

## **Immigration's Role in Defining Liberty's Practices**

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### **INTRODUCTION**

“Land of the free and the home of the brave...” is a familiar dictum that succinctly describes America’s cultural values. Pearl Buck once said, “None who have always been free can understand the terrible fascinating power of hope of freedom to those who are not free.” Should it be any wonder that our country’s commitment to human liberty would attract thousands and even millions who are “...tired, poor, yearning to be breathe free” (Lazarus 1).

This curriculum unit will lead students into exploring the meaning and concepts of the term “liberty” and its impact on an ever changing world and its promise for a better future. In my social studies classes, World Geography, World History, U.S. History, Government and Economics, “liberty” is a term that appears at some point in the student’s textbook. However, its redundant usage has trivialized its meaning and often reduced the term to sloganeering in political contests. Rather, “liberty” is a term that has long stood for human freedom and dignity and is the basis for our society’s democratic practices.

In a discussion of historical governance forms the term “liberty” implies a commitment to human rights which are referred to in history as “unalienable” given to humankind by their Creator (John Locke and Thomas Jefferson). Liberty is a term that evokes an assortment of images and strong emotional fervor. When proclaimed by a political philosopher, the term has been used to justify revolting against autocratic rulers (“Give me Liberty or give me Death” – Patrick Henry) or waging war on a nation that would trample upon the liberties of American citizens (i.e. I, WW II, War on Terror).

A fact that I want my students to understand is that the term “liberty” has an evolutionary, dynamic quality that changes over time. The political, economic, and social realities of “liberty” are impacted by historical events and cumulative new understandings of society’s role in protecting the freedoms of all its citizens. Often initiating these new understandings and practices of freedom are immigrants who have come to America with new insights into the human condition and with goals to share the fruits of liberty with those left behind in the mother country.

### **UNIT BACKGROUND**

The HTI curriculum units I will design are to be used in a thematic manner and can be applied in any of a number of social studies classes, given the order of the unit’s learning objectives. The academic content of social studies provides a natural platform to discuss both the meaning of liberty and as one of the main historical causes for human migration. Because I have students who are new to America and have a varied understanding of freedom’s vocabulary, it would be my intent to have them first pictorially discuss the term “liberty,” then led them in a discussion of its conceptual attributes and practical outworking.

Using historical and contemporary references, students will explore the political, economic and social implications of liberty in a society. Since the planning of learning activities follow the rhythms of block scheduling, the lessons will be conducted in a half-hour time frame. I envision introducing the “liberty” lessons via an historical development of the term “liberty.” Following

the first lesson, I will facilitate my students' learning by offering them opportunity to draw what ideas "pop" into their mind when they hear the word "liberty." Depending on the academic discipline, I will focus their learning on understanding the application examples that link the term "liberty" to the subject area.

During the presentation of the unit, I will have students interact in collaborative groups concerning their visual understandings of the term "liberty." I would like each group to summarize their visual understandings by creating a decoupage and sharing its meanings with the class. By looking at "liberty" from an assortment of lenses, it is my intention to have the students come to a consensus on reasons why "liberty" is an important term in the life of a democratic society.

## **OVERVIEW OF IMMIGRANTS AND LIBERTY**

### **General Background**

The compelling story of the immigrants' role in experiencing and embracing the deeper meanings of liberty while assimilating into the American culture, serves as a reminder to Twenty-First century Americans that the blessings of liberty do not come without a price. The immigrants who come to these shores seeking a new beginning and a better future for their children have often paid a great personal and financial cost to pursue liberty. In recounting this story, I plan to inspire my students to make every effort to succeed, especially academically, and demonstrate to themselves that the key to their future lies in understanding the social values that "liberty" offers all Americans. America is still the land of opportunity, and that is why she continues to attract peoples from all over the world. However, the political, economic, and social opportunities afforded them are only available if they complete enough education to be an active participant in the knowledge based economy.

As a teacher of World and American History, I review the modern historical development of the term "liberty" as a philosophical artifact of the Enlightenment period (18<sup>th</sup> Century). However, I would like students to understand that the first noted use of the term "liberty" as a political right that allowed citizen input into the creation of government policy is attributed to the Greeks during the city-state Athens' political and cultural zenith. During the *Golden Days* of Pericles, male landowners were given the opportunity to directly vote on laws that would govern their civic life. Students should understand that this early extension of liberty and every political adoption of the term since Athens has featured an invitation to the fruits of "liberty" only to those who have traditionally held power in the society (male landowners). This pattern of first offering the "unalienable" right of liberty to a very few is unfortunately even true up until today (the United Nations and the United States in recent *nation building* activities have established initial Constitutions that give all groups equal access to "liberty"). The groups that are discriminated against (women, racial and ethnic minorities) often have to wait long periods of time before they gain equal rights to "liberty."

Building on the Greek model, the Roman Republic of the late B.C.E. era provided for the noble class to select a law making Senate. The Senate protected their property and personal rights by appointing two executives (consuls) who could only serve for one year (Smith 129). This structure insured that no one person could seize autocratic powers from the Republic.

In sixteen-century North America, five native America groups (Mohawks, Onondagas, Senecas, Oneidas and Cayugas) formed the Five Nation League (also called the Iroquois League) and featured a representative law-making body referred to as the Sachem (Richter 15, 49). The fifty member representative body was responsible for preventing the "disuniting of their minds" or the making and keeping the peace among the groups. Each Sachem member was chosen by their tribe and had to possess virtues that included, imperturbability, patience, good will, and

selflessness. The wise decisions made by the Sachem council enabled the Five Nation League to survive until eighteenth century and the birth of America.

However, it wasn't until the 16<sup>th</sup> century that liberty's ideals were once again discussed in a Western civilization's public forum as a viable function of government. It took another two centuries before the term was actually acted upon by a group (American patriots) seeking political sovereignty from what they perceived a despotic leader (King George III) who would trample upon their "unalienable" rights. Like previous Western civilization cultural models, "liberty" was extended only to land-owning males.

Immediately following on the example of the American Revolution, the French people embraced the themes of liberty, freedom, and property and produced their own revolution. The French Revolution overthrew the oppression of the monarchy and Catholic Church, only to exchange it for Napoleon's totalitarian regime. However, the French middle class did gain new constitutional rights, and their initial encounter with liberty eventually lead to a Republican form of government which the citizens of France currently enjoy.

### **Political Contributions by Immigrants**

Despite having the opportunity to create a totally new form of government based upon the grant of "liberty" to all peoples, the Constitutional Framers granted the rights of liberty only to males who owned land. It took a Civil War to extend the right of franchise to African Americans (15<sup>th</sup> Amendment – 1866, and another 100 years to enforce those rights – Voting Rights Act of 1965) and an additional sixty years before women were able to secure their voting rights (19<sup>th</sup> Amendment – 1920). In both events, immigrants and recently naturalized citizens played an important role in securing the rights of liberty for an oppressed group.

Because most of the European immigrants who came to America in the 19<sup>th</sup> century were opposed to slavery, many of them joined the abolitionist movement upon their arrival. Notable contributions were made by immigrants opposed to slavery included the efforts of Carl Schurz (Germany), Tufve Hasselquist (Sweden) and Hans Christian Heg (Norway) to end the *Peculiar Institution* (Hasselquist 4). When the Civil War broke out, an estimated 400,000 immigrants joined the Union army and played important roles in the Battle of Chickamuga and Picket's Mill while suffering more than 50 % casualties.

On the other side of the struggle, approximately 40,000 Irish immigrants joined the Confederacy and led the draft riots in New York City and Boston. The basis for their anti-Union actions are found in the Anglo conventional wisdom that lasted beyond the Civil War and was shared by many other non-immigrant Americans; namely, whether God and nature ever intended blacks to experience the same rights and freedom as the white population (Litwack 165).

During the drive for women's suffrage rights, numerous immigrant women took leadership roles in women suffrage groups. Those who stood out included Leonodra O'Reilly (Ireland) and Mary Anderson (Sweden). Ms. O'Reilly was born in New York City immediately after her parents established their first American residence in the Lower East Side. She was active in both in the suffrage movement and women's labor movement attempting to create better working conditions for the women who worked in the New York City textile industry. Mary Anderson was born in Sweden, and upon her arrival she worked in the textile industry leading her to establish the National Women's Trade Union (Hasselquist 2).

The political realities, to which the immigrant first experienced the fruits of American liberty, enabled him to secure housing and employment in the urban *jungle*. As mentioned before, the essence of liberty's nature changes over time and experience. Immigrants came to America when "liberty" in its truest sense was extended to only the privileged elite. The frenzied activities of American factories lured the immigrants to a dangerous and foreign urban workplace, but it was

the city political machines and their *bosses* who provided social stability needed by the immigrant families to survive in a most difficult environment.

The hard labor and unbelievable sacrifices made by immigrants working in the factories enabled American businesses to become a major player in the world marketplace. To overcome the economic hardships imposed by factory employment policies, immigrants depended on the party machines to protect their political and economic interests. In exchange for housing and jobs, immigrants would pledge their votes for the party's candidate no matter how incompetent/corrupt the office holder. This arrangement, although legally awkward, provided immigrants with the influence they needed to secure the initial fruits of liberty.

Democratic Party machines in South Texas followed the same pattern of corrupt operation. While manipulating the vote of the Hispanic majority and engaging in varying degrees of graft, the bosses and their cohorts served the interests of their diverse constituencies. The political bosses influenced the South Texas county executives to hold land taxes to a minimum and lobbied for the deployment of Texas Rangers to maintain order and intimidate the Mexican masses, who had shown signs of rebelliousness against white domination during the end of the nineteenth century.

The South Texas party bosses catered to the needs of land speculators, developers, bankers, and merchants by promoting the extension of railroad lines to the less populated southern region of Texas. To the Mexican-American laborers the South Texas political bosses offered paternalistic services modeled after the feudalistic obligations of Mexican *patrones* to their *peones*. In return for relief during hard times and the financing of weddings, funerals, and other special occasions, lower-class Mexicans submitted to the political control of the bosses. Anglo politicians also reached an accommodation with the well-to-do Mexican families who were able to retain their lands and businesses in the face of the American western territorial grab that emerged following the Civil War (Anders 112).

As thousands of white settlers came to South Texas, racial hatred intensified during the border violence that was particularly acute during the Mexican Revolution. These influences fueled a widespread rebellion against boss rule in South Texas after 1900. The white challengers to the Democratic machines expressed both a commitment to honest, businesslike public administration and a racist contempt for Hispanic involvement in politics. However, the party machines were very resilient and continued to operate until 1975 (Anders 185).

The most notorious of all the South Texas rings, the Duval County structure headed by Archer Parr from 1908 until his death in 1942 and then by his son George Parr lasted until 1975. The rule of the Parr family weathered public outcries over apparent political murders, repeated state and federal investigations into blatant acts of graft and election fraud, and even the imprisonment of George Parr in 1936 for income-tax evasion. The Parr machine gained nationwide attention in 1948 when late and allegedly fraudulent election returns from Duval County and neighboring Jim Wells County gave Lyndon B. Johnson a narrow primary victory over Coke R. Stevenson in the United States Senate race (Anders 228).

At different times, political machines dependent on Hispanic support have existed in Corpus Christi, Laredo, and El Paso, but Texas-style boss rule left its most enduring imprint on the rural counties of South Texas. Not even the suicide of George Parr and the collapse of his organization in 1975 brought this political phenomenon to an end (Anders 292).

Among the more historically notorious immigrants/party machines, Tammany Hall in New York City headed by Boss Tweed was a combination of savior and sinner to the millions of immigrants pouring into New York via Ellis Island. When the Irish came to New York City in the 1840s, they quickly became neighborhood political activists (E. Foner 431). In this role they

secured housing, food and jobs for immigrants in exchange for votes. The Tammany Hall machine lasted until the early 1950s despite the fact that a number of its Bosses went to jail for illegal activities.

The history of America is a history of immigrants coming to a “new” land to seek their fortune. The “Revolution” insured that no one ethnic or religious group could seize autocratic power for a long period of time. The Constitution further limits the chance that individuals or groups of people could usurp the peoples’ power. This political reality encourages the participation of immigrants to resolve their political problems while assimilating liberty’s values as part of their *Americanization* process.

Immigrants have always used the political forum to obtain certain concessions from the American mainstream establishment. This can be seen in the organizing of ethnic groups around particular public policy issues (i.e. Dream Act). Not only do the ethnic groups have their own publications promoting a favored political agenda, they also assist community members in registering to vote for the “right” candidates. In addition, America has a history of naturalized immigrants running for political office as well as gaining legal control of urban patronage jobs. The political power of immigrants is often solicited by the major parties, especially during presidential elections.

### **Economic Contributions**

The call of liberty and its fruit of economic opportunity have often been answered by a multitude of foreign born. Unlike most of the turn-of-the-twentieth century immigrants, who labored in America’s urban factories, a large number of today’s immigrants coming to America have professional degrees (N. Foner 77). In some cases, they are willing to give up their profession to take an entry-level position while preparing to pass their state licensing exams. It is liberty’s promises that give them hope that one day they will be able to fulfill their career that they practiced in their home country.

In the case of the millions of undocumented immigrants, they have assumed jobs that American citizens do not want to do for substandard wages. Even these immigrants visualize a better future for themselves and their families as a result of living in a land where human liberty is cherished. Those who are undocumented are reminiscent of those who came during America’s Gilded Age which was a time before racists quotas stopped the free flow of immigrants into and out of the America.

The Gilded Age exploited immigrant labor to enable factory owners to amass large fortunes, while today’s upstart entrepreneurs use “cheap” immigrant labor to start and sustain their business. In both cases the exploited work of immigrants contributed to the wealth of the American economy while enriching their mother country with monetary support of those left behind.

Immigrants are generally hard workers, yet government data on families of unauthorized immigrants indicate that there has been little upward mobility of that population (Passel 42). This is directly related to the fact that two-thirds of the unauthorized immigrant population lacks a high school education (Camarota 5). It is their low levels of education that results in their low incomes and low tax payments (Camarota 5).

In America’s current debate on forming policy that addresses unauthorized families, a substantial issue is made from the costs they incur to the federal, state and local budgets. Current figures show that unauthorized families cost the federal budget ten billion dollars in 2004 (Camarota 5). One author claimed that if the unauthorized immigrants where to receive amnesty, the costs to the federal budget would increase to 29 billion given the newly legalized resident

would become eligible for social services given to those who live below the poverty level (Camarota 9).

The talking points in this and similar articles could serve as a discussion/debate focus in my classroom. It should be noted that immigrants with a high school diploma or better contribute more in taxes than they use in public services (Government 107). In addition, immigrants who stay in America witness a substantial growth in the wages earned by their descendants (Government 107). Their tax paying descendants more than compensate the government for the expenses incurred by the immigrant's forefathers.

To create economic understandings of the unauthorized immigrant issue, I would lead my students in a discussion and research on the financial impact that successive generations had on the American economy (N. Foner 134). In pursuit of additional economic information, it will be noted that immigrants contribute to the net growth in jobs (N. Foner 94). As education levels rise among young workers and older citizens retire, the number of low-skilled jobs has been increasing, especially in the service occupations (Government 94).

### **Social Contributions**

Often living in an ethnic-based community, the new immigrant adds the features of a rich tradition to the local culture. New foods, colors and sounds are characteristics of a neighborhood touched by the immigrants' contributions to the American culture. Perhaps in this way, namely, contributing the sum of their whole person to the life of the community, the concepts of liberty are further expanded.

In the city of Houston, ongoing immigration is transforming the region into a diverse community where a majority of residents still believe that "if you work hard in this city, eventually you will succeed" (Klineberg 9). Evidence collected in Klineberg's longitudinal surveys of Houston residents support his claim that Houston's ethnic diversity has led to a broader acceptance of others, especially in areas where they are willing to permit others to make personal choices of which they may personally disapprove (36). This attitude has led to a more balanced distribution of ethnic groups than is found in any other major city in America (Klineberg 21). In fact, Houston's ability to navigate the difficult transition from "conflict avoidance" (Bach 35) to a growing acceptance of ethnic integration, at least at the principle stage, serves as a model for America as America will become a nation of minorities by the middle of the twenty-first century (Klineberg 22).

Liberty is fashioned by the interactions of the immigrant with his new society. America is enhanced by the challenges of assimilating people from a different culture that have a different life experience and a different manner in conducting their personal affairs. Having a class full of young people new to America, I find that many do not understand the opportunities that liberty affords them. But liberty has a cost, one of which is the diligent application of oneself to the tasks at hand. The fruits of liberty are the results of the cumulative choices one makes over time given the opportunities that are afforded them.

Beginning with the free education provided for them, the immigrant student must develop a "taste" for learning. As noted earlier, the American culture/economy requires that its youth acquire a secondary education if one intends to participate in the world's strongest economy. The more extensive the education obtained the greater the personal and monetary rewards.

Hopefully, my students should be interested in the social and educational contributions made by previous immigrants. In each of my social studies disciplines, I can find ample resources on immigrants who contributed directly to American culture. Albert Einstein, Bob Hope, Gloria Estefan, Henry Kissinger, and others have enriched American life by sharing their personal gifts (Hasselquist 6).

In all my social studies classes, I stress how cultures diffuse their social norms while living in a foreign culture. Utilizing America's thirst for the new and different, immigrants use this country's public forums to demonstrate their ethnic pride through parades, ethnic holidays/festivals, and general celebrations while inviting others to share in their festivities. These remembrances are shared and embraced by other Americans because of a common respect for all humanity and the exercise of liberty afforded all Americans.

Emma Lazarus' renown phrase, "...give me your tired, your poor, your huddle masses yearning to be free" (Lazarus 1) is inscribed in the base of New York City's Statue of Liberty. It suggests that America offers relief from the oppression of autocratic governments. Many refugees continue to be admitted to this country due to governmental persecution in their own country. The issuance of the refugee status could be a good starting point for a discussion on how America remains true to its commitment to liberty begun in 1776. By strongly believing in the right to express unpopular, dissonant ideas, America's traditions stand in stark contrast to a number of foreign nations who suppress the liberty of those who disagree with contrived autocratic policies. Students will learn to compare and contrast the manner in which today's nations handle the question of the rights associated with human liberty.

### **IMPLEMENTATION STRATEGY**

Depending on the subject area, I plan to use an acronym SPRITES to assist the student in creating a context to the discipline's "liberty" learning activities. The acronym SPRITES encourages learners to cite examples from current historical information and organize the information in a structured format.

The letter "S" stands for the events/civilizations setting. How did the usage of the term "liberty" first begin; "P" represents identifying the important people associated with coining and defining the term "liberty"; "R" reflects the religious implications of liberty's development; "I" stands for the civilization's social and scientific innovations that gave meaning to the term "liberty"; "T" represents the technological advancements that made a term like liberty a real alternative to the autocratic, totalitarian and reactionary political systems; "E" notes the economic features that interplay when a nation's economy is guided by the principles of liberty and freedom of choice in the marketplace; and "S" stands for the social structures that characterize a civilization/societies that support the concept of human liberty.

By applying this acronym, students can comprehensively chart the development of the term "liberty" and comment on its evolution. They can use this acronym not only to describe the characteristics of the term but also to analyze how liberty is redefined in times of war, peace, economic depression, and times of economic prosperity.

### **LESSON PLANS**

#### **Lesson One – U.S. History**

##### ***Objectives***

1. Analyze the reasons for adoption of 19<sup>th</sup> and 20<sup>th</sup> century constitutional amendments and the effects of selected court decisions on American society in the 20th century.
2. Describe the effects that immigrants have had in shaping the meaning of liberty in America.
3. Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

4. Summarize the major political ideas and historical documents involved in forming our early government and trace how those ideas grew into public policy over the years of American History.

### ***Teaching/Learning Activity***

Students will use collaborative learning settings and create written presentations of their findings. Students will form pairs (pair share activity) by numbering the class into pairs. The student with the shortest hair is student #1 and the student with the longest hair is student #2. Student number 1 will have 30 seconds to tell person #2 all the U.S. History events they can think of that relates the exercise of personal liberty. After 30 seconds, student #2 has 30 seconds to add to the list already suggested by student #1.

After one minute, each pair will be given an index card to record at least one event that demonstrated the exercise of liberty in each of the four centuries since 1776. Students can recount events such as: the Civil War; the passage of the 13<sup>th</sup> to 15<sup>th</sup> Constitutional Amendments which outlawed slavery and involuntary servitude and gave African Americans “due process” rights and the right to vote; the passage of the Pendleton Act; Interstate Commerce Act; 19<sup>th</sup> Amendment giving women the right to vote; Wagner Act; Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Each pair will find another student pair and combine their lists making a comprehensive listing of events that reflect the exercise of personal liberty and the growth in the concept of individual liberty in American history. Each group will discuss how their event/policy is an example of America’s growth in applying the principles of liberty to a wider group of citizens.

This exercise will serve as a transition to a discussion on the topic how that the meaning and practices of liberty change over time, especially during historically significant events. In addition, the class discussion will include comments leading to an understanding that the concept of liberty practices has been enhanced by the various interpretations of liberty by groups new to the shores of America.

Students will be asked to create timelines of U.S. History based upon events that expanded the rights of liberty to new groups of people. This timeline will indicate special benchmarks made by immigrants and their contribution to the growth of liberty’s influence in American history.

Using documents from the 19<sup>th</sup> and 20<sup>th</sup> century, the teacher will add additional insights to the social and economic impact that certain ethnic groups had on the development of American society. The immigrants from southern and eastern Europe had particular social and economic impact on America’s northeast region at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> century. That impact is especially felt in New York City today as Italian and Jewish descendants from that wave of immigration have a significant economic and cultural presence in the city.

In addition to creating a timeline, the teacher can plan to have students answer the following questions as a written assessment of their achievement of the lesson’s objectives.

1. What key events regarding the exercise of liberty occurred in the 17<sup>th</sup> century...in the 18<sup>th</sup> century...in the 19<sup>th</sup> century...in the 20<sup>th</sup> century?
2. How have immigrants effected the growth of the concept of liberty in America?
3. Write a paragraph explaining the cause and effect of benchmark events in American history that expanded the rights to liberty by certain groups of people.
4. Summarize the impact that immigration has had on America’s social and economic development.



## Lesson Two – World Geography

### *Objectives*

1. Identify the political, economic, social, and environmental factors that influence human migration.
2. Explain how political, economic, social, and environmental factors influence human migration.
3. Identify and explain the impact of physical geography and environmental factors that influence human migration including routes, flows, and destiny of the migrants.

### *Teaching/Learning Activity*

Teacher will write the word “immigration” on the board or overhead and then ask students to define this term. Then ask: Is immigration an issue in the 21<sup>st</sup> century? Give factual reasons to support your conclusion. After asking for volunteers to give their answers, the teacher will begin discussing the issues of the Dream Act and the social, economic and security issues that it has raised.

In World Geography, this lesson would appear in the class discussion of North America. As on the other continents, physical and human factors have a significant impact on settlement patterns and the population’s distribution on the continent. In North America, its physical features, namely the mountains in the west and the miles of shoreline in the eastern region, have left their mark on the settlement of towns and cities. Immigrants settled in both the cities in the twentieth century and the rural areas in the nineteenth century due to employment opportunities. In the nineteenth century, many Americans were reluctant to take advantage of the cheap and sometimes free land grants offered by the government because of the rugged terrain of the west (mountains and deserts).

On the other hand, the eastern coastal cities and areas located in the Piedmont offered excellent areas to develop industrial production for which immigrants were both trained and willing to start new businesses at the prospect of making a profit.

The distinct patterns of human movement (migration), urbanization, trade, and distribution of resources in the world has also led to certain states featuring the development of certain industries and farming products. America’s bountiful natural resources and offers of cheap land attracted millions of immigrants to America. These facts provide a background to define the key vocabulary words for the chapter; namely, migration, immigration, push/pull factors, cultural mosaic, and melting pot.

To remind students about migration patterns the teacher conducts a review by showing the following words on an overhead and discussing the following concepts:

- I. Migration – People move for three reasons: they want to, they need to, and they are forced to.
  - A. *Want to* examples – jobs, family, adventure, travel, opportunity
  - B. *Need to* examples – war/conflict in their original area, natural hazards such as recurring flooding, natural disasters such as earthquakes, unemployment, famine, reaction to environmental factors, availability of services or resources.
  - C. *Forced to* examples – the slave trade, land or resources taken away, extreme disaster, family situation, i.e. divorce court order.

## II. Challenges facing immigrants

- A. New language, unfamiliar geography, and different life style routines. Prior to the New Deal (and in cases this is still true – nonauthorized immigrant) there is no social safety net to cushion any unanticipated emergency.
- B. Learning how to succeed in a new culture is a many faceted human challenge.

To stimulate student engagement in this topic, the teacher would divided the class into teams and have them “RoundTable Consensus,” a Kagan strategy that places students into teams and each member answers one of the following questions. His/her teammates show agreement or lack of agreement with the answer by pointing their thumbs up (agreement) or down (non-agreement). If there is agreement, the next student answers the next question. However, if there is a majority that disagrees with the answer, the next student in line must answer the same question until the team members approve it. The following questions could be asked:

1. What is immigration?
2. What are some positive and negative aspects of immigration for the immigrant...for the government...for the jobs available in an area?
3. Why do immigrants come to a new country?
4. Why do countries like the United States and Canada have immigrant quotas?
5. Canada is called a cultural mosaic. What does this phrase mean to you?
6. The United States is sometimes referred to as a melting pot. What does this term mean?
7. Canada is currently recruiting immigrants that have a certain income and education level.
8. Why would Canada need immigrants at all? Why are they being so selective?
9. What do you believe the policy of the U.S. government on immigration should be?
10. What hardships do immigrants face in a new country?

Note: In order to avoid controversy and hurt feelings, the teacher needs to establish some groundwork for this discussion. Key to the students’ behavior is that they demonstrate respecting the opinions of others (which are not the same as accepting the opinions of others).

For practice and assessment activities, the teacher could instruct the students to complete a textbook assignment to reinforce the levels of the lesson’s rigor and engagement. Most World Geography texts written in the twenty-first century have a unit (sub-unit) on the topic of immigration. The following assignment is taken from the HISD World Geography’s text, *World Geography*, by McDougal and Littell (Arreola).

1. Direct students to the *Case Study* on immigration and diversity in the text on pp. 180 – 183.
2. Instruct students to read the information provided in the case study, “Diverse Societies Face Change.”
3. Have students find articles (or provide them with an article) on immigration on either the U.S. or Canada that address some of the same issues raised in the case study. Use a handout that structures student responses to the newspaper or magazine article.
4. If time permits, conduct a debate/talk show activity that is mentioned on page 182 – 183. (*Project CLEAR*)

## Lesson Three – Economics

### Objectives

1. Students will understand some of the economic incentives regarding pull factors that led to human migration.

2. Students will analyze the concepts of economic freedom and political freedom as it relates to the development of immigration policies.
3. Students will identify ways to measure economic freedom and political freedom from an immigrant's perspective.

### ***Introduction***

Teacher will project an overhead of the following notes:

The Declaration of independence, the Constitution and the first ten amendments to the Constitution (Bill Of Rights) reflect the United States founders' (Framers) desire for individual freedom and their opposition to the centralization of power. The Declaration contains the founders' belief that there are certain truths: that we all are created equal, that we have the unalienable right to life, liberty and the pursuit of our happiness – 'property' – and that the right to govern comes from the consent of the governed. (Crain and Lee 2)

After reviewing the notes with the students each student will write out what they think are the economic freedoms suggested in this reading. Students will have one minute to write down their thoughts. Using a *Timed Pair Share* cooperative learning structure, one student will have one minute to read what he/she has written as a response and explain the reasons why the remarks were considered; then, the other student will have one minute to read what he/she has written. After the pair has explained their viewpoints, they will have three minutes to write a summary that reflects a consensus of their views. The teacher will select one team member (the one who was born in the earliest month of the year, etc.) to share their pair's consensus remarks.

Their remarks should have included ideas like freedom to choose one's occupation, freedom to join a labor union, freedom to spend their money in a quest for happiness, freedom to choose between products, and freedom to work for whomever you wish for whatever remuneration they offer.

In considering the rights to economic freedom, students will read a quote from Milton and Rose Friedman's book entitled *Free to Choose*:

Economic freedom is an essential requisite for economic freedom for political freedom. By enabling people to cooperate with one another without coercion or central direction, it reduces the area over which political power is exercised. In addition, by dispersing power, the free market provides an offset to whatever concentration of political power that may arise. The combination of economic and political power in the same hands is a sure recipe for tyranny. (2)

After reading this quote in a choral fashion, students will be asked to write how economic freedom is related to economic incentives that incite immigrants to migrate to a developed country. In another *Timed Pair Share* setting, students will have one minute to share their responses and the rationale they used in making their statement. Their second partner then has one minute to share his/her remarks. Given an additional three minutes, the pair will write a summary of their remarks that will be collected as part of this lesson's learning assessment.

### ***Concept Development and Student Practice***

Students will access the website: <<http://www.oah.org/pubs/magazine/gilded/daniels.html>> (Daniels) and review the immigration policies that guided America's industrial development in the late 19<sup>th</sup> and early 20<sup>th</sup> century. This "open border" policy was consistent with the desire for an increase in foreign investment in the American economy and encouraged the globalization of the world's economy. Today, America and other developed countries have placed severe restrictions on the number of immigrants allowed to enter their countries. After reading and

discussing the website's content, students will write out what they perceive as negative and positive effects for our country's limiting the access of employment to foreign nationals. As a modification of this assignment (for ESL students), students could write out their remarks using an organizational grid with the various points made in the article divided by two columns of "positive" and "negative" economic concepts that are associated with the immigrant issue. With increased demands for open trade networks and a corresponding respect for political rights (voting rights, civil liberties and freedom of the press), it would appear that human capital would become an ever growing factor in a country's effort to have a growing economy. Immigrants come to developing countries for two causes: 1. Push factors or the limiting of political freedom; 2. Pull factors which center around economic freedom (property rights, informal markets, regulation, and empirically-driven monetary policy). If immigration policy allowed the free dynamic flow of people coupled with a policy of free international trade, it would increase wages in all countries (*Economic Freedom*). By creating more productive jobs everywhere, the economic realities in developing countries would be encourage people to remain in their own country and participate in their countries' growing economic opportunities.

### **Assessment**

Using the information mentioned in the articles, "International Trade Creates More and Better Jobs" (Crain and Lee), "The High Costs of Cheap Labor" (Camarota) and "Immigration," chapter 4 (Government) students will answer the following questions:

1. What are the economic reasons to restrict immigration to America?

*Camarota mentions numerous reasons: costs to the federal and state governments, uninsured status costs over 17 billion to general public (health, auto costs), costs American jobs.*

2. How are economic freedom and political freedom related?

*Economic freedom can only occur in countries where there is political freedom. Both are heavily dependent on the legal respect for human rights and less centralized government interference with market forces.*

3. What are the international economic implications of a restricting immigration policy?

*By allowing a free flow of immigration and trade, the U.S. is providing more financial resources to other countries via wages earned in America returning as income to citizen of another country to be used (hopefully) in stimulating the country's economy. In free trade, America is providing jobs and income for citizens of other countries who will have the funds to purchase American made (sold) products.*

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