

Immigration Essential Vocabulary and Concepts

Vocabulary - be able to define and use in a sentence

- | | |
|-----------------|---------------------------|
| 1. Tenement | 11. Culture |
| 2. Quota | 12. Gold rush |
| 3. Motto | 13. Immigrant |
| 4. Persecution | 14. Immigrate |
| 5. Ethnic group | 15. Immigration station |
| 6. Bracero | 16. Naturalization |
| 7. Refugee | 17. Slave |
| 8. Heritage | 18. Steerage |
| 9. Barrio | 19. Pluralism/pluralistic |
| 10. Citizen | 20. Descendant/ancestor |

Dates

1848 - California Gold Rush (Immigration goes up)

1840-1850 - Turmoil in Europe, Potato Famine, Crop Failure, and Failed Revolution lead to increased immigration (Immigration goes up)

1861 - American Civil War begins (Immigration goes down)

1885 - The Statue of Liberty - a gift from France - is erected in New York Harbor

1892 - Ellis Island opens, becoming the main doorway for legal immigrants to enter the U.S.

1910 - Angel Island Immigration Station begins operation near San Francisco

1924 - Immigration Act of 1924 greatly limits the number of immigrants (Immigration goes down)

1990 - Immigration Act of 1990 increases the number of immigrants allowed in the U.S. (Immigration goes up)

2001 - USA Patriot Act is enacted in response to the attacks on September 11 (Immigration goes down)

Concepts for Essay Questions

1. What are the reasons people choose to immigrate to the U.S.?
2. Describe the experience immigrants may have had on Ellis Island (interactive Ellis Island tour).
3. Describe a typical journey for an immigrant in the late 1800s.

9/9/08

Non-Textbook Vocabulary for IMMIGRATION UNIT

Culture - The behaviors and beliefs characteristic of a particular social, ethnic, or age group.

Sentence -

Barrio - A part of a large U.S. city, esp. a crowded inner-city area, inhabited chiefly by a Spanish-speaking population.

Sentence -

Citizen - A resident, especially one entitled to vote and enjoy other privileges there.

Sentence -

Gold Rush - A rush of migrants to an area where gold has been discovered.

Sentence -

Immigrant - A person who moves to another country, usually for permanent residence.

Sentence -

Immigrate - To come to a country of which one is not a native, usually for permanent residence.

Sentence -

Immigration Station - Ellis Island (New York Harbor) and Angel Island (San Francisco)

Sentence -

Naturalization - U.S. citizenship —a legal status making one a member of the political community—is acquired at birth or through naturalization.

Sentence -

Slave - One bound in servitude as the property of a person or household.

Sentence -

Steerage - The section of a passenger ship, originally near the rudder, providing the cheapest passenger accommodations.

Sentence -

Pluralism - A condition in which numerous distinct ethnic, religious, or cultural groups are present and tolerated within a society.

Sentence -

Descendent - One whose origin is traced in a line from another.

Sentence -

Ancestor - A person from whom one is descended, especially if more remote than a grandparent.

Sentence -

Chapter 14: Immigration
Lesson 1: Many New Immigrants

Define:

Persecution-

Ethnic group-

Tenement-

<p>Coming to America Main Idea - Millions of immigrants moved to the U.S. in the late 1800s and early 1900s</p>	<p>Millions of immigrants moved to U.S. in the late _____ and early _____</p>
	<p>_____ were forced to come to the U.S.</p>
	<p>Between 1880 and 1920, about _____ million immigrants moved to the U.S.</p>
	<p>Immigrants left Europe for the U.S. b/c _____</p>
	<p>Some came to escape _____</p>
	<p>The most famous immigration station was _____</p>
	<p>The first large group of Asian immigration came to the U.S. in the early _____</p>
	<p>Congress passed the _____ _____ which stopped Chinese Immigration</p>
	<p>The largest California immigration</p>

Chapter 14: Immigration
Lesson 2: Immigration in the 1900s

Define:

Quota-

Bracero-

Refugee-

Limiting Immigration Main Idea - In the 1920s, the U.S. government passed laws that limited immigration for over 40 yrs.	Congress passed laws to control immigration in 1921 and 1924. The goals of these laws were _____ _____ _____ _____ _____ _____
	The new laws favored some countries like _____ and _____ _____
	Few immigrants from _____ and _____ were allowed in
	By 1930, the number of immigrants to the U.S. had dropped from _____ per year, to _____ per year
	The quotas did not apply to _____ and _____
	Between 1910 and 1920 about _____ Mexicans came to

	<p>the U.S. to work</p> <p>To help solve the problem of a farm worker shortage, the U.S. invited _____ from Mexico, to be temporary workers.</p>
<p>A New Era of Immigration</p> <p>Main Idea - After 1965, immigrants could come to the U.S. from all over the world.</p>	<p>In 1965 government passed the _____ and _____ Act. This law _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Another change allowed more refugees to come to the U.S. They may come to our country to escape:</p> <p>_____</p> <p>_____</p> <p>The U.S. felt a responsibility to help refugees from Southeast Asia b/c _____</p> <p>_____</p> <p>_____</p>
<p>Write a 3-5 sentence summary of this lesson.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Chapter 14: Immigration
Lesson 3: The American People Today

Define:

Heritage -

Motto -

Many People, One Nation Main Idea: The U.S. is made up of people from many different backgrounds and cultures.	About _____ in every _____ citizens was born in another country. Today almost _____ of immigrants are from Latin America. Another third come from countries in Asia
	The U.S. is the most _____ diverse country in the world
	What are examples of traditions & words we got from other countries? _____ _____ _____ _____ _____ _____ _____
	Who are some immigrants who have helped to make our country stronger? _____ _____ _____ _____ _____ _____ _____
	All Americans share a democratic _____

OTHER UNIT NOTES

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

OTHER UNIT NOTES

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---