

**Lesson Plan:** Spain has its own immigration issues. How does it compare to ours?

**Grades:** High School: Spanish IV or V.

Description: The southern borders of both the U.S. and Spain receive heavy pressure from those trying to enter illegally. How does the Spanish situation compare to the U.S. situation? Are there lessons we can learn from Spain?

**Time:** Three Class Periods.

### **Objectives:**

Students will **read a fact sheet about immigration** in North Carolina and in small groups **discuss the topic in Spanish**. They will then **exchange opinions about possible solutions**.

Students will read **a variety of original Spanish language texts on undocumented immigration into Spain**, will do additional Internet research in Spanish with search engines, and then **help their peers fill out a chart** comparing American and Spanish illegal immigration facts.

In light of Spain's experience, students will once again **discuss possible solutions for the American situation**.

Students will **write an essay proposing North Carolina solutions based on the experience of Spain**.

### **Materials Needed:**

1. Chart on Immigration
2. Packet of photocopies for each student.

Articles online at:

<http://www.es-ue.org/default.asp?newid=365&lg=2&displaying=other>

[http://www.elpais.es/articulo/espana/116/inmigrantes/procedentes/Mauritania/llegan/Tenerife/bordo/solo/cayuco/elpporesp/20060506elpepunac\\_4/Tes/](http://www.elpais.es/articulo/espana/116/inmigrantes/procedentes/Mauritania/llegan/Tenerife/bordo/solo/cayuco/elpporesp/20060506elpepunac_4/Tes/)

[http://www.elpais.es/articulo/espana/Interceptados/153/inmigrantes/llegar/pateras/islas/Canarias/elpporesp/20060505elpepunac\\_1/Tes/](http://www.elpais.es/articulo/espana/Interceptados/153/inmigrantes/llegar/pateras/islas/Canarias/elpporesp/20060505elpepunac_1/Tes/)

<http://www.conpapeles.com/noticia86.php>

<http://www.conpapeles.com/Regular-o-irregular-pag16.htm>

<http://es.news.yahoo.com/01072006/4/cc-insiste-exigir-madrid-control-inmigracion-irregular.html>

Name \_\_\_\_\_

### Comparative Chart: Illegal Immigration in North Carolina and Spain

	North Carolina	Spain
1. Countries of origin of most undocumented aliens	Mexico	
2. Number of immigrants	2004 U.S. Census Bureau estimate: 517,617 Latino immigrants in North Carolina  Pew Hispanic Center estimate: 300,000 – 400,000 are undocumented (8 <sup>th</sup> or 9 <sup>th</sup> in the nation)	
3. Main ports of entry	U.S. - Mexico border	
4. Average years of schooling	Less than 4	
5. Benefits supplied by society	-Free K-12 education (but not in-state college tuition). -Workers compensation if hurt on the job (but many are scared to claim it) -2004 estimate: \$299 million in healthcare for both legal and illegal Hispanic immigrants -Federal law says Medicaid is supposed to cover only health and life-threatening conditions, but federal law also requires emergency rooms to examine everyone and treat all acute conditions. -Medicaid costs for undocumented Hispanics were 0.5% (half of one percent) of total Medicaid costs in N.C. Most of the 0.5% went to obstetrics.	

	-Hospitals absorb some of the cost of the uninsured and pass the rest on in the form of higher prices.	
6. Penalties if caught	<p>State and local law enforcement cannot arrest solely because of immigration status. But in Mecklenburg County, undocumented immigrants arrested on other charges are then turned over to federal authorities for processing and possible deportation.</p> <p>In the 1990s, no business was fined for employing undocumented workers, even though it is illegal.</p>	
7. Involvement of federal/EU law enforcement		
8. Guest worker possibilities	none	
9. Amnesty programs	none	
10. Civil rights	<p>K-12 education mandated by 1982 U.S. Supreme Court decision for ALL children.</p> <p>Equal rights as U.S. citizens in state and federal courts.</p>	
11. Contribution to the economy, such as in paid taxes.	<p>Buying power: \$8.2 billion in 2005, estimate, projected \$13.3 billion for 2110</p> <p>Nationally, undocumented immigrants pay at least \$7 billion each year into Social Security and Medicare programs. They will not benefit from these programs because they are not eligible for them. .</p>	

12. Various demographic statistics	In southern six-state region: median age: 27 sex: 63% male marital status: 51% unmarried education: 38% are high school graduates	
13. Where they work	agriculture, construction, textile, manufacturing, maintenance, services, and hospitality	
14. How much they earn	In southern six-state region: In 2000, \$16,000 per year.  Poverty rate in the same six-state region for undocumented Hispanics: 25.5%	
15. Buying power	Estimate for 2005: \$5 billion. Hispanics are one of the fastest growing markets for all types of businesses.	
Additional topics of interest.		

3. Newspaper clippings
4. Official government publications (from the Internet or paper sources)
5. Other materials from the Internet

## Directions:

First class period (50 minutes):

- Introduce topic. Just like the United States, Spanish-speaking countries have problems maintaining their borders. The recent book *Enrique's Journey: The Story of a Boy's Odyssey to Reunite with his Mother*, by Sonia Nazario, shows not only our own country's efforts to deal with the problem, but Mexico's huge problem of immigrants entering illegally and under dangerous conditions. Spain, too, has problems with illegal immigrants from its neighbors on the southern shore of the Mediterranean, from Subsaharan Africa, as well as from Eastern Europe, and Asia. What are our common challenges and what can we learn from Spain?
- Go over key vocabulary on the board.
- Distribute fact sheet on North Carolina's undocumented immigrants and put students in groups of four with several discussion questions, such as *Should the children of undocumented immigrants be barred from in-state tuition at North Carolina colleges and universities?* Discussion should be in Spanish. Remind them of the standard rules of politeness and participation. Monitor participation.
- Distribute packets of photocopied articles to each group. For homework, each student is responsible for filling in a certain number of items on Spain's side of the chart (for example, educational and health benefits for undocumented immigrants). He or she must understand his items so well that he or she can explain the answers to the rest of the group.
- Additionally, students are expected to research at least one topic on their own on the Internet with the help of Google or other search engine.

Day Two:

- Students explain their answers to their peers and each group fills in and turns in a master sheet. It is unrealistic to expect that all squares in Spain's columns will be filled. Some of the information is hard to come by!
- Second group discussion: In light of Spain's experience, students will once again **discuss possible solutions for the American situation in light of Spain's experience and possible solutions for Spain's situation in light of the American experience.**
- General class discussion.

Day Three:

In-class essay: Student choice: 1. "Illegal Immigration: Lessons for the U.S. from Spain" 2. "Illegal Immigration: Lessons for Spain from the U.S." 300 words.

## **Assessment:**

### **Participation in group discussions:**

1. Tally system. During discussions, teacher monitors the group with a class roster, systematically moving down the list and adding a tally mark next to the name of the student who is speaking. After several cycles of the list, patterns should be evident. Since there will be at least two discussions, the teacher can make comments after the first discussion. For example, a group comment might be this: “In the group back in the corner, two of you have great ideas, but be sure to draw the other two into the discussion tomorrow.” An individual comment might be this: “John, you slip into English quite frequently. If you don’t know a word, try circumlocution.”

2. Self-evaluation checklists on group participation.

### **Group Chart:**

Assign grade to each group’s chart for accuracy. Give rubric in advance.

### **Essay:**

Use the standard classroom composition rubric for a three hundred word essay (Spanish IV Honors).

Name \_\_\_\_\_

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3. Main ports of entry	U.S. - Mexico border	
4. Average years of schooling	Less than 4	
5. Benefits supplied by society	<ul style="list-style-type: none"> <li>-Free K-12 education (but not in-state college tuition).</li> <li>-Workers compensation if hurt on the job (but many are scared to claim it)</li> <li>-2004 estimate: \$299 million in healthcare for both legal and illegal Hispanic immigrants</li> <li>-Federal law says Medicaid is supposed to cover only health and life-threatening conditions, but federal law also requires emergency rooms to examine everyone and treat all acute conditions.</li> <li>-Medicaid costs for undocumented Hispanics were 0.5% (half of one percent) of total Medicaid costs in N.C. Most of the 0.5% went to obstetrics.</li> </ul>	

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Additional topics of interest.		

Sources:

[http://www.carolinajournal.com/exclusives/display\\_exclusive.html?id=2983](http://www.carolinajournal.com/exclusives/display_exclusive.html?id=2983)

<http://www.newsobserver.com/1155/story/412836.html>

<http://www.newsobserver.com/1154/story/411709.html>

<http://www.newsobserver.com/1155/story/414815.html>

<http://www.wral.com/apncnews/9446562/detail.html>

<http://pewhispanic.org/files/factsheets/17.pdf>

<http://www.wral.com/apncnews/9446562/detail.html>

<http://www.alipac.us/modules.php?name=News&file=print&sid=1033>

## **NC Standard Course of Study:**

Level IV

Goal 1: 1.03

Goal 3: 3.07

Goal 4: 4.06

Goal 5: 5.09

Goal 6: 6.03

Goal 7: 7.06

## **National Foreign Language Standards:**

Communication: 1: 1, 2, 3

Cultures: 2: 1

Connections: 3: 1, 2

Comparisons 4: 2

Communities: 5: 2

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