

THE UNIVERSITY OF THE STATE OF NEW YORK

1919

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Source I - "Melting Pot Ceremony at Ford English School, July 4, 1917 - the Henry Ford." n.d. [Melting Pot Ceremony at Ford English School, July 4, 1917.](#)



THE "MELTING POT" OF THE ENGLISH SCHOOL OF THE FORD MOTOR COMPANY AT DETROIT

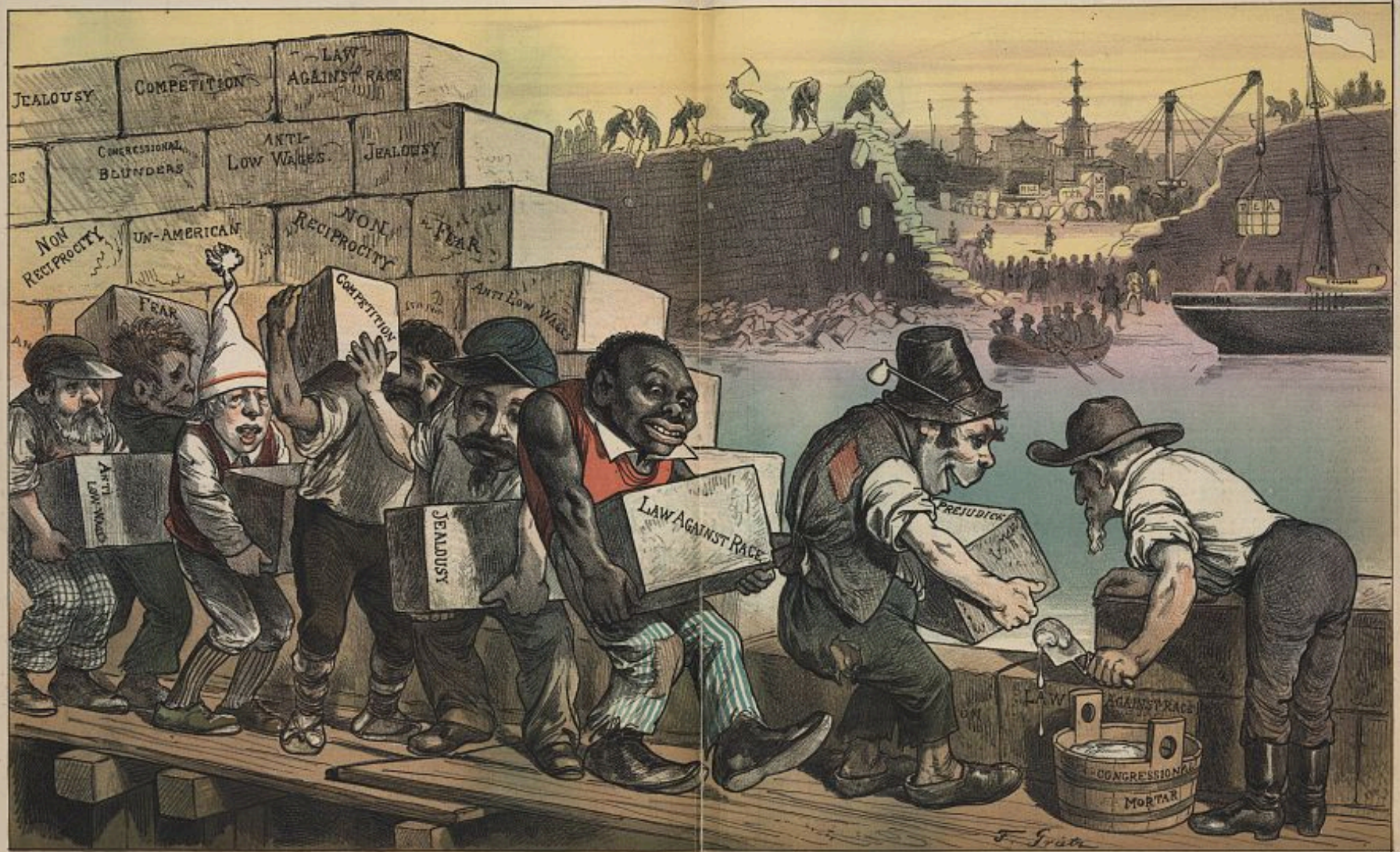
**Source J** - Many nationalities. Here is a collection of future American citizens ready for the melting pot. Instructing their mothers to care for them properly means much in health and happiness. United States, 1921. Photograph. <https://www.loc.gov/item/2017679508/>.



## 2 - Bic C-Little C Printable Version

**Source A** - Graetz, F., Artist. The anti-Chinese wall, 1882. N.Y.: Published by Keppler & Schwarzmann. Cartoon. [The anti-Chinese wall / F. Graetz. | Library of Congress.](#)

PUCK.

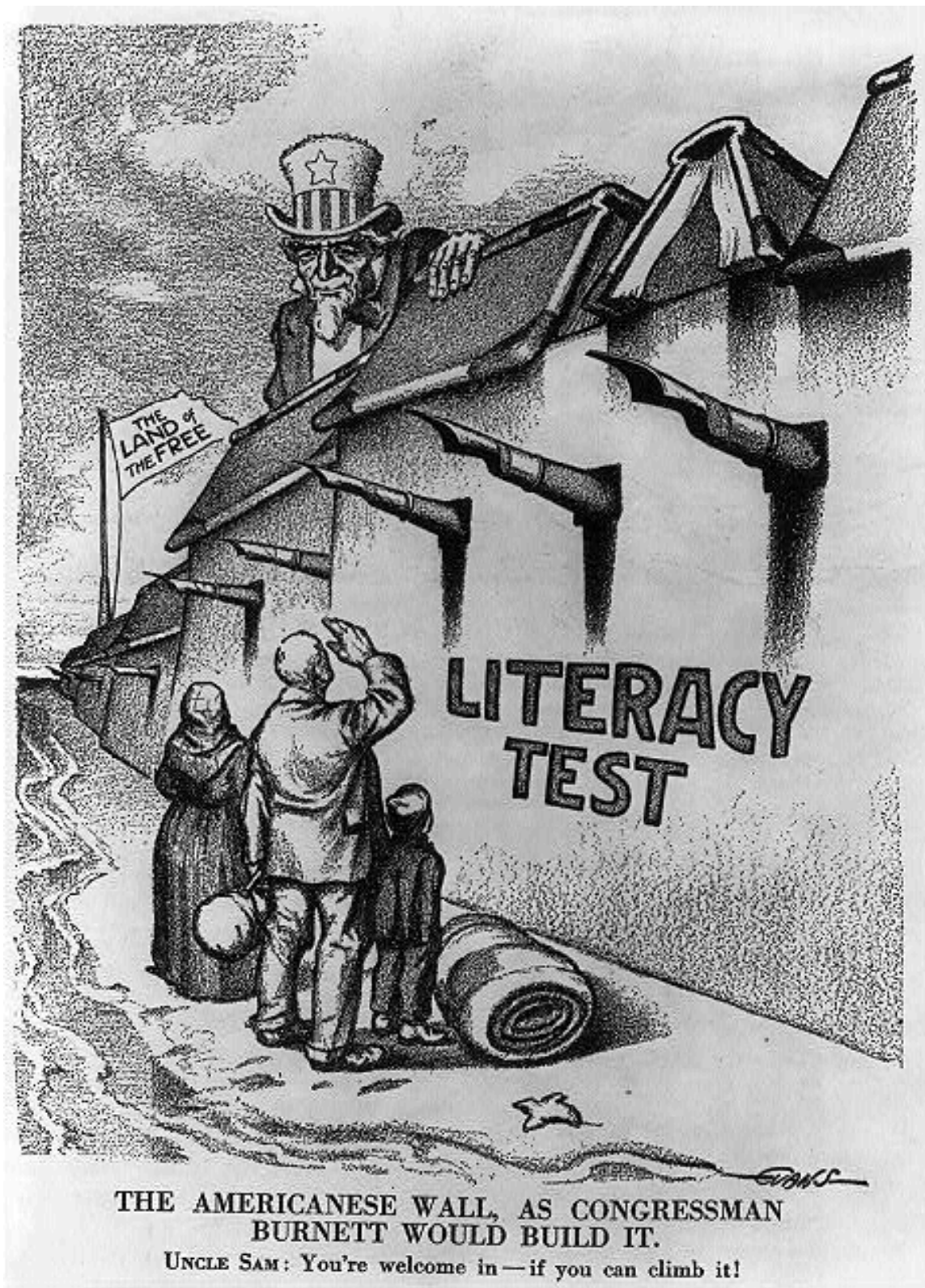


THE ANTI-CHINESE WALL  
The American Wall Goes Up as the Chinese Original Goes Down.

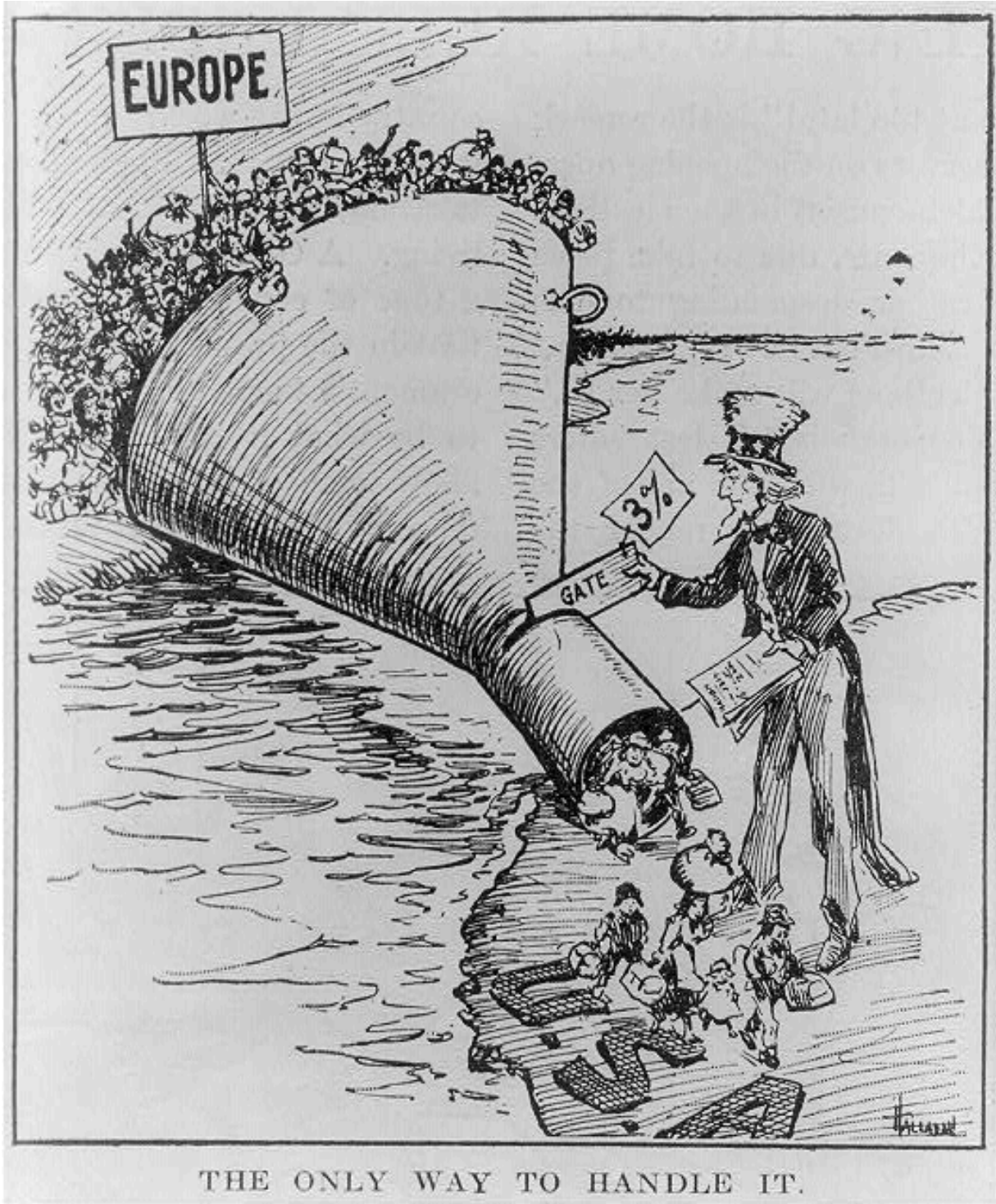
Source B - Johnson, Herbert, Artist. Honest industry versus Bolshevism / Herbert Johnson. United States, [Between 1917 and Early 1924] Drawing. <https://www.loc.gov/item/2016682478/>.



Source C - Evans, Raymond Oscar, Artist, and John Held. The Americanese wall - as Congressman Burnett would build it / Evans. "Watchful waiting" ; A case where it is one of "My policies" / J. Held. United States, 1916. Photograph. [The Americanese wall - as Congressman Burnett would build it / Evans. "Watchful waiting" ; A case where it is one of "My policies" / J. Held. | Library of Congress](#)



Source D - Illus. for article "an alien anti-dumping bill" in The Literary Digest, May 7, p. 13, reprinting a cartoon by Hallahan for Providence Evening Bulletin, showing funnel bridging Atlantic with top at Europe crammed with emigrants and bottom at U.S. with Uncle Sam permitting immigrants to trickle through. United States, 1921. [New York: Funk & Wagnalls] Cartoon. [[Illus. for article "an alien anti-dumping bill" in The Literary Digest, May 7, 1921, p. 13, reprinting a cartoon by Hallahan for Providence Evening Bulletin, showing funnel bridging Atlantic with top at Europe crammed with emigrants and bottom at U.S. with Uncle Sam permitting immigrants to trickle through](#)] | [Library of Congress](#).



**Additional Source E** - United States Congress. House. Committee On Immigration And Naturalization, and Harry Hamilton Laughlin. Biological Aspects of Immigration. Washington, Govt. Print. Off, 1921. Pdf. [Biological aspects of immigration: | Library of Congress](#).

*Harry H. Laughlin was a prominent eugenicist in the early 20th century, an advocate for forced sterilization as a means of population control and the director of the Eugenics Record Office. He provided extensive testimony to Congress regarding immigration policy, including advocacy for the quota system established in the Immigration Act of 1924. His work also served as inspiration for eugenicist policies enacted by the Nazi Party in the 1930s.*

The character of a nation is determined primarily by its racial qualities: that is, by the hereditary physical, mental, and moral or temperamental traits of its people...Since coming under national control our immigration policy has been determined largely upon an economic basis...It is now high time that the eugenical element, that is, the factor of natural hereditary qualities which will determine our future characteristics and safety, receive due consideration...

[Establishing] a national registry of aliens would not only protect the Nation against anti-social conduct on the part of aliens whose interest in becoming Americans proves to be lacking, this service would make also the deportation of aliens who show certain anti-social qualities a feasible administrative possibility...the country would be protected against reproduction by these racially defective aliens...

[P]rospective immigrants are potential parents whose children will constitute a greater proportion of our future population than the number of immigrants bears to the total population, because immigrant women are on the average more fertile than native-born women.

**Additional Source F** - Voice of the Knights of the Ku Klux Klan Minneapolis, Minn. (Minneapolis, MN), Jan. 1 1923. <https://www.loc.gov/item/2019271211/>.

**Context from The Library of Congress:** *The Voice of the Knights of the Ku Klux Klan was published by the North Star Klan no. 2, Knights of the Ku Klux Klan, one of up to ten Klan groups reportedly in Minneapolis at the time. Only two known issues were produced: February 8, 1923 and April 10, 1923.*

*Though the original Ku Klux Klan, which began after the Civil War, was effectively shut down by the federal Civil Rights Act of 1871, the group re-emerged nationally in a second incarnation in 1915. With a new fraternal organizational structure and a more formal agenda, the KKK spread in the early to mid-1920s, including into the urban areas of the Midwest and West. Rooted in local Protestant communities, it was known for its beliefs in white supremacy and white nationalism and opposition to immigration.*

### **What the Organization Is - What It Stands For**

Enemies of the Ku Klux Klan claim that it is “Anti-Catholic”; “Anti-Chinese”; “Anti-Jap[anese]”; “Anti-Jew”; “Anti-Negro” and “Anti” a lot of other things. These charges are False.

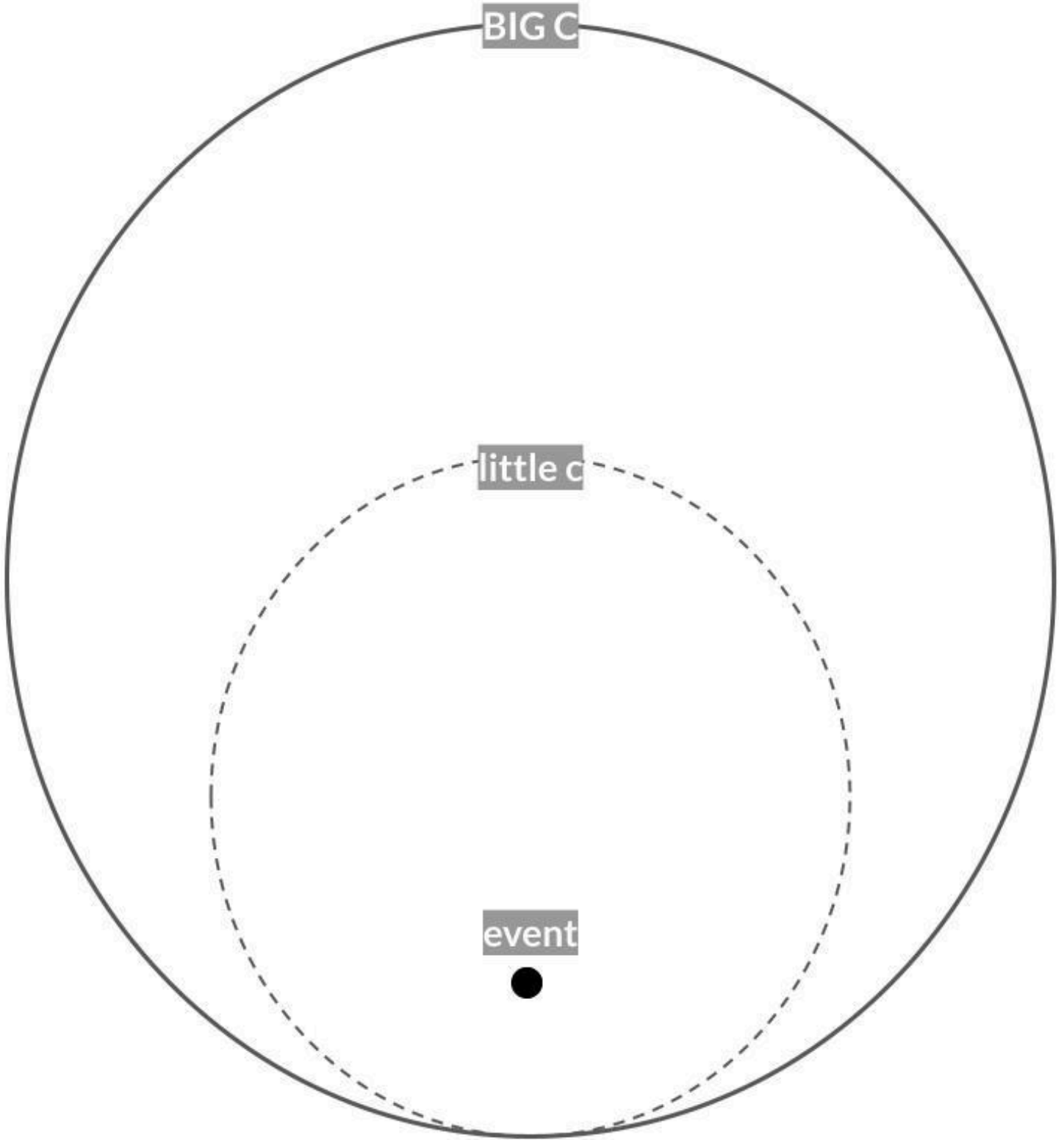
Klansmen are: Pro-American, Pro-Gentile, Pro-White, and Pro-testant.

The Knights of the Ku Klux Klan is an organization of Native-Born American, White, Gentile, Protestant Citizens, formed to oppose, by all legal means, every lawless element in our country...

REMEMBER: Klansmen are not Reds, Radicals, Arson Fiends, Thugs and Murderers. They are loyal American Citizens, your own neighbors, the friends you meet and are glad to greet every day. Klansmen eat at your table, regularly transact business with you and attend church with you, where you listen to sermons preached by Klansmen from Protestant pulpits all over our land proclaiming the gospel of that Christ who is ever their example...

This message is delivered at your door because the local papers will not publish anything we write, not even as paid advertising.

2/3 - BIG C, little c Printable

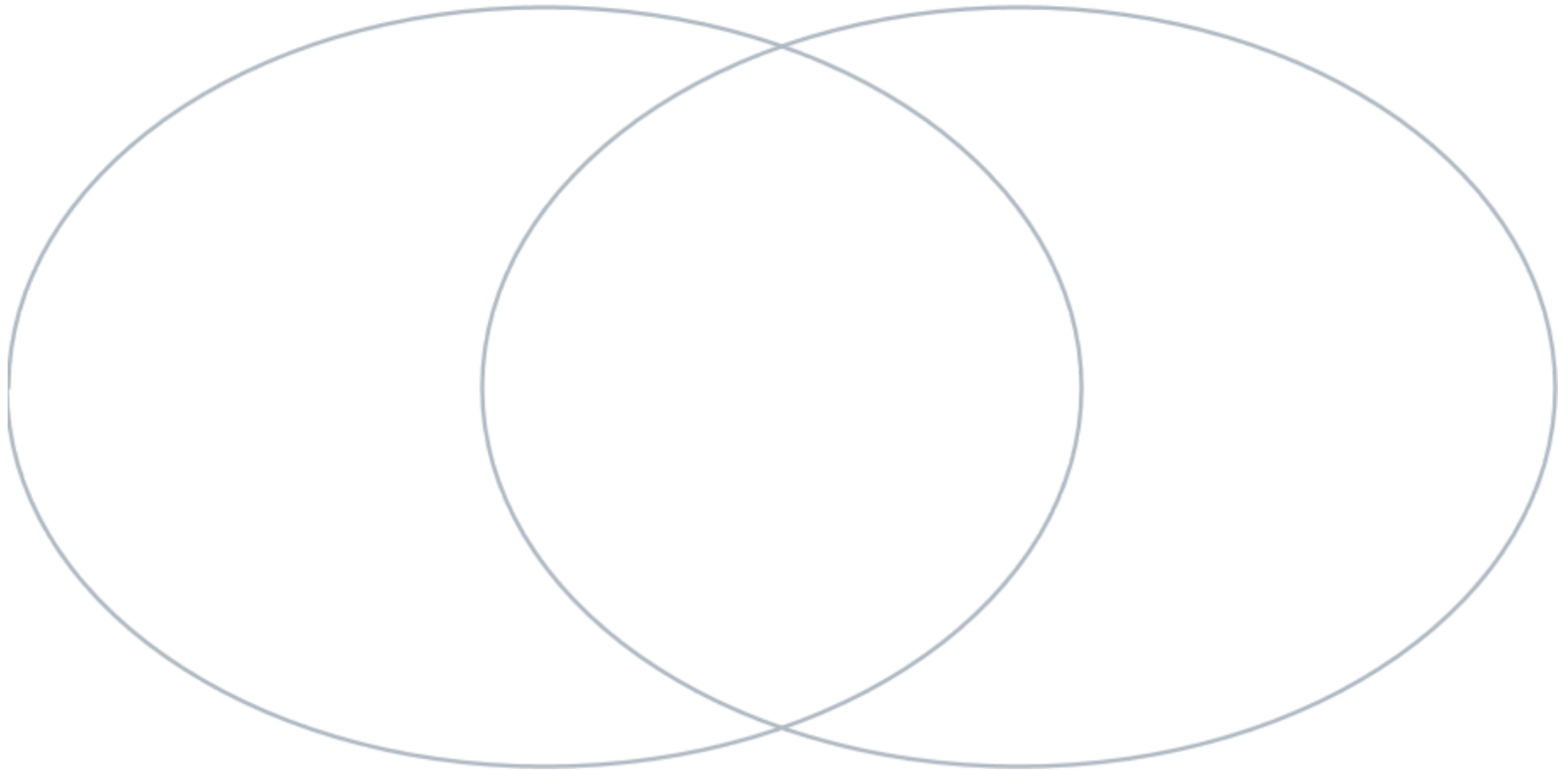


### 3 - Venn Diagram Printable

Immigration Act of 1924

Both

Immigration Act of 1965



## 4 - Framing Print Version

“Research Guides: A Latinx Resource Guide: Civil Rights Cases and Events in the United States: 1986: Immigration Reform and Control Act of 1986.” n.d. [Immigration Reform and Control Act of 1986 - A Latinx Resource Guide: Civil Rights Cases and Events in the United States](#)

Congress enacted the Immigration Reform and Control Act (also known as the Simpson-Mazzoli Act or the Reagan Amnesty) and President Ronald Reagan signed it into law in November 1986. This act introduced civil and criminal penalties to employers who knowingly hired undocumented immigrants or individuals unauthorized to work in the U.S. However, the act also offered legalization, which led to lawful permanent residence (LPR) and prospective naturalization to undocumented migrants, who entered the country prior to 1982. Farm workers who could validate at least ninety days of employment also qualified for lawful permanent residency.

U.S. law required qualified applicants, who had continuously resided in the U.S. since 1982, to apply within a one-year window, from May 1987 to May 1988, pay a fee, and provide extensive documentation, which included fingerprints, employment history, proof of continuous residency, and other documents. After 1986, U.S. law required hired employees to demonstrate work eligibility by filling out an I-9 form and submitting certifications of citizenship or work authorization. Applicants also had to complete interviews and medical examinations. Employers who failed to document I-9 forms upon inspection were charged with warnings, fines, or criminal proceedings. The General Accounting Office (GAO) was also established to investigate employer discrimination against authorized immigrant workers.

An estimated 3 million individuals—mostly of Hispanic descent—gained legal status through IRCA, securing economic and social opportunities as legal residents of the United States and gaining protection from deportation. In an effort to halt unlawful crossings and unauthorized workers, the IRCA also approved increased border security resources, including higher budgets for the Border Patrol and the Department of Labor.

### Timeline

- 1970s - Civil unrest in Central America leads to an increase of refugees in the United States.
- 1981 - The Select Commission on Immigration and Refugee Policy proposes recommendations on the issue of unlawful immigration
- January 1, 1982 - Only those who entered the U.S. prior to January 1, 1982 are eligible to apply for IRCA benefits.
- May 1985 - The Immigration Reform and Control Act is introduced by Senator Alan Simpson and is passed by the Senate.
- November 1986 - The Immigration Reform and Control Act (Simpson-Mazzoli Act) is signed into law by President Reagan, and all employers are required to request Form I-9 to any employees hired.