

The New Coloradans: Immigration in Colorado

High School Curriculum

By Laurel Singleton and Jackie Johnson



**Prepared by The Center
for Education in Law
and Democracy**

**With support from
The Piton Foundation**



The Center for Education in Law and Democracy is a non-profit non-partisan educational organization offering several programs for teachers and students through grants and contracts with national and state government and non-governmental organizations. The Center promotes and supports the development of responsible citizens committed to democratic principles and active participation in representative government. CELD staff who worked on The New Coloradans project were Laurel Singleton, Jackie Johnson, Barbara Miller, and Gail Schatz. Contact CELD at:

Center for Education in Law and Democracy
P.O. Box 18490
Denver, CO 80218
303-778-0756
www.lawanddemocracy.org

CELD would like to thank Gloria Eastman, Metropolitan State College, for preparing the extended reading activities. We would also like to thank reviewers of the curriculum: consultant Marianne Kenney and Betsy Bedient of the University of Colorado Health Sciences Center reviewed the pilot edition while Hiroshi Motomura of the University of North Carolina School of Law and Rachel Stultzman, Thomas Jefferson High School teacher, reviewed the pre-publication edition. We are deeply grateful to the teachers who piloted the unit in their classrooms and provided valuable feedback: Matt Borsheim, Joy Blanton, Victoria Bull, Barbara Figg, Heather Frazier, Carla Frenzel, Katherine Gustin, Barry Johnson-Fay, James Mayo, Ben McDermott, Linda Midcap, Kasi Mireles, Jordi Owens, Amy Paa-Rogers, Marsy Robben, John Stackhouse, Rachel Stutzman, and Kris Toyne.

This project is supported by The Piton Foundation, a Denver foundation that develops and implements programs to improve public education, expand economic opportunities for families, and strengthen low-income neighborhoods in Denver. Any opinions, findings, and conclusions or recommendations expressed in this volume are those of the authors and do not necessarily reflect the views of The Piton Foundation. Contact The Piton Foundation at:

The Piton Foundation
370 17th Street, Suite 5300
Denver, CO 80202
303-825-6246
www.piton.org

© 2006 The Piton Foundation. The material in this volume may be reproduced for classroom use. Reproduction by any means, electronic or mechanical, for any purpose other than classroom use is prohibited without written permission from The Piton Foundation.

Contents

Introduction

Purpose of <i>The New Coloradans</i> Program	v
Overview of Materials	v
Correlation with Colorado Standards	vii
Discussing Controversial Issues in the Classroom	viii
Simulating Democratic Processes and Procedures	ix
Using Resource People in the Classroom	ix
References	x

Lessons

Lesson 1:	Introduction to <i>The New Coloradans</i>	1
Lesson 2:	Colorado's Immigration History	5
Lesson 3:	Immigration Today	17
Lesson 4:	Immigration Reform	27
Lesson 5:	Immigrants and the Economy	45
Lesson 6:	Guest Workers: A Global Perspective	53
Lesson 7:	A Simulated Legislative Hearing on Immigration Issues	65
Lesson 8:	At Issue: What Rights and Benefits Should Non-Citizens Have?	75

Unit Assessment: Writing a Persuasive Essay	85
--	----

Extended Reading Activities	87
------------------------------------	----

Resources

Colorado Organizations	91
Online Sources and Materials	92
PBS Video and Web Resources	93

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: this eight-lesson unit for high school and advanced middle school students and a four-lesson unit for middle school. A 25-minute 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 stay informed 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 video. Collaboration with the Center for Education in Law and Democracy resulted in production of high school and middle school

curriculum units to support the documentary, as well as updating of the DVD program. This high school curriculum consists of eight lessons:

- **Lesson 1** serves as the kick-off for the unit of study on immigration in Colorado. Students read a series of headlines on issues related to immigration and look for the common thread. Students are then introduced to the major topics that will be covered in the unit and use those topics as organizers for viewing the video program, *The New Coloradans*; as they view the program, they take notes of what they learn about each topic and questions that the video raises. A class list of questions is compiled for reference throughout the unit.
- **Lesson 2** provides historical context for considering immigration today. Students learn about the use of land grants by the Spanish and Mexican governments to encourage settlement in what is now the U.S. Southwest. They make generalizations based on data about migration to Colorado in the years following annexation to the United States. A timeline of push-pull factors that have brought immigrants from Mexico to the United States is analyzed.
- **Lesson 3** focuses on current U.S. immigration policy, as well as recent data about immigrants in Colorado. Students create their own policy regarding how many and which immigrants should be admitted to the United States and compare their policy with actual U.S. policy. They then examine statistics about recent immigration and consider what the process of “becoming Coloradan” entails.
- In **Lesson 4**, students work in small groups to categorize proposed reforms according to their understanding of the problems associated with illegal immigration. They also categorize the reforms by the level of government proposing the policy, as well as the level of government that would enforce the proposal if it were enacted into law. To complete this lesson, students write brief “backgrounders” to express their understanding of the complexity of the problems associated with illegal immigration.
- In **Lesson 5**, students examine the arguments regarding the impact of immigrant workers on the U.S. economy: do they help or harm it? Students also have the opportunity to conduct additional research to help them determine how they would answer the question. Resource people with varying positions on the issue can be invited to participate in the lesson.
- In **Lesson 6**, students learn about the historic *bracero* program and the guest workers program being advocated by President Bush. Working in small groups, they analyze case studies of guest worker programs in other countries. Based on the case studies, they make recommendations to their U.S. senators.
- In **Lesson 7**, students conduct a simulated legislative hearing on current immigration reform proposals, focusing on providing opportunities for undocumented workers to achieve legal residency and building a fence along the U.S.-Mexico border.
- **Lesson 8** engages students in examining a key policy question: Should non-citizens, including undocumented immigrants, have access to benefits and services available to U.S. citizens? The primary activity in the lesson is a Structured Academic Controversy on a 2006 law to limit services to unauthorized migrants in Colorado.

Two teaching resources follow the lessons—one is an assessment in which students write persuasive essays on a current issue related to immigration, the second is an annotated bibliography of literary works that focus on immigration and the immigrant experience. Some suggestions for using literature about immigration are also provided.

The unit ends with a list of resources that teachers and students can draw upon to expand their understanding of issues related to immigration.

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 Standards**:

Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

- Benchmark 1.1: Students know the general chronological order of events and people in history.
- Benchmark 1.2: Students use chronology to organize historical events and people.
- Benchmark 1.3: Students use chronology to examine and explain historical relationships.

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.

The lessons address two ***Colorado Geography Standards***:

Standard 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

- Benchmark 1.1: Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
- Benchmark 1.3: Students know how to analyze the dynamic spatial organization of people, places, and environments.

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.

The lessons also address ***Colorado Economic 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 a democracy. Coloradans also recognize the need to provide teachers with high quality professional development and materials that will assist them in their efforts.

Engaging students in discussion of controversial issues can be challenging. One of the questions addressed through the research of Dr. Diana Hess, University of Wisconsin-Madison, is: What do teachers skilled in engaging students in discussing controversial issues do? Answers to this question identified by Hess's research include the following:

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 process 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.

Again, this unit includes simulated experiences; 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:

In this introductory lesson, students read a series of headlines on issues related to immigration and look for the common thread. Students are then introduced to the major topics that will be covered in the unit and use those topics as organizers for viewing the video program, *The New Coloradans*; as they view the program, they note what they learn about each topic and questions the video raises. A class list of questions is compiled for reference throughout the unit.

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

- Define the term *the new Coloradans* as used in the PBS video.
- Explain reasons immigrants come from Mexico to the United States, both legally and illegally.
- List controversial issues about immigration.
- Pose questions for inquiry into the topic of immigration.

Materials and Preparation: 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** handout. You will need *The New Coloradans* DVD and equipment for showing it. You will also need copies of the ***The New Coloradans* Viewing Guide** for all students and somewhere to post student questions so they can be available throughout the unit.

Procedure:

1. Ask students to list some of the issues they have heard about in the news recently. (*Accept all answers.*) Distribute the **In the News** handout and ask students to examine the headlines listed there. Ask: What do these headlines have in common? (*They all deal with the issue of immigration, they all appeared in Colorado newspapers, they all appeared in summer 2006, other answers.*) 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, Mexico has a role in the issue of immigration in Colorado, other answers.*)
2. Tell students that they are about to begin a unit on immigration in Colorado, that is, the movement of people into Colorado. They will learn a little about the history of immigration in Colorado. They will also look at people who have come to Colorado from other countries in the past decade or so. This group of people has been called “The New Coloradans.” Students will be watching a DVD of that title in a few minutes.
3. Explain to students that they are going to be exploring several topics about immigration to Colorado, including (a) Colorado’s immigration history; (b) immigration today—who comes to Colorado, where they come from, why they leave their home countries, and how they make their way in their new country; and (3) controversial public issues about immigration—questions about which people disagree. Distribute ***The New Coloradans***

Viewing Guide and make sure students understand that they are to use the guide to record not only what they learn from the film but questions that the documentary raises.

4. Show the DVD and ask students to take notes as they watch. 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 ideas they had about immigration were supported or challenged by the documentary?
5. Next, tell students that they are going to be developing questions about immigration that they would like to find answers for as they learn more about the topic of immigration. The questions should be open-ended; that is, they should not be answerable with a simple yes or no. The questions should focus on significant ideas from the DVD, expanding on information presented. 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 citizens?

The DVD 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 and how new residents become citizens? What are some of the ideas for improving policy?

The DVD 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?

6. Divide the class into three groups and assign each group one of the topics: immigration history, immigration today, or controversial public issues about immigration. From their own viewing guides, students should compile a list of questions about their topic; groups should do some editing/synthesizing before posting their list of questions on posting paper or on an area of the board that can be left intact throughout the unit. When students have posted their questions, allow a few minutes for members of other groups to read the questions and make a case for additions (if they have questions that have not been posted). Some questions may appear on more than one list because the topics overlap.
7. Explain that, throughout the unit, students will be answering these questions as they learn more about immigration.

Extension / Enrichment:

Have students begin a notebook of newspaper articles, editorials, letters to the editor, and cartoons about immigration. Encourage students to categorize the materials they collect; they might use the three topics introduced in the lesson as large categories, but they will likely need to develop other categories as well (e.g., local, state, and national issues).

Handout

In the News

Dateline Boulder: American Dreams: Immigrants Work for Better Futures (*Boulder Daily Camera*, July 4, 2006)

Dateline Denver: Immigration Isn't, and Shouldn't Be, Just about Hispanics (*Summit Daily News*, August 14, 2006)

Dateline Aurora: Controversy over Senate Immigration Hearing in Colorado (*Colorado Springs Gazette*, August 31, 2006)

Dateline Washington, DC: Immigration Bill's Cost May Rise to \$126 Billion (*Denver Post*, August 22, 2006)

Dateline Denver: Immigrants "Afraid" to Report Crime (*Rocky Mountain News*, September 2, 2006)

Dateline Fort Collins: Businesses Ask for Help in Worker Verification (*Fort Collins Coloradoan*, September 2, 2006)

Dateline Fort Morgan: Lawyer Advises on Residency, Citizenship (*Fort Morgan Times*, June 29, 2006)

Dateline Greeley: Officials Debate Cost of Immigration (*Greeley Tribune*, August 31, 2006)

Dateline Grand Junction: A Labored Solution: Visa Helps Prevent Worker Shortage (*Grand Junction Sentinel*, September 3, 2006)

Dateline Denver: Governor Signs Immigration Bill (*Pueblo Chieftain*, August 1, 2006)

Dateline Austin, Texas: Border Governors Discuss Immigration, Border Security (*Vail Daily News*, August 24, 2006)

Dateline Washington, DC: Bush Pushes Immigration Bill as Three Soldiers Become Citizens (*Denver Post*, July 25, 2006)

Dateline Denver: Mexican Consul Weighs in on New Colorado Immigration Laws (*Summit Daily News*, August 1, 2006)

Handout

The New Coloradans Viewing Guide

Directions: As you watch the DVD, make notes of information you are learning, as well as questions you have. Record the information and questions under the appropriate headings.

Topic	Information Learned	Questions
Colorado's immigration history		
Immigration today		
Controversial issues about immigration		

2: Colorado's Immigration History

Introduction:

This lesson provides historical context for considering immigration today. Students learn about the use of land grants by the Spanish and Mexican governments to encourage settlement in what is now the U.S. Southwest. They make generalizations based on data about migration to Colorado in the years following annexation to the United States. A timeline of push-pull factors that have brought immigrants from Mexico to the United States is analyzed. In analyzing the push-pull factors, students consider the important role of social networks created by Mexican immigrants and their employers over several generations.

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

- Explain why Spain and later Mexico made land grants to settle in what is now the southwestern United States.
- Compare census data about the foreign-born population in Colorado in its early years as a state, as well as today.
- Recognize that immigrants still come to Colorado and that many current immigrants are from Mexico.
- Analyze push-pull factors influencing immigration from Mexico to the United States throughout the 19th and 20th centuries.

Materials and Preparation: Each student will need highlighters in two colors, as well as a copy of each of the three lesson handouts—**Spanish and Mexican Land Grants in the Southwest, From First Census to Latest: Foreign-Born Residents of Colorado**, and **Mexican Immigration and U.S. Policy**. You will also need to make transparencies from the two transparency masters.

Procedure:

1. Display the overhead transparency, **Calling All Coloradans**, explaining that it shows just a few of the names listed on one page of a Colorado telephone directory. Ask students the following questions:
 - What do you notice about these names? (*Students may mention several observations, such as they all begin with “E,” but the primary point to be made is that the names reflect varying ethnic or national backgrounds.*)
 - What countries do you think the ancestors of these modern-day Coloradans came from? (*Answers can vary, but possibilities include: Ebertowski-Poland, Ebiraj-India, Ebong-Nigeria, Ebrahim-Egypt or another Middle Eastern country, Eccellente-Italy, Echevarria-Mexico or another Spanish-speaking country, Echigoya-Japan, Echohawk-Native*)

Handouts 2-1 and 2-3 were adapted from *Teaching About Law and Cultures: Japan, Southeast Asia (Hmong), and Mexico*, by Barbara Miller and Lynn Parisi (Boulder, CO: Social Science Education Consortium, 1992).

American, Eckersley-Great Britain, Eckerman-Sweden or another Scandinavian country, Eckhoff-Germany.)

- What does this list tell us about the people of Colorado? *(People from a wide variety of ethnic and national backgrounds make their home in Colorado.)*
- Of the people listed, whose ancestors do you think were in Colorado first? *(Probably Mr./Ms. Echohawk, since the name is Native American.)* Whose ancestors might have been the next to come to Colorado? *(Of course, it is impossible to say; however, since the Spanish were the first Europeans to come to Colorado, it might have been Mr./Ms. Echevarria.)*

Tell students that they are going to be learning about how Colorado came to be populated by people from so many different parts of the world.

2. Remind students that the first residents of Colorado were Native Americans. Explain that Spain ruled what is now Mexico and the southwestern United States between 1598 and 1821. The land ruled by Spain included what is now western Colorado. Which Colorado cities and towns are in the land ruled by Spain? How is the history of towns such as San Luis and Durango different from that of towns such as Julesburg and Greeley, which were not ruled by Spain or Mexico?

Review with students what was going on in other parts of the so-called New World during this time period—that is, other European nations were establishing empires to the east and Spain itself had land claims in what is now the southeastern United States, as well as throughout Latin America. Pose the following question to students: Imagine that you were a ruler in Spain. You want to protect what is now the southwestern United States, a remote region of your empire, from incursions by other nations. What would you do? Give students a few minutes to work in pairs to brainstorm some ideas for protecting the Southwest. Ask students to briefly report out on their ideas.

3. Distribute the **Spanish and Mexican Land Grants in the Southwest** handout and allow time for students to read the section “Land Grants.” Remind students that Native Americans lived in the areas to which the Spanish were sending settlers. Ask:
 - How did the Spanish decide to protect this part of their empire? *(They encouraged people to settle there by giving away land.)*
 - What happened when the Mexican government took over this land from Spain? *(They continued the practices Spain had used.)*
 - Do you know of any examples of land grants made by other countries? *(One example is the Homestead Act, through which the United States gave free land in the Great Plains to settlers.)*

Next read the section of the handout titled “The Treaty of Guadalupe Hidalgo.” Ask students to identify what they see as the fair and unfair aspects of the Treaty and the Protocol. *(Answers will vary, but students should focus on the potential difficulties created by the disagreement over the validity of the land grants.)* Explain that most of the Mexican citizens who lived in the land ceded to the United States decided to stay and become U.S. citizens. Descendants of these early settlers still live in Colorado today.

4. Share the following information with the class in a mini-lecture. You may want to use the transparency showing the two maps to illustrate U.S. expansion:

Eastern Colorado became part of the United States earlier than the western part of the state. This occurred when the United States bought the Louisiana Territory from France in 1803. Colorado became a territory in 1861, shortly after gold was discovered in 1859. In the first census in which the territory was included (1870), 39,864 people lived in Colorado. Colorado became a state in 1876, and the population had grown considerably by its second census (1880), reaching 194,327. In the early 1800s, most settlers to eastern Colorado came from other states or U.S. territories (and even today, many “immigrants” to Colorado come from other states). In the 1800s, Denver included some distinct communities of immigrants from other nations—Germany, Ireland, England, Sweden, Scotland, and Italy. In addition, immigrants from China had come to the state to work on construction of railroads. Chinese immigrants were excluded by law after 1882 (the Chinese Exclusion Act was not repealed until 1943). Immigrants continued to come to the city of Denver and state of Colorado in the 20th century and into the 21st century. The 2000 census indicated that of Colorado’s 4.3 million residents, 201,072 had immigrated from other countries between 1990 and 2000.

5. Distribute the **From First Census to Last** handout and go over the directions with students. Allow time for them to work in pairs to analyze the data. Discuss the generalizations that students have derived based on the data available.
6. Ask students if they remember from the video what country provides the greatest number of immigrants to Colorado currently. (*Mexico*) Remind students that people from Mexico have been coming to what are now the United States and Colorado for hundreds of years. Ask students why people have come north from Mexico. Allow time for them to speculate on reasons, encouraging them to use information from the DVD to develop some answers.
7. Introduce students to the concept of pushes and pulls—circumstances in one’s home country such as poverty and unemployment repel or “push” people into other places having a positive attraction or “pull,” such as a higher standard of living or job opportunities. You may want to give a simple example to help students grasp the concept:

Imagine you are standing in the hall right outside the classroom two minutes before the bell is about to ring. I call to you, “_____, come in so I can show you something for your research paper.” My calling to you is a pull into the classroom. Meanwhile, you see someone who has been mean to you ever since third grade coming down the hall. That person’s presence is a push out of the corridor.

Ask students to name some pushes and pulls that brought groups to Colorado throughout its history. Help students understand that employer recruitment is an important part of the social network that draws immigrants to Colorado. Point out that law enforcement agencies looked the other way in terms of enforcing immigration laws when they knew that employers needed workers, thus reinforcing the pull of employment. When employers did not need labor, laws were more strictly enforced, leading to a push out of the United States.

8. Distribute the **Mexican Immigration and U.S. Policy** handout. Working in pairs, students should use two different colors of highlighters to mark pushes and pulls that bring people from Mexico to the United States. They should also look for factors that pushed Mexican immigrants from the United States or pulled them back to Mexico. (**Note:** If students do not have access to highlighters, they could make a T-chart with pushes listed on one side and pulls on the other.)
9. Review students' work on the timeline by asking such questions as the following:
 - According to this timeline, what are the major factors pushing people out of Mexico?
 - What are the major factors pulling people to the United States?
 - How do pushes and pulls interact? As you answer, think about why there is not a similar flow of people from Canada to the United States.
 - What role do employers play in pulling immigrants to the United States? Why were Mexican workers preferred to workers from other countries?
 - How is immigration influenced by world events? Give examples to support your answer.
 - What does the timeline say about the current decade? Do you have evidence from the news to support this entry?

Tell students that later in this unit, they will have the opportunity to look at policy issues surrounding immigration.

10. As an assessment, ask students to write a one-page summary of what they learned in this lesson about Colorado's immigration history.
11. Allow time for students to check the sheets they posted in Lesson 1 to add any answers they learned in this lesson and/or add new questions they have as a result of this lesson.

Extension / Enrichment:

As an extension activity, ask students to look for evidence in their own community of what immigrant groups settled there at various times in the community's history. Evidence might be gathered through analysis of the telephone book to see what kinds of names are heavily represented in the community (ancestry.com allows users to research the origins of names at <http://www.ancestry.com/learn/facts/default.aspx>), interviews with local residents, research in the local newspaper's archives, and examination of historical records. Students could use the completed research to create a large timeline of their community's immigration history.

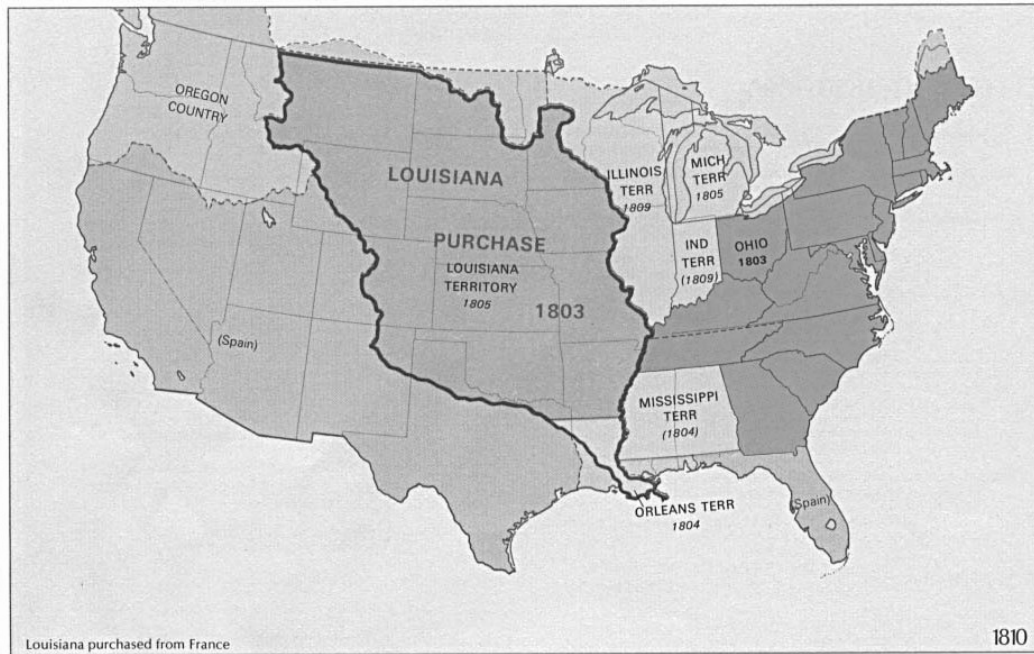
The July 2, 2006, issue of *Parade* magazine featured stories of four immigrants, (http://www.parade.com/articles/editions/2006/edition_07-02-2006/Immigrant), focusing on why they came to the United States. Students could read these stories and identify pushes and pulls in each case.

Transparency Master

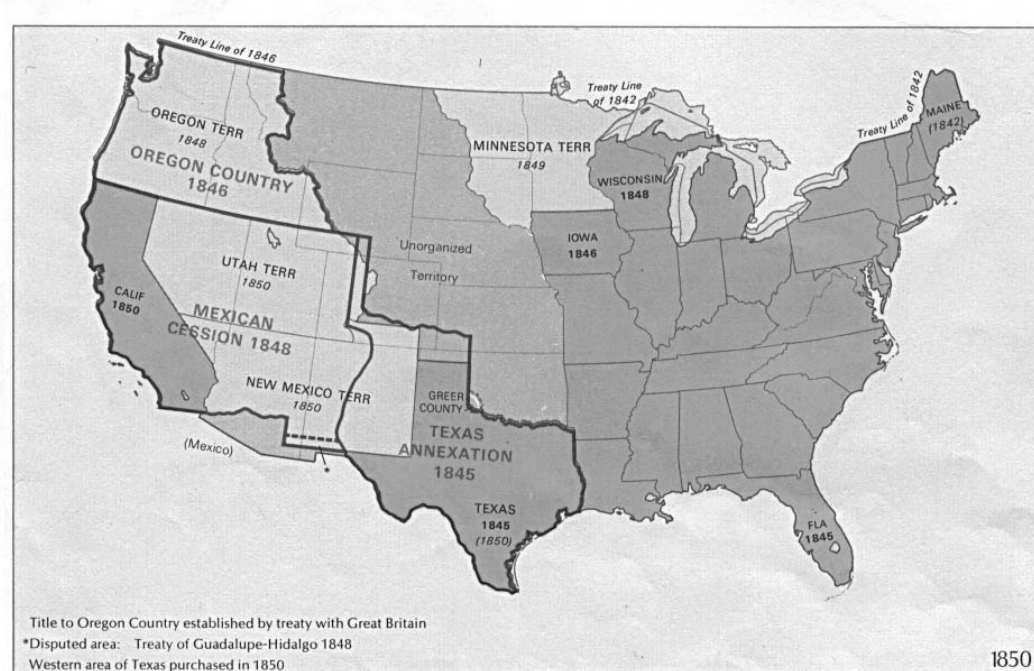
Calling All Coloradans

Ebertowski
Ebiraj
Ebong
Ebrahim
Eccellente
Echevarria
Echigoya
Echohawk
Eckersley
Eckerman
Eckhoff

The United States in 1810



The United States in 1850



Source: Perry-Castaneda Map Collection, University of Texas Library.

Handout

Spanish and Mexican Land Grants in the Southwest

Land Grants

Offering free land was one way to promote settlement on new frontiers. Free land encouraged settlement in remote areas threatened by invasion from other countries. Gifts of land were also used as rewards for services performed for one's government.

When Spain ruled what is today the southwestern United States (between 1598 and 1821), it used land grants to promote settlement and protect this remote region of its empire. Spanish policy was to give settlers free land owned by the government.

The Law of the Indies was the Spanish law in the New World. It was a special code of laws that applied only to Spain's colonies. The Law of the Indies set the rules for granting land to individuals or groups. The Republic of Mexico basically followed the same rules when it governed the Southwest between 1821 and 1848. The Mexican Congress passed the first colonization law in 1824. This law invited persons from any country to settle in the Southwest and allowed grants as large as eleven square leagues (one square league = nine square miles). Mexico passed another law in 1828 authorizing certain government officials to grant land from the public domain. The law also set important requirements for settling and farming the land.

The Law of the Indies and Mexican law recognized three types of land grants:

Community grants gave land to groups of settlers who wished to start a new town. Each settler received a home site and irrigated land. Settlers had to live on their lots for ten years. The law required them to erect a wall or dig a ditch around the settlement to protect against Indian attacks. This grant included a large area of common lands for all settlers to graze their herds and to gather firewood. No one person owned the common land, but all had the right to use it and all agreed to care for it.

Private grants gave land to individuals who promised to find settlers, distribute homesites and farmland, and construct defenses, irrigation canals, and a church. The laws on private grants were less detailed. They required the grantee to respect the property rights of the Indians already occupying the land. Any minerals or mines on the land remained the property of the government. If a grantee did not meet the requirements of the grant, the land returned to the government.

Pueblo Indian grants gave the Indians title to the lands they occupied or used. The basis for Pueblo land grants came from a royal decree of 1687. The king allowed the Pueblos to claim four square leagues of land, measured from the church. During the Mexican period, the Pueblo Indians became citizens of Mexico. As citizens, they could sell their land, but few, if any, actually did.

One of the problems of the Spanish and Mexican land grants was that their boundaries were unclear. Boundaries followed landmarks, such as a hill, a stream, or a rock. Sometimes the descriptions just said, “east of the Martinez property.”

The Treaty of Guadalupe Hidalgo

The Treaty of Guadalupe Hidalgo in 1848 ended the war between Mexico and the United States. A treaty is an agreement between two or more nations. The Treaty of Guadalupe Hidalgo transferred ownership of northern Mexico to the United States. This territory included what is now California, Nevada, and Utah, and parts of Arizona, Wyoming, Colorado, and New Mexico. By terms of the treaty, Mexico received \$15 million for the land. The United States agreed to grant citizenship to the people living in the Southwest if they chose to stay there.

Initially, the treaty also agreed to honor their rights to their property. However, when the U.S. Senate approved the treaty, it struck out the provision that land grants would remain valid if they were valid under Mexican law. The Mexican Congress, when it ratified the treaty, attached a document called a protocol. The protocol protested the Senate’s action and confirmed the validity of the land grants. Whether the protocol became an official part of the treaty is not clear.

Handout

From First Census to Latest: Foreign-Born Residents of Colorado

Directions: The tables below show information about foreign-born residents of Colorado in its first census as a state and the most recent census. With a partner, look at the information and answer the questions that follow.

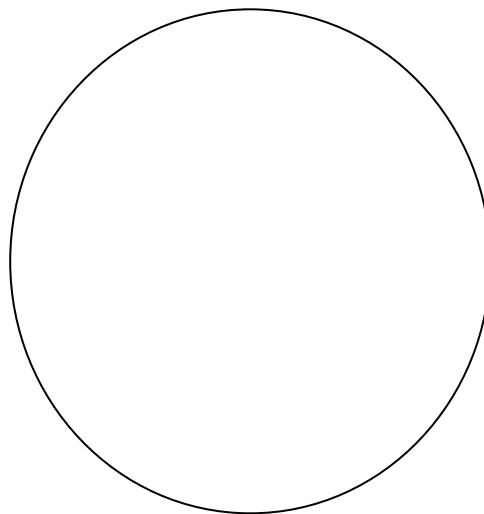
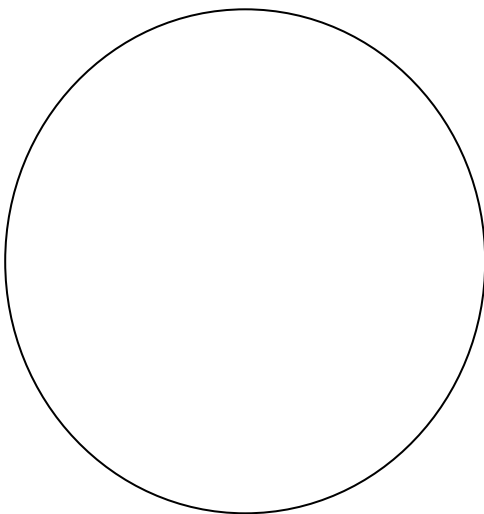
Colorado's Population

Year	Total Population	Foreign-Born Population	Born in Another U.S. State	Born in Colorado
1880	194,327	39,700 (20%)	90,430 (47%)	64,197 (33%)
2000	4,301,261	369,903 (9%)	2,109,169 (49%)	1,822,189 (42%)

Year	Population Born in Africa	Population Born in Europe	Population Born in Asia	Population Born in Latin America
1880	M	39,189	601	M
2000	9,763	65,274	72,417	205,691

M = missing data

1. Make a circle graph showing the percent of population who were foreign-born, born in another U.S. state, and born in Colorado in 1880. Then do the same for 2000.



2. Compare the two graphs. What can you say about the population of Colorado in 1880 and 2000 based on the two graphs?

3. Look at the data about where the foreign-population was born. Why is it hard to interpret the data for 1880?

What do you notice about the numbers for 2000?

Handout

Mexican Immigration and U.S. Policy

Patterns of migration from Mexico to the United States can be linked to the health of the U.S. economy and to economic and political conditions in Mexico. Factors that attract people to the United States—like good jobs—are called pulls. Circumstances in one’s home country that make it unattractive to stay there—such as poverty and unemployment—are called pushes.

Directions: Analyze the information in the timeline below, indicating periods of a “U.S. Pull” or a “Mexican Push” of Mexican people northward. Also look for points at which Mexican workers were “pushed” out of the United States or “pulled” back to Mexico.

1610	Spanish establish Santa Fe, the first city in what is now the United States.
1777	Spanish empire expands to include all of what is now Texas, New Mexico, Arizona, California, Nevada, Utah, and part of Colorado.
1790	Congress passes first law regarding naturalized citizenship for people not born in the United States.
1821	Mexico becomes independent from Spain.
1848	The United States takes one-half of Mexico as terms of Treaty of Guadalupe Hidalgo, ending the Mexican-American War. Mexicans have one year to accept citizenship in the United States or move south of the new border. Many Mexican communal land grants pass into Anglo hands. Former Mexican citizens are almost universally considered foreigners by U.S. settlers who move into the new territories; the property rights of former Mexican citizens in California, New Mexico, and Texas prove to be fragile.
1850	Gold is discovered in Colorado.
1860s	The United States recruits Mexicans to build railroad lands. Mexicans provide much of the labor for U.S. railroads. Railroads between Mexico and the United States make it easier to travel between jobs in the United States and communities in Mexico where families remain.
1870s	Economic expansion creates a demand for cheap labor. The United States recruits Mexicans to work in agriculture and mining. The policies of Mexican dictator Porfirio Diaz result in many Indian peasants losing their traditional communal land base.
1882	Congress passes Chinese Exclusion Act, prohibiting Chinese immigration. A byproduct is increased demand for Mexican labor.
1907	President Theodore Roosevelt reaches “gentlemen’s agreement” with Japan, restricting Japanese immigration to the United States.
1910s	Beginning of a 20-year wave of migration. Unrest and revolution in Mexico and U.S. entry into World War I create a need for workers to replace soldiers, bringing (by some estimates) 1/8 of the population of Mexico into the United States to work in mines, meat packing, canneries—some move as far north as Michigan. U.S. employers seek Mexican labor because they believe Mexicans, unlike Eastern Europeans flooding the east coast, will be temporary residents. Social networks that will draw Mexicans to the United States begin forming.

- 1921 Immigrant quota laws limit European migration but allow Mexicans who pay a head tax to enter temporarily. Industrialists and farmers lobby for Mexican labor because Mexican workers will work long hours for very low wages. Ads are created to attract Mexicans to the “good life” in the United States.
- 1924 The United States establishes a Border Patrol but provides very little funding. Coyotes (people who help others cross the border illegally) emerge as a new entrepreneurial occupation.
- 1925 Ku Klux Klan influence in Colorado breeds anti-immigrant attitudes.
- 1929 Mexico agrees to limit numbers of migrant workers. U.S. law makes it illegal to be an undocumented worker but not illegal to hire one. Lack of jobs and government pressure cause 70,000 Mexicans to return to Mexico.
- 1930s The Great Depression results in deportations and policies of exclusion to protect jobs for U.S. citizens. Mexicans (and some U.S. citizens of Mexican descent) who can not produce proof of citizenship on the spot are deported. By 1937, half a million Mexicans have left the United States.
- 1940s World War II results in labor shortage. Farmers and industrialists recruit workers through the “*Bracero Program*.” This agreement between the United States and Mexican governments brings 4.8 million workers to the United States over 22 years—primarily to work on farms and ranches. (*Bracero* is the Spanish word for “arm” or field hand.)
- 1952 Congress makes naturalized citizenship more widely available to immigrants of all races and backgrounds.
- 1954 An economic turndown and “McCarthyism atmosphere” result in “Operation Wetback,” a crackdown against Mexican workers in which one million workers are sent back to Mexico.
- 1964 *Bracero Program* ends, but the tradition of migrating to the United States continues. Number of unauthorized migrants jumps from 44,000 to 870,000. By this time, families and pueblos throughout Mexico depend on the income earned in the United States. Associations of migrants are formed to support their hometowns.
- 1986 U.S. Immigration and Reform and Control Act of 1986 provides for legal residence (and possible U.S. citizenship) for 3 million unauthorized migrants. The law also makes it illegal to employ unauthorized migrants.
- 1990s Booming U.S. economy creates jobs. Colorado’s economy is also very strong. At the same time, the U.S. government does not give high priority to enforcing laws that penalize employers for hiring the unauthorized. Unauthorized immigration grows.
- 1996 Passage of new immigration law increases number of border patrol agents and effectively closes some areas of the U.S.-Mexico border. Unauthorized migrants take routes over deserts and mountains, resulting in migrant deaths.
- 2000s Terrorist attacks on the United States create new border security concerns. Combined with continuing flow of unauthorized migrants, these concerns create calls for action on immigration. “Minutemen” groups form to patrol the border. Numerous new policies are proposed.
- 2006 Migrant associations focus on participation in U.S. society as well as contributing to development of hometowns. Several large cities, including Denver, experience the largest immigrant rights protests in their histories.

3: Immigration Today

Introduction:

This lesson focuses on current immigration policy, as well as the data on immigration in Colorado. Students examine statistics about recent immigration and derive general statements about immigration in Colorado that can be supported by the data. Finally, using a segment of the DVD, they take part in a discussion focused on the process of becoming Coloradan, examining how recent Mexican immigrants have become part of the communities in which they have settled. They also consider whether becoming a citizen is a necessary or sufficient aspect of becoming Coloradan.

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

- Describe major features of current U.S. immigration policy.
- Use statistics to derive general statements about immigration to Colorado.
- Take part in a discussion using a family case study as a text.

Materials and Preparation: You will need copies of the following handouts for all students: **Design Your Own Policy**, **A Brief Summary of U.S. Immigration Policy**, **Census Data on Immigration in Colorado**, and **Becoming Coloradan Prep Sheet**. You will also need posting paper and markers, two colors of self-adhesive notes, and *The New Coloradans* DVD and equipment for viewing it. Having a map of Colorado with the counties indicated (see http://www.ccionline.org/counties_map.htm for such a map) would be useful to student groups in analyzing **Census Data on Immigration in Colorado**.

Procedure:

1. Tell students that this lesson is designed to give them a grounding in the current status of immigration. Remind students that they reviewed a timeline of immigration and U.S. policy and that *The New Coloradans* DVD mentioned that many people are talking about the need to change U.S. immigration policy. Ask: What do we know about current U.S. immigration policy? (*Students probably have some ideas about policy but are unlikely to have a comprehensive understanding.*) Tell students they will gain a better understanding of current policy, as well as the current status of immigration in Colorado—from both a statistical and a personal viewpoint—in this lesson.
2. Organize the class into groups of four or five students and give each group a copy of **Design Your Own Policy**, which asks students to make some suggestions about general policies on immigration. Allow about ten minutes for them to discuss the questions on the handout.
3. Next, distribute **A Brief Summary of U.S. Immigration Policy** and have students read and compare the policy with the ideas they generated in the previous step. Conduct a class discussion using questions such as the following:

- How was U.S. policy similar to and different from your group's ideas?
- What, if anything, surprised you about U.S. immigration policy?
- Do you disagree with aspects of U.S. immigration policy as summarized here?
- Where do you see potential for problems to arise?

Tell students that they will have the opportunity to discuss potential problems and revisions to U.S. policy in upcoming lessons.

4. Tell students the next step in their grounding on immigration is to look in more detail at the current status of immigration in Colorado. Ask what they recall about immigration in Colorado from the previous lesson and the DVD.
5. Explain that much of the information we have about immigration comes from the U.S. Census. The census is not only a decennial count of the American population; it also includes a variety of special counts and surveys that occur between the large ten-year counts. Explain that you are going to give students a variety of census information about immigrants in Colorado. Their group is to try to develop three general statements about immigration in Colorado that they think can be supported by the census data. Provide the groups with copies of **Census Data on Immigration in Colorado**, as well as posting paper and markers they can use to post their statements. A map of Colorado with the counties shown could be useful to students in analyzing the data; a good map is available at http://www.ccionline.org/counties_map.htm. **Note:** If you feel that the data on the handout will be overwhelming for students, you may want to use only part of the handout.
6. Have groups post their statements around the classroom and stand next to their posting paper. Give each group six self-adhesive notes of two different colors, one that designates agreement, one that designates disagreement. Each group should assign one member to stay with their list of statements to explain, defend, and revise it as other student groups review the list. The other group members are to review the lists posted on either side of their group's work. If they agree that the data supports a statement, they should place a self-adhesive note of the color designating agreement next to that statement. If they do not agree that the data supports a statement, they should discuss the statement with the representative of the group that came up with that statement. After the discussion, they should decide whether they agree or disagree and mark the statement with the appropriate colored self-adhesive note.
7. When groups have finished reviewing two other lists, conduct a class discussion of the general statements that received substantial agreement from the two groups that reviewed them. Construct a class list of general statements about immigration in Colorado that are supported by the statistics. Encourage students to test these statements against information that they gather in upcoming lessons.
8. For the last phase of this lesson, tell students that so far, they have been looking at immigration from the outside. But understanding immigration in Colorado also involves looking at the experience of immigration from the inside, considering what the process of becoming Coloradan is like. Tell students that they are going to be discussing the question

of what it means to become Coloradan. To prepare, students are going to free write and then view a segment of *The New Coloradans* DVD using a prep sheet that you will provide. Pose the following question to students: What do you think it means to “be Coloradan”? Allow students to free write on the question for two to three minutes. They can write anything they want, in any form, but they should try to write as steadily as they can.

9. Distribute the **Becoming Coloradan Prep Sheet** and tell students they will use the prep sheet to take notes while watching a six-minute segment of the video, in preparation for a discussion. Go over the questions so they know what to look for as they are watching. (Note that questions 1 and 2 are comprehension questions, while questions 3 and 4 ask students to identify opinions and state whether they agree or disagree, and question 5 requires students to pose questions based on the documentary.) Show the DVD from the 19:20 mark to 22:20. Allow two or three minutes after showing the clip for students to complete their prep sheets.
10. Arrange students’ chairs or desks in a circle; it is important for the discussion process for everyone to be able to make eye contact. If you have norms for discussion that your class generally uses, review them with students. If you do not have such norms, ask students what rules they would need to follow for everyone to feel that they had a fair opportunity to participate in the discussion. Typical norms/rules might include: discuss ideas, not people; be respectful; listen carefully and respond to and build on what others say; don’t dominate; invite others into the conversation.
11. You can begin the discussion in several ways:
 - Conduct a “whip-around” in which each student briefly states either something they disagreed with or their most pressing question. You can then begin discussing something that a number of students disagreed with or a question that more than one student posed.
 - Ask a student volunteer, someone who is particularly passionate about some aspect of what they viewed, to launch the discussion.
 - Pose a question that you think will spark a good conversation. Some examples might be: Do you agree that speaking the language of their adopted home—English—is key to achieving the immigrant American dream? What would the challenges be when the children in a family acculturate faster than their parents? Is becoming Coloradan different for children and adults? The video suggests that community organizing is an important part of becoming part of the community. Who should be responsible for community organization—the government, members of the community to which immigrants are coming, immigrants themselves?

While citizenship is not emphasized in the DVD, you may want to spend some discussion time on the idea of citizenship. Is citizenship necessary or sufficient to “be Coloradan”? Should unauthorized migrants be eligible to become citizens? Is it significant that many legal permanent residents do not become citizens? Why or why not?

12. Allow some time at the end of the discussion for students to evaluate the discussion and reflect on what they learned—either in writing or orally. For example, you might conduct a whip-around in which each student shares something they learned or a new perspective they gained through hearing other people’s ideas; this could be followed by a brief written exercise in which students state what they did well in the discussion and what they could improve upon in future discussions. Alternatively, students might look back at their free writing on becoming Coloradan and write a paragraph or brief essay describing how their thinking has changed as a result of the discussion.
13. Allow time for students to check the sheets they posted in Lesson 1 to add any answers they learned in this lesson and/or add new questions they have as a result of this lesson.

Extension / Enrichment:

As an extension activity, arrange for students to interview immigrants in their community to learn more about the experiences of immigrants in Colorado today. If feasible, students could create a brief video program about immigration in your community or use the interviews as the basis for a children’s book about immigration.

This would be an especially good lesson to link with reading activities about immigration see the Extended Reading Activities on Immigration on page 87 for a starter list of readings.

Handout

Design Your Own Policy

How many people should be allowed into the United States each year? Who should be allowed into the country? These are only two of the difficult questions that must be answered in creating an immigration policy for the United States.

Directions: What do you think about these questions? In your group, try to agree on answers to these policy “starter” questions:

1. How many immigrants should be allowed into the United States each year? To provide some context for answering the question, consider these points: The population of the United States as of February 2006 is estimated to be 298,053,033. Of those nearly 300 million people, the Census Bureau estimates around 34 million are foreign-born; that is, they are immigrants.
2. Who should be allowed to immigrate to the United States? You might want to consider the following kinds of people, as well as other ideas your group has:
 - People who have job skills that are needed in the economy. You may want to consider whether this should include highly skilled workers as well as less skilled laborers.
 - Family members of U.S. citizens. You may want to consider what family members should be allowed—parents, children, spouses, siblings, aunts and uncles.
 - Refugees who are fleeing their countries. You may want to consider what types of conditions refugees are fleeing—political, humanitarian, economic, environmental.
 - People from areas that have previously not been well represented in the immigrant population.
 - People who are committed to becoming U.S. citizens.
3. Should all immigrants be eligible to become citizens? What requirements should be met before an immigrant becomes a citizen?

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. The limits in each category result in long waiting lists.

- **Employment-based preference.** Most of these immigrants have high-level skills in demand in the economy and not available among U.S. citizens. In recent years, this group has been dominated by engineers and people with skills related to computers. Up to 140,000 visas per year can be issued in this category; 10,000 of those visas are made 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 who 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, which are decided by 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. The number of asylees is not limited.

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 good moral character, demonstrate proficiency in English, and pass a test on U.S. history and government. About 40 percent of immigrants become naturalized citizens.

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 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 constitute unlawful discrimination.

Handout

Census Data on Immigration in Colorado

Basic Colorado 2000 Census Figures

Colorado Population: 4,301,261
Born in Colorado: 1,822,189
Born in Another U.S. State: 2,109,169

Foreign Born Population: 369,903
Naturalized: 116,875
Not Citizens: 253,028

Colorado 2005 Census Estimates

Colorado Population: 4,562,244
Born in Colorado: 1,930,787
Born in Another U.S. State: 2,113,104

Foreign Born Population: 460,294
Naturalized: 141,684
Not Citizens: 318,610

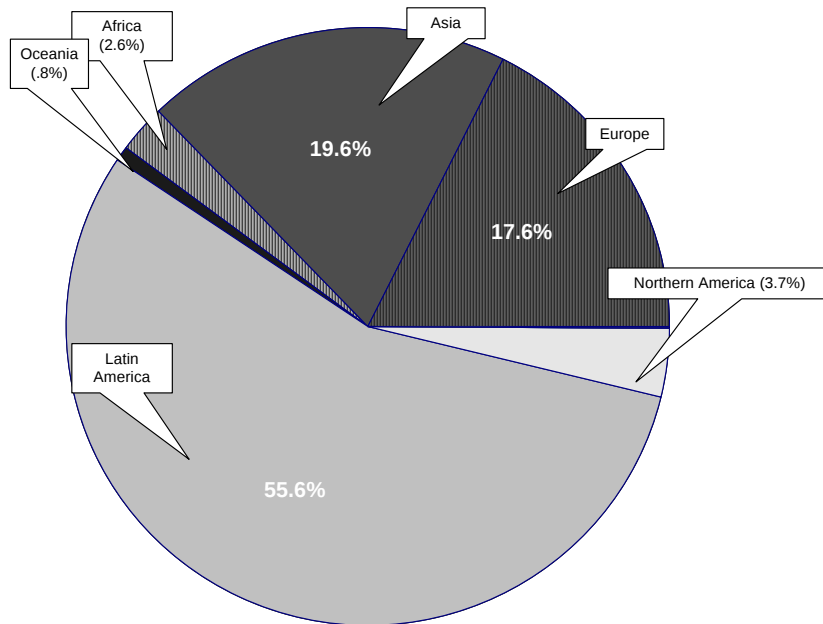
States with Fastest Growing Foreign-Born Population, 1990-2000

Rank	State	Foreign-born in 2000	Foreign-born in 1990	Percent Change
1	North Carolina	430,000	115,077	273.7
2	Georgia	577,273	173,126	233.4
3	Nevada	316,593	104,828	202.0
4	Arkansas	73,690	24,867	196.3
5	Utah	158,664	58,600	170.8
6	Tennessee	159,004	59,114	169.0
7	Nebraska	74,638	28,198	164.7
8	Colorado	369,903	142,434	159.7
9	Arizona	656,183	278,205	135.9
10	Kentucky	80,271	34,119	135.3

Colorado Counties with Highest Percent of Foreign-Born Residents, 2000

County	Percent Foreign-Born Residents
Eagle	18.2
Lake	15.6
Morgan	14.6
Saguache	14.5
Adams	12.5
Arapaho	11.0
Denver	11.0
Pitkin	10.9
Prowers	10.6
Garfield	10.4

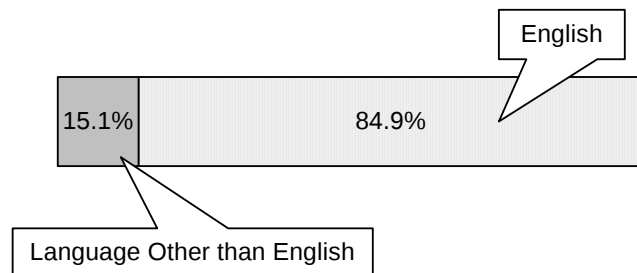
Region of Origin of Colorado's Foreign Born Residents, 2000



1990 Census:

Europe – 32.8%
 Asia – 26.6%
 Africa – 2.4%
 Oceania – 0.8%
 Latin America – 31.0%
 Northern America – 6.4%

Language Spoken at Home



Some Data on the Early Years of the 21st Century in Colorado

Percent change in population, 1990-2004 – 37%
 Percent change in foreign born population, 1990-2004 – 205%
 Foreign born share of change of population, 1990-2004 – 24%
 Foreign born share of labor force, 2004 – 13%
 Linguistically isolated households as percent of total, 2004 – 4%
 Percent change in linguistically isolated households, 1990-2004 – 207%
 42% of immigrants lack high school diplomas, compared to 5% of native born

Handout

Becoming Coloradan Prep Sheet

1. According to the documentary, what are some of the ways in which immigrants from Mexico become integrated into their new communities?

2. According to the documentary, what are some of the challenges faced by immigrants in becoming Coloradan?

3. Did you hear anything in the DVD segment that you agreed with?

4. Did you hear anything in the DVD segment that you disagreed with?

5. What questions do you have about how immigrants from Mexico become integrated into the Colorado community? Do you think this is an important process? Is becoming a U.S. citizen a necessary part of this process?

4: Immigration 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 work in small groups to categorize proposed reforms according to their understanding of the problems associated with illegal immigration. They also categorize the reforms by the level of government that is proposing the policy, as well as the level of government that would enforce the proposal if it were enacted. To complete this lesson, students write brief “backgrounders” to express their understanding of the complexity of the problems associated with illegal immigration and the diversity of the reforms suggested by various levels of government and other groups.

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

- Examine several opinions on immigration reform to determine some of the problems associated with illegal immigration.
- Identify and categorize proposed immigration reforms according to the problems they address.
- Categorize immigration reform proposals by the level of government proposing the reform, as well as the level of government required to enforce new policies.
- Articulate the complexity of immigration reform and the diversity of proposed reforms by writing a “backgrounder” report.

Materials and Preparation: You will need to make copies of the four handouts (**Opinions About Immigration Reform**, **Immigration Reform: An Introduction**, **Identifying Problems: Immigration Reform**, and **Update: New Colorado Immigration Laws in 2006**) for all students. You may want to replicate the grid in **Identifying Problems: Immigration Reform** on large sheets of poster paper so that students can physically tape the cards to the large sheets of paper. You will also need to make transparencies from the three transparency masters provided with the lesson. Students will need two different colors of highlighters for use in coding the **Opinions About Immigration Reform**.

Finally, you will need to duplicate enough copies of the **Proposals for Immigration Reform Cards** for each group of four or five students to have a set. **Note:** You will need to decide how to organize the card sort activity. If your time is limited or you think students will have difficulty categorizing such a large number of cards, you may want to select a smaller group of cards for use in the activity. Alternatively, you might use the entire set of cards, but give each small group a different subset, which they can categorize and then share with classmates.

Procedure:

1. Begin this lesson by distributing the **Opinions About Immigration Reform: An Introduction** handout. Students should code the text of each excerpt by highlighting phrases that they think illustrate problems associated with illegal immigration. Teachers

might also ask students to develop one question they would ask the author of each excerpt. Discuss the problems students identify as a class.

2. Distribute the **Immigration Reform: An Introduction** handout to the class. Read the handout aloud with students. Explain to students that they will be given a series of proposed reforms developed to address the problems associated with illegal immigration.
3. Create groups comprised of four or five students. Explain that each group will examine a variety of proposals for immigration reform. Distribute one set of **Proposals for Immigration Reform Cards** to each group. Review the problems associated with illegal immigration from **Immigration Reform: An Introduction**. Show the transparency outlining **Activity 1: Identifying Problems**. Tell students that they will categorize proposals based on the *problem* the proposal is intended to address. They can use the **Identifying Problems: Immigration Reform** handout to organize their work. Point out that some proposals may address more than one problem. Groups can place those cards on the lines between the problems.
4. Next, ask groups to report their results using the numbers assigned to each proposal. In comparing results among groups, what are the similarities and differences? Is there consensus on the problems that these proposals are intended to address? On which ones is their disagreement among the groups? Ask groups to cite reasons for placing these proposals into different categories.
5. Show the transparency explaining **Activity 2: Identifying Levels of Government**. Explain that groups will now categorize the proposals by the level of government that is involved in passing the reform (i.e., federal, state, local and other public agencies). Again, discuss the groups' work as a class, asking students to cite reasons for placing proposals into different categories.
6. Show the transparency explaining **Activity 3: Enforcing Immigration Reforms**. Explain to students that some reform proposals can create controversies among levels of government. That is, state governments may be required to enforce and provide the funding for laws passed by the federal government. Local police have been concerned about the tension between their traditional responsibility for enforcing criminal laws and the growing expectation in some areas that they take on additional responsibilities for immigration law enforcement. Can students identify reform proposals that might create tension between state and federal or state and local governments? Allow ten minutes for students to identify such proposals, and debrief their findings with the class.
7. Distribute the **Update: New Colorado Immigration Laws in 2006** to students and go over the information provided.
8. To close the lesson, tell students they will prepare a "backgrounder" for a local newspaper or a local newscast on the *complexity of immigration reform*. A backgrounder is an in-depth information piece providing background information on a specific issue. Their "backgrounder" report should be no more than one page and must include:

- A concise statement of the problems related to reforming our immigration system.
- An explanation of how the many different reform proposals illustrate the complexity of the immigration issue.
- An explanation of one of the new Colorado immigration laws, focusing on which problem or problems it is designed to solve.

The following rating scale can be used to assess student work; if you plan to use the scale, it should be shared with students prior to their undertaking the writing task.

Rating Scale for “Backgrounder”				
Directions: Rate students’ level of skill for each criterion by circling one of the four numbers listed to the right.				
4 – Complete evidence		3 – Partial evidence		
2 – Minimal evidence		1 – No evidence		
Statement of the Problem / Analysis:				
Presents clear statement of the problem		4	3	2 1
Mentions several reform proposals and explains how their diversity reflects the problem’s complexity		4	3	2 1
Explains one new Colorado law related to immigration		4	3	2 1
Accuracy of Information				
Presents accurate evidence to clarify and support the problem’s existence		4	3	2 1
Accurately analyzes the problems addressed by one of Colorado’s new immigration laws		4	3	2 1
Organization and Communication				
Organizes information and ideas logically		4	3	2 1
Uses appropriate and effective language for intended audience		4	3	2 1
Has few, if any, grammar, punctuation, and usage errors		4	3	2 1

9. Allow time for students to check the sheets they posted in Lesson 1 to add any answers they learned in this lesson and/or add new questions they have as a result of this lesson.

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. Students might track the implementation of new immigration laws as the executive branch puts them into action.

Students could each take one of the policy reform proposals presented on a card in this lesson. They could research who supports the policy and who opposes it, as well as where it has been proposed and its status (passed or not passed).

Students could conduct polling in the school community to ascertain whether community residents' opinions are similar to or different from those reported by pollsters. A good summary/analysis of the many recent public opinion polls on immigration, prepared by Ruy Teixeira, a fellow at the progressive think tank Center for American Progress, can be found at <http://www.americanprogress.org/site/pp.asp?c=biJRJ8OVF&b=1531059>.

Immigration Reform

Activity 1: Identifying Problems

Your teacher will give your group a set of cards. Each card describes a proposal to reform U.S. immigration laws. Working in your small group, *identify the problem* that each proposal addresses. Place the card under the correct category:

- **Proposals that promote adherence to rule of law and the enforcement of immigration laws.** There are millions of people illegally working and residing in the United States. Yet we take pride that our democracy is based on “rule of law,” a principle requiring every member of society to follow the laws.
- **Proposals that address national security needs.** It is very much in our interest to secure our borders. We must protect ourselves from unauthorized immigrants who pose a national security threat.
- **Proposals that provide assistance for immigrants to become citizens and assimilate into our society.** Services for health care, education (including English language acquisition), and social programs have historically helped immigrants adjust, find work, and contribute to our communities as citizens.
- **Proposals that promote economic growth and development.** Immigrants have historically contributed to our economic well being by fulfilling employment needs. As long as there is a market for low- or high-skilled labor, thousands of people choose to immigrate to the United States. Assisting economic development in nations that immigrants are leaving might also address U.S. immigration concerns.

Immigration Reform

Activity 2: Identifying Levels of Government

Working in your small groups, sort the proposals *according to the level of government* at which the policy is being considered.

- Which are proposals proposed by the federal government?
- Which are proposed by state governments?
- Which are proposed by local governments?
- Are any proposals ballot initiatives from advocacy groups?
- Which proposals are from other public agencies, such as school districts?

Immigration Reform

Activity 3: Enforcing Immigration Reforms

Next, think about which *level of government will be responsible for enforcing the policy*.

- Which immigration reforms should be federal government responsibilities?
- Which place enforcement responsibilities on state government?
- Which are the responsibilities of local communities (city councils, mayors, etc.)?
- Are there proposals that involve other public agencies, such as school districts?

Handout

Opinions About Immigration Reform

Directions: As you read the four excerpts given below, highlight phrases that *identify the problems* in reforming our immigration system. In another color, highlight portions of the statements that you consider *most persuasive* about the need to reform our immigration system.

1. Economic-motivated migration (from Mexico) can never be stopped, and we don't want it to be stopped. If we wanted it to be stopped, we would enforce the laws – not against Mexicans coming up here without papers desperate to work, we'd enforce the laws that are on the books now against employers hiring these people who are up here illegally. It is a special case with Mexico. These are our closest neighbors; half of their country is our country now. It's the only place in the world where the first world and the third world meet. It is a crisis point now....It should be a fantastic experiment where we're learning how to integrate, not to continue to try to build a Berlin wall. That didn't work in Berlin....Come here, work cheap, go home. It's a ludicrous concept because it creates indentured servitude.

Peter Laufer, author of *Wetback Nation: The Case for Opening the Mexican-American Border*, interviewed by Rachel Maddow, AirAmerica Radio, Nov. 24, 2005.

2. America must stop tolerating illegal immigration. A substantial majority of whites, blacks and Hispanics oppose illegal immigration. Yet a coalition of cheap labor business interests and open border liberals prevent strong and effective enforcement of our immigration laws.... Illegal immigration is driving down wages of the poorest Americans (and) it is costing Colorado taxpayers billions of dollars in school, health and municipal costs

Former Colorado Governor Richard Lamm, letter to Colorado Alliance for Immigration Reform, May 16, 2005.

3. We need a program of earned legalization combined with the reinvigoration of workplace sanctions. By participating in a point system, unauthorized migrants could earn a permanent visa and eventual citizenship. Points would be earned for integrating into American life by holding a job, learning English, living in a community, obeying laws, and learning American civic values. Participants would be eligible for means-tested government benefits. Those wishing to become legal would also pay a fine for entering the country illegally

Robert S. Leiken, Nonresident Senior Fellow, Foreign Policy Studies, in "An Immigration Bargain," *The Boston Globe*, March 22, 2002.

4. I am aware of the extraordinary efforts that have been made over the past ten years to warn would-be illegal aliens of the potential dangers they faced in trying to cross the border illegally through the deserts and mountains. Notwithstanding these efforts, deaths have continued to occur, and will continue as long as we fail to control our borders and as long as we cling to an outdated, failed, and disastrous immigration policy. Because if we try to

find the cause of these deaths, and if we are trying to prevent them, then we need look no further than to the unwillingness of the United States to reform its immigration laws in light of the realities of the 21st Century...

Peter K. Nunez, Chair, Board of Directors, Center for Immigration Studies, in "The Deadly Consequences of Illegal Alien Smuggling," Testimony prepared for the U.S. House of Representatives Committee on the Judiciary, Subcommittee on Immigration, Border Security, and Claims, June 24, 2003.

5. . . . the situation at the border is rather paradoxical because we have the busiest border crossing in the entire world and also arguably one of the most heavily fortified. . . . Hundreds of Mexicans are dying every year getting into the United States. And the tragedy of it all is, is that really the U.S. is sending mixed messages. One is: don't come. We're going to stop you at the border. You may die at the border. But the other message is if you get across, if you go through the gauntlet, you have a job waiting for you, basically you have an open door policy in the fields and factories but not at the border. And there is some hypocrisy involved there obviously.

Peter Andreas, Associate Professor of Political Science and International Studies, Brown University, in "Opening the Border," *Online Newshour*, August 25, 2000. http://www.pbs.org/newshour/bb/latin_america/july-dec00/mexico_8-25.html.

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. 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. These immigrants 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. Thus, stepping up enforcement may actually have increased those here unlawfully.

Public Attitudes about Immigration Reform

Coloradans think immigration is an important issue. A recent survey found that Coloradans think immigration is the most important problem facing our state and the second most important problem facing the nation (“Immigration at Forefront” 2006).

The recent demonstrations around the state and nation show there are deep divisions about what to do to solve the problem. Although most Americans agree on the need to secure our borders to protect national security, we are divided on what to do about the millions of unauthorized immigrants already in the country (Balz 2006).

However, there is some agreement. According to one survey, more than three-in-four likely voters agreed on the following statements about the issue of immigration (Tarrance Group 2005):

- The immigration system is broken and needs to be fixed.
- If an immigrant has been in this country working, paying taxes, and learning English, there should be a way for them to become a citizen.
- Fixing our immigration system to make it safe, legal, and orderly will make us more secure from terrorists.

In another survey, voters said that they think it would be impossible to deport all illegal immigrants and that they want realistic solutions to deal with future immigrants and the millions of undocumented workers already here (“Earned Legalization” 2005).

Policies to Address Illegal Immigration

Policies for reform are currently being proposed at all levels of government. You will be reading about many proposals that have been announced and debated by local, state, and federal officials. Fearing that the legislative branch will not adequately address immigration reform, some citizen groups have proposed ballot initiatives to allow citizens to vote directly on new laws to deal with the problem of illegal immigration.

References

- Balz, Dan, "Political Splits on Immigration Reflect Voters' Ambivalence: Americans Favor Tighter Borders but Divide on Entrants' Fate," *Washington Post* (January 3, 2006).
- "Earned Legalization and Increased Border Security is Key to Immigration Reform According to Republican Voters: New Poll" (New York: Manhattan Institute for Policy Research, October 17, 2005).
- "Immigration at Forefront," *Denver Post* (July 16, 2006).
- Tarrance Group and Lake Snell Perry Mermin and Associates, *National Survey of Voter Attitudes on Immigration: Executive Summary* (Washington, DC: National Immigration Forum, American Immigration Lawyers Association, March 2005).

Identifying Problems: Immigration Reform

Proposals that promote adherence to rule of law and the enforcement of immigration laws.	Proposals that address national security needs.
Proposals that provide assistance for immigrants to become citizens and assimilate into our society.	Proposals that promote economic growth and development.

Handout

Update: New Colorado Immigration Laws in 2006

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 of the 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. In addition, unauthorized migrants would not be able to get any grants, contracts, loans, or business licenses from state or local government.
- **House Bill 1017** requires businesses to swear that they have verified the legal status of their employees. Employers found to have “reckless disregard” for the law can be fined \$5,000 to \$25,000.
- **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.

The legislature also referred two measures to the voters:

- **House Bill 1020** prohibits employers from deducting wages of unauthorized migrants on their taxes.
- **House Bill 1022** authorizes a lawsuit against the federal government to demand federal enforcement of immigration laws.

Proposals for Immigration Reform Cards (cut into cards)

1. Grant amnesty to all undocumented immigrants currently working in our country. They should be legalized because they pay taxes and perform work that Americans don't want to do.	2. 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.
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.	4. Permit undocumented workers who are currently employed and pay taxes to receive temporary work visas, return to Mexico, and then reapply to legally immigrate to the United States.
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.	6. Allow legal immigrant workers into the country only at the peak agriculture season and require them to return home when the season ends.
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.	8. Create public service announcements for the Border Patrol to warn people about the dangers of border crossings.
9. Offer after-school programs with civics and English language instruction to immigrants in local schools.	10. Pass and enforce stiff penalties against employers who exploit 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.

11. Create a fraud-resistant system to assist employers in verifying workers' citizenship status. Using this computerized registry, rather than an ID card (which can be easily forged), will prevent counterfeiting of documents.	12. Pass legislation to train local and state police officers and other authorities to enforce immigration laws. Currently, only federal immigrant law enforcement officers are able to enforce immigration law.
13. Declare "states of emergency" in individual states to acquire federal funds. These funds can be used to cover the costs of apprehending and detaining illegal immigrants in counties most affected by illegal immigration.	14. Call out national guard troops in border states to patrol the borders, just as is done for natural disasters.
15. Erect more physical barriers at our borders, including unscaleable walls and many more miles of fences.	16. Militarize our borders. Use soldiers to patrol our borders. Also, make Department of Defense surveillance equipment available for patrolling borders.
17. Hire additional Border Patrol officers and provide funding for more canine detection teams at the borders. Border Patrols need more resources to conduct inspections at ports of entry into the United States.	18. Employ high tech surveillance methods to detect illegal border crossings. Use state-of-the-art surveillance technology, including drones, infrared cameras, sensors, radar, and satellite tracking at our borders. Funding is also needed for biometric fingerprint data and electronic tracking of the entry and exit of all visitors to our country.
19. Increase interior repatriation efforts in which illegal aliens from Mexico caught crossing a border illegally are flown back to Mexico and then bused to their hometowns in the interior part of the country far from the border. Eliminate "Catch and Release," a policy that sets a later date for a court appearance.	20. Pass a mandatory detention policy that eliminates "Catch and Release." Lack of bed space for detainees allows illegal immigrants to stay in the United States. All illegal immigrants apprehended at our borders will be taken into custody until they are removed from the country. Funding for more detention space is required.

21. 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.”	22. Pass legislation requiring all citizens to have a national ID card containing retinal scans, fingerprints, and other biometric data.
23. Allow undocumented students who have graduated from a U.S. high school to enter state colleges and universities at in-state tuition rates and begin a path to citizenship.	24. Deny acceptance and scholarships to state-funded colleges and universities for illegal immigrants who have graduated from a U.S. high school.
25. Offer incentives for undocumented immigrants to register with the government, pay a \$2000 fine, and study English to earn permanent residency. The fines could be placed in a fund for offsetting some of the costs of local and state services provided to unauthorized immigrants.	26. Require English language proficiency for students to graduate from high school.
27. Require school districts to collect information about students’ citizenship status, so that data about the costs of educating illegal immigrants can be calculated.	28. Deny enrollment to adult basic education and English language instruction for immigrants who are not legal residents.
29. Declare cities to be “safe harbors” or “sanctuary cities” that will not require local police to report illegal immigrants to federal authorities.	30. Withhold all federal funds from cities that have declared that they are “safe harbors” or “sanctuary cities” and will not require local police to report illegal immigrants to federal authorities.

31. Pass legislation to pay for training local and state police officers to enforce federal immigration laws.	32. Require individuals who register to vote in local, state, and national elections to present proof of citizenship.
33. 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.	34. Pass legislation eliminating bilingual ballots and require all government workers to conduct state business in English.
35. Confirm employment of defendants in state courts who are here illegally and penalize the employers who have hired unauthorized immigrants who have broken local and state laws.	36. 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.
37. Eliminate bilingual education programs and require that all non-English-speaking children in public schools be taught English immediately. Bilingual education programs prevent children from learning English and limit their success.	38. Increase federal funding for bilingual education so that children can make progress in content courses such as science and math.
39. Pass stiffer penalties for creation, possession, and sale of false identification documents.	40. Pass legislation increasing the penalty for trafficking and smuggling illegal immigrants into the United States to a 15-year prison sentence. For engaging in labor trafficking when the victim is under the age of 18, make the prison sentence 20 years.

41. Enact laws that give noncitizens more incentives to become citizens.	42. Change the legal immigration system to allow more low-skilled workers to immigrate to the United States lawfully.
43. Devote funds to more economic development in countries from which immigrants come, such as Mexico.	

5: Immigrants and the Economy

Introduction:

One of the most contentious issues surrounding immigration policy is whether immigrant workers help or harm the U.S. economy. Disagreement on this question is particularly acute when considering unauthorized migrants. This lesson uses a political cartoon to engage students in the issue. Students then examine the arguments on both sides of this question and have the opportunity to conduct additional research to help them determine how they would answer the question. Resource people with varying positions on the issue can be invited to participate in the lesson. After collecting their data, students may create an affinity diagram as a tool for analyzing the information. After discussing the results of their research, students create their own editorial cartoons on the issue of immigrants and the economy.

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

- Interpret a political cartoon about immigration.
- Evaluate data related to the question of whether immigrant labor helps or harms the U.S. economy.
- Create a political cartoon reflecting arguments related to whether immigrant labor helps or harms the U.S. economy.

Materials and Preparation: You will need copies of **Understanding Editorial Cartoons**, **Backgrounder on Immigrants and the Economy**, and **Creating an Editorial Cartoon** for all students. You will also need *The New Coloradans* DVD and, if time permits, access to a variety of research materials. If you plan to have resource persons with varying views on the question of whether immigrants help or harm the economy visit the class, you will need to make arrangements for their visits in advance. To create the affinity diagram, you will need self-adhesive notes and large sheets of posting paper.

Procedure:

1. Distribute the cartoon to students and put it on an overhead transparency. Tell students that this is an editorial cartoon and that editorial cartoons express an opinion or idea without directly stating them. Explain to them that humor, exaggeration, irony, and symbolism are techniques cartoonists often use to make the point. Make sure that students understand the meaning of each word.
2. Ask student to look at the picture and the caption and describe what is happening in the cartoon. (*Uncle Sam is standing along a fence on the U.S.-Mexican border holding signs with contradictory messages; a group of people on the Mexican side of the border are wondering about Sam's mental health.*) Ask: What is the main point the cartoonist is making? (*Accept all answers students can support, but be sure the mixed views on whether immigrants are necessary to the U.S. economy are mentioned.*)

3. Next, have students tell you what features the artist used to make the points that were mentioned. (*Answers may include: humor, irony, and symbolism.*) Tell the students that later on they will be asked to create their own editorial cartoon in which they will make a point about their views on immigration.
4. Remind students of the disagreements in the documentary regarding whether illegal immigration is an economic benefit or an economic cost to the United States. What arguments are made on both sides of the issue? You may want to re-screen segments of the DVD related to this topic and have students begin developing a list of arguments on both sides of the issue. Major arguments include the following:

Cost

Unauthorized immigrants take jobs from Americans and/or drive wages down so that Americans will not take the jobs.

Because most unauthorized immigrants are not well educated, they take jobs from Americans with few resources, thus driving up the demands placed on social programs by U.S. citizens.

Unauthorized immigrants use various social services and thus drive up expenses for government programs, from education to police protection to medical care, etc.

Benefit

Unauthorized immigrants do jobs Americans will not do. Employers could not produce goods and services without this labor and might move overseas.

Because unauthorized immigrants will work for low wages, the costs of many goods and services that Americans want are kept at a reasonable level.

Unauthorized immigrants pay taxes, including Social Security, which they are never able to claim because they do not have legitimate Social Security Numbers.

5. Distribute the **Background** and explain to students that it presents some data on the question of immigrants' impact on the economy. They should know, however, that the data is often "soft"—that is, researchers can not be positive that it is accurate. In addition, predicting future trends related to the economy is always difficult. Thus, students should use the data presented but realize that all of that data can be questioned. Have students identify which pieces of evidence support the argument that immigrants help the economy and which support the argument that they harm it. If time permits, encourage students to do Internet research and to contact groups with strong views on this issue to learn what arguments they make to support their position. You might also invite two resource persons with opposing views on the issue to class to take part in a Q&A session with your students.
6. You may have them construct an affinity diagram as a way of analyzing the data they have gathered. Explain that constructing an affinity diagram involves five steps:
 - Putting ideas on self-adhesive notes.
 - Displaying those ideas.

- Sorting the ideas into groups.
- Creating header cards for the groups.
- Drawing a finished diagram.

7. Write the question students are considering on the board: Does unauthorized immigration help or harm the U.S. economy?

Give each student several self-adhesive notes and have them write one piece of evidence or idea related to the question on each note. While students are doing this, place several large sheets of posting paper around the room.

Have students place all of their completed self-adhesive notes on the board under the focus question.

8. Explain that in the next step, students will be working silently to organize the ideas and evidence on the self-adhesive notes into related groups. They should start by looking for two ideas or pieces of evidence that are closely related. Students should place those two notes together on one of the large sheets of posting paper. They should then look for ideas that are related to the group they have created and add them to the group or look for other ideas that are related and create new groups.

When the notes have been sorted, students should review what has been done, moving notes that they think are in the wrong place or combining categories. Again, this should be done silently. If there are disagreements about where an idea or piece of evidence belongs, a second note with the same information can be created.

9. Next, allow students to talk as they create headers for the groupings. If they discover a relationship between two or more groups, they may want to create a “superheader” (for example, evidence supporting an affirmative answer to the focus question and evidence supporting a negative answer). Using the headers students have created, draw a diagram showing the organization of the evidence and ideas that students have created.

10. Conduct a discussion of the following questions:

- Do you think unauthorized immigration helps or harms the U.S. economy? What arguments or data do you find most persuasive in reaching this conclusion? (*Answers will vary; accept all answers students can support.*)
- Why is it so difficult to determine whether immigration, especially illegal immigration, benefits or harms the U.S. economy? (*Because we don’t have adequate data, in part because unauthorized immigrants are “under the radar” in terms of many types of data collection; because it’s a complex question with no simple answer; because people’s values influence how they interpret the data; because many important effects are long-term and thus especially hard to predict.*)
- Which should be more important in making decisions—short- or long-term effects? (Accept all answers students can support.)
- If you believe that unauthorized immigrants harm the economy, what policies might you wish to enact? (*Answers will vary; possibilities include policies that increase security along*

the border, that put more responsibility on employers to ensure that people they hire are in the United States legally, that cut off government benefits to unauthorized immigrants.)

- If you believe that unauthorized immigrants benefit the economy, what policies might you wish to enact? *(Answers will vary; possibilities include policies that provide an avenue to citizenship for people currently in the United States without authorization, guest worker programs that allow more low-skill workers to enter the United States legally, policies that protect unauthorized migrants from exploitation by employers.)*
- How important should economic factors be in determining immigration policy? Compared to security, human rights, and environmental protection, where do economic factors rank in importance? *(Accept all answers students can support.)*

11. Tell students that they are going to create their own editorial cartoons based on their views on immigration. Before you do so, you may want to have students look in the newspapers for editorial cartoons and bring them in and analyze them as a class.
12. Distribute the **Creating an Editorial Cartoon** handout and have students select a point that they want to make about immigration in their cartoons. Then, have them design the cartoon using at least two of the techniques listed on the handout. Have students do their final copy on a separate sheet of paper. Afterwards, students can share their cartoons with the class as the class tries to determine the point the artist was trying to make.
13. Allow time for students to check the sheets they posted in Lesson 1 to add any answers they learned in this lesson and/or add new questions they have as a result of this lesson.

Extension / Enrichment:

Allow space for a student-created bulletin board on editorial cartoons on immigration. Many cartoons can be found at the Daryl Cagle's Professional Cartoonists Index (<http://cagle.msnbc.com/>). The Association of American Editorial Cartoonists (<http://nieonline.com/aaec/cftc.cfm?cftcfeature=archive>) features lessons on how to make a cartoon and on cartoons related to the Immigration debate.

Students could monitor the website of the Bell Policy Center in Denver (<http://www.thebell.org/>). This organization tracks immigration issues and produces reports on the economics of immigration.

Handout

Understanding Editorial Cartoons

The purpose of an editorial cartoon is to make a point about an issue in the news. In editorial cartoons, the main point is rarely stated directly and obviously. Instead, cartoonists often use **humor**, **exaggeration**, **irony** and **symbols** to make their point.



Source: Steve Breen, San Diego Union-Tribune, Copley News Service. Used by permission.

1. What is happening in this cartoon?
2. What is the main point of this cartoon?
3. What features (humor, irony, symbolism, exaggeration) in the cartoon help to make its point?

Backgrounder on Immigrants and the Economy

As of 2005, approximately 35.2 million immigrants (legal and unauthorized) were living in the United States—the highest number ever. Immigrants account for 12.1 percent of the total population; that number could surpass the 1910 high of 14.7 percent within ten years. From 2000-2005, approximately 7.8 million new immigrants settled in the United States. Nearly half (perhaps 3.7 million) are thought to be in the country illegally. Of the unauthorized immigrants, about 40 percent entered the country legally but overstayed their visas.

Findings from the Center for Immigration Studies Analysis of Census Data

- Of adult immigrants, 31 percent have not completed high school, three-and-a-half times the rate for natives. Since 1990, immigration has increased the number of such workers by 25 percent, while increasing the supply of all other workers by 6 percent.
- The proportion of immigrant-headed households using at least one major welfare program is 29 percent, compared to 18 percent for native households.
- The poverty rate for immigrants and their U.S.-born children (under 18) is 18.4 percent, 57 percent higher than the 11.7 percent for natives and their children. Immigrants and their minor children account for almost one in four persons living in poverty.
- One-third of immigrants lack health insurance—two-and-one-half times the rate for natives. Immigrants and their U.S.-born children account for almost three-fourths (nine million) of the increase in the uninsured population since 1989.
- Immigrants make significant economic progress the longer they live in the United States, but even immigrants who have lived in the United States for 14 or 15 years still have dramatically higher rates of poverty, lack of health insurance, and welfare use than natives.
- Immigration accounts for virtually all of the national increase in public school enrollment over the past two decades. In 2005, there were 10.3 million school-age children from immigrant families in the United States.

Findings from the National Research Council's Assessment of the Economic Impact of Immigrants

- Immigrants, both legal and unauthorized, contribute as much as \$10 billion to the U.S. economy each year. The benefits are biggest when immigrants bring different skills to the economy than native workers. In general, immigrants are low skilled compared to native-born workers.
- The economic benefits of immigration are realized by employers who can hire workers at low wages, consumers who can buy goods and services at low prices, and people who supply goods and services to immigrants. People who compete with immigrants for jobs do not realize the benefits of immigration and may actually be worse off.
- Immigrants have little overall effect on wages paid native workers, perhaps resulting in a 1 or 2 percent reduction in wages of native-born workers who compete with immigrants for work. Workers who have less than a high school education may have lost up to 5 percent of their earnings due to competition from immigrants.

- Nationally, there is no effect of immigration on African Americans, although in areas where immigrants are concentrated, some African Americans' wages and employment have been affected.
- The relationship between immigration and unemployment among native-born workers is unclear. A California study showed a 1 to 1.5 percent decrease in jobs for native workers because of competition from immigrants; other studies have shown no effect.
- The demand for less skilled labor will continue to grow. The number of native workers available to take these jobs is declining, as the workforce ages and becomes more educated. Immigrants provide a source of labor to fill those jobs.

Findings from The Bell Policy Center Studies of Taxes Paid and Services Provided to Undocumented Immigrants

- The costs for K-12 education, emergency medical care, and incarceration for unauthorized migrants in Colorado is nearly \$225 million per year, with the largest amount going for education—\$175.6 million.
- Based on estimates that there are between 225,000 and 275,000 unauthorized migrants in Colorado and that half of them are working “on the books” (i.e., paying income and social security taxes), undocumented immigrant households paid between \$159 and \$194 million in state and local taxes in 2005.

Findings from a Review of Recent Research by New York Times Reporter Eduardo Porter

- According to a study by Harvard economists, unauthorized workers who arrived in the United States in the last two decades of the 20th century reduced the wages of high school dropouts in the United States by 8.2 percent. When the health of industries that employ unauthorized workers is factored in, however, the impact is halved—to just 3.6 percent. Across the entire labor force, the presence of unauthorized workers was zero because their presence helped to increase earnings of more educated workers.
- According to a study by an economist at the University of California, Berkeley, found no wage differences between cities that have many less educated immigrants with cities that have few that could be attributed to immigration.
- A study by economists at MIT, Harvard, and the Brookings Institution showed that income inequality at the bottom half of the wage scale has not grown since the mid-1980s.

References

- Baker, Robin, and Rich Jones, *State and Local Taxes Paid in Colorado by Undocumented Immigrants* (Denver: The Bell Policy Center, June 2006).
- Camarota, Steven A., *Immigrants at Mid-Decade: A Snapshot of America's Foreign-Born Population in 2005* (Washington, DC: Center for Immigration Studies (December 2005).
- Jones, Rich, and Robin Baker, *Costs of Federally Mandated Services to Undocumented Immigrants in Colorado* (Denver: The Bell Policy Center, June 2006).
- National Research Council, *The Immigration Debate: Studies on the Economic, Demographic and Fiscal Effects of Immigration* (Washington, DC: National Academies Press, 1998).
- Porter, Eduardo, “Cost of Illegal Immigration May Be Less Than Meets the Eye,” *New York Times* (April 16, 2006).

Handout

Creating an Editorial Cartoon

Directions: Using the topic of immigration, create your own political cartoon. Choose a single, clear idea or opinion to express in your cartoon.

You may want to use one or more of the following devices in creating your cartoon:

analogy

symbolism

humor

irony

exaggeration

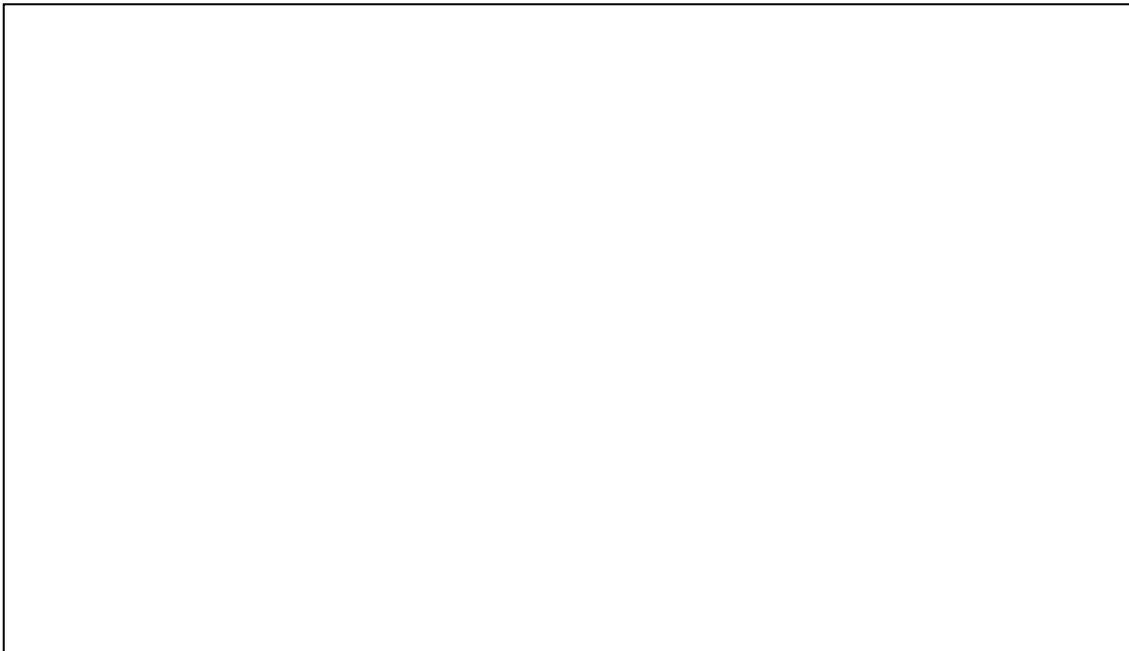
caricature

captions

slogans

references to history and literature

What is the opinion you want to convey in your cartoon?



6: Guest Workers: A Global Perspective

Introduction:

In this lesson, students learn about the *bracero* program for Mexican workers in the United States from 1942-1964 as a historical case study and the current immigration reform plan proposed by President Bush providing for temporary or guest workers. Students also analyze case studies of experiences with guest worker programs implemented in other nations. Students discuss the similarities and differences among cases and the “lessons learned” from these case studies. To close the lesson, student groups prepare policy briefs on President Bush’s guest worker proposal to present to their U.S. Senators.

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

- Describe the history and impact of the *bracero* guest worker program in the United States.
- Analyze case studies about immigrant guest worker programs in other nations.
- Prepare a “briefing document” for their U.S. Senators in which they cite evidence and provide information on the costs and benefits of implementing a guest worker program in our immigration reform efforts.

Materials and Preparation: You will need copies of **From Our History: The Bracero Program, 1942–1964**, **Case Studies: Immigrants as Guest Workers**, **Lessons Learned: Immigrants as Guest Workers**, and **The President’s Plan: A Proposal for Temporary (Guest) Workers**. You will need enough copies of each **Case Study** for one-third of the class to have each.

Procedure:

1. To begin this activity, ask students if they have heard of the *bracero* program. If students speak or are studying the Spanish language, ask them if they know what the word means. (The English translation of *bracero* is “arm,” meaning a laborer who works with his hands.) Distribute the **From Our History: The Bracero Program, 1942–1964** handout. Explain to students that World War II created a labor shortage in the United States that affected all areas—especially agriculture. To make up for the shortfall of manual labor in agriculture, the United States and Mexico entered into an agreement (The *Bracero Treaty*) enabling the United States to employ Mexican citizens as legal temporary workers who would harvest crops. It has been estimated that more than 4.5 million Mexican workers came to the United States under this temporary guest worker program from 1942-1964.
2. Discussion questions that close the reading can be used at your discretion. Ask students to speculate on the costs and benefits of the *bracero* guest worker program. What is the current controversy about former *braceros*? If you wish to have students do additional reading on the *bracero* program, the following two websites are recommended:
 - The Bracero History Project (<http://echo.gmu.edu/bracero/>) is in the process of collecting and documenting the controversial history of the *bracero* program, including this program’s impact on both Mexican and American history.

- The California Heritage Project, University of California, Berkeley, provides a helpful page entitled “The Bracero Program: Legal Temporary Farmworkers from Mexico, 1942-1964” (<http://sunsite.berkeley.edu/calheritage/latinos/braceros.html>).
3. Explain that by “looking outside” at the experiences of other nations, we can often gain valuable insight into policy proposals. Students will work in groups to analyze case studies from other nations about the reasons behind and the impact of guest worker programs.
 4. Divide the class into six groups and distribute one **Case Study** to each group (two groups will have each case study). Also distribute the **Case Studies: Immigrants as Guest Workers** handout to all students. As a homework assignment, students should read their respective case study and be prepared to discuss the questions on the case study handout. Tell groups that after they have discussed their findings about guest workers in this particular case study, they will then form new groups and each group member will be responsible for representing the experiences of guest workers in this particular nation in a new group (a “jigsaw” discussion).
 5. On the next day, allow students 10 minutes to discuss their responses to the questions about their case study on guest workers. Then regroup students into new groups of six students each; each group should have two students knowledgeable about each case study.
 6. Distribute **Lessons Learned: Immigrants as Guest Workers** to the groups. Working in their groups, students will explain the experiences of guest workers in the nations represented in their respective case studies. As a group, students should determine what, if anything, these guest worker programs have in common, as well as the differences among the case studies. Group members should be encouraged to ask clarifying questions as individual students report on their respective case studies. What lessons about immigrants as guest workers can we learn from these case studies? How useful are these case studies to our current debate about immigration reform?
 7. Distribute **The President’s Plan: A Proposal for Temporary (Guest) Workers**. After reading the handout, groups should prepare a “Lessons Learned Briefing Document” for their U.S. Senators. Their document should cite evidence from the *bracero* program and the case studies from other nations on the costs and benefits of implementing a guest worker program in the United States. Teachers may make this an individual homework assignment, an oral report, or a letter written to one (or both) of their U.S. Senators.
 8. Allow time for students to check the sheets they posted in Lesson 1 to add any answers they learned in this lesson and/or add new questions they have as a result of this lesson.

Extension / Enrichment:

Students could research the positions of the Colorado congressional delegation on issues related to immigration, particularly guest workers. A good place to start is the website of each member of Congress. Websites of members of the House of Representatives can be found at <http://www.house.gov/>; Senators at <http://www.senate.gov/>. Students might also compare the various guest worker programs proposed/supported by President Bush, Senators Kennedy and McCain, and Governor Owens.

Handout

From Our History: The *Bracero* Program, 1942- 1964

The *bracero* program was a formal agreement between Mexico and the United States. It allowed Mexican citizens, as guest workers, to fill temporary jobs in U.S. agriculture. The United States needed these workers because of the labor shortage created by World War II. The program lasted until 1964. Over the program's life, more than 4.5 million Mexicans came to the United States as *braceros*. While the jobs *braceros* worked did not pay well by American standards, many of the *braceros* could not find work in their homeland.

Some immigration scholars believe that the *bracero* program reflects the fact that immigration laws are not always strictly enforced. When our economy has fewer jobs for U.S. workers, enforcement tends to be quite strict. Conversely, when our economy needs workers, enforcement of immigration laws tends to be "softer."

During the period of a *bracero* contract, workers could only return home to Mexico in the event of an emergency. At the end of the contract, they were required to return to Mexico. This created a circular flow of Mexicans to the United States—they came to work, stayed for the period of the work contract, and returned home, only to begin the cycle again when more *braceros* were sought for work in the United States.

The labor contractors who brought *braceros* to the United States were supposed to provide free housing, medical treatment, bathing facilities, and transportation. They often did not, however. In addition, they often used *braceros* as strike-breakers, something that was specifically prohibited by the *bracero* program.

Although some U.S. farmers fought to preserve the *bracero* program, the program ended in 1964 prompted by protests from labor unions, more mechanized farms needing fewer workers, as well as complaints of human rights abuses—the U.S. Department of Labor officer in charge of the program even characterized the *bracero* program as a form of "legalized slavery."

Even today, controversy surrounds the *braceros*. A portion of their earnings were withheld by the U.S. and Mexican governments to create a pension fund. But no pensions were paid until 2005. Following successful litigation, more than 100,000 people applied for the \$4000 payments made available in 2005. Additional payments were to be made available in 2006.

Questions for Discussion

1. Why did workers become *braceros*?
2. What were the U.S. government's reasons for starting the *bracero* program?
3. Were *braceros* able to become permanent residents or American citizens? Were they integrated into American society?
4. When did the *bracero* program end? What factors contributed to the end of the program?
5. What is the current controversy about the *bracero* program?

Case Study 1

Bush Might Profit by German Experience

Don Melvin, *Atlanta Journal-Constitution*, January 25, 2004

Editor's Note: *Unlike the United States, Germany does not confer citizenship based on birth in that nation if neither parent is German. Becoming a naturalized citizen in Germany is also difficult, as pointed out at the end of this news article. In 2000 a law was passed to enable children born to non-German parents to acquire German citizenship at birth if at least one parent has had a permanent residence permit for at least three years and has resided in Germany for at least eight years. These children must apply successfully to retain German citizenship by the age of 23 and will be required to prove they do not hold any foreign citizenship.*

Berlin—Fevzi Cakir came to Germany intending to stay a year or two. It was his plan—and the German government's plan—that he return shortly to his native Turkey.

Thirty-nine years later, he's still in Germany. So is his wife. And two of his four children are German-born. Cakir likes his life in Berlin.

He came as a guest worker and now is a citizen. He should be a fan of guest worker programs, right? Wrong. Such programs, in his view, cause serious problems.

"I don't understand why America is planning something like that," said Cakir, 62.

As the United States contemplates a proposal by President Bush to temporarily legalize some foreign workers with the expectation they will eventually return to the land of their birth, the German experience may provide a cautionary tale.

More than 40 years after the first Turkish guest workers arrived to help the country rebuild—Germany had Marshall Plan funds and other post-World War II reconstruction money but was short of manpower—a significant number are still here.

Many of the immigrants live in ghettos. Many, even children, do not speak German. Housing and education are substandard. Crime is high. Unemployment, 18 percent among

Berliners, is 35 percent among the city's Turks.

About three of every four Turks in Germany are not citizens, even after decades in the country. Many play no role in the nation's political life. They feel the sting of bigotry and keep to themselves.

Some, clinging to their roots in a land that remains foreign to them, practice Islam in a manner more conservative and rigid than that of many people in Turkey. Young people, devoid of prospects, have developed a hip-hop-style culture of gold chains and aggressive behavior.

"I don't think the whole program is very good," Cakir said. "It creates heavy problems, as we see here."

Germany's guest worker program began in 1955. At first, under treaties Germany negotiated with countries suffering high unemployment, the workers came from Italy. Spanish and Greek workers followed. Then, in 1961, workers from Turkey began to come, followed by those from Morocco and elsewhere.

By 1970, 3 million foreign-born people lived in Germany, making up nearly 5 percent of the population. The program ended in 1973, when the worldwide oil crisis slowed the German economy.

But as relatives came to Germany to join the workers, the number swelled to 7.3 million by late 2001.

The Turks make up the largest group. Nearly 3 million live in Germany, about 200,000 of them in Berlin. Some of the city's neighborhoods are

Reprinted with permission of the *Atlanta Journal Constitution*.

overwhelmingly Turkish, with Turkish doctors, lawyers, shops, eateries, salons. Many apartments are fitted with satellite dishes to pick up Turkish TV.

Citizenship, while not impossible to obtain, is difficult. Although Germany's citizenship law was liberalized in 2000, for many years it gave preference to applicants believed to have Teutonic ancestry, required a residency of at least 15 years, and required that other citizenship be renounced, something many older Turks were reluctant to do.

Many of the problems are in part attributable to the guest worker concept, according to government officials, academics and members of the Turkish community. Everybody—the German government and the workers themselves—assumed the situation was temporary and acted accordingly. There was denial on both sides that what was taking place was immigration, said Ruth Mandel, who teaches anthropology at University College in London and is writing a book about Turks in Germany.

For decades the German government asserted that “Germany is not an immigration country,” and the word “immigrant” was never used in referring to the workers. No money was spent to teach immigrants the German language or help them integrate into German society.

Nor did the migrants themselves make much effort. Cumali Kangal came to Germany 30 years ago to work in a metal factory, assuming he was staying only temporarily. It wasn't until seven or eight years later that it finally struck him that he really ought to learn the language.

Turkish parents have often shuttled their children between countries, enrolling them in German schools for a year or two, then sending them to school in Turkey for a while.

“Many generations of children have grown up basically as bilingual illiterates,” Mandel said.

“Language is one of the biggest problems we have,” said Michael Ried, a high school chemistry teacher. “If a student does not speak German properly we are, of course, unable to teach him anything.”

German employers, too, found a temporary program less to their liking than they had expected. They were loath to send workers away once they were trained.

“Economically, it's nonsense for the factories to change every year the personnel,” said Safer Cinar, an official with the *Türkischer Bund*, or Turkish Federation, in Berlin.

For that reason, a temporary worker program makes sense only when the work itself is temporary, said Barbara John, who retired recently after 22 years as Berlin's commissioner for migration and integration. If the workers must leave when the crops are finished, that makes sense, she said. To hire temporary workers for industry, she said, does not.

In addition, she said, it is difficult to enforce temporary programs when there is great economic disparity between the new country and the country of origin. While the program proposed by Bush is aimed primarily at workers already in the United States illegally, it would also apply to prospective workers abroad.

People familiar with the German experience say there are lessons for all concerned. Kangal, in addition to recommending that workers learn the language earlier than he did, said the host country should enter the arrangement with open eyes.

If a country needing cheap labor hires another country's least-qualified workers, it will get poorly educated and unsophisticated people ill-equipped to learn the language and assimilate.

Though he is a Turk and experiences prejudice “every day,” he also said it was not primarily Turkey's elite that had come to Germany. “In some ways,” he said, “the prejudice is not wrong.”

Mandel said the host country should have “an ethics of hospitality.”

The German example of making citizenship very difficult to acquire should be avoided, she said. The new citizenship law enacted in Germany in 2000 lowered the minimum residency requirement from 15 to eight years and grants dual citizenship to children born in Germany whose foreign-born parents have resided in the country for at least eight years.

“The worst thing is for a society to set up a new and separate economic class with a different set of rights,” she said. That, she said, is a “recipe for divisiveness.”

Case Study 2

France Beefs Up Response to Riots Plan Includes Curfews, More Police Officers

By Molly Moore, *Washington Post*, November 8, 2005; A01

Editor's Note: *The focus of this article is the lasting legacy of guest workers, especially the integration into society of children whose parents came to France as guest workers from the Middle East and Africa. Also note the comparison made to the U.S. civil rights movement of the 1960s.*

PARIS, Nov. 7—In a television address to the nation Monday night, France's prime minister, Dominique de Villepin, announced his government's new plan to curb riots that have spread to 300 French towns and cities in the last 12 days: 1,500 additional police officers on the streets, local curfews, parental intervention and more educational opportunities for students in affected suburbs.

Even as Villepin spoke, another night of violence broke out, as young men in the southern city of Toulouse set fire to a city bus and threw rocks at police officers. In the Paris suburbs, where the unrest began, rioters set fire to a junior high school and a hospital.

Confronted by the most dramatic social uprising since 1968, the government of France remains largely helpless against gangs of angry youths. The response is being crafted by a lame-duck president and an interior minister and a prime minister who are slugging it out to replace him.

While many French leaders depict the rioters as simple criminals, political and social analysts and many French citizens see the fires that are burning across the country as reflecting a growing identity crisis in a nation where social policies have not kept up with rapidly changing profiles in religion, race and ethnicity.

"France is in a social and economic crisis," said Michelle Rosso, a 43-year-old music teacher from the town of Bagnolet in the northern suburbs of Paris, where the unrest has

been most intense. "It's similar to the U.S. civil rights movement in the '60s. The integration policies of this country clearly do not work."

Most of the rioters are the French-born children of immigrants from Arab and African countries. A large percentage are Muslim. Their parents' generation was invited to France as laborers who were expected to return home but didn't. The new generation is coming of age in the midst of France's worst economic slump in years and during a time when many in the country, which is culturally Christian but officially secular, are increasingly fearful of the growth of Islam inside its borders.

At present, the country has an estimated 6 million Muslims, most of African descent. The fear of losing France's traditional white European identity fueled French voters' rejection of the proposed European Union constitution last summer and has heightened French opposition to admitting Muslim Turkey into the E.U.

"The government hasn't really realized we're facing a major political crisis," said Patrick Lozes, a political activist and president of the Circle for the Promotion of Diversity in France. "The French social model is exploding."

In a country that has prided itself on its egalitarian social system, Lozes said, "black people and Arab people are not really considered to be from this country. They are considered an inferior group."

"People are shouting they want to be equal," said Christophe Bertossi, an immigration specialist at the French Institute for International Relations. "And the government is treating them as if they were criminals or terrorists."

Reprinted by permission of *The Washington Post*.

Sunday night and Monday morning brought a new peak of violence, with an estimated 1,400 vehicles torched in Paris and other French cities. Several cars were burned in Brussels, where the E.U. is headquartered, and half a dozen in Berlin, raising concerns in other European capitals that the violence is spreading to their territory.

On Monday, a 61-year-old man died of injuries sustained last week when he was attacked while trying to extinguish a fire in trash bin. He was the first fatality since two Muslim teenagers were electrocuted in a power substation while trying to evade a police checkpoint on Oct. 27. That incident touched off the rioting.

Some political analysts said government officials didn't focus on the severity of the violence in its first days because many were on vacation or at their country houses celebrating the All Saints' Day holiday. As they returned to their Paris offices the following Monday, the rioting was gaining momentum across the suburbs.

Still, President Jacques Chirac did not speak out publicly until Monday evening, the 12th night of violence. He made a three-minute appearance and vowed tough action against the perpetrators.

Chirac, whose lackluster performance in office and recent health problems have cemented his status as a lame-duck president, allowed two rival ministers – Prime Minister Villepin and Interior Minister Nicolas Sarkozy – to engage in public bickering over the proper course of action. Both aspire to replace Chirac in the 2007 presidential election.

Sarkozy inflamed the rioters by calling them “scum.” Many of the youths have said they won't stop the burning until Sarkozy is removed from office.

Some analysts blame the government's weak responses on an attitude of diffidence toward communities that most French officials and middle- and upper-class residents never see. Unlike in the United States, where most low-income housing projects are located in inner cities, French subsidized housing was built in the suburbs, out of sight of the historic and charming town centers that draw millions of tourists each year.

The politicians in Paris, as well as many Parisians, feel immune to the rioting in the suburbs and elsewhere, said Guillaume Parmentier, who heads the French Center on the United States, a Paris-based research organization. “So a few cars are burning in the suburbs,” he said. “This is the sort of thing that happens; it's very unpleasant, but you can't put a policeman behind every car.”

Such an attitude of indifference has alienated the young men and boys throwing homemade gasoline bombs. Immigration expert Bertossi said many of the targets of the violence “are the symbols of the institution – schools, the police, the firemen.”

In the highly competitive French education system, most students in the poor suburbs of Paris and other major cities go to schools that are decrepit and crowded. Dropout rates are high.

Villepin said Monday the government planned to restore some of the budget cuts made to academic institutions in the country's poorest communities and would increase tutors and scholarships for students in those areas. He provided no details, however. He also said it was “the responsibility of parents to calm” their children who were taking part in the violence.

“It's no wonder these kids are protesting when their future looks like a dead end,” said Michel Narbonne, 59, who sells stamps to collectors at a Paris street market. “They are frustrated, like the majority of French people. These kids are doing what most French people have wanted to do for the past 10 years.”

Case Study 3

Skilled Workers Key to Growth but Relegated to Manual Labor

S. Adam Cardais and Katya Zapletnyuk, *The Prague Post*, November 30, 2005

Editor's Note: *Although this article does not focus on a guest worker program, it reflects the experience of a refugee—someone who flees his home country for safety. The article also points out the potential problems that can occur when a significant number of workers are not successfully integrated into mainstream society—including a route to citizenship.*

For the past two years, Muslim Dalsayev, a 33-year-old unemployed psychiatrist, has been looking for a job in medicine. With his education and experience, Dalsayev has no problem getting job interviews. The problem, he says, is that he never makes it past the first question.

“As soon as they learn I’m not a Czech citizen, they usually say, ‘Well, we’ll give you a call,’” says Dalsayev, who has olive-colored skin, dark brown eyes and hair flecked with gray. “I’ve been waiting for these phone calls forever.”

Dalsayev is a Chechen refugee who emigrated to the Czech Republic in 1999 to escape his war-torn country. He couldn’t work legally here until the government granted him political asylum in 2003, when he was told to register with the labor office to find a job.

It didn’t do much good. In two years the labor office has not offered Dalsayev one job in his field, forcing him to find other employment. He’s worked in construction, repaired shoes and delivered bread.

“We know many [skilled] people who already have asylum, know the language and are entitled to getting a job,” Dalsayev says. “Many of them can’t find a job, not only in medicine but even as a stock person in a grocery store.”

The Czech Republic hasn’t had much success integrating skilled foreign workers into the labor force. And while nowhere near as many immigrants live here as in France, the Czech Republic has seen how the problem

could come to a head as it did in October, when riots broke out in France, partly stemming from a lack of both skilled and unskilled jobs for immigrants.

And with the increasingly important role skilled immigrants could play as the Czech work force diminishes from demographic decline, it’s clear that a mass of foreigners disillusioned over perceived second-class status could be a harbinger for civil unrest.

Labor Lacking

Experts say there is already a dearth of qualified workers in the information technology, automotive and medical sectors. These are some of the most vital sectors in the economy, driving both foreign investment and domestic economic growth. The situation is only expected to worsen. By 2030 the labor market will be short some 430,000 qualified workers, according to Lucie Stejskalová, a project coordinator at the International Organization for Migration (IOM).

This figure is particularly threatening for a country that relies on the quality of its labor force to attract foreign direct investment (FDI). Indeed, in terms of FDI, the Czech Republic’s comparative advantage over cheaper markets in Eastern Europe and Asia is its skilled work force. It will only become more so as the cost of labor increases to West European levels during the next five years.

“The foreign labor force is and will be a very important part of the Czech labor market in the future,” says Blanka Vlasáková of CzechInvest, the state’s inbound investment agency. For that reason, she says, “CzechInvest uses feedback from foreign

Reprinted by permission of the authors.

investors to suggest ways to simplify procedures for getting visas and work permits.”

Indeed, many experts say the labor market is too restrictive when it comes to foreigners, particularly those from outside the European Union.

“Foreigners hoping to enter the Czech Republic with a work permit face an extraordinarily complicated and hostile administrative environment, and this is true even for highly educated professionals and academics who apply for permanent residency,” according to Daniel Munich, a professor of labor economics at the Center for Economic Research and Graduate Education at Charles University.

A study released in February by the Prague-based Gabal Analysis and Consulting firm found that the system “doesn’t effectively manage the migration and integration of foreigners into society.” Immigrants trying to find work face myriad administrative obstacles. Critics of the system note that immigrants have to look for jobs while they’re still outside the Czech Republic, and that until recently immigrants couldn’t apply for a visa until authorities approved a work-permit application.

Too Much Bureaucracy

The result of all the red tape is that foreigners often work illegally, which means they’re not contributing to the tax and social insurance systems. Some estimates put the number of illegal foreign workers as high as 250,000. And during the construction season, around 200,000 Ukrainians are employed illegally, according to experts on Ukrainian immigration.

Kateřina Beránková, a spokeswoman for the Labor and Social Affairs Ministry, says that every adult foreigner can apply for a work

permit. She says the ministry doesn’t know why Ukrainians prefer to work illegally.

Ukrainians are about to be included in the Active Selection of Qualified Foreign Workers project, which the ministry created two years ago to streamline the process of bringing skilled foreigners to this country. Though they’re the second-largest group of immigrants here behind Slovaks, Ukrainians weren’t included in the project at the onset because the ministry worried about receiving a flood of applications.

The project has admitted 317 applicants to date, a figure that is far from impressive, according to some critics. Stejskalová nevertheless says that government is serious about immigration.

“I think the government is well aware of the fact that foreigners need to be integrated here,” she says.

The Worst Situation

The question is, however, who will take the responsibility for integrating the foreigners who do come here? As the troubles in France demonstrated, segregation and isolation can create a powder keg.

“Integration is very important,” says Dušan Drbohlav, a professor of social geography. “It’s been shown that once you have a majority of immigrants who are isolated, it’s the worst situation. There needs to be contact between the groups. Otherwise, it can be dangerous.”

Drbohlav says the responsibility for integrating immigrants should be shared between the foreigners themselves, NGOs and the government.

For his part, Dalsayev says he thinks the government has, at least to a certain extent, turned its back on immigrants.

“We were very surprised watching what was going on in France,” he says. Considering the way immigrants are treated here, he adds, “There should have been a war here. We have friends and relatives living in Belgium, France, the Netherlands. The government provides them with some minimum. People aren’t afraid they won’t have food on the table or money to pay the rent.”

— Petr Kašpar contributed to this report.

Handout

Case Studies: Immigrants as Guest Workers

Case Study: _____

Directions: As you read this case study, focus on the following questions. After you have finished, discuss your responses among your group.

1. Who are the individuals mentioned in this case study? Why have they immigrated?
2. Describe the government policy that applies to the worker(s) in this article.
3. Is there an opportunity for the workers in this case study to obtain citizenship in their new country? If so, describe the process. If not, hypothesize reasons why citizenship is not possible.
4. What additional questions do you have about this case study in immigrant guest workers?
5. What do you think could be the “lessons learned” about immigrant guest workers from this case study?

Handout

Lessons Learned: Immigrants as Guest Workers

Directions: Your group is now comprised of “experts” who have examined the effects of immigrant workers in several different nations. Follow the steps below to complete your group work.

1. The expert(s) on each case study should give a brief report about that case study, including responses to the questions on the previous handout. Group members should ask clarifying questions about each case study.
2. Ask a group, discuss what the immigrants in these articles have in common, as well as the differences among them.
3. Identify lessons about immigrants that we can learn from these case studies. How useful are these case studies to our current debate about immigration reform?
4. Finally, review President Bush’s proposal for guest workers, part of his immigration reform plan. With your group, prepare a “Lessons Learned” Briefing Report for Senator Salazar and Senator Allard. This report should address the costs and benefits of implementing a guest worker program in the United States.

Handout

The President's Plan A Proposal for Temporary (Guest) Workers

....America's immigration system is also outdated – unsuited to the needs of our economy and to the values of our country. We should not be content with laws that punish hardworking people who want only to provide for their families, and deny businesses willing workers, and invite chaos at our border. It is time for an immigration policy that permits temporary guest workers to fill jobs Americans will not take, that rejects amnesty, that tells us who is entering and leaving our country, and that closes the border to drug dealers and terrorists....

President Bush, State of the Union Address, February 2, 2005

President Bush's guest worker proposal would allow undocumented immigrants currently living in the United States to apply for a work permit for up to three years, if they can prove their employer could not find a U.S. citizen willing to take the job. When their employment contracts expire, they must either renew the contract, or return home.

President Bush has said about his proposal: "It is humane to say to a person, 'You are doing a job somebody else won't do. Here is a temporary card to enable you to do (it).'"... I do not believe that any guest worker program ought to contain amnesty because I believe that, if you granted amnesty to the people here working now, that that would cause another 8 million people or so to come here."

Reactions to the president's plan are mixed and not split strictly along party lines: Rep. Tom Tancredo, Colorado Republican and major opponent of a guest-worker program, has said, "The President must enforce our immigration laws before we consider any guest worker proposal. Until we bring law and order to our border anarchy, importing more workers into the equation is out of the question." In contrast, Democratic representative John Salazar supports the president's guest worker plan: "We need to address border security, but we also need to address this nation's labor requirement and he said that loud and clear."

7: A Simulated Legislative Hearing on Immigration Issues

Introduction:

In this lesson, students continue their look at immigration issues facing Congress by conducting a simulated legislative hearing on current immigration reform proposals. The focus is 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.

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 four groups testifying before them—for students assigned to represent the role. You may 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 (groups generally submit written testimony prior to a hearing). If time permits, you may wish to make research materials available to the student groups as they prepare for the 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 many reform proposals that they learned about in Lesson 4 and what they have learned more specifically about guest workers in Lesson 6. Point out that as policymakers consider these reforms, they will have to 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. Explain that, in the next part of 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.
2. Distribute the **Symbols and Strategies: A Fence or a Pathway?** handout and allow time for students to read the material. Discuss the material presented, using the "Questions For Discussion" at the end of the handout as prompts.

3. Organize the class into five groups—the committee and four groups that are going to testify before the committee. Give each group their **Role Card**. (**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.) Tell the groups to read the directions and ask for any questions on which they need clarification before they begin their preparation. Allow time for students to prepare for the hearing.
4. Conduct the simulated hearing. At the conclusion of the hearing, you may want to ask members of the committee to indicate their position on the two issues on which they took testimony. Debrief the hearing using questions such as the following:
 - What were the strongest arguments related to providing opportunities for unauthorized immigrants to become legal residents of the United States?
 - What were the strongest arguments related to 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 you knew 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 in 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.
5. Allow time for students to check the sheets they posted in Lesson 1 to add any answers they learned in this lesson and/or add new questions they have as a result of this lesson.

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.

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.

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 were 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. Proponents of a fence argue that no other reforms can be seriously considered unless the border is 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.

Similarly, 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, proponents argue, many industries would find themselves short of workers. Americans would find themselves paying more for the goods and services they need and want—or they would find jobs moving overseas. Immigrant workers allow businesses and industries to remain profitable inside the United States, thus preventing the loss of both high- and low-paying jobs if a company moved out of the United States. In order to enter the 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.

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.

Of course, not everyone agrees. Both of these proposed policies have been criticized as ineffective strategies. They have both been criticized as sending the wrong message to our own citizens and the world.

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, opponents criticize the immense cost of building a fence that would be unscaleable. They also say that even a fence could not keep people from coming to the United States. People who want to come would find another way—coming across the Gulf of Mexico, for example, or traveling to Canada and then crossing the U.S.-Canadian border. They also point out that 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.

Opponents of providing a pathway to citizenship for unauthorized migrants currently in the United States argue that it, too, sends the wrong message. Such a policy says that the rule of law is a mockery, 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. They will have good reason to expect that, at some point, they will be allowed to become legal residents. Furthermore, opponents say, 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 the people we need to get out of the country.

Questions for Discussion

1. 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?
2. 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?
3. Think about the other policy proposals you have learned about. Pick one and explain how it would be both a symbol and a strategy.

Role Card

Committee Directions

You are the **U.S. Senate Committee on the Judiciary**. The committee has 18 members, 10 from the majority party and 8 from the minority party. The chair of the committee, who runs the hearing, is a member of the majority party.

Your committee is holding hearings about immigration. Several immigration reform bills have been assigned to your committee. You will be holding several hearings about these bills. Today, your hearing will focus on two issues: (1) providing opportunities for undocumented workers to achieve legal residency and (2) 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. To prepare for the hearing, do the following:

1. Decide which members of your group will be Republicans and which Democrats. The majority party should elect the chair (or head) of the committee. The chair will run the hearing. Note that the issue of immigration does not necessarily split along party lines. Alliances on both sides of the issue can include members of both parties.
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. If time allows, research these issues to garner more arguments on each side.
3. Develop questions you want to ask the people testifying at the hearing.
4. Go over the committee procedures so you will know what to do during the hearing.

Committee Procedures

1. The chair (head) calls the committee to order and introduces Panel 1—the supporters of building of 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. Each person testifying should be given two minutes to make their arguments.
2. Following statements from both members of Panel 1, committee members should have an opportunity to ask questions. Questions start with the chair and then alternate between the parties.
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

Directions for Members of 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. You believe that 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.

You realize that 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. You will be willing to consider other policy solutions in the future; you are even willing to compromise on some issues. However, the border must be closed first.

To prepare for the hearing:

1. Identify the most persuasive arguments in favor of your position. If time allows, do some additional research to strengthen your arguments.
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

Directions for Members of Panel 1: The Rule of Law Society

Your organization believes that 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 to illegal immigrants and allow them to become U.S. citizens, despite the fact that they have broken the law, we are turning our backs on one of our nation's founding principles: the rule of law. You are adamantly opposed to the idea of a pathway to citizenship for illegal immigrants.

Your group supports building a fence along the U.S.-Mexico border, although you do not really like the message it sends. The problem of stemming the flow of immigrants from Mexico to the United States has, so far, proven impossible to solve. You see the fence as a somewhat desperate attempt to solve that problem. However, 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 constitutes a desperate time. Still, you realize that other measures will be necessary to deal with the problems we currently face. For example, you support a national ID card, increasing the number of Border Patrol officers, and using high-tech surveillance methods to police the border.

To prepare for the hearing:

1. Identify the most persuasive arguments in favor of your position. If time allows, do some additional research to strengthen your arguments.
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

Directions for Members of Panel 2: Dr. McKinley Miller

You are a well-respected economist at Oakville University. You have spent your career studying the economics of immigration. You believe that immigrants, including unauthorized immigrants, play a vital role in the U.S. economy. Thus, you think it is unrealistic to talk about closing the borders and deporting unauthorized workers. Those workers are needed to keep certain types of businesses profitable while controlling the prices of the products and services they provide. In addition, you see the money sent by immigrants to Mexico (and other countries), often referred to as remittances, are essential to the economies of the home countries.

You support a pathway to citizenship for unauthorized immigrants currently in the United States. 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. You do not think a fence along the U.S.-Mexico border is cost effective. In a time of rising budget deficits, the U.S. 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. Identify the most persuasive arguments in favor of your position. If time allows, do some additional research to strengthen your arguments.
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

Directions for Members of Panel 2: A Nation of Immigrants

Your organization believes that our national diversity, a product of immigration, is one of its unique and positive characteristics. Our culture's richness is based on the varying 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. You do not think that immigrants from Mexico are 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—you believe they should be given a pathway to citizenship or legal residence. In addition, you would like to see other policies enacted to support the integration of Mexican immigrants into American society—English and civics classes for adults and special programs to reduce the dropout rate among immigrant students.

To prepare for the hearing:

1. Identify the most persuasive arguments in favor of your position. If time allows, do some additional research to strengthen your arguments.
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.

8: At Issue: What Rights and Benefits Should Non-Citizens Have?

Introduction:

Should non-citizens, including unauthorized immigrants, be entitled to the rights guaranteed in the U.S. Constitution? Should they have access to benefits and services available to U.S. citizens? These are questions being debated in Colorado and the United States more broadly. In engaging with these questions, it is important that students distinguish between citizens, legal permanent residents, and unauthorized migrants, as each group currently has different rights and benefits. This lesson focuses primarily on Colorado's new law limiting the services available to unauthorized migrants; students take part in a Structured Academic Controversy on whether they believe the law is a good choice for the state. However, they should also be made aware that there are many other controversial issues around the rights and benefits conferred on non-citizens.

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

- Take a stand regarding provision of rights and services to non-citizens.
- Identify arguments for and against limiting services to unauthorized migrants.
- Participate in a small-group discussion on a controversial public issue related to immigration.
- Take and defend a position on the issue of the rights and benefits of non-citizens, particularly unauthorized migrants.

Materials and Preparation: Create signs that say “Strongly Agree,” “Agree,” “Undecided,” “Disagree,” and “Strongly Disagree” and place them along one wall of your classroom for use in the human graph activity. You will also need to make copies of **The Strictest Law in the Nation** for all students and enough copies of **For the New Law** and **Against the New Law** for half the students to have each. You will also need to make an overhead from the Transparency Master.

Procedure:

1. Tell students that this lesson, which will focus on another set of controversial issues related to immigration, is going to begin with a human graph activity. Point out the signs that you have posted along one wall of the classroom. Explain that you will be reading a series of statements and students will be standing in front of the sign that reflects their reaction to each statement, thereby creating a human graph. Other students will “interpret” each graph by summarizing what the graph shows (e.g., “Our class agrees that only citizens should be able to vote”) and generating hypotheses about why (e.g., “Citizens committed to our country’s future should have special privileges that others do not have; if non-citizens could vote, they might vote against our country’s interests”).
2. Inform students that they will be dealing with three different categories of U.S. residents in this activity: citizens, legal residents (some permanent, some temporary), and unauthorized migrants. Be sure students understand the differences among these three groups.

3. Ask for several students willing to place themselves on the human graph (you may want to point out that they will not be able to talk). Read the following statements one at a time, stopping after each to lead the class in “interpreting” the resulting graph. You may allow different students to place themselves on the graph half way through the activity:
 - Citizens are entitled to more rights and benefits than non-citizens.
 - Only citizens should be allowed to vote.
 - All residents of the United States, no matter their citizenship status, should have civil rights, such as freedom of speech, freedom of religion, and the right to an attorney.
 - Non-citizens, whether here legally or illegally, should not have access to public services, such as food stamps, free flu shots, and a driver’s license.
 - Permanent legal residents should have access to public services, but unauthorized migrants should be barred from receiving any benefits except those mandated by the federal government, such as emergency services and K-12 education.
 - All young people who reside in a state, no matter the status of their parents, should be allowed to pay in-state tuition at the state’s public colleges and universities.
4. Summarize the human graph activity by pointing out that what rights and benefits should accrue to various categories of people—citizens, legal resident aliens, and unauthorized migrants—is a complex and controversial question. In Colorado in 2006, a great deal of discussion focused on restricting services to unauthorized migrants. In a special session, the Colorado legislature enacted a new law that some have called the strictest law in the nation.
5. Distribute **The Strictest Law in the Nation** and go over the information with students. To help students understand that this issue divides traditional alliances and creates new ones, draw a T-chart on the board, with supporters of the measure on one side and opponents on the other. Ask students what groups might support or oppose the new law; for every group they mention, ask why and whether some members of that group might oppose the law. For example, some business owners would oppose the law because they do not want to stop the flow of cheap labor; others would support the law because they feel that they are at a disadvantage when competing with employers who break the rule and hire undocumented workers. Some liberals might oppose the law because they feel it violates the human rights of unauthorized migrants; other liberals might support the law because they feel that unauthorized migrants undermine assistance to disadvantaged groups of U.S. citizens.
6. Tell students that they are going to be taking part in a Structured Academic Controversy on the new law. A Structured Academic Controversy is a discussion that occurs in groups of four. Show the **Structured Academic Controversy** overhead and go over the steps with students. Keep the overhead on during the remainder of the class period.
7. Organize the class into groups of four (some groups could have five or six members if your class total doesn’t divide evenly by four). Within each group, create pairs, with one pair assigned to support the new law and one pair assigned to oppose it. Give the appropriate pairs the **For the New Law** and **Against the New Law** handouts. Ask pairs to read their handout and identify the strongest points supporting their position.

8. When students have completed the reading, they should work in their pairs to complete step 1 of the SAC; that is, preparing to advocate their position. Tell students how long they will have to present their arguments (two or three minutes is generally adequate).
9. Before beginning step 2 of the SAC, remind students that (a) those who are listening need to take notes and ask clarifying questions that will help them better understand the opposition's views; this is not the time for them to argue, (b) pairs will be reversing positions in a few minutes and will need to understand the arguments of the opposition so listening is important, (c) they will have two (or three, depending on how much time you wish to allot) minutes to present their case. Tell students arguing in support of the new law to begin; after the allotted time has passed, announce a one-minute period for clarifying questions. Following the questions, students arguing against the new law should present their arguments; another one-minute period should be allowed for clarifying questions.
10. Move to step 3 of the SAC, in which pairs reverse positions. The pair that formerly opposed the new law but is now supporting it should go first, followed by the pair who formerly supported the new law but is now opposing it. Allow no more than two minutes for each pair to present its arguments in this phase.
11. Move to step 4 of the SAC. Remind students that in this phase they leave their assigned roles and discuss the question from their own perspectives. The goal of the discussion is to identify areas of agreement and disagreement and to see whether the group can agree on something. Allow 10 to 15 minutes for this step.
12. Debrief the discussion using such questions as the following:
 - How many groups agreed on the overall question: Is the new law restricting services to unauthorized migrants good policy for Colorado? Why were you able to reach agreement?
 - What other agreements did groups reach? What does this illustrate about the issue of services for unauthorized migrants?
 - What were the most compelling arguments for each side?
 - What questions do you still have? How might you find answers to these questions?
 - What do you like/dislike about this process? How might a process like this help us discuss divisive issues in our community?
 - Why is it important to discuss controversial issues in a democracy?
13. Return to the questions that students posted at the beginning of the unit. What questions remain? How might they be answered? Let the class choose the remaining questions of greatest interest to them and assign small groups of students to research the questions and create presentations or displays presenting the information they have gathered.

Extension / Enrichment:

Extend the human graph activity by having the whole class participate in the activity, making sure there is plenty of room between signs. Record the number of students standing in front of each sign for each statement. Have students use the recorded information to create a series of bar

graphs. Based on the bar graphs, students should draw conclusions about the class opinions on issues related to the rights and services that should be available to immigrants.

Materials supporting a SAC on the question of in-state tuition for unauthorized migrants, which could be done as a follow-up to this lesson, are available from the Deliberating in a Democracy project at http://www.deliberating.org/Educating_NonCitizens_US.pdf.

Transparency Master

The Structured Academic Controversy

1. Students are organized into groups of four, and each group is split into two pairs. One pair in a foursome studies one side of the controversy, while the second pair studies an opposing view. Partners read the background material and identify facts and arguments that support their assigned position. They prepare to advocate the position.
2. Pairs take turns advocating their positions. Students on the other side make notes and ask questions about information they don't understand.
3. Next, pairs reverse positions. Each pair uses their notes and what they learned from the other side to make a short presentation demonstrating their understanding of the opposing view.
4. Students leave their assigned positions and discuss the issue in their foursomes, trying to find points of agreement and disagreement among group members. Teams try to reach consensus on something; if they cannot reach consensus on any substantive aspect of the issue, they should try to reach consensus on a process they could use to resolve disagreements.

Handout

The Strictest Law in the Nation

Current estimates suggest that approximately 230,000 unauthorized migrants now live in Colorado. Almost all observers see a problem with so many residents having broken the law to enter or stay in the United States. What to do about that problem is a controversial question.

The Colorado legislature, in a special summer 2006 session, passed a bill limiting the services available to unauthorized migrants. All adults applying for nonemergency public services will have to provide proof that they are U.S. citizens or lawful residents. Forms of proof would include a Colorado driver's license or ID card, an American Indian tribal document, or military or military dependent's ID card (including a Coast Guard or Merchant Mariner's ID). Adult applicants for services must also sign a sworn statement that they are in the United States legally. The agency providing services must then verify the statement through a federal system run by the Department for Homeland Security.

Among the benefits that would be affected by this new law are:

- Retirement payments
- Welfare payments
- Publicly funded health insurance
- Publicly funded disability payments
- Public housing
- Education beyond high school, food assistance
- Unemployment benefits

Certain services would not require verification of citizenship or legal residence. These include emergency medical care; short-term, emergency disaster relief; immunization and treatment of communicable diseases; K-12 public education; prenatal care for pregnant women; and services provided at the local level (such as various kinds of counseling and soup kitchens).

The law also says that unauthorized migrants cannot get grants, contracts, loans, or business licenses provided by state or local government.

The penalties for breaking the law are fines (\$500 to \$5000) and jail time (6 to 18 months).

This new law has been called the strictest immigration law in the United States. But is the new law restricting services for unauthorized migrants good policy for Colorado? That question is still open for discussion.

Handout

For the New Law

Supporters of the law hope that it will stop the flow of unauthorized migrants into Colorado and perhaps even encourage some already here to leave the state. If the Colorado law is the strictest in the nation, they say, surely other states with more services available will be more attractive to unauthorized migrants.

These supporters often begin their argument with the statement that we are a nation of laws and people who break the law should not receive public benefits. According to former Governor Richard Lamm, “this is not a mere formality as some imply, or a tiresome technicality: remember that there are millions of people patiently waiting to come to America, and illegal immigrants skip the line. To continue to tolerate this practice is not only a legal issue; it is morally unfair to those waiting to come legally.”

Supporters also argue that unauthorized migrants harm the economy and take jobs away from U.S. citizens and immigrants who entered the country legally. Unauthorized migrants will often work for very low wages with few or no benefits—even minimum wage may provide them with a better standard of living than they had in their home country. Thus, employers hire these unauthorized migrants rather than paying a better wage to a legal resident of the United States.

While the labor is “cheap” for employers, it is not cheap for society, according to supporters of the new law. Workers who make little money and have no paid benefits often take advantage of services paid for by taxpayers. According to the Center for Immigration Studies, 29 percent of all immigrant-headed households take advantage of at least one major welfare program, compared to 18 percent of households headed by native-born Americans (Camarota 2005). This includes all immigrants, not just those who entered the country illegally, but it suggests that immigrants are costing society a great deal. Governor Owens has estimated that the new law could stop the benefits for 50,000 people now receiving them (Couch and Frates 2006).

Opponents of the new law say that many unauthorized workers pay sales, property, and income taxes and contribute to Social Security—contributions they will never be able to access. But supporters point out that many unauthorized workers are paid “under the table” (in cash) and therefore do not contribute to Social Security. Even the unauthorized migrants who pay taxes are not paying enough to cover the costs of their children’s education. Considering that (1) Colorado taxpayers contribute \$7,271 for every child in a public school and (2) there are an estimated 32,300 children of unauthorized migrants in the public schools, there is no question to supporters that illegal immigration is costing taxpayers money. Supporters recognize that the U.S. Supreme Court, in the case *Plyler v. Doe*, ruled that states must provide K-12 education to all young people. However, they do not see anything positive about extending other costly benefits to unauthorized migrants.

Supporters of the new law also argue that the rapidly increasing population of Colorado, fueled by both legal and illegal immigration, is putting unsustainable strains on our resources. If the current population trend continues, future generations will face numerous problems. They also

claim that the rapid increase in the Spanish-speaking population is slowing assimilation—new residents are not becoming part of mainstream culture as quickly as they did in the past. Youngsters are dropping out of school in higher rates than native-born residents, condemning themselves to a life struggling to rise above the poverty level.

Supporters of the new law recognize that this policy cannot, by itself, solve the problem of illegal immigration. According to Fred Elbel of Defend Colorado Now, an organization that hoped to have voters act on this issue, “Realistic solutions must involve strategies to improve living standards of third world countries—in particular with family planning assistance and micro-loans, which have both proven effective.” However, they believe that cutting off public benefits to unauthorized migrants will discourage people entering the country illegally from coming to Colorado and may even motivate some to leave the state.

References

- Camarota, Steven A., *Immigrants at Mid-Decade: A Snapshot of America’s Foreign-Born Population in 2005* (Washington, DC: Center for Immigration Studies (December 2005).
<http://www.cis.org/articles/2005/back1405.html>.
- Couch, Mark P., and Chris Frates, “Immigration Pact OK’d,” *Denver Post* (July 11, 2006).
- Elbel, Fred, “Intergenerational Justice” (Lakewood, CO: Defend Colorado Now, 2006),
http://www.defendcoloradonow.org/perspective/art_intergenerational_justice.html.
- Lamm, Richard D. “Liberals Beware: There Is a High Cost to ‘Cheap’ Labor,” (Lakewood, CO: Defend Colorado Now, 2006).
http://www.defendcoloradonow.org/perspective/art_liberals_beware.html.

Against the New Law

Opponents of the new law restricting public services only to citizens and other legal residents of Colorado believe the new law will be ineffective in slowing immigration to the state and will end up costing the taxpayers of Colorado millions of dollars in enforcement costs.

Because unauthorized immigrants fear deportation, they often do not apply for public benefits. They come to the United States to work and achieve a better standard of living for themselves and their family. Cutting off services, opponents argue, will not stop immigrants from coming to Colorado illegally as long as they can find jobs here. Regardless of other arguments, opponents say, the measure simply won't achieve the result its backers hope for.

Instead, opponents say, the new law will have negative effects on the economy. They cite employment figures to support their claim that unauthorized migrants contribute to the U.S. economy at the rate of \$10 billion annually. The employment rate for unauthorized immigrant men is 90 percent, compared to 86 percent for immigrant men in the country legally and 83 percent for native-born men (Jones et al. 2005). They also cite research that says that unauthorized migrants have a minimal impact on the employment and wages of native-born U.S. workers.

Unauthorized migrants pay taxes, opponents of the new law argue; they should therefore have access to the services those taxes are collected to support. In addition, the vast majority of the costs incurred by families of unauthorized immigrants are for education and emergency medical care of children, many of whom are citizens by virtue of being born in the United States. The education of these citizens and all long-term residents of the United States is an investment in our national future.

State agencies who testified on the new law were unable to say how much money the new law might save. When a similar measure was considered in the General Assembly in 2005, the Colorado Legislative staff (2005) estimated that the savings might be minimal—perhaps \$435,000 annually.

Bureaucratic procedures will need to be established to enforce the amendment if it is passed; such procedures always involve costs. The study by the Colorado Legislative Council (2005) suggested that the initial costs of establishing and administering a document review process to check citizenship or legal residence would be \$4.3 million; after the initial start-up, costs could run \$2.6 million per year. Overall, the law, opponents argue, could end up costing Coloradans millions of dollars.

Meanwhile, the law could subject legal residents and citizens who “look like” immigrants to discrimination and make it more difficult for them to receive the benefits to which they are entitled. Additional processing may “clog the system,” slowing down the process of receiving needed benefits—a process that is already slow. “Any time it takes more staff time to process something, or to explain new rules to clients, it lengthens the time it takes to get those services and drive up costs,” said Nan Morehead of Denver Human Services (Migoya 2006). In addition, some

legal Colorado residents may not have the correct identification papers, creating problems for them in trying to receive benefits to which they are entitled.

Finally, opponents of the new law say that immigration is a federal issue and problems related to immigration must be solved at the national level. Indeed, some of the services covered by this law have previously been prohibited by federal law. Only through federal action can all of the nation's concerns about immigration—security, economic, demographic—be addressed.

References

Colorado Legislative Council Staff, *State and Local Fiscal Impact, HB 05-1271* (February 21, 2005).

Jones, Rich et al., *Immigration Effects on Colorado and the Nation: A Review of Research* (Denver: The Bell Policy Center, 2005). <http://www.thebell.org/pdf/IMG-brief12-05.pdf>.

Migoya, David, "Social-services Officials Fear New ID Law Will Slow Help for Eligible," *Denver Post* (July 12, 2006).

Unit Assessment: Writing a Persuasive Essay

This writing assessment asks you to draw on information you have learned throughout your study of immigration. In the assessment you will choose a specific issue, develop a position on that issue, and write a persuasive essay arguing for your position.

Pick one of the following issues that you studied in *The New Coloradans* unit:

- Should the United States build an unscaleable fence along the U.S.-Mexican border?
- Should the United States provide a path to citizenship for migrants currently in the United States without authorization?
- Should the United States prevent unauthorized migrants from receiving government benefits and services?
- Should the United States establish a guest worker program?

What is your position on the issue you have selected?

Write a persuasive essay arguing for your position on this issue. Your essay should include the following elements:

- An explanation of the issue and its importance to our society.
- A clear statement of your position.
- An argument for your position, supported with evidence.
- Refutation of the arguments against your position.

Write as clearly as possible, choosing language carefully. Proofread your essay to be sure there are no errors in grammar, usage, or spelling.

Essay Rubric

Exemplary

The essay clearly describes the issue and its importance to our society. The author's position on the issue is clearly stated and is supported with a well-organized argument. Differing points of view are analyzed. The essay contains no errors in content. The author uses clear, precise, and vivid language, and the essay contains no errors in mechanics, grammar, usage, or spelling.

Proficient

The essay clearly describes the issue and its importance to our society. The author's position on the issue is clearly stated and is supported with a well-organized argument. Differing points of view are mentioned. The essay contains very limited errors in content that do not undermine the author's argument. The author's writing is clear, and the essay contains few errors in mechanics, grammar, usage, or spelling.

Adequate

The essay describes the issue and presents the author's position on the issue. Some evidence in support of the author's position is presented. The essay contains some errors in content or in mechanics, grammar, usage, or spelling, but the author's meaning can be understood despite these errors.

Novice

The essay's description of the issue is unclear. The author does not take a position on the issue or presents no evidence to support the position taken. The essay contains errors in content, mechanics, grammar, usage, or spelling that make it difficult for the reader to understand what the author is trying to say.

Extended Reading Activities on Immigration

This section is designed as an aid for teachers who wish to link their unit on immigration with reading activities. The section includes book lists, as well as activity suggestions. We recommend that teachers read any work before assigning it to students, as teachers are best qualified to determine whether a book is suitable for their students.

Classic Texts in American Literature

Cather, Willa, *My Antonia*. In the late nineteenth century, the narrator is sent to live with his grandparents on the Nebraska prairie, where he makes friends with the children of northern and eastern European immigrants. These friends and their stories shape him and his values even into his adult life.

Roth, Henry, *Call it Sleep*. First published in 1934, this is the story of the New York City tenements, eastern European Jews, and the poverty and violence that must be overcome to make a life in the United States.

Steinbeck, John, *The Grapes of Wrath*. Although the Joads are American-born, the depression-era dustbowl forces them to leave their home in Oklahoma to join the river of migrant workers who take to the road in California. A lengthy novel, parts of it may be substituted with clips from the classic black-and-white film starring Henry Fonda.

Contemporary Literature

Many fine contemporary writers are addressing themes related to immigration in their work. The following are just a few suggestions to start your students' potential reading list.

Boyle, T.C., *Tortilla Curtain* (New York: Penguin, 1996). In this satiric novel, two couples—one wealthy Californians and the other unauthorized migrants from Mexico—live in the same canyon, but are worlds apart until a chance encounter brings them together.

Dubus, Andre, III, *House of Sand and Fog* (New York: Vintage, 2000). The fates of a family of Iranian immigrants and a young woman who is evicted due to a bureaucratic error are entwined in this sad story set in southern California.

Lahiri, Jhumpa, *The Namesake: A Novel* (Boston: Houghton Mifflin, 2003). Gogol Ganguli, the child of Indian immigrants who was named for a Russian author, struggles to find his way in a culture where he always feels himself to be “the other.”

This section was developed by Gloria Eastman, a former high school English teacher and current Assistant Professor of English at Metro State. Suggestions regarding contemporary adult literature on immigration were provided by Hiroshi Motomura, Kenan Distinguished Professor of Law, School of Law, University of North Carolina at Chapel Hill.

Lee, Chang Rae, *Native Speaker* (New York: Penguin, 1996). While classified as a mystery novel, *Native Speaker* looks deeply into the experience of narrator Henry Park, a Korean-American whose alienation from both American and Korean culture makes him the perfect spy.

Roth, Philip, *American Pastoral* (New York: Vintage, 1998). The Levov family seems to be living the American Dream, but it all falls apart in the 1960s when their daughter commits a deadly crime to protest the Vietnam War.

Tan, Amy, *The Joy Luck Club* (New York: Random House, 1990). Four immigrant Chinese-American women and their daughters tell their stories in this compelling look at cultural acclimation, what it means to be Chinese-American, and mother-daughter relationships.

Young Adult Novels

Young adult novels are usually short (about 200 pages) and concern themselves with the formative events in the life of a teenager. Because they are quick reads, they would work well for extending the lessons of this unit. School and public libraries will have many of these and similar books. These titles are also available from The Bookies, an independent bookstore in Denver that caters to teachers and librarians.

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.

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 follows her 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.

Poetry

Anzaldua, Gloria, *La Frontera/Borderlands: The New Mestiza*, Intro. By Sonia Saldivar Hull (San Francisco: Aunt Lute Books, 1999).

Reference

Daniels, Roger, *Coming to America: A History of Immigration and Ethnicity in American Life* (New York: Perennial, 2002).

Motomura, Hiroshi, *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States* (New York: Oxford University Press, 2006).

Muller, Gilbert, *New Strangers in Paradise: The Immigrant Experience and Contemporary American Fiction* (Lexington, KY: University of Kentucky Press, 1999).

Activities

1. Write a letter to the character in your novel, giving him or her advice about how to adjust to the demands of life in the new country. Point out places in the book where the character has, because he or she is unfamiliar with American culture, misinterpreted a conversation or event.
2. Create a venn diagram that illustrates the similarities and differences between your growing up experiences and those of the immigrant who is the main character of your novel.
3. Partner with someone who has selected a different title. Create a venn diagram that shows the similarities and differences of the immigration experience of the characters in the two books.

4. Do a web search to research the conditions in your character's country of origin. Speculate on the effect this information may have had on the fictional family's decision to immigrate to the United States.
5. Create a map that illustrates the key moments in the main character's journey to the United States **and** in his or her adjustment to the new culture. At each place on the map of the journey, note the events that took place **and** what the character learned or what change took place in his or her understanding of the new culture.
6. Locate an article in a newspaper or magazine that concerns current events in the country of origin of the main character in your novel. Develop a compare/contrast essay about the conditions described or implied in the novel and the current conditions in this country.
7. Write a letter to the editor of your local or school paper, concerning some opinion regarding immigration issues that you have developed as you read this novel.
8. Interview someone who has recently immigrated to this country. Compare their experiences to those of the main character of your novel.

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. 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/twn.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>.

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/governmt/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/>.