



LEARNING PLAN

Future immigration due to climate change

Grade Level 9-12 By rswapp

Subject: Science & Health

Topic: Immigration

Social Justice Domains: Action

Web Version: <https://www.learningforjustice.org/learning-plan/future-immigration-due-to-climate-change>

ESSENTIAL QUESTION

- Most the worlds population lives on the coast. How will we respond to massive migrations of people dues to rising sea level and flooding?

TEXTS

INFORMATIONAL

The Great Immigration Debate

Patricia Smith explores the nation's divide over how to deal with illegal immigration. She outlines the role of immigration in our history, notes the "wariness" felt over immigration ever since, and questions when and how Congress might act on the issue.

by Patricia Smith Grade Level: 9-12

Subject:
Civics, History, Economics

Topic:
Immigration,
Rights & Activism

Social Justice Domain:
Identity, Diversity, Justice, Action

TEACHING STRATEGIES

CLOSE AND CRITICAL READING

Challenge the Text

Challenge the Text helps students ask and answer their own text-dependent questions by taking multiple perspectives and uncovering assumptions and biases within the text.

Grade Level: 6-8, 9-12

CCSS: RL.6-12.1, RL.6-12.2, RL.6-12.3, RL.6-12.6, RI.6-12.1, RI.6-12.2, RI.6-12.3, RI.6-12.6

STUDENT TASKS

WRITE TO THE SOURCE

What's the Impact?

What's the Impact? asks students to demonstrate their explanatory and informative writing skills.

Grade Level: 6-8, 9-12

CCSS: W.6-12.2, W.6-12.4, W.6-12.9

TEXT

The Great Immigration Debate

"The Great Immigration Debate" is an article written by Patricia Smith and published in the New York Times Upfront magazine on September 6, 2010.

Grade Level 9-12 **By** Patricia Smith

Text Type: Informational

Topic: Immigration, Rights & Activism

Subject: Civics, History, Economics

Social Justice Domain: Identity, Diversity, Justice, Action

Social Justice Standard: AC20, DI10, JU12, AC19, ID5, JU13, AC18, ID3, JU11, DI7, JU15

Complexity: Mid to end 11th

Lexile Measure: 1280

Tier 2 terms: reignited, vacuum, conservatives, liberals, vowed, constituencies, alienate, wary, aliens, pogroms, provoked, barring, imposed, quotas, spurred, influx, comprehensive, bipartisan, coalition

Web Version: <https://www.learningforjustice.org/classroom-resources/texts/the-great-immigration-debate>

With 12 million illegal immigrants in the U.S., everyone agrees our immigration system is broken. What no one seems to agree on is how to fix it.

Erin Goheen and Andres Gamboa are both students at the University of Arizona, and they both grew up in the state. But when it comes to the topic of immigration, they don't have much in common.

Goheen, a 20-year-old senior from Phoenix, blames illegal immigrants for Arizona's crime problem, which has gotten so bad, she says, that she's afraid to be out on city streets after dark. That's why she supports Arizona's tough new immigration law, which gives local police broad power to arrest anyone they think may be in the country illegally, and makes it a crime for all noncitizens not to carry immigration papers.

"I am more than thrilled about this law," she says. "I've read it more than 20 times. I have it printed out and take it with me almost everywhere."

But to Gamboa, an 18-year-old freshman from Tucson whose parents are Mexican immigrants, the new law is simply a threat. Born in California, Gamboa is a U.S. citizen, and he says his parents are here legally. But that hasn't prevented scary run-ins with authorities, who he says recently tried to search his family's home in

the middle of the night for no good reason. He fears the new law will only make things worse for Hispanics in Arizona.

“It’s a law based on racism,” he says. “I know a lot of people who are afraid of going out in the street. They just take their children to school and go right home. They feel like their safety is threatened.”

Goheen and Gamboa represent the sharp divide not only between Arizonans, but also among Americans in general on the subject of immigration. Arizona’s tough new immigration law has reignited the national debate and put a spotlight on Washington’s failure to tackle this issue at the federal level, leaving a vacuum some states and cities are trying to fill.

An estimated 12 million illegal immigrants live in the United States, with about 7 million from Mexico. While there are illegal immigrants in every state, they are concentrated in California, Texas, Florida, New York, New Jersey, and Arizona.

PATH TO LEGALIZATION?

Nearly everyone agrees that America’s immigration system is broken; what they don’t agree on is how to fix it.

Broadly speaking, conservatives favor tightening border security, with some talking about deporting illegal immigrants. Liberals have generally been pushing for a path toward legalization for those here illegally, providing they pay fines, learn English, and wait their turn to be considered. This is the approach favored by President Barack Obama, who voiced strong opposition to Arizona’s approach.

“If we continue to fail to act at a federal level, we will continue to see misguided efforts opening up around the country,” he said.

Congressional leaders have vowed to tackle immigration reform soon, and Democrats and Republicans already agree on the need for better border security.

‘MOST EXPLOSIVE ISSUE’

But politics comes into play as both parties try to take into account the views of important constituencies. Hispanic voters, for example, are a growing force in big states like California, Florida, Texas, and New York that neither party wants to alienate; they’d like to see illegal immigrants given a chance to become legal, as would employers who rely on immigrants to take jobs they say Americans no longer want.

But many voters see immigrants as threats to their jobs and wage levels—especially at a time when the unemployment rate is around 10 percent—as well as a drain on services like schools, police, and health care.

“Immigration is the most explosive issue I’ve seen in my political career,” says Mark McKinnon, who was a senior adviser to former President George W. Bush.

While the debate over immigration is especially heated right now, immigration has been a hot topic in the U.S. from the nation’s beginnings.

In 1776, most Americans were immigrants, or the descendants of immigrants, from the British Isles. The majority were white Anglo-Saxon Protestants who came in search of economic opportunity or to escape religious or political persecution. But the population also included large numbers of Dutch, Spanish, and Germans, in addition to American Indians and blacks, who were brought from Africa as slaves beginning in 1619.

Although most Americans can trace their ancestry back to immigrants at some point, they have often been wary about welcoming foreigners, both legal and illegal.

A HISTORY OF WARINESS

Even before America’s founding, Benjamin Franklin worried that German immigrants were taking over his state. “Why should Pennsylvania, founded by the English, become a colony of aliens, who shortly will be so numerous as to Germanize us instead of us Anglicizing them,” Franklin wrote in 1751.

The 19th century brought very different immigrants, starting with the Irish and later Italians, both largely poor farmers and Catholic. Then came the Chinese, who arrived in large numbers on the West Coast during the Gold Rush and later helped build the railroads, and Jews fleeing pogroms in Russia and Eastern Europe.

Before 1875, there were few restrictions on immigration to the U.S. America’s continued westward expansion, the Industrial Revolution, and the abolition of slavery created an unending demand for labor to work on the nation’s farms and in its factories and mines.

But the surge in Irish and Italian immigrants to a largely Protestant nation provoked a backlash. During the 1840s, the American Party, also known as the Know-Nothings, formed in opposition to immigration. Its members feared that immigrants would take away their jobs and that Catholics would take over the country.

KEEPING OUT THE CHINESE

In the West, there were protests against Chinese immigrants, and in 1882, Congress passed the Chinese Exclusion Act, barring immigration from China for the next 10 years. (The ban was later extended and ultimately not repealed until 1943.)

Opposition to immigration intensified as the number of immigrants soared at the beginning of the 20th century. In 1907, the peak year for immigration in this period, almost 1.3 million new immigrants arrived.

“There was just this fear that millions of people were going to pour in,” says Mae Ngai, a historian at Columbia University in New York. “You could read the discussion from the 1910s and think you were looking at something from today—if you took out ‘Italians’ and put in ‘Mexicans.’”

In the 1920s, Congress imposed quotas that sharply reduced the number of immigrants allowed in, and gave preference to Northern Europeans in an attempt to re-create the ethnic profile of early 19th-century America. As intended, these quotas worked against Southern and Eastern Europeans, and during World War II prevented millions of Jews and other refugees from escaping the Nazis and the Holocaust.

In 1965, spurred in part by the civil rights movement, the U.S. eliminated immigration quotas altogether, leading to an influx of arrivals from Asia and Latin America who, once again, looked and spoke differently than the immigrants who preceded them.

Today, the U.S. is in the midst of its fourth great wave of immigration, following those in the 1850s, the 1880s, and the early 1900s. The current wave could turn out to be the biggest: The Pew Research Center projects that foreign-born Americans will exceed 15 percent of the population by 2025, breaking a century-old record of 14.8 percent in 1890.

‘MIXED’ FAMILIES

The debate over immigration today is largely about illegal immigration. But illegal immigration is often more complicated than it seems. For example, there are now thousands of “mixed” families in the U.S. in which the parents are in the U.S. illegally, but their children, born in the United States, are citizens.

There’s also the question of how to treat the estimated 1 million young people who were brought to the U.S. illegally as infants or children by their parents. Though they were raised in the U.S. and feel as American as anyone who was born here,

they are technically here illegally and therefore can't get Social Security numbers or federal financial aid for college, and they have trouble getting jobs.

Earlier this year, young immigrants in several cities held "coming out parties" where they publicly announced that they are illegal. In addition to raising awareness of their situation, the gatherings were designed to push for passage of legislation pending in Congress known as the Dream Act, which would provide a path to citizenship for illegal immigrants who came to the U.S. when they were under 16 and graduate from American high schools.

There are also thousands of people serving in the U.S. military who have spouses or close relatives who are illegal. Many say they're afraid their families will be deported while they're away fighting in Iraq or Afghanistan.

WILL CONGRESS ACT ?

In 2007, Congress came close to passing comprehensive immigration reform. But despite the support of President Bush and a bipartisan coalition in Congress, the legislation failed—largely over a provision laying out a path to citizenship for those here illegally.

That's again part of the reforms supported by President Obama. Under the legislation currently being considered, illegal immigrants who want to remain in the U.S. would have to admit they broke the law, pay whatever back taxes they owe, and pass a criminal background check to qualify for legal residency.

The bill would also increase penalties for hiring illegal immigrants, strengthen border enforcement, and create a new temporary-worker program to allow migrants to work in the U.S. for limited periods of time.

If attempts to pass federal immigration reform fail, more states may follow Arizona's lead and take matters into their own hands. At least four states—South Carolina, Rhode Island, Pennsylvania, and Minnesota—are already considering laws similar to Arizona's.

At the same time, in some immigrant-friendly parts of the country, exactly the opposite is happening: A number of cities—including San Francisco, New Haven, Conn., and Trenton, N.J.—are issuing official identification cards to illegal residents to make their lives easier.

Whatever the outcome, the debate is likely to be heated, as it has been for the last 250 years. "There's an old immigrant saying that sums it up: America beckons, but Americans repel," says Alan Kraut, who teaches immigration history at American University in Washington. "This is nothing new."

(*The New York Times Upfront*, Vol. 143, September 6, 2010)

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TEXT DEPENDENT QUESTIONS

- 1. Question:** Explain Arizona’s new immigration law in your own words.

Answer: All noncitizens must carry immigration papers at all times. Local police officers can arrest anyone they think may be in the country illegally. The article does not specify on what grounds police officers can make their decisions, but it can be inferred that the police officers have quite a bit of power in this regard.
- 2. Question:** What does “reignite” mean literally? What does it mean that the immigration law has “reignited” the national debate? What is the effect of using this word instead of a word like “restarted”?

Answer: Literally, it means to set on fire again. Figuratively, it means that the immigration law served to instigate the fire that is the national debate on immigration. Using “reignite” instead of “restart” emphasizes how intense, volatile and perhaps even dangerous this conversation is.
- 3. Question:** In a general sense, how do conservatives and liberals suggest the nation address illegal immigrants respectively?

Answer: Conservatives think the United States should deport illegal immigrants and impose a stronger border security to prevent future illegal immigrants from entering the country. Liberals believe the United States should create a way for those who came to the United States illegally to become legal citizens by learning English, paying a fine for living in the United States illegally and passing a background check.
- 4. Question:** Repel means to ward or fend off. Explain how the quote “America beckons, but Americans repel,” relates to the United States’ history with immigration.

Answer: The United States itself is viewed as the land of opportunity, but some of the people in the United States are wary or unsure of various

groups of people. Therefore, the place of “America” is attractive, but the reaction from those living in the country (“Americans”) is not.

STUDENT TASK

What's the Impact?

Grade Level 6-8, 9-12 Write to the Source

CCSS: W.6-12.2, W.6-12.4, W.6-12.9

Handout: Plan for Write to the Source

Rubric: Explanatory Writing Rubric

Web Version: <https://www.learningforjustice.org/classroom-resources/student-tasks/write-to-the-source/whats-the-impact>

OVERVIEW

This prompt asks students to use evidence from a text to explore an event, action, or phenomenon and explain its effects on the person or population impacted.

Follow these steps to customize this explanatory/cause and effect task:

1. Review the steps in the handout "Plan for Write to the Source."
2. Review the sample task and then fill in the task template fields below the sample task.
3. Review the handout "Explanatory Writing Rubric." Adapt as necessary.

SAMPLE TASK

Essential Question: How do bias and prejudice result in a denial of rights for certain individuals and groups?

Text Title(s): Read "The Reich Citizenship Law of September 15, 1935."

Suggested Writing Product: Explore the essential question in an essay. Look at the cause of the Nuremberg Laws and then explain the effect on Jews in Germany. Support your explanation with evidence from the text.

Additional Task Demand: Discuss relevant examples from your own experience or community.

TASK TEMPLATE

For planning purposes, use these fields to customize your student's task.

Essential Question

Text Title

Suggested writing products

article

Additional Task Demand

- [At] Discuss relevant examples from your own personal experience or community.
- [Above] Discuss relevant anecdotes from history or current events.
- [Beyond] Discuss implications for contemporary society or world affairs.

TEACHING STRATEGY

Challenge the Text

Grade Level 6-8, 9-12 **Close and Critical Reading**

CCSS: RL.6-12.1, RL.6-12.2, RL.6-12.3, RL.6-12.6, RI.6-12.1, RI.6-12.2, RI.6-12.3, RI.6-12.6

Handout: Sample Challenge the Text Questions , Challenge the Text! Ask Critical Questions

Web Version: <https://www.learningforjustice.org/classroom-resources/teaching-strategies/close-and-critical-reading/challenge-the-text>

What?

Challenge the Text helps students ask and answer their own text-dependent questions by taking multiple perspectives and uncovering assumptions and biases within the text.

When?

During or after reading

Why?

Asking critical questions encourages students to examine the validity of a text and of an author's arguments. By considering and challenging what is said in a text, students enter their voices into the textual discourse and develop agency.

Generating questions also provides a purpose for reading. Students' engagement in the reading process increases when they explore their own interests. Written questions and responses also increase text comprehension, improve performance on writing assessments,¹ and prepare students to generate and answer questions in college, career and civic life.

How?

Challenge the Text can be structured in a number of ways, incorporated into other strategies, and implemented during shared or independent reading. (Suggestions for using Challenge the Text are provided.) This strategy always includes these steps:

1. Choose a central text: Challenge the Text works with either literary or informational texts. Consider selecting two or more texts that approach the same topic from different perspectives or through different media. Doing so will address ELA-Literacy.R.7.

2. In order for students to determine what is *not* included in the text, they must first understand what *is* found in the text. Begin by asking text-dependent questions that require students to:
 - determine the text's central ideas;
 - describe how individuals, events and ideas are portrayed and developed over the course of the text; and
 - analyze how a particular point of view is reflected in the text.
3. Model generation of critical question types. This strategy uses critical questions to uncover what is not in the text yet is significant for text analysis. Students will likely need prompts and scaffolding to generate questions that reveal these absences.
4. Have students generate their own questions.
 - Prior to reading, question generation sets a purpose for engaging the text.
 - During reading, remind students to pause and ask questions as they encounter perplexing areas, suspicion or contradiction. Although inferential in nature, these questions should point to specific instances in the text, and their answers should rely heavily on textual evidence and reasoning.
 - During re-reading, ask students to generate more questions and give responses grounded in evidence from the text.
 - After reading, prompt students to reflect on which of their questions were answered by the text, which ones remain and how they might go about finding answers.

English language learners

Provide English language learners with sentence starters to help them structure effective and critical questions. The five w's (who, what, where, when and why) can offer a great place to begin an interrogative sentence. English language learners benefit from the visual cues included in the anchor chart example below.

Connection to anti-bias education

Challenge the Text places an anti-bias lens on the literacy experience. Students generate and respond to critical questions, raising issues related to power within the social contexts of race, class, gender, sexual orientation, etc. This method gives voice to marginalized perspectives and alternative readings of dominant texts, embedding critical literacy practices into the Perspectives curriculum.

SAMPLE ANCHOR CHART

Display anchor charts like the one below to visually prompt students to ask critical questions during shared and independent reading.

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