

The Unauthorized Immigrant in Minnesota

OVERVIEW & OBJECTIVES

This lesson will focus on understanding the reasons behind the movement of unauthorized (illegal) immigrants from Mexico to Minnesota and helping develop an informed opinion about the subject.

Students will be able to...

- Identify push and pull factors of immigration
- Identify the types of immigrants including illegal, refugees, and asylum seekers (asylee)
- Identify their family's immigrant history
- Describe Minnesota's immigrant populations, focusing on unauthorized immigrants from Mexico
- Create a brief, fact-based editorial in support of or opposed to unauthorized immigration

GRADES

8th

TIME

3 days

REQUIRED MATERIALS

- ✓ Computer Internet access with projector
- ✓ Computer Internet access for students
- ✓ Poster paper
- ✓ Markers
- ✓ Power Points: "Immigration 101" and "Immigration to Minnesota" from Minnesota Advocates for Human Rights
- ✓ Readings: "From Rural Mexico to Rural Minnesota"; "Simple Dreams, Harsh Reality"; "Immigrants are Part of Work Force"; "Good Question: How Many MN Workers are Undocumented?"; "Immigration Reform would Immediately Benefit Minnesota"
- ✓ Handouts: "The New Colossus"; "Understanding Today's Immigrants to Minnesota"; "Minnesota Immigration Survey"; "Family Immigration"; "Web Reading Activity"; "Writing an Editorial"

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

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.

SUGGESTED PROCEDURE

Day 1

1. Start class by displaying the following poem by Emma Lazarus on the overhead.

The New Colossus

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name*

*Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips.*

*"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"*

Give students a few minutes to read and reread the poem, then begin a whole group discussion about what they think it means or refers to and what monument they think it is connected with.

2. Next, students will complete the handout, "Minnesota Immigration Survey", assessing their knowledge of the immigrant population in our community.

3. The final activity of the day will be the power point lecture entitled "Immigration 101" from Minnesota Advocates for Human Rights at: http://www.energyofanation.org/PowerPoint_Presentations.html. Students will be given the handout, "Understanding Today's Immigrants to Minnesota", listing critical vocabulary for which they will be writing the definition as we proceed through the power point.

4. Homework Assignment: Students will use the handout, "Family Immigration" to record information about their family's immigration.

Day 2

1. Begin the period with a review "whip" of the previous day's power point lecture. (Students individually and quickly name something they learned from yesterday's lesson without comment from other students as the responses are the "whip" around the room.) This is followed by small group sharing of students' homework findings.

2. Next, show the power point, "Immigration to Minnesota", created by Minnesota Advocates for Human Rights focusing on Minnesota's current immigration trends.

3. The final activity of the day will consist of a reading jigsaw in which students will read one of the articles (or similar articles) independently and complete the "Web Reading Activity" handout (discussion web reading strategy). Students will record answers in the boxes while reading their article. Upon completion they will then be placed in homogenous groups where they will discuss their findings. Finally, they will be placed into heterogeneous groups for a jigsaw discussion of immigration.

Readings:

- "From Rural Mexico to Rural Minnesota" from Twin Cities Daily Planet at <http://www.tcdailyplanet.net/node/6067#>
- "Simple Dreams, Harsh Realty" and "Immigrants are Part of Work Force" from Broken Borders: A Post-Bulletin Special Report, PostBulletin (Rochester, Minnesota) at http://ww2.postbulletin.com/news/immigration/pdf/Broken_Border.pdf
- "Good Question: How Many MN Workers are Undocumented?" from CBS Minnesota at <http://minnesota.cbslocal.com/tag/illegal-immigrants/>
- "Immigration Reform would Immediately Benefit Minnesota" from MinnPost at <http://www.minnpost.com/community-voices/2013/09/immigration-reform-would-immediately-benefit-minnesota>

Day 3

1. Begin the day with a carousel brainstorming activity. Students will be put into the heterogeneous groups

they participated in during their Day #2 jigsaw activity. In this activity large pieces of poster paper will be taped to the wall around the room. Groups (each with a different colored marker) will rotate clockwise writing one fact about unauthorized immigration to Minnesota according to the questions on each sheet. As groups move from station to station they are to read what the previous groups have included. It is important that groups write down an original fact or statement as they progress from poster to poster. Students move with the teacher's signal after 2-3 minutes at each posted question. Questions may be selected from the following:

- What "push" factors cause immigrants to leave their origin country?
- What "pull" factors bring immigrants to Minnesota?
- Why do people come to Minnesota as unauthorized immigrants?
- How have immigrants benefitted Minnesota and our community?
- Define and give an example of the different categories of immigrants
- What types of jobs do immigrants tend to have?
- Why do people think illegal immigration is a concern?

2. The final expectation students will have for this lesson is to write a brief, fact-based editorial which clearly expresses their opinion on the subject and is directly connected to the articles they have been provided. Students will be given the handout, "Writing an Editorial", which provides instructions for the assignment.

Groupings: Students will continue to be part of their article-specific group, but will now be divided in half. One half of the group will be writing an editorial in support of illegal immigration and the other half of the group will be writing against illegal immigration.

The purpose of this writing activity is not to choose a side on the issue; it is to be able to create an effective argument based upon information acquired throughout the lesson. It may be the case that opposition occurs against the side of the issue that a particular student may be assigned. Thus, it is recommended, since this is a sensitive issue, that students' feelings are considered.

Students will be given the handout, "Characteristics of Editorial Writing" from "Writing an Editorial" at <http://www.geneseo.edu/~bennett/EdWrite.htm> to guide their writing. This will be followed by a brief discussion on editorial writing. A rubric will also be handed out and should be used by the students as a guide for scoring.

Resources

"Immigration 101" and "Immigration to Minnesota" from Minnesota Advocates for Human Rights
http://www.energyofanation.org/PowerPoint_Presentations.html

"From Rural Mexico to Rural Minnesota" at Twin Cities Daily Planet
<http://www.tcdailyplanet.net/node/6067#>

"Simple Dreams, Harsh Realty" and "Immigrants are Part of Work Force" at Broken Borders: A Post-Bulletin Special Report, PostBulletin (Rochester, Minnesota)
http://ww2.postbulletin.com/news/immigration/pdf/Broken_Border.pdf

"Good Question: How Many MN Workers are Undocumented?" from CBS Minnesota
<http://minnesota.cbslocal.com/tag/illegal-immigrants/>

"Immigration Reform would Immediately Benefit Minnesota" at MinnPost
<http://www.minnpost.com/community-voices/2013/09/immigration-reform-would-immediately-benefit-minnesota>

"Writing an Editorial" from Think Quest
<http://www.geneseo.edu/~bennett/EdWrite.htm>

The New Colossus

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With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
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*"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
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Understanding Today's Immigrants to Minnesota

Citizen:

Immigrant:

Non-immigrant:

Lawful:

Permanent Resident:

Refugee:

Asylee:

Undocumented:

Green card:

Naturalization:

Visa:

Persecution:

Family Immigration

Take this and, with a parent, attempt to answer all of the following questions. You may find it helpful to call or e-mail an older relative to answer some of the questions.

Family History Survey:

1. Where are your immigrant ancestors from?
2. When did they come?
3. Why did they come?
4. Where did they settle?
5. How long has your family lived in our city?

Your Family Today:

1. Has your family moved recently? If so, why?
2. Were you being pushed away from your old community or pulled to our community?

Imagine coming home from school one day and your parents inform you that you will be moving out of the United States for economic reasons. You have relatives in a foreign country where a different language is spoken, the customs are very different, and the climate is nothing like the climate in our community. In the space below identify the potential positive and negative effects of the move to you and your family.

Positive Effects	Negative Effects

Web Reading Activity

Directions: While reading your article include comments, facts and statistics in the appropriate boxes.

Push	Identify the push and pull factors behind the migration of individuals or families discussed in the article.	Pull
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Comments:

Yes	Does the author see the number of unauthorized immigrants as a problem?	No
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Comments:

For	What statistics are used for or against unauthorized immigration?	Against
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Comments:

Writing an Editorial

The key to getting your voice heard is through intelligent communication. The same goes for writing an editorial. As you prepare to write, it is critical to prepare your mind--collect data, gather facts and read other editorials. You need to know what you are talking about or people won't listen!

Your task is to write an editorial regarding unauthorized immigrants in Minnesota. The only requirement I have of you is that your editorial be no more than 300 words long and is in response to at least one of the articles we have discussed in class.

This link: <http://www.geneseo.edu/%7Ebennett/EdWrite.htm> will provide you with the organization you need to get started.

Use the space below for your rough draft. This must be checked by the teacher before you begin typing your final copy.

To Begin:

Circle the type of editorial you will be writing (and explain): Criticize Persuade Praise

What is the objective or goal in writing the editorial?

The editorial will have these three parts:

- Introduction (include the who, what, where, when, why, and how)
- Body (include at least 3 supporting statements)
- Conclusion (end with a punch!)