

2012

An Immigration Debate

Geographic Alliance of Iowa

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Lesson Plan Title

Created by: Teacher and School

Grade Level (Req.): 12	Content Area (Req.): Geography	Unit (Opt.): Population
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • World History • • 		
Time Frame (Req.): 6 class periods	Goal (Req.): Understand that the immigration debate is based on multiple perspectives and understandings of the same issues.	
	Objective (Req.): Students will understand that the needs of a nation may conflict with the needs of an individual or group.	
Materials Needed (Req.): <ul style="list-style-type: none"> • “Two versions of a Dominican Tale” reading http://www.nytimes.com/2013/11/01/opinion/two-versions-of-a-dominican-tale.html?_r=0 • Hatai/Dominican Republic Comparison Chart http://www.indexmundi.com/factbook/compare/haiti.dominican-republic • SHORT AND OVERSIMPLIFIED HISTORY OF HAITI background reading • Dominican court ruling renders hundreds of thousands stateless http://www.reuters.com/article/2013/10/12/us-dominicanrepublic-citizenship-idUSBRE99B01Z20131012 • • • 		New Vocabulary (Opt.): <ul style="list-style-type: none"> • • • • •
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Have the following question on the smart board: Which of the following should be considered a citizen: A person born in the country? A child born in another country but whose parents were born in this country? A person who came into the country legally but has never applied for citizenship? A person who came into the country illegally but has lived there for twenty years? The child, born in the parents home country, of a couple who came into the nation illegally? A child, born in this country, of a couple who came into the nation illegally? Have the students discuss their opinions. Who or what determines citizenship?		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Day 1 Students will be asked to read A SHORT AND OVERSIMPLIFIED HISTORY OF HAITI to provide a brief background to the situation on the island of Hispanola. 2. Since not much is known about the source, pairs of students will be given the assignment to verify at least three of the facts in the article by finding the information in different reliable sources. 3. Day 2 Students will examine the Hatai/Dominican Republic Comparison Chart. In a different pairing from the previous activity, students will each be given two categories to graph and then 		

present to the the class. Categories will include: Land area, population, terrain, natural resources, land use, fresh water withdrawal, infant mortality rate, life expectancy, age structure, ethnic groups, literacy, education expenditures, Electricity production/consumption, labor force by occupation, poverty rate, and unemployment rate. Other categories can be chosen to complete the needed amount. The graphs will be posted on the wall so students can refer to them.

4. Have students log on the Iowa AEA AP Images site to view photos of life in Haiti and the Dominican Republic.
5. Students will then be asked to write, based on the information on the graphs and the AP photos, a one-page essay comparing life in Haiti to life in the Dominican Republic.
6. Day 3 Remind students of the question: What is a citizen?
7. Have students read the Dominican Court Ruling Renders Hundreds of Thousands Stateless to give them an overview of the situation now occurring in the Dominican Republic.
8. Divide the class into three groups. Five students will represent a “world council” that will hear the arguments from both sides. Half of the rest will read the Pro-Dominican Republic editorial in Two Versions of a Dominican Tale while the other half will read the Pro-Haitian editorial. Each side will present an argument before the world council and the council will decide whether or not the Dominican Court order will stand. The council will have to justify their opinion to the class based on the facts that they have heard.
9. Day 4 & 5 Students will be assigned one of the following countries (Austria, the Czech Republic, France, Germany, Greece, Hungary, Italy, the Netherlands, Russia, Slovakia, Spain, Turkey, the United Kingdom, South Africa, China, and Japan) to investigate citizenship and immigration problems and policies in those nations. Information should include that country’s definition of citizen, how they regulate immigration, what problems they are having, where most of the immigrants are coming from, and the legal status/rights of both legal & illegal immigrants. Students will present their findings in a multimedia presentation.
10. Day 6 For their final assessment, students will write a one-page paper answering the question of “What is a citizen and who or what should determine the answer to that question?” Answers must include support from information presented in class.
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Formative Evaluation (Req.): Teacher observation of discussion, Essay comparing life in Haiti to that of the Dominican Republic, World Immigration Presentation

Assessment (Req.): One-page paper answering the question “What is a citizen and who or what should determine the answer to that question?”

Iowa Core Curriculum Standards Used (Req.):

- Understand how physical and human characteristics create and define regions. Understand places and regions are important to individual human identity and as symbols for unifying or fragmenting society. Understand external forces can conflict economically and politically with internal interests in a region.
- Understand how human factors and the distribution of resources affect the development of society and the movement of populations. Understand population issues. Understand international migrations are shaped by push and pull factors. Understand the impact of human migration on physical and human systems.

- Understand how culture affects the interaction of human populations through time and space. Understand technology and human mobility have changed various cultural landscapes. Understand the role culture plays in incidences of cooperation and conflict in the present day world. Understand the causes of boundary conflicts and internal disputes between culture groups. Understand diverse cultural responses to persistent human issues
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- The Physical & Human characteristics of places
- The characteristics, distribution, and migration of human populations on Earth's surface
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Five Themes of Geography Used (Req.):

- Movement
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School District Standards and Benchmarks (Opt.):

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21st Century Universal Constructs (Opt.):

Other Disciplinary Standards (Opt.):

- Cite specific textual evidence to support analysis of primary & secondary resources.
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Evaluate an author's premises, claims, & evidence by corroborating or challenging them with other information.
- Write informative/explanatory texts, including the narration of historical events.

Other Essential Information (Opt.):

Other Resources (Opt.):

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SHORT AND OVERSIMPLIFIED HISTORY OF HAITI

Bob Corbett, Professor Emeritus of Philosophy, Webster University

August 1999.

BASIC DATA AND GEOGRAPHY

Haiti is a country on the island of Hispaniola in the Caribbean Sea. Hispaniola has two countries. Haiti makes up roughly the western 1/3 of the island. The Dominican Republic makes up the eastern 2/3 of the island. The two countries are not on very friendly terms and never have been. Their roots are very different. Haiti is primarily populated by African-Caribbean people with a history of French colonialism. The Dominican Republic is made up of Afro-European mixed blooded people and their roots are deeply influenced by Spanish colonialism.

Additionally the two countries have a long history of mistrust, even hatred. Haiti has twice occupied The Dominican Republic in the 19th century, and in 1937 The Dominican Republic perpetrated a terrible massacre on Haitians living in or near The Dominican Republic's borders.

Haiti is about the size of the U.S. state of Maryland, just over 10,000 square miles. The current population is roughly 7,500,000 in Haiti. Another million Haitians are living abroad in the U.S., Canada and France. It is difficult to know how many of these people are simply waiting for conditions to improve in Haiti, or to what extent these Haitians living abroad are now becoming residents and citizens in these host nations.

From 1957 to 1986 Haiti was ruled by the Duvalier family in the persons of Francois Duvalier (Papa Doc -- 1957-1971) and his son, Jean-Claude Duvalier (Baby Doc -- 1971-1986). This was a period of brutal dictatorship, the suppression of most normal freedoms in Haiti, particularly political dissent from the "Duvalier revolution." It was, also, in the later years, a period of a rather stable law and order society that one tends to get with dictatorships.

In 1986 there was an uprising of the people of Haiti and president Jean-Claude Duvalier fled Haiti. At this time Haiti entered into a very difficult period which is still going on. It is a period of struggle for control of the country, and what has resulted is a great deal of political and social instability. There seem to be a number of factions including:

Old line Duvalierists trying to keep change from coming to Haiti.

New line populists, most commonly associated with former president, Jean-Bertrand Aristide and the current president, Rene Preval.

There seems to be another force that has entered into the fray which is not quite in the Duvalierist camp, but is also opposed to most of the reforms intended by the populists. These are the drug lords and younger army officers, not fully integrated into the old guard Duvalierists world.

Today Haiti is a nation in disarray and disorder, unsafe, economically desperate without much clear hope of significant improvement in the very near future. It is a country in struggle.

The vast majority of Haiti's people live in desperate poverty and personal unsafety. They are jobless, hungry, unsafe and discouraged. Despite this many continue to struggle for populist reform. These masses are without much power other than their sheer numbers. The opposition has power, money and most importantly, weapons.