**Impacts of Immigration in New Mexico**

**Project Details**

**Title:** Impacts of Immigration in New Mexico  
**Collaborators:** Jason Everitt  
**Grade level:** high school (9-12)  
**Recommended Time Frame:** 1 month (20-40 contact hours)  
**Content areas:**

* behavioral and social studies
* economics
* foreign languages
* geography
* history
* language arts
* literacy
* reading
* technology
* writing

**Keywords:**

immigration, economic impacts, ethnic conflicts, undocumented workers, social impacts, political impacts, documented workers

**Web Resources**

<http://www.balancedpolitics.org/immigration.htm>  
Yes/No list for immigration  
  
<http://www.buzzle.com/articles/pros-and-cons-of-immigration.html>  
good definition of immigration  
  
[http://www.youtube.com/watch?v=WgOHOHKBEqE](http://www.youtube.com/watch?v=WgOHOHKBEqE%20%20%20%20%20)   
Ray Stevens song  
  
[http://www.youtube.com/watch?v=rj4ya\_Gyq80](http://www.youtube.com/watch?v=rj4ya_Gyq80%20)   
Cesar Chavez bio video  
  
<http://www.youtube.com/watch?v=R2xa4qHCGKw>  
Uncle Sam singing offensive  
  
<http://www.youtube.com/watch?v=NtRmS7q9DlM>  
Top 3 Myths on Immigration  
  
<http://www.usimmigrationsupport.org/immigration-contemporary-issues.html>  
U.S. Immigration History: Contemporary Issues  
  
<http://www.youtube.com/watch?v=Q3JToii4Aq4>  
Good data on immigration facts  
  
<http://www.pbs.org/itvs/beyondtheborder/immigration.html>  
9/11 Impact on Immigration  
  
<http://web2.jefferson.k12.ky.us/CCG/supp/MS_FeatArtWrtgPerRdg.PDF>  
How to Write a Magazine Article This is Long but good organzier on page 34  
  
<http://www.louisianavoices.org/unit2/conduct_interview.html>  
How to interview someone  
  
<http://www.educationworld.com>  
Debate lesson plans. This has a lot of good subcategories on different types of debates

**Begin with the End in Mind:**

Social Studies PBL: Terri Floyd, Bonnie Torrez, Jason Everitt

Theme: Impact of immigration on New Mexico and the role it plays in economics, civics, and politics of local communities

Leading Question: What impact does immigration have on our society and our community in the areas of economics, civics, and politics?

Key Skills students will learn: Research—assessed in reflective journal

Writing –assessed in essay published on-line

Presenting—assessed in final presentation

Habits and practices: Questioning

Posing problems

Thinking interdependently

Understanding and Awareness: Critical thinking skills

Writing skills

Speaking and articulating skills

Collaboration

Technology skills

Products: Peer-edited outline (formative)

Survey/questionnaire (formative)

Artifacts: Reflective journal (formative)

Culminating product: Report to school board/community

Magazine article (summative)

Culminating activity: Presentation on findings to school board/community

New Mexico Standards and Benchmarks  
Social Studies:  
History:  
Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and World History in order to understand the complexity of the human experience.  
Benchmark I-B2d: growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted)  
Benchmark I-C11b: Immigration and migration issues  
Benchmark I-IIID5: Evaluate standards, conflicts, and issues related to universal human rights and their impact on public policy.  
Economics:   
Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.  
Benchmark IV-B5: Describe how changes in technology , transportation, and communication affect the location and patterns of economic activities in New Mexico and the United States.  
Technology:  
Career and Technical Education Standard 1  
Students will achieve the academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities common to all career clusters. Students will:  
1. complete required training, education and certification to prepare for employment in a particular career field;  
Benchmark IB2: demonstrate knowledge and skills in language arts required to pursue the full range of postsecondary education and career opportunities;  
Benchmark IB7: locate, organize and reference written information from various sources to communicate with co-workers and clients/participants;  
Language Arts:  
Strand IV: Writing  
Content Standard IV: Students write effectively for a variety of purposes and audiences.

**Craft the Driving Question:**

1. Question:  
What impact has immigration had on our community?  
  
Sub questions:  
  
What recent events in our community have been focused on the issues of immigration? How many immigrants (legal and illegal) are estimated to live in this community?  
How many new immigrants enter this country each year?  
How many immigrants (estimated) enter this country each year illegally?  
What is naturalization?  
How have the events of Sept 11 changed our views on immigration to the United States?  
Where do most of the immigrants to the United States come from?  
Why do people immigrate?  
What federal benefits should illegal immigrants receive?  
How does illegal immigration affect taxes in our community?  
Why do some people feel so strongly about the recent deportation of many illegal immigrants?  
Are the current laws and restrictions in our country concerning immigration to harsh?

**Plan the Assessment:**

Step 1: Define the products and artifacts for the project:  
  
This assessment plan is designed to asses a culminating product, multiple products, and an artifact.  
  
Products:  
Peer-edited outline (formative)  
Survey/questionnaire (formative)  
  
Artifacts:  
Reflective Journal (formative)  
  
Culminating Product:  
A report to the community in the form of a magazine article (summative)  
  
Culminating Activity:  
A presentation on findings presented to the entire school in the library (summative).   
  
Early in the project students will be primarily focused on developing an understanding of the background and issues of immigration in our community. Students will need to research the immigration issues in this area and gain a solid understanding of the current issues of both legal and illegal immigration and how they affect our largely agrarian community economically, politically and culturally. Immigrants have had a huge impact on our culture, our economy and our politics. Entire communities have been developed by these immigrants.  
  
Students will need to investigate:  
  
The heritage of the immigrants. Where do they come from?  
The reasons for their immigrating to this area.  
The current demographics and numbers of immigrants to this community.  
The cultural changes they have brought with them.  
The impact on the local economy.  
The impact on our politics.  
What recent change in law has caused immigration to become such a hot topic in this community?   
  
For the early phases of this project students will investigate these questions and conduct their own research and create an outline of their findings. This outline will be formatively evaluated and peer-edited. Peers will make suggestions and offer advice based on their own findings and outlines. This outline will be assessed primarily for completeness and accurate information formatively.  
  
  
  
  
Students will be instructed to begin a reflective journal to reflect on their findings. This product will be evaluated formatively. They will share this journal with their peers using an online discussion group board. Groups will be limited to a few students per group. Students are encouraged to explore “what if” questions based on their finding listed in their outlines regarding our community and immigration. Such explorative questions may include such “what if” scenarios as, “What might happen to our economy if all the illegal immigrants in our community were deported?” “What might happen to our culture all the illegal immigrants in our community were deported? “What might our community be like today had no immigrants ever come to this area?” “What might happen if immigration laws became stricter?” “What might happen if immigration laws became less strict?” These questions are just a few examples of possible explorative critical thinking questions the students may include in such a reflective journal.  
  
  
  
During the Project  
  
Once the students have obtained a firm grasp of the background of the issues related to immigration in our community the students will then focus on opinions of community members. It will be important for students to understand how people in this community feel about the issues of illegal immigration, deportation and legal immigration. It will be very important that students understand that this is a topic that many people are very emotional about in this community and that the topic should be viewed as objectively as possible. There are a lot of immigrants in this community; many students in the class may be the children of immigrants. The students will develop a questionnaire and interview various members of the community to get an idea of their feelings about the issues. This questionnaire will be focused on exploring the positive and negative effects immigration has had. Students should be aware that not all community members are likely to have a balanced perspective on the issue. Many people will likely be either strongly for or strongly against immigration in this area. Students should get as broad of a perspective as possible on both the positive and negative impacts of immigration on the community. This assignment is not about card-stacking either for or against immigrants. This product will be evaluated formatively by the students themselves and their peers.   
  
End of the Project:  
  
The culminating product will be evaluated summatively by the teacher. The students will create a report in the form of a magazine article intended to educate the community about the issues of immigration. The students are to write this article as objectively as possible. Students are not to take the side of why immigration is good or why immigration is bad. Instead they are to try to accurately paint a portrait of both sides of the issue with the intent of educating the community. Students should evaluate current problems in the areas of economics, civics and politics and propose ideas for possible solutions to these issues. For a final activity these articles will be presented in the form of a student-led presentation in the school library.

**Map the Project:**   
  
  
KNOWLEDGE AND SKILLS NEEDED/ALREADY HAVE LEARNED  
  
Basic Computer Operation Skills and Typing  
Outline research skills  
Peer editing skills  
Objective writing skills

TAUGHT BEFORE THE PROJECT  
  
Informational Texts for Background knowledge  
  
  
Formal debating skills  
  
TAUGHT DURING THE PROJECT  
  
Interviewing Skills:  
Magazine article format:  
Publishing to web:  
  
  
What project tools will you use?  
  
Know/need to know lists  
  
Daily goal sheet  
  
Journals  
  
Briefs  
  
Task lists  
  
Problem logs  
  
Student Journals  
  
Research Outline   
  
Published Article  
  
Informal debate and discussion

**Manage the Process:**

List the appropriate evaluation tools for your project.  
  
· Rubric – Final Project  
  
· Student Learning Log – Reflective Journal  
  
· Checklist – Interview  
  
· Research log – Research Notes  
  
Plan for the Culminating Event  
The culminating event for this project will be an exhibition and publication of the student work for the community as well as the faculty and students in the school. The students will compose a final magazine-style article and publish it to the web. These articles will be available on display on the school library computers as well as online for the community. A method of leaving feedback will be provided on the student’s published articles online for peer feedback. Students should evaluate at least three other student’s projects and comment on them. For this event I will of course have to reserve the library for a day but this should be no problem as our library is segmented and has separate areas for such events.   
  
Debrief the Project: There will be a group contribution self-assessment in which students evaluate themselves based on how they feel they contributed. The project debriefing will also include a student-led class discussion with provided guiding questions.  
  
\* What are some reasons immigrants come to this area?  
\* What are the key impacts of immigration in this area  
o Economically  
o Civically  
o Politically  
\* What are some cultural changes that immigrants have brought to this area.  
\* Do you think that immigration to this area will increase or decrease in the near future?  
\* Why has immigration become such a hot topic in our community?  
\* What important research skills were learned that I might use in the future?