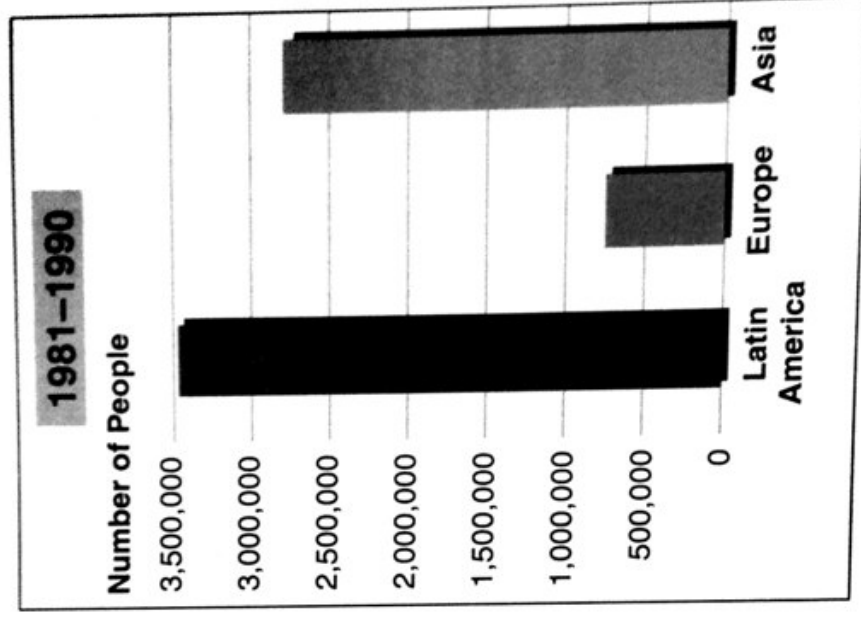
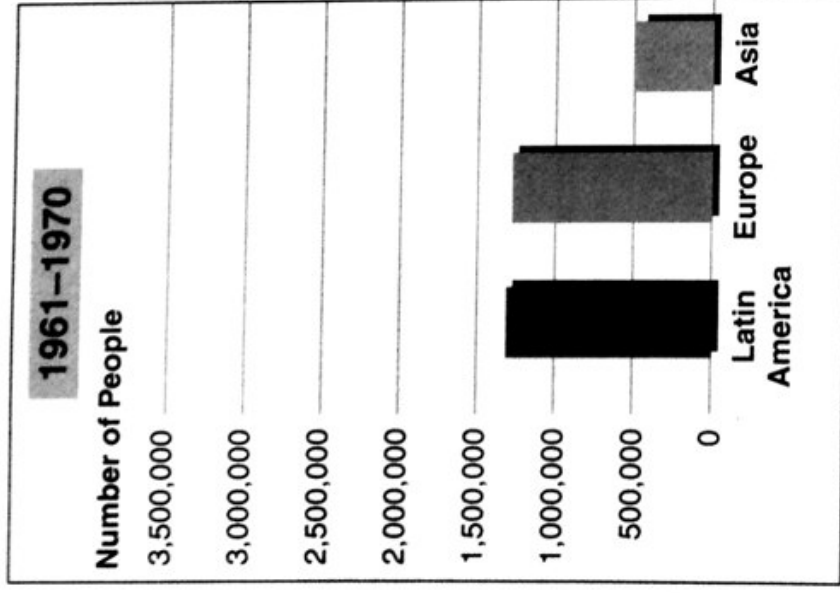


TAKING A LOOK AT IMMIGRATION

Use the graphs below to complete the activities on this page. For help, you can refer to pages 8-11 in your textbook.

Immigration to the United States



1. What parts of the world are represented in the graphs?

2. Where did the fewest immigrants come from between 1961 and 1970?

3. Where did the fewest immigrants come from between 1981 and 1990?

4. From which part of the world did immigration increase most from 1961 to 1990?

5. Name three places Latin American immigrants may come from.

THINKING ABOUT OUR GOVERNMENT

Read the paragraph below. Then answer the questions. For help, you can refer to pages 12–15 in your textbook.



- In what document can the paragraph above be found?

 - What plan is laid out in this document?

 - What kind of government did this document establish for our country?

 - Which phrase in the paragraph above shows that the founders of our country believed in democracy?

 - What is the role of the people in a democracy?

 - How do American citizens choose the people they want in government?

 - What are the three levels of government for which American citizens choose representatives?

 - The Constitution protects the individual rights of people living in the United States. What are these rights called?

- Give two examples of these rights.

MAKING DECISIONS

Rob's class is studying the history of local Native Americans. His teacher has given the class three choices for a class trip. Tomorrow they will vote on where to go. Read how Rob decided which trip to vote for. Then answer the questions. For help, you can refer to pages 16–17 in your textbook.



The first choice is to go to a local Native American village. I could see how local Native Americans once lived. I could speak with Native Americans about their history.

Our second choice is to go to the natural history museum. They have many Native American displays. But there wouldn't be any Native Americans to talk to about their history. Only a few displays would be about local Native Americans.

The third choice is to go to a Native American crafts fair. There will be many interesting things to see and buy. But I've already been to the fair once. Besides, there probably won't be any experts on Native American history.

The more I think about it, the better the Native American village sounds. I can learn about Native American history from the people themselves. Everything there will be about local Native Americans.

1. What decision did Rob have to make? _____
2. What was his goal? _____
3. Which two things didn't Rob consider as he thought about his decision? Put an **X** next to each one.
 - _____ a. Talking to Native Americans about their history.
 - _____ b. How much time it would take to get to each place.
 - _____ c. How much each trip was going to cost.
4. Do you think Rob made a good decision? Why or why not?

IDENTIFYING SOURCES

Use the paragraphs on the right to complete the activities on this page. For help, you can refer to pages 18-21 in your textbook.

1. a. This paragraph is from a textbook written in 1986. The authors describe how immigrants to the United States in the late 1800s gathered in ethnic neighborhoods in big cities. Is it a primary source or a secondary source?
- _____
- _____
- _____
- _____

- b. How do you know?
- _____
- _____
- _____
- _____

In cities such as Chicago they [immigrants] formed ethnic and national neighborhoods. When the Poles settled in Chicago, an area called "Little Poland" appeared. When Chinese people settled in

San Francisco, "Chinatown" appeared. In New York City, Italians created "Little Italy" on Mulberry Street. Jewish families from Eastern Europe gathered together in New York's Lower East Side.

John Patrick and Carol Berkin, *History of the American Nation from 1877*, Vol. 2 (New York: Macmillan, 1986), page 611.

2. a. This paragraph is a quote from Yusef Arbeely as he talked to a reporter in 1881 about being in America. Yusef Arbeely and his family had immigrated to the United States from Damascus, Syria. Is it a primary source or a secondary source?
- _____
- _____

- b. How do you know?
- _____
- _____
- _____

The change from Damascus, almost the oldest city in the world, to this, the newest and most active civilization in the world, was very great. But I have not been disappointed. I left my relatives and friends behind because I desired freedom of speech and action and educational advantages for my children. In coming here I have escaped the disadvantages of a . . . tyrannical government, and have found all that I came in search of.

John Patrick and Carol Berkin, *History of the American Nation from 1877*, Vol. 2 (New York: Macmillan, 1986), page 30.

3. Why is it important to look at the history of our country's people?
- _____
- _____
- _____

Name: _____

MATCHING WORDS AND THEIR MEANINGS

Match each term in the box with its meaning. For help, you can refer to the lessons in Chapter 1 of your textbook.

a. unity	g. oral history	i. historian	q. democracy
b. federal	h. culture	m. Constitution	r. civil rights
c. prejudice	i. primary source	n. immigrant	s. ancestor
d. census	j. ethnic group	o. diversity	t. perspective
e. republic	k. population	p. secondary source	u. values
f. citizen			v. history

- _____ **1.** a negative opinion formed without proof _____ **12.** variety of differences
- _____ **2.** the study or record of what happened in the past _____ **13.** a government in which people create the laws and run the government
- _____ **3.** the individual rights of a citizen under the law _____ **14.** the number of people living in a place
- _____ **4.** a relative who lived before someone _____ **15.** information that comes from the time that is being studied
- _____ **5.** an account of the past written by someone who was not an eyewitness to those events _____ **16.** the plan of government for our country
- _____ **6.** a group of people who share the same customs, the same language, and often the same history _____ **17.** being as one or being in agreement
- _____ **7.** a person who is born in a country or who chooses to become a member of that country by law _____ **18.** a person who studies the past
- _____ **8.** national _____ **19.** a government in which people elect representatives to run the country
- _____ **9.** the customs, beliefs, and language of a people _____ **20.** a person who leaves one country to go and live in another land
- _____ **10.** spoken records _____ **21.** an official study of the people of a country
- _____ **11.** the beliefs and ideals that guide the way people live _____ **22.** point of view