“Immigration Debate”
Social Studies Lesson Plan

A daily news broadcast for High School and Middle School students now under development by MacNeil/Lehrer Productions
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Dear Educator,

*the*.News online video reports for *the.Gov* provide middle and high school students with a valuable exercise in social studies and language arts with this 6:28 minute video report on the “Immigration Debate” at [www.pbs.org/newshour/thenews/thegov](http://www.pbs.org/newshour/thenews/thegov) Correspondent, Stacey Delikat covers a new immigration bill for the state of Arizona that has galvanized discussions around the country. Lessons for social studies and language arts are available to support this video in the “For Educators” section of the website. All videos and curricula have been informed by *the*.News instructional design that can be found on the website [www.pbs.org/newshour/thenews](http://www.pbs.org/newshour/thenews). The curriculum includes content-based standards, discussion questions, student activities, vocabulary and primary reference sources. A complete transcript of each video report includes time codes to assist in isolating specific segments of the video and to augment the instruction of media literacy and multimedia production. All of this material is presented as options to fit teachers’ instructional needs.

References to Larry Bell’s “The 12 Powerful Words” are highlighted in **bold** in the lesson plans and in the “thought starter” questions on the home page and educator’s page, and in the transcript (to denote where they are used in the video segment).

We have also added general **topics** to correlate to the lessons and video as well as concept based curriculum examples.

We welcome our partners at the Omaha Public Schools who have joined *the*.News in a special pilot project during the 09-10 school year. We are also developing a new authoring tool for students called **YOU.edit**, to launch in spring 2010. It will give students an online tool to remix the content of *the*.News reports, so they can create their own multimedia presentations. This editing tool will reside on our website so that it will be available to all students with an internet connection. It will be password protected so that it can serve as a viable educational asset that allows classroom teachers to assign multimedia projects within the security and content safety of *the*.News website.

Answers to **student “thought starter”** questions listed below the video.

#1.  The law allows local police to question anyone they suspect is in the country illegally.

#2.  Because her parents, who are American citizens but do not speak English as well as she does, could be stopped and questioned by the police.

#3.  Students should take a position for or against this new law.

Sincerely,

Karen W. Jaffe
Manager, Education Projects, *the*.News
MacNeil/Lehrer Productions
27 00 S. Quincy Street, Suite 250
Arlington, VA 22206
kjaffe@newshour.org
www.pbs.org/newshour/thenews
Immigration Debate

This lesson was designed to support the News video “Immigration Debate.” The video can be found online at www.pbs.org/newshour/thenews/thegov

Grade Level: 7-12

Conceps Areas: Social Studies, Language Arts, Government/Civics, A/P classes

Key Concept(s)
This lesson examines “Support our Law Enforcement and Safe Neighborhoods Act,” the recently passed (April 23, 2010) Arizona law designed to address the growing concern over illegal immigration and increased drug-trade-related violence along the U.S.-Mexican border. Students will conduct a case study examining the merit and legality of the law. Students will analyze the positions of supporters and opponents. Student “attorneys” will formulate arguments to advocate one side or the other. Student “judges” will evaluate the merits and legality of the law and provide a ruling.

Key Objectives:
The student will:

• Understand the reasons for the Arizona immigration law was passed
• **Formulate** arguments of supporters and opponents of the law
• **Analyze** the supporters and opponents arguments of the law
• **Evaluate** the merits and legality of the law
Key Vocabulary:

- **Alien and Sedition Acts**: a series of laws passed during the presidency of John Adams that sought to protect the United States from alien citizens of enemy powers. In reality, the law was a political move to suppress the public activities of political rivals of the Adams’ Federalist policies.

- **amnesty**: a general pardon for offenses, esp. political offenses, against a government, often granted before any trial or conviction.

- **burgeoning**: to grow or develop quickly; flourish

- **cartels**: A combination of independent business organizations formed to regulate production, pricing, and marketing of goods by the members.

- **exclusionary**: the act of denying entry or acceptance

- **mandated**: a command or authorization to act in a particular way on a public issue given by the electorate to its representative

- **mock**: something that is imitated; pretended; counterfeit; feigned

- **naturalization**: the process of becoming a citizen of a country enjoying all the entitled rights and privileges.

- **paradoxical**: a statement or proposition that seems self-contradictory or absurd but in reality expresses a possible truth.

- **quotas**: a proportional part or share of a fixed total amount or quantity.

- **sectors**: a distinct part, esp. of society or of a nation's economy

- **undocumented**: lacking proper immigration or working papers.

- **Virginia House of Burgesses**: the first legislative body in the North American continent, established in 1619. Source: Dictionary.com

Omaha Public Schools
http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006

Language Arts Grade 12

Reading
Standard 01: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing and expression.

Standard 03: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Speaking and Listening Skills
Standard 06: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

Standard 07: Students will develop, apply, and refine listening skills across a variety of situations.

Multiple Literacies
Standard 09: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).
Omaha Public Schools
http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006

Language Arts Grade 8
Reading
Standard 01: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing and expression.

Standard 03: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Speaking and Listening Skills
Standard 06: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.

Standard 07: Students will develop, apply, and refine listening skills across a variety of situations.

Multiple Literacies
Standard 09: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital)

Materials:
- “Immigration Debate”
  www.pbs.org/newshour/thenews/thegov
- Internet access
- Student Handout
  o Mock Case Study Graphic Organizer
- Pens, paper, pencils

Time Frame:
- Opening Activity: 20 minutes
- Main Activity: 2-3 50-minute class periods

Lesson Topics:
- State and federal legislation
- Immigration policy
- Civil rights
- Constitutionality
- Policy making
- Role-playing simulations
- Data collection and analysis

Background
The United States has had a paradoxical history of immigration. It’s a well worn cliché to say America is a nation of immigrants, but with the exception of Native Americans, the adage is true. It is also true that from nearly the beginning of European settlement, Americans who came before have had concerns with those that came after. In 1650, the Virginia House of Burgesses passed a law making all African immigrants (and their decedents) slaves. In 1799, the U.S. Congress passed the Alien and Sedition Acts, which increased the time for naturalization to 14 years and allowed the president to deport any immigrants considered “dangerous to the peace and safety of the United States.”
From the 1820s to the beginning of the Civil War, most immigrants arriving in America came from Great Britain, Ireland, Germany and China. This new form of inexpensive labor was welcomed by the nation’s burgeoning industry. However, Congress was a bit more selective in responding to “native-born” citizens’ concerns about undesirables. In 1862, it passed the first law restricting immigration by forbidding U.S. ships to transport Chinese passengers to America. In 1876, the Supreme Court weighed in on the issue of immigration in the case of *Chy v. Freeman* ruling that that U.S. immigration policy was the sole responsibility of the federal government. By 1882, Congress had passed the Chinese Exclusion Act which stopped all immigration from China. In 1892, Congress established the Immigration and Naturalization Service (INS) which is responsible for determining entry into the country, naturalizing or deporting immigrants, and patrolling the borders.

In the 1920s Congress passed two acts that imposed quotas on immigration based on the presumed “desirability” of various nationalities. Immigrants from northern and Western Europe were given preference. However, during and after World War II, immigration laws eased nationality restrictions as more victims of war came pouring into the country. In 1943, the Chinese Exclusion Act was repealed and by the 1950s and 1960s all exclusionary and quota laws were repealed. In the 1970s, Congress had passed a law with only a single quota of 290,000 immigrants worldwide and no more than 20,000 from any one country.

In 1986, Congress passed the Immigration Reform and Control Act which granted amnesty to 3 million undocumented workers who had resided in the US continuously since January 1, 1982 and allowed them to apply for legal status. The law also prohibited employers from hiring undocumented workers and mandated penalties for violations. This is the law cited by supporters of immigration reform as pivotal and important. Some feel that the 1986 law is all the legislation needed and if it were just enforced as the law intended, there would be no immigration problems. Others point out that because the law hasn’t been strictly enforced, new laws are needed to address the reality of some 12 million undocumented workers.
who have come into the country, found employment, and started families. Still others advocate for allowing the undocumented to stay in the country and apply for citizenship.

After nearly 25 years, the United States finds itself in the same situation it was in 1986. On the one hand many U.S. corporations are dependent on inexpensive foreign labor in nearly all sectors of the economy. Many undocumented workers are employed by these companies making goods and services less expensive for the consumer. On the other hand, many Americans have a growing concern about the large number of immigrants who came into the country illegally from Latin America and other regions. Added to this was the terrorist attack of September 11, 2001 which made clear that, in part, U.S. border control was deficient. Since then, with the growing number of Latino citizens in the United States, immigration has become a political issue with many elected officials wary of alienating the Latino vote with too stringent an immigration policy that singles out one ethnic group over others.

This brings us to Arizona. Every year a large number of illegal immigrants find their way into the United States along the Arizona border. For the last several years, Mexican drug cartels have allegedly committed large numbers of murders in and around border towns raising concerns that the drug wars will spill over into Arizona. On April 23, 2010, Arizona Governor Jan Brewer signed into law SB 1070, entitled “Support our Law Enforcement and Safe Neighborhoods Act,” which proponents and critics agree is the broadest and strictest immigration measure in many years. The law goes into effect 90 days after the legislative session ends (April 29, 2010). It orders immigrants to carry their alien registration documents at all times and requires police to question people they suspect are illegally in the United States. The law also cracks down on those who transport or hire illegal immigrant laborers. In an attempt to hold law enforcement accountable, the law prohibits state, county, or local officials from not enforcing the federal immigration laws to the fullest extent and provides that Arizona citizens can sue any official if they feel officials are being lax in their enforcement.

National opinion polls taken within a week after the bill was signed indicated that 60 percent of Americans favor the law with 31 percent opposed. One poll showed that 58 percent of those respondents were somewhat concerned that the law might result in civil rights violations for some U.S. citizens. Proponents of the law state something needs to be done about “out-of-control” USA/Mexican border situation and feel this law gives police an indispensable tool in border enforcement. Critics fear the law will promote harassment and allow discrimination against Hispanics regardless of their citizenship status.

The law’s enactment immediately brought on a flurry of condemnation and support. President Barack Obama called it “misguided” saying it would undermine basic notions of fairness and

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1 Rasmussen Reports. April 26, 2010
trust between the police and communities. He also called on Congress to pass federal immigration reform. Proponents cited the federal government’s failure to enforce existing laws and defended the Arizona law saying it provides for civil rights projections. On April 30, 2010 in a response to some of the criticism, the Arizona legislature passed House Bill 2162, which modified the original law in several ways to protect civil rights. The language change mandated that police can only scrutinize a suspect for possible immigration violation if they lawfully stopped, detained or arrested someone. The amended law also specifically states that prosecutors would not investigate complaints based on race, color, or national origin. The new text also lowers the original fine from $500 to $100 and lowers the time for incarceration from 6 months to 20 days.

McRel
http://www.mcrel.org/
Civics

Standard 18: Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights

Level III (Grades 6-8)
- Understands the importance to individuals and to society of major due process protections such as habeas corpus, presumption of innocence, fair notice, impartial tribunal, speedy and public trials, right to counsel, trial by jury, right against self incrimination, protection against double jeopardy, right of appeal

Level IV (Grades 9-12)
- Knows historical and contemporary illustrations of the idea of equal protection of the laws for all persons (e.g., the Fourteenth Amendment, Americans with Disabilities Act, equal opportunity legislation)

Lesson Plan
To better facilitate this lesson, distribute the background essay above before you start this unit. That way, students will have read the content and be prepared for the activities below.

Opening Activity
News Segment Viewing Activity
1. Divide the class into viewing groups of 2-3 students.
2. Show the video Immigration Debate www.pbs.org/newshour/thene ws/thegov have students watch the video as homework.
3. Discuss with students the following areas from the news segment:
   a. What do the two sides of the Arizona immigration law seem to agree on?
   b. What problems in Arizona promoted the writing and passage of the “Support our Law Enforcement and Safe Neighborhoods Act”?
   c. What to supporters say about the law?
   d. What do critics say about the law?

2 Text of the new law can be found at http://www.tuc sonsentinel.com/local/report/043010_hb2162/
e. What do you say? Do you think this law is “good law” and explain why or why not? What might be some of the Constitutional challenges to the law?

Main Activity
Tell students they will be preparing a case study on the Arizona immigration law. Students will be working in small groups as attorneys and judges.

1. Divide the class into groups of seven students. Assign students in each group (or have the groups assign themselves) the following roles:
   1. Three students will role play justices of the court.
   2. Two students will role play the plaintiffs
   3. Two students will role play the defendants.

With any groups short of seven students, place the remaining students in one or the other attorney groups.

2. Distribute the handout “Mock case study organizer” to all students. Review the directions for the attorneys and the judges. Tell students they are to work in their small groups to prepare for the case. Provide students ample time for researching the suggested links on their handout. These sources will help build the attorneys’ case and help prepare the judges for the case study. Students can also check out the following sites for background on the Arizona law.

3. When the attorneys and the judges have finished their preparation, conduct the case study. The plaintiffs go first to present their case, then the defendants. Each side has five minutes to present. Judges can ask relevant questions any time during and after the oral arguments.

4. After the attorneys have presented their case, the judges have five minutes in “closed door” session to develop their decision. It might be best to have the judges conduct this session in a quiet part of the classroom. The session could also occur out of class as homework.

Have the different sets of justices present their decisions to the entire class for debrief and discussion. Possible debriefing questions:
- What do you understand about the law and this situation that you didn’t know before you conducted the case study?
- Which ruling did you agree with most? Why?
- What are your thoughts on the Constitutionality of the law?
- What do you think the state of Arizona should do moving forward?
- What do you think the federal government should do moving forward?
- What do you think citizens should do moving forward?

Assessment
- Depth of discussion during the debrief on the News video news story “Immigration Debate”
- Cooperation and participation during group activities and case study preparation.
• Have students write a reflection essay on the Arizona immigration law and the case study they conducted.

Extension Activity
• Have students discuss the future of the Arizona immigration law and predict what might happen next. If the pending law suits make it to court, have students follow their progress. They can compare and contrast the results of the case with their own mock case study.

Partnership for 21st Century Skills

Civic Literacy
• Participating effectively in civic life through knowing how to stay informed and understanding governmental processes

Creativity and Innovation
• Use a wide range of idea creation techniques (such as brainstorming)
• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Critical Thinking and Problem Solving
Reason Effectively:
• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
Make Judgments and Decisions:
• Effectively analyze and evaluate evidence, arguments, claims and beliefs
• Analyze and evaluate major alternative points of view
• Interpret information and draw conclusions based on the best analysis

Communication and Collaboration
• Articulating thoughts and ideas clearly and effectively through speaking and writing
• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
• Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Resources
• Arizona ACLU (American Civil Liberties Union) http://acluaz.org/
• Arizona Republic News (online newspaper) http://www.azcentral.com/arizonarepublic/
• Arizona State Legislature http://www.azleg.gov/
• KEYTLaw Point-by-point analysis of the Arizona immigration law

• NPR Political Junkie http://www.npr.org/blogs/politicaljunkie/2010/04/26/126278667/immigration--arizona---america


• Constitutional Rights Foundation: Educating About Immigration http://crfimmigrationed.org/

**Activity Designer:**
Greg Timmons is a former social studies teacher now freelance writer and educational consultant.
Case Study Organizer

Overview: In this mock U.S. District Court case study, your task is to review the legal issues surrounding the Arizona law “Support our Law Enforcement and Safe Neighborhoods Act.” Attorneys representing the Plaintiffs (those contesting the law) and the Defendants (the State of Arizona) will prepare legal briefs following the guide below. Judges will prepare for the case using the guide below to prepare questions and render their decision. Use the following resources to collect information on the Arizona law and the supporting and opposing arguments.

Resources:

- Arizona ACLU (American Civil Liberties Union) http://acluaz.org/
- Arizona Republic News (online newspaper) http://www.azcentral.com/arizonarepublic/
- Arizona State Legislature http://www.azleg.gov/
Directions for Attorneys: After you’ve been assigned the role of one of the attorney teams, review the case and record your notes in the appropriate space below. It’s a good idea to divide the work up during research to maximize your time. **Both attorneys and judges should fill out the facts of the case section.** Use a separate sheet of paper, if necessary.

<table>
<thead>
<tr>
<th>Facts of the Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the central issue of the case?</td>
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<tr>
<td>Who are the parties involved?</td>
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<td></td>
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<tr>
<td>What are the provisions of the Arizona law “Support our Law Enforcement and Safe Neighborhoods Act”?</td>
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</tbody>
</table>
## Arguments of the Case for the Plaintiff

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your position on this law?</td>
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<tr>
<td>What are the arguments that favor your side?</td>
<td></td>
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<tr>
<td>What are the arguments that favor the other side?</td>
<td></td>
</tr>
<tr>
<td>(Anticipating the opposition can strengthen your side.)</td>
<td></td>
</tr>
<tr>
<td>What are the legal precedents of the case (look at previous Supreme Court rulings on state and federal jurisdiction, equal protection, and racial profiling)</td>
<td></td>
</tr>
<tr>
<td>How do the legal precedents affect your side? If positively, explain how, and if negatively, explain why you disagree.</td>
<td></td>
</tr>
<tr>
<td>What's at stake for your side?</td>
<td></td>
</tr>
<tr>
<td>Arguments of the Case for the Defendant</td>
<td></td>
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<tr>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>What is your position on this law?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What are the arguments that favor your side?</td>
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<td></td>
</tr>
</tbody>
</table>
| What are the arguments that favor the other side?  
(Anticipating the opposition can strengthen your side.) |
|                                         |
| What are the legal precedents of the case (look at previous Supreme Court rulings on state and federal jurisdiction, equal protection, and racial profiling) |
|                                         |
| How do the legal precedents affect your side? If positively, explain how, and if negatively, explain why you disagree. |
|                                         |
| What's at stake for your side?  
How might the court’s ruling affect other states and their citizens? How might it affect the federal government? |
|                                         |
Directions for U.S. District Court Judges:
Before you review the facts of the case, elect one of your members to be the chief judge. His or her duties will be to facilitate the proceedings, keep the attorneys to their time limit for presenting their case, and conduct the question/answer sessions.

Preparing for the Case
1. Review all the facts of the case. Be sure you understand who the parties are in this case.
2. Develop 5-7 questions to ask the attorneys on
   • the facts of the case (who is involved, what is the main issue, what has generated this contest?)
   • the legal basis of their arguments (why the plaintiff feels the defendant violated the law/Constitution and why the defendant feels they didn’t.)
   • how the precedent cases affect this case
   • the potential impact on their clients of the court’s ruling (who else, besides the plaintiff and defendant would be affected by a ruling either way? In what ways might citizens of other states be affected? How might the federal government be affected?)

During the presentation of arguments
• Listen carefully to the presentations by both attorneys. Write down their main points.
• Ask any questions from your lists for clarification or to obtain further information.
• The attorneys have five minutes to present their case. You can ask relevant questions any time during or after their presentations.

After both attorneys have presented their case, meet in a “closed door” session for five minutes to decide the case. During your deliberations, discuss the following:
• Which side had the most persuasive arguments and why?
• What are the legal precedents to this case and how important are they in helping you make a decision?
• Which side (plaintiff or defendant) will you decide for? You don’t all have to agree. The decision is based on majority vote, but there can be dissenting opinions.

Your ruling should contain the following:
1. A summary of the facts of the case
2. Which arguments you felt were the most persuasive and why?
3. The legal precedents and how they influenced your decision, if at all.
4. The impact of your decision. How will it affect the all parties considered? How will it improve the situation?
5. If any judge disagrees with the majority opinion, their reasoning should be included in the decision.
<table>
<thead>
<tr>
<th>Facts of the Case and Deliberations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the facts of the case. Who are the opposing parties and what is the central issue?</td>
</tr>
<tr>
<td>What are the specific arguments of the Plaintiff?</td>
</tr>
<tr>
<td>What are the specific arguments of the Defendant?</td>
</tr>
<tr>
<td>What questions do you have for either side?</td>
</tr>
<tr>
<td>Which side was the most persuasive and should win this case? Explain why?</td>
</tr>
<tr>
<td>What were the legal precedents and how they influenced your decision, if at all?</td>
</tr>
<tr>
<td>What is the impact of your decision? How will it affect the all parties considered? How will it improve the situation?</td>
</tr>
<tr>
<td>If any judge disagrees with the majority opinion, write down the reasoning and include it in the decision.</td>
</tr>
</tbody>
</table>