**Immigrant Workers: Forces of Freedom, Forces of Fear**

**Focus/Summary**

The purpose of this lesson is to allow students the opportunity to analyze the role of immigrant workers within industry, specifically meatpacking. Students will also deliberate on and discuss the implications of the current policy of the Immigration and Naturalization Service and create a national policy.

**Vital Theme and Narrative**

Immigration
Value, beliefs, political ideas, and institutions
Conflict and cooperation
Patterns of social and political interaction

**History Habits of the Mind**

Acquire at one and the same time a comprehension of diverse cultures and of shared humanity.
Recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill.

**Necessary Skills and Background knowledge**

- Primary source/Narrative analysis
- Contentious history of immigrant/migrant labors and the government action/reaction during the past
- Structure of disassembly/meatpacking plants and the requisite skills and labor
- Current political debate as to the status, protection, prosecution of undocumented workers in the United States on the local, state, and National Level
- Forces that cause people to immigrate and migrate.
- Economic forces that create a need for migrant workers

**Objectives**

Students will

- able to analyze the precarious position of undocumented immigrants in the U.S.
- reach consensus in the construction of current U.S. policy on a work program in the U.S.

Discuss the nature of human migration of groups and individuals and its impact on democratic societies.
- Appreciate the tensions created by having one set of rights and privileges for citizen workers and other sets of rights and privileges for non-citizen workers.
- Understand the concept of guest worker programs and the difference between state-authorized and unauthorized immigration between countries.
- Examine different historical examples of guest worker programs in Europe and North America.
- Explore the influence of economic forces on democratic values and legal protections of persons in different democratic societies.
- Analyze the reasons supporting and opposing the government’s adopting a guest worker program.
• Identify areas of agreement and disagreement with other students.
• Decide, individually and as a group, whether the government should adopt a guest worker program; support decisions based on evidence and sound reasoning.
• Reflect on the value of deliberation when deciding issues in a democracy.
  • Understand differences of fact and value which separate individuals and organizations.

Procedures


Other Discussion Questions: What is role/responsibility of the government in maintaining its borders? Are their universal rights of people to move? To seek a better life? Where might these be complementary? Where might they come into conflict? Why would business want these workers? Why might they not want them?

Developing the Lesson—Students will read and analyze the following pieces:
“At Nebraska Meeting, Meat Packers Denounce Raids” (Militant, 9/10/2007) (Read with analysis sheet)
Chapter 5: “Getting Here” from Chicken by Steve Striffler (read with analysis sheet)
Deliberating in a Democracy reading on Freedom of Movement (follow link to find reading: http://www.deliberating.org/Lessons_Free_Movement.pdf (read using marked up text)

Teachers will conduct a SAC (instructions found by following link):
http://www.deliberating.org/Lessons_Procedures.pdf

Students will utilize the resources to come to a consensus on the deliberation question. Students will then construct public policy on what they believe should be the U.S. policy on a Guest Worker Program.

Concluding the Lesson—Students will meet in a large group and debrief. All students should be encouraged to speak. Once they have had a chance to listen to others opinions, share and evaluate their own students will then write their concluding opinion.

Assessing Student Learning

Students are assessed both in their preparation of the discussion, participation in the discussion, and written reflection.
**PRIMARY SOURCE ANALYSIS SHEET**

Whenever you are faced with a primary source it is important that you take the time to really understand all the ideas (obvious and hidden) that are held within the piece. You cannot really “get” what it means until you have taken the time to analyze the source - this sheet will help you do that. This can be used to analyze both textual (mainly words) and visual (mainly pictures) sources.

**WHO**: Who wrote, spoke, photographed, or created this piece? What do you know about who they were, what they believed in, where they came from, what organization or movement they belonged to that might help you to figure out their perspective and bias? Remember the adage: “Consider the source” when determining what the piece is telling you.

**WHEN & WHERE**: When was it written, spoken, photographed or created. The piece may not tell you so you might need to use context clues to figure it out (Did they mention an event that just took place? A person who was involved? What kind of clothes are they wearing? What kind of technology do you see?) Remember that you’re the historian detective and you have to use all your resources to figure it out. Once you have figured out the date then you should construct an understanding of the time period (context). Try to really remember (or look up) what was going on during the time period. This will really help you to understand the piece MUCH better. Finally, where was the piece written and where did it appear or where did people come in contact with it (the TV, radio, a newspaper, firsthand, etc.)

**WHAT**: Quite simply what is the topic of the piece and what does the piece say? You should summarize the overall message as well as the creator’s main points.

**WHY**: Why did the author create the piece? Who was their intended audience? Who were they trying to influence or speak to?

**HOW**: What imagery and wording (language) did the creator use to communicate specific ideas or to influence their audience. Remember to be deep! Look beyond the obvious and really try to figure out what the author is saying at every level.

**SO WHAT?**: Here is the biggest most important question of all. Why is this source important? What did it impact? Why was it significant? How might things be different if it did not exist? How does it shape how we
understand the topic or time period? Of special importance: How can we use it to construct/support a thesis?