

To Dream or Not: Immigration and Reform

Immigration Policy

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Grade Level	9th – 12th Grade	**Time Frame**	2 class period(s)
Subject	Social Studies	**Duration**	90 minutes
Course	U.S. History		

Essential Question

Does immigration reform matter? How does it impact us?

Summary

The United States has often been called a "nation of immigrants." With that as the focal point, students will investigate the changes in the domestic policies of the United States as it relates to immigrants and immigration. Students will analyze three congressional memos to review the history of U.S. immigration policy from its early beginnings to the changes in 1965 and the Refugee Act of 1980. They will then examine more recent immigration reform through the Dream Act. Students will look at how the U.S. immigration policies impacted migration patterns and immigrant's experiences, economic conditions, and assimilation into the life of a new nation.

Snapshot

Engage

Students will use the How I Know It strategy to engage prior knowledge and analyze where our knowledge comes from.

Explore

Students will explore the Melting Pot Theory.

Explain

Students will gain new knowledge about the patterns and changes in immigration policies by examining excerpts and summaries of historical congressional memos.

Extend

Students will reflect on immigration through the poetry of Emma Lazarus.

Evaluate

Students will choose a prompt and write a reflective essay based upon rubric expectations.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post-Reconstruction Era, 1865 to the 1920s.
USH.9.3: Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement,and perceived biases in the media.

Oklahoma Academic Standards SOCIAL STUDIES (United States History)

USH.C.1.3: Analyze the impact of immigration on settlement patterns in American society and economic growt
USH.C.1.3.E: Explain changes in federal immigration policy including the Chinese Exclusion Act, the Gentlemen's Agreement, and the Supreme Court's application of the 14th Amendment.

Attachments

- Handout 1- Old Path to Immigration - Spanish.docx
- Handout 1- Old Path to Immigration - Spanish.pdf
- Handout 1- Old Path to Immigration.docx
- Handout 1- Old Path to Immigration.pdf
- Handout 2- Immigration 1965 to 2015 - Spanish.docx
- Handout 2- Immigration 1965 to 2015 - Spanish.pdf
- Handout 2- Immigration 1965 to 2015.docx
- Handout 2- Immigration 1965 to 2015.pdf
- Handout 3- Emma Lazarus - Spanish.docx
- Handout 3- Emma Lazarus - Spanish.pdf
- Handout 3- Emma Lazarus.docx
- Handout 3- Emma Lazarus.pdf
- Rubric- Immigration essay - Spanish.docx
- Rubric- Immigration essay - Spanish.pdf
- Rubric- Immigration essay.docx
- Rubric- Immigration essay.pdf

Materials

- Handout 1- Old Immigration Path to Immigration
- Handout 2- Immigration from 1965 to 2015
- Handout 3- Emma Lazarus
- Rubric- Immigration Essay

Engage

Introduce the lesson by asking students to consider what they know about immigration in the United States.

Students will use the How I Know It strategy to identify prior knowledge and also engage in where our knowledge comes from. Follow the procedure below for How I Know It:

- Begin by having students draw a circle on their paper and then draw a larger rectangle around the circle.
- Within the circle, students should jot down all they know about immigration in the United States. This can be historical knowledge, social or personal knowledge they have of immigration.
- After they have listed their prior knowledge in the circle, ask them to think about how they know this information. Where did it come from? What is the source? This may require some deep thinking on the part of students as it asks them to think of their knowledge as constructed and influenced by multiple sources. Have them put their sources of information in the rectangle area.

Sample Student Responses For Circle

The Statue of Liberty was a gift from France and was the welcome sign to immigrants; America is called a "melting pot"; we have built a wall on the border with Mexico; and Japanese immigrants were put in internment camps.

Sample Student Responses For Rectangle

My history textbook; the news; Facebook; my parents; the Internet.

Once students have filled in their circles and rectangles, discuss as a class. Extensions might include asking students to think about what sources of knowledge are not on their paper and perhaps should be or to think about ways they might expand upon how they know information on the topic.

Explore

Ask students the following questions: Have you ever heard the term "melting pot"? To what is it referring?

Teacher's Note

The idea behind the "melting pot" is that the United States can bring people together into one America. The melting pot is a metaphor for a mixed society becoming more similar, the different elements "melting" together into a harmonious whole with a common culture. It is particularly used to describe the assimilation of immigrants to the United States. The melting-together metaphor was in use by the 1780s. Melting pot was used to describe the fusion of different nationalities, ethnicities, and cultures. Make sure students understand what the "melting pot theory" was and how it is being viewed today.

A "School House Rock" video that shares common ideas on the melting pot can be used if needed, and this article from the Washington Post offers another perspective from immigrants who don't wish to "melt" into American culture. Both links are here and listed under "Resources" at the end of the lesson.

Explain

The following questions will guide students as they read several texts that represent the historical changes in immigration. Write these on the board or give them on a handout so students can use them to frame their readings:

- How do you think the views of immigration have changed throughout the years?
- Why do you think these changes have occurred?
- Is the U.S. more open to immigration or not? Explain

Distribute "Handout 1-Old Path to Immigration" to students. Students may work in pairs or in small groups. Have students divide notebook paper in half lengthwise and make a list of the pros and cons about the old laws on immigration. This could also be a list of advantages or disadvantages, instead.

Go the Statue of Liberty/Ellis Island website and spend time with students discussing the importance of the Statue of Liberty to the immigrants coming into New York Harbor. There is an interactive experience on the Ellis Island link.

Teacher's Note

Allow students to look through the link themselves in the computer lab. If you do not have Internet access for your students, use a projector from your computer to explore the site as a class. If you do not have access, explore the Statue of Liberty and Ellis Island in reference books, encyclopedias, or textbooks.

Next, distribute "Handout 2-Immigration 1965 to present" to reflect on changes to the old laws. Ask students if any of the things they listed as cons or disadvantages from Handout 1 were corrected in the subsequent immigration laws. Have students make another list of pros and cons for the second handout. For the pairs or small groups, post the original questions again:

- How do you think the views of immigration have changed throughout the years?
- Why do you think these changes have occurred?
- Is the U.S. more open to immigrants or not? Explain your reasoning.

Using these questions to frame their statements, ask student pairs or groups to create a G.I.S.T. (Generating Information between Schemata and Text) summary of what they have learned from the handouts about immigration laws. A G.I.S.T. is a summary statement(s) using 20 to 25 words or less that synthesizes a larger amount of information. To learn more about G.I.S.T., go to: http://www.ehow.com/facts_6955808_gist-statement_.html

Ask student pairs or groups to share GIST statements as a class. After all GIST statements have been shared, discuss the 3 questions as a class. For the last question, ask students to take a stance. Divide the room in half and ask students to go to one side of the room or the other. One side of the room will be that "US immigration has become more open". The other side is "US immigration has not become more open". Ask students to discuss their stance with other students who are on the same side of the room. Have a spokesperson explain their reasoning.

Extend

To allow students to view immigration through another perspective, they will consider the poetry of Emma Lazarus. Distribute Handout 3 to students. It will be used as a reflective piece. It contains a portion of Emma Lazarus' life and poetry on the Statue of Liberty. Follow the directions on the handout. This can be a part of the lesson, as an extension/homework piece, or as an assessment.

Teacher's Note

It is important for students to understand that different immigrants faced different problems depending on where they were coming from and to what part of the country they were going. The treatment towards some ethnic groups was worse than to others. Also facing many of the same types of issues and problems were the Native Americans and the African Americans who were the former slaves.

Evaluate

Have students write a reflective essay on one of the following questions:

- What changes have occurred in U.S. immigration laws, and why do you think those changes came about?
- How have immigration policies in the United States impacted the lives of citizens?
- Do you think the immigration changes have had a positive impact or a negative impact on immigrants and their families?

Teacher's Note

Make sure to distribute copies of your rubric first to students and review the criteria before assigning the essay. This allows essay expectations to be clear. A suggested rubric can be found under "Attachments" to be utilized or used as a guide to create your own. If a student(s) require modification, change the amount of information needed on each of the handouts or allow more time for the essay.

Resources

- American Immigration Council. (2014). How the US immigration policy works: a fact sheet. Retrieved from: http://www.immigrationpolicy.org/just-facts/how-united-states-immigration-system-works-fact-sheet
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- Encyclopedia of World Biography. (2016). Emma Lazarus Biography. Copyright 2016 Advameg, Inc. Retrieved from http://www.notablebiographies.com/Ki-Lo/Lazarus-Emma.html
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