

Immigration Bibliography

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Antell, R. (Producer/ Director/Editor). (2001). *Death on a friendly border* [DVD]. New York, NY: Filmmakers Library. JV6483 .D437 2002

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- Lerner, J. Sterling, S. & University of Southern California (Producers). (2005). *Natives: Immigrant bashing on the border* [DVD]. New York, NY: Filmmakers Library. HN79 .A165 N385 2005
- Levine, J. (Producer/ Director). (2006). *Walking the line* [DVD]. New York, NY: Filmmakers Library. E184 .M5 W34 2006
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Electronic resources

(2004). Historical Census Browser. Retrieved from the University of Virginia, Geospatial and Statistical Data Center: <http://fisher.lib.virginia.edu/collections/stats/histcensus/>.

Provides data from census records and other government sources for 1790-1970. Users can view extensive population- and economic-oriented statistical information at state and county levels, arranged according to a variety of categories. Also includes an essay on the history of the census.

A&E Television Networks. (2012). Videos: Immigration. *The History Channel*. Retrieved from <http://www.history.com/search?search-field=immigration&asset-type=Videos>.

This history.com collection contains 10 video clips related to Ellis Island. Among them are a Guided Tour of the Ferry Building, Passing the Medical Inspection, Detained at Ellis Island, Registering as an American Citizen.

American Anthropological Association. (2011). *Race: Are We So Different?* Retrieved from <http://www.understandingrace.org/home.html>.

Race and immigration have often been intertwined in American History. "Race: Are We So Different" is an excellent educational web site from the American Anthropological Association that explores race from three lenses: History, Human Variation, and Lived Experience. The History section provides articles on race from the 1600s to the present while the Human Variation section explores human biology and genetics. The Lived Experience section is heavily interactive, with a Game of Life Experience, a Race Blog, a Sports Quiz, and more. There are educational materials available for download at the site as well as impressive multimedia features: You can watch a movie about a teenage girl's experience and take a 3D trip into cell structure. In all, "Race: Are We So Different" is a great introductory web site for students into the complex issue of race.

Amnesty International. (2009). *Jailed without justice: Immigration detention in the USA*. <http://www.amnestyusa.org/pdfs/JailedWithoutJustice.pdf>

Applied History Research Group. (2001). *Peopling North America*. Retrieved from http://www.ucalgary.ca/applied_history/tutor/migrations/Fhome.html.

Peopling of North America from the Applied History Research Group of the University of Calgary provides a historical overview of migratory movements to and within the United States, Mexico, and the Caribbean from Europe, Asia, and Africa. The "tutorial" explores major influences in migration, patterns on migration and settlement, and the impact of migration. Last updated in 2001.

Battery Conservancy. (2009) *CastleGarden.Org*. Retrieved from <http://www.castlegarden.org/>.

Known as America's First Immigration Center, CastleGarden.org offers access to a database of information on 12 million immigrants from 1820 through 1892, the year Ellis Island opened.

Bloch, M. & Gebeloff, R. (2009). *Immigration Explorer*. Retrieved from <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?exampleUserLabel=nytimes&exampleSessionId=1236784038906>.

This New York Times interactive timeline/map shows how immigrants settled in the U.S. over time.

Bloch, M., Carter, S. & McLean, A. (2009). *Mapping America: Every City, Every Block*. Retrieved from <http://projects.nytimes.com/census/2010/explorer?hp>.

New York Times interactive map that allows users to browse local data from the Census Bureau's American Community Survey --based on samples from 2005 to 2009.

Bread for the World Institute. (2013). *Institute notes: Immigration*. *Bread for the World Institute*. Retrieved from http://notes.bread.org/immigration/?utm_source=adwords&utm_medium=onlinead&utm_campaign=institute-notes&gclid=CKWmv6_T3rQCFQWe4Aod0jIAfg.

Dinsmore Documentation. *Classics of American Colonial History*. Retrieved from http://webdoc.sub.gwdg.de/ebook/p/2005/dins_doc/www.dinsdoc.com/colonial-1.htm.

This collection of historical documents from Dinsmore Documentation contains select scholarly books and articles on American colonial history. The Immigration from Europe section contains five sources, three drawn from the American Historical Review. Helpful resource for scholars.

Educational Broadcasting Corporation. (2011). *Streamlines and breadlines*. Retrieved from <http://www.thirteen.org/edonline/lessons/streamlines/index.html>.

High School students will learn about the growth and development of cities in America from 1920 through 1940. Immigration, the migration of African-Americans from the South to the urban centers of the North, industrialization, and the Great Depression all affected cities during this period. This lesson will culminate in a student essay that compares two contrasting images from this time period. Students will view two sets of images from Thirteen/WNET's American Visions Web site. Students will choose one image from each group and compare and contrast the images in an essay.

Harvard University Library Open Collections Program. (2013). *Aspiration, acculturation and impact: Immigration to the United States, 1789-1930*. Retrieved from <http://ocp.hul.harvard.edu/immigration/>.

A Harvard University web-based collection, this site contains a huge collection of primary sources on immigration to the United States, including 1,800 books and pamphlets, 13,000 pages from manuscripts and 9,000 photographs. The collection has very broad coverage and though the amount of information could be overwhelming, the web site is easy to navigate. Visitors can search the collection or browse by source type, topic, and other categories. Click Timeline to access documents and information by event or individual.

Harvey Goldberg Center for Excellence in Teaching, Ohio State University. (2013). *Clash of Cultures in the 1910s and 1920s: Immigration Restriction*. Retrieved from <http://ehistory.osu.edu/osu/mmh/clash/default.htm>.

This broad and informative site from the Ohio State University History Department explores cultural tensions, such as immigration, at the turn of the twentieth century. The 20 million immigrants who arrived in the United States between 1870 and 1915 stimulated an anti-immigrant backlash and the Immigration Restriction section at Clash of Cultures examines the backlash.

Mays, Peter. (2002). *Animated Atlas*. Retrieved from <http://www.animatedatlas.com/index.html>.

Animated Atlas portrays history by animating maps. This site features a ten minute, interactive movie that is a geographic history of the United States, locating major events and the admission of every state. Animated Atlas also sells classroom videos.

Mintz, S., & McNeil, S. (2012). Interpreting Primary Sources: Immigration. **Digital History**. Retrieved from <http://www.digitalhistory.uh.edu/historyonline/us29.cfm>.

Digital History provides brief excerpts from primary sources and statistics and "questions to think about." The Immigration handout features four sources from 1867 to 1915.

National Archives and Records Administration. (2010). Immigration records. *National Archives*. Retrieved from <http://www.archives.gov/research/immigration/passenger-arrival.html>.

The NARA has immigration records for various ports for the years 1800-1959.

Pearson Education. (2013). Immigration teacher resources. *TeacherVision*. Retrieved from <http://www.teachervision.fen.com/immigration/teacher-resources/6633.html>.

This webpage contains multiple Immigration lesson plans and activities. Introduction to Immigration vocabulary and Immigration writing exercises are all included. Lessons can be applied to most grade levels.

Sale, M. & Eisenhauer, Y.C. (2003). Cultural capital: Examining how immigrant groups adjust to American society.. *The learning network: Teaching and learning with the New York times*. Retrieved from <http://learning.blogs.nytimes.com/2003/06/09/cultural-capital/>.

In this New York Times lesson, students research the adaptation and acculturation of immigrant groups in the United States. They then create "culture capsules" aimed at preserving the cultural heritage of new peoples in American society. (June 9, 2003)

Smithsonian Institution National Museum of American History. (2001). *A more perfect union: Japanese Americans and the U.S. constitution*. Retrieved from <http://americanhistory.si.edu/perfectunion/experience/index.html>.

An online exhibit from the Smithsonian, this site explores how a government balances human rights with a need for national security. Immigration, Removal, Internment, Loyalty, Service and Justice are the areas available for viewing, with a special area for reflection by visitors. Classroom Activities are found under the Resources link at the bottom of the page.

Social Explorer. (2013). *Social Explorer*. Retrieved from <http://www.socialexplorer.com/pub/home/home.aspx>.

Social Explorer provides reports and interactive maps on census data from 1790 to 2000. Interactive maps allow you to choose a time period and demographic feature to look at. You can zoom in on any area or request a corresponding report on the specific information you request. Free maps are mainly of population, race, and religion, but a premium subscription allows access to many more maps. The "News and Announcements" section also offers some interesting special demographic reports. A great resource.

Statue of Liberty-Ellis Island Foundation. (2013). *The Statue of Liberty-Ellis Island Foundation*. Retrieved from <http://www.ellisland.org/>.

The Ellis Island Foundation has an online searchable database of 22.5 million arrivals to New York between 1892 - 1924. The login account is free, and students can search by last name to see records.

Tally, Bill & Center for Children and Technology. *The WPA "Life Histories" website: Between the wars*. Retrieved from <http://historymatters.gmu.edu/d/18>.

Students compare and contrast the stories of these contemporary immigrants with those researched in the thirties reflected in American Life Histories, 1936-1940 and other American Memory collections. Students engage in visual and information literacy exercises to gain an understanding of how to identify and interpret primary historical sources. Utilizes the Library of Congress American Memory site.

United States Citizenship and Immigration Services. (2013). *USCIS Home Page*. Retrieved from <http://www.uscis.gov/portal/site/uscis>.

United States Library of Congress. (2002). *Westward by sea: A maritime perspective on American expansion, 1820 – 1890*. Retrieved from <http://memory.loc.gov:8081/ammem/award99/mymhihtml/mymhihome.html>.

This American Memory Project of the Library of Congress features documents and other historical sources from the Mystic Seaport Museum and Library. Drawn from primary sources such as ships' logbooks, topics covered include migration and immigration, whaling, maritime business, and more. It also provides insights into settlement of California, Alaska, Hawaii, Texas, and the Pacific Northwest.

United States Library of Congress. (2003). *The Chinese in California, 1850 – 1925*. Retrieved from <http://memory.loc.gov/ammem/award99/cubhtml/theme1.html>.

This research collection from the Library of Congress includes 8,000 images and pages of varied primary source materials. It focuses on experiences of Chinese immigrants in California along with a section on westward expansion. This link takes you directly to the "Chinese and Westward Expansion" section.

United States Library of Congress. (2013). *Changes in early twentieth century America: Doing the decades. Library of Congress lesson plans*. Retrieved from <http://www.loc.gov/teachers/classroommaterials/lessons/decades/>.

This is a broad, 10-week project where students focus on the major trends and changes in the United States from 1890 to 1941 and how these changes affected groups and individuals. Students are broken into groups by decade and cover six primary themes, including Immigration. Students identify and utilize primary sources to discuss these changes, using materials from the Library of Congress' American Memory collections and other materials they gather. Designed for grades 6 to 12.

United States Library of Congress. (2013). *Immigration*. Retrieved from <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/>.

The Library of Congress feature provides an introduction to the study of immigration to the United States. There are student activities, educator guides, photos and links to useful resources. The presentation was shaped by the primary sources available in the Library's online collections and probing questions such as "Why did each immigrant group come to the United States?" and "How did United States government policies and programs affect immigration patterns?"

Articles

Brooks, D. & Collins, G. (2012, November 7). Orca, Meet Obama. *The New York Times*. Retrieved from <http://opinionator.blogs.nytimes.com/2012/11/07/orca-meet-obama/?ref=immigration>.

Brooks and Collins on what the re-election of the president means for Republicans, Democrats and Christmas carols.

Cadava, G.L. (2012, November 10). Migrants are also neighbors. *The New York Times*. Retrieved from <http://www.nytimes.com/2012/11/10/opinion/immigrants-are-also-neighbors.html?ref=immigration>.

Leaders from Franklin D. Roosevelt forward knew that friendly relationships with Latin America encouraged the assimilation and loyalty of Hispanics in the United States.

Day laborers, helping hands [Editorial]. (2012, November 20). *The New York Times*. Retrieved from <http://www.nytimes.com/2012/11/20/opinion/day-laborers-offer-help-after-hurricane-sandy.html?ref=immigration>

Warmth and gratitude greeted volunteers who did their part to help clean up in Coney Island.

Douthat, R. (2012, December 1). More babies, please. *The New York Times*. Retrieved from <http://www.nytimes.com/2012/12/02/opinion/sunday/douthat-the-birthrate-and-americas-future.html?ref=immigration>.

America has had a demographic advantage, but that is no longer a sure thing.

Douthat, R. (2012, November 11). The Demographic Excuse. *The New York Times*. Retrieved from <http://www.nytimes.com/2012/11/11/opinion/sunday/douthat-the-gops-demographic-excuse.html?ref=immigration>.

To make gains, the party will have to shift on economics, not just on immigration reform.

Dreaming and Driving [Editorial]. (2013, January 8). *The New York Times*. Retrieved from <http://www.nytimes.com/2013/01/08/opinion/dreaming-and-driving.html?ref=immigration>.

Young undocumented immigrants who are allowed to work legally should be allowed to drive legally, too.

Hing, J. (2012, November 27). Report: Immigration status and race affect domestic workers' pay. *Color Lines: News for Action*. Retrieved from http://colorlines.com/archives/2012/11/report_immigration_status_and_race_affect_domestic_workers_pay.html.

Immigration and policing [Editorial]. (2012, December 26). *The New York Times*. Retrieved from <http://www.nytimes.com/2012/12/26/opinion/a-brighter-line-on-immigration-and-policing.html?ref=immigration>.

The Obama administration promises a stricter focus on deporting serious offenders.

New hope on immigration [Editorial]. (2012, November 18). *The New York Times*. Retrieved from <http://www.nytimes.com/2012/11/18/opinion/sunday/new-hope-on-immigration.html?ref=immigration>.

Now that Republicans are softening their position on immigration, President Obama and Congress need to act.

Republicans, unplugged [Editorial]. (2012, November 8). *The New York Times*. Retrieved from <http://www.nytimes.com/2012/11/08/opinion/the-republicans-post-election-day.html?ref=immigration>.

A diverse America heard the right-wing appeal to fear and resentment and voted against it on Election Day.

Wessler, S.F. (2012, December 17). Nearly 205K Deportations of Parents of U.S. Citizens in Just Over Two Years. *Color Lines: News for Action*. Retrieved from http://colorlines.com/archives/2012/12/us_deports_more_than_200k_parents.html.

The federal government conducted more than 200,000 deportations of parents who said their children are U.S. citizens in a timespan of just over two years.

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Zaretsky, R. (2013, January 10). A Frenchman dreams of Russia. *The New York Times*. Retrieved from <http://www.nytimes.com/2013/01/10/opinion/a-frenchman-dreams-of-russia.html?ref=immigration>.

Russia has always needed its Depardieus, just as much as they needed Russia.