

The Unauthorized Immigrant in Minnesota

Overview: This lesson will focus on understanding the reasons behind the movement of unauthorized (illegal) immigrants from Mexico to Minnesota and help develop an informed opinion about the subject.

Minnesota Social Studies Standard:

V. Geography

D. Interconnections

3. The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota

#5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.

Objectives: Through the use of various readings, group discussions and surveys students will develop a better understanding of the push and pull factors of unauthorized immigrants from Mexico to Minnesota.

Grade Level: 7

Time: 3 days

Required Materials:

Modified PowerPoint created by Minnesota Advocates for Human Rights

Copies of selected readings and worksheets

Handout: "The New Colossus" by Emma Lazarus or class overhead

Handout: Understanding Today's Immigrants to Minnesota

Handout: Minnesota Immigration Survey

Handout: Minnesota Immigration: Handout #1

Handout: Minnesota Immigration Handout #2: Web Reading Activity

Handout: Minnesota Immigration Handout #3: Writing an Editorial

Suggested Procedure:

Day 1: Construction of Knowledge

Start class by displaying the following poem by Emma Lazarus on the overhead.

The New Colossus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch whose flame
Is imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

"Keep ancient lands your storied pomp!" cries she with silent lips.

"Give me your tired your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

Give students a few minutes to read and reread the poem, then begin a whole group discussion about what they think it means or refers to and what monument they think it is connected with.

Next, students will complete a survey (Minnesota Immigration Survey) assessing their knowledge of the immigrant population in our community.

The final activity of the day will be the beginning of the PowerPoint lecture entitled *Minnesota Immigration*. Students will be given a list of critical vocabulary for which they will be writing the definition as we proceed through the PowerPoint.

Pre-Assessment Survey Attached: Minnesota Immigration Survey

Homework Attached: Minnesota Immigration Handout #1

Day 2: Disciplined Inquiry and Substantive Conversation

Begin the period with a review “whip” of the previous days’ lecture. (Students individually and quickly name something they learned from yesterday’s lesson without comment from other students as the responses are the “whip” around the room.) This is followed by a group sharing activity of students’ homework findings.

Next, complete the remaining slides of the PowerPoint created by Minnesota Advocates for Human Rights focusing on the current immigration trends to Minnesota.

The final activity of the day will consist of a reading jigsaw in which students will read one of 4 articles independently and complete **Handout # 2: Web Reading Activity** (discussion web reading strategy)—or similar articles. Upon completion they will then be placed in homogenous groups where they will discuss their findings. Finally they will be placed into heterogeneous groups of 6 to 8 for a jigsaw discussion (Substantive Conversation).

Readings:

<http://www.tcdailyplanet.net/node/6067#>

<http://www.thisweek-online.com/2006/July/20dheinzman.html>

http://www.postbulletin.com/news/immigration/pdf/Broken_Border.pdf (two readings taken from this article)

Day 3: Value Beyond School

Begin the day with a carousel brainstorming activity. Students will be put into the heterogeneous groups they participated in during their day 2 jigsaw activity. In this activity large pieces of poster paper will be taped to the wall around the room. Groups (each with a different colored marker) will rotate clockwise writing one fact about unauthorized immigration to Minnesota from each article they learned about the previous day. As groups move from station to station they are to read what the previous groups have included. It is important that groups write down an original fact or statement as they progress from poster to poster.

Sheet 1: Simple Dreams, Harsh Realities

Sheet 2: Immigrants are Part of the Work Force

Sheet 3: From Rural Mexico to Rural Minnesota

Sheet 4: How Serious is Illegal Immigration in Minnesota?

Assessment: Culminating Activity: Elaborated Written Communication

The final expectation students will have for this lesson is to write a brief, fact-based editorial which clearly expresses their opinion on the subject and is directly connected to the articles they have been provided.

Groupings: Students will continue to be part of their article-specific group but will now be divided in half. One half of the group will be writing an editorial in support of illegal immigration and the other half of the group will be writing against illegal immigration.

The purpose of this writing activity is not to choose a side on the issue; it is to be able to create an effective argument based upon information acquired throughout the lesson. It may be the case that opposition may occur against the side of the issue that a particular student may be assigned. Thus, it is recommended, since this is a sensitive issue, that student's feelings are considered.

Students will be given *Characteristics of Editorial Writing* handout followed by a brief discussion on editorial writing which is also included in the PowerPoint. An overhead describing further requirements for the editorial will also be presented. The attached rubric will also be handed out and should be used by the students as a guide for scoring.

Resources:

Minnesota Advocates for Human Rights Power Points available at:

http://www.energyofanation.org/PowerPoint_Presentations.html

“Writing an Editorial” is available at: <http://www.geneseo.edu/~bennett/EdWrite.htm>)

Credits: Jarett Schiebel, St. Charles, 7th grade social studies

The New Colossus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch whose flame
Is imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

"Keep ancient lands your storied pomp!" cries she with
silent lips.

"Give me your tired your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

Understanding Today's Immigrants to Minnesota

Citizen:

Immigrant:

Non-immigrant:

Lawful Permanent Resident:

Refugee:

Asylee:

Undocumented:

Green card:

Naturalization:

Visa:

Persecution:

Minnesota Immigration Survey

1. Why do you think people migrate to Minnesota?

2. What is the difference between an immigrant and a refugee?

3. Rank in order from highest to lowest (1 being the highest and 4 being the lowest) the regions from which today's immigrants come from.

_____ Africa

_____ Latin America

_____ Europe

_____ Asia

Place an 'X' in the box that best matches your personal belief. The '?' represents a 'maybe' answer.

		Yes	No	?
4.	Do you feel our community is diverse?			
5.	Do you feel our community has an unauthorized immigrant problem?			
6.	Do you feel our community is accepting of people of other colors?			
7.	Do you feel our community is accepting of people of other religions?			

Place an 'X' in the appropriate box.

		African American	Asian	Hispanic
8.	Which minority group in our community do you feel has the highest population?			
9.	What percent of our total population does each of these groups account for?			
10.	Which of these groups are likely refugees?			
11.	Which of these groups has the highest percentage of unauthorized immigrants?			

Minnesota Immigration Handout #1

Take this and, with a parent, attempt to answer all of the following questions. You may find it helpful to call or e-mail an older relative to answer some of the questions.

Family History Survey:

1. Where are your immigrant ancestors from?
2. When (what year(s)) did they come?
3. Why did they come?
4. Where did they settle?
5. How long has your family lived in St. Charles?

Your Family Today:

1. Has your family moved recently? If so, why? Were you being pushed away from your old community or pulled to our community?
2. Imagine coming home from school one day and your parents inform you that you will be moving out of the United States for economic reasons. You have relatives in a foreign country where a different language is spoken, the customs are very different, and the climate is nothing like the climate in our community. In the space below identify the potential positive and negative effects of the move to you and your family.

Positive Effects	Negative Effects

**Minnesota Immigration
Handout #2
Web Reading Activity**

Include comments, facts and statistics in the appropriate box.

Push		Pull
<hr/>	Identify the push and/or pull factors behind the migration of the individuals or families discussed in the article.	<hr/>
<hr/>		<hr/>
<hr/>		<hr/>
<hr/>		<hr/>

Comments:

Yes		No
<hr/>	Does the author see the number of unauthorized immigrants as a problem?	<hr/>
<hr/>		<hr/>
<hr/>		<hr/>
<hr/>		<hr/>

Comments:

For		Against
<hr/>	What statistics are used for or against unauthorized immigration?	<hr/>
<hr/>		<hr/>
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Comments:

