SENATE IMMERSION MODULE (SIM)

Immigration Reform

EDWARD M. KENNEDY INSTITUTE
FOR THE UNITED STATES SENATE
TABLE OF CONTENTS

3 Welcome to the Kennedy Institute

4 About this Curriculum

5 Background Overview

---

PRE-VISIT LESSON

6 Pre-Visit Lesson Plan

Pre-Visit Materials:

9 Immigration Vocabulary

10 Immigration Debate Worksheet

11 Immigration Debate Worksheet—Teacher Sample

12 Persuasive Presentation Rubric

Primary Sources:

13 Marco Rubio (R-FL)—June 26, 2013

14 Tim Kaine (D-VA)—June 11, 2013

15 Jeff Sessions (R-AL)—June 7, 2013

16 Mike Lee (R-UT)—June 7, 2013

17 Barbara Boxer (D-CA)—June 7, 2013

---

18 POST-VISIT LESSON

19 Post-Visit Lesson Plan

Post-Visit Materials:

20 Tweet About It Worksheet

21 Letter to a Senator Directions

---

CONCLUDING MATERIALS

22 Standards Alignment

25 Additional Resources
WELCOME TO THE EDWARD M. KENNEDY INSTITUTE

We are delighted to welcome you to the new Edward M. Kennedy Institute for the United States Senate. The Kennedy Institute aims to teach students about the role of the Senate in our representative democracy, introducing important elements of the legislative process to young audiences and encouraging participation in civic life. Our programs serve the general public, students of all ages, teachers, scholars, senators, Senate staff, international visitors, and others in public service.

The materials in this curriculum are designed to enhance the Institute’s immersive Senate Immersion Module (SIM). The SIM program is an educational, role-playing experience, developed to engage new generations of Americans. This program is conducted in the Institute’s full-scale representation of the United States Senate Chamber. Running with up to 100 students at a time, participants take on the roles of senators to study issues, debate, negotiate, and vote on legislation.

Digital projections, handheld tablets, and a life-size representation of the U.S. Senate Chamber enhance the immersive role play. The resources in this curriculum help students and teachers prepare for the SIM program and discuss the experience afterwards. They can also be used independently as print outs in the classroom.

The Edward M. Kennedy Institute for the United States Senate is dedicated to educating the public about the important role of the Senate in our government, encouraging participatory democracy, invigorating civil discourse, and inspiring the next generation of citizens and leaders to engage in the civic life of their communities.

The Institute encourages classroom preparation for the SIM, active play at the Institute, and debriefing at the end of the experience.
**ABOUT THIS CURRICULUM**

The purpose of this learning module is to help students learn how a U.S. senator might address an issue of public significance under consideration in the United States Congress. Learning about personal, state, party, and national interests will help students understand representation more fully. It will also help them play their roles more effectively when taking part in the Institute’s SIM.

The pre-visit lesson introduces students to the history of immigration legislation since World War II and connects it to the current state of immigration legislation in the United States. The post-visit lesson acts as a debrief and reflection on the SIM experience.

---

**SIM Learning Goals**

Using this curriculum and the Kennedy Institute SIM, students will be able to:

- Understand the basic tenets of representation: balancing personal convictions with state, party, and national interests
- Research and analyze issues of national importance
- Negotiate, persuade, and develop strategies to reach consensus
- Take a stand on issues and proposed solutions
**BACKGROUND OVERVIEW**

**Immigration Reform Timeline from World War II to Today**

The legislative power of the United States Senate and House of Representatives includes the power to make all laws, including immigration legislation. Between 1952 and today, Congress has passed five milestone acts aiming to reform immigration. The acts reflect the cultural context of the time period and the Congress they were passed under. Each act had a unique influence on immigration that has impacted the state of the U.S. immigration system today.

| 1952 | Immigration & Nationality Act | Upheld the quota system with new preferences for skilled workers and relatives of U.S. residents. Banned “subversives,” such as suspected communists. **Cultural Context** The United States emerged as a superpower after of World War II. Its biggest threat was the Soviet Union, the Russian-dominated confederation of socialist republics. Fear of socialism and communism escalated in the 1950s. **Impact** The act eliminated race as a barrier, but 85 percent of issued visas still went to Northern and Western Europeans with relatives in the U.S. The Act also gave the government greater power to detain and prosecute “subversives.” |
| 1965 | Immigration & Nationality Act | Replaced the national origins quotas with a system favoring visas for skilled workers and relatives of U.S. residents. **Cultural Context** The old quota system emerged out of racist fears, restricting immigration from non-European nations. By the mid-1960s—the height of the Civil Rights Movement—the policy appeared embarrassingly outdated. **Impact** This act abolished the national origin quotas written into previous immigration laws and instead focused immigration policy on promoting family reunification. |
| 1986 | Immigration Reform and Control Act | Created a process for undocumented immigrants to gain citizenship, increased border patrols, and established punishments for hiring undocumented workers. **Cultural Context** In World War II, the U.S. created a program to hire Mexicans as short-term farm workers. The program ended in 1964, but farms continued the practice illegally. **Impact** A primary purpose of the act was to curb illegal entry into the U.S. Despite this effort, the number of undocumented immigrants continued to rise, from roughly 3.2 million in 1986 to at least 11 million in 2011. |
| 1990 | Immigration Act | Increased overall immigration emphasizing skilled workers and reuniting families. The number of visas issued jumped from 500,000 to 700,000 per year. **Cultural Context** The Immigration Reform and Control Act of 1986 focused intensely on undocumented immigration. With the new act, the focus shifted to documented immigration, as the government was overwhelmed with a backlog of visa requests. **Impact** The fields of medicine, education, engineering, and science all experienced an increase of foreign-born professionals. At the same time, the government intensified border control to keep non-skilled workers from entering illegally. |
| 2005 | Real ID Act | Created new standards for identity cards and driver’s licenses to make them more difficult to obtain and forge—especially by undocumented immigrants. **Cultural Context** After the terrorist attacks of September 11, 2001, the government looked for ways to improve security. Identification cards were of concern: the attackers’ state-issued cards allowed them to legally board the planes that they hijacked. **Impact** Real ID has proved difficult to enforce. A decade after its passage, many states cannot meet its requirements. |
### PRE-VISIT LESSON: IMMIGRATION REFORM

#### Pre-Visit Lesson Introduction

During the pre-visit lesson, students will review historic immigration legislation since World War II, while making connections to today’s situation. Students will then read Senate floor speeches about a comprehensive immigration bill proposed during the summer of 2013. The lesson activity requires students to summarize a position from one U.S. senator and develop a list of related issues pertaining to reform. They will practice defending a position on immigration reform and draft an initial position on effective or ineffective immigration legislation.

<table>
<thead>
<tr>
<th>LESSON DURATION</th>
<th>KEY VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td>• See Immigration Vocabulary Worksheet on page 9</td>
</tr>
</tbody>
</table>

#### Lesson Learning Objectives

By the end of this lesson students will be able to:

- Analyze and summarize a position in the immigration debate
- Infer how these positions relate to other current political issues
- Justify their own positions on the immigration debate

#### Essential Questions

- What solutions are senators recommending for immigration reform?
- Who constitutes the immigrant population in the United States?
- What aspects of naturalization and the immigration process do senators argue are ineffective?
Pre-Visit Lesson Plan
TOTAL TIME: 50 minutes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
</table>
| 10 minutes | Introduction and Framing Document | The students will begin the lesson by commenting on each immigration act from the Framing Document. Before the lesson, put each act on an individual poster with extra writing space and post the five posters around the classroom. Immigration Vocabulary should either be copied for each student or posted in the classroom. Also, post the list of related issues from the Immigration Debate Worksheet.  
Introduce the topic of immigration reform to the class and the SIM they will be participating in. Explain to the students that the lesson will begin by reviewing milestone legislation acts on immigration after WWII. Draw their attention to vocabulary list and issue list for ideas.  
Activity:  
In groups or individually, students will rotate between each poster. At the poster, they will read about the act, and then answer the following prompt on the spare poster space provided.  
Prompt:  
Immigration is different now than in ____ (insert act year) because…  
Teacher Example: Immigration is different now than in 1952 because now the majority of immigrant visas issued are to individuals from the Western Hemisphere, not Europe. After the students have rotated through each poster, students at each poster share their classmate’s comments about how immigration has changed. |
| 15 minutes | Article Analysis                  | After students have reviewed historical immigration legislation; they will focus on current immigration issues.  
Introduce the “Immigration Debate Worksheet” and distribute one worksheet per person or group. Provide time for students to read through the directions and answer any questions.  
Equally distribute “Immigration Reform Speeches,” one speech per worksheet.  
Process:  
1) Students will read their Immigration Reform Speech.  
2) Students will complete the “Immigration Debate Worksheet.” |

Materials:  
- Immigration Vocabulary (p. 9)  
- Immigration Debate Worksheet (p. 10)  
- Immigration Debate Worksheet Teacher Sample (p. 11)  
- Immigration Reform Speeches (pp. 12–16)
**Pre-Visit Lesson Plan (continued)**

TOTAL TIME: 50 minutes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Presentation Preparation</td>
<td>Gather students in groups based on their assigned Senate speech. Next, provide them 5 minutes to prepare a persuasive presentation to the class. Provide each group with a Persuasive Presentation Rubric to know what is required and to have a place to rate other groups presentations based on the criteria. Before beginning the presentations inform students that after the presentations they will use their new understanding on immigration reform to journal an initial position toward a solution.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Presentations</td>
<td>Each group presents their Persuasive Presentation on Immigration Reform.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Journaling</td>
<td>Students should review the milestone immigration legislation from the introductory activity. Students will then choose between the following two prompts to journal.</td>
</tr>
</tbody>
</table>

Journal Prompts:

"Which immigration opinion do you feel is the best solution? Provide at least three reasons in support of your stance."

"Which immigration opinion do you least agree with? Provide at least three reasons in support of your stance."

Students should talk with their neighbors about the prompt for 1–2 minutes before writing. In the remaining time, have student’s journal a response to the writing prompt.
# IMMIGRATION VOCABULARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bureaucratic</td>
<td>The way administrative systems are organized</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>Including all or a wide range of issues</td>
</tr>
<tr>
<td>DREAM Act</td>
<td>Legislation that sought to grant permanent residency to undocumented immigrants that arrived in the United States as minors and met additional criteria</td>
</tr>
<tr>
<td>E-Verify</td>
<td>Internet system that allows businesses to check if their employees are eligible to work in the United States</td>
</tr>
<tr>
<td>Gross Domestic Product (GDP)</td>
<td>Monetary value of all goods and services produced within a nation in a given time period</td>
</tr>
<tr>
<td>Immigrant</td>
<td>Individual settling permanently in a new country</td>
</tr>
<tr>
<td>Immigration</td>
<td>Entering a new country to live permanently</td>
</tr>
<tr>
<td>Naturalization</td>
<td>To be granted or acquire citizenship</td>
</tr>
<tr>
<td>Non-Skilled Workers</td>
<td>Individuals with no training or special skill in a work field</td>
</tr>
<tr>
<td>Quota System</td>
<td>Maximum permitted number of visas</td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>Individual with training or special skill in a work field</td>
</tr>
<tr>
<td>STEM Workforce</td>
<td>Individuals working in the science, technology, engineering or mathematic fields</td>
</tr>
<tr>
<td>Undocumented Immigrant</td>
<td>Foreign-born individual in the United States who does not have the legal right to be in the country</td>
</tr>
<tr>
<td>U Visa</td>
<td>Undocumented immigrants that are victims of serious crimes may be granted this form of visa in exchange for cooperation with authorities to prosecute the perpetrator</td>
</tr>
<tr>
<td>Visa</td>
<td>Official authorization and documentation to be in the United States</td>
</tr>
</tbody>
</table>
IMMIGRATION DEBATE

DIRECTIONS: You or your group will be assigned to read a speech made on the Senate floor during the 2013 Immigration Reform debate. After reading, complete the worksheet below.

1. Complete the circle with the respective information to summarize the speech/article.

Senator _______________________________ supported that immigration legislation should address ____________________________________,

and ____________________________________,

because... (evidence summary)

2. The issues listed below will be referenced in the SIM, though they may not all be discussed in the speeches. Check if the issues in your speech will be positively or negatively impacted according to your speech/article.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
<th>NO IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL SECURITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANUFACTURING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAXES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RULE OF LAW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGULATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOBS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH CARE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUCATION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECONOMIC MOBILITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOVERNMENT SPENDING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSINESS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NATIONALISM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FARMING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IMMIGRATION DEBATE—TEACHER SAMPLE

DIRECTIONS: You or your group will be assigned to read a speech made on the Senate floor during the 2013 Immigration Reform debate. After reading, complete the worksheet below.

1. Complete the circle with the respective information to summarize the speech/article.

Senator _______ Boxer _________ supported that immigration legislation should address

_________________________________________________________

a single path to citizenship

and __________________ protection for workers in America on guest worker visas  

because... the current system distinguishes individuals into two groups, immigrants with full
citizenship and immigrations with partial citizenship rights. The current system does not protect
immigrants on guest worker visas and many guest workers are subjected to harassment, violence,
and discrimination. By creating an immigration system that addresses this, the U.S. will have an
increase in new jobs. As a result of the new jobs created, states and the federal government will
have increased tax revenue that can be used to fund government programs.

2. The issues listed below will be referenced in the SIM, though they may not all be discussed in the speeches. Check if the issues in your speech will be positively or negatively impacted according to your speech/article.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
<th>NO IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL SECURITY</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MANUFACTURING</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TAXES</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RULE OF LAW</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REGULATION</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JOBS</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH CARE</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUCATION</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECONOMIC MOBILITY</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>GOVERNMENT SPENDING</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVIRONMENT</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>BUSINESS</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NATIONALISM</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>FARMING</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PERSUASIVE PRESENTATION RUBRIC

DIRECTIONS: Prepare a persuasive presentation about the Senate speech you analyzed using the Immigration Debate worksheet. First, summarize your senator’s argument. Then support it with evidence. Convince your classmates why the issues your senator addresses are important to immigration legislation.

<table>
<thead>
<tr>
<th>POINTS</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITION</td>
<td>The senator’s position on what immigration reform should or should not be is not stated.</td>
<td>The senator’s position on what immigration reform should or should not be is either partially stated or not clearly stated.</td>
<td>The senator’s position on what immigration reform should or should not be is clearly stated in the presentation.</td>
</tr>
<tr>
<td>EVIDENCE</td>
<td>Presentation does not include evidence the senator used in the speech to support the position on immigration legislation.</td>
<td>Presentation includes some evidence the senator used in the speech to support the position on immigration legislation.</td>
<td>Presentation includes evidence the senator used in the speech to support the position on immigration legislation.</td>
</tr>
<tr>
<td>ISSUES</td>
<td>Presentation does not include the issues that the senator’s position would positively or negatively impact.</td>
<td>Presentation includes issues that the senator’s position would impact but only lists the positives or the negatives.</td>
<td>Presentation includes issues that the senator’s position would both positively and negatively impact.</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>The presentation is not delivered in a persuasive or well-organized way.</td>
<td>The presentation is either well-organized but not persuasive, or not well-organized but persuasive.</td>
<td>The presentation is delivered in a persuasive, well-organized, and thoughtful way.</td>
</tr>
</tbody>
</table>
IMMIGRATION REFORM SPEECH

Senator Marco Rubio (R-FL) speaking on Bill S.744 on the Senate Floor, June 26, 2013.

We have a badly broken legal immigration system—not only one that does not work; it actually encourages illegal immigration. We have a border with Mexico that, despite billions of dollars already spent, is still not secured. Every day, people, drugs, and guns are trafficked across the border, and we have 11 million people living in this country illegally in de facto amnesty.

What I am describing is the way things are now. This is the status quo, and it is a terrible mess...

I also understand why, after we have been burned by large bills in the past, people are suspicious of big reforms of any kind. I understand why, after promises made in the past on immigration have not been kept, people doubt whether they will ever be kept again in the future.

But I also understand what is going to happen if at some point we do not come up with an agreement we can support on immigration reform. What is going to happen is we will still have a broken legal immigration system. We will not have more Border Patrol officers. We will not have enough fencing. We still will not have mandatory E-Verify. And we will still have 11 million people living here illegally.

That is why I am involved, because despite all of the problems we have with government, the only way to mandate a fence, E-Verify, and more agents is to pass a law that does so...

I guess perhaps at the heart of my support of this proposal is that I know firsthand that while immigrants have always impacted America, America changes immigrants even more. Just a generation ago my parents lived in poverty in another country. America changed them. It gave them a chance to improve their lives. It gave them the opportunity to open doors for me that were closed to them. And the longer they lived here, the older their kids got, the more conservative they became, the more convinced they became that limited government and free enterprise and our constitutional liberties made this Nation special.

I am a firsthand witness to the transformative power of our country, how it does not just change people's pocketbooks, it changes their hearts and their minds. Despite all the challenges and despite our broken government, I still believe this is that kind of country.

Congressional Record—Senate
The last time Congress passed a Comprehensive Immigration bill was in 1986. Many of the concerns I hear from Virginians involve issues that the last immigration reform bill did not address—lack of sufficient border security measures and a way to address the large number of undocumented immigrants in our country. The last immigration reform bill also did not include spouses and children of legalized immigrants—which created a strong incentive for many to enter or remain in the country illegally....

In order for the U.S. to be the most talented country in the world—we must fix the current flaws in our immigration system. Our immigration system does not meet the demands of businesses that wish to attract and retain highly qualified immigrants.

It is not just about addressing the short-term needs of the STEM workforce but about investing in the future of our children. In order to ensure we remain globally competitive, we must increase our investments in education. This bill does just that by establishing a STEM education initiative—funded through fees collected from employers of foreign STEM workers.

According to the Council on Foreign Relations “60 percent of U.S. employers are having difficulties finding qualified workers to fill vacancies at their companies...”

Immigrants’ contributions in the high-tech sector are striking, with one study finding that immigrants started 25 percent of all engineering and technology companies founded in the United States between 1995 and 2005...

The Federal Government currently spends nearly $18 billion on immigration enforcement every year; more than the combined budgets of all other federal law enforcement agencies...

It is not just about spending more money at the border, but about being strategic in how and where we spend our resources.

One of the key issues that we must address is to hold employers accountable and ensure that we have an effective employment verification system in place...

The State Department is currently processing visas for Filipino siblings of U.S. citizens who submitted their visa applications 24 years ago. I ask my colleagues to imagine if you had to wait over 24 years to see your family members...

In closing, I welcome this debate. English settlers who landed at Jamestown, Virginia in 1607 helped begin our nation’s great history as an immigrant nation. And Virginian Thomas Jefferson, as he wrote the Declaration of Independence, expressed his clear understanding that immigration was a positive force for our nation...

Let’s not repeat the mistakes of the past but let’s also remember that the perfect should not be the enemy of the good. Finding a perfect solution should not stand in the way of progress.

This is a translation of the floor speech which was delivered in Spanish. Watch it here: https://www.youtube.com/watch?v=P_w9_sX0CVU

Congressional Record—Senate
We are a nation of immigrants. The people whom I know who are concerned about this legislation in Congress are not against immigration. I certainly am not. We admit about 1 million people a year legally into our country, and that is a substantial number by any standard. Indeed, it is the highest of any country in the world. It is important we execute that policy in an effective way as it impacts our whole nation.

Immigration has enriched our culture. It has boosted our economy, and we have had tremendously wonderful people who have come here—people who have contributed to our arts, our business and economy, science and sports. We have had a good run with immigration in a lot of ways, but we need to ask ourselves at this point in time: Is it working within limits? Are the American people happy with what we are doing? Are we moving in the right direction?

We know our generous policies have resulted in a substantial flow of people into the country, and our challenge today is to create a lawful system of immigration that serves the national interests and admits those people into our country who are most likely to be successful, to prosper, and to flourish, therefore, most likely to be beneficial to America. Surely we can agree that is a good policy, and it has not been our policy prior to this.

We have both the enormous illegal flow of people into the country as well as a legal flow that is not evaluated in a way that other advanced nations do when they execute their policies of immigration, for example, Canada. We should establish smart rules for admittance, rules that benefit America, rules that must be enforced, and must be lawful. We cannot reject a dutiful, good person to America and then turn around and allow someone else who came in illegally to benefit from breaking our laws to the disadvantage of the good person who, when told no, had to accept that answer. It is just the way we are.

So we must establish smart rules for admittance, rules that benefit America, and these rules have to be enforced—and that is not happening today.

The current policies we have are not serving our country well; therefore, a reformed immigration system should spend some time in depth in public analysis of how and what we should consider as we decide who should be admitted, because we cannot admit everybody. When that is done, we need to create a system we can expect to actually work to enforce the standards we have. I believe we can make tremendous progress, and we can fix this system. It needs to be fixed.

Congressional Record—Senate
Mr. President, today I rise in favor of immigration reform. The current immigration system is a travesty. It is inefficient, it is uncompassionate, and it is dangerous. It doesn’t serve America’s economic or social interests, and it undermines respect for the rule of law while simultaneously undermining respect for our democratic institutions. Comprehensive reform is both badly needed and long overdue.

The comprehensive immigration reform I envision includes real border security, visa modernization, employment verification, robust programs for both high- and low-skilled workers, and a compassionate approach to addressing the needs of those currently in the country illegally. But I believe each of these vital components must be addressed incrementally and sequentially in order to ensure meaningful results. I understand our reluctance to admit it, but Congress is simply very bad at overhauling and creating massive bureaucratic systems all at once...

The only way to guarantee successful reform of the entire system is through a series of incremental reforms that ensure the foundational pieces, like the border security pieces and an effective entry and exit system, are done first and done directly. Such a commonsense process will allow Congress—and, more importantly, will allow the American people—to monitor policy changes as they are implemented with each step. That way we can isolate and fix unintended consequences before they grow out of control and before we move on to the next phase.

A step-by-step approach would also allow Congress to move quickly on those measures on which Republicans and Democrats both tend to agree...

First of all, let’s secure the border. Let’s set up a workable entry-exit system and create a reliable employment verification system that protects immigrants, protects citizens, and protects businesses from bureaucratic mistakes. Then let’s fix our legal immigration system to make sure we are letting in the immigrants our economy needs in numbers that make sense for our country. There is no good reason why we must, or even why we should, try to do it all at once, all in one bill, all in the same legislative package.

Once these and other tasks, which are plenty big in and of themselves, are completed to the American people’s satisfaction, then we can address the needs of current undocumented workers with justice, compassion, and sensitivity.
IMMIGRATION REFORM SPEECH

Senator Barbara Boxer (D-CA) speaking on Bill S.744 on the Senate Floor, June 7, 2013.

For immigration reform to be truly comprehensive it must include a path to citizenship for all 11 million undocumented immigrants in our country today, and it must include the DREAM Act. We can’t have two classes of citizens in America: one with full citizenship and one with half citizenship. That is not the promise of our Nation. The bill we will debate next week addresses this problem, and it provides a tough but fair path to citizenship.

It is also crucial we pass reforms that protect workers and their families from exploitation and abuse. Too many immigrants, especially women, face sexual harassment in the workplace, violence and discrimination. The Judiciary Committee bill includes critical protections for women, including U visas, to keep women safe from domestic violence.

A strong reform bill must also include a fair and effective guest worker program which provides workers with livable wages and strong labor protections, and this bill meets many of these tests. Would I have made it even stronger? Yes. Would my friend in the Chair have made it even stronger in many ways? Absolutely. But the bill is a real step forward. When we pass comprehensive immigration reform, we don’t just help immigrant families, we help all Americans...

According to a 2010 USC study—University of Southern California—when we create a path to citizenship, it will result in 25,000 new jobs and $3 billion in direct and indirect spending in California alone every single year. Nationwide, our immigration bill will increase our GDP, our gross domestic product, by $1.5 trillion over 10 years. It will increase wages for workers.

That is what happens when workers come out of the shadows. It will lead to between 750,000 and 900,000 new jobs, according to the Center for American Progress. When workers come out of the shadows their wages rise, they open bank accounts, they buy homes, they spend money in their communities, and they are known to find new businesses.

Businesses will benefit by having access to talented workers in fields ranging from manufacturing to health care to agriculture to high tech. And taxpayers are going to benefit. We will hear horror stories about how expensive this is, but the fact is studies show—that is, studies that don’t have a bias—that taxpayers will benefit from an estimated $5 billion in new revenues in the first 3 years alone, including $310 million a year in State income taxes, which will help support education and other important services just in my home State of California.

So will we see workers benefiting? Yes, from higher wages, but also better working conditions. And they will get respect and they will get dignity. What that means is they will be proud members of our communities. Families and children will benefit when we lift the fear of being deported and separated from their loved ones.

Congressional Record—Senate
POST-VISIT LESSON: IMMIGRATION REFORM IN THE SENATE

Post-Visit Lesson Introduction

In the post-visit lesson, students will debrief on their experience as senators by producing fictional social media posts from the perspective of the senator they represented during the Senate Immersion Model. Following this, students will have a chance to respond to the senator they played by writing a theoretical letter, reacting to a social media post they wrote.

Lesson Learning Objectives

By the end of this lesson students will be able to:

- Summarize their experience as a senator in concise statements
- Compose a letter expressing what they understood or learned about their party or state, or their own beliefs through their experience as a senator
- Reflect on their experience as a senator

Essential Questions

- How did the experience as a senator shape your feelings toward the final legislation?
- What drives a senator’s legislative practice or approach?
- How would a senator respond to a question on social media?

Enduring Understandings

- Senators must weigh all decision based on numerous variables.
- Senators balance their party, constituents, the nation, and personal intentions during decision-making.
- Senators receive constituent viewpoints on issues the Senate addresses.

KEY VOCABULARY

- See Immigration Vocabulary Worksheet on page 9 from the Pre-Visit Lesson
# Post-Visit Lesson Plan

**TOTAL TIME:** 50 minutes

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Senator Reflection</td>
<td>Students will begin the lesson by reflecting on their experience as a senator and writing a tweet based on their experience.</td>
</tr>
<tr>
<td></td>
<td>Warm-Up</td>
<td>Prompt Options: 1. Based on your experience at the Kennedy Institute, what advice would you give to current senators? 2. What question would you ask a senator if you had a chance? Tweets may only use 280 characters and all student tweets should be posted on the board when they are done. After students post their tweets, they should put a checkmark on the tweet that is their favorite. The most popular tweets can be transformed into an email the class or teacher can send to their senator.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Introduce Tweet About It</td>
<td>Students will write responses to interview questions they might be asked after a Senate session, like the one they participated in during the Senate Immersion Module (SIM). The students will be responding in tweet format, where each response must be written in 280 characters or less. Before distributing the “Tweet About It” worksheet, encourage students to discuss the following questions as a class or in small groups. 1) Why would a senator use Twitter? 2) Who would be following the senator? 3) What etiquette should a senator follow on Twitter?</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Tweet About It</td>
<td>Distribute the “Tweet About It” worksheet and have students complete it. Encourage students to trade with a partner to check one another’s tweets when they are complete.</td>
</tr>
<tr>
<td>Materials:</td>
<td>- Tweet About It worksheet (p. 20)</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Introduce Letters</td>
<td>Here is when students get a chance to write about the module experience and the senator they embodied.</td>
</tr>
<tr>
<td>Materials:</td>
<td>- Letter to a Senator Directions (p. 21)</td>
<td>After spending the day in the shoes of a senator and working with the issue of immigration, their perspectives may have changed. During the “Letter to a Senator” writing activity, students will have the chance to dictate their personal feelings. Distribute the “Letter to a Senator” directions and read them aloud. Have the student choose the tweet they will be responding to. Encourage students to return to their Immigration Debate Worksheets and pre-visit lesson journal responses. When the students have chosen their tweet, they have one minute to turn to their neighbor, tell them which tweet they chose, and explain why.</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Letters to a Senator</td>
<td>Students will write their letters. At the end of class, letters will be collected and assessed.</td>
</tr>
</tbody>
</table>
TWEET ABOUT IT

DIRECTIONS: Respond to the Twitter thread as the senator you were during the Senate session. All responses must be 280 characters or less. HINT: Spaces between words count as characters, too.

1. In what ways did the Senate’s final bill reflect the Democratic position?

TWEET!

2. In what ways did the Senate’s final bill reflect the Republican position?

TWEET!

3. How will the Senate’s bill impact your constituents at home?

TWEET!
LETTER TO A SENATOR

DIRECTIONS: Compose a mock letter to the senator you represented during the simulation. In the letter, you will be responding to one of the tweets you wrote about the SIM. The letter will be written from your perspective. Review the rubric before you begin and include all necessary information for a letter.

<table>
<thead>
<tr>
<th>POINTS</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONAL INTRODUCTION</td>
<td></td>
<td>Letter does not include a personal introduction explaining to the senator who they are and why the senator should care about them.</td>
<td>Letter includes a personal introduction that explains to the senator either who they are or why the senator should care about them.</td>
</tr>
<tr>
<td>TWEET</td>
<td></td>
<td>Letter does not include the tweet the author is writing in regard to.</td>
<td>Letter includes the tweet the author is writing in regard to.</td>
</tr>
<tr>
<td>OPINION</td>
<td></td>
<td>Letter does not state the author’s opinion about the tweet.</td>
<td>Letter states the author’s opinion about the tweet.</td>
</tr>
<tr>
<td>RATIONALE</td>
<td></td>
<td>Letter does not explain the author’s opinion about the tweet.</td>
<td>Letter briefly explains the author’s opinion about the tweet.</td>
</tr>
<tr>
<td>ACTION</td>
<td></td>
<td>Letter does not encourage the senator to perform any actions.</td>
<td>Letter encourages the senator to change or continue an action.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Letter encourages the senator to change or continue actions and provides an explanation.</td>
</tr>
</tbody>
</table>
STANDARDS ALIGNMENT

The pre-visit and post-visit lessons along with the SIM, itself, are aligned to the following Common Core and Massachusetts standards.

HISTORY CONTENT STANDARDS (MASSACHUSETTS)

U.S. United States and Massachusetts Government and Civic Life

HSS.8.T3.02 Examine the relationship between the three branches of government (the checks and balances system).
HSS.8.T3.05 Describe the role of political parties at the state and national levels.
HSS.8.T4.01 Explain the different ways one becomes a citizen in the United States.
HSS.8.T4.03 Distinguish among civic, political, and private life.
HSS.8.T4.04 Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.)
HSS.8.T4.05 Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.
HSS.8.T4.07 Apply knowledge of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and the national levels.
HSS.8.T4.08 Explain the importance of individuals working cooperatively with their elected leaders.
HSS.8.T4.10 Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.
HSS.8.T4.12 Examine the role of political protest in a democracy.

U.S. History II Standards

USII.30 Describe some of the major economic and social trends of the late 20th century.

C. Major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)

American Government Standards

USG.2.8 Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.
USG.3.12 Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.
USG.5.10 Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.

High School Elective: United States Government and Politics

GOV.T1.10 Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with national or community interests or perceptions of the common good, or majority rule in conflict with minority rights).
GOV.T4.06 Compare the debate over a public policy issue from the past and a contemporary one and evaluate the role of political parties, interest groups and media in influencing public opinion.

COMMON CORE STANDARDS

Anchor Standards for Reading (see differentiated Reading Standards for Literacy in History/Social Studies 6–12 for more grade level detail)

RH.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.2: Determine the central ideas or information of a primary or secondary source, provide an accurate summary of how key events or ideas develop over the course of the text.
RH.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.
RH.10: Read and comprehend complex literary and informational texts independently and proficiently.
STANDARDS ALIGNMENT

(CONTINUED)

Anchor Standards for Writing (see differentiated Writing Standards for Literacy in History/Social Studies 6–12 for more grade level detail)

WHST.9–10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9–10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9–10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Anchor Standards for Speaking and Listening

CCSS.ELA-LITERACY.SL.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCR: SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR: SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

CCR: SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR: SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21ST CENTURY SKILLS
(FROM WWW.P21.ORG)

• Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.

• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

• Effectively analyze and evaluate evidence, arguments, claims and beliefs.

• Analyze and evaluate major alternative points of view.

• Synthesize and make connections between information and arguments.

• Interpret information and draw conclusions based on the best analysis.

• Identify and ask significant questions that clarify various points of view and lead to better solutions.

• Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

• Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.

• Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade).
STANDARDS ALIGNMENT

(CONTINUED)

• Demonstrate ability to work effectively and respectfully with diverse teams.

• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.
ADDITIONAL RESOURCES

GENERAL RESOURCES
The following general resources provide more information and curriculum about the U.S. Congress and the Senate.

Annenberg Classroom
https://www.annenbergclassroom.org/
Provides resources for teaching civics

GovTrack
https://www.govtrack.us/
This website helps track activities in the U.S. Congress

iCivics
https://www.icivics.org
Free curriculum and games to learn civics

Library of Congress
https://www.loc.gov/
Supports Congress in fulfilling their duties and contains millions of resources, like books, photographs, maps, etc.

Library of Congress teacher’s page
http://www.loc.gov/teachers/usingprimarysources/guides.html
Numerous resources, pay special attention to the “Using Primary Sources” section

Library of Congress teacher’s page
http://www.loc.gov/teachers/classroommaterials/
Section containing Primary Source sets, lesson plans and numerous other valuable resources

PopVox
https://www.popvox.com/
Enables you to share your opinion about a bill with your representatives and the public

Senate.gov
https://www.senate.gov/
Provides information about past and present Senates

CongressLink
https://www.loc.gov/item/2003557479
Provides resources for teachers about Congress

Being a Senator Curriculum
https://www.emkinstitute.org/resources/being-senator-curriculum
Curricular materials to prepare students for the senate immersion modules at the Kennedy Institute

GIGANTIC MECHANIC
Created in consultation with Gigantic Mechanic and Institute of Play

Editorial production services provided by Brattle Education, a division of Brattle Publishing Group, LLC