

What Is An American?

An Immigration Policy Seminar



RE NOT
MINIMALS

What Is An American?

Exploring the Melting Pot Myth : Lesson Plan

Critical Engagement Question

Who qualifies as a “true” American?

Overview

The United States is a nation of immigrants. Yet, across the centuries differences in religion, race, class, and national origin fueled fiery controversies. From initial restrictions on immigration from selected countries through blanket amnesty for illegal aliens, the United States has an uneven history of overt discrimination and open arms when it comes to the naturalization process. The current debate over border security, a guest worker program, and amnesty has roots in past policies which can inform us as we consider the ideal compromise given the issues we currently face.

Objectives

- To teach historic immigration trends to the United States, cementing the fact that this is a nation of immigrants.
- To examine cultural clashes between Nativists and immigrants over religion, race, class, and national origin.
- To explore the myth of the melting pot, juxtaposing it with the “tossed salad” metaphor.
- To draw parallels between modern and historic debates over immigration.
- To inform students about the myriad of issues present in the contemporary debate over immigration reform through exposure to a diversity of resources and perspectives.
- To enable students to craft their own immigration policies, acknowledging the complexities of the issue.

Standards

NCHS: Era 7, Standard 3A; Era 10, Standards 2B and 2E
NCSS: Strands 2, 6, and 10.

Illinois: Goal 14, Learning Standard A, D, and F; Goal 16, Learning Standard D.

Student Materials

Item A: Seminar Worksheet

Item B: Comprehensive Immigration Law (1924)

Item C: Immigration Reform and Control Act of 1986

Item D: Tom Tancredo Opinion–Editorial

Item E: McCain-Kennedy Immigration Reform Proposal

Teacher Materials

Exploring the Melting Pot Myth Timeline Poster

Time and Grade Level

One 90-minute or two 45-minute high school class periods with pre- and post-activity homework.

Warm-Up

1. Refer students to the poster located on the back of this lesson plan that presents a timeline of immigration in the United States.
2. Lead a discussion of current issues surrounding the immigration debate. Questions to consider: How do we determine citizenship in the United States? Is this approach outdated? What issues are in play as we discuss immigration policy (examples: security, jobs, racism, xenophobia, etc.) What impact would an immigration policy without restrictions have on

the nation? What are some workable solutions to current problems posed by an allegedly “broken” system?

3. Discuss five potential policy options that inform the current immigration debate: 1) amnesty, 2) a guest worker program, 3) open borders with Canada and Mexico, 4) the construction of physical barriers along our borders, and 5) the denial of basic government services to illegal immigrants.

Activity

An Immigration Policy Seminar

1. Distribute one copy of “An Immigration Policy Seminar” (Item A) to each student. This worksheet will facilitate the balance of the lesson.
2. Divide the class into teams of four individuals, representing immigration study groups that will report their findings to Congress.
3. Distribute the four primary documents that accompany this lesson plan, a different document to each group member. The documents include synopses of the 1924 Immigration Act (Item B) and Reagan’s 1986 grant of amnesty to resident aliens (Item C), along with an op-ed piece authored by Representative Tom Tancredo (R-CO) (Item D), and the text of the McCain-Kennedy bill calling for a temporary worker program as a resolution to the current crisis (Item E).
4. Ask students to examine the documents individually in groups of four, assigning responsibility for one of the four documents. Each student will identify the key elements of the document and share this information with their team. Groups will then consider five available options: amnesty, guest workers, an open border, a physical barrier, and the denial of basic government services.
5. Finally, ask groups to craft a compromise policy reflecting the values of the group. It may include any of the available options discussed in the previous step, elements of past policies, arguments presented by the members of Congress examined, and any other innovative solutions that may emerge in the process of deliberation.

Homework

As a culminating activity, students are to write a one-to-two page position paper defending the policy adopted by their group. Papers should outline the policy, defend it with research-based evidence, and anticipate and respond to potential criticism.

Extensions

1. Online Exhibit. Students can preview the Immigration section of our Freedom for All? exhibit at www.FreedomMuseum.US/?section=a7. Click on the “Immigrant Rights” timeline at the bottom of the page.
2. Letter Writing Campaign. Encourage students to write a letter to their Senator or Representative informing them about their stance within the current immigration policy debate.
3. Ask students to conduct a more thorough review of their assigned primary document. Have them examine the larger context (the history of immigration in the United States, for example) of the legislation or proposal and whether or not it did/will address the problems it is intended to resolve.

Name

Assigned Document

What Is An American?

Exploring the Melting Pot Myth: An Immigration Policy Seminar

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Directions:

After convening in your assigned immigration study group, please follow the steps below in order. The recommendations that emerge from today's deliberations will be forwarded to Congress to assist them in shaping current immigration policy.

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1. Read your assigned primary document. Summarize the specific approach this legislation or proposal takes toward immigration.
2. Share your summary with the rest of your immigration study group, and take notes in the space below as other team members present their primary documents.
3. In your immigration study group, consider and discuss the strengths and weakness of five potential solutions to the current immigration problem: 1) amnesty, 2) a guest worker program, 3) open borders with Canada and Mexico, 4) the construction of physical barriers along our borders, and 5) the denial of basic government services to illegal immigrants. Use the space below for notes.
4. Next, again in your group, identify the potential policy impact of each of the five potential solutions discussed in Question 3.
5. Finally, as a group, develop an immigration policy that reflects the values of individual members achieved through compromise. It may include any of the available options discussed in Question 3, elements of the primary documents examined (see Questions 1 and 2), and any other innovative solutions that may emerge in the process of group discussion. Summarize the key points of your group's policy recommendations to Congress.

Comprehensive Immigration Law (1924)

Whereas it is provided in the act of Congress approved May 26, 1924, entitled "An act to limit the immigration of aliens into the United States, and for other purposes" that "The annual quota of any nationality shall be two per centum of the number of foreign-born individuals of such nationality resident in continental United States as determined by the United States Census of 1890, but the minimum quota of any nationality shall be 100 (Sec. 11 a)...

"The Secretary of State, the Secretary of Commerce, and the Secretary of Labor, jointly, shall, as soon as feasible after the enactment of this act, prepare a statement showing the number of individuals of the various nationalities resident in continental United States as determined by the United States Census of 1890, which statement shall be the population basis for the purposes of subdivision (a) of section 11 (Sec. 12 b).

"Such officials shall, jointly, report annually to the President the quota of each nationality under subdivision (a) of section 11, together with the statements, estimates, and revisions provided for in this section. The President shall proclaim and make known the quotas so reported". (Sec. 12 e).

Now, therefore I, Calvin Coolidge, President of the United States of America acting under and by virtue of the power in me vested by the aforesaid act of Congress, do hereby proclaim and make known that on and after July 1, 1924, and throughout the fiscal year 1924–1925, the quota of each nationality provided in said act shall be as follows:

Country	Quota	Country	Quota
Afghanistan	100	Iraq	100
Australia	121	Ireland	28,567
Austria	785	Italy	3,846
Belgium	512	Japan	100
China	100	Netherlands	1,648
Czechoslovakia	3,073	Norway	6,453
Denmark	2,789	Poland	5,982
Egypt	100	Portugal	5,982
Finland	170	Russia	2,248
France	3,954	Spain	131
Germany	51,227	Sweden	9,561
Great Britain*	34,007	Switzerland	2,081
Greece	100	Turkey	100
India	100		

*Includes Northern Ireland.

Source: http://ocwawonline.pearsoned.com/bookbind/pubbooks/divine5e/medialib/timeline/docs/sources/theme_primarysources_Immigration_11.html. Accessed Feb. 20, 2007.

Immigration Reform and Control Act of 1986

The Immigration Reform and Control Act of 1986 (IRCA) was passed to control unauthorized immigration to the United States. Employer sanctions, increased appropriations for enforcement, and amnesty provisions of IRCA are the main ways of accomplishing its objective. The employer sanctions provision designates penalties for employers who hire aliens who are either not lawfully admitted for permanent residence or are not authorized to be employed in the United States. Under the amnesty provision, illegal aliens who lived continuously in the United States before January 1, 1982, could have applied to the Immigration and Naturalization Service (INS) for legal resident status by May 4, 1988, the application cutoff date.

How the Law Applies to Agricultural Employment

The IRCA provision with the greatest effect on agricultural employers is the employer sanctions provision. This provision requires all employers to verify the eligibility of each employee hired to work in the United States. Additionally, it prohibits employers with more than three employees from discriminating against any individual (other than an unauthorized alien, as defined in the act) with respect to the hiring, or recruitment or referral for a fee, of the individual for employment or the discharging of the individual from employment, because of national origin, or in the case of a protected individual (a citizen or national of the United States, or an alien who is lawfully admitted for permanent residence, etc.), because of such individual's citizenship status. Two examples of employer discrimination are: (1) asking applicants for additional documents after they have provided sufficient documentation for employment; and (2) being inconsistent with document requests between applicants.

Enforcement

Under the employer sanctions of IRCA, employers who knowingly hire aliens not authorized to work in the United States are subject to fines ranging from \$250 to \$10,000 for each unauthorized alien. Any employer who shows a persistent pattern of hiring unauthorized aliens risks a maximum 6-month prison sentence.

Every employer, therefore, is required to verify that all employees hired after December 1, 1988, are eligible to work in the United States.

An employer found guilty of discriminating against any individual authorized to work in the United States may be required to pay a civil penalty of not less than \$250 and not more than \$2,000 for each individual discriminated against. In the case of repeat offenders, these penalties may go as high as \$10,000 for each individual discriminated against.

Summary

The Immigration Reform and Control Act of 1986 (IRCA) was passed to control unauthorized immigration to the United States. The IRCA provision with the greatest effect on agricultural employers is the employer sanctions provision. This provision requires all employers to verify the eligibility of each employee hired to work in the United States. Additionally it prohibits employers from discriminating against any individual, other than an unauthorized alien, with respect to the hiring, or recruitment or referral for a fee, of the individual for employment or the discharging of the individual from employment, because of the individual's national origin or citizenship status.

Source: "Summary of Federal Laws Affecting Agricultural Employment." United States Department of Agriculture. Available online www.ers.usda.gov/publications/ah719/ah719f.pdf. Accessed: Mar. 28, 2007.

Tom Tancredo Opinion–Editorial (“Security Plan Must Focus on Borders”)

It's no secret that the vast majority of the 12 million to 15 million illegal aliens in the United States came here to fill low- skill, low-wage jobs. Even though they get paid substandard wages to mow lawns, bus tables and clean toilets, they often come from much worse situations.

Mexico, for example, continues to suffer from corruption that stifles economic expansion and extinguishes the hopes of a better life for millions of its best and brightest nationals. They see the land of opportunity to the north, and it is little wonder why they head here in droves.

The simple desire for better jobs drives most illegals across our border. In one way, this is good news for Americans who want to get a serious handle on illegal immigration because a simple problem has a simple solution: cut off the jobs. To do this, we need to tackle both the supply and demand side of illegal immigration.

On the demand side, targeted work-site sweeps, followed by serious penalties for illegal employers, would go a long way toward bringing other unscrupulous employers to the right side of the law. The government would only have to throw a few illegal employers behind bars or sting a handful of major companies with heavy fines to send the message loud and clear: In this country, you'll hire only legal workers.

Tough border security will also raise the cost and the risk of entering the United States illegally. As the journey here becomes more difficult, as “coyotes” charge more for their smuggling services, fewer prospective illegals will try to get in, and those who do will demand more of illegal employers.

At some point, with the cost of illegal labor rising and the threat of punishment looming overhead, employers will have a strong incentive to hire only legal workers.

So much for massive illegal immigration. But what about the rest, the illegal immigrants who aren't coming for jobs?

In the post-Sept. 11 world, that is the more difficult problem.

As the twin towers were smashed to the ground by terrorists—a number of whom were in this country illegally—America lost the luxury of being “mostly” secure. Hard-working Mexicans are not the only ones streaming through our porous borders. They were followed by around 200 Iranians, Syrians, North Koreans, Iraqis and other illegal immigrants from so-called “countries of interest,” according to the latest five years of Border Patrol data.

What we're arguing about is important to the security of Americans and the continued prosperity of our country. It's important enough for us to slow down the legislative process to make sure that we get it right. And, yes, it's important enough to use the August congressional recess to push the Senate to the House's side.

I continue to find it amusing when senators criticize the House for taking an unreasonable approach to immigration as they tiptoe closer to the House's position. Just last week, the Senate approved funding to begin construction of a border fence.

Arlen Specter, the author of the Senate's amnesty bill, recently broached the idea of an enforcement-first bill in the Senate, all but admitting the value of the House's principled position. The Senate's shift is even more drastic if you remember what the starting McCain-Kennedy bill looked like. It included no work-site enforcement, no fence and hardly any requirements on the millions of illegal immigrants who would qualify for amnesty under McCain-Kennedy.

The Senate bill still has many unpopular and nonsensical provisions such as universal amnesty, consulting with Mexico before building security fencing, and providing in-state tuition to illegal aliens.

By exposing the security threat that our open borders pose, and by reminding Americans that House Republicans delivered on border security, we might be able to break this political logjam. If the Senate comes our way and secures our borders, our hearings will have been worth every minute.

Source: Representative Tom Tancredo (R-CO). *The Atlanta-Journal-Constitution*. Atlanta, GA: Aug. 6, 2006, page E.7.

McCain-Kennedy Immigration Reform Proposal

Last May (2006), members of the Senate came together—Democrats and Republicans—to pass the most far-reaching immigration reform legislation in our history. The bill was a comprehensive and realistic attempt to solve the real-world problems that have festered for too long in our broken immigration system.

From our country's very beginning to the present day, immigrants have helped build our nation, and made us strong. Their labor is vital to the economy, and it will continue to be needed to sustain our economic growth. The American people demanded action on this critical issue, and the Senate answered with a bipartisan solution to the problem. Business and labor, Republicans and Democrats, and religious leaders strongly supported our bipartisan plan to strengthen our borders, provide a path to earned citizenship for workers who are here illegally, and put in place a realistic guest worker program for the future.

Unfortunately, the House of Representatives passed an unrealistic “enforcement-only” bill, without dealing with the other major aspects of the challenge. In the past decade, the nation has spent more than \$20 billion to triple our border patrols and build fences, only to discover that enforcement alone will not work. We need a comprehensive immigration program that is worthy of our heritage as a nation of immigrants—one that is tough and smart and fair. The compromise that passed the Senate contained a three-step solution that is the right fix for our broken immigration system, and we will work in the new Congress to enact it into law.

The three-step, bipartisan proposal includes:

- 1 Tough Border Enforcement:** The proposal would double our border patrols, use state-of-the-art technology against illegal immigration, and increase enforcement against employers who hire illegal workers.
- 2 Earned Legalization Program:** The proposal would provide a means for some undocumented workers to earn the privilege of American citizenship. Massive deportation of illegal immigrants would only disrupt communities and businesses, uproot families, and cost billions of dollars. To earn legal status, immigrants would have to work, pay taxes, learn English, obey our laws, and pay a penalty for violating the law. Completing the process would take several years.
- 3 A Temporary Worker Program:** Finally, the proposal would establish a program to enable workers from other countries to come to the United States legally in the future and work here temporarily, with the prospect of earning their way to permanent immigration status in the future.

To restore the integrity of America's immigration system, all three steps must be implemented at the same time. The only realistic way to re-gain control of our borders is to combine stronger enforcement with a path to citizenship for undocumented workers who are now here, and a realistic temporary worker program that includes the possibility of citizenship.

Source: Senator Edward M. Kennedy.
[Http://kennedy.senate.gov/issues_and_agenda/issue.cfm?id=df725284-80e8-4f31-91c5-ed8f37047c2](http://kennedy.senate.gov/issues_and_agenda/issue.cfm?id=df725284-80e8-4f31-91c5-ed8f37047c2). Accessed Feb. 20, 2007.



McCormick Tribune Freedom Museum

Your educational resource on freedom and the First Amendment

The Freedom Museum offers a wealth of information and teaching tools to aid educators in helping students better understand their freedoms. Enhance your classroom experience by leveraging the Freedom Museum's educational resources, including:

- Special Teacher Programs and Seminars
- Educator Bulletins
- Free Field Trips
- Bus Scholarships
- Curricula
- Lesson Plans
- Online Tools

To learn more about the Freedom Museum education program and to sign up for our mailing list, please visit

www.FreedomMuseum.US

LOCATION

445 North Michigan Avenue
Chicago, Illinois 60611
312 222 4860
www.FreedomMuseum.US

MUSEUM HOURS

General:

Wednesday – Monday
10 a.m. – 6 p.m.
(subject to change)

Closed:

Tuesdays, Thanksgiving Day,
Christmas Day and New Year's Day

Note:

The museum will have special hours from Memorial Day through Labor Day and November through December (please call for times).

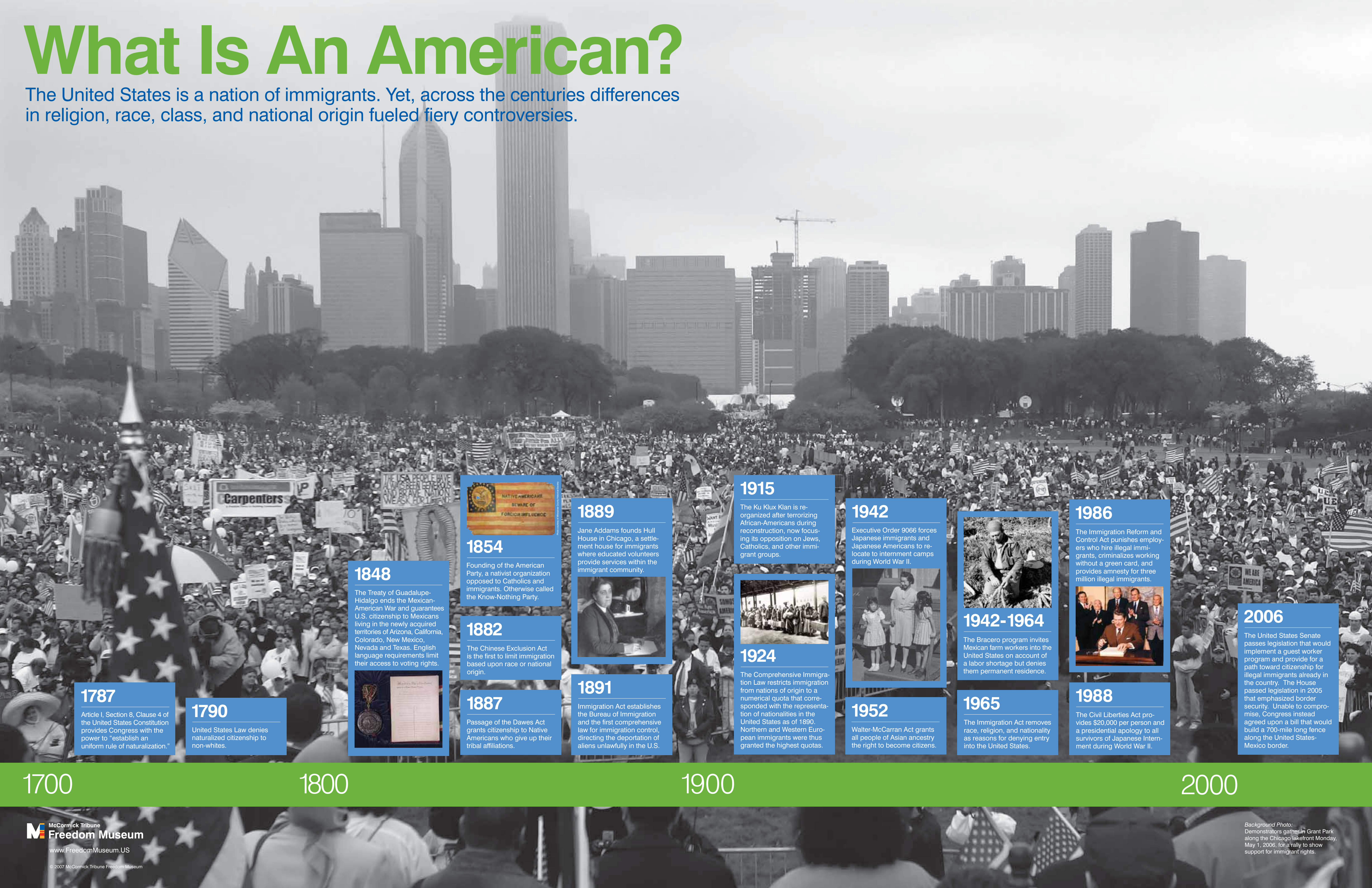
The McCormick Tribune Freedom Museum is part of the McCormick Tribune Foundation team. We encourage teachers to take advantage of the Foundation's additional educational resources at Cantigny in Wheaton, Illinois:

- First Division Museum at Cantigny
- Robert R. McCormick Research Center
- Robert R. McCormick Museum

To learn more, please visit, www.McCormickTribune.org.

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The United States is a nation of immigrants. Yet, across the centuries differences in religion, race, class, and national origin fueled fiery controversies.



1787

Article I, Section 8, Clause 4 of the United States Constitution provides Congress with the power to "establish a uniform rule of naturalization."

1790

United States Law denies naturalized citizenship to non-whites.

1848

The Treaty of Guadalupe-Hidalgo ends the Mexican-American War and guarantees U.S. citizenship to Mexicans living in the newly acquired territories of Arizona, California, Colorado, New Mexico, Nevada and Texas. English language requirements limit their access to voting rights.



1854

Founding of the American Party, a nativist organization opposed to Catholics and immigrants. Otherwise called the Know-Nothing Party.



1882

The Chinese Exclusion Act is the first to limit immigration based upon race or national origin.

1887

Passage of the Dawes Act grants citizenship to Native Americans who give up their tribal affiliations.

1889

Jane Addams founds Hull House in Chicago, a settlement house for immigrants where educated volunteers provide services within the immigrant community.



1891

Immigration Act establishes the Bureau of Immigration and the first comprehensive law for immigration control, directing the deportation of aliens unlawfully in the U.S.

1915

The Ku Klux Klan is re-organized after terrorizing African-Americans during reconstruction, now focusing its opposition on Jews, Catholics, and other immigrant groups.



1924

The Comprehensive Immigration Law restricts immigration from nations of origin to a numerical quota that corresponded with the representation of nationalities in the United States as of 1890. Northern and Western European immigrants were thus granted the highest quotas.

1942

Executive Order 9066 forces Japanese immigrants and Japanese Americans to relocate to internment camps during World War II.



1952

Walter-McCarran Act grants all people of Asian ancestry the right to become citizens.



1942-1964

The Bracero program invites Mexican farm workers into the United States on account of a labor shortage but denies them permanent residence.

1965

The Immigration Act removes race, religion, and nationality as reasons for denying entry into the United States.

1986

The Immigration Reform and Control Act punishes employers who hire illegal immigrants, criminalizes working without a green card, and provides amnesty for three million illegal immigrants.



1988

The Civil Liberties Act provides \$20,000 per person and a presidential apology to all survivors of Japanese Internment during World War II.

2006

The United States Senate passes legislation that would implement a guest worker program and provide for a path toward citizenship for illegal immigrants already in the country. The House passed legislation in 2005 that emphasized border security. Unable to compromise, Congress instead agreed upon a bill that would build a 700-mile long fence along the United States-Mexico border.

1700

1800

1900

2000