

## Policy Checkpoint Answer Key

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|-----|-----|
| 1-C | 5-B |
| 2-D | 6-D |
| 3-A | 7-C |
| 4-B |     |

Check that students rely on historical meaning, not guesswork.

### Teacher's Guide

**Purpose:** Support critical reading and historical awareness of restrictive immigration laws in U.S. history.

#### Before the Activity

- Introduce key terms: exclusion, quota, policy, restriction, prejudice
- Provide quick background notes or a mini timeline of immigration laws

#### During the Activity

- Encourage students to explain their reasoning for choices
- Re-read any question that causes confusion - clarify vocabulary

#### After the Activity

- Discuss why these laws were created and who they impacted
- Highlight connections to immigration experiences at Ellis Island

#### Differentiation Strategies

- Reduce answer options for students needing extra support
- Work in pairs and allow verbal discussion before choosing answers
- Add teacher-created visuals representing each policy

#### Engagement Ideas

- Students create mini posters with policy names and their impacts
- Conduct a brief debate: "Were quotas fair?" (structured and respectful)
- Compare newspaper headlines from the time period

#### Extension Opportunities

- Research how immigration laws later changed and why
- Explore a primary source story of someone affected by these policies
- Write a reflection on how laws can shape who is allowed into a country