Lesson Plan: “Life in the Shadows” by Liz Mineo

Objectives:
1. Students will be able to read statistics relating to current immigration in America.
2. Students will be able to interpret charts and graphs relating to current immigration in America.
3. Students will become familiar with the difficulties today’s immigrants face.
4. Students will be able to read and answer questions pertaining to a newspaper article relating the personal experience of an illegal immigrant.
5. Students will be able to answer questions relating to verb tense choice.
6. Students will be able to understand and answer questions about an authentic radio broadcast.
7. Students will be able to write a letter to the editor of a newspaper.
8. Students will prepare for and participate in a debate about illegal immigration policy (See debate lesson plan for more specific information.).

New Vocabulary: words glossed in “Some facts…”
- debate and discussion vocabulary (see debate lesson plan)
- battered, fatigue, deported, sacrifice
- fraudulent, black market, pursue, hefty
- influx, foot the bill, squalid
- austere, Red Bull, margins of the law

Materials:
- Background information: “Some Facts about Current Immigration”
- Overhead transparencies (3) with charts and graphs illustrating changes in immigration
- Questions to accompany charts and graphs (teacher copy only)
- Pre-Reading Activity page
- Vocabulary Page
- (Assimilation) Chart for “Life in the Shadows”—student copies
- Chart for “Life in the Shadows”—transparency
- Answer key for “Life in the Shadows” Chart (teacher only)
- Grammar Question page (teacher copy only unless otherwise desired)
- Cassette of broadcast “Global Woman”
- Questions & instructions (1 page) to accompany “Global Woman”
- Post-Reading (Personalization) Activity: Letter to the Editor Instructions
- Debate and discussion phrases (see debate lesson plan)
- Debate form (see debate lesson plan)
- Debate evaluation forms (2) (see debate lesson plan)
Coming to America: The Plight of the Illegal Immigrant

Procedures:

Pre-Reading:

**Part 1a.**—Explain that immigration has changed a lot recently. Immigration laws are stricter, both in the US and also from other countries. Visas are harder to get. Immigrants now need more money to enter the US. Sept. 11, 2001 lead to stricter immigration laws for security purposes. Because of these factors, some people are desperate to enter the US and do so illegally. Ask students what they know about illegal immigration already and do a web on the board with “Illegal Immigration” in the center circle and see what other ideas students can link to this. Explain that we’re going to read a newspaper article that tells the story of an illegal immigrant. The article’s title is “Life in the Shadows.” Ask students to explain why this article might be titled like this. What does it mean to live in the shadows? (this connotes hiding) Who are you hiding from? (police & govt authorities) How are you hiding? Get ideas from the title.

**Part 1b.** Ask students to predict how many illegal immigrants come to the US each year (if they have no idea, that’s ok). Also ask them to brainstorm possible consequences of this, both good and bad. Keep a list on the board. This should facilitate a discussion.

**Part 2**—Distribute “Some Facts about Current Information” to each student. Explain that because there is a lot of background information, we are going to split up the different aspects of immigrant life. (Explain that much of this information is especially true of illegal immigrants, whom we will read and hear more about later.) Each group should read the bullets for the 2 or 3 aspects that have been assigned to them. Each group will have about 15 minutes to read their information and make sure each group member understands the information. The group should then pick out a spokesman who will stand up at their seat and tell the rest of the class the most important information from their sections, and explain anything from that section the rest of the class doesn’t understand (Teacher can help with this, if needed.). Put the students in three groups. Group 1 should read and discuss Numbers, Jobs and Education. Group 2 should read and discuss Poverty, Home Ownership and Welfare. Group 3 should read and discuss Economic Impact and Citizenship. (This activity can be done in 4 groups if desired. Each group discuss 2 aspects.) Give the students 15 minutes to read and discuss, then ask each spokesman to speak.

**Part 3**—As a class, put up the transparencies of the immigration charts and graphs and answer the questions as a class. The questions should be asked and answered orally.

**Part 4**—Distribute the Pre-reading Activity Page and have the students do the T/F questions. Discuss these and read over the comprehension organizer questions.

Guided Interaction

1. Hand out the “Life in the Shadows” text and chart. Tell the students that this text came from the MetroWest Daily News, a newspaper from Framingham, MA. This article was published on Oct. 26, 2003. The title is “Life in the Shadows.” Explain that this article is about the life of an illegal immigrant from Brazil, Marcos, who lives and works in Framingham with other illegal immigrants.
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2. Students should read the text silently (this could be done for homework), keeping in mind the comprehension organizer questions to be discussed after they finish reading. Discuss those questions.

3. Distribute the Vocabulary activity and allow the students to fill that in. Go over.

4. Review the Pre-Reading T/F questions and check the real answer—discuss.

Guided Interaction/Assimilation:

Part 1: Tell the students to read section 1 silently again, (they may just skim this time) then fill in the chart. Inform students that they should write down what they read, but also whatever they infer from the article. (This step may take 10-15 min.) After it appears that all the students have finished reading and have begun working on the chart, begin filling in the chart transparency with volunteered student answers. Also add any answers students haven’t mentioned that apply.

2. Repeat step 2 with section 4. (10-15 min.) Go over the new entries together. (Section 1 & 4 are closely related—they both describe Marco’s existence as an illegal immigrant. Section 2 and 3 are more about the general condition of illegal immigration in the US.)

3. Repeat step 2 with section 2. Students should fill in any answers in any columns. (10-15 min.) Go over chart together.

4. Repeat step 2 with section 3. Students should fill in any answers in any columns. (10-15 min.) Go over chart together.

5. This text and accompanying chart should spark some discussion about the life of illegal immigrants among the class. Facilitate this discussion with some general questions—“What motivates illegal immigrants to endure this life?” “What are the disadvantages/dangers of this type of life?” “Do you know anyone living like this to stay in the US?”

6. Optional: Go over the grammar questions with the students orally.

Part 2—Explain to students that now that they have read about the personal experiences of male illegal immigrants, they are going to listen to an interview with two authors who wrote a book about the experiences of female illegal immigrants. The book is called “Global Woman.” The interview was broadcast on NPR in 2003. Give the students the “Global Woman” questions. Instructions as to how to access the recording on the Internet appear at the top of the question sheet. Go over these instructions and the questions to make sure everyone understands. Students can listen to this recording on their Internet on their home computer, a computer in Wallace 125 or the computers in the Language Lab in Haley Center. The language lab assistant will help them access the site. This assignment is homework and is due the next day.

Part 3—The next day, go over the questions. Students may have had trouble understanding the recording. Play the cassette recording at least once so that students can follow along with the questions.

Personalization

Part 1: Students should write a response to the article (they can also include info from the radio broadcast if desired) in the form of a letter to the editor. Hand out instruction page. This can be written in students’ journals or handed in separately (you choose).
Part 2: Debate (See debate lesson plan for specific procedures.) After reading the facts and article and listening to the radio broadcast, students should have a basic knowledge about illegal immigration to the US, how illegal immigrants live, and the good and bad “side” to the issue. They can use all the information and texts we’ve discussed in this lesson to prepare for the debate and they can reference these texts in the debate, if they wish.
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Pre-Reading Activity: “Life in the Shadows” by Liz Mineo

From what you already might know about the situation of illegal immigrants in the United States and from the information we’re already discussed, answer the following questions as true or false, according to what you think.

1. T/F Illegal immigrants have a better life in the US than they did in their home country.
2. T/F Illegal immigrants make a lot of money.
3. T/F Illegal immigrants have a lot of freedom in the US.
4. T/F Illegal immigrants never want to return home.

Comprehension Organizer:
Think about the following questions as you read the text:

1. Who is the article about?
2. Where is he from?
3. What is/are his jobs?
4. Whom does he live with?
5. What does he do in his spare time?
6. What does he miss about life in his home country?
7. Why is he here in the US?
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**Vocabulary Activity: “Life in the Shadows” by Liz Mineo**

Match the italicized word in the sentence on the left with the definition at the bottom. Write the letter of the definition in the blank.

___1. Because he was so badly *battered*, Juan went to the hospital.
___2. Someone suffering from *fatigue* needs rest.
___3. If Marcos gets caught by the INS, he will be *deported*.
___4. Margit *sacrificed* a lot to come to the US. She even left her family and a good job.
___5. This check is *fraudulent!* You will be arrested!
___6. Selling weapons on the *black market* is illegal.
___7. The police *pursued* the criminal through the city.
___8. If you park illegally, you might pay a *hefty* fine.
___9. The massive *influx* of immigrants into the US has lead to some new immigration laws.
___10. When I go out to eat with my parents, my dad always *foots the bill*.
___11. This apartment is *squalid*!
___12. The empty white walls make the hospital seem *austere*.
___13. Marcos drinks Red Bull to stay awake while working at night.
___14. Staying on the *margins of the law* is risky; you might get caught.

a. to pay the bill  b. large  c. to chase  d. fake; not real  
e. the arrival of many people  f. extreme tiredness  g. beaten up; injured  
h. extremely dirty  i. to be sent to another country  
j. to give up something important to you  k. very strict and serious  
l. term used for buying and selling things illegally  m. an energy drink  
n. to just barely keep the laws
“Life in the Shadows”
Illegal immigrant works three jobs, in fear of arrest or deportation
Author: Liz Mineo for the MetroWest Daily News Oct. 26, 2003 (Framingham, MA)

FRAMINGHAM - Battered by fatigue, Marco, 32, doesn't always know when the day begins or ends. At 11 p.m., he gets up to go to work at a store in Framingham, stocking toys, electronics and clothes. At 7 the next morning, he gets off work, and after a 15-minute break in a downtown cafe to drink coffee and munch a Brazilian cheese roll called "pao de queijo," he heads home. But not for long.

After a brief stop to shower and change clothes, Marco rushes to his second job at a pharmaceutical company 40 minutes away, where he ships products across the country. At 5 p.m. he gets off work, and after a quick dinner at a Brazilian eatery, he goes back home in Framingham, where he sleeps for four hours, every night. Every day.
It's a rough life, he said, but that's the life he has chosen, a life that many other illegal immigrants live.

Marco doesn't want his last name or address known because he fears being identified and deported. Like Marco, many illegal immigrants work two or three jobs trying to make enough money to help their families back home and to secure a way to build a decent life upon their return to Brazil. It's a life of hardship and sacrifice.
"I do it for my daughters," he said on a recent morning, his eyes dark and sunken, his voice tired. "That's why I came to this country. To give them a better life. I'd do anything for them."

"Anything" means a life full of fear and uncertainty, working from dawn to dusk, living on the margins of the law. Every day for the past 2 1/2 years - since he came here on a six-month tourist visa - he has been shadowed by guilt.

"I know I broke the law," he said. "I plead guilty, but my only crime is wanting to work. I don't rob, kill or do any harm, but I live in fear. Every day, I pray to God to let me stay here one more day. And every day, I ask myself, Will it be today? Will the police come and get me? Will the Immigration (officials) come? You're here today, but you don't know where you'll be tomorrow."

It's a feeling shared by many illegal immigrants. Life in the shadows.
A life in the shadows poses many risks. An encounter with the law could mean deportation. If illegal immigrants get mixed up with crime, they could be sent to jail, where they would serve time and then be deported. In their attempt to stay here, many hide their immigration status by using fake names or buying fraudulent documents on the black market.

According to census figures, an estimated 6 million illegal immigrants live in the United States, with 500,000 of them calling Massachusetts home. But the real numbers could be higher, immigrant advocates say. Immigration officials say they are doing the best they can to pursue illegal immigrants, but the focus is on removing immigrants who have criminal records or are engaged in crime like dealing drugs or robbing people.

Removing those who are here violating orders of deportation is also a priority. As for those whom Immigration officials call "illegal aliens," operations are in place to
pursue them, said Paula Grenier, a spokeswoman for the Bureau of Immigration and Customs Enforcement, formerly the Immigration and Naturalization Service. Immigration officers are the only ones who can arrest illegal immigrants for immigration violations, and only immigration court judges can order them deported.

Marco, the son of a retired police officer, was stopped by Framingham police once because he ran a stop sign. He was sent to court because he was driving with an international driver's license and was told by the judge not to drive. That was six months ago. He drives anyway, but more carefully, he said. "I have no choice," he said. "I have to work."

--------------------------------------------------Section 3--------------------------------------------------
Experts say high demand for cheap labor feeds the influx of immigrants. Job opportunities abound. The rate of unemployment among undocumented immigrants is very low.

Advocates say immigrants play an important role in the economy, adding about $10 billion annually in net economic output from the increased supply of labor and resulting lower prices.

Critics say illegal immigrants drain more resources than any economic benefit they might produce, costing U.S. taxpayers $26 billion annually in government services. Marco pays taxes on his wages, but he has no health insurance. If he were to get sick or injured off the job, he could find himself in the hospital with a bill he could not and would not pay. In that case, taxpayers would foot the bill with free medical care for the uninsured. The same is true of education, which is granted to everybody, regardless of their immigration status.

Contrary to what many think, illegal immigrants have rights granted by the U.S. Constitution, despite their status, lawyers say. Many illegal immigrants suffer abuses by employers who don't pay them overtime, cover medical bills or pay workers compensation. Business owners take their money for services they don't provide. Landlords overcharge rents and squeeze them into squalid quarters. Because immigrants are afraid to go to the authorities, many abuses go unreported.

--------------------------------------------------Section 4--------------------------------------------------
Like many undocumented immigrants, Marco lives an austere life. He lives with five men in a two-bedroom apartment that costs him $340 a month, utilities included. He shares a room with two other men. Each has his own bed. On the wall next to each bed, there are pictures of each man's family in Brazil. Marco's clothes are hand-me-downs. His only entertainment is talking to his wife every night and, if he has time, watching Brazilian soccer matches and soap operas on TV.

Marco makes more than a $1,000 a week working more than 100 hours. Besides his two weekday jobs, he works a third job, for an additional 21 hours during the weekend. On Fridays, he sleeps in his car, where he keeps a blanket and pillow. Coffee, Coke, Red Bull and packs of cigarettes keep him awake.

Marco said he spends $800 a month in rent and living expenses. Every two weeks, he sends his wife $800 to cover the family expenses in Brazil. He saves half his salary in a bank account he opened with his passport. With his earnings, Marco has been able to build a house for his wife and three daughters ages 6, 5 and 2, in the city of Caetanopolis, in the southern state of Minas Gerais.
Marco feels proud of his accomplishments, but he has paid a high price, he said. He has lost 30 pounds, and hasn't seen his family for more than two years. He left Brazil when his youngest daughter was 2 1/2 months old.

He's not the only one who misses his family. Another Brazilian, Fausto Mendes da Rocha, overstayed his tourist visa and hasn't seen his three daughters in 15 years. He has two other children who were born here. As an illegal immigrant, he won't be allowed to come back if he leaves the country.

"The biggest pain in my life is having had to do that," he said. "My heart is broken because I had to be apart from my daughters to give them food and education. If I had stayed close to them, I would have had to see them going hungry and without education. For the love of them, I had to be apart from them."

Da Rocha is executive director of the Brazilian Immigrant Center, which helps immigrants and advocates for amnesty and legalization. He fights for the rights of immigrants like himself.

"We are undocumented, but we're human beings," he said. "Illegal immigrants have rights, too."

"I'm very thankful to this country," he said. "I would like to live here with my family, work hard, buy a house here, do the right thing, and give something back of what I have received. But if I am sent back home tomorrow, I would still be grateful for everything I have achieved here."
### Coming to America: The Plight of the Illegal Immigrant

As you read each section of the text, fill in the columns. (ims. = immigrants)

<table>
<thead>
<tr>
<th>The life of an illegal im. is like…</th>
<th>Illegal ims. feel…</th>
<th>Illegal ims. may experience some bad things like…</th>
<th>Illegal ims. experience some benefits like…</th>
<th>Because they want to stay, illegal ims. will do this…</th>
<th>Illegal ims. worry that authorities like the police or gov’t might…</th>
<th>What critics of illegal immigration say…</th>
<th>What advocates of illegal ims. say…</th>
</tr>
</thead>
</table>
Coming to America: The Plight of the Illegal Immigrant
Some Facts about Current Immigration

Numbers:

- The illegal-alien population in 2003 stands at at least 8 million. This number will grow by half a million a year.
- Included in this estimate are approximately 78,000 illegal aliens from countries who are of special concern in the war on terror.
- The INS estimates that it gave out 1.5 million green cards to illegal aliens in the 1990s.
- According to the INS, only 412,000 illegal aliens were removed during the decade.

Jobs

- The two "magnets" which attract illegal aliens are jobs and family connections.
- The typical Mexican worker earns one-tenth his American counterpart.
- Immigrants are 60 percent more likely to be employed in low-skilled occupations than are native-born workers.
- Communities of recently arrived legal immigrants help create immigration networks used by illegal aliens and provide jobs, housing and entree to America for illegal-alien relatives and fellow countrymen.
- When the average American wage exceeds the average Mexican wage by a factor of ten, even the most menial (low-paying) American job can be a forceful inducement to emigrate (hire outside workers).

Education

- The large number of immigrants with low levels of education means that immigration policy has dramatically increased the supply of workers with less than a high school degree. Although immigrants comprise about 12 percent of America's workforce, they account for 31 percent of high school dropouts in the workforce.

Poverty

- Between 1979 and 1997, immigrant households increased their representation in the U.S. population by 68 percent, but over that same period their share of the total poor population increased 123 percent.
- The findings indicate that today's established immigrants (those who have lived in the country 11 to 20 years) are much poorer, less likely to be home owners, and less likely to have become citizens than established immigrants in decades past.
In 1970, established immigrants were actually less likely than natives to have low incomes, with only 25.7 percent living in or near poverty compared to 35.1 percent of natives. By 2000 the situation had completely reversed; 41.4 percent of established immigrants lived in or near poverty compared to only 28.8 percent of natives.

Home Ownership

Three decades ago, 56.8 percent of households headed by an established immigrant were homeowners compared to 63.4 percent of natives — a 6.6 percentage point difference. In 2000, only 45.5 percent of established immigrant households owned their own homes compared to 69.5 percent of native households — a 24 percentage point difference.

Welfare

In 1970, immigrants were slightly less likely to receive public assistance (welfare) than natives. By 1998, immigrants had a much higher chance of receiving welfare: Almost a quarter of immigrant households were receiving some type of assistance, as compared to 15 percent of native households. In addition, the welfare use of a specific immigrant wave increases over time (both in absolute numbers and relative to natives).

A comprehensive study by the National Academy of Sciences concluded that immigration raised the annual taxes of the typical native household in California by about $1,200 a year.

Economic Impact

The annual net gain of allowing illegal immigrants to work is astoundingly small, less than .1 percent of GDP.

Immigration also induces a substantial redistribution of wealth, away from workers who compete with immigrants and toward employers and other users of immigrant services. Workers lose because immigrants drag wages down. Employers gain because immigrants drag wages down. These wealth transfers may be in the tens of billions of dollars per year.

Citizenship

In 1998, 11 percent of the U.S. population was "second-generation" — born in the United States but with at least one foreign-born parent. By the year 2050, the share of second-generation persons will increase to 14 percent, and an additional 9 percent will be composed of the grandchildren of current immigrants.

Over the last 30 years, the percentage of established immigrants who choose to become citizens has declined dramatically. In 1970, 63.6 percent of
established immigrants were citizens, but by 2000 only 38.9 percent of established immigrants had become citizens.

- Although both established immigrants and immigrants in general are much worse off today than in the past, immigrants do make progress the longer they reside in the United States. Their incomes, rates of home ownership, and citizenship rise significantly over time.

This information came from the Center for Immigration Studies and can be accessed at http://www.cis.org/topics/illegalimmigration.html

**Figure 1. Legal Immigration to the United States by Decade**

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<tr>
<th>Decade</th>
<th>Number of Legal Immigrants (Millions)</th>
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<tbody>
<tr>
<td>1810s</td>
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</tr>
<tr>
<td>1820s</td>
<td>2</td>
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<tr>
<td>1830s</td>
<td>3</td>
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<td>1990s</td>
<td>5</td>
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</table>


*Note:* The total number of legal immigrants for the 1990s is predicted by assuming that 900,000 will be admitted in each of the remaining years of the decade.
### Table 1. The Changing Skills of the Immigrant and Native Populations, 1960-1998 (percentages)

<table>
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**Sources:** Calculations from the 1960-90 Public Use Microdata Samples of the U.S. Census and the pooled 1996-98 Current Population Surveys (Annual Demographic Files).

**Note:** The data refer to salaried workers who are 25 to 64 years old and are employed in the civilian sector.
Figure 2. The Changing National Origin Mix of Immigrants

Notes: “Latin America” includes all countries in the Western Hemisphere other than Canada. The data for the 1990s include only the 1991-1996 period.
Pre-reading Activity: Questions to Accompany Immigration Charts/Graphs (3)

Figure 1: Legal Immigration to the United States by Decade.
When we were reading about Ellis Island, we saw that the late 10th century and early 20th century saw the height of immigration. We also read about the many ethnic groups that were immigrating. Let’s review that for a minute by looking at Figure 1.

1. In what year was the number of immigrants first recorded? (around 1810)
2. How many millions of immigrants came to the United States in the 1910s? (around 9 million)
3. Between what decades did immigration to the United States drop significantly? (between the 1910s and 1930)
4. What contributed to this significant decrease? (WW I, stricter immigration laws)
5. How many millions of people were projected to enter the United States in the 1990s? (around 10 million)

Let’s look at Figure 2 and see how different ethnic populations have changed.
1. In the 1950s, most immigrants were from __________? (Europe)
2. In the 1950s, the least number of immigrants were from __________? (Asia)
3. In the 1950s, about what percentage of immigrants were from Latin America? (approx. 24-25%)
4. In the 1990s, most immigrants were from what 2 continents? (Asia, LA)
5. In the 1990s, what percentage of immigrants were from Latin America? (49%)
6. What do you think caused the large numbers of immigrants from Europe in the 1950s? What do you think has caused the significant increase of immigrants from Latin America in the 1990s? (various)

Let’s look at Table 1 to see how the skills of the immigrant population have changed since 1968.
1. Among native men (men born in the US), has the percentage of high school dropouts been increasing or decreasing since 1968? (decreasing)
2. When you compare the high school drop-out percentage in 1998 of immigrant men and native men, what do you notice? (the percentage of immigrant men dropping out is much higher—almost 4x as much as native men)
3. Comparing the percentage of immigrant men and native men getting graduate degrees in 1998, what do you notice? (more immigrant men getting a graduate degree)
4. Compare the college graduation percentage of native men and immigrant men in 1998. How do they compare? How do they compare over the decades? (they are almost the same for each decade)
5. Compare the high school drop-out rate of native women and immigrant women. What percentage of native women dropped out of high school in 1998? (6.6%) What percentage of immigrant women dropped out of high school in 1998? (24.5%)
Coming to America: The Plight of the Illegal Immigrant

“Life in the Shadows” Post-reading Activity

You’ve just read about the difficult life of some illegal Brazilian immigrants in the *MetroWest Daily News*. Write a letter to the editor of that newspaper explaining your reaction to the article. You’ll want to include the emotions the article evoked, how you reacted, your opinions of the issue of illegal immigration, etc. You might want to make suggestions for what the city of Framingham, Massachusetts can do about this situation. Be careful about grammar, spelling, organization, punctuation, etc. Remember you are writing a letter that will be published in the newspaper.

Some suggestions for starting your letter:

*Dear Editor,*  
*I just read the October 26, 2003 article, “Life in the Shadows.”*...

*Dear Editor,*  
*I can’t believe*...

*Dear Editor,*  
*After reading the article “Life in the Shadows” by Liz Mineo, I feel*...

You may start your letter any way you chose, but it should start with “*Dear Editor*” and you must reference the article. End with a respectful closing (Sincerely, Thank You, Respectfully, etc.) and your name. Consult a writing handbook if you need more information about letter-writing form (I can help you find one.).

Here are some other letter writing tips you should employ:

- Use jargon and slang sparingly or not at all
- Write in simple, direct language
- Avoid emotional or biased language (although you can express your feelings and opinions in this letter, don’t go overboard)
- Avoid digression or repetition
- Keep length in mind—this will be printed in a newspaper column

Be sure to proofread for grammar and vocabulary mistakes. This letter is worth 35 points.
Coming to America: The Plight of the Illegal Immigrant

Writing Assignment: “Life in the Shadows” by Liz Mineo

Rubric

1. Student uses an appropriate opening/greeting. 3
2. Student uses an appropriate closing. 3
3. Student references the article. 1
4. Student expresses an opinion about the issue of illeg. imm. 3
5. Student uses appropriate evidence from the article/broadcast to express and support their opinions. 10
6. Grammar is acceptable (Few mistakes, none serious). 5
7. Student uses correct vocabulary. 5
8. Student shows effort. 5

Total points: 35
Lesson Plan
Debate: Should illegal immigrants be allowed to stay in the United States and enjoy all the rights and privileges that come with legal resident status?

Objectives:
1. Students will be able to refer to texts and synthesize the information found there to support an opinion in a verbal argument format.
2. Students will participate meaningfully in a group activity that requires listening and speaking practice, using appropriate vocabulary.
3. Students will develop an understanding of both positions of the complex political issue of illegal immigration in the United States.

New Vocabulary: Distribute and discuss with students the Debate and Discussion Phrases handout that follows. Go over the form, meaning and use of any expressions the students are unsure of. Also explain:

- to synthesize
- to persuade
- plight
- to endure
- interlopers
- prosecution
- to shoulder a burden
- to disregard
- to moderate

Materials:
- “Global Woman” recording and comprehension questions (see “Life in the Shadows” lesson plan)
- Background information “Some Facts…” (see “Life in the Shadows” lesson plan)
- Debate and Discussion Phrases worksheet
- Debate form
- English or translation dictionaries
- Students may use any other information they have gathered
- Evaluation forms instructor fills out
- Team member evaluation forms

Procedures:
1. *The day before debate preparation begins:* Introduce it by briefly describing what a debate is and how it will run. Introduce the two positions. If the vibe from the class seems like the students are split on the issue, they can volunteer for their positions. Another alternative is to have the students randomly choose their positions by drawing a slip from a hat.
2. *The day debate preparation begins:* Handout the debate form and the vocabulary worksheet to each student. Go over the debate form, making sure that every student understands how the debate will proceed and his or her position on the issue.
3. The students should get in their debate groups and begin to prepare. Depending on how each individual class works, you may want to give them 1-2 days as a group to prepare. Instructor circulates to help.
Coming to America Final Activity

4. *On the day of the debate:* Students should move their desks or tables in two rows facing each other. Instructor sits at one end and moderates the debate, may also fill out evaluations for each student.

5. *Post-debate:* Have students evaluate group members based on their participation. Instructor may choose to note this.

6. Instructor may wish to hold a discussion about the debate. Was anyone swayed to the opposite position? Which arguments were effective? Were any arguments left out that might have been helpful? Can a conclusion be reached on this issue? Discuss current immigration policies if time.

7. Student should write a paragraph or journal entry in which they state their final opinion on the subject of legalizing current illegal immigrants and explain why they feel that way.
Coming to America Final Activity

Debate: Should illegal immigrants be allowed to stay in the United States and enjoy all the rights and privileges that come with legal resident status?

Introduction: The purpose of this debate is to help you synthesize the texts about the plight of illegal immigrants that we’ve read and listened to and form your own opinion about this controversial issue. Use the information from the texts, and any additional information you may have, to make a case for or against the legalization of the illegal immigrants already in the United States. You want to persuade the opposing team to your viewpoint. You will receive feedback on the value of your participation in the debate. Your team will also evaluate your contribution to the team effort.

I. Read the position statements carefully and put a check beside your position:

**Pro:** You support a movement to allow illegal immigrants to stay in the United States without fear of prosecution. After all, in some cases, these immigrants endured tremendous hardship to get into the United States and many of them work very hard at jobs American citizens don’t want. You believe these immigrants deserve a chance at a good, legal life, including the opportunity to get a driver’s license, a social security number, good medical care, educational opportunities, nice housing, etc.

**Con:** You are against this movement to legalize illegal immigrants in the United States. After all, you had to be very patient and save money for a long time to enter the United States legally. Why should other interlopers disregard the law? You are worried that these illegal immigrants will be a burden on the welfare system—many of them do not pay taxes like citizens and permanent residents do, and you know that some states are already Shouldering a heavy financial burden to help these illegal immigrants.

II. List your major points for your position’s opening statement.

   a.

   b.

   c.

   d.

III. List the counterarguments that you think the opposing team will make in response to (against) your opening statement (i.e. prepare for their counterargument). How will you respond?

<table>
<thead>
<tr>
<th>Their counterarguments</th>
<th>Your responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
</tbody>
</table>
Coming to America Final Activity

IV. List the major points that you think the opposing team will make in their opening statement. How will you respond? (i.e. What are your counterarguments?)

<table>
<thead>
<tr>
<th>Their major points</th>
<th>Your counterarguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
<td>c.</td>
</tr>
<tr>
<td>d.</td>
<td>d.</td>
</tr>
</tbody>
</table>

V. In preparation for presenting your closing statement, list your team’s strongest arguments (i.e. your most convincing points).

a.

b.

c.

d.

VI. Decide who speak during each portion of the debate:
- Who will give the opening statement? (2 people, 3 minutes each)
- Who will give the responses? (2 people, 3 minutes each)
- Who will give the closing statement? (1 person, 3 minutes)

All group members will speak during the 15 minute free speech section that occurs before the closing statements are given.

Note: The order of presentation will be
1. Pro side gives opening statement
2. Con side responds
3. Con side gives opening statement
4. Pro side responds
5. Free speech segment—each side may respond to any previous point or address new points (This segment will be moderated by the instructor, if necessary.)
6. Con closing arguments
7. Pro closing arguments
Debate and Discussion Phrases: Use these phrases to help you organize and state your opinion in the debate.

Opinions & Preferences:

I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that/I strongly believe that..., Without a doubt,...,

Disagreeing:

I don't think that..., Don't you think it would be better..., I don't agree; I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, the truth of the matter is..., The problem with your point of view is that...

Giving Reasons and Offering Explanations: To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think..., Considering..., Allowing for the fact that..., When you consider that...
Debate Assessment

Student name:__________________

5=excellent
4=very good
3=okay
2=needs work
1=poor

Student’s participation in debate preparation (doing research, working with team, planning)
1  2  3  4  5

Student’s participation in debate (speaking turns, etc.)
1  2  3  4  5

Student’s observed knowledge of the debate issue (according to debate performance)
1  2  3  4  5

Grammar (as demonstrated in the debate)
1  2  3  4  5

Vocabulary (as demonstrated in the debate)
1  2  3  4  5

Pronunciation (as demonstrated in the debate)
1  2  3  4  5

Total: ______/30

Comments:
Debate Team Member Evaluation Form

Your name: __________________
The Team member you are evaluating: _____________

Circle the number that corresponds to your team member’s performance in the debate.
5=excellent work, worked very hard
4=good work, worked hard
3=average, worked enough to contribute
2=not very good, could have contributed more
1=poor work, did not really contribute

This team member contributed to the project.
1  2  3  4  5

This team member did his or her fair share of the work.
1  2  3  4  5

This team member treated other team members fairly.
1  2  3  4  5

This team member was cooperative with team goals.
1  2  3  4  5

This team member was an integral part of our team.
1  2  3  4  5