

Should Illegal Immigrants be allowed a Chance at the “American Dream”?

OVERVIEW & OBJECTIVES	GRADES
<p>Students will learn about illegal immigrants through several activities. After a warm-up activity, students will map Minnesota’s immigrant population and read articles that point out the advantages and disadvantages of illegal immigration. They will answer questions, complete a graphic organizer, and jigsaw the groups. They will form their opinion on the topic through substantive conversation, and take action by choosing a project that helps them to express their opinion while demonstrating a balanced viewpoint on the topic.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify the origin country of Minnesota’s major immigrant populations • Form an opinion on a controversial topic through research and discussion • Defend their opinion with supporting evidence gained through research • Express their opinion in a final project demonstrating their knowledge of both sides of the issue 	8 th
	TIME
	2-3 days
	<p>REQUIRED MATERIALS</p> <ul style="list-style-type: none"> ✓ Readings and Discussion Questions on Immigration from Teachable Moment at http://www.morningsidecenter.org/teachable-moment ✓ Blank World Map ✓ Colored Pencils ✓ Classroom Atlases ✓ Handouts: “Statements for 4 Corners Activity”, “Can We Map It? YES WE CAN!!!”, “Group Discussion Questions”, “Discussion Web Graphic Organizer”

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

8.3.1.1.2 Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

For example: “TODALSS” map basics—title, orientation, date, author, legend/ key, source, scale. Spatial information—cities, roads, boundaries, bodies of water, regions.

Standard 5. The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).

8.3.3.5.1 Describe the locations of human populations and the cultural characteristics of the United States and Canada.

For example: Locations of human populations—density and distribution of population, patterns of human settlement, location of major urban centers, dynamics of population growth, migration, refugees, rural to urban movement, suburbanization, migration of labor. Cultural characteristics—patterns of government, international relations, colonialism, patterns of language, patterns of religion, distribution of major cultural

groups and minority groups, significant current changes in culture and economy.

Standard 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.

8.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

For example: Civic discourse skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Issues in the contemporary world might include participation in international treaty organizations, positive discrimination/affirmative action, environmental issues.

SUGGESTED PROCEDURE

Day 1

Introduction

Four Corners Activity: The teacher places one of the signs with the labels: Agree, Disagree, Undecided, and Indifferent in each corner of the classroom. Students will stand in the middle of the room. The teacher will read controversial statements about illegal immigration from the handout, “Statements for 4 Corners Activity”. Students will go to the corner that matches their opinion after each statement is read. There is no talking allowed during this activity. When it’s over, students will return to their seats for a class discussion of students’ responses to the statements, including the statements that received the strongest reactions or biggest splits.

Development

Map Activity: Ask students to predict where most immigrants from Minnesota came from and record responses on the board. Students will be given the handout, “Can We Map It? YES WE CAN!!!” that lists countries with the highest numbers of emigrants to Minnesota and a world map. Students will label and color the countries according to their immigrant population to Minnesota. (Note: Highlight the range within each color of the legend to understand the differences in immigration population numbers.) Ask students: Were the countries the ones that you expected? Did any of the countries surprise you? A class discussion will determine if there are any common misconceptions about the immigrant population to Minnesota.

Jigsaw Reading Activity: Students will be placed in 6 heterogeneous small groups, each group with a different article from Teachable Moment. First, students will read the article while answering the discussion questions from the reading and completing the “Discussion Web Graphic Organizer”. Once they have individually completed the discussion questions and discussion web, they will discuss their answers with the small group. After the group discussion, the small groups will jigsaw to share their article and responses with other students. Last, students use the “Group Discussion Questions” to discuss their articles and immigration in order to prepare for the Fishbowl Activity.

DAY 2:

Fishbowl Activity: Students will participate in a fishbowl activity, where they all sit in a circle and the teacher reads a “Group Discussion Question” for discussion. Then four students volunteer to start the conversation and sit inside the circle face-to-face. The four students discuss the question with each other as their classmates listen. Each person states his or her response without being interrupted. Then they

begin asking each other questions to clarify what was said. At any point during the discussion if a classmate has something to say, s/he walks into the circle and taps a person on the shoulder (that has already spoken) and switches spots with the student. (Note: I recommend doing a practice fish bowl activity about a light topic, such as what candy is the tastiest, or is Nintendo better than Play Station so they understand this procedure and are comfortable with it.)

Summative Project:

Students will choose a project among four choices that will summarize their thoughts on the issue of illegal immigrants. In each project choice they will need to demonstrate balance on both sides of the issue. They will also need to have evidence that supports their opinion. The choices are:

1. They can choose to write a letter to their congressman stating their point of view on illegal immigration and what they believe should be done about the problem. In this letter they need to outline reasons for their opinion with research that supports their opinion.
2. They can choose to make two political cartoons, one representing each side of the issue. Their cartoons must show that they understand both sides' arguments with details that prove they have done research on the arguments or current issues.
3. They can choose to do a RAFT assignment, which means they choose their Role, Audience, Format, and Topic. In this assignment, for example, they could be an immigrant, writing to the President, in a formal letter, discussing their views on immigration, or they could be a small business owner, making a speech at a conference to other small business owners, about why they should and shouldn't hire illegal immigrants.
4. They can choose to write a letter to a Hispanic immigrant. In this letter, they explain their current opinion regarding immigration. They need to acknowledge other points of view, and defend their point of view providing supporting evidence.

Extensions

1. Show the power point, "Immigration Trends in Minnesota," (2003) from the State Demographic Center at <http://www.demography.state.mn.us/immigration.htm>. Students should complete notes that list 3 important facts about Minnesota's immigrant population and 3 facts that surprised them. Discuss the students' notes and other aspects of the power point including the distribution of immigrant population by counties. Students compare the current statistics with the line graph that shows the historic population trend, "Foreign Born Population by Birthplace: Minnesota, 1870-2011", from Minnesota Compass at <http://www.mncompass.org/immigration/key-measures.php?km=populationtrends#1-5581-g>
2. Students work in small groups to summarize the statistics on Minnesota's immigrants groups including Ethiopian, Hmong, Indian, Somali, Liberian, Mexican, and Vietnamese from Minnesota Compass at <http://www.mncompass.org/immigration/key-measures.php?km=groupsatag glance#1-3076-g>
3. Students read "New Americans in Minnesota" and "New Americans in Minnesota: The Political and Economic Power of Immigrants, Latinos, and Asians in the North Star State" from the Fact Sheet at Immigration Policy Center <http://www.immigrationpolicy.org/just-facts/new-americans-minnesota>. Students working in small groups make a T-chart of the "Contributions of Immigrants" and "Problems of Immigrants". Discuss the T-charts as a class.

Assessments

- Map of Immigrants to Minnesota
- Discussion Web
- Class Discussion
- Summative Project

Website Resources

“Foreign Born Population by Country of Birth: Minnesota, 2009-2011” at Minnesota Compass
<http://www.mncompass.org/immigration/key-measures.php?km=populationtrends#1-5584-g>

“Should Undocumented Workers have a Shot at the American Dream?” and “Illegal Immigrants: Why Do They Come? What Should the U.S. Do About Them?” at Morningside Center for Teaching Social Responsibility” Teachable Moment
http://www.morningsidecenter.org/teachablemoment/lessons?field_area_tid=All&field_topic_tid=36&field_grade_level_tid=All

The articles are archived at:

<http://www.morningsidecenter.org/teachable-moment>

Statements for 4 Corners Activity

- Immigration is good for the United States
- Some illegal immigration is good for the United States
- Illegal immigrants should be sent back to the countries they came from
- Illegal immigrants should be allowed to stay in the United States if they have a job
- Illegal immigrants should have to pay the United States money to stay here
- It should take immigrants 10 years to become citizens
- We should build a 700 miles long fence along the border with Mexico to keep out illegal immigrants*
- Employers that hire illegal immigrants should have to pay a fine or serve time in prison*
- Illegal immigration should be a felony and illegal immigrants should go to prison*
- People who give aid to illegal immigrants should be charged with a criminal offense*
- The U.S. should stop accepting immigrants from Mexico and close the border so no one can get in
- There is going to be more terrorism in the United States because our borders are not secure
- Illegal immigration is a big concern of mine, and if I could vote for the president this year I would care about his/her views on immigration
- The United States should not punish or send back people from Mexico that immigrate illegally because their lives in Mexico are too hard and they can have a better life here
- Illegal immigrants should get paid less than U.S. citizens for doing the same job
- Illegal immigrants should not be allowed to go to the doctor or hospital without health insurance
- Illegal immigrants should have the same rights as U.S. citizens
- The United States needs to fix its policy on immigration so it is easier for people to come here

*Signifies an actual proposal by Congress

Can We Map It? YES WE CAN!!!

Directions: You will identify the pattern of immigrants to Minnesota by their country of origin. Your task is to complete a map that indicates Minnesota's greatest immigrant populations by labeling and coloring the countries of origin. This will not include the immigrants from every country—only a small sample of the information. If you are curious, you can find the rest of the information at Minnesota Compass

<http://www.mncompass.org/immigration/key-measures.php?km=populationtrends#1-5584-g>

Use the following legend with TODALSS to complete your map:

Red	Color the countries contributing more than 50,000 immigrants
Orange	Color the countries contributing between 25,000 – 50,000
Yellow	Color the countries contributing between 10,000 – 25,000
Green	Color the countries contributing between 5,000 – 10,000
Blue	Color the countries contributing between 3,500 – 5,000

Foreign Born Population by Country of Birth for Minnesota

Country	2009-2011
Mexico	69,124
Laos	25,681
India	23,900
Somalia	19,853
Vietnam	15,693
Thailand	15,288
Korea	13,564
China	13,218
Liberia	12,632
Ethiopia	11,935
Canada	10,830
El Salvador	7,425
Kenya	6,418
Philippines	6,332
Germany	6,100
Ecuador	5,956
Nigeria	5,395
Russia	5,126
Guatemala	4,906
Colombia	4,727
Ukraine	4,260
Sudan	3,974
Honduras	3,855
England	3,844

Group Discussion Questions

1. What was the author's purpose in writing the article? Did you agree or disagree with it?
2. Are there more benefits or more drawbacks to illegal immigration in the United States?
3. If you were President, what would you do with the issue of illegal immigration?
4. How has illegal immigration affected you or your family?
5. If you knew a person who was an illegal immigrant, what would you do to or for that person?
6. What would you do tomorrow if your parents told you that they were not legal citizens of the United States?
7. Based on what you have read and discussed, will you change any aspect of your life knowing what you know about this topic?

DISCUSSION WEB GRAPHIC ORGANIZER

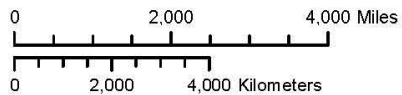
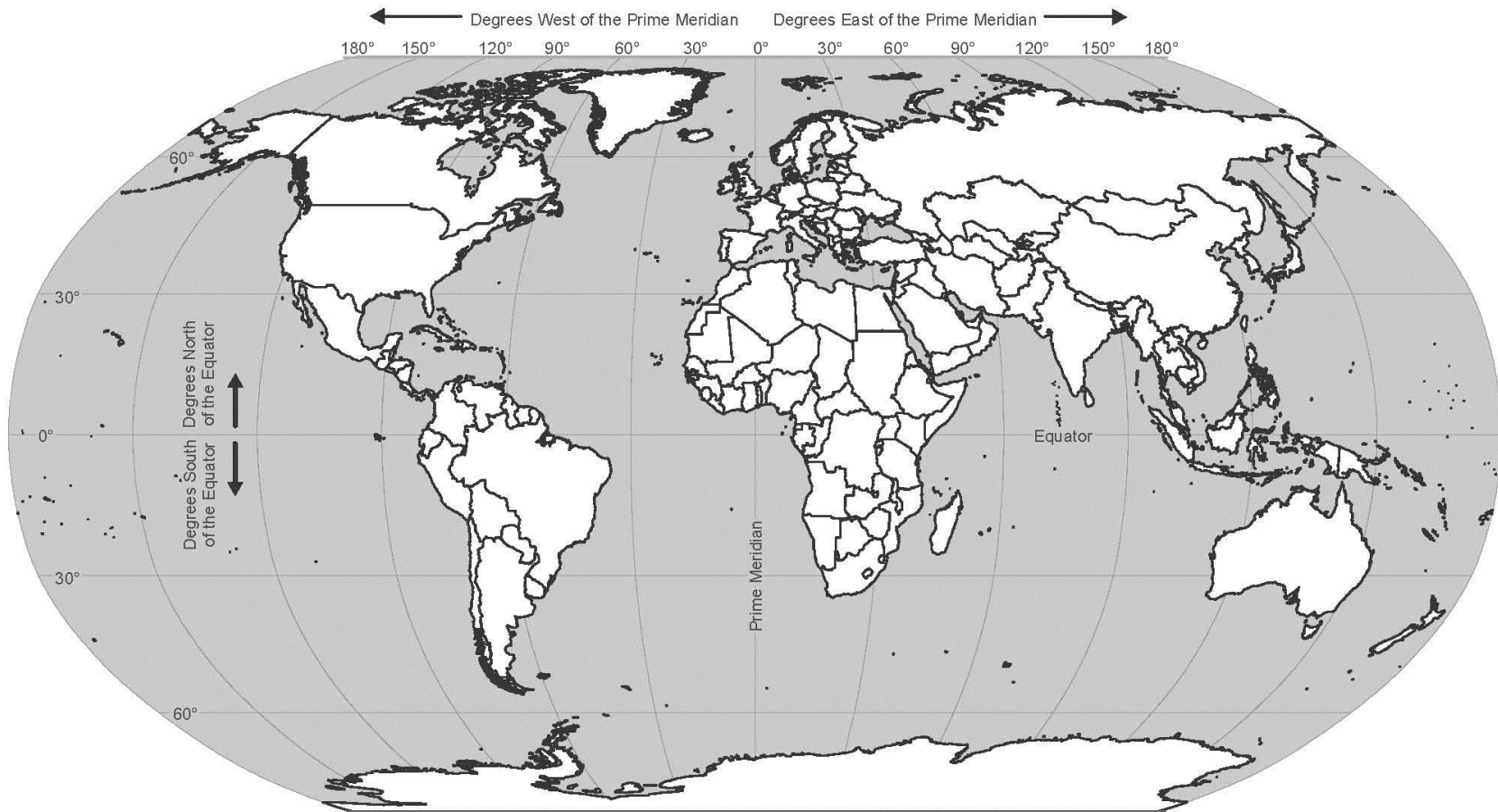
YES

NO

Should illegal immigrants be allowed to stay in the United States and work for their chance at the "American Dream"?

CONCLUSION

T H E W O R L D



Projection: Robinson

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