Lesson Overview

Title:	The Birth and Evolution of Immigration Law in the U.S.
Subject:	Social Studies-Immigration
Grade Level:	Grades 3-5
Duration:	2 days (45 mins each)
Unit Description:	Students will explore social, political, and cultural factors impacting contemporary immigration to gain an understanding of the current immigration process.
Lesson Description for Day:	Students will immerse themselves in the concept of immigration laws by creating the rules for people entering their imaginary country. A brief history of immigration laws will be touched upon with a focus on the Chinese Immigration Act of 1882 through reading *Angel Island: Gateway to Gold Mountain*. Students will then be challenged to created tests for today's immigrants to prove they meet the current requirements for becoming a U.S. citizen (naturalization). The culmination of the lesson is students' unique posters teaching immigrants all they need to know about the laws for becoming a U.S. citizen.
Teaching Tolerance Social Justice Standards:	Diversity 10 DI.3-5.10: I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. Justice 13 JU.3-5.13: I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm. Justice 12 JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.

Goals

Unit Inquiry Question:	What does immigration look like today?
Lesson Inquiry Question:	What laws has the U.S. had in the past about immigration and what laws do we have today?
Lesson Objectives:	After brainstorming some rules for people entering a country, students will be able to verbally describe to a peer what an immigration law is.

	After reading *Angel Island: Gateway to Gold Mountain,* students will be able to verbally discuss the Chinese Exclusion Act of 1882 and the laws in existence afterwards.
	Given a list of the current requirements for becoming a United States citizen, students will write a list of possible tests that would prove that a person has these qualities.
	After learning about citizenship requirements and tests, students will create an informational poster detailing what immigrants need to know about the naturalization process.

Methods

Anticipatory Set:	"Let's create our own country…" (*draw picture of an imaginary country on the board*). **Get students' ideas for a good name.**
	"Okay, so we have this country and now we have to create some laws (rules) about who should be allowed to live in our country."
	Give an example: "Only people who are nice and like candy" **and then take student suggestions.**
	"Great, we have a lot of ideas! There needs to be a way for people to show that they actually have all of these qualities and really are these things."
	Prompt students to come up with ideas like "a taste test to show that they really want chocolate" **and lots of other different screenings to prove they are who they say they are.**
Introduce and Model New Knowledge:	"We just created some immigration laws for our country.
	Immigration laws are rules made by the government that say what people who want to live in our country must do.
	Turn to your elbow buddy and talk about whether or not you think that the United States has ever had immigration laws in the past, or has any now."
	Think and Share time
	"Yes, we do have immigration laws in the United States today. Before we talk about the laws we have today, it is important to remember that we didn't always have these laws."
	Introduce students to the Chinese Exclusion Act of 1882.
	http://www.aapf.org/chinese-exclusion-act/

	Read *Angel Island: Gateway to Gold Mountain* by Russell Freedman.
Provide Guided Practice:	"We just learned about a law that caused people of a certain ethnic group to not be allowed to come into the United States. This law does not exist anymore, but we do have different ones. Let's find out about some of the current immigration laws we have." **Post the word naturalization and it's definition on the board and break it down as a class.** Naturalization: A legal process where a citizen of one country becomes a citizen of another country. Split the class into four small groups and give each group the "8 rules for becoming a United States citizen" paper. Assign each group two of the rules. Have each group come up with a "test" or "check" that can be used to determine if someone meets requirements those requirements for becoming a citizen. Encourage groups to get creative with how they want to share their tests/checks with the class. They can write their ideas on chart paper, draw pictures on the board, create a dialogue to act out their ideas, etc. After students share their ideas, teach about the English test and the Civics test as a whole group.
Provide Independent Practice:	"So far we have made up our own laws, learned about the first law that excluded people from living in the United States, and learned about the current laws and tests we have for immigrants in the U.S. today." "To finish up our lesson about the way immigration laws are today and how they have changed over time, we are each going to create a poster that explains to immigrants everything they need to know about becoming a U.S. citizen." **Encourage students to use technology to create their poster, if available.** "It will be important for us to include the 8 rules for becoming a U.S. citizen, some information about the English and Civics tests, and even more information than we talked about here in class. Try your best to learn more about the countries that people can immigrate from to the U.S., don't forget about the Chinese Exclusion Act of 1882, because believe it or not there are similar laws in place still today. If you want to choose an immigrant from a specific country to cater your poster to, that might be a unique approach."

	Enrichment: Create a poster for the requirements and process of obtaining a green card.
	Adaptations: Create a skeleton outline for information that could be included on the poster for students who need extra support/structure.
	Give students ample time throughout the next few days to work on posters. Gallery Walk the posters.
Wrap-Up	**Gallery Walk the posters. Invite parents and community members into the classroom on this day to learn and share experiences.**

Assessment

Formative/Ongoing Assessment:	Participation during direct instruction and guided practice
Summative/End Of Lesson Assessment:	Poster and gallery walk

Materials

Angel Island: Gateway to Gold Mountain by Russell Freedman.
Handouts:
"8 Rules for Becoming a U.S. Citizen Today"
"Tests to Pass to Become a U.S. Citizen"
Technology with internet access
Big poster paper

8 Rules for Becoming a U.S. Citizen Today

1. Be at least 18 years old at the time of filing a form for naturalization.

2. Be a permanent resident (have a "Green Card") for at least 5 years.

3. Show that you have lived for at least 3 months in the state where you apply.

4. Live in the United States for at least 5 years after filing the form for naturalization.

5. Be able to read, write, and speak basic English.

6. Have a basic understanding of U.S. history and government.

7. Be a person of good moral character.

8. Demonstrate an attachment to the ideas of the U.S. Constitution.

https://www.uscis.gov/citizenship/educators/naturalization-information

<u>Tests to Pass to Become a U.S. Citizen</u>

English Test

- Speaking

- Reading

- Writing

Civics Test

- Questions about the U.S. government and the states

https://www.uscis.gov/citizenship/educators/naturalization-information