



# ENERGY OF A NATION: IMMIGRANTS IN AMERICA

## Alignment with Academic Standards

Currently, each activity is aligned with Minnesota Social Studies Standards as well as national English Language Arts for Social Studies standards. The Advocates will continue to add connections to other national and state standards.

### LESSON 1: WHO ARE IMMIGRANTS?

Goal: To define key immigration terms and identify how migration and immigration have contributed to the United States and to students' own lives.

#### Activity 1.1: Talking Migration

*Summary: Students define key terms, such as "migration" as a class. They then walk around the room in pairs or small groups answering basic questions about human migration. The class discusses answers together.*

- Meets MN social studies standards: 5.4.1.2.1, 8.3.3.5.1, 8.3.3.6.1, 9.3.3.5.4, 9.3.4.9.1
- Partially meets MN social studies standards: 4.3.3.5.1
- Meets no ELA for the social studies standards.

#### Activity 1.2 Famous U.S. Immigrants

*Summary: In groups of 2-3, students choose a famous immigrant, conduct background research on that person, and write a mock interview with him/her. Students will then bring an object to class representing the immigrant and will take turns role-playing the famous immigrant in an interview with a member of a different group. The class discusses lessons learned as a large group.*

- Meets MN social studies standards: 5.4.1.2.1, 8.3.3.5.1, 8.3.3.5.3, 9.3.3.5.4, 9.4.4.20.2
- Partially meets MN social studies standards: 4.3.3.5.1, 6.4.4.20.2, 7.4.4.20.2
- Meets ELA for the social studies standards: Gr. 6-8, Standard 2

#### Activity 1.3 Migration Histories

*Summary: The teacher will tell an example migration history. Students will then interview a relative or other person to find out about their family's migration history and write a report based on their findings that will include a page of photos, maps, drawings, etc. to be displayed around the classroom.*

- Meets MN social studies standards: 5.4.1.2.1, 8.3.3.5.1, 9.3.3.5.4, 9.4.4.20.2
- Partially meets MN social studies standards: 4.3.3.5.1, 4.4.2.4.1, 6.4.4.20.2, 7.4.4.20.2, 8.3.3.6.1, 8.3.3.6.2, 8.3.3.5.3, 8.3.3.5.5, 8.3.3.6.5, 8.3.3.5.6, 8.3.3.6.6, 8.3.3.5.7, 8.3.3.6.7
- Meets ELA for the social studies standards: Gr. 6-8, Standards 2 and 7; Gr. 11-12, Standard 2

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### LESSON 2: HUMAN RIGHTS DEFINED

Goal: To understand the definition of human rights.

#### Activity 2.1: What Are Human Rights?

*Summary: Independently and in pairs, students define “human rights.” As a class, students compare their answers and that of the United Nations and determine a class definition. Students brainstorm as many rights as possible, and the teacher explains that such rights are included in the Universal Declaration of Human Rights (UDHR). Students then look at the UDHR, choose one article, and create a poster to represent it that they will use to give a mini-presentation to the class.*

- Meets MN social studies standards: 6.1.3.5.1, 8.4.3.14.1, 8.4.3.14.5, 8.4.3.14.6, 9.1.2.3.1, 9.1.2.3.2, 9.1.3.4.1, 9.1.5.11.2
- Partially meets MN social studies standards: 5.1.4.8.1, 6.1.1.1.1, 6.4.4.22.2, 7.4.4.22.3, 8.1.5.12.1, 8.1.5.13.1
- Meets ELA for the social studies standards: Gr. 6-8, Standards 2, 4, 7; Gr. 9-10, Standard 4

#### Activity 2.2: The U.S. Constitution and the UDHR

*Summary: Students get a brief background on the drafting of the UDHR. They then compare selected articles of the U.S. Constitution with the UDHR to fill in a chart. The class discusses the comparisons.*

- Meets MN social studies standards: 5.1.3.5.1, 6.1.3.5.1, 8.4.3.14.1, 8.4.3.14.5, 8.4.3.14.6, 9.1.2.2.1, 9.1.2.3.1, 9.1.3.4.1, 9.1.5.11.2,
- Partially meets MN social studies standards: 5.1.4.8.1, 5.4.4.17.5, 6.1.1.1.1, 7.1.2.3.1, 7.4.4.22.3, 7.4.4.22.4, 8.1.5.12.1, 8.1.5.13.1
- Meets ELA for the social studies standards: Gr. 6-8, Standard 2; Gr. 11-12, Standard 2

#### Activity 2.3: Global Inequality

*Summary: Students play a game in which they are divided into groups and given “currency” representing different income levels worldwide. Income groups get together and come up with rules for everyone who wants to “migrate” to a new income group, with the understanding that when a person arrives at a new group, each existing member of the group must give the new arrival 1 unit of currency. The class votes on a set of migration rules after being informed that the weight of the vote is related to the amount of wealth they have. They then switch groups and redistribute currency as appropriate. The class discusses the result as a large group.*

- Meets MN social studies standards: 8.1.1.1.1, 8.2.1.1.1, 8.2.3.4.1, 8.4.3.14.1, 8.4.3.14.5, 8.4.3.14.6, 9.1.1.1.1, 9.2.3.3.1, 9.4.3.14.2
- Partially meets MN social studies standards: 8.1.5.12.1, 8.1.5.13.1
- Meets no ELA for the social studies standards.

### LESSON 3: THE RIGHTS OF IMMIGRANTS IN THE UNITED STATES

Goal: To understand the rights of immigrants and the U.S. record in guaranteeing those rights.

#### Activity 3.1: What Are the Rights of Immigrants?

*Summary: Students review key immigration and human rights terms. They then imagine they are immigrants arriving in a new country and generate a list of things that would be important to them, connecting that list to human rights. In small groups, students study different sections of a fact sheet on migrant rights and then present their topics to the class.*

- Meets MN social studies standards: 8.4.3.14.1, 8.4.3.14.5, 8.4.3.14.6, 9.1.2.2.1, 9.1.2.3.1, 9.1.2.3.3, 9.1.5.11.2, 9.3.3.8.2, 9.4.3.14.2
- Partially meets MN social studies standards: 8.1.5.12.1, 8.1.5.13.1
- Meets ELA for the social studies standards: Gr. 6-8, Standards 2, 4; Gr. 9-10, Standards 2, 4; Gr. 11-12, Standard 2

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### LESSON 3: THE RIGHTS OF IMMIGRANTS IN THE UNITED STATES (Continued)

Goal: To gain a general understanding of the function of an international truth commission.

#### Activity 3.2: Migrants in the Media

*Summary: Based on an example provided by the teacher, students find an article on immigration and analyze it. They then get in small groups and select one article that depicts the fulfillment or violation of migrant rights. A spokesperson for each group will share a summary of their analysis and then the class will evaluate how the United States is doing in protecting migrant rights based on these reports.*

- Meets MN social studies standards: 8.1.1.1.1, 8.3.3.5.1, 9.1.1.1.1, 9.1.2.3.3, 9.1.3.5.2, 9.3.3.5.1, 9.3.3.5.4, 9.3.3.5.8, 9.3.3.8.2, 9.4.1.2.1, 9.4.3.14.2
- Partially meets MN social studies standards: 8.3.3.10.1, 8.3.3.5.3, 8.4.3.14.6
- Meets ELA for the social studies standards: Gr. 6-8, Standards 1, 2, 6, 8; Gr. 9-10, Standards 1, 2; Gr. 11-12, Standards 1, 2

### LESSON 4: PUSH AND PULL FACTORS AND HUMAN RIGHTS

Goal: To establish the human rights issues that draw immigrants to the United States or push them to leave their country of origin.

#### Activity 4.1: Push and Pull Factors in History

*Summary: Students brainstorm why people move to a new country, and classify the reasons as “push” or “pull” factors. Students work in pairs, reading scenario cards that reflect waves of U.S. immigration. They answer questions about push and pull factors in the scenarios and then identify relevant articles of the UDHR related to these factors. All students then hang their scenario along a timeline, which the class walks through to identify common push and pull factors throughout U.S. history.*

- Meets MN social studies standards: 8.3.3.5.1, 8.3.3.10.2, 8.3.3.5.3, 8.3.3.5.4, 8.3.3.8.1, 8.3.3.5.5, 8.3.3.5.6, 8.3.3.5.7, 8.4.3.14.1, 8.4.3.14.5, 8.4.3.14.6, 9.1.2.3.3, 9.1.5.10.3, 9.1.5.11.2, 9.3.3.5.4, 9.3.3.5.5, 9.3.3.7.3, 9.3.3.8.3,
- Partially meets MN social studies standards: 8.1.5.13.1, 8.3.3.10.1, 8.4.3.14.2
- Meets no ELA for the social studies standards.

#### Activity 4.2: Waves of Immigration

*Summary: In pairs, students use an “Immigration by Decade and Region” data table and chart and a “World Events and Immigration” timeline to answer questions about historical immigration trends in the United States and to predict future flows.*

- Meets MN social studies standards: 8.3.3.5.1, 8.3.3.5.3, 9.1.3.5.2, 9.3.3.5.1, 9.3.3.5.4, 9.3.3.5.8, 9.3.3.7.3, 9.3.3.8.2, 9.4.1.2.2, 9.4.3.11.6, 9.4.4.20.2,
- Meets ELA for the social studies standards: Gr. 6-8, Standard 7; Gr. 9-10, Standard 7; Gr. 11-12, Standard 7

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### LESSON 5: U.S. IMMIGRATION POLICY

Goal: To understand how people can immigrate to the United States and how the immigration system can affect human rights.

#### Lesson 5.1: Stand Up and Be Counted

*Summary: Students are given cards with symbols, letters, and numbers on them that represent demographic traits of immigrants to the United States (country of origin, U.S. state of residence, and category of entry). Students get into groups based on their symbols and guess which populations they represent. A percentage of the class stands up to represent the total foreign-born population in the United States and then the class reflects on the statistics.*

- Meets MN social studies standards: 4.3.3.5.1, 7.4.4.23.2, 8.3.3.5.1, 9.3.3.5.1, 9.3.3.5.4, 9.4.3.14.2
- Partially meets MN social studies standards: 6.4.4.20.2, 8.4.3.14.8
- Meets no ELA for the social studies standards

#### Lesson 5.2: Understanding the Immigration System

*Summary: Students learn the basics of the immigration system through a PPT and/or a “How to Immigrate” fact sheet. They use this information and a cartoon depiction to figure out how long various people would have to wait to get a green card and citizenship.*

- Meets MN social studies standards: 8.3.3.5.1, 8.4.3.14.5, 9.3.3.5.4, 9.3.3.5.5, 9.3.3.5.8, 9.4.3.14.2
- Meets ELA for the social studies standards: Gr. 6-8, Standards 3, 4; Gr. 9-10, Standard 4

#### Lesson 5.3: Waiting in Line Game

*Summary: Students play a game in which a few of them are border agents and lawyers with access to a list of immigration rules. The rest are trying to enter the United States with identity cards that provide three facts about themselves. Students must try to enter by asking advice from the lawyers or telling the border agent one fact. Many have no way to get through or else have wait time so long they do not get through during the game. When the game is over, the class talks about the experience.*

- Meets MN social studies standards: 5.4.1.2.2, 6.1.1.1.1, 7.1.1.1.1, 7.4.4.23.2, 8.3.3.5.1, 9.1.3.5.1, 9.1.3.5.2
- Partially meets MN social studies standards: 5.1.1.1.2, 8.4.3.14.1, 8.4.3.14.5, 9.3.3.5.4
- Meets no ELA for the social studies standards.

#### Lesson 5.4: Improving the System

*Summary: The class creates a mind map of the U.S. government’s protection of four rights (family, asylum, due process and equal protection, and adequate standard of living) based on the lessons learned in Activity 5.3. They think of ways to change the system to better protect human rights, completing a worksheet on the subject. The class then discusses the results.*

- Meets MN social studies standards: 8.3.3.5.1, 8.4.3.14.1, 8.4.3.14.5, 9.1.3.5.2, 9.4.3.14.2
- Partially meets MN social studies standards: 9.3.3.7.3
- Meets no ELA for the social studies standards.

### LESSON 6: REFUGEES AND ASYLUM SEEKERS

Goal: To understand the experiences of refugees and asylum seekers through a human rights perspective

#### Activity 6.1: Refugee Basics

*Summary: Students define “refugee,” “refugee,” and “asylee.” They read the first section of a fact sheet on refugees and asylum seekers to determine similarities and differences between the two groups. They then read the full fact sheet and/or view a PPT to learn more before discussing as a class.*

- Meets MN social studies standards: 8.3.3.5.1, 8.4.3.14.1, 8.4.3.14.5, 9.1.5.11.2, 9.3.3.5.4, 9.3.3.8.1
- Partially meets MN social studies standards: 8.1.5.12.1, 9.4.4.23.3,
- Meets ELA for the social studies standards: Gr. 6-8, Standards 3, 4; Gr. 9-10, Standard 4

#### Activity 6.2: Stories of Survival

*Summary: In pairs, students read a true story of a refugee or asylee. They answer questions about the person’s flight, journey, and arrival to the United States, as well as the human rights affected at each step. The class comes together to share and discuss the three phases of the refugee/asylee experience.*

- Meets MN social studies standards: 8.1.1.1.1, 8.3.3.5.1, 8.3.3.5.4, 8.3.3.5.5, 8.3.3.5.6, 8.3.3.5.7, 8.4.3.14.1, 8.4.3.14.2, 8.4.3.14.5, 8.4.3.14.6, 8.4.3.14.8, 9.3.3.5.4, 9.3.3.7.2, 9.4.3.14.2, 9.4.4.23.3
- Partially meets MN social studies standards: 8.1.5.12.1, 8.1.5.13.1, 9.1.3.5.1, 9.1.3.5.2, 9.3.3.8.3, ,
- Meets ELA for the social studies standards: Gr. 6-8, Standards 2, 3, 6; Gr. 9-10, Standard 2; Gr. 11-12, Standard 2

#### Activity 6.3: Refugee Role-play

*Summary: Students receive identity cards. They group themselves by family and then role-play that their state is being invaded by a neighboring state. Their family has to decide what 3 items each person will carry, their route of escape, and how they will survive until reaching the refugee camp. The class discusses the decisions each group made. Families reconvene to write down their needs and abilities and determine as a class what needs would not be met by the larger group in a refugee camp and where they would need help. Finally, students role-play being in a new country, with some families playing host and others new arrivals, outlining ideas for welcoming refugees and facilitating integration. The class comes together to debrief about the entire experience.*

- Meets MN social studies standards: 5.4.1.2.2, 6.1.1.1.1, 7.4.4.23.2, 8.4.3.14.1, 8.4.3.14.5, 9.1.1.1.1, 9.4.3.14.2
- Partially meets MN social studies standards: 4.2.1.1.1, 7.1.2.3.1, 8.4.3.14.8, 9.1.2.3.3, 9.3.3.5.1, 9.3.3.5.4, 9.3.3.8.3
- Meets no ELA for the social studies standards

#### Activity 6.4: Applying for Asylum

*Summary: The teacher discusses the high burden of proof that asylum seekers bear when applying for status in the United States. Students fill out an application for asylum in Pig Latin. They exchange papers, and if there are any mistakes, the application is denied. The class discusses their reactions to the process.*

- Meets MN social studies standards: 8.1.1.1.1, 8.4.3.14.1, 8.4.3.14.5, 9.1.5.10.2, 9.4.3.14.2
- Partially meets MN social studies standards: 9.3.3.8.2, 9.3.3.8.3
- Meets no ELA for the social studies standards

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## Alignment with Academic Standards

### LESSON 7: UNDOCUMENTED IMMIGRANTS

Goal: To understand the causes of undocumented immigration and how being undocumented affects the human rights of immigrants.

#### Activity 7.1: Knowing the Facts

*Summary: The class considers the implications of calling people “undocumented” vs. “illegal.” Students learn about undocumented immigration through a fact sheet and/or PPT. They create a “fact wall” with the interesting facts they learned and discuss the results. (Watching a film on undocumented immigration is also encouraged.)*

- Meets MN social studies standards: 8.3.3.5.1, 8.4.3.14.1, 9.3.3.5.1, 9.3.3.5.4
- Partially meets MN social studies standards: 9.4.3.14.2, 9.4.4.23.3
- Meets ELA for the social studies standards: Gr. 6-8, Standards 4, 7; Gr. 9-10, Standard 4; Gr. 11-12, Standard 4

#### Activity 7.2: Stay or Go?

*Summary: Students are reminded that immigrants are considered undocumented both if they come without permission or overstay a visa. Students put their heads down as the teacher reads them short stories with “Stay or Go” decisions. At each decision point, students decide whether they would risk living as an undocumented immigrant. The class discusses students’ decisions after each story.*

- Meets MN social studies standards: 5.4.1.2.2, 6.1.1.1.1, 7.4.4.23.2, 8.3.3.5.1, 8.4.3.14.1, 9.3.3.5.4
- Partially meets MN social studies standards: 4.3.4.10.1, 6.4.4.23.1, 8.3.3.10.3, 9.4.3.14.2
- Meets no ELA for the social studies standards

#### Activity 7.3: Undocumented vs. Documented

*Summary: Students review basic human rights concepts. After seeing an example comparison in small groups, students read vignettes about documented or undocumented immigrants, analyzing the human rights violated or fulfilled in their experiences. Groups with stories of documented immigrants then pair up with those with undocumented stories to create a comparative Venn Diagram. The class discusses lessons learned.*

- Meets MN social studies standards: 8.1.1.1.1, 8.4.3.14.1, 8.4.3.14.5, 9.1.1.1.1, 9.1.2.3.3, 9.4.3.14.2
- Partially meets MN social studies standards: 9.1.3.4.4, 9.4.4.23.3
- Meets ELA for the social studies standards: Gr. 6-8, Standard 7

### LESSON 8: MOCK IMMIGRATION COURT

Goal: To understand the workings of immigration courts and their impact on justice and the rights of immigrants.

#### Activity 8.1: Mock Immigration Court

*Summary: Students review the basics of the immigration system and watch a short video on the role of the judicial system in a democracy. The class then prepares to hold mock court by reading through general rules, rights, and role assignments. The four types of cases provided are: 1) cancellation of removal, 2) asylum, 3) waiver, and 4) bond. For each, students are assigned roles and must prepare to participate in a mock hearing using the script and the relevant case materials. After holding court, the class reflects on the experience.*

- Meets MN social studies standards: 8.1.1.1.1, 8.3.3.5.1, 8.4.3.14.1, 8.4.3.14.5, 9.1.1.1.1, 9.1.3.4.5
- Partially meets MN social studies standards: 9.1.3.4.1, 9.1.3.4.3
- Meets ELA for the social studies standards: Gr. 6-8, Standard 4; Gr. 9-10, Standard 4.

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### LESSON 9: A GLOBAL PERSPECTIVE ON IMMIGRATION

Goal: To understand immigration as a global phenomenon and analyze the ways that diverse countries have responded to immigration.

#### Activity 9.1: An Introduction to Global Migration

*Summary: Students review fundamentals of the U.S. immigration system and then form five groups. Each group is assigned to a region of the world and must determine the top 3 migrant-receiving countries in that region, as well as the top 3 migrant-sending countries to each. They color in a map and draw arrows to visually present the data they gathered. The class discusses the information.*

- Meets MN social studies standards: 8.3.1.1.1, 8.3.1.1.2, 8.3.1.2.1, 8.3.3.5.1, 9.3.1.1.1, 9.3.3.5.1, 9.3.3.5.4, 9.3.3.7.2
- Partially meets MN social studies standards: 8.3.3.5.2, 8.3.3.5.3, 8.3.3.5.4, 8.3.3.5.5, 8.3.3.5.6, 8.3.3.5.7, 8.3.3.5.8, 9.3.1.1.1
- Meets ELA for the social studies standards: Gr. 6-8, Standards 4, 7; Gr. 9-10, Standard 4

#### Activity 9.2: Migration Council

*Summary: The class is divided into 6 small groups and assigned one of the following countries: Ireland, New Zealand, Saudi Arabia, South Africa, and South Korea. The class is told they are a group living in Antarctica that must find a new permanent home due to global warming. They research immigration policies to their assigned country and present it to the class in a "Migration Council" meeting. Students fill out a comparison sheet during the presentations and then vote to determine where they will move. They then reverse the situation and create immigration policies with the premise that Antarctica is about to receive a large influx of immigrants. The entire class comes together to talk about the factors they considered during both phases of the exercise.*

- Meets MN social studies standards: 8.1.1.1.1, 8.3.3.5.3, 8.3.3.5.4, 8.3.3.5.5, 8.3.3.5.7, 8.3.3.5.8, 8.4.3.14.1, 8.4.3.14.5, 9.1.1.1.1, 9.1.1.1.4, 9.3.3.5.4, 9.4.3.14.2
- Partially meets MN social studies standards: 9.1.3.4.5, 9.1.3.5.2, 9.3.3.7.2, 9.3.3.7.3, 9.3.3.8.2,
- Meets ELA for the social studies standards: Gr. 6-8, Standards 1, 2; Gr. 9-10, Standard 2

### LESSON 10: NATIVISM AND MYTHS ABOUT IMMIGRANTS

Goal: To understand nativism and anti-immigrant prejudice in U.S. history and relate it to present-day movements and learn how to recognize myths and find accurate information to refute them.

#### Activity 10.1: Spot the Myths

*Summary: Students define "fact," "myth," and "opinion." They see an example of how true or false information affects opinions, and thus our actions. In small groups, students identify statements about immigration as facts, myths, and opinions. Groups report their answers to the class and discuss the exercise.*

- Meets MN social studies standards: 6.1.1.1.1, 7.1.1.1.1, 7.4.1.2.1, 7.4.4.23.2, 8.3.3.5.1, 8.4.3.14.1, 8.4.3.14.5, 9.1.1.1.3, 9.1.4.8.2, 9.4.3.14.2
- Partially meets MN social studies standards: 6.4.1.2.1, 8.4.1.2.1, 9.3.3.8.2, 9.3.3.8.3, 9.4.1.2.1
- Meets ELA for the social studies standards: Gr. 6-8, Standards 4, 8

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#### LESSON 10: NATIVISM AND MYTHS ABOUT IMMIGRANTS (continued)

Goal: To understand nativism and anti-immigrant prejudice in U.S. history and relate it to present-day movements and learn how to recognize myths and find accurate information to refute them.

##### Activity 10.2: A History of Nativism

*Summary: After reviewing the definition of “nativism,” students get in small groups and are given a group of quotes and imagine from a specific time period in U.S. history. They create an explanatory write-up that they post with the provided materials to create a chronological “Gallery of Nativism” around the classroom. Students walk the gallery to find repeated themes and then discuss the history of U.S. nativism.*

- Meets MN social studies standards: 8.3.3.5.1, 8.4.1.2.1, 8.4.3.14.1, 9.1.1.1.3, 9.1.4.8.2, 9.3.3.5.1, 9.3.3.5.4, 9.3.3.7.2, 9.3.3.7.3, 9.3.3.8.2, 9.4.3.14.2
- Partially meets MN social studies standards: 9.3.3.8.3
- Meets ELA for the social studies standards: Gr. 6-8, Standards 4, 7; Gr. 9-10, Standard 4; Gr. 11-12, Standard 4

##### Activity 10.3: Challenging Myths

*Summary: Students think of a rumor and how they could find out if it was true or false. They then review the myth they identified in Activity 10.1 and read a report online to find facts that disprove it. They note original sources from the report and evaluate them with a “Guide to Sources.” Students then view a contemporary anti-immigrant network and the ways in which it spreads myths. After a class discussion, students practice refuting the anti-immigrant myth they researched.*

- Meets MN social studies standards: 8.3.3.5.1, 8.4.1.2.1, 8.4.3.14.1, 8.4.3.14.7, 9.1.1.1.3, 9.1.4.8.2, 9.4.1.2.1, 9.4.1.2.2
- Partially meets MN social studies standards: 9.4.3.14.2
- Meets ELA for the social studies standards: Gr. 6-8, Standards 1, 8; Gr. 9-10, Standards 1, 8; Gr. 11-12, Standards 1, 8

#### LESSON 11: DELIBERATIVE DIALOGUE

Goal: To understand and practice deliberative dialogue as a method of addressing controversial issues, such as immigration, and choosing courses of action.

##### Activity 11.1: The “Rights” Way to Listen

*Summary: Students discuss the right to be respected in conversation and learn about empathetic (or active) listening skills. In pairs, students take turns using “non-listening” behaviors and then switching to empathetic listening. The class discusses the exercise.*

- Meets MN social studies standards: 7.1.1.1.1, 8.1.1.1.1, 8.4.3.14.5, 9.1.1.1.1
- Meets ELA for the social studies standards: Gr. 6-8, Standard 4

##### Activity 11.2: Debate vs. Deliberation

*Summary: The class brainstorms a list of sensitive immigration topics and discusses which communication methods are normally used to determine policy and their shortcomings. The teacher introduces a new communication method, deliberative dialogue. The class defines “debate” and “deliberation,” practicing both with the issue of soda in schools. They discuss similarities and differences between the methods.*

- Meets MN social studies standards: 8.1.1.1.1, 9.1.1.1.1
- Meets ELA for the social studies standards: Gr. 6-8, Standard 4; Gr. 9-10, Standard 4



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### LESSON 11: DELIBERATIVE DIALOGUE (continued)

Goal: To understand and practice deliberative dialogue as a method of addressing controversial issues, such as immigration, and choosing courses of action.

#### Activity 11.3: Deliberating Immigration

*Summary: In groups of 3-4, students read through a deliberative dialogue script about undocumented immigrants “taking away” jobs from U.S.-born workers. They highlight areas of common ground and potential solutions. The class then comes together to analyze the exchange. Each group then writes an ending proposing a solution and acts it out for the class.*

- Meets MN social studies standards: 8.1.1.1.1, 8.4.3.14.1, 9.1.1.1.1
- Partially meets MN social studies standards: 9.1.1.1.4, 9.1.3.4.5, 9.4.3.14.2, 9.4.4.23.5
- Meets no ELA for the social studies standards

#### Activity 11.4: Participating in a Deliberative Dialogue

*Summary: The class is divided in half and given backgrounders for a deliberative dialogue simulation about whether the government should give priority to family- or employment-based immigration if they increase the number of available visas. The teacher moderates the simulation and then the entire class talks and writes about lessons learned.*

- Meets MN social studies standards: 8.1.1.1.1, 8.4.1.2.1, 9.1.1.1.1, 9.3.3.8.2, 9.3.3.8.3
- Partially meets MN social studies standards: 9.1.1.1.4, 9.4.1.2.1, 9.4.4.23.5
- Meets ELA for the social studies standards: Gr. 6-8, Standards 1, 2

### LESSON 12: CIVIC ENGAGEMENT & U.S. IMMIGRATION POLICY

Goal: To understand the role of civic engagement in influencing U.S. and immigration policy and to undertake a civic engagement project around an immigration-related issue.

#### Activity 12.1: How Ideas Become Immigration Policy

*Summary: Individually, students fill in what they already know (K) about how immigration law is created in a K-W-L chart. Then, in pairs, they complete what they want to know (W). Volunteers participate in a “policy scramble,” in which they are each given a step of the process in turning an immigration policy idea into federal law and must put themselves in order. The class helps if they get stuck. Students then complete their chart with what they have learned (L).*

- Meets MN social studies standards: 8.1.1.1.1, 9.1.1.1.1, 9.1.3.4.5
- Meets ELA for the social studies standards: Gr. 6-8, Standard 3

#### Activity 12.2: Human Rights Policy Analysis

*Summary: In small groups, students read summaries of immigration-related bills and create a visual depiction of the policy on poster paper (with words, pictures, or other imagery) that incorporates its effects on individuals’ human rights. Each group presents their poster to the class, and then the class discusses the policies.*

Meets MN social studies standards: 8.1.1.1.1, 8.4.3.14.1, 8.4.3.14.5, 9.1.1.1.1, 9.1.1.1.4, 9.1.2.3.3,

Partially meets MN social studies standards: 8.4.1.2.1, 9.3.3.8.2

Meets ELA for the social studies standards: Gr. 6-8, Standards 2, 7; Gr. 9-10, Standard 2; Gr. 11-12, Standard 2

## ENERGY OF A NATION: IMMIGRANTS IN AMERICA

### Alignment with Academic Standards

#### LESSON 12: CIVIC ENGAGEMENT & U.S. IMMIGRATION POLICY (continued)

Goal: To understand the role of civic engagement in influencing U.S. and immigration policy and to undertake a civic engagement project around an immigration-related issue.

##### Activity 12.3: The Dream Act - Civic Engagement in Action

*Summary: Students define civic engagement and list various types. They watch a short video about the DREAM Act and then research examples of civic engagement around the DREAM Act, bringing their favorite to class to share. All strategies are compiled and students vote for which they think would be the most effective.*

- Meets MN social studies standards: 8.1.1.1.1, 8.4.3.14.1, 9.1.1.1.1, 9.1.2.3.2, 9.1.3.4.5,
- Partially meets MN social studies standards: 9.1.4.8.2, 9.3.3.8.2, 9.4.3.14.2
- Meets ELA for the social studies standards: Gr. 6-8, Standards 2, 4; Gr. 9-10, Standard 4

##### Activity 12.4: Making a Difference

*Summary: Students research and record their position on a certain immigration-related policy and brainstorm civic engagement opportunities. They select one and carry it out. After they complete the project, they share it with the class. In small groups or together, students reflect on making a difference in their communities*

- Meets MN social studies standards: 8.1.1.1.1, 8.4.1.2.1, 9.1.1.1.1, 9.1.1.1.4
- Partially meets MN social studies standards: 8.4.3.14.1, 8.4.3.14.7, 9.1.3.4.5, 9.1.4.8.2
- Meets ELA for the social studies standards: Gr. 6-8, Standards 1, 7; Gr. 9-10, Standard 1; Gr. 11-12, Standard 1

#### LESSON 13: CREATING A WELCOMING SCHOOL AND COMMUNITY

Goal: To create a welcoming environment for immigrant students by taking action in the school and community.

##### Activity 13.1: A New Perspective

*Summary: Students create a list of respectful questions to ask immigrant students in their school. Each student then writes a fictional story from the point of view of an immigrant student in their school describing their experiences (from a different country, with a different story, for students who are immigrants themselves). Students pair off and role-play their character as their partner interviews them using the questions previously brainstormed. Students record the answers and then write a reflective piece about this new perspective.*

- Meets MN social studies standards: 5.4.1.2.2, 6.1.1.1.1, 6.4.4.22.3, 7.1.1.1.1, 8.1.1.1.1, 8.3.3.5.1, 8.4.1.2.1, 8.4.3.14.1, 9.1.1.1.1
- Partially meets MN social studies standards: 8.4.3.14.8, 9.1.1.1.4, 9.3.3.5.4, 9.4.3.14.2
- Meets no ELA for the social studies standards

##### Activity 13.2: How Welcoming is Our School?

*Summary: In teams of 3, students conduct research and answer questions on how welcoming their school is to new immigrants and refugees. (Teachers guide any interviews that take place.) When complete, the class tabulates the scores and discusses the ways in which the school is welcoming, as well as areas/ideas for improvement.*

- Meets MN social studies standards: 8.1.1.1.1, 9.1.1.1.1
- Meets no ELA for the social studies standards

### LESSON 13: CREATING A WELCOMING SCHOOL AND COMMUNITY

Goal: To create a welcoming environment for immigrant students by taking action in the school and community.

#### Activity 13.3: Creating a Welcoming Project

*Summary: Students create a mind map to generate ideas for a “welcoming project” in their school or community. In small groups, students write up a full proposal for a service-learning project. One member from each group joins a class-wide “Selection Committee” that evaluates the merit of the proposals and chooses a plan. The students develop and implement the project.*

- Meets MN social studies standards: 4.1.1.1.1, 5.1.1.1.2, 6.1.1.1.3, 7.1.1.1.1, 8.1.1.1.1, 9.1.1.1.1, 9.1.1.1.4
- Meets ELA for the social studies standards: Gr. 6-8, Standards 3, 7

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#### Activity 13.4: Host a Speaker

*Summary: The class invites in a speaker, based on student interest, to speak about creating a welcoming community. Students take notes during the presentation, and later discuss new ideas as a class.*

- Meets MN social studies standards: 8.1.1.1.1, 9.1.1.1.1
- Meets no ELA for the social studies standards.