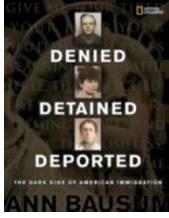


History Non-Fiction Summer Reading

11th Grade US History II



Denied, detained, deported: stories from the dark side of American immigration by Ann Bausum, 2009

With painstaking research, an unerring eye for just the right illustration, and her unique narrative style, award-winning author Ann Bausum makes the history of immigration in America come alive for young people. The story of America has always been shaped by people from all corners of the Earth who came in search of a better life and a brighter future. Immigration remains one of the critical topics in 21st century America, and how our children learn the lessons of the past will shape all our futures. The patriotic stories of hope that shape most immigration books are supplemented here by the lesser-known stories of those denied, detained, and deported. Ann Bausum's compelling book presents a revealing series of snapshots from the dark side of immigration history including: Immigrants Denied: The St. Louis, a ship filled with Jewish refugees from Nazi Germany sought refuge in American ports and was turned away, condemning many of its passengers to ultimately perish in the Holocaust. Immigrants Detained: Japanese-Americans were rounded up during World War II and placed in detention centers--regardless of their patriotism--for security reasons. Immigrants Deported: Emma Goldman was branded a dangerous extremist and sent back to Russia in 1919, after living 30 years in the United States. Ann Bausum creates a bridge from the lessons of the past to the present with fascinating analysis of how our past has influenced modern events and current views on immigration.

COMPREHENSION QUESTIONS: ANSWER THE FOLLOWING IN WRITING. DUE FIRST DAY OF SCHOOL. CAN BE USED ON READING QUIZ.

Short Answer

Chapter 1:

1. Chapter 1 discusses how the Chinese Exclusion Act of 1882 and other immigration policies affected the migration and status of Chinese American immigrants and their descendants. What factors contributed to the development of these restrictions?
2. What led to the lifting of restrictions on Chinese Americans?

Chapter 2:

3. Chapter 2 focuses on the deportations caused by the Red Scare. What factors influenced these deportations?
4. To what extent was the Red Scare influenced by fear, public opinion, and politics?
5. Describe the role played by FBI director J. Edgar Hoover and Attorney General Mitchell Palmer in the roundup and deportation of suspected "radicals".

Chapter 3:

6. From your reading of Chapter 3, describe the experiences of the Karliner family and imagine their points of view during these experiences.
7. Can you imagine how others felt? What about the ship's captain and crew, the passengers allowed to disembark in Cuba, President Franklin D. Roosevelt, and so on?

Chapter 4:

8. Describe the treatment of Japanese Americans during World War II as noted in Chapter 4. Cite specific details.
9. How do circumstances from the past (such as prejudice, imprisonment, and patriotism) echo (or not) in current times?
10. What influenced the U.S. government to incarcerate most Japanese Americans during World War II?
11. What influenced the government to avoid a similar reaction following the 9-11 attacks of 2001?

Chapter 5:

12. Based on your reading of Chapter 5, describe the cyclical nature of immigration between Mexico and the United States.
13. What historical circumstances help explain today's diverse points of view about immigration reform?
14. Bausum's book casts a skeptical eye on the immigration policies of the United States government, however this is not the complete story, how does your own family history of immigration compare to the author's point of view? (ask an older family member)

Extended Response :

Score

Rubric for Extended Response

4	Response provides <u>exemplary</u> evidence of the ability to cite multiple pieces of evidence to support opinions and ideas
3	Response provides <u>sufficient</u> evidence of the ability to cite multiple pieces of evidence to support opinions and ideas
2	Response provides <u>limited</u> evidence of the ability to cite multiple pieces of evidence OR <u>sufficient</u> evidence of the ability to cite <u>one piece</u> of evidence to support or corroborate opinions and ideas
1	Response provides <u>limited</u> evidence of the ability to cite at least one piece of evidence to support or corroborate opinions and ideas
0	Response provides <u>no</u> evidence of the ability to cite evidence to support or corroborate opinions and ideas