They’re Coming to America, Today!!
Immigrants are arriving at our door!

Rough Draft

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Overview

Challenge students to use critical thinking skills and use of primary sources to identify the political, social and economic reasons for the continuous migration of people to the borders and shores of the United States. To question the validity of the claims that these immigrants are a detriment or a beneficial element to our society.

Objectives

- Understand the reasons for legal and illegal immigration to the United States;
- Analyze and evaluate the economic, social, and political ramification upon the United States and the immigrants’ home countries;
- Understand the difference between primary and secondary sources;
- Analyze and evaluate all information for accuracy and relevance;
- Conduct an oral history of own family’s heritage and reasons for coming to America;
- Compare/contrast this reason with new crop of immigrants.

Time Requirement

Investigation/Research time may vary depending upon Teacher’s time table for completion of research project presentations. Two to three 43 minute class periods may be needed to complete presentations.

Grade Level

9th – 12th Grade

Procedure

Describe the project and expectations:
- Each class will be divided into small groups with each acting as an investigative body. This group will choose a particular cultural, ethnic, or nationality group to focus their investigation upon. A specific date will be assigned for research to be completed by and a presentation to be scheduled.
• Each group will be responsible to research and evaluate primary sources that provides information that supports their theories as to the economic, social, and/or political reasons for their target group coming to America.

• Each group will analyze and evaluate the contributions or negative impact provided to the nation by their target group.

• Each group will consider the basis for civil rights and/or the legal status enjoyed by legal immigrants.

• All groups will attempt to analyze and interpret the emotions found within their group, neighborhoods, communities, and school toward legal and illegal immigrants.

The class as a whole will:
• seek out and discover the procedures involved in becoming a citizen;
• monitor ongoing legislative debate over immigration on the state and national level;
• investigate and evaluate state and national immigration laws from previous time periods;
• Analyze how the government protects individual rights of citizens and non-citizens;
• Analyze/evaluate how interest groups impact the political process.

Evaluation

Student Evaluation Process:

• Students will be informed beforehand of criteria, specific points for each assignment, due dates, and provided with a copy of assessment;
• Evaluation will be ongoing through spot checks of research logs;
• Students will be asked to evaluate and write a brief on primary sources identified by their research;
• Each group will prepare and present a multimedia presentation to the class with detailed information discovered in their research and any impact this research may have had upon their original ideas prior to the project. Presentation to be graded by rubric.
• Extra credit will be granted for visual displays that illustrates the most important information discovered through primary resources. These displays may include broadsides, letters to the editor, collages, illustrated timeline, charts, histograms, or poster display.