

# **2007 Youth Summit - Immigration**

*How does a “nation of immigrants” balance the benefits and the challenges of immigration in 2007?*

## **Lesson Plans for Middle and High School**

a production of  
**CLASSROOM LAW PROJECT**

Dear Parents/Guardians:

Your child is beginning a unit of study on immigration in the United States. Lessons will span its history and move forward to current controversies. Students will have opportunities to learn about immigration trends, law and policy, and economic factors. I will use many strategies to bring this material to them including working in small groups, roleplays, simulations, and so on.

Our work will culminate in a class hearing where students will 'testify' in a mock congressional hearing with 'legislators.' After our hearing, a handful of students will be selected to participate in a Youth Summit at Portland State University on November 7. At the Youth Summit, students will have an opportunity to talk with staff members from some of Oregon's congressional offices. This will not be a simulation – it will be a real meeting with policy makers.

Immigration law and policy is a controversial topic so the lessons contain a wide variety of sources and viewpoints. Materials have been carefully prepared by Classroom Law Project, experts in teaching about government, civics, and law. The lessons are designed to have students analyzing, evaluating, comparing information as they come to understand this very complex topic. You may see the lessons at Classroom Law Project's website: [www.classroomlaw.org](http://www.classroomlaw.org).

You can help! You are encouraged to talk with your child about immigration. Perhaps your family has a story of its own. Ask your child about the information we cover in class. And stay tuned for more information on the hearing and summit.

If you have questions, please contact me. And thank you very much for your help.

Sincerely,

# CLASSROOM LAW PROJECT

## 2007 Youth Summit

*How does a “nation of immigrants” balance the benefits and the challenges of immigration in 2007?*

## Forward to Teachers

### Goals

**T**eachers will have the opportunity to help students:

- understand that immigration issues are complex
- examine US immigration history including immigrants’ stories
- learn the Constitutional framework of immigration law
- link immigration questions with economic policy
- engage in informed discussions about immigration policy
- develop lifetime habits of active participation in the political process and government

**A**s a result of using this curriculum, **S**tudents will:

- analyze major immigration patterns in the United States
- become aware of immigrant experiences and connect them to current immigration issues
- identify what the Constitution says about citizenship and who is protected
- analyze constitutional arguments on the status of immigrants
- design and compare immigration policy
- examine whether immigration helps or hurts the economy
- evaluate the role of the citizen in influencing immigration policy
- develop and practice skills needed for a class hearing and the summit (speaking, reasoning, etc.)

*for more information, contact*

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## **Purpose**

Classroom Law Project’s purpose in bringing teachers immigration materials in preparation for a youth summit are two-fold. First, we want students to begin to understand about immigration and its complexity. Second, we want to help students become active citizens by giving them a forum to express their own informed comments to policy makers.

These materials are not intended to provide a comprehensive, exhaustive study of immigration in the U.S. – indeed, no sooner would we make such a claim than a new policy would be advanced. Rather, it is Classroom Law Project’s intention that these materials help students understand immigration’s complexity, and to help teachers make their classrooms a place of informed, respectful discussion.

Highly controversial issues surrounding immigration reform will be discussed. The materials provide the information and multiple perspectives students need to productively discuss this issue. Dr. Diana Hess, national expert in classroom discussion, tells us that productive discussion of controversial issues is not spontaneous — teachers must help students prepare so that the dialogue is informed and grounded in knowledge of multiple perspectives on the issue at hand. Students should participate in developing norms that will help their discussion be productive; and they should understand the purpose of the discussion and its structure. Hess recommends that teachers have high expectations for all students to participate and provide post-discussion feedback.

When teaching about immigration and immigration policy—complex legal, political, and social issues—experts on these issues may be a great help to teachers in insuring that they are covering issues with depth and balance. However, because the issues are so controversial, obtaining resource people, especially a balanced slate of resource people with varying positions on the issues, can be challenging. While we do not discourage teachers from using resource people, we do caution that trying to find resource people can be difficult and time consuming.

## Acknowledgements

Classroom Law Project thanks law student Angie Gipson and her mentor attorney David Newhall. They provided invaluable assistance in guiding us through this complex area of immigration law and policy.

Classroom Law Project is indebted to many others who created rich and rewarding lessons for students. So good are they that some lessons are offered here nearly in their entirety. We are grateful for permission to use them. Among them are:

*The Immigration Debate, Historical and Current Issues of Immigration* by the Constitutional Rights Foundation, [www.crf-usa.org](http://www.crf-usa.org);

*The New Coloradans: Immigration in Colorado* by Laurel Singleton and Jackie Johnson of the Center for Education in Law and Democracy with support from the Piton Foundation, [www.lawanddemocracy.org](http://www.lawanddemocracy.org), [www.piton.org](http://www.piton.org);

*Home is Where the Heart Is ... Or Is It?* By Judith Simpson and Dr. Andre Watson, Project R.E.A.L., Foundation for Relevant Education about the Law, [www.relevantlaw.org](http://www.relevantlaw.org), [www.lawforkids.org](http://www.lawforkids.org);

*U.S. Immigration Law & Policy* by Close Up Foundation, [www.closeup.org](http://www.closeup.org); and

*U.S. Immigration Policy: What Should We Do?*, The CHOICES Program, Explore the Past... Shape the Future, History and Current Issues for the Classroom, [www.choices.edu](http://www.choices.edu).

Additionally, numerous websites, individuals, and other resources are credited throughout the lessons. Classroom Law Project is grateful for every one. That said, CLP acknowledges that internet sources change quickly. Teachers and students are urged to examine all sources with a discerning eye, look for bias, and use materials with care.

**Susan Marcus**, retired middle school teacher, and **Barbara Rost**, CLP Program Director, are acknowledged for their insightful, thorough, and creative work in compiling and writing this curriculum.

Classroom Law Project acknowledges its **Circle Members** – those firms, businesses, and associations that provide financial support. This program is brought to teachers *free of charge* because of their generosity. A heartfelt thank you is extended to:

<b>Presidents' Circle:</b>	Lewis & Clark Law School	Nike
<b>Jefferson Circle:</b>	Bullivant Houser Bailey PC	Portland General Electric
	Cosgrave Vergeer Kester LLP	Schwabe Williamson & Wyatt PC
	Davis Wright Tremaine LLP	Stoel Rives LLP
	Umpqua Bank	Wells Fargo
<b>Madison Circle:</b>	Ater Wynne LLP	Oregon Education Association

## Lesson Overview

In **Lesson 1**, Pre-Test, Summit Description, a non-evaluated pre-test kicks off the unit of study on immigration. Discussion following the pre-test gives the teacher an opportunity to lay the foundation for the complexity and multi-layered nature of the topic. Additionally, this lesson provides information about the class hearing and youth summit, and describes how they differ.

**Lesson 2**, We Are All Immigrants: The History Of Immigration, provides an historical context for considering immigration today. Teachers may use choose from either short or more detailed readings and timelines. Timelines are used to help students understand immigration waves, trends, and historical contexts.

**Lesson 3**, Immigration Stories, offers an intimate look at immigrants' lives. Readings include a poem, first-person stories both long and short, and current news articles. This lesson brings students into the emotional lives of immigrants.

**Lesson 4**, Immigration Law 101, focuses on the law of immigration. Students will establish a foundation by looking at what the Constitution says about citizenship. Students will begin their analysis of current immigration policy by examining a landmark U.S. Supreme Court decision providing for public education for all children, including illegals.

**Lesson 5**, Immigration Law & Policy 102, continues the discussion of immigration law and policy. Students will design their own policies and compare with those of the United States. Students will review a mind-boggling chart on the myriad categories of migrants recognized under the law.

In **Lesson 6**, Immigrants and the Economy, students examine the arguments regarding the impact of immigrant workers on the economy: do they help or harm it? Students design their own policy and compare with government policy. Students also analyze editorial cartoons to help clarify the issues.

**Lesson 7**, Class Hearing, describes the hearing that will happen in school classrooms. Students will testify in front an outside resource person (or persons comprising a panel) who has been invited to the class. All students will give a short oral presentation on immigration issues of importance to them.

**Lesson 8**, Before and After the Summit, gets the class ready for the summit by focusing on specific question to ponder and to ask of the experts. It also provides teachers with ideas for engaging all students, whether they attended the summit or not, on the day after the summit.

**Lesson 9**, Lesson for the Sub, gives the substitute a fun lesson for students to do on the day of the summit. Using a long list of quotations, students will create cartoons, bumperstickers, songs, etc.

## State Standards

Many standards from many disciplines apply; consider reading comprehension, writing, and speaking, for example. But, particularly applicable are Oregon Social Science Analysis and Civics and Government standards. Here are some that are especially on point (CIM/high school unless otherwise noted):

### *Social Science Analysis*

**Common Curriculum Goals: Define and clarify an issue so that its dimensions are well understood.**

SS.CM.SA.01 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

**CCG: Acquire and organize materials from primary and secondary sources.**

SS.CM.SA.02 Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

SS.CM.SA.03 Understand what it means to be a critical consumer of information.

**CCG: Explain various perspectives on an event or issue and the reasoning behind them.**

SS.CM.SA.04 Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.

**CCG: Identify and analyze an issue.**

SS.CM.SA.05 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

**CCG: Select a course of action to resolve an issue.**

SS.CM.SA.06 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.

### *Civics and Government*

**CCG: Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.**

SS.CM.CG.01 Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.

SS.CM.CG.01.01 Understand the "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.

SS.CM.CG.01.02 Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.

SS.CM.CG.01.03 Understand how to amend the U.S. Constitution and the Oregon Constitution, including how amendments may be introduced, what is required for

passage, and how the process accommodates changing needs and the preservation of values and principles.

**CCG: Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.**

SS.CM.CG.02 Understand the interrelationship between local, state, and federal government.

SS.CM.CG.02.01 Understand the primary function of federal, state, and local levels of government and how the actions of one influence the workings of the others.

SS.CM.CG.02.02 Understand how federalism creates shared and reserved powers at each level of government.

**CCG: Understand the roles of the three branches of government and explain how their powers are distributed and shared.**

SS.CM.CG.03 Understand how the branches of government have powers and limitations.

SS.CM.CG.03.01 Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.

SS.CM.CG.03.02 Understand the process by which laws are developed at the federal level, and key differences between how laws are developed at the federal level and in Oregon.

SS.CM.CG.03.03 Identify and understand the powers and limits to power of the Presidency.

**CCG: Understand personal and political rights of citizens in the United States.**

SS.CM.CG.04 Understand the role of the courts and of the law in protecting the rights of U.S. citizens.

SS.CM.CG.04.01 Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.

SS.CM.CG.04.02 Understand the role of due process in the protection of individuals.

SS.CM.CG.04.03 Understand how the rights of citizens have been augmented by case law decisions.

**CCG: Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).**

SS.CM.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met.

SS.CM.CG.05.01 Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.

**CCG: Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.**

SS.CM.CG.06 Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.

SS.CM.CG.06.01 Understand how U.S. political parties have influenced government policy and decisions.

SS.CM.CG.06.02 Understand the causes, course, and impact of the civil rights/equal rights movements.

SS.CM.CG.06.03 Understand the Constitutional changes that resulted from major events in the 20th century.

*State standards: History*

**CCG: U.S. History: Understand and interpret events, issues, and developments within and across eras of U.S. history. (Eighth Grade)**

SS.08.HS.06.03 Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.

# Table of Contents

	<b>Forward to Teachers</b>	
	Goals	i
	Purpose	ii
	Acknowledgements	iii
	Lesson Overview	iv
	State Standards	v
<b>Lesson 1</b>	<b>Pre-Test, Summit Description</b>	<b>1-1</b>
Handouts	1. KWL Chart (Pre-Survey)	1-3
	2. Brainstorming How To	1-4
	3. Definition of Immigration	1-5
	4. Class Hearing & Youth Summit: What They Look Like	1-6
<b>Lesson 2</b>	<b>We Are All Immigrants: History Of Immigration</b>	<b>2-1</b>
Handouts	1. Refugee Chart	2-4
	2. U.S. Immigration Policy – the Short Version	2-5
	3. U.S. Immigration Policy – the Long Version	2-7
	4. Summary of Current U.S. Immigration Law	2-13
	5. Immigration Landmarks and Trends in U.S. History chart	2-14
	6. U.S. Immigration Policy – A Timeline	2-20
	7. U.S. Immigration History in Waves	2-23
	8. Emma Lazarus, "The New Colossus"	2-25
<b>Lesson 3</b>	<b>Immigration Stories</b>	<b>3-1</b>
Handouts	1. You Have to Live in Somebody Else’s Country to Understand (poem)	3-4
	2. Home is Where the Heart Is ... Or Is It?, (drama – roleplay)	3-5
	3. Immigrant Activist Deported After Illegally Seeking Sanctuary in Church for a Year (article)	3-7
	4. Saul Arellano To Move To Mexico With Deported Mom, Boy Has Been Pressed Into Service For Many Immigration Rallies (article)	3-8
	5. Guiding Questions for Oral History Interview	3-9
	6. Stories from the Past and Present (short)	3-10
	7. Stories from Young Adults, Testimony before House Subcommittee (long)	3-11

## Table of Contents, cont'd.,

<b>Lesson 4</b>	<b>Immigration Law 101</b>	<b>4-1</b>
Handouts	1. U.S. Constitution	4-4
	2. What does the constitution say about citizenship? (short)	4-5
	3. Two Experts on Citizenship and the Constitution (long)	4-6
	4. <i>Plyler v. Doe</i> : Can States Deny Public Benefits to Illegal Immigrants?	4-9
<b>Lesson 5</b>	<b>Immigration Law &amp; Policy 102</b>	<b>5-1</b>
Handouts	1. Design your Own Policy	5-3
	2. A Brief Summary of U.S. Immigration Policy	5-4
	3. Categories of Migrants chart	5-5
	4. Coming to America	5-6
<b>Lesson 6</b>	<b>Immigration and the Economy</b>	<b>6-1</b>
Handouts	1. Immigrants and the Economy	6-3
	2. Cost Benefit Organizer	6-11
<b>Lesson 7</b>	<b>Class Hearing</b>	<b>7-1</b>
Handouts	1. Class Hearing Questions	7-3
<b>Lesson 8</b>	<b>Before and After the Summit</b>	<b>8-1</b>
Handouts	1. Student-Delegate Duties at the Youth Summit	8-3
	2. Student-Delegate Application Form	8-5
<b>Lesson 9</b>	<b>Lesson for the Sub</b>	<b>9-1</b>
Handout	1. Quotations	9-2