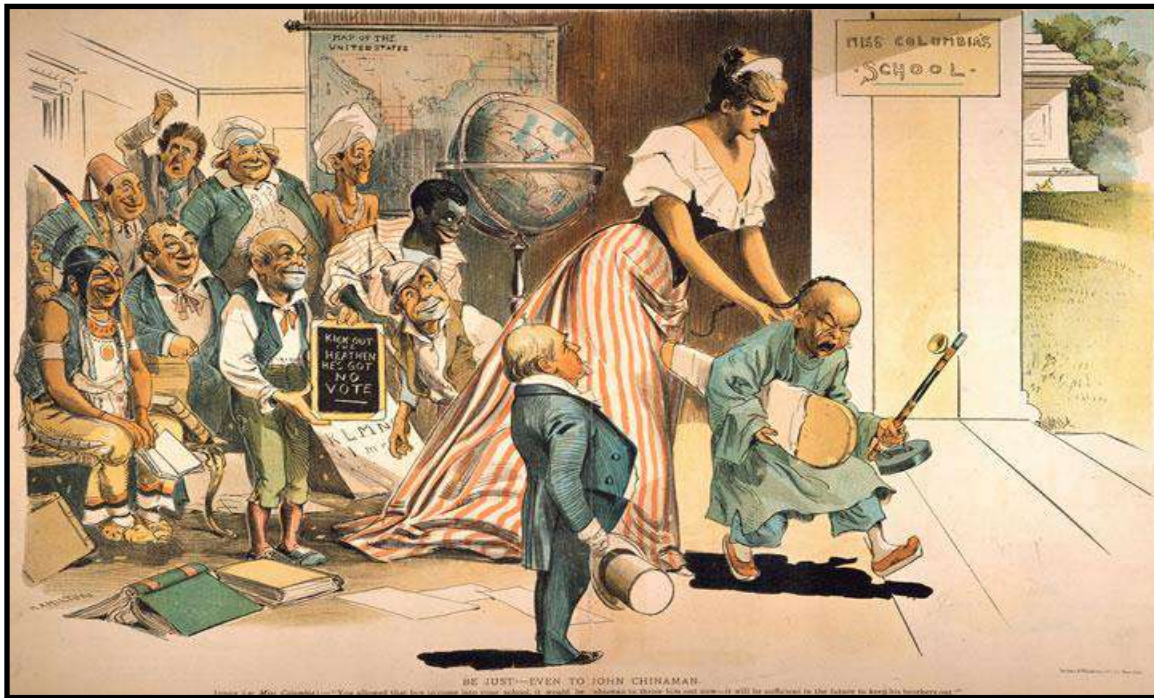


## Document 1



*"Be Just - Even to John Chinaman," 1893. A judge says to Miss Columbia, "You allowed that boy to come into your school, it would be inhuman to throw him out now - it will be sufficient in the future to keep his brothers out." Note the ironing board and opium pipe carried by the Chinese. An Irish American holds up a slate with the slogan "Kick the Heathen Out; He's Got No Vote."*

### Document 1: "Be Just - Even to John Chinaman," 1893.

1. Who are the other "students" in the class?
2. What is their opinion of letting the Chinese man stay?
3. What does the school represent?
4. Do you think this cartoon is in favor of immigration, or against it? What reason might the artist give to support this view?

## Document 2



### *The Mortar of Assimilation and the One Element that Won't Mix*

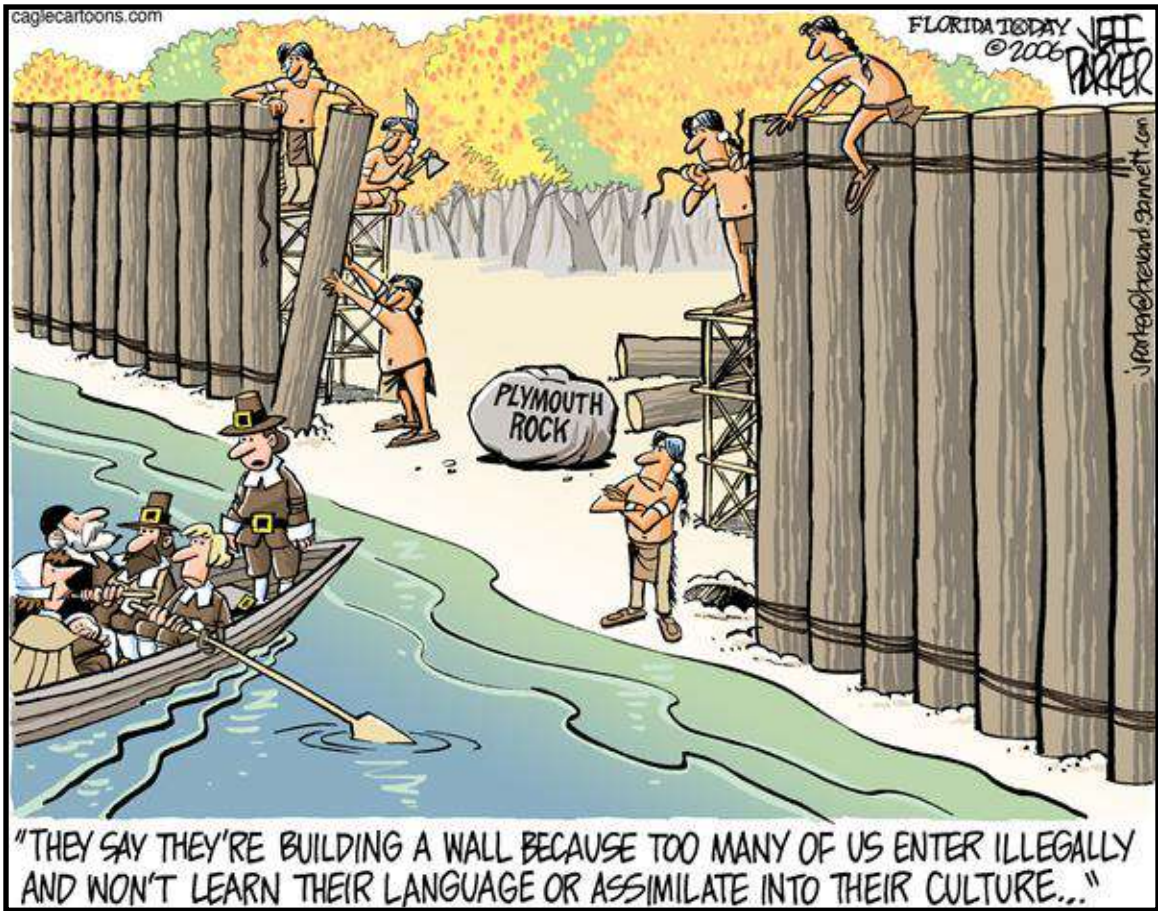
#### **Document 2: The Mortar of Assimilation**

5. What is the Irish man refusing to do?

6. Do you think this cartoon is in favor of immigration, or against it? What reason might the artist give to support this view?

## Document 3





### Document 3: Plymouth Rock

7.) What connection is the author making between immigration to America in the past and present? Give two pieces of evidence.

8.) How could the concept of nativism be applied to the document?

### Document 4

**The Chinese Exclusion Act of 1882** was the first significant law restricting immigration into the United States. Those on the West Coast were especially prone to attribute declining wages and economic ills on the despised Chinese workers. Although the Chinese composed only .002 percent of the nation's population, Congress passed the exclusion act to placate worker demands and assuage prevalent concerns about maintaining white "racial purity."

The statute of 1882 suspended Chinese immigration for ten years and declared the Chinese as ineligible for naturalization. Chinese workers already in the country challenged the constitutionality of the discriminatory acts, but their efforts failed. The act was renewed in 1892 for another ten years, and in 1902 Chinese immigration was made permanently illegal. The legislation proved very effective, and the Chinese population in the United States sharply declined.

American experience with Chinese exclusion spurred later movements for immigration restriction against other "undesirable" groups such as Middle Easterners, Hindu and East Indians, and the Japanese. The Chinese themselves remained ineligible for citizenship until 1943.

#### **Document 4**

9.) What are two reasons the United States adopted the Chinese Exclusion Act?

10.) What effect did the act have on Chinese immigrants?

#### **Document 5**

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Assimilation: The process by which a person or persons acquire the social and psychological characteristics of a group

Nativism: the policy of protecting the interests of native-born or established inhabitants against those of immigrants

**Document 5**

11.) How could the term assimilation be applied to our study of immigration?

12.) When in your life have you had to assimilate to a new culture?

13.) Give an example of how the term nativism could be applied to politics today?

**Document Organizer**

Document 1

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Document 2

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Document 3

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Document 4

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Document 5

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