

GED

Social Studies

Day 8



COMUNIDADES LATINAS
UNIDAS EN SERVICIO



Is it a Primary Source?

Determine if the examples below are primary sources. Answer **Yes/No**

- ❖ A **Primary Source** is information that was created at the same time as an event or by a person directly involved in the event.

Diaries, speeches, letters, official records, and autobiographies are all examples of primary sources.

- | | |
|--|-------|
| 1) A play about the start of the American Revolutionary War. | Y / N |
| 2) A short story describing the discovery of electricity. | Y / N |
| 3) Anne Frank's diary of her life during World War II. | Y / N |
| | |
| 4) A cartoon about Christopher Columbus. | Y / N |
| 5) A text book describing the civil rights movement. | Y / N |
| 6) A news report about the opening of a power plant. | Y / N |
| 7) A scientist explaining what it is like to walk on the moon. | Y / N |
| 8) A YouTube video describing how the pyramids were built. | Y / N |
| 9) An interview with Barack Obama about being president. | Y / N |
| 10) A radio broadcast from 1990. | Y / N |
| 11) An autobiography about the 40th president, Ronald Reagan. | Y / N |
| 12) A book describing Christopher Columbus sailing to America. | Y / N |
| 13) The United States Constitution. | Y / N |

Eyewitness Account #1: Dorothea von Schwanenfluegel – The Fall of Berlin

Dorothea von Schwanenfluegel was a twenty-nine-year-old wife and mother living in Berlin, Germany.

After Berlin was defeated

“[T]hat night a horde of Soviet soldiers returned and stormed into [our neighbor’s] apartment house. Then we heard what sounded like a terrible orgy with women screaming for help, many shrieking at the same time. The racket gave me goosebumps. Some of the Soviets trampled through our garden and banged their rifle butts on our doors in an attempt to break in. Thank goodness our sturdy wooden doors withstood their efforts. Gripped in fear, we sat in stunned silence”

- **Eyewitness #1**

- What is her name?
- What is her background (who is she/ where is she from)?
- How does she feel about the events (what is her viewpoint)?

Eyewitness Account #2: Marie-Louise Osmont – The Invasion of Normandy

Marie-Louise Osmont lived in a house near the Normandy beaches in France. German soldiers were using her house as a base.

During the attack

"In the trench in the farmyard [...] we find three or four Germans: Leo the cook, his helper, and two others, crouching [...] We ask them 'Tommy come?' They say yes, with conviction. Morning in the trench, with overhead the hisses and whines that make you bend even lower. [...] Each time a shell hisses by too low, I cling to the back of the cook's helper, it makes me feel a little more secure, and he turns around with a vague smile. The fact is that we're all afraid."

- **Eyewitness #2**

- What is her name?
- What is her background (who is she/ where is she from)?
- How does she feel about the events (what is her viewpoint)?

Eyewitness Account #3: Dr. Michihiko Hachiya – The Bombing of Hiroshima

Dr. Michihiko Hachiya lived through the atomic bomb dropped on Hiroshima.

The bomb suddenly explodes

"The hour was early; the morning still, warm, and beautiful. [...] Suddenly, a strong flash of light startled me - and then another. [...] Moving instinctively, I tried to escape, but rubble and fallen timbers barred the way. [...] A profound weakness overcame me, so I stopped to regain my strength. What had happened? All over the right side of my body I was cut and bleeding. [...] Embedded in my neck was a sizable fragment of glass [...] stunned and shocked I studied it and my blood-stained hand.

- **Eyewitness #2**

- What is his name?

- What is his background (who is he/ where is he from)?

- How does he feel about the events (what is his viewpoint)?

Immigration



**How has
immigration defined
the United States?**

Essential Questions

- In what ways is the United States a “nation of immigrants”?
- What factors might a person have to weigh when considering whether to immigrate to another country? What might it be like to be faced with this decision?
- What might be some of the greatest challenges and rewards for immigrants to a new country? How might various immigrant groups from different periods of U.S. history have answered this question?
- Why has anti-immigrant sentiment arisen at different points in U.S. history?
- How has immigration influenced the laws and social services we have in the United States today?
- How do the experiences of immigrants in various periods of United States history compare to those of immigrants today?

What are some factors that push people to migrate from one country to another?

What are some pull factors that draw someone to a new country?

Push Factors



Pull Factors



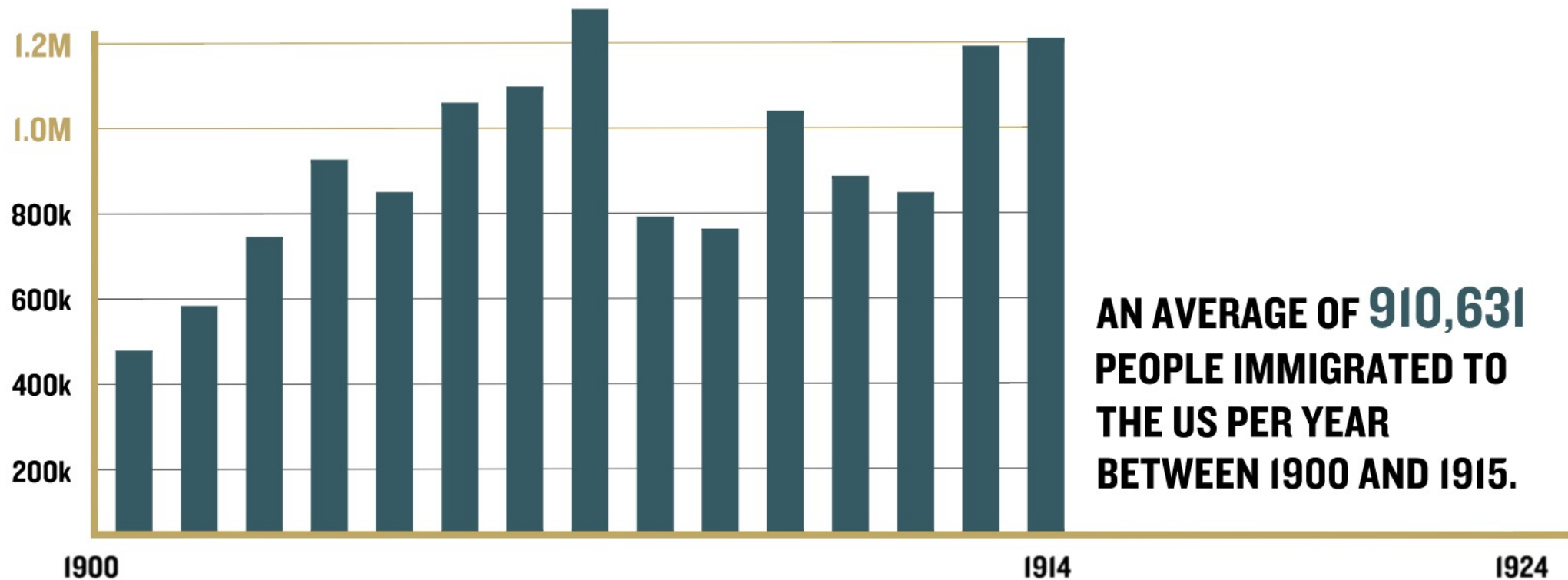
- few services
- lack of job opportunities
- unhappy life
- poor transport links
- natural disasters
- wars
- shortage of food

- access to services
- better job opportunities
- more entertainment facilities
- better transport links
- improved living conditions
- hope for a better way of life
- family links

**How did US immigration law
affect people hoping to
emigrate to the United States
pre- and post-WWII?**

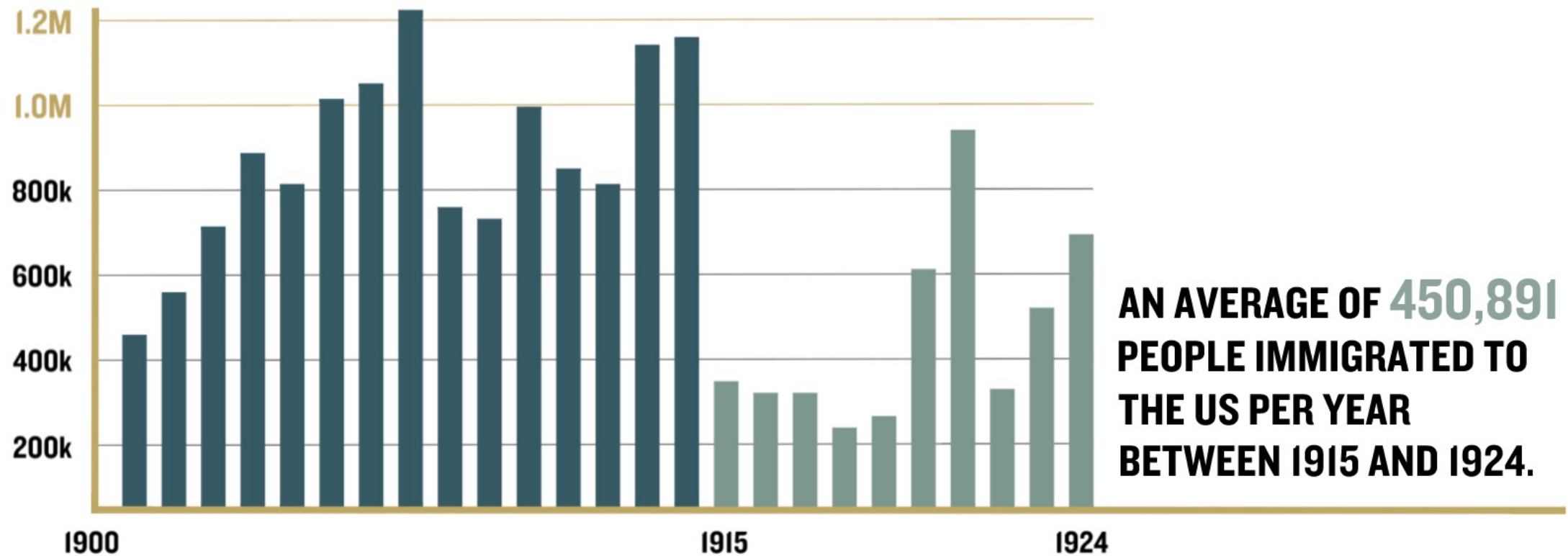
1900 - 1915

Before World War I, **millions of Europeans** immigrated to the United States. The US government placed no overall limits on the number of immigrants who could enter the country.



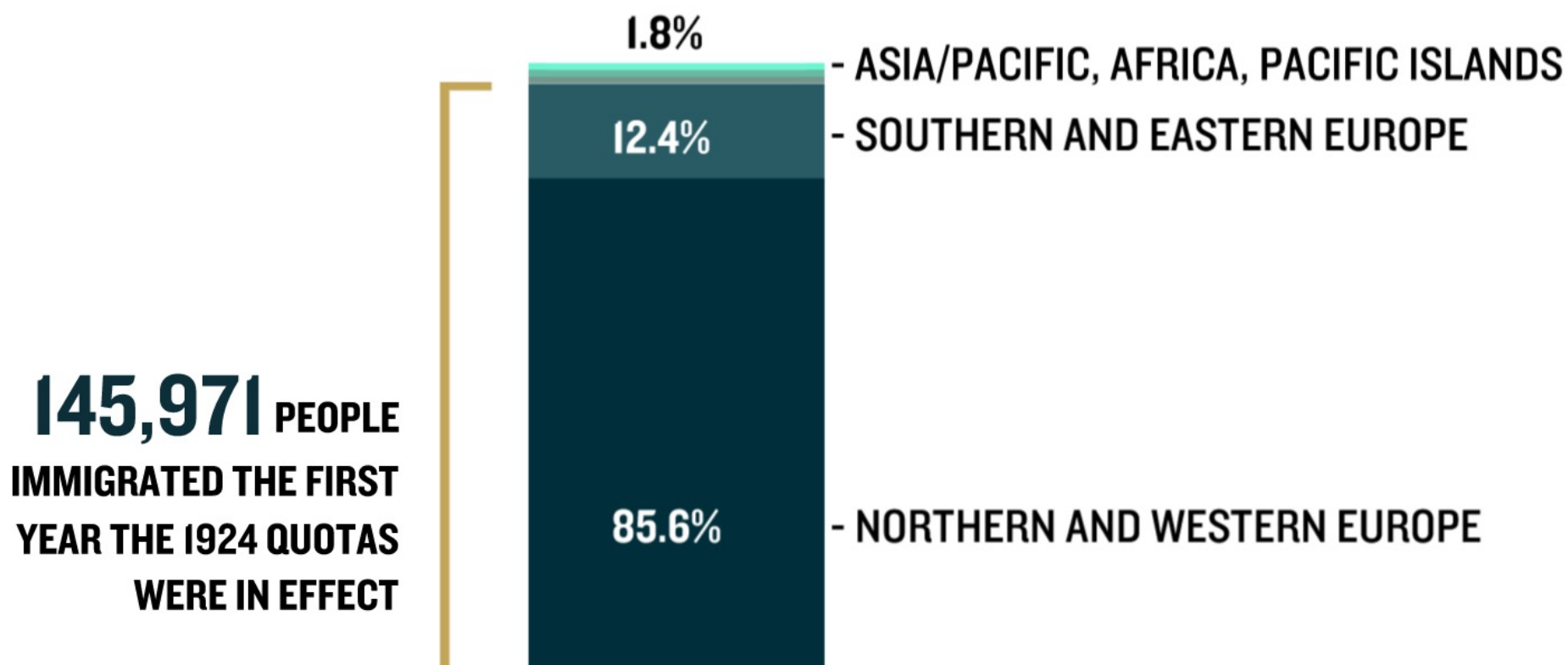
1915 - 1924

World War I (1914-1918) made emigration from Europe to the United States difficult, and immigration levels fell.



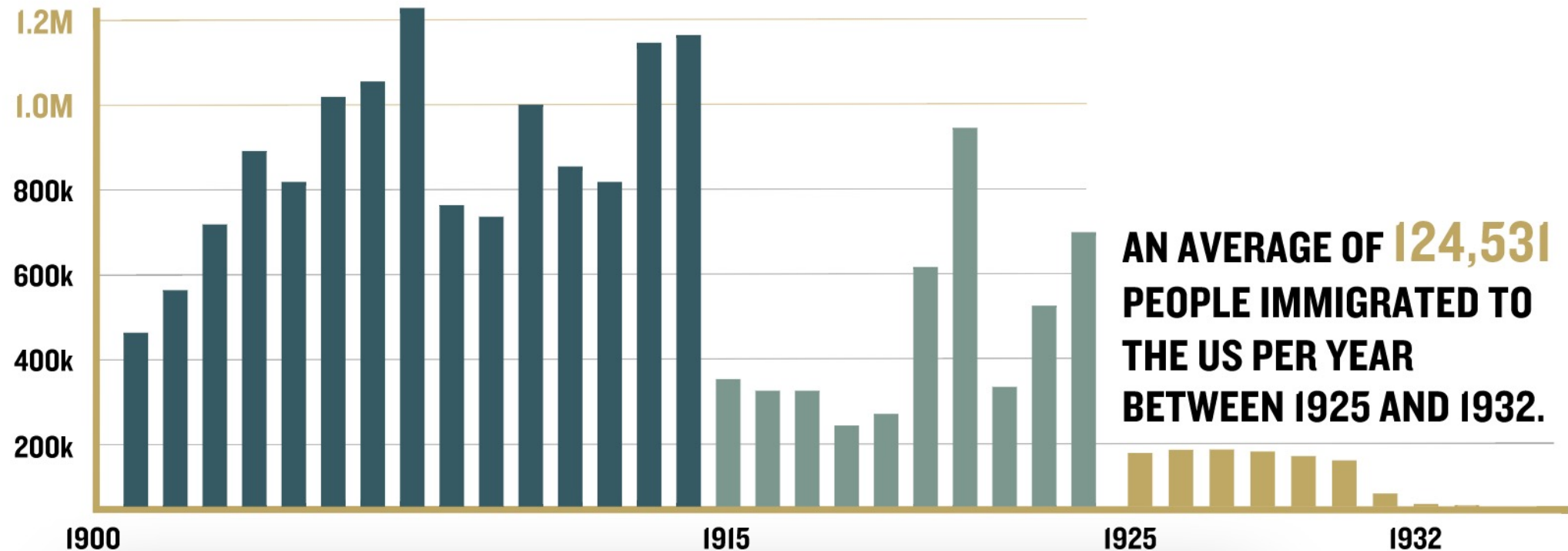
1924

In 1924, Congress passed a law to **set immigration quotas** by country and **limit total immigration** to about **164,000** people per year. The quotas were designed to “protect” America’s “racial stock” by severely limiting “undesirable” immigrants, including Jews, Asians, and Africans. There were no quotas for immigrants from North or South America.



1925 - 1932

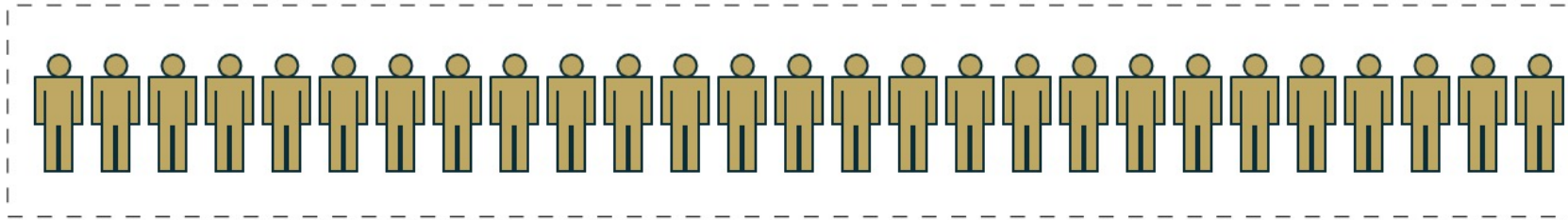
Immigration fell significantly after the 1924 law went into effect. In 1929, **the Great Depression** began. President Herbert Hoover ordered the State Department to make sure immigrants would not become economic burdens to the United States. **Immigration plummeted even further.**



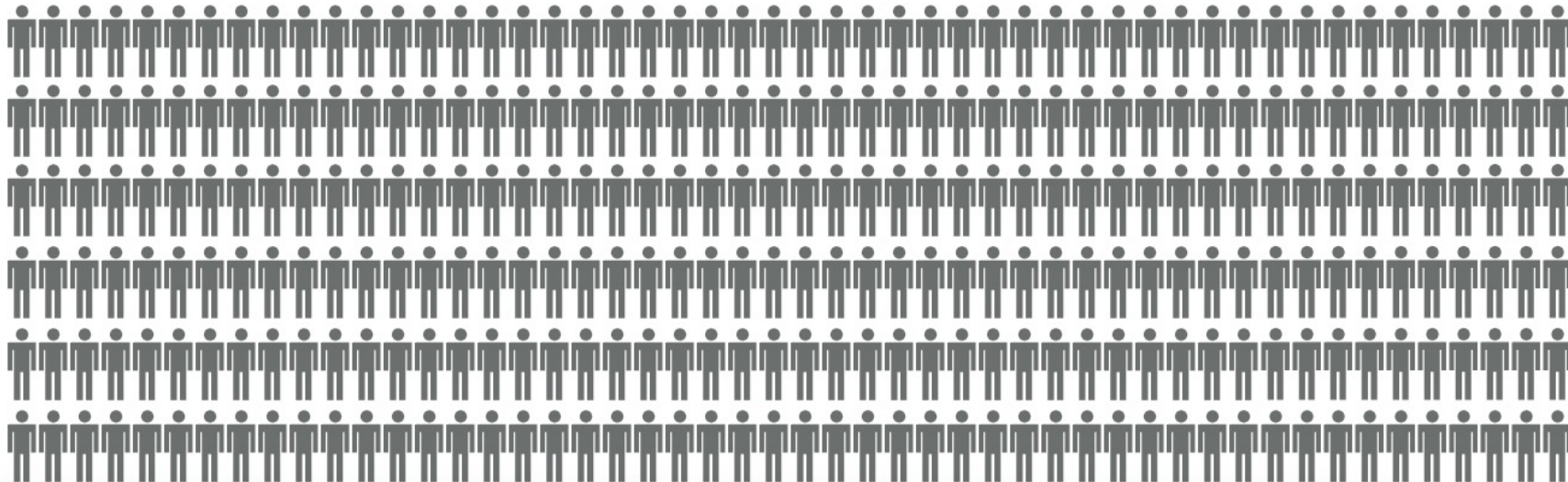
1940

After World War II began in September 1939, it became **more difficult** for people to emigrate from Europe. **More than 300,000** people, most of them Jewish, were on the waiting list. The State Department **almost filled** the German quota in 1940.

27,355 GERMANS RECEIVED VISAS. **15** VISAS WENT UNISSUED



301,935 GERMANS WERE ON THE WAITING LIST



Post-War Years

Providing Humanitarian Relief:



Many Immigration and Naturalization Service (INS) programs in the 1940s and 1950s addressed individuals affected by conditions in postwar Europe. The Displaced Persons Act of 1948 and Refugee Relief Act of 1953 allowed for admission of many refugees displaced by the war and unable to come to the United States under regular immigration procedures.

The Bracero Program:

The World War II temporary worker program continued after the war under a 1951 formal agreement between Mexico and the United States. The Mexican Agricultural Labor Program (“MALP”), commonly called the “Bracero Program,” matched seasonal agricultural workers from Mexico with approved American employers. Between 1951 and 1964, hundreds of thousands of *braceros* entered the country each year as non-immigrant laborers.



Braceros

Enforcing Immigration Law

By the mid-1950s, INS enforcement activities focused on two areas of national concern. Public alarm over undocumented residents and working in the United States caused the Service to strengthen border controls and launch targeted deportation programs including the controversial "Operation Wetback," a 1954 Mexican Border enforcement initiative. Additional worry over criminal activity within the country prompted INS investigation and deportation of communists, subversives, and organized crime figures.

Reforming Immigration Policy

Congress re-codified and combined all previous immigration and naturalization law into the Immigration and Nationality Act (INA) of 1952. The 1952 law removed all racial barriers to immigration and naturalization and granted the same preference to husbands as it did to wives of American citizens. However, the INA retained the national origins quotas.

The Dream Act

The first version of the Development, Relief, and Education for Alien Minors (DREAM) Act was introduced in 2001. In part because of the publicity around that bill, young undocumented immigrants have been referred to as “Dreamers.” Over the last 20 years, at least 11 versions of the Dream Act have been introduced in Congress. While the various versions of the bill have contained some key differences, they all would have provided a pathway to legal status for undocumented people who came to this country as children.

What is DACA?



In June 2012, the Obama Administration issued an executive order — Deferred Action for Childhood Arrivals (DACA)—creating a pathway to citizenship to persons who had arrived as children and had no choice in their unauthorized immigration. These people became known as DREAMers, after the reform bill that Congress failed to pass titled the Development, Relief, and Education for Alien Minors (DREAM) Act. To qualify for DACA, applicants were required to have arrived before the age of 16, could not be older than 30 when the program was introduced, and have no criminal records. If accepted after passing a background check, DACA recipients gained renewable two-year permits to work and study.



**How has immigration
impacted your life?**

Homework!

Active Assignments



Week 8

To begin, select an activity from All Activities

[Select New Activity](#) 



All Activities

Completion: 0/5 (0%)



No Due Date