

## Best Practices of Technology Integration

**Title:** *Coming to America: Immigration Today*

**Subject(s):** Civics, Economics, Government, or U.S. History

**Intended Grade Level(s):** 9 - 12

### **Description:**

The “Immigration Today” Internet activity is part of a unit on citizenship and what it means to be an American. Students examine their own family histories: when did and what brought their ancestors to America. Students also examine and discuss current immigration issues (example: Elian Gonzalez) as they learn about current U.S. immigration rules and regulations. Concepts of Core Democratic Values are intertwined throughout discussions in this unit. This lesson was developed for ninth grade Civics classes, however it can easily be adapted to fit other social studies classes by adjusting the “Focus Questions”.

### **Narrative:**

"Immigration?...we did that already." And they are right. Immigration, while having its roots in our history, is an important issue for the future of our country. This unit serves as our introduction to the study of Civics and what it means to be a good citizen and what it means to be an American.

Immigration is an excellent unit for connecting our past with our future. Students develop criteria for evaluating an immigration policy that incorporates the Core Democratic Values. Using the Internet enhances this study as it provides access to current governmental information not found in our textbooks. Students have access to facts to either support or refute their initial opinions on immigration. Students can experience first hand if they meet the qualifications for citizenship, what it is like to take the U.S. History test, and what the oath of allegiance actually is. It is not unusual for students to change their views on immigration when we are finished with this unit.

Focus Questions:

1. What factors influence (d) immigration?
2. What is the process by which an immigrant becomes a U.S. citizen today?
3. Should the U.S. limit immigration? (If so, what criteria should be used?)

### **Curriculum Benchmarks:**

This Internet lesson connects students to governmental web sites as they research current U.S. immigration laws. Students use computer technology and the Internet as well as written and oral communication to develop an understanding of current immigration and citizenship issues. (As the benchmarks noted are for the entire unit, some will not apply to this specific activity.)

### MI.ELA.1.HS.1

Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.

### MI.ELA.1.HS.3

Selectively employ the most effective strategies to construct meaning, such as generating questions, scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering, and mapping.

### MI.ELA.2.HS.4

Demonstrate precision in selecting appropriate language conventions when editing text. Examples include complex grammatical constructions, sentence structures, punctuation, and spelling.

### MI.ELA.3.HS.3

Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include speaking publicly, demonstrating teamwork skills, debating formally, performing literature, and interviewing for employment.

### MI.ELA.3.HS.5

Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating focus questions; deciding how to represent content through analyzing, clustering, and mapping; and withholding personal bias while listening.

### MI.ELA.3.HS.6

Determine the meaning of specialized vocabulary and concepts in oral, visual, and written texts by using a variety of resources, such as context, research, reference materials, and electronic sources.

### MI.ELA.7.HS.1

Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions; scanning for specific information related to research questions; analyzing tone and voice; and representing content through summarizing, clustering, and mapping.

### MI.ELA.11.HS.3

Students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

**Material/Hardware/Software:** (for internet activity only)

Worksheet (Appendix A)

Computer Lab with Internet access

Web sites:

<http://www.us-immigration.org/>

<http://www.ins.usdoj.gov/graphics/index.htm>

Additional support information/web links

<http://socialstudies.com>

**Detailed Timeline:**

This unit on immigration requires three 90-minute class periods with additional class time as needed to discuss the culminating written paper. The Internet activity takes approximately 45 minutes.

**Day 1:**

- Introduction—America, a country of immigrants (discussion, history, current issues, etc.)
- Family History—when and from where did your ancestors come? (small/large group discussion/questions)

**Day 2:**

- Qualities of a good citizen—small/large group discussion (generate one class list)
- Qualities desired in future citizens (immigrants)—small/large group discussion (generate one list)
- Reasons people immigrate to the U.S. (generate one list)
- Video: Maricela (young Mexican immigrant and her Experiences)

**Day 3:**

- **Internet Activity** (Appendix A)
- 5 minute free write
- Class discussion/reaction
  - Review lists generated on Day 2
  - Note any changes
- Assign written reflection/opinion paper connecting immigration issues to Core Democratic Values

**Teacher Preparation:**

- Prepare lecture notes and discussion questions for Days 1 and 2.
- Prepare questions for Family History discussion.
- Before assigning activity check the web sites and make any needed adjustments to worksheets (change in web addresses, etc. Current as of 4/00).
- Prepare assignment sheet outlining requirements for written reflection/opinion paper.
- Create scoring rubric for paper (and group activities if desired).

**Prerequisite Student Skills :**

- Participate in small/large group discussions.
- Complete Family History questions.
- Basic internet/computer knowledge.

**Activities:**

Teacher:

- Secure computer access for students to work individually or in pairs.
- One copy of “Coming to America: Immigration Today” for each student.
- Brief overview of assignment: web sites, questions asked, additional questions students may have.
- Students have 45 minutes in which to complete assignment.
- Bring students to computer lab.
- Provide assistance as needed.
- Back in the room assign a 5-minute free write/reaction.

Student:

- Follow directions in handout.
- Ask questions as needed.
- Answer questions using complete sentences.

**Evaluation/Assessment:**

Completed handout.....20 points  
 5-minute free write/reaction.....10 points

**Follow-up Activities:**

As a district initiative, students are required to keep a portfolio containing one written assignment from each subject/class per semester. This assignment is one written piece students may choose to keep in their portfolios.

See Appendix B

Core Democratic Values and the concepts discussed in this unit will be applied to future units of study (ex. American freedoms and the Constitution, including the Bill of Rights). Students will expand and challenge their thinking as they struggle with topics that pit society's rights against the individual's rights in our changing society.

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## Coming to America: Immigration Today

### **1. The Naturalization Process**

<http://www.us-immigration.org/>

What is a Green Card?

How many does the US Government Issue each year?

### **2. Click on “Learn More...” at the bottom of the paragraph on Green Cards.**

What does a Green Card entitle a person to do?

Why do you think so many people want Green Cards?

### **3. Scroll down to the bottom of the page. Under “Detailed Information”, click on “NEXT: Who can enroll (eligibility requirements and countries)”?**

Who can enroll in the immigration lottery? (What are all requirements)?

1.

2.1

2.2

List three countries whose citizens are ineligible to apply for Green Cards.

Why are these countries excluded from the lottery?

### **4. Scroll down to the bottom of the page and click on “NEXT: How does the selection process work”?**

How are people notified if they have received a Green Card?

What happens to those people NOT receiving a Green Card?

5. **On the left margin...click on the section “Visa and Immigration Information”.**

Under the Tourist/Pleasure section, the term Visa is defined. What is a Visa and how is it different from a Green Card?

What documents are required for Students and Exchange Visitors?

What vaccinations are required?

Why do you think the US requires certain vaccinations for Visa applicants?

How much does it cost to apply for a Visa?

6. **Scroll down to the bottom of the Visa and Immigration Information page...click on “Classes of aliens ineligible to receive US Visas”**

What are three reasons under “Health Related Grounds”?

What are three reasons under “Criminal and Related Grounds”?

What are three reasons under “Security and Related Grounds”?

What are three reasons under “Illegal Entrants and Immigration Violators”?

What are three reasons listed under the “Miscellaneous” section?

Why do you suppose the US is so concerned about the qualifications of people desiring Visas?

Do you agree or disagree with these requirements? Explain.

What do you think it takes to be a good citizen of the United States?

## Becoming A US Citizen Part II

### **Go to Immigration and Naturalization Service (INS)**

<http://www.ins.usdoj.gov/graphics/index.htm>

On the left margin, click on “Immigration Services and Benefits”

Then click on “Naturalization” (left margin under Immigration Services and Benefits)

Then click on “How Do I Apply” (left margin under the Naturalization heading)

Then click on “General Naturalization Requirements” (mid way down center of document)

### **What are the requirements**

Age?

Residency?

Residence and Physical Presence?

Good Moral Character? (3 examples)

Language?

US Government and History Knowledge?

Oath of Allegiance? What are citizens promising to do?

### **Try your hand at the Us History Self-Test**

Click on “Test Yourself on US History”

Generate at least 5 questions.

How did you do? Do you think you'd have a difficult time passing this test? (Answer in complete sentences)

Is this test important for citizenship? Why or why not? (Answer in complete sentences)

## **Coming to America: Immigration Today**

### **Written Response**

Your Mission:

Discuss in a written paper how you believe the United States should deal with the issue of immigration. You must show evidence of factual knowledge to support your opinion. Incorporate the following into your paper:

- Introduction--define and give background information on immigration
- Body--
  - \*how should the US monitor immigration?
  - \*What criteria should be used (keep in mind current regulations as you answer this one)? Under what circumstances should immigration occur?
  - \*What obligations do we, as Americans, have to foreign nationals desiring asylum here?
- Conclusion--wrap up your position.

Particulars:

\_\_\_\_\_/5 Typed, DS, standard margins

-or-

Neatly handwritten in ink, one side of paper only

\_\_\_\_\_/10 grammar, spelling

\_\_\_\_\_/5 Introduction

\_\_\_\_\_/50 Body--evidence/depth of understanding, did you include the necessary information

\_\_\_\_\_/5 Conclusion

DUE: