Comparing Texts
You will now read “The Immigrant Contribution,” which is a chapter from *A Nation of Immigrants*. First, complete the first-read and close-read activities. Then, compare the author’s purpose and use of persuasive techniques in “A Quilt of a Country” with those of “The Immigrant Contribution.”

The Immigrant Contribution

Concept Vocabulary
You will encounter the following words as you read “The Immigrant Contribution.” Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

<table>
<thead>
<tr>
<th>WORD</th>
<th>YOUR RANKING</th>
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</thead>
<tbody>
<tr>
<td>descendants</td>
<td></td>
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<tr>
<td>stock</td>
<td></td>
</tr>
<tr>
<td>minority</td>
<td></td>
</tr>
<tr>
<td>naturalization</td>
<td></td>
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<tr>
<td>factions</td>
<td></td>
</tr>
<tr>
<td>assimilation</td>
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</table>

After completing the first read, come back to the concept vocabulary and review your rankings. Mark any changes to your original rankings.

First Read NONFICTION
Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.

About the Author
Born into a family of politicians, John F. Kennedy (1917–1963) did not take schooling seriously and was known as a trickster in the classroom. In his junior year at Harvard University, he developed an interest in political philosophy and became more studious. After school, he served in the U.S. Navy during World War II. In 1961, he became the thirty-fifth president of the United States. Tragically, Kennedy was assassinated on November 22, 1963, in Dallas, Texas.

Tool Kit
First-Read Guide and Model Annotation

STANDARDS
Reading Informational Text
9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
BACKGROUND
John F. Kennedy wrote the book from which this excerpt was taken when he was a United States senator. He was a prominent supporter of immigrant rights, and ran for president on a platform that included the extension of those rights. He opposed legal distinctions between native-born and naturalized citizens, stating, “There is no place for second-class citizenship in America.” He greatly influenced and inspired the immigration reforms of the late twentieth century.

Oscar Handlin has said, “Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history.” In the same sense, we cannot really speak of a particular “immigrant contribution” to America because all Americans have been immigrants or the descendants of immigrants.
even the Indians, as mentioned before, migrated to the American continent. We can only speak of people whose roots in America are older or newer. Yet each wave of immigration left its own imprint on American society; each made its distinctive “contribution” to the building of the nation and the evolution of American life. Indeed, if, as some of the older immigrants like to do, we were to restrict the definition of immigrants to the 42 million people who came to the United States after the Declaration of Independence, we would have to conclude that our history and our society would have been vastly different if they all had stayed at home.

As we have seen, people migrated to the United States for a variety of reasons. But nearly all shared two great hopes: the hope for personal freedom and the hope for economic opportunity. In consequence, the impact of immigration has been broadly to confirm the impulses in American life demanding more political liberty and more economic growth.

So, of the fifty-six signers of the Declaration of Independence, eighteen were of non-English stock and eight were first-generation immigrants. Two immigrants—the West Indian Alexander Hamilton, who was Washington’s Secretary of the Treasury, and the Swiss Albert Gallatin, who held the same office under Jefferson—established the financial policies of the young republic. A German farmer wrote home from Missouri in 1834,

> If you wish to see our whole family living in . . . a country where freedom of speech obtains, where no spies are eavesdropping, where no simpletons criticize your every word and seek to detect therein a venom that might endanger the life of the state, the church and the home, in short, if you wish to be really happy and independent, then come here.

Every ethnic minority, in seeking its own freedom, helped strengthen the fabric of liberty in American life.

Similarly, every aspect of the American economy has profited from the contributions of immigrants. We all know, of course, about the spectacular immigrant successes: the men who came from foreign lands, sought their fortunes in the United States and made striking contributions, industrial and scientific, not only to their chosen country but to the entire world. In 1953 the President’s Commission on Immigration and Naturalization mentioned the following:

Industrialists: Andrew Carnegie (Scot), in the steel industry; John Jacob Astor (German), in the fur trade; Michael Cudahy (Irish), of the meat-packing industry; the Du Ponts (French), of the munitions and chemical industry; Charles L. Fleischmann (Hungarian), of the yeast business; David Sarnoff (Russian), of the radio industry; and William S. Knudsen (Danish), of the automobile industry.

Scientists and inventors: Among those whose genius has benefited the United States are Albert Einstein (German), in physics; Michael
Pupin (Serbian), in electricity; Enrico Fermi (Italian) in atomic research; John Ericsson (Swedish), who invented the ironclad ship and the screw propeller; Giuseppe Bellanca (Italian) and Igor Sikorsky (Russian), who made outstanding contributions to airplane development; John A. Udden (Swedish), who was responsible for opening the Texas oil fields; Lucas P. Kyrides (Greek), industrial chemistry; David Thomas (Welsh), who invented the hot blast furnace; Alexander Graham Bell (Scot), who invented the telephone; Conrad Hubert (Russian), who invented the flashlight; and Ottmar Mergenthaler (German), who invented the linotype machine.

But the anonymous immigrant played his indispensable role too. Between 1880 and 1920 America became the industrial and agricultural giant of the world as well as the world’s leading creditor nation. This could not have been done without the hard labor, the technical skills and the entrepreneurial ability of the 23.5 million people who came to America in this period.

1. **linotype machine**  printing machine that sets type in whole lines, instead of letter by letter, in order to print faster.
2. **creditor nation**  country that owes less money to other countries than other countries owe to it.
3. **entrepreneurial**  (on truh pruh NUR ee uhl)  adj. related to being an entrepreneur, or someone who starts a business and is willing to risk loss in order to make money.
Significant as the immigrant role was in politics and in the economy, the immigrant contribution to the professions and the arts was perhaps even greater. Charles O. Paullin’s analysis of the *Dictionary of American Biography* shows that, of the eighteenth- and nineteenth-century figures, 20 percent of the businessmen, 20 percent of the scholars and scientists, 23 percent of the painters, 24 percent of the engineers, 28 percent of the architects, 29 percent of the clergymen, 46 percent of the musicians and 61 percent of the actors were of foreign birth—a remarkable measure of the impact of immigration on American culture. And not only have many American writers and artists themselves been immigrants or the children of immigrants, but immigration has provided American literature with one of its major themes.

Perhaps the most pervasive influence of immigration is to be found in the innumerable details of life and the customs and habits brought by millions of people who never became famous. This impact was felt from the bottom up, and these contributions to American institutions may be the ones which most intimately affect the lives of all Americans.

In the area of religion, all the major American faiths were brought to this country from abroad. The multiplicity of sects established the American tradition of religious pluralism and assured to all the freedom of worship and separation of church and state pledged in the Bill of Rights.

So, too, in the very way we speak, immigration has altered American life. In greatly enriching the American vocabulary, it has been a major force in establishing “the American language,” which, as H. L. Mencken demonstrated thirty years ago, had diverged materially from the mother tongue as spoken in Britain. Even the American dinner table has felt the impact. One writer has suggested that “typical American menus” might include some of the following dishes: “Irish stew, chop suey, goulash, chile con carne, ravioli, knackwurst mit sauerkraut, Yorkshire pudding, Welsh rarebit, borscht, gefilte fish, Spanish omelet, caviar, mayonnaise, antipasto, baumkuchen, English muffins, Gruyère cheese, Danish pastry, Canadian bacon, hot tamales, wiener schnitzel, petits fours, spumone, bouillabaisse, maté, scones, Turkish coffee, minestrone, filet mignon.”

Immigration plainly was not always a happy experience. It was hard on the newcomers, and hard as well on the communities to which they came. When poor, ill-educated and frightened people disembarked in a strange land, they often fell prey to native racketeers, unscrupulous businessmen and cynical politicians. Boss Tweed said, characteristically, in defense of his own depredations in New York in the 1870’s, “This population is too hopelessly split into races and factions to govern it under universal suffrage,” except by bribery of patronage, or corruption.

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**factions** (FÄK shuhnz) *n.*
groups of people inside a political party, club, government, etc., working against another group

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4. **depradations** (dëp ruh DÄV shuhnz) *n.* acts of plundering or robbery.

5. **universal suffrage** right to vote for all adults
But the very problems of adjustment and **assimilation** presented a challenge to the American idea—a challenge which subjected that idea to stern testing and eventually brought out the best qualities in American society. Thus the public school became a powerful means of preparing the newcomers for American life. The ideal of the “melting pot” symbolized the process of blending many strains into a single nationality, and we have come to realize in modern times that the “melting pot” need not mean the end of particular ethnic identities or traditions. Only in the case of the Negro has the melting pot failed to bring a minority into the full stream of American life. Today we are belatedly, but resolutely, engaged in ending this condition of national exclusion and shame and abolishing forever the concept of second-class citizenship in the United States. 

Sociologists call the process of the melting pot “social mobility.” One of America’s characteristics has always been the lack of a rigid class structure. It has traditionally been possible for people to move up the social and economic scale. Even if one did not succeed in moving up oneself, there was always the hope that one’s children would. Immigration is by definition a gesture of faith in social mobility. It is the expression in action of a positive belief in the possibility of a better life. It has thus contributed greatly to developing the spirit of personal betterment in American society and to strengthening the national confidence in change and the future. Such confidence, when widely shared, sets the national tone. The opportunities that America offered made the dream real, at least for a good many; but the dream itself was in large part the product of millions of plain people beginning a new life in the conviction that life could indeed be better, and each new wave of immigration rekindled the dream.

This is the spirit which so impressed Alexis de Tocqueville, and which he called the spirit of equality. Equality in America has never meant literal equality of condition or capacity; there will always be inequalities in character and ability in any society. Equality has meant rather that, in the words of the Declaration of Independence, “all men are created equal . . . [and] are endowed by their Creator with certain unalienable rights”; it has meant that in a democratic society there should be no inequalities in opportunities or in freedoms. The American philosophy of equality has released the energy of the people, built the economy, subdued the continent, shaped and reshaped the structure of government, and animated the American attitude toward the world outside.

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**CLOSE READ**

**ANNOTATE**: Mark nouns and verbs that have positive connotations, or emotional associations, in paragraphs 15 and 16.

**QUESTION**: What common thread of meaning connects these words?

**CONCLUDE**: How do these words add to the author’s argument?

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**6. Alexis de Tocqueville** (uh LEHK shs duh TOHK vhl) (1805–1859) French political thinker who traveled through America in 1831. Afterward, he wrote about his experiences in a book called *Democracy in America.*
The continuous immigration of the nineteenth and early twentieth centuries was thus central to the whole American faith. It gave every old American a standard by which to judge how far he had come and every new American a realization of how far he might go. It reminded every American, old and new, that change is the essence of life, and that American society is a process, not a conclusion. The abundant resources of this land provided the foundation for a great nation. But only people could make the opportunity a reality. Immigration provided the human resources. More than that, it infused the nation with a commitment to far horizons and new frontiers, and thereby kept the pioneer spirit of American life, the spirit of equality and of hope, always alive and strong. “We are the heirs of all time,” wrote Herman Melville, “and with all nations we divide our inheritance.”
Comprehension Check
Complete the following items after you finish your first read.

1. According to Kennedy, why is it impossible to speak about a particular “immigrant contribution” to the United States?

2. What does Kennedy state are the two main reasons immigrants come to the United States?

3. List five areas in which Kennedy says immigrants have made important contributions to American society.

4. In the case of which minority does Kennedy say the “melting pot” has failed?

5. According to Kennedy, what qualities in American culture impressed Alexis de Tocqueville?


RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the text. Briefly research that detail. In what way does the information you learned shed light on an aspect of the essay?

Research to Explore Choose one of the immigrant industrialists, scientists, or inventors that Kennedy mentions. Conduct research to learn more about this figure.
Close Read the Text

1. The model, from paragraph 5 of the essay, shows two sample annotations, along with questions and conclusions. Close read the passage and find another detail to annotate. Then, write a question and your conclusion.

   **ANNOTATE:** These words refer to knowledge that “we all” have in common.
   **QUESTION:** Why does the writer make this reference?
   **CONCLUDE:** The reference adds to a sense that the writer and the reader are part of one community.

   **ANNOTATE:** These verbs all have the same subject, who, which refers to “the men.”
   **QUESTION:** What is the effect of this string of related verbs and objects?
   **CONCLUDE:** This construction creates a strong sense of forward progress, emphasizing how each action leads to the next.

   **We all know, of course, about the spectacular immigrant successes: the men who came from foreign lands, sought their fortunes in the United States and made striking contributions, industrial and scientific, not only to their chosen country but to the entire world.**

2. For more practice, go back into the selection, and complete the close-read notes.

3. Revisit a section of the selection you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as “Why did the author choose these words?” What can you **conclude**?

Analyze the Text

**Notebook** Respond to these questions.

1. **Analyze** Does Oscar Hanlin’s statement support or refute Kennedy’s main idea as it is expressed in the first paragraph of this selection? Explain.

2. (a) What information does Kennedy provide about the immigrant status of some of the signers of the Declaration of Independence? (b) **Analyze** How does this information connect to his earlier point about all Americans?

3. (a) According to Kennedy, what did the idea of the “melting pot” once mean? (b) **Infer** For Kennedy, how has that ideal changed in modern times? Explain.

4. **Essential Question:** What does it mean to be “American”? What have you learned about the nature of American identity from reading this essay?
Analyze Craft and Structure

Purpose and Persuasion  An author’s purpose is his or her reason for writing. A writer may want to inform or explain, to persuade, to entertain, or to reflect. Writers may also have more than one purpose for creating a particular text. For example, a writer may want to inform readers about a topic while also persuading them to see something in a new way. Those purposes direct the writer’s choices, including the types of persuasive appeals, or methods of informing and convincing readers, to use. There are three main types of persuasive appeals:

- **Appeals to Authority**: the statements of experts on the topic.
- **Appeals to Reason**: logical arguments based on verifiable evidence, such as facts or data.
- **Appeals to Emotion**: statements intended to affect readers’ feelings about a subject. These statements may include charged language—words with strong positive or negative associations.

In this essay, John F. Kennedy uses all three types of appeal to great effect. As you read, think about Kennedy’s purpose for writing. Ask yourself, “Why does the writer include this information?”

<table>
<thead>
<tr>
<th>PERSUASIVE TECHNIQUE</th>
<th>EXAMPLES FROM THE TEXT</th>
<th>EFFECTIVE OR INEFFECTIVE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal to Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appeal to Emotion, including charged language</td>
<td></td>
<td></td>
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<tr>
<td>Appeal to Reason</td>
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</tbody>
</table>

1. Use the chart to record at least two examples of each of the persuasive techniques Kennedy uses in this essay. Explain in what ways each example makes Kennedy’s ideas more or less convincing.

2. **(a)** Which technique does Kennedy use the most? Explain. **(b)** Why do you think he emphasizes this technique over the others? Explain.

3. Which type of persuasive technique do you find strongest and most compelling in this essay? Why?
Concept Vocabulary

<table>
<thead>
<tr>
<th>descendants</th>
<th>minority</th>
<th>factions</th>
</tr>
</thead>
<tbody>
<tr>
<td>stock</td>
<td>naturalization</td>
<td>assimilation</td>
</tr>
</tbody>
</table>

**Why These Words?** These concept words are related to populations and group identities. For example, in the first paragraph of the selection, John F. Kennedy asserts that “all Americans have been immigrants or descendants of immigrants.” The word *descendants* refers to the offspring of immigrants.

1. Select two concept vocabulary words other than *descendants*. How does each word relate to ideas about populations and group identities? Explain.

2. What other words in the selection connect to the concepts of populations and group identities?

**Practice**

**Notebook** The concept vocabulary words appear in “The Immigrant Contribution.” Tell whether each sentence does or does not make sense. Explain your reasoning.

1. Over time, the opinions of certain *factions* may become more popular.
2. American citizens returning from Europe must go through a process of *naturalization*.
3. The U.S. Constitution and Bill of Rights were intended to protect the rights of all American citizens, including those from a *minority* background.
4. Some immigrants may prefer *assimilation* as a way of preserving their cultures of origin.
5. Some historians believe that Native Americans were originally of Asian *stock*.
6. Many third-generation Americans are *descendants* of several different ethnic groups.

**Word Study**

**Latin root: -nat-** The Latin root -nat- means “birth” or “to be born.” The root appears in many common words related to populations and group identities.

1. Write a definition of the word *naturalization* that demonstrates your understanding of how the Latin root -nat- contributes to its meaning.

2. Reread paragraphs 13 and 14 of “The Immigrant Contribution.” Mark two other words that contain the Latin root -nat-. Write a definition for each word.
Conventions

Sentence Structure  Sentences can be classified by the number of independent and dependent clauses they contain. An independent clause has a subject and verb and can stand alone as a complete thought. A dependent, or subordinate, clause also has a subject and verb, but it cannot stand alone as a complete thought. A dependent clause begins either with a subordinating conjunction, such as when, although, because, or while, or with a relative pronoun, such as who, whose, which, or that.

This chart shows the four basic sentence structures. Independent clauses are underlined once, and dependent clauses are underlined twice.

<table>
<thead>
<tr>
<th>SENTENCE STRUCTURE</th>
<th>ELEMENTS</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple</td>
<td>a single independent clause</td>
<td>Anand saw the audience for the first time.</td>
</tr>
<tr>
<td>compound</td>
<td>two or more independent clauses, joined either by a comma and a coordinating conjunction or by a semicolon</td>
<td>The lights came on, and Anand saw the audience for the first time.</td>
</tr>
<tr>
<td>complex</td>
<td>one independent clause and one or more dependent clauses</td>
<td>When the lights came on, Anand saw the audience for the first time.</td>
</tr>
<tr>
<td>compound-complex</td>
<td>two or more independent clauses and one or more dependent clauses</td>
<td>When the lights came on, Anand saw the audience for the first time, and he waved to his parents, who were sitting in the front row.</td>
</tr>
</tbody>
</table>

Read It

Label each of these sentences from “The Immigrant Contribution” simple, compound, complex, or compound-complex.

1. This impact was felt from the bottom up, and these contributions to American institutions may be the ones which most intimately affect the lives of all Americans.

2. Immigration provided the human resources.

3. Equality in America has never meant literal equality of condition or capacity; there will always be inequalities in character and ability in any society.

4. We can only speak of people whose roots in America are older or newer.

Write It

Notebook  Write a paragraph containing a simple sentence, a compound sentence, a complex sentence, and a compound-complex sentence.
Writing to Compare

You have read two essays that discuss American cultural diversity. Deepen your understanding of both texts by comparing each writer's diction. **Diction** is a writer's way of using language to create a unique voice.

**Assignment**

**Diction** is a writer's choice and arrangement of words and phrases.

- Diction may be formal, informal, ordinary, technical, sophisticated, down-to-earth, old-fashioned, modern, or even slangy.
- The types of diction an author uses reflect the readers, or **audience**, for whom he or she is writing. A writer's diction also reveals his or her **tone**, or attitude.

The essays by Quindlen and Kennedy share a topic, but are very different in diction and tone. Write an essay in which you consider how diction and tone reflect each author's purpose, audience, and message.

**Prevriting**

**Analyze the Texts** Scan the two texts, and choose two passages from each one that you think use especially interesting language. Describe the type of diction each passage displays. You may use the following categories or add categories of your own. Note that writers may use more than one type of diction in a single passage.

Informal / Formal / Poetic / Ordinary / Sophisticated / Slangy
Technical / Scientific / Concrete / Abstract

Gather your observations in the chart.

<table>
<thead>
<tr>
<th>PASSAGES</th>
<th>TYPE(S) OF DICTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Quilt of a Country</strong></td>
<td></td>
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<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td><strong>The Immigrant Contribution</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
</tr>
</tbody>
</table>

**Notebook** Respond to these questions.

1. For each passage in your chart, explain the tone the diction creates.
2. How does each author’s diction and tone reflect his or her purpose for writing and the audience he or she is trying to reach?
Drafting

Identify Passages and Ideas Use your Prewriting notes to identify passages to use as examples in your essay. Make sure each passage clearly displays an aspect of Quindlen’s or Kennedy’s diction that you think offers a clear difference or a clear similarity. Identify the passages, and note the idea you will use each one to support.

Example Passage: __________________________________________________
Point It Will Support:

Example Passage: __________________________________________________
Point It Will Support:

Example Passage: __________________________________________________
Point It Will Support:

Example Passage: __________________________________________________
Point It Will Support:

Write a Thesis In one sentence, state the central idea you will explore in your essay. As you write, feel free to modify this statement to reflect changes to your ideas.

Central Idea/Thesis: ________________________________________________

Organize Ideas Make some organizational decisions before you begin to write. Consider using one of these two structures:

• Grouping Ideas: discuss all the similarities in the diction and tone of the two essays and then all of the differences
• Grouping Texts: discuss the diction and tone of one essay and then the diction and tone of the other essay

Elaborate With Examples Start with a statement, and then add examples.

Statement: Some writers use concrete diction to clarify abstract ideas.

With Example: Some writers use concrete diction to clarify abstract ideas. For example, when discussing conflicts in American culture, Quindlen uses concrete terms such as “slavery and sweatshops.”

Review, Revise, and Edit

Once you are done drafting, review your essay. Because your essay is about multiple subjects—the diction and tone of two different texts—clarity and balance are critical. If you see an imbalance or unclear statements, add more analysis, detail, or examples.