



***By the Numbers:  
Evaluating Global Migration and  
Human Rights Changes for American Immigrants***

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This curriculum unit is designed for:  
8<sup>th</sup> or 9<sup>th</sup> Grade Mathematics

**Keywords:** diaspora, migration, refugee, human rights, immigrations, displacement

**Teaching Standards:** See [Appendix 1](#) for the teaching standards addressed in this curriculum unit.

**Synopsis:** Students will investigate patterns of association in bivariate data relating to global migration and displacement. They will choose one country of major migration to the United States after 1945. Using the United Nation’s *Declaration of Human Rights* as a rubric for evaluation, students will give a before and after “score” to determine to what extent human rights are stronger, weaker, or unchanged for that specific minority group in the U.S.

*The topic is designed for the 8<sup>th</sup> Grade Common Core Statistics and Probability Unit.*

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## Introduction

### Rationale

In Chinese, there is an expression “吃苦“ (chi ku), which translates to “eat bitterness.” Amongst the greatness and richness of China’s long history, there have been period of immense tragedy and sadness. This expression, therefore, is a maxim with deep cultural meaning that describes the Chinese people’s ability to endure hardship, overcome difficulties, and press ahead all in one.

Like many other Asian-American minorities, I was raised with two mentalities situated on opposite extremes. In the home and private spaces, my family took strident pride in our culture, language, food, and background. However in public spaces, it was much safer to go by unnoticed, not draw attention, and assimilate to our idea of what we thought America was—an image of white, middle-class, working families such as those we saw on cable sitcoms. Though I went to an urban public school K-12 with rich diversity, I never found school to be a place where I felt comfortable being different nor did I feel like my teachers or peers particularly cared about my family’s unique coming-to-America story.

As a second-generation American, I, like many other children of immigrants and refugees, have not experienced adversity comparable to that of our parents. However, I believe that too many second-generation kids unknowingly distance themselves from their roots in the name of assimilation and normality. My purpose in creating a curriculum unit analyzing global migration and displacement is to diversify a mainstream narrative too often taught to students in our schools. I want my students—1<sup>st</sup> generation, 2<sup>nd</sup> generation, and English Language Learners in particular—to build a strong sense of self-worth and to use this unit as fuel to advocate for their personal stories to be normalized and included in our country’s public education system.

My goal in creating this curriculum unit is to relate issues of social justice, equity, and advocacy directly to 8<sup>th</sup> Grade Common Core Math Standards. I intend to show my students that all issues can be evaluated from an interdisciplinary lens. Human rights may be more conventionally studied in a social studies or language arts setting. However, my goal is that by the end of the unit, students will understand that numbers (statistics and probability) are concretely, not just abstractly, applicable in studying social issues.

The outline for the unit is twofold. Students will first analyze bivariate data regarding human rights violations that contribute to the United States’ influx of immigrants and refugees. Second, using the United Nation’s *Universal Declaration of Human Rights* as their primary source and rubric for evaluation, students will choose one origin country for an immigrant ethnic group in the United States. Students will use bivariate data to determine to what extent the 30 articles in the Declaration of Human Right are stronger, weaker, or unchanged for that specific minority group in the United States of America compared to their home country. The idea is to show that while comparison can be made from country to country regarding the enforcement of human rights, violations and injustices can be ubiquitously seen in all areas around the world.

From underrepresentation or stereotyped portrayals in the media to untold stories in our American history classes, outsider-mentality can have a profound and harmful impact on

students. Children are particularly keen and observant when it comes to feeling “othered,” and unfortunately this feeling can be exacerbated for minority students of color. My ultimate hope is that my students with immigrant and refugee backgrounds feel empowered by a curriculum unit that gives them an outlet to share their unique stories and evaluate them critically. Students may choose to analyze their own country of origin, giving them the opportunity to share personal anecdotes and add lived-experiences when discussing places that seem otherwise remote to their peers. Conversely, I hope that my students unable to personally relate to the content are enlightened by what they learn and develop empathy for people who they view as different from themselves.

For me, studying and teaching the intersection of diaspora and identity is very personal. In retrospect, it is clear to me that from an early age I felt like a partial outsider in a country where I was born and raised. This mentality undoubtedly played a role in my own cultural distancing, embarrassment of my home life, and the regrettable loss of my mother tongue. Only recently have I begun to understand my family’s humbling ability to *chi ku* by enduring war, seeking asylum as refugees, and integrating into a society so new and intimidating.

To make up for lost time, I have in a sense undergone a race for cultural repatriation in recent years. In creating this unit, I hope to play a role in ensuring my students embrace and take pride in the uniqueness of their stories before it is too late. I want my immigrant and refugee students, in particular, to recognize that their Americanness is in essence defined by their coming-to-America story. Against the notion that people come to America “for a better life,” I also hope that in evaluating the human rights in both a foreign country and the United States, they are able to evaluate the extent to which injustices remain for minority citizens in this country.

### School Demographics

McClintock Middle School is located in Southeast Charlotte and it feeds into East Mecklenburg High School. It is the largest Title 1 Middle School in Charlotte-Mecklenburg School District. Although McClintock Middle School was established a number of decades ago, the campus was torn down six years ago and a new building and facilities were re-built in its place. The school enjoys a wonderful partnership with Christ Lutheran Church in South Charlotte. Members of the congregation volunteer and provide great service to the school and student community. Many members participate in the Parent-Teacher Organization, coach clubs, and are partnered with onboarding teachers for community support. The church hosts “McPie” (McClintock Partners in Education) nights every Tuesday where students and family can come and enjoy a home-cooked meal followed by a variety of clubs, intramural activities, and enrichment classes. Through this program, a number of parents are able to take English language class at McClintock.

According to the Charlotte-Mecklenburg Schools 2017-2018 Diversity Report, McClintock had 1,101 enrolled students last year. Of the 1,101 students, there were two American Indian students (0.22%), 69 Asian students (6.27%), 353 Latino students (31.10%), 525 African-American/Black students (47.68%), 133 White students (12.08%), and 19 students who identified as Two or More Races (1.73%). In 2017-2018, there were 585 male students and 516 female students. [1]

Additionally, Charlotte-Mecklenburg Schools assesses schools and students based on Socioeconomic Status (SES). The identified factors involved in their evaluation scale include:

- English Language Ability (i.e., whether or not English is “spoken” very well in the home)
- Family Composition (i.e., is the home a single or multi-parent home)
- Family Income
- Home Ownership
- Parental Education Attainment

Of the whole school, 778 students (70.41%) are identified as Low SES, 205 students (18.55%) as Medium SES, 119 students (10.77%) as High SES, and 3 students (0.27%) have no data. [2]

I personally teach 80 students. 32 students are in Math 1 (ninth grade math) and 48 students are in Math 8 (standard eighth grade math). All are either 13 years old or 14 years old in age. 50% are male and 50% are female. Of the 80 students, 37 are African-American/Black, 13 are Latino/American-Indian, 8 are Asian, 1 is More Than One, and 20 are White. 5 students are considered Academically or Intellectually Gifted (AIG) and 1 is categorized as a Student with Disabilities (SWD). 7 students (9%) are considered Limited English Proficient (LEP).

In my three classes, my students come from a variety of ethnic backgrounds. Some are first-generation immigrants while others are second-generation or third-generation. Their countries of origin include: Ethiopia, Nepal, Myanmar, Mexico, Ecuador, Honduras, Colombia, Vietnam, and Cambodia. Languages spoken at school and at home include but are not limited to: Nepali, Sikh, Chin, Burmese, Spanish, Vietnamese, and Khmer.

### Curriculum Unit Goals

My first goal of this curriculum unit is that students will be able to identify and analyze patterns of diaspora internationally to the United States of America. I believe identifying patterns and the ability to articulate what is being observed is a crucial analytical skill students must have to succeed in mathematical subjects as well as across disciplines. In order to do this, students will study a variety of countries and their respective migration patterns in relation to the time frame of the migrations and the major international/national conflicts at the time.

Secondly, research has shown that underrepresentation in the classroom and stereotyped portrayals in the media can have a profound and harmful impact on students. Another goal of mine is that my students with immigrant and refugee backgrounds feel empowered by a curriculum unit that gives them an outlet to share their unique stories and evaluate them critically. Conversely, I hope that my students unable to personally relate to the content are enlightened by what they learn and develop empathy for people who they view different as themselves.

Third, I want my students to recognize that the contents within their math curriculum are incredibly applicable to real-world situations. I want them to use skills such as creating mathematical visual representations, identifying numeric patterns, building models to express bivariate relationships, and using numbers as justification or mathematical proofs to comprehensively analyze a social, historical, and political topic such as human rights and migration.

Lastly, students will be comparing and contrasting the scope and scale of human rights of immigrants/refugees/asylum seekers in their country of origin versus the United States of America. My goal is for students to use their learned knowledge to become allies and advocates. I want them to not only observe violations of human rights domestically and abroad, but also feel empowered to bring them to light and work to resolve them.

## **Content Research**

### **PART 1 – Patterns of Global Migration to the USA in Context**

#### *The History of Immigrant and Asylum in the United States in the 20<sup>th</sup> and 21<sup>st</sup> Century*

Immigration to the United States of America can be described in terms of waves. A holistic review of our country's history with newcomers may be extremely helpful in laying the foundation for prior knowledge before delving into the specifics of this curriculum unit, which focuses on post-World War II diaspora. The first wave following the initial exploration by Europeans to the Americas occurred in the 1600s with the first British settlements being built up and down the East Coast of North America. The involuntary and tragic movement of enslaved persons during the Trans-Atlantic Slave Trade brought over 600,000 people in the two centuries that followed. By 1860, there were roughly 4 million slaves in the American South. The Natural Act of 1790 became the first formal guidelines outlining criteria for American citizenship, which limited citizenship exclusively to “free white men” of “good moral character.”

The second wave of immigration occurred between the years 1820 and 1870. During this 50 year span, the United States saw an influx of around 7 million newcomers. Approximately one-third arrived from Ireland, fleeing persecution and the Great Potato Famine. Another one-third came from German origins. Immigrants at this time were mostly from Western and Northern Europe. Towards the latter decades of this time period, anti-immigration political parties were on the rise as backlash against the new American citizens. During this time, Mexico ceded much of the Southwest territory in the modern-day United States of America following their loss in the Mexican-American War. This resulted in roughly 80,000 Mexicans living in those regions being annexed into the country.

The third wave of immigration spread from 1880 to 1920. During these four decades, nearly 24 million people immigrated to the United States, most of whom were fleeing religious persecution. These groups included Jews from Eastern European and Russia, as well as Catholics from Southern Europe and Poland. While many of these immigrants entered through Ellis Island in New York, the San Francisco Bay Area processed hundreds of thousands of Asian immigrants. As backlash to the large influx of Asian immigrants that came to the United States following the Gold Rush and to work as laborers on the transcontinental railroad, Congress passed the Chinese Exclusion Act of 1882, which prevented Chinese laborers from obtaining national visas. In 1924, they also passed the Asian Exclusion Act, which limited the number of immigrants from any country to 2% of the number of people from that country who were living in the United States at the time of the 1890 census. This act was not repealed until 1943. However, following the bombing of Pearl Harbor, Japanese American citizens were stripped of

their property and rights and placed in detention centers across the western United States when FDR signed Executive Order 9066.

Following World War II, there was a brief period during which the U.S. accepted European refugees, primarily from Germany, Austria, and Italy who had been victims of Nazi persecution. Until the mid-1960s, the United States immigration system abided heavily by race-based restrictions and national origin quotas. However, in 1965, these quotas were repealed and our country's modern day immigration system was established. The repeal was predicated by the Vietnam War and some of the responsibility that the United States felt toward containing communism and later offering refuge to South Vietnamese who had aided the US armed forces. Instead, a preference-based system was created based on skills and relation sponsorship in the country. In 1990, the Diversity Immigrant Visa program was established. Administered annually, the program, commonly known as the "Green Card Lottery," offers 50,000 permanent visas to immigrants from countries with otherwise low immigration numbers.

In the aftermath of 9/11, the Immigration and Customs Enforcement (ICE) was established. During the presidential terms of Bill Clinton, George W. Bush, and Barack Obama, there was a sharp increase in the number of deportations of undocumented immigrants. Though a record 1.5 million people are deported during Barack Obama's first term, the President also uses executive authority to established Deferred Action for Childhood Arrivals (DACA), which grants temporary legal status to young undocumented immigrants who meet criteria. Most recently, Donald Trump ran on an "America First" nativist platform during the 2016 presidential campaign. Since his election, promises to build a wall on the U.S.-Mexico border, attempts to phase out DACA, and the signing of Executive Order 13769 blocking refugee entry predominantly from Muslim countries have continued to stir anti-immigration sentiments. [3] Refugees from Middle Eastern countries, where the US has been involved in a pre-emptive war with Iraq and the War on Terrorism in Afghanistan, were restricted because of these policies. The US has restricted its quota of refugees from more than 100,000 to 30,000 since 2016.

### *Numbers Analysis: Patterns of Immigration After 1945*

To manage the scope and feasibility of this curriculum unit, there must be some limitations to the time frame and regions students may look into. For this reason, it will important for students to understand the general patterns of diaspora to the United States of America following the end of World War II. They will learn that migration from other countries to the United States varies vastly in terms of categorization (immigration versus asylum seeking), continent of origin (Asia, Africa, Europe, etc.), time frame (post-World War II, Cold War, 21<sup>st</sup> century), and geopolitical reasons (as related to grander conflicts such as communism, the Cold War, the War on Terror, etc.)

Using the table below compiled by the United States Department of Homeland Security, students will be able to analyze patterns in regards to the sources of immigration to the United States. This table organizes the data in respect to decade, continent of origin, country of origin, raw numbers, and percentages. The full table can be found in the appendix. Below, the table has been condensed to reflect countries with not only the highest source of immigrants in terms of raw numbers, but also higher percentages in respect to the size of the country of origin. From a

teacher perspective, this is a necessary step that must be taken to manage the scope of the curriculum unit. While students will be given the opportunity to pick a country of their choice to study, a finite list of countries will be provided to them to ensure specific and sufficient immigration data can be found on the countries they choose (Note: some exceptions were made to include country of origins that are the home countries of students in my classes).

**Table 1. Sources of Immigration to the United States, 1950–2009. Yearbooks of Immigration Statistics, U.S. Department of Homeland Security.**

<b>Region of Origin</b>	<b>1950–1959</b>	<b>1960–1969</b>	<b>1970–1979</b>	<b>1980–1989</b>	<b>1990–1999</b>	<b>2000–2009</b>
<b>Total (000s)</b>	<b>2,499</b>	<b>3,214</b>	<b>4,248</b>	<b>6,244</b>	<b>9,775</b>	<b>10,229</b>
<b>Europe (%)</b>	<b>56.2</b>	<b>35.3</b>	<b>19.4</b>	<b>10.7</b>	<b>13.8</b>	<b>13.1</b>
Austria	3.3	.5	.3	.2	.2	.2
Germany	23.1	6.5	1.8	1.4	.9	1.2
Greece	1.8	2.3	2.4	.6	.3	.2
Italy	7.4	6.2	3.5	.9	.8	.3
Portugal	.6	2.2	2.5	.7	.3	.1
Russia <sup>1</sup>	.0	.1	.7	.5	4.4	1.6
United Kingdom	7.8	6.9	3.1	2.5	1.6	1.7
<b>Asia(%)</b>	<b>5.4</b>	<b>11.2</b>	<b>33.1</b>	<b>38.3</b>	<b>29.3</b>	<b>33.7</b>
Cambodia	–	–	.1	1.8	.2	.3
China	.4	.4	.4	2.7	3.5	5.7
Hong Kong	.6	2.1	2.8	1.8	1.2	.6
India	.1	.6	3.5	3.7	3.6	5.7
Korea, South	.2	.8	5.7	5.2	1.8	2.0

Laos	–	–	.2	2.4	.5	.2
Philippines	.7	2.2	7.9	8.0	5.5	5.3
Taiwan	.0	.5	2.0	1.9	1.4	.9
Vietnam	.0	.1	2.9	3.2	2.8	2.8

<b>West Hemisphere (%)</b>	<b>36.9</b>	<b>52.1</b>	<b>44.8</b>	<b>43.2</b>	<b>52.6</b>	<b>43.1</b>
Canada	14.1	13.5	4.2	2.5	2.0	2.3
Colombia	.6	2.1	1.7	1.7	1.4	2.3
Cuba	2.9	6.3	6.0	2.1	1.6	2.6
Dominican Republic	.4	2.6	3.3	3.5	3.7	2.8
Ecuador	.3	1.1	1.1	.8	.8	1.0
El Salvador	.2	.4	.7	2.2	2.8	2.4
Guatemala	.2	.4	.6	.9	1.3	1.5
Haiti	.2	.9	1.3	1.9	1.8	2.0
Honduras	.2	.5	.4	.6	.7	.6
Jamaica	.3	1.9	3.1	3.1	1.8	2.0
Mexico	11.0	13.7	14.6	16.2	28.2	16.5

<b>Africa (%)</b>	<b>.5</b>	<b>.7</b>	<b>1.7</b>	<b>2.3</b>	<b>3.5</b>	<b>7.4</b>
Egypt	.1	.2	.6	.4	.5	.8
Ethiopia	.0	.0	.1	.2	.4	.8
Liberia	.0	.0	.1	.1	.1	.2



Morocco	.1	.1	.0	.1	.2	.4
South Africa	.1	.1	.2	.2	.2	.3
Others	.2	.3	.7	1.2	2.2	4.8

*Historical and Political Context Analysis: Patterns of Immigration After 1945*

Analyzing the DHS sources of immigration table directly pertains to the first goal of this curriculum unit, that students will be able to use number sense to identify and analyze patterns of diaspora internationally to the United States of America. Students will use statistics and number data to study a variety of countries and their respective migration patterns in relation to the time frame of the migrations and the major international/national conflicts at the time.

Two of the most crucial and observable patterns that can be derived from the table are:

1. The top sources of immigration to the United States by decade
2. The change over time in the percentage of immigration per continent.

Students will be ask to create two mathematical visual representations, one table and one graph, reflecting these patterns. In essence, they will be ask to replicate the two visuals below created by the Department of Homeland Security using their own analysis.

Table 2. Top Ten Sources of U.S. Immigration, 1950–2009. Yearbooks of Immigration Statistics, U.S. Department of Homeland Security.

1950–1959	1960–1969	1970–1979	1980–1989	1990–1999	2000–2009
Germany	Mexico	Mexico	Mexico	Mexico	Mexico
Canada	Canada	Philippines	Philippines	Philippines	China
Mexico	UK	Cuba	South Korea	Russia	India
UK	Germany	Korea	India	Dominican Rep.	Philippines
Italy	Cuba	Canada	Dominican Rep.	India	Dominican Rep.
Austria	Italy	Italy	Vietnam	China	Vietnam
Cuba	Dominican Rep.	India	Jamaica	Vietnam	Cuba
France	Greece	Dominican Rep.	China	El Salvador	El Salvador
Ireland	Philippines	UK	Canada	Canada	Colombia
Netherlands	Portugal	Jamaica	UK	South Korea	Canada

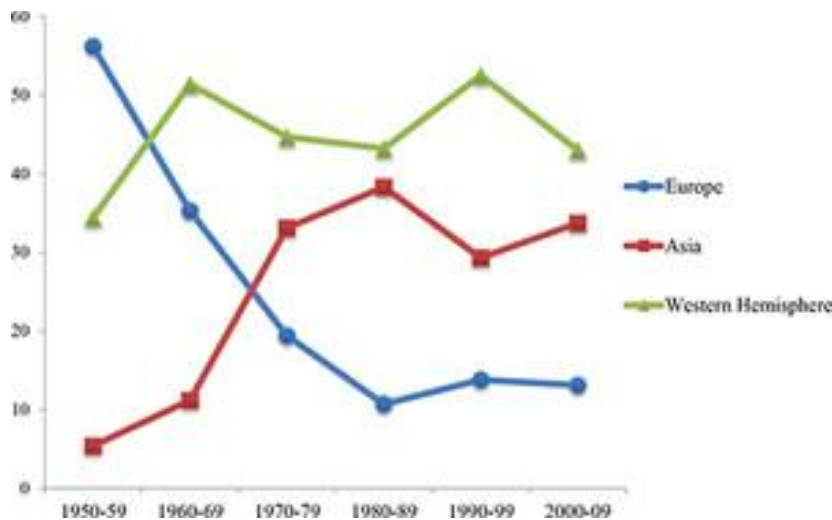
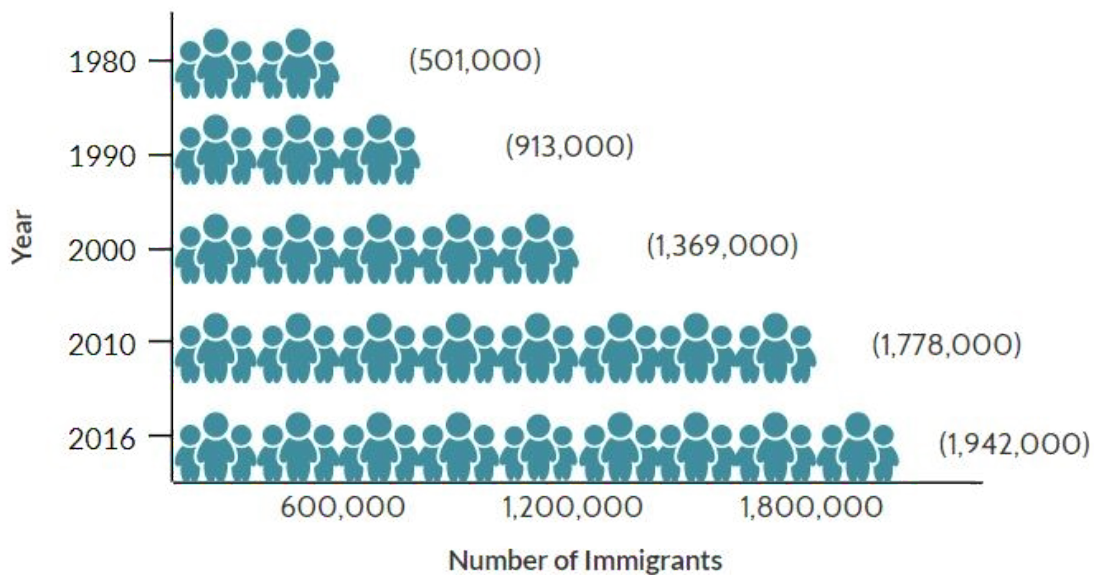


Figure 1. Percentage of Total Immigrants to the United States by Region, 1950–2009. Yearbooks of Immigration Statistics, U.S. Department of Homeland Security.

As in-depth international studies is not a part of North Carolina’s middle school social studies curriculum, a significant amount of teacher prompting is necessary to provide the prior knowledge needed for students to establish patterns from the data collected in regards to historical and political markers. Based on the data, a number of historical events can be tied to regional spikes in immigration over specific decades following World War II. Students will define the meaning of push and pull factors as it relates to immigration patterns. The historical and political patterns that will be discussed include, but are not limited to:

- From 1950-1959, the source of American immigrants was overwhelmingly European at 56.2%. At this time, the U.S. was emerging from World War II as a world Superpower with greater financial and political stability than its European counterparts. The U.S. was accepting European refugees who were former victims of Nazi persecution. At this time, the United States’ immigration system still abided heavily by race-based restrictions and national origin quotas. Race-based discrimination helps to explain the lower number of immigrants from the Western Hemisphere (36.9%), Asia (5.4%), and Africa (0.5%).
- From 1960 onward, Mexico became the leading source of immigrants to the United States. Beginning during World War II, wartime labor shortages resulted in the recruitment of Mexican workers to aid American agricultural and wartime efforts. Under the auspices of the Bracero Program, approximately 4.6 million Mexican guest workers entered the United States from 1942 to 1964. While the labor contracts of this program outlined temporary employment, mutual dependency developed between American growers and Mexican laborers. To meet labor demands, large numbers of Mexicans began crossing the border without documentation. Other braceros adjusted their legal status and gained citizenship. These historical events were pivotal in the dramatic growth of the Mexican-American population in the United States.
- The dramatically sharp increase of immigrants from Asian countries in the 1960s onward can be explained by the repeal of the United States’ national origin quotas. In 1965, the Immigration and Nationality Act was passed, which abolished the quota system that

heavily gave preference to immigrants of Northern and Western European descent. Instead, a preference-based system was created based on skills and familial sponsorship. The Immigration and Nationality Act of 1965 removed racial and national barriers to lay the foundation for the United States' modern day immigration system. Strict and discriminatory laws previously restricted the entry of Asian and African immigrants to the country. However, the passing of the Act went on to significantly alter the demographic mix of the United States. This can be most noticeably seen in Filipino emigration, a country which had already been colonized by the U.S. in the early 1900s. From 1970 to 1999, the Philippines was the second largest source of immigration to the U.S. From 2000 to 2009, it was the fourth largest, being surpassed by China and India.



- In the decades following World War II, immigration to the United States is representative of the role as a global Superpower during the Cold War. Students will be able to recognize and explain global migration as the result of grander international conflict, rather than happenstance. Countries that will be analyzed to touch upon this topic will include:
  - Cuba (1960s and 1970s) in regards to the Cuban Missile Crisis and deteriorating relations between the two countries
  - Korea//South Korea (1970s and 1980s), who enjoyed a diplomatic relationship and mutual exchanges with the United States following American presence in the country during the Korean War
  - Vietnam (1980s), who had a long history of American involvement in Indochina. Due to weakening U.S.-backed governments in Southeast Asia and the growing influence of communist regimes such as China and the USSR, the U.S. became the world's leading acceptor during Southeast Asia's large-scale international refugee crisis. During this time period, the U.S. admitted over 1.5 million Vietnamese, Cambodian, and Laotian refugees and immigrants—contributing to Asian immigrants greatly surpassing those coming from Europe. [4]

## **PART 2 – Before and After: Evaluating the De Facto Human Rights of Migrated and Displaced Persons in the USA**

### *What Are Human Rights?*

While the definition and enforcement of human rights may vary in practice from country to country, the United Nations created and ratified the *Universal Declaration of Human Rights* in 1948. Today there are 192 member states of the nations, all of whom have signed on in agreement with the document.

The website Youth for Human Rights has created a simplified and youth-friendly version of the 30 articles within the Universal Declaration of Human Rights. It is as followed:

- 1. We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
- 2. Don't Discriminate.** These rights belong to everybody, whatever our differences.
- 3. The Right to Life.** We all have the right to life, and to live in freedom and safety.
- 4. No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
- 5. No Torture.** Nobody has any right to hurt us or to torture us.
- 6. You Have Rights No Matter Where You Go.** I am a person just like you!
- 7. We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
- 8. Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
- 9. No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
- 10. The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
- 11. We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
- 12. The Right to Privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
- 13. Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish.
- 14. The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
- 15. Right to a Nationality.** We all have the right to belong to a country.
- 16. Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
- 17. The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
- 18. Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
- 19. Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

- 20. The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
- 21. The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
- 22. Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
- 23. Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
- 24. The Right to Play.** We all have the right to rest from work and to relax.
- 25. Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
- 26. The Right to Education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
- 27. Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
- 28. A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
- 29. Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
- 30. No One Can Take Away Your Human Rights.** [5]

*How will students fairly and comprehensively assess a country's scope and scale of human rights enforcement?*

Up until this point of the curriculum unit, students will have exclusively discussed the push and pull factors driving emigration from various countries of origins to the United States. While the curriculum will perhaps introduce more of an international social studies lens than what students are accustomed to in class, it has still only provided the mainstream narrative that people who choose to immigrate here or people forcefully displaced are objectively "better off" in the United States than their country of origin. For example, in regards to the Declaration of Human Rights, Articles 3, 8, 13, 14, 17, 18, 21, and 23 may be cited as push and pull factors driving immigration to the U.S. from discussed nations.

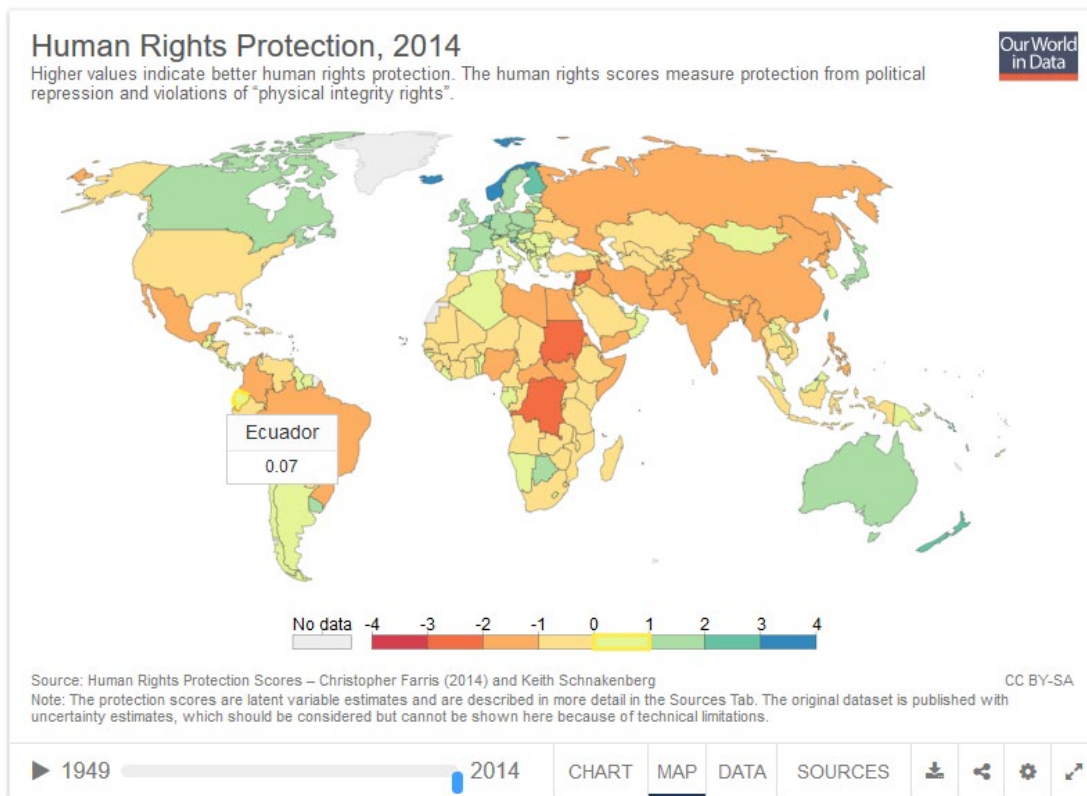
While a case could be made that the United States has high human rights standards, students will be asked to challenge the assumption that this is universally true for all American citizens. Students will pick one country of major migration to the post-World War II. Using the United Nation's Declaration of Human Rights as a rubric for evaluation, students will give a before and after human rights "score." In performing this evaluation, students will use numeric analysis and contextual background to concretely, not abstractly, determine to what extent human rights are stronger, weaker, or unchanged for that specific minority group in the U.S.

In order to fairly and comprehensively analyze country's scope and scale of human rights enforcement, students must be consistent in their assessment. A rubric will be required to determine the extent to which a country abides by the Universal Declaration of Human Rights.

A rubric will be created for students to evaluate the extent to which each of the 30 articles in the Declaration of Human Rights exist and are enforced in 1. their chosen country of origin and 2. the United States of America. For each of the 30 articles, students will give their country and the USA a score of 1 (not evident), 2 (partially evident), or 3 (fully evident). An addition rubric will be provided to define the meaning of “not evident,” “partially evident,” and “fully evident.” Students will cite academic evidence to support their claim for each score (see appendix).

### *Discussing Themes of Human Rights for Minority Groups in the United States*

Using the interactive map provided by the organization Our World in Data, students will end the curriculum unit by exploring the United States’ human rights score relative to other countries in the world. On a scale ranging from -4.0 to 4.0 measuring protection from political repression and violations of “physical integrity rights,” the USA was given a score of -0.2—a score that is both higher and lower than a number of countries worldwide. Using this website, students will explore modern day issues of human rights, social justice, and equality. Our World in Data scores all countries globally in terms of categories such as human rights violations, economic freedom, freedom of the press, lethal violence against minorities, gender equality, interracial marriages, LGBTQ rights, race and politics, income inequality, and more. As a conclusion to this curriculum, present their human rights score for their country and the evaluation process undergone. The whole group will engage in a discussion focusing on the de facto human rights for Americans in the United States and the extent to which it varies by demographics.



## **Teacher Strategies**

### *Evaluation Rubric*

Students will be asked to give a human rights score to the United States of America and a country of their choice. In order to do this fairly and accurately, students use a rubric for evaluation and a worksheet detailing their assessment as it related to each of the 30 rights in the *UN Declaration of Human Rights*. The purpose in doing this is to teach students the importance of standardization or uniformity when completing an evaluation. In order to compare results between the two countries as well as compare results between classmates, a universal rubric must be used to ensure consistency. Students will use a score system awarding 1-3 points for each human right (Appendix 3). They will use a rubric detailing what criteria must be met to attain such points (Appendix 2). Additionally, students will be required to cite sources for all points awarded to support their reasoning behind the score.

### *Free-Form Research*

As educators in the 21<sup>st</sup> century, we must teach our students in way that are relevant and modern. There is great benefit in conducting research through paper text, scholarly journals, and paper archives. However, technology has made it tremendously easier to access a wider breadth of knowledge instantly. The challenge becomes differentiating credible, substantiated research sources from misinformed, bias, and unsubstantiated sources.

My purpose in conducting “Free-Form Research” for this unit is to show students how to utilize the technology with which they are already familiar to conduct good and credible research. Using the worksheet in Appendix 3, students will be required to cite all sources that support their reasoning behind the scores they give for each human right. Our focus will be on how to use Google Advanced Search to limit their internet searches to credible information sources.

Using the Advanced Search feature of Google, students will learn how to confine their searches to websites ending in “.edu,” “.gov,” and “.org.” They will receive a short explanation of why websites from those domains are more credible versus other domains such as “.com” or “.net,” which are available for public purchase by anyone. While there are limitations to my students’ access to online journals, they will learn that most journal articles they find online can also serve as substantiated resources due to the process of peer review.

### *Mathematical Visuals/Representations*

As the standards for this curriculum unit align with the statistics and probability lessons for the year, students will rely heavily on tables, graphs, and other mathematical visuals/representations to gather data and background information. All of the visual data included in the content research portion of this paper will be projected during instructional portions of class. Each table and graph represents bivariate for students to analyze and from which they will be asked to draw conclusions. The common variable in most of these visuals is time. Students will read and study how factors such as total immigration numbers, total immigration numbers by region, and percentage immigration numbers by region vary over time. They were analyze positive,

negative, and no correlation relationships between a number of x and y values through these tables and graphs. They will also use raw numbers from tables provided by the Department of Homeland Security tables to generate their own mathematical graphs using Microsoft Excel applications.

## **Instructional Implementation**

### **Day 1: Introduction to the History of American Immigration**

Objective: Students will be able to summarize and identify general patterns in American immigration from the 20<sup>th</sup> century onward.

Do Now: What is immigration? Give an example of immigration in history. What is your relation to immigration OR how does immigration impact you?

Instruction: Nearpod: PART 1 – Patterns of Global Migration to the USA in Context

- The History of Immigrant and Asylum in the United States in the 20<sup>th</sup> and 21<sup>st</sup> Century
- Numbers Analysis: Patterns of Immigrations After 1945
- Historical and Political Context Analysis: Patterns of Immigrations After 1945

Guided Practice: Creating a bivariate line graph using Microsoft Excel

- Table 2. Top Ten Sources of U.S. Immigration, 1950–2009. Yearbooks of Immigration Statistics, U.S. Department of Homeland Security.

Exit Ticket: After creating a line graph comparing regional sources of immigration over time, what is another variable involving immigration that you think would be interesting to track over time?

### **Day 2: What are Human Rights?**

Objective: Students will be able to give a basic definition of human's rights and children's rights using the United Nations Declaration of Human Rights.

Do Now: What is a right? What rights do you have as a person? What rights do you not have? Should everyone have the same rights? How do societies ensure these rights are ensured?

Discussion: Socratic Circle

- Read United Nations Declaration of Human Rights
- Discussion Questions:
  - What rights do you think are the most/least important? Why?
  - What rights are you surprised by that are included in this document? Why?
  - What rights do you think are most enforced in the USA? What about other areas of the world?
  - What rights do you think are least enforced in the USA? What about other areas of the world?



- Are the rights either enforced or not enforced? Do different people within the same society have more and less rights than others? What about from country to country?

#### Independent Practice: Our World in Data

- Using the interactive map provided by the organization Our World in Data, students will explore the United States' human rights score relative to other countries in the world.
  - The scale ranges from -4.0 to 4.0 measuring protection from political repression and violations of “physical integrity rights.”
- Topics for Exploration: human rights, social justice, and equality
  - Our World in Data scores all countries globally in terms of categories such as human rights violations, economic freedom, freedom of the press, lethal violence against minorities, gender equality, interracial marriages, LGBTQ rights, race and politics, income inequality, and more.

Exit Ticket: The USA was given a score of -0.2—a score that is both higher and lower than a number of countries worldwide. What do you think of that score? Do you think it is acceptable or unacceptable? Taking a look at our society, name a few human rights you think are high-scoring vs. low-scoring.

### Day 3: Free-Form Research

Objective: Students will be able to conduct free-form internet research and find reliable and credible information sources.

#### Instruction: Google Advanced Search

- Go through the features of Google Advanced Search
  - Time period limitation
  - Resource domains: .gov, .edu. org
  - Targeted language

#### Guided Practice: Introduction to Project, Rubric, Evaluation

- Go over the Rubric for Evidence (Appendix 2), Human Rights Evaluations of Countries Worksheet (Appendix 3), and Project Rubric (Appendix 4)

#### Independent Practice: Free-Form Research

- Remainder of class will be used for students to research and choose one country they will be evaluating individually and then comparatively with the United States in regards to human rights

Exit Ticket: What country will be evaluating? Why did you choose this country?

### **Day 4 & 5: Research Days**

Objective: Students will be able to evaluate a country's human rights fairly and produce a human rights score for it.

### **Day 6: Presentation Preparation**

Objective: Students will be able to create a visual presentation of their choice to represent their human rights research.

### **Day 7 & 8: Student Presentations**

See Appendix 4

## APPENDIX 1: Teaching Standards

The unit curriculum will align specifically with the following standards:

- **8.SP.1** Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- **8.SP.2** Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- **8.SP.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.
- **8.SP.4** Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.

**APPENDIX 2: Rubric for Evidence**

1 – Not Evident	2 – Partially Evident	3 – Fully Evident
<p>-Country does not have formal institutions in place focused on the implementation and enforcement of this Human Right. Institutions that may exist are unfair or unstable.</p> <p>-Country does not have a stable and lasting history spanning more than _____ years of implementing and enforcing this Human Right</p> <p>-If evident, this Human Right is unequally and unfairly applied to all citizens of the country regardless of social-economic class, race, ethnic, gender, sexuality, and other background factors</p>	<p>-Country has formal institutions in place focused on this Human Right. However, the institutions have major shortcomings in their ability to implement and enforce laws relating to this Human Right</p> <p>-Country has a relatively stable and lasting history spanning more than _____ years of implementing and enforcing this Human Right</p> <p>-This Human Right applies equally and fair to the majority or most citizens of the country regardless of social-economic class, race, ethnic, gender, sexuality, and other background factors</p>	<p>-Country has formal institutions in place focused on the implementation and enforcement of this Human Right</p> <p>-Country has a stable and lasting history spanning more than _____ years of implementing and enforcing this Human Right</p> <p>-This Human Right applies equally and fair to all citizens of the country regardless of social-economic class, race, ethnic, gender, sexuality, and other background factors</p>

**APPENDIX 3: Human Rights Evaluation of Countries**

Country:	(country of choice)			
Article #	Human Rights Score			Evidence and sources cited
	1 – not evident	2 – partially evident	3 – fully evident	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
<b>Total Score:</b>				
Country:	United States of America			

Article #	Human Rights Score			Evidence and sources cited
	1 – not evident	2 – partially evident	3 – fully evident	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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25				
26				
27				
28				
29				
30				
<b>Total Score:</b>				

## APPENDIX 4: Project Rubric

Students must complete a visual project to showcase their human rights score and research. You may pick from the following:

- Google Slides Presentation
- Google Sites Website
- Video Diary or Documentary
- Video Presentation with Commentary
- Tri-Fold Cardboard Poster

	Requirements:					Total:
Human Rights Evaluation	Evaluation is conducted with evidence to support findings.					
	0 No evidence	25 Minimal evidence	50 Some evidence	75 Good evidence	100 Exceptional evidence	
Evidence and Sources Cited	Evidence and sources cited are credible and reliable.					
	0 Not credible	25 Minimally credible	50 Somewhat credible	75 Mostly credible	100 Exceptionally credible	
Presentation : Information & Accuracy	Presentation must include: -Human rights score of country of choice -Human rights score of USA -Quantitative and qualitative comparison between the 2 countries -Reflection questions: <ul style="list-style-type: none"> <li>● What conclusions could you draw from your research?</li> <li>● What scores are better/worse in your two countries?               <ul style="list-style-type: none"> <li>● Were there any surprises in your research?</li> </ul> </li> <li>● What do you think can be done to improve human rights that are violated in the countries you research?</li> </ul>					
	0 Not included	25 Minimally included	50 Somewhat included	75 Mostly included	100 All included	
Presentation : Neatness & Effort	Information is clear, neat, colorful, and easy to read. Effort is shown.					
	0 Not demonstrated	25 Minimally demonstrated	50 Somewhat demonstrated	75 Mostly demonstrated	100 Fully demonstrated	

Final Grade: \_\_\_\_\_ / 100 points

## Notes

1. “2017-2018 School Diversity Report,” Charlotte-Mecklenburg Schools, 2018, <http://www.cms.k12.nc.us/cmsdepartments/StudentPlacement/PlanningServices/Documents/2017-18%20Diversity%20Report.pdf>.
2. “2017-2018 SES Data by School,” Charlotte-Mecklenburg Schools, 2018, <http://www.cms.k12.nc.us/cmsdepartments/StudentPlacement/PlanningServices/Documents/All%20School%20SES%20Level%202016%20Memo%20Included-1.pdf>
3. Stephanie Vatz, “Interactive Timeline: History of Immigration in America,” KQED News, May 2013, <https://www.kqed.org/lowdown/7383/u-s-immigration-policy-timeline-a-long-history-of-dealing-with-newcomers>.
4. Zhao, Xiaojian, “Immigration to the United States after 1945,” *Foreign Relations and Foreign Policy*, (2016), 1-43, DOI: 10.1093/acrefore/9780199329175.013.72. <http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-72>
5. “What are Human Rights? United Nations Universal Declaration of Human Rights,” Youth for Human Rights, 2018, <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>



## Annotated Bibliography

“United States, Events of 2017.” Human Rights Watch. 2018. <https://www.hrw.org/world-report/2018/country-chapters/united-states#69df92>

This website provides an overview of the United States’ current state of affairs regarding a number of human rights issues such as harsh criminal sentencing, racial disparities, drug policy, and policing, rights of non-citizens, right to health, woman’s and girl’s rights, sexual orientation and gender identity, national security, surveillance, freedom of expression and assembly, and foreign policy.

Zhao, Xiaojian, “Immigration to the United States after 1945,” *Foreign Relations and Foreign Policy*, (2016), 1-43, DOI: 10.1093/acrefore/9780199329175.013.72.

<http://americanhistory.oxfordre.com/view/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-72>

This publication from Dr. Zhao of UCSB outlines immigration in the United States after 1945 in great detail while retaining readability. This is a great resource for teachers who need an overview of the history behind American immigration in the 20<sup>th</sup> and 21<sup>st</sup> century. Linked throughout the article and in the bibliography are a number of supplementary academic resources to enhance teacher-understanding of the topic prior to teaching this unit.

“Universal Declaration of Human Rights.” United Nations. 1948.

<http://www.un.org/en/universal-declaration-human-rights/>

The United Nation’s Universal Declaration of Human Rights is the foundation of the evaluation rubric for the two human rights scores students will give. The original document details 30 articles of human rights with the hopes of guaranteeing fundamental freedoms for people around the world.

“What are Human Rights? United Nations Universal Declaration of Human Rights,” Youth for Human Rights, 2018, <https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

This document from Youth for Human Rights rewords the original Universal Declaration of Human Rights in a way that is readable and accessible to younger students. This is a good resource for ELL students, in particular.