

IMMIGRATION:

STORIES, STRUGGLES AND DEBATES



*The Curriculum Companion for
Immigration: The Ultimate Teen Guide*

by Tatyana Kleyn

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Immigration: Stories, Struggles and Debates

The companion curriculum for
Immigration: The Ultimate Teen Guide by Tatyana Kleyn

Dear Educators,

The *Immigration: Stories, Struggles and Debates* curriculum is the companion curriculum for *Immigration: The Ultimate Teen Guide* by Tatyana Kleyn. This curriculum unit is designed for high school students and offers lesson plans on various topics related to immigration issues, including current policy debates, the role of the media in shaping perceptions on immigration, and diverse immigrant experiences within the United States.

The unit is divided into five lessons of varying duration and concludes with a culminating project that integrates knowledge and skills covered throughout the unit. The lessons have been broken down into 45-minute class periods; however, these can be adapted to best fit your timeframe and students' interests and needs.

The curriculum promotes reflection on the value of diverse perspectives about immigrant experiences. The underlying goal is for students to understand that the United States is a nation of immigrants with a variety of backgrounds. These immigrants have different reasons for coming to the United States and have unique stories about their journeys.

Since *Immigration: The Ultimate Teen Guide* is a tool for high school teachers across the nation, when applicable; we have included the related national Common Core Standards for each lesson. The standards were drawn from the Reading and Writing Standards for Literacy in History/Social Studies 6–12 sections of the Common Core Standards. However, you may also want to consult district, city and state standards in your area.

Our hope is that the *Immigration: Stories, Struggles and Debates* unit will encourage you to explore the topic of immigration with your students in new ways and to push them to reflect critically on the role of immigration and the experiences of immigrants in the United States context. For additional resources and opportunities to share your experiences teaching about immigration, visit our blog:

www.immigrationcurriculum.wordpress.com

We appreciate your interest and hope that this will be a useful resource!

Sincerely,

Maria, Tiago and KatyAnna

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Lesson Title: Introduction to Immigration Subject: Social Studies Grade Level: 10 th - 12 th Duration of Lesson: 2 class periods Relevant Readings: Chapter 1: History, Demography and Terminology	
Overview: In this lesson students will be introduced to the topic of immigration through a classroom discussion on how the concept is defined. In addition, students' pre-conceived understandings will be assessed through a myths and realities activity.	
Stage 1: Desired Results	
Understanding(s) / Big Ideas: <ul style="list-style-type: none">○ The United States is a nation of immigrants from a variety of different backgrounds. These immigrants come from nations across the world, have differing reasons for living in the United States, and have unique stories about their journey.	Essential Question(s): <ul style="list-style-type: none">○ What is immigration?
Students will know... <ul style="list-style-type: none">○ Different ways of understanding the concept of immigration.	Students will be able to... <ul style="list-style-type: none">○ Identify different themes in the immigration debate.
Stage 2: Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none">○ Myths and Realities Quiz○ Myths and Realities Reflection	Other Evidence: <ul style="list-style-type: none">○ Group Discussion○ Timeline Activity
Stage 3: Learning Activities	
Materials: Appendix 1: Introduction to Immigration Worksheet, Appendix 2: Myths and Realities Student Quiz, Appendix 3: Myths and Realities Student Reflection, Appendix 5 Historical Events, Poster Paper, Markers, Pen/Pencil, and Space for Group Discussion	
Day 1: Activity 1: Group Discussion (35 minutes) 1. Divide the class into groups of 2-3 students and have them answer the question located on Introduction to Immigration Worksheet (Appendix 1)	

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2. As a class, reconvene and discuss each group's answers. List different answers focusing on the emergence of reoccurring themes.
3. Ask students: Why is the topic of immigration important in the United States? What makes this topic so controversial?

Activity 2: Myths and Realities Quiz (10 minutes)

1. Distribute the **Myths and Realities Quiz (Appendix 2)**. Each student should complete the quiz and return it by the end of class. The results of the quiz will be used in the Media Literacy Lesson.

Homework: Students will be broken into 8 groups. Each group will be given a slip (**Appendix 5**) with one key event in the history of immigration in the United States. Students should research their key historical moment and write a one paragraph summary of the event. The one catch, however, is that in the summary students cannot mention the event's name or date.

Day 2:

Activity 1: Immigration History Presentation and Activity (45 minutes)

1. Each group will read their one paragraph summary of the immigration related event. Students should not make mention of the title of the event or the date. Presentations should be entirely descriptive.
2. After the groups have all presented, students will attempt to place the events in chronological order based on the description given in the class presentation. The teacher should only advise students whether the chronological order of the dates is correct or incorrect.
3. Students will now use poster paper and markers to create an immigration timeline. Preferably posters will be 8 feet in length and three feet in width. The immigration timeline will be revisited throughout the curriculum, especially in Lesson 3: Family Histories.
4. Once the poster is completed, as a class review Table 1.1 Immigration Wave to the United States (pg. 4-5 in **Immigration the Ultimate Team Guide**). Discuss



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the key countries/regions of origins and reasons for emigration for each historical event.

Homework: Students should read **Chapter 5: Refugee and Asylees** and complete **Appendix 3: Myths and Realities Student Reflection**.

Additional Resources:

Websites:

The Statue of Liberty-Ellis Island Foundation

www.ellisland.org

This interactive website allows users to search the passenger database of immigrants who may have passed through Ellis Island. It also has a feature where individuals can trace their family history or genealogy.

The Golden Door: Immigration Images from the Keystone-Mast Collection

<http://www.cmp.ucr.edu/collections/permanent/projects/stereo/immigration/ellisland.html>

This website displays a collection of immigration photos, housed at the California Museum of Photography.

Strangers in the Land of Strangers

<http://www2.hsp.org/exhibits/strangers/index.html>

The Pennsylvania Historical Society hosts an online exhibit on diverse immigration experiences and the changing meaning of “American” over time. The exhibit covers the period from the Revolution to the Civil Rights Movement.

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Lesson Title: Refugees, Asylees, and Undocumented Immigrants Subject: Social Studies Grade Level: 10 th - 12 th Duration of Lesson: 3 class periods Relevant Readings: Chapter 4: Undocumented Immigrants, Chapter 5: Refugees and Asylees	
Overview: This lesson compares and contrasts the various experiences within immigrant subgroups. This lesson includes a panel of speakers that will allow students to hear directly about the background and community involvement of local immigrants.	
Stage 1: Desired Results	
Understanding(s) / Big Ideas: <ul style="list-style-type: none">○ The United States is a nation of immigrants from a variety of different backgrounds. These immigrants come from nations across the world, have differing reasons for living in the United States, and have unique stories about their journey.	Essential Question(s): <ul style="list-style-type: none">○ What are the different reasons immigrants come to the United States?○ In what ways do immigrants affect U.S. society?
Students will know... <ul style="list-style-type: none">○ The different subcategories of immigration.○ Experiences of undocumented immigrants.	Students will be able to... <ul style="list-style-type: none">○ Differentiate between the immigrant subcategories.
Common Core Standards: Reading: 1, 2, 4, 6, 7 Writing: 4, 9, 10	
Stage 2: Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none">○ Poem/illustration/skit based on text○ Reflection Journal○ Story Chart	Other Evidence: <ul style="list-style-type: none">○ Group Discussion○ Questions for panelists
Stage 3: Learning Activities	
Materials: Pen/Pencil and Space for Group Discussion, Appendix 5: Immigrant Story Chart , Note Cards, Computer, Projector	

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Key Concepts: Refugees, Asylees, and Undocumented immigrants,

Day 1:

Activity 1: Classroom Discussion (25 minutes)

- 1) As a class discuss the similarities and differences of Refugees and Asylum seekers. Potential discussion questions include:
 - a) How are refugees and asylum seekers different from the larger immigrant population?
 - b) Who determines whether someone is refugee? An asylum seeker?
 - c) How are these two categories different?
 - d) From what countries or places do Refugees and Asylum seekers come from?
 - e) Why do some individuals receive refugee or asylum status while others do not?



Activity 2: Case Studies (20 minutes)

1. Chose two of the following case studies to watch as a class:
 - a. [Sudan's Lost Boys](#) from KTEHTV (10:43)
 - b. [Bhutan: Forgotten Refugees](#) from United Nations (8:19)
 - c. [The Somalis of Lewiston](#) from Al Jazeera (5:48)
 - d. [Many Iraqi Refugees in US Face Hardship](#) from VOAVideo (4:35)

Homework: Students should write a reflection journal that focuses on the reactions to the class discussion of refugee and asylum seekers and the media case studies. Guiding questions may include:

- What difficulties do refugees face when arriving in the United States? Why?
- Why do tensions arise when refugee population are settled into U.S. towns and cities?
- How could these tensions be decreased?
- Should the United States accept more refugee populations? Why?
- What do you believe the reaction would be if a large refugee population was settled into your neighborhood or community?

In addition, students should read **Chapter 4: Undocumented Immigrants.**

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Activity 1: Classroom Discussion (10 minutes)

- 1.) As a class, discuss the text, Chapter 4: Undocumented Immigrants, using the following questions:
 - What does it mean to be an undocumented immigrant?
 - How does someone become an undocumented immigrant?
 - Describe the different ways that undocumented immigrants enter the United States.
 - What reasons motivate individuals to migrate to the United States?
 - Compare and contrast the experiences of undocumented immigrants with refugees and asylees.

Activity 2: Depiction of an undocumented immigrant experience (25 minutes)

1. Divide the students into small groups. Tell the students that each group will be assigned a specific text from the chapter that depicts the life of an undocumented immigrant. The students should refer to Table 4.1 “Daily Routines or Daily Challenges” (p. 57) in the book. Ask them to identify which tasks are reflected in their assigned text and to think about how that person might feel about the tasks identified. Each group will then have 15 minutes to create a poem, illustration or a brief skit based on a specific text from the chapter. Assign each group one of the following texts.
 - “Imagine This” (p. 58)
 - “It’s Not Just Latinos” (p. 67)
 - “The Invisible Prison” (p. 68)
2. Each of the groups will present their depiction of the text to the rest of the class.

Activity 3: Panel Preparation (10 minutes)

1. Explain that an upcoming panel will highlight the diversity found within the immigrant community. Share the speakers’ backgrounds and any of their affiliated organizations.
2. Hand out the story charts that students will fill out during the panel. Explain that every student will be responsible for writing at least one question for the panelists during the presentation and will turn it in at the end of the class period.

Day 3:

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A panel that includes a sampling of individuals from the local immigrant community will help students understand the different immigrant subcategories. The panel will ideally be comprised of one refugee, one asylee, one undocumented immigrant, and a naturalized citizen. Contact a local social service center in order to identify active advocates in the immigrant community. Alternative activities include hosting one speaker from the community or visiting a local center that serves immigrants. A video featuring undocumented immigrants, such as the documentary *Papers* (2009), could function as an alternative activity.

Activity 1: Panel Discussion (45 minutes)

- 1.) Remind students to utilize their story charts (**Appendix 5**) throughout the presentation. Pass out note cards and instruct the students to write down at least one question they have for the panelists during the session. Introduce the panelists to the students.
- 2.) Allow each panelist five-ten minutes to share their story.
- 3.) Open the floor for the students to ask the panelists questions.
- 4.) Collect every student's questions, regardless of whether or not they asked the panelists the question.

Homework: Journal reflection on panel presentations: Record two examples of prejudice faced by the speakers and two examples of assistance they have received. Compare and contrast the immigrant stories you learned about in the panel. How has the immigrant subcategory each speaker belongs to influenced their experience in the United States?

Additional Resources:

Websites:

Mexico Crimes at the Border

http://www.pbs.org/frontlineworld/watch/player.html?pkg=704_crimes&seg=1&mod=0

The New York Times and FRONTLINE/World investigate human smuggling across ports of entry between Mexico and the United States.

Articles:

Kidding Ourselves About Immigration (December 6, 2007)

<http://www.time.com/time/magazine/article/0,9171,1692059,00.html>

This Time magazine article presents various political perspectives on the immigration debate.

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Chipotle chain targeted for federal immigration audits

<http://latimesblogs.latimes.com/lanow/2011/02/chipotle-chain-targeted-federal-immigration-audits.html>

This article describes the government crackdown on companies hiring undocumented workers through the use of immigration audits.

Movies:

The Visitor (2007)

<http://www.imdb.com/title/tt0857191>

This is a drama that develops when a college professor and recent widower discovers a couple of undocumented immigrants, a Syrian musician and his Senegalese girlfriend, living in his New York apartment. The professor eventually invites the couple to stay and an unusual friendship blooms.

Papers (2009)

<http://www.papersthemovie.com>

This documentary tells the stories of undocumented youth and their struggles as they come of age without legal status in the United States.

Crossing Arizona (2005)

http://www.crossingaz.com/web_pages/synopsis.html

This documentary explores the how farmers, Minutemen, and human rights groups respond to inadequate immigration policy that results in thousands of border-crossers migrating to the US daily.

Sierra Leone's Refugee All Stars: A Documentary Film (2005)

<http://www.refugeeallstars.org>

This documentary follows six refugees from civil war-ravaged Sierra Leone as they reside in a refugee camp in the Republic of Guinea. They create a band, called the Refugee All Stars, that uses music as a way in which to deal with the horrors they have experienced. They are also able to share their stories through their music, which has brought them international recognition.

Spanish:

La Misma Luna (*Under the Same Moon*) (2007)

<http://www.imdb.com/title/tt0796307>

This movie depicts the story of a nine-year-old boy who embarks on a journey from Mexico to reunite with his mother, an undocumented worker in the United States.

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<p>Lesson Title: Family Histories Subject: Social Studies Grade Level: 10th- 12th Duration of Lesson: 2 class periods Relevant Readings: Chapter 2: Immigration Stories</p>	
<p>Overview: In this lesson students will explore the relationship between their family history and immigration. Students will also examine immigration trends in their community and across the United States.</p>	
Stage 1: Desired Results	
<p>Understanding(s) / Big Ideas:</p> <ul style="list-style-type: none"> ○ The United States is a nation of immigrants from a variety of different backgrounds. These immigrants come from nations across the world, have differing reasons for living in the United States, and have unique stories about their journey. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ○ What are the different reasons immigrants come to the United States? ○ How does the immigrant experience relate to my own identity? ○ What challenges do immigrants face in the United States?
<p>Students will know...</p> <ul style="list-style-type: none"> ○ Immigrants in the United States are a diverse population. ○ There are various reasons why people have immigrated and continue to immigrate to the United States. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ○ Plan an interview with relevant questions ○ Analyze and discuss different immigrant experiences
<p>Common Core Standards: Reading: 2, 6, 7, 8, 9 Writing: 2, 4, 8, 9</p>	
Stage 2: Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ○ Family interview worksheet ○ Written assignment 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ○ Student discussions ○ Interview questions
Stage 3: Learning Activities	
<p>Materials: Appendix 6: Interview Questions handout, Chapter 2: Immigration Stories Computer with internet access, Projector, Blackboard, Space for group discussions, Post-its/Note cards.</p>	

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Key Concepts: Immigration experiences, family histories, immigration trends

Day 1:

Activity 1: Group Discussion (25 minutes)

1. Divide the class up into small groups of 4-6 students and assign each group one of the testimonies in **Chapter 2: Immigration Stories**.
2. Give students time to read through their assigned story.
3. Ask students to discuss how each account might be similar or different from other immigrant experiences they may be familiar with. You may also choose to combine this question with any of the following questions provided in the book to stimulate discussion amongst your students (p. 33-34):



- o What did you learn from the immigrant stories presented (and others you may be aware of)? What were the major similarities and differences?
 - o What are some of the reasons people decide to leave their country of origin?
 - o What are the different challenges one might experience coming to the United States as a child, teenager, and young adult? Is there an age at which it might be easier or more difficult to make such a life change?
 - o How does immigration affect family structures? In what ways are families reunited and separated?
- o What are the greatest challenges for newly arrived immigrants? What are the surprises they face as they get to know their new surroundings?
4. Ask each group to share some of their ideas and discussion points with the rest of the class.

Activity 2: Family Interview Planning (20 minutes)

1. For homework students will be asked to interview a family member about their family's immigration history. In the event that students' families do not have access to this information students can focus their questions on what parts of the United States their family migrated from.

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2. Hand out the **Interview Worksheet** with guiding questions (**Appendix 6**).
3. Give students time to review the questions and ask them to come up with their own additional questions based on who they plan on interviewing and what they may already know about that person's experience with immigration.

Homework: Conduct family interview and complete **Interview Worksheet**, Read **Chapter 2: Immigration Stories**

Day 2 :

Activity 1: Interview Discussion (25 minutes)

- Students share their experiences interviewing family members in small groups (5-6 students).

Discussion questions:

- What did you learn about your family that you did not know before?
 - Why did your family decide to move to the United States?
 - How do you think your family's experience compares to those of other immigrants? What are some similarities and differences?
- Students now write the name of the person they interviewed on a post-it or note card and a sentence describing an event that was important to the person's immigration experience (e.g. the year they arrived in the United States, a particular immigration policy, etc.).
 - Groups take turns going up to the class immigration timeline and sticking their cards in the appropriate place along the timeline.
 - As a class, briefly discuss the distribution of post-its/cards and point out events or time periods that were relevant to the experiences of students' family members.

Activity 2: Immigration Trends (20 minutes)

1. Ask each student to take out a piece of paper and write down their estimate of what percentage of people in their county are born in another country and what region or countries they think the majority of immigrants came from.
2. Using the New York Times Immigration Explorer map (<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>) find your school's county on the map and share

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- the actual number of immigrants and their regions of origin with your students.
3. Ask students to compare this information with what they had written down and ask them to explain what assumptions they made to come up with their estimates.
 4. Compare the numbers for your county with other counties across the United States to highlight the contrast between different states and cities (urban vs. rural, west coast vs. east coast, etc.)
 5. Ask students why they think some of these differences exist and why certain groups of immigrants may have settled in some parts of the country versus others.

Homework: Students write a short paper (2 pages) on the following question: **Why do immigrants choose to come to the United States?** Students should draw on examples from the book and ideas discussed in class.

Additional Resources:

Websites:

Learning about U.S. Immigration with the New York Times

<http://learning.blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times/>

On their website, the New York Times provides educational resources on immigration as well as a list of lesson plans, and multimedia tools.

Immigration Stories, Constitutional Rights Foundation

<http://www.crfimmigrationed.org/index.php/immigrant-stories>

The Constitutional Rights Foundation website offers resources for students and teachers, and includes immigrant testimonies as well as links to a number of immigration related organizations.

StoryCorps Historias

<http://www.storycorps.org/historias-en>

StoryCorps is a national nonprofit that records and shares the stories of everyday people. As part of this initiative, StoryCorps Historias focuses on stories and life experiences told by Latinos in the United States. Listen to stories on their website.

My Immigration Story.com

<http://www.myimmigrationstory.com>

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This website offers a range of stories from recent immigrants via photographs, video clips, audio recordings, and written accounts. Immigrants are invited to share their own experiences and stories on this interactive site.

Independent Lens: The New Americans, PBS.org

<http://www.pbs.org/independentlens/newamericans>

This website shows the real-life stories of immigrants from different parts of the world. For example, the stories of Ogoni refugees from Africa, Dominican baseball players, and Indian technical workers are told. They share how they came to the United States, what they do for a living, their dreams and challenges, as well as the art, music, food, and languages from their nations.

Movies:

Spanglish (2004)

<http://www.sonypictures.com/homevideo/spanglish>

This film is about a single mother and her daughter, who immigrate to America in pursuit of a better life. The mother discovers that the culture in the United States challenges some of the values she wants to pass on to her daughter. The movie presents the clash between cultures, family values, and perspectives.

Amreeka (2009)

<http://www.amreeka.com>

A film on the adventures and challenges of a single mother and her teenage son as they leave the West Bank and move in with their family in Illinois in search of a better future.

Spanish:

StoryCorps Historias

<http://storycorps.org/espanol/>

The Spanish language version of the Storycorps Project “Historias” (see above).

Entre Nos (2009)

<http://entrenosfilm.com>

This movie tells the story of a Colombian mother and her two children as they struggle to survive after her husband abandons them in New York to work in Miami. The story represents the immigrant experience of many who struggle to make it in a new country and hope for the American Dream to become a reality.

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Lesson Title: Media Literacy Subject: Social Studies Grade Level: 10 th - 12 th Duration of Lesson: 3 class periods Relevant Readings: Chapter 3: Immigration Myths and Realities	
Overview: In this lesson students will critically analyze the role of media in the shaping of immigration discourse. By re-examining the myths and realities quiz, students will also be able to self-reflect on how media affects personal opinions.	
Stage 1: Desired Results	
Understanding(s) / Big Ideas: <ul style="list-style-type: none">○ Framing and agenda-setting within the media produces perspectives about immigration influences the opinions of the public and policymakers	Essential Question(s): <ul style="list-style-type: none">○ What role does the Media play in shaping the public's opinion on immigration?
Students will know... <ul style="list-style-type: none">○ The media portrayal of immigration can be biased in its perspectives.○ Different media outlets have different biases.	Students will be able to... <ul style="list-style-type: none">○ Identify how terminology and images affect the understanding of immigration.○ Acknowledge how our own opinions are affected by media bias.
Common Core Standards: Reading Standards 4 – 9	
Stage 2: Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none">○ Research Project	Other Evidence: <ul style="list-style-type: none">○ Myths and Realities Quiz Discussion
Stage 3: Learning Activities	
Materials: Appendix 2: Myths and Realities Student Quiz, Appendix 4: Myths and Realities Teacher Guide, Appendix 7: Media Literacy Project, Pen/Pencil, Computer with internet access, projector and Space for Group Discussion	
Key Concepts: Media Literacy, Agenda Setting, Public Discourse, Public Perception	
Day 1:	
Activity 1: Group Discussion (30 minutes)	

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1. Return the Myths and Realities Student Quiz (Appendix 2)



2. As a class, discuss the correct answers to the myths and realities quiz. Ask students to make reference to **Chapter 3: Immigration, Myths and Realities**
3. Watch the following videos on how the media portrays immigration. Ask students to pay close attention to language and images, as well as who is being interviewed.
 - a. [Trent Franks on Arizona Immigration Bill \(SB 1070\)](#) – Fox News (4:43)
 - b. [Arizona Immigration Battle](#) – CBS (3:29)
4. As a class, discuss how the portrayal of immigration differed between Fox News and CBS. Use specific examples of how language, images and who was being interviewed affected the message being portrayed.
5. As a class discuss how each source may affect public opinion?

Activity 2: Research Project (15 minutes)

1. Please refer to the **Media Literacy Project (Appendix 7)** for further instructions on the group project.

Day 2:

Activity 1: Group Project (45 minutes)

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1. Students will be given the entire class period to work on the **Media Literacy Project**

* The teacher should assist each group with identifying different techniques of language persuasion. For examples and summaries of these different techniques, please refer to **The Language of Persuasion** additional resource.

Day 3:

Activity 1: Group Project (45 minutes)

1. Students will be given the entire class period to continue work on the **Media Literacy Project**

If the **Media Literacy Project** is not finished by the end of the class period, it should be assigned as homework.

Day 4:

Activity 1: Group Presentation (30 minutes)

1. Groups will present their research. If possible, groups should also present the different media examples used in the project.

Activity 2: Class Discussion (15 minutes)

1. As a class discuss how media shaped each student's answers to the quiz.

Additional Resources:

Websites:

The Language of Persuasion: Different way language is used to shape opinion

<http://medialiteracyproject.org/language-persuasion>

The Media Literacy Project provides a number of resources and explains how language can be used to tell stories from different angles and perspectives.

Media Literacy IQ Test

<http://clpmag.org/quiz.php>

An online media literacy IQ Test that includes questions based on various media

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stories.

The Authentic History Center: Teaching Diversity with Multimedia

<http://www.authentichistory.com/diversity/>

The Authentic History Center provides a collection of images of cultural artifacts that aims to educate people about the power of imagery in the stereotyping of race.

Literacy, ELL, and Digital Storytelling: 21st Century Learning in Action

http://www.youtube.com/watch?v=Hrw66BL-Izo&feature=player_embedded

This video, produced by the Pearson Foundation, follows students through the creation of digital stories portraying their families' immigration experiences.

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Lesson Title: Immigration Policies and Debates Subject: Social Studies Grade Level: 10 th - 12 th Duration of Lesson: 4 class periods Relevant Readings: Chapters 9: Immigration Debates, Chapter 10: Laws and Policies	
Overview: In this lesson students will explore the concepts of citizenship and rights, as well as examine various immigration policies. Students will prepare and present arguments for and against immigration policies in groups and will vote on each policy.	
Stage 1: Desired Results	
Understanding(s) / Big Ideas: <ul style="list-style-type: none">○ The immigration debate is based on multiple perspectives and understandings of the same issues.○ The nation creates laws and policies that include or exclude different immigrant groups by granting or denying civil rights to fully participate in society.	Essential Question(s): <ul style="list-style-type: none">○ How do different immigration policies affect the daily lives of immigrants?○ What rights do American citizens have that different subgroups do not?
Students will know... <ul style="list-style-type: none">○ Differences between the rights of citizens and non-citizens○ Key issues being debated in the United States related to immigration	Students will be able to... <ul style="list-style-type: none">○ Analyze positions on various immigration issues○ Take a position on a specific immigration issue and propose a solution
Common Core Standards: Reading: 1, 2, 6, 7, 8, 9 Writing: 1, 4, 7, 8, 9	
Stage 2: Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none">○ Policy position summary○ Policy debate presentations○ Journal entry○ "Pros and Cons" list	Other Evidence: <ul style="list-style-type: none">○ Observation of policy group work○ Class brainstorming and discussions
Stage 3: Learning Activities	
Materials: "The Great Immigration Debate" article handouts, DREAM Act handouts (see Appendix 8: Policy Example), Appendix 9: Policy Presentation Guiding Questions , Blackboard, Space for Group Discussions and Policy Presentations, Internet access, Projector, Post-its/Note cards.	

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Key Concepts: Policies, Rights, Citizenship

Day 1:

Activity 1: Citizenship brainstorming (15 minutes)

1. As a class ask students to brainstorm the rights of citizens vs. non-citizens in the United States. Students are encouraged to reflect on their rights in various areas of their lives (education, work, voting, etc.)

Activity 2: Immigration debates (20 minutes)

1. Students read the New York Times Upfront article: [The Great Immigration Debate](#) (*The New York Times Upfront*, Vol. 143, September 6th, 2010).
2. In small groups students discuss the article. Possible guiding questions may include:
 - What are the debates surrounding immigration?
 - Why do some people feel threatened by immigrants?
 - How do some of the issues described in the article affect our community/school?

Homework: Students read **Chapter 9: Immigration Debates**. Journal Entry: Students reflect on the question: **What rights should anyone living in the United States have regardless of their legal status?**

Day 2:



Activity 1: What is a Policy? (25 minutes)

1. Provide students with different examples of immigration policies listed in **Chapter 10: Laws and Policies** (p. 170-171) and compare the different categories highlighting how they target different populations (policies of race, ethnicity, gender, etc.).
2. Discuss how these policies have affected the composition of the population in the United States and the experience of different groups over time.
3. Provide students with an example of a current policy being debated at the national, state, or local level (See **Appendix 8: Policy Example**,

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The DREAM Act).

4. Point out any policies that are displayed on the class immigration timeline and add any new policies that have been discussed to the timeline using post-its or note cards.

Activity 2: Choosing a policy issue (20 minutes)

1. For the next two class periods students will be working in groups to prepare presentations arguing for or against an immigration policy. Students will be provided with a list of topics (3-4 topics) and/or asked to propose their own topics.

Suggested policy topics:

- The Development, Relief, and Education for Alien Minors Act (DREAM) (p. 184-188)
- The Border Fence between the United States and Mexico (p. 177)
- Arizona's immigration law (p. 175)
- Educational rights of undocumented immigrants (p. 154-156)
- Deportation versus Regularization of immigrants (p. 156-159)

Note: Classes can also choose an immigration issue that is being debated in their community or is covered in **Chapter 9: Immigration Debates**.



2. After the possible topics have been presented and explained to students, the class can decide on which policies they would like to debate.
3. Once 2-3 policies have been chosen, the class will be divided into 4-6 groups. For each policy one group will be asked to argue for the policy and another group will present arguments against the policy.
4. During the fourth class period each group will present their position on the assigned policy issue in the form of a written one-page summary and a short presentation (5-7 minutes).

Homework: Students read **Chapter 10: Laws and Policies**. Each student will research

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their policy topic and will write a list of “Pros and Cons” based on the arguments they find in the textbook and in other sources, such as online news articles and websites. These individual lists will be used for group work the following period and will be collected at the end of the class.

Day 3:

Activity 1: Presentation Planning and Preparation (45 minutes)

1. Students spend the class period working in groups planning their policy presentations. Each group is provided with **Policy Presentation Guiding Questions (Appendix 9)**. Students are also encouraged to share their “Pros and Cons” lists with their groups to help identify and discuss arguments on both sides of their policy debates.

Homework: Each group prepares a one-page summary of their main arguments for or against the policy they have been assigned.

Day 4:

Activity 1: Policy Presentations (45 minutes)

1. Each group distributes a written one-page summary of their policy position to the rest of the class.
2. One or two representatives from each group present the policy position to the class (5-7 minutes per group including questions).
3. Students in the audience are assigned different roles such as community members, government officials, anti-immigrant organization representatives, etc.
4. After both groups for each policy have presented, students in the audience vote for or against the policy in the roles they have been assigned.
5. Once all the groups have presented and the votes have been counted, students discuss why they decided to vote for or against the different policies as their characters.

Homework: Students write a journal entry on the following topic: Reflect on the experience of voting in your assigned roles. **How would you have voted on the policies presented as yourself? Have your ideas about any of the issues discussed in class changed? If so, how?**

Additional Resources:

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Websites:

Video on Arizona's immigration debate (PBS)

http://www.pbs.org/newshour/thenews/foreducators/story.php?id=16274&package_id=634A news report on Arizona's new immigration law and the surrounding national debate.

Alienated: Undocumented Immigrant Youth, Listen Up!

<http://listenup.org/screeningroom/index.php?view=6494cc25898e091c1d2b212f21af072a>

The daily struggles of a young undocumented immigrant from St. Vincent who works long hours for meager wages. The views and actions of anti-immigration groups are also presented as the nation debates the rights of its out-of status immigrants.

Movies:

Exiled in America (2009)

http://www.mediathatmattersfest.org/watch/9/exiled_in_america

Five siblings, all of whom are U.S. citizens, must make a life for themselves following the deportation of their mother to Mexico.

Websites:

The Dream Act Portal

<http://dreamact.info>

This website provides information on the DREAM act and on ways to get involved to support this policy.

Border Angels

<http://www.borderangels.org>

Founded by Enrique Morones in 1986, Border Angels is a non-profit organization that provides support to immigrants crossing the desert between Mexico and the United States.

Controversial Subjects in the Classroom

<http://www.tolerance.org/activity/controversial-subjects-classroom>

This resource provides advice for teachers about tackling difficult topics.

Speaking Kindness in Democratic Classrooms

<http://www.tolerance.org/activity/speaking-kindness-democratic-classrooms>

In this activity students co-create guidelines for a respectful classroom.

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Lesson Title: Culminating Projects: Newscast and Final Paper Subject: Social Studies Grade Level: 10th- 12th Duration of Lesson: 5 class periods	
Overview: This lesson includes the two culminating assignments for the Immigration: Stories, Struggles and Debates unit. The group project consists of a newscast, in which students write and record a report about a current event related to immigration. In the final paper, students will respond to the question, "What is the value of being familiar with diverse perspectives about the immigrant experience?"	
Stage 1: Desired Results	
Understanding(s) / Big Ideas: <ul style="list-style-type: none">○ The United States is a nation of immigrants with a variety of different backgrounds. These immigrants come from nations across the world, have differing reasons for living in the United States, and have unique stories about their journey.○ Framing and agenda-setting within the media produces perspectives about immigration that influence the opinions of the public and policymakers.○ The immigration debate is based on multiple perspectives and understandings of the same issue.○ The nation creates laws and policies that include or exclude different immigrant groups by granting or denying civil rights to fully participate in society.	Essential Question(s): <ul style="list-style-type: none">○ What are the lived experiences of immigrants within the United States?○ What is the role of the media in shaping perspectives on immigration?○ How do different immigration policies affect the daily lives of immigrants?
Students will know... <ul style="list-style-type: none">○ How to develop a newscast.	Students will be able to... <ul style="list-style-type: none">○ Connect current events with public policy.

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Common Core Standards:

Writing: 2, 3, 4, 7, 8, 9

Reading: 1, 4, 6, 7, 9

Stage 2: Assessment Evidence

Performance Task(s):

- Newscast script
- Newscast performance
- Final paper outline
- Final paper

Other Evidence:

- Self-reflection on the process of writing and performing (journal writing)
- Small group discussions
- Peer assessment of newscast

Stage 3: Learning Activities

Materials: Pen/Pencil, Space for Group Discussion, **Developing the Script** handout (Appendix 11), **Sample Script** (Appendix 12), **Immigration Newscast Rubric** (Appendix 13), **Final Paper Rubric** (Appendix 11)

Key Concepts: Policies, Rights, Citizenship, Media Literacy, Agenda Setting, Public Discourse, Public Perception

Day 1:



Activity 1: Students will be asked to create a newscast about an immigration issue in or around their community (35 minutes)

1. Divide students in groups of five and disseminate a list of possible current event topics related to immigration within and/or outside your community. Each group may also choose their own topic.

Example: In 2008, a factory in Postville, Iowa was raided and almost 400 people were held in county jails on immigration charges. The anchor or reporter could interview a factory member who is a refugee and was not arrested because he is a naturalized citizen. A policy expert could be interviewed about how the Immigration Reform and Control Act created a market for increased falsified Social Security cards and other documents, which allowed the undocumented workers to be employed at the factory. A representative from a local organization, such as the Minuteman National Citizens Neighborhood Watch, could speak in favor of the raid, explaining the reasons that undocumented

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workers are a threat to the United States.

2. At this time, hand out the Developing the Script handout, Sample Script, and Immigration Newscast Rubric that will be used by the teacher and peers to assess the newscasts. The Sample Script is an example of how students could write a newscast based on the raid in Postville, IA.
3. Explain the criteria for the newscast:
 - Each newscast must have one news anchor, one field reporter, one expert, one anti-immigration advocate, and one immigrant.
 - The report must include a variety of perspectives on the topic.
 - The report must reference one policy and explain its relevance.
 - Connect the report to relevant material covered within the unit.
 - Integrate key terms and concepts, while demonstrating a clear understanding.
 - Represent the diversity within the immigrant community.
 - The newscast must be between 8-10 minutes long.
 - Each group must videotape their newscast and present it to the class.
4. The groups will start brainstorming about their newscast, divide up tasks, and prepare an outline.

Activity 2: Explanation of individual final paper (10 minutes)

1. Hand out the rubrics that will be used by the teacher to assess the final paper. Explain the criteria for the final paper:
 - While the newscast is a group grade, the paper is for an individual grade
 - The paper should be approximately 3-5 pages in length
 - Respond to the paper topic question: **What is the value of being knowledgeable about diverse perspectives about the immigrant experience?**
 - Includes a thesis statement
 - Contains relevant evidence and examples from the unit
 - Include at least three in-class sources and two out-of-class sources

Day 2:

Activity 1: Preparing the newscast (30 minutes)

1. Students meet in their groups to continue developing their newscast, writing the script, and practicing the newscast.
2. The teacher should check in with each group to hear how their newscast

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development is progressing.

Activity 2: Final Paper Outline (15 minutes)

1. Students start developing an outline for their final paper.

Homework: Final Paper Outline and

1. Journal Entry: Students reflect on the group process of writing a newscast

Day 3:

Activity 1: Practice and record newscasts (45 minutes)

Homework: Newscast Script (one per group)

Day 4:

Activity 1: Newscast premieres (45 minutes)

1. The class watches each of the newscast videos.
2. Each student assesses their peers by filling out a rubric for each group.

Day 5:

Activity 1: Newscast premiers continued (25 minutes)

1. The class watches each of the newscast videos.
2. Each student assesses their peers by filling out a rubric for each group.
3. As a whole class, discuss the newscasts the groups created. Use the following guiding questions:
 - How did the process of creating a newscast influence your understanding of the role of the media in shaping perspectives on immigration?
 - (How) did creating your own newscast influence the way you will view media on immigration and related controversial topics?

Activity 2: Small group discussion (20 minutes)

4. Students will discuss their final papers within small groups. The guiding questions will be:
 - What is the value of being familiar with diverse perspectives about the

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immigrant experience?

- What have you learned about immigration within the United States that you did not know before this unit?

Additional Resources:

Newscast

www.carla.umn.edu/articulation/polia/pdf_files/newscast.pdf

This newscast lesson plan was originally published in Proficiency-oriented language instruction and assessment: A curriculum handbook for teachers.

BBC Script-writing Tips and Real Examples

http://news.bbc.co.uk/2/hi/school_report/6180944.stm

These resources for radio script writing can also be applied to a newscast. BBC provides a script template that helps keep track of time, advice for writing scripts, and a series of examples from past broadcasts.

Video Production and Editing Tips

<http://www.pbs.org/teachers/connect/resources/6310/preview/>

The resource, which accompanies Car of the Future: Open Content, provides links to a variety of different guides to developing and editing video footage.

Place-Based Storytelling Modules

<http://www.pbs.org/teachers/connect/resources/7251/preview/>

These video tutorials are meant for digital storytelling. Educasts 7-11 provide an introduction to editing using Windows Movie Maker.

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Appendix 1: Introduction to Immigration Worksheet

1. What does the term “immigration” mean?

2. Why do people immigrate to a new country?

3. How does immigration impact U.S. society?

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Appendix 2: Myths and Realities Student Quiz

Name:

Class:

Based on your prior knowledge and beliefs, bubble in **True** or **False** for the following statements:

1. Less than 1 percent of the world's immigrants come to the United States.

- True
- False

2. Anyone who enters the country without government authorization is a criminal.

- True
- False

3. Immigrants are taking the jobs of U.S. citizens.

- True
- False

4. Immigrants today are less successful than those from earlier generations.

- True
- False

5. Most immigrants enter the country without authorization.

- True
- False

6. Most legally authorized immigrants come to the United States to join close family members.

- True
- False

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7. Immigrants come to the United States and resist learning English.

- True
- False

8. Immigrants commit crimes at a lower rate than an American citizen.

- True
- False

9. Nearly all undocumented immigrants come from Mexico.

- True
- False

10. Undocumented Immigrants do not pay taxes and take advantage of government services.

- True
- False

11. Undocumented immigrants entering the United States through the Mexican border do not have ties to terrorism.

- True
- False

12. If undocumented Immigrants make the effort, they could change their status.

- True
- False

13. Most children of undocumented immigrants are living legally in the United States

- True
- False

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Appendix 3: Myths and Realities Student Reflection

Chose **3 myths and realities statements** and explain the rationale behind your answer. Reflect on where you got your information and why you feel it's accurate.

1.

2.

3.

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Appendix 4: Myths and Realities Teacher Guide

1. Less than 1 percent of the world's immigrants come to the United States.

True: Of the 175 million migrants in the world, the U.S. admitted 1,063,732 documented immigrants in 2002. Undocumented immigration adds approximately 350,000 people per year by INS estimates. ([Source](#))

2. Anyone who enters the country without government authorization is a criminal

False: Federal immigration law says that unlawful presence in the country is a civil offense and is, therefore, not a crime. The punishment is deportation. ([Source](#))

3. Immigrants are taking American Jobs.

False: Immigrants often come to the United States because of the availability of jobs for them. These jobs are usually low-skill, low-wage jobs such as those in agriculture or service. There are also jobs that require specific skills that American workers may lack in high-skilled, high-paying jobs. For more information, refer to **Immigration: The Ultimate Teen Guide** by Tatyana Kleyn (p. 38-39)

4. Immigrants today are less successful than those from earlier generations.

False: To truly see the success of immigrants we must look to the second and third generation. A recent study showed that present third generation immigrants' educational progress was equal to or greater than that of European immigrants of the nineteenth and early twentieth century. For more information, Refer to Chapter 3 of **Immigration: The Ultimate Teen Guide** by Tatyana Kleyn (p. 40-42)

5. Most Immigrants enter the country without authorization.

False: Around 75% of today's immigrants have legal permanent (immigrant) visas; of the 25% that are undocumented, 40% overstayed temporary (non-immigrant) visas. ([Source](#))

6. Most legally authorized immigrants come to the United States to join close family members.

True: Most legal immigrants (about 75 percent) come to the U.S. to join close family members, although employment and escaping persecution are two of the other main

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reasons people come to the U.S. ([Source](#))

7. Immigrants come to the United States and resist learning English.

False: Most immigrants do learn some English, but their children or grandchildren may only learn English. Refer to Chapter 3 of **Immigration: The Ultimate Teen Guide** by Tatyana Kleyn (p. 42-43)

8. Immigrants commit crimes at a lower rate than U.S. citizens.

True: The reality is that immigrants are actually less likely than U.S.-born individuals to commit crimes. The percentage of men between eighteen and thirty-nine years old who are in prison is 3.5 percent for those born in the United States and only .7 percent for immigrants. Refer to Chapter 3 of **Immigration: The Ultimate Teen Guide** by Tatyana Kleyn (p. 43-45)

9. Nearly all undocumented immigrants come from Mexico.

False: Mexicans only account for 59 percent of undocumented immigrants in the United States. Another 17 percent of undocumented immigrants are Latinos from other Latin American countries. Refer to Chapter 3 of **Immigration: The Ultimate Teen Guide** by Tatyana Kleyn (pg. 46)

10. Undocumented immigrants do not pay taxes and take advantage of government services.

False: Undocumented immigrants pay taxes in a variety of ways. Any time they purchase an item or pay for their housing, they are providing local, state, or national dollars. Refer to Chapter 3 of **Immigration: The Ultimate Teen Guide** by Tatyana Kleyn (p. 46-47)

11. Undocumented immigrants entering the United States through the Mexico border do not have ties to terrorism.

True: Not a single terrorist has been caught crossing the U.S. –Mexico border. All 9/11 hijackers entered the country legally ([Source](#))

12. If undocumented immigrants make the effort, they could change their status.

False: It is nearly impossible for most people who are labeled “illegal aliens” to

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change their status. Refer to Chapter 3 of **Immigration: The Ultimate Teen Guide** by Tatyana Kleyn (p 48-50)

13. Most children of undocumented immigrants are living legally in the United States

True: Two-thirds of all children with undocumented parents (about 3 million) are U.S.-born citizens who live in mixed-status families. ([Source](#))

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Appendix 5: Historical Events

Plymouth Colony

1619 African Arrival in Virginia

The Naturalization Act of 1790

Potato Famine (1845–1851)

The Naturalization Act of 1906

The Emergency Quota Act

The Immigration and Nationality Act of 1965

The Immigration Reform and Control Act of 1986

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Appendix 6: Immigration Story Chart				
Panelist Names				
U.S. Arrival Story				
Previous Countries Lived In				
Immigrant Subcategory/ Status				
Occupation				
Family				
Challenges Faced				
Assistance Received				
My Personal Reaction				
My Questions				

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Appendix 7: Interview Questions

1. Who immigrated to the United States in our family and where did they come from?
2. Who made the decision to move to the United States and why?
3. What kind of work did they do when they arrived in the United States?
4. Did part of the family stay behind? If so, do you maintain contact with them?
5. What were some of the challenges our family faced when they first arrived in the United States?

Student Questions:

1.

2.

3.

4.

5.

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Appendix 8: Media Literacy Project

In groups of 3-4 students, chose one question from the **Myths and Realities Student Quiz**.

The purpose of this project is to assess how different media outlets portray a given immigration related topic. For example, in relations to question 8 - **Immigrants commit crimes at a lower rate than an American citizen** – how does the Media portray the issue of immigration and crime?

Students should look at a diverse set of media ranging from news video clips, news written articles, political advertisement and print media. Research should include at least 4 different sources.

Once research is completed, students will present their findings in a class presentation. The presentation should include answers to the following questions:

1. What are the different viewpoints of your chosen question?
2. Who is the target audience of each source?
3. What different uses of language or images are used to construct this viewpoint?
4. What groups of people does each source empower? What groups does it disempower?
5. How does media portrayal affect the public opinion related to your topic and in general?

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Appendix 9: Policy Example

The DREAM Act

The Development, Relief and Education of Alien Minors Act is the full name of the DREAM Act. It is a piece of federal legislation that was proposed in 2001 and has received support (to different degrees) from both the Democratic and Republican parties. Unlike large-scale immigration reform that seeks to find a way to deal with the nation's 12 million undocumented immigrants, the DREAM Act focuses only on a vulnerable subgroup who did not make the choice to come to the United States, but were brought here by families. The focus on youth, who are perceived as innocent victims, as opposed to adults who "broke the law," makes the act less problematic and therefore more likely to see success.

The DREAM Act provides a path toward citizenship for undocumented minors who were brought to the United States at the age of fifteen or younger and have been in the country for a minimum for five years. It states that students who graduate from high school or earn a general equivalency diploma (GED), complete two years of college or military service, and are found to be of good moral character, with no criminal record, will eventually be able to legalize their status. Once the legislation passes, adolescents and young adults who are thirty-five years old or younger (this age limit may change) that fit the above criteria will have six years of conditional LPR status. If they meet all the requirements at the completion of the six years they can apply to become LPRs. Then, following five more years they can also apply for U.S. citizenship. Many undocumented youth are counting on this bill as their only hope to fully become a part of the United States. If it is enacted it would positively impact approximately 1 million young people nationwide.

(p. 184-188, **Immigration: The Ultimate Teen Guide**)

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Appendix 10: Policy Proposal Guiding Questions

1. Consider the debate surrounding the policy you have been assigned. What are the different positions on this issue? Who are the different groups/people involved? What interests do they have?
2. What kinds of rights is this debate about? Whose rights will be affected? How?
3. Who will this policy benefit? Who may be opposed to your policy?
4. What arguments will best support the position your group will be representing?
5. If your policy position were to be approved how would this affect the lives of immigrants in the United States? How would it affect the lives of U.S.-born individuals?

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Appendix 11: Developing the Script

Use this space to elaborate on the required components of the newscast.

What current event are you covering? How do you plan to research this event?

Which policy will you connect to the current event? Why is this policy relevant?

What is the name of your news station? What is the point of view of the news report?

Who does your expert represent? What is their perspective?

Which organization does your anti-immigrant advocate represent? What is their perspective?

What is your immigrant's background? How has he/she been affected by this event?

What material from the unit will you integrate into your newscast? Which key terms and concepts will you use to demonstrate a clear understanding of the topic?

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How will you represent the diversity within the immigrant community?

Tips for Writing

- **Consider your audience.** Their knowledge base, demographics, and interests should be taken into account.
- **Write how you speak.** The news reporters and actors should be comfortable when reading the script. Write out difficult words phonetically.
- **Have a clear vision before you start.** Use this worksheet to assist with developing the components of your story.
- **Divvy up research responsibilities.** *Immigration: The Ultimate Teen Guide* is a wonderful resource. Don't forget to also look up news articles and primary sources to support your current event and selected policy.
- **Assign roles for group mates.** Know who will portray each of the five required roles. Clearly label each role's lines.
- **Find photos, graphics, and music.** Incorporating these additional components at the appropriate time during the newscast will strengthen the storytelling.
- **Read published news scripts.** These examples will demonstrate a variety of ways to integrate sources to tell a story.

Tips for Performing

- **Watch the local or national news.** Note the different reporter styles and how they build rapport with guests.
- **Polish your presentation.** Good posture, clear articulation, smooth pronunciation, and a pleasant appearance will increase the professionalism of your newscast.
- **Rehearse with the camera.** Practicing will minimize errors and develop smooth transitions, which in turn will minimize editing the footage.

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Appendix 12: Sample Script

Anchor: Good morning Postville, Iowa, today is May 13, 2008. Welcome to News 11, the station with breaking news about current events in your community. My name is Jennifer. This morning we have breaking news about a factory raid yesterday by the Immigration and Customs Enforcement that has left many workers in jail. Tom has more information from the field.

Field Reporter: Almost 400 workers at Agriprocessors Inc., a kosher slaughterhouse and meatpacking plant, were arrested on allegations that they are undocumented immigrants working with false identity papers. The majority of the employees at Agriprocessors Inc. are Guatemalan and Mexican. I'm here with Christine from the Immigration and Customs Enforcement office in Minneapolis, MN.

Expert: According to the affidavit, 76% of the employees at Agriprocessors used false or suspicious Social Security numbers at the end of 2007. Sources have come forward stating that supervisors, knowing they had forged or illegal documents, encouraged the employees to purchase cars under other names and helped cash their checks.

Field Reporter: But none of the management has been arrested at this time?

Expert: That is correct. But the investigation is ongoing.

Field Reporter: Thank you Christine. Back to you Jennifer.

Anchor: The company was founded by Aaron Rubashkin, a Hasidic Jew, upon his arrival in Postville in 1987. The factory is the country's largest producer of glatt kosher meat. Stan Johnson, member of ProjectUSA, is in the studio today.

Anti-immigration Advocate: Hi, Jennifer. Thanks for having me.

Anchor: Stan, you've expressed that the AgriProcessors raid is a positive event for Iowa. Can you explain your reasoning?

Anti-immigration Advocate: Sure. These illegal immigrants are not obeying the law. They are using our resources and are not paying taxes. Once they return home, jobs will be freed up for Iowans.

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Anchor: Almost 300 families in Postville are missing one or more family members who are in jail today. Tom sat down with the wife of Jose Morales last night.

Field Reporter: Ana, tell me how you heard the news.

Immigrant: This morning I was doing the laundry and listening to the radio. There was breaking news... they said that hundreds of workers were arrested at AgriProcessors. My heart skipped started to beat very fast. I waited and finally received a phone call from a friend who told me that my husband Jose was one of the people arrested.

Field Reporter: How did you and your family arrive in Postville? I'd like to hear about how your husband started working at AgriProcessors.

Immigrant: Jose and I are both from Guatemala. We have been in the United States for eight years now. Last year we moved to Postville because friends of ours said there were jobs at Agriprocessors. Everyone is really nice in Iowa, and my daughters enjoy attending their school. It's hard because we don't own a car, but friends give Jose a ride to work. My girls miss their dad.

Field Reporter: Ana was not able to talk about details about the raid or her family's immigration status because of the investigation. Back to you Jennifer.

Anchor: Stan, what is your reaction to Jose and Ana's story?

Anti-immigration Advocate: I feel bad for Ana and her daughters, but we have laws in place to protect their family. The Immigration Reform and Control Act of 1986, for example, was created to stop illegal immigrants from being hired so they wouldn't be put in this situation.

Anchor: The Immigration Reform and Control Act of 1986 actually caused an increase in the production of counterfeit documents for undocumented workers. As a result, employers will hire the workers with papers whether or not they are aware that they are forged. This is the allegation against AgriProcessors Inc.

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Appendix 13: Immigration Newscast Rubric				
CATEGORY	4	3	2	1
Followed Project Guidelines	Newscast contained 1 news anchor, 1 field reporter, 1 expert, 1 immigrant, and 1 anti-immigration advocate.	Newscast was missing one of the following: 1 news anchor, 1 field reporter, 1 expert, 1 immigrant, and 1 anti-immigration advocate.	Newscast was missing 2 of the following: 1 news anchor, 1 field reporter, 1 expert, 1 immigrant, and 1 anti-immigration advocate.	Newscast was missing 3 or more of the following: 1 news anchor, 1 field reporter, 1 expert, 1 immigrant, and 1 anti-immigration advocate.
Comments:				
Coherence of Story	A variety of perspectives are integrated into the newscast. The report establishes a point-of-view that remains consistent. Story is coherent.	A variety of perspectives are integrated into the newscast. The report establishes a point-of-view. The story is somewhat coherent.	A variety of perspectives are integrated into the newscast. The report's point-of-view is unclear. The story lacks coherence.	The newscast does not include multiple perspectives. The report lacks a point-of-view and the story is incoherent.
Comments:				
Use of Supporting Material	The newscast references relevant material from class, integrating key terms and concepts. One immigration policy is explained and connected to the current event.	The newscast includes a few references relevant material from class, integrating key terms and concepts. One immigration policy is explained and connected to the current event.	The newscast references very little relevant material, key terms and concepts from class. One immigration policy is mentioned, but not connected to the current event.	The newscast references very little relevant material, key terms and concepts from class. No immigration policies are mentioned.
Comments:				

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Presentation	The group members speak clearly and are articulate. The group members maintain eye contact and stay in character.	The group members speak clearly and are mostly articulate. The group members' eye contact and mostly stay in character.	The group members do not always speak very clearly. Eye contact and character role not consistent.	It is difficult to understand the group members. They do not give eye contact and or stay in character.
Comments:				
Duration of presentation	The newscast was between 8-10 minutes and maintained a good pace.	The newscast was between 8-10 minutes but the pace was slightly inconsistent, either too fast or too slow.	The newscast was between 8-10 minutes but the pace was very inconsistent, either too fast or too slow.	The newscast was less than 8 minutes or over 10 minutes.
Comments:				

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Appendix 14: Final Paper Rubric				
CATEGORY	4	3	2	1
Paper Structure	The thesis statement is clearly stated and the paper is organized, with smooth transitions, and is coherent.	The thesis statement is clearly stated and the paper is fairly organized, with smooth transitions, and is mostly coherent.	The thesis statement could be strengthened. The paper's organization, transitions, and coherence could be strengthened.	The thesis statement is unclear. The paper's organization, transitions, and coherence could be strengthened.
Comments:				
Perspectives	The author integrates a variety of perspectives into the paper. The material clearly supports their perspectives, as well as the author's position.	The author integrates a variety of perspectives into the paper. The material in most cases supports these perspectives, as well as the author's position.	The author is lacking a variety of perspectives in the paper. The supporting material could be strengthened to better support the perspectives, as well as the author's position.	The author does not include a variety of perspectives in the paper. The supporting material does not effectively support the author's position.
Comments:				
Grammar, Spelling, and Sentences	The author does not make any grammar, spelling or punctuation errors that are distracting. The sentence structure is varied.	The author makes a few grammar, spelling, or punctuation errors. The sentence structure is varied.	The author makes noticeable grammar, spelling, or punctuation errors that are distracting. The sentences could be more varied in style.	The author makes many noticeable grammar, spelling, or punctuation errors that are very distracting. The sentences could be more varied in style.
Comments:				

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Followed Project Guidelines	The paper responds to the overarching question. The length is 3-5 pages and it includes three in class sources and two additional sources.	The paper response to the overarching question could be strengthened. The length is 3-5 pages and includes three in class sources and two additional sources	The paper response to the overarching question is weak. The length is 3-5 pages and is missing one of the source components: either three in class sources or two additional sources	The paper does not appear to respond to the overarching question. The length is not 3-5 pages. In addition the paper does not include three in-class sources and two additional sources.
Comments:				

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Appendix 15: Teachable Moments

Topics that are stigmatized or taboo have the potential to elicit divisive reactions that can create heated interactions in the classroom. This curriculum is centered around analyzing immigration debates, which provides an opportunity to turn exchanges between classmates into teachable moments.

Tips for Teachers

- Demonstrate an openness to hearing diverse opinions. When you remain nonpartisan, students are more likely to feel comfortable sharing their thoughts.
- Learn about your students' backgrounds. The better you know your students, in this case their immigration history, the more aware you will be about potential conflicts in the classroom.
- Collaborate on a class agreement about appropriate behavior. Ask students to identify how they like to be treated in the classroom and create a list that will guide interactions. Refer back to this agreement throughout the unit, either to remind students of the commitment they made to be respectful or to commend their behavior.
- Create a classroom environment centered on inquiry. This unit is built upon essential questions and each lesson includes several questions based on the readings and activities. Posing the right questions will encourage dialogue in the classroom and draw out nuances in immigration debates.
- Remind students not to stereotype groups of people. Just as there are different subcategories of immigrants, there is diversity within these groups. Use the facts in the book to break down discriminatory or prejudice opinions.

What do I do when...?

- The classroom is quiet and students are not participating. Acknowledge that students may be reflecting on personal experiences with immigration or are uncomfortable with the topic. Ask them to draw on personal experiences or past observations in class conversation.
- A student is making derogatory statements to a speaker or student who is

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undocumented. Reframe the statement to move the conversation in a constructive direction. Refer to the class agreement if the student is being inappropriate.

- Students with pro- and anti-immigration views start a heated debate. Try to deemphasize black and white thinking by pointing out nuances within arguments. Ask their classmates if they agree or disagree, or would like to add anything to the claims made in order to frame emphasize the spectrum of beliefs and perspectives about the topic.