



# BUILDING A MORE PERFECT UNION

PART II



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

EDSITEment!  
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**UNION**

NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES

**NHD**  
NATIONAL  
HISTORY DAY

# EXPLORING THE IMPACT OF U.S. IMMIGRATION POLICY IN THE TWENTIETH CENTURY

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## GUIDING QUESTION:

How did political and social attitudes toward immigration change between the 1920s and the 1960s?

## OVERVIEW

In this lesson, students will use primary sources to examine how the Immigration and Naturalization Act of 1965 illustrated a shift in American attitudes toward immigration. Students will determine to what extent the Immigration Act of 1965 influenced ethnic and racial demographic changes in their community.

## OBJECTIVES

At the conclusion of this activity, students will be able to:

- > Analyze the different perspectives that influenced immigration law in American history;
- > Examine primary sources related to the Immigration Act of 1924 to determine how the act restricted immigration to the United States;
- > Examine primary sources related to the Immigration Act of 1965 to determine how the act achieved the goals of the Civil Rights Movement of the 1960s by promoting more diverse and inclusive immigration from previously restricted parts of the world; and
- > Evaluate the effect of the Immigration Act of 1965 on demographic changes in modern-day America.

## STANDARDS CONNECTIONS

### CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- > CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- > CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

### CONNECTIONS TO C3 FRAMEWORK

- > D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- > D2.His.2.9-12. Analyze change and continuity in historical eras.

## DOCUMENTS USED

### PRIMARY SOURCES

Chart, *No. 104.—Immigration Quotas Alloted and Quota Aliens Admitted, by Country of Birth, Years Ended June 30, 1925 to 1938, 1940* (page 103)  
U.S. Census Bureau  
<https://www2.census.gov/library/publications/1940/compendia/statab/61ed/1939-02.pdf>

Letter, President John F. Kennedy, Letter to the President of the Senate and Speaker of the House of Representatives on the Revision of Immigration Laws, July 23, 1963 (excerpt)  
The American Presidency Project, University of California at Santa Barbara

<https://www.presidency.ucsb.edu/documents/letter-the-president-the-senate-and-the-speaker-the-house-revision-the-immigration-laws>

Political cartoon, Gregg, *Whose U.S. is this anyway?*  
*The Fiery Cross* [Indianapolis, Indiana], May 9, 1924  
Hoosier State Chronicles: Indiana's Digital Historic Newspaper Program

<https://newspapers.library.in.gov/?a=d&d=FC19240509&e=---en-20--1--txt-txIN----->

Speech, Ellison DuRant Smith, "Shut the Door": A Senator Speaks for Immigration Restriction, April 9, 1924 (excerpt)  
History Matters, George Mason University  
<https://historymatters.gmu.edu/d/5080>

Speech, President Lyndon Johnson, Remarks on Immigration Policy to a Group Interested in the Verrazano-Narrows Bridge Commemorative Stamp, September 18, 1964 (excerpt)  
The American Presidency Project, University of California at Santa Barbara  
<https://www.presidency.ucsb.edu/node/241471>

## SECONDARY SOURCES

U.S. Census Bureau  
<https://www.census.gov/data.html>

## TEACHER-CREATED MATERIALS

- > Primary Source Packet
- > Immigration Analysis Sheet
- > Immigration Analysis Sheet Answer Key

## ACTIVITY PREPARATION

- > Organize students into groups of three or four students each.
- > Write the following terms on the board: restrictive, nativism, inclusive, and civil rights.
- > Make one copy of the Primary Source Packet for each group.
- > Make one copy of the Immigration Analysis Sheet for each student.
- > Print one copy of the Immigration Analysis Sheet Answer Key for teacher use.

## CONNECTIONS

This resource features several lessons that highlight how changing American attitudes have led to changes in the legal, political, and social fabric of the nation to create a more perfect union.

## PROCEDURE

### ACTIVITY ONE (15 MINUTES)

- > Ask students to define the following terms in their own words: restrictive, nativism, inclusive, and civil rights. Assist with vocabulary strategies or provide additional support as needed.
- > Ask students to explain the difference between restriction and inclusivity as it applies to immigration. What factors might influence the government to restrict immigration? What factors might influence the government to expand immigration?

### ACTIVITY TWO (20 MINUTES)

- > Distribute one Primary Source Packet to each group.
- > Ask group members to choose either source A or B to complete the analysis questions.
- > Ask students to share their responses within their groups.
- > Distribute one Immigration Analysis Sheet to each student.
- > Ask students to work as a class to list the reasons why Americans in the 1920s wanted to restrict immigration. Ask students to draw from Sources A and B as well as their knowledge of the 1910s and early 1920s.
- > Explain to students the actions taken by the U.S. government in the Emergency Quota Act of 1921 and the Immigration Act of 1924. Have students summarize these laws on their Immigration Analysis Sheet.
- > Project the Chart, *No. 104* . . . to the class (students have a copy in their Immigration Analysis Sheet for annotation). Annotate the chart as students make observations. Help students analyze the chart. Ask students:
  - >> *What trends do you observe when you analyze this chart?*
  - >> *What do you notice when comparing the levels of immigrants coming from different regions of the world? Which parts of the world had the least number of immigrants? The most?*
  - >> *How does the chart show the effects of the Immigration Act of 1924 on immigration levels from southern Europe, Asia, and Africa?*
  - >> *Did all nations use their full quotas?*
  - >> *What does this information tell us about the effects of these two laws?*

- > Explain to the class that they are going to “fast forward” to the 1960s. Ask group members to read and analyze sources C (from President John F. Kennedy) and D (from President Lyndon Johnson). Ask students to complete the analysis questions and share their responses with their group members.
- > Explain the changes brought about by the Immigration and Nationality Act of 1965.

### ASSESSMENT OPTIONS

- > Direct students to research their community’s demographics using U.S. census data. Ask students to analyze the impact of these immigration policies on their communities. Students may present their findings in writing, as a short presentation, or in the format of a news broadcast.

## STUDENTS INTERESTED IN THIS TOPIC MIGHT BE INTERESTED IN RESEARCHING THE FOLLOWING FOR AN NHD PROJECT

- > Know Nothing Party (1850s)
- > New York City Draft Riots (1863)
- > Chinese Exclusion Act (1882)
- > Tydings-McDuffie Act (1946)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

**NHD.ORG/250**

## EDSITEment!

### RELATED RESOURCES

Closer Readings Commentary: Everything Your Students Need to Know About Immigration History  
<https://edsitement.neh.gov/closer-readings/everything-your-students-need-know-about-immigration-history>

Lesson Plan: The Statue of Liberty: Bringing “The New Colossus” to America  
<https://edsitement.neh.gov/lesson-plans/statue-liberty-bringing-new-colossus-america>

Media Resource: BackStory: The Melting Pot: Americans & Assimilation  
<https://edsitement.neh.gov/media-resources/backstory-melting-pot-americans-assimilation>

Media Resource: To Be a Citizen? The History of Becoming American  
<https://edsitement.neh.gov/media-resources/backstory-be-citizen-history-becoming-american>

# PRIMARY SOURCE PACKET: SOURCE A

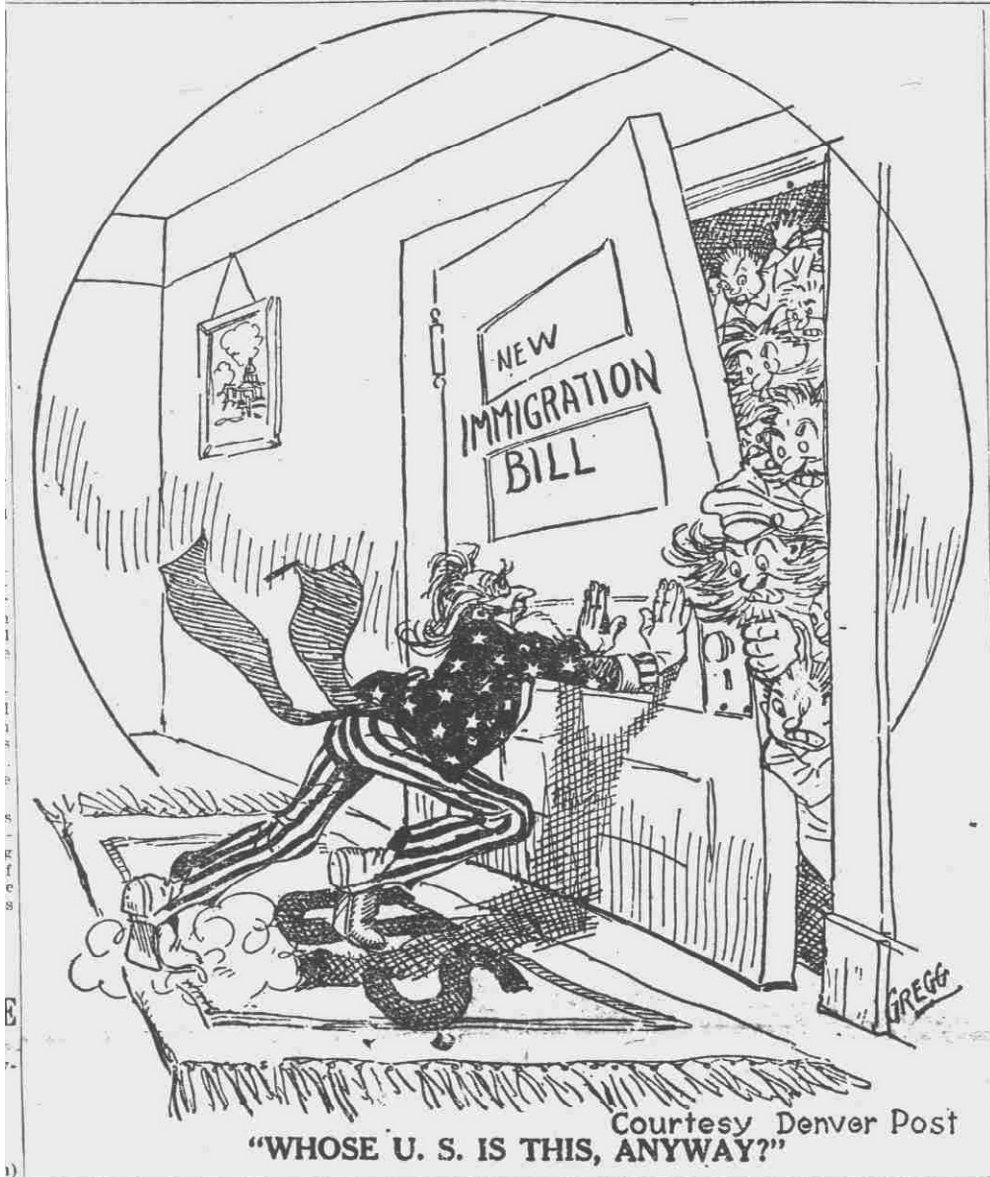
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Political cartoon, Gregg, *Whose U.S. is this anyway?*

*The Fiery Cross* [Indianapolis, Indiana], May 9, 1924

Hoosier State Chronicles: Indiana's Digital Historic Newspaper Program

<https://newspapers.library.in.gov/?a=d&d=FC19240509&e=-----en-20--1--txt-txIN----->



Who is the author/artist of this cartoon? \_\_\_\_\_

When was it drawn? \_\_\_\_\_

# PRIMARY SOURCE PACKET: SOURCE A (CON'T)

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Who do you think is the target audience for the cartoon? Why do you think that?

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Why was this cartoon drawn? What purpose does it serve?

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How do the ideas presented in this cartoon affect certain groups? In what ways?

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How does this cartoon help you understand the nativist perspective?

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How do you think this cartoon affected how Americans saw immigration?

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# PRIMARY SOURCE PACKET: SOURCE B

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Speech, Ellison DuRant Smith, *"Shut the Door": A Senator Speaks for Immigration Restriction*, April 9, 1924 (excerpt)  
History Matters, George Mason University  
<https://historymatters.gmu.edu/d/5080>

" . . . I think we now have sufficient population in our country for us to shut the door and to breed up a pure, unadulterated American citizenship. I recognize that there is a dangerous lack of distinction between people of a certain nationality and the breed of the dog. Who is an American? Is he an immigrant from Italy? Is he an immigrant from Germany? If you were to go abroad and someone were to meet you and say, "I met a typical American," what would flash into your mind as a typical American, the typical representative of that new Nation? Would it be the son of an Italian immigrant, the son of a German immigrant, the son of any of the breeds from the Orient, the son of the denizens of Africa? We must not get our ethnological distinctions mixed up without anthropological distinctions. It is the breed of the dog in which I am interested. I would like for the Members of the Senate to read that book just recently published by Madison Grant, *The Passing of a Great Race*. Thank God we have in America perhaps the largest percentage of any country in the world of the pure, unadulterated Anglo-Saxon stock; certainly the greatest of any nation in the Nordic breed. It is for the preservation of that splendid stock that has characterized us that I would make this not an asylum for the oppressed of all countries, but a country to assimilate and perfect that splendid type of manhood that has made America the foremost Nation in her progress and in her power, and yet the youngest of all the nations. I myself believe that the preservation of her institutions depends upon us now taking counsel with our condition and our experience during the last World War.

Without offense, but with regard to the salvation of our own, let us shut the door and assimilate what we have, and let us breed pure American citizens and develop our own American resources. I am more in favor of that than I am of our quota proposition . . . "

Who is the author of the speech? \_\_\_\_\_

When was the speech given? \_\_\_\_\_

# PRIMARY SOURCE PACKET: SOURCE B (CON'T)

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Who do you think is the target audience for the speech? Why do you think that?

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Why do you think this speech was given? What purpose does it serve?

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How do the ideas presented in this speech affect certain groups?

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How does this speech help you understand the nativist perspective?

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What effect do you think this speech had on how Americans saw immigration at the time?

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# PRIMARY SOURCE PACKET: SOURCE C

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Letter, President John F. Kennedy, Letter to the President of the Senate and Speaker of the House of Representatives on the Revision of Immigration Laws, July 23, 1963 (excerpt)

The American Presidency Project, University of California at Santa Barbara

<https://www.presidency.ucsb.edu/documents/letter-the-president-the-senate-and-the-speaker-the-house-revision-the-immigration-laws>

“ . . . Present legislation establishes a system of annual quotas to govern immigration from each country. Under this system, 156,700 quota immigrants are permitted to enter the United States each year. The system is based upon the national origins of the population of the United States in 1920. The use of the year 1920 is arbitrary. It rests upon the fact that this system was introduced in 1924 and the last prior census was in 1920. The use of a national origins system is without basis in either logic or reason. It neither satisfies a national need nor accomplishes an international purpose. In an age of interdependence among nations, such a system is an anachronism, for it discriminates among applicants for admission into the United States on the basis of accident of birth.

Because of the composition of our population in 1920, the system is heavily weighted in favor of immigration from northern Europe and severely limits immigration from southern and eastern Europe and from other parts of the world. An American citizen with a Greek father or mother must wait at least 18 months to bring his parents here to join him. A citizen whose married son or daughter, or brother or sister, is Italian cannot obtain a quota number for them for an even longer time. Meanwhile, many thousands of quota numbers are wasted because they are not wanted or needed by nationals of the countries to which they are assigned.

I recommend that there be substituted for the national origins system a formula governing immigration to the United States which takes into account (1) the skills of the immigrant and their relationship to our needs, (a) the family relationship between immigrants and persons already here, so that the reuniting of families is encouraged, and (3) the priority of registration. Present law grants a preference to immigrants with special skills, education or training. It also grants a preference to various relatives of United States citizens and lawfully resident aliens. But it does so only within a national origins quota. It should be modified so that those with the greatest ability to add to the national welfare, no matter where they were born, are granted the highest priority. The next priority should go to those who seek to be reunited with their relatives. As between applicants with equal claims the earliest registrant should be the first admitted. . . ”

Who is the author of the speech? \_\_\_\_\_

When was the speech given? \_\_\_\_\_

# PRIMARY SOURCE PACKET: SOURCE C (CON'T)

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Who do you think is the target audience for the speech? Why do you think that?

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Why do you think this speech was given? What purpose does it serve?

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How do the ideas presented in this speech affect certain groups?

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How does this speech help you to understand how attitudes toward immigration were changing?

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What effect do you think this speech had on how Americans saw immigration at the time?

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# PRIMARY SOURCE PACKET: SOURCE D

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Remarks, President Lyndon Johnson, Remarks on Immigration Policy to a Group Interested in the Verrazano-Narrows Bridge Commemorative Stamp. September 18, 1964 (excerpt)  
The American Presidency Project, University of California at Santa Barbara  
<https://www.presidency.ucsb.edu/node/241471>

“ . . . We must have laws regarding immigration. Personally, I believe our laws should not say that the relatives of any Americans are not welcome to become Americans themselves. We are committed to eliminating discrimination in our society. I believe we should also eliminate discrimination in the laws relating to those who would join our society from abroad. The strength of our Nation has been built from many groups from many lands . . . ”

Who is the author of the speech? \_\_\_\_\_

When was the speech given? \_\_\_\_\_

Who do you think is the target audience for the speech? Why do you think that?

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Why do you think this speech was given? What purpose does it serve?

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What effect do you think this speech had on how Americans saw immigration at the time?

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# PRIMARY SOURCE PACKET: SOURCE D (CON'T)

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How do this speech's ideas affect certain groups?

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How does this speech help you to understand how attitudes towards immigration were changing?

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What effect do you think this speech had on how Americans saw immigration at the time?

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# IMMIGRATION ANALYSIS SHEET

**Synthesize:** What were the arguments to restrict immigration in the 1920s? What factors in the 1910s and 1920s contributed to this point of view?

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**U.S. Government Action:**

Emergency Quota Act (1921)	Immigration Act of 1924

# IMMIGRATION ANALYSIS SHEET (CON'T)

Chart, No. 104.—Immigration Quotas Allotted and Quota Aliens Admitted, by Country of Birth, Years Ended June 30, 1925 to 1938, 1940 (page 103)

U.S. Census Bureau

<https://www2.census.gov/library/publications/1940/compendia/statab/61ed/1939-02.pdf>

## IMMIGRATION

103

### NO. 104.—IMMIGRATION QUOTAS ALLOTTED AND QUOTA ALIENS ADMITTED, BY COUNTRY OF BIRTH: YEARS ENDED JUNE 30, 1925 TO 1938

Note.—The Immigration Act of 1921 limited the number of aliens admitted annually of any nationality subject to the quota law, to 3 per cent of the number of foreign-born persons of such nationality resident in continental United States as determined by the census of 1910; the population plan of the act of 1924, to 2 per cent according to the census of 1920. The national origins clause of the latter act, which became effective July 1, 1929, provided that the quota of any nationality should be computed by applying to 160,000 the ratio between the calculated number of inhabitants in continental United States in 1920 owing their origin to the nationality concerned and the total inhabitants in the United States of all nationalities subject to the quota law. (For estimates of white population by countries of origin, calculated as a basis for immigration quotas, see table 97, Statistical Abstract, 1932.) Under the act of 1924, the minimum quota is 100. Both immigrant and nonimmigrant aliens may appear in quota law statistics, or aliens of both classes may not be counted against quotas at all.

Country or region	Under Immigration Act of 1921, annual quota <sup>1</sup>	Under Immigration Act of 1924							
		Annual quota, 1925-1929	Admitted, 1925-1929, total	Annual quota, 1930 to 1938	Admitted				
					1930-1934, total	1935	1936	1937	1938
All countries.....	357,803	184,667	761,622	*153,774	229,301	17,207	18,675	27,762	42,464
Europe.....	356,051	181,422	749,911	*150,501	219,644	16,325	17,732	26,664	40,754
Albania.....	288	100	472	100	425	74	107	98	106
Austria <sup>2</sup> .....	7,342	785	4,213	1,413	2,478	641	509	409	(*)
Belgium.....	1,533	512	2,652	1,304	1,922	173	185	211	278
Bulgaria.....	302	100	509	100	186	52	63	57	100
Czechoslovakia.....	14,357	3,073	14,608	2,874	5,210	810	766	1,519	2,853
Danzig, Free City of.....	301	228	1,065	100	188	13	16	41	89
Denmark.....	5,610	2,789	13,114	1,181	2,063	146	135	192	323
Estonia.....	1,348	124	612	116	251	28	34	30	40
Finland.....	3,921	471	2,363	509	1,114	105	72	215	496
France.....	5,725	3,954	17,730	3,086	4,891	413	464	563	720
Germany <sup>3</sup> .....	67,607	51,227	242,363	25,957	44,144	4,891	6,073	11,127	*17,868
Greece.....	3,063	100	737	307	1,119	324	347	379	351
Hungary.....	5,747	473	2,445	869	2,213	390	515	739	902
Ireland (Eire) <sup>4</sup> .....	28,567	28,567	132,715	17,553	27,523	391	367	447	1,190
Italy.....	42,057	3,845	18,383	5,802	14,338	2,127	2,467	2,005	3,428
Latvia.....	1,540	142	754	236	490	49	60	114	154
Lithuania.....	2,620	244	1,828	386	1,104	100	151	221	397
Luxemburg.....	92	100	495	100	150	12	5	10	18
Netherlands.....	3,607	1,648	7,798	3,153	4,379	244	245	347	391
Norway.....	12,202	0,453	30,355	2,377	4,268	208	197	330	518
Poland.....	30,977	5,982	29,000	6,624	12,313	1,082	1,260	1,855	4,218
Portugal.....	2,495	603	2,449	440	1,302	303	275	236	323
Rumania.....	7,419	603	3,783	*377	1,920	295	282	371	407
Soviet Union (Russia).....	24,405	2,248	10,018	*2,712	5,012	357	391	578	917
Spain.....	912	131	805	232	1,178	252	250	244	294
Sweden.....	20,042	0,561	44,849	3,314	4,090	160	154	303	364
Switzerland.....	3,752	2,081	0,633	1,707	2,789	192	189	312	427
Turkey.....	2,654	100	431	225	191	55	72	48	93
United Kingdom <sup>5</sup> .....	77,342	34,007	148,660	65,721	68,045	1,079	1,038	2,107	2,630
Yugoslavia.....	6,426	671	3,081	845	1,772	215	291	527	852
Other Europe.....	353	*600	*1,991	*600	*1,572	*136	*102	*125	*145
Asia.....	1,261	*1,424	*4,027	*1,423	*4,849	*393	*399	*467	*826
Africa.....	122	*1,200	*1,667	*1,200	*754	*81	*77	*100	*115
Australia, New Zealand, and Pacific Islands.....	359	*621	*1,470	*650	*917	*157	*173	*196	*223
American colonies of European countries.....	(*)	*3,047	(*)	*3,237	*251	*294	*330	*516	

<sup>1</sup> Quota for 1924; revisions from 1922 or 1923 allotments for certain countries were made due to changes in boundaries or other adjustments. Quota immigrants admitted, 1922 to 1924, are as follows: 1922, 243,053; 1923, 335,480; 1924, 357,943. For admissions by countries see the 1934 and previous issues of the Statistical Abstract.

<sup>2</sup> Quota for 1934 to 1938. The total quota for 1930 and 1931 was 153,714; for 1932 and 1933, 153,831; the Soviet Union's quota was 2,784 for 1930 and 1931, and 2,701 for 1932 and 1933; Rumania's, 295 prior to 1934. There were also changes in 1932 and 1933 for certain countries included in "Other Europe," Asia, and Pacific Islands.

<sup>3</sup> Austria included with Germany in 1938.

<sup>4</sup> All Ireland included with United Kingdom prior to 1925; thereafter, Northern Ireland only.

<sup>5</sup> Annual quotas for colonies, dependencies, or protectorates in "Other Europe," Asia, Africa, Pacific Islands, and America are included in the annual quotas of the European countries to which they belong.

<sup>6</sup> Includes quota immigrants born in colonies, dependencies, or protectorates of European countries.

Source: Department of Labor, Immigration and Naturalization Service; Annual Report of Secretary and mimeographed releases.

# IMMIGRATION ANALYSIS SHEET (CON'T)

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Who is the author of the act? \_\_\_\_\_

When was the act created? \_\_\_\_\_

Who do you think is the target audience? Why do you think that?

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What do you notice when comparing the levels of immigrants coming from different regions of the world? Which parts of the world had the least number of immigrants? The most?

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How does the chart show the effects of the Immigration Act of 1924 on immigration levels from southern Europe, Asia, and Africa?

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# IMMIGRATION ANALYSIS SHEET ANSWER KEY

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**Synthesize:** What were the arguments to restrict immigration in the 1920s? What factors in the 1910s and 1920s contributed to this point of view?

From Sources A and B:	Outside Information:
<ul style="list-style-type: none"> <li>&gt; Immigrants are trying to force their way into the U.S.</li> <li>&gt; The belief that the U.S. “belonged” to the people already living there</li> <li>&gt; Some immigrants are considered more or less desirable</li> <li>&gt; Racial and ethnic prejudice, stereotyping</li> <li>&gt; Reinforced white supremacy</li> <li>&gt; Believed limiting immigration would benefit the U.S. socially and economically</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Immigration of a large number of people from Southern and Eastern Europe</li> <li>&gt; High unemployment after World War I</li> <li>&gt; Use of immigrant workers to break strikes</li> <li>&gt; Increased isolationism following World War I</li> <li>&gt; Rise in political rhetoric that is anti-immigration, antisemitic, anti-Catholic</li> <li>&gt; The resurgence of the Ku Klux Klan in the 1920s</li> <li>&gt; Russian Revolution (1917)</li> <li>&gt; Sacco and Vanzetti trial (1920)</li> <li>&gt; Great Migration</li> <li>&gt; Red Summer of 1919</li> </ul>

**U.S. Government Action:**

Emergency Quota Act (1921)	Immigration Act of 1924
<ul style="list-style-type: none"> <li>&gt; The first law to place a limit on immigration</li> <li>&gt; Created a quota system to determine the numbers</li> <li>&gt; Immigration was limited to 3% of the residents in the 1910 census</li> <li>&gt; Gave much higher numbers to immigrants from Northern or Western Europe and much lower quotas to the rest of the world</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Placed additional limits on immigration</li> <li>&gt; Immigration was limited to 2% of the residents in the 1890 census (further reduced immigration quotas from Eastern and Southern Europe)</li> <li>&gt; Created the U.S. Border Patrol</li> <li>&gt; Required immigrants to get visas at U.S. embassies or consulates before coming to the U.S.</li> </ul>

# IMMIGRATION ANALYSIS SHEET ANSWER KEY (CON'T)

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**Synthesize:** What were the arguments to revise the immigration laws in the 1960s? What factors in the 1950s and 1960s contributed to this point of view?

<b>From Sources C and D:</b>	<b>Outside Information:</b>
<ul style="list-style-type: none"><li>&gt; The numbers are arbitrary, not based on logic</li><li>&gt; The world is more global and interconnected</li><li>&gt; It creates long wait times for family members</li><li>&gt; Many nations do not use their quotas</li><li>&gt; Desire to change the system to give preferences to skilled workers, people with family in the U.S.</li><li>&gt; The laws were discriminatory</li></ul>	<ul style="list-style-type: none"><li>&gt; An outgrowth of the Civil Rights Movement</li><li>&gt; A push to remove discrimination from laws (Civil Rights Act of 1964, Voting Rights Act of 1965)</li><li>&gt; Cold War tensions</li><li>&gt; Increased globalization</li></ul>

## U.S. Government Action:

<b>Immigration and Nationality Act of 1965 (Hart-Celler Act)</b>
<ul style="list-style-type: none"><li>&gt; Ended the quota system</li><li>&gt; Gave preferences to skilled workers or workers in fields facing labor shortages, family members of U.S. citizens, and refugees</li></ul>

Did these trends affect the demographics of my state or community? In what ways? Use data available from the U.S. Census Bureau ([census.gov/data.html](https://www.census.gov/data.html)) to support your analysis.

Answers will vary.