

The Distance Between Us

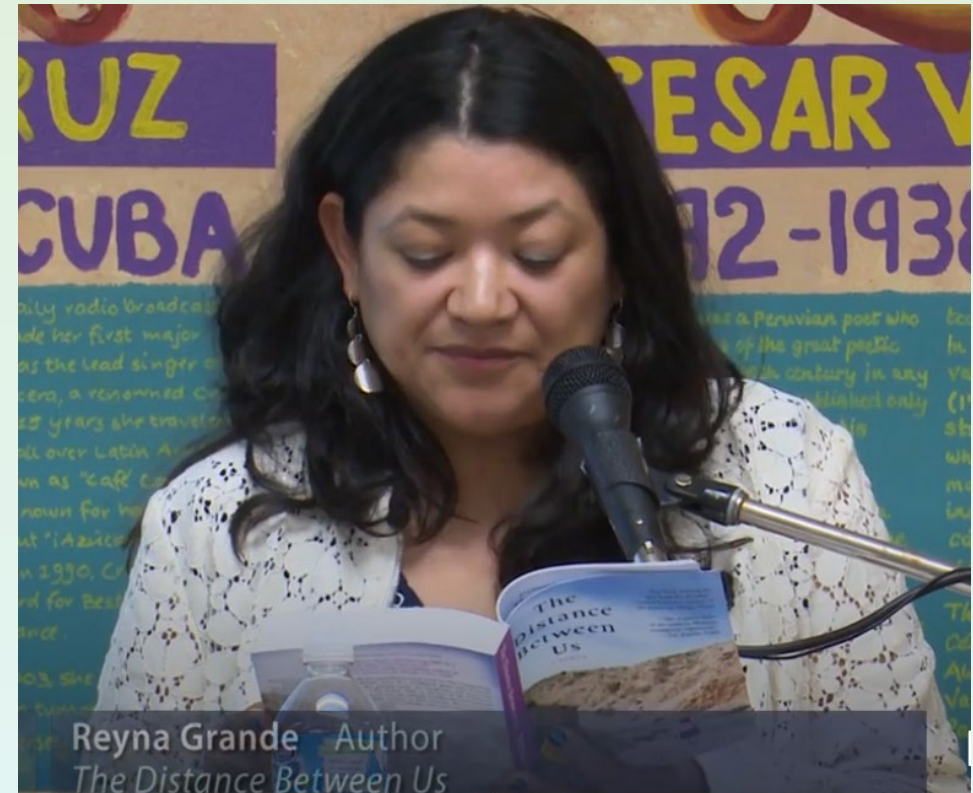
1. Question & Research Task

In her 2012 memoir *The Distance Between Us*, Reyna Grande tells of her experience of being split between two countries and her pursuit of the elusive American Dream. Immigration has been a polarizing topic for years, but recent policies have been widening the divide. On one side, news of everything from immigration raids and detention camps to increasing challenges for DACA recipients has increased fear and anxiety for U.S. immigrants and their families. On the other side, concerns over the impact of increasing immigrant populations have ignited fear within some American communities.

Today you will be exploring various facets of this complex problem to identify opportunities for policy changes within communities.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

What are the impacts of immigration?



Click on the image above to view “The Immigrant Experience: An Evening of Dreaming” with Reyna Grande

Image Source: [PBS](#)

2. Information Sources

Impacts/Challenges	Seeking asylum/refugee status	Immigration enforcement/rights/laws	Activism/advocacy/support
<ul style="list-style-type: none"> • Economic Impact of Immigration in the Twenty-First Century • Immigrants In The U.S. Sent Over \$148 Billion To Their Home Countries In 2017 • US Refugee Numbers (infographic) • AN ABUNDANCE OF NEW ACADEMIC STUDIES FIND NEGATIVE IMPACTS OF IMMIGRATION • EDITORIAL: Immigration has positive impact on area economy • We Do Not Come Empty-Handed: The Economic Case for Immigrants • Explore unauthorized immigration by state 	<ul style="list-style-type: none"> • Central America Refugee Crisis • Mass kidnapping of students in Iguala, Mexico, brings outrage and protests (Reyna Grande’s hometown) • Asylum or Refugee Status: Who Is Eligible? • Why did these families flee across the U.S. border? (video) • "Leaving the country to seek asylum is often the only option for survival" • Asylum • Refugee • The Fundamental Right to Seek Asylum (TED Talk Video) <p>*If you are prompted to log in to access a database or digital content links, your teacher/librarian can provide login information.</p>	<ul style="list-style-type: none"> • This Is Not a Drill • National Map of Local Entanglement with ICE • U.S. Immigration and Customs Enforcement *Select What We Do > Immigration Enforcement • Myths and Facts About Immigrants and Immigration (available in Spanish) • Educational Services for Immigrant Children and Those Recently Arrived to the United States (available in Spanish) • FACT SHEET: Educational Services for Immigrant Children and Those Recently Arrived to the United States • Fact Sheet (in Spanish) • Where is ICE? Waiting is agony • Immigration and Citizenship • Immigration Reform • FIVE FACTS ON THE HISTORY OF THE DREAM ACT • Trump targets asylum requests 	<ul style="list-style-type: none"> • This Is Not a Drill • Students are anxious about Trump, so the L.A. public school district started a support hotline • Sample School Resolution • New Immigration Policy to Protect Undocumented Students • A Primer on Helping Immigrant Students Feel Welcome in School • What Activists Are Doing To Encourage Immigrants To Stand Up And Be Counted In Census • 'Not On Our Watch': Rights Groups Rally to Help Immigrant Communities Ahead of Reported Weekend Raids by ICE

3. Student Activity

TOPIC DISCOVERY

SLIDE NAVIGATION

1

2

3

4

5

6

Next

On your own paper, rate the following statements using the scale below.

strongly agree (4) agree (3) disagree (2) strongly disagree (1)

1. The U.S. government should increase enforcement efforts at the border with Mexico.
2. U.S. immigration policy has been fair to all groups entering the U.S.
3. If a country is having economic problems, the U.S. should allow its residents to come here for a better life.
4. Immigration has helped the United States.
5. If a country is having political problems, the U.S. should allow persecuted citizens from this country to seek asylum here.
6. Immigrants who entered the country illegally as children should be granted legal status.
7. Schools and communities have adequate resources to support immigrant students.

NOTE TAKING

Select ONE of the statements above that you feel strongly about. This will be the focus of your research today. Using the resources on [slide 2](#), record notes for your topic on this [document organizer](#), NoodleTools note cards, OneNote, or another method of your choice, take notes on all sides of your topic. Your research will be used to develop a policy statement to support your position on your chosen topic.



Image Source: [Flickr](#)

4. Assessment Activity

What are the impacts of immigration?

You will now use your research notes to inform a **policy statement** for the organization of your choice (BCPS, local government, etc.). A policy statement is a formal document used by organizations to define acceptable methods, behaviors, and/or expectations for members of that community.

Use this [Template](#) to guide your writing. Your teacher may provide specific guidelines for where to submit or share your policy statements.

Distance Between Us

Policy Title: _____ Organization: _____

Effective Date [Month Year]: _____

Policy Owner [Name]: _____

1. Reason for Policy
In 1-2 sentences state the "Reason for Policy." Include why the policy must exist, the problem, conflict, or legal challenge this policy addresses.

2. Policy Statement
In 1-2 paragraphs, describe requirements, constraints, and indicate times/places when the policy applies. Avoid describing specific procedures

3. Scope
Briefly state to whom (including individuals, agencies, etc.) the policy applies.

4. Definitions
Include the terms and definitions that are unique and important to this policy.
Term: _____ Definition: _____

5. Procedures
Briefly outline how the policy's requirements will be met (steps, resources, initiatives, etc.).

6. Frequently Asked Questions
Include a few anticipated key questions and answers about your policy.
Q: _____ A: _____

7. Responsibilities
If applicable, include individuals or groups who have specific responsibilities for implementing, maintaining, enforcing, or revising the policy.

8. Enforcement
Describe consequences for failing to comply with the policy and any strategies for enforcing the policy.

9. References
Provide a list of properly formatted references. See the [Purdue Online Writing Lab](#) for support.

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5. Enrichment Activities

**"Let us rise up tonight
with a great readiness.
Let us stand with a
greater determination.
And let us move on in
these powerful days,
these days of challenge,
to make America what it
ought to be."**

–Rev. Martin Luther King, Jr.

Now that you've gained some understanding of this complex issue, this is a great time to advocate for your position.

1. Take a minute to read [Four Things to do Before You Lobby Your Lawmaker \(Advocacy Planning\)](#)
2. Using your research, you will now take a stand on your topic by selecting one of the following advocacy methods or one of your choosing.
 - [How to Write to Your Congressman](#)
 - [Calling Congress Is Easier Than You Think — Here's How To Do It](#)
 - [Public Service Announcements](#)
 - Create and share an advocacy meme or poster
 - Create a podcast or podcast script
 - Compose a poem or song
3. In a journal entry, explain how you will use your advocacy project. Describe your intended audience, timeline, method of distribution, and what you hope to accomplish with this project.

6. Teacher Resources

1	2	3	4	5	6
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Learning Standards Alignment

[Common Core State Standards for English Language Arts & Literacy](#)

CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[AASL Standards Framework for Learners](#)

Think: Learners develop and satisfy personal curiosity by:

5.A.3 Reflecting and questioning assumptions and possible misconceptions.

Create: Learners adjust their awareness of the global learning community by:

2.B.2 Evaluating a variety of perspectives during learning activities.

Share: Learners engage with the learning community by:

5.C.1 Expressing curiosity about a topic of personal interest or curricular relevance.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

Grade 11 ELA: Flex Unit

Objective: Students will be able to understand the complex issues associated with immigration at the Mexican border.

Time Frame: 2-3 (90 minute) class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS digital content through the [Apps Portal](#) included in this lesson. Refer to [Digital Content Snapshot/Support pages](#) on BCPS Innovation Hub as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Print out or upload linked documents for easy student access.
- The policy statement template provides success criteria, but you may elect to assess this assignment using the PARCC rubric.
- If this Slam Dunk Lesson includes links to YouTube videos, the teacher/librarian may screen videos for the class, or can provide student access via Safari or VoiceThread.