

Citizenship and Its Responsibilities

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INTRODUCTION

My topic will explore the problems associated with new and old immigrants who remain loyal and preoccupied with the politics of the homeland and refuse to give up their spirit of nationalism, and their political, cultural and social ties to their land of origin.

It is significantly important for immigrants to sever a degree of connection to the homeland and assimilate, and integrate with their new environment. Immigrants who feel as though they have no voice in the political arena of their new homeland are only exacerbating an already vulnerable situation when they, for whatever reason, fail to go full speed ahead in obtaining their citizenship. Citizenship will present opportunities for individuals who may have come from governments that prevented them from participating in politics or from governments that put them into life threatening predicaments if they dare to support the side that was unpopular, or the side that put the existing government in jeopardy.

Citizenship in America will give the immigrant or naturalized citizen a voice in determining their social, economic and political destiny. There is strength in numbers, but that statement could be somewhat enigmatic if those numbers are not politically legitimate, and participatory. I am saying that a person immigrating to America, and searching for equality must sacrifice a little nationalism and become an American First, in other words, you must give up something to get something.

There is beauty in variety, but there is strength in unity. When a number of people speak out in a single voice, they rise to higher heights and are able to, in many instances, determine the direction that their policy makers will take as they make their appeal to their respective constituencies. If there is no voice, the politicians may simply choose to ignore them until they have become politically viable. In recent elections, California Republicans have been made keenly aware of this fact.

We are a diverse society, ethnically, culturally, but unless minorities band together politically and develop a platform that is advantageous to their economic and social situations there cannot be a voice that is resonant and clear; therefore there will be no ears to hear their pleas.

Looking into the future, we see clearly that the sheer number of Latino newcomers will force the United States to develop new means of managing relations among diverse ethnic groups and of creating economic opportunity for all. But we also see a catalog of conflict and struggle: Latinos in confrontation with blacks; Latinos wrestling with the

strain of illegal immigration on their communities, Latinos fighting the backlash that is denying legal immigrants access to welfare programs (Robert Suro, *Strangers Among Us*).

I have had many opportunities to speak with a number of students from Mexico and Central America and also Asians from Vietnam, China and the Philippines, each had a story to tell. Some were children of citizens and some were children of non-citizens. Because of their parents' citizenship status, a number of children are facing an uncertain future as their counterparts are preparing for college. They are also contemplating a return trip to their motherland in an effort to obtain a higher education. Some students are returning to an extremely violent environment or back to the abject poverty that the family fled.

My research includes a number of written interviews from students who are children of immigrants. (Proper consent was granted.)

OVERVIEW

The United States is a nation of immigrants. Over sixty million immigrants have come to this country since independence. Until the 1880's, there were few restrictions on immigration. Since then however, increasingly strict regulations have drastically reduced the numbers and types of people allowed into the United States.

Many people who come to this country each year live as illegal aliens. The presence of so many undocumented persons raises difficult issues, including deportation policy, the right of illegal alien to hold jobs, and their rights as workers. The acquisition of American citizenship can occur in a number of ways. The three most common ways are: (1) birth in the United States, (2) birth to a U.S. citizen, and (3) naturalization.

Teachers should discuss with students the growing problems of illegal immigration in this country. Why do people still want to come to the United States? What problems has this movement produced? Why is the problem so difficult to control and why is it so important for newcomers to become total participants in the system? The 14th amendment does not provide for jus sanguineous (a child born abroad can become an American citizen at birth under certain circumstances). The child must be born to parents at least one of whom is a citizen who has lived some time in the United States. In 1790 congress included it a law in reference to American citizenship. Congress also has the exclusive power to provide for naturalization (Magruder's, American Government).

Citizenship offers an advantage to the disadvantaged. It is an advantage because as a citizen you are able to exercise your rights to some extent rather than being controlled by the system. As a citizen you have the power to and the right to assist your legislators in the process of negotiating the law. Only a citizen has the ability to be a participant in the system on a somewhat equal footing regardless of race or ethnicity.

When an individual is not enfranchised he or she becomes a political football and is sometimes tossed around, categorized and subjected to second-class citizenship status. Disenfranchisement is usually synonymous with political, social and economic slavery. **Citizens** are often able to force the system to be equitable in its administration of the law; this fact alone increases an individual's ability to assimilate with less difficulty. To live in an environment where one has absolutely no say so, leaves one totally exposed to the idiosyncrasies or ideological whims of the host.

LESSON PLAN

While in the United States, no matter how they got there, aliens enjoy considerable constitutional protection. All aliens, it should also be noted, are "subject to full range of obligations, including payment of taxes, imposed by the states civil and criminal laws." Most of the provisions of the constitution speak of the rights of persons, not just citizens.

Student Objectives

I. What is citizenship?

Students should understand that education prepares individuals for the duties and responsibilities of American citizenship.

Being a citizen in a democracy has always required civic responsibilities.

To understand the importance of voter participation in a people's government.

II. A Complicated Issue

Because of the fact that the Mexican and Central American workers were and in many cases still are working for less money than Americans demanded, that was both worrying and angering many American workers.

- (a) Prepare a short debate with another student taking opposite directions. Debate your issue before the class.
- (b) In judging your debate, ask yourself questions. You listen first, for instance, to see if the proposition under debate is a worthwhile one, is it good for the country, for most of the people, for education, for the environment?

III. Hispanic Growth

By 1990 Hispanics made up America's second largest minority, about 7 percent for the total population, most were of Mexican ancestry and lived in the Southwest.

Because of the rapidly growing numbers of immigrants, legal as well as illegal, limitations on immigration is now the topic of discussion in various state legislatures and also on the national level. Example proposition 187 in California.

IV. *Activities*

Develop skit depicting the difficulty an immigrant might have faced in coming to the United States.

V. *Discussion*

Do you believe that illegal immigrants create animosity and dissension among other minority groups who are citizens?

VI. *Student Essay*

The power to control the nation's borders is an inherited power of the United States, and that power includes the control of immigration.

Should Congress pass new laws that would limit or prevent new immigrants from entering the US for a limited period (ex. one year moratorium)? OR if they should not prevent immigration, should the Congress place new restrictions on certain immigrant groups? (Why or why not?)

Essay should follow standard format, three pages (double spaced).

COLLECTION OF STORIES

These stories are a collection of situations and circumstances describing the problems associated with being a member of a minority group who has not successfully made the transition from immigrant alien status to citizen. Because of non-citizen status, a lot of immigrants are limited in their ability to acquire jobs, attend schools or obtain some of the benefits that are offered to citizens or to legal residents.

Most immigrants who are new citizens are expected to, and most do, develop a sense of loyalty and obligation to contribute to the continued success of our social, political and economic system.

Because of their citizenship status or the status of their parents, some have run into roadblocks in their quest to acquire a higher education (example, a college enrollment) or to obtain a job that pays a decent wage.

Mario's Story

My country was at a Civil War. The FMLN a rebel army against the government's policy. My parents saw an opportunity to go to the "Land of opportunity" and the United States is really believed to be just that. They left my sister and me at home with my grandmother in El Salvador. They were able to travel with a coyote, one that sneaks immigrants to the USA. All I know is that my parent suffered and they never wanted to go into detail.

I felt left behind and I missed them so much. They came to Houston, Texas and move to Rhode Island, Providence. After two years of letters and gifts from them, they were able to pay my aunt who is a US citizen and can travel out of the country. We traveled by car. When it came time to cross the border, my sister had good papers but mine were not so good. My aunt hired a coyote to help me cross the "Rio" and as a ten-year-old boy I did not understand why we had to do it this way. It was until a few years later that it was something I understood through the media and news and because my parents took our family to immigration departments pay hundreds of dollars and still wait to find out whether we are able to become a citizen or what. But I am getting ahead of myself a couple of years now.

Once we had crossed the "Rio" the coyote brought my aunt and sister and me together again. We must have stayed in Houston two days the most. My first taste of a McDonalds burger was just awful because I was used to traditional food, which for me were tortillas, rice, beef or chicken, and beans.

As we crossed the highways I could see the cities, which was something incredible for me because of their size. I was feeling scared of many uncertainties I had, but I was a small boy and I would worry about my parents and about where we were going.

It was snowing when we reach our destination Providence, Rhode Island and I was in a dream setting with the first time to actually touch and feel snow and the coldness of the air. The first sight of my parents was a weird happy one. After two years of not be able to see them they seemed so different but I was happy to look at their appearance to care.

After a few days my sister and I settled into the coldness and the surroundings. School had already started and my parents decided to put us in school until the next school year. I remember my parents took me to get registered to a public place were there were many parents and their kids waiting in line.

I was so lost I did not understand why my parents did many things just to put me in school. Later on I found out that it was because I did not have the shot records and I think it was also because I did not have a social security number. The whole time I was not in school, I watch TV I did not understand a word of English except what I learned in

third grade which was...”Good morning to you” song and the numbers one through twenty.

Watching Nickelodeon all day long I began to learn more and more about letters, numbers, and other basic words. School was good to me; it got me out of the house and to be with other kids like me. I was enrolled in to the fourth grade in the ESL class, which was one teacher among a few who had ESL classes. I do not know why, but I learned a lot of English in one school year. At home I saw my parents happy but tired. My mother worked in a factory that assembles jewelry, and my father worked in another factory that made some type of disks for computers. Well, they worked and worked to be able to pay my aunt for bringing us to the USA. After two and a half years of ESL I had the choice to be placed in regular classes and was ready for it.

I have to say that those two and a half years of class work and more after school help I took a good understanding about the English language. Regular classes were not hard for me, I moved right on and settled. The only thing that was hard was the pronunciation and spelling. I was very fortunate to find friends in these new classes and if they did not appreciate me I did not know. My parents excluded me out of their problems they did not want my sister or me to worry about anything. I knew that money was always an issue and our status in the USA was always too. But as a kid I had too much fun to actually think about things like that because I did not really understand the impacts of those problems my parents experienced.

The climate and family members convinced us to move to Houston. I was older and I knew that I was not a resident and it does bother me because it affects my future, like voting. More and more my parents and I took trips to the immigration office spending more and more money to wait and just wait. It sometimes seems frustrating to feel like you are spending all this money into something you are not sure what the outcome will be.

Watching the news in Spanish I heard deportation, new laws, procedures and regulations. In other words, running around with more obstacles. I finally got a social security number and permission to work, now things get frustrated when I start to think of the future and what if after all I do not get citizenship, but my parents say not to worry because so far we have being doing fine the way we are. My dad has a job where they love him; my mom is working on what she wants to do. One thing that I forgot to mention since I was learning English I had the responsibility to read the letter to my parents, do phone calls and receive phone calls in English. I was the interpreter of the family. I was the one who had to be fluent in both languages in order to be useful now that knew some English.

My parents have tried so hard and learned English and they have tried courses, books, tapes, but it seems so hard for him to learn. But so far they have being able to

manage with the little bit my mother knows. But my dad knows a bit more and I think is because he has the responsibility to be the head of the household.

Antonia's Story

I was eleven when my mother told me of the great news. I was finally going to come to Houston to live with her after seven years of not living with her on an every day basis. Since I was four my mother came to the United States to look for a better life after my father had left us and every six months she would go to Mexico and visit me for two weeks. Living without my mother for such long time was saddening and I would miss her very much.

My mom tried everything she could to bring me to Houston legally, but the passport was denied. In Mexico City they would not give us the visa so we came to Matamoros and thought that maybe there they would give it to us, but no, they would not. My mother had some friends that had the citizenship and one of their daughters let me borrow her green card. I walked across the bridge and showed the green card to the emigration man and he just told me with his hand to go on.

I was very nervous but finally, I had made it to the US. I think that the only reason why they let me pass was because I am white with blue eyes, because there was another girl behind me who looked very much Hispanic and she was a real citizen, but they asked her questions of what her name was? And what her reasons were for crossing the border? After this experience another was waiting for me at the airport.

We were in Brownsville and we had to get a ticket to come to Houston and they did not ask for much information, only our names. At the airport I saw men dressed in green, they worked with the department of immigration, and I could see them taking people from their seats and would not come back to get on the plane. That made me feel very nervous and my legs were shaking, and my mom gave me a pill to calm down.

Soon enough I got on the plane and was on my way to Houston, still I could see the men in green come inside the plane to take people away. This experience was very frightening, but I made it and now here I am.

Jose's story

I came from a family that immigrated to the US about 20 years ago. Back then the border patrol was not that advanced. Now with all this technology they can spot a person in the middle of nowhere.

When I was born, we lived in some apartments full of Hispanics. I attended an elementary school that taught all classes in Spanish. Most teachers were Hispanic. When I was nine years old we moved to the neighborhood Windsor Village. This was a mostly black neighborhood. In my house lived both my parents, my sister and brother, my uncle and his wife, and my cousin. I had to share rooms with my cousin. The house was crowded. After a few months living there our car was stolen. We had several incidents of people trying to steal our car stereo.

I then transferred from Cunningham Elementary to Windsor Village Elementary; I was in the fourth grade. I was placed in ESL that year. I made a few friends one of them lived near my house, so one day we, my cousin and I, were playing basketball with him. My cousin dropped a five-dollar bill and the boy saw it and said that hit was his. I insisted that it was my cousin's money. The boy went to get his friend and it was like 4 or 5 of them. They were surely 14 or older. Then one of them took my bike and charged at me, he hit me in the leg. Well, they took the bike but did not get the 5 dollars. Another incident was when my soccer ball fell on my neighbor's front yard. I ran to get it and the woman was outside and she saw me. She started screaming at em to get off her yard, so I did. Once my dog jumped the fence to the house behind ours and the owner shot him down and in the morning the dog was lying in front of the our door.

My parents did not get an education. My mother only attended three years of school. My father attended two years. They had to stop going to school and earn money in order to help their parents out with food. My mother at the age of 13 was working as a maid for a woman in Mexico. She earned like 15 pesos a month. When they were older they decided to come to the US to work and make money. My mom started of cleaning offices in a building. My dad worked for a construction company. Since he got here he has been working for construction companies. Now he works for Kinsel Industries earning close to 15 dollars an hour.

I remember when I was little he used to get checks of 800 dollars or more. Now all these taxes cut the check down, he also has insurance for us. One thing we have is good credit. We do not really have economic problems. My sister has been working for quite a while now. I am going to start working soon to help out my mom with the bills.

Andrea's Story -- Ignoring Adversity to Reach Success

My name is Andrea Alfaro; I was born in Guanacaste, Costa Rica. I am an immigrant and now reside in Houston, Texas since July 1998. I live with my parents and siblings; in total we are five.

I had lived all my life in Costa Rica until the year 1996 when everything started to get harder. Not only were there family problems like everyone else have, but also

economic problems, which affected us more. My dad is pensioned in Costa Rica due to a massive brain malformation that he has; this did not allow him to work anywhere, and the government was giving him an equivalent of \$100, which was not enough to provide for a wife and three kids. My mom, on the other hand, had been working at my school as a janitor for thirteen years and got fired for some reasons, which later were proven false. This was around November of that year, my parents had no jobs and no income was being received.

Although there was no income we still had to pay rent, bills and food, which was very difficult. The situation began to get so hard for a period that for almost two weeks we had no food. Every day in the morning my brother and sister would have a piece of bread if we had any, if not, they would not eat anything in the morning. We would go to school with no lunch and in the afternoon, when we came home the only ones that ate a little were they two, my parents and I would not have anything to eat.

When my parents saw this, we knew that something had to be done. My grandfather had invited us to come visit then to Florida to compensate our good grades. My parents then decided to accept and we finally moved here on December 17, 1996.

We moved to Florida and had to start from scratch, we had absolutely nothing, so my grandparents let us stay with them; we lived with them for six months and then moved to Texas. The reason for moving to Texas was because everything was cheaper and there were more job opportunities.

When we moved to Texas we had nothing once more, my dad had rented an apartment and that was it. We had only what we brought with that and us was not much. My dad was working as the handy man of the apartment complex were we lived. The pay for this job was only \$150 a week and that was not enough. After a few months he lost his job because the landlord did not want to pay for this job anymore. He then began to work at a mechanic chop and everything was fine until his boss began to be not too nice and took advantage of my dad.

After a while he managed to get a job at a restaurant as the handy man, but then after a few months he got fired because the restaurant's manager had to cut some employees. When he saw himself in this position he thought about putting his own shop, so he did, he was working with the owner of the shop were he used to work at. Everything was working well until the owner's brother began to get in the way and my dad had to quit on his idea. Recently my dad is unemployed, and we again have bills to pay and things to take care of. The reason for all of this is the fact that my dad is a US resident and is able to work, while my family and I am not. So all the pressure is on my dad, because some people will not hire an alien. I had tried to help my family by finding a job but it seems to be almost impossible.

When we moved to the USA we thought everything was going to be better, but it just keeps getting worse. If we try to go back it would be worse, because everything in Costa Rica has changed and life is even harder now than what it was before. These past three years have been tough; because I lost my grandmother and best friend, and I could not go to their funeral because if I left I would be separated from my family for at least ten years. I do hope that soon I will be able to go back and see my relatives and meet my niece and nephews.

My dream is to soon become a resident so I can go to college, work and help my family out. If only I had a social security number all this would be possible, but it is only a nine-digit number that stops me from helping the people I love. The only one aspect that bothers me is that the US charges us the same taxes as the citizens and residents, yet we are the aliens and they are not. Don't we all have the same rights?

IMMIGRATION STATISTICS

In November 20, 1996, the U.S. immigration and Naturalization Service (INS) estimated that there were 10.525 million (+/- 350,000) legal residents (or immigrants) residing in the United States as of April 1996. Approximately 5.776 million (+/- 325,000) of these immigrants were eligible to apply for U.S. citizenship. Legal permanent residents are entitled to live permanently in the United States but are not naturalized citizens, either because they have chosen not to apply for citizenship, or because they have not met the citizenship requirements. One of the most important requirements is residence in the United States. Immigrants may become naturalized citizens after a minimum of 5 years residence, or in some cases after 3 years residence, by taking an oath of allegiance in a court or in an administrative hearing, or by deriving their citizenship through the naturalization of their parents. In addition to the 5.8 million immigrants eligible to apply for U.S. citizenship, approximately 687,000 children may be eligible to derive their citizenship through their parents' naturalization.

Table 1. Population Estimates by State of Residence:

Legal Permanent Residents and Aliens Eligible to Apply for Naturalization As of April 1996

State of Residence	Legal Permanent Residents		Eligible to Apply for Naturalization	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
All States	10,525,000	100.0%	5,776,000	100%
California	3,717,000	35.3%	2,265,000	39.2%
New York	1,498,000	14.2%	669,000	11.6%
Texas	825,000	7.8%	483,000	8.4%
Florida	790,000	7.5%	405,000	7.0%
New Jersey	462,000	4.4%	231,000	4.0%
Illinois	457,000	4.3%	194,000	3.4%
Massachusetts	310,000	2.9%	177,000	3.1%
Virginia	183,000	1.7%	97,000	1.7%
Maryland	178,000	1.7%	97,000	1.7%
Washington	174,000	1.7%	84,000	1.5%
Other States	1,931,000	18.3%	1,074,000	18.6%

State Estimates

Nearly half of all U.S. legal permanent residents live in either California (35%) or New York (14%). Other leading states of residence are Texas (8%), Florida (8%), New Jersey (4%), Illinois (4%), and Massachusetts (3%). (See Table 1) Three out of every four immigrants live in these seven states. These states are also the leading states of residence of immigrants who are eligible to apply for naturalization. California has a slightly higher percentage of non-citizens than immigrants, 39% compared to 35%, respectively. Note that there are ranges associated with these estimates that are shown for each state in Table 2. The number of immigrants residing in California, for example, is estimated to range from 3,587,000 to 3,847,000.

Data and Procedures

The state estimates are based on information collected in the 1990 census by the U.S. Census Bureau and on immigration and naturalization data collected by the INS.

Legal Permanent Residents

The first step to estimate the number of legal permanent residents living in each state as of April 1996 was to add the number of legal immigrants admitted after 1990 to the number of non-citizens counted in the 1990 census. These numbers were then reduced by the number of persons naturalized in each state since 1990, the number of persons who have derived citizenship since 1990, and estimates of the number of aliens who emigrated or died. The annual emigration rate was assumed to be 10 per 1,000 residents and the annual death rate was assumed to be 6 per 1,000 residents.

Several adjustments were made to the number of non-citizens counted in the 1990 census, which account for the ranges in the estimates. The census undercount of non-citizens was assumed to range between 5 and 7 percent, while the percentage of aliens who reported that they were citizens but who were actually non-citizens was assumed to range between 1 and 5 percent.

A Portion of the non-citizens reporting in the 1990 census were illegal immigrants and other aliens temporarily residing in the United States such as students or business representatives. The number of illegal aliens counted in the census was assumed to be 2.0 million, while the number of aliens temporarily living in the United States and counted in the census was assumed to be 750,000. These illegal and temporary resident aliens were subtracted from the non-citizen count in the 1990 census since they are not legal permanent residents.

Aliens Eligible to Apply for Naturalization

Nearly identical procedures were used to estimate the number of aliens eligible to apply for naturalization except that fewer post-1990 immigrants were added to the census non-citizen count. Spouses of U.S. citizens are eligible to apply for citizenship 3 years after entry, therefore, spouses who entered in the 3 years preceding 1996 were excluded. Most other immigrants have to wait for 5 years after admission, therefore; only immigrants who entered 5 years prior to 1996 were added to the eligible population.

Nearly 850,000 immigrants had applied for naturalization as of April 1996 but were awaiting a final decision. These individuals, while not naturalized citizens, were subtracted from the number of aliens eligible to apply. Most children under 18 years old were estimated to have been in the United States for at least 5 years and would be eligible to derive their citizenship through the naturalization of a parent. The numbers of children who may be eligible to derive citizenship are not shown separately for each state.

Immigrants must meet other requirements to become a U.S. citizen such as demonstrating good moral character and knowledge of English and U.S. civics. These qualifications,

which would tend to lower the number of persons eligible for naturalization, have not been taken into account in the estimates.

Table 2. Population Estimates by State of Residence:

**Legal Permanent Residents and Aliens Eligible to Apply for Naturalization
As of April 1996**

**U.S. Department of Justice
Immigration and Naturalization Service**

State of Residence	Legal Permanent Residents		Eligible to Apply for Naturalization	
	<u>Estimate</u>	<u>Range (+/-)</u>	<u>Estimate</u>	<u>Range (+/-)</u>
Total	10,525,000	350,00	5,776,000	325,000
Alabama	23,000	1,000	12,900	600
Alaska	10,900	400	4,800	300
Arizona	144,000	5,000	84,000	5,000
Arkansas	12,300	400	7,100	400
California	3,717,000	130,000	2,265,000	118,000
Colorado	71,000	2,000	38,000	2,000
Connecticut	126,000	4,000	73,000	4,000
Delaware	10,000	300	4,700	300
District of Columbia	42,000	1,000	23,000	1,000
Florida	790,000	28,000	405,000	26,000
Georgia	102, 000	3,000	51,000	3,000
Hawaii	66, 000	2,000	23,000	2,000
Idaho	16,000	1,000	9,800	500
Illinois	457,000	16,000	194,000	14,000
Indiana	46,000	2,000	28,000	1,000
Iowa	27,000	1,000	15,000	1,000
Kansas	36,000	1,000	22,000	1,000
Kentucky	21,000	1,000	11,500	500
Louisiana	47,000	2,000	27,000	2,000
Maine	14,700	400	7,000	400
Maryland	178,000	6,000	97,000	6,000
Massachusetts	310,000	9,000	177,000	9,000
Michigan	164,000	5,000	94,000	5,000
Minnesota	77,000	2,000	40,000	2,000
Mississippi	10,800	300	6,500	300

Missouri	44,000	2,000	23,000	1,000
Montana	5,900	200	3,400	200
Nebraska	13,700	400	5,900	400
Nevada	53,000	2,00	33,000	2,000
New Hampshire	19,000	1,000	12,400	500
New Jersey	462,000	15,000	231,000	13,000
New Mexico	43,000	2,000	30,000	1,000
New York	1,498,000	46,000	669,000	43,000
North Carolina	64,000	2,000	35,000	2,000
North Dakota	4,900	100	2,200	100
Ohio	113,000	3,000	65,000	3,000
Oklahoma	32,000	1,000	18,000	1,000
Oregon	78,000	2,000	47,000	2,000
Pennsylvania	160,000	5,000	72,000	5,000
Rhode Island	47,000	2,000	31,000	2,000
South Carolina	24,000	1,000	13,400	700
South Dakota	4,400	100	1,900	100
Tennessee	37,000	1,000	20,000	1,000
Texas	825,000	29,000	483,000	27,000
Utah	33,000	1,000	19,000	1,000
Vermont	7,400	200	4,000	200
Virginia	183,000	5,000	97,000	5,000
Washington	174,000	6,000	84,000	5,000
West Virginia	7,000	200	3,800	200
Wisconsin	70,000	2,000	46,000	2,000
Wyoming	3,600	100	2,300	100
			687,000	26,000

Note: Totals may not add due to rounding

Under age 18 – Not eligible for naturalization but may be able to derive citizenship through a parent’s naturalization

ANNOTATED BIBLIOGRAPHY

Alfaro, Andrea, "Ignoring Adversity to Reach Success: the story of a Costa Rican Immigrant."

Costa Rican immigrant family and all the difficulties they have gone through and still are struggling through.

Bender, David, "Immigration Policy: A Historical Overview"

Prior to the mid-nineteenth century, few restrictions were placed on immigrations an immigrant helped build the infrastructure and fuel the economy of an expanding new nation. The first immigration quotas were established to appease rising nativist sentiments in the late nineteenth century.

Cockcroft, James, "The Hispanic Struggle For Justice: The Hispanic Experience in the Americas"

Unlike most other immigrants, many Hispanics, such as the Mexicans of the territories of Texas and California, had indeed been living there before the United States acquired these lands.

Garcia, Antonia, " Antonia's Story: Appearance, the Other Side of the Mirror."

The story of an immigrant family and the advantages that one of their daughters had because of her appearance.

Guzman, Mario, "Mario's Story: The Story of a Salvadorian Immigrant."

A boy who was made to surpass hard circumstances and still be at the top.

Portes, Alejandro, "Immigrant America"

An examination of the impact made by new immigrants on the social, economic and political life of the United States.

Rodriguez, Jose, "Jose's Story: I Have Survived."

The problems and circumstances faced by immigrants.

Stewart, Gail, "Illegal Immigrants: The Other America"

"The Other America" series focuses on the outsiders of society-the homeless, the elderly, teenage mothers, teen runaways, and others.

Suro, Roberto, "Strangers Among Us: How Latino Immigration is transforming America" New York,

"Strangers Among Us" is a lucid, informed, and cliché-shattering examination of Latino immigration to the United States.