Handout A: Background Essay—Expansion of Congressional Power Answer Key

1. Congress was authorized by the Constitution to set the terms of naturalization under Article 1, Section 8, and Congress did so in the Naturalization Act of 1790. White individuals who had lived in the U.S. for at least two years were eligible, so long as they demonstrated good moral character and swore to uphold the Constitution. Blacks were ineligible to become citizens.

2. Naturalization is the process by which an individual is granted citizenship, so long as they have fulfilled the preconditions mandated by the government. In the late 1790s and early 1800s, lawmakers were especially concerned with naturalization laws because relations with France were poor, but many French subjects had resettled in the United States and sought U.S. citizenship. Lawmakers feared that French immigrants would bring their unorthodox political ideas to the voting booth and support candidates that did not have the United States’ best interests at heart. To prevent their enfranchisement, new laws made naturalization more difficult.

3. The Fourteenth Amendment sought to establish the citizenship of recently emancipated slaves and free blacks. The amendment states that all persons born or naturalized in the U.S. are citizens of the U.S. The senators who authored and supported the clause stated that it did not apply to foreign subjects born in the U.S., especially those whose parents were loyal to another country. Today, most Americans believe that the Fourteenth Amendment establishes citizenship for all people born on U.S. soil, regardless of context, origin, or their parents’ allegiance.

4. Among the primary reasons that the Chinese were denied the privilege to immigrate was the belief that they took economic opportunities from native-born Americans. The prohibition on Chinese immigration was lifted during World War II because China was a military ally of the U.S.

5. During World War I, German-Americans suffered great harassment because they were seen as being friendly toward an enemy power. German-Americans suffered boycotts, physical assaults, lynching, and were forced to register with the government as an “enemy alien.” German could no longer be used in school instruction, and many Lutheran churches began to use English during services. During World War II, President Roosevelt issued Executive Order 9066 requiring Japanese-Americans to report for forced relocation to prisoner camps far away from their homes. Executive Order 9066 was challenged in Korematsu v. U.S. (1944) but the Supreme Court upheld the constitutionality of internment.

6. The Immigration and Nationality Act of 1965 halted use of the National Origins Formula. Under the new law, people from places other than Europe were granted favored status. This inaugurated the current system that permits Africans, Latin and South Americans, Asians, and Middle Easterners to immigrate in sizable numbers.
Handout B-1 Answer Key

1. Yes, Washington, Jefferson, and Hamilton all believed that immigration should be permitted into the United States. They believed that the United States should be open to those seeking freedom because they believed these people would be eager to prove themselves and so benefit the nation as a whole.

2. All three believed that it was necessary for immigrants to the United States to adopt the views of rights and republican government that were outlined in the Declaration and the Constitution. The founders believed immigrants needed to adapt to the habits and principles of the United States and to form American attachments.

3. Assimilation to Washington, Hamilton, and Jefferson, meant adapting to the customs, habits, and traditions of the United States. They believed that loyalty to these shared principles was necessary in order to form a healthy community. Answers on second half will vary but should demonstrate logical thinking and explain how assimilation is understood similarly or different today.

4. Answers will vary but should include three of the following: They should adopt our customs, measures, and laws; they should understand the character and capabilities of a good citizen; they should acquire American attachments; they should learn the principles and imbibe the spirit of our government; they should be in harmony with the rest of society; they should come to the United States of themselves.

5. Washington and Jefferson believed that highly skilled workers would be more industrious and be of greater benefit to the nation, both economically and as citizens. Answers to the second part will vary, but should demonstrate logical thinking and clearly explain why the United States should or should not differentiate between highly-skilled and un-skilled workers.

6. Answers will vary but should demonstrate clear logical thinking. An example follows: When Hamilton references American attachments he means that immigrants should understand, appreciate, and support the principles which underpin the government of the United States as outlined in the Declaration of Independence and the Constitution. For example, a belief in limited government by consent, the rule of law, unalienable rights to life, liberty, and the pursuit of happiness, and individual rights protected by government, among others.
Handout B-2 (Venn Diagram) answer key

Sample responses are below. Student answers may vary but they should demonstrate logical thinking and include information gained from the readings.

1. Yes, they believed the United States should be open to receiving immigrants because they believed that this would grow the nation and help support the principles upon which it was founded. Though they did not believe that this action had to be greatly encouraged.

2. They all worried about the ability of immigrants to integrate and identify with the republican principles on which the United States was founded. They believed that it was essential for the country that citizens in a republic unify around these fundamental principles.

3. Assimilation is unifying around a specific set of principles. Washington, Jefferson, and Hamilton believed that assimilation meant a harmony around American principles that imbibed the spirit of the American government. They did not mean that this coming together needed to be forced. Student answers will vary but should reflect what the student believed assimilation means to them.

4. They should want to come to the United States of their own accord. They should be willing to embrace American principles. They should be willing to integrate into American society.

5. Answers will vary but should demonstrate logical thinking. Example: Washington and Jefferson believed high-skilled workers should be encouraged to come to the country because they would have an outsized impact on the future of the country’s economy. Today, this relationship is the same. High-skilled workers can add greatly to the fabric of our nation.

6. Hamilton meant that immigrants should become attached to American principles like, government by consent, individual rights, and limited government, upon which the country was founded. Attachment to these principles is their only real safeguard against oppressive government.

Positions shared by Washington, Jefferson, Hamilton

- U.S. should not go to great lengths to encourage immigrants.
- Immigrants tend to have difficulty fully integrating into American society.
- Immigrants bring with them their native country’s peculiar political, ideological, and social ideas, which are not normally compatible with American notions of government.
- Naturalization laws are necessary in order to distance immigrants of their attachment to their native land, and familiarize them with American systems of government and ways of society.
Positions shared by Washington and Jefferson

- Though the U.S. should not especially encourage immigration, it should strongly encourage the immigration of highly skilled artisans and craftsmen.
- The U.S. should welcome immigrants and refugees.
- Immigrants tend to have difficulty fully integrating into American society.
- Immigrants bring with them their native country’s peculiar political, ideological, and social ideas, which are not normally compatible with American notions of government.
- In time, immigrants and the descendants will infuse American laws with the incompatible political ideas of their homeland.

Positions shared by Washington and Hamilton

- Immigrants can disrupt society by introducing incompatible political ideas.

Positions shared by Jefferson and Hamilton

- Early in his political career, Jefferson believed that immigrants had a greatly disruptive effect on society, through their incompatible political ideas. Hamilton agreed in 1801.
- Naturalization laws are good because they are necessary steps in guaranteeing new citizens have assimilated into American society, are loyal the U.S., and have adopted American values. The length of naturalization, however, is still a matter of disagreement.

Unique positions of Jefferson

- Refugees should be admitted.

Unique positions of Washington

- Immigrants must demonstrate good conduct and decency.

Unique positions of Hamilton

- Immigrants disrupt society through their politics. Maintaining homogenous, harmonious society is one of the primary goals of good government.
Handout C Answer Key

1. The primary critique of the cartoon is that though America is the land of liberty in which all are welcome to immigrate and participate in American civic life, access has been unfairly denied to Chinese immigrants. The cartoonist believes this is especially unfair, given that Chinese immigrants are peaceful, sober, orderly, and hard-working (industrious) and would contribute positively to American society. The cartoonist laments that undesirable immigrants are freely welcomed, including communists, nihilists, socialists, Irish republicans (Fenians), and criminals.

2. Taking the form of predatory crocodiles, Catholic clergy rise from the water. St. Peter’s Basilica, the home of the Pope, rises in the background, portraying the looming power of the Roman Catholic Church. Political bosses drop children down to the river to meet their fates, a metaphor for New York Republicans’ plans to fund Catholic schools with public money; the predatory clergy reach the children through the schools.

3. In the “Mortar of Assimilation,” most of the figures are shown peacefully coexisting with their fellow immigrant-citizens. The Irish immigrant, however, rises up with a dagger in hand waiving an Irish revolutionary banner. In the “Usual Irish Way of Doing Things,” a drunk and violent Irish caricature sits atop a barrel of gunpowder, waving a lit match. The wall behind is covered in revolutionary sentiments, showing that the Irish immigrant is inflexible. Columbia uses the spoon of “equal rights,” to stir the pot of citizenship. Columbia seeks to provide a framework by which all immigrants can assimilate into peaceful citizens who share common values. The cartoonist indicates that the Irish are unwilling to assimilate.

Handout D: Answer Key

1. Wilson remarked that undesirable immigrants were coming from the south of Italy, Hungary, and Poland. Wilson believed these immigrants did not possess the skill, energy, initiative. Europe was disburdening themselves of the sordid and hapless elements of their population.

2. Coolidge believed a good American had a background of self-government. Coolidge supported continuing a policy of restricted immigration. Coolidge supported restricted immigration that was selective, based on a prior census or the record of naturalization. Coolidge believed the present economic and social conditions of America warranted a limitation on immigration.

3. The Eastern European refugees are fleeing from the communist yoke. The quotas and restrictions limited the “helping hand” to save those fleeing from Western Europe.

4. Johnson found the immigration law of 1924 unjust because it presented a harsh injustice under the national origins quota system. The system violated the basic principle of American democracy. The new standard will admit immigrants on the basis of their skills and their close relationship to those already here.