Unit IV: Immigrants/Refugees

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Marking Period 2**
Length: **2-3 weeks**
Status: **Published**

Standards

6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to

	tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understanding

- Understand that diversity can lead to unequal power relations on the development of group identities and cultures, and how that can be addressed and rectified.
- Awareness of the advantages and disadvantages present in society because of membership in different identity groups, and how it affects people's lives
- Stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.
- Review the stories of immigrant groups who came to the United States during the 19th, 20th, and 21st centuries, comparing degrees of acceptance and integration into society and the workforce.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- What was the foundation America was based on from the beginning in terms of immigration and acceptance?
- How did historical events alter the US Government's views on immigration throughout the years?
- In what ways did race influence the US Government policies on Immigration throughout the years?
- What is the difference between a refugee and an immigrant and how does the US Immigration policy take that into consideration?
- What is the current situation at the US borders and what can we as individuals do to help people who need it?

Knowledge/Skills

What contributions have immigrants made to the foundation of the United States and why has a biased formed in the US against immigration?

- 18th Century
    - Thomas Pain "Common Sense"

    - The Naturalization Act of 1790
- 19th Century
    - Irish and German Immigration
        - Irish in 19th Century America https://drive.google.com/file/d/14jtGezWDLMQ1GSLAQsUGJiVrQSvDJ0l9/view?usp=sharing
    - The Know Nothing Party
    - The Civil War
    - Exclusion Act
    - Immigration Act of 1891
    - Chinese and Asian Immigration
        - Chinese Immigration and Exclusion: https://drive.google.com/file/d/1U-LPX9UNZzmodPwBXCD0i86xHR0P6VJk/view?usp=sharing
    - Ellis Island
- 20th Century (WWI, WWII, Vietnam, Cold War)
    - The Gentlemen's Agreement with Japan
        - Japanese Segregation in San Francisco: https://drive.google.com/file/d/1uSd6Sqnj0CHDDdSDbBOUNOg2CtfnjPMP/view?usp=sharing
    - Quotas - The Immigration Act of 1924
    - The Bracero Program 1942-64
        - Mexican Migration in 1930s: https://drive.google.com/file/d/1Pu-d46eaiFCGNCnjoejUtrtWDLCFsFbx/view?usp=sharing
        - Mexican American Labor in the United States: https://www.learningforjustice.org/classroom-resources/lessons/mexican-american-labor-in-the-us
    - 1952 McCarran-Walter Act
    - Operation Peter Pan - Cuba
    - Mariel Boat Lift - Cuba
    - Vietnam (Boat People)
    - Simpson-Mazzioli Act
    - DREAM ACT
    - DACA
    - 9/11

What is the current situation in the United States in terms of the treatment of immigrants and refugees?

- Entering the United States: https://www.adl.org/education/educator-resources/lesson-plans/entering-the-united-states
- Border Wall
    - Anti-Immigration Sentiment: https://www.adl.org/education/educator-resources/lesson-plans/anti-immigrant-sentiment
- Trump Policies
    - Adding up the Points - Merit Based Immigration Policy: https://www.adl.org/education/educator-resources/lesson-plans/adding-up-the-points-merit-based-immigration-policy
- Border Detention Camps
    - Conditions in Detention Centers at the US Borders: https://www.adl.org/education/educator-resources/lesson-plans/conditions-in-detention-centers-at-the-us-border
    - Why are Families being Separated at the Border? https://www.adl.org/education/educator-resources/lesson-plans/why-are-families-being-separated-and-detained-at-the
- Supreme Court Decision on DACA
    - What Should Be Done about DACA:https://www.adl.org/education/educator-resources/lesson-plans/what-should-be-done-about-daca
- Chain Migration
- Sanctuary Cities
- Migrant Caravans
    - Migrant Caravans and People Seeking Asylum: https://www.adl.org/education/educator-resources/lesson-plans/migrant-caravan-and-the-people-seeking-asylum
- Birthright Citizenship issues

What can we do to help ease the situation refugees and immigrants are facing at the border? What is the right thing to do?

- Writing Letters About Immigration Reform: https://www.learningforjustice.org/classroom-resources/lessons/writing-persuasive-letters-about-immigration-reform

Transfer Goals

Students will be able to evaluate the multiple perspectives involved in immigration and refugee issues, including those of host communities, governments, international organizations, and the migrants/refugees themselves.

Students will be able to independently propose and justify potential solutions to challenges related to immigration and refugees, considering economic, social, and humanitarian perspectives.

Resources

Movies:

- Gangs of NY
- The Immigrant (2014)
- The Visitor (2007)

Documentaries:

- The New Americans - PBS(2004)
- Made in LA (2007)
- The Other Side of Immigration (55 mins) 2009
- Inocente (2012) - Short film
- Documented - 2013 - story of Joe Vargas
- “Underwater Dreams” (2014)
- Immigration Battle (2015) - shows how the immigration debate works behind closed doors in DC
- Amend Episode 6

Books:

- Dominicana - Angie Cruz
- Exit West - Moshin Hamid
- The Good Immigrant: 26 Writers Reflect on America
- Call me American - Abdi Nor Iftin
- Children’s book - From North to South - Joe Cepedia
- Children's Book - Two White Rabbits - Elisa Amado

Additional Resources from WH databases, and articles connected to the content, including primary readings,

historiography, and secondary sources.

Supreme Court Cases:

- Chy Lung v Freeman
- United States v Wong Kim Ark
- Landmark Immigration cases - https://www.law.cornell.edu/wex/immigration_law_key_supreme_court_cases

Other Resources:

- US Immigration Timeline
  - https://www.history.com/topics/immigration/immigration-united-states-timeline
- US Citizen and Immigration Services
  - https://www.uscis.gov/history-and-genealogy/our-history/overview-of-ins-history/early-american-immigration-policies
- Center for Immigration Studies
  - https://cis.org/Historical-Overview-Immigration-Policy
- The Continuing Debate over Immigration - Lesson Plan - https://www.facinghistory.org/educator-resources/current-events/continuing-debate-over-immigration
- Immigration https://www.tolerance.org/topics/immigration
- Teaching Immigration with the Immigrant Stories Project https://www.ilctr.org/wp-content/uploads/2018/10/Teaching-Immigration-with-the-Immigrant-Stories-Project-FINAL_opt.pdf
- Lessons for The New Americans documentary https://www.pbs.org/independentlens/newamericans/foreducators_index.html
- Immigration Printables https://www.teachervision.com/subjects/social-studies-history/immigration
- Ellis Island: https://www.statueofliberty.org/ellis-island/

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0