

What was the Immigration Act of 1965? How were Asian and Latino immigrants helped by the new legislation?		
	Day 1	50 minutes
Learning Objective	Students will be able to explain the Immigration Act of 1965.	
Background Information	<p>In this lesson, students will consider the motivation for, and impact of, passing the Immigration Act of 1965 and will analyze data of the resulting growth of immigrant populations over time. Students will evaluate the impact immigrants had on their communities and take into account the economic impact their presence has had on businesses. Students will analyze the geographical location – specifically southern California (LA/Orange County) where there is a large concentration of immigrants in the area. Students will evaluate how the historical context of the 1960s and the Civil Rights movement impacted the passage of the Immigration Act of 1965. Students will learn about the population growth of immigrants, especially among Latinos, the largest minority group in the US. Students will incorporate evidence from the US Census to respond to the summative prompt in the form of a written letter to a family member. This letter will address how the American landscape was changed as a result of less restrictive immigration laws and explain why it remains vital to all communities that everyone participate in the US Census.</p> <p>Note: an accompanying PowerPoint is available for this lesson along with citations for all material listed on the final slide. Lesson resources include a student handout with all Documents and related questions as well as a teacher version of that handout. Documents include an excerpt of LBJ's Signing of the Immigration Bill and US Census graphs.</p> <p><i>Prior to teaching this lesson make sure that students are familiar with the following key terms:</i> US Census, Civil Rights Movement, LBJ, Vietnam, El Salvador, demographics, refugee, inference, Central Americans, immigration, reliable, authority, historical context.</p> <p>There are a variety of vocabulary strategies to support academic language growth for language learners and students with special needs. One commonly used strategy is the Frayer Model. Look for a template and instructions in an online search engine.</p>	
Introduction	<p>Using the bell-ringer (PPT slide 3), ask students to respond to the guided questions listed there on a separate sheet of paper and be ready to share out during a brief class discussion to follow.</p> <ul style="list-style-type: none"> Materials: printed copies of the student handout (or make them available to students online). Projector/Computer with internet access and the accompanying PowerPoint available for this lesson. Accommodations and Supports: most students will benefit from access to Language Frames and Sentence Starters designed and written with the explicit verbiage that will allow them to extend/expound on, contest/disagree with, and support/agree with their classmates, the data, and experts in the room. Sentence starters such as "Immigrants staring out on the Statue of Liberty are probably thinking about..." may provide the explicit support many students need to fully engage in pair, group, and class conversations. Students can do a Think-Pair-Share with partners. Possibly share with students the inscription on the Statue of Liberty, "Give me your tired, your poor, your huddled masses yearning to breathe free..." 	20 minutes
	Provide relevant historical background and context as necessary. Teacher should review American Civil Rights goals. The Eyes on the Prize Documentary (found on YouTube) can be used to offer insight about significant events and moments related to the American Civil Rights Movement.	
Evaluation of Sources	<p>Use the PPT (slide 4) to project Document 1 (page 1 of the handout) for the whole class.</p> <ul style="list-style-type: none"> Materials: printed copies of the student handout (or make them available to students online). Projector/Computer with internet access and the accompanying PowerPoint available for this lesson. Accommodations and Supports: pair students to read through and answer guided questions on page 1 of the student handout. 	20 minutes
Closing	Teacher guides a whole-class discussion to check for student understanding about the purpose for creating the Immigration Act of 1965 and correct any misunderstandings.	10 minutes