

TRANSATLANTIC OUTREACH PROGRAM

**UNIT:
IMMIGRANTS AND GUEST WORKERS
IN
GERMANY AND BORDER-FREE EUROPE**

BORDER-FREE EUROPE AND MIGRATION ISSUES

(Lesson One)

presented

at the

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For

Secondary Social Studies

(Geography, Economics, Current Issues, Civics, Cultural/World Studies)

UNIT TITLE: IMMIGRANTS AND GUEST WORKERS IN GERMANY AND BORDER-FREE EUROPE

Introduction:

This unit begins with a lesson on the recently expanded border-free Schengen Zone and involves students in an investigation of related border and immigrant issues. In lesson two students analyze maps, charts, and graphs to explore the geographic, economic, political, historical, and psychological reasons why the Schengen zone is important to Germany. In lessons three and four, students read and take notes from articles and after sharing their information, jigsaw to a new group to record on a Venn diagram how the conditions and experiences of immigrants are similar and different in Germany and the United States. Finally, the students enter responses on a survey and explain how they believe specific policies may affect immigrants and nations. Because most lessons involve students in making comparisons to the United States, it is recommended that prior to using this unit, teachers consider using lessons from The New Coloradans: Immigration in Colorado. The New Coloradans is available to teachers from the Piton Foundation, www.piton.org.

Colorado Standards addressed in this unit are:

Geography Standard 4: Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

- 4.1: Students know the characteristics, location, distribution, and migration of human populations.
- 4.4: Students know the processes, patterns, and functions of human settlement.

Civics Standard 4: Students understand how citizens exercise the roles, rights and responsibilities of participation in civic life at all levels-local, state, and national.

- 4.1: Students know what citizenship is.
- 4.4: Students know how citizens can participate in civic life.

Economic Standard 1: Students understand that because of the condition of scarcity, decisions must be made about the use of scarce resources.

- 1.2: Students understand that economic incentives influence the use of scarce human, capital and natural resources.
- 1.3: Students understand that resources can be used in many ways and understand the costs of alternative uses.

History Standard 3: Students understand that societies are diverse and have changed over time.

- 3.1: Students know how various societies were affected by contacts and exchanges among diverse people

Grade Level: High School (Adaptable for Middle School)

LESSON ONE: Europe and the Schengen (border-free) Zone

Essential Question: How is the recent expansion of border-free Europe relevant to immigrant and migrant issues?

Objective(s): Students will be able to:

- Identify on a map the countries that make up the European Union and the Schengen Zone
- Explain why the expanded Schengen Zone raises issues relevant to immigration and migration
- Discuss issues relevant to border-free Europe and U.S. borders

Activities and Instructional Strategies:

1. Map Activity: Countries that make up the European Union and Schengen Zone

Teacher-led questions with maps

- Using an overhead projector, display a blank map of Europe (*Transparency 5: Member Nations of the European Union*). Ask students to identify the countries of Europe.
- Provide students with blank maps of Europe. Project the names of countries (*Transparency 5 Overlay*) and tell students to label the countries that are members of the EU.
- Do they know why the member nations are shown in different colors on the map? Using *Transparency 5*, ask students what the colors represent (countries joined at different times). Ask students to think about what they've learned about Europe in their history classes and why they think it took so many years for some countries to join the EU.
- Display the *Schengen Zone Transparency* map. Explain to students that on December 21, 2007 nine new nations were added to a border-free Europe to make 24 total. Explain the Schengen agreement is named after a town in Luxembourg where nations first met to discuss a border-free Europe. Ask students to describe what "border-free" means to them.
- Tell students they will use two colors for their maps: one to indicate the fifteen countries to join the Schengen Zone prior to December 2007 (*Austria, Belgium, Denmark, Finland, France, Germany, Greece, Iceland, Italy, Luxembourg, Norway, Netherlands, Portugal, Spain, Sweden*), and the other color to indicate countries that joined on December 21, 2007 (*Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, and Slovenia*). Which of these countries were once parts of the Communist East Bloc? (*All but Malta*).
- Although invited, what European Union countries did not join the border-free zone? (*U.K. & Ireland*) Ask students why they think the United Kingdom and Ireland did not join? Explain that *Romania and Bulgaria*, which joined the EU in January 2007, are also not part of the Schengen Zone but are expected to join eventually.
- Ask students to label (but not color) Schengen countries that are not in the Schengen Zone or the European Union (*Iceland & Norway, Switzerland, Liechtenstein & Cyprus*). Explain that *Switzerland, Liechtenstein, and Cyprus* are expected to join the border-free zone this year.
- Finally, label the Eastern European countries that border the Schengen Zone to the east (*Albania, Belarus, Bosnia/Herzegovina, Bulgaria, Croatia, (Kosovo), Macedonia, Montenegro, Romania, Russia, Serbia, Turkey, Ukraine*).

2. Group Activity: The Schengen Zone: Is it beneficial or problematic for Europe's future?
 - Divide the class into groups of four. Provide members of each group with the blank *Schengen Zone Chart* and relevant articles. Within each group students will count off 1, 2. The students with a one will read and write on one side of the chart how the Schengen Zone benefits Europe; those with a two will read and write on the other side how the Schengen Zone causes problems for Europe.
 - Students with the same numbers in each group will prepare to present one of the positions:
 - 1-The border-free zone is beneficial to Europe's future
 - 2-The border-free zone is problematic for Europe's future.
 - In preparation, ask students with the same position to share with one another what they learned in their particular articles, record the information on the Schengen Zone chart, and circle items that relate in some way to immigrants or migrants. Next, the pairs work together to prepare their presentation. Each person should contribute to the presentation.
 - As each pair presents, students on the other side will ask questions and make notes on the appropriate side of their charts.
 - Next, the pairs reverse positions. Each pair uses the notes they obtained from the other side to make a short presentation demonstrating their understanding of the opposing view.
 - For the final step, students in the group reach a consensus regarding two benefits and two problems associated with the Schengen free-border zone. As each group shares their top two benefits and problems the teacher will record them under a T-Chart on the blackboard.
3. Homework (or in-class independent activity)
Provide students with the document: *History of Labor Recruitment in Germany* and a question sheet. Ask them to answer the questions for homework.
4. Closure/Exit Slip or Enrichment Activity
Explain two ways you think the issues associated with the borders of Europe and the United States are similar or different.
or
Explain two reasons why you think the Schengen zone might be important to the United States.

Materials:

- For all students: Blank map of Europe, markers (two colors)
- Chart - *Schengen Zone: Immigrant-related Benefits and Problems* for recording answers (See Resources Section.)
- Transparency #5 Member Nations of the European Union (with overlay) from TOP book, Germany in Europe – Enduring Issues
Transatlantic Outreach Program, Goethe-Institut, Washington, D.C
top@washington.goethe.org or www.goethe.de/top
- Transparency – Schengen Zone
- Schengen Zone Articles (for Activity 2)
-Problems
-*Burning bridges*, The Economist, Oct 13-19 2007, pp 52, 56
<http://www.economist.com>
-*More immigrants head to Britain after EU extends Schengen border zone warn German police*,
<http://www.dailymail.co.uk>

- Kaliningrad faces visa demand,
<http://www.news.bbc.cocuk/go/pr/fr/2/hi/europe/3034080.stm>
 - Ukrainians protest new Polish post-Schengen visa regime.
<http://www.eubusiness.com/news-eu/1200410222.16>
 - Security fear as EU drops borders,
<http://www.news.bbc.co.uk/go/pr/fr/-/2/hi/europe/7154196.stm>
 - Worries as EU's Schengen borders expand east,
<http://www.telegraph.co.uk/news>
 - Border-free Schengen puts up barrier between Slovenia, Croatia,
<http://www.eubusiness.com/news-eu/117424022.38>
 - Security fear as EU drops borders, BBC News, <http://newsvote.bbc.co.uk>
+Benefits
 - +The Schengen Plan: Europe's border-free zone to breach former Iron Curtain,
<http://www.globalresearch.ca/PrintArticle.php?articleId=7648>
 - +Europe's border-free zone expands,
<http://news.bbc.co.uk/go/pr/fr/-/2/hi/europe/7153490.stm>
 - +No-passport area adds 8 European countries,
http://www.chicagotribune.com/travel/chi-slovenia_spolardec20,0,7965926
 - +Once Volatile, Crossing is Opening With a Whisper,
<http://www.nytimes.com/2007/12/20/world/europe/20border.html?pagewanted=print>
 - +EU Leaders Hail Border Opening as Historical Moment,
http://www.dw-world.de/popups/popup_printcontent/0,,30167779,00.html
 - +The Schengen Plan: Europe's border-freezone to breach former Iron Curtain
<http://www.globalresearch.ca/PrintArticle.php?articleId=7648>
 - +The Week inGermany: Current Affairs,
<http://www.germanyinfo/relaunch/info/publications/week/2007/071214/politics2.html>
- Reading and homework question sheet: *Brief History of Labor Recruitment in Germany*
(See Resources Section at end of unit.)
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LESSON TWO: Making Connections

Essential Questions:

- Why is the border-free Schengen Zone of special interest to Germany and how might it profit or challenge Germany?

Objectives: Students will be able to:

- Analyze and discuss why the Schengen Zone is of special importance to Germany
- Explain the history of Labor Recruitment in Germany

Activities and Instructional Strategies

1. Check and discuss homework: *Brief History of Labor Recruitment in Germany*
(See homework talking points in Resources Section.)
2. Teacher-led discussion: Use the projected maps, charts and graphs to help students analyze how the displayed information explains the importance of the Schengen Zone to Germany
 - Germany's geographic location influences its government's interest in the border-free Schengen Zone (Germany is centrally located, bordered by nine countries, and dependent on trade to obtain natural resources. People move across its borders for many reasons, one being to stay and find work as immigrants or guest workers)
Transparency 5 with overlay: Member Nations of the European Union
 - Foreigners/Population in Germany: How many foreigners from Eastern Europe are living in Germany? Why might Germany's foreign population and current population density, along with the population density of Eastern Europe, be relevant to the German government's interest in the border-free Schengen Zone?
Pie Chart (Foreigners in Germany)
Population Density in Germany and Europe: Transparency 16 (with Names of Countries Overlay 16)
 - Gross Domestic Product Map, Unemployment Map, and Work Week and Wages in Manufacturing Chart indicate reasons why people in other nations might see Germany as an immigrant destination country. Again, how might this information encourage Germany's interest in the border-free Schengen Zone?
Unemployment in the European Union (Transparency 18 with Names of Countries Overlay 16)
Work Week and Wages in Manufacturing Chart (Transparency 19)
Gross Domestic Product in Regions of the EU (Transparency 17 with Names of Countries Overlay)
3. Individual Assessment: Provide students with the following scenario and rubric.

Scenario: Schengen Zone

You are an American official invited by the European Union as an impartial observer to study the Schengen Zone expansion on December 21, 2007. As a result, you have traveled extensively in Europe to document information relevant to anticipated changes in an expanded border-free Europe.

The German government, although supportive of the recent addition of nations to the border-free zone, needs to understand how this new development may impact Germany.

Because of your experience, the government has employed you to write a summary in which you will prioritize and explain what you consider to be the three most important migrant-related Schengen Zone issues or outcomes. The government will present and discuss your report when it meets to discuss Germany’s immigration policy. Be sure to clearly explain each issue or outcome and why you think it is important to Germany.

Points	Rubric/Scoring Guide for Schengen Zone Assessment
4	Three issues or outcomes are identified and prioritized. The reasons why each issue is important for Germany are clearly explained with details or examples.
3	Three issues are identified and prioritized. The reasons why each issue is important for Germany are explained with some detail or examples.
2	Three or fewer issues or outcomes are identified and prioritized. The reasons why each is important for Germany are partially explained without details or examples.
1	Several or no issues or outcomes are identified and the reasons why each is important for Germany are incomplete or missing.

4. Homework Activity:

Provide students with the document: *Brief History of Immigration in the United States* and a question sheet. Ask them to answer the questions for homework.

Materials:

- Talking Points: *Brief History of Labor Recruitment in Germany*
(See Resources Section)

- Overhead Transparencies: Germany in Europe – Enduring Issues
Transatlantic Outreach Program, Goethe-Institut, Washington, D.C.
top@washington.goethe.org or www.goethe.de/top
Transparency 1 – Country Size by Land Area
Transparency 2 – Country Size by Population
Transparency 3 – Country size by Gross Domestic Product
Transparency 5 – Member Nations of the European Union
Transparency 16 (with Names of Countries Overlay 16) – Population Density in Germany and Europe
Transparency 18 (with Names of Countries Overlay 16) – Unemployment in the European Union
Transparency 19 – Work Week and Wages in Manufacturing Chart (attached in Resources Section at end of unit)
Transparency 17 (with Names of Countries Overlay 16) – Gross Domestic Product in Regions of the EU
Transparency – Pie Chart: Foreigners in Germany (attached in Resources section)

- Copies of Scenario: Schengen Zone and rubric

- Reading and homework question sheet: *Brief History of Immigration in the United States*
(See “Resources Section” at end of unit.)

LESSON THREE: Gathering Information

Essential Question:

- What are the immigrant-related issues for Germany and the United States?

Objectives: Students will be able to:

- Explain the history of labor recruitment in Germany
- Research information relevant to immigrants in Germany and the United States.

Activities and Instructional Strategies:

1. Collect homework questions: *Brief History of Immigration in the United States* and answer questions as needed. Explain to students how automatic citizenship is granted differently by Germany and the United States: (U.S. by birth and Germany by nationality)
2. Survey of Attitudes Regarding Immigration Policies Ask each student to complete the survey. Tell them to be sure their names are on the sheet before handing it to you. Tally the survey responses for each category (Citizenship, Borders & Security, Integration & Social Services, and Economic Costs & Benefits) and hold them until Day 5 of this unit when the surveys will be returned for another activity.
3. Research Activity: Provide students with the *Notes Outline on Immigration Issues*. Create up to six groups of four. Provide half the groups with Internet addresses for articles and information about immigration and guest workers in Germany and the other groups with Internet addresses for articles and information about undocumented workers in the United States. (Students can use the Internet themselves, or teachers can print the articles ahead of time). Ask students to read the assigned articles and take notes under the topics provided on the Notes Outline.

Materials:

- Talking Points: *Brief History of Immigration in the United States*
(See “Resources Section” at end of unit.)
- Article Research: *Outline for Notes on Immigration Issues*
(See “Resources Section” at end of unit.)

- Articles/Readings for Research:

Germany

A Lesson in Immigration - Guest worker experiments transformed Europe,

http://www.boston.com/news/world/europe/articles/2006/04/19/a_lesson_in_immigration

After lifetime in Germany, Turks still alone and torn,

http://www.nytimes.com/2007/03/25/world/europe/25turkish.html?_r=1&sq=Germany's

Germans argue over immigration,

<http://newsvote.bbc.cocuk/mpapps/pagetools/print/news.bbc.co.uk/2/hi/europe/4056109.stm>

Decades later, mixed lessons emerge from Germany’s guest worker program,

<http://www.spiegel.de/international/germany/0,1518,druck-541440,00.html>

Structuring Immigration, Fostering Integration,

<http://www.migrationinformatin.org/Profiles/print.cfm?ID=235>

Germany copes with integrating Turkish minority,
<http://www.sfgate.com/cgi-bin/article.cgi?file=/c/a/2005/11/13/MNG1AFNKRGI.DTL&ty>
Germany welcomes immigrants with book
<http://newsvote.bbc.co.uk/mpapps/pagetools/print/news.bbc.co.uk/2hi/europe/3487144.stm>
Making Islam Part of Germany,
www.islam-online.net
Germany edges open door to foreigners,
http://news.bbc.co.uk/go/pr/fr/-/2/hi/uk_news/3769235.stm
Islam's influence in Germany grows,
<http://sify.com/news/fullstory.php?id=13326514>
Germany takes a new look at Immigrants,
<http://www.spiegel.de/international/germany/0,1518,druck-471662,00.html>
Questions surround guest worker concept, Atlantic Journal-Constitution
http://nl.newsbank.com/nl-search/we/Archives?p_action=print
Germany's Muslims between assimilation and confrontation,
http://www.dailystar.com.Ib/article.asp?edition_id=I0&categ_id=5&article_id=8407
Guest worker program offers lessons, Atlantic Journal-Constitution
http://nl.newsbank.com/nl-search/we/Archives?p_action=print
The Immigration Act, http://www.zuwanderung.de/english/2_zuwanderungsgesetz.html
Germany's immigrant revolution,
<http://news.bbc.co.uk/2/hi/europe/1422007.stm>

United States

US Immigrants Spark Growth Debate, BBC
<http://news.bbc.co.uk/go/pr/fr/-/2/hi/business/4968398.stm>
Dispelling anti-Latino animosity will take work, Washington Post
http://www.washingtonpost.com/wp-dyn/content/article/2008/01/24/AR2008012401674_p...
Getting angry can be a good thing, NPR
<http://www.npr.org/templates/story/story.php?storyId=4859208>
Hispanic influx revives southwest Detroit, Associated Press
<http://daily.gazette.com/APA26300/PrintArt.asp?SkinFolder=GazetteA>
Many 'guest workers' vulnerable, migrant advocates say, USA Today
<http://usatoday.printthis.clockability.com/pt/cpt?action=cpt&title=USATODAY.com+-=Many=%27>
League opposed deportation, supports earned citizenship for unauthorized immigrants
http://www.denverpost.com/search/ci_%3Ca%20class='srNewsTitleLink'%20href='http://www.d
[enverpost.com/ci_8782117%20onclick='s_object](http://www.denverpost.com/ci_8782117%20onclick='s_object)
High-tech firms want more visas, The Associated Press
<http://daily.gazette.com/APA26300/PrintArt.asp?SkinFolder=GazetteA>
Immigration is fueling rise of U.S. population, The Washington Post
<http://daily.gazette.com/APA26300/PrintArt.asp?SkinFolder=GazetteA>
The 'Guest Worker' Folly, Wall Street Journal
http://www.manhattan-institute.org/html/wsj-the_guest_worker_folly.htm
Immigrants likely will be ID'd by computer, Associated Press
<http://daily.gazette.com/APA26300/PrintArt.asp?SkinFolder=GazetteA>
President Bush calls for action on Immigration Reform by August,
<http://www.whitehouse.gov/infocus/immigration/>
No Spanish-speaking child left behind,

<http://www.washingtonpost.com/wp-dyn/content/article/2007/03/01/AR2007030101190.html>.

Should non-citizens have the right to vote?

www.immigrantvoting.org/http-ceousa.org/

America's Melting Pot,

<http://news.bbc.co.uk/go/pr/fr/-/2/hi/americas/4931534.stm>

**For other regularly up-dated articles on immigration topics, go to: Center for Education in Law and Democracy
<http://www.lawanddemocracy.org/Immigration.html>

LESSON 4: Making Comparisons

Essential Questions:

- How is Germany's history of labor recruitment similar or different from immigrant history of the United States?
- How are Germany's current immigrant needs and challenges similar to or different from those in the United States?

Objectives: Students will be able to:

- Compare and contrast immigration history and current issues, and responses relevant to immigration in Germany and the United States.

Activities and Instructional Strategies:

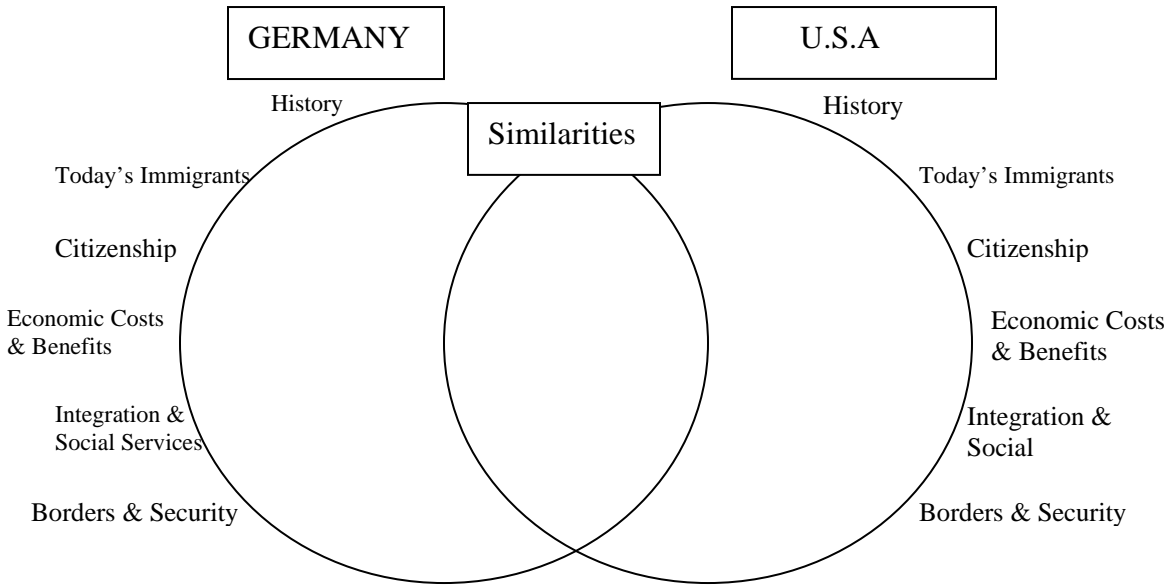
1. Group Activity continued: Sharing researched information
With research completed, students return to yesterday's German or U.S. study group to share information from the articles relevant to the group's assigned country. Explain to students the purpose of the group is for each of them to share information. They will take notes from one another because, although members of the group wrote notes on the same country, their articles were not the same and contained different information. Also, explain that each of them will be expected to share information with a new group.
2. Jigsaw Activity: How are Germany's immigrant needs and challenges similar to or different from those in the United States?
Ask students in each group to count off 1-4 and jigsaw into new groups (all ones in a new group, all twos in another group, etc). In each new group there will be at least two people representing Germany and two people representing the United States. Tell students they will each share what they learned in their earlier groups and work together to create a large graphic organizer such as a Venn diagram on poster paper (see example below). Each group's poster will show how the immigration history and issues of Germany and United States are similar and different. The group posters can be displayed at the front of the room and/or each group explains the poster and reasons for similarities and differences.

Materials:

- Poster paper and markers for groups

- VENN Diagram Example

IMMIGRATION



LESSON 5: Making Difficult Choices

Essential Question: How can local, state, and national policies affect immigrants and their host home countries?

Objectives: Students will be able to

- Evaluate immigration policies and explain their effect on the immigrants and the nation as a whole.
- Explain multiple views on immigration and assimilation.

1. Bell ringer Introduction: Display the following on an overhead projector for students entering the room:

Explain two ways the world has changed since the Statue of Liberty, inscribed with these words, was dedicated in 1886.

Give me your tired, your poor,
Your huddled masses yearning to breathe free
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me
I lift my lamp beside the golden door!”

2. Class Discussion: Class Response to Survey

Return students tallied surveys and display the results on the overhead. Before the discussion, advise students that the discussion is about thinking and sharing ideas in a respectful and thoughtful manner. Return the surveys to students and ask them to provide several perspectives relevant to each policy. Explain it is o.k. if they decide to change their survey responses because they learn something new.

3. Student Essay Question: Provide students with the following question and rubric (see Materials).

How will future policies influence immigrants and nations?

Select at least two policies from each category on the *Survey of Attitudes Regarding Immigration Policies* (Citizenship, Borders & Security, Integration & Social Services, and Economic Benefits & Costs (Problems)). Using the survey, write out the selected policies and for each explain how or why you believe it will affect both the immigrants and the nation.

Categories	Rubric/Scoring Guide for Essay on Effects of Immigration Issues
Exemplary	Eight or more policies are selected and written out. For each policy selected, there is a clear and relevant explanation with examples as to how or why each policy may affect <u>both</u> immigrants and the nation.
Proficient	Eight policies are selected and written out. For each policy selected, there is an explanation as to how or why the policy may affect <u>both</u> immigrants and the nation.
Partially Proficient	Policies are selected and written out with explanations of how or why each policy may affect immigrants <u>or</u> the nation
In Progress	Fewer than half the policies are selected and written out with little or no explanation as to how or why the policy may affect immigrants and the nation.

4. Enrichment Activity:

Write a report about the Statue of Liberty and the words inscribed on it.

Materials:

- Surveys completed by students in Lesson 1 and overhead transparency with class totals for each category
- Copies of essay question with rubric

RESOURCES SECTION

LESSON 1 RESOURCES:

Talking Points: The Schengen Zone: Immigrant-related Benefits and Problems

Benefits

- Many consider the zone to be a “triumph of freedom” for East European democracies because now people can more easily share ideas, migrate from one country to another, and appreciate one another’s’ cultures.
- More efficient, uninterrupted air and ground transportation should raise the standard of living for all (including guest workers) by allowing access to more products at reduced costs and
- Access to cross-border resources and markets will encourage new industries and trade patterns, and increase jobs for skilled and unskilled immigrant and migrant workers;
- More efficient travel and tourism will encourage local development and the need for immigrant workers beyond the large cities;
- Once divided cities can cooperate to share workers, products and services;
- Security is better: the Schengen Information Services (SIS) database allows police in any country to communicate and check if a suspect is an illegal immigrant or has been involved in a crime;
- Mobile police units are replacing stationary border guards to check for illegal immigrants
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Problems

- Border officials report upsurge in migrants trying to cross the border;
- People fear many are criminals and there will be an increase in terrorism, drugs smuggling and human trafficking;
- Once terrorists, illegal immigrants and criminals gain entry through vulnerable Eastern European borders, they will be able to travel freely in buses, trains or taxis to into Western Europe without further border checks.
- Migrants from the former East Bloc countries who are poor will migrate west, work for low wages and take jobs from others.
- People in countries outside the “zone” will resent being left out, their economies will suffer, and they will risk crossing into the “zone” to pursue a better life.
- Those outside the “zone” who once easily crossed borders among the Eastern European countries to work and visit, will now need to purchase an expensive visa or enter illegally.
- Bridges are being destroyed between countries who recently entered the “zone” and those who have not in order to reduce entry of illegal immigrants.
- The Schengen Zone wants tight security to keep those outside the “zone” from entering in large numbers. Are those who are “out” more likely to gravitate toward Russia, and is Russia, (the primary energy provider for Western Europe) likely to become isolated and resentful?

Name _____

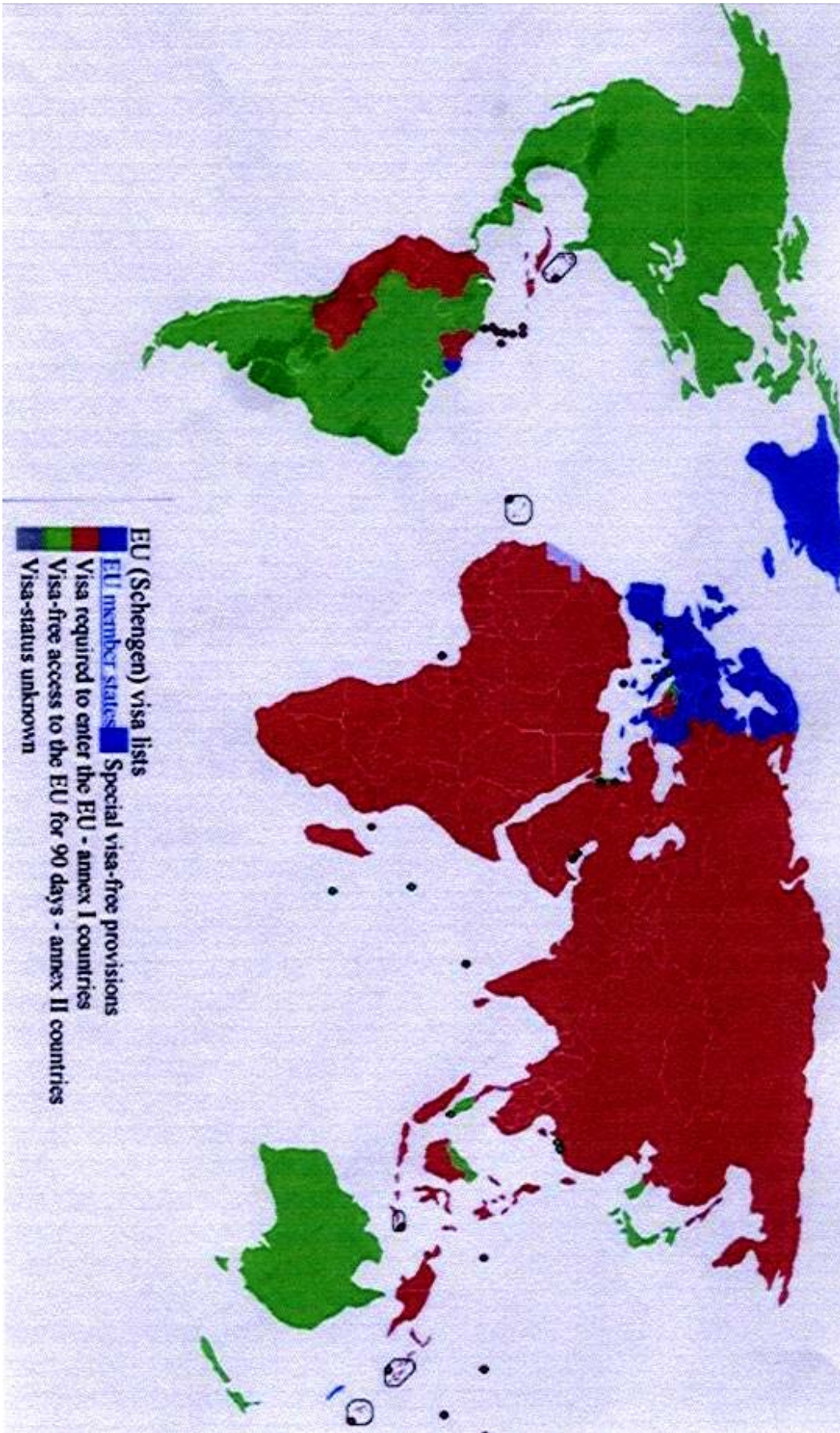
THE SCHENGEN ZONE: IMMIGRANT-RELATED BENEFITS AND PROBLEMS

Benefits

Problems

SCHENGEN EXPANSION





[Brief History of] Labour recruitment in Germany

In the 1950s, the Federal Republic of Germany's "economic miracle" led to a growing demand for unskilled and semi-skilled labour.

The domestic supply of labour was insufficient to meet the demand, and the government signed recruitment agreements with Italy (1955), Spain and Greece (1960), Turkey (1961), Morocco (1963), Portugal (1964), Tunisia (1965) and Yugoslavia (1968).

From 1955 until 1961, however, the number of foreigners living in Germany rose by only about 200,000. After 1961, steady economic growth and the German Democratic Republic's decision to close its borders to the West (building the Berlin Wall), which cut off the flow of workers from East Germany, contributed to increasing labour shortages. This development was further exacerbated by the introduction of a shorter working week and a shrinking labour force. From 1960 to 1972, the number of employed Germans fell by 2.3 million.

Whereas in 1960, foreigners made up 1.3% of those in employment, by 1973 this figure had risen to 11.9%. During the same period, the total number of persons in employment rose from 26.3 million to 27.7 million. From 1961 to 1970, the percentage of Germans in the labour force fell from 47.6% to 43.7%.

The first generation of foreign workers was made up mostly of single men between 20 and 40, although increasing numbers of women also came to Germany by themselves. Until the late 1960s, most foreign workers were Italian, Spanish or Greek. Later, workers from then-Yugoslavia and above all Turkey predominated. In 1968, Turkish citizens made up 10.7% of the foreign population in Germany, with Yugoslavians at 8.8%; by 1973, Turkish citizens accounted for 23% of foreigners living in Germany, while Yugoslavians made up 17.7%. Most foreign workers were employed in the states of North-Rhine/Westphalia, Baden-Württemberg, Bavaria and Hesse.

The "rotation principle"

The original intention was to limit the length of time foreign workers could stay in Germany: Once this allotted time had run out, the foreign workers were supposed to return to their home countries, to be replaced by new ones ("rotation principle"). But starting in the late 1960s, a growing number of foreign workers stayed in Germany permanently. This served the interests of employers, who wanted to keep their experienced workers, and of the

workers themselves, who increasingly came to regard Germany as their home and who wished to take advantage of the better income opportunities and existing infrastructure for the long term. And the foreign workers brought more and more family members with them to Germany.

The 1973 ban on recruiting foreign labour

As a result of the oil shortage and subsequent economic slowdown in the early 1970s, the Federal Cabinet ordered a stop to further recruitment of foreign labour in order to end the flow of workers from non-EC countries. For many foreign workers, the ban may have acted as an incentive to stay in Germany permanently, as it made it impossible to return to one's home country temporarily and then come back to Germany to work.

From 1973 to 1979 the number of foreigners in Germany remained stable. Although the number of foreigners moving out of Germany exceeded the number of those moving in, a rising birth rate largely made up the difference. Overall, between 1973 and 1988 the number of foreigners rose quite slowly from 4 million to 4.8 million.

But starting in 1986, the number of foreigners moving to Germany rose significantly, exceeding the number of those moving away.

Within only 11 years (1986 to 1996), the number of foreigners living in Germany jumped by 2.8 million to 7.3 million. This growth was only partly due to family members rejoining those living in Germany and to the birth of roughly 1 million foreign children during the period. Most of the rise was due to increasing numbers of refugees starting around 1980 and growing stronger from 1985 onwards.

In contrast to the 1950s, 1960s and early 1970s, the residence of foreign workers in Germany today is subject to strict time limits in all but a few cases. In particular, contract and seasonal workers are not permitted to remain in Germany permanently. In 2003, approximately 44,000 persons were working in Germany under temporary contracts in accordance with bilateral government agreements.

Areas employing the most foreign workers

Seasonal workers from Central and Eastern Europe may be employed in agricultural and forestry occupations and in the hotel and restaurant industry for up to four months to fill temporary labour needs. In 2003, 318,549 foreigners (mostly Polish citizens) were legally employed in these occupations in Germany (2002: 307,182).

Aside from this group, the following types of foreign workers also deserve mention:

- participants in guest worker training programmes for young people from Central and Eastern Europe; maximum duration 18 months, 3,000 to 6,000 participants annually;
- qualified nursing staff for hospitals and nursing homes;
- persons generally exempt from the ban on recruiting foreign labour, e.g. scientists, executives and managers, foreign language teachers who are native speakers, chefs, chaplains, artists, models and professional athletes and trainers;
- foreigners under 25 years of age, who may work as an au pair for up to one year, and students enrolled at foreign schools or universities, who may work during the holidays and take part in internships related to their area of study.

Immigration of highly skilled workers

In addition, since 1 August 2000, foreign IT specialists with a relevant university degree or the equivalent may work in the IT industry in Germany. By September 2004, more than 17,000 permits for such work, known as Green Cards, had been issued. Foreigners in these and other skilled occupations are eligible to establish permanent residence in Germany.

Under the Immigration Act, highly skilled workers – such as senior academics and researchers and top-level managers in business and industry – may be granted permanent residence upon arrival in Germany. Self-employed foreigners may also immigrate to Germany if their business is of economic interest and can be expected to have a positive economic impact.

Name_____

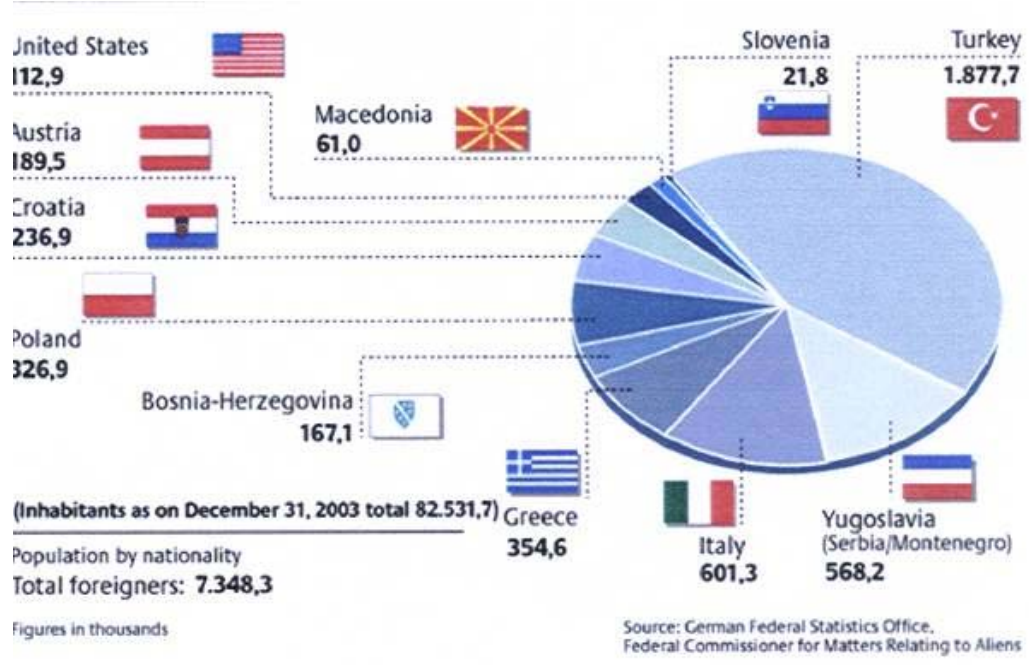
Questions: *History of Labor Recruitment in Germany*






1. Why did Germany sign recruitment agreements between 1955 and 1972 to obtain workers from other countries?
2. Who made up this first generation of foreign workers in Germany?
3. By the 1970's, which two countries accounted for the most foreigners living in Germany?
4. What was Germany's Rotation Principle?
5. Why did the Rotation Principle fail and result in over 7.3 million foreigners living in Germany by 1996?
6. How has the hiring of guest workers changed in recent years?

LESSON TWO RESOURCES:

Talking points for questions: *Brief History of Labor Recruitment in Germany*

1. Why did Germany sign recruitment agreements to obtain workers from other countries between 1955 and
2. 1972?
 - Steady economic growth resulted in a need for unskilled labor
 - German Democratic Republic closed its borders (Berlin Wall) and cut off the flow of workers from East Germany
 - Shorter work week and shrinking labor force
2. Who made up this first generation of foreign workers in Germany?
 - Single men (and some women) 20-40 years of age
 - Workers from Italy, Spain, Greece, Yugoslavia, Turkey
3. By the 1970's, which two countries accounted for the most foreigners living in Germany?
 - Yugoslavia 17.7%
 - Turkey – 23%
4. What was Germany's Rotation Principle?
 - Foreigners were to work for a limited time and then return to their home countries.
5. Why did the Rotation Principle fail and result in over 7.3 million foreigners living in Germany by 1996??
 - Once German employers trained them, the employers preferred those already trained to new trainees.
 - The workers valued the benefits associated with income and quality of life in Germany and came to regard Germany as their permanent home. Many eventually bought houses and established small businesses.
 - After their families joined them and their children were born in Germany, they identified more with Germany than their home country.
 - The 1973 government ban on foreign labor encouraged foreigners to stay on because if they returned to their home countries, they would not be allowed to return to Germany to work.
 - By 1996 there were large numbers of refugees entering Germany
6. How has the hiring of guest workers changed in recent years?
 - Germany passed laws to limit the time foreign workers can remain in Germany (usually four months).
 - Most migrant workers, such as the Poles, are recruited from within Europe on four month contracts to fill temporary jobs such as harvesting crops and working in the hotel/restaurant business.
 - Today Germany needs skilled more than unskilled workers and issues green cards that allow skilled workers to remain in Germany for extended periods of time.



UNITED KINGDOM	FRANCE	GERMANY	ITALY	U.S.
				
Usual weekly working hours, all workers	Usual weekly working hours, all workers	Usual weekly working hours, all workers	Usual weekly working hours, all workers	Usual weekly working hours, all workers
37.3	35.6	37.8	38.7	40.2
Hourly compensation costs, 2001, for production workers	Hourly compensation costs, 2001, for production workers	Hourly compensation costs, 2001, for production workers	Hourly compensation costs, 2001, for production workers	Hourly compensation costs, 2001, for production workers
\$ 24.71	\$ 23.89	\$ 32.53	\$ 20.48	\$ 23.17
Unemployment	Unemployment	Unemployment	Unemployment	Unemployment
2000 5.4%	2000 9.3%	2000 7.8%	2000 10.4%	2000 4.0%
2001 5.0%	2001 8.5%	2001 7.8%	2001 9.4%	2001 4.7%
2002 5.2%	2002 8.8%	2002 8.6%	2002 9.0%	2002 5.8%
2006 5.4%	2006 9.2%	2006 10.6%	2006 7.2%	2006 4.7%

Sources: Wage & Unemployment Data (2004): US Census Bureau / Bureau of Labor Statistics
Usual hours worked per week, full-time employees (2003): European Industrial Relations Observatory On-line

Individual Student Assessment

Scenario: Schengen Zone

You are an American official invited by the European Union as an impartial observer to study the Schengen Zone expansion on December 21, 2007. As a result, you have traveled extensively in Europe to document information relevant to anticipated changes in an expanded border-free Europe.

The German government, although supportive of the recent addition of nations to the border-free zone, needs to understand how this new development may impact Germany.

Because of your experience, the government has employed you to write a summary in which you will prioritize and explain what you consider to be the three most important migrant-related Schengen Zone issues or outcomes. The government will present and discuss your report when it meets to discuss Germany's immigration policy. Be sure to clearly explain each issue or outcome and why you think it is important to Germany.

Points	Rubric/Scoring Guide for Schengen Zone Assessment
4	Three issues or outcomes are identified and prioritized. The reasons why each issue is important for Germany are clearly explained with details or examples.
3	Three issues are identified and prioritized. The reasons why each issue is important for Germany are explained with some detail or examples.
2	Three or fewer issues or outcomes are identified and prioritized. The reasons why each is important for Germany are partially explained without details or examples.
1	Several or no issues or outcomes are identified and the reasons why each is important for Germany are incomplete or missing.

Brief History of Immigration in the United States

The United States of America has had a long history of immigration, from the first Spanish and English settlers to arrive on the shores of the country to the waves of immigration from Europe in the 19th century to immigration in the present day. Throughout American history immigration has caused controversy. The history of immigration to the United States of America is, in some senses, the history of the United States itself and the journey from beyond the sea is an essential element of the American myth, appearing over and over again in everything from *The Godfather* to "The Song of Myself" to Neil Diamond's "America" to the animated feature *An American Tail*.

Historical immigration

Colonial-era immigration to North America

Early immigration laws prevented Asians and Africans from entering the USA legally (except as chattels in the latter case). For most Europeans, however, immigration was relatively free and unrestricted until the 1800s and the onset of the Industrial Revolution.

Voluntary migration from Europe

The population of the colonies that later became the United States grew from zero Europeans in the mid-1500s to 3.2 million Europeans and 700,000 African slaves in 1790. At that time, it is estimated that 3/4 of the population were of British descent with Germans forming the second-largest free ethnic group and making up some 7% of the population.

Between 1629 and 1640 some 20,000 Puritans emigrated from England, most settling in the New England area of North America. In an event known as the Great Migration, these people became the Yankees of far north New England, who later spread out to New York and the Upper Midwest.

From 1609 to 1664, some 8,000 Dutch settlers peopled the New Netherlands, which later became New York and New Jersey.

Between 1645 and 1670, some 45,000 Royalists and/or indentured servants left England to work in the Middle Colonies and Virginia

From about 1675 to 1715, the Quakers made their move, leaving the Midlands and North England behind for Pennsylvania, New Jersey and Delaware. The Quaker movement became one of the largest religious presences in early colonial America.

Germans migrated early into several colonies but mostly to Pennsylvania, where they made up a third of the population by the time of the Revolution.

Between about 1710 and 1775, around 250,000 Scotch-Irish left Ulster (the northern province of Ireland) and settled in western Pennsylvania, Appalachia and the western frontier: these places later would become Kentucky and Tennessee.

Immigration 1776 to 1849

Germans made up almost one-tenth of the population of the country by the end of the 18th century. At least 500,000 Germans immigrated in the first half of the 19th century. 20,000 came in the years 1816-1817, fleeing a famine. Some 60,000 fled to America after the failed Revolutions of 1848. The Irish also came to America by the thousands and worked to help build the nation's canals and railroads.

Immigration 1850 to 1930

The 1850 United States census was the first federal U.S. census to query about the "nativity" of citizens—where they were born, either in the United States or outside of it—and is thus the first point at which solid statistics become available.

Between 1845 and 1860, 1.8 million Irish immigrated to North America after the Great Potato Famine in Ireland.

Between 1850 and 1930, about 5 million Germans immigrated to the United States with a peak in the years between 1881 and 1885, when a million Germans left Germany and settled mostly in the Midwest.

Between 1840 and 1930, about 900,000 French Canadians left Canada to emigrate to the United States and settled mainly in New England. Given the French-Canadian population at the time, this was a massive exodus. 13.6 million Americans claimed to have French ancestry in the 1980 census. Indeed, a large proportion of them have ancestors who emigrated from French Canada.

The years 1910 to 1920 were the highpoint of Italian immigration to the United States. Over 2 million Italians immigrated in those few years of a total 5.3 million who immigrated between 1820 and 1980.

Many Jews who tried to flee Nazi Germany were denied access to the United States, highlighted by the tragedy of the S.S. St. Louis.

Laws concerning immigration and naturalization

The 1795 Naturalization Act restricted citizenship to "free white persons" who had resided in the country for five years. The next significant change in the law came in 1870, when the law was broadened to allow both Whites and African-Americans, though Asians were still excluded from citizenship. Immigration was otherwise unlimited.

In 1882 the Chinese Exclusion Act specifically forbid Chinese immigration, overturning the 1868 Burlingame Treaty that had encouraged it. The "temporary" ban was extended repeatedly and made permanent in 1904. It was the culmination of decades of agitation, particularly by Californians, who had passed their own Anti-Coolie Act in 1862. The ban was deeply resented but was not repealed until 1943, and only then to reward a wartime ally. In order to avoid the same humiliation, the Empire of Japan negotiated the Gentlemen's Agreement in 1907, a protocol that required Japan to prevent

her citizens from emigrating to the US in exchange for better treatment of those already living there.

Congress also banned persons because of their health, beliefs, or lack of education. An 1882 law banned entry of "lunatics" and infectious disease carriers, and the 1901 Anarchist Exclusion Act kept people out because of their political beliefs. A literacy requirement was added in Immigration Act of 1917.

On May 19, 1921, the United States Congress passed the Emergency Quota Act establishing national quotas on immigration. The quotas were based on the number of foreign-born residents of each nationality who were living in the United States as of the 1910 census. A more complex quota plan replaced this "emergency" system under the Immigration Act of 1924. One major change was that the reference census used was changed to that of 1890, which greatly reduced the number of Southern and Eastern European immigrants. Immigrants from most of the Western Hemisphere, however, were admitted outside the quota system.

The Immigration and Nationality Act of 1952

The Immigration and Nationality Act of 1952 (the McCarran-Walter Act) revised the quotas again. This law based its quotas on the 1920 census. Nevertheless, most of the quota allocation still went to immigrants from Ireland, the United Kingdom and Germany.

The Immigration and Nationality Act Amendments of 1965

The Immigration and Nationality Act Amendments of 1965 (the Hart-Cellar Act) abolished the system of national-origin quotas. There was for the first time a limitation on Western Hemisphere immigration (120,000 per year), with the Eastern Hemisphere limited to 170,000. Most of these numbers were allocated to immigrants who were relatives of United States citizens.

Immigrant Legislation 1996:

Several pieces of legislation signed into law in 1996 marked a turn towards harsher policies for both legal and undocumented immigrants. The Anti-Terrorism and Effective Death Penalty Act (AEDPA) and Illegal Immigration Reform and Immigrant Responsibility Act vastly increased the categories of criminal activity for which immigrants, including green card holders, can be deported and imposed mandatory detention for certain types of deportation cases. As a result, well over 1,000,000 individuals have been deported since 1996.

Illegal Immigration

Illegal immigration is largely a phenomenon in which persons enter a country and obtain work without legal sanction. In some cases, this is accomplished by entering the country legally with a visa, and then simply choosing not to leave upon expiration of the visa.

Source: Adapted from Wikipedia

Questions: *Brief History of Immigration in the United States*

1. The early settlers in the United States were from what nations?
2. The largest group of immigrants to the U.S. came from what European nation?

What other nationalities arrived in large numbers between 1850 and 1930?

3. Conditions in the home country that encourage people to leave are called “push factors” and conditions that draw immigrants to a country are called “pull factors.”
What are some push and pull factors that encouraged early immigrants to leave their home countries to live in the U.S.?
 - Push:
 - Pull:
4. How did an early immigration law (1795 Naturalization Act) change in 1870 after the Civil War?

What other groups were restricted?

What other conditions were identified to keep people from entering the United States?

5. By 1921, the U.S. was concerned about the number of immigrants pouring into the country so passed the Emergency Quota Act to limit immigration through a national-origin quota system. The number allowed was based on how many from each of the different nationalities were living in the U.S. in 1910. According to this law, more immigrants were allowed from countries that had the largest number of immigrants already in the U.S. Why do you think people wanted to limit immigrants?
6. In 1924, another law (McCarran-Walter Act) was passed to base the number of immigrants allowed on how many from each nation were in the U.S. in an earlier year (1890). This law reduced immigration from what area of Europe? Why?

What part of the world did the U. S. allow to enter without quota restrictions?

7. What countries in Europe continued to be favored by the Immigration and Nationality Act of 1952?
8. How and when was the national-origins quota system abolished? Were there still limits? Explain.
9. Why were immigration laws passed in 1996 and after?

LESSON THREE:

Talking points for questions: Brief History of Immigration in the United States

1. The early settlers in the United States were from what nations?
Mexico, Spain, Britain and Germany
The largest group of immigrants to the U.S. came from what European nation?
Germany
2. What other nationalities arrived in large numbers between 1850 and 1930?
Irish, French Canadians, Italian
3. Conditions in the home country that encourage people to leave are called “push factors” and conditions that draw immigrants to a country are called “pull factors.”
What are some push and pull factors that encouraged early immigrants to leave their home countries to live in the U.S.?
Push: Dictatorships, revolutions, war, poverty, famine, religious and other persecutions, class systems, inability to own land....
Pull: Democratic government, freedom of religion, land, jobs, hope for better life, relatives....
4. How did an early immigration law (1795 Naturalization Act) change in 1870 after the Civil War?
The restriction, “free white persons,” changed to allow both Whites and African-Americans.
What other groups were restricted? Asians (Chinese and Japanese)
What other conditions were identified to keep people from entering the United States?
Health problems, political beliefs, illiteracy
4. By 1921, the U.S. was concerned about the number of immigrants pouring into the country so the government passed the Emergency Quota Act to limit immigration through a national-origin quota system. The number allowed was based on how many from each of the different nationalities were living in the U.S. in 1910.
According to this law, more immigrants were allowed from countries that had the largest number of immigrants already in the U.S. in 1910. Why do you think people wanted to limit immigrants?
Feared immigrants were working for low pay, taking jobs, creating ghettos, causing crime....
5. In 1924, another law was passed to base the number of immigrants allowed on how many were here from each nation in an earlier year (1890). This law reduced immigration from what area of Europe? Why?
Southern and Eastern Europe
There were fewer here in 1890 than in 1924 and the most recent arrivals were blamed for socio-economic problems.
What part of the world did the U. S. allow to enter without quota restrictions?
Most of the Western Hemisphere
6. What countries in Europe continued to be favored by the Immigration and Nationality Act of 1952?
Ireland, the United Kingdom and Germany
7. How and when was the national-origins quota system abolished? Were there still limits? Explain.
1965 - The Immigration and Nationality Act abolished the quota system.
The law limited Western Hemisphere immigration to 120,000 per year and Eastern Hemisphere immigration to 170,000 per year.
8. Why were immigration laws passed in 1996 and after?
To limit both legal and undocumented immigrants
To increase categories of criminal activity for which immigrants can be deported and apprehend potential terrorists.

Name _____

ARTICLE RESEARCH: OUTLINE FOR NOTES ON IMMIGRATION ISSUES

CIRCLE YOUR ASSIGNED COUNTRY. GERMANY UNITED STATES

Take notes from the articles to share with other members of your group. Because everyone has different articles, the information various categories may differ. You may also use your responses to the Germany or U.S. homework questions.

1. Today's Immigrants: What are several of the largest immigrant groups living in the country today?

Places of origin and unique cultures (language, religion, customs, etc.):

Contributions:

2. Immigrant Policies: Explain the immigrant issues relevant to the categories below:

Citizenship:

Borders and Security

Integration and Social Services

Economic Benefits and Costs

:

Name _____

SURVEY OF ATTITUDES ON IMMIGRATION ISSUES

Citizenship:

1. Grant automatic (birthright) citizenship to children who are born to parents while living in the country.

strongly support support oppose strongly oppose

2. Grant automatic citizenship to children born to parents with national ancestry and citizenship.

strongly support support oppose strongly oppose

3. Offer amnesty to all undocumented immigrants who are willing to become citizens.

strongly support support oppose strongly oppose

4. Deport all undocumented immigrants currently in the country.

strongly support support oppose strongly oppose

5. Establish a path that legal and illegal immigrants can follow to become citizens (such as security check, temporary visa, payment of fines and fees, tests in language and civic knowledge).

strongly support support oppose strongly oppose

6. Stop immigration into the country for the next five years to reduce population growth.

strongly support support oppose strongly oppose

Borders and Security:

7. Allow free movement of people back and forth across national borders (Similar to countries within the Schengen Zone and NAFTA).

strongly support support oppose strongly oppose

8. Facilitate movement of people back and forth across national borders with an integrated migration-monitoring system to establish identity and track movement.

strongly support support oppose strongly oppose

9. Limit movement of people and goods with physical barriers at borders (walls, fences, electronic surveillance, police patrols).

strongly support support oppose strongly oppose

10. Increase local, state and national law enforcement systems to apprehend and deport illegal immigrants.

strongly support support oppose strongly oppose

11. Create national ID cards containing retinal scans, fingerprints and other biometric data.

strongly support support oppose strongly oppose

12. Require proof of citizenship for individuals who register to vote.

strongly support support oppose strongly oppose

13. Allow access to participation in established political structures for all immigrants (political parties, trade unions, and civic organizations).

strongly support support oppose strongly oppose

Integration and Social Services:

14. Provide incentives for the children of immigrants to attend public schools.

strongly support support oppose strongly oppose

15. Create opportunities for adult job training and civics and language instruction.

strongly support support oppose strongly oppose

16. Maintain bilingual classes, ballots, official signs, instructions, etc.

strongly support support oppose strongly oppose

17. Eliminate bilingual classes, ballots, official signs, instructions, etc.

strongly support support oppose strongly oppose

18. Provide social services (health, education, emergency services, unemployment benefits, etc.) for all foreign workers and their families.

strongly support support oppose strongly oppose

19. Require national identity cards when applying for social services and limit services to emergency health care and K-12 education for undocumented workers.

strongly support support oppose strongly oppose

20. Encourage programs that support and integrate immigrants into local communities.

strongly support support oppose strongly oppose

Economic Costs (Problems) and Benefits

21. Provide substantial financial and technical support to migrant organizations and networks so they can engage more meaningfully in guiding development projects.

strongly support support oppose strongly oppose

22. Establish stiff penalties for possession or sale of false identification documents.

strongly support support oppose strongly oppose

23. Organize guest worker programs to match immigrants with willing employers who have temporary jobs.

strongly support support oppose strongly oppose

24. Allow visas for low-skilled workers who remain for short periods of time to fill jobs others will not do.

strongly support support oppose strongly oppose

25. Allow visas for high-skilled workers who remain for longer periods of time to fill jobs that require IT and other skills.

strongly support	support	oppose	strongly oppose
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26. Issue multi-use, multi-annual work permits to facilitate flexible migration patterns.

strongly support	support	oppose	strongly oppose
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27. Enforce laws that penalize employers who hire and exploit illegal workers.

strongly support	support	oppose	strongly oppose
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28. Require national identity cards when applying for employment and establish a fraud-resistant computerized registry to assist employees in verifying workers' citizenship status

strongly support	support	oppose	strongly oppose
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29. Provide economic development funds to countries from which immigrants come.

strongly support	support	oppose	strongly oppose
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30. Allow foreign students in universities to work in the country for up to two years after graduation.

strongly support	support	oppose	strongly oppose
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Some survey items adapted from The New Coloradans (pp 40-44), Piton Foundation

LESSON FIVE RESOURCES:

Student Essay:

How will future policies influence immigrants and nations?

Select at least two policies from each category on the *Survey of Attitudes Regarding Immigration Policies* (Citizenship, Borders & Security, Integration & Social Services, and Economic Benefits & Costs (Problems)). Using the survey, write out the selected policies and for each explain how or why you believe it will affect both the immigrants and the nation.

Categories	Rubric/Scoring Guide for Essay on Effects of Immigration Issues
Exemplary	Eight or more policies are selected and written out. For each policy selected, there is a clear and relevant explanation with examples as to how or why each policy may affect <u>both</u> immigrants and the nation.
Proficient	Eight policies are selected and written out. For each policy selected, there is an explanation as to how or why the policy may affect <u>both</u> immigrants and the nation.
Partially Proficient	Policies are selected and written out with explanations of how or why each policy may affect immigrants <u>or</u> the nation
In Progress	Fewer than half the policies are selected and written out with little or no explanation as to how or why the policy may affect immigrants and the nation.