

Immigration Lesson Plan
Summer 2007

Objective: To examine the social and economic and security impact that immigration has had since World War II in the United States and France and Great Britain.

Background Information:

We know that in the United States there has been an on going debate on how to handle this problem. Our history has shown that we do not have a consistent policy and any present solution is tied down in our political system. In Europe the present movement of people within the European Union is new. England and France have had people immigrate to their countries from former colonies, now people are coming from other places such as Eastern Europe and Africa. No one country has a single solution to the dilemma they face.

The attached powerpoint and this lesson are to be used as a basis for lessons on immigration.

Standards:

US History Standard 7.6 Analyze and explain the impact on American society and culture of the new immigration policies after 1965 that led to a new wave of immigration

US History Standard 8.1 Identify and explain the importance of key events and people associated with domestic problems and policies from 1980 to 2001

World History 10.11 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and Central Africa

Activities:

1) Describe the social and economic make-up of people who live in the United States, France, and Great Britain? Use the list below as some possible comparisons:

- Background of country
- Economic overview
- Median Age
- Population growth
- Life expectancy
- Ethnic group
- Religions
- Literacy rate
- Per capita income
- Unemployment rate
- Population below poverty line

2) Who is an immigrant?

Define the term using a dictionary or a history book
Alternative discussion: discuss what a citizen is.

3) Why do people immigrate? (Your answers should include some of the following)

- Join Family
- Escape famine
- Political persecution
- Religious persecution
- Work opportunities
- War

For further discussion have the class investigate and find examples of the above list since World War II:

- Holocaust
- Famine in Africa
- War in Bosnia

4) Where do they come from?

Using your list from above, include the country people left and countries they moved to.

Read a website such as Wikipedia or BBC Social History, and have the class read and report on immigration patterns to the United States, France, and Great Britain.

5) Describe how to legally immigrate to each of the countries below using the suggested websites

- United States - U.S. Citizenship and Immigration Service
- Great Britain – Home Office Border and Immigration Agency
- France- Embassy of France in the United States
- European Union – European Commission Justice and Home Affairs

6) What positive and negative impacts do immigrants have on western society?

Divide class into small groups have them brainstorm their thoughts. Use as the guidelines culture, security, economy, and social services.

Positive:

- Serve in the military
- Pay into the tax system/ Social Security
- Work in low paying jobs
- Can be found – legally tracked down
- May possess a special trade, make up for a shortage – specialized labor
- Can speak the language
- Understands the American culture
- They bring their culture to enrich the America and Europe
- Can read and write English or French

Negative:

- Take away jobs
- Do not pay taxes

Drain on the health and education system
Cannot read nor write English or French
Do not speak English or French
Higher crime rate
Do not understand the culture
Sends money out of country
Bring more people over

7) Where do we go from here?

Racial problems in the United Kingdom, European soccer, France, United States
Assimilation of Immigrants into Europe & United States
Religious toleration between Christians, Muslims, Hindus
Border Issues in United States and European Union
Employment/Minimum Wage (Europe & US)
Government attempts to regulate
 Immigration Laws & Restrictions – European Union and United States
 Office of National Identity – France
Terrorism and immigrants

8) Resources

Some of the places you can refer to for additional information:

Magazines

Newsweek, Time, US News & World Report

Radio/Television

NBC, ABC, CNN, BBC, CBS, NPR

Newspapers

Chicago Tribune, New York Times, Wall Street Journal,
Washington Post, USA Today

Daily Mirror, London Times, Daily Telegraph, Guardian

The Paris News, International Herald Tribune, Le Monde

Textbooks

Current Issues

developed by Rebekah Hoffaur

Close Up Foundation 2006

The Americans Reconstruction to the 21st Century

Mc Dougal Littell.Inc. 2003

Web

Brookings Institute www.brookings.edu

Center for Latin American Studies <http://socrates.berkeley.edu.7001/>

Center for US – Mexican Studies <http://usmex.ucsd.edu/>

Consular Information Sheet (U.S Department of State) www.state.gov

CIA World Fact Book www.cia.gov

European Union online <http://europa.eu/>

France 24 International News Channel www.france24.com
National Council of La Raza www.nclr.org
Organization for Economic Co-Operation and Development
<http://www.oecd.org/home/>
Pew Hispanic Center <http://pewhispanic.org>
World Bank International Migration and Development
<http://econ.worldbank.org/programs/migration>
World Bank Migration and Development www.worldbank.org/migration
Yahoo Pictures

9) Classroom Activities

Brainstorming

Creation of newspaper, magazine, power point, newscast, political cartoons

Role Playing – immigrant, government official, police officer, employer

Essay for or against immigration

Research on immigration patterns

Posters

Survey on attitudes, job opportunities

Interview or an oral history of an immigrant.