UNIT I, LESSON 1

A NATION OF IMMIGRANTS

ARRIVAL
Immigration Access/Legality

Americans have had conflicting feelings on immigration since before the founding of the Republic. Immigration has been seen as source of strength, a threat to American culture and American workers, a defining characteristic of the nation.

This lesson will introduce students to differing ideas on immigration and is appropriate for units on: immigration and contemporary issues.

Students will be able to:
• identify issues associated with immigration to the United States
• analyze political cartoons (describe, explain and compare cartoons)
• generate a list of questions and perspectives on immigration that can be revisited in other lessons

VOCABULARY
compulsory, refuge

ACTIVITIES
I. Opening activity
Have students respond to one or more of the writing prompts in a sentence or two. Opinions expressed can be those of the students themselves or those they have heard expressed by others, but students should be reminded to use appropriate language.

Historically, immigration in the United States of America has been ________________.

In general, immigrants are ________________________________.

The United States policy regarding immigration is ________________________________.

Immigrants in the United States are able to ________________________________.

Americans view immigrants as ________________________________.

II. Discuss the opening activity
List responses from volunteers on the board.
What similarities and differences appear in the responses?
What perspectives appear in the responses?

III. Group activity: Cartoon analysis
Note: Optimally each group would have a packet containing all the cartoons so that they can be viewed as each is discussed.

Model use of the Cartoon Analysis Sheet, particularly questions 3 and 5, using one of the cartoons on immigration.
A NATION OF IMMIGRANTS

Divide the class into small groups and assign each a cartoon. Each group should have a reporter, recorder and materials handler. Each group will carefully examine its cartoon and complete the cartoon analysis sheet for it.

IV. Share learning
Each group’s reporter:
A. briefly describes the cartoon examined by the group
B. shares the group’s findings for 3, 4, and 5 from the cartoon analysis sheet

List questions and issues raised by the cartoons. (Who is a desirable or undesirable immigrant? What happens in a melting pot? How does the metaphor of a “salad bowl” work? Why do immigrants come to the United States? What are the mixed messages on immigration in the United States?)

V. Discuss group findings
What similarities and differences in perspectives on immigration appear in the cartoons? Which of the cartoons seem to be referring to the past? Which seem to be recent or could be applied to immigration today? On what do you base your conclusions?

VI. Assessment options
For either (a) or (b) below, be sure to identify the cartoon being used.

A. Select one or more of the prompts from the opening activity and respond to it using the perspective of one of the cartoons. How would the artist fill in the blank? Defend your answer by referring directly to the cartoon.

B. Write about the similarities and differences between your own views on immigration and those expressed in one of the cartoons. Be sure to refer to specific aspects of the cartoon.

DOCUMENTS
A: Columbus and Indians cartoon (2006)
B: America’s Mixed Message (2007)
D: Uncle Sam’s Thanksgiving Dinner (1869)
E: Great American Melting Pot (2006)
F: All Close The Gate (cartoon created in the midst of the post-World War I “Red Scare,” 1919)
## A NATION OF IMMIGRANTS

### ARRIVAL

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**Cartoon Analysis Chart**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you see in the cartoon? Include people, objects and actions.</td>
<td></td>
</tr>
<tr>
<td>2. What do you know about what you see?</td>
<td></td>
</tr>
<tr>
<td>3a. What do you think is the artist’s opinion on the subject? What is the message of the cartoon?</td>
<td></td>
</tr>
<tr>
<td>3b. What leads you to that conclusion?</td>
<td></td>
</tr>
<tr>
<td>4. What questions do you have about the cartoon?</td>
<td></td>
</tr>
<tr>
<td>5. What questions and issues does the cartoon raise about immigration?</td>
<td></td>
</tr>
</tbody>
</table>
A NATION OF IMMIGRANTS

ARRIVAL
Immigration Access/Legality

“I’m okay with it . . .”
By Jim Borgman,
The Cincinnati Enquirer

“I’M OKAY WITH IT AS LONG AS THEY PAY US TAXES, LEARN OUR LANGUAGE AND DO THE JOBS WE AMERICANS DON’T WANT TO DO.”
A NATION OF IMMIGRANTS

ARRIVAL
Immigration Access/Legality

“America's Mixed Message...”
by Walt Handelsman
Newsday, 2007
A NATION OF IMMIGRANTS

ARRIVAL
Immigration Access/Legality

A NATION OF IMMIGRANTS

ARRIVAL
Immigration Access/Legality

Uncle Sam’s Thanksgiving Dinner
by Thomas Nast
Harper’s Weekly, November 20, 1869
A NATION OF IMMIGRANTS

ARRIVAL
Immigration Access/Legality

Great American Melting Pot
by Richard Crowson,
The Wichita Eagle, March 28, 2006
A NATION OF IMMIGRANTS

ARRIVAL
Immigration Access/Legality

“Close the Gate”
The Chicago Tribune
July 5, 1919

CLOSE THE GATE.
— Orr in the Chicago Tribune.
A NATION OF IMMIGRANTS

DISCOVERING HISTORY IN TODAY’S NEW YORK TIMES

1. Many citizens’ groups and other organizations help immigrants adapt to the American way of life even as they continue to embrace and share their distinct culture with their friends and relatives. These two forces—learning the American way of life by adapting to the community at large and maintaining one’s heritage within a specific community—reflect the metaphors presented in the lesson, a melting pot and a salad bowl. To better understand the “salad bowl” reference, find three articles in The New York Times that report on cultural events, parades, exhibits or food festivals that emphasize the special characteristics of a group of immigrants. Develop a calendar of local events that reflect this diversity and indicate the location of these events. Complete a class calendar over several months recording these events. Do you think that similar events are held in most American communities?

2. The New York Times will often present information in the form of graphics that highlight and add to the main points of an article. Search the New York Times Web site or review several issues of the Times to locate a chart or graph that reveals data on immigration or statements by legislators or politicians on immigration. You can update your statistics at: http://www.dhs.gov/ximgtnt/statistics/publications/yearbook.shtm

Create a graph showing an increase or decrease in immigration in a particular country and turn it into a creative graphic. Share your work with classmates.