

The Changing Faces of America

Lafayette High School

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Approximate Timeline: January of 2003; 10 days of 90 minute periods

Area(s) of Core Content: Citizenship 9th grade

Organizers:

What do we mean by “American”?

Academic Expectations/Demonstrators and Core Content: *These standards will be formally assessed in the culminating project.*

Academic Expectation 2--Social Studies:

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Demonstrators for Academic Expectation 2.16

- Examine the societal implications of personal prejudices.
- Design strategies to resolve and effect change within a social system.

Academic Expectation 5--Thinking and Problem Solving:

5.4 Students use a decision-making process to make informed decisions among options.

Demonstrators for Academic Expectation 5.4

- Choose and defend an option; make a decision; monitor and adjust the effectiveness of a decision over time.

Academic Expectation 6--Integration of Knowledge:

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

Demonstrators for Academic Expectation 6.2

- Select and implement appropriate strategies to extend knowledge, skills, and experiences.

Secondary Standards: *These standards will be taught and assessed through the instructional activities, but will not be formally assessed in the culminating project.*

Academic Expectation 1--Apply Communication and Math Skills:

Secondary:

1.3 Students make sense of the various things they observe

Demonstrators for Academic Expectation 1.3

- Analyze, evaluate, and apply information gathered from



1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

Demonstrators for Academic Expectation 1.16

- Analyze and select appropriate technologies to efficiently complete a task and/or enhance productivity.

High School Core Content--Writing:

- WR-H-1 Purpose/Audience--The writer establishes and maintains a focused purpose to communicate with an audience by: narrowing the topic to establish a focus; analyzing and addressing the needs of the intended audience; adhering to the characteristics of the form; employing a suitable tone; allowing voice to emerge when appropriate
- WR-H-1 Idea Development--The writer develops and supports main ideas and deepens the audience's understanding by using: logical, justified, and suitable explanation; relevant elaboration; related connections and reflections; idea development strategies appropriate for the form
- WR-H-1 Correctness--The writer demonstrates: correct spelling; correct punctuation; correct capitalization; appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources
- WR-H-1.4 Characteristics of transactive writing may include well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose

High School Core Content--Social Studies:

- SS-H-3.4.4 The interdependence of personal, national, and international economic activity often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues).
- SS-H-4.3.1 Humans tend to settle in or near urban areas, depending on the availability of resources (e.g., jobs, markets, industry); therefore, urban areas vary in size, arrangement, and function.
- SS-H-4.3.2 Human migration has major physical and cultural impacts and can be the result of pressures or events that push populations from one place or pull them to another (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity).
- SS-H-4.3.3 Technology has facilitated the movement of goods, services, and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, or rivers).

Essential Questions:

1. What push/pull factors cause people to choose a region in which to live?
2. What guides U.S. policy of Immigration and how effective is this policy?
3. Describe the process of naturalization in the U.S.
4. How does how we define ourselves affect how others see us?
5. How do our perceptions of others affect the relationships we have in society?

Culminating Performance:

What should the United States' future Immigration policy be?

I have just immigrated to the United States, what do I need to know to be an effective citizen of the United States? You may create either a brochure, web page, PowerPoint Presentation or a presentation approved by your instructor.

Scoring Guide

Level 4:

Students show extensive understanding of concepts relating to the naturalization process. Including the how, where and why of the naturalization process.

Level 3:

Students show a broad understanding of concepts relating to the naturalization process. Including the how, where and why of the naturalization process.

Level 2:

Students show a basic understanding of concepts relating to the naturalization process. Including the how, where and why of the naturalization process.

Level 1:

Students show a minimal understanding of concepts relating to the naturalization process. Including the how, where and why of the naturalization process.

Evaluation Component

Multiple Choice test on Immigration, Naturalization, types of people, given as pretest and posttest.

Knowledge:

- Cultural diversity
- Naturalization process
- Past and current US immigration policies
- History of immigration
- Cultural education, awareness, understanding
- World geography
- Interdependence of economics

Technology Standards

- T2.1 Extract information appropriately and record citations
- T3.1 Use proper citations
- T4.4 Locate information using the Internet
- T5.3.2 Scan for information within an Internet document
- T5.6 Enter and edit word processing information
- T5.7.2 Enter, manipulate and create visual representation of data.
- T6.1 Select appropriate software for a task.
- T6.2 Publish information on the Internet.
- T6.4 Use a Word Processor to present information.
- T6.5 Create a presentation or product using application software.

Skills/Abilities:

- Argumentative skills

- Reading and writing skills
- FrontPage
- Publisher
- PowerPoint
- Excel (graphing)
- Mapping skills
- Inspiration

Critical Resources:

- Sierra Club. *Material World: A Global Family Portrait*. <http://www.sierraclub.org/books>
- Glencoe. *United States Government Democracy in Action*.
- <http://facinghistory.org>
- Brown University. *U. S. Immigration Policy in an Unsettled World*.
<http://www.brown.edu/Research/Choices/>
- Technology Resource Teachers (school and district)
- Computer lab
- Library media center and specialists
- Almanacs
- Classroom computers
- *Lands and Peoples* series.
- Encyclopedias
- Ellis Island video (came with text book)
- Handout on brochures <http://itech.fcps.net/trt10/Documents/Brochures.pdf>
- Handout on PowerPoint <http://itech.fcps.net/trt10/Documents/PptBasics.pdf>
- Census Bureau [Foreign-Born Population - Interactive Pop Quiz](#)
- Library of Congress Learning Page—Immigration activities
<http://learning.loc.gov/learn/features/immig/introduction.html>

Choices Board (Assessment throughout the unit)

Students are required to do blocks 1-4 and teacher will assign either 5 or 6. Students will choose one block from 7, 8, or 9. Extra credit may be assigned for extra blocks completed by students (at teacher discretion).

<p>Read 387-397 in textbook. Complete worksheet. On back of worksheet, answer questions 1-6 on page 397</p> <p style="text-align: right;">40 pts. 1</p>	<p>Readings- Part 1 Read and answer study guide questions go over in class.</p> <p style="text-align: right;">20 pts. 2</p>	<p>Students will draw a map based on the assigned country. See teacher for handout #4. Predict where you would find similar features in the United States.</p> <p style="text-align: right;">95 pts. 3</p>
<p>Readings Parts 2 and 3 and answer study guide.</p> <p style="text-align: right;">40 pts. 4</p>	<p>Class Debate: Handouts will be given to students based on which format you are debating.</p> <p style="text-align: right;">45 pts. 5</p>	<p>Handout on bar graph (Student panel for debate assigned by teacher)</p> <p style="text-align: right;">45 pts. 6</p>
<p>Brochure</p> <p style="text-align: right;">60 pts. 7</p>	<p>Web Page</p> <p style="text-align: right;">60 pts. 8</p>	<p>PowerPoint</p> <p style="text-align: right;">60 pts. 9</p>

Grading /Points Scale

Total Pts.	300 points
A 92-100	276-300
B 91-83	249-275
C 82-74	248-222
D 73-65	221-195
F 64 and below	194-0

Brochure, Web Page, and Presentation Guidelines

Create a welcome brochure, web page or presentation to be distributed to United States immigrants to create a smoother transition to United States citizenship.

Your project must include:

- an inserted picture or map
- important places to know and people to contact (i.e. where to go to begin naturalization process)
- important laws immigrants should understand
- an in-depth explanation of steps to citizenship (naturalization processes)

You may also include (choose at least 2):

- transportation information
- employment opportunities and services
- traditions, customs and holidays
- entertainment information
- types of technology important to Americans

Category	Novice	Apprentice	Proficient	Distinguished
Purpose				
Audience				
Creativity				
<i>Naturalization</i>				
<i>Citizenship</i>				
<i>Geography</i>				
Grammar				
Spelling				

Instructional Activities

Prior to beginning the unit, students will be given a Pretest about Immigration.
Pre-test on Immigration (Document to be scanned.)

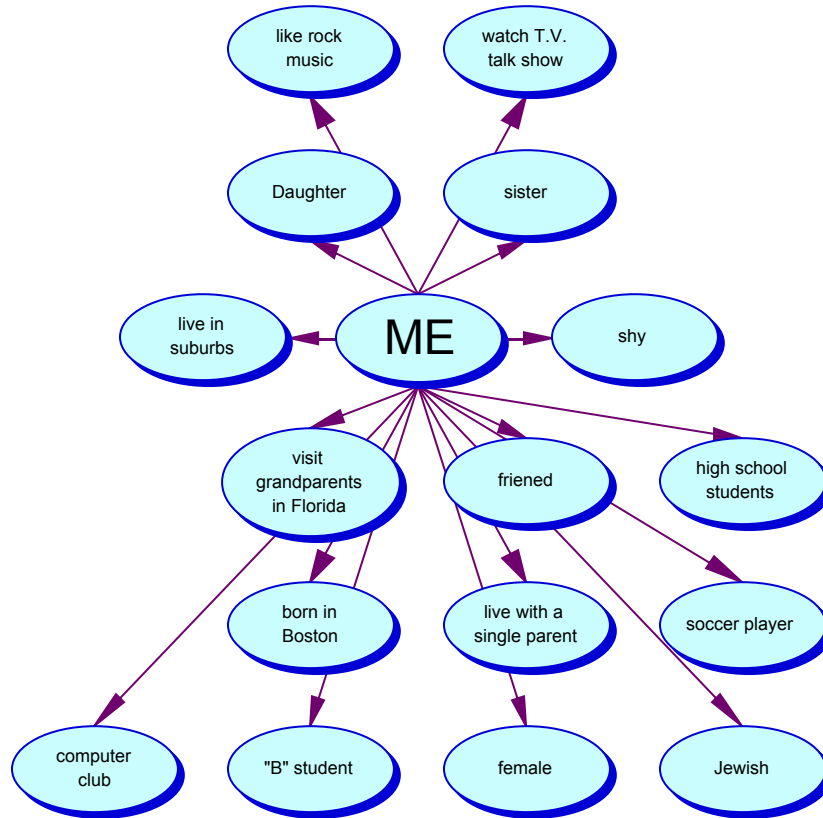
Day 1

Objective:

- Define identity as it relates to both themselves and others
- Connect questions of identity to real-life situations in their school, community
- Understand how to create identity charts
- Use reflective journal writing to interpret issues of identity

Activity:

1. Introduce the theme of identity with one of the following prompts:
 - Have students write a list of at least five but no more than ten words or phrases that describe them. Encourage them to use nouns as well as adjectives (roles and groups as well as characteristics—"girl", "Muslim", "flute player", "shy"). Circle or underline in two words or phrases that best describe themselves today.
 - Have students write for five minutes about their names and what they mean to them, thinking about how their names relate to who they are as a person.
2. Bring students back to the larger group by constructing a generic identity chart. As they share, put categories they mention on the chart. Discuss what these categories tell us about individual identity. Within discussion, have students think about these questions:
 - **How does how we define ourselves affect how others see us?**
 - **How do others perceptions affect the way we see/define ourselves?**
 - **How do these perceptions affect the relationships we have in society?**
 - **How fluid are our notions of identity? i.e. how does our identity change over time, within certain conditions?**
3. Have group expand their ideas of individual identity to larger group and/or national identity? **What do we mean by "American"?** If time permits, have the students define American identity as they did with individual identity and ask similar questions. If time is limited, perhaps have a few students share their reflections, or just have them think about their reflections as you introduce the video clip.
4. Show "Ellis Island" 30 minutes, Ask students to make note of language that is striking to them—what statements about identity sound familiar? which ones sound jarring? What messages about identity in the clip add to our building definition? Add their thoughts and responses to these questions to their journal.
5. Identity Web:



Connection to Facing History Scope and Sequence: The Individual and Society.

Day 2

Objective: After the lesson, students will be able to list the steps to naturalization and discuss the history of immigration.

Activity:

1. Pop Quiz on citizenship
2. Show answers on overhead
3. Journal: Discuss "Are these appropriate questions for citizenship? Why or why not?"
4. Lecture/Discuss
The waves of immigration and Naturalization Process
5. Complete Box 2 Reading 1

Day 3

Objective: After the lesson, students will be able to list the steps to naturalization and discuss the history of immigration.

Activity:

1. Complete Reading 1 (Insert Reading Strategy)
2. Begin Box 3 in class allowing time to work. Use classroom computer, Internet, Lands and People, World Books, almanacs, Material World, and atlas.

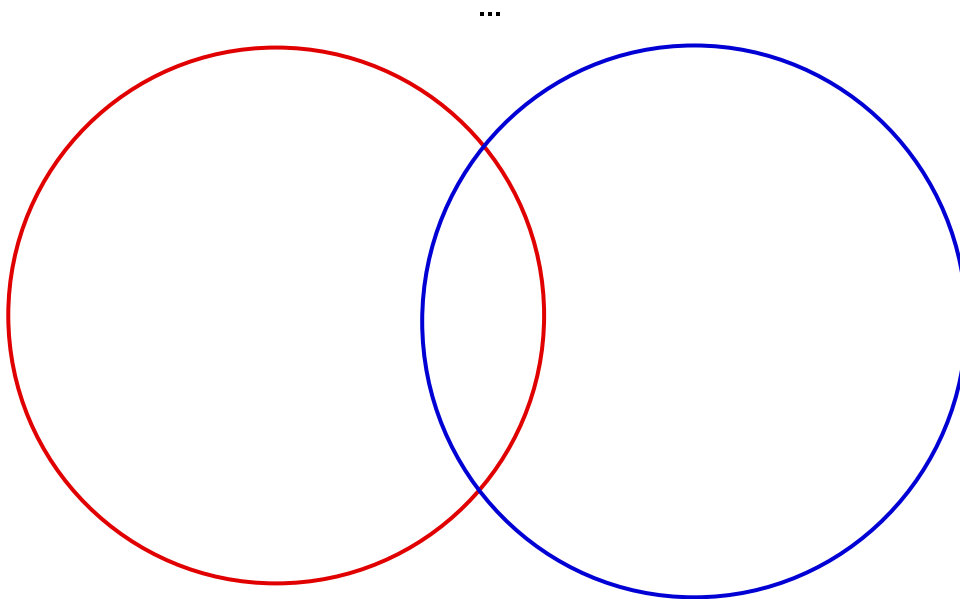
Day4

Objective: Students will be able to identify stereotypes and identify some characteristics of current immigrant.

Activity:

1. List Good and Bad things about immigrants on board. Discuss strategies.
2. Venn Diagram on top 10 countries that send immigrants to the USA. Complete Reading 2 and questions.
3. Revisit stereotypes on board.
4. Homework Reading Part 3

The Lives of Daniel Alvarez and Vuong Khoa



This Venn Diagram was created by Rosemary McFarland for the Lafayette Unit on Immigration.

Day 5

Objective: Students will

- Articulate the leading values that frame the debate on U.S. Immigration policy
- Explore, debate, and evaluate multiple perspectives on U.S. Immigration policy
- Sharpen rhetorical skills through debate and discussion
- Cooperate with classmates in staging a persuasive presentation.

Activity:

1. Set up roles for debate.

2. Divide into four teams and one panel
3. Panel uses computer in room to research options. Cite sources.
4. Groups will speak 3-5 minutes on their option. Some members may need research time in lab or library.

Day 6

Objective: Students will

- Articulate the leading values that frame the debate on U.S. Immigration policy
- Explore, debate, and evaluate multiple perspectives on U.S. Immigration policy
- Sharpen rhetorical skills through debate and discussion
- Cooperate with classmates in staging a persuasive presentation.

Activity: Debate

1. Begin mini lesson on debate.
2. Debate

Day 7

Objective: Students will use technology to present information on the Naturalization process.

Activity: Lesson on PowerPoint, Web page, Brochure.

Days 8 & 9

Objective: Students will use technology to present information on the Naturalization process.

Activity: Library and Lab time to work on presentation.

Day 10

Objective: Evaluation of Unit

Activity: Presentation on the Naturalization Process

Evaluation: Culminating Response

Open Ended Response

What should the United States' future Immigration policy be?

Rubric

You may create either a brochure, web page, PowerPoint Presentation or a presentation approved by your instructor.

Level 4:

Students show extensive understanding of concepts relating to the naturalization process. Including the history of immigration, four factors supporting your position
no grammatical or mechanical errors.

Level 3:

Students show a broad understanding of concepts relating to the naturalization process. Including the history of immigration, three factors supporting your position few grammatical or mechanical errors

Level 2:

Students show a basic understanding of concepts relating to the naturalization process. Including the history of immigration, two factors supporting your position grammatical or mechanical errors do not distract from the presentation.

Level 1:

Students show a minimal understanding of concepts relating to the naturalization process. Including the history of immigration, two factors supporting your position grammatical or mechanical errors distract from the presentation.