BECOMING US

Teaching Immigration and Migration History in the 21st Century

Presenters:
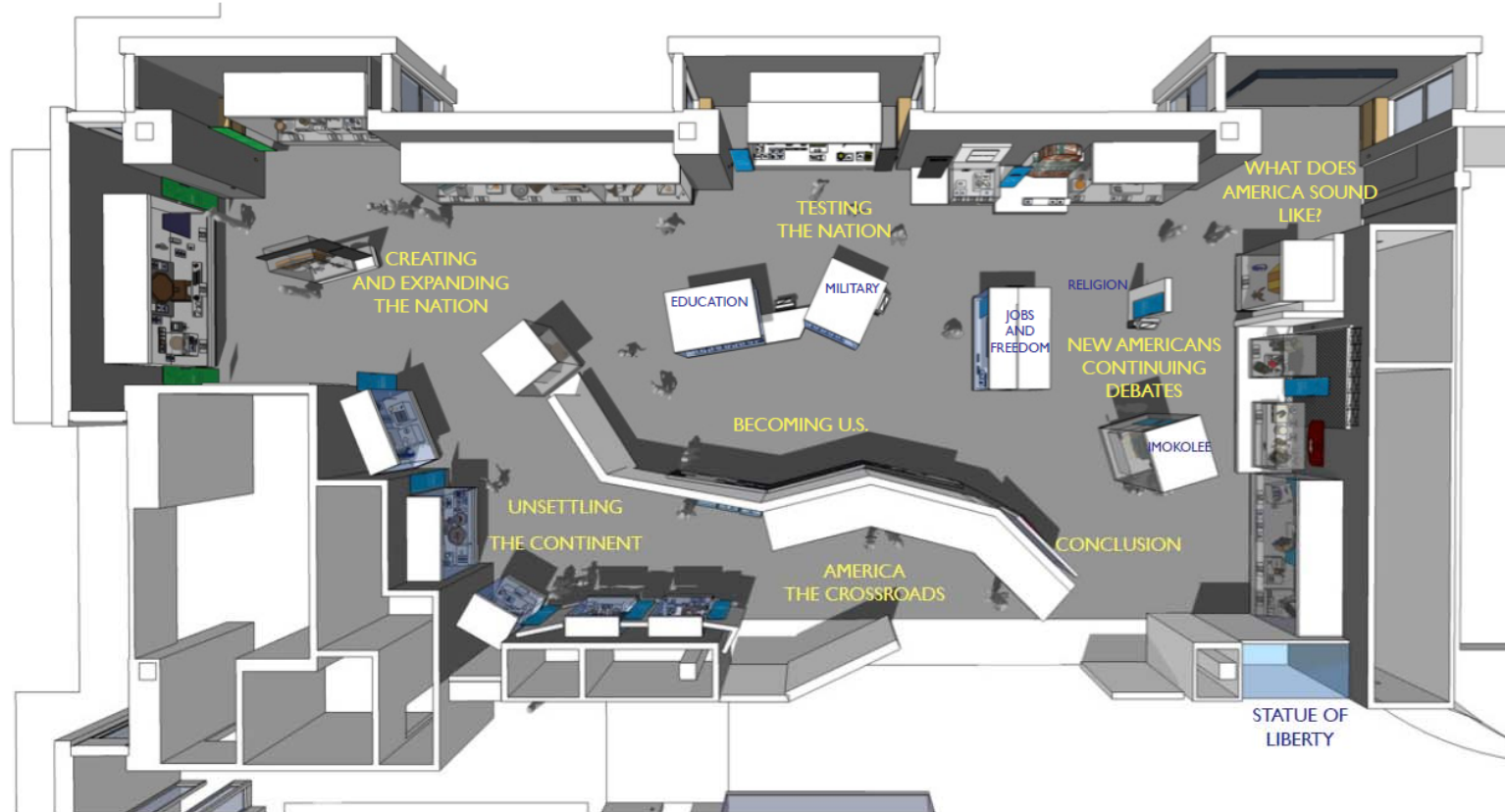
Magdalena Mieri and Lauren Safranek

Many Voices,
★ ★ ★
ONE NATION

CREATING
AND EXPANDING
THE NATION

TESTING
THE NATION

WHAT DOES
AMERICA SOUND
LIKE?

EDUCATION   MILITARY

RELIGION

JOBS
AND
FREEDOM

NEW AMERICANS
CONTINUING
DEBATES

BECOMING U.S.

IMOKOLEE

UNSETTLING
THE CONTINENT

CONCLUSION

AMERICA
THE CROSSROADS

STATUE OF
LIBERTY

Smithsonian
National Museum of American History
Kenneth E. Behring Center

Many Voices, One Nation
March 27, 2015

Exhibition Floor Plan
p. 1

RESEARCH

- University of Maryland and Smithsonian received a Seed Grant to survey of all 50 states standards. When and how do they teach immigration/migration history?

- Survey of Smithsonian Affiliations museums

- Focus groups with teachers, students, museum educators

- Pilot projects in Los Angeles and in Montgomery County 's Blair High School

- Open Space convening

Number of States That Cover Significant Events in American Immigration/Migration History
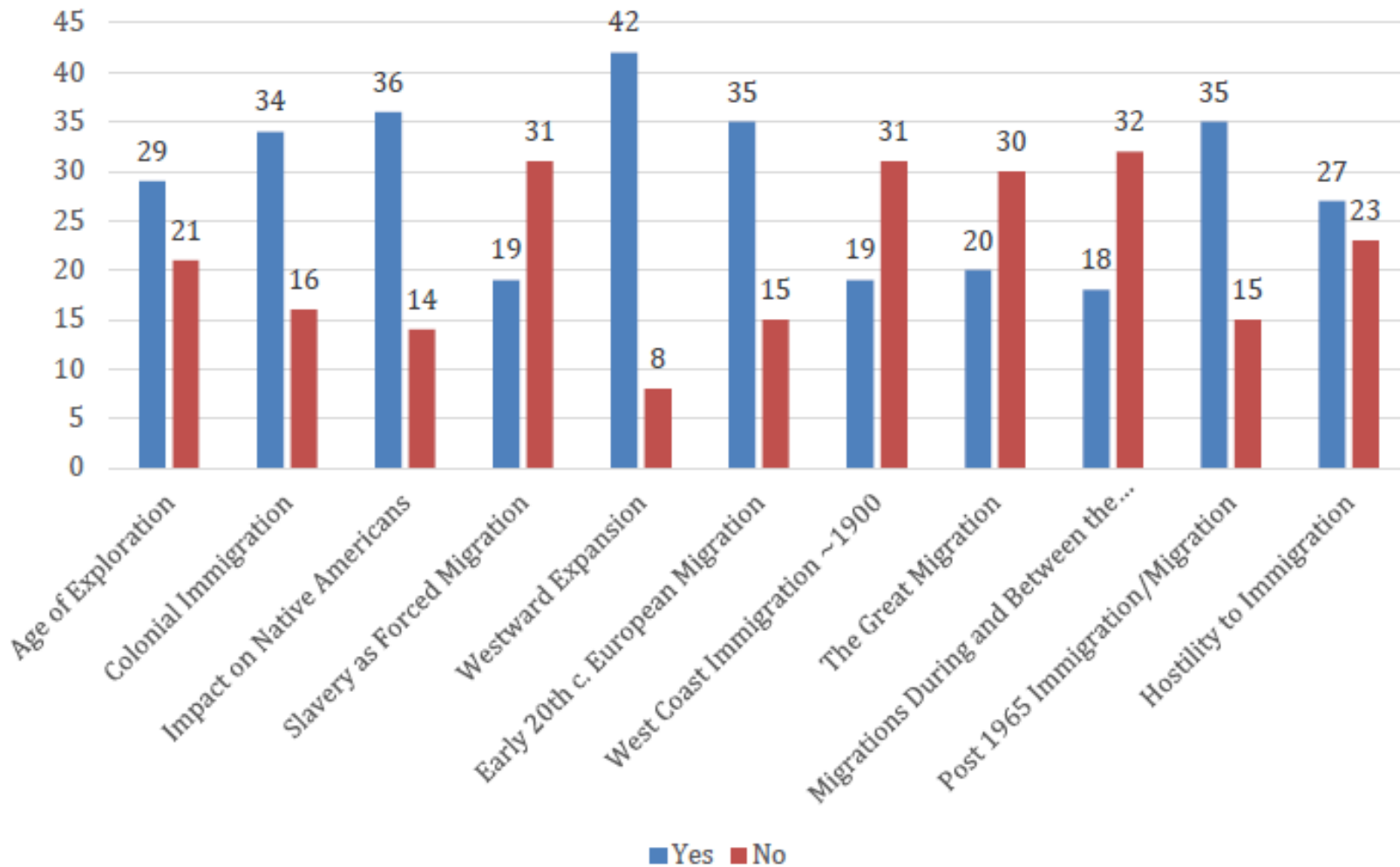
PARTNERS

Internal:
- Center for Folklife and Cultural Programs
- Smithsonian Center for Learning and Digital Access
- Smithsonian Latino Center
- Smithsonian Asian Pacific American Center
- National Museum of American Indian
- Smithsonian Affiliations

- External
  - National Park Service
  - American Anthropological Association
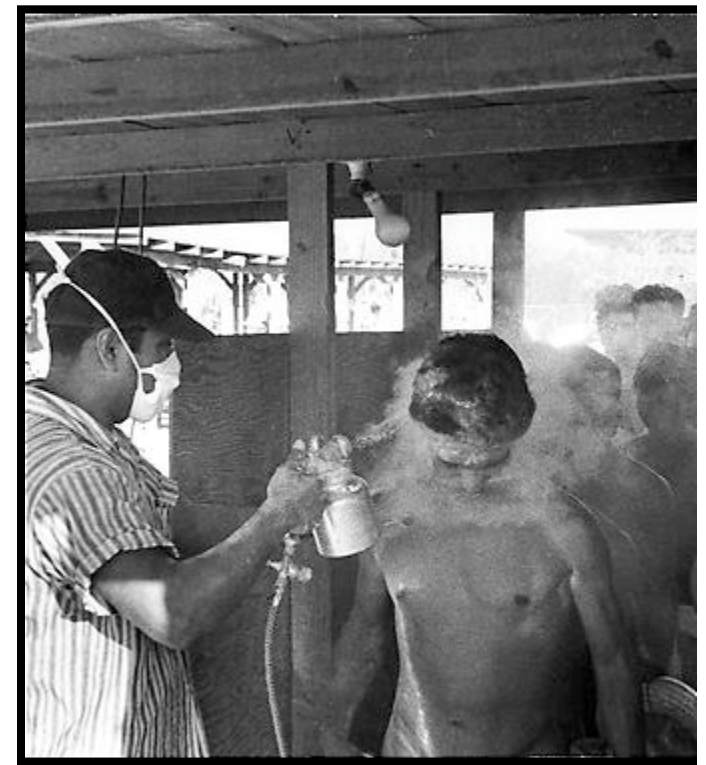 - University of Maryland
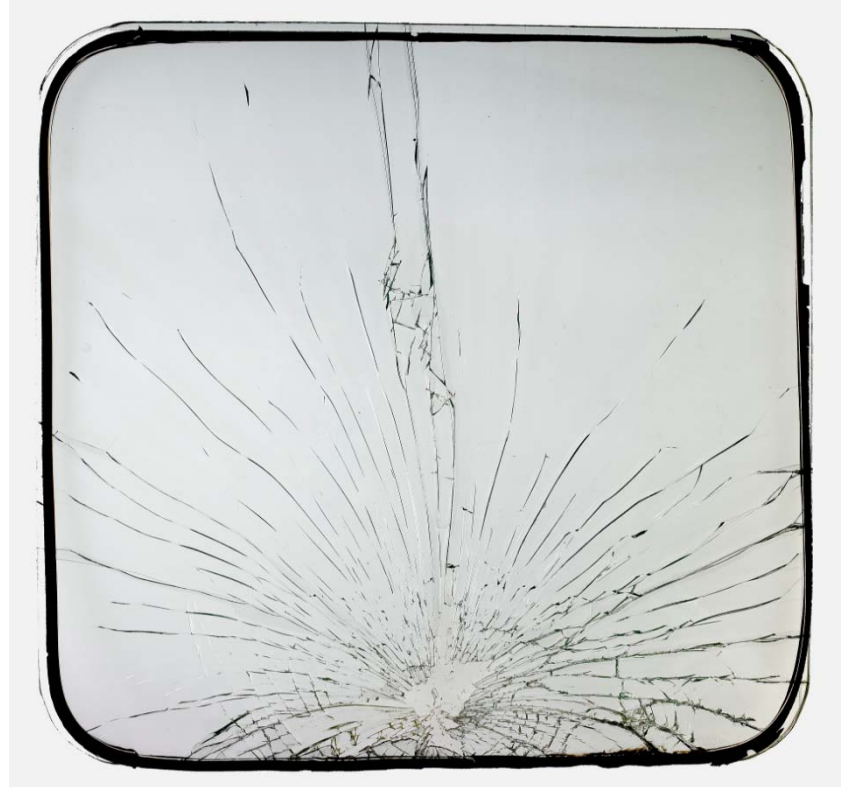
TOOLKIT FRAMEWORK

- Well known – Lesser known – Local

- Connected

- Complex

- Relevant

- Inclusive

- Specific

- Interdisciplinary

- Contextualized

- Thematic

- Balanced

TOOLKIT THEMES

- Slavery and Abolition
- Inclusion and Exclusion
- Nativism and Belonging
- Segregation and Integration
- Deportation and Legalization
- Borderlands

WHO IS FREE? WHO IS EQUAL? WHO IS INCLUDED?

ESSENTIAL QUESTIONS

- How do restrictions on immigration shape our ideas about citizenship and belonging?
- How does immigration policy favor the entry of particular groups and restrict others?
- How have international conflicts and foreign affairs shaped American immigration policy and affected the rights of those seeking citizenship?
- How do our immigration laws reflect or contradict American values and liberal traditions?
- How has the debate over immigration evolved and persisted through American history?

- Grade Level: (9-11th grade)
- Subject Areas: US History
- Standards: CCSS-ELA & Literacy in History/Social Studies; NCSS C3 Framework; TT Anti-bias Framework; National Center for History in the Schools

LESSONS 1: OUTLINE

- Us and Them: Racism, Restriction and Exclusion in Immigration Law
  - Main Topic: Chinese Exclusion Act of 1882, Quota Act of 1921 and the Johnson-Reed Act of 1924
  - Terms/concepts: Chinese Exclusion Act of 1882; Quota Act of 1921; Johnson-Reed Act of 1924; quota; yellow peril; WWI; exclusion; census; U.S. *v.* Bhagat Singh Thind (1923), "Asiatic Barred Zone", Eugenics
  - Tentative lesson synopsis: This lesson will establish what "exclusion" in immigration law looked like, particularly in the late-19th and early 20th century. Students will understand the selective and racist nature of quotas and their impact on the US population. Reading arguments made in Congress and reflected in political cartoons, students will analyze the attitudes and beliefs about "others" undergirding restrictive immigration policies.

LESSON 2: OUTLINE

- Immigration in the Civil Rights Era: A New America
  - Main Topic: The Hart-Celler Immigration Act of 1965
  - Terms/concepts: 1964 CRA, Hart-Celler Act, LBJ, quota, national origin, demographic, green card, Visa, diaspora
  - Tentative lesson synopsis: this lesson will take off from LBJ's infamous remark upon signing the 1965 Act, *"The bill that we sign today is not a revolutionary bill. It does not affect the lives of millions. It will not reshape the structure of our daily lives, or really add importantly to either our wealth or our power."* Students will first compare what Hart-Celler did with the previous system of national origin quotas, identifying the reasons for this important change. Then, look back at the impact of 50 years of immigration under Hart-Celler and assess LBJ's prediction vis-à-vis current demographics.

LESSON 3: OUTLINE

- Century Immigration: A Nation of Immigrants or a New Nativism?

  - Main Topics: increased deportations (Obama); travel ban and wall with Mexico (Trump); immigrant rights activism; biggest demographic change in US history- no racial majority by 2044
  - Terms/concepts: deportation; detention; travel ban; mix-status family; religious exception; DREAMers; DACA; amnesty; illegal aliens; undocumented immigrant; deferred action; Islamophobia; "majority-minority"; immigration reform
  - Tentative lesson synopsis: This final lesson will synthesize learning about exclusion (lesson 1) and inclusion (lesson 2) by analyzing the current immigration debate in the US. Students will contrast the increase in anti-immigrant rhetoric and actions—deportation, detention, profiling policing—with the organizing of immigrant rights groups and an increasingly diverse and tolerant American demographic. The lesson will use public domain documents and artifacts from the 2016 presidential election to illustrate this rift. Students will be challenged to develop and their own opinion on immigration and to engage in civil discourse on the topic with their peers.

  -

IMPACT

- Short term:
    - Increase content knowledge on the subject of immigration/migration
    - Develop critical thinking and skills of judgement, analysis and negotiation – deliberation
    - Understand how immigration/migration affects their personal identity
    - Appreciate how the past is connected and relevant to the present

- Long Term:

- Respect, appreciate, and value the idea of immigration and the contributions of immigrants to American society

- Use their knowledge to take action and advocate for issues in their community related to immigration, migration, and diversity.

QUESTIONS AND COMMENTS