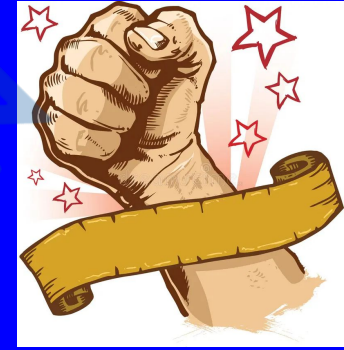
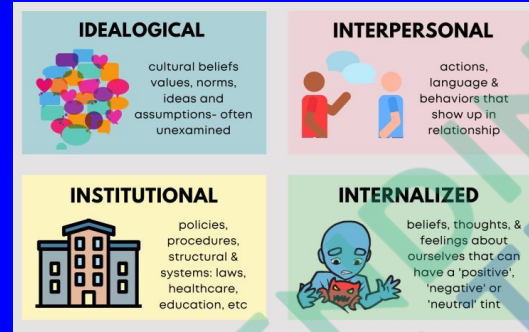
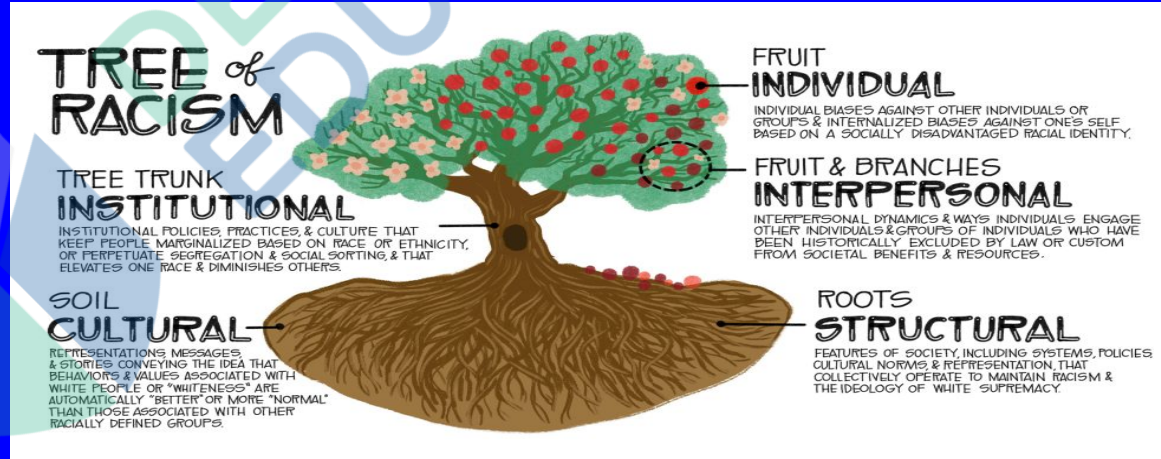




Unit 3: POWER in its Multiple Manifestations



Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?

Unit 3 Essential Question:

Where does POWER come from and how are worldviews (perspectives) shaped?

Today's Learning Objectives & Success Criteria 4/29-5/1:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Continue Learning close reading in phases and Practice applying annotations to guide our note-taking • Continue Learning and Practice applying how Focused Reading Notes will be graded • Continue Learning and continue becoming exposed to our Reading Platform--CommonLit	I... • Can choose online or paper annotations, remembering to add a symbol and a note stating "why" something was marked • Can explain the 5 phases of Focused Note Taking and the value of each phase • I am comfortable explaining the structure of Focused Reading Notes • I know that I can use my Focused Reading Notes on my EQ Response Writing Assessment at the end of the Unit. • I know how to earn full points on my focused notes • I know how to use CommonLit

Focused Reading Notes

Article Link:

https://www.commonlit.org/texts/shut-the-door-speech?featured_group_id=157

Citation:

"Shut the Door" Speech by Senator Ellison DuRant Smith is in the public domain.
Unless otherwise noted, this content is licensed under the CC BY-NC-SA 4.0 license

Overarching Concepts Found in the Reading:

- Restrictive
- Dominant narratives/ Single Stories
- Breed
- Citizenship

Key Unit terms found in the Reading:

- Quota Act of 1921
 - Immigration Act of 1924 (Aka: Johnson Reed Act)
 - Melting Pot
 - American Identity
 - Americanize
-

Annotation Chart

Symbol	Comment/Question/ Response	Sample Language Support
?	Questions I have Confusing parts for me	The sentence ... is unclear because ... I don't understand what is meant when the author says ...
+	Ideas/statements I agree with	I agree with the author's statement that ... because ... Similar to the author, I also believe that ... because ...
-	Ideas/statements I disagree with	I disagree with the author's statement that ... because ... The author claims that ... However, I disagree because ...
*	Author's main points Key ideas expressed	One significant idea in this text is ... One argument the author makes is that ...
!	Shocking statements or parts Surprising details/claims	I was shocked to read that ... (further explanation) The part about ... made me feel ... because ...
o	Ideas/sections you connect with What this reminds you of	This section reminded me of ... I can connect with what the author said because ... This experience connects with my own experience in that ...

5:00

You are reading page by page, repeating the phases below. Give yourself approximately 5 minutes per phase.

Three Phases of Close Reading:

1. ***Read to get a "gist" of what you will be learning about.*** (You do this with your pencil/ pen down.)
2. ***Read and begin annotating.*** You will be marking with the symbols of the chart to the left. If you are annotating online, use the colors as your symbols.
3. ***Read and write a brief note next to your annotation to record your "train of thought"--Why did you annotate?***

Cornell Style Focused Reading Notes 	First & Last Name: Class, Period: Teacher: Date:
Unit Essential Question: Where does POWER come from and how are worldviews shaped?	
Assigned Focused Notes Reading Link: <u>"Shut the Door" Speech by Senator Ellison DuRant Smith is in the public domain. Unless otherwise noted, this content is licensed under the CC BY-NC-SA 4.0 license</u>	
Guiding Questions: 1. Intro Section: What did the Quota Act of 1921 and the Act of 1924 do? -What does "more restrictive " mean? Use your context clues to make an educated guess. -Who is the speaker delivering this speech and what is his argument? 2. What does the author refer to when he says "is that the time has arrived when we should shut the door" ? -If the melting pot refers to the idea that the United States is a mixture of cultures that build ONE COMMON " American Identity ," what do you think the speaker means when he says that in the Great World War, "we had allowed influences to enter our borders that were about to melt the pot in place of us being the melting pot" ? 3. Pay attention to diction (word choice)--What is the impact of referring to people of immigrant backgrounds living in the US as "stock" ? -What does it mean to " Americanize what we have" ? -Is the "what" an object or a group of people?	Notes following the Guided Questions: 1-- — — 2-- — 3-- — — <!-- Large diagonal watermark text --> DEFENDING EDUCATION <!-- Pie chart graphic --> 

-What is the author implying about immigrants when he says that we must "save the resources of America for the natural increase of our population" ?

-How does this connect to what we have learned about "**dominant narratives**" or "**single stories**" ?

4. What is the meaning and impact of the quote "I believe that our particular ideas, social, moral, religious, and political, have demonstrated, by virtue of the progress we have made and the character of people that we are, that we have the highest ideals of any member of the human family or any nation" ?

5. What does it mean to "**breed up a pure, unadulterated American citizenship**" ?

-Who is the "pure, unadulterated" group spoken about in his book recommendation, *The Passing of a Great Race*?

6. What is the following quote saying: "We want men not like dumb, driven cattle from those nations where the progressive thought of the times has scarcely made a beginning and where they see men as mere machines; we want men who have an appreciation of the responsibility brought about by the manifestation of the power of that individual" ?

7. According to the speaker, why is it important to "Americanize not only our population but our forces" ?

8. Make a prediction (educated guess) as to what the following quote means: "I would rather see American citizenship refined to the last degree in all that makes America what we hope it will be than to develop the resources of America at the expense of the citizenship of our country"

Summary in 1-2 sentences: Directly Respond to the Essential Question.

Red Pen— one question or one connection AND underlined main ideas



How to use CommonLit--Sign in with Google

Text Paired Texts Related Media Answer key

Assign Download PDF Favorite Share Student Preview

"Shut the Door" Speech

Senator Ellison DuRant Smith • 1924 9th Grade Lexile: 1480 Font Size Medium

In the early 20th century, there was an influx of immigration to the United States. The Quota Act of 1921 and the Act of 1924 prohibited the amount of immigrants allowed into the country, the latter more restrictive than the former. In the following speech delivered to Congress on April 9, 1924, Senator Ellison DuRant Smith of South Carolina argues that in order to preserve American resources, the government should restrict immigration. Although his argument is now largely considered racist, the Act of 1924 was instated with only six dissenting votes.

As you read, analyze the points Smith makes to justify his argument.

^[1] It seems to me the point as to this measure—and I have been so impressed for several years—is that the time has arrived when we should shut the door. We have been called the melting pot of the world. We had an experience just a few years ago, during the great World War, when it looked as though we had allowed influences to enter our borders that were about to melt the pot in place of us being the melting pot.



[Ellis Island 1902](#) by Unknown is in the public domain.

Read Aloud Annotate Translate

Activities

Teacher Overview Guiding Questions Assessment Questions Discussion

Key Topics: Immigration, Fear, Prejudice
PDF Pages of the Text: 3

Historical Context: Senator Ellison DuRant Smith of South Carolina gave this speech on April 9, 1924, to support the Act of 1924, limiting the number of immigrants allowed into the United States. At the time of his speech, he had strong support from Congress.

Argument: Smith asserts that America should "shut the door" to immigrants.

Supporting Ideas:

- Smith argues that the remaining land and resources in America should be protected for American citizens only.
- Smith questions why America should allow foreigners to continue inhabiting and intermingling with Americans and

- ❑ **Read Aloud** : allows for you to play the article out loud (kind of like a podcast)
- ❑ **Annotate** : allows you to make comments or highlight important information.
- ❑ **Translate** : allows you to access the text in the language of your preference

Checklist Rubric:

Focused Note-Taking Stages:	My To-do List:	Done?	Points
1. Taking Notes	--Take Cornell Notes: Paraphrase vocabulary into terms that you can understand. Summarize important historical events or figures and relevant impact. (Times New Roman, Font 12, Blue)	☐ yes	14
2. Processing Notes	--Highlight Vocabulary terms: → Overarching Course Concepts: Yellow → Key Events, Figures, Documents, etc. within the Unit: Orange --Underline Main Ideas that will be useful to help you answer the Essential Question --Align the Section Questions with Section Notes --Rewrite things that are unclear	☐ yes	2
3. Connecting Thinking	--Add a "comment" to ask any questions that you still have or that will help you deepen your understanding of the content knowledge and/or application in the real world. (???) OR --Add a "comment" to asterisk any connections you made to previous knowledge, skill-applications, or current events. (***)	☐ yes	1
4. Summarizing and Reflecting on Learning	--Respond directly to the Essential Question at the bottom of your Cornell Notes: Synthesize the main points that you will further discuss in your E.Q. Writing Response Assessment	☐ yes	2
5. Applying your Learning	--Self Assess your notes using this checklist to ensure you maximize the use of your notes on your Assessment!	☐ yes	1

_ / 20 Total Points

Today's Learning Objectives & Success Criteria 5/6-5/7

Learning Objectives: These are our clear Intentions and Goals.

To...

- Identify the 4 I levels of POWER
- Acknowledge both POWER associated with Hegemony and Critical Hope

Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.

I...

- **Will** Summarize each "I" of Power
- Will be able to explain each I in my own words
- Will be able to define Hegemony and Critical Hope

What is POWER?

A=In political science and sociology, the capacity to influence, lead, dominate, or otherwise have an impact on the life and actions of others in society.

POWER

INTERNALIZED

Individual
Person

I

INTERPERSONAL

Relationships
between
people

I

INSTITUTIONAL

The SYSTEMS
that people
have built

I

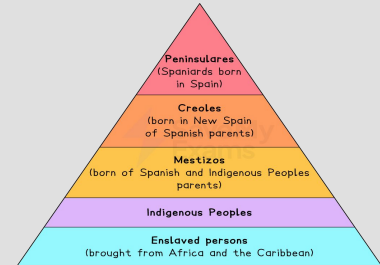
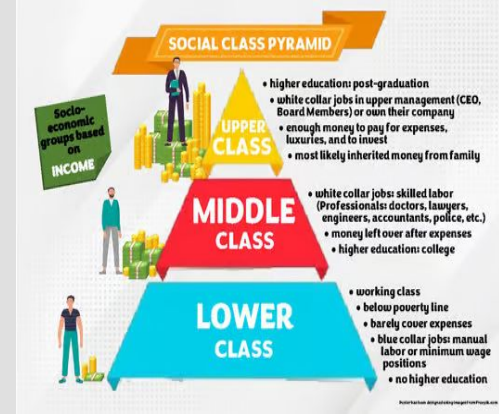
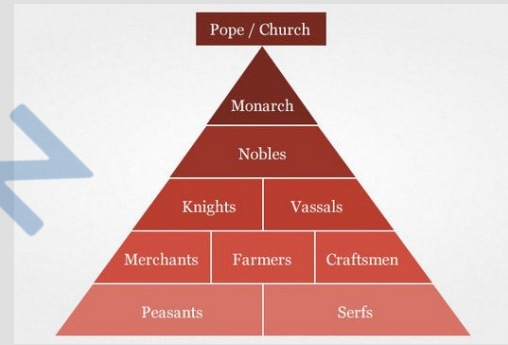
IDEOLOGICAL

The BIG IDEAS/
BELIEFS/ LOGICS
at the
foundation of
SOCIETY

I

Why is a TRIANGLE the Symbol for POWER?

A= Throughout history, POWER has been shown through hierarchies. Therefore, triangles/ pyramids represent power.



POWER: HEGEMONY

Status Quo built upon continual historical practices

- “Normalization” and “Naturalization”
- WHAT IS
- Showcases Power imbalance Throughout each “I”

INTERNALIZE
D/
Internalizado

When individual people buy into the single stories and stereotypes to the point that they see inequality as something “normal” or “natural”, leading to people looking down on themselves and their social identities

INTERPERSONAL
L/
Interpersonal

This level refers to relationships between individuals that encompass personal mistreatment or discrimination based on somebody’s social identities

INSTITUTIONAL
Institucional

When institutions in a society—laws, education, the criminal legal system, media, etc. are designed and set up to favor only certain groups

IDEOLOGICAL
Ideologica

Dominant Narratives, beliefs, and ideologies that justify and normalize oppression

POWER: CRITICAL HOPE

Resistance to the Status Quo *because of awareness of unfair and unequal practices*

- *Recognized that POWER has been created by People through social constructions*
- *Reclaims the POWER of People by acknowledging that if people create conditions of inequality, people also have agency to create change across "I"s of power*
- *Fights for equitable POWER distribution*

When individuals actively recognize, reject, and resist the oppressive beliefs and attitudes that a society instilled in them

INTERNALIZED
/ Internalizado

Actively challenging and opposing discriminatory behaviors and attitudes in everyday interactions and personal relationships

INTERPERSONAL
/ Interpersonal

Actively recognizing and challenging/ opposing oppressive structures, policies, & practices within institutions and systems in society

INSTITUTIONAL
/ Institucional

Questioning traditional/ historical constructions of knowledge

IDEOLOGICAL
/ Ideologica

So, Where does POWER come from?

*Hint Hint. Nudge, Nudge... Ask
yourself—Who forms part of each
level (each “I”) of POWER?*

A= PEOPLE

People come up with ideas. People form institutions and systems. People have choice over their actions and interactions. People have the choice to blindly follow or question and challenge the ways in which society is structured.

RECAP! REVIEW:





The Story of Colonization in the Americas cannot be separated from the conquering of the Iberian Peninsula, Modern Day Spain. The Inquisition first targeted Jewish and Muslim populations and then continued with indigenous peoples of the Americas. Experiences are interconnected.

The Colonial Encounter

- **“The Colonial Encounter”** – describes the moment when two hemispheres (Western–Americas and Eastern–Europe, Asia, Africa, and Australia) met in 1492 through Columbus’ voyage sponsored by the Spanish Crown

...

- **Spanish Conquista / Spanish Conquest** : the time period was from 1492–1832 , when the Spanish Empire took over land in the Americas, subjugating indigenous communities under the rule of the Spanish Monarchy
 - Time period also known as the **“Colonial Period”**
- **Colonization** : describes the action (verb) of “taking over land and control of land and communities”

The *Conquista* / Conquest

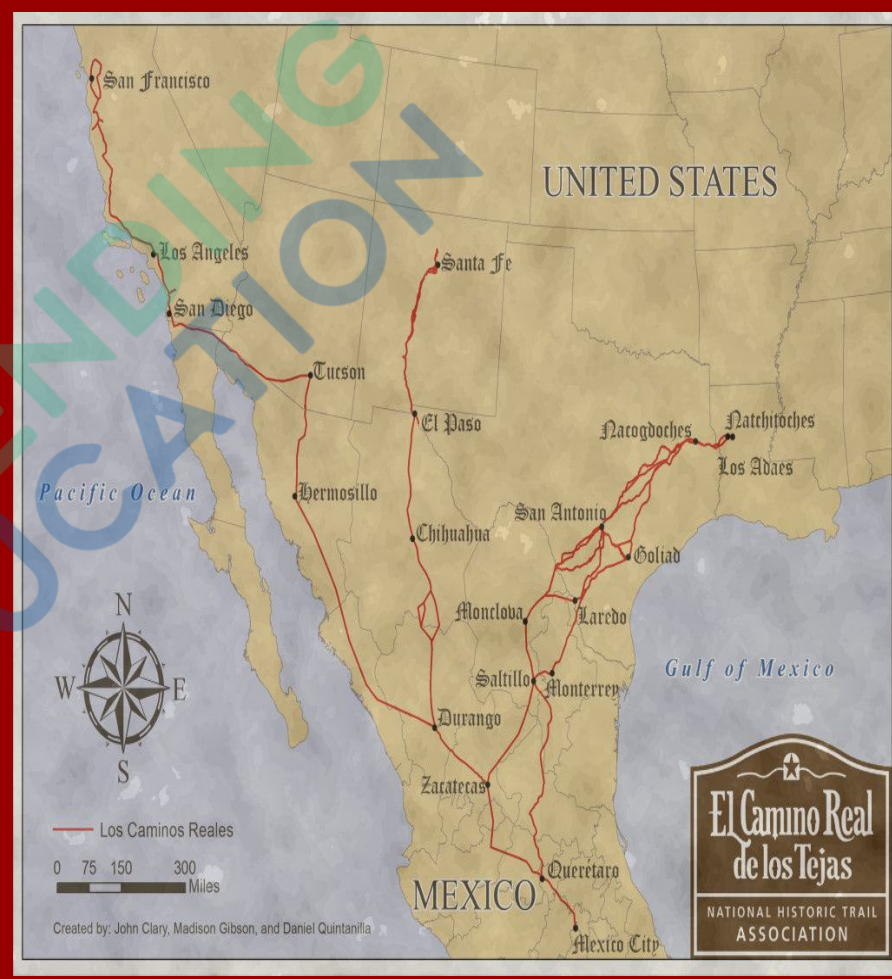
- Motivation(s)
 - Finding Gold and other precious metals
 - Spaniards worked closely with the Catholic Church to impose Christianity
- Consequences:
 - Cultural Exchange
 - Resources Exchange
 - **Cultural Genocide** : the systematic destruction of traditions, values, language, and other elements that make one group of people distinct from another.
 - ex-**The Spanish Inquisition** that began in Spain was brought to the Americas, forcing Natives to give up their knowledge, languages, culture, and traditions that were seen or labeled as “unholy”
 - Burning of Codices (History displayed with artistic images; visual storytelling)
 - ex-**Spanish Missions** : religious and military outposts established by the Spanish Empire from the 1500s to the 1800s to convert Indigenous peoples to Christianity and expand Spanish control in the Americas
 - “El Camino Real” in California
 - Lots of abuse
 - Natives used as exploitable labor source via **encomienda system** – 16th-century Spanish labour system that rewarded Spain's conquistadors with the labour of conquered non-Christian peoples
 - Diseases and violence killed many Indigenous people

California Missions— “El Camino Real”





El Camino Real
de Tierra
Adentro (AKA:
Ruta de Plata)



The Columbian Exchange

The Columbian Exchange



The Columbian Exchange:

- the widespread transfer of plants, animals, diseases, culture, and people between the Americas (“New World”) and the “Old World” (Europe, Asia, and Africa) following Christopher Columbus's 1492 voyage
 - Positive effects—This exchange profoundly impacted global history, dramatically altering diets and agriculture with new crops like potatoes and maize from the Americas and livestock like horses from Europe.
 - Negative effects—However, it also had devastating negative effects, particularly the introduction of Old World diseases like smallpox and measles, which led to massive population declines among Indigenous peoples in the Americas.

Key Points in the Graphic:

1. Items Transferred from the Americas (North and South) to Europe, Africa, and Asia:

- **Crops:** Potato, Corn, beans, squash, tomato, peanut, cassava, avocado, sweet potato, peppers, **pineapple**, and pumpkin.
- **Livestock/Animals:** Turkey.
- **Other:** tobacco, cacao bean, vanilla, and quinine (a treatment for malaria)

2. Items Transferred from Europe, Africa, and Asia to the Americas:

- **Crops:** Wheat, rice, barley, oats, sugar cane, banana, coffee bean, peach, pear, olive, citrus fruits, grape, onion, and turnip.
- **Livestock/Animals:** Livestock like cattle, sheep, pig, and horse; honeybee.
- **Diseases:** Smallpox, influenza, typhus, measles, malaria, diphtheria, and whooping cough.

Significance:

The Columbian Exchange profoundly transformed food and cuisine across all continents, leading to significant changes in diets, agriculture, and culinary traditions.

Here's how it affected each continent:

1. The Americas:

- **Introduction of European Crops and Livestock:**
 - Before the Columbian Exchange, the Americas lacked domesticated animals like cattle, pigs, and horses. The arrival of these animals introduced new sources of protein and fundamentally changed agricultural practices.
 - Wheat, rice, and barley became staple crops in many regions, especially in North America, influencing the development of bread-based diets and cuisines.

- **New Culinary Traditions:** European grains and livestock combined with Indigenous crops like corn, beans, and potatoes led to the development of hybrid cuisines, such as dishes that blended European techniques with Native American ingredients.

2. Europe:

- **Increased Variety and Nutrition:**
 - The introduction of staple crops like potatoes, tomatoes, maize (corn), and beans revolutionized European diets. The potato, in particular, became a crucial food source in countries like Ireland and **Russia**, leading to population growth and improved nutrition.
 - Tomatoes transformed Mediterranean cuisine, leading to dishes like Italian pasta with tomato sauce and Spanish gazpacho. Chocolate (from cacao beans) and vanilla became luxury items and later integral parts of European desserts.
- **Expansion of Global Trade:** The demand for sugar from the New World led to the establishment of large plantations in the Caribbean, reshaping global trade and cuisine through the widespread availability of sweetened foods.

3. Africa:

- **Introduction of New Crops:** Maize (corn), cassava, and peanuts became essential crops in many parts of Africa, where they adapted well to local climates. Cassava and maize, in particular, became staple foods in West and Central Africa,

significantly impacting local cuisines and diets.

- **Dietary Changes:** The introduction of these calorie-dense crops led to population growth in certain regions. Traditional African dishes like fufu and various porridges started incorporating these new ingredients.

4. Asia:

- **Adoption of New Ingredients:** Crops like chili peppers, sweet potatoes, and peanuts were introduced from the Americas and quickly integrated into Asian cuisines. Chili peppers, for example, became integral to Indian, Thai, and Chinese cooking, transforming spice blends and flavor profiles.
- **Expansion of Staple Crops:** The introduction of maize, potatoes, and sweet potatoes in China helped sustain large populations, especially in areas where rice or wheat cultivation was difficult.

General Impact Across Continents:

- **Globalization of Ingredients:** Foods that were once region-specific became global staples. For instance, Italian, Indian, and Thai cuisines are unimaginable without tomatoes or chili peppers, which originated in the Americas.
- **Fusion and Hybrid Cuisines:** The blending of indigenous and introduced ingredients led to new culinary traditions. For example, Creole cuisine in the Caribbean is a mix of African, European, and Native American influences.
- **Increased Food Security and Population Growth:** The introduction of high-calorie crops like potatoes and maize led to better food security in Europe, Asia,

and Africa, fueling population booms and the growth of cities.

Summary:

The Columbian Exchange didn't just introduce new foods; it transformed global diets, led to new agricultural practices, and laid the foundation for many of today's culinary traditions.

Indigenous RESISTANCE

- Indigenous Americans showcased **resistance** in many ways
 - Practicing in secret
 - Adopting and blending indigenous customs and traditions with Spanish and/or Christian traditions
 - Blending language (Word List)
 - *Danza*/ Dance was incorporated into mixed culture traditions
 - *Dia de los Muertos*/ Day of the Dead
 - *Virgen de Guadalupe*
 - Waging war
 - Existence is also Resistance!

Today's Learning Objectives & Success Criteria 5/11-5/13

Learning Objectives: These are our clear Intentions and Goals.

To...

- Learn about how race has developed and shifted across multiple contexts, highlighting both regional and national contexts.

Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.

I...

- Understand that race is a category that was created (aka: a social construction)
- I understand that race and definitions of races have been changed alongside policy to further include or in some cases, exclude
- I understand that despite race being an invention, it has very real impacts on people's life experiences.

Lesson 1:

G.Q.--What is Race and how has it been socially constructed?



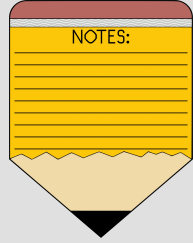
WARM-UP:

So, WHAT is RACE?

A= any one of the groups that humans are often divided into based on physical traits thought as common among people of shared ancestry

****Thought as → Perception, NOT reality based on biology****

So, HOW does RACE
become socially
constructed as a product of
Colonization? Where does
it fit in our POWER
diagram?

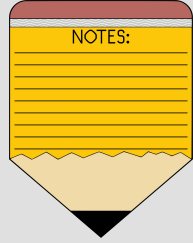


POWER Imbalance and Ideals of Superiority

1. Empire Expansion Focus
 - a. Needed land and resources to claim in the name of the monarchies
2. Mission to Convert more to Christianity
3. Gunpowder



Spanish Colonization



Race Construction in Latin-America includes California History

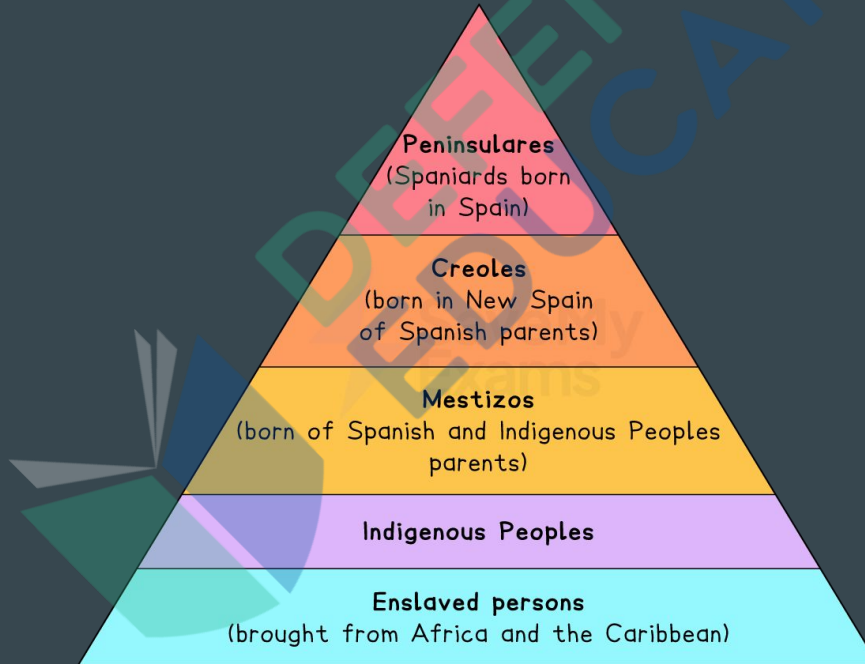
World History Textbook Framing—"Age of Discovery"/ "Age of Exploration"

- Imposition and Subjugation
- Imposition of Rule, Customs, and Ideologies
 - European ideals of Supremacy gave Europeans a justification to colonize and dominate over indigenous peoples and lands
- **Valladolid Debate** : (1550–1551) was the first moral debate in European history to discuss the rights and treatment of an indigenous people by European colonizers

Bartolome de las Casas	Defender of the Indigenous	Argued that the Indigenous peoples were fully human, rational beings with souls and inherent dignity who deserved equal treatment. He highlighted their complex social structures and capacity for Christianity, advocating for peaceful conversion and denouncing Spanish brutalities. His efforts were influenced by the papal bull <i>Sublimis Deus</i> (1537), which had already established their status as rational beings.
Juan Gines de Sepulveda	Advocate for Conquest/Subjugation	Argued that the Indigenous peoples were "natural slaves" according to Aristotle's philosophy due to their perceived barbarity, lack of organized laws, and practices like human sacrifice. He claimed that it was the Spanish's moral duty to subjugate them to suppress "crimes against nature" and convert them to Christianity.

Imposition and Subjugation

- **Casta System**: Painting containing a complete set of 16 casta combinations. An 18th century socio-racial classification system used in the Spanish American colonies.





NOTES:

Race Construction in Mexico includes California History as it was once a part of Mexico AND because we have a large influx of Mexican immigrants residing in the U.S. (particularly in places like CA)

Mexico's Mestizaje Project

Building ONE National Identity

- Nationalism and patriotism can be used to UNITE under a common identity
- What is the problem?
 - Indigenous cultures, languages, worldviews, and ways of living are slowly erased, changed, and/or replaced by the new dominant State and/or National cultures



European Colonization (in general)



Bacon's Rebellion 1675

(British colonies case study)

- Showcased that people of different backgrounds—black and white could unite for a common cause
- This was a great fear of the ruling class -- what would prevent the poor from uniting to fight them? This fear hastened the transition to racial slavery.
- Slavery already existed, but there were also indentured servants (forced labor on a time limit contract. Upon completion, they would become free)
- Transition into Slavery= Black/ Afro Descendant

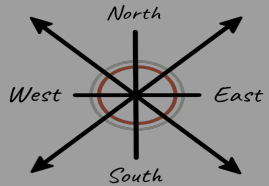


U.S. Settler Colonialism

Warm-Up:

NOTES:

Make a list of things that you see in the image beside.



Consider:

→ people, things, actions, outfits/ depictions/ representations
→ Colors used
→ Directions

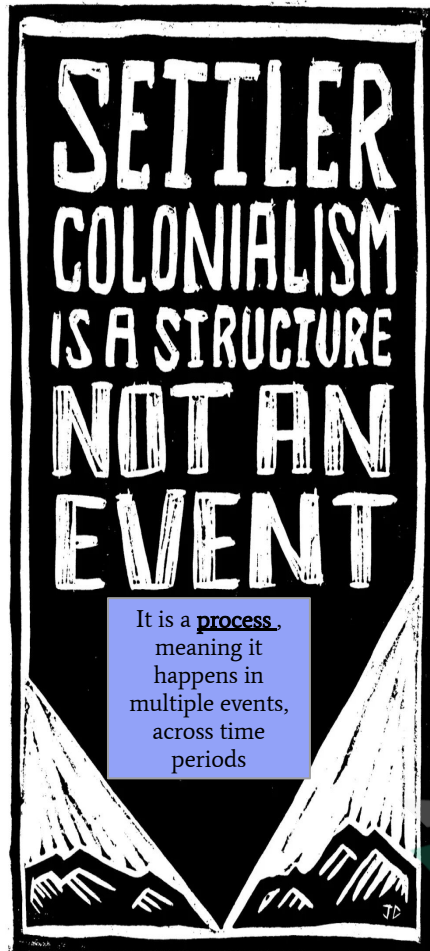




US History Textbook Framing: “Westward Expansion”

- This time period was characterized by rapid growth of the United States. (immigration and industrialization)
- The U.S. was able to purchase, annex, and take over more land.
- The government was able to effectively rule and take power over the areas using the process of **settler colonialism** – multiple historical events that work together to erase indigenous communities and/or ways of life by replacing these with new communities.
- **Homestead Acts** – federal government gave land to settlers who agreed to farm as an effort to settle Westward with “American” citizens
 - **Indian Removal Acts** led to the **Trail of Tears** : displace
 - Indigenous tended land → American/ United States’ land





Settler Colonialism

(Based on Eve Tuck's Work)

MIGRANTS and IMMIGRANTS

"Settler"

- Settler (stolen) land in perpetuity
- Create laws and structures to maintain control over land and society
- Often associated with whiteness

- Are physically removed from the land through violence (genocide) and forced relocation
- Erased from historical and contemporary narratives
- Not seen as human - termed "savages" (and much worse)

"Native"

INDIGENOUS PEOPLE

The settler colonial nation-state is maintained through:

- Treaties / laws
- Police / military
- Prison / criminal justice system
- Schooling / curriculum

- Forced to work on stolen Indigenous land
- Not seen as human - Valued for their labor, not their humanity or personhood
- Often associated with blackness

"Chattel Slave"

ENSLAVED PEOPLE

NOTES:

Growth of the United States 1783-1853

NOTES:



The Treaty of Guadalupe Hidalgo and WHITENESS

- Through the Treaty of Guadalupe-Hidalgo of 1848, Mexico ceded a significant portion of their land, and Mexicans were offered U.S. citizenship, becoming “incorporated into the Union of the United States” [1].
- Through doing so, the Mexicans became “legally white” because no such bill had been introduced before regarding the naturalization of non-white residents of the United States.
- The Naturalization Bill of 1790 explicitly only listed “free white people” who reside in the U.S. for two years as citizens [2]. Although the naturalization of Mexicans may at first seem like a step in a positive direction, the early legal designation of Mexican residents of the U.S. as “white” failed to protect Mexicans by creating superficial legal protection without truly defending Mexicans’ rights.

The Treaty of Guadalupe Hidalgo and WHITENESS

- Because of this ambiguity of the document concerning Mexican-American rights, the enforcement of the law led to legal barriers for Mexicans—Congress made it difficult for Mexicans to actually acquire the property rights for their land.
 - Mexicans had to have concrete proof of ownership of their land under Mexican law, and this requirement prevented many Mexicans from gaining their citizenship.
 - Due to differences in the American and Mexican property rights, the imposition of the American individual, private land ownership system onto the Mexican system dependent on common land ownership made it difficult to accept land grants. If multiple people share the same farmland, it is hard to define who truly “owns” property and therefore would be eligible for citizenship.
 - In fact, Supreme Court Justice David J. Brewer criticized the confusing process of Mexican land rights and the “lack of precision in the language” [8]. In this way, the treaty failed to protect land rights, which are the most emphasized points in the scant articles of Mexican legal protection. Substantial work had to be done after passing the Treaty of Guadalupe-Hidalgo to clarify Mexican rights.

Definition: multiple historical events that work together to erase indigenous communities and ways of life by replacing these with new communities.

Manifest Destiny

Belief that it was the United States' God-Given right to settle lands westward, all the way to the Pacific Ocean.



Settler Colonialism

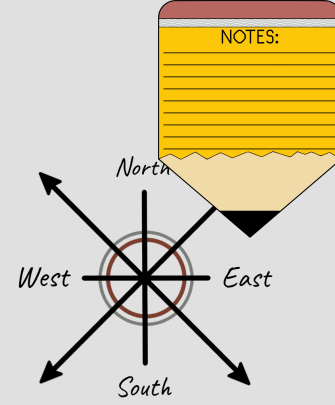
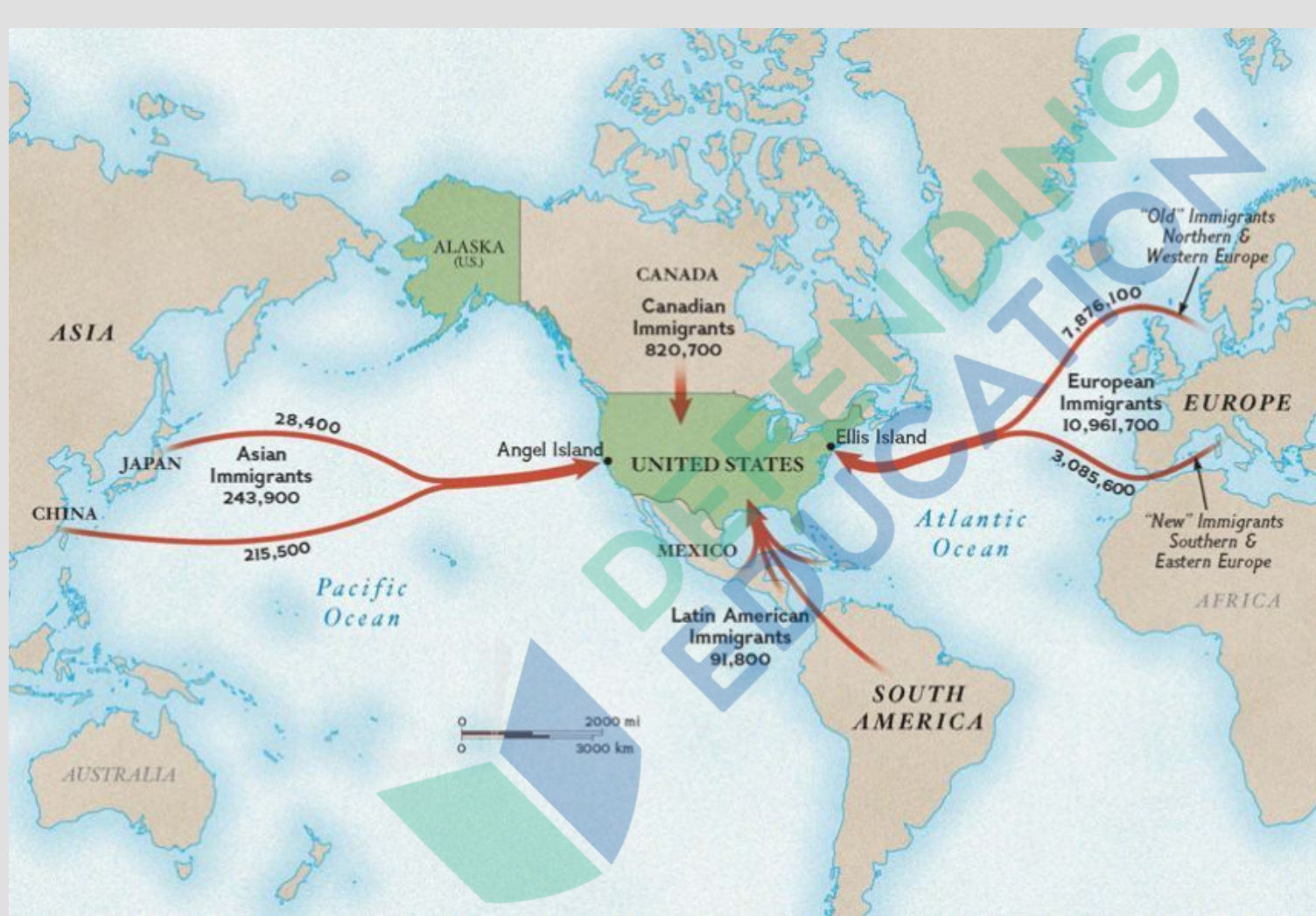


The Trail of Tears— Forced expulsion of Indigenous Communities from their homelands, to relocate in reservations.
→ **Government led— Indian Removal Act**



Significance & Impact

Ultimately, this leads to the settlers taking control of lands, resources, and power.



Americanization



Building ONE National Identity AGAIN (USA Now)

- Nationalism and patriotism can be used to UNITE under a common identity
- What is the problem?
 - Indigenous cultures, languages, worldviews, and ways of living are slowly erased, changed, and/or replaced by the new dominant State and/or National cultures
- **“Melting Pot”**: refers to the idea that the United States is a mixture of cultures that build ONE COMMON “American Identity.”
- AMERICANIZATION
 - Boarding Schools
 - “Kill the Indian. Save the man.”
 - English Only

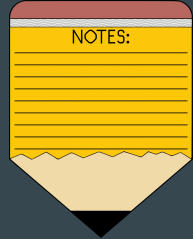
Americanization and Whiteness

OZAWA V. UNITED STATES (1922)

NOTES:

Summary

The hardening of U.S. isolationism and nativism set the stage for the Supreme Court to affirm the 1790 Nationality Act's prohibition against naturalization for Asians because they were considered racially not "white" regardless of their demonstrated acculturation and integration. Takao Ozawa was a graduate of a U.S. college living and working in Hawaii with his family. While he was otherwise qualified for naturalization and citizenship, his application for citizenship was rejected on the basis of his race. The next year in the case of Thind v. United States, the Supreme Court would contradict itself in applying a different standard of race in another case regarding Asian American citizenship.

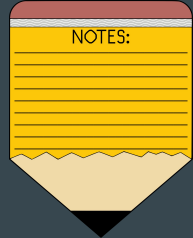


THIND V. UNITED STATES (1923)

NOTES:

Summary

Contradicting the logic behind its ruling in *Ozawa v. U.S.*, the Supreme Court found that Bhagat Singh Thind was also ineligible for citizenship even though as an Asian Indian, he would have been categorized as Aryan or caucasian, according to the prevailing racial science of the time. Although Thind was racially white, the Supreme Court found that he would not be considered "white" in the eyes of the "common man," despite scientific race categories, and was therefore also ineligible for citizenship. The Thind decision led to the denaturalization of about fifty Asian Indian Americans who had earlier successfully applied for and received U.S. citizenship.



**Respond to the Lesson 1 Guiding
Question--What is Race and how has it been
socially constructed?**

Today's Learning Objectives & Success Criteria :

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... Analyze the relationship between immigration policies and the social construct of citizenship in the United States	I... Will be able to express correlations in ideologies (big ideas) that worked together to 1)shape immigration policy and 2) the idea of who could be worthy of American Citizenship, simultaneously.

Lesson 2:

G.Q.--How have both Immigration Policy and Citizenship been socially constructed and reconstructed throughout U.S. history?

Warm-Up: (Pick one to respond to)

1. Where does the word “Indian” come from and who is it commonly, yet improperly labeling?
2. What does the term “Alien” mean under U.S. law and how does this language serve to label immigrants’ identities in the U.S.?

**So, where do IMMIGRATION
POLICY AND CITIZENSHIP
Social Constructions fit
into our Power Diagram?**

Angel Island and Ellis Island, 1910–1940: A Comparison

Ellis Island

Location: New York Harbor
Immigrants processed: 19 million
Number rejected: 1.2 million
Percentage rejected: 6%
Average length of stay: 1 day

Angel Island

Location: San Francisco Bay
Immigrants processed: 150,000
Number rejected: 50,000
Percentage rejected: 33%
Average length of stay: 2–3 weeks

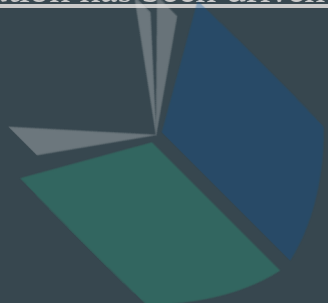
Source: U.S. Immigration and
Naturalization Service



CITIZENSHIP

Evolution of Citizenship in the United States

- **Citizenship**: A legal status and relation between an individual and a nation that entails specific legal rights and duties
 - Rights under the Constitution and the privilege to vote
 - Duties such as jury duty and paying taxes
- Access to U.S. citizenship has evolved significantly throughout history, primarily expanding from an initial grant to only "free white persons" to a birthright for nearly all individuals born on U.S. soil, regardless of race or national origin.
 - This evolution has been driven by legislation, constitutional amendments, and Supreme Court decisions



Early History and Restrictions (1790–1860s)

- Initial Restrictions:
 - **The Naturalization Act of 1790** was the first law to define who could become a U.S. citizen through naturalization, limiting this privilege to "free white persons" of "good moral character" who had resided in the U.S. for at least two years. This excluded Native Americans, enslaved people, free Black people, and later, Asian immigrants.
 - **Racial Exclusions and the Dred Scott Decision**: The Supreme Court's 1857 decision in Dred Scott v. Sandford ruled that people of African descent, whether enslaved or free, were not considered U.S. citizens and had no legal pathway to citizenship.
- Mexican-American War:
 - Following the Mexican-American War, the **Treaty of Guadalupe Hidalgo** in 1848 granted U.S. citizenship to Mexican people living in the ceded territories, though this was an exception to the general racial exclusions.

Expansion of Rights (Civil War Amendments)

- The Fourteenth Amendment (1868):
 - Ratified after the Civil War, the **14th Amendment's Citizenship Clause** fundamentally altered the landscape of citizenship. It declared, "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside". This effectively overturned the Dred Scott decision and established birthright citizenship for African Americans and the U.S.-born children of Asian immigrants.
- **The Naturalization Act of 1870** : This act broadened naturalization access to include immigrants of African nativity and persons of African descent, aligning naturalization law with the principles of the 14th Amendment.



Immigration and other Legislation

Other Related Legislation and Administrative Changes

- **Chinese Exclusion Act of 1882** : Despite the 14th Amendment, the Chinese Exclusion Act explicitly prohibited Chinese laborers from immigrating to the U.S., highlighting ongoing racial restrictions on immigration itself, even if birthright citizenship was established.
- Native American Citizenship: **The Indian Citizenship Act of 1924** finally granted full U.S. citizenship to all Native Americans born in the United States.
 - This policy took so long for a variety of factors including the fact that many Indigenous people did not necessarily want to be US citizens due to histories of dispossession and forced acculturation policies. In the same manner, they saw the label of a “US citizen” as another threat to their cultural and political sovereignties.
- **Immigration and Nationality Act of 1952 (McCarran-Walter Act)** : This act, while still maintaining some national origins quotas, consolidated existing immigration laws and removed all remaining racial and ethnic barriers to naturalization, allowing people of all races to become citizens.
- **Immigration and Nationality Act of 1965** : This landmark legislation got rid of the national origins quota system, leading to a significant shift in immigration patterns and allowing for much greater diversity in the origins of new immigrants and prospective citizens.

INDIAN CITIZENSHIP ACT OF 1924

Summary

In 1924, Congress regularized the U.S. citizenship status of all Native Americans by birthright. All other persons born within the United States had gained citizenship with the Fourteenth Amendment but not Native Americans, whose citizenship status had been allocated irregularly depending on descent, gender and marital status, and status to their tribal nations.

Source

BE IT ENACTED by the Senate and house of Representatives of the United States of America in Congress assembled, That all non citizen Indians born within the territorial limits of the United States be, and they are hereby, declared to be citizens of the United States: Provided That the granting of such citizenship shall not in any manner impair or otherwise affect the right of any Indian to tribal or other property.

Approved June 2, 1924

IMMIGRATION ACT OF 1924 (JOHNSON-REED ACT)

Summary

The 1921 Emergency Quota Act had been so effective in reducing immigration that Congress hastened to enact the quota system permanently. This Act set its quotas to 2 percent of resident populations counted in the 1890 census, capping overall immigration at 150,000 per year. With a few exemptions, such as specialized employment, education, or tourism, it barred altogether “[aliens](#) ineligible for [citizenship](#).” Eastern and southern Europeans were most severely affected by reductions in legal immigration. The “national origins” quota system to limit immigration selectively was quantitatively discriminatory and would remain the primary principle determining admissibility to the United States until 1965. In consideration of maintaining good relations with its closest neighbors in the region, immigration within the Western hemisphere remained uncapped.

The “national origins” quotas were enforced by a system of “[remote control](#).” Prospective immigrants were required to apply for [visas](#) at the U.S. consulate or embassy closest to their homes where they were interviewed and their applications evaluated, accepted or turned down far away from U.S. shores. Immigration numbers fell immediately and dramatically, and particularly from targeted areas of eastern and southern Europe. This system enabled consular authorities during the 1930s to [deny visas](#) to Jews attempting to flee the spread of Nazism in Europe, including the family of Anne Frank.

Criticism and calls for reform from [many quarters](#) ensued as soon as the openly discriminatory quotas were legislated.



Other Related Legislation and Administrative Changes

- **Immigration Act of 1924 (Johnson Reed Act)** : Racially Discriminatory Immigration Law designed to limit immigrants from places like Southern and Eastern Europe, as well as Asia.
 - This law was a product of: (1)the influence of Labor Leaders supporting myths of “immigrants taking people’s jobs;” (2)Social Darwinists who openly discriminated against people they saw as unfit, undesirable, and undeserving of American citizenship; as well as (3) Politicians continuing to support a long list of Nativist policies and/or perceived threats to Democracy through the rise of Socialist, Communist, and Anarchist ideologies.
 - The creation of the US Border Patrol was a product of the Johnson Reed Act, thus heightening tensions at the Southern Border with Mexico and enforcing discriminatory policies that perceived those of Mexican descent as unassimilable outsiders and perpetual foreigners ignoring that many could trace their citizenship back to the Treaty of Guadalupe Hidalgo after the Mexican American War.

UNDESIRABLE ALIENS ACT OF 1929 LAW)

Summary

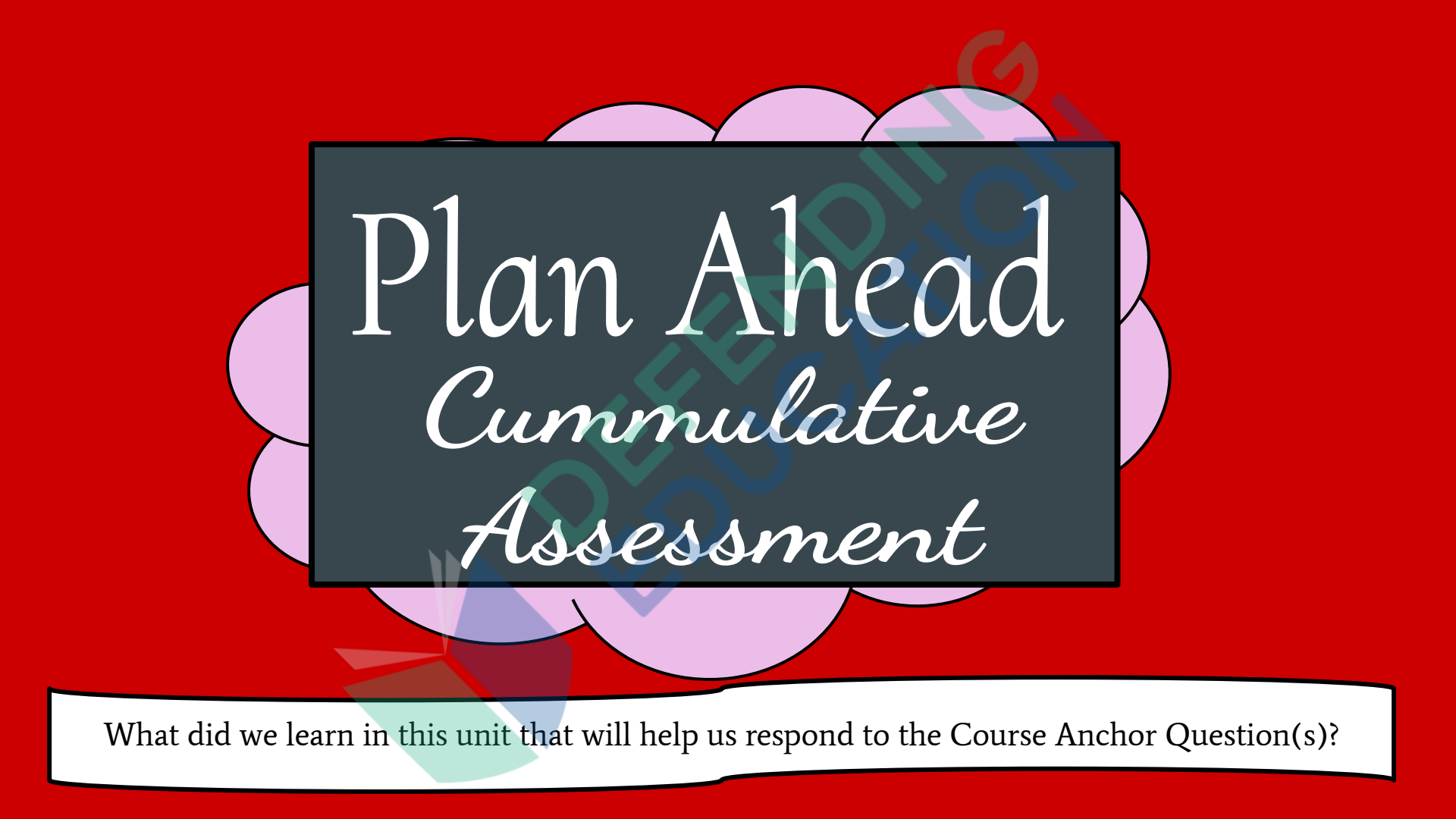
During the 1920s, the severest immigration restrictions in U.S. history, the 1924 Johnson-Reed Act and the national origins quota system, did not limit migration within the Americas. However, the Undesirable Aliens Act of 1929 (Blease's Law) criminalized border crossing to limit the rights of Mexican immigrants. The segregationist and anti-immigrant Senator Coleman Livingston Blease (D-SC) led the legislative push to limit Mexican immigration. Disagreements between employers who depended on Mexican labor, particularly in agri-business, and restrictionists had prevented Congress from putting numeric limits on Mexican immigration. Blease proposed a solution criminalizing border crossings that occurred outside of official ports of entry. In 1929, Congress passed the new law, which made "unlawfully entering the country" a misdemeanor, punishable by up to a year's imprisonment and fines, and returning to the United States after **deportation** a felony punishable by up to two years imprisonment and \$1,000 in fines. Soon after passage of the Act, the U.S. economy entered the Great Depression and the federal government coerced Mexicans in the United States into repatriating by threatening penalties and conducting immigration raids targeting those who could not prove their legal status. By the end of the 1930s, U.S. attorneys had prosecuted more than 44,000 cases of unlawful entry almost entirely against Mexicans.

Other Related Legislation and Administrative Changes

- **“Undesirable Aliens” Act of 1929 (Blease’s Law)** : criminalized unauthorized entry into the U.S. and unauthorized reentry after deportation, primarily targeting Mexican immigrants and rooted in racist motivations; shaped our modern immigration system/ policies
 - Unlawful Entry: Crossing the border outside of official ports of entry became a misdemeanor.
 - Unlawful Reentry: Returning to the United States after deportation was made a felony, punishable by up to two years imprisonment and \$1,000 in fines.



Respond to the Lesson 2 Guiding
Question—*How have both Immigration Policy and*
Citizenship been socially constructed and
reconstructed throughout U.S. history?



Plan Ahead *Cummulative* *Assessment*

What did we learn in this unit that will help us respond to the Course Anchor Question(s)?

Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?