



## IN HISTORY: IMMIGRATION AND ETHNIC HERITAGE

# Lessons

## Put it in Print

### Overview/Description

Students will address issues of immigration reform and contemporary immigrant experiences in Indiana. Students are encouraged to form their own opinions and articulate them.

### Grade Level

High School

### Academic Standards for the Social Studies

- Indiana Standards (as of Jan. 2010):
  - High School, U. S. Government, Standard 4, The Relationship of the United States to Other Nations in World Affairs (USG.4.9 and USG.4.10)
  - High School, U. S. History, Standard 8, The Contemporary United States: 1980 to the Present (USH.8.1, USH.8.2, and USH.8.5); U. S. History, Standard 9, Historical Thinking (USH.9.5 and USH.9.6)

- National Standards (National Council for the Social Studies): I Culture; II Time, Continuity, and Change; III People, Places, and Environments; V Individuals, Groups, and Institutions; VI Power, Authority, and Governance; IX Global Connections; and X Civic Ideals and Practices

### Social Studies/Historical Concepts

Immigration reform and contemporary immigration issues

### Learning/Instructional Objectives

Students will work as a team to investigate current issues, make decisions, conduct interviews, and use a newspaper format to report their findings. This is another approach to using a decision-making framework through role-playing and teamwork. See also the “Tough Decisions” lesson.

### Time Required

Up to ten hours

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## Materials Required

- Pencils and notepads
- Audio and/or digital video recorders
- Internet access
- Current newspaper or magazine
- Photocopier
- Student Handout: Immigration in Indiana Today

## Background/Historical Context

Refer to the “INTRODUCTION: Ethnic History in America and Indiana” essay by John Bodnar from *Peopling Indiana: The Ethnic Experience* (Indianapolis: Indiana Historical Society, 1996). The “Introduction” section of the Indiana Historical Society’s “IN History: Immigration and Ethnic Heritage” Web site provides a free download of this essay in PDF format.

## Teacher’s Instructional Plan

### Introduction

Give your students copies of the student handout. Review the assignment with them. Set a completion date and assign groups. Allow class time for Internet research, group meetings, etc.

## ACTIVITY

Working as a team, students will assume the roles of a staff of editors and reporters working on special assignment for your local newspaper. The newspaper is devoting an entire series to immigration in Indiana today. The series will examine a variety of aspects and perspectives on this issue of immigration. Each team will research, interview, and develop reports related to this topic. After individual team members compile their reports, the team will meet again to go over their findings and collaborate to write an opinion piece for the editorial page. The goal of this activity is to present various aspects of immigration in Indiana in order to better inform the public.

## Student Action Steps:

### 1. Start with a Brainstorming Session

Read the following questions and discuss them as a group. Someone will take notes on the group’s ideas.

- What do you already know about immigration?
- Are you or any family members you know immigrants?
- Where are they from and how and why did they come here?
- What is immigration reform?
- What are the main issues in the current debate over immigration reform?
- What are the impacts and implications of immigration on the economy?
- What are the impacts and implications of immigration on our society?
- What are the impacts and implications of immigration on our political structure?
- What are the impacts and implications of immigration on our education system?
- What are the impacts and implications of immigration on the environment?
- What are the actual statistics, facts, and figures about immigration today? Where can you find this data?
- Who are the immigrants and refugees arriving in Indiana today?
- Where do they come from and why are they here?
- What is life like for immigrants in the United States today?
- Do we need immigration reform?

## 2. Choose a Role

Everyone on the team should have a different responsibility for building the newspaper. Here are some of the assignments. Each student will choose one:

- **News Editor:** Summarizes some current hot issues in the news relating to immigration in Indiana. The news editor will also oversee the final product.
- **Statistician:** Gets the facts and figures behind immigration in Indiana today.
- **Political Correspondent:** Defines the current debate about immigration reform. What are the arguments pro and con? What is the view from the Hill (Congress) and the White House?
- **Features Editor:** Describes what life is like for an immigrant in Indiana today. This editor chooses members of at least one immigrant or refugee group, finds at least one person from that group, and interviews them. The editor works with the teacher to identify someone who is comfortable with this project and designs questions to give readers an interesting and informative depiction of the person's everyday life and issues. Make sure the person interviewed reads the final article that includes the interview before it is printed.
- **Reporter:** Works closely with the Features Editor to decide who to interview and what questions to ask.
- **Photojournalist:** Finds photos on the Internet and scans them to supplement the work of the Features Editor and the News Editor. The photojournalist needs to meet with these editors to discuss their projects. The photojournalist will also collect some interesting images of their own to present in a photo journal format.

## 3. Create the Final Product: A Newspaper

The group will meet and compile their findings for class discussion. The group may type up and print their feature article, or if the group has access to the Internet they may build a digital newspaper. Each member of the team needs to write an editorial piece expressing their own opinions on the issues they explored and include these in their news report as the editorial page.

### Evaluation and Assessment

Consider using a rubric or checklist for evaluating student work.

### Additional Resources

Refer to the “Resources” section of the Indiana Historical Society’s Society’s “IN History: Immigration and Ethnic Heritage” Web site for lists of educator and student resources on immigration and ethnic history.

## Student Handout: Immigration in Indiana Today

### Your Task

You and your team members are a staff of editors and reporters for your local newspaper on a special assignment. Your newspaper is devoting an entire series to immigration in Indiana today. The series will examine a variety of aspects and perspectives on this issue of immigration. Your team will be researching, interviewing, and developing reports. After individual team members compile their reports, your team will meet again to go over your findings and collaborate to write an opinion piece for the editorial page. Ultimately, your team will present various aspects of immigration in Indiana in order to better inform the public.

### Action Steps

#### 1. Start with a brainstorming session

Read the following questions and discuss them with your group. Have someone take notes on your ideas.

- What do you already know about immigration?
- Are you or any family members you know immigrants?
- Where are they from and how and why did they come here?
- What is immigration reform?
- What are the main issues in current debate over immigration reform?
- What are the impacts and implications of immigration on the economy?
- What are the impacts and implications of immigration on our society?
- What are the impacts and implications of immigration on our political structure?
- What are the impacts and implications of immigration on our education system?
- What are the impacts and implications of immigration on the environment?
- What are the actual statistics, facts, and figures about immigration today? Where can you find this data?
- Who are the immigrants and refugees arriving in Indiana today?
- Where do they come from and why are they here?
- What is life like for immigrants in the United States today?
- Do we need immigration reform?

## 2. Choose a Role

Everyone on your team should have a different responsibility for building your newspaper. Here are some of the assignments. Choose one role for each team member:

- **News Editor:** Summarizes some of the current hot issues in the news relating to immigration in Indiana. The news editor will also oversee the final product.
- **Statistician:** Gets the facts and figures behind immigration in Indiana today.
- **Political Correspondent:** Defines the current debate about immigration reform. What are the arguments, pro and con? What is the view from the Hill (Congress) and the White House?
- **Features Editor:** Describes what life is like for an immigrant in Indiana today. The Features Editor chooses members of at least one immigrant or refugee group and finds at least one person from this group to interview. Work with your teacher to identify someone who is comfortable with this project. Design your questions to give your readers an interesting and informative depiction of this person's everyday life and issues. Make sure the person you interview reads your article before you print it.
- **Reporter:** Works closely with the Features Editor to decide who to interview and what questions to ask.
- **Photojournalist:** Finds photos on the Internet and scans them to supplement the work of the Features Editor and the News Editor. You will need to meet with them to discuss their projects and collect some interesting images of your own to present in a photo journal format.

## 3. Create the Final Product: A Newspaper

Finally, you will meet as a group and compile your findings for class discussion. You can type up and print your feature article, or if you have access to the Internet build an online newspaper. Whatever your role in this project, each member of your team needs to write an editorial piece expressing their own opinions on the issues they explored and include these in your news report as your editorial page.