

The New Coloradans: Immigration in Colorado

Middle School Curriculum

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Introduction

Purpose of *The New Coloradans* Program

The number of immigrants to the United States and to Colorado has grown rapidly since 1990; today, the number of immigrants living in the United States is at an all-time high. A substantial proportion of the new immigrants are in the United States without authorization—they entered the country illegally or they have overstayed their visas. In Colorado, one of 13 states that experienced immigration growth more than double the national rate in the past decade, many of the unauthorized migrants are from Mexico; they come to the United States seeking work or better paying work and stay because traveling back and forth across the border—once a common practice—is now too difficult and dangerous.

While disagreement about immigration issues runs both broad and deep, most observers agree that reform is needed. In fact, there is some agreement about the overall goals of reform—to reduce the number of unauthorized migrants, to reform the legal immigration system, to improve the integration of newcomers into U.S. society, and to address the unfunded mandates that the federal government has placed on state and local agencies. But the extent of reform and the means of achieving it are hotly contested, as the plethora of reform proposals indicates.

The purpose of *The New Coloradans* program is to begin helping Colorado students understand the complexity of the immigration issue in our state and nationally. Two curriculum units have been developed as part of *The New Coloradans* program: an eight-lesson unit for high school and advanced middle school students and this four-lesson unit for middle school. A documentary on DVD accompanies both units. *The New Coloradans* is certainly not comprehensive—entire year-long curricula could be written without exhausting the topic of migration. The Center for Education in Law and Democracy and The Piton Foundation hope, however, that the materials will demonstrate the importance of immigration issues, make students aware of varying perspectives on the issues, and engage students with the issues in a way that will encourage them to keep informed on the issues and advocate for their own views, whatever they may be.

Overview of Materials

This program began with a documentary, produced as a companion to the PBS national miniseries, *The New Americans*, which aired on Rocky Mountain PBS in April 2004. The program took a thought-provoking look at the debate over the impact of immigrants on our state, focusing particularly on whether (1) immigrants fill domestic labor shortages or take jobs from U.S. citizens and (2) they pay more in taxes than they use in services. *The New Coloradans* looked specifically at the large influx of Mexican immigrants, what they go through to get here, what their lives are like here, and the challenges they face in learning a new language and culture.

The Piton Foundation, which produced the documentary in collaboration with Rocky Mountain PBS, saw potential for classroom use of the documentary. Collaboration with the Center

for Education in Law and Democracy resulted in the production of two curriculum units, as well as updating of the DVD program. This middle school unit is comprised of four lessons:

- **Lesson 1** is the kick-off for the unit. Students create a graph showing how many of them moved to your community from another community, state, or country. Students develop a definition of the terms *migration*, *immigration*, and *emigration* and take part in a K-W-L activity on immigration to Colorado. They then view the video program, *The New Coloradans*; as they view the program, they take notes about what they learn.
- **Lesson 2** focuses on helping students understand the immigrant experience. Through the video, literature, and/or interviews with immigrants, students learn about the reasons immigrants leave their home countries and come to the United States, as well as the challenges they face in a new country.
- In **Lesson 3**, students learn the basics of U.S. immigration policy, as well as the problems that experts have identified. Working in small groups assigned specific problems, they select and analyze proposed reforms that they think will address those problems.
- In **Lesson 4**, students conduct a simulated legislative hearing on current immigration reform proposals, focusing on providing opportunities for unauthorized workers to achieve legal residency and building a fence along the U.S.-Mexico border.

Correlation with Colorado Standards

The New Coloradans unit supports achievement of the *Colorado Civics Standards*. Specifically, the units address the following standards and benchmarks:

Standard 1: Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.

- Benchmark 1.2: Students understand the principles of the United States constitutional government.
- Benchmark 1.4: Students know the distinctive characteristics of the political culture of the United States.
- Benchmark 1.5: Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic.

Standard 2: Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.

- Benchmark 2.2: Students know how power, authority, and responsibility are distributed, shared, and limited through federalism as established by the United States Constitution.
- Benchmark 2.3: Students know and understand the place of law in the Colorado and United States constitutional systems.
- Benchmark 2.4: Students know how public policy is developed at the local, state, and national levels.

Standard 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels—local, state, and national.

- Benchmark 4.1: Students know what citizenship is.

- Benchmark 4.2: Students know how citizens can fulfill their responsibilities for preserving the constitutional republic.
- Benchmark 4.4: Students know how citizens can participate in civic life.

The lessons also address selected *Colorado History, Geography, and Economics Standards*:

History Standard 3: Students understand that societies are diverse and have changed over time.

- Benchmark 3.1: Students know how various societies were affected by contacts and exchanges among diverse peoples.

Geography Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict

- Benchmark 4.1: Students know the characteristics, location, distribution, and migration of human populations.

Economics Standard 1: Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

Through a variety of reading, writing, and discussion activities, the lessons also support achievement of the *Colorado Standards in Reading and Writing*.

Discussing Controversial Issues in the Classroom

Incorporating discussion of current local, national, and international issues and events in the classroom is one of the six promising approaches recommended in the highly regarded *The Civic Mission of Schools* report (2003). According to Mary Kirlin, several benefits accrue to discussing controversial issues:

Students increase their *knowledge* about current events, creating a reservoir of examples for understanding more basic concepts about the civic and political world. In addition, as students form and express opinions they gain important *skills* in articulating their own positions. Finally, as it becomes clear that others may have differing opinions, and that consensus is required to move forward, positive *civic attitudes* can be developed. (Kirlin 2005)

Discussion can also enhance young people's commitment to participating in civic/political life (Torney-Purta et al. 2001). In conversations with opinion makers and educators in Colorado throughout 2003 and 2004, Center for Education in Law and Democracy staff found widespread support for improving discussion of controversial issues in our state's classrooms. Coloradans want young people to be engaged in deliberation on important issues because the ability to take part in civil discussions of controversial matters is essential to citizenship in democracy. Coloradans also recognize the need to provide teachers with high quality professional development and materials that will assist them in their efforts.

Productive discussion of controversial issues is not spontaneous—students are prepared so that the dialogue is informed, grounded in knowledge of multiple perspectives on the issue at hand; they have participated in developing norms that will help their discussion be productive; and they understand the purpose of the discussion and its structure. The teacher holds high expectations for all students to participate and provides post-discussion feedback (Hess 2004).

This unit incorporates discussion of a highly controversial issue—immigration reform—providing the information and multiple perspectives students need to productively discuss this issue. For more information and useful tips on discussion, see the Center for Education in Law and Democracy website, which presents a professional development module on discussion of controversial issues: <http://www.lawanddemocracy.org/discussionmain.html>.

Simulating Democratic Practices and Procedures

Another best practice recommended by *The Civic Mission of Schools* report is involving students in simulations of democratic practices and procedures—simulated legislative hearings, moot courts, mock trials, and advising public officials, for example. Again, there are multiple benefits to engaging students in simulations:

Taking on specific roles as part of the simulation, students gain *knowledge* about current issues and processes and also civic and political *skills*. As they act out their roles, they also develop an appreciation of the importance and complexity of government, leading to improved *civic attitudes* (Kirlin 2005).

Successful simulations require planning. Students need solid information on which to base their participation. They also need to understand the purpose of the simulation in terms of what they will learn. The steps in the simulation must be carefully explained so students understand what they are to do in each phase. Finally, debriefing the simulation is critical to helping students bring meaning to the experience. A debriefing focusing on the purposes of the simulation, relating the simulation to students' previous learning, and comparing the simulated processes and procedures with “real life” can turn a fun activity into significant learning.

This unit includes a simulated legislative hearing on immigration issues; more information on use of simulations can be found at the Center for Education in Law and Democracy website at <http://www.lawanddemocracy.org/sim.main.html>.

Using Resource People in the Classroom

Using resource people in the classroom is a proven practice in law-related education, increasing students' attachment to the school and community and supporting pro-social behavior (Turner 1984). In addition, *The Civic Mission of Schools* report noted that the most effective civic education programs occur in schools that, among other factors, “collaborate with the community and local institutions to provide civic learning opportunities”; use of outside resource persons in the classroom is certainly an aspect of community collaboration. Furthermore, outside resource people provide support for teachers, who cannot be expert in every area of law and policy that might be covered in a civics and government course.

Resource persons should be carefully prepared for their participation in the classroom. Preparation should include not only how their content fits with the course content and the teacher's purposes for the visit, but also effective interactive teaching strategies—especially techniques for reaching all students, not just a few receptive students. “Twelve Hints for Lawyers,” which are applicable to other types of resource persons as well, are available from the American Bar Association at <http://www.abanet.org/publiced/tab22.pdf>. While outside resource persons can provide some content in lecture or Q & A formats, most of their time should be spent engaging with students in interactive methods—coaching students for and responding to a legislative hearing provided by students, reacting to students' work analyzing and categorizing policies, being interviewed by students regarding their experiences as immigrants, etc.

Students should be prepared for the outside resource person's visit so the visit can be as productive as possible. For example, if students are to interview visitors, they should prepare questions in advance; if the resource person will be coaching students as they prepare to testify at a legislative hearing, students should understand their roles and read the background material to be used in their testimony before the resource person's visit.

When teaching about immigration and immigration policy—complex legal, political, and social issues—experts on these issues would be a great help to teachers in insuring that they are covering issues with depth and balance. However, because the issues are so controversial, obtaining resource people—especially a balanced slate of resource people with varying positions on the issues surrounding immigration—can be extremely challenging. While we would not discourage teachers from using resource people, we would caution you that trying to find resource people can be difficult and time consuming.

References

- The Civic Mission of Schools* (New York: Carnegie Corporation, and College Park, MD: Center for Information and Research in Civic Learning and Engagement, 2003). http://www.civicmissionofschools.org/campaign/cms_report.html.
- Hess, Diana, Controversial Issues Discussion, presentation at the Youth for Justice State Center Directors Meeting, Washington, DC, September 11, 2004.
- Kirlin, Mary, *Promising Approaches for Strengthening Civic Education* (Los Angeles: Constitutional Rights Foundation and California Campaign for the Civic Mission of Schools, 2005). <http://www.cms-ca.org/CMS%20white%20paper%20final.pdf>.
- Torney-Purta, Judith et al., *Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen* (Amsterdam: International Association for the Evaluation of Educational Achievement, 2001). <http://www.wam.umd.edu/~jtpurta/>.
- Turner, Mary Jane, “An Evaluation of Law-Related Education: Implications for Teaching,” *Law-Related Education for Juvenile Justice Settings* (Washington, DC: National Training and Dissemination Program, 1993).

1: Introduction to *The New Coloradans*

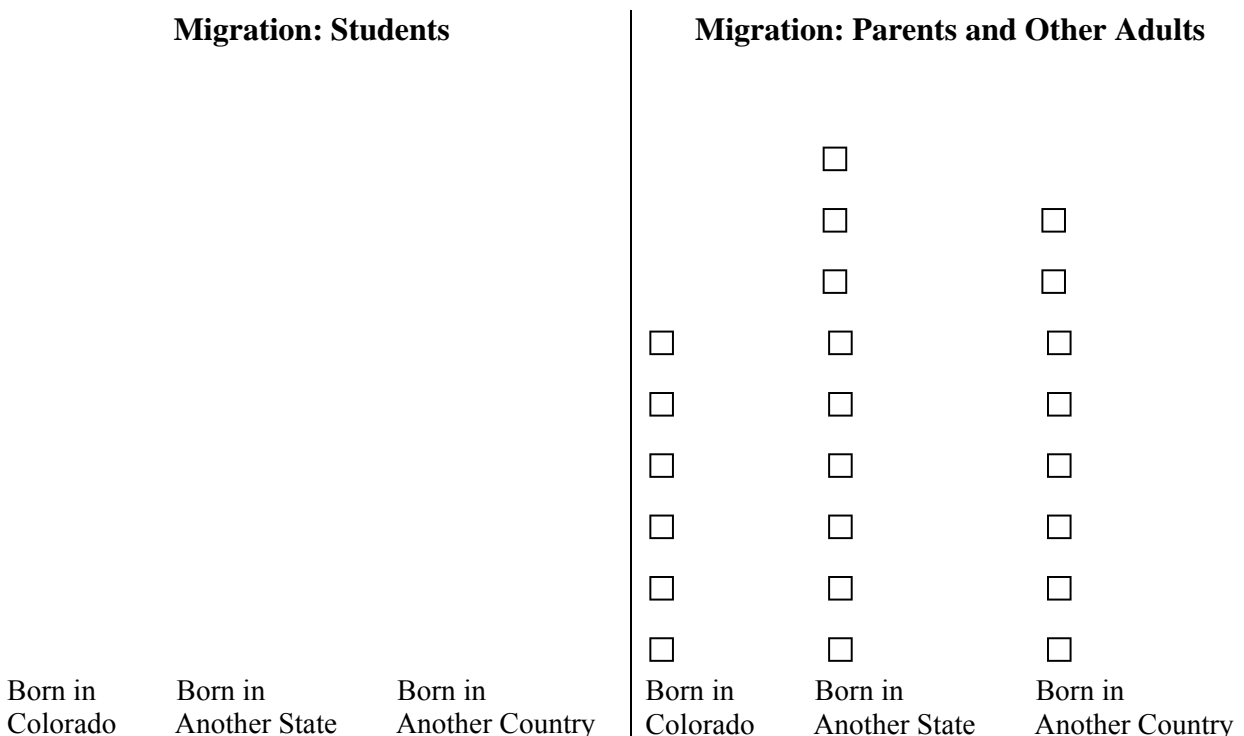
Introduction:

This lesson serves as the kick-off for a unit of study on immigration in Colorado. Students begin by creating graphs representing migration within their own families. They then develop definitions of *migration*, *emigration*, and *immigration*. Through a K-W-L activity, they identify what they know about this topic and what they would like to know. They then view the video program, *The New Coloradans*, completing a worksheet as they view the program.

Objectives: At the conclusion of this lesson, students will be able to:

- Define *migration*, *emigration*, and *immigration*.
- Explain reasons that immigrants come to Colorado.
- Pose questions for inquiry into the topic of immigration.

Materials and Preparation: You will need *The New Coloradans* DVD and appropriate equipment for showing it. You will also need copies of the **On the Move: Migration in Our Class** and **The New Coloradans Viewing Guide** handouts for all students and three colors of self-adhesive notes. You will need to make labels for the graphs students will be constructing, including overall titles (Migration: Students and Migration: Parents and Other Adults) and labels for the bars (two each: Born in Colorado, Born in Another State, Born in Another Country). Below on the left is an example of how the blank graph should look drawn on the board; on the right is an example of how the graph might look completed with students' self-adhesive notes.



Students will need access to print or online dictionaries. You will also need somewhere to create a K-W-L chart—either on posting paper or a section of the board that can be left intact throughout the unit.

Procedure:

1. The day before you will teach this lesson, distribute **On the Move: Migration in Our Class** to students and ask them to complete it as homework. They may need to talk with one adult—for example, a parent, guardian, or other significant adult in their lives—to complete the handout (if they know where their parents were born, they can complete the handout without adult input). Be sure students understand that you are not interested in their legal status—the class will simply be looking at movement among its members.
2. The following day, explain that the class will be creating two graphs on the wall—one showing movement of students in the class, one showing movement of a parent, guardian, or other significant adult in their lives. Explain that one color of self-adhesive note will represent people born in Colorado, a second color people born in another state, and a third people born in another country. Point out the labels you have placed on the wall or board and allow students to select the color self-adhesive note that represents them and place it on the appropriate bar of the graph. Ask students: What does the graph show about migration, or movement, among students in our class?
3. Go through the same process to construct a graph showing migration among the adults students have information about. Again, ask students to interpret the graph: What does the graph show about migration, or movement, among adults that we know? Do you think we are typical? Tell students that in 2005 the Census Bureau estimated that about 10 percent of Colorado residents were born in another country, 48 percent were born in another state (or U.S. territory or commonwealth), and 42 percent were born in Colorado. How do class members and their families compare with the overall pattern for Coloradans?
4. Write the words *migrate* and *migration* on the board, explaining that to *migrate* means to move from one place to another; *migration* is the process of moving. Next, write *immigrate/immigration* and *emigrate/emigration* on the chalkboard and tell students that adding these prefixes creates words with opposite meanings. Ask them to speculate on the meaning of the terms and then to check their ideas with a print or online dictionary. Students should conclude that *immigration* means moving in; *emigration* means moving out. Ask: How can a person be an immigrant and an emigrant at the same time? (A U.S. citizen originally from Lithuania, for example, emigrated from Lithuania and immigrated to the United States.) While people in some countries, such as the United States, see immigration as a problem because they believe too many people are entering the country, in other countries, such as Lithuania, people are concerned that too many people, especially young people, are leaving their countries.
5. Tell students that they are about to begin a unit on immigration in Colorado, that is, the movement of people into Colorado. Specifically, they will be looking at people who have come to Colorado from other countries in the past fifteen years or so. This group of people has been called “The New Coloradans.”

6. Begin a K-W-L activity with students, first noting what students currently know (K) about immigration to Colorado. As you post information, ask students to identify where they gained that information—from the media, in other classes, from people that they know, etc. Tell students that they will use the video to begin filling in the L column—things that they have learned—as well as information that they want (W) to learn.
7. Distribute ***The New Coloradans Viewing Guide*** and make sure students understand that they are to use the guide as they watch the video. Note that the questions in the left-hand column can be answered in order—that is, the information to answer the first question is presented first, followed by the information to answer the second question, etc. Go over the questions so students will know what information they are seeking. In the right-hand column, students can make notes of things they learn or things they want to know.
8. Show the DVD. If you think students will have difficulty taking notes and watching the DVD at the same time, you may want to pause the DVD twice during the viewing to allow time for students to make notes, individually or in pairs. Following the viewing, ask students to share what they learned from watching the DVD. What new information did they gain? What surprised them? What preexisting ideas they had about immigration were supported or challenged by the DVD? If any of the information posted in the K section of the K-W-L chart was shown to be inaccurate, correct that information and add new information to the L (what was Learned) column of the chart.
9. Next, ask students to fill in the W column of the chart. What do they want to know about immigration to Colorado? Facilitate the process of turning the items they suggest into questions. You may want to provide some example questions or model development of such questions through a think-aloud process. For example:

I noticed that Martha said she entered the United States illegally, but now she is a legal resident. I wonder how that happened. How did Martha get the papers she needed to be a legal resident? Can people who enter the country without authorization today become legal residents? Can they become U.S. citizens?

The video mentioned that there are many policy questions about immigration under debate, but it didn't say exactly what our policy is. What is current U.S. policy on immigration? What are some of the ideas for improving policy?

The video says that Mexicans are the largest group of "new Coloradans," but as I listen to students around our school, I hear lots of other languages besides Spanish. Where have other new residents come from? What were their reasons for coming to the United States?

10. Explain that, throughout the unit, students will be adding answers to the questions as they discover them.

Extension/Enrichment:

Have students create a map showing migration in your class. Give each student two pushpins and two pieces of string. They can use the pushpins to mark where they were born, as well as where the adult they talked to was born. If they were born in Colorado, they will not need the string; if they were born somewhere else, the string can be used to connect the home state/country with Colorado. The strings should show people coming to Colorado from various directions.

If your class has studied Colorado history, this would be a good time to make connections with other periods in Colorado history when people have come to the state from various directions. While textbooks often focus on “Westward Expansion,” immigrants to Colorado have always come from all points of the compass. Indeed, the first non-native settlers came from the south. Working in groups, students might research historic immigration to Colorado, looking at people who came from the south, east, and west.

Have students begin a notebook of newspaper articles, editorials, letters to the editor, and cartoons about immigration. In collecting materials for their notebook, they should look for answers to the questions posted in the W section of the K-W-L chart.

Handout

On the Move: Migration in Our Class

Migration is movement of people from place to place. Many Americans have migrated from one place to another. They may have moved from another state, such as Illinois, to Colorado. They may have moved from another country, such as China, to Colorado.

Have you migrated? Have your parents or guardians? In this lesson, we're going to look at migration in our class.

Where Were You Born?

___ Colorado

___ Another state (List the state: _____)

___ Another country (List the country: _____)

Talk to a Parent, Guardian, or Other Important Adult in Your Life. Where Was She/He Born?

___ Colorado

___ Another state (List the state: _____)

___ Another country (List the country: _____)

Handout

The New Coloradans Viewing Guide

Directions: As you watch the video, answer the questions in the left-hand column below. In the right-hand column, make notes about things you learn from the video and some things you want to know about immigration to Colorado.

Specific Questions	Notes
1. From what country do the largest number of migrants come to Colorado? What percent of the state's foreign-born population is from this country? 2. Why did Carlos Carranza come to the United States? Are he and Martha happy with their decision? 3. What are former Governor Lamm's concerns about immigration?	Things I learned from the video:
4. What is an H-2B case? What kinds of jobs are involved in H-2B cases? 5. How do undocumented immigrants give to the U.S.? How do they take from the U. S.? 6. According to polls, what actions on immigration do Americans support?	Things I want to know:

2: The Immigrant Experience

Introduction:

This lesson focuses on the immigrant experience—why immigrants leave their home countries to come to the United States and some of the challenges they face in living in a new country. The video is once again a key source in this lesson, along with interviews with immigrants and literature about the immigration experience. Teachers may select one or both strategies to use in this lesson—interviewing immigrants and/or reading selected literature about the immigrant experience. Including literature to learn about the experiences of immigrants provides social studies teachers with an opportunity to collaborate with a language arts colleague to provide students with an interdisciplinary understanding of the complex issues inherent in discussions about the experiences of immigrants.

Objectives: At the conclusion of this lesson, students will be able to:

- Explain reasons that immigrants come to the United States.
- Describe some of the challenges immigrants face in living in a new country.
- Conduct an oral history interview and/or use literature to understand immigration as a human experience.

Materials and Preparation: Prior to the lesson, create a Quote Gallery by placing the quotes provided at the end of the lesson along one wall of your classroom, make copies of the **Analyzing the Carranza Family’s Story: A Case Study** handout, and make sure you have *The New Coloradans* DVD and equipment on which to play it.

If you plan to use the interviewing strategy, you will need copies of **Guidelines for Conducting Interviews**, and each pair or trio of students will need access to a portable tape recorder and tapes. You may need to locate and make arrangements for students to interview recent immigrants. The interviews can be done in or out of class.

If you plan to use the literature-based strategy, you will need to obtain several of the books about the immigrant experience listed below. This lesson will work best if multiple copies of the books can be obtained from other school libraries or the public library. Also, your media specialist can help you identify additional books about immigrant experiences suitable for middle schoolers.

- Buckley, Susan, and Elspeth Leacock. *Journeys for Freedom*. New York: Houghton Mifflin, 2006. Historical stories of people who sought freedom by migrating.
- Budhos, Marin. *Ask Me No Questions*. New York: Simon and Schuster, 2006. The story of two Bangladeshi girls who are in the United States without authorization and face challenges in their efforts to stay in the country following 9/11.

- Buss, Fran Leeper. *Journey of the Sparrows*. New York: Penguin, 1991. Maria, Oscar, and Julia endure a dangerous journey from El Salvador to Chicago. Once there, they must adjust to a new culture and the constant fear of arrest and deportation.
- Hobbs, Will. *Crossing the Wire*. New York: HarperCollins, 2006. Victor leaves Mexico to find work in the United States, in order to send money to his family back home. Unable to afford a “coyote” to take him across the border, Victor uses his courage and brains to make it “across the wire” into the United States, but not all of his friends are so lucky.
- Hoobler, Dorothy and Thomas, *We Are Americans: Voices of the Immigrant Experience* (New York: Scholastic, 2003). This nonfiction book presents a chronological account of immigration to the United States; many excerpts from primary sources by immigrants are included.
- Jaramillo, Ann. *La Linea*. New Milford, CT: Roaring Brook Press, 2006. A boy and his sister face danger crossing the border to join their parents in the United States.
- Jimenez, Francisco, *The Circuit: Stories from the Life of a Migrant Child*. Albuquerque: University of New Mexico Press, 1997. Twelve separate but intertwined short stories follow the circuit of the migrant worker year as a family moves from crop to crop.
- Jimenez, Francisco. *Breaking Through*. Boston: Houghton Mifflin, 2001. A sequel to *The Circuit*, these 25 stories follow the migrant family as the children grow through adolescence into adulthood.
- Lasky, Kathryn. *Dreams in the Golden Country: The Diary of Zipporah Feldman, A Jewish Immigrant Girl*. New York: Scholastic, 1998. Zippy’s story begins on Ellis Island in 1903 and continues as she pursues her dream to become an actress in spite of her family’s opposition.
- Namioka, Lensey. *An Ocean Apart, a World Away*. New York: Dell Laurel-Leaf, 2002. In China in 1921, Yanyan’s desire to get an education and become a doctor puts her in conflict with Chinese expectations for women in that era. She chooses to immigrate to the United States, where she can pursue her dream.
- Na, An. *A Step from Heaven*. New York: Penguin, 2001. Young Ju Park and her family move from Korea to California when she is five years old. As she moves from childhood to adolescence, she confronts challenges and fears the unraveling of her family, as different members assimilate more and less quickly. A good exploration of the conflicts young people face when they belong to two cultures.
- Oswald, Nancy. *Nothing Here But Stones*. New York; Henry Holt, 2004. Emma, a Russian Jew, must cope with the desolate mountains of Colorado as she adjusts to her father’s decision to come to the United States to work in the mines. Based on the history of the Cotapaxi Jewish Colony of 1882-4.
- Ryan, Pam Munoz. *Esperanza Rising*. New York: Scholastic, 2000. Esperanza lives in an upper class world as the daughter of a rancher in early twentieth-century Mexico. The death of her father and the loss of the ranch lead Esperanza and her mother to a farm workers camp in California. Depression era labor strikes provide some of the obstacles to overcome as a girl learns to adjust to hardship.
- Villasenor, Victor. *Macho!* New York: Dell, 1991. Roberto is a strong and passionate 17-year-old who defies the odds and the violence of desperate people to make the dangerous trip from Michoacan in Mexico to the fields of California.
- Yep, Laurence, *Dragon’s Gate*. New York: Puffin, 1993. Otter, a 14-year-old Chinese boy, longs to go to America. When he reaches the United States, however, his expectations are shattered by the true nature of the work on the transcontinental railroad.

Procedure:

1. To stimulate thinking about the immigrant experience, ask students to walk around the Quote Gallery and read the quotes posted, thinking about what the quotes tell them about the reasons immigrants have come to the United States throughout our history and the experiences they have once they arrive. Encourage students to talk with each other to clarify meaning as they read the quotes.
2. When students have had the opportunity to read all the quotes, ask them to free write for three minutes about their responses to the quotes. Students can write in any form—complete sentences, a list of words and phrases, simple poems—the point is to write as steadily as possible for the time provided. They will not have to share their writing, although they will be sharing their thoughts about the quotes.
3. Conduct a brief discussion about what the quotes reveal about the immigrant experience. Develop a list of reasons people quoted came to the United States; also develop a list of some of the feelings and experiences they had upon their arrival. Do students think these reasons and experiences are common across many immigrants? Why or why not?
4. Tell students that in this lesson they are going to be looking at some case studies of immigration to learn more about reasons for immigrating and experiences once immigrants arrive in the United States. They are going to begin their analysis of case studies with one family's story from *The New Coloradans* DVD. Distribute the **Analyzing the Carranza Family's Story: A Case Study** handout and explain that students should look for answers to the case study questions as they watch the segment of the video about the Carranza family.
5. Show the segment of the DVD about the Carranza family (3:15 to 8:28; there is also a small clip from 22:06 to 22:20 about the family). Following the showing of the DVD, discuss the case study questions with the students. Based on students' analysis, add more information to the lists of reasons and experiences started in Step 3 above.
6. Tell students that they are going to have the opportunity to learn more about the immigrant experience by gathering additional case studies. They will do this by conducting interviews with immigrants who have settled in your community or by reading literature selections about the experiences of immigrants.

Option A: Conducting Interviews to Learn about the Immigrant Experience

7. Distribute the **Guidelines for Conducting Interviews** and go over the instructions with students. As a class, agree on the questions to be asked; you may use the questions provided on the handout or questions of your own choosing.
8. Organize the students into pairs or trios to conduct their interviews. If you have made arrangements for people to be interviewed, share those arrangements with students. If you have not made such arrangements, share strategies with students for finding interview

subjects and let groups do some planning with respect to how they will find a person to be interviewed and when they might conduct the interview.

9. You may also want to give students some opportunities to practice their interviewing skills and their ability to use the tape recorder by interviewing each other using such questions as “What are your memories of the first day of school?” Each student should have a turn as the subject and the interviewer. Debrief the practice session by discussing such questions as:
 - When you were the subject, what did the interviewer do that was helpful?
 - When you were the interviewer, what problems did you have? How could you solve those problems in your “real” interview?
10. Tell student show long they will have to conduct their interviews and prepare to report on a highlight from the interview. Encourage students to use maps, quotes, visuals, or short excerpts from their tapes in their reports. Remind students to write thank you letters to their interviewees.
11. After the reports have been given, collect information on a retrieval chart (see sample below). With students, develop some general statements about the immigrant experience that are supported by the information students gathered.
12. To conclude the lesson, ask students to write a one-page essay about why immigrants come to Colorado and their experiences as they settle in the state. Also allow time for students to update the K-W-L chart started in Lesson 1, checking to see if they have answered any questions in the W column, adding information to the L column, and correcting any information in the K column that they have found to be inaccurate.

Sample Data Retrieval Chart

Name and Date of Birth, and Home Country	Reasons for Leaving Home Country	Memories of the Journey and Date Arrived	Experiences and Emotions in New Home	Likes/Dislikes About Colorado	Type of Work Done

Option B: Using Literature to Teach about the Immigrant Experience (May Be Completed by Language Arts Teacher)

7. Obtain several of the books about the immigrant experience listed in the **Materials** section. This lesson will work best if multiple copies of the books can be obtained from other school libraries or the public library. Also your media specialist can help you identify additional books suitable for middle school students about immigrant experiences. Assign books or let students choose which book they will read. You could use the descriptions provided in the **Materials** section to give “mini-book-talks” on the books available. It is a good idea to have at least two or three students reading each book. You may want to have students read multiple books. Student reading of these books can be completed in class as an ongoing homework assignment.
8. As students read these selected books, ask them to keep in mind the following questions. Allow time in class for small-group discussion of the questions as students are reading:
 - What reasons were given (or can you infer) for the character in your book to leave his/her home country? Could these reasons be characterized as “push” or “pull” factors? That is, is something favorable pulling the person towards the United States? Or are bad circumstances pushing them out of their home country?
 - What challenges did the character face as an immigrant to the United States?
 - What expectations did the character in your book have for arriving and living in the United States? Were these expectations met by your character? Why or why not?
9. To culminate this part of the lesson, students can select one of the writing assignments below. The writing products should be shared across groups, so that students can compare and contrast the experiences of the characters.
 - Using a quote from the beginning of the lesson, find a similar quote from the book they read and write a brief analysis in which you hypothesize about similarities in the immigration experiences of the people involved in both instances. Also identify a quote from the book highlighting differences in the immigrants’ experiences and hypothesizing reasons for these differences.
 - Write a letter to the character in the novel read, giving him or her advice about how to adjust to the demands of life in the new country and pointing out places in the book where the character has, because he or she is unfamiliar with American culture, misinterpreted a conversation or event.
 - Create a venn diagram that illustrates the similarities and differences between the experiences of the immigrant who is the main character of your novel and the Carranza family.
 - Conduct web research to learn about the conditions in your character’s country of origin and speculate, in writing, on the effect this information may have had on the family’s decision to immigrate to the United States.
10. Allow time for students to update the K-W-L chart started in Lesson 1, checking to see if they have answered any questions in the W column, adding information to the L column, and correcting any information in the K column that they have found to be inaccurate.

Extension/Enrichment:

If students did the interviewing activity, they might work together to pool their interviews to create a book about immigration to your community. Your local historical society might be interested in assisting with the book or in placing it in their collection.

Students could use what they have learned about the immigrant experience to create a picture book about immigration for elementary-level students. What experiences would they feature? What reasons for coming to the United States? How would they illustrate the book to appeal to young people and convey the emotions and experiences of the immigrants featured in the story?

Students could investigate poetry about the immigrant experience, focusing particularly on Latino immigrants. Latino poets who write for young people include Pat Mora, Francisco X. Alarcon, Judith Ortiz Cofer, Gloria Anzaldua, Gary Soto, and Lorna Dee Cervantes. Lori Carlson has put together two collections of poems by Latino/a poets: *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States* (Henry Holt, 1994) and *Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States* (Henry Holt, 2005). While not strictly focused on immigrants, these collections might be of interest since they focus on the experiences of young people.

Quote 1

My dream was telling me to come here, and I felt it. I felt that that was the next step for me, and I just had to follow that gut feeling. I can't really explain it. I came with a little fear, because when I came from there, I was very young, really, but I made myself brave, and now I'm here. And, well, I suffered a lot to come over here.

Undocumented Honduran immigrant, on making the journey from Honduras to the United States. Source: The Historical Society of Pennsylvania, <http://www.hsp.org/default.aspx?id=522>.

Quote 2

I wanted to go to America. Much of our cinema came from the United States. Life seemed so glamorous. My favorite American films were the romance movies. I thought men in America treated women very differently than the way men in India treated women. . . . The women in these movies had so much control. They had many men to choose from. They were making decisions of which men they would want to marry. No one was making the decision for them.

Shanti, an Indian immigrant. Source: *We Are Americans*, by Dorothy and Thomas Hoobler, Scholastic, 2003, p. 161.

Quote 3

I had decided to leave the Philippines around 1957. The living conditions are not as good as they are here. People don't have so much money there, and they don't have many job opportunities. Also there is no dignity of labor.

Armando Tabotabo, a Filipino doctor and immigrant. Source: *We Are Americans*, by Dorothy and Thomas Hoobler, Scholastic, 2003, p. 172.

Quote 4

They didn't have people enough here to run the cotton mills and the factories. They used to go up there and offer people good jobs at good wages . . . I worked in Salem [Mass.] in a cotton mill for a while. . . . A lot of them couldn't speak any English, of course. The boss used to use me once in a while as an interpreter. I remember once he came over to me and said, "Dave, you see that little girl over there - her name is Marie. She just spoiled a yard of cloth. Come on over and give . . . a good bawlin' out and tell her it's comin' from me." I talked to her for a while but of course the boss couldn't tell what I was talkin' about. If he had I probably would have got fired on the spot.

David Morin, French-Canadian immigrant. Source: American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940, [http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field\(DOCID+@lit\(wpa113120607\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field(DOCID+@lit(wpa113120607))).

Quote 5

Me, when I came to this country, I came with a dream of being able to give my family a better life because in my country I don't own my house. . . . In Mexico it's real hard; that's why I came to this country.

One of my dreams is to give dignity to my people and to my family. I've had this crazy idea of possibly owning my own business.

Hector, Mexican immigrant. Source: *The New Coloradans*.

Quote 6

I came over here to marry Pietro . . . We were always good friends in the old country. He came over here to work in the sheds. Every month I got a letter from him. He told me how good the granite business was. He asked me to marry him, so I wrote back yes. I came over here in August. I liked Barre [Vermont]. It didn't seem strange to me. We were married right away. And right away a great many people came to visit me. . . . Italian people from the north of Italy who spoke my Italian and lived the way I lived. I had no time to be lonesome.

Melicenda Bartoletti, Italian immigrant. Source: American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940, [http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field\(DOCID+@lit\(wpa338052407\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/wpa:@field(DOCID+@lit(wpa338052407))).

Handout

Analyzing the Carranza Family's Story: A Case Study

Directions: Watch the sections of *The New Coloradans* about the Carranza family. The Carranza family will be your first case study of the immigrant experience. Answer the case study questions below as you watch the film.

1. Where did the Carranza family emigrate from?
2. When did they immigrate to the United States?
3. Why did Carlos come to the United States? Did Martha come for the same reason?
4. What stories do they tell about the journey to the United States?
5. What was life like when the Carranza's first came to the United States?
6. What emotions did the Carranza's recollect having in the early days in the United States?
7. What type of work do the Carranzas do?
8. What others kinds of activities do the Carranzas take part in?
9. What do the Carranzas like about the United States? What bothers them about the United States?
10. How have the Carranzas "become American"?

Handout

Guidelines for Conducting Interviews

To learn more about the immigrant experience, you are going to interview an immigrant to Colorado. When you have conducted your interview, you will be asked to share a highlight from your interview with the class. Your highlight should help your classmates understand why the person you interviewed came to the United States or important experiences they had after they arrived in Colorado. If possible, use a visual, quote, map, or a “sound bite” from your tapes to make your presentation interesting and authentic.

Your class will decide what questions will be asked. Everyone should start with the same list of questions. However, you may ask some unique questions based on things that the person you are interviewing says. Here are some example questions:

1. Where did you come from? Why did you decide to emigrate from your home country?
2. Describe your journey from your home country to the United States. What stories did you tell people back home about your journey? When did you arrive in Colorado?
3. What did you first notice that you liked about Colorado? What did you notice that bothered you?
4. What were your most memorable experiences in the first few weeks after you arrived here? What emotions did you have in those weeks?
5. Who was kind to you when you arrived? Did anyone take advantage of you?
6. What kind of work have you done since coming to Colorado?
7. What are some of your favorite activities today? Do you feel a part of the Colorado community?
8. Do you think your decision to come to Colorado was a good one?

Below are some tips for conducting your interview. You may want to practice these procedures with your teammate(s).

1. Set up your tape recorder. Use a 90-minute tape. Label the tape with date, name, and length of interview. Take a notepad to write questions that you think of as your interviewee is talking. You can also note correct spelling of names on the notepad.
2. Ask your interview subject for permission to tape the interview.
3. Begin the interview by asking the interview subject’s name and when they were born. This information will save you from asking other questions about dates.
4. Ask about related visual material—letters, documents, photographs—that is being discussed. You or the person you are interviewing may need to describe this material on the tape.
5. Thank your interview subject at the end of the interview. Tell them how valuable their story will be in helping your class understand immigration in Colorado.

3: Immigration Policy Reform

Introduction:

With an estimated 11 to 12 million unauthorized immigrants living in the United States today, most experts agree that our nation's immigration system is badly in need of reform—and that fact is reflected in the large number of reforms that have been proposed. In this lesson, students learn the basics of current U.S. policy, the problems with that policy, and some of the proposed reforms.

Objectives: At the conclusion of this lesson, students will be able to:

- Explain basic provisions of current U.S. immigration policy.
- List four goals of immigration policy identified by experts.
- Identify immigration reform proposals that address the goals.
- Construct an argument in support of a specific immigration reform proposal.

Materials: If you want to use the most current headlines on immigration, scan the newspaper for a week before you begin the unit. Otherwise, you can use the **In the News** overhead transparency. You will also need copies of the **A Brief Summary of U.S. Immigration Policy, Immigration Reform: An Introduction**, and **Policy Proposal Work Groups** handouts for all students. You will need to write each of the four goals of immigration policy on one-fourth of the **Policy Proposal Work Groups** handouts and make a set of the **Policy Reform Cards** for each of the four groups. Students will need materials for making posters.

Procedure:

1. Display the newspaper headlines you have gathered, or project the **In the News** overhead transparency. Ask: What might we infer from this list of headlines? (*Immigration is an important issue on which people disagree, there are different aspects of the issue of immigration, people all around Colorado are concerned with this issue, other answers.*)
2. Tell students that there are many suggestions for changing our country's immigration policy—its laws and procedures related to immigration. To understand those suggestions, students will need to know a little about what that policy is. Distribute **A Brief Summary of U.S. Immigration Policy** and go over the information provided with students.
3. Next, distribute the **Immigration Reform: An Introduction** handout to the class. Read the handout aloud with students. Discuss the fact that a state legislature is limited in its ability to address immigration policies, since overall policy is the responsibility of the federal government (note that some new state laws passed in 2007 are discussed in the **Teacher Background Information**). Be sure students understand the four goals of reform:
 - Promoting the rule of law and enforcement of immigration laws.
 - Strengthening national security.

- Providing assistance for immigrants to become citizens and assimilate into our society.
 - Promoting economic growth and development.
4. Explain that students will be working in small groups that specialize in the four goals of immigration reform. Organize the class into eight groups and assign each group one of the goals listed above (two groups will be working on each goal). Give students the **Policy Proposal Work Groups** handout and a set of **Policy Reform Cards**. Go over the instructions. First, each group is to decide which proposals address their assigned goal. From those proposals, each group will choose one proposal they think would be effective and develop an argument supporting that proposal. They will explain their proposal and supporting arguments on a poster. Be sure they understand that the listed proposals are actual proposals made at the local, state, or national levels.
 5. Next, ask groups to report their results and display their posters. What proposal did each choose? Why? Allow students from other groups to ask questions following each report.
 6. To conclude the lesson, ask each student to choose a policy proposal that they support. It may be the one their group advocated or an entirely different one. Ask them to identify the level of government that would act on this proposal and write a letter to a public official explaining why this reform proposal is a good idea. They should explain how the proposal would address one or more of the goals of reform.
 7. Once again, allow time for students to update the K-W-L chart started in Lesson 1. chec

Extension/Enrichment:

Invite the state senator or representative who represents your school's attendance area to talk with students about proposals regarding immigration that have been passed by the legislature or proposed but failed in the legislature. Student groups could present their policy proposals for feedback from the legislator.

Teacher Background Information:

In 2007 the Colorado legislature passed fewer bills related to immigration than in the previous year, but some new laws were enacted. A number of bills were also considered and not passed. Three bills passed in 2007 are:

- **House Bill 1040 - Warrants and Bonds for Illegal Immigrants:** This law requires courts to issue a warrant for anyone turned over to the federal Immigration and Customs Enforcement (ICE) who has posted bond on a criminal charge.
- **House Bill 1255 – Child Abduction Prevention:** This law allows a court acting on child custody issues to consider the probability that a party will abduct a child to another state or foreign jurisdiction.
- **House Bill 1314 - Permanent Rules Relating to Identification Requirements:** Requires the director of the Department of Revenue to issue rules regarding additional forms of identification that are acceptable to prove lawful presence to apply for public benefits.

Transparency Master

In the News

Dateline Boulder: Council Overwhelmingly Supports Allowing Non-citizens on Boards (*Boulder Daily Camera*, August 22, 2007)

Dateline Estes Park: New Citizens Pledge U.S. Allegiance (*Fort Collins Coloradoan*, August 22, 2007)

Dateline Grand Junction: State Patrol Joins Effort to Slow Illegal Immigration (*Grand Junction Sentinel*, August 12, 2007)

Dateline Denver: Help Wanted in Colorado—From Mexico; Lawmakers Want State to Recruit Laborers in Mexico (*Denver Rocky Mountain News*, August 22, 2007)

Dateline Aspen: Man Pleads Guilty to Child Abuse, Faces Deportation (*Aspen Daily News*, August 20, 2007)

Dateline Denver: Failure of Federal Immigration Bill Will Hurt Colo., Some Employers Say (*Colorado Springs Gazette*, June 28, 2007)

Dateline Omaha, Neb.: Union Calls Federal Immigration Raids “Increasingly Militant” (*Greeley Tribune*, August 16, 2007)

Dateline Tirana, Albania: Migrants Support Underground Economy (*Vail Daily*, August 20, 2007)

Dateline Denver: In-state Tuition OK’d for Citizen-Children of Illegal Immigrants (*Summit Daily News*, August 14, 2007)

Dateline Pueblo: Immigration Laws Lead to Worker Shortage (*Pueblo Chieftain*, August 12, 2007)

Dateline Denver: Federal Inaction Spurs States on Immigration (*Denver Post*, August 6, 2007)

Dateline Fort Morgan: Morgan County Schools 49.6% Minority (*Fort Morgan Times*, August 15, 2007)

Handout

A Brief Summary of U.S. Immigration Policy

Who Can Immigrate to the United States?

About 900,000 people legally immigrate to the United States each year. They enter under one of the following categories. Limits in each category result in long waiting lists.

- **Employment-based preference.** Most of these immigrants have high-level skills needed in the economy and not available among U.S. citizens. In recent years, this group has been dominated by engineers and people with computer skills. Up to 140,000 visas per year can be issued in this category; 10,000 of those visas are available for low-skilled workers.
- **Family-sponsored immigrants.** This category actually includes two subcategories: (1) a limited number of relatives who can be sponsored by an individual, which includes adult children of U.S. citizens, spouses and children of legal resident aliens, and siblings of citizens and (2) an unlimited number of minor children, spouses, and parents that can be sponsored by U.S. citizens. Up to 480,000 visas can be issued in this category annually.
- **Diversity.** This category allows individuals to come to the United States based on the fact that their home country was underrepresented among immigrants in the recent past. Up to 55,000 people can get these visas. They are chosen through a lottery.
- **Refugees/Asylees.** This category includes people fleeing their home countries because of persecution “on account of race, religion, nationality, membership in a particular social group, or political opinion.” Refugees are chosen from applicants outside the United States; asylees are people who reach the United States and then apply for entry. The President decides how many refugees can enter the country each year. The number of asylees is not limited. A lengthy process is involved in being approved as a refugee/asylee.

Naturalization

Legal immigrants have most, but not all, of the rights of citizens. They cannot vote or hold political office. They are ineligible for food stamps and Supplemental Security Income, a program for older and disabled people, until they have lived in the United States for five years. The law provides a process for legal immigrants to become citizens: they must live in the United States for five years, be of high moral character, demonstrate proficiency in English, and pass a test on U.S. history and government. Currently, the number of immigrants who become naturalized citizens is up from about 40 percent to slightly more than 50 percent.

Controlling Illegal Immigration

The United States has policies designed to control illegal entry into the United States. First, the Border Patrol, which has nearly tripled in size since 1990, works to stop illegal border crossings. In addition, fences have been built along some of the most popular crossing points on the U.S.-Mexico border. Second, employers must check the documents of all workers they hire; they can be subject to sanctions if they are found to employ unauthorized immigrants. However, employers need only check to see that documents appear to be genuine. Checking more closely or asking for more documents might be unlawful discrimination.

Handout

Immigration Reform: An Introduction

The number of immigrants to the United States and to Colorado has grown rapidly since 1990. Today, the number of immigrants living in the United States is at an all-time high. Many new immigrants are in the United States without authorization—they entered the country illegally or they have overstayed their visas. In Colorado, many of the unauthorized migrants are from Mexico. They come to the United States seeking work or better paying work—the difference in per capita income between Mexico and the United States is the largest of any two neighboring countries in the world. The migrants from Mexico stay, in part, because traveling back and forth across the border—once a common practice—is now too difficult and dangerous.

Reforms are currently being proposed at all levels of government. Experts say there are four main goals for reforming U.S. policy:

- Promoting the rule of law and enforcement of immigration laws.
- Strengthening national security.
- Providing assistance for immigrants to become citizens and assimilate into our society.
- Promoting economic growth and development

Immigration was a “hot topic” in the Colorado legislature in 2006. Governor Bill Owens even called the legislature into a special session on immigration two months after the regular legislative session ended. Here are some major bills passed by the legislature and signed into law in 2006:

- **House Bill 1023** requires all adults applying for nonemergency services to provide proof of citizenship or legal residence. This law, effective August 1, would stop unauthorized migrants from receiving retirement, welfare, disability, public housing, food assistance, unemployment, or similar payments.
- **House Bill 1017** requires businesses to swear that they have verified the legal status of their employees.
- **Senate Bill 90** prohibits local governments from enacting policies limiting officials from cooperating with federal immigration authorities.
- **Senate Bill 110** prohibits forging documents providing eligibility for employment.
- **Senate Bills 206 and 207** make smuggling of humans and trafficking in humans class 3 felonies.
- **Senate Bill 225** creates a special 24-person division of the Colorado State Patrol to deal with human smuggling.

Which goal of reform does each of these new laws address? What does this tell you about the priorities of the Colorado General Assembly and its power to make policy regarding immigration?

Handout

Policy Proposal Work Groups

Directions: Your group is studying proposals that will help meet the following reform goal:

From the list of proposals presented on the Policy Reform Cards, select those that you think will help meet your assigned goal. In your group, discuss the pros and cons of the proposals and choose one that your group would support.

Create a poster that explains your proposal and how it addresses your assigned reform goal. Think carefully about how best to present your proposal and your reasoning on the poster. Use the space below to sketch ideas for the poster; talk over these ideas within your group and decide on a design. Be prepared to present your poster to the class.

Policy Reform Cards (cut into cards)

<p>1. Pass legislation that promotes a path to citizenship for undocumented workers. Applicants will register for a temporary visa valid for six years. To qualify for permanent resident status, workers will have to clear security/background checks, pay fines and application fees as well as meet English and civic education requirements.</p>	<p>2. Pass and enforce stiff penalties against employers who exploit the cheap labor by violating laws about employing undocumented workers. Because the availability of jobs in the United States is the primary reason people enter illegally, cutting off the supply of jobs is critical to effective enforcement. More investigators are needed to enforce these laws.</p>
<p>3. Allow free movement of people back and forth between the U.S. and Mexico (much like NAFTA allows for free movement of goods and capital) and monitor their movement through border checkpoints so we know who they are.</p>	<p>4. Enforce legislation making it a criminal offense to assist an unauthorized immigrant entering the United States. This includes prosecuting church groups, service centers, and immigration-advocacy organizations, as well as smugglers or “coyotes.”</p>
<p>5. Implement a guest worker program. Willing workers would be matched with willing employers for temporary jobs that Americans do not want. Employer must first show a good faith attempt at filling these jobs with American workers. With backing from their employer, workers can renew their contract for three more years. If not renewed, they are deported.</p>	<p>6. Deny public social services to those who cannot establish their status as a U.S. citizen or legal resident alien. Unauthorized immigrants should not be eligible for any publicly funded services or assistance except those made available on an emergency basis or to protect public health and safety.</p>
<p>7. Close all “Day Laborer” Centers to cut off the flow of undocumented workers who are illegally hired by local employers and prohibit cities, towns, and counties from constructing day laborer centers.</p>	<p>8. Revoke automatic “birthright” citizenship, sometimes referred to as “anchor babies” (children born in the United States to parents of unauthorized immigrants). Under current laws, at age 18, a U.S.-born child of illegal immigrants can petition to obtain permanent legal residency for his or her siblings and, at age 21, for parents.</p>

<p>9. Offer after-school programs with civics and English language instruction to immigrants in local schools.</p>	<p>10. Require English language proficiency for students to graduate from high school.</p>
<p>11. Allow legal immigrant workers into the country only at the peak agriculture season and require them to return home when the season ends.</p>	<p>12. Pass legislation requiring all citizens to have a national ID card containing retinal scans, fingerprints, and other biometric data.</p>
<p>13. Erect more physical barriers at our borders, including walls that can't be climbed and many more miles of fences.</p>	<p>14. Require individuals who register to vote in local, state, and national elections to present proof of citizenship.</p>
<p>15. Pass legislation increasing the penalty for trafficking and smuggling illegal immigrants into the United States to a 15-year prison sentence.</p>	<p>16. Increase federal funding for bilingual education so that children can make progress in content courses such as science and math.</p>

4: A Fence or a Pathway? A Legislative Hearing on Immigration Issues

Introduction:

In this lesson, students look at immigration issues facing Congress by conducting a simulated legislative hearing on current immigration reform proposals. The hearing focuses on two contentious issues: (1) providing opportunities for undocumented workers to achieve legal residency and (2) building a fence to secure the U.S.-Mexico border, two ideas that are generally antithetical to each other. Congress acted on the fence question shortly after *The New Coloradans* was completed in 2006. However, because the fence legislation called for a fence on only one-third of the border and complete funding was not provided for construction, the fence still remains a “live” issue worthy of discussion.

Objectives: At the conclusion of this lesson, students will be able to:

- Explain the purpose of legislative hearings.
- Identify arguments on both sides of a controversial public issue related to immigration.
- Take and defend a position on a controversial public issue related to immigration.

Materials and Preparation: You will need copies of **Symbols and Strategies: A Fence or a Pathway?** for all students. You will need enough copies of each of the five **Role Cards**—the Senate Committee on the Judiciary and the four groups testifying before them—for students assigned to represent the role. You may also want to give members of the Senate Committee on the Judiciary copies of the other role cards so they will know what each group testifying is likely to say (in reality, groups generally submit written testimony prior to a hearing). You may wish to have a staff member from a congressional office serve as a resource person, coaching the groups as they prepare for the lesson and debriefing the activity.

Procedure:

1. Remind students of the reform proposals that they learned about in Lesson 3. Point out that as policymakers consider these and other reforms, they must evaluate such arguments as whether unauthorized immigrants hurt or harm the country’s economy. As they do so, legislators seek information that will help them make a good decision. One way they do that is by holding hearings at which citizens can provide testimony. Sometimes hearings focus on a specific piece of legislation; other times they look at a topic addressed by several bills. Hearings are held in committees, smaller groups of legislators who consider whether bills related to particular topics should be considered by the full House or Senate.
2. Explain that in this lesson, students are going to act as members of the Senate Committee on the Judiciary and people testifying before the committee on immigration reform. The committee has been assigned several bills related to immigration.

3. Distribute the handout **Symbols and Strategies: A Fence or a Pathway?** and allow time for students to read the material. To check for student understanding, use the “Questions for Discussion” at the end of the handout.
4. Organize the class into five groups—the committee and four groups that are going to testify before the committee. Give each group their **Role Cards**. (**Note:** Members of the actual Senate Judiciary Committee are listed at <http://judiciary.senate.gov/members.cfm>. If you wish to have students take the parts of actual Senators, you can use the list to make assignments, and students can then link to the websites of the Senators they are playing. Students representing interest groups could do additional research to flesh out their positions.)
5. Tell the groups to read the directions and ask any questions on which they need clarification before they begin their preparation. Allow time for students to prepare for the hearing.
6. Conduct the simulated hearing. At the conclusion of the hearing, ask members of the committee to explain their position on the two issues on which they took testimony. Debrief the hearing using the questions suggested below:
 - What were the strongest arguments for providing opportunities for unauthorized immigrants to become legal residents of the United States?
 - What were the strongest arguments for building a fence along the U.S.-Mexico border?
 - What did you learn from the discussion and testimony at the hearing? What purpose does such testimony and discussion serve?
 - If you were a Senator and your constituents were split on these issues, what would you do?
 - If you were a Senator and a majority of your constituents disagreed with your position, would you vote your own beliefs or your constituents’?
 - If your party told its members to vote one way but you disagreed with that position, what would you do?
 - Is a compromise possible on this issue? Why or why not?

If a staff member from a congressional office has served as a resource person, he/she can compare the hearing with actual hearings in Congress and discuss the Congressperson’s views on immigration bills currently before the Congress.
7. To culminate this lesson, as a homework assignment, students should write a letter to their local newspaper in which they explain and defend their personal positions on the immigration proposals they learned about in this simulation. Teachers can adapt this writing assignment for the students who served as senators on the Senate Judiciary Committee by assigning those students to write a letter to their constituents in which they explain their position(s) on both immigration reform proposals.
8. Review with students the K-W-L chart. Are they surprised or impressed with what they learned? Have they answered all the questions they wanted to answer? If not, how might they pursue these questions?

Extension/Enrichment:

Encourage students to use THOMAS (<http://thomas.loc.gov/>), a website from the Library of Congress, to track the progress of various immigration bills proposed in Congress. Students could also monitor C-SPAN (<http://www.cspan.org/>) to keep track of what is happening in Congress.

Teacher Background Information:

The Fence: On September 29, 2006, just before recessing for the run-up to the mid-term election, Congress passed the Secure Fence Act of 2006, requiring construction of 700 miles of fencing along the border in Texas, New Mexico, Arizona, and California, approximately one-third of the entire expanse of the U.S.-Mexico border (targeting stretches of the border where entry by unauthorized migrants is common). Twelve days before the election, on October 26, President Bush signed the bill into law. The bill also provides for use of advanced technologies to increase border security. The legislation does not provide for funding of the fence. While another bill signed by the president in October did appropriate \$1.2 billion for the fence, lighting, vehicle barriers, and high-tech equipment, estimates indicate that the fence may cost twice that amount or more.

At the signing ceremony, the president stressed a number of other actions being taken in addition to building the fence. These measures include increasing funding for border security (from \$4.6 billion in 2001 to \$10.4 billion in 2006), adding 3,000 new Border Patrol agents, and increasing beds in detention facilities to support ending “catch-and-release” policies.

The day before President Bush signed the Secure Fence Act, CNN released a poll indicating that only 45 percent of Americans favor the 700-mile fence, while 74 percent favor increasing the number of Border Patrol agents. The fence bill was roundly criticized by Mexican leaders and the Organization of American States. The head of the National Border Patrol Council, T.J. Bonner, was less than enthusiastic as well: “A fence will slow people down by a minute or two, but if you don’t have the agents to stop them it does no good. We’re not talking about some impenetrable barrier.”

In an excellent March 2007 four-part series about U.S. efforts to stop illegal immigration across the border, *The Denver Post* provided an update on the fence project. According to the *Post*, Homeland Security Secretary Michael Chertoff acknowledged in February that the government plans to build only 370 miles of fence. While 2000 miles of border will have a virtual fence made up of cameras and sensors in place to detect border-crossers (a similar virtual fence is planned for the U.S.-Canadian border), only the most heavily trafficked areas will see construction of a physical fence. The portion of the project slated for the U.S.-Mexican border is scheduled to be finished by 2011 at a cost of \$7.6 billion. Much of this money must still be appropriated, meaning that the building of the fence is still an open issue. (The entire *Denver Post* series on the border is available at <http://www.denverpost.com/fortressamerica>.)

A Pathway to Citizenship: A pathway to citizenship for immigrants who entered the country without authorization was one of the most controversial provisions of the comprehensive immigration reform package considered by but not passed by the U.S. Senate in 2007.

The 2007 Senate bill took a somewhat different approach than previous versions of the legislation. Under the bill, unauthorized immigrants who arrived in the United States before January 1, 2007, would be able to obtain a probationary card. This card would allow them to live and work legally in the United States but would not place them on the road to permanent residency or citizenship. Once border security was improved and the high-tech worker identification program was implemented, card-holders would be able to seek permanent residency status. They would have to pay a \$5000 fine plus fees in order to obtain a “Z visa.” After getting a Z visa, the process of receiving permanent immigrant status would take eight to thirteen years.

Opponents of this provision regarded it as “amnesty” and led the battle against the bill. Supporters felt that finding some way of dealing with the 11 to 12 million people currently in the country without authorization is a necessary part of the immigration policy reform process. Thus, this provision also remains very much a live issue, although most observers believe that no significant federal action will be taken until after the 2008 election.

Symbols and Strategies: A Fence or a Pathway?

Policies can be both strategies for achieving a goal and symbols of our national intent. This fact is particularly true for two proposed policies related to immigration: (1) building a fence along the U.S.-Mexico border and (2) providing a path for unauthorized immigrants to achieve legal status and/or citizenship.

Proposed Legislation: Build a Fence

Building a fence along the U.S.-Mexico border is intended to cut off the flow of people from Mexico entering the United States without documents. In recent years, the Border Patrol has cut off the relatively easy means of entry through large cities near the border. Yet migrants are willing to cross mountains and deserts to try to enter the United States. This fact illustrates just how hard closing the border is. Nothing short of a fence that is well guarded by the Border Patrol will truly close the border.

Those who favor building a fence argue that no other reforms can be seriously considered unless the border is first closed. The fence would also serve as a *symbol*, telling the world that *our national borders mean something*, that we are willing to protect our borders in order to keep our nation secure and our citizens safe.

Opponents of building a fence along the U.S.-Mexican border say that it sends the wrong message to the world. It says that the United States is becoming a closed society. In addition, they criticize the huge cost of building a fence. They say that even a fence could not keep people from coming to the United States. People who want to come will find another way. They might come across the Gulf of Mexico, for example, or travel to Canada and then cross the U.S.-Canadian border. The fence would have no effect on the 40 percent of unauthorized migrants in the United States who are “overstayers”—people who entered legally but stayed after their visas expired.

Proposed Legislation: Provide a Pathway to Citizenship

Offering a pathway to citizenship would also be a *symbol*, indicating that *the United States remains committed to its heritage as a nation of immigrants, a refuge for people who believe in the American Dream*. Offering a pathway to citizenship is a strategy for addressing the problem of the millions of unauthorized immigrants currently in the United States. While we are a nation that believes in the rule of law, we must also acknowledge that these hard-working immigrants serve an important role in our economy. Without their labor, those who favor the “pathway to citizenship” strategy argue, many industries would find themselves short of workers. Americans would have to pay more for the goods and services they need and want. In order to enter this pathway,

immigrants would have to prove that they have jobs, have not committed any crimes, and truly want to be citizens of the United States.

Those who oppose providing a pathway to citizenship for unauthorized migrants currently in the United States argue that it, too, sends the wrong message. They say that it mocks the rule of law on which our democracy is based and tells people that profits are more important than our system of laws. They say that opening a pathway to citizenship for people who have broken the law in order to enter the country would encourage more and more unauthorized migrants. These migrants will have good reason to expect that, at some point, they will be allowed to become legal residents. Furthermore, there would still be people living in the shadows, people who would not qualify for the pathway to citizenship because they do not have a job or are criminals. These are exactly the people we need to get out of the country.

Questions for Discussion

- In what ways would a fence and a pathway to citizenship be symbols? Does either of these symbols send the message you think the United States should convey about immigration?
- List arguments for and against a fence along the border. List arguments for and against a pathway to citizenship for unauthorized migrants. Do you think the same people support these two policies? Why or why not?

Role Card

U.S. Senate Committee on the Judiciary

The Senate Judiciary Committee is holding hearings about immigration. Several immigration reform bills have been assigned to your committee. You will be holding a hearing about two of these bills:

- **Providing opportunities for undocumented workers to achieve legal residency—a “pathway to citizenship.”**
- **Building a fence along the U.S.-Mexico border.**

You will hear testimony from two panels. One panel supports building a fence but opposes a path to citizenship for unauthorized migrants. The other panel supports a path to citizenship but opposes building a fence.

Preparing for the Hearing

1. Select a chairperson who will run the hearing. The issue of immigration does not necessarily split along political party lines. Members of both parties may agree on legislation to address immigration issues.
2. Create a list of arguments for and against providing opportunities for undocumented workers to achieve legal residency and for building a fence along the U.S.-Mexican border.
3. Develop questions you want to ask the people testifying at the hearing.

Committee Procedures

1. The chair calls the committee to order and introduces Panel 1—the supporters of building a fence along the U.S.-Mexican border. Panel 1 includes representatives of two organizations—Citizens for a Secure America and The Rule of Law Society. Allow two minutes for testimony from each organization.
2. Committee members ask questions of Panel 1 members.
3. Steps 1 and 2 are repeated for Panel 2. Panel 2 supports a legal path to citizenship for unauthorized migrants. Panel 2 includes an economist who has studied immigration’s effects on the economy, Dr. McKinley Miller, and a representative of the organization A Nation of Immigrants.
4. The chair adjourns the hearing.

Role Card (Panel 1)

Citizens for a Secure America

Your organization supports building a fence along the U.S.-Mexico border. Your primary concern is security—you want U.S. citizens to be safe. The large number of illegal immigrants in the United States is a threat to our security. In an age of terrorism, it is a bad idea to have a large group of people living here who are not committed to our country, who are here only for economic reasons. Other methods that have been tried to close the border have not worked, as shown by the 6.3 million unauthorized Mexican immigrants now living in the United States.

The fence will be expensive—but our safety is, as the commercial says, priceless. You also realize that a fence will not solve all the problems related to illegal immigration. However, since 57 percent of unauthorized migrants are from Mexico and another 24 percent are from other countries in Latin America, it will be a step in the right direction.. The border must be closed first—then we can consider other policy solutions to the immigration problem facing the United States.

To Prepare for the Hearing

1. Highlight or underline the most persuasive arguments in favor of your position.
2. Write a two-minute speech outlining your position.
3. Think about the questions you might be asked and how you could answer those questions. It may help to think about the arguments for the other side.
4. Pick a member of your group to deliver the testimony. Other members of the group can help answer questions.

Remember to thank the members of the committee and to be extremely polite during your testimony.

Role Card (Panel 1)

The Rule of Law Society

The foundation of our society is threatened by the U.S. government's failure to deal with the problem of illegal immigration. If our government does not take its own laws seriously, then how can we expect our nation's residents to do so? If we provide amnesty (i.e., forgiveness) to illegal immigrants and allow them to become U.S. citizens, even though they have broken the law, we are turning our backs on one of our nation's founding principles: the rule of law. The rule of law means *everyone* is subject to and must obey the laws of our nation. You are very much opposed to the idea of a pathway to citizenship for illegal immigrants.

You support building a fence along the U.S.-Mexico border, although you don't really like the message it sends. The fence is a somewhat desperate attempt to solve this problem, but desperate times call for desperate measures—and more than 11 million people who have broken the law to come or stay in the United States is a very serious problem. Other measures will be necessary to deal with the problems we currently face. Thus, your group also supports a national ID card, increasing the number of Border Patrol officers, and using high-tech surveillance methods to police our border with Mexico.

To Prepare for the Hearing

1. Highlight or underline the most persuasive arguments in favor of your position.
2. Write a two-minute speech outlining your position.
3. Think about the questions you might be asked and how you could answer those questions. It may help to think about the arguments for the other side.
4. Pick a member of your group to deliver the testimony. Other members of the group can help answer questions.

Remember to thank the members of the committee and to be extremely polite during your testimony.

Role Card (Panel 2)

Dr. McKinley Miller

As a well-respected economist at Oakville University, you have spent your career studying the economics of immigration. Immigrants, including unauthorized immigrants, play a vital role in the U.S. economy. It is unrealistic to talk about closing the borders and deporting unauthorized workers. These workers are needed to keep certain types of businesses profitable while controlling the prices of the products and services they provide. Also, the money sent by immigrants to Mexico (and other countries) is essential to the economies of the home countries.

Unauthorized immigrants must be provided a pathway to citizenship. There will be protections in the system—only immigrants who are working, who are not criminals, and who swear loyalty to the United States will be allowed to enter the pathway. A fence along the U.S.-Mexico border is not cost effective. We cannot afford the \$8 billion it would cost to build the fence. The money would be better spent helping Mexico develop its economy so that Mexicans would be able to find good-paying jobs in their home country.

To Prepare for the Hearing

1. Highlight or underline the most persuasive arguments in favor of your position.
2. Write a two-minute speech outlining your position.
3. Think about the questions you might be asked and how you could answer those questions. It may help to think about the arguments for the other side.
4. Pick a member of your group to deliver the testimony. Other members of the group can help answer questions.

Remember to thank the members of the committee and to be extremely polite during your testimony.

Role Card (Panel 2)

A Nation of Immigrants

Our national diversity, a product of immigration, is one of its unique and positive characteristics. Our culture's richness is based on the many traditions brought here by immigrants from around the world. A fence on the border would send the wrong message to the world and to our own people, almost all of whom were immigrants at some point in their family history. Immigrants from Mexico are not a threat to our national security—they are just people looking for a better life, like immigrants throughout the centuries before them. In fact, not a single terrorist has been captured trying to cross the border from Mexico to the United States.

To ensure that these immigrants are committed to the United States—and available to do jobs that U.S. citizens don't want—they should be given a pathway to citizenship or legal residence. We need additional policies to help Mexican immigrants integrate into American society, such as English and civics classes for adults and special programs to reduce the dropout rate among immigrant students.

To Prepare for the Hearing

1. Highlight or underline the most persuasive arguments in favor of your position.
2. Write a two-minute speech outlining your position.
3. Think about the questions you might be asked and how you could answer those questions. It may help to think about the arguments for the other side.
4. Pick a member of your group to deliver the testimony. Other members of the group can help answer questions.

Remember to thank the members of the committee and to be extremely polite during your testimony.

Supplemental *New Coloradans* Lesson: Immigration in the Presidential Election

Introduction:

When the comprehensive immigration reform bill failed to pass the Senate in the summer of 2007, many members and observers of Congress predicted that there would be no significant action or debate on immigration until after the presidential election of 2008. In this lesson, students explore public opinion polls regarding the issues voters feel are most important, research the presidential candidates' views on immigration, and participate in a simulated presidential debate on the topic. The lesson can best be used after students have completed other lessons on immigration so that they have a grasp of some of the core questions related to immigration reform.

Objectives: At the conclusion of this lesson, students will be able to:

- Analyze public opinion data about issues important to voters and assess immigration's importance in the election of 2008.
- Research presidential candidates' views on the issue of immigration.
- Take the role of a presidential candidate or a member of the press in a discussion of views on immigration.

Materials and Preparation: You will need to decide how many and which candidates you want to have students research. We recommend that you choose three or four from each party (you should definitely choose the same number from each party), which will give you some variety in terms of positions without getting an unmanageable number of groups. You will also need a group of journalists for each party. Thus, if you choose to have students research four candidates from each party, you will have a total of ten groups (four Republican candidates and a group of journalists to question them plus four Democratic candidates and a different group of journalists to question them).

Students will need access to research materials on the presidential candidates, either Internet access (see table at the top of the next page for the websites for current [as of September 2007] candidates) or print materials, such as reports of debates and speeches given on the subject of immigration.

For each candidate group, you will need a few copies of **Role Card 1** with the applicable information about their assigned candidate filled in. For each press group, you will need a few copies of **Role Card 2** with the applicable party information filled in.

You will also need copies of **What Do People Care About?** for all students.

Republican Candidates	
Sam Brownback	http://www.brownback.com/s/
Jim Gilmore	http://www.gilmore4president08.com/
Rudy Giuliani	http://www.joinrudy2008.com/
Mike Huckabee	http://www.mikehuckabee.com/index.cfm?FuseAction=About.Home
Duncan Hunter	http://www.gohunter08.com/
John McCain	http://www.johnmccain.com/Splash.htm
Ron Paul	http://www.ronpaul2008.com/
Mitt Romney	http://www.mittromney.com/
Tom Tancredo	http://www.teamtancredo.com/
Fred Thompson	http://www.imwithfred.com/
Democratic Candidates	
Joseph Biden	http://www.joebiden.com/home
Hillary Clinton	http://www.hillaryclinton.com/splash/
Chris Dodd	http://chrisdodd.com/splashpage/
John Edwards	http://johnedwards.com/splash/
Mike Gravel	http://www.gravel2008.us/
Dennis Kucinich	http://www.dennis4president.com/
Barack Obama	http://www.barackobama.com/
Bill Richardson	http://www.richardsonforpresident.com/

Procedure:

- Write the following dates on the chalkboard: June 2007 and November 2008. Point out to students that the comprehensive immigration reform bill failed to pass the Senate in June 2007. At that time, many members and observers of Congress said they expected that no significant immigration legislation would be considered before November 2008. Ask students: What is going to happen in November 2008 that would affect whether Congress considers immigration legislation before then? (*The election*) Why would an election nearly a year and a half away stop Congress from acting on immigration? (*Accept all answers students can support. Possible answers include the following: members of Congress do not want to have a recent vote on their record that could alienate some voters; members of Congress want to be able to blame members of the other party for lack of action on the issue; because President Bush has little time left in his term—i.e., he is what is known as a “lame duck”—his support for immigration reform will not be effective in convincing members of his party to vote for a reform package; the new president may have a different approach to immigration and we should let him/her propose a reform plan.*) Do the people making these predictions seem to think that immigration will be an important issue in the 2008 election? (*Yes*) Do you agree or disagree (*Answers will vary.*)
- Tell students they are going to have the opportunity to analyze some information from public opinion polls about the issues people think are most important. Pair students and give each pair a copy of **What Do People Care About?** Allow time for students to answer the questions on the handouts and then discuss student answers with the large group.

3. Close this part of the lesson by asking students to rate immigration's importance as an issue in the 2008 election, using a scale of 1 to 5 with 1 being not important and 5 being very important. Tally the responses and calculate an average.
4. Ask: Given what we know about the importance of the issue, do you think the presidential candidates have developed positions on this issue? (Students will probably say yes.) Tell students they are going to have an opportunity to investigate the presidential candidates' views on the issue through a research and presidential debate activity.
5. Create the number of student groups needed and assign each group a role, giving them the appropriate Role Card that you have prepared for them. Point out that there will be two separate presidential debates—one for Republican candidates and one for Democratic candidates. Ask students if they have seen a presidential debate and make sure that they understand the format is more like a panel interview than an actual debate. Candidates generally make opening statements and then answer questions from journalists or citizens. Sometimes candidates address each other directly, but such exchanges are usually limited.
6. Let students know what resources you have gathered for their research; of course, they can also draw on sources they find themselves. Let them know how long they will have to prepare for the debate.
7. Allow a one class period for the two debates (allow 15-20 minutes for each debate) and debriefing (10-15 minutes). As students watch the debate in which they are not participating, you may want to have them take notes of the candidates' positions on the various aspects of immigration policy. The following questions can be used in the debriefing:
 - How much did the candidates' positions on immigration vary? Were there certain elements (e.g., border security) where there was more agreement than others (e.g., a path to citizenship for unauthorized migrants)? What does this suggest to you?
 - Were all of the differences across parties or were some within parties? What does this suggest about the issue of immigration?
 - As you listened to the candidates, what arguments did you think were especially well articulated?
 - What questions were especially successful in getting the candidates to explain their positions more fully?
 - What questions would you like to ask the actual candidates about their positions on immigration? What information that you have learned about immigration would you like to make sure the candidates consider?

Extension/Enrichment:

Students could research positions of presidential candidates not selected for this activity or track the positions of announced candidates for the U.S. House and Senate.

Handout

What Do People Care About?

In your opinion, what are the most important issues facing the United States today? Do you think most people in the United States agree with you? Public opinion polls can provide information about what people care most about.

In August 2007, CBS News asked adults nationwide, “What do you think is the most important problem facing this country today?” The table below shows the answers respondents gave:

Problem	Percentage Listing the Problem as Most Important
War in Iraq	34
Economy/jobs	8
Health care	8
Immigration	7
Terrorism	5
President Bush	4
Gas/heating oil crisis	3
Poverty/homelessness	3
Other	23
Unsure	5

A month earlier, CBS News and the *New York Times* asked registered voters, “In deciding who you would like to see elected president next year, which ONE of the following issues will be most important to you?”

Problem	Percentage Listing the Problem as Most Important
War in Iraq	20
Terrorism and national security	17
Economy/jobs	17
Health care	16
Immigration	10
Education	8
Environment and global warming	7
Something else	5

In May 2007, CNN asked adults how important various issues were to them. Rather than asking them to identify one issue as most important, this poll allowed respondents to say whether an issue was extremely important, very important, moderately important, or not that important. The table on the next page shows those results:

Issue	Extremely Important (%)	Very Important (%)	Moderately Important (%)	Not That Important (%)	Unsure (%)
The situation in Iraq	51	37	9	2	
Terrorism	45	35	14	6	
Education	44	37	16	3	
Health care	43	35	18	4	
Gas prices	43	31	16	10	1
Corruption and ethical standards in govt.	41	36	17	7	
The situation in Iran	38	39	17	5	1
Social Security and Medicare	38	37	20	4	
Economy	33	46	16	4	
Illegal immigration	31	32	26	10	1
Taxes	30	40	23	6	1
Federal budget deficit	30	34	26	9	2
Global warming	27	26	27	19	1
Abortion	27	24	24	24	1
Gun policy	26	26	29	17	2
Stem cell research	20	28	28	21	3
Policies toward gays and lesbians	13	15	30	41	1

Questions for Discussion:

1. According to these polls, what do adults in the United States see as the three most important issues facing the United States?
2. How would you characterize the perceived importance of immigration? Does this surprise you? Why or why not?
3. If you were a member of Congress, would these results make you more or less likely to act on immigration before November 2008? Explain your answer.
4. If you were running for president, would these results influence your strategy? Explain.

Role Card 1

Candidate

Your group will represent _____ and his/her staff. You are seeking the presidential nomination of the _____ Party. You are getting ready for a presidential debate on immigration. You will prepare a one-minute opening statement that explains your core view on immigration policy. Be sure to think about the purposes of immigration reform:

- Promoting the rule of law and enforcement of immigration laws.
- Strengthening national security.
- Providing assistance for immigrants to become citizens and assimilate into our society.
- Promoting economic growth and development.

The reporters will then have the opportunity to ask the candidates questions. They will likely ask about aspects of the immigration reform package that was considered by Congress in 2007, such as a pathway to citizenship for unauthorized migrants, a guest worker program, stronger enforcement of laws making it illegal to hire unauthorized immigrants, and fences and other methods of protecting the border.

Your candidate's web site can be found at _____.
This will be a good place to start learning about his/her position. You may also want to look for newspaper or newsmagazine reports of your candidate's speeches and his/her performance in various debates.

While some group members prepare your opening statement, others should think about questions members of the press might ask and prepare possible answers.

Choose one member of your group to act as the candidate. During the debate, staff members can coach the candidate.

Role Card 2

Press

Your group will serve as members of the press asking questions of the candidates for the presidential nomination of the _____ Party. You are getting ready for a presidential debate on immigration. Following one-minute opening statements from the candidates, you will have the opportunity to question them about the details of their positions.

To prepare for the debate, plan questions that you think will elicit detailed answers. In framing your questions, be sure to think about the purposes of immigration reform:

- Promoting the rule of law and enforcement of immigration laws.
- Strengthening national security.
- Providing assistance for immigrants to become citizens and assimilate into our society.
- Promoting economic growth and development.

You may want to ask about aspects of the immigration reform package that was considered by Congress in 2007, such as a pathway to citizenship for unauthorized migrants, a guest worker program, stronger enforcement of laws making it illegal to hire unauthorized immigrants, and fences and other methods of protecting the border. You may also want to ask about more controversial proposals, such as denying citizenship to the American-born children of unauthorized migrants.

It may be helpful to know something about the candidates' positions prior to the debate. The participating candidates and their web sites are:

Choose one member of your group to act as the moderator. Plan who will ask follow-up questions and in what order. You may ask specific questions to individual candidates. You may also ask all of the candidates to respond to some questions. While you should have at least five good questions planned, you should also listen carefully to the candidates' opening statements and follow-up on interesting, confusing, provocative, or vague points.

Resources

This listing of Colorado Organizations, Online Sources and Materials, and Print and Video Resources is intended to help teachers expand their own and their students' understanding of immigration and the issues that surround it. The listing is by no means exhaustive—it should be thought of as a “starter list” of useful resources. If teachers know of resources that ought to be included, we invite them to let us know; we will gladly add other resources. Not included in the list are the voluminous coverage of immigration issues in the popular press or the scholarly literature on immigration, which considers the issue from historic, economic, legal, and sociological perspectives, among others.

Colorado Organizations

American Immigration Lawyers Association Colorado Chapter is the professional association of attorneys who deal with immigration cases. The statewide organization is located at 1776 S. Jackson Street, Denver, CO 80210; 303-757-3334.

The Bell Policy Center is a progressive Colorado “think tank.” One of the areas they have researched is immigration, producing a useful and current (December 2005) report, *Immigration Effects on Colorado and the Nation: A Review of Research*. General web site: <http://www.thebell.org/>. Report: <http://www.thebell.org/pdf/IMG-brief12-05.pdf>.

Colorado Alliance for American Immigration seeks tighter restrictions on immigration and withdrawal of services from unauthorized migrants. It is affiliated with FAIR (see entry below). <http://www.cairco.org/>

Congressional Immigration Reform Caucus is listed under Colorado organizations because it was launched by Representative Tom Tancredo, who seeks immigration reform focused on closing the border. <http://tancredo.house.gov/irc/welcome.htm>.

Defend Colorado Now seeks to enact a constitutional amendment that would ban provision of public benefits to unauthorized migrants. <http://www.defendcoloradonow.org/>

Independence Institute is a well-known conservative think tank that has produced a number of backgrounders on immigration and has recently undertaken efforts to develop common ground on immigration among conservatives. <http://i2i.org/immigration.aspx>.

Keep Colorado Safe was formed to fight the ballot initiative supported by Defend Colorado Now. <https://www.keepcoloradosafe.com/>.

Latin American Research and Service Agency has passed a resolution supporting immigration reform that “establishes a safe and humane immigration system consistent with our American values.” <http://www.larasa.org/>.

Latino/a Research & Policy Center is a center at the University of Colorado-Denver dedicated to developing better understanding of Latino/a communities in dialogue with the larger community with the larger community resulting in policy recommendations and changes that improve the quality of life for Latinos/as. The center is located at 1380 Lawrence Street, Suite 1100, Denver, CO 80204; 303-352-3700.

State Demography Office provides data about Colorado's population. <http://dola.colorado.gov/demog/demog.cfm>.

Online Sources and Materials

American Immigration Law Foundation, affiliated with the association of immigration attorneys, provides educational materials, legal services to support fairness for immigrants, and research related to immigrants' contributions to American society. <http://www.aifl.org/>.

Center for Immigration Studies is a nonprofit that works toward a "pro-immigrant, low-immigration vision" and provides many reports and papers. <http://www.cis.org/>.

Choices for the 21st Century at Brown University presents an online curriculum entitled *U.S. Immigration Policy: What Should We Do?* <http://www.choices.edu/twtn.cfm?id=66>.

Constitutional Rights Foundation presents a curriculum on *Current Issues of Immigration*. http://www.crf-usa.org/immigration/issues_of_immigration_2006.htm

Federation for American Immigration Reform, whose goals are to "improve border security, to stop illegal immigration, and to promote immigration levels consistent with the national interest," provides data and positions on policy proposals. <http://www.fairus.org/site/PageServer>.

Homeland Security: Immigration and Borders is a Department of Homeland Security page that provides links to various offices charged with executing aspects of current immigration law/policy. http://www.dhs.gov/dhspublic/theme_home4.jsp.

Immigration is an in-depth look at immigration throughout U.S. history from the Library of Congress. Many primary sources related to immigration are provided. <http://memory.loc.gov/learn/features/immig/introduction.html>.

Immigration Prof Blog, maintained by three law professors at the University of California Davis Law School—Kevin R. Johnson, Bill O. Hing, and Jennifer Chacon—provides up-to-the-minute news on immigration and immigration law. <http://lawprofessors.typepad.com/immigration/>.

Migration Dialogue, a center at the University of California Davis, provides "timely, factual and nonpartisan information and analysis of international migration issues," with particular attention to rural migrants. <http://migration.ucdavis.edu/>.

Migration: The Human Journey is a site from the National Geographic Education Network, whose theme for 2005-2006 is migration.

http://www.ngsednet.org/community/index.cfm?community_id=7.

Migration Information Source provides extensive information about migration at every level. <http://www.migrationinformation.org/>.

Mile High City: Immigrants is a page from the City of Denver, which provides an account of immigration to Denver by historian Tom Noel.

http://www.denvergov.org/AboutDenver/history_narrative_4.asp.

The New Americans: Economic, Demographic, and Fiscal Effects of Immigration is an in-depth study of immigration's effects on the United States, from the National Academies Press. <http://www.nap.edu/books/0309063566/html/index.html>.

News Batch provides a useful overview of current immigration policy and issues.

<http://www.newsbatch.com/immigration.htm>.

Office of Immigration Statistics is a U.S. government site that provides data on immigration. <http://uscis.gov/text/shared/aboutus/statistics/index.htm/>.

Old Colorado City Historical Society: Colorado Census Data provides county-by-county data from the censuses of 1870, 1880, 1890, 1900, 1910, and 1920.

<http://history.oldcolo.com/history/genhist/government/Census.html>.

Pew Hispanic Center studies numerous issues related to Hispanics in the United States, including immigration. <http://pewhispanic.org/>.

Population Reference Bureau is another source of detailed population data.

<http://www.prb.org>.

Rethinking Schools, a progressive reform group, provides information about their publication *The Line Between Us: Teaching about the Border and Mexican Immigration*, as well as resource lists.

<http://www.rethinkingschools.org/publication/mx/index.shtml>.

U.S. Census Bureau provides access to data from not only the decennial count of the population but other research on the people of the United States as well.

<http://www.census.gov>.

U.S. Immigration Policy from the Close Up Foundation provides an overview of immigration policy history, including a policy timeline.

<http://www.closeup.org/immigrat.htm>.

PBS Video and Web Resources

The video *The New Coloradans* was developed as a companion to a PBS series, *The New Americans*, just one of several programs about immigration the network has developed. Rich support materials, including essays, lesson plans, primary sources, and timelines, are available online. Here are a few of the more recent PBS programs related to immigration.

Beyond the Border provides an in-depth look at four brothers from Mexico who seek to find a better life in Kentucky. <http://www.pbs.org/itvs/beyondtheborder/>.

Destination America is a 2005 series focusing on reasons immigrants have come to America: economic opportunity, religious freedom, and artistic expression. The series also looks at reasons women immigrate. <http://www.pbs.org/destinationamerica/program.html>.

Farmingville is a *Point of View* episode looking at day laborers—their lives and their impact on the culture and economy of small towns across the United States. http://www.pbs.org/pov/pov2004/farmingville/special_wave_02.html.

The New Americans follows new immigrants to the United States, examining the process of becoming American in the 21st century. <http://www.pbs.org/independentlens/newamericans/index.html>.

The Online NewsHour, the site supporting the venerable PBS nightly news program, has featured many immigration-related stories. Conduct a keyword search from the home page to locate useful items. <http://www.pbs.org/newshour/>.