

Fulbright TGC Fellow Unit Plan

Prepared by: David Edelman

School/Location Union Square Academy for Health Science High School/NY, NY

Subject: Participation in Government
Time Needed: 1-2 months

Grade: 11-12

Interdisciplinary Unit Title: Migration & Citizenship

Unit Summary: Students will evaluate the concept of citizenship through research, discussion, debate and argumentative thematic writing related to essential questions such as: 1. How such a country decide who is a citizen, their respective rights and responsibilities and 2. To what extent is migration a human right? 3. Should countries prioritize the needs of foreign nationals or put "citizens first?"

STAGE 1: Desired Results

GLOBAL COMPETENCY:

2. Recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

TECHNOLOGY USE:

Students will conduct online research and source texts for bias, limitations, etc. Watch and listen to videos and podcasts,

ESTABLISHED GOALS:

Students will be able to independently use their learning to: read, write and discuss like a historian for our [4 skills rubric](#): 1. context, 2. thesis, 3. analysis (zoomed in and out inferencing), 4. point of view

1. Analyze complex information texts in connection to our 4 vertically aligned social studies skills

2. Discuss claims and counterclaims related to our essential and driving unit questions

3. Write an argumentative thematic essays connecting our unit of study to essential themes and enduring issues while demonstrating our 4 vertically aligned skills

Write and respond to classmates with google docs and on google classroom

RESOURCES:

Conversation/Discussion Protocols:

[Philosophical chairs protocol](#)

[Forced choice style debate protocol](#)

[Final Word Discussion Protocol](#)

[4As Discussion Protocol](#)

Global Texts & Materials

[Empathy video clip](#)

[The arrival of hundreds of thousands of migrants is fueling a German identity crisis](#)

[Video clip](#) related to the German refugees

Corresponding discussion articles

- a. Migration: [“Germany deports third group of Afghan migrants to Kabul”](#)
- b. Work: [“When refugees want to work in Germany”](#)

Meaning

UNDERSTANDINGS

Constitutions and national governments address the issue of immigration and citizenship differently based upon history and current affairs

Much of North & South America determine citizenship through jus soli, by birth as opposed to the rest of the world that determine citizenship by jus sanguinis, by lineage.

The US has experienced immigration waves. It declines when the US economy was strong and there was a need for labor during westward expansion and industrialization. It declines in the 1930s and 1940s through the use of quotas when the economy depressed and the world was at war.

In response to Germany's past human rights atrocities, Germany's modern constitution contains a Dignity Clause which is meant to hold the government accountable for promoting human rights.

ESSENTIAL QUESTIONS:

How should a country decide who is a citizen, their respective rights and responsibilities?

To what extent is migration a human right?

GUIDING QUESTIONS:

Should empathy be a government's core operating value?

How should a country determine citizenship?

Who should receive the right to vote (non citizens, felons, teens, etc)?

What should be the rights and responsibilities of citizens?

Do the rights of citizenship outweigh the responsibilities?

<p>c. Education: “Refugees are struggling to navigate Germany’s apprenticeship system” Al Jazeera Syrian Refugee Page</p> <p>Freakonomics Podcast: Is Migration A Fundamental Human Right?</p> <p>30 Days: Illegal Immigration TV Show: What happens when A border security guard moves in with a family of undocumented immigrants</p> <p>Domestic Texts & Materials</p> <p>Citizenship Exam Requirement for Grads?</p> <p>Noncitizen voting rights in Maryland</p> <p>icivics immigration nation videogame</p> <p>US citizenship exam</p> <p>Teen voting article</p> <p>Felony disenfranchisement article</p> <p>Bias in Selective Service?</p> <p>Why we need the draft</p>	<p>Germany is currently at the forefront of debates surrounding access to migration, the right to work and the right to education as many people, some political refugees, seek to relocate there. Although the German government opens its doors to immigrants and refugees from around the world, a considerable portion of the citizenry is opposed to an “open door” policy.</p> <p>The US government’s definition of refugee is considerably more narrow than Germany’s definition. The US requires that individuals be of a persecuted group, often denying individuals impacted by war and violence. The US has experienced waves of immigration when the economy was perceived as strong and the country demanded labor. The government has instituted immigration restricts when attitudes and economic strength has declined.</p>	<p>Should individuals be required to take a test in order to obtain citizenship?</p> <p>To what extent is the citizenship biased?</p> <p>How should a country decide who has the right to vote?</p> <p>To what extent do countries uphold the values inherent in their government’s constitutions?</p> <p>Why do governments often alter their immigration policies?</p> <p>Should countries require Selective Service?</p> <p>How should we define refugee?</p> <p>Should US immigration policy prioritize the needs of foreign nationals or put “America First?”</p> <p>Should countries prioritize the needs of foreign nationals or put “citizens first?”</p>
Acquisition		

	<p><i>Students will know:</i></p> <p><i>Countries differ by determining citizenship by birthplace, lineage and how easy or difficult it is to naturalize</i></p> <p><i>Citizens have specific rights and responsibilities in each country</i></p> <p><i>Governments often alter or limit immigration in biased manners through the use of quotas, exclusions and merit based point systems</i></p> <p><i>Historically citizens were subjects. Governments often desire to limit Citizen migration to maintain a tax base and labor force. Individuals often desire to immigrate for safety and economic opportunities</i></p> <p><i>Governments and individuals have different definitions of term refugee and different points of view on immigration</i></p> <p><i>Countries struggle to balance the needs for foreign nationals and the needs and desires of citizens</i></p>	<p><i>Students will be able to:</i></p> <p>Evaluate the content, process and premise of US citizenship and immigration policy</p> <p>Evaluate the content, process and premise more open citizenship and immigration policies</p> <p>Write argumentatively and thematically with contextualization, thesis, analysis and point of view responding to the driving and guiding questions</p>
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Stage 2 - Evidence		
Assessment	Evaluation Criteria (Learning target or Student Will Be Able To)	
Assessments FOR Learning: Formative	For the purposes of reteaching and addressing students misunderstandings, students will engage in discussion, reflective writing at the end of lessons and participate in a forced choice debate on the lesson's essential and guiding questions.	
Assessments OF Learning: Summative	For the purposes of evaluating conceptual understanding and argumentative writing skills, students will write an argumentative essay, on demand under testing conditions, that includes a comprehensive thesis statement that conforms to my classroom rubric , and arguments, evidence, counterclaim, refutation and synthesis that conforms to the Common Core Writing Standards found in the NYC MOSL rubric	
Stage 3 - Learning Plan		
<ul style="list-style-type: none"> - Evaluate news for context connections to themes, enduring issues and essential questions - Answer, Categorize and Evaluate the premise of questions that correspond to the US citizenship exam. - Evaluate the various plans used for making citizenship decisions - Redesign the citizenship exam and participate in a mock congressional hearing to argue its merits - Argue for a plan for citizenship or a redesigned model for the citizenship exam via mock Congressional hearing - Develop a thesis and argumentative response to the unit question - Play the immigration nation game and debrief the experience deciding who is a citizen - Analyze the N400 Naturalization Form for limitations and biases - Analyze US visa categories and policies - Analyze US immigration policies including quotas, exclusions, current Immigration Point-Merit System 		

- Students read, annotate and discuss The Dignity Clause, Preamble and Articles 1-20 of the [German Constitution](#) which discuss human rights, animal rights and social welfare state using the [4As protocol](#) for discussion in small groups. If all 20 articles are used, they can be assigned across students within discussion groups
- Whole class discussion. Student from each group shares out noticing and wonderings related to their conversations as several students chart responses on the board
- Students read, annotate and discuss the Preamble to the [US Constitution](#) and possibly a state Constitution using the [Final Word](#) discussion protocol in small groups
- Students develop a graphic organizer or poster of their comparing/contrasting perceived differences and similarities between the German, US and state constitution
- Homework: Students develop a creative depiction (picture, poem, creative writing, etc) that predicts what they believe life in Germany should look like if the Dignity Clause was fully implemented
- Students share their homework with each other via either gallery walk or carousel activity and share feedback either written or verbally using [accountable talk the sentence starters](#) such as “I noticed...” or “I wonder...”
- Students independently read or popcorn read the following anchor text: [The arrival of hundreds of thousands of migrants is fueling a German identity crisis](#). Students annotate the anchor text related to the refugee situation using the big 3 codes (surprising, important, clarifying or question question).
- Students discuss their annotations in groups and write their clarification and probing questions on the board in preparation for whole class discussion
- Teacher elicits whole class discussion related to student generated questions as well as the discussion questions below:
 - a. Comprehension: Why do you think different actors (German government, migrants, German citizens) are pursuing the actions and attitudes described in the article?
 - b. Prediction: Who do you think are the winners and losers in the various scenarios referenced by the article? Reference items from the text and defend your claims.
 - c. Analysis: How do the thoughts and action alluded to in the article illustrate multiple perspectives and explain their respective point of views?
 - d. Synthesis: What are global implications to the issues and themes discussed in the article? How is this article relevant to other countries around the world? What some implications for your country of origin and residence?
 - e. Evaluation: To what extent is Germany maintaining the integrity of its Constitution?
 - f. Application: To what extent is the US maintaining the integrity of its Constitution?

- As an anticipatory set to help students self and peer assess initial attitudes towards human rights protections, students participate in [philosophical chairs](#) or a spectrum activity in which they physically position themselves around the classroom based upon their thoughts to the above focus questions and finally the lesson's essential question
- Once students physically arrange themselves based upon their attitudes to the lesson's questions, students discuss their opinions. At the end of the activity, students write a reflection in which they explain their point of view on the lesson's three focus questions and how their point of view compares to at least one of their classmates
- Students watch a [video clip](#) related to the German refugee situation and generate clarifying and probing questions related to refugee migration
- Students conduct research and/or analyze readings related to their individual probing questions and the lesson's focus questions. Students can be broken into different research groups based upon the lesson's focus questions and then placed into heterogeneous groups to share out what they learned. Additionally, the following articles can be shared with students to guide their independent research.
 - a. Migration: "[Germany deports third group of Afghan migrants to Kabul](#)"
 - b. Work: "[When refugees want to work in Germany](#)"
 - c. Education: "[Refugees are struggling to navigate Germany's apprenticeship system](#)"
- Homework: Students listen to the Freakonomics Podcast: [Is Migration A Fundamental Human Right?](#) Students write a reflection which includes a claim, argument, evidence, counterclaim and refutation using information referenced in the podcast. Students can complete the reflection via google classroom so that students can read and respond to other students in the class.
- Students share their reflections from the [podcast](#) they listened to for homework. This can be done via google classroom, or verbal discussion in small groups and/or whole class
- Students do a whip around share of what they have learned so far in their research, how it has influenced their point of view in relation to the focus question and perceived implications for the US political system
- Students will develop a thesis statement (claim and introductory argument) that conforms to my classroom [rubric](#), followed by arguments, evidence, counterclaims and refutation with the help from classmates in preparation for their in class forced choice debate and summative assessment in class essay
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- Formative Assessment: Students participate in a [forced choice style debate](#) of the lesson's focus and essential questions
- Students will work on drafting essays in class, as well as at home. Students and teachers will have time to give/receive feedback in preparation for their in class on demand essay on the same questions. Students will be given essay exemplars from their classmates for close readings in preparation for their summative assessment
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- Summative Assessment: Students will write an argumentative essay in class, on demand, without notes, in which they must answer the unit's essential question, demonstrate thesis creation, argumentation, evidence, counterclaim, refutation and synthesis that conforms to the Common Core Writing Standards found in the NYC MOSL [rubric](#). Students will have the opportunity to practice and retake the essay under similar testing conditions for an improved grade