**Investigating Immigration**

Immigration and its impact on the makeup of the United States saturate the daily news and popular culture. As a result we want to prepare you for the ever-changing world through direct interactions with both those involved with immigration procedures and the opinions of the general population of American citizens. You will get the chance to meet and hear the joys and struggles of recent immigrants and those who help individuals immigrate. You will also encounter the thoughts and feelings of those in your own community as they answer questions concerned with past and recent trends in immigration. Immigration is not a concept reserved for textbooks or remote locations many years ago; it is happening today in your life and the lives of those you know and love. This project will assist you in developing your own perspective of this truth.

The following pages provide details pertaining to the requirements of the project, what is expected of you, and the relevant due dates. The project consists of three phases. Through open-ended questioning and a search for non-verbal cues, Interview Day will give you the opportunity to discover those individuals highly involved in the current face of immigration. The survey and subsequent graphing project will allow you to develop your own questions about immigration. After these questions have been asked of those in your life, you will summarize the data using an appropriate representation learned in your math class. Finally, the project will end with a reflection paper that explores your perceptions and ideas pertaining to immigration both prior to and after the experience of the project. More details will be given in the information that follows.

**Phase 1 – Interview Day**

During your core classes, you will interview three people who have diverse backgrounds and unique life experiences. Mr. Hindsley will provide a list of guiding questions the day prior to this experience. You may use the list as the source of your questions or a starting point in the creation of questions that suit your particular interests. Regardless of the questions you choose or create, you need to have three ready to go for interview day. You will be asking three people these three questions.

You will be working with a partner for this process. Each session will begin with a thirty minute introduction of all the participants so you can get a chance to meet everyone at least on the surface. You will then be given forty minutes for the interview. While one team member asks the questions and summarizes the response, the other should be looking for nonverbal cues and their contributions to the interviewee’s answer. These cues and their importance were covered in the language arts course. Two log sheets will be provided for each interviewing session. Record a summary of the response on one and your observation of the nonverbal cues on the other. Each partner should receive a chance to act in both roles (summarizer and non-verbal cue observer).

Using your observation of nonverbal cues and the oral responses of the interviewees, you should choose one person on whom to focus in a reflective paper. Mr. Hindsley will provide the details for this portion of the project.
Phase 2 – Outside Survey and Graphing Project

Create two survey questions and ask ten people you know to provide answers to those questions. The ultimate goal of this phase of the project is to summarize the answers in the form of a graph. The questions you write, therefore, should be unbiased and have a concise answer. In other words, these questions should not be open-ended. Consider the following questions as you attempt to formulate your own.

- Are you a citizen, yes or no?
- Do you believe immigrants make significant contributions to the United States, yes or no?
- In which of the following activities do you participate? –Voting, -running for political office, -letter writing to your members of Congress, -public protests, -military service.
- Do you know your ancestry? Does it include African, European, and Hispanic?

The ten people that you ask can be anybody that you know. However, try, if possible, to ask people from various backgrounds (with respect to age, gender, race, ethnicity, etc.). As you ask the questions, keep track of the participants’ responses through the use of tallies or another appropriate tracking system. This data collection sheet will be collected with the rest of this phase so be sure to be organized.

Once you have collected all the data from your questions, choose a way to represent this information in a type of graph you learned about in math class. This graph should summarize the information. Be sure to include all labels. This graph can be created by almost any means you wish; options range from poster board and markers to a computer. This will be due one week after the project is assigned. Therefore you have a week to formulate appropriate questions, ask the ten people for their thoughts, choose a way to graphically represent the information, and create the graph.

With the graph you should include a one page reflection on the selecting and summarizing process. Use the following guidelines to structure your reflection:

- Describe the graphical representation that you chose in mathematical terms. What are its parts and how are they ultimately organized? Describe the steps you had to take in its creation.
- Why did you choose this form of graphical representation? What are its advantages and disadvantages? If you could get a fresh start on this project, would you choose the same type of graph? Why or why not? If not, which would you choose instead and why?
- Consider the sample you chose. Describe the choices you made when selecting the people you interviewed. Did it fit any of the particular sampling methods you reviewed in math class? Was it truly representative of the larger population known as the American citizenry? If you could have selected anyone to interview, who would you have chosen? If you felt the sample was not representative, who might you have chosen (if available) to create that ideal scenario?

Phase 3 – Final Reflection on Immigration

You have worked very hard interviewing members of your community about different aspects of immigration and graphing the results. You have asked questions that often cause a
deep emotional and political response. It is now time for you to reflect on your own response to
the material we have covered the last few weeks. Please write 1-2 pages addressing each of the
following components:

- What did you already know about immigration and the history of immigrants in
  the United States? What new information did you learn?
- Is immigration beneficial or harmful to the United States? Is it both? Please
defend your response with evidence and examples from class.
- Based on your sample do you think the public is well informed about the reality
  and the history of immigration in the United States? Why?

Please type this paper using font size 12 and doubling spacing. Be mindful of proper grammar
and spelling. Remember to always include evidence to support your arguments.

**Phase 4 – Portfolio**

As a summary of your firsthand experiences with immigration and its participants, you will put
together a portfolio. This portfolio will contain the following documents:

- Title Page
- Table of Contents
- Interview Questions – Summaries and Log of Non-verbal Cues
- Reflection on an Individual Interviewee
- Survey Questions including Data Summaries
- Graphical Representation
- Reflection on the Graphing Phase
- Final Reflection on Immigration

Many of these items will be due throughout our look at immigration. As they are handed back,
you can make changes to improve their quality before placing them in the portfolio.

**Sequence of Events and Due Dates**

<table>
<thead>
<tr>
<th>Guiding Questions Distributed</th>
<th>Interview Day</th>
<th>Survey Questions/Graphing Project Assigned, Interview reflection Due</th>
<th>Survey Questions Due</th>
<th>Graphing Project Due</th>
<th>Portfolio Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Day Before Interview Day</td>
<td>1 Day After Interview Day</td>
<td>2 Days After Interview Day</td>
<td>1 Week After Interview Day</td>
<td>Nine Days After Interview Day</td>
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