

“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format

Lesson Title:

Immigration: That Was Then 1856-1923, This Is Now 2006.

Subject and Grade Level:

Language Arts, History, Geography: Grades 5-8

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

In this lesson, students will focus and explore the progress of immigration for the last 100 years in the History of the United States. They will compare and make contrast of the immigration situation of the past to the immigration situation in the present. They will infer solutions and problems in making immigration bills so that the United States will benefit from immigration.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Language Arts Standard 1: Students read and understand a variety of materials. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.

Language Arts Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. Recognizing author’s point of view & purpose, making predictions, drawing conclusions, and analyzing what is read, heard, or viewed, recognizing, expressing, and defending a point of view orally in an articulate manner and in writing.

Language Arts Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Language Arts Standard 6: Students read and recognize literature as a record of human experience. Reading, responding to, and discussing literature that represents points of view from places, people, and events that are familiar and unfamiliar, using new vocabulary from literature in other context, comparing the diverse voices of our national experience as they read a variety of United States literature.

Geography Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

History Standard 3.1: Students understand that societies are diverse and have changed over time. Describe common traits & characteristics that unite the United States as a nation and a society, describe the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

1. Worksheet titled "Immigration: That Was Then 1856-1923"
2. Worksheet titled "Immigration: This Is Now 2006"
3. Summary & Discussion: "Immigration: Solutions & Problems"
4. Creative Writing Project: Proposed Immigration Bill
5. Political Cartoon: Immigration to America
6. Final grade based upon "Immigration Rubric"

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Language Arts Standard 4: Students apply thinking skills to their speaking, and listening, while viewing. Recognizing author's point of view & purpose, making predictions, drawing conclusions, and analyzing what is heard, recognizing, expressing, and defending a point of view orally in an articulate manner.

Geography Standard 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

History Standard 2: Students know how to use the processes and resources of historical inquiry.

History Standard 3.1: Students will understand that the United States has always been a melting pot for immigration and that through immigration we are a very diverse and cultural country, and yet we have common traits that bind us together. Immigration is not a new problem for this country.

Time: The number of class periods required for the lesson as well as the length of class period.

Total 4 class periods of 45 minutes each. Voting of bill could take more days but not class time.

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

Teacher Lesson Plan Guide: suggested daily plans, websites for lessons.

Technology needed: two days (2) of Internet access for students to work in pairs, networked printer.

Handouts:

1. "Immigration: That Was Then 1856-1923"
2. "Immigration: This Is Now 2006"
3. "Immigration Rubric"

Summary & Discussion: "Immigration: Solutions and Problems"

Handout: Construction White paper: 12" x 18" for Immigration Bills and Political Cartoon

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Class 1:

Computer Lab: Introduction to Keyword Searching and handout on "Immigration: That Was Then 1856-1923". Students will be in pairs and pull up *Colorado's Historic Newspaper Collection* website <http://www.coloradohistoricnewspapers.org>, search keyword "Immigration" in local newspaper articles, scan articles to answer questions on handout, record basic and specific information and find unknown vocabulary words. Students can print article if they need it to finish page.

Class 2:

Computer Lab: Handout "Immigration: This Is Now 2006". Students will continue in pairs and pull up *Denver Post/Rocky Mountain News* website <http://www.post-newscustomercare.com>, search keyword "Immigration", scan articles to answer questions on handout, record basic and specific information and find unknown vocabulary words. Students can print article if they need it to finish page.

Class 3:

Classroom discussion (20 minutes) – "Immigration: Solutions and Problems". List and talk about the problems that each pair discovered for both United States and the Immigrants. Lead discussion with questions to perk discussion such as: Social problems, economical problems, Language barriers, educational problems, cultural problems, security problems, health problems, overpopulation, human rights etc. Students record and take notes during discussion. Last 20 minutes – With your partner, write your own Immigration Bill as if you are presenting it to the Congress of the United States. Draw a Political Cartoon to support your bill.

Class 4:

Finish Immigration Bills and put bills on 12"x18" construction paper with Political Cartoon. Place names on the back of your paper and hang bill on Classroom wall for others to view. Finish up your worksheets based upon Rubric and turn in.

Class 5-7:

Bills will be displayed and viewed; each day on their own, students can view each bill and vote on whose bill would most likely pass a Congressional Vote based upon equality, human rights, fairness, and ease of regulating. After a few days, teacher can sum up votes, and present the winner.

Created by Sheri Scarafiotti, Durango, Colorado.

THE U.S. NATIONAL ARCHIVES & RECORDS ADMINISTRATION

www.archives.gov

Saturday, June 17, 2006

Guide to the Records of the U.S. House of Representatives at the National Archives, 1789-1989 (Record Group 233)

[Chapter 14.](#) Records of the Judiciary Committee and Related Committees

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[Records of the Judiciary Committee and Related Committees](#) from *Guide to Federal Records in the National Archives of the United States, 1789-1988*

Committee Records discussed in this chapter:

- [Committee on Patents \(1837-1946\)](#)
- [Committee on Immigration and Naturalization \(1893-1946\)](#)
- [Committee on Revisal and Unfinished Business \(1795-1868\)](#)
- [Committee on Revision of Laws \(1868-1946\)](#)
- [Committee on Freedmen's Affairs \(1866-75\)](#)
- [Committee on Alcoholic Liquor Traffic \(1893-1927\)](#)
- [Committee on Woman Suffrage \(1917-27\)](#)
- [Impeachment Records](#)
- [Committee on the Judiciary \(1813-1986\)](#)

Committee on Immigration and Naturalization (1893-1946)

Jurisdiction and History

14.20 Congress did little before 1860 to regulate immigration, which had traditionally been controlled by the colonies and then the states. After the Civil War, when the issues of States rights had been clarified and the need for a uniform immigration and naturalization system had become more apparent, the Federal Government began to build a system to regulate these areas. By 1893 the regulation and restriction of immigration and naturalization had

become complex, and the standing Committee on Immigration and Naturalization was created in the House after having been a select committee for 4 years.

14.21 Its jurisdiction included a variety of subjects: general revision of immigration and naturalization laws; supervision of the Bureau of Immigration and Naturalization; sites and buildings of immigration stations at U.S. ports of entry; pay and provisions for immigration officers and personnel; and management of resident aliens, including residence, deportation, readmission, and ownership of property.

14.22 The jurisdiction included regulatory measures to restrict immigration, such as literacy tests, head taxes, racial and country-of-origin quotas, money-in-pocket tests, and professional and skills criteria. The committee reported legislation restricting immigration of certain classes of persons--such as Chinese, Japanese, contract laborers, anarchists, dependents, mental defectives, illiterates, paupers, and criminals--and naturalization legislation affecting classes of persons such as aliens who had served in the military during wartime, women married to U.S. citizens, and persons of particular nationalities. The complex regulatory system that was thus constructed was the source of a large number of requests for private legislation designed to provide relief for persons who begged personal exemption from the broad categories defined in the legislation.

Records of the Committee on Immigration and Naturalization, 53d-79th Congresses (1893-1946)

| Record Type | Volume | Congresses (Dates) |
|-------------------------|---------------|--|
| Minute Books | 21 vols. | 53d-57th (1893-1903), 60th-68th (1907-25), 74th-79th (1935-46) |
| Docket Books | 11 vols. | 53d-57th (1893-1903), 60th-66th (1907-21) |
| Petitions and Memorials | 24 ft. | 53d-79th (1893-1946) |
| Committee Papers | 34 ft. | 53d-58th (1893-1905), 60th-65th (1907-19), 67th-79th (1921-46) |
| Bill Files | 28 ft. | 58th-61st (1903-11), 63d (1913-15), 66th-79th |

| | | |
|---------------|-----------------------------------|-----------|
| | | (1919-46) |
| TOTAL: | 86 ft. and 32 vols. (2 ft. 8 in.) | |

14.23 There are usually **minute books** for committee meetings before 1920 and after that date the minutes are found loose in the committee papers. In either format, the minutes document the legislation and other topics discussed at committee meetings, attendance at meetings, appointments to subcommittees and subjects referred to subcommittees, markup sessions and proposed amendments to legislation, and yea and nay votes. Most of the minutes contain copies of the bills and resolutions discussed in the meetings and some documentation relating to the administration of the committee. The minute book for 1943-44, for example, contains detailed transcripts of the organizational meetings at the beginning of the session (78A-F16.3). The **docket books** contain an entry for each piece of legislation referred to the committee and notes on the action taken in committee and on the House floor regarding each bill and resolution.

14.24 More than half the **petitions and memorials** are from the earliest years of the committee, 1893-1907. Many petitions in the turn-of-the-century records favor restriction of immigration (53A-H12.1, 54A-H12.1, 55A-H7.2, 57A-H8.2, 59A-H8.2), the largest number being from the 55th Congress, 1897-99 (6 ft.). Organizations such as the Patriotic Order of Sons of America and the Junior Order of United American Mechanics urged the passage of tougher immigration restrictions, while the Union of the German Roman Catholic Societies of the State of New York, the North American Gymnastic Union, the Helvetia Society, the German Veteran's Club, and others protested the existing restrictions. The endorsement of a typical pro-restriction petition reads:

The undersigned residents of [-----] believing that a large majority of the American people demand a more rigid restriction of immigration to protect American Citizenship and the Working Men now in this country; and feeling that the present immigration laws are inadequate and largely responsible for the hard times frequently attributed to other causes, respectfully petition you to vote for, and use your influence and efforts to secure the passage . . . [of] a bill similar to that passed by the 54th Congress and vetoed by President Cleveland.

Your constituents, irrespective of birth, race or nationality, will heartily approve of your action in this direction. (55A-H7.2)

14.25 The more emphatic petitions state the same sentiments more curtly:

Resolutions of the State Council of Ohio, Junior Order of United American Mechanics urging passage of laws to prevent the landing on our shores of the vicious, lawless, pauperized, and anarchistic elements of foreign countries. (57A-H8.2)

14.26 Although the bulk of the petitions and memorials favor restrictions, the petition files also contain evidence of friendly attitudes toward the new immigrants. The records of the 53d Congress (1893-95) contain petitions for the repeal of the Chinese-exclusion, or "Greary," laws (53A-H12.3). In 1904 the United Chinese Society of Honolulu sent Congress a thoroughly reasoned document petitioning against the Chinese-exclusion laws, and the Delaware State Grange petitioned Congress asking for special consideration of the naturalization case of Yan Phou Lee, a "Chinaman" and a lecturer (58A-H7.2). During the same Congress, five circuit court judges from Chicago circulated a petition for the repeal of parts of the immigration law that permitted the abuse of certain immigrants (58A-H7.1).

14.27 The restriction sentiment remained strong through the early decades of the new century. Large numbers of petitions were received on the Burnett-Dillingham bill in 1911-13, which provided for immigration restrictions (62A-H10.2, 63A-H8.1, 2 ft.), and on the Johnson restriction bills, H.R. 101 and H.R. 6540, of 1923-25 (68A-H6.1, 3 ft.). Other subjects of petitions included quotas (69A-H3.1, 70A-H3.4, 71A-H5.1), deportation of aliens (66A-H7.3, 69A-H3.3, 70A-H3.2, 74A-H4.1), a proposed temporary suspension of immigration (66A-H7.6), and an investigation of the Bureau of Immigration and Naturalization (66A-H7.5). Since about 1930, some of the petitions and memorials referred to the committee have been preserved in the committee papers or bill files.

14.28 The early **committee papers** (1893-1919) include correspondence on immigration restrictions to protect domestic labor (53A-F17.1), on ports of entry and restrictions on idiots and the insane (56A-F13.1), and on Chinese exclusion (57A-F13.2). The papers also include transcripts hearings on immigration (57A-F13.3), naturalization (60A-F13.3), and claims resulting from the Mexican Insurrection of 1911 (62A-F15.1), and copies of printed bills, hearings, reports, and documents.

14.29 After World War I, committee papers contain correspondence files and a large number of committee hearings and prints, some of which may be rare. The files of the 78th and 79th

Congresses contain the Attorney General's suspension of deportation reports on persons specified under the Immigration Acts of 1917 and 1940 (78A-F16.1, 79A-F16.1, 13 ft.).

14.30 The **bill files** contain copies of bills and resolutions, committee reports, committee prints and printed hearings, correspondence, and transcripts of executive session hearings. In many cases they also contain petitions and memorials that refer specifically to legislation. The bill files are arranged numerically under each bill or resolution type: House bills, House resolutions, then Senate bills, and Senate resolutions. Private legislation and public legislation are filed together.

14.31 The earliest bill files are thin and incomplete, but after about 1920 they contain folders on most or all of the bills and resolutions referred to the committee. The records of the later Congresses--after about 1930--contain transcripts of hearings on a large percentage of the bills and resolutions. For example, the bill files of 1935-36 (74A-D15, 20 in.) contain transcripts of unpublished hearings on subjects such as the protection of American actors and artists by restricting admission of foreign competition and the exemption from an entry fee of Boy Scouts entering the country to attend an international jamboree, and a bill to alter the laws regarding alien registration, deportation, and national quotas. In all, 27 of the 38 hearings held during the 74th Congress were not printed, but they are preserved in the bill files. Bill files for later Congresses appear to be at least as complete as those of the 74th.

14.32 Before the establishment of the standing Committee on Immigration and Naturalization, petitions and memorials relating to these subjects were generally referred to the Judiciary Committee or to select committees. There are records from the Select Committees on:

- Naturalization Laws, 1801-3 (7A-F4.1)
- Naturalization Laws, 1803-5 (8A-F3)
- Naturalization Laws, 1837-39 (25A-G24.2)
- Immigration, 1863-65 (38A-G25.3)
- Immigration of Contract Laborers, 1887-89 (50A-H33.1)
- Immigration, 1889-91 (51A-H27, 51A-F46)
- Immigration, 1891-93 (52A-H28, 52A-F50)

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Bibliographic note: Web version based on *Guide to the Records of the United States House of Representatives at the National Archives, 1789-1989: Bicentennial Edition* (Doct. No. 100-245). By Charles E. Schamel, Mary Rephlo, Rodney Ross, David Kepley, Robert W. Coren, and James Gregory Bradsher. Washington, DC: National Archives and Records Administration, 1989.

Page URL:

The U.S. National Archives and Records Administration

8601 Adelphi Road, College Park, MD 20740-6001 • Telephone: 1-86-NARA-NARA or 1-866-272-6272

Immigration Bills

Sources: Denver Post research and wire services

A look at key elements of the immigration bills passed by the U.S. Senate and House of Representatives.

SENATE BILL

Pathway to citizenship

Illegal immigrants in the country five years or more could continue working and eventually become permanent residents and then citizens after paying fines, back taxes and learning English. Immigrants here for two to five years would have to go to a point of entry and apply to return. Illegal immigrants here less than two years would have to leave, although they could apply to return as guest workers.

Guest workers

A temporary-worker program would allow up to 200,000 new immigrants into the country each year for low-skilled jobs if the president declares it “will strengthen the national security.” The bill also would authorize an estimated 1.5 million agriculture guest workers.

Criminal penalties

Illegal immigrants convicted of a felony or three misdemeanors would be deported. Smuggling immigrants would be illegal, with exceptions for “humanitarian” assistance, such as medical care and emergency housing.

Workplace enforcement

Employers could be fined up to \$20,000 for hiring undocumented workers. Employers would be required to use an electronic ID verification system within 18 months.

Border Patrol

About 2,400 border agents would be added each year through 2011 to the current force of 11,300.

Fencing

The bill calls for construction of 350 miles of border fencing and 500 miles of vehicle barriers on the U.S.-Mexico border.

HOUSE BILL

Pathway to citizenship

Not included.

Guest workers

Not included. (But Rep. Mike Pence, R-Ind., has introduced a separate bill to create a guest-worker program.)

Criminal penalties

Illegal presence in the country, or helping illegal immigrants enter or stay here, would be felonies. All non-Mexicans arrested at ports of entry or at land and sea borders would be detained. The bill also calls for new detention facilities.

Workplace enforcement

Employers would be required to use an electronic ID verification system within six years. Top fines for employers of illegal workers would be \$40,000 per violation.

Border Patrol

The bill calls for hiring additional border agents “as expeditiously as possible.”

Fencing

Fencing, “physical barriers, roads, lighting, cameras and sensors” would be added along 700 miles of the U.S.-Mexico border.

Publication: Denver Post; Date: 2006 May 26; Section: Nation& World; Page Number: 24A; Sources: Denver Post research and wire services

Name: _____

Date: _____

IMMIGRATION: THAT WAS THEN 1856-1923, THIS IS NOW 2006

RUBRIC

You will be preparing a well thought out Immigration Bill based upon the knowledge and research of past Immigration Bills and Issues. You will be researching Immigration issues from 1856-1923 and now in 2006. You will work with a partner. You will have two worksheets to fill out, plus a Final Poster of your Immigration Bill with a Political Cartoon to support your bill.

WORKSHEETS (TOTAL 170 PTS = 85 PTS FOR EACH WORKSHEET)

1. (10 pts) List immigration countries.
2. (5 pts) Form of transportation.
3. (20 pts) Four (4) vocabulary words and definition.
4. (5 pts) Name of Immigration Bill
5. (5 pts) Inference
6. (20 pts) United States Problems
(20 pts) Immigrant Problems

FINAL PROJECT – IMMIGRATION BILL (TOTAL 100 PTS)

1. (40 pts) You must cover a minimum of four (4) Immigration Issues.
2. (10 pts) Correct Grammar, spelling, vocabulary and punctuation
3. (10 pts) Creativity
4. (20 pts) Political Cartoon – relationship to your bill
5. (20 pts) Identifies and clearly states your stance on points about your bill with conviction! Makes your audience feel that you are truly convicted about your belief in your bill and its ability to be passed by a Congressional and Senate election based upon the bills equality, human rights, fairness, and ease of regulating.

IMMIGRATION: THAT WAS THEN 1856-1923

<http://www.coloradohistoricnewspapers.org>

Click: La Plata

Type: Immigration

Highlight: Durango Democrat or Durango Wage Earner Newspaper

Click: GO

Students Names: _____

Name of Newspaper: _____

Date of Newspaper: _____

Title of Article: _____

Author of Article: _____

Type of Article: News Feature Editorial

1. What countries (list at least 3) were immigrating to the United States at this time?

2. What form of transportation did the immigrants use to travel to the United States?

3. List four (4) vocabulary words in the article that you don't know. Define each.

4. Were there any Immigration Bills being introduced to limit immigration? If yes, what was the name of the Bill? _____

5. What can you infer about why people from foreign countries would want to immigrate to the United States? _____

6. What problems did you discover in reference to immigration?

United States Problems: (list 4) _____

Immigrant Problems: (list 4) _____

IMMIGRATION: THIS IS NOW 2006

<http://www.post-newscustomer care.com>

Electronic Editions

Pick: Denver Post or Rocky Mountain News

Sign in: Email = NES01 Password = NES01

GO Check box "I Agree", Click "Go Directly to Today's Electronic Edition"

Choose: Features, scroll down to SEARCH

Type: Immigration, Date: WHOLE MONTH

Click: Search

Students Names: _____

Name of Newspaper: _____

Date of Newspaper: _____

Title of Article: _____

Author of Article: _____

Type of Article: News Feature Editorial

1. What country is immigrating to the United States at this time?

2. What form of transportation did the immigrants use to travel to the United States?

3. List four (4) vocabulary words in the article that you don't know. Define each.

4. Were there any Immigration Bills being introduced to limit immigration? If yes, what was the name of the Bill? _____

5. What can you infer about why people from foreign countries would want to immigrate to the United States? _____

6. What problems did you discover in reference to immigration?
United States Problems: (list 4) _____

Immigrant Problems: (list 4) _____

Teacher Lesson Plan Guide

Immigration: That Was Then 1856-1923, This Is Now 2006

INTRODUCTION

Immigration is not a new problems or topic in the History of the United States. In fact, immigration took place with the founding fathers of the United States. Our country is a melting pot of a very diverse and cultural group of people who have a common trait that binds them together. Immigration is not a new problem for this country.

DAILY PLANS AND PROCEDURES

The first two days will be spend in the Computer Lab.

Class 1 – Computer Lab: Introduction to Keyword Searching using the handout on “Immigration: That Was Then 1856-1923”. Students will be in pairs and pull up Colorado Historic Newspaper Collection website. <http://coloradohistoricnewspapers.org> . Follow instructions on the worksheet to pull up “immigration” from local newspaper articles, scan articles and answer questions on handout. Record basic and specific information and find unknown vocabulary words. Students will need to print articles if they need to finish the handout.

Possible Vocabulary words: Padrone System, Immigrate, Burnett-Dillingham Immigration Bill, militant suffragettes, vetoed, literacy, advocates, filibuster, emigration, anarchist, anarchism, editorial, “Marriage by Proxy”, opinion, commentary perspective.

Class 2 – Computer Lab: Handout “Immigration: This Is Now 2006”. Students will continue in pairs and pull Denver Post/Rocky Mountain News website. <http://post-newscustomercare.com> . Follow instructions on the worksheet to pull up “immigration” from the Post or News, scan articles and answer questions on handout. Record basic and specific information and find unknown vocabulary words. Students will need to print articles if they need to finish the handout.

Class 3 – Classroom: Classroom discussion (20 Minutes) – “Immigration: Solutions and Problems”. List and talk about the problems that each pair discovered for both United States and the Immigrants. You can create a web or list on the white board or overhead projector. Lead discussion with questions to perk discussion such as: Social problems, economical problems, Language barriers, educational problems, cultural problems, security problems, health problems, overpopulation, human rights etc. Students record and take notes during discussion. Last 20 minutes – With your partner, write your own Immigration Bill as if you are presenting it to the Congress of the United States. Draw a Political Cartoon to support your bill.
(Includes copy of: Burnett-Dillingham Immigration Bill and Immigration Bill 2006)

Class 4 – Classroom: Finish Immigration Bills and put bills on 12”x18” construction paper with Political Cartoon. Place names on the back of your paper and hang bill on Classroom wall for others to view.

Finish up both worksheets (“Immigration: That Was Then 1856-1923” and “Immigration: This Is Now 2006”) based upon Rubric and turn in.

Class 5-7 – Classroom: Bills will be displayed and viewed; each day on their own, students can view each bill and vote on whose bill would most likely pass a Congressional and Senate Vote based upon equality, human rights, fairness, and ease of regulating. After a few days, teacher can sum up votes, and present the winner.