



**American Immigration Law Foundation
Immigration Curriculum Center Lesson Plan**

**Issues in Immigration
MODULE ONE: DEBATE**

Grade Level: High School (10th - 12th grade)

Goal: To teach secondary students conflicts, myths and facts about immigration and immigrants. Increase student awareness about immigration issues.

Objectives: Students will develop their critical thinking, research, and discussion skills.

Specifically, students will:

- Identify the basic conflicts, myths and facts about immigration and immigrants.
- Consider the validity of statements often cited regarding immigration and immigrants.
- Research and debate the essence of these statements to support or negate presented perspectives.
- Make informed decisions regarding the statements' accuracy.

Materials:

Computers with Internet Access.

Subscription to [*Thomson Gale Opposing Viewpoints Resource Center*](#) or a class set of [*Opposing Viewpoints: Immigration Issues*](#), or assorted Pro/Con Immigration books from the school library

[*The New Americans: Finding Community*](#). 2004. DVD. 60 min. Kartemquin Films

Handouts: (attached)

- Debate Guidelines
- Debate Rubric
- Text Rendering
- RAFT Writing

- Fact or Opinion
- Bias Detection.

Procedure:

1. Students will view a PowerPoint presentation on the History of Immigration. Students will respond to the information in three sentences and share their response with a peer.
2. Students will read "Immigration Benefits America" by Bill Clinton and "To Reunite a Nation" by Patrick J. Buchanan and respond with Text-Renderings.
3. Students will view segments of *The New Americans*. Students will respond through RAFT Writing.
4. The class will begin researching immigration issues by reading selected articles from Thomson Gale *Opposing Viewpoints Resource Center*. Students will examine these articles and evaluate them for fact, opinion and bias as well as noting the fallacies and presented. (Fact or Opinion, Bias Detection, and Fallacies Handouts)
5. Students will continue their research and each group will select one immigration issue on which to focus (e.g. illegal immigration, terrorism, asylum, overpopulation, labor, economic, health issues). Students will prepare to debate (Debate Guidelines) and present an argument. The class will evaluate the debaters based on the Debate Rubric.

Extension Activities: Interviews with recent Immigrants

Culminating Activity: Debate

Assessment: Provide checklists and rubrics to assess responses and debate. Quizzes or tests may also be given to assess students' knowledge of material in the unit.

Adapted with permission from

http://www.ncteamericancollection.org/literary_debate_guidelines.htm

Debate Guidelines by Gail Lindenberg

(Gail Lindenberg teaches at Nogales High School in La Puente, California.)

Terms: Useful debate vocabulary that students ought to be familiar with

Protocol: Rules for debate conduct and etiquette

Strategies: Tips for organizing and communicating arguments

Logical Fallacies: Hints on how to identify poor arguments

Debate Format: Traditional Oxford Style

Terms

1. Argument = a position or statement of opinion to be supported
2. Contention = as part of an argument, a contention is a statement to be proven
3. Affirmative = the positive side (pro) of the debate that supports the resolution statement
4. Negative = the side of the debate that is against the affirmative position (con)
5. Resolution = a specific statement of what is to be proven or refuted; the formal resolution statement begins: "Be it resolved that . . ."
6. Refute = to disprove
7. Rebuttal = questions to challenge points made by opposition
8. Summation = conclusion, the last appeal to the audience/jury
9. Brief = pre-planned statements of position before rebuttal

Protocol

1. Contentions should be stated clearly (perhaps listed) at the onset of the debate.
2. A moderator should serve as a source of appeal for rulings about etiquette or breach of protocol.
3. If the debate is timed, the timekeeper signals the moderator, not the debate members.
4. The moderator only interjects comments or rulings when appealed to by a debate member.
5. Questions or challenges should not be personal or insulting.
6. Initial briefs are to be offered without clash or reference to the statements made by the other side. Clash and refutation occurs only in rebuttal.
7. Each speaker is accountable for team position statements and research; speakers should be able to defend team positions.
8. Order and timing must be agreed upon in advance.
9. The moderator may declare a recess to consult with the instructor if in doubt concerning an appeal.
10. Members may appeal to the moderator for environmental or personal needs.
11. A debate member may appeal for a point of order at any time; the moderator may rule immediately or hold ruling until a later time.
12. Points challenged during rebuttal must be part of the initial brief statements; a member/team may not be challenged for information not discussed.
13. Rebuttal must be posed in question form and not further the brief position.

Strategies

1. If you don't want to debate a point, don't bring it up.
2. Don't get mad—get even through use of logic.
3. Use the moderator to your advantage. Know the rules and insist they be followed.
4. Control the floor when it's your turn. Asking an open question gives the floor to the other side.
5. Negative body language (like rolling the eyes) does not serve to give the judge/audience a positive impression of you.
6. Appear to be listening sympathetically—then devastate the other side with logical attack.
7. Use formal language. Slang, name-calling or cursing makes you appear unintelligent and ill-prepared.
8. Ham it up. Speak with passion and intensity, but not melodrama.
9. Loud is not logic. A quiet voice can command the most attention. An old trick of politicians is to lower the voice so that everyone listens more closely.
10. Choose your experts and sources wisely. One young woman who has had an abortion is not an expert on the subject.
11. Take time to read or quote the literature exactly.
12. Use short anecdotes and famous quotes when possible.
13. Know the position of the other side as well as you know your own. This way you won't be surprised.
14. Study the logical fallacies and hold the opposition accountable for logic blunders.
15. Save your best quote, strongest point and highest-impact emotional appeal for summation and final statement.
16. Don't sound patronizing or condescending. It doesn't come across well.
17. If possible, stand to speak. Walk around courtroom style. It's very impressive and intimidating to the opposition.
18. Don't overuse any single strategy.
19. Don't say "I don't know" or "you're right" without following it up with a redirecting statement such as, "That may be true, but have you ever thought about . . ."

Logical Fallacies

Fallacies are errors in thinking and mistakes in logic. A study of samples can assist the debate team member to think more clearly and to see the flaws in the arguments from the opposing side. These fallacies are given different names by different authors, but recognition of the term for the flaw is not important. Detecting the false pattern is. Note that in addition to the ones described below, there are many more types of logical fallacies that may be explored.

1. Post Hoc Fallacy: The assumption that because one thing happens before another, that one thing causes the other. The classic story is of the arrogant rooster who brags to the hens that he crows, causing the morning sun to rise. One old biddy who has been around the barnyard block challenges him. "Stay quiet tomorrow," she taunts, "and see if the morning stays dark." Poor old master rooster has to leave in disgrace the next day when the sun shines bright as ever without his cock-o-doodle-doo.
2. False Authority: A rock star is not an expert on the right kind of car to buy no matter how good he or she may look behind the wheel. Also, a criminal is not an expert on the causes of crime. An expert is one who has broad and creditable knowledge of the subject due to study and credentialed expertise in the field under discussion.
3. Part/Whole: Proving part of an argument wrong does not necessarily discredit the entire list. Proving part of an argument valid does not validate the entire argument. If a woman can run 100 yards in 10 seconds, then she should run 1000 yards in 100 seconds?
4. Either/Or: The assumption is that if one thing is true it makes the other choice false. Usually there is a third option. A man works 65 hours a week, and is too tired to enjoy life. He says he must either work himself to death or starve.
5. Rationalization: A fuzzy thinker can convince himself that an unpleasant outcome was due to uncontrollable external circumstances: "I rushed the essay and got an F, but it was because that teacher doesn't like me."
6. Red Herring: Originally, a strong-smelling fish was used to fool a blood hound by dragging the herring across the trail of scent. Some debaters can throw such distractions into the discussion and completely disrupt the course of the debate.
7. Improper Date: When generalizations are formed from a faulty understanding that the argument built is flawed. In literature, interpretation must be based on excellent reading comprehension and strong analysis.

Debate Format

Formal Team Debate Performance (Traditional Oxford Style)

1. Groups of six (3 each side) or eight (4 each side) work best. A moderator and timekeeper are selected. Time limits and recesses between debate sections are agreed upon in advance and announced.
2. Each whole group works to draft an affirmative resolution concerning the topic of controversy taken from the literary work. The moderator will read this resolution and introduce the teams to begin the debate.
3. Each drafts an individual brief, a speech of two minutes in length. The combined speeches form the case presented by each side.
4. The order of debate is:

a. Briefs

1. First affirmative (introduction)
2. First negative (introduction)
3. Second affirmative (body)
4. Second negative (body)
5. Last affirmative (conclusion)
6. Last negative (conclusion).

b. Rebuttal

1. First negative controls a minute of questions
2. First affirmative controls a minute of questions; rotation continues through panel until rebuttal is finished or becomes circular

c. Summation

1. Affirmative panel selects most effective speaker to sum up the strengths of their case and the weaknesses of the opposition
2. Negative panel sums up

d. Class Vote

Moderator calls for a class vote based on tally sheets noting logical points made by debate members as well as comments for individual speakers (these may be used to assess or as feedback).

e. Class Open discussion

Class Debate : Immigration

Teacher Name:

Student Name:

CATEGORY	4	3	2	1
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Presentation Style	Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Team sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	One or more members of the team had a presentation style that did not keep the attention of the audience.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Most counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

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Text Rendering

Adapted from

http://www.goingpublicwithteaching.org/vbrown/community_building_process.htm

and <http://www.coloradocfg.org/files/Protocols%20for%20Discussing%20Te.doc>
with permission.

Participants are asked to speak in rounds, without interruption, reading out a sentence, phrase, word from the text and finally a word that came to mind while reading and listening to the text.

Roles:

A facilitator to guide the process

A scribe to track the phrases and words that are shared

Set up:

Take a few minutes to read the selection and mark the sentence and the phrase that you think is particularly important. Then write down the word that you think is particularly important.

Steps:

1. First round: Each person shares a sentence from the document that s/he feels is particularly significant. The scribe records repetitions.
2. Second round: Each person shares a phrase that s/he feels is particularly significant. The scribe records repetitions.
3. Third round: Each person shares the word that s/he feels is particularly significant. The scribe records repetitions.
4. The group discusses what they heard and what it says about the selection.

RAFT WRITING

Adapted from <http://curry.edschool.virginia.edu/go/readquest/strat/raft.html>

Strategies for Reading Comprehension. RAFT Papers. [Nancy Vandervanter, in Adler, 1982]

RAFT Writing is a way to think about the four main things that all writers have to consider:

- **Role of the Writer**

Who are you as the writer? Are you Abraham Lincoln? A warrior? A homeless person? An auto mechanic? The endangered snail darter? A lost shoe?

- **Audience**

To whom are you writing? Is your audience the American people? A friend? Your teacher? Readers of a newspaper? A local bank? A sock? A dog?

- **Format**

What form will the writing take? Is it a letter? A classified ad? A speech? A poem?

- **Topic**

What's the subject or the point of this piece? Is it to persuade a goddess to spare your life? To plead for a re-test? To call for stricter regulations on logging?

<http://www.media-awareness.ca/>

A fact – a statement based on is something that is known to be true or to have happened. It is something that can be proven with evidence.

An opinion - statements that someone believes thinks or feels to be true.

Wolves: Facts or Opinions?

Identify which of the following statements are facts, and which are opinions. How can you find out this information?

Statement	Fact or Opinion?	Why?
Wolves are sly, cunning and mean.		
Wolves live in packs or families.		
Some North American native people think that the wolf is brave, loyal and intelligent.		
Wolves are carnivores.		
A wolf will only eat meat from a freshly killed animal.		
Wolves have supernatural powers.		
Wolves are very clever.		
Wolves are always hungry.		
Wolves will accept humans into their pack.		
Some Inuit people use wolves as work animals.		
Wolves can dig with their paws.		
Wolves will gang up on a member of their own pack.		
Wolves have a nine-week gestation period.		

Wolves: Facts or Opinions? - Answer Sheet

This page clarifies which of the following statistics are facts, and which are only opinions.

From <http://www.media-awareness.ca/>

Statement	Fact or Opinion?	Why?
Wolves are sly, cunning and mean.	Opinion	This statement makes a generalization about all wolves. It can be proven that most wolves do not exhibit these traits.
Wolves live in packs or families.	Fact	Animal-behaviour experts have observed that this is true.
Some North American native people think that the wolf is brave, loyal and intelligent.	Fact	Ethnologists know that in the traditional mythology and spiritual beliefs of First Nation Peoples, the wolf is portrayed as having these traits.
Wolves are carnivores.	Fact	The fact that wolves eat meat has been well documented.
A wolf will only eat meat from a freshly killed animal.	Opinion	This statement has been proven to be incorrect: ranchers often insert poison into carcasses and leave them for wolves.
Wolves have supernatural powers.	Opinion	This statement has been proven to be incorrect: ranchers often insert poison into carcasses and leave them for wolves.
Wolves are very clever.	Opinion	As a breed, the intelligence of wolves is well documented. However, some wolves may not be as clever as others.
Wolves are always hungry.	Opinion	Scientists have observed that wolves have to work very hard for their meals. On average, only one in ten chases is successful. However, this doesn't mean that wolves are always hungry.
Wolves will accept humans into their pack.	Opinion	Although there are many legends about humans joining wolf packs, this has never been proven. Therefore, this statement is an opinion.
Some Inuit people use wolves as work animals.	Fact	Anthropologists have observed that some Inuit people use wolves as work animals.
Wolves can dig with their paws.	Fact	Scientists and hunters have observed wolves digging out their dens.
Wolves will gang up on a member of their own pack.	Opinion	Some wolves have been observed ganging up on another member of the pack," or "Wolves will sometimes gang up on a member" would be more accurate ways of describing this observation.
Wolves have a nine-week gestation period.	Fact	The gestation period of wolves is a scientifically proven fact.

Bias Detection

From The Teachers' Network with permission [www.teachersnetwork.org](http://www.teachersnetwork.org/dcs/socialstudies/povtemplate.htm)
<http://www.teachersnetwork.org/dcs/socialstudies/povtemplate.htm>

Explanation

Writers often try to persuade their readers to accept a certain viewpoint by presenting facts and opinions. The reader must analyze the reasoning that the author uses in support of his/her point of view. Read carefully to detect evidence of bias or weakness in the author's arguments:

- generalizations or exaggerations
- loaded (emotionally charged) words/images
- opinions stated as facts

The same criteria can be used to evaluate other media: television news reports, movies, current events programs, Internet web sites, public speakers.

Model for Analysis

What is the author's purpose?

What are the author's arguments in support of his/her viewpoint?

Are generalizations or exaggerations used? Give evidence from the source.

Are any opinions stated as facts? Give evidence from the source.

Are emotionally "loaded" words/images used? Give evidence.

Does the author's bias weaken his/her arguments? Explain.

Describe how you were able to identify the author's point of view.