

Teaching Immigration in Partisan Times

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ISACS – November 8, 2019



THE
CHOICES
PROGRAM
BROWN UNIVERSITY

Explore the Past...Shape the Future
History and Current Issues for the Classroom



Immigration

Immigration and the U.S. Policy Debate

When I die, I hope it is at a faculty meeting or teacher inservice because the transition from life to death would be so subtle



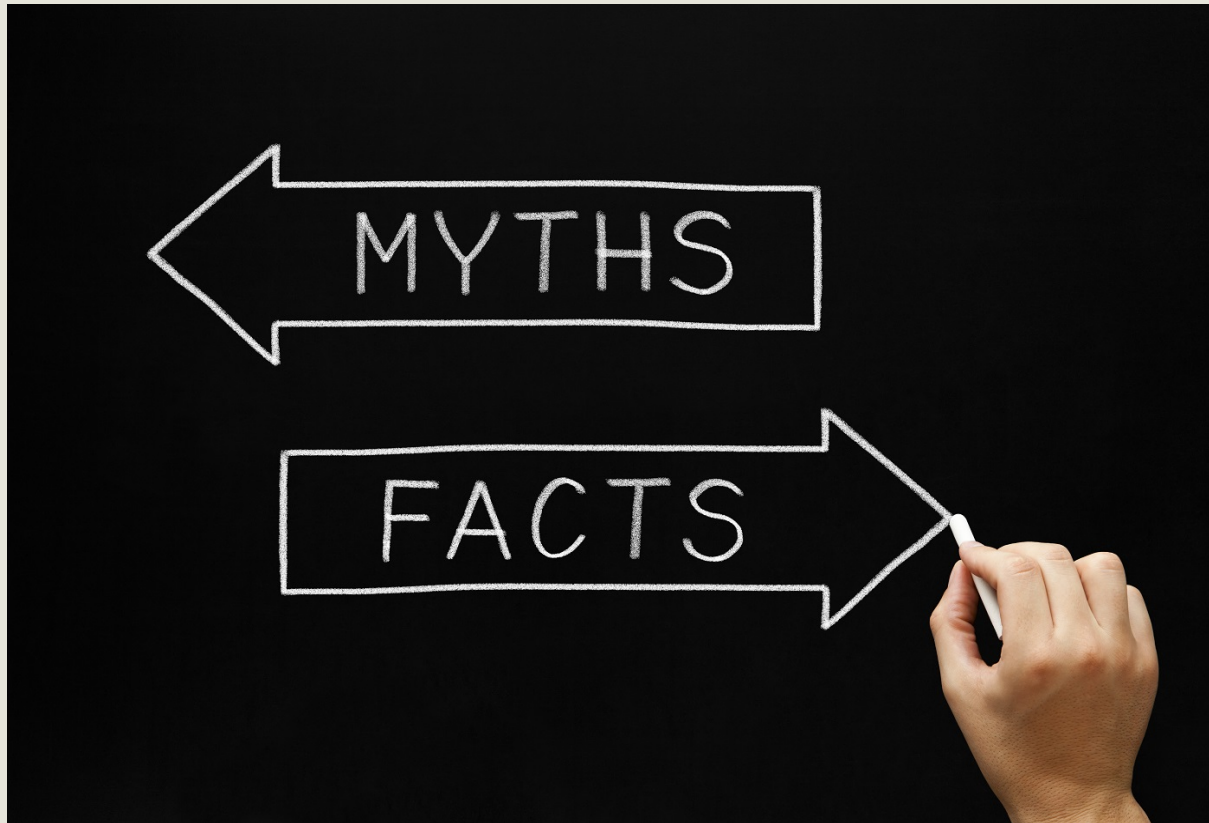
som^{ee}cards
www.som.com

Agenda – Means to an End

1. Investigating common assumptions and perceptions
 - Sorting myths vs. realities
2. Finding Common Ground
 - Personal Narratives
 - Local Resources
3. Engaging in Deliberative Dialogue -
The Choices Approach:
Immigration and the U.S. Policy Debate Unit
4. Free Resources, A Few Prizes?



What are the most common assumptions, fears, and concerns that many Americans have about immigrants in or entering the U.S.?



Common assumptions, fears, and concerns that many Americans have about immigrants in or entering the U.S.?



Dispelling myths and misperceptions



- “The U.S. is not being invaded: Cross Checking the Most Common Immigration Myths”



- “The Benefits of Immigration: Addressing Key Myths”



- “Myths and Facts about Immigrants and Immigration”



- “Pervasive Myths About Immigrants”

Sorting myths vs. realities

Undocumented immigrants in US pay state and local taxes, more than \$11.5 billion per year

Immigrants less likely to commit crimes or be incarcerated than native-born citizens

Immigrants make up 15% of work force, but 25% of entrepreneurs

Today's immigrants learning English at same or faster rate than earlier immigrant waves

62% of 11 million undocumented immigrants entered US at legal point of entry

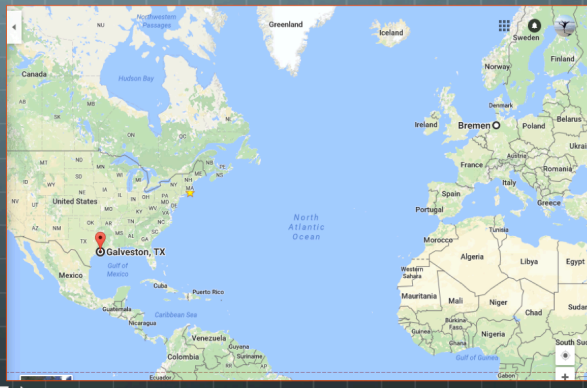
US net migration rate less than half the rate from 100 years ago

"This is
COMPLICATED!"

Finding Common Ground: Personal Narrative

1901 – Bremen to Galveston

Context – Industrial Revolution,
Worldwide Migration, Old vs. New Immigrants



- “We’re all migrants”?
Assignment
- Research and present family’s movement/
migration over three
generations
 - Photos, maps, interviews,
historical context
 - Immigrant encounters
- Diversity of experiences
for common goals
- Intentions
 - Mirrors and Windows to
Knowledge
 - Tone of respect

Germany to Texas – The Troeger Family

Context: Anti-Immigration, TB, WWI



What's your story? Why are you here?

- How many of you have moved at least once from the place you were born?
- How many of you or your parents, grandparents moved across county borders? State borders? National borders?
- Why have you or your family members made those moves? What were some of the reasons for that migration?
- Take a few minutes and read through the immigration story in your packet...
 - Doukenie Papandreos (Greece)
 - George Banover (Czechoslovakia)
 - Tong Nguyen (Vietnam)
 - Barbara Christian (Virgin Islands)

Windows and Mirrors?

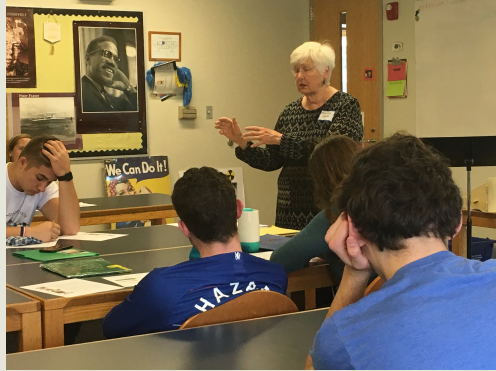
Immigrant Narratives

- Reasons for coming to America?
- Perceptions about America in making the Journey?
- Experiences in the United States

Personal Narratives

- Points of comparison and contrast to personal narratives by you or your students?

Finding Common Ground: Go Local



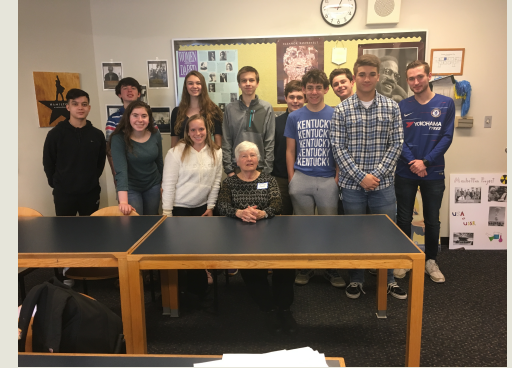
Maxwell Street
**LEGAL
CLINIC**

A program of Kentucky Equal Justice Center

Immigration Legal Help

Maxwell Street Legal Clinic is a program of Kentucky Equal Justice Center, a non-profit poverty law advocacy center.

We are a trusted source of high quality, low cost immigration legal assistance for the immigrant and refugee communities of Kentucky.

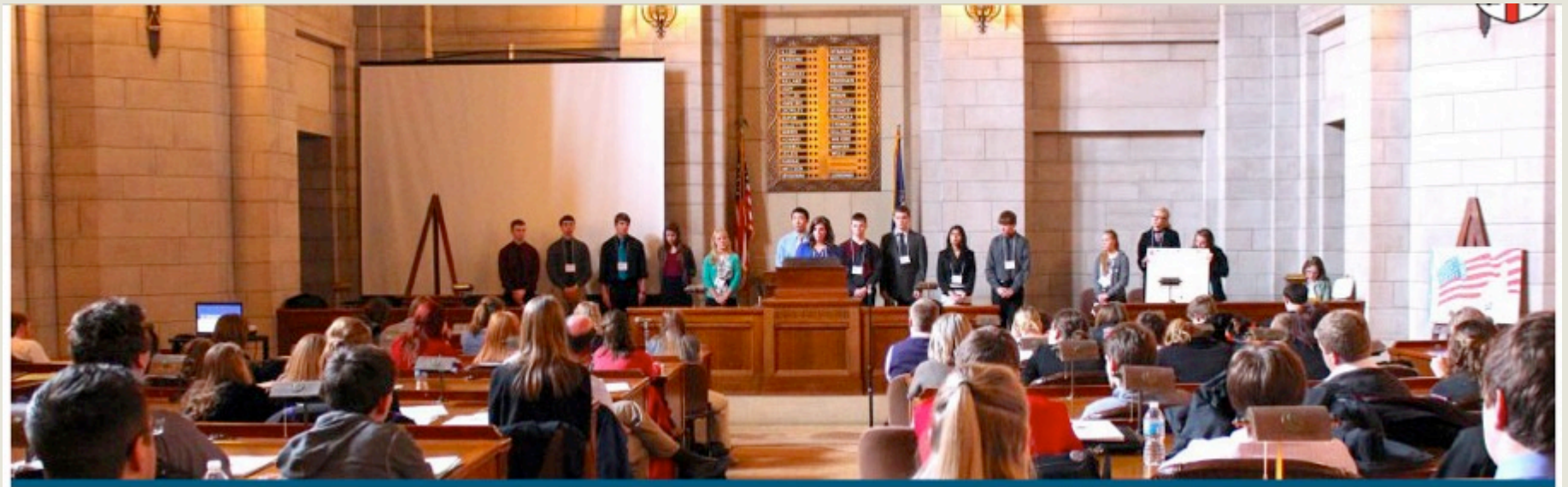


- Local resources, local stories
- Maxwell Street Legal Clinic
- Kentucky Refugees Ministries
 - Global Lex, Mayor's Office
- Local Businesses
- Cultural Events



Choices Program Mission – Engaging in Deliberative Dialogue

The Choices Program creates educational content that develops an understanding of the relationship between history and current issues to build a new generation of informed and engaged citizens.



Choices Approach

- ✓ Focus on critical thinking and skills needed for thoughtful, *deliberative* dialogue
- ✓ Values inform public policy



Will our future policy makers have the skills they need?

Choices Overview

Curriculum units

Current
Issues

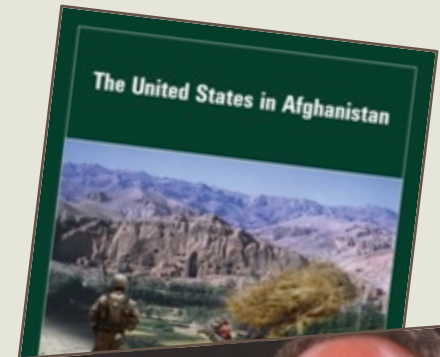
Historical
Turning
Points

Online materials support units

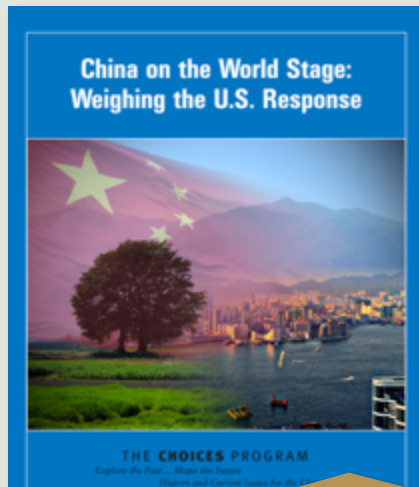
- 1,800+ Videos
- Primary Sources, Power Points, Graphic Organizers

Professional development

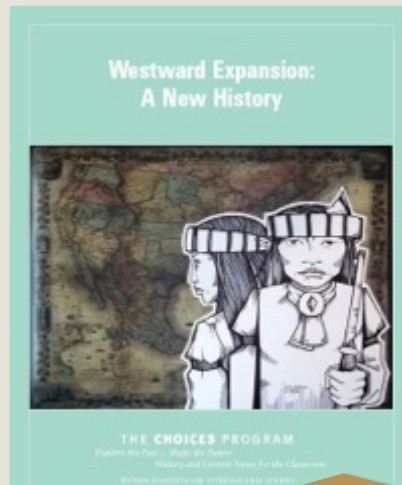
- Conferences, Workshops, In-services, and More



All Units Built Around an Essential Question



How should the U.S. relate to China?



How did different groups perceive and understand Westward Expansion?



Why did the U.S. invade Iraq in 2003?

Three Formats: Print, pdf, or digital

Free Teaching with the News

Current Lessons



The Impeachment Process and President Trump

October 2019



Teaching About Controversial Issues: A Resource Guide

August 2019



On the Brink of Nuclear War: Leadership and the Cuban Missile Crisis

June 2019



Seeking Asylum in the United States

May 2019

IMMIGRATION AND THE U.S. POLICY DEBATE

A Current Issues *and* an Historical unit

Three Themes

- Who can become an American? Who gets to decide?
- How has the economy affected ideas about immigration?
- How has security affected ideas about immigration?



#1 A Buy in Quiz

- Can you think of a time when people wanted to exclude immigrants to the United States because of their religion?



1894, Anti-Catholic cartoon.
Archbishop Satolli casting shadow over U.S.

- Have cultural, economic and security issues been used to limit specific groups from entry into the U.S.?



- “The word liberty makes me think of the fact that this country is the land of liberty for men of all nations except the Chinese.”
- Saum Song Bo, A Chinese immigrant, in response to the Chinese Exclusion Act and the building of the Statue of Liberty, 1885

Can you think of a time when someone in the United States proposed building a wall to keep out certain groups of immigrants?

“We should build a wall of brass around
the country.”

—John Jay, first chief justice of the Supreme Court,
(speaking about Catholic immigration, 1751)

Can you think of a time when there was anxiety about immigrants hurting the economy?

“So many immigrants coming into this country will break down the standard of living of our people. Shutting out from our shores the poor of other nations and races is caused by the law of necessity and self-protection consequent upon our industrial system.”

—Samuel Gompers,
President, American Federation of Labor, April 28, 1921

“Why should Pennsylvania, founded by the English, become a Colony of Aliens, who will shortly be so numerous as to Germanize us instead of our Anglifying them, and will never adopt our Language or Customs, any more than they can acquire our Complexion.”

Who said it?

Benjamin Franklin, 1751

What Is a Unit?

- Student Text (ST)
- Teacher Resource Book with the lessons (TRB)
- Videos (for most units)
- Supplemental Materials



How does the U.S. government decide who should be allowed to immigrate to the United States?



Scholars
[León Rodríguez](#)

Date Filmed
November 4, 2016

Related Units
[Immigration and the U.S. Policy Debate](#)

Student Text

Part I: Immigration and the U.S. Experience

(Colonial Era through Second Wave of Immigration, 1920)

Part II: U.S. Immigration in a Changing World

(The Great Depression through 1990s)

Part III: Immigration in the Twenty-First Century

(2001 through 2018)

Student Text

Reading

Headings and Subheadings

Easy to Chunk

Quotes

Visuals

Study Guide

Advanced Study Guide

Graphic Organizer

For each section, they provide guided practice and formative checks.

Name: _____ The Middle East: Questions for U.S. Policy
Advanced Study Guide

Advanced Study Guide—Introduction and Part I

1. What do people mean when they argue that the term "Middle East" is artificial or constructed?

2. How did the mandate system intensify imperialism in the Middle East?

3. What is Pan-Arabism?

4. W

5. W

Name: _____ The Middle East: Questions for U.S. Policy
Study Guide

Study Guide—Introduction and Part I

Vocabulary: Be sure that you understand these key terms from the Introduction and Part I of your reading. Circle terms that you do not know.

colonialism	Islam	anti-Arab racism
imperialism	Arab	anti-Muslim racism
nationalism	nationalist movement	anti-Semitism
state	revolutionary movement	Zionism
city-state	allies	mandate
empire	Arabism	anti-imperialist
monotheistic religions	racism	

Questions:

1. What countries are included in the definition of the "Middle East" in this unit? List them.

2. Which two empires ruled the Middle East in the third and fourth centuries?

3. When and where was the religion of Islam founded?

4. Who were the Young Turks?

5. Zionists argued that Jews could only flourish if they established an _____

6. Which war ultimately led to the end of the Ottoman Empire?

Lesley University



160 | The Middle East: Questions for U.S. Policy
Graphic Organizer

Name: _____

Graphic Organizer—Part I

Empires of the Middle East

Instructions: Use your reading to fill in the boxes below. Record two pieces of information about each of the empires. This could be information about the empire's rulers, residents, time period, territory, achievements, or challenges that it faced.

<p>Sasanian Empire</p> <ul style="list-style-type: none"> • • 	<p>Byzantine Empire</p> <ul style="list-style-type: none"> • •
<p>The Foundation of Islam</p> <p>When was Islam founded? _____ Where? _____ By whom? _____</p>	
<p>Ottoman Empire</p> <ul style="list-style-type: none"> • • 	<p>Safavid Empire</p> <ul style="list-style-type: none"> • •

Terminology

Instructions: Define each of the terms below in your own words. Record an example that you learned about in Part I of the reading that fits your definition.

Term	Definition	Example
Imperialism		
Colonialism		
Nationalism		

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Lessons

ST Part I:

Colonial Era - Second Wave of Immigration (1920)

- **Oral Histories of
Immigration**

*Personal Narrative as an
Historical Source*

- **Dillingham Commission**

Primary Source Analysis

ST Part II:

The Great Depression through 1990s

- **U.S. Immigration Trends**

Data Analysis

- **Immigrant Experiences
In U.S. History**

Comparative Analysis

ST Part III: 1990 - Today

Refugee Stories: Mapping a Crisis

- *Geographic and Data Analysis Skills*

Syrian Refugees: Understanding Stories with Comics

- *Geographic Skills, Personal narrative as historical source*

Options Role Play

- *Multiple Perspectives, Rhetoric Analysis, Speaking and Listening, and much more*

Personal Option: The Future Impact of U.S. Immigration Policy

- *Critical Thinking*

Synthesis

- *Source Analysis and Persuasive Writing*

Resettlement Challenges and Solutions

- *Creativity, Critical Analysis*

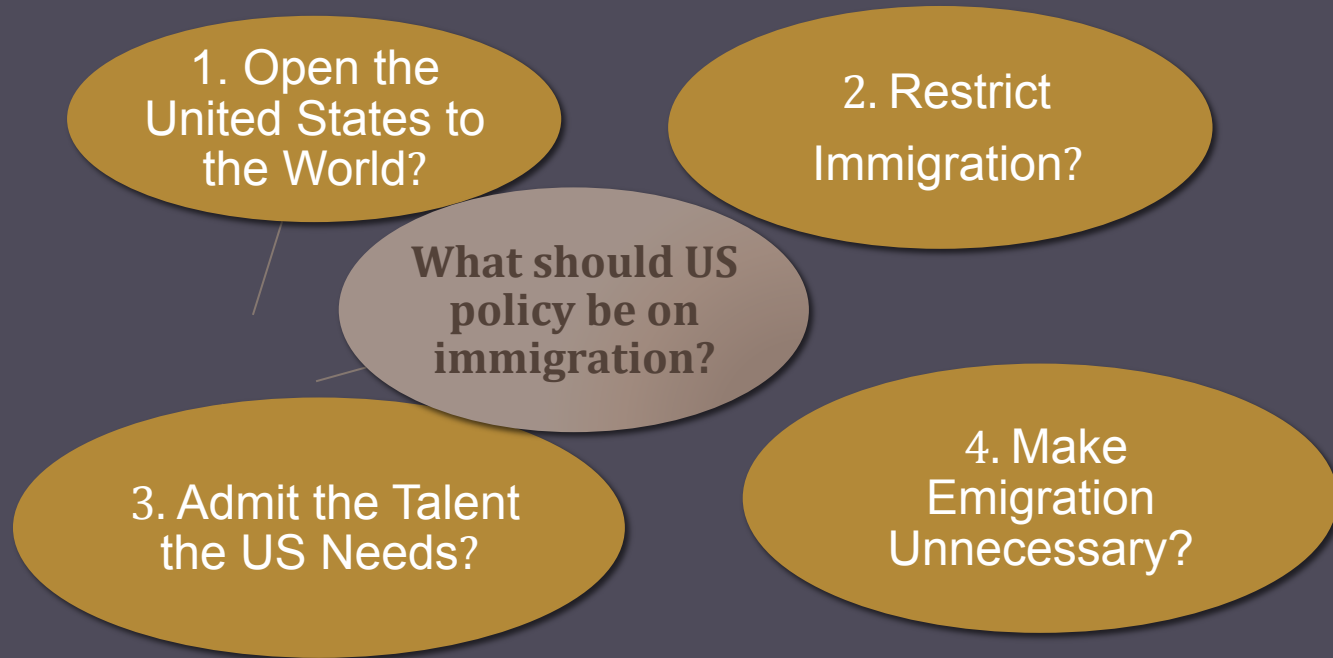
ENOUGH TALKING

Let's Try Some Lessons

1911: The Dillingham Commission

- Take 2-3 minutes to read and annotate the Dillingham document. (Self)
- Discuss with partner(s) (2 min.):
 - How are immigrants described by this commission?
 - What policies does it recommend?
 - Most powerful or surprising aspect?
 - How does it compare with the current debate?

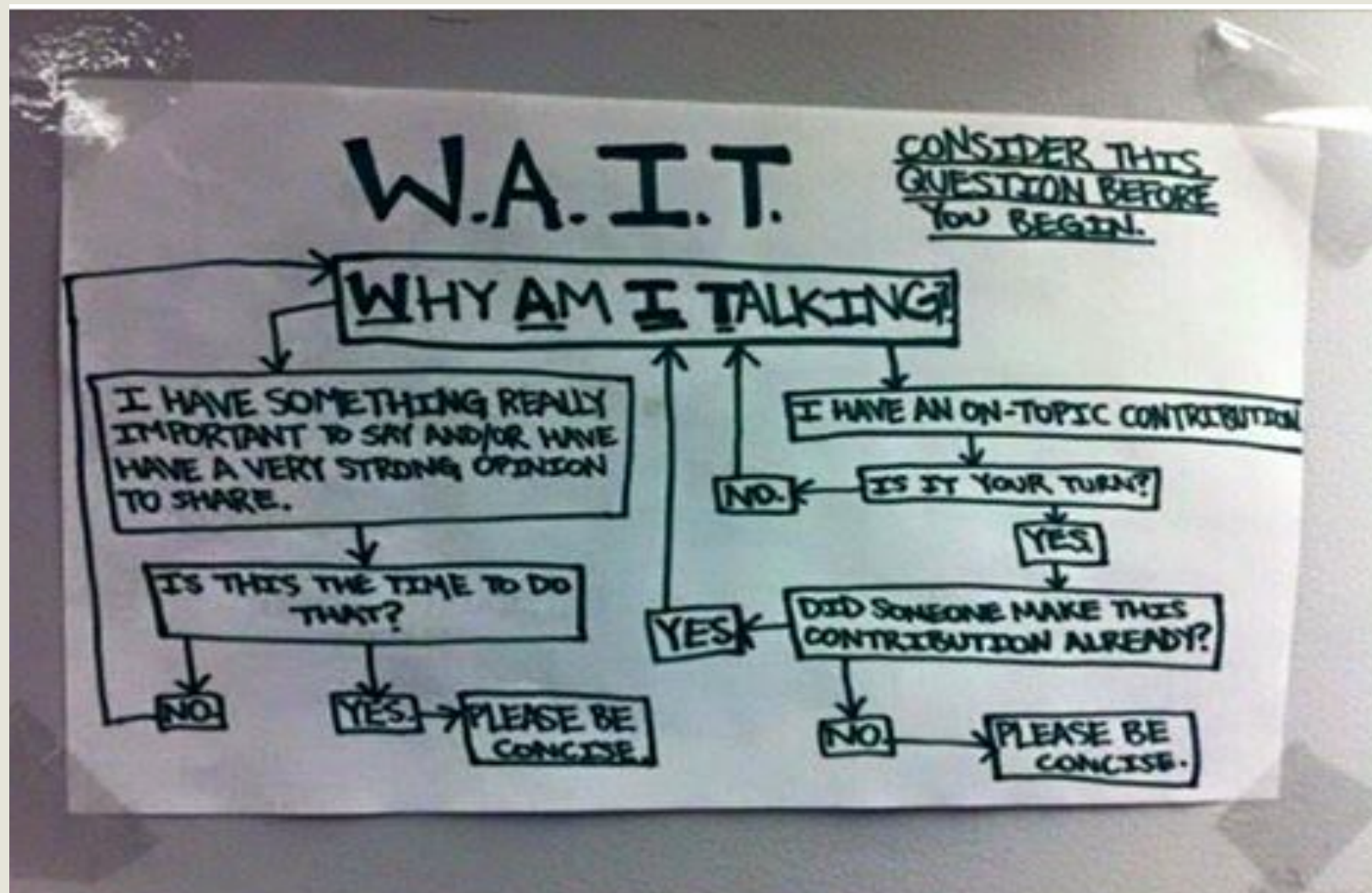
How might you use it?



OPTIONS ROLE PLAY

The Heart of the Unit

Why Conduct an Options Role Play?



Welcome to the Senate Chambers!



The purpose of the Options Role Play is for students to understand and engage deeply with multiple perspectives on an issue, so that, ultimately, they can draw on these perspectives to help them clarify what they think, and articulate and support their own perspective.

What Should U.S. Immigration Policy Be?

Typical Materials Included in an Option

- (Options in Brief)
- 2-3 paragraphs
- Values and Beliefs
- Policies/Next Step
- Pro and Con Argument
- Excerpts from
Historical Records

From the Historical Record

Mississippi Democratic Party, August 1964

"The Mississippi Democratic delegation did not leave the national Democratic Party; it left us."

Mississippi Senator James Eastland on the phone with President Johnson, June 23, 1964

"This Negro woman [Fannie Lou Hamer] in Ruleville that's been to Washington and testified that she was shot at 19 times is lying. Of course with anybody that gets shot at 19 times is going to get hit, and she hasn't been shot at a time, and nobody's tried to bother her. They let her sit in the Democratic county convention this morning."

Texas Governor John Connally, August 1964

"If you seat those black buggers, the whole

Senator James Eastland, May 27, 1954

"The southern institution of racial segregation or racial separation was the correct, self-evident truth which arose from the chaos and confusion of the Reconstruction period. Separation promotes racial harmony. It permits each race to follow its own pursuits, and its own civilization. Segregation is not discrimination. Segregation is not a badge of racial inferiority, and that it is not recognized by both races in the southern states. In fact, segregation is desired and supported by the vast majority of the members of both races in the South, who dwell side by side under harmonious conditions.

"The negro has made a great contribution to the South. We take pride in the constant advance he has made. It is where social ques-

thern people draw
stitutions with
ny judgment, will
urt to tamper.... Let
ident: There is no
The Negro race is

Beliefs and Assumptions Underlying Perspective 4

1. Segregation and white supremacy are the "natural order" of the South. Southerners will not change their traditions or give in to pressure from the civil rights movement or the federal government.

2. The civil rights movement in Mississippi is just a small group of outside

agitators and communists attempting to incite racial conflict and violence. The majority of Mississippians are content with segregation.

3. The compromise represents the abandonment of the white South by the Democratic Party.

Next Steps for Perspective 4

1. Reject the compromise and walk out of the convention to protest the federal government's support for integration.

2. Abandon the Democratic Party. Vote for Barry Goldwater and the Republicans in the upcoming election to send a message

that the South will not tolerate the federal government's support for civil rights.

3. Continue to work to prevent future attempts to force integration, voting rights, and racial equality upon Mississippi.

Task for Option Group Members

Make a persuasive presentation to Senators as to why your Option is the best one for them to adopt.

- ✓ (Pull from the readings and videos.)
- ✓ Make clear the **values** that support your option
- ✓ **Create** a visual/hashtag/slogan/bumper sticker
- ✓ **We don't care what you personally think...yet**

Task for Senators

TASK

- Create probing question for each option group
- Provide them with the arguments?

ADVICE TO STUDENTS

- Be fair to all groups.
- Listen thoughtfully to answers.
- Ask for help if one option seems more difficult.

Assessment



FLOW Of Our MINI-Role Play

- Volunteers from each option group makes a 1+ minute presentation.
 - Summary of option, identify at least one value option is based upon
 - Argument for why it is most favorable option for US policy on immigration
- Brainstorm kinds of questions Senators might make to question that option's position
- Any questions?



Welcome to the Senate Chambers!

- Option Group 1: Open the U.S. to the World
 - Summary/Value/Best Arguments For
 - Senate Questions?
- Option Group 2: Restrict Immigration
 - Summary/Value/Best Arguments For
 - Senate Questions?
- Option Group 3: Admit the Talent We Need
 - Summary/Value/Best Arguments For
 - Senate Questions?
- Option Group 4: Make Emigration Unnecessary
 - Summary/Value/Best Arguments For
 - Senate Questions?

Road Blocks, Problems, and What to Do About Them



Teachers Corner's Tool for ORP

www.choices.edu/resources/tools.php

Making Choices Work in Your Classroom

Below are suggestions about how to adapt Choices curricula to your classroom. They are drawn from the experiences of teachers who have used Choices successfully in their classrooms and from educational research on student-centered instruction.

Managing the Options Role Play

A central activity of every Choices unit is the role play in which students advocate different options and question each other's views. Just as thoughtful preparation is necessary to set the stage for cooperative group learning, careful planning for the presentations can increase the effectiveness of the Options Role Play.

Time is the essential ingredient to keep in mind. A minimum of forty-five to fifty minutes is necessary for the presentations. Teachers who have been able to schedule a double period or extend the length of class to one hour report that the extra time is beneficial. When necessary, the Options Role Play can be run over two days, but this disrupts momentum. The best strategy for managing the role play is to establish and enforce strict time limits, such as five minutes for each option presentation, ten minutes for questions and challenges, and the final five minutes of class for wrapping up. It is crucial to make students aware of strict time limits as they prepare their presentations.

Tools for the Options Role Play

Adjusting the Options Role Play for Large and Small Classes

YOUR PERSONAL OPTION

Don't Leave Home Without It

Personal Option

Info and
quotes
from ST

Focusing Your
Thoughts Sheet

"I think U.S. Immigration
policy should be____,
AND HERE IS WHY_____.

Info and
quotes from
videos

Info from the Role
Play and
Deliberation

Easy

Harder

Your Own Option

Instructions: In this exercise, you will offer recommendations for U.S. policy toward the Middle East based on your own beliefs and opinions. You may borrow heavily from one of the previous four options, you may combine ideas from two or more options, or you may take a new approach altogether. You should strive to craft an option that is logical and persuasive. Be aware of the contradictions that sometimes arise in U.S. policy (for example, claiming to promote human rights while supporting authoritarian governments that violate rights), and consider how your option will deal with these contradictions. Your responses to "Focusing Your Thoughts" should help you identify the guiding principles of your proposal.

1. What values and interests should guide U.S. policy in the Middle East?
2. Which issues in the Middle East deserve the most attention from the United States?
3. What specific policies should the United States pursue in the Middle East?
4. What are the two strongest arguments supporting your option?
 - a.
 - b.
5. What are the two strongest arguments opposing your option?
 - a.
 - b.
6. How would your option affect people residing in the Middle East? People in the United States?

Five page essay:

- ✓ Quotes
- ✓ Primary source document excerpts
- ✓ Specifics
- ✓ Budgets – If not numbers, what are you willing to *not* fund to make this a reality—and why? (Or, where will you put the \$ saved, & why?)
- ✓ Create a campaign to convince voters to support your plan....

An extra step in civic engagement...

- Develop personal option into a letter to your Senator or Representative
- Research and recommend policy based on options debate



BUYING UNITS ARE GREAT

But I need the free resources too

Free Teaching with the News

Current Lessons



The Impeachment Process and President Trump

October 2019



Teaching About Controversial Issues: A Resource Guide

August 2019



On the Brink of Nuclear War: Leadership and the Cuban Missile Crisis

June 2019



Seeking Asylum in the United States

May 2019

Free Videos

PART I: THE END OF AN EMPIRE



How has Turkey's geography affected its history?

STEPHEN KINZER



Why did Greece and Turkey carry out population exchanges after World War I?

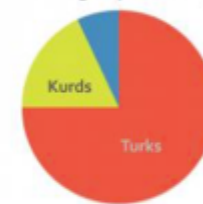
BARBARA PETZEN



What was the Armenian Genocide?

BARBARA PETZEN

Ethnic groups in Turkey



Who lives in Turkey?

BARBARA PETZEN



Turkey

Human Rights



PART III: CASE STUDIES IN HUMAN RIGHTS



Why was the arrest of Pinochet a topic of international controversy?

RICARDO LAGOS



Why should high school students learn about Brazil and the right to health?

AMY NUNN



Who was Augusto Pinochet and why is he an important figure in Chilean history?

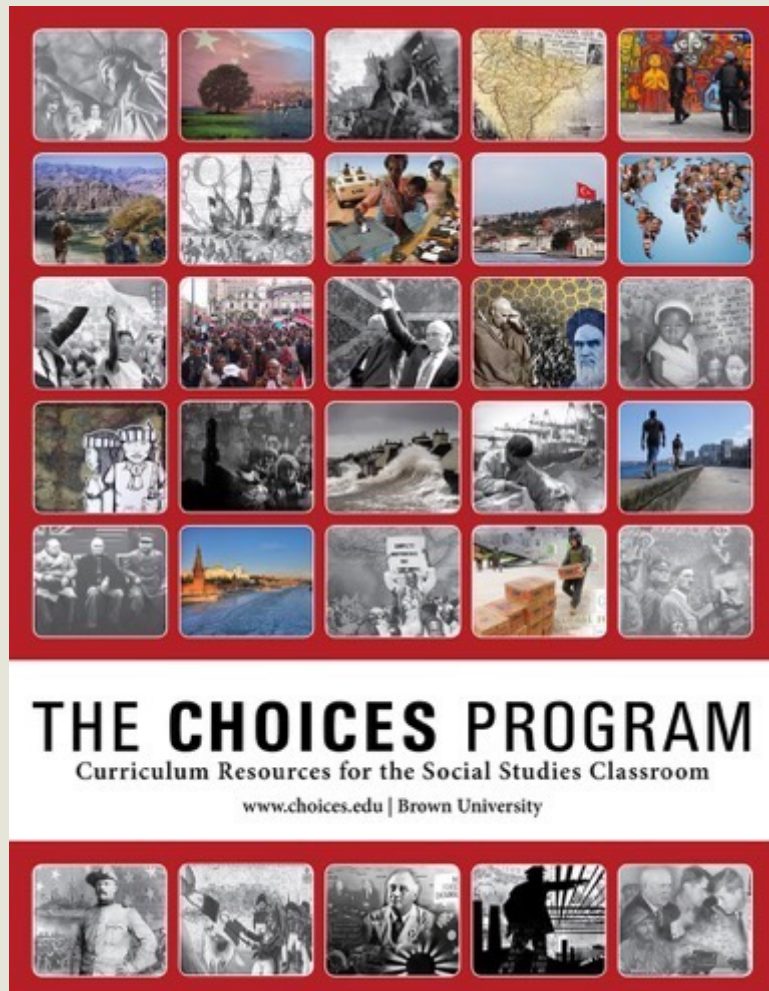
RICARDO LAGOS



What challenges does Brazil face in providing the right to health for its citizens?

AMY NUNN

Thank You!



- Make sure you've put your name/email address on sign in sheet
- Look for an email from Choices asking you to set up your password for digital editions
- Claim your prizes

#3 Four Corners

- The U.S. must remain a symbol of hope and opportunity for the people of the world.
- Only after our veterans, the homeless, and underemployed citizens are taken care of should we consider taking in refugees or immigrants.
- The U.S. has a moral responsibility to admit and resettle refugees as a means for addressing poverty and injustice around the world.
- U.S. immigration policies should be based on a realistic assessment of U.S. national interests, not on lofty ideals.