

Immigration Debate

RATIONALE: The objective of this type of activity is to make students comfortable with reading about, analyzing, and discussing intelligently historical issues/problems through the prism of primary sources and to answer a key question.

IN-CLASS PROCEDURES:

Every student has the discussion sheet along with your document packet extensively annotated [as described above] on their desk with a pen. All students will take notes on the key points made/questions posed/differing viewpoints, etc., in the left column of the sheet. Any questions that you have about disagreements with another student's point of view or new ideas/thoughts that are relevant to the discussion that pop into your head should be written in the right column on the discussion sheet. I want to see evidence of your thinking process as you actively/passively [in the case of outer circle students] participate in the debate.

INNER-CIRCLE RESPONSIBILITIES: All students in the inner circle will engage in the actual discussion directly. This activity should be 95% student-led. I will pose the first question. Students should address that question and start to engage in discussion amongst themselves, not looking to me to lead the inner circle group [I am there to correct a factual error, or referee a heated argument, or to pose another question when the discussion peters out]. Just jump right in. If more than one student begins to speak at the same time, one should show deference to the other and let them speak first; then the other student will speak next before any other members of the group chime in.

Ask each other questions.

Pose alternative points of view.

Disagree directly, but politely with each other.

Support the idea/point just made by a student by presenting a **fresh example**.

Make an interesting connection to another point made previously, or from something you read in the textbook, or heard in a prior class.

Identify a pattern or any bias that you notice in a document.

Remember to make eye contact with the other members of the inner circle group [don't look at me or raise your hand to be recognized]. Acknowledge other students by name when addressing them or referring to something they had said.

OUTER-CIRCLE RESPONSIBILITIES: Those students initially in the outer circle should be quiet, listen to the discussion, write profusely on their discussion sheet [especially things that they feel should have been addressed by the inner circle discussion but were missed, or that they disagree with, or questions that they would like answered based on what was said in the initial discussions]. Perhaps they need some clarification of a point made by an inner circle member.

After 15-17 minutes has passed, I will stop the discussion and the groups will switch. This is Round 2 and the same procedures apply.

GRADING OF THIS ASSIGNMENT:

- The amount of and quality of your participation in the debate.
- The depth of your discussion sheet notes.