LESSON 2

We Are All Immigrants: History Of Immigration

Goal: Present background on the history of immigration in the United States.

Objective: Students will analyze major immigration patterns in the United States.

Materials, Handouts: Handouts for this lesson provide teachers with options. There are long and short versions of histories and timelines, so choose what works for you. Your social studies textbook may also provide good, basic immigration information.
(1) Handout 1, Refugee Chart;
(2) Handout 2, U.S. Immigration Policy – the Short Version;
(4) Handout 4, Summary of Current U.S. Immigration Law;
(5) Handout 5, Immigration Landmarks and Trends in U.S. History chart (a CLP fave!);
(6) Handout 6, U.S. Immigration Policy – A Timeline;
(7) Handout 7, U.S. Immigration History in Waves;
(8) Handout 8, Emma Lazarus, "The New Colossus."

A. Daily warm-up and current events alert!
Why do you think that people become immigrants (leave one country and go to another)?

Distribute HO 1 Refugee Chart for quick discussion. Students should save the chart in their folders since this topic is likely to come up again.

Current events alert!
Use any of the following online resources: Google www.google.org;

Teachers, set the stage using this background information:

U.S. Immigration Policy Introduction

The United States was built by immigrants, many seeking a new life in a new land. Before 1882, anyone could move to the United States. But as the population grew, the federal government decided to control immigration. Throughout most of the twentieth century, the federal government has fine-tuned its immigration policies to answer specific concerns of its citizens. In recent years, an increasing number of Americans have come to believe that the country is being overwhelmed by immigrants, and they have asked policymakers to create laws that discourage both legal and illegal immigration. Responding to this demand, in 1996 President Clinton
signed into law three bills that may have broad impact on immigration control and immigrants' rights in the United States. The controversy surrounding this and other policies has made immigration one of the most divisive public policy issues of the decade.

The debate over immigration offers a modern-day reading of the principles that many people think America was founded on providing newcomers with freedom from oppression and the opportunity for prosperity. This debate centers around two major issues: the economy and the national identity of the United States. Some Americans think that immigrants are a burden on the U.S. economy, while others think that they benefit it. In addition, critics of immigration are concerned that the country is splintering along racial and cultural lines because immigrants are not being assimilated properly into U.S. society. Should the government place further restrictions on legal immigration? Should the government deny social services to illegal immigrants? Should English be the official language of the United States? These are just some of the questions being debated by lawmakers and citizens across the country.


B. Activities

1. Introduction to immigration history and policy
Either ask students to read silently or consider an oral read around (HO2 short version). Teachers may have previously assigned homework reading of the HO3 long version. Ask: what are some of the issues mentioned about immigration?

2. Looking for trends in the timelines
Using HO5, 6, or 7, the various timelines, students will look for trends or make other observations. Students work individually or in pairs, then report back to the class on a certain time period.

Ideas for strategies: (1) Cut into time period strips and ask students to form a chronological line and give a short comment on the time period. (2) Divide the timelines into smaller chunks assigning one page, or one section, to student/groups for examination.

Ask, were we a nation of immigrants? Are we a nation of immigrants today? Why or why not?

Consider these questions in small groups or pairs. Report to large group and record responses.

3. Read aloud “The New Colossus” by Emma Lazarus, the last section, on the Statue of Liberty, HO8:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!
Ask students what the poem means to them. Why is it on the Statue of Liberty?

C. Vocabulary
exclusion
quotas
refugee

D. Extended Activities

Pick an immigration year or “wave” that is of interest to you and do additional research on the historical events connected with it e.g., Chinese Exclusion Act (see Backgrounder).

Explore the history of Emma Lazarus’ poem and the Statue of Liberty. Would you make any changes to the Statue of Liberty to reflect attitudes in 2007?

Homework / Journal Entry
Which part of the history of immigration will you remember? Why?
Forced from home

At the end of 2006, the number of refugees reached 9.9 million, according to the United Nations High Commissioner for Refugees. Refugee population, by UNHCR-defined regions:

- **CASWANAME**: 3,811,800
- Africa (excluding North Africa): 2,421,300
- Europe: 1,733,700
- Americas: 1,035,900
- Asia and Pacific: 875,100

Note: CASWANAME comprises Central Asia, Southwest Asia, North Africa and the Middle East.

Source: UNHCR

By David Stuckey and Marcy E. Mullins, USA TODAY
U.S. Immigration Policy
-The Short Version-

Founded by Immigrants
The United States was founded and settled by immigrants. At first, the country was open to anyone wishing to make a new start. Many came to America to escape war, poverty, famine, or religious persecution. Some came seeking fortune and others were brought against their will to work as slaves. These and other factors resulted in a large-scale influx of immigrants to the United States from around the world.

Controlling Immigration
Early immigration laws aimed to preserve the racial, religious, and ethnic composition of the United States, which was then largely European. The first immigration laws were aimed at nonwhites. Soon, however, Americans were complaining about European immigrants as well. By the early 1900s, Congress set a quota of 150,000 immigrants, only 30 percent of which could come from southern and eastern Europe.

After World War II, Congress changed the law. People of all races would now be eligible for immigration into the United States but they had to have (or not have) certain beliefs ("Red scare" of the 1950s). The law changed again in 1990 when Congress made it illegal for the U.S. government to deny people entry because of their beliefs, statements, or associations.

The Immigration Act of 1965 changed all previous immigration laws. It abolished quotas that discriminated against nationalities, substituting an overall limit of 170,000 immigrants from the Eastern Hemisphere and 120,000 immigrants from the Western Hemisphere. The effects of the 1965 law are still being felt today. Before 1965, the United States had been a safe haven from poverty and civil war for masses of people in neighboring countries, such as Mexico. By limiting the number of immigrants from Latin America, the Immigration Act of 1965 touched off a serious illegal immigration problem.

Immigration Today
The United States admits approximately 900,000 legal immigrants every year, plus an estimated 300,000 people enter illegally. An estimated 5 million illegal aliens currently live in the United States. Both legal and illegal immigrants contribute to dramatic changes in the racial, ethnic, and cultural composition of

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the country. Some U.S. citizens think that immigrants have revitalized many American cities, but in certain communities there has been a backlash against the growing presence of immigrants.

Many Americans support restrictions on immigration because they think that illegal immigrants take low-skilled jobs away from American citizens. However, opponents of restrictions maintain that immigrants actually help the American economy filling low-wage jobs that many others find undesirable. They state that the average American citizen benefits from a healthier economy and lower prices on goods and services due to the influx of cheap labor.

Legal immigration is a source of controversy in the United States, and some observers predict that Congress will soon try to pass legislation imposing restrictions on the number of legal immigrants admitted every year as well. Debate over whether illegal immigrants should be denied benefits is being waged in every state. Health care, English only, education, corrections are just a few of the topics under consideration. The debate over restricting immigration reflects the many conflicting visions of America's national identity.

**Conclusion**

As more and more people of different races and cultures enter the United States and the ethnic composition of the country changes, immigration becomes a more intensely debated issue. Some Americans favor tighter immigration restrictions and argue that immigrants take jobs away from U.S. citizens, drain social services, and resist learning English. Others, however, point to America's historic commitment to immigration and believe that immigrants keep the nation strong, economically competitive, and culturally rich. The question of whether America's doors should be open or closed will continue to be intensely debated in the courts, in Congress, and in communities where immigrants settle.

**Questions to Consider**

1. Do you think that the United States should limit the number of immigrants allowed to enter the country? Why or why not?

2. Do you think that illegal immigrants have a right to education, medical, and other services? Why or why not?

3. Do you think immigrants help or hurt the economy? Why or why not?

4. Do you think that English should be the official language of the United States? Why or why not?
U.S. Immigration Policy¹
-The Long Version-

Introduction
The United States was built by immigrants, many seeking a new life in a new land. Before 1882, anyone could move to the United States. But as the population grew, the federal government decided to control immigration. Throughout most of the twentieth century, the federal government has fine-tuned its immigration policies to answer specific concerns of its citizens. In recent years, an increasing number of Americans have come to believe that the country is being overwhelmed by immigrants, and they have asked policymakers to create laws that discourage both legal and illegal immigration. Responding to this demand, in 1996 President Bill Clinton signed into law three bills that may have broad impact on immigration control and immigrants’ rights in the United States. The controversy surrounding this and other policies has made immigration one of the most divisive public policy issues of the decade.

The debate over immigration offers a modern-day reading of the principles that many people think America was founded on—providing newcomers with freedom from oppression and the opportunity for prosperity. This debate centers around two major issues: the economy and the national identity of the United States. Some Americans think that immigrants are a burden on the U.S. economy, while others think that they benefit it. In addition, critics of immigration are concerned that the country is splintering along racial and cultural lines because immigrants are not being assimilated properly into U.S. society. Should the government place further restrictions on legal immigration? Should the government deny social services to illegal immigrants? Should English be the official language of the United States? These are just some of the questions being debated by lawmakers and citizens across the country.

Controlling Immigration
The United States was founded and settled by immigrants. At first, the country was open to anyone wishing to make a new start. Many came to America to escape war, poverty, famine, or religious persecution. Some came seeking fortune and others were brought against their will to work as slaves. These and other factors resulted in a large-scale influx of immigrants to the United States from around the world.

Early immigration laws aimed to preserve the racial, religious, and ethnic composition of the United States, which was then largely European. The first immigration laws were aimed at nonwhites. In 1882, for example, the Chinese Exclusion Act suspended immigration from China for sixty years. In 1907, President Theodore Roosevelt negotiated an informal "gentlemen's agreement" with Japan, under which the United

¹ Taken from http://www.closeup.org/immigrat.htm (Written July 1998).
States promised to desegregate California schools—which had separated Japanese students from others—and in return, the Japanese government promised to stop the emigration of its citizens.

Soon, however, Americans were complaining about European immigrants as well. For example, a law passed by Congress in 1921 encouraged immigration from western European countries such as Germany, Great Britain, Ireland, and Scandinavia because natives of these lands seemed more likely to assimilate. Meanwhile, the law discouraged immigration from eastern and southern Europe. This law, along with many other immigration laws in the 1800s and 1900s, was based on quotas; only a certain number of individuals with a given background or heritage could move to the United States. In 1929, Congress passed the National Origins Act, which set an annual quota of 150,000 immigrants, only 30 percent of which could come from southern and eastern Europe.

After World War II, Congress passed the Displaced Persons Act of 1948. This law allowed some of the people left homeless after the war to come to the United States. In 1952, President Harry Truman signed the McCarran-Walter Act, which revised the National Origins Act. People of all races would now be eligible for immigration into the United States. However, under this law, ideology became a criterion for admission. Both immigrants' and citizens' political beliefs were questioned during the "Red scare" of the 1950s, as the government sought to weed out people with even a marginally communist background. The McCarran-Walter Act was overturned in 1990 when Congress made it illegal for the U.S. government to deny people entry because of their beliefs, statements, or associations.

The Immigration Act of 1965 represented a major reform of all previous immigration laws. It abolished quotas that discriminated against nationalities, substituting an overall limit of 170,000 immigrants from the Eastern Hemisphere and 120,000 immigrants from the Western Hemisphere. The effects of the 1965 law are still being felt today. Before 1965, the United States had been a safe haven from poverty and civil war for masses of people in neighboring countries, such as Mexico. By limiting the number of immigrants from Latin America, the Immigration Act of 1965 touched off a serious illegal immigration problem.

**Recent Immigration Laws.** During the later part of the twentieth century, U.S. immigration policy has addressed specific modern-day problems. In some instances, the federal government has set limits on the number of immigrants—who fall into certain classifications, such as refugee—who are allowed to reside in the country. The Refugee Act of 1980 legally defined a refugee as someone who flees a country because of persecution "on account of race, religion, nationality, membership in a particular social group, or political opinion." The act allows the president to admit refugees in a time of emergency and also places a limit on the number of refugees allowed to enter.

In 1986, Congress passed the Immigration Reform and Control Act, which was designed to stop the flow of illegal immigrants from Latin America by imposing sanctions against employers who hire illegal aliens. In 1990, the Immigration Act increased the number of immigrants allowed to enter the United States by nearly 40 percent. Finally, in 1996, Congress passed three bills, including the 1996 Immigration
Act, that will affect not only immigration control, as many previous laws sought to dictate, but also immigrants' rights in the United States today.

**Immigration Today**

The United States admits approximately 900,000 legal immigrants every year, and annual immigration is swelled by another 300,000 people who illegally cross the borders of the United States. The Immigration and Naturalization Service estimates that about 5 million illegal aliens currently reside in the United States. Both legal and illegal immigrants contribute to dramatic changes in the racial, ethnic, and cultural composition of the country. Some U.S. citizens think that immigrants have revitalized many American cities, but in certain communities there has been a backlash against the growing presence of immigrants.

Further Restrictions on Immigration? The 1996 Immigration Act is the most extensive immigration legislation passed by Congress in a decade. Focusing on the problem of illegal immigration, this law seeks to reduce the number of Mexican laborers crossing the U.S.-Mexico border in search of work. The new legislation doubles the border control force to 10,000 agents over five years and adds fences to the most heavily trafficked areas of the U.S.-Mexico border. It also includes a pilot program to check the immigration status of job applicants. However, the bill does not address the problem of illegal immigrants who gain entry into the United States with student or temporary work visas and then stay in the country after their visas have expired.

Many Americans support these restrictions on immigration because they think that illegal immigrants take low-skilled jobs away from American citizens. Some also contend that the average wages of Americans without a high school degree have fallen because of competition with newly arrived immigrants who frequently work for less money. However, opponents of restrictions maintain that immigrants actually help the American economy by working diligently and by filling low-wage positions that many others find undesirable. They state that the average American citizen benefits from a healthier economy and lower prices on goods and services due to the influx of cheap labor.

Legal immigration is also a source of controversy in the United States, and some observers predict that the 105th Congress will soon try to pass legislation imposing restrictions on the number of legal immigrants admitted every year as well. Proponents of these restrictions question whether the United States needs to admit as many as 900,000 people annually. They argue that there is no shortage of trained labor in the United States and that skilled immigrants are taking jobs away from qualified Americans. On the other hand, those who oppose further restrictions believe that legal immigrants help the economy. Among the critics are many members of the business community, who say that they cannot find enough multilingual and scientifically trained American workers to stay competitive in the global economy. Imposing further regulations and restrictions on companies would, in the words of Microsoft's Bill Gates, "prevent companies like ours from doing business in the United States."

The debate over restricting immigration reflects the many conflicting visions of America's national identity. For example, 1996 Republican presidential candidate and frequent immigration critic Pat Buchanan wrote a column in which he asked, "When
did we vote to rid America of her 'dominant European culture'?" He supplies the answer to his own question: "Never." Many Americans share Buchanan's concern about America's culture. However, others argue that there is an undercurrent of racism in Buchanan's rhetoric and point out that, earlier this century, people from some parts of Europe were considered undesirable and were prohibited from entering the United States in large numbers. Opponents of restricting immigration also maintain that America is a nation of immigrants and that it has always been, and should continue to be, a safe haven for people seeking a better life. They still believe in the inscription on the base of the Statue of Liberty: "Give me your tired, your poor, your huddled masses yearning to breathe free."

Denying Benefits to Illegal Immigrants. In the past few years, both state and federal governments have passed laws to deny benefits to illegal immigrants. In November 1994, voters in California overwhelmingly approved the "Save Our State" amendment, better known as Proposition 187. The law would deny illegal aliens all public social services, public nonemergency health care based on financial needs, and public education. Generally, illegal immigrants are not eligible for welfare grants such as unemployment or Social Security, but children and parents in need are entitled to some services. Officials in California report that providing illegal immigrants these social services costs the state $3 billion annually. Proposition 187 is not yet in effect, however, because it was immediately challenged in court by civil rights and immigrant advocacy groups. The U.S. Supreme Court may eventually rule on the constitutionality of Proposition 187.

In August 1996, President Clinton signed a sweeping new welfare reform bill that cut many social programs for both citizens and immigrants. This legislation makes illegal immigrants ineligible for virtually all federal and state benefits except emergency medical care, immunization programs, and disaster relief. It also denies current legal immigrants food stamps and Supplemental Security Income—a program for older, blind, and disabled people.

Many taxpayers in states such as California, where an estimated 40 percent of all illegal immigrants reside, support these policies because they are concerned about the spiraling cost of social programs. These Americans believe that the government, by providing free medical care and education to undocumented immigrants, is unintentionally encouraging people to enter the United States illegally; many refer to this phenomena as the "magnet effect." Some supporters of the legislation also emphasize that if immigrants pass the citizenship exam and become American citizens they become eligible for public services once again. Experts predict that about half of those in danger of losing their benefits will eventually become citizens.

Although most Americans agree that illegal immigration is to some extent a problem, many oppose denying social services to undocumented aliens and their families. They argue that such laws will not discourage illegal immigration because they believe that foreigners come to the United States to work, not to collect benefits. Opponents also point to studies indicating that illegal immigrants rely on social benefits in the same proportions as other Americans, and believe that preventing immigrants from receiving medical care and education will worsen the problem of low-income neighborhoods in cities across the country. Some of the nation's largest police organizations also spoke out
against Proposition 187 and its likely effects if a similar law were to be adopted on a
national level. The superintendent of the Chicago police department wrote to then-
senator Bob Dole that "forcing young people out of schools and onto the streets would
have disastrous long-term effects on public safety."

English Only? As the number of immigrants from Latin America and Asia has
increased, many Americans have felt the presence of another culture in their
community. In 1995, many people were disturbed to see some recent immigrants taking
the U.S. naturalization pledge in Spanish rather than English. Although every
immigrant who wishes to become a citizen must prove proficiency and literacy in
English—the citizenship exam is administered in English—some people are still more
comfortable speaking their native language. Responding to some U.S. citizens' concerns,
certain members of Congress advocated that the United States adopt English as its
official language.

Twenty-three states, including Arizona, have already adopted English as their official
language. Many of these state laws are largely symbolic, similar to the proclamation of a
state bird or flower. In 1988, however, Arizona voters passed an amendment that
requires government workers to conduct state business in English. This case has been
challenged as a violation of free speech by a state worker who often uses Spanish in her
dealings with clients. The Supreme Court has agreed to hear the case.

Supporters of adopting English as the country's official language believe that having a
recognized common language would encourage immigrants to learn English.
Proponents of this idea worry that the country is becoming more segregated and that
people live in "linguistic ghettos." They argue that a common language would enable
people in a diverse nation to communicate with others more effectively and would help
unify the nation. In addition, some English-only proponents contend that taxpayers'
money is wasted printing government forms and providing services in other languages.
They maintain that the U.S. government should instead allocate these funds to teach
English to immigrants, so the newcomers can find jobs and assimilate into American
society.

Other Americans believe that making English the official language of the United States
would fundamentally exclude some people from voting or understanding U.S. laws.
Some people argue that the advocates of the English-only movement are fueled by a
fear of immigrants, not by concerns over national identity or wasted tax dollars. Critics
also point out that not only have immigrants of all ethnic backgrounds assimilated into
America throughout history without being obligated to speak English, but they have
made many social, political, and economic contributions to U.S. society along the way.
In addition, some maintain that having one official language is a violation of their First
Amendment rights and worry that tightly enforced English-only laws could proceed
down a slippery slope and lead to abuses of their freedoms of speech and expression.

Conclusion
As more and more people of different races and cultures enter the United States and the
ethnic composition of the country changes, immigration becomes a more intensely
debated issue. Some Americans favor tighter immigration restrictions and argue that
immigrants take jobs away from U.S. citizens, drain social services, and resist learning
English. Others, however, point to America's historic commitment to immigration and believe that immigrants keep the nation strong, economically competitive, and culturally rich. The question of whether America's doors should be open or closed will continue to be intensely debated in the courts, in Congress, and in communities where immigrants settle.

**Questions to Consider**

1. Do you think that the United States should limit the number of immigrants allowed to enter the country? Do you think that the government should restrict the number of refugees who can set up residence in America? Defend your answer.

2. Do you think that illegal immigration is hurting the U.S. economy? Do you think that the average American consumer benefits from having a source of cheap labor? Do you think that illegal immigrants have a right to education and medical services? Defend your answer.

3. Do you think that highly skilled legal immigrants are beneficial to the U.S. economy? Or do you think that legal immigrants harm the economy by taking jobs away from American citizens? Defend your answer.

4. Do you think that English should be the official language of the United States? Do you think all government business should be conducted in English? Defend your answer.
Summary of Current U.S. Immigration Law

U.S. Immigration law is complex. Currently, traditional immigrants are allowed entry to the United States under three major categories, each with its own set of "preferences." Annually, these three categories include:

1. **Family-Sponsored Immigrants.** Up to 480,000 visas in four preference categories:
   - unmarried sons and daughters of U.S. citizens
   - spouses and unmarried children of lawful permanent residents
   - married sons and daughters of U.S. citizens
   - brothers and sisters of U.S. citizens

2. **Employment-Based Immigrants.** Up to 140,000 visas in five preference categories, including:
   - "Priority workers," including professors and researchers; executives and managers of multinational corporations; etc.
   - Professionals with advanced degrees
   - Skilled workers, other professionals, and "other workers"
   - "Special immigrants," such as ministers of religion, foreign medical graduates, etc.
   - Investors

3. **Diversity Immigrants.** Up to 55,000 visas to promote immigration from those countries that are not currently the principal sources of immigration to the United States. Visas are distributed in six geographic regions:
   - Africa
   - Asia
   - Europe
   - North America
   - South America, Central America, and the Caribbean
   - Oceania

**Refugees and Asylees**

Refugees and asylees are persons who are outside their country and are unable or unwilling to return to that country because of a well-founded fear that they will be persecuted because of race, religion, nationality, membership in a particular social group, or political opinion.

The president, in consultation with Congress, annually sets the number of refugees that can be admitted into the United States. For fiscal year (FY) 1997, the president authorized the admission of up to 78,000 people, while the actual number of admitted refugees was 70,085. For FY 1998, the authorization has been set at 83,000 refugees.

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1 Taken from http://www.closeup.org/immigrat.htm (Written July 1998).
<table>
<thead>
<tr>
<th>Date</th>
<th>Historical Events Relevant to Immigration Issues and Trends</th>
<th>Resulting Government Action and Legislation</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1789</td>
<td>U.S. Constitution takes effect</td>
<td>Congress is empowered to establish Naturalization Rules</td>
<td>Establishes a uniform rule of naturalization and a two-year residency requirement for aliens who are &quot;free white persons&quot; of &quot;good moral character&quot;</td>
</tr>
<tr>
<td>1790</td>
<td>The Naturalization Act of 1790</td>
<td></td>
<td>Requires 5 year residence for &quot;free white persons&quot; who renounce allegiance to former country.</td>
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<tr>
<td>1795</td>
<td>First Naturalization Act</td>
<td></td>
<td>Authorizes the President to expel aliens deemed dangerous – expires in 2 years</td>
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<tr>
<td>1798</td>
<td>Alien and Sedition Act</td>
<td></td>
<td>Prohibits importation of slaves from Africa into U.S.</td>
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<tr>
<td>1808</td>
<td>Expiration of Article 1, Sect. 9 in Constitution</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
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<tr>
<td>1821-1840</td>
<td>742,274 immigrants arrive</td>
<td></td>
<td></td>
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<tr>
<td>1840's</td>
<td>Irish Potato Famine</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
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<tr>
<td>1846-1848</td>
<td>Mexican American War</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
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<tr>
<td>1848</td>
<td>Treaty of Guadalupe Hidalgo signed</td>
<td>Ends the Mexican American War and 80,000 Mexican citizens living in U.S. territory granted U.S. citizenship.</td>
<td></td>
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<tr>
<td>1849</td>
<td>California Gold Rush</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
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<tr>
<td>1841-1850</td>
<td>1,713,251 immigrants arrive</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
</tr>
<tr>
<td>1862</td>
<td>California's Anti-Coolie Act</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
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<tr>
<td>1861-1865</td>
<td>American Civil War</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
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<tr>
<td>1868</td>
<td>14th Amendment</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
</tr>
<tr>
<td>1870</td>
<td>Naturalization Act</td>
<td></td>
<td>Each of these events results in arrival of waves of European immigrants into the U.S.</td>
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<tr>
<td>Year</td>
<td>Event</td>
<td>Decision</td>
<td>Description</td>
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<tr>
<td>1882</td>
<td>Chinese Exclusion Act</td>
<td>Henderson v. Mayor of New York</td>
<td>US Supreme Court overrides laws passed in several states and rules that immigration regulation is a federal responsibility. Restricts admission of Chinese immigrants for 15 years. The Geary Act of 1892 extends the Chinese Exclusion Act an additional 10 years, as well as excluding Chinese from serving as witnesses in court and from bail in habeas corpus proceedings. This Act is extended again in 1902, this time with no end date.</td>
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<tr>
<td>1882</td>
<td>Immigration Act</td>
<td></td>
<td>Leves a 50 cent tax (head tax) on all immigrants landing at U.S. ports and makes several categories of immigrants ineligible for citizenship, including &quot;lunatics&quot;.</td>
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<tr>
<td>1885</td>
<td>Alien Contract Labor Law</td>
<td></td>
<td>Stops contracts for cheap foreign labor except for those to perform domestic service or skilled workmen</td>
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<td>1886</td>
<td>Yick Wo v. Hopkins</td>
<td></td>
<td>Supreme Court ensures that persons living in the U.S., are protected by the 14th Amendment even if not U.S. citizens</td>
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<tr>
<td>1889</td>
<td>Chai Chan Ping v. U.S.</td>
<td></td>
<td>Supreme Court upholds constitutionality of Chinese exclusion laws, finding that &quot;the presence of foreigners of a different race in this country, who will not assimilate with us&quot; is properly excludable</td>
</tr>
<tr>
<td>1891</td>
<td>Immigration Act</td>
<td></td>
<td>U.S. Government assumes responsibility of processing immigrants. Inspectors examine immigrants upon arrival and can deport any with dangerous diseases, moral &quot;turbitude, polygamists and those whose passage was paid for by others&quot;</td>
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<tr>
<td>1891-1900</td>
<td></td>
<td>3,687,564 immigrants arrive</td>
<td></td>
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<tr>
<td>1892</td>
<td>U.S. Immigration Station, Ellis Island opens</td>
<td></td>
<td>The legendary immigration station opened Jan. 2 in New York and became the busiest port of entry in the nation for decades to come. 16 million immigrants were processed at Ellis Island</td>
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<tr>
<td>1896</td>
<td>Wong Wing v. U.S.</td>
<td></td>
<td>Supreme Court rules illegal aliens are protected against punishments that disregard 5th and 6th Amendment rights of due process and trial by jury</td>
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<tr>
<td>1901</td>
<td>President William McKinley shot by a Polish anarchist</td>
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<td>1901-1910</td>
<td></td>
<td>8,795,386 immigrants arrive</td>
<td></td>
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<tr>
<td>Year</td>
<td>Event</td>
<td>Description</td>
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<tr>
<td>1901</td>
<td>Anarchist Exclusion Act</td>
<td>Allows immigrants to be excluded on the basis of political opinions</td>
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<tr>
<td>1906</td>
<td>The Naturalization Act of 1906</td>
<td>Standardizes naturalization procedures and requires some knowledge of the English language for citizenship</td>
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<tr>
<td>1907</td>
<td>The Expatriation Act</td>
<td>Declares any American woman who marries a foreign national will lose her citizenship</td>
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<tr>
<td>1907</td>
<td>Immigration Act</td>
<td>Limits the number of Japanese immigrants and excludes prostitutes and orphans under 16</td>
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<tr>
<td>1910-1920</td>
<td>7,735,811 immigrants arrive</td>
<td>2 million of these were Italians</td>
<td></td>
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<tr>
<td>1907-1910</td>
<td>Dillingham Commission created by Congress</td>
<td>Creates Commission to explore the effects of U.S. immigration. Typifies period of racism and isolationism by concluding that southern and eastern European immigrants pose a serious threat to American society and culture. Among its recommendations: a need for better records of aliens suspected of crimes; continued policy of exclusion of Chinese, as well as East Indian laborers; new policy of exclusion of unskilled laborers unaccompanied by wives or families</td>
<td></td>
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<tr>
<td>1913</td>
<td>California's Alien Land Law</td>
<td>Prohibits Chinese and Japanese from owning property in California</td>
<td></td>
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<tr>
<td>1914-1918</td>
<td>World War I</td>
<td>U.S. enters the War in 1917</td>
<td></td>
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<tr>
<td>1917</td>
<td>Literacy Requirement for Immigrants enacted by Congress</td>
<td>Codifies exclusion rules, and requires that immigrants over 16 be able to read at least 40 words in some language and bans immigrants from Asia except Japan and the Philippines</td>
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<tr>
<td>1917</td>
<td>Immigration Act of 1917</td>
<td>Restricts immigration from the &quot;Asiatic Barred Zone.&quot;</td>
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<tr>
<td>1917</td>
<td>Jones-Shafroth Act</td>
<td>Grants citizenship to Puerto Ricans as long as they can be recruited into the U.S. military</td>
<td></td>
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<tr>
<td>1921-1930</td>
<td>4,107,209 immigrants arrive</td>
<td>Restricts immigration from any country to 3% of the number of people residing in the U.S. from that particular country as of the 1910 census. Results in stringent limitations on Southern and Eastern Europeans</td>
<td></td>
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<tr>
<td>1921</td>
<td>Emergency Quota Act</td>
<td></td>
<td></td>
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<tr>
<td>Year</td>
<td>Event</td>
<td>Description</td>
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<tr>
<td>1922</td>
<td>The Cable Act</td>
<td>Partially repeals The Expatriation Act of 1907, but still mandates that American women who marry Asian men will lose their citizenship</td>
<td></td>
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<tr>
<td>1923</td>
<td>U.S. v. Bhagat Singh Thind</td>
<td>Supreme Court rules that immigrants from India cannot become naturalized citizens. Uses &quot;popular sense of the word&quot; to define &quot;Caucasian&quot;, saying there are &quot;unmistakable and profound differences between them&quot; (i.e. Anglo-Americans and immigrants from India)</td>
<td></td>
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<tr>
<td>1924</td>
<td>The Immigration Acts of 1924 / National Origins Act</td>
<td>The National Origins Act of 1924 supersedes the Emergency Quota Act and limits number of immigrants from any country to 2% of the number of people residing in the U.S. from that country</td>
<td></td>
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<tr>
<td>1924</td>
<td>Oriental Exclusion Act</td>
<td>Prohibits most immigration from Asia including foreign-born wives and children of American citizens of Chinese ancestry</td>
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<tr>
<td>1924</td>
<td>The Labor Appropriation Act</td>
<td>Formally creates the Border Patrol to combat smuggling and illegal immigration</td>
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<tr>
<td>1930's</td>
<td>The Great Depression</td>
<td>Record unemployment rates moves Pres. Herbert Hoover to rely on earlier Acts to restrict entry of immigrants &quot;likely to become a public charge.&quot; Pres. Franklin D. Roosevelt upholds these restrictions through early 1930's. Policies lead to the defeat of a bill designed to rescue 20,000 children already in the New York harbor after fleeing the Nazis</td>
<td></td>
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<tr>
<td>1931-1940</td>
<td>532,431 immigrants arrive</td>
<td>The Depression creates a hostile environment for Mexicans and Mexican-Americans. Liberal application of the Immigration Act of 1924 forces a minimum of 400,000 to leave the U.S. (&quot;coerced emigration&quot;) to open jobs for white citizens</td>
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<tr>
<td>1930's</td>
<td>Deportation of Mexicans</td>
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<tr>
<td>1940</td>
<td>Alien Registration Act</td>
<td>Requires all non U.S. citizens over age 14 to be fingerprinted and register with the Government. They receive an Alien Registration Receipt Card, the predecessor of the &quot;green card&quot;</td>
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<tr>
<td>1939-1945</td>
<td>World War II</td>
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<tr>
<td>1941</td>
<td>Bombing of Pearl Harbor</td>
<td>U.S. enters the War. Results in exclusion of foreigners considered a threat to national security</td>
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<td>Year</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>1942</td>
<td>Executive Order 9066 – Japanese Internment</td>
<td>Franklin D. Roosevelt signs order which moves 120,000 Japanese and Japanese Americans into ten relocation camps</td>
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<tr>
<td>1942</td>
<td>The Bracero Treaty</td>
<td>The US and Mexico sign agreement allowing Mexican manual laborers to enter the U.S. to replace laborers who joined armed forces. Ends in 1964</td>
<td></td>
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<tr>
<td>1944</td>
<td>Korematsu v. U.S.</td>
<td>Supreme Court rules that national security concerns outweigh individuals' rights and deems Japanese internment camps constitutional in order to keep Japanese Americans from Pacific coastal regions for national security.</td>
<td></td>
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<tr>
<td>1948 and 1953</td>
<td>Displaced Persons Act and Refugee Relief</td>
<td>Allows refugees from ravaged WWII countries into U.S. as long as within quota system of 1924. Over 500,000 people admitted</td>
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<tr>
<td>Early 1950's</td>
<td>&quot;The Red Scare&quot; and McCarthy hearings</td>
<td></td>
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<tr>
<td>1950-1970</td>
<td>5,837,000 immigrants arrive</td>
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<tr>
<td>1952</td>
<td>Internal Security Act</td>
<td>Passed over Truman's veto. Act bars foreigners who “might” be communists</td>
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<tr>
<td>1952</td>
<td>McCarran-Walter Act</td>
<td>Maintains quota system and limits to 150 persons a year except for special dispensation like refugees fleeing communist countries. Asiatic Barred Zone, which banned most Asians, is abolished. Establishes a preference system for family members and those with special skills</td>
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<tr>
<td>1954</td>
<td>Operation Wetback</td>
<td>Several million undocumented Mexicans deported</td>
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<tr>
<td>1959</td>
<td>Castro comes to power</td>
<td>700,000 Cuban refugees come to U.S. over next decade</td>
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<tr>
<td>1965</td>
<td>Immigration &amp; Nationality Act</td>
<td>Replaces old quota system with 7 preference categories. Places priority on reuniting families and attracting skilled professionals. After 5 years residency, immigrants may apply for citizenship. Raises quota to 290,000</td>
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<td>1966</td>
<td>Cuban Adjustment Act</td>
<td>Changed the legal status of the Cuban immigrants to political refugees and allowed them to self-petition for permanent resident status for themselves and their families after 1 year in the U.S. without necessarily meeting the usual criteria</td>
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<td>Year</td>
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<tr>
<td>1970-1990</td>
<td>11,831,000 immigrants arrive</td>
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<tr>
<td>1975</td>
<td>U.S. withdraws from Vietnam</td>
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<tr>
<td>1976</td>
<td>Immigration Act</td>
<td>Eliminates preferential treatment for residents of the Western</td>
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<td>hemisphere</td>
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<td>1980</td>
<td>Refugee Act</td>
<td>Defines a refugee as any person leaving their home country because of</td>
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<td></td>
<td>&quot;well-founded fear of persecution...&quot; Enables many Vietnamese</td>
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<td></td>
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<td>refugees (&quot;boat people&quot;) to enter the U.S.</td>
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<td>1982</td>
<td>Plyler v. Doe</td>
<td>Overturns Texas law which prevented illegal children from attending</td>
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<td></td>
<td>school. States that the law violates &quot;Equal Protection&quot; clause in the</td>
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<td>14th Amendment</td>
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<td>1986</td>
<td>Immigration Reform and Control Act</td>
<td>Imposes penalties on employers of illegal aliens. Allows illegals in</td>
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<td>U.S. since 1981 and agricultural workers to apply for permanent</td>
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<td>resident status; 3 million gain legal status. Also prohibits work</td>
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<td></td>
<td></td>
<td>place discrimination based on nationality/race</td>
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<tr>
<td>1990</td>
<td>Immigration Act</td>
<td>Raises limit on admissions to 675,000 per year. Triples numbers with</td>
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<td></td>
<td></td>
<td>prized job skills. Family reunification a priority</td>
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<tr>
<td>1990's</td>
<td>Over 9 million immigrants arrive</td>
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<tr>
<td>1992</td>
<td>Chinese Students Protection Act</td>
<td>Following demonstrations in Tiananmen Square, 26,915 students already</td>
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<td></td>
<td></td>
<td>in US gain permanent resident status</td>
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<tr>
<td>1996</td>
<td>Illegal Immigration Reform and</td>
<td>Imposes strict penalties against illegal immigrants and streamlines</td>
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<td></td>
<td>Immigrant Responsibility Act</td>
<td>procedures for deportation. Denies benefits and pilots the denial of</td>
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<td>drivers licenses to illegals</td>
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<tr>
<td>2001</td>
<td>Sept. 11 Attack on World Trade Center and</td>
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<td></td>
<td>Pentagon</td>
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<tr>
<td>2001</td>
<td>U.S.A. Patriot Act</td>
<td>Places control of immigration under the new Department of Homeland</td>
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<td>Security and triples budget for Border Patrol along the Canadian</td>
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<tr>
<td>2001</td>
<td>Zadvydas v. Davis</td>
<td>Protects both legal and illegal immigrants from being detained</td>
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<tr>
<td></td>
<td></td>
<td>indefinitely under Due Process clause of 5th Amendment</td>
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<tr>
<td>2003</td>
<td>Creation of the USCIS</td>
<td>U.S. Citizenship and Immigration Services handle benefits,</td>
<td></td>
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<td></td>
<td></td>
<td>non-immigrant applications, asylum and refugee services</td>
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</table>

This chart is a compilation of information from:
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U.S. Immigration Policy – A Timeline

1790

1819
Reporting rule adopted. Data begins to be collected on immigration into the United States. Ships’ captains and others are required to keep and submit manifests of immigrants entering the United States.

1875
First exclusionary act. Convicts, prostitutes, and "coolies" (Chinese contract laborers) are barred from entry into the United States.

1882
Immigration Act passed. The federal government moves to firmly establish its authority over immigration. Chinese immigration is curtailed; ex-convicts, lunatics, idiots, and those unable to take care of themselves are excluded. In addition, a tax is levied on newly arriving immigrants.

1885
Contract laborers' entry barred. This new legislation reverses an earlier federal law legalizing the trade in contract labor.

1891
Office of Immigration created. Established as part of the U.S. Treasury Department, this new office is later given authority over naturalization and moved to the U.S. Justice Department. (Today it is known as the Immigration and Naturalization Service.) In the same year, paupers, polygamists, the insane, and persons with contagious diseases are excluded from entry to the United States.

1892
Ellis Island opens. Between 1892 and 1953, more than 12 million immigrants will be processed at this one facility.

1903
Additional categories of persons excluded. Epileptics, professional beggars, and anarchists are now excluded.

1907
Exclusions further broadened. Imbeciles, the feeble-minded, tuberculars, persons with physical or mental defects, and persons under age 16 without parents are excluded.

1 Taken from http://www.closeup.org/immigrat.htm (Written July 1998).
1907
"Gentleman's agreement" between United States and Japan. An informal agreement curtails Japanese immigration to the United States. Also, the tax on new immigrants is increased.

1917
Literacy test introduced. All immigrants 16 years of age or older must demonstrate the ability to read a forty-word passage in their native language. Also, virtually all Asian immigrants are banned from entry into the United States.

1921
Quota Act. An annual immigration ceiling is set at 350,000. Moreover, a new nationality quota is instituted, limiting admissions to 3 percent of each nationality group's representation in the 1910 census. The law is designed primarily to restrict the flow of immigrants coming from eastern and southern Europe.

1924
National Origins Act. The Act reduces the annual immigration ceiling to 165,000. A revised quota reduces admissions to 2 percent of each nationality group’s representation in the 1890 census. The U.S. Border Patrol is created.

1927
Immigration Ceiling Further Reduced. The annual immigration ceiling is further reduced to 150,000; the quota is revised to 2 percent of each nationality's representation in the 1920 census. This basic law remains in effect through 1965.

1929
National Origins Act. The annual immigration ceiling of 150,000 is made permanent, with 70 percent of admissions slated for those coming from northern and western Europe, while the other 30 percent are reserved for those coming from southern and eastern Europe.

1948
Displaced Persons Act. Entry is allowed for 400,000 persons displaced by World War II. However, such refugees must pass a security check and have proof of employment and housing that does not threaten U.S. citizens’ jobs and homes.

1952
McCarran-Walter Act. The Act consolidates earlier immigration laws and removes race as a basis for exclusion. In addition, the Act introduces an ideological criterion for admission: immigrants and visitors to the United States can now be denied entry on the basis of their political ideology (e.g., if they are communists or former Nazis).

1965
Immigration Act is amended. Nationality quotas are abolished. However, the Act establishes an overall ceiling of 170,000 on immigration from the Eastern Hemisphere and another ceiling of 120,000 on immigration from the Western Hemisphere.

1978
World-wide immigration ceiling introduced. A new annual immigration ceiling of 290,000 replaces the separate ceilings for the Eastern and Western Hemispheres.
1980
Refugee Act. A system is developed to handle refugees as a class separate from other immigrants. Under the new law, refugees are defined as those who flee a country because of persecution "on account of race, religion, nationality, or political opinion." The president, in consultation with Congress, is authorized to establish an annual ceiling on the number of refugees who may enter the United States. The president also is allowed to admit any group of refugees in an emergency. At the same time, the annual ceiling on traditional immigration is lowered to 270,000.

1986
Immigration Reform and Control Act. The annual immigration ceiling is raised to 540,000. Amnesty is offered to those illegal aliens able to prove continuous residence in the United States since January 1, 1982. Stiff sanctions are introduced for employers of illegal aliens.

1990
Immigration Act of 1990. The annual immigration ceiling is further raised to 700,000 for 1992, 1993, and 1994; thereafter, the ceiling will drop to 675,000 a year. Ten thousand permanent resident visas are offered to those immigrants agreeing to invest at least $1 million in U.S. urban areas or $500,000 in U.S. rural areas. The McCarran-Walter Act of 1952 is amended so that people can no longer be denied admittance to the United States on the basis of their beliefs, statements, or associations.

1996
Immigration Act. In an effort to curb illegal immigration, Congress votes to double the U.S. Border Patrol to 10,000 agents over five years and mandates the construction of fences at the most heavily trafficked areas of the U.S.-Mexico border. Congress also approves a pilot program to check the immigration status of job applicants.

1996
Immigrants lose benefits. President Clinton signs welfare reform bill that cuts many social programs for immigrants. Legal immigrants lose their right to food stamps and Supplemental Security Income (a program for older, blind, and disabled people). Illegal immigrants become ineligible for virtually all federal and state benefits except emergency medical care, immunization programs, and disaster relief.
U.S. Immigration History in Waves

First Wave 1630-43
John Winthrop in the Arbella led a "Great Migration" of 20,000 Puritans from England to Massachusetts.

Second Wave 1707-44
Starting with French devastation of the German Palatinate in 1707, population in America jumped 500% from 400,000 to 2 million, especially due to Germans and Scotch-Irish, with an internal migration into the Shenandoah mountains and valleys along the Great Wagon Road.

State System 1789-1862
Immigration matters were left up to individual states, but Section 1, Article 8 of the Constitution enumerated to Congress the power "to establish a uniform rule of naturalization" and Congress passed the first naturalization law in 1790, granting citizenship to "free, white persons of good moral character" after residence in a state for one year and in the United States for two years, raised to five years in 1802. Congress in 1802 allowed "any court of record" to grant citizenship, starting the proliferation of 5000 naturalization courts with widely varied practices for the next 100 years.

Third Wave 1815-75
1815 - a third wave of immigration began with the end of the Napoleonic Wars, with 9 million arriving in the U.S. by 1875, including 3 million from Ireland, 2.5 million from Germany, 1.5 million from Britain, with 70% entering through the port of New York and after 1855 through Castle Garden.

Federal System 1862-1924
Congress passed the first immigration restriction law in 1862 that prohibited American vessels to transport Chinese immigrants to the U.S., and created the Bureau of Immigration in 1864 to oversee importation of Chinese contract laborers.

Fourth Wave 1875-1920
The New Immigration brought 21 million from eastern and southern Europe, Congress passed the Chinese Exclusion Act in 1882, created the Office of the Superintendent of Immigration in the Treasury Department in 1891 to oversee the new U.S. Immigrant Inspectors stationed at the principal ports of entry, especially Ellis Island, created the Immigration Service in 1897 in the Department of Justice, passed the Immigration Act of 1917.
Quota System 1921-1965
The terms of the 1921 quota system prohibited no more than 3 percent of the number of foreign-born residents of that nationality living in the U.S. in 1910. The system was changed in 1924 and was based on the desirability of various nationalities. Congress in 1924 created the U.S. Border Patrol within the Immigration Service. Executive Order 6166 of June 10, 1933, combined the Immigration Service and the Naturalization Bureau into one agency, the Immigration and Naturalization Service. Congress passed the War Brides Act of 1945, the Displaced Persons Act of 1948, the Refugee Relief Act of 1953, the Hungarian Refugee Act of 1956, and the Immigration and Nationality Act of 1952.

Fifth Wave 1965-2000
In 1965 amendments to the 1952 immigration law, passed as the Immigration and Naturalization Act of 1965, Congress replaced the national origins system with a preference system designed to reunite immigrant families and attract skilled immigrants to the United States. The effects of the 1965 Act were immediate and significant. Within 5 years, Asian immigration would more than quadruple. This trend was magnified even further by the surge in refugees from the war in South East Asia. Almost half of the 8 million immigrants would come from Asia. The largest number in this wave was the 4.3 million from Mexico. Not until the Refugee Act of 1980 did the United States have a general policy governing the admission of refugees. The Immigration Reform and Control Act of 1986 allowed most illegal aliens who have reside in the U.S. continuously since January 1 of 1982 to apply for legal status and prohibited employers from hiring illegal aliens and mandated penalties for violations. The Immigration Act of 1990 set an annual maximum of 700,000 immigrants allowed to enter the U.S. for the next three years and an annual maximum of 675,000 per year for every year thereafter. The 1996 Illegal Immigration Reform and Immigrant Responsibility Act sponsored by Barbara Jordan made it easier to deport aliens without documentation - major provisions from FAIR. The INS staff increased from 8,000 in the late 1970s to more than 30,000 in 36 INS districts at home and abroad by 2000.

Immigration Reform 2001-2006
The terrorist attack Sept. 11, 2001, caused a fundamental change in the structure of immigration agencies. On Sept. 20, President Bush authorized the created the Office of Homeland Security and appointed Tom Ridge as its first Director. On Jan. 23, 2002, Congress created the Department of Homeland Security and since March 1, 2003, this DHS includes several Immigration & Borders agencies: the U. S, Citizenship and Immigration Services (USCIS) and the U. S. Customs and Border Protection (CBP) and Immigration and Customs Enforcement (ICE). Since 2001, the focus of immigration reform and legislation has been enforcement and border security.

Source: http://history.sandiego.edu/gen/soc/immig.html
Emma Lazarus, "The New Colossus" (1883) ¹

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door

Emma Lazarus' famous words, "Give me your tired, your poor, Your huddled masses yearning to breathe free" may now be indelibly engraved into the collective American memory, but they did not achieve immortality overnight. In fact, Lazarus' sonnet to the Statue of Liberty was hardly noticed until after her death, when a patron of the New York arts found it tucked into a small portfolio of poems written in 1883 to raise money for the construction of the Statue of Liberty's pedestal. The patron, Georgina Schuyler, was struck by the poem and arranged to have its last five lines become a permanent part of the statue itself. More than twenty years later, children's textbooks began to include the sonnet and Irving Berlin wrote it into a Broadway musical. By 1945, the engraved poem was relocated --including all fourteen lines-- to be placed over the Statue of Liberty's main entrance.

Today the words themselves may be remembered a great degree more than the poet herself, but in Lazarus' time just the opposite was true. As a member of New York's social elite, Emma Lazarus enjoyed a privileged childhood, nurtured by her family to become a respected poet recognized throughout the country for verses about her Jewish heritage. A reader and a dreamer, Lazarus had the good fortune to claim Ralph Waldo Emerson as a pen-pal and mentor. Before her death at age 37, Lazarus grew from a sheltered girl writing flowery prose about classical antiquity to a sophisticated New York aristocrat troubled by the violent injustices suffered by Jews in Eastern Europe.

In "The New Colossus," Lazarus contrasts the soon-to-be installed symbol of the United States with what many consider the perfect symbol of the Greek and Roman era, the Colossus of Rhodes. Her comparison proved appropriate, for Bartholdi himself created the Statue of Liberty with the well-known Colossus in mind. What Bartholdi did not intend, however, was for the Statue of Liberty to become a symbol of welcome for thousands of European immigrants. As political propaganda for France, the Statue of Liberty was first intended to be a path of enlightenment for the countries of Europe still battling tyranny and oppression. Lazarus' words, however, turned that idea on its head: the Statue of Liberty would forever on be considered a beacon of welcome for immigrants leaving their mother countries.

¹Taken from http://xroads.virginia.edu/~CAP/LIBERTY/lazarus.html.
Just as Lazarus’ poem gave new meaning to the statue, the statue emitted a new ideal for the United States. Liberty did not only mean freedom from the aristocracy of Britain that led the American colonists to the Revolutionary War. Liberty also meant freedom to come to the United States and create a new life without religious and ethnic persecution. Through Larazus’ poem, the Statue of Liberty gained a new name. She would now become the “Mother of Exiles,” torch in hand to lead her new children to American success and happiness.

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"THE NEW COLOSSUS" (1883) Emma Lazarus

America had always been a magnet to Europeans, at first primarily from the British Isles, and then from the continent. But by the middle of the nineteenth century, improvements in travel, combined with political upheaval and economic difficulties, led to a significant increase in the number of people crossing the Atlantic to seek opportunity in the United States. Between 1820 and 1920, approximately 34 million persons immigrated to the United States, three-fourths of them staying permanently.

For many of these newcomers, their first glimpse of America was the Statue of Liberty in New York harbor. The statue, sculpted by Auguste Bartholdi, had been conceived of as a gift of friendship from the people of France marking the two nations' commitment to liberty. France provided $400,000 for the 151-foot statue, and a fundraising drive in the United States netted $270,000 for the 89-foot pedestal. Ironically, none of the speeches at the dedication of the monument in October 1886 even mentioned immigrants; President Grover Cleveland spoke about Franco-American friendship and American ideals.

But the Jewish American poet Emma Lazarus saw the statue as a beacon to the world. A poem she wrote to help raise money for the pedestal, and which is carved on that pedestal, captured what the statue came to mean to the millions who migrated to the United States seeking freedom, and who have continued to come unto this day.

As many modern scholars have noted, these words have an air of condescension, but the fact is that many native-born Americans and immigrants at the time did see themselves just as Lazarus portrayed them -- wretched, nameless, "tempest-tost." For them Europe meant poverty and persecution, and America meant democracy and opportunity. "Other lands," wrote the Polish emigre Henry Sienkiewicz, "grant only asylum; this land recognizes the immigrant as a son and grants him rights." When they were "sickened at last of poverty, bigotry and kings," wrote another.

2 Taken from http://usinfo.state.gov/usa/infousa/facts/democrac/63.htm
Adoptions of Foreign-Born Children

Did you know …

• Each year thousands of foreign children arrive in the United States as adopted sons and daughters of American citizens. Last year, nearly 23,000 children arrived for the purposes of adoption in the U.S. on “orphan visas.”

  Where they are from (during 1971-2001):

1. Asia – 156,491
2. Europe – 50,346
3. South America – 28,438
   includes Mexico, Central America
5. Africa – 1,991
6. Australia and Pacific Islands – 319

• Since 1990, close to a quarter million children have been brought to the U.S. on orphan visas for the purposes of adoption.


   For more information, see www.adoptioninstitute.org/FactOverw/nternational_print.html

Holt International

Harry and Bertha Holt from Eugene, Oregon, are credited for beginning the wave of adoption of foreign-born orphans by American parents. They established what is now known as Holt International, the largest adoption agency in the United States.

In the mid-1950s the Holts saw a film about Amerasian children in Korean orphanages who were desperately in need of help. They sent money and clothes but that was not enough. Harry and Bertha decided to adopt eight Korean children, but soon learned it would be impossible…unless they could get both Houses of Congress to pass a special law. “Then that’s what we’ll do,” Bertha said, and she moved ahead.

The Holts’ adoption was revolutionary. Word spread and inspired people across the nation. Many inquired as to how they, too, could adopt. Only five months after he brought their eight children home, Harry headed back to Korea to help other children have families. In 1956, the Holt adoption agency was officially incorporated.

When Harry passed away in 1964, many thought the Holt agency would simply fold up. But Bertha would not let that happen. She worked tirelessly on behalf or children in need until her death at age 96. She was affectionately known as “Grandma Holt” to adoptive families and to the thousands of children around the world whose lives she changed.

   For more information, see www.holtintl.org/historical.shtml.
Asylum

What is Asylum?
Asylum is a form of protection that allows individuals who are in the United States to remain here, provided that they meet the definition of a refugee and are not barred from either applying for or being granted asylum, and eventually to adjust their status to lawful permanent resident.

Every year, thousands of people come to the United States in need of protection because they have been persecuted or fear they will be persecuted on account of their race, religion, nationality, membership in a particular social group, or political opinion. Those found eligible for asylum are permitted to remain in the United States.

Unlike the U.S. refugee program, which provides protection to refugees by bringing them to the United States for resettlement, the U.S. asylum program provides protection to qualified refugees who are already in the United States or are seeking entry into the United States at a port of entry. Asylum-seekers may apply for asylum in the United States regardless of their countries of origin. There are no quotas on the number of individuals who may be granted asylum each year (with the exception of individuals whose claims are based solely on persecution for resistance to coercive population control measures).

For more information on the following topics, go to http://www.uscis.gov:

- Types of Asylum Decisions
- Asylum Eligibility and Application FAQs
- Asylum Background and Security Check FAQs
- Asylum Interview FAQs
- Definition of a Refugee
- Overview of Asylum
- Qualifying for Asylum
- Two Paths to Asylum
- Asylee Adjustment to Permanent Resident Status
- The Affirmative Asylum Process
- Affirmative Asylum Process at a Glance
- Affirmative Asylum Procedure Manual (1901KB PDF)
- Resistance to Coercive Population Control (CPC) Programs
- Reasonable Fear Screenings

Credible Fear
Aliens who either express a) an intent to apply for asylum or b) a fear of returning to their home country shall be referred to an INS asylum officer for a credible fear interview. During the credible fear interview, an INS asylum officer will evaluate whether the alien has a credible fear of persecution and/or torture in his/her home country. Credible fear interviews are normally not conducted less than 48 hours after the alien’s initial expression of potential fear. Source: http://www.visalaw.com/02nov3/2nov302.html.
Chinese Exclusion Acts

By Gerald McFarland

The Chinese Exclusion Acts were federal laws passed in 1882, 1892, and 1902 to prevent Chinese immigration to the United States. Large numbers of Chinese came to the West Coast after the discovery (1848) of gold in California and during the construction (1864–69) of the Central Pacific Railroad. The right of Chinese to immigrate to the United States received formal protection under the Burlingame Treaty (1868), but economic competition between Chinese and native white American laborers led to anti–Chinese agitation, which intensified during the depression of the 1870s and culminated (1877) in anti–Chinese riots in San Francisco.

In 1879, Congress passed an act severely restricting Chinese immigration, but the act was vetoed by President Rutherford B. Hayes. The Chinese Exclusion Act of 1882, however, suspended Chinese immigration completely for 10 years. In 1892, Congress extended the exclusion for 10 more years, and in 1902 the prohibition was passed again without a terminal date. These laws were repealed in 1943, when China was a U.S. ally in World War II, but a quota of 105 immigrants a year severely restricted Chinese immigration until the implementation of much–liberalized rules under a 1965 amendment to the Immigration and Nationality Act.

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Scholastic.com has many terrific related resources. A few are listed below; all found at: http://content.scholastic.com/browse/article.jsp?id=5021


Articles: Young Shin: Community activist Young Shin is an immigrant from Korea who has worked hard to provide equal employment opportunities and fair treatment for Asian immigrant woman.

Leaving Home: How hard would it be for you to leave home today? What kind of things would you want to take with you? What would you have to leave behind?

My Life Today: Learn about Li Keng Wong's life now.
Unit Plan. Immigrants: Our Ancestors
Students to learn about their cultural heritage through interviews with family members. Students present charts, maps...

Online activity: Immigration: Stories of Yesterday and Today
Find out what it means to come to the U.S. as an immigrant from the early 20th century through today! Talk to recent immigrants, take a tour...

Book info: Dragon's Gate
This 1994 Newbery Honor Book follows the life of a young Chinese railroad worker in the 1860s as he struggles to survive and maintain his dignity in the face of prejudice and brutal conditions.
The “DREAM Act” and the “American Dream Act”1

--Prepared by the National Council of La Raza (NCLR)

Background

Every year, U.S. high schools graduate approximately 65,000 immigrant students. Brought to this country as young children, they have grown up in American K-12 schools and share our culture and values. Like their U.S.-born peers, they dream of pursuing higher education. Unfortunately, due to their immigration status, they are barred from the opportunities that make a college education affordable – in-state tuition rates, state and federal grants and loans, most private scholarships, and the ability to legally work their way through college. In effect, they are denied the opportunity to share in the American Dream. If passed, the “Development, Relief, and Education for Alien Minors (DREAM) Act,” S. 774, a bipartisan federal proposal led by Senators Richard Durbin (D-IL), Chuck Hagel (R-NE), and Richard Lugar (R-IN), would facilitate access to college for immigrant students in the U.S. by restoring states’ rights to offer in-state tuition to immigrant students residing in their state. The “DREAM Act” would also provide a path to citizenship for hardworking immigrant youth who were brought to the U.S. as young children and to pursuing higher education or military service, enabling them to contribute fully to our society. Representatives Howard Berman (D-CA), Lincoln Diaz-Balart (R-FL), and Lucille Roybal-Allard (D-CA) introduced a similar proposal, the “American Dream Act,” H.R. 1275, in the U.S. House of Representatives.

What Do These Bills Do?

The “DREAM Act” and “American Dream Act” restore states’ rights to determine residency for in-state tuition. The “DREAM Act” would repeal Section 505 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA), a federal provision requiring any state that provides in-state tuition rates to undocumented immigrants to provide the same tuition rate to out-of-state residents. Section 505, therefore, discourages many states from offering in-state tuition rates to undocumented students wishing to attend postsecondary institutions in the states in which they reside. Repealing this provision would restore a state’s right to determine criteria for higher education benefits for state residents.

The “DREAM Act” and “American Dream Act” provide an opportunity for U.S.-raised students to earn U.S. citizenship. The “DREAM Act” would allow certain immigrant students to adjust their status to that of a legal permanent resident on a conditional basis for six years based on the following requirements:

1 www.nclr.org. The National Council of La Raza (NCLR) is the largest national Hispanic civil rights and advocacy organization in the United States.
• **Age.** Immigrant students must have entered the U.S. before age 16.

• **Academic requirement.** Students must have been accepted for admission into a two or four-year institution of higher education or have earned a high school diploma or a general educational development (GED) certificate at the time of application for relief.

• **Long-term U.S. residence.** Students must reside in the U.S. when the law is enacted. In addition, those eligible must have lived in the U.S. for at least five years preceding the date of enactment of the Act.

• **Good moral character.** Immigrant students must demonstrate good moral character, a defined term in immigration law. In general, students must have no criminal record.

The conditional basis upon which legal permanent residence was granted will be removed and become permanent if the student has fulfilled at least one of the following within six years:

- Earned a degree from an institution of higher education (two- or four-year institution), or maintained good standing, for at least two years, at an institution of higher education while working toward a bachelor’s degree or higher
- Served in the U.S. Armed Forces for at least two years and, if discharged, received an honorable discharge.

The “DREAM Act” and “American Dream Act” provide work authorization and protection from deportation for students ages 12 and older. Students who are at least 12 years old, enrolled full-time in primary or secondary school, and have met all the requirements for conditional permanent legal resident status, except for high school graduation, will be eligible for protection from deportation and granted work authorization.

The “DREAM Act” and “American Dream Act” provide financial aid assistance. These bills would ensure that students who have adjusted their immigrant status under the “DREAM Act” and the “American Dream Act,” including those on a conditional basis, would be eligible for federal education loans and work-study programs.

**Why the “DREAM Act” and “American Dream Act” are important**

America rewards hard work. Students in America know that by studying and achieving success in high school, they can potentially earn the reward of a college education and truly fulfill their potential. The American way is to offer equal opportunities to all and encourage all to make the most of their talents.

Current law punishes children for a decision that they did not make. America cannot continue to penalize young people who have lived in the U.S. since they were children. These individuals were brought to the U.S. as very young children and are not to blame for their lack of documentation. They have done nothing wrong and should not be punished.

These children are Americans. Granting access to the “American Dream” for kids who have grown up reciting the Pledge of Allegiance, playing baseball, and eating apple pie is the right thing to do. They have sat alongside our children in the classroom. They
share American values and traditions. This country is their home.

**There is a significant cost to our nation in denying these children a college education.** We have already made a significant investment in their K-12 education. We risk an enormous cost by cutting their education short and not reaping the full potential of our investment. There is no benefit to this nation in leaving this segment of the population undereducated and thereby relegated to second-class citizenship and low-paying jobs insufficient for supporting a family.

**Status of legislation**
The “DREAM Act,” S. 774, and the “American Dream Act,” H.R. 1275, were introduced in the 110th Congress in March 2007. The bills have been referred to the Senate and House Committee on the Judiciary, as well as the House’s Committee on Education and Labor. The National Council of La Raza (NCLR) expects that this legislation will also be included in any upcoming comprehensive immigration reform bill that is proposed in the House and Senate.

**NCLR Position**
NCLR urges passage of the “DREAM Act,” S. 774, and the “American Dream Act,” H.R. 1275. Providing a path to U.S. citizenship for hardworking and talented immigrant students who have been raised in the U.S. is critical to improving the pipeline from high school to college and providing meaningful employment for Latinos.

*For more information, contact:*  
NCLR Associate Director of Education Policy Melissa Lazarín at (202) 776-1751 or mlazarin@nclr.org.
**Oregon Immigration Facts**

In 1844, Oregon was estimated to have between 800 to 1,475 people emigrate to the state on the Oregon Trail. In 1845, “Oregon Country” was estimated to contain 3,500 to 4,000 Americans. Oregon Country included part of present day British Columbia, all of the states of Oregon, Washington, and Idaho, and parts of Montana and Wyoming. In 1788, Marcus Lopez, the cabin boy for captain Robert Gray, became the first person of African descent to set foot on Oregon soil.

Oregon’s ethnic makeup has become increasingly diverse from 1940, and especially since 1960. For example, Oregon’s African American population increased from 0.2 percent in 1940, to more than 1% in 1960, to 1.6% in 1990.

The following charts further illustrates Oregon’s increasing racial diversity:

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<tr>
<td>White, not Hispanic</td>
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<td>83.5%</td>
<td>81.6%</td>
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<td>African-American</td>
<td>0.2%</td>
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<td>1.6%</td>
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<td>Asian</td>
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<td>Hawaiian Nat.</td>
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<td>0.2%</td>
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<td>Hispanic</td>
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<td>1.9%</td>
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<tbody>
<tr>
<td>Minority Population</td>
<td>3.6%</td>
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<td>13.4%</td>
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<tr>
<td>Foreign-Born Population</td>
<td>16-18%</td>
<td>4.7%</td>
<td>3.0%</td>
<td>8.5%</td>
<td>9.7%</td>
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</table>

Oregon’s immigration history is also one of prejudice, in keeping with the tenor of the nation. For example, Portland’s Pacific International Livestock Exposition center housed approximately 4,500 Japanese during the spring and summer of 1942. Though this occurred in Oregon, it was under the authority of the Federal War Relocation Authority (also known as Japanese internment camps).

Another example is Chinese people in Oregon who were subject to discrimination. In the late 1880’s, some Oregon residents resented Chinese laborers, believing that the immigration and settlement of Chinese communities in the Pacific Northwest hindered jobs available to Euro-Americans.
In 1882, the Federal Chinese Exclusion Act was passed, which banned Chinese immigrants from entering the United States. This caused Chinese populations to dwindle nationwide and Oregon’s Chinese population to be concentrated in Multnomah County.

Thus, as with the Japanese, prejudice and discrimination were legislated by the federal government and Oregon followed suit.

**Oregon Immigration Today**

The U.S. Census Bureau estimates Oregon’s 2006 population at 3,700,758. This number represents a percentage increase of 8.2% over the year 2000 population which was 3,421,399. The percentage listed as “white persons” in 2005 is 90.8%. This compares to the rational percentage of 80.2% white persons. The Oregon percentage listed as “black persons” is 1.8%. The Oregon percentage for “American Indian and Alaska Native persons is 1.4% compared to 1% nationally. The Oregon percentage for “Asian persons” is 3.4%, while nationally the figure is 4.3%.

The Oregon percentage of “Native Hawaiian and other Pacific islander is 0.3%, compared to 0.2% nationally. The Oregon percentage of residents reporting “two or more races” is 2.3%, compared to a national percentage of 1.5%. Oregon’s percentage of residents who are “Persons of Hispanic or Latino origin” equals 9.9%, while the national average is 14.4%. Finally, Oregon lists the percentage of “white persons not Hispanic” at 81.6%, compared to the national percentage of 66.9%.

Source
The Oregon History Project, created by the Oregon Historical Society, at [www.ohs.org](http://www.ohs.org); information compiled for CLP by Jim Maher
From the White House

Immigration Fact Check

**MYTH:** Ending the current green card backlog would result in 900,000 new residents per year on top of current numbers.

**FACT:** The current proposal aims to end the green card backlog in eight years. However, this does not mean that 3.5 to 4 million people over the current number will be admitted into the country. The backlog will be cleared in two ways: 240,000 green cards are being shifted from other priorities within the existing green card pool. This is important – it does not represent an increase in the number of green cards given, it is simply a reallocation of green cards that are authorized for issuance within the current system. Separately, the number of green cards will be temporarily increased by 200,000 for each of the eight years after the enactment of the bill. This is an increase, but it does not mean 200,000 applicants plus their spouses and children. It is 200,000 new people total.

**FACT:** About 15 percent of family-based green card recipients are already residing in the U.S. on temporary visas or illegally. Thus, only about 170,000 additional individuals per year are entering the country.

**MYTH:** The border security and employer enforcement triggers can be waived. It has been asserted that the bill contains the following language: "b) Subsection (a) of this section shall apply only if the President certifies within 180 days of enactment that the border security and other measures described in such subsection can be completed within 18 months of enactment, subject to the necessary appropriations."

**FACT:** This is false. This language is not in the bill currently, but was in an earlier draft. Instead, the bill contains a sense of Congress that all triggers can be met in 18 months. All triggers must be met before the guest worker program or the Z visa program could begin.

**MYTH:** Z visa applicants (current undocumented) do not have to pay fines.

**FACT:** Z visa applicants will have to pay a $1,000 fine for heads of households and an additional $500 fine for each dependent (spouses and children). There will also be a processing fee of up to $1,500 and a $500 state impact assistance fee. The $1,000 is not the cost of the visa, but rather a fine for having broken the law. The processing fee will take care of the costs of the visa. The fines and fees are not the only hurdle – applicants must be employed, pass background checks, pay processing fees, and agree to meet
accelerated English and civics requirements to get their Z visas.

**FACT:** A Z visa holder wishing to remain in the country under their Z visa indefinitely would still have to renew their visa every four years. Renewing the Z visa means more processing fees (again, up to $1,500 each time). The financial liability for Z visa holders starts to add up very quickly if holders choose to remain in this status instead of pursuing Legal Permanent Resident (LPR) status.

**MYTH:** DHS only has only one day to complete background checks.

**FACT:** Obtaining Legal Permanent Resident (LPR) status is a multi-step process that includes thorough background checks with no guarantees. It can be broken down into three parts: probationary period, Z status, and LPR.
1. **Probationary Period.** The undocumented worker comes out of the shadows to acknowledge they have broken the law. In order to obtain probationary status, they must show they are employed and pass a preliminary background check. There is a provision in the bill that says DHS has one day to find a “disqualifying factor,” but that is not the end of the process. That is a very short term way of ensuring that if someone comes out of the shadows and admits their illegality, they will not be deported while the process is ongoing and can continue working while the full background check is completed. At any time if something pops up, the applicant becomes deportable, and will never have a chance at Z status and certainly not LPR status.

2. **Z Status.** If they have passed the hurdles above, the undocumented worker is considered for Z status. At this stage they must pay their $1,000 fine ($1,000 is just for a head of household – there is an additional fine of $500 for each dependent) and processing fees; are subject to updated background checks to make sure they have not committed crimes while in probationary status; agree to meet English and civics standards as a condition of renewal; and show employment. There is no one day “Treatment of applications” in this process. One must complete or agree to all of the above before they are able to achieve Z status.

3. **LPR Status.** Here, there is another $4,000 fine and more processing fees. More background checks are also conducted in order to make sure that the applicant has kept his or her record clean. The applicant will have had to have stayed employed and met the English and civics requirements. They will have to make an application from their home country, go to the back of the line, and demonstrate merit under the new green card points system. Then, and only then, will the undocumented worker obtain a green card.

**MYTH:** A Rasmussen poll shows Americans support an enforcement-only approach.

**FACT:** The plan proposed in Rasmussen’s poll does not include many of the components included in the actual plan. Rasmussen asked respondents: “A different proposal has been made that also includes a fence along the Mexican border, more border patrol agents, strict penalties on anyone who hires illegal aliens. This proposal, however, would also offer illegal aliens a path to citizenship if they pay back taxes and...
other fines. Would you favor or oppose this proposal?"

FACT: The process is much more onerous than the text of Rasmussen’s question suggests. In order to have an opportunity for citizenship, undocumented workers will have to pay a total of $5,000 in fines, pass multiple background checks, complete accelerated English and civics requirements, go back home to apply in their home country, demonstrate merit in the new merit-based green card system, AND go to the back of the line behind those who applied lawfully.

FACT: A recent bi-partisan poll conducted by The Tarrance Group (R) and Lake Research (D) that did include more components of the plan found 75 percent of American voters said they would favor a plan that: provides resources to greatly increase border security; imposes much tougher penalties on employers who hire illegal workers; allows additional foreign workers to come to the U.S. to work for a temporary period; creates a system in which illegal immigrants could come forward and register, pay a fine, and receive a temporary work permit; and provides these temporary workers with a multi-year path to earned citizenship, if they get to the end of the line and meet certain requirements like living crime free, learning English, and paying taxes. Only 17 percent opposed this plan.

MYTH: The bill will impose a huge new tax on businesses that follow the law.

FACT: Companies are held liable if their contractors and subcontractors hire undocumented workers. However, the Department of Homeland Security will create systems to help ensure these burdens can be met by employers who want to follow the law through the Employment Eligibility Verification System (EEVS) and other procedures.

FACT: This bill seeks to help employers verify the status of workers. Enforcement of the paperwork fines will be targeted against those employers trying to avoid the law and hire illegal workers. The law includes a provision for the Secretary of Homeland Security to send a pre-penalty notice where he believes there may be a violation, and the employer can avoid a penalty by showing mitigating circumstances (e.g., good faith compliance).

FACT: This bill does not seek to put the sole responsibility for legal hiring practices on the government OR the private sector. The bill is designed to have participation from the business community so the government can easily determine which employers are knowingly violating the law.

MYTH: The bill does not crack down on employers who violate the law.

FACT: In the bill, fines for hiring an illegal worker are $5,000 maximum per illegal worker for the first offense, $10,000 maximum per illegal worker for the second, and $25,000 maximum per illegal worker for the third.

# # #

Return to this article at: http://www.whitehouse.gov/news/releases/2007/05/20070522.html