

Unit 2

A Diverse Nation



In this unit, you will look at issues of ethnic diversity in the United States. The term *ethnic diversity* refers to people of different races, cultures, and places of birth. In Chapter 3, you will focus on the historical background of ethnic diversity in the United States. You will also examine the challenges and hardships of native people, slaves, and immigrants. In Chapter 4, you will look at diversity today, including the reasons for the continued arrival of immigrants, both legal and illegal.



Contents

In Unit 2, you will read and write about the following topics.

Chapter 3 The Origins of Diversity	Chapter 4 Diversity in Today's United States
<p>Reading 1 America's First People</p> <p>Reading 2 Slavery</p> <p>Reading 3 A Country of Immigrants</p>	<p>Reading 1 America's Increasing Diversity</p> <p>Reading 2 The Nation's Fastest-Growing Minorities</p> <p>Reading 3 The Undocumented: Unauthorized Immigrants</p>

Skills

In Unit 2, you will practice the following skills.

<p>R Reading Skills</p> <p>Examining graphics Previewing art Reading for main ideas Reading for details Applying what you have read Thinking about the topic Reading boxed texts Predicting Scanning Increasing reading speed Reading actively Understanding cartoons</p>	<p>W Writing Skills</p> <p>The passive voice Writing descriptions Writing about growth</p>
<p>V Vocabulary Skills</p> <p>Words related to the topic Synonyms Guessing meaning from context Suffixes Words related to the topic Using a dictionary</p>	<p>A Academic Success Skills</p> <p>Highlighting Taking notes with a chart Answering true/false questions Taking notes in an outline</p>

Learning Outcomes

Write two paragraphs about contrasting attitudes toward diversity

Previewing the Unit

Before reading a unit (or chapter) in a textbook, it is a good idea to preview the contents page and think about the topics that will be covered. This will help you understand how the unit is organized and what it is going to be about.

Read the contents page for Unit 2 on page 52 and do the following activities.

Chapter 3: The Origins of Diversity

This chapter explores the history and experiences of these important groups: Native Americans who lived on the land before European settlers arrived, slaves brought to the country from Africa, and immigrants who arrived in large numbers in the nineteenth and twentieth centuries. Discuss the following questions with a partner or small group.

1. We often think of North America as almost empty when the settlers arrived. What do you think the size of the native population was, compared with the number of settlers?
2. Before the middle of the twentieth century, which countries did the largest number of immigrants to the United States come from?
3. Read the quotation below. What does it mean?

Every American has the soul of an immigrant.
– Jim Sheridan, Irish film director

Chapter 4: Diversity in Today’s United States

This chapter focuses on the diversity of the U.S. population today, in particular on the largest immigrant groups, Latinos and Asian Americans. It also explores the issue of illegal immigration. Examine the picture on page 78. Then discuss these questions with your partner or group.

1. Which countries do you think most immigrants to the United States come from today? Why is this different from the nineteenth and early twentieth centuries?
2. What challenges do today’s immigrants have when they arrive? Are they the same or different from the challenges of earlier immigrants?
3. What special problems do minorities face, that is, people who are not from a white European background?
4. Immigrants can become American citizens, but do you think they all become “American”?

Chapter 3

The Origins of Diversity

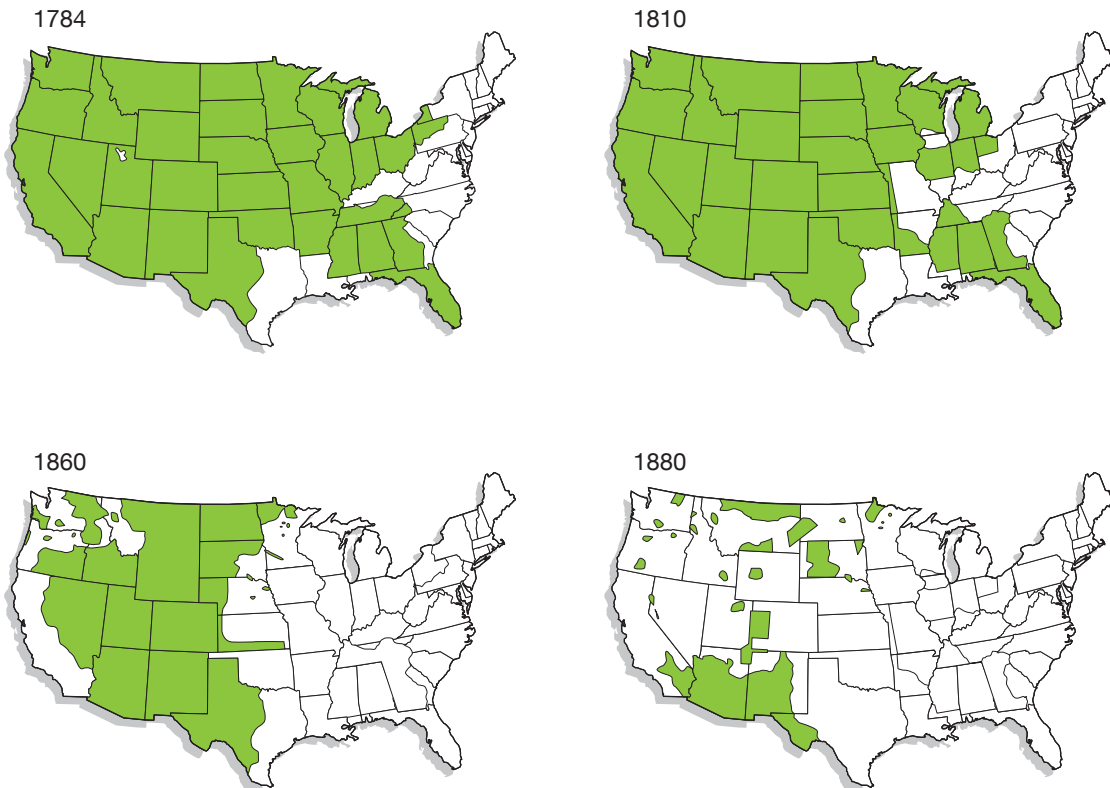
PREPARING TO READ

1 Examining graphics **R**

With your partner or group, look at the maps below and discuss this question:
What will the reading “America’s First People” be about?

Land transferred from Native American (Indian) to white ownership (1784–1880)

Native American lands are shown in green.

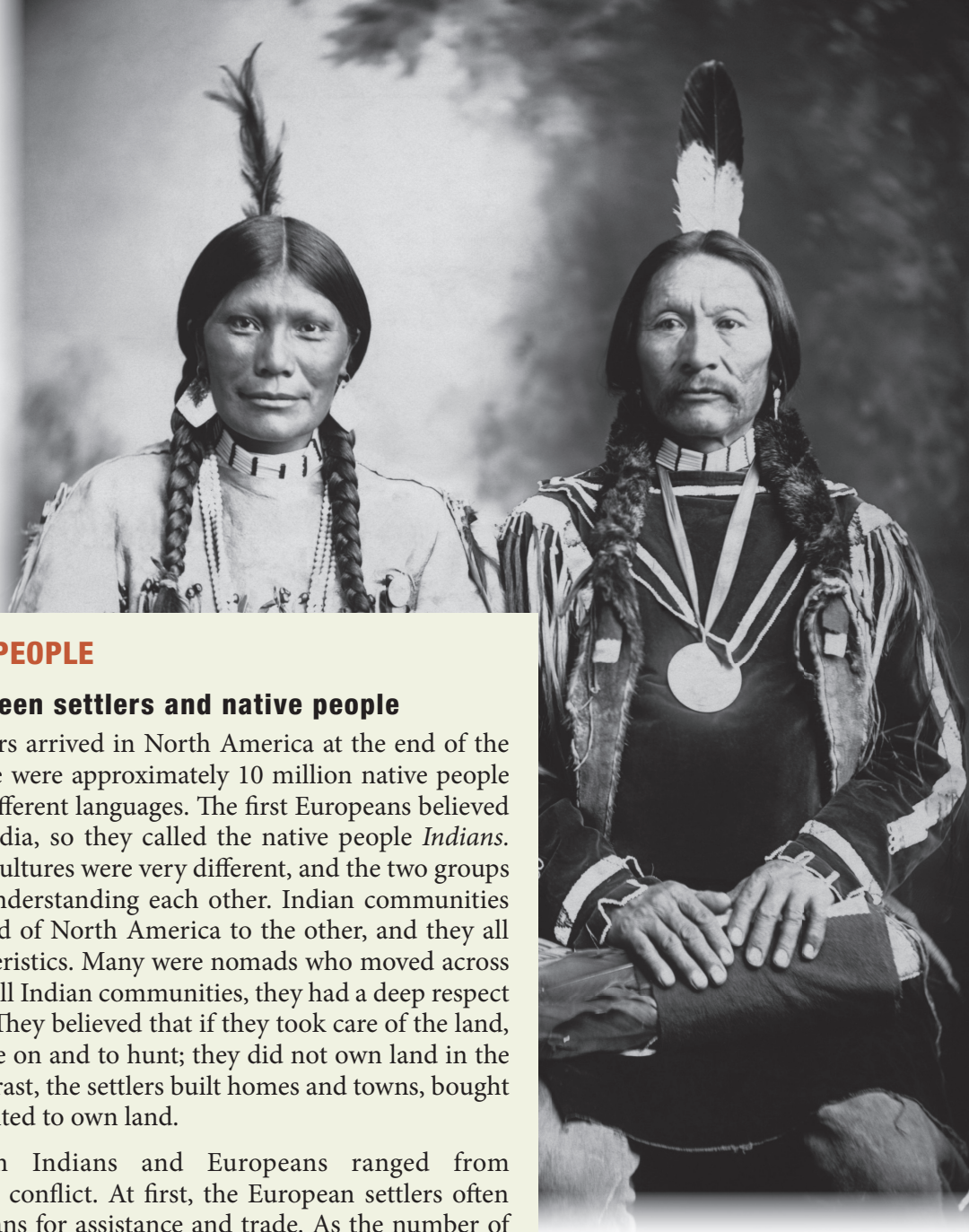


Source: Sam Hilliard, Louisiana State University

2 Previewing art **R**

Look at the photographs on page 57 and discuss these questions with a partner.

1. What might have happened to these children after entering the Carlisle School?
2. What do the photographs and the maps above have in common?



Reading 1

AMERICA'S FIRST PEOPLE

Early contact between settlers and native people

When European settlers arrived in North America at the end of the fifteenth century, there were approximately 10 million native people who spoke over 300 different languages. The first Europeans believed they had landed in India, so they called the native people *Indians*.
5 Indian and European cultures were very different, and the two groups often had problems understanding each other. Indian communities stretched from one end of North America to the other, and they all had their own characteristics. Many were nomads who moved across the land to hunt. Like all Indian communities, they had a deep respect
10 for the natural world. They believed that if they took care of the land, they could use it to live on and to hunt; they did not own land in the European way. In contrast, the settlers built homes and towns, bought and sold land, and wanted to own land.

Relations between Indians and Europeans ranged from
15 cooperation to violent conflict. At first, the European settlers often depended on the Indians for assistance and trade. As the number of settlers increased, however, they began to move farther into Indian territory, and conflicts became more frequent and more violent. There was death and destruction on both sides, but native people were
20 usually the losers in these struggles for control of the land.

Many Indian communities were destroyed by the actions of the settlers and later on by the policies of the new American government. When the Europeans first arrived, they brought new diseases, such as measles and smallpox, which killed huge numbers of Indians. As
25 more settlers came and wanted the rich land that the various groups of Indians, or tribes, lived on, battles began between the government and various tribes for this land.

Indian territory
a part of the country
where many Native
Americans lived

reservation an area of land set aside by the U.S. government for native people

Loss of Indian land

Indian tribes occupied the entire country when the settlers first arrived. By 1880, they had lost nearly all of it. Starting in 1778, the
30 United States government made hundreds of treaties, or written agreements, with native tribes in order to provide more space for the settlers. Indians gave up their rights to their territory in exchange for food, money, and, perhaps most importantly, the government's promise to leave them in peace. Sometimes a tribe was allowed to
35 stay on a small part of its original land. This small area was called a **reservation**. In other cases, the tribe simply moved west. This was the beginning of the loss of Indian land.

Most European Americans in the eighteenth and nineteenth centuries believed that whites were superior to Indians. President
40 Andrew Jackson described native people as children who needed his guidance and protection. He, as well as many other Americans, believed the treaties were good for the Indians because they allowed native people to live in peace, separate from whites. Unfortunately, the government often did not keep the promises in these treaties. As the
45 country continued to grow, settlers needed still more land, including the land that the government had given to the native tribes in treaties. The government broke its promises to the Indians and began a policy of removal, that is, pushing more and more native people farther west or onto reservations.

50 In 1830, Congress passed the Removal Act. This law required native tribes to leave their land and settle in Indian Territory, west of the Mississippi River. Some tribes refused to go, particularly the Cherokee. So in 1838, thousands of soldiers and volunteers forced the Cherokee to leave their homes. Hundreds of them were beaten, imprisoned, or
55 murdered. Those who survived were forced to travel 1,000 miles to the Indian Territory, with little food, water, or protection. Approximately 4,000 Cherokee died on this journey, which has been called the *Trail of Tears*.



"The Trail of Tears" by Robert Lindneux

Native culture

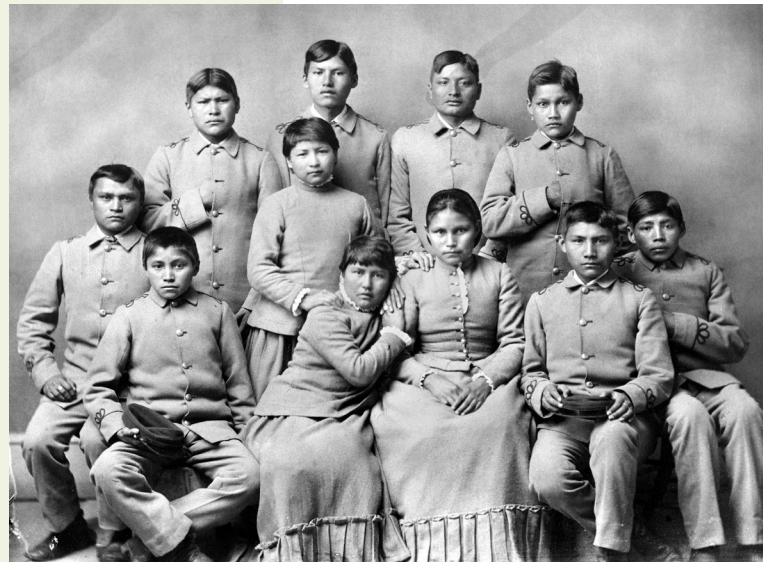
Another factor that had a negative effect on native culture was the government's education policy. The federal government's goal for Indian education from the 1880s through the 1920s was the assimilation of native children into white American culture. Assimilation means that a group learns and uses the customs and culture of a different group. Many native children were required to leave their families and attend government **boarding schools**. The children lived at these schools, where their traditional ways were replaced by the customs and behavior of white Americans. The government hoped that these children would learn the language, values, and culture of white American society. This policy of assimilation was partly successful. It is estimated that more than two-thirds of the original 300 native languages are dead or dying. Only a few have more than 5,000 speakers.

boarding school

a school where students live and attend classes



Children as they arrived at the Carlisle school



Children after arriving at the Carlisle school

Today, native cultures are making a comeback. In 1900, the population had dropped to about 250,000, but it grew rapidly in the twentieth century. On the 2010 **census**, 5.2 million people reported that they were *Native American*.^{*} This was a 39 percent increase since the 2000 census. The Cherokee and Navajo nations have the largest populations. On reservations, tribes now have their own form of government, tribal courts, and police. Many Native Americans are working to preserve their cultural heritage, including their tribal languages.

census the official count of the population size

^{*} This new term originated in the twentieth century. Many native people now use the term *Native American*, while others prefer the older term, *Indian*.

AFTER YOU READ

1 Reading for main ideas **R**

Check (✓) the sentence that best states the main idea of the reading.

- ___ 1. Native American communities are recovering from past challenges.
- ___ 2. Government policies and attitudes of white Americans seriously damaged or destroyed many native communities.
- ___ 3. European American settlers pushed native peoples off their land and onto special reservations.

2 Reading for details **R A**

Once you have identified a main idea, remember that it is important to look for details that support it. One way to do this is to identify key terms or points. For example, to find details that support this main idea, you would look for information in the text about “unpopular and offensive ideas.”

Freedom of speech is broad enough to protect **unpopular and offensive ideas**.

Details can be facts, statistics, examples, anecdotes, or other types of information. Reading for details helps you understand the reading and can also help you prepare for a test.

- Find the main idea of the reading and mark key terms or key points.
- Find details that explain key terms or support key points.

A Review the sentence that you chose in Task 1.

B Compare your choice with a partner. If you are unsure of the right answer, check with your teacher.

C Circle the key terms and key points in the statement that you chose. Then reread the text for details that explain these terms or support these points. Underline them.

D Listing details in a chart can help you remember them. Write the key terms or key points from Step C in the headings of the chart below. The first term has been filled in for you. Then complete the chart with the details you underlined in the text in Step C.

Key term/point 1:	Key term/point 2:	Key term/point 3:
<u>Government policies</u>	_____	_____

3 The passive voice

The passive form of the verb (*be* + past participle) is common in academic writing, so it is important to be able to recognize and use this form.

The passive is a good choice if any of these, or a combination of these, are true:

- The writer wants to focus on the person or thing being acted upon.
- The performer of the action is unknown.
- The performer of the action is unimportant.

Here are some examples of the passive:

*The Constitution **was adopted** in 1789.*

*Religious freedom **is guaranteed** by the First Amendment.*

A Underline the passive verb form in each sentence from the text below.

1. Many native communities were almost destroyed by the actions of the settlers and the policies of the American government.
2. Sometimes a tribe was allowed to stay on a small part of its original land.
3. Hundreds of Cherokee were beaten, imprisoned, or murdered.
4. The Cherokee who survived were forced to march 1,000 miles.

B Find two more examples of the passive voice in Paragraph 7. Underline them.

C Work with a partner. Complete each sentence with the correct active or passive form of the verb. Circle your choices and discuss your reasons for them.

1. The long journey of the Cherokee (*called / is called*) the Trail of Tears.
2. Many Cherokee (*imprisoned or killed / were imprisoned or killed*) when they would not leave their land.
3. The United States government (*broke / was broken*) many of its treaties with native tribes.
4. Native tribes (*forced / were forced*) to move west of the Mississippi River.
5. Competition for land (*created / was created*) conflict between the Europeans and native people.

D Write a sentence about Native Americans that is not in the text. Use the passive voice.

Native Americans _____ .

4 Applying what you have read

Many people, both from the United States and other countries, get their ideas about the first people of America from movies. Discuss the following questions about the image of or stereotype of Native Americans as a class:

- What have you seen about Native Americans in movies?
- How does what you have seen in movies compare with the information in the reading?

PREPARING TO READ

1 Words related to the topic V

Understanding important words and ideas about a topic before you read helps to build your background knowledge. This can help you read more effectively.

A Study the definitions.

slave: a person who is legally owned by someone else and has to work for him or her

negro: a person of African origin with dark skin. This term was used during the nineteenth and early twentieth centuries but is now considered negative.

auction: a public sale of property, where people offer more and more money for each piece of property, until it is sold to the person who will pay most

B Discuss these questions with a partner.

1. Have you been to an auction? Describe your experience.
2. What kinds of things are bought and sold at an auction?

2 Thinking about the topic R


A Look at the signs below.

B With a partner, discuss what you think happened at slave auctions.

1. Who attended slave auctions?
2. Who bought slaves?
3. How were slaves treated?

TO BE SOLD,

A Likely negro Man, his Wife and Child; the negro Man capable of doing all sorts of Plantation Work, and a good Miller: The Woman exceeding fit for a Farmer, being capable of doing any Work, belonging to a House in the Country, at reasonable Rates, inquire of the Printer hereof.



UNITED STATES SLAVE TRADE.
1850.

Original, three times this size, in Wilberforce Museum, Hull.

SLAVES AT SALE

WITHOUT RESERVE.

BY BEARD, CALHOUN & CO.
J. A. BEARD, Auctioneer.

WILL BE SOLD AT AUCTION ON
TUESDAY, JAN. 16th,

AT 12 O'CLOCK, AT BANKS' ARCADE, THE FOLLOWING DESCRIBED NEGROES:

1. ROSIN, 13 years of age, a griffe, good house boy, fine temper, fully guaranteed, and speaks German and English.
2. JORDAN, 23 years of age, a likely negro house servant and trusty waiter, fully guaranteed.
3. JANE, aged 24 years, a very superior washer, ironer, good American cook, and House Woman, fully guaranteed.
4. MARY, aged 24 years, and child 1 year old; a trusty woman, good washer, ironer and American cook, fully guaranteed.
5. EDWIN, aged 27 years, a griffe man, an excellent waiter, steward and trusty servant fully guaranteed.
6. ESTHER, aged 40 years, a smart intelligent and cleanly cook, washer and ironer, title only guaranteed.
7. ANNE, aged 24 years, an excellent house servant, washer, ironer, and good cook, with her three children, one aged 6, another 2 and the last 1 year; they are fully guaranteed but will be sold to go into the country, by her owner's instructions.
8. SAM, aged 28 years, a field hand; title only guaranteed.
9. AGNES, aged 24 years, a good cook washer and ironer, fully guaranteed.
10. HENRY, aged about 26 years, a field hand, and a stout man, sold as having run away from the plantation.
11. JOHN, aged 15 years, a smart waiting boy, fully guaranteed.
12. JANE, aged 17 years, a fine house girl and field hand fully guaranteed.
13. MARY, aged 35 years, superior nurse and house woman, fully guaranteed.
14. PATRICK, aged 28 years a likely man good barber, body and house servant. Bold under a good character, and fully guaranteed against the vices and maladies proscribed by law.

ALSO:

TERMS CASH. Acts of sale before J. R. BEARD, Notary Public at the expense of the purchasers.

ALSO,

The following described Slaves sold for account of Mr. Henry Deacon, who failed to comply with the terms of sale made for the account of the Succession of C. H. L. B. WYN, deceased, to wit: The Negress MATHILDA, aged about 29 years and her son PAUL, 7 years—a good washer, ironer and Cooker.

TERMS CASH. Act of sale before H. B. CENAS, Notary Public, at the expense of the purchasers.

CHARLES COOPER, PRINTER, HULL.

Reading 2

SLAVERY

The economics of slavery

The work of slaves was essential to the agricultural economy of the southern United States, especially for growing cotton. Growing cotton required a large number of workers. For cotton farmers, slave labor was an answer to this problem. However, the economic importance of slavery went beyond the South. Africans, who were taken from their villages, were loaded onto ships that were owned by businessmen from all over the United States and Europe. The ships sailed to ports in the Caribbean Islands and the southern United States, where the Africans were sold as slaves. In the Caribbean ports, the ships picked up molasses, a raw syrup made from Caribbean sugar, and brought it to northern cities such as Boston and New York. The molasses was then made into rum, an alcoholic drink. Some of the rum was shipped to Africa and traded for slaves. The slaves were then shipped to the Caribbean, and the cycle began again. This process was called *Triangular Trade* because the path formed a large triangle that stretched across the Atlantic Ocean (see Figure 3.1). The cotton was shipped to factories in the northern United States and in Great Britain, where it was made into cloth and sold all over the world.



Figure 3.1 Triangular Trade

From the sixteenth to the nineteenth centuries, about 12 million Africans were sent to the New World (North and South America) as slaves. Only about 5 percent of them came to the United States. In spite of the importance of the slave trade, many Americans opposed it.

In 1807, the U.S. Congress passed a law that prohibited people from importing slaves. However, owning slaves remained legal in
25 many states. Everyone profited from slavery – the cotton farmers, the cloth factory owners, the rum producers, the slave traders, the ship owners, and people who bought cotton cloth – everyone except, of course, the slaves themselves.

The lives of slaves

Unlike most of the people who have come to America, these Africans
30 were brought against their will. Many of them died either in Africa before the journey or during the journey across the Atlantic Ocean, which lasted about seven weeks. The conditions on ships were dreadful; the passengers were often chained side by side, with no space to move. Experts estimate that between 10 and 25 percent of the slaves died on
35 the journey. The ones who survived were sold. Husbands and wives, children and parents were often separated. They became the property of the people who bought them, with no rights of their own. They had to work long hours; most worked in the cotton fields, up to 16 hours a day during the harvest. They received poor food, and rough clothing and housing.
40 If they disobeyed orders or tried to escape, the punishment was severe and painful. Women had to work until childbirth and return to work immediately afterward. Children began working at the age of five, and many died when they were very young. Some slaves, especially those who worked inside their owners' houses, lived in better
45 conditions. These “house slaves” still had hard lives, however, and they had no freedom. The average life of a slave was very short – just 22 years – half that of whites at that time.



The end of slavery

The slaves received their freedom at the end of the American Civil War (1861–1865), which divided the North and the South. Disagreement about slavery was one of the major causes of the war. The South wanted to preserve slavery; it was essential to their prosperity. The North wanted to end it. In 1863, President Lincoln’s Emancipation Proclamation ended slavery in the South. The North won the war, and in 1865, the Thirteenth Amendment to the Constitution made slavery illegal.

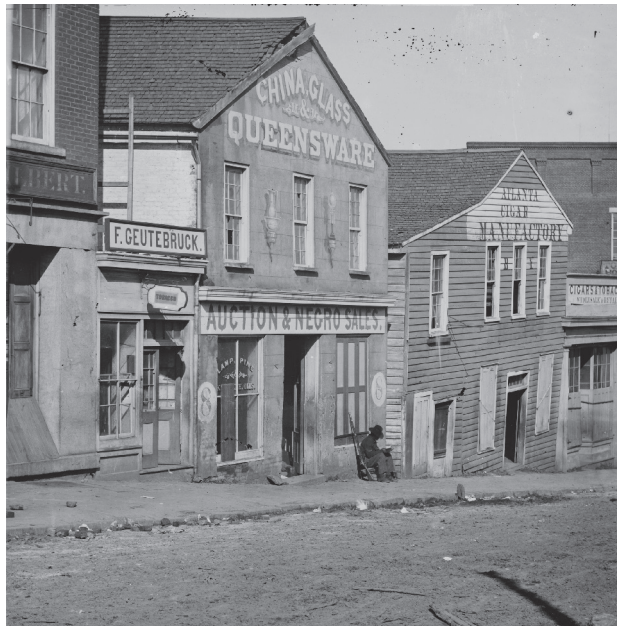
Slave Narratives

After the end of slavery, some slaves began to tell their stories. Here is part of one of these slave narratives. This narrative is from an interview with a slave named Fountain Hughes. It is written just the way Hughes spoke.

. . . Now I couldn’t go from here across the street, or I couldn’t go to nobody’s house without a note, or something from my master. Whoever he sent me to, they would give me another pass and I’d bring that back . . . to show how long I’d been gone. We couldn’t go out and stay an hour or two hours or something like that.

. . . I couldn’t just walk away like the people do now, you know. We

were slaves. We belonged to people. They’d sell us like they sell horses and cows and hogs and all like that. They’d have an auction bench, and they’d put you on, up on the bench and bid on you just same as bidding on cattle.



AFTER YOU READ

1 Highlighting **A**

One way to remember what you have read is to highlight important information. This can help you study for a test on the material. Use these guidelines for highlighting text:

- Highlight the main idea(s)
- Highlight key facts and details
- Do not highlight minor details or less important information
- Try to highlight phrases and terms instead of entire sentences
- Do not highlight many sentences or too much of the text

A Read this paragraph from the text and highlight the most important information about the lives of slaves. One example has been done for you.

Unlike most of the people who have come to America, these Africans were brought against their will. Many of them died either in Africa before the journey or during the journey across the Atlantic Ocean, which lasted about seven weeks. The conditions on ships were dreadful; the passengers were often chained side by side, with no space to move. Experts estimate that between 10 and 25 percent of the slaves died on the journey. The ones who survived were sold. Husbands and wives, children and parents were often separated. They became the property of the people who bought them, with no rights of their own. They had to work long hours; most worked in the cotton fields, up to 16 hours a day during the harvest. They received poor food, and rough clothing and housing. If they disobeyed orders or tried to escape, the punishment was severe and painful. Women had to work until childbirth and return to work immediately afterward. Children began working at the age of five, and many died when they were very young. Some slaves, especially those who worked inside their owners' houses, lived in better conditions. These "house slaves" still had hard lives, however, and they had no freedom. The average life of a slave was very short – just 22 years – half that of whites at that time.

B Compare your work with a classmate's. If you have highlighted different information, explain why you think your information is important.

C Now go back to the text. The reading claims that slavery was one of the major causes of the Civil War. Highlight parts of the text that support this claim.

2 Examining graphics

Graphics are charts, maps, or tables that are often used to expand on information in a reading. You can usually find information more quickly and easily in a graphic than in the text.

A Use the information in the map on page 61 to fill in the chart.

	Where picked up?	Where shipped to?
Slaves		
Molasses		
Rum		
Cotton		

Work with a partner to complete the following activities.

B Discuss these questions.

1. How is all of the information in the chart in Step A related?
2. How does the map expand on information in the reading?
3. Does the map help you understand the economics of slavery? If so, in what way?

3 Synonyms

There are many words that can say the same thing, for example, about an idea, an event, or a group of people. Different words with similar meanings are called *synonyms*. You may already know many common descriptive words. In academic texts, however, writers often use synonyms that are less common words. When you write, do as writers do. Try to vary your language and use less common synonyms.

A Find synonyms for these common words and phrases in the text (including the boxed text). Look for words that have similar meaning but are less common. Write the synonyms in the blanks. The line number appears after each word.

- | | | |
|----------------------|-------|----------------------------|
| 1. very important | _____ | (Line 1) |
| 2. work (<i>n</i>) | _____ | (Line 3) |
| 3. were against | _____ | (Line 22) |
| 4. made money | _____ | (Line 25) |
| 5. makers | _____ | (Line 26) |
| 6. very bad | _____ | (Line 32) |
| 7. didn't follow | _____ | (Line 40) |
| 8. keep | _____ | (Line 51) |
| 9. economic success | _____ | (Line 51) |
| 10. stories | _____ | (Line 3 of the boxed text) |

B Compare your answers with a partner.

4 Reading boxed texts

Boxed texts are sometimes used to display primary texts. Primary texts are original documents. Learning to understand boxed texts is an important part of academic study.

A Reread the boxed text at the end of the reading. Note the kinds of information it includes.

B List the kinds of information that Fountain Hughes gives.

C In a small group, compare your lists from Step B. Discuss the differences between the primary text in the boxed text on page 63 and the main text. What can you learn from the boxed text that you cannot learn from the main text?

5 The passive voice

The passive is often used to describe a process. In describing a process, key terms can be repeated sentence to sentence to connect the ideas and to create a “chain” of events.

In the example below, the passive is used to describe the steps or process of getting cotton from farms to merchant ships. The chain begins with the key word *cotton* toward the end of the first sentence. *Cotton* then appears at the beginning of the next sentence, which is in the passive. The key words are in **bold** and the passive form of the verb is underlined.

The slaves did the most difficult work; they picked the raw **cotton** from the fields. The raw **cotton** was fed into a machine called a *cotton gin*, which separated the seeds from the cotton fibers, which are called **lint**. Then the **lint** was packed into **bales** that weighed 500 pounds or more. These **bales** were carried in wagons to seaports, where ships waited to take them to factories in Great Britain.

A The description of Triangular Trade below is also an example of a text chain. Circle the three key words that are repeated. Underline the passive forms of the verb.

In the Caribbean ports, the ships picked up molasses, a syrup from Caribbean sugar, and brought it to northern cities such as Boston and New York. The molasses was then made into rum, an alcoholic drink. Some of the rum was shipped to Africa and traded for slaves. The slaves were then shipped to the Caribbean, and the cycle began again.

B Go back to Step A. Draw arrows between the key words that you circled. Note the passive verb that you underlined. Look at the example in the box again if necessary.

C Read each sentence below. Then add a second sentence to create a two-sentence text chain.

1. In factories in England, the cotton was woven into cloth.

2. The sugar was cooked and made into molasses.

3. The ships that returned to the ports in the Caribbean were filled with slaves.

PREPARING TO READ

1 Predicting

It is a good habit to try to predict the information in a text before you read it. You can often predict the general content of a text by looking at the headings, graphics, and the first sentence of each paragraph.

A Quickly read the following parts of “A Country of Immigrants.”

- The graph
- The headings
- The first sentence of each paragraph

B In a small group, discuss what you think this reading will be about.

2 Thinking about the topic

A Look at the photographs of immigrants to the United States.

B For each photograph, discuss the following questions in a group.

1. When did these people come to the United States? How do you know?
2. Why do you think they came?
3. Do the people in the photographs have anything in common?
4. Do you know of people who immigrated to another country at the same time as the immigrants in the photographs? Why did they immigrate?



Reading 3

A COUNTRY OF IMMIGRANTS

A flood of newcomers

The United States is a country of immigrants. It has received more immigrants than any other nation in modern history. In the seventeenth and eighteenth centuries, most of the immigrants to the American colonies came from western Europe, primarily England, 5 Scotland, Ireland, the Netherlands, and Germany. Some were looking for adventure; some wanted cheap land to farm. Others were escaping wars, revolutions, or religious persecution. However, most of them were simply poor people hoping for better economic opportunities.

In the beginning of the nineteenth century, shorter travel time and 10 cheaper fares made the voyage easier. This allowed more people to immigrate. From 1820 to 1875, about 7 million newcomers entered the United States, but the greatest numbers came between 1875 and 1920. During this period, about 24 million immigrants poured into the United States from almost every part of the world, reaching a 15 peak in the first 10 years of the twentieth century. At this time, the United States needed lots of workers and farmers, so the government encouraged immigration. Immigrant labor was a major factor in the country's economic prosperity. However, this flood of immigrants began to alarm many American citizens. They believed that the 20 immigrants, who worked for low wages, were taking their jobs away. Just as importantly, many of them believed that the large number of immigrants threatened the nation's identity. During the mid-1800s, some Americans began to demand laws to make it harder for people to immigrate to the United States.

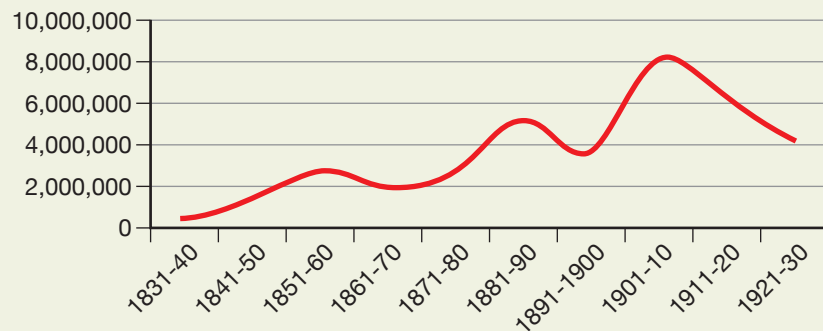
Discrimination against immigrants

25 Most immigrants had difficult lives, but two immigrant groups who faced particular hardships in the second half of the nineteenth century were the Chinese and the Irish. Many Chinese came as miners when gold was discovered in California in 1849. Often, they were treated badly by other miners; some were the victims of violence. 30 The government did not do much to protect them. In addition, more than 12,000 Chinese immigrants worked on the construction of the Transcontinental Railroad. This was a huge project that connected the middle of the country to California by railroad. The Chinese did the most dangerous work, yet they would work for lower pay than 35 white workers. This made white workers angry. Americans also found Chinese customs strange and foreign. The Chinese often became the victims of discrimination; in other words, they could be treated badly just because they were Chinese.

On the East Coast, one of the largest groups of immigrants was the 40 Irish. Between 1846 and 1880, nearly 2 million people arrived from

Ireland. Most were escaping terrible economic conditions in Ireland, yet when they arrived in the United States, they also faced difficult conditions. Many immigrants were sick and weak after the long, hard journey. Living conditions were crowded, often with as many as 45 10 people sleeping in one room. Because so many new immigrants arrived at the same time, they could not all find jobs. When they found work, it was difficult and sometimes dangerous, and the pay was low. Men took jobs building homes and bridges, and cleaning streets. Women worked as servants in American homes, or they 50 worked in factories sewing clothes up to 14 hours a day. As with the Chinese, many Americans believed the Irish were taking away their jobs, and as a result, they, too, often faced hostility. In addition, many Americans were prejudiced against the Irish because of their religion, Catholicism.

Figure 3.2 Immigration to the United States 1831–1930 (in thousands)



Source: U.S. Dept. of Commerce

Restrictions on immigration

55 Competition for jobs was a source of conflict between American citizens and many immigrants but not the only one. Some Americans also believed that the large number of immigrants was a burden for the rest of the population because they needed government services: schools, running water, and police protection. There were also many 60 misunderstandings between Americans and the new immigrants based on cultural differences. In response to fears about the flood of newcomers, Congress passed a law to limit immigration. It allowed only immigrants who could read and write. It also prohibited all immigration from Asia. In 1921, Congress established a system of 65 quotas. Under the quota system, limits on immigration from each country were based on the number of people from that country in

the United States in 1920. Quotas were only for white immigrants; nonwhite immigrants were prohibited from entering the country at that time. This quota system, which favored immigrants from Europe, ended in 1965.

Each new group of immigrants that comes to the United States faces its own challenges. Latinos, Asians, and Africans are the immigrants whose appearance and culture differ the most from the majority, that is, white Americans of European background. They are the immigrants who most frequently face anti-immigrant hostility and discrimination. Often the reasons are the same as they have been throughout history: competition for jobs and resources as well as misunderstanding of new and different cultures.

The Mariel Boatlift

South Florida has been home to many Cuban Americans since the Communists came to power in Cuba in 1959. Many Cubans immigrated at that time, but soon after that, it became more difficult for people to leave the island – except for a brief period in 1980. As part of an agreement between the United States and Cuba, Cubans were suddenly allowed to sail out of Mariel Harbor. A flood of 125,000 Cubans crossed the hundred miles of ocean to the tip of Florida in small boats. Just as suddenly, six months later, it ended when Castro closed the harbor.



AFTER YOU READ

1 Taking notes with a chart **A**

A Look at the chart below. It is organized to show three themes in the history of immigration to the United States.

Pushes are reasons why people chose to leave their countries.

Pulls are reasons why people chose to come to the United States.

Barriers are things that the U.S. government or citizens have done in order to stop or slow immigration.

Pushes	Pulls	Barriers
religious persecution in Europe		

B Make a chart like the one above on a separate piece of paper. Fill it in with information from the text. One piece of information is filled in as an example.

C Compare your chart with a partner's.

2 Guessing meaning from context **V**

Sometimes you can guess the meaning of a word from its *context*, that is, the words and sentences surrounding the word. The context can give clues, such as whether the word means something positive (good) or something negative (bad).

A The word *persecution* (Line 7) is probably a new word for you. Study this example. It explains how clues in the text indicate the meaning of *persecution*.

Some were looking for adventure; some wanted cheap land to farm. Others were escaping wars, revolutions, or religious **persecution**.

Is *persecution* positive or negative? The word *escaping* suggests that it is negative. Why would people need to escape because of their religion? Perhaps the immigrants did not like the religion in their old country. Or, perhaps the old country did not like the religion of the immigrants. In either case, *persecution* means “bad treatment.” In other words, the immigrants were treated badly because of their religion.

B Read the sentences from the text. Use the context to understand the meanings of the words in **bold**. First, decide if the bolded word is positive or negative, and write *P* or *N* in the blank. Then underline the word or words in the context that helped you decide.

- _____ 1. However, this flood of immigrants began to **alarm** many American citizens. They believed that the immigrants, who worked for low wages, were taking their jobs.
- _____ 2. Most immigrants had difficult lives, but two immigrant groups who faced particular **hardships** in the second half of the nineteenth century were the Chinese and the Irish.
- _____ 3. As they had with the Chinese, many Americans believed the Irish were taking away their jobs and as a result, the Irish, too, often faced **hostility**.
- _____ 4. Quotas were only for white immigrants; nonwhite immigrants were prohibited from entering the country at that time. This quota system, which **favored** immigrants from Europe, ended in 1965.

C Compare your answers to Step B as a class.

3 Examining graphics

Charts and tables provide important facts that add to the information in the text. Reading charts and tables and connecting the ideas in them to ideas in the text can deepen your understanding of academic material.

A Look back at Figure 3.2 and answer the questions below.

1. During which 10-year period did immigration reach the highest point? _____
2. Did immigration remain at this high level? _____

B Now go back to the text. Find the parts that support your answers to Step A. Underline them.

4 Scanning

Scanning is looking quickly through a text to find information, such as a name, date, or definition. When you scan, you do not read every word. Your eyes pass over the text, stopping only when you find the word or information you are looking for. You may need to do this when preparing for a test or a writing assignment.

Scan the text, including the boxed text, to find the answers to the questions.

1. How many immigrants came to the United States between 1875 and 1920? _____
2. What two kinds of work did most Chinese immigrants do? _____, _____
3. When did Congress establish a quota system for immigration? _____
4. When did the quota system end? _____
5. Where did immigrants in the Mariel Boatlift come from? _____

Chapter 3 Academic Vocabulary Review

The following words appear in the readings in Chapter 3. They all come from the Academic Word List, a list of words that researchers have discovered occur frequently in many different types of academic texts. For a complete list of all the Academic Word List words in this chapter and in all the readings in this book, see the Appendix on page 206.

challenge	cycles	policy	resources
construction	estimate (v)	primarily	survived
cooperation	identity	range	volunteers

Complete the following sentences with words from the list above.

1. During the first century of U.S. history, Americans began to develop a strong sense of national _____ .
2. After the earthquake, the police and military searched for people who _____ .
3. The economy often goes in _____ . It is strong for a period, then weak, and then strong again.
4. U.S. immigration _____ has changed a great deal in U.S. history. At first, it was very open, but later, it placed limits on who could enter the country.
5. Although immigrants in the nineteenth century entered the country _____ through New York, some entered through California or crossed the Mexican border into Texas.
6. Many immigrants worked on the _____ of roads, railways, and subways.
7. States sometimes ask the federal government for help because they do not have enough _____ to help new immigrants.
8. Competition for jobs among immigrant groups was common, but there was also a great deal of _____ among immigrant communities.
9. Experts _____ the number of immigrants who will come to the United States every year.
10. The first _____ that many immigrants face is learning English.

Developing Writing Skills

In this section, you will learn writing strategies for using information from texts that you have read. You will use charts to help you. You will not write a paragraph, but you will do all of the preparation for it. You will also use what you learn here to complete the writing assignment at the end of this unit.

Expressing ideas in your own words

One of the biggest challenges in academic writing is finding your own words to express ideas that you have read about. Students often want to use the exact words from the text because they think it is the best way to express these ideas. However, it is not acceptable in academic writing to use someone else's ideas as if they were yours. You must present ideas in your own words. Here are some guidelines to help you. It is a good practice to follow these steps every time you read an assignment.

1. Highlight important ideas and details.
2. Take notes on a separate piece of paper.
3. Do not copy sentences from the text. Use your own words to restate what is in the reading.
4. When you begin writing, refer only to your notes, not to the original text.

A In this chapter, you learned about the struggles and journeys of Native Americans, enslaved Africans, and immigrants. Although the experiences of these people were very different, all of them faced many hardships. Think about the differences and similarities of the experiences of these three groups of people.

B Make notes to prepare for the following writing assignment:

Describe the ways in which hardships were similar or different across the three groups.

Begin by reviewing all three texts. Highlight the parts that are relevant to the assignment. Remember: Highlight only the most important facts and ideas.

C Review the chart below. The first column lists categories of challenges and hardships that the three groups faced. Study these categories and review the material that you highlighted in the texts.

	Native Americans	Enslaved Africans	Immigrants
Government laws and policies			
Working conditions			
Physical violence and mistreatment			
Cultural differences			
Attitudes of other groups			
Other			

D Now make a chart like the one in Step C. Use a whole page to have plenty of room to write in the boxes.

- Fill in the chart with examples of hardship. Use the information that you highlighted in the readings. For some rows, you may have more than one piece of information; for others, you may have nothing.
- Be sure to include details or examples for each group.
- Write short notes and phrases, not whole sentences.
- Be sure to use your own words.

E In a small group, discuss the information in your charts. Then add information and ideas from the discussion to your chart.

F Now use your chart to decide what to write about. Choose two types of hardships. Be sure to choose categories with details and examples for at least two groups.

G Get ready to state the first type of hardship. Look at these example sentences:

One hardship that they faced was . . .

Physical violence against the . . . was . . .

. . . caused problems for many of the groups.

It was very difficult for . . . because . . .

Now state the first type of hardship. Do not look at the texts. Use your own words.

1. _____

Give a specific example of this hardship for each of your groups. Use the information from your chart.

a. _____

b. _____

c. _____

H Next, state the second type of hardship. Do not look at the texts. Use your own words. You can use the models in Step G.

2. _____

Give a specific example of this hardship for each of your groups. Use the notes from your chart to help you.

a. _____

b. _____

c. _____

I Look back at the highlighted sentences in the texts that are related to your sentences. Compare them. Explain the differences to a classmate.

Chapter 4

Diversity in Today's United States

PREPARING TO READ

1 Increasing reading speed

Academic courses often require quite a lot of reading, but you will not always have time to read every text slowly and carefully. Reading speed can be as important as comprehension, especially in timed tests. Here are some strategies for increasing your reading speed.

- Read the text straight through.
- Try not to go over the text again and again.
- Guess at the general meaning of words that you do not know.
- Skip over words that you do not know and that do not seem very important.
- Slow down slightly for key information, such as definitions and main ideas.

A Read the text “America’s Increasing Diversity.” Use the strategies listed above. For this task, do not read the table or boxed text.

1. Before you begin, enter your starting time: _____
2. After you finish, enter your finishing time: _____

B Calculate your reading speed.

Number of words in the text (614) ÷

Number of minutes it took you to read the text = your Reading Speed

Reading speed: _____

Your goal should be about 150–180 words per minute.

C Check your reading comprehension. Answer these questions. Do not look at the text.

1. In what way are immigration patterns today different from earlier patterns?
2. What group is in the majority in the United States?
3. Why do some people oppose continued high rates of immigration?

2 Examining graphics

A Find evidence in Figure 4.1 on page 79 for your answer to question 1 in Step C above. Underline it.

B Compare your answer to a classmate’s answer.



Reading 1

AMERICA'S INCREASING DIVERSITY

The 2010 census shows that the United States is more racially and ethnically diverse than at any time in its history. School districts in big cities report that they serve immigrant children from all over the world speaking more than a hundred different languages. Today, however, immigrants do not just go to the traditional immigrant cities on the coasts, like New York, Miami, Los Angeles, and San Francisco. They also go to the suburbs and to smaller towns and cities in states like Georgia, Iowa, Colorado, and North Carolina.

This growing diversity is partly the result of a change in immigration policy. A 1965 immigration law made it easier to immigrate from places other than Europe. Since that time, there has been a sharp increase in immigration from Latin America and Asia. Currently, the largest number of immigrants come from Mexico, followed by China, India, and the Philippines (see Figure 4.1).

15 A new immigrant arrives in the United States every 30
seconds, and approximately 12 percent of the people now
living in the United States were born in another country.
Although this is higher than 35 years ago, when the
percentage was about 5, it is lower than during the first
20 decades of the twentieth century, when it was closer to 15
percent.

In the decade between 2000 and 2010, the U.S.
population grew by more than 27 million. Nonwhites
accounted for more than 90 percent of this growth.
25 Immigration contributed significantly to this development,
but birthrates are also an important factor. For the first
time, in 2012, more nonwhite babies were born in the
United States than white babies. Whites have become
a minority in five states and in many major cities, including
30 Houston, Las Vegas, Los Angeles, Miami, Memphis, New
York, and the nation's capital, Washington, D.C.

The white population (non-Latino) is the majority at
about 63 percent; the African American population has
remained stable at about 13 percent. The big changes have
35 been in the increases in Latino and Asian American
populations. These populations have affected the way
the country looks, feels, and sounds. The popularity of
Latino stars like Jennifer Lopez and Selena Gomez has spread
the entire country. In 2011, there were 84 international team members
40 playing for the National Basketball Association, including the popular
Chinese player, Yao Ming, of the Houston Rockets. Mexican tacos
are becoming as popular as hot dogs, Korean kimchi is appearing
on hamburgers instead of pickles, and Americans are eating more
salsa than ketchup.

45 Although America is a country of immigrants, many Americans
have had mixed feelings about new immigrants, and this is still true
today. Critics strongly oppose the continued high immigration rate.
Some claim that immigrants take jobs away from Americans and keep
wages low. It is sometimes also argued that immigrants use too many
50 expensive public resources, such as medical services and schools,
and that immigrants do not want to learn English or become part of
American culture.

However, there are many supporters of immigration in the United
State and many Americans who have very positive feelings about
55 immigrants. Supporters of immigration argue that the country needs
immigrants. They point out that many of the people working in **high-
tech** companies are immigrants. Some of the country's most familiar
Internet businesses, such as Google, Intel, and eBay, were started by
people from other countries.

Figure 4.1
Legal immigration to the United States by country
of origin in 2011

Country	Number of immigrants
Mexico	143,446
China	80,167
India	69,013
Philippines	57,011
Dominican Republic	46,109
Cuba	36,452
Vietnam	34,157
South Korea	22,824
Colombia	22,635
Haiti	22,111
Iraq	21,133
Jamaica	19,662
El Salvador	18,667
Bangladesh	16,707
Pakistan	15,556

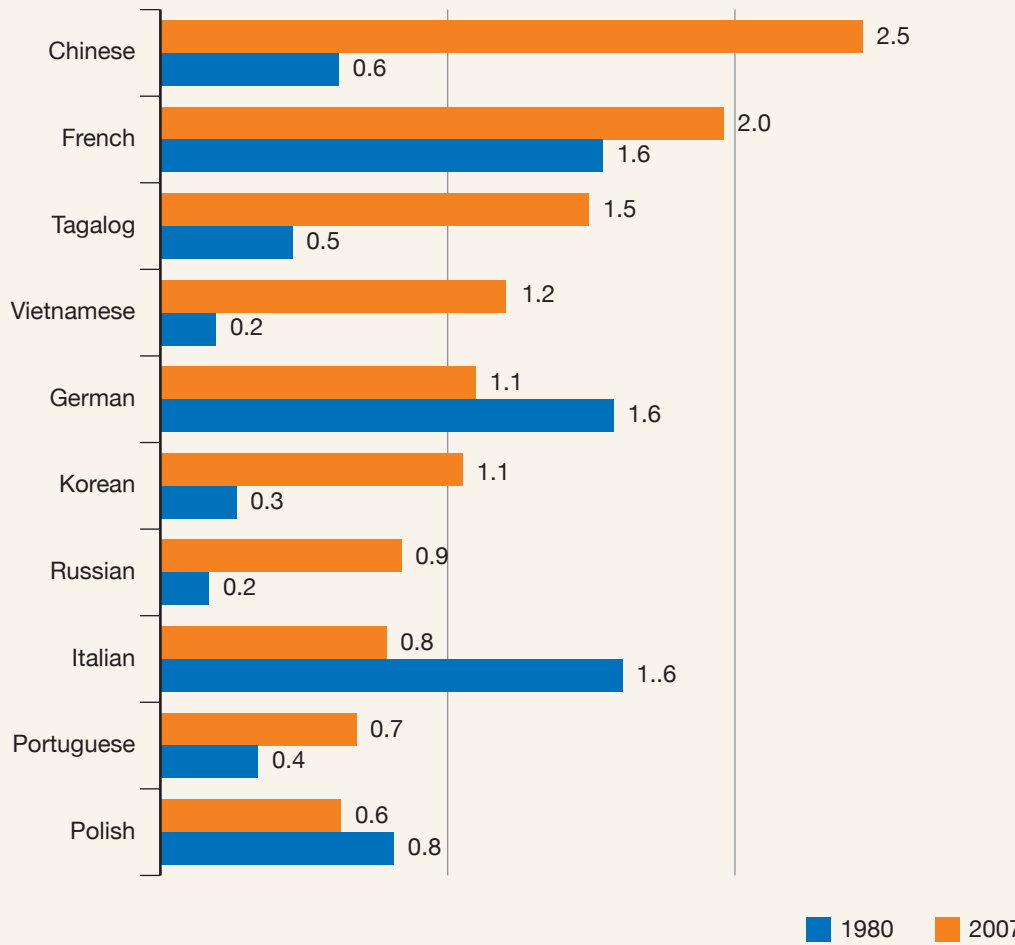
Source: 2011 Yearbook of Immigration Statistics

high-tech the most
advanced technology
available

60 One recent study found that more than half of the new technology companies in Silicon Valley were started by immigrants. Supporters also point out that new immigrants contribute to society just as the immigrant grandparents of many Americans did: They increase the nation's productivity by buying homes, starting new businesses, 65 and paying taxes, and they add to the diversity and excitement of American culture.

English is the dominant language in the United States, but 55 million people speak a language other than English in their home. Spanish is the second-most widely spoken language, with 34.6 million speakers in 2007. However, many other languages are spoken. Some have more speakers today than 30 years ago; others have fewer speakers.

Languages other than English and Spanish spoken in U.S. homes in 1980 and 2007 (in millions)



Sources: Modern Language Association, U.S. Census Bureau

AFTER YOU READ

1 Answering true/false questions **A**

One common question type on tests is the true/false question. Here are some strategies for answering this type of question.

- Most tests with true/false questions have an approximately equal number of true statements and false statements.
- Be careful of statements with negatives in them. These can be confusing. Remember that a negative statement that is correct is true.
- Be careful of statements containing words like *never*, *always*, *only*, and *all*. These are often false.
- Statements containing words such as *often*, *many*, and *sometimes* are often true.

A Read the statements below. Write *T* (true) or *F* (false). Base your answers on the text, the boxed text, and/or Figure 4.1.

- ___ 1. One of the factors in the nation's increasing diversity is the change in immigration policy.
- ___ 2. Immigration rates are the only factor in recent population growth.
- ___ 3. Whites are not the majority in the country anymore.
- ___ 4. A significant number of immigrants still come from Europe.
- ___ 5. Many technology companies were started by immigrants.
- ___ 6. Fifty-five million people in the country speak Spanish in their home.

B Next to your answer for each statement in Step A, write where you found the information: *Figure 4.1*, *Text*, or *Boxed Text*.

2 Writing descriptions **W**

Adjective clauses describe nouns or noun phrases and begin with *that*, *which*, and *who*. Adjective clauses can be reduced to phrases that begin with an *-ing* form. In academic texts, these phrases are often used in descriptions, so you should become familiar with them.

	noun	adjective clause
There has been an increase in the number of	people	who live in large cities.
	noun	-ing phrase
There has been an increase in the number of	people	living in large cities.
	noun	adjective clause
The students read about a	study	that showed an increase in immigrant businesses.
	noun	-ing phrase
The students read about a	study	showing an increase in immigrant businesses.

A Read the sentences. Underline the adjective phrase that describes the noun or noun phrase in **bold**. Then rewrite each phrase as a full adjective clause. The first one is done as an example.

1. School districts in big cities report that they serve **immigrant children** from all over the world speaking more than a hundred different languages.

who speak more than a hundred different languages _____

2. Approximately 12 percent of **the people** living in the United States were born in another country. _____

3. Many citizens protested against a **report** criticizing new immigrants. _____

4. They point out that many of **the people** working in high-tech companies are immigrants. _____

B Underline the *-ing* adjective phrase in the sentences. Then complete the sentences with your own advice.

1. Students taking important exams should _____

2. People learning a second language should _____

3. Tourists visiting (fill in a country or city of your choice) should _____

4. People earning more than \$1 million a year should _____

3 Suffixes

Suffixes are word endings that usually change a word from one part of speech to another but keep the basic meaning the same. One common suffix, *-(i)ty*, changes an adjective to a noun. Sometimes the spelling or pronunciation of the word changes when a suffix is added.

possible → *possibility*
necessary → *necessity*

A Look at the adjectives in the list below. The noun forms of **five** of these words are in the text. Find the noun forms in the text and mark them. Look up unfamiliar words in the dictionary.

certain	real	productive	diverse	active	legal
ethnic	major	hostile	equal	popular	minor

B Complete the sentences with words from Step A. Use the correct noun or adjective form.

1. The 2010 census makes it clear that the _____ of the U.S. population is increasing.

2. The Fourteenth Amendment guarantees that all people living in the United States receive _____ treatment.
3. Surveys have shown that a _____ of the United States population feels positive about immigration.
4. The largest number of _____ immigrants in the United States comes from Asia.
5. Critics who oppose high immigration rates must face _____. If there are better jobs in the United States than in other countries, immigration will continue.

C Choose two words from Step A and write a sentence for each with the adjective in the noun form (-ity).

4 Thinking about the topic **R**

Discuss the following questions with a partner or small group.

1. In the early twentieth century, Americans usually described their country as a *melting pot*. Today, Americans often describe their country as a *salad bowl* or a *mosaic*. What do these terms mean? Why do you think Americans today do not use the term *melting pot*? Look the words up in a dictionary if you need to.



Melting pot



Salad bowl



Mosaic

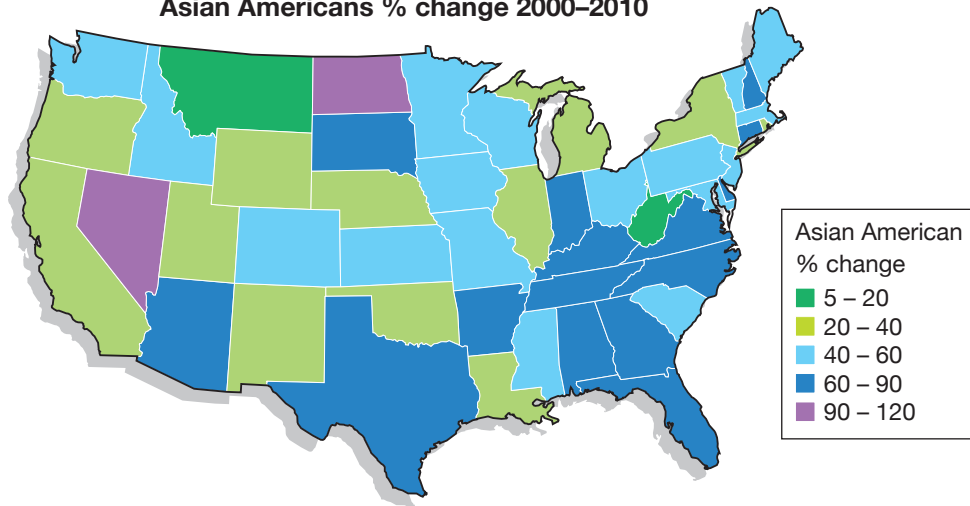
2. Is increasing diversity in the United States positive, negative, or both? Explain.
3. Will the trend toward increasing diversity in the United States continue? What could stop it?

PREPARING TO READ

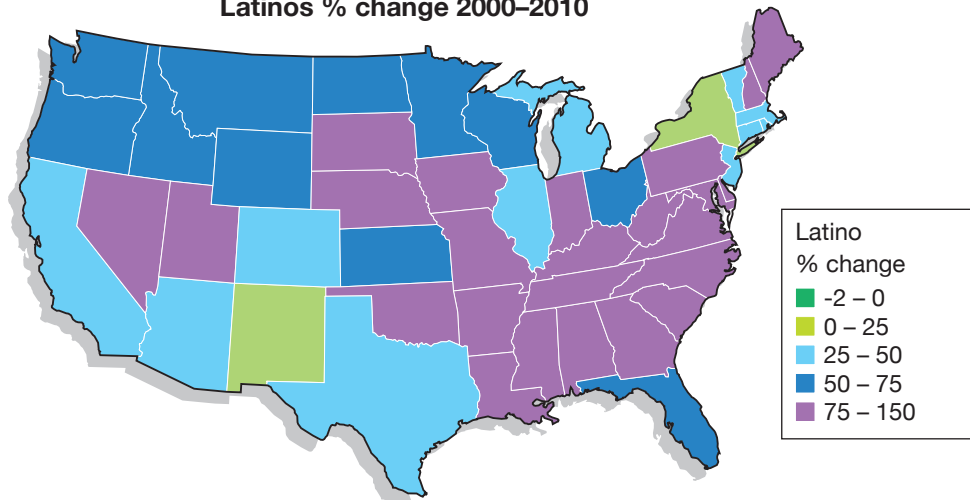
Examining graphics **R**

A This reading is about the two fastest-growing minorities in the United States: Latinos and Asian Americans. The terms *Latinos* and *Hispanics* describe people who have come from, or whose family has come from, Spanish-speaking countries. The maps below show the percentage change in these two populations in the decade between 2000 and 2010. Work with a partner and study the maps.

Asian Americans % change 2000–2010



Latinos % change 2000–2010



Source: U.S. Census Bureau

B Discuss these questions.

1. In what part of the country is the Asian American population growing fastest?
2. In what part of the country is the Latino population growing fastest?
3. Is percentage change related to the actual size of the two populations?

Reading 2

THE NATION'S FASTEST-GROWING MINORITIES

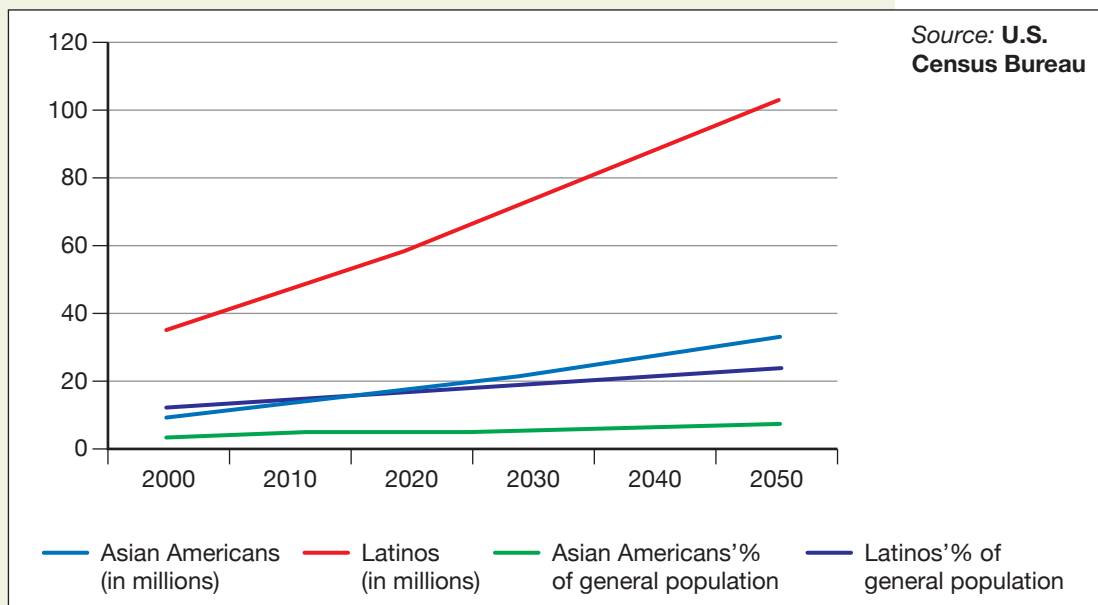
Two important minority groups have shown significant and continuous growth in recent years: Latinos and Asian Americans. Latinos have passed African Americans as the nation's largest minority group. However, since 2008, the largest number of legal immigrants has come from Asia. The Asian American population grew faster than any other group during the period 2000–2010.

Latinos – The nation's largest minority

Figures from the 2000 census showed that Latinos (Hispanics) had become the nation's largest minority group. In the next 10 years, the population continued to expand – by 43 percent. This growth rate of the Latino population was more than four times higher than the growth rate of the total population. The increase in the Latino population accounted for half of the growth in the total U.S. population between 2000 and 2010. This figure is the combined result of immigration and a birthrate that is considerably higher than the rate in the general population.

At more than 50 million, Latinos are now 16 percent of the population. Cities with large Latino populations have traditionally been in big cities such as Miami, Los Angeles, and Houston, but now at least 28 cities across the country have Latino populations of more than 100,000. Latinos have also moved to states without such big cities. In South Carolina and Alabama, for example, the Latino population tripled between 2000 and 2010. Experts predict that by 2050, the number of Latinos will be more than 100 million, almost a quarter of the U.S. population (see Figure 4.2).

Figure 4.2 Predicted growth in Latino and Asian-American populations

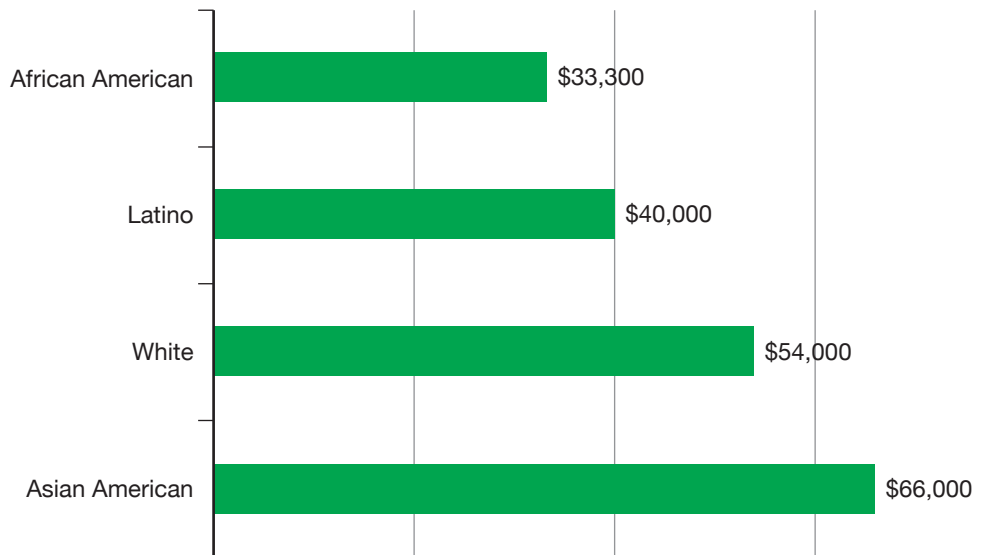


25 In 1965, Asian Americans were barely 1 percent of the population. Today, the number is about 5 percent and is growing rapidly, mostly as a result of immigration. In the past, Asians took jobs with low pay and were the targets of discrimination. Like other immigrants to the United States, they came because of poor economic conditions in their
30 countries. In the twenty-first century, this is no longer the case. China, India, and South Korea are prosperous, with healthy economies. There are many opportunities in those countries for ambitious people with skills and education.

35 However, Asians continue to immigrate to the United States today because they still believe it will provide more opportunities for them. In contrast to Asian immigrants a century ago, many of today's Asian immigrants are highly educated and often work in the high-tech sector. More than 60 percent of adult Asian immigrants arrive in the United States with a college degree. They also have the
40 highest **median household income** of any group, including whites (see Figure 4.3).

median household income the middle amount of income of all people 15 years old or older in a household

Figure 4.3 Median household income 2010



Source: U.S. Census Bureau



Intermarriage in the Asian American community

Asian Americans are also more likely than any other minority group to marry outside of their community. Twenty-nine percent of Asian Americans who married between 2008 and 2010 married a non-Asian. The number was higher for women (37%) than for men (17%). Japanese Americans are the most likely to marry outside of their group (55%), and Indian Americans are the least likely (12%). The most famous recent Asian American bride is Dr. Priscilla Chan, who married Mark Zuckerberg, founder of Facebook, in 2012.



AFTER YOU READ

1 Reading for main ideas **R**

A Each sentence below expresses a main idea in the reading. Match each sentence to a paragraph. Write the correct paragraph number in the blank.

- _____ a. Latinos no longer live only in big cities.
- _____ b. Asian immigrants today are very different from the Asian immigrants of the past.
- _____ c. Latinos are the largest minority in the nation.
- _____ d. The Asian American and Latino populations are growing faster than the white and black populations.
- _____ e. Asians continue to immigrate to the United States for job opportunities.

B Put the main ideas in the correct order. Write them on a separate piece of paper.

2 Taking notes in an outline **A**

Using an outline can be an effective way to take notes. Numbers and letters are used to show relationships between ideas in the text. Making an outline of a text is a good way to prepare for tests and writing assignments.

Make an outline like the one below. Fill in the main ideas from the previous task and add supporting details. Add lines (C, D, etc.) to add more details. You may also use information from the graphs as support. Use your own words. The first main idea is done as an example. You do not need to write complete sentences for the details.

The nation's fastest-growing minorities

- I. The Asian American and Latino populations are growing faster than the white and black populations. (Par. 1 main idea)
 - A. _____ (Par. 1 detail)
 - B. _____ (Fig. 4.2 detail)
- II. _____ (Par. 2 main idea)
 - A. _____ (Par. 2 detail)
 - B. _____ (Par. 2 detail)
- III. _____ (Par. 3 main idea)
 - A. _____ (Par. 3 detail)
 - B. _____ (Par. 3 detail)
- IV. _____ (Par. 4 main idea)
 - A. _____ (Par. 4 detail)
 - B. _____ (Par. 4 detail)
- V. _____ (Par. 5 main idea)
 - A. _____ (Par. 5 detail)
 - B. _____ (Par. 5 detail)

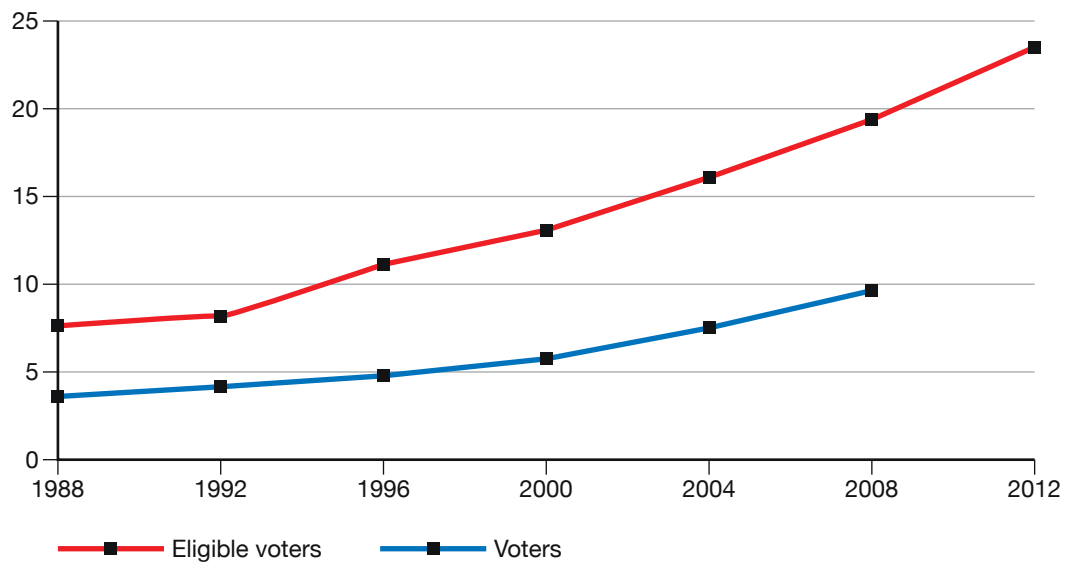
3 Examining graphics

A Review the maps on page 84 and Figure 4.2. Match the information below with its source. Write *M* for map and *F* for Figure 4.2.

- ___ 1. The percentage of Latinos in the population in 2010
- ___ 2. The percentage change in the Latino population between 2000 and 2010
- ___ 3. The number of Asian Americans in the nation in 2010
- ___ 4. The change in the Asian American population between 2000 and 2010
- ___ 5. The predicted Latino population in 2020
- ___ 6. The percentage of Asian Americans in the nation in 2000
- ___ 7. The percentage change in the Asian American population between 2000 and 2010

B Look at the chart below. It shows the number of Latinos who could have voted in the past four presidential elections and the number who actually voted. Based on the information in this chart and in Figure 4.2, discuss the following questions with a partner or a small group.

Latino participation in presidential elections, 1988-2012 (in millions)



Source: Pew Research Hispanic Center

1. How could an increasing Latino population affect the nation in 25 years? In 50 years?
2. How could a growing Asian American population affect the nation?
3. In what ways are these effects similar?
4. In what ways are they different?

4 Writing about growth

In academic writing, you will see certain phrases that describe change and growth. These phrases are made from combinations of certain words. Some are shown in the chart below. For example:

significant increase *expanding rapidly*

- A** Study the chart. The words in each row can be combined in different ways to form a phrase about change or growth. The adjectives can modify either noun. The verbs and adverbs can be mixed. Find examples of these words and phrases in the text. Underline them.

	Adjective	Noun	Verb	Adverb
Row 1	considerable continuous significant steady	growth increase		
Row 2			grow expand increase rise	fast (er/est) quickly* rapidly* by ____ percent

* Adverbs that can go before or after the verb.

- B** Write three sentences about Figure 4.2 or the maps on page 84. Use appropriate combinations of words from the chart.



PREPARING TO READ

1 Words related to the topic **V**

Academic texts often contain specialized vocabulary. Sometimes these words may be new to you. In other cases, they may be familiar words with a somewhat different meaning. This text contains some specialized legal vocabulary, that is, words related to the law.

A The text “The Undocumented: Unauthorized Immigrants” describes people who live in a country illegally. Study the definitions and the chart that follows.

Vocabulary related to law

undocumented: without official or legal papers that allow someone to work or live somewhere

unauthorized: without official permission to do something or be in a particular place

deport: to force someone to leave a country, especially someone who has no legal right to be there

Illegal	Legal
undocumented resident	legal resident
unauthorized immigrant	legal immigrant

B Look at Figure 4.4. Use the information to write a sentence about the following:

- undocumented residents
- unauthorized immigrants

2 Thinking about the topic **R**

Discuss the following questions with a partner.

1. Why do people become unauthorized immigrants?
2. What do you think their lives are like?



Reading 3

visa a document that lets you enter or leave a country

THE UNDOCUMENTED: UNAUTHORIZED IMMIGRANTS

In order to come live and work in the United States, noncitizens need a special **visa**. It is difficult to get this kind of visa. Usually they are only given to people with special skills or those with family already in the country. Even these people must wait a long time for permission
5 to come to the United States. For those who have little hope of getting this kind of visa, entering the country illegally may seem like the only choice. In 2010, about 11 million unauthorized, or illegal, immigrants – also sometimes called *undocumented residents* – were living in the United States. Most unauthorized immigrants come from Mexico;
10 most others come from other parts of Latin America and from Asia (see Figure 4.4).

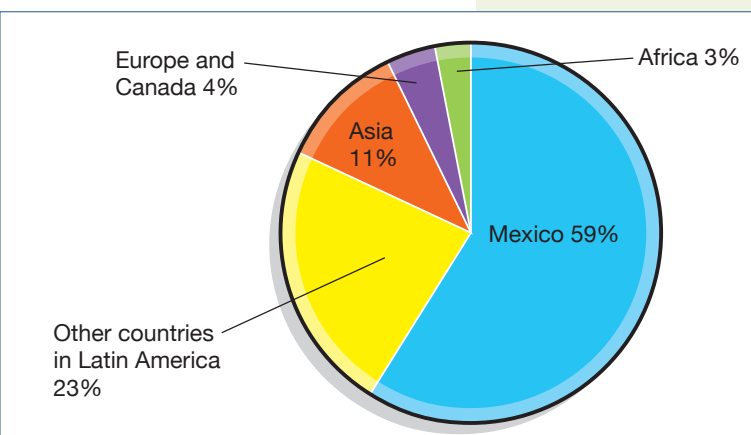


Figure 4.4 The undocumented population of the United States

Source: Pew Research Hispanic Center

minimum wage the lowest hourly rate of pay allowed by law

Most unauthorized immigrants enter the United States through the desert across the U.S.–Mexico border. These numbers have
15 declined in recent years for several reasons. First, the economy of Mexico has improved since 2000, when about 500,000 people crossed the border illegally every year in search of work. In addition, the U.S. economy has been weak,
20 so there are fewer jobs. As a result, the number of Mexicans crossing the border illegally is now estimated to be about 150,000 per year. Experts believe more people are returning to Mexico from the United States than are
25 coming from Mexico to the United States.

The main reason illegal immigrants come is for jobs. They are willing to do hard work that pays very little – on farms, in restaurants, and in factories. Many undocumented women care for children or the elderly; many undocumented men work as gardeners
30 or in home repair and construction. For some illegal immigrants, even a job that pays below the **minimum wage** seems like a good opportunity. A recent study showed that many illegal immigrants had jobs in their home countries, but they could not support their families on their wages. They come to the United States for jobs that pay better
35 so they can send money home to their families. It is estimated that 5.2 percent of the American workforce is undocumented.

Companies hire undocumented workers because they cost less than legal residents. Because they are undocumented, the workers usually do not complain if their pay is low, if they are treated badly, or
40 if they are fired. Furthermore, the companies often do not give them benefits like health insurance. All of this helps to lower the cost of doing business and makes hiring undocumented workers seem like a good idea to many business owners.

After they arrive in the United States, undocumented
45 immigrants live with the fear that the police will catch them and
deport them. They try to avoid the police and other authorities. If
they find work, they often stay and start families. The Fourteenth
Amendment specifies that anyone who is born in the United
States is a citizen even if the parents are not legal residents. This
50 sometimes leads to divided families: Some family members
are citizens, but others may be deported if they are caught.

Undocumented residents who come at a very young age face
special problems. They do not remember their “home” country or
culture; some of them speak only English. The United States is the
55 only home that they know, yet, they are living in the country illegally.
Some lawmakers are trying to find a way to help them. They proposed
the Dream Act, which states that undocumented residents who
immigrated as children can remain if they go to college or serve in the
military. Congress debated the Dream Act in 2010 but did not pass it.
60 Supporters hope to try again.

Some Americans oppose these ideas and support the deportation
of all unauthorized immigrants. They would like to see better control
of the nation’s borders. Others believe that these immigrants make
an important economic contribution to the country. Although the
subject of unauthorized immigration is controversial, most people
65 agree that as long as there are more jobs and better opportunities in
the United States than in immigrants’ home countries, immigrants
will try to enter the country illegally.



Crossing the border can be dangerous. The United States watches many of the crossing points and stops any unauthorized immigrants who try to cross. As a result, many people have tried to cross from Mexico to the United States through the desert at points where there are few U.S. officials. Some of them do not bring enough food or water. Some get lost. Other people hide in ships and trucks. In 2010, U.S. officials stopped about half a million people from illegally entering the country. They also found the bodies of more than 400 people who died on the journey.



AFTER YOU READ

1 Reading actively

To understand a reading well and to remember what you have read, you need to read actively. One way to read actively is to look for and respond to the cues in the text. Find the cues and ask yourself questions. Cues can indicate the relationship of ideas and help you predict what will come next.

A Study the cues. Look at the questions to ask yourself.

Cues	Actions
. . . for several reasons. There are several factors . . .	What are the reasons, factors? Scan ahead and look for sequencing words such as <i>first</i> , <i>second</i> and so forth, to help you find reasons or factors.
(The) First . . .	What is (the) next? Look for a sequence. There must be at least one more. Look for the second and possibly a third one.
In addition, furthermore, also . . .	What came before? In addition to what? Go back and look. A discussion point is being added.
However . . .	What things is the writer contrasting? Contrasts show differences, as in X vs. Y. Go back and find the X that will be compared to the Y.
As a result . . .	This indicates a cause-effect relationship. What was the cause? Go back and find the cause.
Some . . .	Are there others? Is this a contrast? Look ahead to find out.

B Reread this excerpt from the text. Find the cues and underline them. Then follow the instructions for “Actions” in the chart.

Most unauthorized immigrants enter the United States through the desert across the U.S.–Mexico border. These numbers have declined in recent years for several reasons. First, the economy of Mexico has improved since 2000, when about 500,000 people crossed the border illegally every year in search of work. In addition, the U.S. economy has been weak, so there are fewer jobs. As a result, the number of Mexicans crossing the border illegally is now estimated to be about 150,000 per year. Experts believe more people are returning to Mexico from the United States than are coming from Mexico to the United States.

C Explain to a partner what you did in response to each cue. Discuss how the cues show the relationship of ideas in the paragraph.

D Reread the boxed text and follow the same steps.

2 Using a dictionary

Sometimes you cannot figure out a word's meaning from its context, and you will have to look it up in a dictionary. Some words have more than one meaning. It is important to choose the right meaning for the context.

A Read the different meanings of these words in the text.

support

1. (verb) to provide someone with money or other things that they need

He supported his children until they went to college.

2. (verb) to give approval for

The senator supports the president's plan.

3. (verb) to show that something is true

The examples support her argument.

treat

1. (verb) to act in a particular way toward someone

He does not treat his workers very well.

2. (verb) to give medical care

The doctors are treating her for cancer.

3. (verb) to pay for someone else

She treated her friends to a pizza.

B Find these words in the text and write the number of the correct meaning in Step A in the blank.

_____ support (Line 33)

_____ treat (Line 39)

_____ support (Line 61)

C With a partner, discuss whether any of the words in the context helped you choose the correct meaning.

D Remember to write new words and their definitions in your vocabulary notebook.

3 Thinking about the topic

Work with a partner or a small group. Think of some other countries with a lot of immigrants and discuss the following questions.

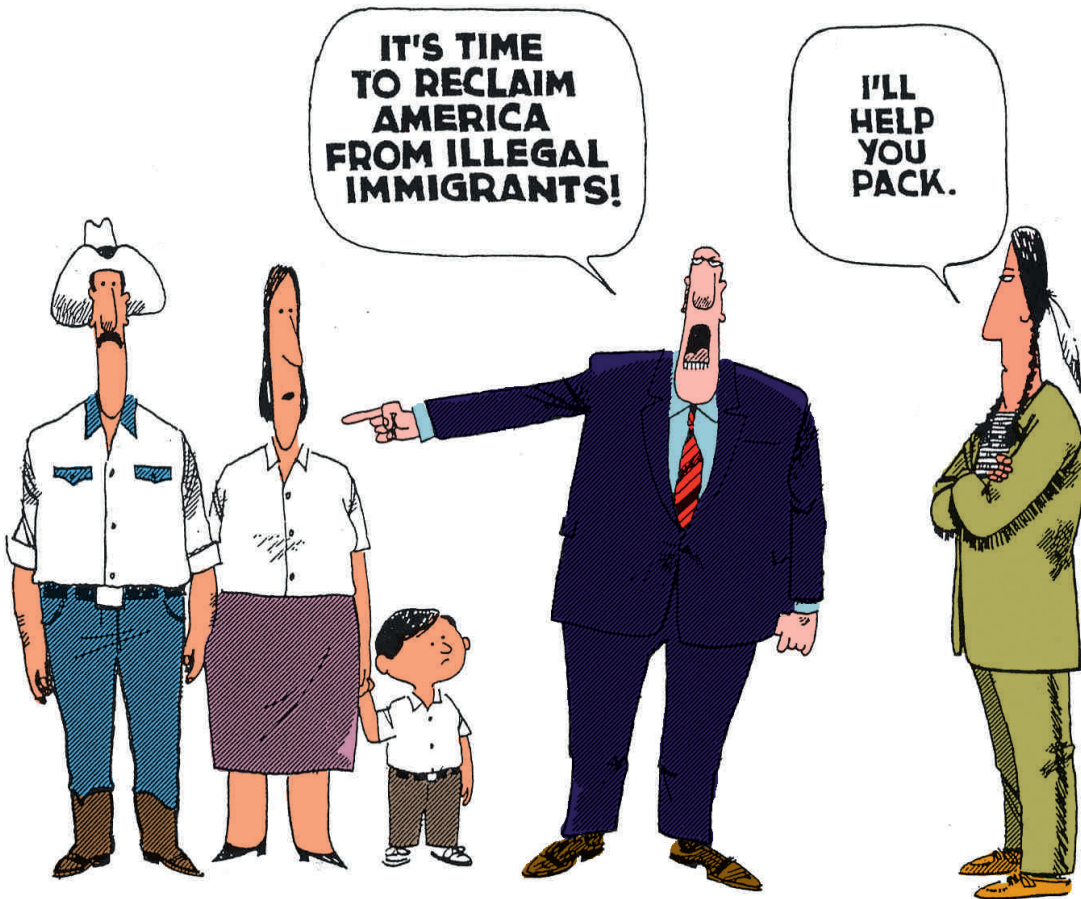
1. Where do most of the immigrants come from?
2. Why did they immigrate?
3. What challenges do they face in their new country(ies)?

4 Understanding cartoons **R**

Cartoons use humor and pictures to make a point. They can often express ideas more quickly than words.

Work with a partner or a small group to complete the following activities.

A Look again at the cartoon from page 93. Identify the three groups that are represented.



B Answer these questions about the cartoon.

1. Who does the group on the left – a man, a woman, and a child – represent?

2. Who does the figure on the right represent? _____
3. Who does the man in the middle represent? _____

C Discuss these questions.

1. What is the message of the cartoon?
2. Is the cartoon amusing? Did it make you smile? Why or why not?
3. How would the groups that are represented feel about the cartoon? Why?

Chapter 4 Academic Vocabulary Review

The following words appear in the readings in Chapter 4. They all come from the Academic Word List, a list of words that researchers have discovered occur frequently in many different types of academic texts. For a complete list of all the Academic Word List words in this chapter and in all the readings in this book, see the Appendix on page 206.

approximately	decline (v)	furthermore	predict
authorities	dominant	income	stable
debated	founders	minimum	targets

Complete the sentences with words from the lists.

1. Experts _____ that Latinos will be almost one-quarter of the population in 2050.
2. One of the _____ of Google was born in Russia and came to the U.S. when he was six.
3. The average annual _____ of Asian Americans is \$66,000.
4. English is _____ in the United States, but Spanish is also an important language.
5. Experts say that _____ 150,000 people crossed the Mexican border illegally into the United States in 2011.
6. The two speakers _____ the new government policy; one opposed the policy, and the other supported it.
7. The number of undocumented residents living in the country has remained _____ in the last few years.
8. Immigrants and minorities are sometimes the _____ of hostility and violence.
9. In 2007, the _____ wage in the United States rose to \$7.25 per hour.
10. The number of unauthorized immigrants entering the country _____ between 2000 and 2012.

Practicing Academic Writing

In this unit, you have read about the history of immigration in the United States. You will do a writing assignment based on what you have learned. In this assignment, you will use the pre-writing skills you practiced in Developing Writing Skills in Chapter 3.

American ambivalence: Immigration and diversity

Many Americans are ambivalent about immigration and the diversity it brings to the country. Your assignment is to write two paragraphs that describe these contrasting feelings.

PREPARING TO WRITE

- A** Look up *ambivalent/ambivalence* in an English dictionary. Consider the summary of attitudes in the last part of Reading 1 in Chapter 4. In a small group, discuss how the term *ambivalence* applies to attitudes to legal immigration and diversity in the United States.
- B** With your group, discuss what you have read in this unit. Take notes.
- What are the key points of this issue for Americans? (types and skills of immigrants, numbers and quotas, general influence in culture, etc.)
 - What positive attitudes do Americans have toward immigration?
 - What negative attitudes do Americans have?
 - Have these changed over time? How? Why?
- C** Return to the texts in the unit and use the strategy you learned in Developing Writing Skills in Chapter 3. Make a chart like the one below and fill in examples, facts, and any other information about American attitudes and actions.

Positive attitudes and actions		Negative attitudes and actions	
In the past	Today	In the past	Today
New start for immigrants	Exciting mix of cultures	immigrants are too different	Immigrants take away jobs

- D** Review the information in your chart. You need to choose which information from your charts to use in your writing assignment. Which facts/examples do you think are the strongest evidence for positive attitudes? Which present the strongest evidence of negative attitudes? Choose two and highlight them.

Paragraph unity

When all information in one paragraph is related, this is called *paragraph unity*. A unified paragraph has a single focus, and each sentence connects to the focus and supports it.

E Practice identifying *unified* paragraphs in which all of the information is related. Read the three paragraphs below. Each makes two points about the difficult experiences of Chinese immigrants. They all begin with the same point about discrimination and hostility against these immigrants, specifically:

1. Discrimination and hostility about what? – *employment*
2. Discrimination and hostility when? – *in the nineteenth century*

All three paragraphs also include a second point, which is in **bold**. These second points are also about an aspect of the challenges faced by Chinese immigrants. For the **bold** sentences in each paragraph, try to answer the same questions:

1. Discrimination and hostility about what?
2. Discrimination and hostility when?

_____ a. In the nineteenth century, Chinese immigrants experienced difficulties in the United States. One problem that many immigrants faced was discrimination at work. They had to take the most difficult and low-paying jobs and in some cases, employers refused to hire them. **Today Chinese immigrants face hostility because many Americans just don't understand their culture. They think they are too different and will never become real Americans.**

_____ b. In the nineteenth century, Chinese immigrants experienced difficulties in the United States. One problem that many immigrants faced was discrimination at work. They had to take the most difficult and low-paying jobs and in some cases, employers refused to hire them. **Outside of the workplace, they also faced discrimination. Chinese immigrants were often mistreated by Americans and other immigrants. The Chinese seemed very different to them and they did not understand Chinese culture or customs. The result was hostility and sometimes violence.**

_____ c. In the nineteenth century, Chinese immigrants experienced difficulties in the United States. One problem that many immigrants faced was discrimination at work. They had to take the most difficult and low-paying jobs and in some cases, employers refused to hire them. **Today Chinese immigrants still face hostility in the workplace because many Americans believe they are taking jobs away from Americans. Some things have not changed much.**

F Two of the paragraphs are *unified*; that is, all of the information is related to one idea. The information in these paragraphs fits well together. One paragraph includes information about different ideas that do not fit well together. It is not unified. With your partner, decide which paragraphs have unity. Put a check (✓) in front of the unified paragraphs. Explain the reasons for your choices.

G Think about the two paragraphs that you checked in Step F. With a partner, decide what the topic of each unified paragraph is. Make sure the topics are broad enough to include all of the points in the paragraph. Write them on a separate sheet of paper.

H Write a topic sentence for each of the unified paragraphs. Remember that the topic sentence should state the topic and make a claim about it.

Notice that you were able to write a topic sentence about two unified paragraphs. It would be difficult to write a topic sentence for the paragraph that you did not check (✓) in Step F because it is not unified around a single focus.

I Now think about the ideas in your chart that you selected in Step D. Can you write unified paragraphs with the evidence that you highlighted? Is your positive evidence all positive? Is your negative evidence all negative? Check with your partner. Go back to your chart and make new choices if necessary.

NOW WRITE

A Review the Practicing Writing Skills sections about topic sentences and expressing ideas in your own words. Write a topic sentence for each of your paragraphs.

B Review the chart in Step C above and the two pieces of information you have found that will support each topic sentence. Write your two paragraphs as in the diagram below.

- Be sure to put the text away before you begin writing so you can write in your own words.
- Be sure your paragraphs are unified, that all sentences are related to one topic.

Paragraph 1	
	Topic sentence about positive aspects + Two supporting details
Paragraph 2	
	Topic sentence about negative aspects + Two supporting details

C You now have two separate, unified paragraphs. You need to write a little bit more so you can introduce the topic to your reader. Think about the discussion you had with your classmates about ambivalence at the beginning of this activity. Ambivalence is an idea that can connect your two paragraphs. Write a sentence about ambivalence toward immigration and diversity. Use the word bank below to help you.

immigration/immigrants attitude/feeling Americans ambivalent/ambivalence diversity

This sentence will appear at the beginning of your piece of writing, as shown by the green box in the diagram in step B.

Transition Markers

Transition words and phrases signal the relationship between ideas in your writing and help readers understand how the text is organized. Transitions may mark a time sequence, cause and effect, contrast, additional information, or other relationships. There are different transitions to connect, nouns, phrases, clauses and sentences. Choosing the appropriate transition marker can help make your writing clearer.

D Your first paragraph is about positive attitudes. Your second paragraph is about negative attitudes. They represent opposite, or contrasting, perspectives. It is helpful to readers if you give them a signal when you make this kind of transition. In this case, you need a transition word or phrase that marks this contrast. Here are some contrast markers that you can use to begin your second paragraph:

On the other hand, Americans also . . .

In contrast, other Americans/sometimes Americans . . .

However, not all Americans/sometimes Americans also . . .

Add a transition expression at the beginning of the second paragraph, as shown by the blue box in the diagram in step B. Now put all the pieces of your writing together.

AFTER YOU WRITE

A Reread your own paragraphs. Check that:

- the topic sentences make a clear claim
- your paragraphs have two examples
- you have used terms from the readings

B Exchange papers with a partner. Discuss the following questions about your paragraphs.

- Does the first sentence say what the piece of writing will be about?
- Does your partner have a good topic sentence for each paragraph?
- Does your partner have appropriate, clear examples of the positive side (Par. 1)?
- Does your partner have appropriate, clear examples of the negative side (Par. 2)?
- Is each paragraph unified?
- Is there a transition between the two topics?

C Revise your work. Use your partner's suggestions and your own ideas.

D Edit your paragraphs.

- Look for errors in spelling and grammar.
- Make corrections wherever you find errors.