

CURRICULAR RESOURCES



Community Impacts of Worksite Immigration Raids

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ICE in the Heartland is a joint project between the University of Michigan and the University of Iowa.



Introduction

In the spring and summer of 2018, a series of large-scale worksite raids struck immigrant and mixed-immigration status communities throughout the rural heartland of the United States. These raids, which targeted immigrant workers in rural agricultural, food processing and manufacturing worksites in six different communities, resulted in over 600 arrests.

Large-scale raids are unannounced, surreptitious and violent. Workers, families, and communities often experience raids as chaotic disasters and isolated events. In the days that follow, media descends and reports on terrorized and separated families. But the harms of raids extend for months and years, and the chaos experienced by each rural community often follows a predictable trajectory.



The ICE in the Heartland project brings together interviews from people living in these communities, focus groups with student researchers who conducted and coded the interviews, and art from young artists to provide a fuller picture of enduring and traumatic impacts of large-scale immigration worksite raids in rural America.

The artists reviewed interviews from workers, family members, and community residents impacted by the raids and produced several unique works of art inspired by what they learned. As a collection, these works of art seek to illustrate and bring to life the deep impact of these raids and urge viewers to learn more and take action to support more humane and just immigration policies.

The lessons in this document are designed to prepare students with background knowledge to support their analysis and discussion of the artworks produced through this project (the discussion and activity guide are in a separate document). Both resources include tips on how to prepare for and address potentially emotional and/or controversial issues in the classroom.

Guidelines for addressing controversial issues in the classroom:

Introduction:

One of our most important roles as educators is to help students learn to think critically about important social issues, including those that have the potential to generate controversy. Our students need support and instruction in order to learn how to participate in constructive dialogue around these issues, even when it might make them uncomfortable.

Immigration and immigration policy have come to be polarizing issues in our current political discourse, and it might be tempting for educators to simply bypass these topics and avoid potential political controversy. In some states, educators face backlash from parents and school boards and even legal consequences for teaching about issues of social justice and racism. However, it is this very context that makes it important to explore these issues and hear from those people directly impacted by government actions. Through engagement with the art and the supplementary materials, we believe that students can develop their understandings of immigration and immigration policy in a way that humanizes immigrants and centers their experiences. In addition, students have the opportunity to consider the role of art in working for social justice and informing humane government policies.

The guidelines below should be read and considered carefully before delving into this issue (or other similar issues) in order to create dialogue that is thoughtful and productive, even if it is also uncomfortable.

Guidelines:

Prepare yourself:

- First know thyself! When preparing to take on an issue in the classroom, you need to consider if this is an issue you care deeply about. Do you have strong views? Will you be able to listen well to students who might not agree with you? Will they feel they can speak up? If you do have strong feelings, how will you work with students who feel differently? Think about these questions ahead of time so that you are not caught off guard if a student says something with which you deeply disagree. At times, these might just be differences of opinion, but students might also hold and voice misguided ideas you feel compelled to challenge. There will be times when you may need to stop and manage offensive speech that might harm other students, whereas other times you may want to push a student's thinking without shutting them down. Know your own triggers and have a plan so that you are able to stay calm and be a facilitator of learning!
- Prepare yourself academically and cognitively as well. Learn as much as you can about the topic from a range of sources. Explore divergent perspectives and consider the evidence base for different positions. At the same time, don't feel like

you have to be the all-knowing expert! It is acceptable and even helpful to say to your students, “That’s a great question... I don’t know the answer, but I’m going to write it down and we’ll see if we can address it later.”

Prepare for and with your students:

- Know your students! What issues set them off? What views are percolating in the classroom? Which students tend to say things without first thinking, and which students are prone to angry reactions? Which students start clowning around when things make them uncomfortable? How can you proactively prepare yourself and them for the topic and the discussion?
- Talk with your students about emotions, and respect emotions when they arise, especially in these kinds of activities. If a student gets upset when talking about these issues, that is very understandable and potentially productive. So let them know it’s ok to feel that way, but work with them on how to manage and express the emotion. Acknowledge discomfort and validate it, and find positive ways to help move past it without delegitimizing it. At times, humor may be appropriate to lessen tension, but be careful and never use it to humiliate a student or trivialize their feelings. Asking everyone to pause and take a few deep breaths (inhaling, holding their breath, and then letting it out) can help a great deal!

Prepare your classroom culture:

- Establish a safe classroom climate BEFORE engaging with controversial issues. Students need to build trust with each other and their teacher in order to fully engage with these topics. HOW to do this is beyond the scope of this discussion guide, but seek out help from master teachers or other instructional leaders in your building. Consult high quality online resources such as Learning for Justice and tap into the many available (and often free) professional learning materials. Start here if you need ideas:
<https://www.learningforjustice.org/professional-development/critical-practices-for-an-tibias-education-classroom-culture>
- Establish group and discussion norms at the beginning of the school year, preferably in the first 2-3 weeks. In particular, help students collaboratively develop norms for the following:
 - how to disagree respectfully.
 - how to listen productively.
 - how to deal with interruptions and how not to interrupt.
 - how to ask thoughtful questions.
 - how to participate in discussion, including how to manage equitable talk time.
 - how to choose and use appropriate language in different contexts.

- Students need to talk about what these norms look and sound like in action, and also about non-examples- what it looks and sounds like when these norms are NOT in place. Consider having parents or community members come in and talk about norm setting and respect in their own workplaces. Help students understand that healthy, professional work settings have these kinds of norms and that these ideas go far beyond the classroom.
- Work with students to respect and value multiple perspectives, but help students learn to discern when a “perspective” becomes hurtful or offensive. This is not an easy process, and different people have different standards... but this is why we need to talk about them! In this process, establish clear boundaries for classroom language. We want students to speak their minds, but we do not want them using racist, xenophobic, sexist, homophobic, or other offensive language that will make other students feel unsafe or uncomfortable.
- Teach students to focus on ideas and not on individuals when there is disagreement! Some views can be deeply tied to important identities carried by students, so helping them see that we can question ideas without calling their identity into question is important.

Prepare for interactive learning and dialogue:

- Clarify and make visible the purpose for any discussion, especially when they delve into controversial issues. What do you hope the outcome of the discussion will be? Do students think this topic matters? If not... why should they? Why do you? What’s the point of talking about it?
- Beyond your general classroom norms, establish clear norms for discussions with the input of students. Have them generate ideas, and then help them refine their ideas and develop a list of 5-7 norms that gets classroom consensus. Post these somewhere everyone can see them, and consider having students sign them as well. Share them with parents and administrators. When setting up a discussion, revisit them and modify as needed.
- Have discussion protocols or routines in place, and practice them ahead of time with less sensitive subjects. Classroom “discussions” often aren’t really discussions; many times they involve the teacher asking questions and the same four or five students answering them while everyone else sits back and tunes out. Disrupt this dynamic by starting small! Use the Stop and Jot routine with an interesting prompt to give students time to think and informally jot down some ideas before asking them to talk about them. Then have students Turn and Talk with one or two other students, sharing what they wrote and responding to each other. Keep these moments short (30 to 60 seconds), and consider using a timer. Then have students form larger groups of four to six and share again, and only then bring the class together. Using

this kind of approach gives every student time to talk in safer spaces and also gives them time to develop ideas and “practice” before speaking in front of the whole class.

- Explicitly teach students the discourse of dialogue. For example, teach them how to express disagreement by providing sentence stems and having them use them in discussion (e.g. I think that what she says is interesting, but I have a different idea... I’m glad you shared that thought, but I disagree because...

Prepare for implementation around a specific topic:

- Communicate with administration and families ahead of time if you have concerns about a particular topic. As needed, have support staff either on hand or alerted to an upcoming topic that might trigger students dealing with trauma, anger, etc. In schools that serve immigrant communities, students may have been directly impacted by ICE activities and may be dealing with trauma themselves.
- Attend to necessary knowledge. Is there content or vocabulary that students need BEFORE they engage with this topic? How will you build it if they don’t have it?
- Locate the issue in an academic discipline and tie it to real world experts, organizations, or events. Let them know that other people care deeply about this issue and are actively studying it and trying to solve it.
- Locate the issue in your curriculum. How does it connect to other problems you have studied? If it doesn’t, why is it worth exploring now? Why should they care about this issue?
- Find out what your students already think about the topic. This can help you clarify any misconceptions and also head off potential problems.
- Linked below are resources from Learning for Justice that might be helpful for background knowledge development for both you and your students.
 - <https://www.learningforjustice.org/classroom-resources/lessons/immigration-myths>
 - “In this lesson, students will deconstruct common myths about immigrants and the process of immigration in the United States. They will also have an opportunity to share their knowledge with the greater community.”
 - <https://www.learningforjustice.org/magazine/summer-2017/walking-undocumented>
 - “Walking Undocumented: In June 2017, Wildin Acosta walked across the graduation stage—but he almost didn’t make it. Read about his incredible

journey and the team of student journalists and teachers who helped make it happen.”

- o <https://www.learningforjustice.org/moment/supporting-students-immigrant-families>
- o “Educators who work with immigrant communities want to know how to best support students and their families. We created this web package to supply the types of resources educators have told us they need. We’ll continue to make updates, knowing that immigration policies and practices in the United States—and the corresponding needs in schools—are continually changing.”

During implementation:

- Revisit norms and model civility yourself.
- Once discussion begins, move it along by asking open-ended questions that invite dialogue and connect to things students have learned or sources with which they have engaged.
- As much as possible, help students support their views with evidence, and gently model effective argumentation. Probe student thinking by asking them to support their ideas with examples, statistics, or other evidence. Try using the visible thinking routine, [What makes you say that?](#)
- Keep a running list of “Need to knows,” questions that arise that can guide future research.
- Be an active facilitator, monitoring participation and tone, and keeping the discussion moving. Help students learn how to confront and challenge ideas, not people, and to not take it personally when their own ideas are challenged. For example, you can ask students to support, extend, or challenge each other’s ideas, and model what this might look and sound like.
- Invite students to clarify statements that might set other students off, giving them space to dial back something they may not have thought through.
- Build in moments to reflect and process.
- Summarize what students say and ask them to verify if that is what they meant. Engage them in reflection and processing activities.
- If things are not going well, address the problem! Validate the fact that these discussions are hard, and then involve students in plotting a way forward. Have a backup plan if you feel the need to change course. If the conversation gets too

heated, it can be wise to pause and come back to it another day, but you need to have something to which students can be redirected.

- **Discuss solutions and responses to injustice and provide pathways to action!**
Students are interested in complex, difficult issues, but they often want to go beyond the problem and think about solutions and even take action, and we need to encourage this!
- After the initial discussion, revisit the topic at some point and provide some additional processing and follow up. Get feedback from students on how it went, and take that feedback into account the next time around.

Lesson Overviews

Lesson 1

Contrasting perspectives on US immigration and immigration policy

In this lesson, students work in collaborative teams to analyze different sets of sources to identify and analyze contrasting perspectives on US immigration and immigration policy.

Lesson 2

Change and continuity in US immigration policy

In this lesson, students work in collaborative teams to analyze different sets of sources in order to identify and analyze patterns of change and continuity over time in US immigration policy.

LESSON 1: Contrasting perspectives on US immigration and immigration policy

Lesson Overview	In this lesson, students work in collaborative teams to analyze different sets of sources to identify and analyze contrasting perspectives on US immigration and immigration policy.
Compelling Question	What is the relationship between ideology and policy? How do different views on immigration line up or conflict with specific immigration policies?
Supporting Questions	<ul style="list-style-type: none"> ● What is immigration, and what is immigration policy? ● What are differing perspectives on immigration and immigrants that might shape policy? ● Which perspective seems to be at play in the policy of workplace immigration raids?
Enduring Understandings	<ul style="list-style-type: none"> ● The United States was founded as a nation by immigrants and was quite literally built by the labor of immigrants, as well as by enslaved peoples who experienced forced migration). ● The national discussion around immigration has been characterized by competing narratives. One holds that the US is a land of opportunity for immigrants and that immigrants enrich our society and contribute in many ways. The other narrative also frames the US as a land of opportunity, but holds that immigrants threaten these opportunities and present a danger to American identity and ideals. ● These contrasting narratives have been racialized since they emerged, and immigrants from western and northern Europe have historically been given welcome here whereas immigrants from Asia, Africa, and Latin America have been treated more poorly and/or denied entry. ● Immigration policy thus reflects both views but applies them differently based on racial and national categories.

<p>Content Expectations</p>	<p>US History:</p> <p>8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by: • describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment. • evaluating policy decisions and legislative actions to meet these challenges.</p> <p>Civics:</p> <p>C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.</p> <p>C – 6.2.1 Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.</p> <p>ELA: Reading Standards for Informational Text 6–12 Grades 9-10</p> <p>1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2.Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>
<p>Learning objectives</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the concepts of immigration and immigration policy in their own words. ● Use a close reading strategy to interpret primary sources and identify perspectives on immigration.

	<ul style="list-style-type: none"> ● Use a close reading strategy to interpret primary sources and infer intent and impact of workplace immigration raids. ● Discuss what beliefs about immigration seem to be driving the policy of workplace raids.
Key Concepts	<ul style="list-style-type: none"> ● Immigration ● Immigration policy ● Worksite raids

Activity Sequence

Opening

1) Begin the lesson with a [See, Think, Wonder](#) activity using the [image](#) of immigrant children pointing at the Statue of Liberty (included below). Ask students to study the image then describe in writing what they see, what it leads them to think, and what it makes them wonder. Have students Turn and Talk to share ideas and then ask for volunteers to share with the whole class. Explain that the Statue of Liberty has become a symbol of freedom and opportunity for people immigrating to the United States, but also that the reality of US immigration policy is often in tension with this message of welcome. Tell the students they will explore these ideas more in this lesson and share the compelling question: *What is the relationship between ideology and policy? How do different views on immigration line up or conflict with specific immigration policies?*

Background

2) Pass out *Lesson 1, Handout 1* and explain that it is important to develop shared understandings of key terms before moving on. Have students read the handout and summarize in writing *immigration* and *immigration policy* in their own words. Then ask them to share their summaries with a partner, and have several pairs share their thinking. Question and clarify ideas as needed.

Collaborative Activity

3) Next, form student groups of 3-4 and pass out *Lesson 1, Handout 2*. Tell the students they are going to work together using a close reading strategy to analyze a set of primary sources. Their goal is to figure out and summarize what perspective or opinion about immigration is represented by each source.

Talk students through the worksheet with the table at the end of the handout (consider having them create their own table in their notebooks so that they have more room to write). They are first thinking about and describing what each source

says about immigrants and immigration at a literal level. Next they should analyze and describe HOW the source presents this perspective, thinking about word choice, images, symbols, structure, and other textual or symbolic aspects of the source. Then, they are directed to think about why this might matter and implications or consequences this view might have. Finally, they should review their notes and synthesize across sources to identify and summarize the different perspectives on immigration.

Consider working through the first source as a whole class activity and then ask groups to make a plan for how they will work together to analyze each source and complete the table. Give them time to work through the sources and move from group to group to check in on progress. When they are done have several groups share their synthesis ideas and use questions to help clarify their ideas as needed.

- 4) Now pass out *Lesson 1, Handout 3* and follow the procedure above, but clarify for students that they are now reading different accounts of one event – a federal law enforcement raid related to immigration - from different sources with the goal of figuring out how descriptions of the event varied across sources. In particular, they will be looking at each source to see what it says about intent (why the raid was carried out) and impact (what the actual results were). They should evaluate whether or not they think the raid accomplished its stated goals, and also think about what other objectives the raid might have had given its outcomes.

Closing

- 5) Close the lesson out by asking students to consider the perspectives from the first source set and think about which perspective seemed to be driving the policy of workplace raids they read about. Have small groups discuss first then engage the whole class in discussion by asking groups to share ideas and then asking other groups to support, extend, or challenge those ideas.

Optional extension

- 6) If time allows, consider having students read and discuss Ten Myths about Immigration from Learning for Justice. Have students review the myths and then connect them to the perspectives they uncovered and also to the policy of workplace raids.

<https://www.learningforjustice.org/magazine/spring-2011/ten-myths-about-immigration>

Additional Resource	https://abcnews.go.com/Politics/story-colossus-poem-statue-liberty-symbol-immigration/story?id=64931545
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<https://abcnews.go.com/Politics/story-colossus-poem-statue-liberty-symbol-immigration/story?id=64931545>

Lesson 1, Handout 1

What is immigration?

Immigration is the process of moving to a new country or region with the intention of staying and living there.

What is immigration policy?

Immigration policy includes all the policies and rules that a nation's government uses to control the entry and status of people who seek to enter that nation and live there. Immigration policy includes the following (and more):

- Rules and procedures controlling who can enter the country, as well as how, where, and when they enter.
- Rules about whether immigrants can legally work and how they get permission to work.
- Different classifications and processes for immigrants depending upon where they come from and why they left.
- Rules and processes for immigrants to bring family members.
- Processes for applying for asylum (a form of protection which allows someone to remain in the United States instead of being removed (deported) to their home country if they fear persecution or harm).
- Rules and processes for getting residency status and citizenship.
- Rules for employers who hire immigrants.
- Rules and processes for immigrants who entered the country without proper documentation or who no longer have permission to live and/or work in the country.

Immigration policy is a relatively new development in human history and became more common in the early 19th century as modern nations developed. Nations began to try and manage immigration as a labor source based on production needs and worker shortages, but (especially in the US and Europe) also based on racism and xenophobia and attempts to limit the immigration of less “desirable” people. After World War II, labor demands in Europe and the US, along with the process of decolonization (when a nation gets freedom and independence from a former colonizer) led many immigrants from poorer countries to immigrate to richer countries starting in the mid-twentieth century.

Immigration policy in the United States has both changed and stayed the same over the years as the government has tried to regulate immigration and manage the employment and labor of immigrants as well. An important issue in this context is the question of how to approach the status of the more than 11 million undocumented immigrants in the US today. An undocumented immigrant is someone living in the US without legal immigration status.

Adapted from Perez, S.A. (2015). Immigration Policy. In Wright (ed.), International Encyclopedia of the Social & Behavioral Sciences (Second Edition), Elsevier, 662-668.

Lesson 1, Handout 2

Source Set 1:

1A)

“The bosom of America is open to receive not only the Opulent and respected Stranger, but the oppressed and persecuted of all Nations and Religions; whom we shall welcome to a participation of all our rights and privileges...”

President George Washington

1B)

The New Colossus

BY EMMA LAZARUS

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”



1C)

The High Tide of Immigration - A National Menace. Judge Magazine, August 22, 1903



1D)

“Immigration is by definition a gesture of faith in social mobility. It is the expression in action of a positive belief in the possibility of a better life. It has thus contributed greatly to developing the spirit of personal betterment in American society and to strengthening the national confidence in change and the future.”

John F. Kennedy, A Nation of Immigrants

1E)

Donald Trump read the following song lyrics at a conservative conference, saying “Think of it in terms of immigration.”

*On her way to work one morning
Down the path alongside the lake
A tender-hearted woman saw a poor half-frozen snake
His pretty colored skin had been all frosted with the dew
“Oh well,” she cried, “I’ll take you in and I’ll take care of you”
“Take me in oh tender woman
Take me in, for heaven’s sake
Take me in oh tender woman,” sighed the snake
She wrapped him up all cozy in a curvature of silk
And then laid him by the fireside with some honey and some milk
Now she hurried home from work that night as soon as she arrived
She found that pretty snake she’d taken in had been revived
“Take me in, oh tender woman
Take me in, for heaven’s sake
Take me in oh tender woman,” sighed the snake
Now she clutched him to her bosom, “You’re so beautiful,” she cried
“But if I hadn’t brought you in by now you might have died”
Now she stroked his pretty skin and then she kissed and held him tight
But instead of saying thanks, that snake gave her a vicious bite
“Take me in, oh tender woman
Take me in, for heaven’s sake
Take me in oh tender woman,” sighed the snake
“I saved you,” cried that woman
“And you’ve bit me even, why?
You know your bite is poisonous and now I’m going to die”
“Oh shut up, silly woman,” said the reptile with a grin
“You knew damn well I was a snake before you took me in
”Take me in, oh tender woman
Take me in, for heaven’s sake
Take me in oh tender woman,“ sighed the snake*

<https://www.the-independent.com/news/world/americas/us-politics/the-snake-read-in-full-trump-poem-cpac-anti-immigration-verses-mexican-border-a8225686.html>

SOURCE SET 1	Summary – <i>What does it say?</i>	Analysis - <i>What does it mean?</i>	Implications – <i>Why does it matter?</i>
A			
B			
C			
D			
E			
Synthesis	What are the different viewpoints on immigration presented in these sources?		

Lesson 1, Handout 3

Source Set 2:

2A)

Worksite Immigration Raids Terrorize Workers and Communities Now, and Their Devastating Consequences Are Long-Term

By Holly Straut-Eppsteiner
The Torch, APRIL 11, 2019

Excerpt:

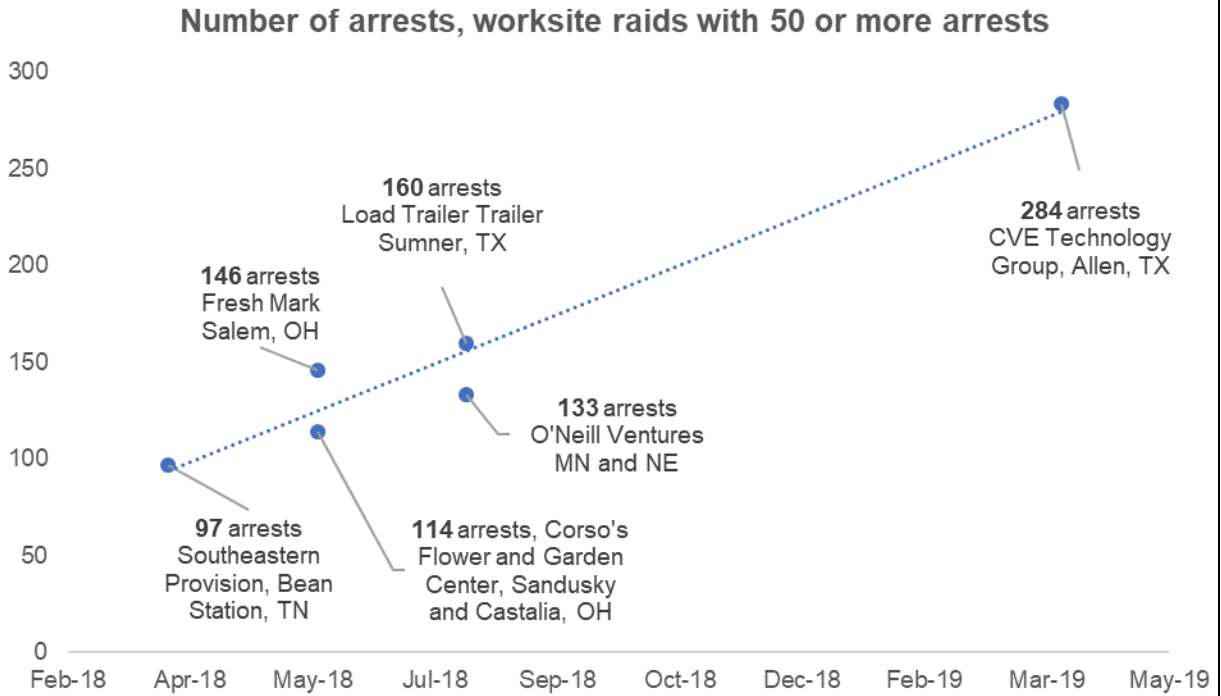
Early in the Trump administration, U.S. Department of Homeland Security officials promised to [increase worksite enforcement actions](#) that specifically target immigrant workers. Subsequently, raids conducted by U.S. Immigration and Customs Enforcement's (ICE's) [Homeland Security Investigations](#) have terrorized workers and communities across the country.

Since the raid on a meat processing facility in Bean Station, Tenn., resulted in the arrest of nearly 100 workers one year ago, a succession of raids has each been dubbed the “largest in a decade.” Last June, there were 146 arrests at Fresh Mark, a meat processing facility in Salem, Ohio. In August, 160 workers were arrested at Load Trail Trailer in Sumner, Tex. Most recently — last week — a raid on CVE Technology Group in Allen, Tex., resulted in the arrests of 284 workers.

Regardless of whether nearly 300 people are arrested, as happened last week in Allen, or 30 people, as during a February raid in Sanford, N.C., these raids are devastating for individuals, families, and communities. The people represented by these numbers are members of local communities: they are workers, parents, friends, and neighbors. While ICE typically claims that these “administrative arrests” are a secondary consequence of its investigations of employers’ criminal activity, it’s actually [workers](#) who end up suffering the most because of these investigations.

Workers who have lived through one of these raids describe how a normal workday suddenly transforms into multiple scenes of chaos infused with fear. In Tennessee, the National Immigration Law Center and co-counsel filed a [lawsuit](#) on behalf of workers whose constitutional rights were violated during last year’s highly militarized raid. One plaintiff, [Martha Pulido, described](#) the terror she experienced: “I showed up to work that morning just like I had every day for more than a year, ready to do my job and provide for my family. Instead, I had a gun pointed in my face and saw my coworkers get punched in the face and shoved to the ground by federal agents.”

In Texas last week, workers described “working like a normal day” before hearing “screaming” and their colleagues crying as workers reacted fearfully to ICE agents’ sudden appearance in their workplace, and as the agents made them separate into color-coded subgroups.



From the National Immigration Law Center

<https://www.nilc.org/2019/04/11/worksite-immigration-raids-terrorize-workers-and-communities/>

2B)



ICE
@ICEgov



HSI's worksite enforcement strategy continues to focus on the criminal prosecution of employers who knowingly break the law, and the use of I-9 audits and civil fines to encourage compliance with the law.

ice.gov/features/works...



9:00 AM · Aug 8, 2019

2C)

ICE ramps up compliance raids on employer facilities

Business Management Daily Editors

Published: July 2, 2018

Updated: June 11, 2019

Excerpt:

Immigration battles aren't being fought only at the border. Immigration and Customs Enforcement is making good on promises to step up surprise raids and inspections of worksites suspected of harboring workers who lack authorization to work in the U.S.

In what ICE called its largest raid in recent history, federal agents on June 19 executed a warrant to search the Salem, Ohio, plant of Fresh Mark, a large meat processing company. The raid followed a year-long investigation that triggered suspicions the company knowingly hired ineligible workers.

ICE arrested 146 undocumented employees, who now face deportation proceedings. The warrant allowed ICE to collect evidence, which it will use to determine whether the company's owners knowingly employed the workers.

No word yet on what penalties await Fresh Mark.

...

<https://www.businessmanagementdaily.com/51746/ice-ramps-up-compliance-raids-on-employer-facilities/>

From Business Management Daily

SOURCE SET 1	Summary – <i>What does it say?</i>	Analysis - <i>What does it mean?</i>	Implications – <i>Why does it matter?</i>
A			
B			
C			
Synthesis	What were the stated, official purposes of these immigration raids and what were their actual impacts ?		

Discussion question:

Which of the perspectives from Source Set 1 seem to be at play in these workplace raids?

LESSON 2: Change and continuity in US immigration policy

Lesson Overview	In this lesson, students work in collaborative teams to analyze different sets of sources in order to identify and analyze patterns of change and continuity over time in US immigration policy.
Compelling Question	To what extent has US immigration policy changed over the nation's history, and how has this policy reflected prejudices and perceptions about different groups of immigrants?
Supporting Questions	<ul style="list-style-type: none">• What was US immigration policy like during different historical eras?• How did US governments at different points in time seek to control and/or limit immigration?• To what extent did immigration policy at different points in time favor certain groups of immigrants and discriminate against other groups?• What are immigration quotas and what do they reflect?
Enduring Understandings	<ul style="list-style-type: none">• Throughout the history of the United States, US immigration policy has sought to limit certain groups of immigrants while extending privileges to others.• In general, immigrants from northern and western Europe have received favorable treatment whereas immigrants from Asia, Africa, and Latin America have received less favorable treatment.• Immigration has also been tied to labor and employment needs and certain groups have gained access to immigration during times of labor shortage.• Immigration policy has tended to reflect discriminatory views related to xenophobia, and racism.•
Content Expectations	US History: 8.2.2 Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by: <ul style="list-style-type: none">• describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure,

	<p>immigration, and the environment. • evaluating policy decisions and legislative actions to meet these challenges.</p> <p>Civics:</p> <p>C – 6.1.2 Explain how the United States has limited and expanded citizenship over time.</p> <p>C – 6.2.1 Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.</p> <p>ELA: Reading Standards for Informational Text 6–12 Grades 9-10</p> <p>1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2.Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>
Learning objectives	<ul style="list-style-type: none"> ● Students will be able to analyze trends and patterns across a timeline of US immigration policy. ● Students will be able to generate conclusions about which groups of immigrants were favored and which ones were targeted by discriminatory policies. ● Students will be able to develop generalizations about change and continuity in United States immigration policy.
Key Concepts	<ul style="list-style-type: none"> ● change and continuity ● immigration policy ● quotas ● naturalization

Activity Sequence

Opening

- 1) Begin the lesson by projecting the quote below and having a student volunteer read it out loud. Remind the students that they worked with this quote in Lesson 1. Ask for volunteers to explain what George Washington was saying in their own words. Use open-ended questions to probe student thinking and help them develop their ideas.

“The bosom of America is open to receive not only the Opuient and respected Stranger, but the oppressed and persecuted of all Nations and Religions; whom we shall welcome to a participation of all our rights and privileges...”

President George Washington

Then have students turn and talk about whether or not they think that George Washington’s ideas about immigration have clearly shaped immigration policy in the United states since 1790. Give students time to talk and then have several students share their thinking. Encourage students to provide explanation by using talk moves like “Say more...” or “What makes you say that?”

Next, explain that in this lesson they will work in small groups to analyze a timeline of US immigration policy and look for evidence of change and continuity, or in other words, they will look for examples of what has changed over time in US immigration policy and what has stayed the same.

Background

- 2) Pass out *Lesson 2, Handout 1* and explain that it is important to review and develop shared understandings of key terms before moving on. Have students read the explanation of immigration policy from lesson 1, either out loud with the whole class or silently to themselves. Then ask student volunteers to read the definitions of quota and naturalization. Ask students if they've heard either of these words before and if so in what context. Then ask students to turn and talk and make predictions about what kind of quotas they think they might see across the history of the United states immigration policy. In other words, how do they think the US government has used quotas in the past?

Ask several students to share their ideas and to connect, extend, or challenge the ideas shared by others.

Collaborative Activity

- 3) Next, form student groups of 3-4 and pass out *Lesson 2, Handout 2*. Tell the students they are going to work together to analyze several examples of specific laws that

helped to frame United States immigration policy over time, from 1790 up until the 1990s.

Also pass out *Lesson 2, Handout 3* and explain that students will use this table - or create their own version of it if they need more space to write- to take notes on their timeline analysis. For each event they will summarize the overall law or policy described and then identify which group of immigrants seem to benefit from this law and which group was being limited or discriminated against in this case.

Explain to the students that some of the descriptions of the laws may be difficult or challenging to understand, but that they should work together as a team and use resources in the classroom to try and figure them out. Suggest that they reread and use background knowledge along with logic and reason to try and figure out what is happening in each law. If they still get stuck they can ask for help.

Consider working through the first two or three examples as a whole class activity and then ask groups to make a plan for how they will work together to analyze the whole timeline and complete the table. Give them time to work through the timeline and move from group to group to check in on progress. Pay attention to problems with terminology and vocabulary and as needed pull the class together to clarify any challenging language.

When they are done have groups take turns sharing what they wrote down, working your way through the table so that each group addresses at least one example of an immigration policy or law. As needed push for more details or clarification and ask other groups to extend or add to what has been shared as needed.

Closing

- 4) Close the lesson by having a student volunteer read the discussion prompt on the bottom of *Lesson 2, Handout 3*. Then ask another student to read the quote from John F. Kennedy.

Discussion prompt: Read the quote from John F. Kennedy below. Do you agree with his description of immigration policy? Why or why not? Use evidence from the timeline to support your answer.

Direct students to review and discuss their timeline in their small groups in order to respond to the prompt. Explain that each group should come to consensus around an answer that is supported by evidence from the timeline. Move through the room monitoring their discussions and bring the class together as a whole and they are ready. Have different groups share out and engage the whole class in this discussion.

Lesson 2, Handout 1... Lesson 1 Review

What is immigration policy?

Immigration policy includes all the policies and rules that a nation's government uses to control the entry and status of people who seek to enter that nation and live there. Immigration policy includes the following (and more):

- Rules and procedures controlling who can enter the country, as well as how, where, and when they enter.
- Rules about whether immigrants can legally work and how they get permission to work.
- Rules and processes for immigrants to bring family members.
- Processes for applying for asylum (a form of protection which allows someone to remain in the United States instead of being removed (deported) to their home country if they fear persecution or harm).
- Rules and processes for getting residency status and citizenship.
- Rules for employers who hire immigrants.
- Rules and processes for immigrants who entered the country without proper documentation or who no longer have permission to live and/or work in the country.

Immigration policy is a relatively new development in human history and became more common in the early 19th century as modern nations developed. Nations began to try and manage immigration as a labor source based on production needs and worker shortages, but (especially in the US and Europe) also based on racism and xenophobia and attempts to limit the immigration of less “desirable” people. After World War II, labor demands in Europe and the US, along with the process of decolonization (when a nation gets freedom and independence from a former colonizer) led many immigrants from poorer countries to immigrate to richer countries starting in the mid-twentieth century.

Immigration policy in the United States has both changed and stayed the same over the years as the government has tried to regulate immigration and manage the employment and labor of immigrants as well. An important issue in this context is the question of how to approach the status of the more than 11 million undocumented immigrants in the US today. An undocumented immigrant is someone living in the US without legal immigration status.

Adapted from Perez, S.A. (2015). Immigration Policy. In Wright (ed.), International Encyclopedia of the Social & Behavioral Sciences (Second Edition), Elsevier, 662-668.

Quota: a fixed minimum or maximum number of a particular group of people allowed to do something, such as immigrants to enter a country.

Naturalization: the legal act or process by which a non-citizen of a country may acquire citizenship or nationality of that country.

Lesson 2, Handout 2 IMMIGRATION POLICY TIMELINE

1790 NATURALIZATION ACT

Excluded non-white people from eligibility to naturalize. Naturalization requirements included two years of residence in the country and “good moral character,” and an applicant must be a “free white person.” The Naturalization Act of 1795 extended the residency requirement to five years.

1870

NATURALIZATION ACT OF 1870

Amends naturalization requirements to extend eligibility to individuals of African nativity or descent.

1875

IMMIGRATION ACT OF 1875 (ALSO KNOWN AS PAGE LAW OR ASIAN EXCLUSION ACT)

Prohibited the immigration of criminals and made bringing to the U.S. or contracting forced Asian laborers a felony. It is the nation’s first restrictive immigration statute.

1882

CHINESE EXCLUSION ACT

Banned Chinese laborers from immigrating for the next 10 years and authorized deportation of unauthorized Chinese immigrants. Any Chinese immigrant who resided in the U.S. as of Nov. 17, 1880, could remain but was barred from naturalizing.

1891 IMMIGRATION ACT

Expanded the list of exclusions for immigration from prior laws to include those who have a contagious disease and polygamists. Permitted the deportation of any unauthorized immigrants or those who could be excluded from migration based on previous legislation. Made it a federal misdemeanor to bring unauthorized immigrants into the country or aid someone who is entering the U.S. unlawfully. Established a federal Bureau of Immigration

1917

1917 IMMIGRATION ACT (ALSO KNOWN AS “ASIATIC BARRED ZONE ACT”)

Banned immigration from most Asian countries, except the Philippines, which was a U.S. colony, and Japan, whose government voluntarily

eliminated the immigration of Japanese laborers as part of the Gentlemen's Agreement of 1907. Required immigrants over the age of 16 to demonstrate basic reading ability in any language.

1921 EMERGENCY QUOTA ACT

First U.S. law to create numerical quotas for immigration based on nationality. Quotas were equal to 3% of the foreign-born population of that nationality in the 1910 census. Immigration from Asian countries continued to be barred. Nationality quotas did not apply to countries in the Western Hemisphere, government officials or temporary visitors. Under this law, total annual immigration was capped at 350,000.

1924

IMMIGRATION ACT OF 1924 (ALSO KNOWN AS 1924 NATIONAL ORIGINS QUOTA ACT OR JOHNSON-REED ACT)

Further restricted immigration decreasing the annual cap from 350,000 to 165,000. Nationality quotas equaled 2% of the foreign-born individuals of that nationality in the 1890 census with a minimum quota of 100. As a result, the law favored migration from northern and western European countries with longer histories of migration to the U.S. while limiting migration from eastern and southern European countries with newer immigration patterns. Immigration from Asian countries continued to be barred, and the law added a formal restriction on Japanese immigration. Denied entry to the U.S. to anyone who is ineligible to become a citizen due to race (only whites and people of African nativity or descent were eligible).

1942 BRACERO AGREEMENT

A bilateral agreement between the U.S. and Mexico to permit Mexican nationals to serve as temporary agricultural workers during WWII labor shortages. Required employers to pay a wage equal to that paid to U.S.-born farmworkers and provide transportation and living expenses. In effect until 1964.

1943

MAGNUSON ACT (ALSO KNOWN AS CHINESE EXCLUSION REPEAL ACT OF 1943)

Repealed the Chinese Exclusion Act and established a quota of about 105 Chinese immigrants per year. In contrast to other quotas, which are based on country of citizenship, the quota for Chinese was based on ancestry. Chinese residents were also eligible to naturalize.

1986

IMMIGRATION REFORM AND CONTROL ACT (ALSO KNOWN AS SIMPSON-MAZZOLI ACT)

Granted a pathway to permanent residency to unauthorized immigrant workers who lived in the U.S. since 1982 or worked in certain agricultural jobs. (Approximately 2.7 million were granted this status.) Creates the H-2A visa for temporary, seasonal agricultural workers. Imposes sanctions on employers who knowingly hire unauthorized workers and increases border enforcement.

In 1987, the Reagan administration decided that minor children of parents who were legalized under the 1986 law should be protected from deportation. In 1990, the George H.W. Bush administration decided that all spouses and unmarried children of people who were legalized under the 1986 law could apply for permission to remain in the country and receive work permits.

1996

ILLEGAL IMMIGRATION REFORM AND IMMIGRANT RESPONSIBILITY ACT

Increases enforcement at the border and in the interior, including mandates to build fences at the highest incidence areas of the Southwest border. Establishes or revises measures for worksite enforcement, to remove criminal and other deportable aliens and to tighten admissions eligibility requirements. Expands restrictions laid out in the 1996 Personal Responsibility and Work Opportunity Reconciliation Act on access to means-tested public assistance programs for new legal permanent residents and unauthorized immigrants.

<https://www.pewresearch.org/short-reads/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/>

Lesson 2, Handout 3 TIMELINE ANALYSIS

	Summary	Who benefitted?	Who was excluded or targeted?
1790 Naturalization Act			
1870 Naturalization Act			
1882 Chinese Exclusion Act			
1891 Immigration Act			
1917 Immigration Act			
1921 Emergency Quota Act			

1942 Bracero Agreement			
1986 Immigration Reform and Control Act			
1996 Illegal Immigration Reform and Immigrant Responsibility Act			

Discussion prompt: Read the quote from John F. Kennedy below. Do you agree with his description of immigration policy? Why or why not? Use evidence from the timeline to support your answer.

“The famous words of Emma Lazarus on the pedestal of the Statute of Liberty read: “Give me your tired, your poor, your huddled masses yearning to breathe free.” Until 1921 this was an accurate picture of our society. Under present law it would be appropriate to add: “as long as they come from Northern Europe, are not too tired or too poor or slightly ill, never stole a loaf of bread, never joined any questionable organization, and can document their activities from the past two years.”

— John F. Kennedy, *A Nation of Immigrants*