

# **Compton USD Learning Packet #3**

**Ninth Grade**

# 9th Grade Learning Packet

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### Week 4

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1	1) Read and take notes on: A Land of Immigrants, Getting to the United States, Ellis and Angel Islands, and Becoming a US Citizen	
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# Immigration to the United States



These photos at Ellis Island show immigrants to the United States.

## *Fast Facts*

- About 12 percent of the people who live in the United States were born in other countries.
- More immigrants come to the United States from Mexico than from any other country.
- About 1.5 percent of U.S. citizens today are American Indians.

## A Land of Immigrants

Immigrants are people who leave their home country to live in a new country. Except for American Indians, every<sup>23</sup> U.S. citizen has a family member who was once an immigrant to the United States. Some families have lived in this country<sup>45</sup> for hundreds of years and do not think of themselves as immigrants. Others may be either immigrants themselves or the children of immigrants.<sup>68</sup>

People come to the United States from many countries. Many immigrants come looking for new opportunities.<sup>84</sup> While some seek better jobs, others seek opportunities to live their lives as they wish. Living as they wish is an opportunity that people may not have in other countries.<sup>114</sup>

### KEY NOTES

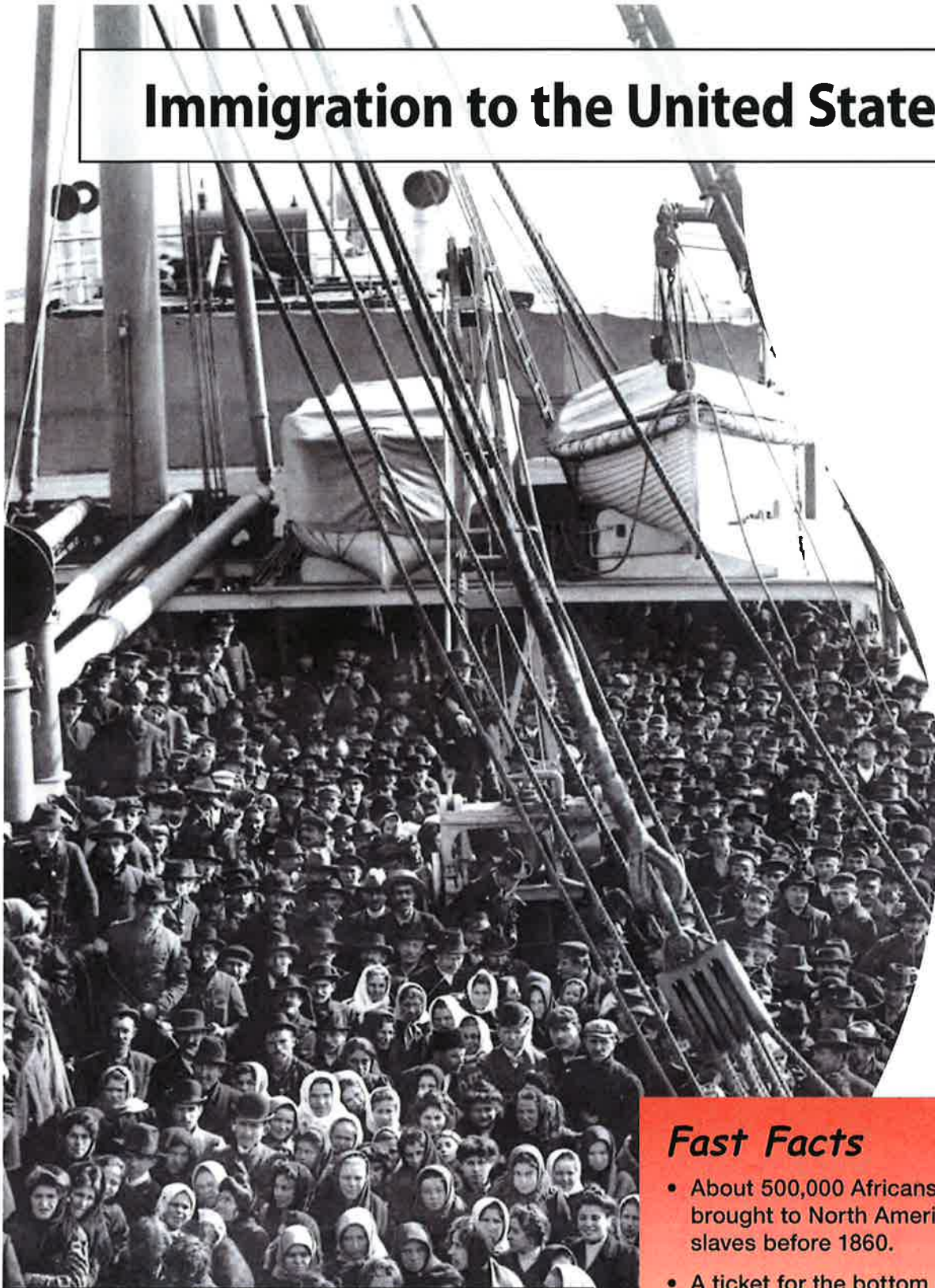
#### **A Land of Immigrants**

Why do immigrants come to the United States?

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# Immigration to the United States



Travel on ships to the United States was difficult for immigrants.

## *Fast Facts*

- About 500,000 Africans were brought to North America as slaves before 1860.
- A ticket for the bottom deck of a ship might cost \$25, about two years' wages.
- Up to 2,000 people fit in the bottom deck; ship companies could earn up to \$65,000 for each group of immigrants.

## Getting to the United States

Until about 50 years ago, most immigrants came to the United States in ships. The conditions on these early ship<sup>25</sup> voyages were difficult, especially for the people who were brought from Africa as slaves. Even for immigrants who chose<sup>44</sup> to come to the United States, though, these voyages could be hard.<sup>56</sup>

Between 1900 and 1920, 13 million immigrants arrived in ships from Europe. Many of these people, especially the poor,<sup>75</sup> traveled in very difficult conditions. Many immigrants could only pay to travel on the bottom decks of ships, which were<sup>95</sup> often crowded and windowless. Today, however, most immigrants to the United States arrive by plane.<sup>110</sup>

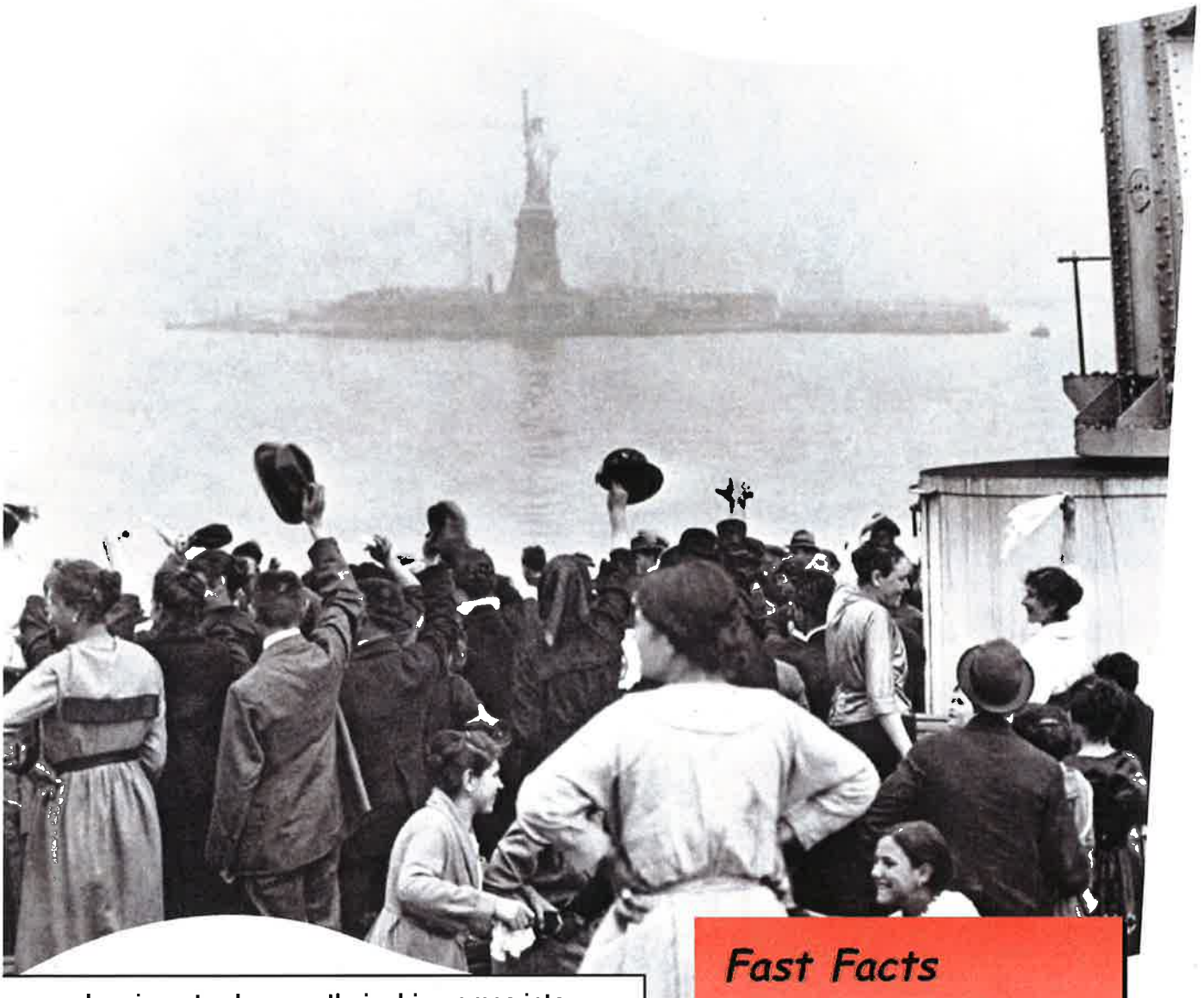
### KEY NOTES

**Getting to the United States** What was life like for immigrants who traveled to the United States between 1900 and 1920?

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# Immigration to the United States



Immigrants cheer as their ship comes into New York Harbor, about 1900.

## *Fast Facts*

- From 1892 to 1954, about 12 million immigrants landed at Ellis Island.
- Almost half of all Americans can trace their roots to someone who landed at Ellis Island.
- From 1910 to 1940, about 175,000 Chinese immigrants landed at Angel Island.

## Ellis and Angel Islands

After 1886, the Statue of Liberty greeted ships arriving in New York. Immigrants often cheered when they saw the Statue of Liberty. Many of these immigrants passed through Ellis Island.

First, immigrants were given medical checks to be sure they were well. Some people who were ill were sent back to their home country. People who passed their medical check were questioned about their background. Finally, immigrants were told if they could stay in the United States.

Immigrants who arrived on the West Coast were checked at Angel Island in California. Most of these immigrants came from China. Some were kept at Angel Island for as long as two years.

### KEY NOTES

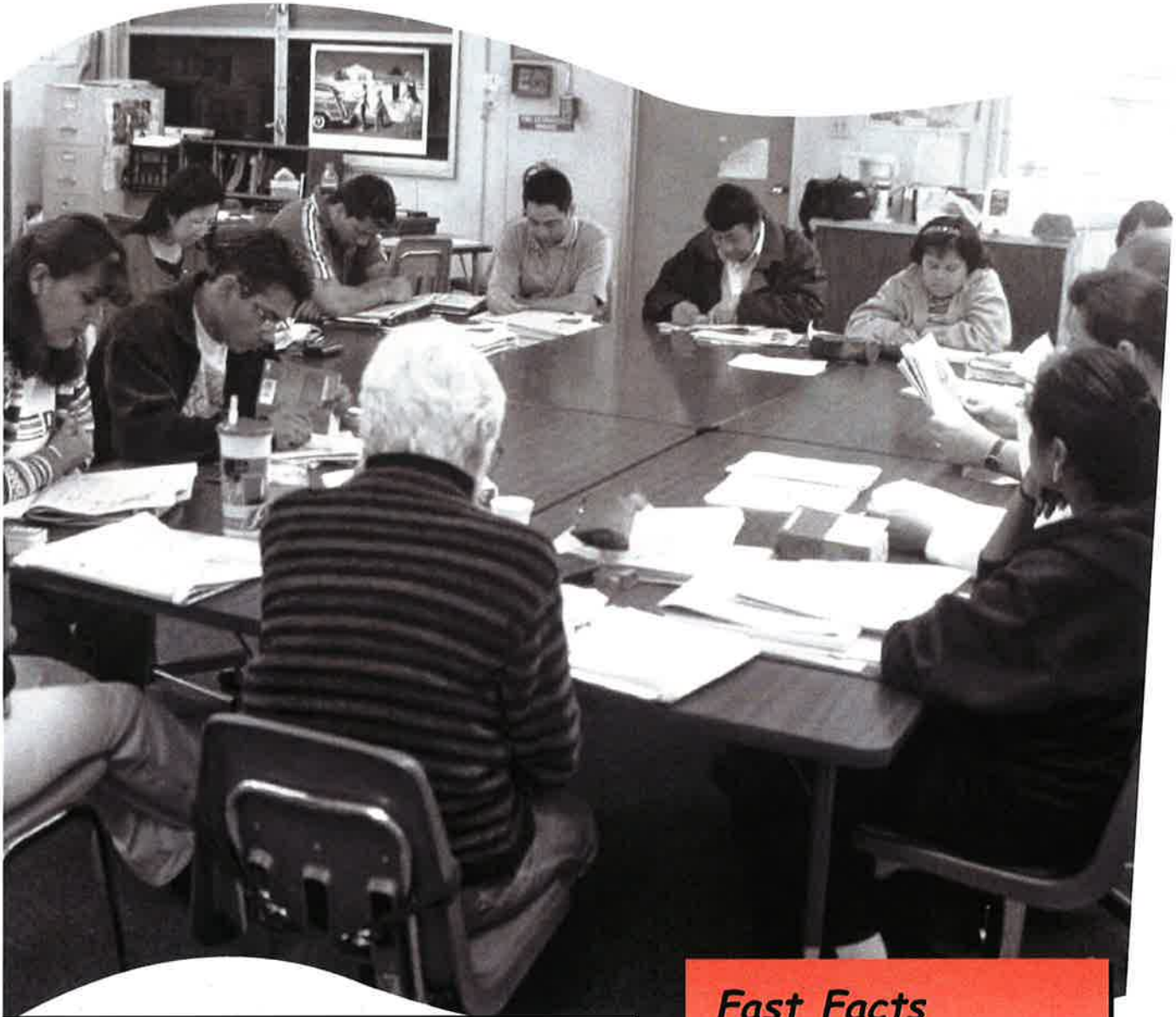
**Ellis and Angel Islands** What was the first thing that happened to immigrants on Ellis and Angel Islands?

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# Immigration to the United States



Immigrants study English to pass a test to become a U.S. citizen.

## ***Fast Facts***

- More than 450,000 people become U.S. citizens each year.
- One question on the citizenship test has been, "What are the colors of our flag?"
- American Indians did not become U.S. citizens until 1924.

## Becoming a U.S. Citizen

Most Americans become citizens by being born in the United States. However, every year more than 700,000<sup>21</sup> immigrants come to this country. Many come because they want to become U.S. citizens.<sup>35</sup>

Before 1906, people were not required to know English to become U.S. citizens. Since then, laws were changed to require<sup>55</sup> those who want to become citizens to speak, read, and write English. This requirement means that many new citizens speak<sup>75</sup> more than one language. People who want to become citizens also must pass a test about the history and laws of the United<sup>98</sup> States. Today, only people who know English and pass this test can become U.S. citizens.<sup>113</sup>

### KEY NOTES

#### **Becoming a U.S. Citizen**

What must immigrants know to become U.S. citizens?

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# 17.2 Reflections



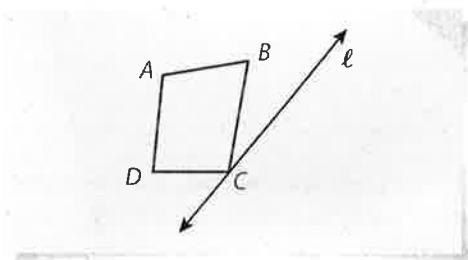
**Essential Question:** How do you draw the image of a figure under a reflection?

Resource Locker

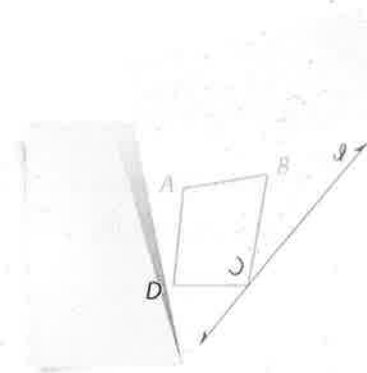
## Explore Exploring Reflections

Use tracing paper to explore reflections.

- (A) Draw and label a line  $\ell$  on tracing paper. Then draw and label a quadrilateral  $ABCD$  with vertex  $C$  on line  $\ell$ .



- (B) Fold the tracing paper along line  $\ell$ . Trace the quadrilateral. Then unfold the paper and draw the image of the quadrilateral. Label it  $A' B' C' D'$ .



- (C) Draw segments to connect each vertex of quadrilateral  $ABCD$  with its image. Use a protractor to measure the angle formed by each segment and line  $\ell$ . What do you notice?

\_\_\_\_\_

- (D) Use a ruler to measure each segment and the two shorter segments formed by its intersection with line  $\ell$ . What do you notice?

\_\_\_\_\_

### Reflect

1. In this activity, the fold line (line  $\ell$ ) is the line of reflection. What happens when a point is located on the line of reflection?

\_\_\_\_\_

\_\_\_\_\_

2. **Discussion** A student claims that a figure and its reflected image always lie on opposite sides of the line of reflection. Do you agree? Why or why not?

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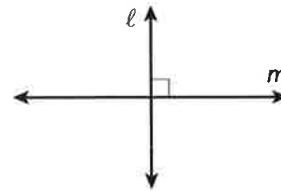
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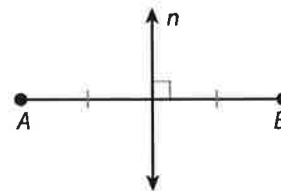
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## Explain 1 Reflecting Figures Using Graph Paper

**Perpendicular lines** are lines that intersect at right angles. In the figure, line  $\ell$  is perpendicular to line  $m$ . The right angle mark in the figure indicates that the lines are perpendicular.

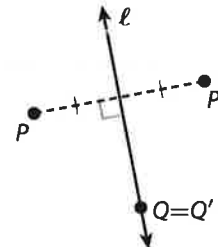


The **perpendicular bisector** of a line segment is a line perpendicular to the segment at the segment's midpoint. In the figure, line  $n$  is the perpendicular bisector of  $\overline{AB}$ .



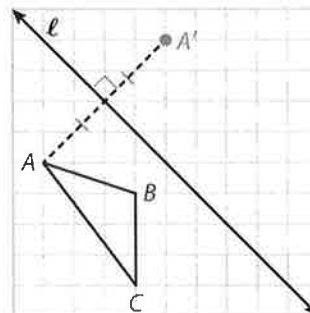
A **reflection** across line  $\ell$  maps a point  $P$  to its image  $P'$ .

- If  $P$  is not on line  $\ell$ , then line  $\ell$  is the perpendicular bisector of  $\overline{PP'}$ .
- If  $P$  is on line  $\ell$ , then  $P = P'$ .



**Example 1** Draw the image of  $\triangle ABC$  after a reflection across line  $\ell$ .

- (A) Step 1** Draw a segment with an endpoint at vertex  $A$  so that the segment is perpendicular to line  $\ell$  and is bisected by line  $\ell$ . Label the other endpoint of the segment  $A'$ .



## Explain 2 Drawing Reflections on a Coordinate Plane

The table summarizes coordinate notation for reflections on a coordinate plane.

Rules for Reflections on a Coordinate Plane	
Reflection across the $x$ -axis	$(x, y) \rightarrow (x, -y)$
Reflection across the $y$ -axis	$(x, y) \rightarrow (-x, y)$
Reflection across the line $y = x$	$(x, y) \rightarrow (y, x)$
Reflection across the line $y = -x$	$(x, y) \rightarrow (-y, -x)$

**Example 2** Reflect the figure with the given vertices across the given line.

- (A)  $M(1, 2)$ ,  $N(1, 4)$ ,  $P(3, 3)$ ;  $y$ -axis

**Step 1** Find the coordinates of the vertices of the image.

$$A(x, y) \rightarrow A'(-x, y).$$

$$M(1, 2) \rightarrow M'(-1, 2)$$

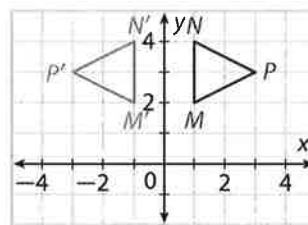
$$N(1, 4) \rightarrow N'(-1, 4)$$

$$P(3, 3) \rightarrow P'(-3, 3)$$

**Step 2** Graph the preimage.

**Step 3** Predict the quadrant in which the image will lie. Since  $\triangle MNP$  lies in Quadrant I and the triangle is reflected across the  $y$ -axis, the image will lie in Quadrant II.

Graph the image.



- (B)  $D(2, 0)$ ,  $E(2, 2)$ ,  $F(5, 2)$ ,  $G(5, 1)$ ;  $y = x$

**Step 1** Find the coordinates of the vertices of the image.

$$A(x, y) \rightarrow A'(\quad, \quad)$$

$$D(2, 0) \rightarrow D'(\quad, \quad)$$

$$E(2, 2) \rightarrow E'(\quad, \quad)$$

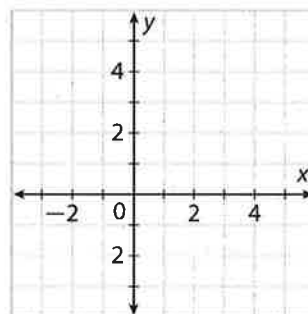
$$F(5, 2) \rightarrow F'(\quad, \quad)$$

$$G(5, 1) \rightarrow G'(\quad, \quad)$$

**Step 2** Graph the preimage.

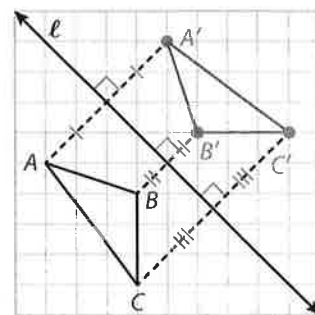
**Step 3** Since  $DEFG$  lies in Quadrant I and the quadrilateral is reflected across the line  $y = x$ , the image will lie in Quadrant \_\_\_\_\_.

Graph the image.



**Step 2** Repeat Step 1 at vertices  $B$  and  $C$ .

**Step 3** Connect points  $A'$ ,  $B'$ , and  $C'$ .  
 $\triangle A'B'C'$  is the image of  $\triangle ABC$ .



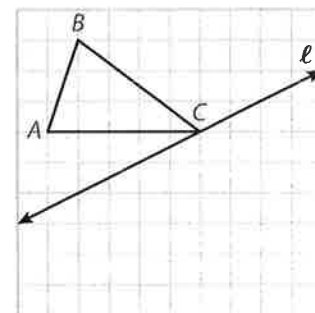
**(B)** Draw the image of  $\triangle ABC$  after a reflection across line  $\ell$ .

**Step 1** Draw a segment with an endpoint at vertex  $A$  so that the segment is perpendicular to line  $\ell$  and is bisected by line  $\ell$ . Label the other endpoint of the segment  $A'$ .

**Step 2** Repeat Step 1 at vertex  $B$ .

Notice that  $C$  and  $C'$  are the same point because  $C$  is on the line of reflection.

**Step 3** Connect points  $A'$ ,  $B'$ , and  $C'$ .  $\triangle A'B'C'$  is the image of  $\triangle ABC$ .



**Reflect**

**3.** How can you check that you drew the image of the triangle correctly?

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**4.** In Part A, how can you tell that  $\overline{AA'}$  is perpendicular to line  $\ell$ ?

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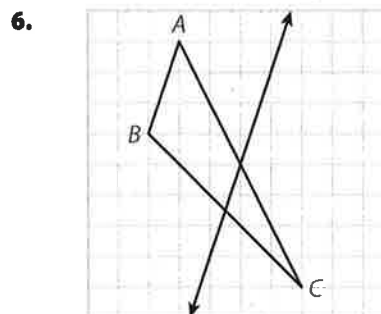
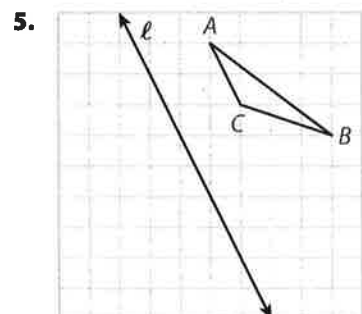
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**Your Turn**

Draw the image of  $\triangle ABC$  after a reflection across line  $\ell$ .



## Document A: Molly Elliot Seawell (Modified)

It has often been pointed out that women should not pass laws on matters of war and peace, since no woman can do military duty. But this point applies to other issues, too. No woman can have any practical knowledge of shipping and navigation, of the work of trainmen on railways, of mining, or of many other subjects of the highest importance. Their legislation, therefore, would not be intelligent, and the laws they devised to help sailors, trainmen, miners, etc., might be highly offensive to the very people they tried to help. If sailors and miners refused to obey the laws, who would have to enforce them? The men!

The entire execution of the law would be in the hands of men, backed up by irresponsible voters (women) who could not lift a finger to catch or punish a criminal. And if all the dangers and difficulties of executing the law lay upon men, what right have women to make the law?

Also, there seems to be a close relationship between suffrage and divorce. Political differences in families, between brothers, for example, who vote on differing sides, do not promote harmony. How much more inharmonious must be political differences between a husband and wife, each of whom has a vote which may be used as a weapon against the other? What is likely to be the state of that family, when the husband votes one ticket, and the wife votes another?

### Vocabulary

Devised: designed

Executing: carrying out

Inharmonious: unpleasant

*Source: Excerpt from Molly Elliot Seawell, an anti-suffragist from Virginia who published the anti-suffrage book, The Ladies' Battle, in 1911.*





# Immigration to the United States

## A Land of Immigrants

1. The main idea of “A Land of Immigrants” is that \_\_\_\_\_

- a. everyone who lives in a country is an immigrant.
- b. all children in the United States are immigrants.
- c. visitors to the United States are immigrants.
- d. someone in most U.S. families was an immigrant.

2. What is an immigrant?

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3. What are two kinds of opportunity people seek when they come to the United States?

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## Getting to the United States

1. “Getting to the United States” is MAINLY about \_\_\_\_\_

- a. how much immigrants had to pay to get to the United States.
- b. how difficult it is to get to the United States today.
- c. how immigrants came to the United States years ago and today.
- d. rules for getting to the United States on airplanes.

2. Compare how most immigrants came to the United States about 50 years ago with how they come today.

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3. Why were conditions on the ships difficult for many immigrants from Africa and from Europe?

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## Ellis and Angel Islands

1. Another good name for “Ellis and Angel Islands” is \_\_\_\_\_

- a. “The Statue of Liberty.”
- b. “Why Immigrants Came to the United States.”
- c. “Living at Ellis Island.”
- d. “Arriving in the United States.”

2. Immigrants were checked to be sure \_\_\_\_\_

- a. they could speak English.
- b. they were not ill.
- c. they had enough money.
- d. they were U.S. citizens.

3. What happened at Ellis and Angel Islands?

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## Becoming a U.S. Citizen

1. Many immigrants to the United States want to \_\_\_\_\_

- a. become U.S. citizens.
- b. go to Ellis Island.
- c. visit the United States.
- d. learn how to be immigrants.

2. In 1906, how did laws change that allowed immigrants to become U.S. citizens?

- a. Fewer people were allowed to become citizens.
- b. Immigrants had to know English.
- c. More people had to become citizens.
- d. Immigrants had to become citizens.

3. What are two things immigrants need to do today to become citizens?

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### Reflect

7. How would the image of  $\triangle MNP$  be similar to and different from the one you drew in Part A if the triangle were reflected across the  $x$ -axis?

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8. A classmate claims that the rule  $(x, y) \rightarrow (-x, y)$  for reflecting a figure across the  $y$ -axis only works if all the vertices are in the first quadrant because the values of  $x$  and  $y$  must be positive. Explain why this reasoning is not correct.

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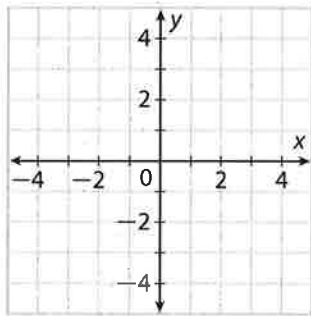


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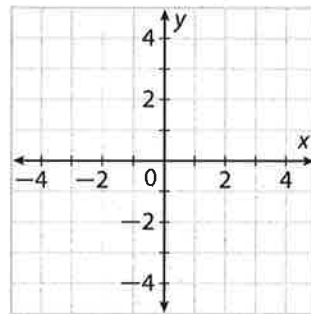
### Your Turn

Reflect the figure with the given vertices across the given line.

9.  $S(3, 4), T(3, 1), U(-2, 1), V(-2, 4); x$ -axis



10.  $A(-4, -2), B(-1, -1), C(-1, -4); y = -x$



### Explain 3 Specifying Lines of Reflection

**Example 3** Given that  $\triangle A'B'C'$  is the image of  $\triangle ABC$  under a reflection, draw the line of reflection.

- (A) Draw the segments  $\overline{AA'}$ ,  $\overline{BB'}$ , and  $\overline{CC'}$ .

Find the midpoint of each segment.

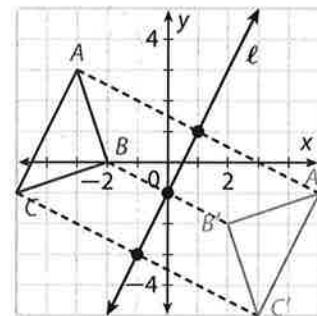
$$\text{The midpoint of } \overline{AA'} \text{ is } \left( \frac{-3 + 5}{2}, \frac{3 + (-1)}{2} \right) = (1, 1).$$

$$\text{The midpoint of } \overline{BB'} \text{ is } \left( \frac{-2 + 2}{2}, \frac{0 + (-2)}{2} \right) = (0, -1).$$

$$\text{The midpoint of } \overline{CC'} \text{ is } \left( \frac{-5 + 3}{2}, \frac{-1 + (-5)}{2} \right) = (-1, -3).$$

Plot the midpoints. Draw line  $\ell$  through the midpoints.

Line  $\ell$  is the line of reflection.

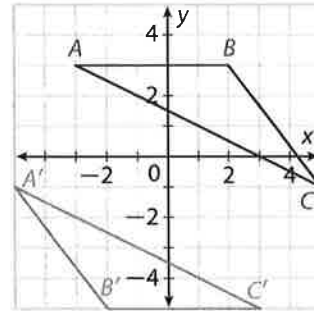


**B** Draw  $\overline{AA'}$ ,  $\overline{BB'}$ , and  $\overline{CC'}$ . Find the midpoint of each segment.

The midpoint of  $\overline{AA'}$  is  $\left( \frac{\quad + \quad}{2}, \frac{\quad + \quad}{2} \right) = (\quad, \quad)$ .

The midpoint of  $\overline{BB'}$  is  $\left( \frac{\quad + \quad}{2}, \frac{\quad + \quad}{2} \right) = (\quad, \quad)$ .

The midpoint of  $\overline{CC'}$  is  $\left( \frac{\quad + \quad}{2}, \frac{\quad + \quad}{2} \right) = (\quad, \quad)$ .



Plot the midpoints. Draw line  $\ell$  through the midpoints. Line  $\ell$  is the line of reflection.

**Reflect**

11. How can you use a ruler and protractor to check that line  $\ell$  is the line of reflection?

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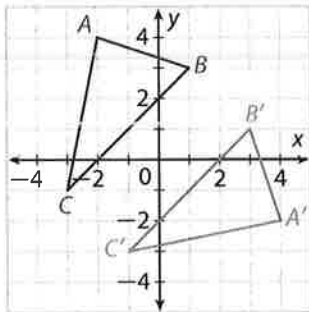


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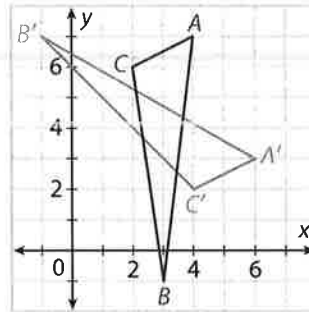
**Your Turn**

Given that  $\triangle A'B'C'$  is the image of  $\triangle ABC$  under a reflection, draw the line of reflection.

12.



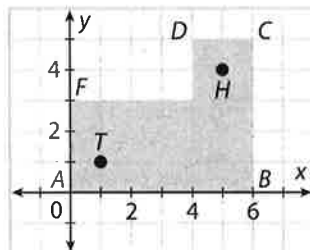
13.



**Explain 4 Applying Reflections**

**Example 4**

The figure shows one hole of a miniature golf course. It is not possible to hit the ball in a straight line from the tee  $T$  to the hole  $H$ . At what point should a player aim in order to make a hole in one?



### Understand the Problem

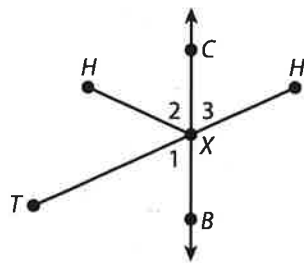
The problem asks you to locate point  $X$  on the wall of the miniature golf hole so that the ball can travel in a straight line from  $T$  to  $X$  and from  $X$  to  $H$ .

### Make a Plan

In order for the ball to travel directly from  $T$  to  $X$  to  $H$ , the angle of the ball's path as it hits the wall must equal the angle of the ball's path as it leaves the wall. In the figure,  $m\angle 1$  must equal  $m\angle 2$ .

Let  $H'$  be the reflection of point  $H$  across  $\overline{BC}$ .

Reflections preserve angle measure, so  $m\angle 2 = m\angle 3$ . Therefore,  $m\angle 1$  is equal to  $m\angle 2$  when  $m\angle 1$  is equal to  $m\angle 3$ . This occurs when  $T$ ,  $X$ , and  $H'$  are collinear.



### Solve

Reflect  $H$  across  $\overline{BC}$  to locate  $H'$ .

The coordinates of  $H'$  are  $(\square, \square)$ .

Draw  $\overline{TH'}$  and locate point  $X$  where  $\overline{TH'}$  intersects  $\overline{BC}$ .

The coordinates of point  $X$  are  $(\square, \square)$ .

The player should aim at this point.

### Look Back

To check that the answer is reasonable, plot point  $X$  using the coordinates you found. Then use a protractor to check that the angle of the ball's path as it hits the wall at point  $X$  is equal to the angle of the ball's path as it leaves the wall from point  $X$ .

### Reflect

14. Is there another path the ball can take to hit a wall and then travel directly to the hole? Explain.

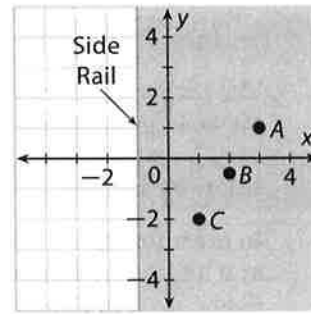
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**Your Turn**

15. Cara is playing pool. She wants to use the cue ball  $C$  to hit the ball at point  $A$  without hitting the ball at point  $B$ . To do so, she has to bounce the cue ball off the side rail and into the ball at point  $A$ . Find the coordinates of the exact point along the side rail that Cara should aim for.



**Elaborate**

16. Do any points in the plane have themselves as images under a reflection? Explain.

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17. If you are given a figure and its image under a reflection, how can you use paper folding to find the line of reflection?

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18. **Essential Question Check-In** How do you draw the image of a figure under a reflection across the  $x$ -axis?

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## Document B: Anti-Suffrage Newspaper in New York (Modified)

The Suffragists' ideal is a kitchen-less house. The Suffragist keeps writing and speaking about pots and pans, and denounces housekeeping as degrading. The Suffragists teach women to revolt against the daily task of tending child and house, and we sadly see the results in the nation's poor health and lowered physique. It is the Suffragist theory that women's sphere in life should be the same as the man's. Is it not clear how this hideous feminism is sapping our vitality as a nation? Is it too much to say that it lies at the root of half the sickness and disease in our country?

There are many wealthy women who support Suffragism, and who do a very dangerous thing in preaching to working women that housework is degrading. As long as a working woman keeps her home clean and well tended, she enjoys the high regard of her neighbors. Yet, now the more weak-minded have been influenced by the Suffragists' snobbish preaching. Such feminism is destroying our national character and warping the natural impulses and beliefs that make a woman's life such a beautiful work of art.

### Vocabulary

Degrading: lowering one's character

Sphere: area of influence

Sapping: draining

Vitality: energy

Warping: twisting out of shape

*Source:* Article from an anti-suffrage newspaper, *The Woman's Protest Against Woman's Suffrage*, published in New York by the National Association Opposed to Woman Suffrage, in October 1912.



immigrants	opportunity	conditions	voyages
statue	liberty	citizens	require

1. Choose the word from the word box above that best matches each definition. Write the word on the line below.

- A. \_\_\_\_\_ being free
- B. \_\_\_\_\_ a chance to do something new
- C. \_\_\_\_\_ a figure of a person or animal
- D. \_\_\_\_\_ the way things are
- E. \_\_\_\_\_ people who move to a new country to make a new home
- F. \_\_\_\_\_ need to have or do something
- G. \_\_\_\_\_ trips
- H. \_\_\_\_\_ people who are members of a country

2. Fill in the blanks in the sentences below. Choose the word from the word box that completes each sentence.

- A. My town put up a \_\_\_\_\_ of the person who started the town.
- B. My parents came to the United States to become \_\_\_\_\_.
- C. It was cold, so the \_\_\_\_\_ for swimming were not good.
- D. The school will \_\_\_\_\_ new students to pass a test to move to the next grade.
- E. If you are free, you have the \_\_\_\_\_ to do what you want.
- F. The United States is sometimes called the land of \_\_\_\_\_ because people can do many things here.
- G. More \_\_\_\_\_ come to a country when more jobs are available.
- H. I like \_\_\_\_\_ by sea because I have always loved boats.



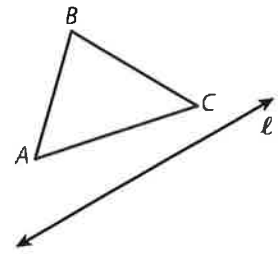
# ★ Evaluate: Homework and Practice



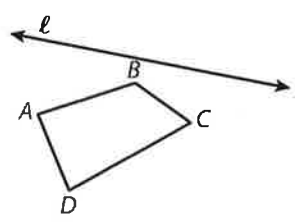
- Online Homework
- Hints and Help
- Extra Practice

Use tracing paper to copy each figure and line  $l$ . Then fold the paper to draw and label the image of the figure after a reflection across line  $l$ .

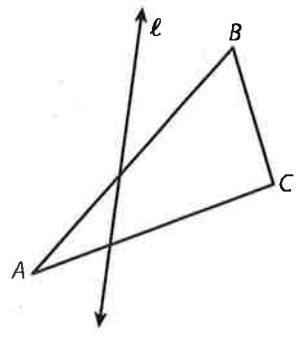
1.



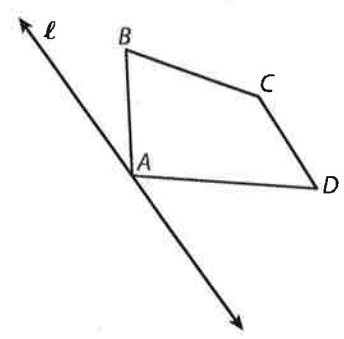
2.



3.

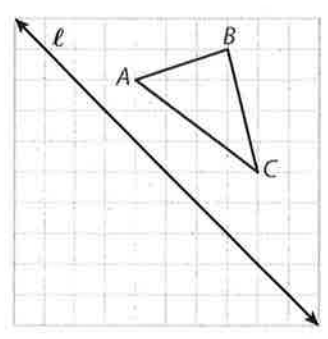


4.

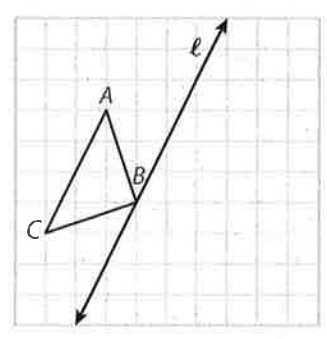


Draw the image of  $\triangle ABC$  after a reflection across line  $l$ .

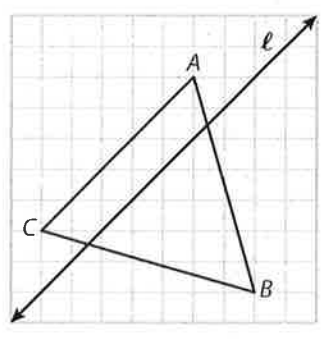
5.



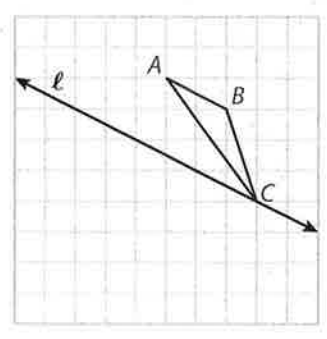
6.



7.



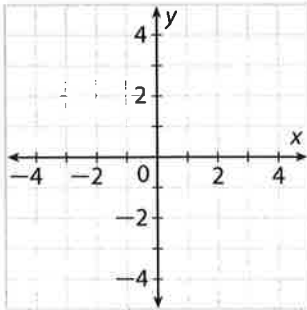
8.



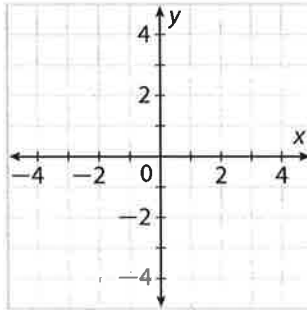
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Reflect the figure with the given vertices across the given line.

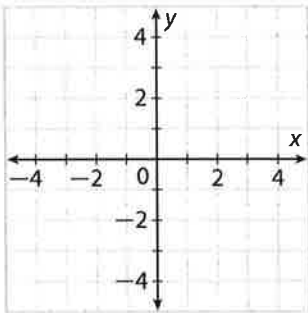
9.  $P(-2, 3), Q(4, 3), R(-1, 0), S(-4, 1)$ ;  $x$ -axis



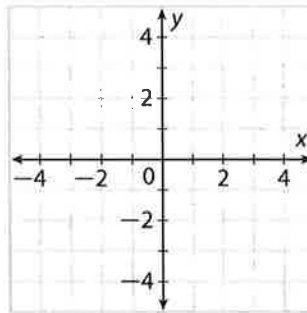
10.  $A(-3, -3), B(1, 3), C(3, -1)$ ;  $y$ -axis



11.  $J(-1, 2), K(2, 4), L(4, -1)$ ;  $y = -x$

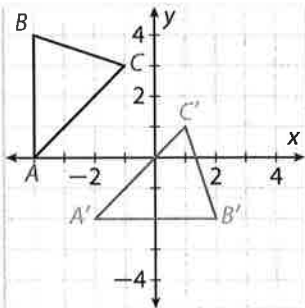


12.  $D(-1, 1), E(3, 2), F(4, -1), G(-1, -3)$ ;  $y = x$

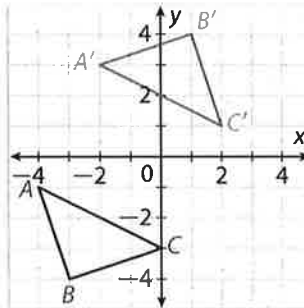


Given that  $\triangle A'B'C'$  is the image of  $\triangle ABC$  under a reflection, draw the line of reflection.

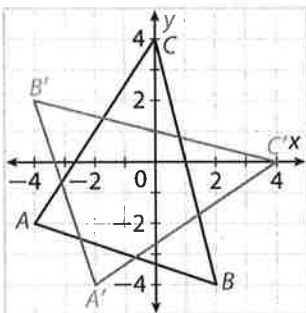
13.



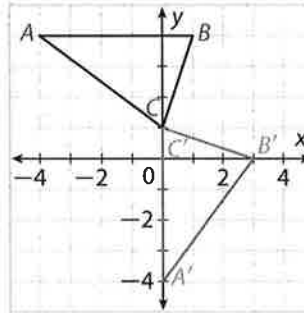
14.



15.



16.



## **Document C: Tennessee Representative John A. Moon (Modified)**

It has been insisted that the real purpose of this amendment is to deprive the Southern States of representation in part in Congress....

In those Southern States where the colored population outnumbers the white, to double the number of ignorant voters by giving the colored woman the right to vote would produce a condition that would be absolutely intolerable. We owe something to the wishes and the sentiments of the people of our sister States struggling to maintain law and order and white supremacy....

We are engaged now in a great foreign war. It is not the proper time to change the whole electoral system... Patriotism, in my judgment, forbids the injection of this issue into national politics at this time.

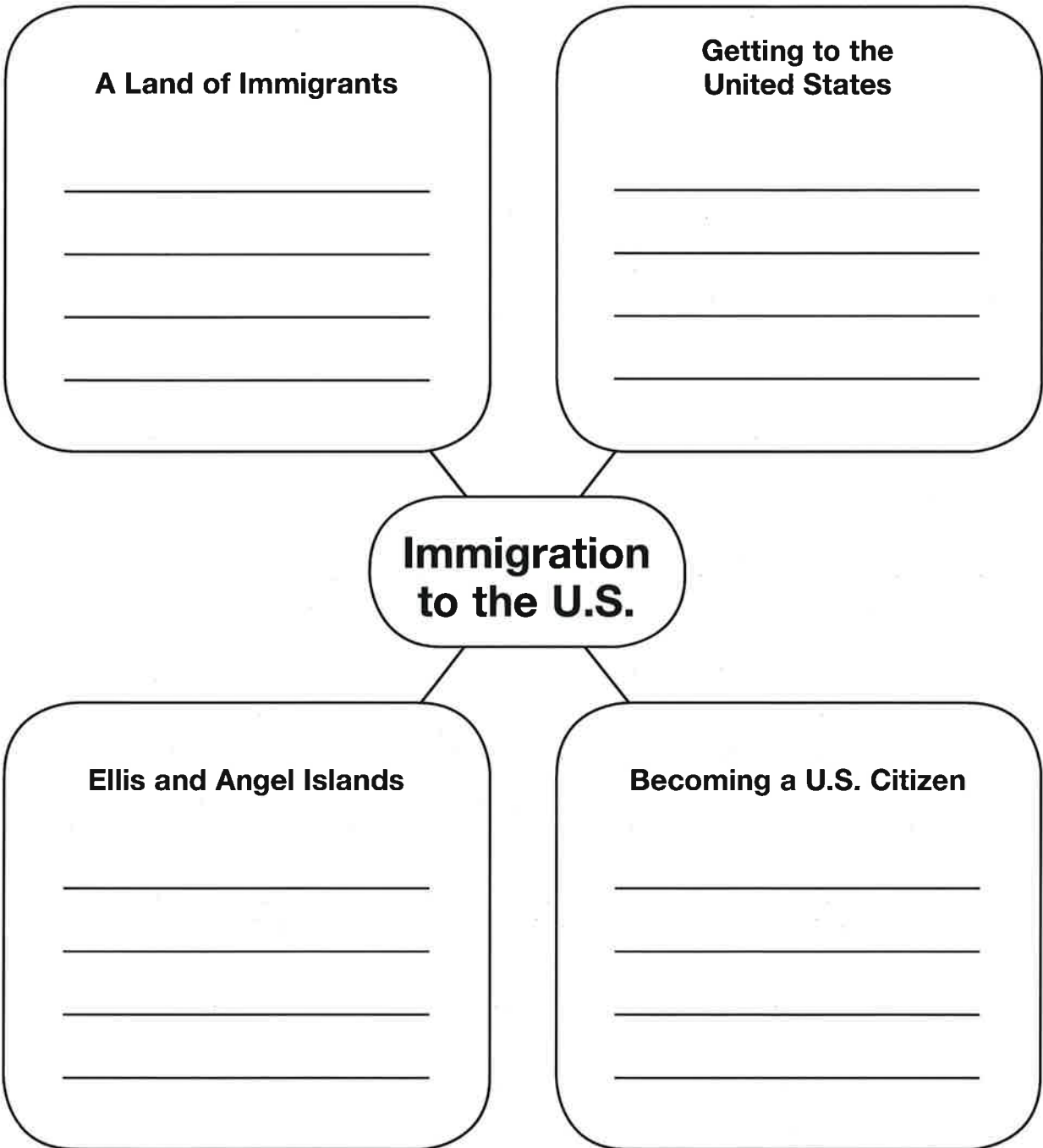
*Source: Representative John A. Moon of Tennessee, speech in House of Representatives, January 10, 1918, on the issue of the woman suffrage amendment.*





# Immigration to the United States

1. Use the idea web to help you remember what you read. In each box, write the main idea of that reading.



**2. How do you think immigrants changed the United States?**

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**3. What are three things immigrants might have to do differently in a new country?**

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**4. Why do you think immigrants come to the United States today?**

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Name \_\_\_\_\_

### Why Did Anti-Suffragists Oppose Woman Suffrage?

<b>Document</b>	<b>Date/ Author</b>	<b>According to this document, why did anti-suffragists oppose woman suffrage?</b>	<b>Provide evidence from the document that supports these reasons.</b>
<b>Document A</b>			
<b>Document B</b>			
<b>Document C</b>			