Overview
Students will receive an in-depth, interactive learning experience as they explore governmental polices on immigration. Students will learn about the history of immigration in the United States, Federal and State immigration policies, and examine modern day immigration patterns.

The “Immigration: Whose Call Is It?” unit uses a variety of primary sources, including videos, government documents, political cartoons, and photographs. The final project will showcase student understanding of immigration in the United States.
Rationale
The United States has a long history of immigration, beginning with the first European settlers. Waves of refugees have come to the United States seeking a new life. As population increased, questions began to arise about ways to keep the population growth in check.

Many laws were created to help control the constant flow of immigrants into the country. It is important that students understand the issues of immigration throughout United States history in order to understand and form educated opinions regarding current issues and legislation.

Guiding Question
*How has the changing definition of immigration affected governmental policies and societal values?*

Objectives
- Define and identify changes in the following terms: immigrant, immigration, federalism, government policy, refugee, and quota
- Analyze the continuity and change associated with federal immigration policies and perspectives
- Compare and contrast federal and state immigration policies

Assessments
Students will be assessed on their written responses to primary sources discussed in class, class participation in discussion, and on their thought processes seen in lesson reflection paragraphs.

As a final product, students will take a position from the following list of questions and write about it in essay format:

1. How has the definition of immigration changed over time in the United States?
2. How has immigration affected societal, economic and political values?
3. In regards to immigration, how should power be allocated and why?
Day 1: Exploring Vocabulary

I. Class Web
On a large piece of paper, create a class web with the central question: “What is an immigrant?”. Allow students to come up to the board and write words or phrases that come to mind when they read the central question. After writing the words, allow students to draw lines, connecting ideas that are related. When the web looks finished, open up discussion about what they think an immigrant is using the words from the web.

II. Define Key Terminology
Pass out the Graphic Organizers in the back of this lesson. Allow students to work individually or as a group to create a definition for each key term.

Extension Activity
If time permits, have students find their own primary source images for each word.

III. Conclusion
Students should provide an exit slip with definitions and at least one primary source image that helps illustrate a definition.
Day 2: Examining Federal Immigration Policies

I. Student Web
Revisit the question “What is an immigrant?” and discuss as a class.
Have students begin research on countries of origin of immigrants.
Students may present their data using a map, pie charts, graphs or other statistical visuals. This project may take time and can be finished as homework.

Technology Extension: Ease.ly
Ease.ly is an easy to use web-based, infographic creator. It does not require a login until the creator needs to save. Infographics can be created easily within minutes and turned into images using the Microsoft Snipping Tool or the MAC Grab Tool.

II. Video
Have students watch the Robert Lee Interview. Discuss some examples of how immigrants have shaped or changed the United States Constitution.

III. Jigsaw Activity
On the board, create a square with four quadrants. Each quadrant will have a specific law. Divide the class into four groups; pass out the Jigsaw Activity Sheet. Each group will be responsible for finding the year and description of each of the laws. Students should focus on the significance of the law. If time permits, allow students to share their findings with the class.

<table>
<thead>
<tr>
<th>Immigration Act of 1882</th>
<th>Immigration Act of 1921</th>
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<tbody>
<tr>
<td>“Chinese Exclusion Act”</td>
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<td></td>
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<tr>
<td>Immigration Act of 1965</td>
<td>Dream Act</td>
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</tbody>
</table>

IV. Conclusion
Students should turn in notes that summarize each law in ten words or less.
Day 3: Examining State Immigration Policies

I. Class Poll
Poll students to find out what they know about Arizona SB 1070. You can poll students with a raise of hands or write questions on the board and allow students put sticky notes with their responses under each question.

II. Infographic
Go over Arizona SB 1070 Infographic. The Arizona SB 1070 is also known as the Support Our Law Enforcement and Safe Neighborhoods Act. Lead a class discussion about the Arizona immigration law and the five copycat laws.

III. Article
Distribute copies of the Associated Press Article “Supreme Court Rejects Part of Arizona Immigration Law.” Discuss how it allowed the “show me your papers” provision and struck down three other provisions. Have students fill out the Associated Press Article Worksheet as they read the article.

III. Conclusion
Ask students to volunteer their answers to the article questions. Turn in responses.

Big Ideas
- Identify and analyze decisions by the United States Supreme Court about the constitutional principles of immigration laws
- Identify and describe provisions of the United States Constitution that define and distribute powers and authority of the federal or state government

Materials
- Arizona SB 1070 Infographic http://tinyurl.com/tpsIM1
- Associated Press article http://tinyurl.com/tpsIM2 Included pgs. 25-27
- Associated Press Article Worksheet Included on pg. 28
Big Ideas

- Investigate and interpret multiple causation in historical actions and analyze cause-and-effect relationships
- Compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government
- Analyze the United States Constitution and determine if state policies conflict with or adhere to the founding principles

Materials

- Political Cartoon
  [http://tinyurl.com/tpsIM3](http://tinyurl.com/tpsIM3)
  Included pg. 29
- Library of Congress Political Cartoon Analysis Tool
  Included pg. 30
- United States Constitution Booklet
- United States Constitution and Federalism Study Guide Notes
  Included pg. 31

Day 4: Compare and Contrast Federal and State Immigration Policies

I. Political Cartoon Analysis

Display the Political Cartoon. Allow students to quietly examine the image. Ask pairs of students to analyze the political cartoon using the Library of Congress Cartoon Analysis Tool and discuss who has the power to enact immigration laws, Federal or State Government. Ask student pairs to volunteer their answers.

II. U.S. Constitution and Federalism

Provide students with copies of the United States Constitution pocket guide or textbook. Students can also make their own United States Constitution Booklet. Using the United States Constitution and Federalism Study Guide Notes in the back of the lesson, allow students time to read each article. Have the students turn to a partner and share points of interest or connections they made.

Articles to be read by each student:

- Article I, The Legislative Branch, Section 8, Powers of Congress.
- Article I, Section 8, Clause 18, The Necessary and Proper Clause.
- Article VI, Clause II, The Supremacy Clause.

III. Conclusion

Bring the class back together to discuss articles. Compare and contrast the Federal and State immigration policies. Be sure to connect back to the guiding question; ask why it is important for them to read and understand these articles.
Final Assessment

I. Think-Pair-Share/Snowball
Divide the room in half. Ask half of the pairs of students to make a list of reasons why the federal government should control immigration and the other half of the pairs of students to make a list of reasons why the state governments should control immigration. Snowball the groups on each side of the room until there are only two groups remaining. Ask for a volunteer from each side to present their findings to the class. Discuss the positions.

II. Final Product
Students will create a position writing in essay format. Have students pick one of the following questions.

1. How has the definition of immigration changed over time in the United States?

2. How has immigration affected societal, economic, and political values?

3. How should power to legislate immigration be allocated and why? (Federal vs. State)

Big Ideas

- Describe social, economic and political issues and how they impact individuals and organizations
- Explain issues and problems of immigration by analyzing the interests and viewpoints of those involved
- Identify and describe provisions of the United States Constitution and State Constitutions that define and distribute powers and authority of the federal or state government
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
### Standards

#### Day 1: Exploring Vocabulary

<table>
<thead>
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<th>Indiana Standards</th>
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#### Day 3: Examining State Immigration Policies

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#### Day 4: Compare and Contrast Federal and State Immigration Policies

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#### Final Assessment

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The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library’s educational initiatives; provide content that promotes the effective educational use of the Library’s resources; and offer access to and promote sustained use of the Library’s educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library’s digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library’s TPS program and other resources available to teachers at: www.loc.gov/teachers

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Indiana University
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Bloomington, IN 47405-1701
812.856.4706; cvolk@indiana.edu

Bibliography


Palumbo, Fred, photographer. “Miss April Lou, teacher at PS 1, Manhattan, with six Chinese children, recent arrivals from Hong Kong and Formosa, who are holding up placards giving his or her Chinese name (both in ideographs and in transliteration) and the name to be entered upon the official school records” Photograph. New York c.1964. From Library of Congress Prints and Photographs Online Catalog. http://www.loc.gov/pictures/item/94512334/ (accessed September 18, 2013)
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Bibliography


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<td><img src="immigrant.jpg" alt="Image" /></td>
<td><img src="immigrant2.jpg" alt="Image" /></td>
<td>A person who permanently moves to a country that is not their country of origin.</td>
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<tr>
<td>immigration</td>
<td><img src="immigration.jpg" alt="Image" /></td>
<td><img src="immigration2.jpg" alt="Image" /></td>
<td>The act of permanently moving to a new country (not your country of origin).</td>
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<td>federalism</td>
<td><img src="federalism.jpg" alt="Image" /></td>
<td><img src="federalism2.jpg" alt="Image" /></td>
<td>A system of government in which power is divided between a central authority and constituent political units</td>
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<td>Florida Governor Bob Martinez shaking hands with President Reagan (c. 1987-1991)</td>
<td>Federalism Chart</td>
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<td><strong>government policy</strong></td>
<td>A plan or course of action intended to influence and determine decisions, actions, and other matters. Sometimes called public policy.</td>
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<tr>
<td><strong>refugee</strong></td>
<td>A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</td>
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<td></td>
<td>Map of the national origins immigration quotas based on 2% of the 1890 census under the Immigration Act of 1924.</td>
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<td><strong>quota</strong></td>
<td>A limited or fixed number or amount of people or things, in particular.</td>
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<td>Dream Act</td>
<td>Immigrant Act of 1965</td>
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# Jigsaw Activity Sheet Key

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<tr>
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<th>Immigration Act of 1921</th>
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<td>First federal immigration law, it limited further immigration from China for ten years.</td>
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<td>This federal law ended the quota system in the United States for immigration. Immigration priority would be with families and refugees.</td>
<td>This proposed federal law would provide permanent residency for undocumented immigrants with good moral character, that meet certain guidelines such as: living in the U.S. continuously for five years, graduation from a U.S. high school, or military service.</td>
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<td>Public Law 89-236 Oct. 3, 1965</td>
<td>S.1921 DREAM Act</td>
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WASHINGTON (Associated Press) — The Supreme Court threw out key provisions of Arizona's crackdown on illegal immigrants Monday but said a much-debated portion could go forward on checking the status of suspects who might appear to be in the U.S. illegally.

The court upheld the "show me your papers" requirement that police check suspects' immigration status. Even there, though, the justices said the provision could be subject to additional legal challenges, and they removed some teeth by prohibiting officers from arresting people on immigration charges.

The Obama administration had assailed the Arizona law as an unconstitutional intrusion into an area under Washington's control, and the court struck down provisions that would have made state crimes out of federal immigration violations.

But several lawmakers and civil rights groups said the part of the law left in place by the high court was an invitation to racial profiling.

The court announced that Thursday would be the last day of rulings this term, which means the decision on President Barack Obama's landmark health care overhaul probably will come that day.

The Arizona decision landed in the middle of a presidential campaign in which Obama has been heavily courting Latino voters and Republican challenger Mitt Romney has been struggling to win Latino support. During a drawn-out primary campaign, Romney and the other GOP candidates mostly embraced a hard line on illegal immigrants, though Romney has lately taken a softer tone.

Romney did not immediately comment on the court decision Monday, but he said, "I believe that each state has the duty — and the right — to secure our borders and preserve the rule of law, particularly when the federal government has failed to meet its responsibilities."

In Monday's decision, the court was unanimous on allowing the immigration status check to go forward. The justices were divided on striking down the other portions.

Justice Anthony Kennedy said the law could — and suggested it should — be read to avoid concerns that status checks could lead to prolonged detention.

The court struck down these three major provisions: requiring all immigrants to obtain or carry immigration registration papers, making it a state criminal offense for an illegal immigrant to seek work or hold a job and allowing police to arrest suspected illegal immigrants without warrants.
Arizona Gov. Jan Brewer said the ruling marked a victory for people who believe in the responsibility of states to defend their residents. The case, she said, "has always been about our support for the rule of law. That means every law, including those against both illegal immigration and racial profiling. Law enforcement will be held accountable should this statute be misused in a fashion that violates an individual's civil rights."

Civil rights groups that separately challenged the law over concerns that it would lead to rights abuses said their lawsuit would go on.

Even with the limitations the high court put on Arizona, the immigration status check still is "an invitation to racial profiling," said American Civil Liberties Union lawyer Omar Jadwat.

The Senate's top Democrat says the Supreme Court's decision opens the way to racial profiling by police.

Nevada Sen. Harry Reid said after Monday's decision that the high court was right to strike down most of Arizona's immigration law, which President Barack Obama and many Democrats say is unconstitutional.

But Reid said he is concerned that the high court upheld one provision that requires police to check immigration papers of people they stop for other violations. That, Reid said predicted, "will lead to a system of racial profiling."

An immigrant rights group says the ruling invites the kind of legal challenges that it was planning to bring.

Linton Joaquin at the National Immigration Law Center says that while Monday's decision was disappointing, his group planned to go back to federal court to prevent the surviving "show me your papers" provision.

The Obama administration sued to block the Arizona law soon after its enactment two years ago. Federal courts had refused to let the four key provisions take effect.

Five states — Alabama, Georgia, Indiana, South Carolina and Utah — have adopted variations on Arizona's law. Parts of those laws also are on hold pending the outcome of the Supreme Court case.

Chief Justice John Roberts and Justices Stephen Breyer, Ruth Bader Ginsburg and Sonia Sotomayor joined all of Kennedy's opinion. Justice Elena Kagan sat out the case because of her work in the Obama administration.
Justices Antonin Scalia and Clarence Thomas would have allowed all the challenged provisions to take effect. Justice Samuel Alito would have allowed police to arrest undocumented immigrants who seek work, and also make arrests without warrants.

Scalia, in comments from the bench, caustically described Obama's recently announced plans to ease deportation rules for some children of illegal immigrants.

"The president said at a news conference that the new program is 'the right thing to do' in light of Congress' failure to pass the administration's proposed revision of the Immigration Act. Perhaps it is, though Arizona may not think so. But to say, as the court does, that Arizona contradicts federal law by enforcing applications of the Immigration Act that the president declines to enforce boggles the mind," Scalia said.

The Arizona case focused on whether states can adopt their own measures to deal with an estimated 11 million illegal immigrants in the face of federal inaction on comprehensive reform, or whether the federal government has almost exclusive authority in that area.

Kennedy wrote obliquely about the impasse at the national level.

"Arizona may have understandable frustrations with the problems caused by illegal immigration while that process continues, but the state may not pursue policies that undermine federal law," Kennedy said.
Associated Press Article “Supreme Court Rejects Part of Arizona Immigration Law.”

Directions: Answer the questions as you read the article. Remember to use complete sentences.

1. Which portion of Arizona SB 1070 did the U.S. Supreme Court uphold?

2. What was controversial about the other portions of Arizona SB 1070?

3. What did lawmakers and civil rights group fear might happen because of the Supreme Court’s ruling?

4. Does the federal or state government have the power to pass immigration laws?
CARTOON ANALYSIS

First glance...

Look at the cartoon you were given or selected and list any of the following you see:

Title:

Objects/People:

Words/Phrases:

Dates/Numbers:

Sensory Qualities

Are lines bold, fussy, light, hard or soft?

Taking a closer look...

Images

Which objects are used as symbols?

Why were the symbols used and what do they represent?

Is anything exaggerated? How?

Is the cartoon realistic or abstract?

List adjectives that describe emotions visible in the cartoon.

Words

Which words or phrases appear to be important? Why?

Cartoon Purpose

Describe action taking place in the cartoon.

Explain how the words in the cartoon explain the symbols.

What is the message of the cartoon?

Who are the people who might agree with the cartoon? What might be the public’s reaction to this cartoon?
United States Constitution and Federalism Study Guide Notes

♦ **Article I, The Legislative Branch, Section 8, Powers of Congress.**

“To establish an uniform Rule of Naturalization . . .”

Notes:
A. The U.S. Constitution never uses the word immigration.
B. The Supreme Court has ruled that the Congressional power to regulate naturalization, from Article 1, Section 8, includes the power to regulate immigration.

Connection:
Hines v. Davidowitz 1941

“[T]he supremacy of the national power in the general field of foreign affairs, including power over immigration, naturalization and deportation, is made clear by the Constitution . . .”

♦ **Article I, Section 8, Clause 18, The Necessary and Proper Clause.**

“The Congress shall have Power - To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof."

Notes:

Connection:

♦ **Article VI, Clause II, The Supremacy Clause.**

“This Constitution, and the Laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the constitution or laws of any state to the contrary notwithstanding.”

Notes:

Connection: