

# Teachers' Guide for Cobblestone

May/June 2013: The New Face of Immigration

By Debbie Vilardi

Debbie Vilardi is an author of poetry, lesson plans and works of fiction. She is seeking an agent and publisher for her historical fiction chapter book, *Flood*, set during Hurricane Katrina.

Goal: To learn about the experiences and regulations involved with modern immigration to the United States

\*Always have a parent or trusted adult help with web research.

Before Beginning:

Study the cover and discuss where these immigrants may be from. Look at the Table of Contents also. Why might immigration have a new face? What issues may immigrants face?

"Coming in Waves" by Andrew Matthews (Pages 2-5)

Vocabulary: assimilate, quota systems

Comprehension:

1. Where did the first settlers come from?
2. What conditions prompted the second wave of immigration from Europe?
3. Where did these immigrants settle?
4. What led to Chinese immigration and where did many Chinese immigrants settle?
5. What concerned the No-Nothings?
6. How did they impact immigration?
7. How did the government stop immigration from Asia?
8. Where did immigrants of the third wave come from?
9. What impact did this large group have on salaries and why?
10. How did Congress respond to the influx of immigrants?
11. How does the fourth wave differ from the others?

Math Activities:

1. How many years passed between the arrival of the first Spanish settlers and the arrival of the English?
2. How many years passed between the arrival of the English and the first slaves?
3. How much time passed between the arrival of the English and the American Revolution?
4. How much time passed between the end of the Revolution and the Civil War?
5. The article gives numbers of immigrants in millions. How many millions of immigrants arrived in the first three waves? What percentage of historical immigration does each group consist of?

Writing Activity: Answer the question posed by the cartoon on Page 3.

Research Topics: Jamestown, Virginia; Plymouth, Massachusetts; Irish potato famine; German Revolution of 1848; No-Nothings; Chinese Exclusion Act; Immigration and Nationality Act of 1965; President Lyndon B. Johnson

“It’s the Law” by Mark Clemens (Pages 6-7)

Vocabulary: anarchists, Eastern Hemisphere, Western Hemisphere, refugee, naturalization

Writing Activity: Select one of the laws listed. Research the reasons for its enactment and the effects it had. Write an essay detailing this information. Include whether the law was overturned or replaced by an updated version.

“Path to Citizenship” by Sherrill Kushner (Page 8-11)

Vocabulary: sponsors, persecution, asylum

Comprehension:

1. What factors make you automatically a U.S. citizen?
2. What is a “green card”?
3. Describe briefly the five paths for applying for permanent residency?
4. What documentation is required?
5. What are the requirements for naturalization?

Class Discussion: Why has the government made the process of applying for citizenship so difficult and lengthy?

Research: U.S. Citizenship and Immigration Services

“Rights and Responsibilities” by Kathiann M. Kowalski (Page 14-17)

Comprehension:

1. Why might there be limits on many of the responsibilities of being a citizen?
2. Why can only citizens hold political offices and government jobs?
3. Which rights and responsibilities do young citizens have?

Writing Activity: Compose a journal entry about your feelings as a citizen. Consider these questions. Do you feel a citizen should be forced to fight in a war? What if the war is against his native country or he

doesn't believe in the cause for the fighting? What would happen if every citizen decided not to fulfill a duty such as paying taxes? What if the government stopped fulfilling its responsibilities to citizens?

"Immigration Then and Now" by Gwenyth Swain (Pages 13-16)

"Supporting School" by Gwenyth Swain and Meg Chorlion (Page 17)

Comprehension:

1. What are some of the travel differences highlighted in the article?
2. How has immigrant life for children changed?
3. What is the atmosphere like at LEAP?
4. What traumatic events have students at International High faced? How might these events impact their education?

Writing Activities: Interview an immigrant you know about his/her experiences. If you do not know an immigrant, interview a child of immigrants about his/her family history.

Discussion: Are special high schools for immigrant students a good idea?

"Are you Citizen Savvy?" by Will Bremen (Pages 18-19)

Vocabulary: civics

"Sunci's Story" by Susan J. Hofstetter (Pages 20-22)

"Special Status" by Susan J. Hofstetter (Page 23)

Vocabulary: indoctrinate, trade embargo, communism, bicentennial

Comprehension:

1. Why did Sunci's mother bring her daughters to Miami?
2. What concerned Maria Asuncion enough to make her fly back to Cuba?
3. What prevented them from returning to Florida?
4. Why was Gerardo jailed?
5. What was life for Sunci like in Miami?
6. Why was Sunci convinced her parents were on the flight from Cuba?

7. What did the family leave behind?
8. How did the parents' views differ?
9. How long was Sunci in the United States before she became a citizen and how old was she at her ceremony?
10. Why were many Cubans given special refugee status?
11. What caused the United States to reconsider its policy?
12. Explain the "wet-foot, dry-foot" policy.
13. Why has this policy caused some to question how other immigrants are treated?

Research: Fidel Castro, General Fugencia Batista, Bay of Pigs Invasion, Cuban "boat people"

"Crossing the Border" by Diane L. Brooks (Pages 26-29)

Comprehension:

1. Why did stricter rules at the border between the U.S. and Mexico force some farm workers to remain in the United States illegally?
2. Where is Maria from?
3. Why did Adrian need to find a job in the United States?
4. What procedure did he follow to get a job?
5. What attributes helped him succeed at his job and support his family?
6. Why had Maria remained in Mexico?
7. How did Adrian get his second job?
8. Describe Maria's trip to Arizona.
9. How did Maria earn the ability to apply for citizenship?
10. Why doesn't the family travel to Mexico often?

Research: U.S. Border Patrol

"Arrivals from Asia" by Kathiann M. Kowalski (Page 30-32)

Vocabulary: emigrants, Vietnam War, sociologist, autocratic, bigotry

Comprehension:

1. Why weren't a larger percentage of immigrants from Asia in the past?
2. What factors pull immigrants toward the United States?
3. What factors push them out of their home countries?
4. Why are ethnic communities helpful for new immigrants?
5. What impacts attitudes toward immigrants?

Based on the chart on page 31:

1. Which countries produced the largest number of immigrants?
2. Which country produced the smallest number?
3. Find the average percentage. Which country is closest to the average?

Writing Activity: Select a country of origin and a time period for your immigration to the United States. Write a letter home describing your trip and your first month here.

Research: Migration Policy Institute

"Famous Faces)" by Marcia Amidon Lusted (Pages 34-35)

Research: Isabelle Allende, Elaine Chao, Salma Hayek, Khaled Hosseini, Dave Matthews, Dikembe Mutombo, Albert Pujols

"The American Dream" by Barbara D. Krasner (Pages 36- 37)

Vocabulary: deportation, correspondent

Comprehension:

1. What is the job of border control agents?
2. How many illegal immigrants do they estimate to be in the United States now?
3. What questions are debated about law abiding illegal immigrants?
4. What did President Obama propose?
5. What do many of the people quoted in the "Pro" section have in common?
6. What arguments do they make?
7. What are the arguments against?

Writing Activity: Complete the assignment under "Your Turn" on page 39.

Art Activity: Create a poster for or against the DREAM Act. The poster must state at least one argument supporting your opinion.

Research: September 11, 2001, Department of Homeland Security, U.S. Customs and Border Protection, DREAM Act

"Going Global: Stars and Celebrities" by Marcia Amidon Lusted (Pages 40-41)

Vocabulary: Holocaust

Research: Jim Carrey, Wolfgang Puck, Gene Simmons

Activities for the Entire Issue:

What conditions might make you decide to leave the United States and why? If those conditions occurred, where would you go and what would you bring with you? What factors might influence your decisions? How would you feel about leaving?

A number of the articles contain advice from prior immigrants to new immigrants. Do they all agree? Why might their views differ? Do you think their advice is good advice?