

Lesson Five: Economics, Migration, and Human Rights Debate Preparation

TOPIC: *Economics, Migration, and Human Rights*

ESSENTIAL QUESTION(S) FOR THE LESSON:

- *Do immigrants help or harm the U.S. economy?*
- *Which actors are involved in the economic and human rights of migrants in the U.S.?*

LEARNING OBJECTIVES FOR THE LESSON:

- *Utilize keywords (new and from previous lessons) to prepare to debate economics, migration, and human rights*
- *Identify multiple and elaborate on one “position” within the U.S. immigration debate*
- *Synthesize arguments from multiple sources and organize them in multiple written forms*
- *Work in large and small groups to prepare for a class debate next lesson*

PROCEDURE:

Time	Activity/Teacher actions: What will students be doing? What will the teacher be doing?	Rationale (how is this activity connected with learning objectives?)	Equity measure	Materials needed
10 minutes	<i>Opening Activity: “Essential Words Mind map” as a group. Ask the students, “How would you connect Human Rights to The Economy?” Have the students say words/phrases that connect to these two topics. Teachers will facilitate the creation of the mind map by asking for the exploration of important points, directly stating essential words/phrases that are not being mentioned, and introducing commentary that helps explain important points that are not being covered.</i> <i>Provide students with the list of essential words/phrases at the end of the mind map activity.</i> <i>Present definitions of key terms and ideas from the mind map through a PowerPoint.</i>	<i>This would help begin the connections that students would be making across units. Reviewing old terms and discussing new terms will provide the scaffolding for students’ debate positions.</i>	<i>Providing all students with a common base of terminology will prepare them to interact more equitably in the debate. Giving students verbal, written, and visual options to absorb the material will allow all students to connect to it.</i>	<i>The prompt/startin g word must be written on the board before students enter the classroom; Blank mind map; List of essential words and phrases; PowerPoint presentation</i>
5 minutes	<i>Brief Debate Introduction: Instructors will introduce the debate topic/questions to students. Students will also receive a handout with the</i>	<i>This section will introduce students to the debate topic and multiple</i>	<i>By giving the students a rubric for the debate and introducing</i>	<i>Debate checklist/the graphic organizer/the</i>

	<i>debate rubric (including a set of expectations for their participation and the questions to structure their participation around). We will explain the instructions. Students can ask questions they have about the debate now or later in class.</i>	<i>perspectives in the debate.</i>	<i>the topic/question to them in the beginning of class, all students will have the time to think about questions they may have about the activity and be able to ask us about it before the end of class.</i>	<i>relevant questions,</i>
<i>25 minutes</i>	<i>Students will begin prepping for the debate in class. They will be split into predetermined groups to analyze documents collaboratively (or individually) relating to their role within the debate. Students will be given graphic organizers to help them analyze the sources we provide them with as well as write down their arguments and counter-arguments. Instructors will walk around the room to assist students as well as answer any questions they have.</i>	<i>This activity will allow students to begin connecting the key terms to their arguments surrounding our essential questions. It will also prepare students for participating in a class debate. It will allow them to delve deeper into a particular perspective.</i>	<i>By allowing students to work individually or in groups, all students will be able to choose the mode of working that suits them best. A variety of types of sources will be provided to all of the groups so that each student will be able to pick a source that they feel comfortable drawing information from.</i>	<i>Source packets for the debate</i>
<i>5 minutes</i>	<i>Check-in: see if any students have questions about the debate before next class</i> <i>We will tell students what to expect when entering the classroom (including that the desks will be moved, they will receive a name tag to write their role on, etc.)</i>			<i>None</i>

ASSESSMENT FOR LESSON (Sometimes broken down by each activity):

Completing the mind map and working through as much of the graphic organizer as they can. These will not be collected but debate participation will in most cases serve as the primary form of assessment. If a student is absent or doesn't participate or struggles, the teacher may ask to see their prep handouts(not to be graded, just to check in on their thought processes).

SUGGESTED HOMEWORK: *Finish worksheet if you haven't already. State your main argument and 1-2 supporting points.*

MATERIALS:

- [Keywords Recap Handout](#)
- [Human Rights, Economics and Migration Debate Checklist and Etiquette](#)
- [Human Rights, Economics, and Migration Debate Prep Organizer](#)
- [Debate Preparation Research Packet](#)
- Powerpoint presentation to guide the lesson
- Whiteboard (in classroom)

Lesson Six: Economics, Migration, and Human Rights Debate

ESSENTIAL QUESTION(S) FOR THE LESSON:

- *Do migrants help or harm the economy?*
- *Which actors are involved in the economic and human rights of migrants in the U.S.?*

LEARNING OBJECTIVES FOR THE LESSON:

- *Use keywords and debate preparation materials from the previous lesson to hold a balanced classroom debate*
- *discuss/complicate*
- *Reflect*

PROCEDURE:

Time	Activity/Teacher actions: What will students be doing? What will the teacher be doing?	Rationale (how is this activity connected with learning objectives?)	Equity measure	Materials needed
5 minutes	<i>Setting up the room in preparation for the debate. Splitting the classroom into two sections with a defined middle space. Give students name tags so they can write down their role on it. Refresh on debate etiquette.</i>		<i>Name tags allow for each student to know everyone else's role. They will help the timeliness of facilitating the debate.</i>	<i>Provide name tags for students that include the role they will be representing. Bring extra debate checklist copies for students who may forget.</i>
25 minutes	<i>Conducting the debate for the students. Teachers will facilitate</i>			

15 minutes	Debrief on the debate and the entire 6 lessons with the class.	While the debate provides a space for teachers to reflect on and observe student progress. This debrief/discussion allows for students to directly reflect on their own learning journeys.		
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ASSESSMENT FOR LESSON

Completing the mind map and working through as much of the graphic organizer as they can. These will not be collected but debate participation will in most cases serve as the primary form of assessment. If a student is absent or doesn't participate or struggles, the teacher may ask to see their prep handouts (not to be graded, just to check in on their thought processes).

- Are we going to fill out a debate checklist (abbr. versions?) for each student? Maybe create a master list of all of them and each "teacher" gets $\frac{1}{3}$ of the students and others if possible (should this be like something done by those observing, assuming that we will be the teachers leading the debate)

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MATERIALS

- Name tags (to write roles)
- Markers
- Extra copies of debate expectations handout
- Powerpoint to guide the debate and discussion afterwards