**Introduction to Unit Plan and Revisions:**

**This unit plan is intended to give students a thorough understanding of the nature of citizenship and immigration not just in the United States, but also in various nation-states throughout the world. In doing so, students will be able to articulate and demonstrate the rights and responsibilities of citizens of the United States, as well as citizens of other countries. Moreover, students will be able to compare the rights and responsibilities of citizens in the United States with those of other countries in an attempt to recommend changes or improvements to those found in the United States. Next, students will demonstrate empathy and understanding for the immigrant experience, as well as the problems surrounding the issue of immigration (both at the federal and state levels, as well as on the individual level) in the United States and in other countries, in hopes that they will be able to make recommendations to their Congress-people for future reforms.**

**Following my International Field Experience in India this summer, I modified three of the lesson plans that are included in this Unit Plan. I have added two new lesson plans to enhance student understanding of citizenship and immigrant issues.**

**New Lessons (See Descriptions in Lesson Plans Below):**

1. Lesson 6: The Immigrant Experience in Literature and Film
2. Lesson 11: Comparing Views of “Global Citizenship” Around the World

**Revisions To Existing Lesson Plans:**

1. Lesson 4: Students will more thoroughly examine the reasons for illegal immigration to the United States, focusing on the social, economic, and political forces that often drive people to illegal immigration. Moreover, students will conduct research on the demography of illegal immigrants and the causes for such actions to demonstrate that it is not just “Mexicans crossing the border” as so many assume, but rather a series of violations including border violations and visa violations. Students will be asked to consider if certain circumstances should erase the illegal nature of some immigration acts.
2. Lesson 5: In addition to immigrants from Kenya and Germany, students will also have the opportunity to discuss immigration with an Indian immigrant to the United States, in order to more fully understand immigrant issues from a variety of regions (Africa, Europe, Asia). Moreover, students will read articles on each of these countries, detailing the socio-economic characteristics of the societies in order to make connections between internal issues and motivations for immigration. Students will be expected to reflect on these readings during the round-table discussion.
3. Lesson 8: Students will analyze the role education and potential employment play in the decision to immigrate, as well as the role both play in the participation and habits of mind of citizenship.

**Course/Grade: We the People: the Citizen and the Constitution (government requirement for 12th graders)**

**Lesson Title: Citizenship and Immigration in the 21st Century**

**Length: 4-5 weeks, throughout the duration of the 2nd semester**

**Course Concepts Addressed:**

1. Oxfam, *Education for Global Citizenship: A Guide for Schools – Curriculum for Global Citizenship* 
   1. *Knowledge and Understanding:* “understand the complexity of conflict issues and conflict resolution”, “deeper understanding of different cultures and societies.”
   2. *Skills:* “political literacy”, “”campaigning for a more just and equitable world”, “negotiation and conflict resolution.”
2. *Educating for Global Competence: Preparing Our Youth to Engage the World – Global Competence Matrix for Social Studies (p. 107)*
   1. Students “identify issues and frame researchable questions of local, regional, or global significance that calls for or emerge from investigation”
   2. “Explain how individuals, societies, events, and the development of knowledge are influenced by the movement and interaction of ideas, goods, capital, and people.”
   3. “Select and use technology and media strategically to create products, express views, and communicate and collaborate with peoples of diverse backgrounds,” and “reflect on how communication contributes to or impedes understanding, collaboration, negotiation, and diplomacy in an interdependent world.”
   4. “Identify and create opportunities for personal and collaborative action and civic engagements to contribute to sustainable improvements and quality of life,” and “act, personally and collaboratively, in ways that are creative, ethical, and informed by the knowledge and methods of the social sciences to contribute to sustainable improvement, and assess the impact of the action.”
3. Tony Wagner, “Rigor Redefined”
   1. Making students ready to have successful careers and to be good students through the cultivation of skills.
   2. Skills include: Critical Thinking and Problem Solving, Collaboration and Leadership, Effective Oral and Written Communication, Accessing and Analyzing Information

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  *Kentucky Program of Studies and Core Content (Social Studies – US Government)*   * Recognize how the US Government has changed over time to meet the needs of society. * Understand how forms of government view and interact with various cultures. * Analyze the importance of rights and responsibilities of citizens in a democratic society. * Democratic governments protect and preserve the rights and liberties of their constituents   *Center for Civic Education – National Standards for Civics and Government*  Part V: What are the Roles of the Citizen in American Democracy?   * The meaning of citizenship in the United States. * Becoming a citizen. * Relationship among personal, political, and economic rights of citizens. * Scope and limits of rights of citizens. * Personal and civic responsibilities of citizens. * Dispositions that lead the citizen to be an independent member of society and incline the citizen to public affairs.   Part IV: What is the Relationship of the United States to Other Nations and to World Affairs?   * Interactions among nation states.   *College Board – AP Comparative Government Course Description*  Part IV: Citizens, Society, and the State   * The manner in which ethnicity, religion, or class become politically relevant. * The emergence of global civil society, such as transnational networks of human rights and its influence on government-citizen relations. * Connection between social movements, interest groups, and representation.   *Kentucky Common Core State Standards for English Language Arts & Literacy in History/Social Studies, 6-12*   * Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. * Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. * Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.   *Kentucky Common Core Content State Standards, Writing Standards 6-12*   * Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. * Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. * Conduct short, as well as more sustained projects, to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   1. Make connections between the rights and responsibilities of US Citizens. 2. Respect the value of civic virtue and participation. 3. Develop empathy for the treatment of immigrants and non-citizens within larger communities. 4. Develop analytical skills by asking questions and conducting research. 5. Explore the implications of membership to one or multiple communities. 6. Research methods to enact political change at the local, state, national, and global levels. 7. Participate in social and political movements to enact change. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. Citizens’ rights and responsibilities vary by community/country. 2. The strength of a nation-state is predicated on the amount of civic participation by its citizens. 3. Comparing requirements and expectations of citizenship in global nation-states can help Americans to assess their own expectations and immigration policies. 4. Varying views on immigration policy in the United States is not unique to the US, but rather a global concern within many other nation-states. | ESSENTIAL QUESTIONS   1. What are rights and responsibilities granted to citizens of the United States? Of other nation-states? 2. How might the rights and responsibilities of citizens influence the stability of our government and society? 3. To what extent do our immigration and citizenship policies compare to those in other countries? 4. How do issues of immigration affect the political, social, economic, and cultural landscape of various nation-states? 5. How can global immigration/citizenship expectations be used to develop a more sound political and cultural view of these topics in the United States? |
| ***Acquisition*** | |
| *Students will know…*   1. How definitions of citizenship have changed over time in the United States. 2. How views of immigrants and immigration policy have changed over time in the United States. 3. The citizenship expectations and immigration policies of at least three global nation-states (South America, Europe, Africa, Asia). 4. The tensions that reside within issues of citizenship and immigration due to political, cultural, social, and economic differences. 5. The impact of civic participation upon the vibrancy of political discourse and activity. | *Students will be skilled at…*   1. Researching citizenship and immigration policy as indicators of the expectations and rights of citizens. 2. Analyzing political policies and recommendations in order to assess the treatment of citizens and non-citizens. 3. Citing specific evidence to support their analysis of the impact of citizenship and immigration upon various countries, including the United States. 4. Comparing the status/treatment of citizens and immigrants in other countries as a way to recommend changes for US citizenship and immigration policy. 5. Participating in a mock Congressional hearing in which they make recommendations for citizenship/immigration reform in the United States, and use specific evidence to defend their points. 6. Synthesizing their specific evidence into a research paper that further develops their recommendations for policy changes in the United States and in their selected countries. 7. Writing letters to local, state, and national representatives to request/promote social and political change. |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. A common rubric for participation in discussion groups already exists for the class. It evaluates students based on the specificity and clarity of their responses, the incorporation of required readings into the response, as well as the dispositions in which students respond to others’ posts (is it respectful? Is it constructive in its criticism and not negative?) 2. Student work will be assessed informally based on ability to express recommendations in written form, through images, and through spoken word. Groups will also be evaluated on their ability to justify or defend their recommendations in the wake of teacher and student questions.      1. Individual research logs will be evaluated on two levels. First, student ability to evaluate the legitimacy of resources (electronic and print). Second, students will be evaluated on their ability to consistently focus on their overarching topic by connecting all research to the issues of citizenship/immigration. 2. Comparison Matrix will be analyzed for completion, specific of information, evidence of legitimate research, and an attempt to draw clear comparisons between the United States and other nation-states. 3. The Center for Civic Education provides a common rubric for assessing mock Congressional Hearings. 4. The Center for Civic Education provides a rubric for assessing participation in Follow-Up Questions. 5. Research papers will be analyzed using a modified rubric shared by the Social Studies and English departments that evaluates student work on the clarity and specificity of arguments, the successful incorporation of research, and the formality of writing. 6. Letters to Elected Officials will be evaluated based on the required conventions of business/political letters, including proper spelling and grammar and formatting. More importantly, student letters will be evaluated based on clarity of thoughts and recommendations. 7. Students will be assessed on the following criteria: their ability to demonstrate empathy for the immigrant experience; ability to clearly state thoughts and ideas; the ability to collaborate in small and larger groups to achieve a common goal. | PERFORMANCE TASKS:   1. **Participation in Discussion Groups** – for each lesson, students will post 2-3 thoughtful responses (on Edmodo) to key questions relating to citizenship and immigration. Students will read a variety of sources as the foundation of their posts, and then respond at least twice to the thoughts of their peers. Discussion group topics will include:    1. What does it mean to be an American? – Based on Chapters 1 (“What is a person?” and “What is an American?” from *Thirteen American Arguments: Enduring Debates that Define and Inspire Our Country* by Howard Fineman)    2. What are the rights and responsibilities of American citizens? – Based on review of materials from Unit 5 (Civil Liberties and Rights) and information provided by US Citizenship and Immigration Services.    3. Citizenship in Other Nation-States – Choose one researched region and suggest how its expectations of citizens could influence American views.    4. Should the 14th Amendment be changed to Address Issues of Illegal Immigration in the United States? – Based on ideas presented in lesson and in the following article: ‘Anchor Babies, No Getting Around the Constitution,” *Time Magazine*, <http://content.time.com/time/nation/article/0,8599,2045617-2,00.html>    5. Impressions on Guest Speakers – Immigrant Experiences in the United States – Revisit your opinions on immigration and the 14th Amendment now that you have heard the experiences of 3 immigrants in the United States. Compare those experiences to those of immigrants to other countries as examined in the provided readings (one literary and on autobiographical).    6. Immigration in Other Nation-States – Choose one research region and explain the policies and treatment (as well as the conflicts that ensure) of immigrants. How does this compare to the United States? Is there anything we can learn from such policies or issues?    7. Reaction to Proposed Changes – Based on the mock Congressional Hearings, choose TWO suggested changes and analyze the benefits and costs of such changes    8. What is a Global Citizen? – How can we translate expectations of citizens on the national level to expectations of citizenship on a global level? Is there a value to assessing all people as not just national, but also global citizens? 2. **Poster Presentations –** In order to begin brainstorming potential recommendations for changes to American citizenship and/immigration, student groups will create 2 posters, first for citizenship and then for immigration, based on their research of the topics domestically and internationally. Student groups will identify two changes for each category, write and visually depict them on posters, and then present them to the class. Students will provide comments as a way to help others’ more fully develop their ideas. 3. **Research Logs** – Students will evaluate sources on American and international global citizenship and immigration on a daily basis through the completion of research logs. For each source (literary and non-fiction), students will identify the following features: key information, connections to main topic, and how this source influenced their understanding/opinion of citizenship and/or immigration. In addition, students will analyze the point-of-view/perspective of the source itself, in order to demonstrate how one’s perspective may influence their opinions or depictions of issues regarding citizenship and immigration. Perspectives may include political affiliation, nationality, socio-economic status, gender, etc. Students will submit one research log per class period given for research. 4. **Comparison Matrix** – using information presented in class discussions, readings, and research, students will complete a comparison matrix that analyzes the following details amongst the United States and three other countries: rights of citizens; responsibilities of citizens; methods to obtain citizenship; policies on immigration; issues relating to immigration (socio-economic difficulties, ethnic tensions, political limitations, etc.). 5. **Opening Statement for Mock Congressional Hearing (group) –** Each group (3-4 students) will construct an opening statement (no more than 10 minutes) that responds to the following questions:    1. What are the problems and issues in 21st century United States related to citizenship and Immigration? Evaluate the causes, costs, and benefits of such issues.    2. Based on international standards of citizenship and immigration, recommend 2-4 potential changes to American policy that could resolve the issues identified earlier in your response. Evaluate the costs and benefits of such changes. 6. **Participation/Responses to Follow-Up Questions during Mock Congressional Hearing (group/individual)** – Students will receive a series of questions related to their research and recommendations from a panel of expert judges including local judges and attorneys, immigrants to the United States, and teachers. 7. **Recommendations on Citizenship and Immigration Policy Research Paper –** Based on individual research, students will produce an 8-10 page research paper that addresses the key issues facing citizenship and immigration in the United States, as well as in three other nation-states. The nation-states must be from a variety of regions (North America – Canada, Mexico; South America, Europe, Middle East, Africa, Asia). Based on information gathered from research and class discussions, students will recommend changes to American policy to improve citizen participation, the process of immigration and naturalization, illegal immigration, and/or the treatment of new groups in the United States. 8. **Letter to Elected Officials Recommending Changes –** Students will summarize their key ideas and recommendations into a 1-2 page letter to their local, state, or national representatives regarding citizenship and/or immigration as a means of taking the first step towards social action. Students will include the letter as an appendix to the Research paper, and will also provide one to the teacher to be sent to the identified legislatures. 9. **Defining and Developing Global Citizens** – Following the conclusion of the group presentations and individual research papers, students will meet in small groups first, and then as a class, to transfer the ideas of national citizenship to those of global citizenship. Students will address the following issues: What does it mean to be a global citizen? Are the rights and responsibilities of global citizens the same as they are for national citizens? Is there a conflict between national and global citizenship? Would the treatment and view of immigrants improve if we shift from a national to a global view of citizenship? Following such discussions, students will create a clear definition as well as a list of rights and responsibilities associated with global citizenship. Students will then connect these larger global issues to the local Fort Thomas Independent Schools mission statement, which states a goal to create global citizens. These ideas will be presented in poster form in the We the People classroom, and will be available to any teachers who may want to share them with their classes. | |
|  | OTHER EVIDENCE:   1. Informal assessment of classroom discussions 2. Participation in Guest Speaker Discussions – did students come prepared with questions; did they appear empathetic? 3. Individual Evaluations of Contributions to Group Performance in Mock Congressional Hearing 4. Evaluations of Contributions of Group Members to Group Performance in Mock Congressional Hearings 5. Exit Slips | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  **Lesson 1: What Does it Mean to be a Citizen in the United States? –** Students will examine varying definitions of citizenship throughout American history (pre- and post-14th Amendment) in order to demonstrate the elasticity of the term “citizen”. Students will also examine the methods of acquiring US Citizenship (jus sanguinis; jus soli) by reading Lesson 33 in the We the People Textbook and participating in Discussion Group A (see above description). In class, students will work together to understand the naturalization process by conducting brief research through information provided on the US Citizenship and Immigration Services website, as well as taking a modified naturalization test. Together, through teacher direction, students will analyze the 14th Amendment to better understand the revolutionary nature of that source with regards to definitions of citizenship.  **Lesson 2: What Are the Rights and Responsibilities of Citizens in the United States? –** Students will start with a review of content discussed in Unit 5 (Civil Liberties and Rights) to create a class list of rights guaranteed to US citizens. Also using information from Units 1 and 5, students will explain how these rights fulfill the goals of natural rights philosophy and classical republicanism in the goal of achieving limited government and a sound republic. Students will survey research on civic participation (voting statistics, participation in voluntary associations, military service) over time in order to determine reasons (and possible solutions) for the decline of civic participation in the US over time. Students will be asked to consider the possibilities of enforcing mandatory military/governmental service and/or mandatory voting in the US in order to increase political participation. Students will participate in Discussion Group B (See above description). Following the readings and conversation in class, students will complete the United States-component of the comparison matrix (see above description).  **Lesson 3: What are the Rights and Responsibilities of Citizens in Other Countries? –** Students will choose three nation-states (from three distinct regions – North America, Latin/South America; Africa; Asia; Europe) and will conduct research on their own devices (tablets; laptops) or in the school computer lab on the rights and responsibilities of citizens in their chosen countries. Students will start to complete the Comparison matrix (see above description) to organize their findings, as well as complete Research Logs (see above descriptions) in order to demonstrate understanding of the analysis of sources and their connections to the topics. Students will share their findings with the group via Discussion Group C (see above description). In the comparison matrix, discussion group, and class discussions, students will analyze how their findings compare to the rights and responsibilities of US citizens. Based on these questions, students will be asked to make initial recommendations for change in the United States, create a poster that identifies two key recommendations for changes to the rights and/or responsibilities of American citizens based on similar expectations of global citizens. Students will then present their posters to the class. Students not presenting will be required to ask questions regarding the implementation and/or ethics behind each group’s recommendations (see above description).  **Lesson 4: What Are the Issues Facing Immigration in 21st Century United States? –** Starting with a review of information provided in the junior year AP United States History, students will recall the methods in which immigrants have been viewed in treated through American history, identifying both legal attempts to control the phenomenon (ex: Chinese Exclusionary Acts) and social/cultural movements (Nativist movement). Transferring these ideas to the 21st century, students will read an article relating the current debates over immigration in the United States today, in order to define issues such as border control, “anchor babies”, legal vs. illegal immigration, and the conflict over federal/state power. Students will analyze visa requirements and infractions, in order to better understand that illegal immigration is not just a “Mexican” or “Latin-American” problem, but rather an act of illegal immigration from all areas of the world. Referring to their previously annotated 14th Amendment, students will analyze how the amendment may cause conflicts with regards to immigration, as well as explore (with teacher direction) attitudes regarding changes to the amendment. Students will participate in Discussion Group D (see above description).  **Lesson 5: Putting A Face on Immigration in the United States in the 21st Century –** In order to understand immigration on a more personal level, students will participate in a round-table discussion with several immigrants from within the Fort Thomas/Northern Kentucky community. Students will engage with immigrants (Kenyan; German; Indian) by preparing questions and engaging in a conversation about the personal experiences in the immigration process, the reactions of citizens to their immigrant status, reasons for migration, and continuing difficulties/challenges faced by immigrants. Moreover, students will read articles on each of these countries, detailing the socio-economic characteristics of the societies in order to make connections between internal issues and motivations for immigration. Students will be expected to reflect on these readings during the round-table discussion.Following the round-table discussion, students will read two personal accounts of immigration to understand how the immigrant experience in the United States compares to those in other countries. This will also serve as a foundation for Lesson 6 (see below description). To make this transition, students will post their impressions of the guest speakers and the readings in Discussion Group E (see above description).  **Lesson 6: The Immigrant Experience in Literature and Film** – Students will select one literary excerpt and one film to analyze the ways in which immigrants and the process of immigration are presented in film throughout the world. The literary piece and film should be from the same area so that the student can compare the two depictions. Students will participate in a round-table discussion with their peers during which they will describe the following aspects of the depictions: descriptions of the immigrant and immigrant experience, treatment of foreigners in a new land, difficulties of immigrants in the new areas, opportunities for assimilation or synthesis of cultures, etc. The teacher will work with the senior English teachers to collaborate on this lesson so that the literary choices will coincide with the AP English Literature curriculum.  **Lesson 7: What Issues are Brought about By Immigration in Other Countries? -** Students will research ideas and issues regarding immigration the same identified nation-states from the citizenship lesson. Research will be conducted on individual devices or in the school computer lab. Students will continue to complete the Comparison matrix (see above description) to organize their findings, as well as complete Research Logs (see above descriptions) in order to demonstrate understanding of the analysis of sources and their connections to the topics, as well as how perspectives may influence the presentation of information. Students will share their findings with the group via Discussion Group F (see above description). In the comparison matrix, discussion group, and class discussions, students will analyze how their findings compare to the immigration process and experience in the United States. Based on these questions, students will be asked to make initial recommendations for change in the United States, create a poster that identifies two key recommendations for changes to the immigrant experience based on similar global situations. Students will then present their posters to the class. Students not presenting will be required to ask questions regarding the implementation and/or ethics behind each group’s recommendations (see above description).  **Lesson 8: Making Comparisons Between the United States and Global Views of Citizenship and Immigration –** Before students are expected to synthesize and articulate their recommendations on citizenship and immigration, the group will participate in a teacher-led discussion about the larger lessons of citizenship and immigration in a comparative sense. This will be an opportunity for students to draw connections between their own research and that of their peers, as well as a forum through which to ask for any clarifications and aid. Special attention will be paid to the tensions between “native” groups and immigrant groups in the United States (illegal immigration, perceptions of illegal immigrants ‘stealing American jobs’, the creation of stereotypes, etc.), as well as in other nation-states (treatments of non-citizens, specific conflicts – Algerians in France; Turkish immigrants in Germany, etc.). Additionally, students will analyze the role education and job-accessibility play in the immigrant experience. Such a focus will allow students to understand that immigration is not just a political issue, but also a socio-economic and cultural concern for all participants.  **Lesson 9: Making Recommendations and Taking Action – What Changes Should be made to American Citizenship and Immigration Policies? -** Groups will participate in a mock Congressional hearing (format provided by the Center for Civic Education) during which they will work in small groups to prepare an opening statement that responds to the main question of the lesson. Groups will recommend/create a plan of action that facilitates collaboration between various perspectives (economic, political, social, cultural) to bridge the divide and ease tensions between citizens and non-citizens, as well as divergent groups within the population, based on similar activities in other countries. Groups will give the opening statement to a panel of judges and then respond to follow-up questions based on their recommendations.Individual students will complete a research paper that provides further details about their policy recommendations, based on research of domestic and international policies/issues related to citizenship and immigration. In addition, students will participate in Discussion Group G (see above description).  **Lesson 10: What is “Global Citizenship”? What are the Expectations and Rights of Global Citizens? –** Students will start by writing a brief reflection on their understandings of individual regions’ rights and expectations of citizens, as discussed throughout the duration of unit in Discussion Group H (see above description). Students will be instructed to identify the traits and dispositions that they believe all people should exhibit, regardless of nationality. Next, students will compile their individual thoughts into a class list of traits that all global citizens should exhibit in the promotion of greater civic virtue and participation. Finally, students will provide rationales and methods through which such dispositions can be identified and demonstrated. This class-based definition and explanation of global citizenship will be translated into a poster to be displayed in the social studies (and other) classrooms at the school as a means to connect the district’s mission plan (the creation of global citizens) to the daily learning experiences of all students at Highlands High School.  **Lesson 11: Comparing Views of “Global Citizenship” Around the World** – Using the resources acquired in the online course (iEarn; Primary Source) and the International Field Experience (connections with SAI International School – Bhubaneswar, India), students will host and participate in an online conversation regarding Global Citizenship. This international collaboration will employ technological sources such as Skype, Google Drive, and Wikipages to facilitate conservations despite time differences. Working with the teachers and students in schools in India and other areas, students will analyze how students can go beyond their borders while in high school to impart the importance of global citizenship to the local and global peers. Students will work together to create an international service-learning project that demonstrates the habits of global citizenship and that allows meaningful collaboration across borders. Following this experience, students will review their previously stated objects and habits of mind for global citizenship and revise them given their practical experiences. | | |
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