



# Boulder County Latino History Project

## Lesson Plans

### Title: Immigration in the United States: A Collaborative Reasoning, Critical Reading, and Debate Experience

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### Overview

<b>Lesson Overview</b>	<p><b>Debating immigration in the United States:</b> Students will read about the current political arguments in the U.S. to prepare for a Collaborative Reasoning discussion. The Big Discussion Question: Should we make it easier or harder for Mexicans to immigrate to the United States? Students will purposefully read to find reasons on both sides of the immigration issue while taking notes on a T-chart to justify their oral response to the Big Question when engaged in the CR discussion.</p> <p><b>This lesson is used as a lesson to start an Immigration unit.</b></p>
<b>Author(s)</b>	<p>Jennifer Kraemer</p>
<b>Grade Level/ Course</b>	<p>High School, 11th Grade, United States History</p>
<b>Standards</b>	<p><b>WIDA</b>            ELD 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.            Can Do Level 5 Bridging: Engage in debates on content-related issues using technical language.</p> <p><b>Colorado Social Studies Standards</b>            1. Analyze key historical periods and patterns of change over time within and across nations and cultures.            3. The significance of ideas as powerful forces through history                c. Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity.</p>
<b>Time Required</b>	<p>One class period, 1 90-minute class period</p>
<b>Topics</b>	<p>Immigration, Mexico/Mexicans, University of Colorado/college students            Outline topics: Immigration from Mexico; Epilogue, Some facts about</p>

	Boulder County's Latinos; Epilogue, Echoes of the past, voices of the future
<b>Time Period</b>	2000-2013
<b>Tags (key words)</b>	United States History, immigration, immigrants, young people, debate, current events, Mexico, Mexicans, high school students, college students, diversity, national unity

**Preparation** (*Links to worksheets, primary sources and other materials*):

<b>Materials</b>	<ul style="list-style-type: none"> <li>● Political Cartoons and Questions <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Political-Cartoons-CR.docx">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Political-Cartoons-CR.docx</a></li> <li>● Washington Post Article "Fewer immigrants are entering the U.S. illegally, and that's changed the border security debate" <a href="http://wapo.st/1d0pOGW">http://wapo.st/1d0pOGW</a></li> <li>● Primary Source Set "Ten Young Latinas/os in 2013" <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Primary-source-set - Ten-Young-Latinas_os-in-2013_.pdf">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Primary-source-set - Ten-Young-Latinas_os-in-2013_.pdf</a> Ana Karina, Clip #3 <a href="#">Ana Karina, Clip #3</a> Deisy de Luna, Clip #2 <a href="https://www.youtube.com/watch?v=uDil2JChaBq">https://www.youtube.com/watch?v=uDil2JChaBq</a> Veronica Lamas, Clip #1 <a href="#">Veronica Lamas Clip #</a></li> <li>● Albert Ramirez Interview <a href="#">Albert Ramirez Clip #2</a> <a href="#">Albert Ramirez Clip #1</a></li> <li>● T-chart Note catcher <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/T-Chart-CR.docx">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/T-Chart-CR.docx</a></li> <li>● Rules handout for each student (also displayed in classroom) <a href="http://teachbocolatinohistory.colorado.edu/wp-">http://teachbocolatinohistory.colorado.edu/wp-</a></li> </ul>
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	<p><a href="http://content/uploads/2016/01/Collaborative-Reasoning-Rules.docx">content/uploads/2016/01/Collaborative-Reasoning-Rules.docx</a></p> <ul style="list-style-type: none"> <li>• Collaborative Reasoning Rubric handout and displayed on PowerPoint <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Collaborative-Reasoning-Rubric.docx">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/01/Collaborative-Reasoning-Rubric.docx</a></li> </ul>
<b>Resources/Links</b>	

## Lesson Procedure *(Step by Step Instructions):*

- **10 min:** Students enter the classroom with the political cartoons handout at their desks. Directions are on the board saying, “Please work with your assigned partner(s) to a) analyze the political cartoons, b) answer the questions orally to each other and c) be ready to share out for a quick discussion on what we ALREADY KNOW about the US immigration from Mexico. Share out within 10 minutes for a quick anticipatory set.
- **10 min:** Students will be passed out the Washington Post Article “Fewer immigrants are entering the U.S. illegally, and that’s changed the border security debate.” Teacher will ask students to predict what the article will be about knowing the title and the anticipatory set. Article will be read aloud by teacher and student volunteers.
- **15 min:** Teacher will play Primary Source Set, “Ten Young Latinas/os in 2013” and the Albert Ramirez Interview.
- **15 min:** Teacher will pass out the T-chart note catcher and go over the key vocabulary. Teacher will talk about the BIG QUESTION and ensure the students the focus today is on the upcoming “Collaborative Reasoning” discussion where students will have the opportunity to express their position with the use of the transcript. Students will independently read the transcript again with the use of the T-chart note catcher. Students are encouraged to use the sentence frames and provide evidence directly from the text/transcript. They may underline and highlight the text if helpful, reminding the students that this T-chart and transcript will help them be prepared for the discussion.
- **5 min:** Using the overhead, the teacher will review the expectations and rules of Collaborative Reasoning. The Collaborative Reasoning Rubric will be passed out and summarized. Remaining slide with the Big Question is left up as a central guiding focus.
- **30 min:** Room is now arranged in a circle where all students can see each other. Students will have the rubric, rules, annotated transcript, and notes on their desk. Discussion begins and ends with the students. The teacher will redirect at times if rules are being ignored, but keeping in mind that often students can be the leader and redirect as well. Encouragement and praise will guide the teacher’s limited direction.
- **5 min:** Teacher will quickly debrief and ask students to write an exit ticket 1)



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rephrasing their final thought on the Big Question, 2) giving suggestions for improvement and 3) find praise to give others and highlight classmates' strengths.

**Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

Teacher will use the rubric as each student speaks and collect the exit tickets as an additional source. As this strategy is continually used, a pre- and post-assessment can be given in the form of an expository essay or an oral storytelling where a Big Question is the guiding force.



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