

11th Grade Immigration Inquiry

Is Anything New about Today's Immigration Policy Debate?

Staging the Question: Examine political cartoons that address the current debate about immigration policy.

Social Studies Practices

- ✔ **Gathering, Using, and Interpreting Evidence** ✔ **Chronological Reasoning and Causation**
- ✔ **Comparison and Contextualization**

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What is the current debate about immigration policy?	What factors have shaped US immigration policy arguments over time?	How has the US immigration system changed over time?	How has US immigration policy been criticized over time?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Research the current debate about immigration policy and create a T-chart listing different arguments on two sides of an immigration policy issue.	Write a paragraph using evidence from the sources that compares and contrasts the arguments made in support of three historical approaches to immigration policy.	Write a paragraph using evidence from the sources that compares and contrasts the systems created by three historical approaches to immigration policy.	Write a paragraph using evidence from the sources that compares and contrasts the arguments made in opposition to three historical approaches to immigration policy.
Integration of Inquiry Process and Skills			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: States and verifies what is known and makes connections to prior knowledge about the current debate on immigration policy while examining political cartoons on the subject. Graphic Organizer: Connect#14	Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry about the factors that have shaped US immigration policy arguments over time. Graphic Organizer: Connect#11	Connect:	Connect: Reads background information to discover the complexities of the question and brainstorms ideas for further inquiry about how US immigration policy has been criticized over time.
Wonder: Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important when researching the current debate about immigration policy.	Wonder: Focuses the purpose of the research by formulating specific questions to be answered about the factors that have shaped US immigration policy arguments over time.	Wonder: Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research. Graphic Organizer: Wonder#19 and Wonder#20	Wonder: Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information needed to answer questions.
Investigate: Seeks and uses many different sources in a variety of formats to obtain balanced and complex information while researching a current national immigration policy issue.	Investigate: Recognizes the effect of different perspectives and points of view on information while reading a speech about the exclusion of Chinese workers, an editorial about issues around the Immigration Act of 1924, and a speech on the Immigration Act of 1965. Graphic Organizer: Investigate#76	Investigate: Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic while reading descriptions of two legislative acts and an article about the Immigration Act of 1965.	Investigate: Recognizes competing interpretations of how US immigration policy has been criticized over time and the reasons for those differences while examining a political cartoon, congressional testimony, and a news report illustrating various criticisms of government policy. C3 Resources
Construct: Creates a T-chart listing different arguments on two sides of an immigration policy issue.	Construct: Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns.	Construct: Draws clear and appropriate conclusions supported by evidence and examples. Graphic Organizer: Construct#40 and Construct#41	Construct: Presents different perspectives with evidence for each. Graphic Organizer: Construct#44 , Construct#45 and Construct#46
Express:	Express: Writes a paragraph using evidence from the sources that compares and contrasts the arguments made in support of three historical approaches to immigration policy.	Express: Writes a paragraph using evidence from the sources that compares and contrasts the systems created by three historical approaches to immigration policy.	Express: Writes a paragraph using evidence from the sources that compares and contrasts the arguments made in opposition to three historical approaches to immigration policy.
Reflect:	Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#20 and Reflect#21
Summative Performance Task: Argument: Is there anything new about today's immigration policy debates? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. Extension: Assemble a series of political cartoons that represent the similarities and/or differences in arguments that are made about immigration policy and how those arguments are presented.			