


Responding to a growing demand for global curriculum, **Link TV, an independent television channel dedicated to presenting diverse international perspectives**, is proud to launch the **Global Link of World Educators (GLOWE)** pilot initiative. The **GLOWE** project uses **Link TV** programming to develop global cultural understanding and media literacy. The initiative brings Link TV's international media and perspectives to American schools, encouraging student engagement and promoting global citizenship. All media is delivered **free of charge**, **online** or via DVD, and accompanied by standards-based, participatory learning guides.



LATIN PULSE



THE IMMIGRATION ISSUE

LEARNING GOAL:
What are the current issues and various perspectives of immigration in the United States? What are the complexities of immigration policy and the various stakeholders this issue impacts?

GRADES: 9-12 **SUBJECTS: Social Studies & Government**

TIME REQUIRED: 2 (one hour) class periods or 5 class periods with extension
MATERIALS: Online media (www.linktv.org/teachers) or GLOWE Curriculum DVD, TV/ DVD Player, copies of handouts & fact sheets.

Overview: This 27 minute video clip from Latin Pulse introduces students to the ongoing controversy over immigration, and particularly what is defined as “illegal” immigration in the United States. The clip presents background information about the issue of immigration, focusing on Mexican immigration. The clip includes discussion of push and pull factors of immigration, the media’s effect on perceptions of immigrants, and economic factors related to the immigration question, including remittances, taxes, and the impact of a U.S. economic downturn. Video clips from various U.S. and Latin American media are shown and three immigration experts share their perspectives and recommendations on the immigration issue.

Prerequisite Knowledge: NONE

THIS CURRICULUM UNIT IS A PARTNERSHIP OF LINK TV AND WORLD SAVVY

SEE, THINK, WONDER: THE IMMIGRATION ISSUE

LEARNING PROCESS | SESSION ONE

1. THINK, WRITE NOW PROMPT [10 minutes] Students ‘free write’ on the following

Instruct students to free write in response to the following questions:

“What do you know about the immigration debate in the United States today? Why do you think the debate seems to keep going, without ever being resolved?”

2. MEDIA EXPERIENCE [30 minutes] Show [The Immigration Issue](#) clip.

Before showing the video, give students Handout 1, and ask them to record information in the chart provided as they watch the video clip. Then show the 27 minute clip.

3. SEE, THINK, WONDER DISCUSSION [15 minutes] Facilitate classroom discussion.

Have students respond to the following questions as soon as they finish watching the video clip.

- What did you see in the video about immigration that you had never seen before?
- Why do you think there are so many debates and such strong feelings about immigration in the United States?
- What do you wonder about how and why immigration laws are created and/or changed?

Once students have had a chance to respond to the video through the “See, Think, Wonder” questions above, continue the discussion using the handout students completed during the video as a guide. Review the answers to the questions.

CASE STUDY: THE IMMIGRATION ISSUE

LEARNING PROCESS | SESSION TWO

1. POLICY & HISTORY STUDY [30 minutes] Facilitate classroom study.

Use the attached handouts to give a brief overview of current immigration statistics in the U.S. and the history of immigration policy, and an overview of the necessary steps to become a legal citizen.

Have students study the timeline of U.S. Immigration Policy.

**Place a + next to each milestone on the timeline that *encourages* immigration to the U.S.
Place a - next to each milestone on the timelines that *discourages* immigration to the U.S.**

Discuss with students the trends they see in the history of immigration policy, leading up to the current debate. Discussion questions should include:

- Do the milestones in the timeline tend to be more encouraging or discouraging to immigrants? Why do you think this might be?
- What groups have been excluded or included in immigration laws?
- Can you discern any reasons why the U.S. has tended to allow more immigrants at certain times?
- What do you predict will be the next trend in immigration law?

2. IMMIGRATION REFORM CASE STUDY [20 minutes] Facilitate group study.

In the video clip, one of the panelists, Michele Waslin, suggests some ideas for how to integrate the estimated 12 million illegal immigrants who are already in the U.S. and give them legal status.

For the rest of this lesson, these ideas will be referred to as the “Waslin Proposal”.

For illegal immigrants to legalize their status, she suggests that they:

- must come forward and register with the government
- pay taxes
- pay a fine

- prove they are learning English
- submit to a security background check.

Divide students into groups of three and ask them to discuss the five different aspects of the Waslin Proposal, decide whether they agree or disagree with each one, and discuss why or why not.

They should list pros and cons from the perspective of their group for each of the aspects of the proposal, using Handout 2 to record their answers.

EXTENSION

CREATE A CONGRESSIONAL HEARING: THE IMMIGRATION ISSUE

LEARNING PROCESS | SESSIONS THREE THROUGH FIVE

CREATE YOUR OWN CONGRESSIONAL HEARING *[Time will vary]*

Students are now prepared to participate in a mock congressional hearing to debate the aspects of the Waslin proposal. Students will have a chance to debate the pros and cons of the proposal, and then the Senators on the panel will get a chance to vote on this proposal and recommend whether it goes to the floor of the full Senate or not. (For more background on Congressional hearings and their purpose, see this website for reference: <http://www.gpoaccess.gov/chearings/index.html>.)

1. MOCK CONGRESS SET UP [UP TO ONE CLASS PERIOD]

Choose seven or eight students to act as members of the Senate, and assign one of them to be the Committee Chairperson who will call the meeting to order, and run the proceedings.

Split the remainder of the students up into groups, who will represent different organizations and present their organization's opinion about the Waslin Proposal.

Recommended organizations for this activity include:

- U.S. Immigration and Customs Enforcement
- Minuteman Project
- Mexican-American Legal Defense and Educational Fund
- California Chamber of Commerce
- National Network for Immigrant and Refugee Rights

2. MOCK CONGRESS PLANNING [UP TO TWO CLASS PERIODS]

Give students one or two class periods to work in groups and prepare their arguments for the hearing. The Senators should prepare questions to ask the groups during the hearing.

Have students think about what each of these organizations represents, get into "the character" of their organization and argue for or against the proposal based on the organization's perspective. For this activity, students will leave their own opinions out, but they will get a chance to share them later.

Each group should plan their presentation to the Congressional committee -- they can either nominate one student to represent the whole group, have each student make a brief comment, or bring in additional “guests” (such as the Mexican-American Legal Defense Fund bringing in an immigrant family to tell their story, or the Minutemen bringing in a concerned citizen who talks about how immigration has brought crime to the community).

Each group should be prepared to present for about 4-5 minutes, with 2-3 minutes allowed for answering questions from the Senators on the committee.

3. MOCK CONGRESS PRESENTATIONS [ONE CLASS PERIOD]

Today students will make their presentations to the Senators. Have the students acting as Senators sit at a table together at the front of the room. Have the Chairperson call the meeting to order, and call each of the groups up to present at a table facing the Senators.

Student groups get about 4-5 minutes to present and Senators get 2-3 minutes to ask questions of each group.

At the end, have the Chairperson call for a vote and the Senators at the table vote on whether the Proposal should get out of Committee and go to the full Senate for debate.

FURTHER EXTENSION

CREATE AN AD CAMPAIGN: THE IMMIGRATION ISSUE

LEARNING PROCESS | SESSION SIX AND BEYOND

The immigration debate in the United States is very controversial and there are many people with different opinions on the issue, many of whom use persuasive media to try to advance their message. In this extension, students will get a chance to create their own full-page print ad that will persuade others to accept or reject the Waslin immigration proposal. *Introduce this activity at the end of day 4 – 10 minutes. Bring in some full page ads to show students as samples. Give students one week to finish.*

1. MAKING AN AD ABOUT IMMIGRATION ISSUES

Have students create a full page newspaper ad either promoting or rejecting the Waslin immigration proposal – unlike the previous day’s activity, students can express their personal opinions and perspectives in the ad. The size of the ad should be 11” X 17”.

Each full page ad should include:

- a slogan or phrase to describe their proposal
- a large picture or collage
- short description of one key idea from your proposal
- at least 2 facts to support your proposal

2. PRESENT YOUR ADS ABOUT IMMIGRATION ISSUES

At the end of the week, have students present their ads to the class, and display them around the classroom or school.

3. REFLECTION ABOUT ADS ON IMMIGRATION ISSUES

Ask students to reflect on what they learned about immigration policy, the process of arguing for or against a particular proposal, and creating a persuasive ad. Use the following questions as a guide:

- What did you learn about immigration in the U.S. and immigration policy?
- In your opinion, are there simple, clear answers to solving the debate over immigration? Why or why not?
- What factors influence how people think about the immigration debate?
- How have you seen the media affect the way people think about the immigration issues?

IMMIGRATION ISSUES ACTION STEP

Check this website to find out if any immigration proposals are currently being introduced in Congress: <http://www.congress.org/congressorg/issues/bills/>.

- What does this proposal say?
- How do you think the proposal will impact immigrants?
- How do you think this proposal will impact the United States? Think about possible economic, cultural, social, and political impacts.
- Will this proposal deter illegal immigration?

Write a letter to your Congressperson telling them what you think of any current immigration proposal, and whether they should vote for or against it.

GLOBAL PULSE CURRICULUM UNIT: "THE IMMIGRATION ISSUE"

STANDARDS COVERED: NATIONAL McREL AND CALIFORNIA CONTENT

NATIONAL STANDARDS FROM McREL

The National Standards were taken from McREL (Mid-Continent Research for Education and Learning). For full list of McREL standards, go to: <http://www.mcrel.org/compendium/browse.asp>.

United States History Standard 31: Understands economic, social, and cultural developments in the contemporary United States

2. Understands how recent immigration and migration patterns, and demographic shifts, impacted social and political issues (e.g., major issues that affect immigrants and conflicts these issues engendered; changes in the size and composition of the traditional American family; demographic and residential mobility since 1970)

Topics: Immigration and demographic shifts in the United States, Immigration and the immigrant experience

Civics

Standard 19: Understands what is meant by "the public agenda," how it is set, and how it is influenced by public opinion and the media

5. Understands the influence that public opinion has on public policy and the behavior of public officials
6. Understands the ways in which television, radio, the press, newsletters, and emerging means of communication influence American politics; and understands the extent to which various traditional forms of political persuasion have been replaced by electronic media

Standard 21: Understands the formation and implementation of public policy

1. Knows a public policy issue at the local, state, or national level well enough to identify the major groups interested in that issue and explain their respective positions
4. Understands why agreement may be difficult or impossible on issues such as abortion because of conflicts about values, principles, and interests

Standard 24: Understands the meaning of citizenship in the United States, and knows the requirements for citizenship and naturalization

1. Understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens
3. Knows the criteria used for admission to citizenship in the United States such as five years of residence in U.S.; ability to read, write, and speak English; proof of good moral character; knowledge of the history of the United States; knowledge of and support for the values and principles of American constitutional government

Topics: Formation and Implementation of Public Policy, Role of public opinion in American politics, Influence of media on American political life

CALIFORNIA CONTENT STANDARDS

United States History and Geography: Continuity and Change in the Twentieth Century

Standard 11.9: Students analyze U.S. foreign policy since World War II.

4. List the effects of foreign policy on domestic policies and vice versa (e.g. protests during the war in Vietnam, the "nuclear freeze" movement).

7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Standard 11.11: Students analyze the major social problems and domestic policy issues in contemporary American society. 1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

Principles of American Democracy

Standard 12.2: Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g. literacy, language, and other requirements).

Standard 12.8: Students evaluate and take and defend positions on the influence of the media on American political life.

2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

GRADE 9-12 HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS

Chronological and Spatial Thinking

2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

THE IMMIGRATION ISSUE CLASSROOM HANDOUT #1

Instructions: As you watch this video clip, record notes and statistics from the video in the chart below. You will use this information in the discussion after the video.

Part One	
What does Mexican President Felipe Calderon say is a greater threat to the U.S. in terms of security, than illegal immigration?	
One of the panelists, Michele Waslin, says it is important to examine the push and pull factors of immigration. What do you think push and pull factors are? Give an example.	
Panelist Michele Waslin suggests a way for those currently in the U.S. illegally to become legal immigrants. List some of the aspects of her proposal.	
In 2000, how many foreign born people were in the U.S.? What percent of the total population is that?	
Part Two	
In 2007, how much money was sent to Mexico by immigrants in the U.S.? What is this money called?	
How does Alejandra Rincon say that the media has affected the debate over immigration? What imagery does she say the media shows?	

THE IMMIGRATION ISSUE CLASSROOM HANDOUT #1
SAMPLE ANSWER KEY

Instructions: As you watch this video clip, record notes and statistics from the video in the chart below. You will use this information in the discussion after the video.

Part One	
What does Mexican President Felipe Calderon say is a greater threat to the U.S. in terms of security, than illegal immigration?	<i>Organized crime</i>
One of the panelists, Michele Waslin, says it is important to examine the push and pull factors of immigration. What do you think push and pull factors are? Give an example.	<i>Push factors are the factors that drive people away from their home country – maybe lack of jobs, violence, persecution, environment, etc. Pull factors are the factors that encourage, or pull, people to come to a country – such as economic opportunity, freedom, family, etc.</i>
Panelist Michele Waslin suggests a way for those currently in the U.S. illegally to become legal immigrants. List some of the aspects of her proposal.	<i>We need to integrate them into the community. Encourage them to come forward, register with govt, pay taxes, pay a fine, prove they are learning English, go through a security background check, and then get papers to live here legally.</i>
In 2000, how many foreign born people are in the U.S.? What percent of the total population is that?	<i>31.1 million foreign born 11.1% of the population</i>
Part Two	
In 2007, how much money was sent to Mexico by immigrants in the U.S.? What is this money called?	<i>\$24 billion remittances</i>
How does Alejandra Rincon say that the media has affected the debate over immigration? What imagery does she say the media shows?	<i>Negatively – popular media has polarized the debate, and controls the debate. The media uses negative imagery of illegal immigrants, such as terrorists or the person breaking the law.</i>

THE IMMIGRATION ISSUE CLASSROOM HANDOUT #2: WASLIN PROPOSAL

Instructions: Use the chart below to list pros and cons to the Waslin Proposal, and why you agree or disagree with the proposal.

Aspect of the Proposal	Pros	Cons
Register with the government		
Pay taxes		
Pay a fine		
Prove illegal immigrants are learning English		
Undergo a background check		

Do you agree or disagree with the Waslin Proposal? Please explain why or why not.

A Quick Look at U.S. Immigrants

Immigrants are:

- 1 in 9 U.S. residents;
- 1 in 7 U.S. workers;
- 1 in 5 low-wage workers;
- 1 in 2 new workers.

Children:

- 1 in 5 children in the U.S. is an immigrant or has immigrant parents.
- 75% of the children in immigrant families are U.S. citizens.
- 1 in 4 poor children is the child of an immigrant.
- 1 in 3 children without health insurance is in an immigrant family.
- The proportion of students in U.S. schools who are children of immigrants doubled from 1980-1997, from 10% to 20%.

Low-wage immigrant workers:

- Immigrants' hourly wages are lower on average than those for natives, and nearly half earn less than 200 percent of the minimum wage—versus one-third of native workers.
- Immigrant workers are much more likely than natives to drop out of high school (30 versus 8 percent)
- Immigrant workers are far more likely to have less than a ninth-grade education (18 versus 1 percent for natives).
- Three-fourths of all U.S. workers with less than a ninth-grade education are immigrants.
- Nearly two-thirds of low-wage immigrant workers do not speak English proficiently, and most of these workers have had little formal education.
- Two of every five low-wage immigrant workers are undocumented. Labor force participation is higher among undocumented men than among men who are legal immigrants or U.S. citizens.

Source: The Urban Institute, 2000

THE IMMIGRATION ISSUE TIMELINE OF US IMMIGRATION POLICY

Date	Immigration Milestone
Colonial Era	<ul style="list-style-type: none"> Informal policy of excluding poverty-stricken migrants who would be likely to become “public charges”.
1882	Chinese Exclusion Act: <ul style="list-style-type: none"> Suspends immigration of Chinese laborers for 10 years and bars Chinese naturalization.
1891	Immigration Act of 1891: <ul style="list-style-type: none"> First comprehensive law for national control of immigration. Establishes Bureau of Immigration & begins deporting unlawful aliens.
1924	Immigration and Naturalization Act of 1924: <ul style="list-style-type: none"> Imposes first permanent numerical limit on immigration. Establishes the national origins quota system, which resulted in biased admissions favoring northern and western Europeans.
1942	Bracero Program: <ul style="list-style-type: none"> Allows for the importation of agricultural workers from Latin America to the US
1952	Immigration and Naturalization Act of June 27, 1952: <ul style="list-style-type: none"> Continues national origins quota. Quota for skilled aliens whose services are urgently needed.
1965	Immigration and Nationality Act Amendments of October 3, 1965: <ul style="list-style-type: none"> Repeals national origins quotas. Establishes 7-category preference system based on family unification and skills. Sets 20,000 per country limit for migrants from Eastern Hemisphere.
1976	Immigration and Nationality Act Amendments of 1976: <ul style="list-style-type: none"> Extends 20,000 per country limits to Western hemisphere.
1980	Refugee Act of 1980: <ul style="list-style-type: none"> Sets up first permanent and systematic procedure for admitting refugees. Establishes process of domestic resettlement.
1986	Immigration Reform and Control Act of 1986: <ul style="list-style-type: none"> Institutes employer sanctions for knowingly hiring illegal aliens and increases border enforcement. Creates legalization programs for those living in the U.S. unlawfully since 1982.
1990	Immigration Act of 1990: <ul style="list-style-type: none"> Increases legal immigration ceilings by 40 percent and creates diversity admissions category. Triplies employment-based immigration, emphasizing high-skilled workers. Establishes temporary protected status for those in the U.S. jeopardized by armed conflict or natural disasters in their native countries.
1996	Illegal Immigration Reform and Immigrant Responsibility Act of 1996: <ul style="list-style-type: none"> Increased measure to control U.S. borders, deport criminal illegal aliens, and increase workforce enforcement. Placed additional restrictions on public benefits for illegal aliens.

Source: Urban Institute, <http://www.urban.org/Publications/305184.html>
Library of Congress, <http://lcweb2.loc.gov/learn/features/immig/timeline.html>
U.S. Citizenship and Immigrant Service, <http://www.uscis.gov/files/nativedocuments/Legislation%20from%201981-1996.pdf>

THE IMMIGRATION ISSUE OPTIONAL FACT SHEET: HOW TO BECOME A US CITIZEN

#1 BIRTH

- You are born in the U.S.A.
- Your parents are U.S. citizens
- You are an adopted child under the age of 18

#2 LEGALIZED IMMIGRANT (obtain Green Card, becoming a legal resident)

There are five main ways to get a Green Card:

Sponsorship by close family member in U.S.

- o Husband or wife
- o Child under 21 years old
- o Unmarried son or daughter over 21
- o Married son or daughter of any age
- o Brother or sister if you are at least 21 years old
- o Parents if you are at least 21 years old
- o Must be able to prove their income is at least 125% above the U.S. poverty level

Sponsorship by an employer

- o Step 1 – Apply through your employer
- o Step 2 - Employer files application to INS
- o Step 3 – File additional forms for yourself and family, take interview
- o Step 4 - Get passport stamped and receive Green Card

The Diversity Visa Lottery Program: Each year, 50,000 immigrant visas (green card) are made available through a lottery to people who come from countries with low rates of immigration to the United States. Winners are chosen randomly from qualified applicants

Asylum & Refugee Status: A person who leaves their home country to escape danger or persecution may be granted permanent residency in the U.S.

Investment: A person who purchases a home or business in the U.S. may be granted permanent residency in the U.S.

- Get immigrant petition approved by USCIS
- Get assigned a visa number
- File all necessary paperwork
- Provide two recent color photos

#3 NATURALIZATION (becoming a citizen)

Requirements:

- Live in the U.S. for at least 5 years
- Live in the U.S. for at least 30 months out of the past 5 years
- Live in your current District or State for 3 months before you apply
- Have a proven ability to read, write and speak English as well as knowledge and understanding of U.S. history and government
- Be age 18 or older
- Be a person of good moral character

How to apply:

- File a **FORM N-400, Application for Naturalization** with The U.S. Citizenship and Immigration Services.
- Pay \$675 filing fee
- Get fingerprinted
- Go through interview
- Take English and Civics Tests
- Based upon the results of your test and interview the application for naturalization will be granted, continued or denied.
- When granted, take an oath :

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

Source: U.S. Citizenship and Immigrant Services