

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.

DISCUSSION QUESTIONS: STUDENTS TO ANSWER THE FOLLOWING IN WRITING. DUE FIRST DAY OF SCHOOL.

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? What led to their lifting?
2. Chapter 2 focuses on the deportations caused by the Red Scare.
3. 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".
6. From your reading of Chapter 3, describe the experiences of the Karliser 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?
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?
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?

Guided Reading Activity 2for Us History 11th Grade

Anthony S. Fauci



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Table of Contents Guided Reading Activity 2for Us History 11th Grade

1. Understanding the eBook Guided Reading Activity 2for Us History 11th Grade
 - The Rise of Digital Reading Guided Reading Activity 2for Us History 11th Grade
 - Advantages of eBooks Over Traditional Books
2. Identifying Guided Reading Activity 2for Us History 11th Grade
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Guided Reading Activity 2for Us History 11th Grade
 - User-Friendly Interface
4. Exploring eBook Recommendations from Guided Reading Activity 2for Us History 11th Grade
 - Personalized Recommendations
 - Guided Reading Activity 2for Us History 11th Grade User Reviews and Ratings
 - Guided Reading Activity 2for Us History 11th Grade and Bestseller Lists
5. Accessing Guided Reading Activity 2for Us History 11th Grade Free and Paid eBooks
 - Guided Reading Activity 2for Us History 11th Grade Public Domain eBooks
 - Guided Reading Activity 2for Us History 11th Grade eBook Subscription Services
 - Guided Reading Activity 2for Us History 11th Grade Budget-Friendly Options

6. Navigating Guided Reading Activity 2for Us History 11th Grade eBook Formats
 - ePub, PDF, MOBI, and More
 - Guided Reading Activity 2for Us History 11th Grade Compatibility with Devices
 - Guided Reading Activity 2for Us History 11th Grade Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Guided Reading Activity 2for Us History 11th Grade
 - Highlighting and Note-Taking Guided Reading Activity 2for Us History 11th Grade
 - Interactive Elements Guided Reading Activity 2for Us History 11th Grade
8. Staying Engaged with Guided Reading Activity 2for Us History 11th Grade
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Guided Reading Activity 2for Us History 11th Grade
9. Balancing eBooks and Physical Books Guided Reading Activity 2for Us History 11th Grade
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Guided Reading Activity 2for Us History 11th Grade
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Guided Reading Activity 2for Us History 11th Grade
 - Setting Reading Goals Guided Reading Activity 2for Us History 11th Grade
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Guided Reading Activity 2for Us History 11th Grade
 - Fact-Checking eBook Content of Guided Reading Activity 2for Us History 11th Grade
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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