



Immigration Policy



Immigration Policy

HISTORY LAB

OVERVIEW

This lab is designed for students in the U.S. History Since 1877 course to explore the historical debates about U.S. immigration policy. During this lab students analyze seven primary sources that span from 1878 to 1963. Additionally, students examine a timeline of events related to immigration in the United States from the 1880s-2000s. Students complete the lab by contextualizing two documents to determine which document was produced first.

ESTIMATED TIME

One to three days, dependent on what work is assigned outside of class

RELEVANT TEKS

US.3 History

The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to: (C) Analyze social issues affecting women, children, immigrants, and urbanization.

US.6 History

The student understands significant events, social issues, and individuals of the 1920s. The student is expected to: (A) Analyze causes and effects of events and social issues such as immigration...

US.15 Economics

The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to: (C) Explain how foreign policies affected economic issues such as the Chinese Exclusion Act of 1882 and immigration quotas.

US.16 Economics

The student understands significant economic development between World War I and World War II. The student is expected to: (C) analyze the effects of the Great Depression on the U.S. economy and society such as widespread unemployment and deportation and repatriation of people of Mexican heritage.

Acknowledgements: Written by Renee Blackmon.

US.28 Social Studies Skills

The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of sources including technology. The student is expected to: (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions. (B) Analyze information by applying absolute and relative chronology through sequencing, categorizing, Identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. (C) Apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence. (E) Identify bias and support with historical evidence a point of view on a social studies issue or event.

STEPS TO CONDUCTING THE LAB

Initiate the Investigation

Provide students with a projection or copy of the following political/editorial cartoon:



Louis Dalrymple, cartoon "Direct From the Slums of Europe Daily", *Judge*, vol. 4-45, 1903.
https://commons.wikimedia.org/wiki/File:The_Unrestricted_Dumping-Ground._Louis_Dalrymple.jpg

Students examine the cartoon by:

1. Describing the image: What do you literally see in the cartoon? What questions come up about what is observed? Students record responses individually, share responses with a partner, and then discuss as a whole class.
2. Analyzing the elements: What symbolism is used in the cartoon? What stereotypes are evident? Are any of the colors significant? What captions/words are used in the cartoon? Students record responses individually, share responses with a partner, and then discuss as a whole class.
3. Interpreting the cartoon: What message is made by artist? Students record responses individually, share responses with a partner, and then discuss as a whole class.

Provide students with a date for the cartoon and explanation of the context of the cartoon. *Judge* was a satirical magazine published from 1881-1947 that came to support the Republican Party. The editors of the magazine believed that immigration polluted society and that immigrants who became citizens tended to vote for Democrats. In the cartoon the figure of the late President William McKinley may have been included to remind readers that he had been assassinated by the son of an immigrant in 1901. Discuss why and when a political cartoon is an effective medium for conveying a message.

Provide Context

Provide context by assigning students, either in class or for homework, to read the transcript or listen to the following podcast stories provided at the National Public Radio website.

- The History of the Family Unification Immigration Policy in the U.S. January 29, 2018
- The Huddled Masses and the Myth of America January 15, 2018
- Why ‘Legal Immigration’ Doesn’t Apply to Early Immigrants to the U.S. January 17, 2018

Students should focus on preparing to discuss the following questions based on the content of the podcast stories.

- What is family unification policy and when did this policy start?
- Did the family unification policy achieve the results lawmakers had intended?
- According to historian Maria Cristina Garcia, what concerns have Americans historically expressed about immigrants and what pattern do historians see in terms of attitudes about immigration?
- When did the United States begin to institute federal immigration laws and why?
- What was the intent of the Chinese Exclusion Act of 1882 and the National Origins Act of 1924?
- How have immigration laws changed overtime?

Utilize a discussion strategy, such as chat stations www.cultofpedagogy.com/chat-stations, to review what content students acquired from the podcasts. Discuss why the debate about immigration policy continues and what issues are the focus of the current debate. Ensure that students understand how immigration legislation has changed over time. Clarify for students that during this investigation they will look at documents related to attitudes about immigration in the United States.

Introduce the central/focus question

In what ways have the debates about U.S. immigration policy changed or stayed the same over time?

Conduct Investigation

Set up a document station for each of the sources. Each station should include copies of the document. For example: Station 1 has source 1, Station 2 has source 2, etc. Create at least 7 groups of students. Students move as groups from each document station, eventually rotating through all 7 stations. Students examine the sources for TEXT- CONTEXT- SUBTEXT recording their findings on the Source Work Organizer. Provide vocabulary support if needed.

- Source 1 – Speech in the House of Representatives on the danger of Chinese immigration, “Chinese Immigration”, by Representative Horace Davis, 1878
- Source 2 – Political Cartoon by Raymond O. Evans, “*The Americanese Wall—as Congressman Burnett Would Build It*,” Puck, March 25, 1916.
- Source 3 – Excerpt by Frederic C. Howe, “The Alien,” in H.E. Stearns, ed., *Civilization in the United States: An Inquiry by Thirty Americans*, 1922
- Source 4 – Newspaper editorial by Senator David A. Reed, “America of the Melting Pot Comes to An End”, *New York Times*, April 27, 1924
- Source 5 – Resolution authored by Juan D. Martinez, to dedicate the Bracero Memorial Highway. 2010
- Source 6 – Article by Charles B. Keely, “Effects of the Immigration Act of 1965 on Selected Population Characteristics of Immigrants to the United States”, *Demography*, May 1971
- Source 7 – A speech about Cuban refugees in Miami-Dade County to the Downtown Rotary Club by Marshall Wise of the US Cuban Refugee Center, May 2, 1963.

Report conclusions or interpretations

Utilize a sharing strategy for groups to report their findings. Check for understanding of the TEXT, CONTEXT, and SUBTEXT of the documents and provide additional context if needed.

Debrief the investigation

Direct student groups to the ProCon.org website to access the Historical Timeline - History of Legal and Illegal Immigration to the United States <https://immigration.procon.org/historical-timeline>. Instruct students to read about the following events and add information to the Immigration Timeline Organizer based on the timeline information.

- 1880s Anti-Chinese Riots Spread over the Northwestern States; Oregon’s Constitution Prevents Chinese from Owning Land
- May 6, 1882 Chinese Exclusion Act Passes and Immigration Exclusion Era Begins
- 1911 Dillingham Commission Report Recommends Limiting Admission of Immigrants Based on “Economic or Business Considerations”
- May 1921 First Quota Act Becomes Law and Limits the Number of Immigrants from Certain Countries
- May 26, 1924 Johnson-Reed Immigration Act Reduces Quotas
- 1929-1936 Mexican “Repatriation Act” Forces Immigrants in the United States Back to Mexico
- 1943 Bracero Program Brings 5,000,000 Mexican Temporary Laborers to Work in US Farms and Railroads in a 22-Year Period
- 1948 Displaced Persons Act Allows People Uprooted by World War II to Immigrate to United States
- 1964 Bracero Program Ends; Undocumented Laborers Continue to Arrive from Mexico
- 1965 Hart-Celler Immigration and Nationality Act Abolishes Immigration Criteria Based on Nation of Origin and Race
- Oct. 26, 2006 Secure Fence Act Authorizes Fencing along the US-Mexican Border

Conduct a class discussion to consolidate the historical content/context and address the focus question. Require students to provide evidence to support their conclusions/answers. Include in the discussion student responses to the following questions:

- Which source(s) provided the most reliable information?
- What points of view were reflected in the sources?
- What social and economic factors have traditionally shaped immigration policy in the United States?
- How have those factors changed or continued in the 21st century?
- Are there other sources you would like to have in order to corroborate these sources?
- In what ways have the debates about U.S. immigration policy changed or stayed the same overtime?

Assess student comprehension of content and historical thinking

Students individually complete the Immigration Policy Lab Assessment.

To correctly answer the question, students must determine that Document A was written before Document B and use relevant evidence from the documents to justify their answer.

This rubric may be used to assess student responses and is based on those produced by the Stanford History Education Group.

	Criteria
Proficient	Student identifies that Document A describes the fears about Asian immigrants that were characteristic of the late 1800s and that those fears preceded the complaints about Mexican immigration which characterized the Great Depression and are evident in Document B. The student justifies the answer with evidence from the documents.
Emergent	Student places the documents in correct order but fails to support the argument with evidence or their explanation is incomplete.
Lacking	Student incorrectly orders the documents or does not provide a relevant explanation.



THE UNRESTRICTED DUMPING-GROUND.

Louis Dalrymple, cartoon "Direct From the Slums of Europe Daily", *Judge*, vol. 4-45, 1903.
https://commons.wikimedia.org/wiki/File:The_Unrestricted_Dumping-Ground._Louis_Dalrymple.jpg

SOURCE 1

This excerpt is from Representative Davis' speech "Chinese Immigration," made in the House of Representatives in 1878. Horace Davis served as a republican in the US House of Representatives from California from March 1877-March 1881. Originally from Massachusetts, Davis migrate to California in 1852. He studied law at Harvard and engaged in a variety of jobs in California including establishing the Golden Gate Flouring Mills and Sperry Flour Company. He presided over the Produce Exchange of San Francisco from 1867-1877.

In the beginning of these remarks I tried to give you some picture of the Chinese population of the Pacific States, an army of nomads having neither allegiance to our Government nor sympathy with our people. I showed you how dangerous to a republic must be this hostile element in its midst, like a foreign army encamped among its people.

I warned you of the rise of a power like the secret societies of the Middle Ages, working within our own Government and defying its laws. I pointed out the discredit, peril, and distress this element of population has brought to free labor.

And lastly, I appealed to the experience of other nations who have permitted Chinese immigration and showed you that wherever it has been allowed the same unvarying features mark their presence, and that after centuries of contact with other people in the islands of the East Indies their race peculiarities are just as distinct as they are today in California; so that our only hope lies in a law restricting their coming.

We earnestly entreat you not to disappoint us in this hope. Our State is torn asunder with discontent and agitation over this all absorbing question. Assure the anxious hearts of our people that your sympathies are with us, and let us have peace. You republicans and you democrats make good the promises of your party leaders, over and over again pledging us your aid in Congress. Men of all parties who hate the memory of slavery relieve our young State from the blight of contract labor.

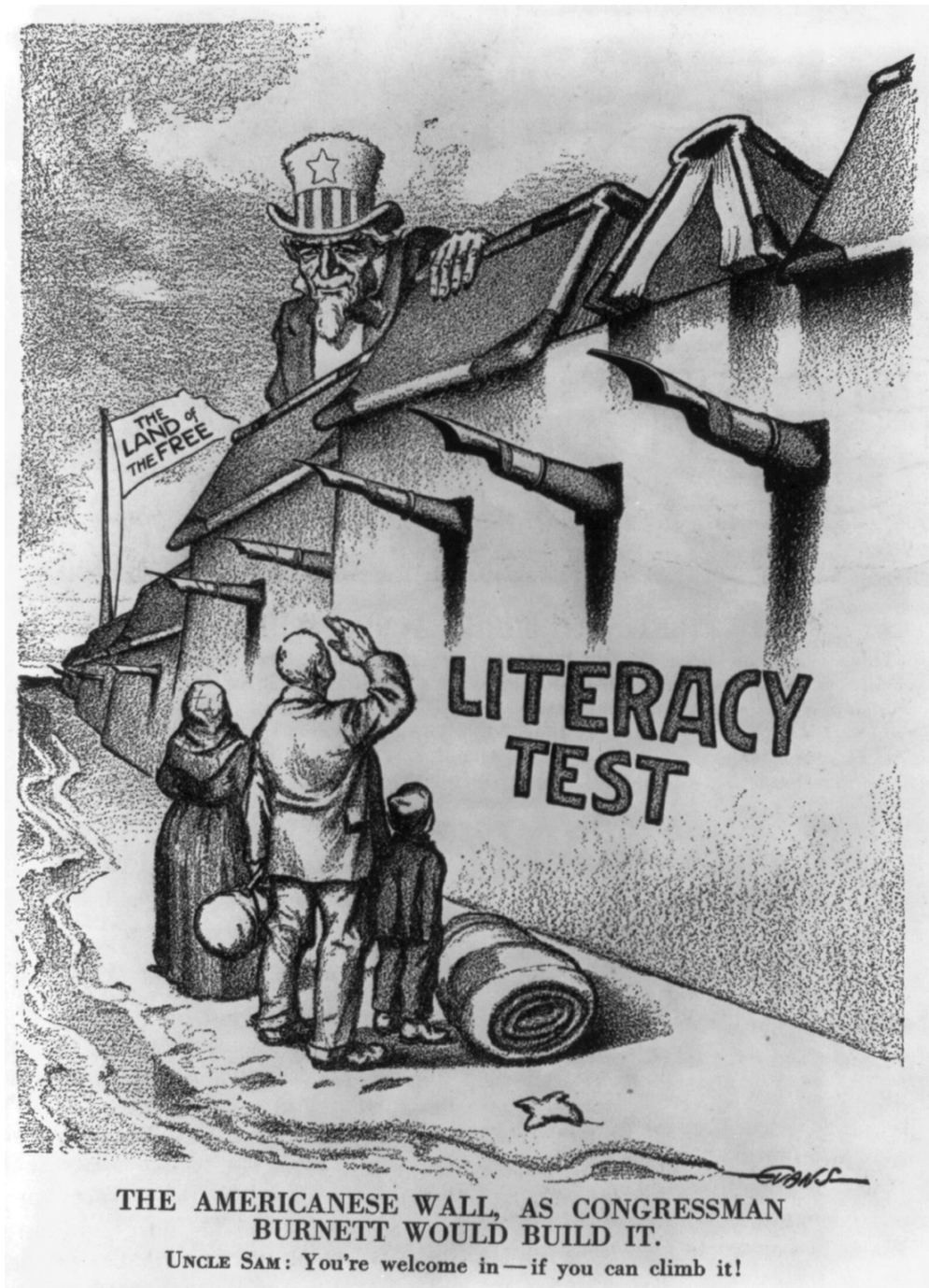
Champions of industry, as you would maintain the dignity, the self-respect, and the independence of labor, help the workingman buffeting against this flood which threatens to sweep him under. Soldiers, fresh from the horrors of civil war, avert from us the specter, however distant, of intestine strife, of a State divided against itself, and of a war of races.

The safety of the Republic lies in a contented people, loving their country and respecting its laws. No material prosperity can atone for the want of that allegiance. As we cherish the traditions of one flag, one Constitution, and one common country, so we can only work out one common destiny as a united and harmonious people.

https://archive.org/stream/chineseimmigratoodavigoog/chineseimmigratoodavigoog_djvu.txt

SOURCE 2

Raymond O. Evans, "The Americanese Wall—as Congressman Burnett Would Build It," *Puck*, March 25, 1916. This cartoon reflected the national debate about immigration policy at the turn of the century.



Public domain. Available from the Library of Congress: <http://www.loc.gov/pictures/resource/cph.3b00563/>.

SOURCE 3

An excerpt from Frederic C. Howe, “The Alien,” in H.E. Stearns, ed., *Civilization in the United States: An Inquiry by Thirty Americans*, 1922. After finishing law school Howe became an active progressive reformer involved in many community organizations. His efforts at reform led him to run for public office as a Republican, eventually serving in the Ohio Senate from 1906-1908. Howe worked as the Commissioner of Immigration of the Port of New York from 1914-1919. Howe published several books and was a supporter of women’s suffrage.

The “immigration problem,” so called, has always been and always will be an economic problem. There are many people who feel that there is an inherent superiority in the Anglo- Saxon race; that it has a better mind, greater virtue, and a better reason for existence and expansion than any other race. They insist there are eugenic reasons for excluding immigration from South and Central Europe; they would preserve America for people of Anglo-Saxon stock.

As an immigration official I presided over Ellis Island for five years. During this time probably a million immigrants arrived at the port of New York. They were for the most part poor. They had that in common with the early immigrant. They had other qualities in common. They were ambitious and filled with hope. They were for the most part kindly and moved by the same human and domestic virtues as other peoples. And it is to me an open question whether the “new immigration,” if given a virgin continent, and the hope and stimulus which springs from such opportunity, would not develop the same qualities of mind and of character that we assume to be the more or less exclusive characteristics of the Anglo-Saxon race. There is also reason for believing that the warmer temperament, the emotional qualities, and the love of the arts that characterize the South and Central European would produce a race blend, under proper economic conditions, that would result in a better race than one of pure Northern extraction. For it is to be remembered that it was not political liberty, religious liberty, or personal liberty that changed the early immigrant of Northern Europe into the American of to-day. His qualities were born of economic conditions, of a free continent, of land to be had for the asking, of equal opportunity with his fellows to make his life what he would have it to be. The old immigrant recognized no master but himself. He was the equal of his neighbors in every respect. He knew no inferiority complex born of a servile relationship. It was this rather than our constitutions and laws that made the American of the first three centuries what he was. It was this alchemy that changed the serf of Northern Europe into the self-reliant freeman of America.

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The immigration problem was born when this early economic opportunity came to an end. When the free land was all gone, the immigrant had to work for somebody else. He went to the mines and the city tenement not from the choice but from necessity. He took the first job that offered. When established he sent for his brother, his neighbor, or his friend. He, too, went to the mining camp or the slum. Colonies appeared. The alien became segregated. He lived by himself. And he developed the qualities that would be developed by any race under similar conditions.

https://archive.org/stream/civilizationinunoostea/civilizationinunoostea_djvu.txt

SOURCE 4

In this newspaper editorial by Senator David A. Reed, “America of the Melting Pot Comes to An End”, *New York Times*, April 27, 1924 he outlines reasons why America can no longer accept immigrants. Reed served as a Republican Senator for Pennsylvania from August 1922 through January 1935 and coauthored the Immigration Act of 1924.

AMERICA OF THE MELTING POT COMES TO END: Effects of New Immigration Legislation Described by Senate Sponsor of Bill—Chief Aim, He States, Is to Preserve Racial Type as It Exists Here Today

HOW NEW LEGISLATION WILL CHANGE THE FLOW OF IMMIGRATION FROM EUROPE TO THE UNITED STATES

The immigration policy upon which the two houses of Congress have now substantially agreed marks a new departure in the American attitude on this subject. Until now we have proceeded upon the theory that America was “the refuge of the oppressed of all nations,” and we have indulged the belief that upon their arrival here all immigrants were fused by the “melting pot” into a distinctive American type. During the last forty years we have, it is true, established certain physical and moral standards with which our immigrants must comply in order to be permitted to enter the country; but these tests have operated only to exclude the cases of gross unfitness, such as those with contagious diseases and the insane and the notorious criminal.

Until the years 1853–85 the sources from which the greater number of our immigrants came were the same sources from which our country was originally colonized, and as result of this fact the immigrants were easily assimilated in our population upon their arrival here. Beginning about 1885, new types of people began to come. For the first time in our history men began to come in large numbers from Italy, Greece, Poland, Turkey in Europe, the Balkan States and from Russia. As these new sources of immigration began to pour out their masses of humanity upon our shores the old sources in Northwestern Europe seemed to dry up, and whereas in 1890 the natives of Southern and eastern Europe constituted about 8 per cent of our foreign-born population, in 1910 they constituted 39 per cent.

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This change brought new difficulties in the problem of assimilation. These new peoples spoke strange languages. It was not to be expected that they would readily fuse into the population that they found here. It was natural that they should not understand our institutions, since they came from lands in which popular government is a myth...

Nor has America allowed herself to be disturbed by the cries of alien groups who are already here. The objections that these groups have put forward to the new immigration law have doubtless been put forward in good faith, but with a complete misunderstanding of the purposes of the new law. These purposes are three:

First—America realizes that she is no longer a desert country in need of reinforcements to her population. She realizes that her present numbers and their descendants are amply sufficient to bring out her natural resources at a reasonable rate of progress. She knows that her prosperity at this moment far exceeds that of any other land in the world. She realizes that unless immigration is numerically restrained she will be overwhelmed by a vast migration of people from the war-stricken countries of Europe. Such a migration could not fail to have a baleful effect upon American wages and standards of living and it would increase mightily our problem of assimilating the foreign born who are already here. Out of these thoughts have risen the general demands for limitation of the number of immigrants who may enter this country.

Second—There has come about a general realization of the fact that the races of men who have been coming to us in recent years are wholly dissimilar to the native-born Americans, that they are untrained in self-government—a faculty that it has taken the Northwestern Europeans many centuries to acquire. Thoughtful Americans have been despondent for the future of our country when the suffrage should be exercised by men whose inexperience in popular forms of government would lead them to demand too much of their Government, and to rely too heavily upon it, and too little upon their own initiative.

America was beginning also to smart under the irritation of her “foreign colonies”—those groups of aliens, either in city slums or in country districts, who speak a foreign language and live a foreign life, and who want neither to learn our common speech nor to share our common life. From all this has grown the conviction that it was best for America that our incoming immigrants should hereafter be of the same races as those of us who are already here, so that each year’s immigration should so far as possible be a miniature America, resembling in national origins the persons who are already settled in our country.

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The third, and last, factor in bringing about the new law has been the conviction that we were handling the business badly and were causing unnecessary suffering in allowing the immigrant to sever his home ties and cross the ocean before his admissibility was decided. It was obvious that much distress and suffering could be avoided if the selection of immigrants and the determination of their admissibility could be done at the source. Obviously, it is impracticable to locate immigration officials abroad; but the idea has gained ground that our Consuls could make a preliminary decision about each immigrant before giving him a visa or his passport.

<https://www.nytimes.com/1924/04/27/archives/america-of-the-melting-pot-comes-to-end-effects-of-new-immigration.html>

SOURCE 5

This resolution authored by Juan D. Martinez details the contributions made by Mexican immigrants in the Bracero program. Martinez was an active community member in Monterey County California. He worked for some time as a legislative consultant and was instrumental in lobbying to get the Bracero Memorial Highway dedication. The Bracero Memorial Highway memorial, dedication and installation event took place On September 14, 2013.

“Bracero Memorial Highway”

Whereas, The United States was attacked on December 7, 1941 a day which will live in Infamy and the beginning of World War II. Mexico joined The Allied Forces against tyranny and oppression around the world; and

Whereas, The United States and Mexico initiated The Bracero Program in 1942 to 1964, and for 22 years, 4.5 million skilled laborers worked on America’s dams, railways, roadways, assembly plants, mines and help to developed America’s agricultural lands, many joined the U.S. military; and

Whereas, Braceros helped to feed and nourish The Allied Forces during the War and the Reconstruction that followed, lifting many nations from rubble and raising the standard of living for millions around the world; and

Whereas, the following two tragic and preventable accidents illustrate the callous negligence and disregard for safe working conditions; and

Whereas, June 17, 1958, the Holocaust in Soledad Ca. when in an illegally converted vehicle being used to transport 50 Braceros, a worker lit a cigarette igniting two gas cans placed beneath benches in the passenger’s compartment; and

Whereas, 14 Braceros died as they fought desperately to escape the flames and 17 other Braceros were hospitalized in very critical condition; and

Whereas, The driver failed to remove the danger and neglected to inform any of the passengers of the hazard. The National Safety Council considered this fire the worst non-collision vehicle tragedy in the nation; and

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Whereas, Sept.17, 1963 the Catastrophe at Chualar Ca. the north bound Southern Pacific train at the Thomas Ranch Road & Highway 101 railroad crossing collated with the unregistered vehicle transporting 58 farm workers. The wreckage was everywhere 56 men lay dead or dying. The train stopped 3,050 feet from the point of impact. 32 Braceros were killed and 24 others were seriously injured; and

Whereas, Our two nations were in shock. National and State leaders passed Safety laws citing both these two preventable tragedies. National Safety Council called it the biggest fatal vehicle accident in our nation's history, and

Whereas, Braceros helped to feed many nation's around the world. They sacrificed so much, for so long, for so many, for so little, yet, were segregated from those they helped to feed, while often times they had little for their own table; and

Whereas, for 22 years, Braceros strong arms and backs contributed to helping make... The United States of America the Most Powerful Nation in the World. We acknowledge the many forgotten Braceros as proud members of America's Greatest Generation; and
Whereas, it is a long overdue tribute and honor to designate a 16 mile portion of the historic Juan Bautista De Anza National Trail, the famous El Camino Real and the California's Golden State Highway 101, in the Heart of Steinbeck Country, in the center of the Salad Bowl of the World, between Soledad and Chualar as,

“Bracero Memorial Highway”
Juan D. Martinez Jr. 3-10-10

<http://braceroarchive.org/items/show/3220>

SOURCE 6

This excerpt is taken from the article, “Effects of the Immigration Act of 1965 on Selected Population Characteristics of Immigrants to the United States”, authored by Professor Charles Keely and published in *Demography*, May 1971. The article detailed Keely’s research on how U.S. immigration law affected demographic and socio-economic characteristics of the country. Keely taught at several universities, served on the Board of Trustees of the Center for Migration Studies and as the editor of *International Migration*. Keely shared his expertise as a frequent advisor to U.S. congressional committees, federal commissions and international organizations responsible for immigration and refugee policy.

The basic policy change in the 1965 Act was the abolition of the national origins quota system.... All future immigrants would compete on a first-come, first-served basis for the limited immigrant visas without regard to country of origin.

An annual ceiling of 170,000 immigrant visas (exclusive of parents, spouses, and unmarried children of United States citizens) was established for all countries outside the Western Hemisphere. After July 1, 1968, immigrants from these non-Western Hemisphere countries would enter on a first-come, first-served basis, regardless of place of birth or racial ancestry within a system of preference categories. Provision was also made that no more than 20,000 immigrants from any one non-Western Hemisphere country could enter during each fiscal year. An annual ceiling of 120,000 visas was imposed on the Western Hemisphere. The preference system would not be applied to immigrants from this part of the world....

A second important change in immigration policy contained in the 1965 Act was the placing of greater emphasis on family relationships as a basis for selection of immigrants. This change was accomplished in two ways. First, parents of United States citizens over the age of 21 were added to the list of immigrants not subject to numerical limitations of any sort. Second, the order and size of preference categories was altered so that family reunification was emphasized....Another difference is the system distinguishes between levels of skills giving precedence to the professional and higher level skills.

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Preference System, Immigration Act of 1965

- (1) First preference: Unmarried sons and daughters of U.S. citizens.
- (2) Second preference: Spouse and unmarried sons and daughters of an alien lawfully admitted for permanent residence.
- (3) Third preference: Members of the professions of scientists and artists of exceptional ability.
- (4) Fourth preference: Married sons and daughters of U.S. citizens.
- (5) Fifth preference: Brothers and sisters of U.S. citizens.
- (6) Sixth preference: Skilled and unskilled workers in occupations for which labor is in short supply in U.S.
- (7) Seventh preference: Refugees to whom conditional entry or adjustment of status may be granted.
- (8) Nonpreference: Any applicant not entitled to one of the above preferences.

<https://link.springer.com/article/10.2307/2060606>

SOURCE 7

This excerpt is from a speech made by Marshall Wise in Miami-Dade County to the Downtown Rotary Club, May 2, 1963. Wise directed the Cuban Refugee Center based in Freedom Tower, Miami, which came to be the "Ellis Island of the South." The Refugee Center was created to provide assistance to Cuban refugees fleeing from the Castro regime which came to power in 1959.

It has been written and said that Cuban refugees are taking jobs away from needy Americans, and lowering the wage rates in Miami and South Florida. I'm sure that some of this has taken place, but the hard cold facts, available to all of you in the reports made by the Florida State Employment Service, the recent special survey on unemployment in Dade County conducted by the U.S. Department of Labor, the First Research Corporation, and other professional fact finding bodies, proves conclusively that these inflammatory statements just can't be proved.

It has been written and said that the influx of Cuban refugees was increasing the crime rate in our communities, yet the official report of the Miami Police Department, released just a few months ago, says that although the crime rate during the past three years has increased in Miami - and here I quote from the report - "Cubans were not a problem in the crimes reported on by the Department." Lt. Tom Lipe, in making the report, said, "Cubans are good citizens as far as we are concerned."

It has been written and said that the influx of Cuban refugees would ruin South Florida's tourist industry. Yet industry reports show that 1962 was the best tourist year we ever experienced, and right now the tourist industry tells us that 1963 is going to be better than 1962.

It has been written and said that the influx of Cuban refugees would create slums and depress the real estate market. The most recent reports from the Miami Housing Authority, Area Redevelopment officials, the Mortgage Bankers Association; the Real Estate Appraisal Association and the Federal Housing Administration all agree that although there is an overcrowding situation no slums have been created and the real estate market, instead of being depressed, has been greatly helped by the influx of refugees into the area.

It has been written and said that the refugee influx would ruin our school system and slow up the education of our own children. The facts are available to all of you and you can get them by talking to the Superintendent of Schools, or any of the other responsible officials of the Dade County School system. You'll learn from them that there has been, and still is, heavy overcrowding, but that the quality of the Cuban students and the nine million dollars of federal funds that has been given to help with the problem has really improved, rather than hurt, the school system.

And finally, it has been written and said that "they are using all our welfare funds to help the Cubans instead of the needy Americans." The truth is that no Dade County or Florida State funds have ever been used for this purpose. More than eighty million dollars of purely federal funds, contributed in taxes by all the people of the United States including you and me, have been used to give these needy refugees asylum, safety and minimum subsistence in the greatest democracy the world has ever known.

<https://dp.la/primary-source-sets/cuban-immigration-after-the-revolution-1959-1973/sources/1682>

Activity Sheets

SOURCE WORK ORGANIZER

Source What type of source is it?	Text What is visible/readable? What information is provided by the source?	Context When was the source produced? What was going on during that time period? What background information do you have that helps explain the information in the source?	Subtext What is between the lines? Who is the author? What about them is important to know? For whom is the source created? Why was the source created?
1			
2			
3			

4			
5			
6			
7			

IMMIGRATION TIMELINE ORGANIZER

	Social Factors Impacting the Policy	Economic Factors Impacting the Policy	Changes Brought About the Policy
Chinese Exclusion Act 1882			
Immigration Act 1924			
Immigration and Nationality Act of 1965			
Bracero Program 1943–1964			
Secure Fence Act Authorizes 2006			

IMMIGRATION POLICY HISTORY LAB ASSESSMENT

Directions: The following two documents both reflect attitudes about immigration but were produced at different times. Read the documents and determine the order in which the document were most likely written. Explain your answer using evidence from the documents and your knowledge of history.

Document A: A quote from the Mayor of San Francisco in a newspaper article

It is my firm belief that an exclusion act, even more stringent than the present one, should be passed in the matter of the Japanese immigrants . . . We may say that the Japanese is enlightened, and, this being true, his education prompts him to adopt American ways, and thus, with his cheap labor, dig at the foundation upon which rests the welfare of our people. Where a Chinese will work upon a farm at starvation wages, a Japanese has the ability to acquire the property itself. The Chinese are dangerous enough, but the Japanese would drive all competition out of business. It is the stern duty of the American citizen, and particularly of those of us upon this western coast, to scrutinize this evil and then suppress it with appropriate legislation.

Document B: A telegram sent from W. G. Blalcok to Senator Henry F. Ashurst

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable sign above or preceding the address.

WESTERN UNION

R. B. WHITE PRESIDENT NEWCOMB CARLTON CHAIRMAN OF THE BOARD J. C. WILLEVER FIRST VICE-PRESIDENT

SIGNS

DL = Day Letter
NM = Night Message
NL = Night Letter
LC = Deferred Cable
NLT = Cable Night Letter
Ship Radiogram

1220-S

The filing time as shown in the date line on full-rate telegrams and day letters, and the time of receipt at destination as shown on messages, is STANDARD TIME.

Received at

WK51 80 GOVT DL COLLECT 8 EXTRA=NOGALES ARIZ 3 1138A

RANSIT
FULL-RATE
DAY LETTER

HENRY F ASHURST, UNITED STATES SENATOR=

FROM ARIZONA=

THERE ARE NEAR FIVE HUNDRED MEXICANS THAT CROSS THE MEXICAN BORDER DAILY COMING TO THE UNITED STATES TO WORK RETURNING TO MEXICO IN THE EVENINGS HERE WHILE AMERICAN CITIZENS ARE UNABLE TO OBTAIN WORK AND STARVING AND THERE IS NO SHORTAGE OF LABOR IN THE UNITED STATES WILL YOU PLEASE ADVISE THE CORRECT STEPS TO TAKE AND THE PROPER AUTHORITIES TO TAKE THIS MATTER UP WITH AND PLACE AN EMBARGO ON CONDITIONS ANSWER=

W G BLALCOK HOME ADDRESS BOX 247 BISBEE ARIZONA.

Document _____ was likely written first because _____

Lined writing area with multiple horizontal lines for text entry.