

Economic Concepts and Issues

# Health Care, Education, and Immigration

**THOMAS LADENBURG**



# Health Care, Education, and Immigration

THOMAS LADENBURG

©2011, 2014 Social Studies School Service

10200 Jefferson Boulevard, P.O. Box 802  
Culver City, CA 90232-0802  
United States of America

(310) 839-2436

(800) 421-4246

Fax: (800) 944-5432

Fax: (310) 839-2249

<http://www.socialstudies.com/>  
[access@socialstudies.com](mailto:access@socialstudies.com)

Permission is granted to reproduce individual worksheets for classroom use only.  
Printed in the United States of America.

ISBN: 978-1-56004-724-7

Product Code: ZP667

# Table of Contents

---

Introduction. . . . .	v
-----------------------	---

## CHAPTER 1

<b>Health Care Facts . . . . .</b>	<b>1</b>
------------------------------------	----------

Student Pages . . . . .	3
-------------------------	---

Student Activities . . . . .	7
------------------------------	---

## CHAPTER 2

<b>The Patient Protection and Affordable Care Act of 2010 . . . .</b>	<b>11</b>
---	-----------

Student Pages . . . . .	13
-------------------------	----

Student Activities . . . . .	16
------------------------------	----

## CHAPTER 3

<b>Arguments For and Against the Affordable Care Act . . . . .</b>	<b>19</b>
--	-----------

Student Pages . . . . .	21
-------------------------	----

Student Activities . . . . .	23
------------------------------	----

## CHAPTER 4

<b>Grading Teachers through Value-Added Assessments . . . . .</b>	<b>27</b>
---	-----------

Student Pages . . . . .	29
-------------------------	----

Student Activities . . . . .	33
------------------------------	----

## CHAPTER 5

<b>Charter Schools . . . . .</b>	<b>37</b>
----------------------------------	-----------

Student Pages . . . . .	39
-------------------------	----

Student Activities .....	44
<b>CHAPTER 6</b>	
<b>The “Achievement Gap” and Attempts to Close It .....</b>	<b>47</b>
Student Pages .....	49
Student Activities .....	53
<b>CHAPTER 7</b>	
<b>A Short History of Immigration .....</b>	<b>57</b>
Student Pages .....	59
Student Activities .....	64
<b>CHAPTER 8</b>	
<b>The DREAM Act .....</b>	<b>67</b>
Student Pages .....	69
Student Activities .....	72
<b>CHAPTER 9</b>	
<b>Amnesty or Deportation? .....</b>	<b>75</b>
Student Pages .....	77
Student Activities .....	81
<b>Answer Key .....</b>	<b>83</b>

# Introduction

---

This unit covers the three issues stated in its title. It begins by explaining the problems associated with America's health care system, primarily in the field of costs, results, and coverage. It explains the recently enacted Affordable Care Act and discusses its more controversial features.

The unit continues with an evaluation of America's public schools and an explanation of four strategies designed to regain the U.S.'s world leadership in education. The strategies are evaluating teachers by their students' scores on achievement tests, expanding preschool education, increasing the number of charter schools, and replicating the Harlem Children's Zone initiative.

The third part of this book covers the dilemma between the welcoming words on the Statue of Liberty's pedestal and the restrictions imposed on immigration. The narrative raises two issue-related questions of how the U.S. should deal with the recent influx of unauthorized immigrants. The first issue concerns whether amnesty should be granted for the foreign-born children of undocumented immigrants. The second issue concerns amnesty for law-abiding yet unauthorized adults.

The premise of this unit is that economics need not always live up to its reputation as "the dismal science." This discipline deals with real-world problems that are not always resolved by economic formulas, charting demand and supply curves, or adjusting discount rates. The problems covered in this unit are real to most Americans. They raise issues closely connected to their real life concerns—their health, their education, and the ethnic composition of their country. Yet, few sources provide the reliable information and the thought-provoking questions that stimulate informed discussions of these issues.

Each chapter in this unit includes numerous multiple-choice and occasional matching questions, as well as thought-provoking essay questions. Even the multiple-choice questions call for thinking skills and understanding rather than rote learning. In addition, the teacher's pages provide an overview of the entire chapter, a list of objectives, and numerous suggestions for teaching the chapter.



# CHAPTER 1

## HEALTH CARE FACTS

### Overview

The chapter starts by explaining that this mini-unit covers three topics dealing with the controversial attempt by President Obama to provide affordable health care to all Americans. Students will be expected to compare health care in the U.S. to the costs, methods of insurance, and the life expectancies of other countries. The second chapter in this mini-unit provides facts essential to understanding the Patient Protection and Affordable Care Act of 2010. The third chapter presents arguments for and against this controversial law.

The first chapter of this mini unit provides a series of charts showing the increased costs of health insurance in six Western countries, a comparison of life expectancy among 214 countries, a projection of health insurance costs if present trends continue in the U.S., and a comparison of the health care provided in Canada with its single-payer system and the U.S. with its multiple methods. Students are asked to examine these statistics and to discuss whether they believe their country has the world's best system for providing health care. The chapter closes with two bloggers' comments on the Canadian and the American systems.

### Objectives

Students will:

- compare life-expectancy statistics and costs of health care in various countries
- compare health care delivery in the U.S. and Canada
- discuss whether the U.S. has the world's best system of health care.

### Strategies

After determining whether students did their homework, ask them who pays for their family's health insurance and whether they and their extended families are satisfied with their experiences. After a suitable amount of time, review students' answers to multiple-choice questions and answer questions about why any particular answer is correct. Proceed by asking students to

share their answers to the essay question, and end class by asking whether and why they believe changes need to be made in the U.S.'s method of providing health care services.

## Assignment

---

Assign Chapter 2, passing out the student reading and activities pages. Ask students to complete their assignment on their own paper if they run out of room on the handouts.

# CHAPTER 1

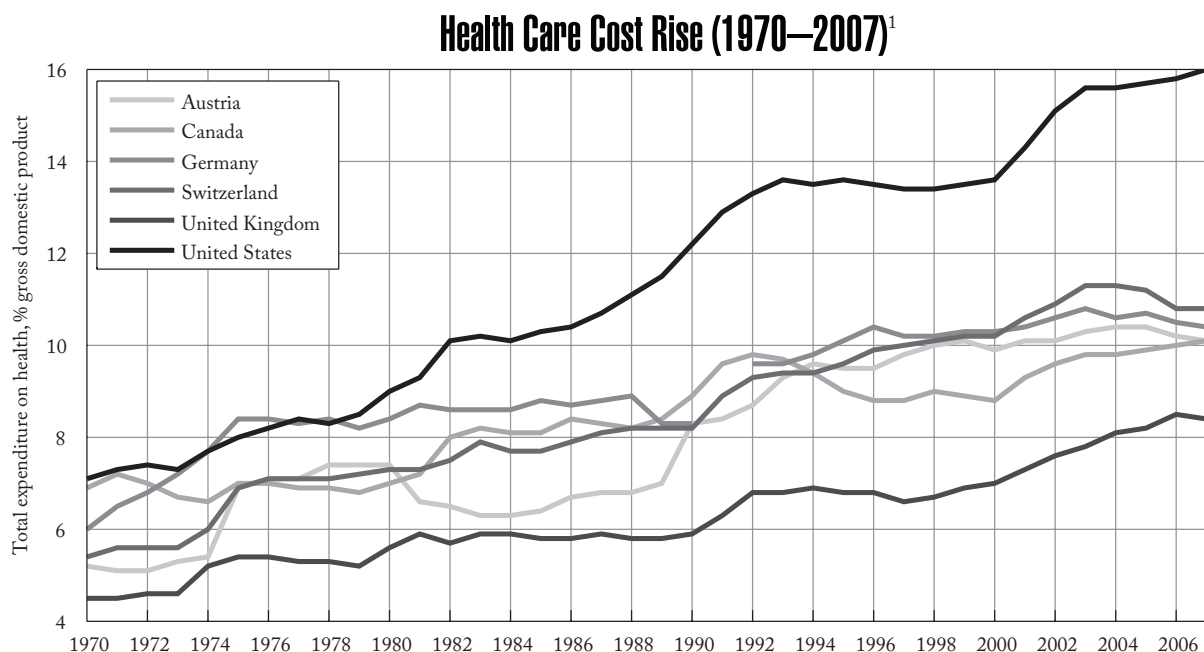
## HEALTH CARE FACTS

### Introduction

Some Americans believe that their country has the best health care system in the world. They point with pride to the number of foreign dignitaries who come to the United States to have complicated life-saving operations. They believe that the United States has the world's best hospitals, the world's best doctors, the most modern and sophisticated medical technology, the shortest waiting periods for major operations, and the highest survival rate.

We are not denying that those with health insurance have access to world-class medical facilities and care. However, we need to point out that there are serious problems in the American medical system for those without insurance. This chapter provides some statistics that may change your thinking about the health care system in this country.

### Comparing Cost Increases in Health Care



1. Wikimedia Commons

According to the September 30, 2009, issue of *TIME* magazine, about 13 million Americans ages 19 to 29, or about one-third in this age bracket, do not have health insurance. About \$2.2 trillion are spent each year on health care—somewhere between \$700 billion and \$1.1 trillion of those expenditures are unnecessary. If current trends continue, the average health-insurance policy per family will cost \$30,083 per year by 2019. According to the Kaiser Foundation, the average cost for a family health care policy in 2009 was \$13,375. The \$30,083 price tag for 2019 represents an estimated increase of 225%.

Furthermore, about 16% of Americans—53 million people—did not have health insurance in the year 2011.

Life Expectancy by Country <sup>2</sup>					
Rank	Country	Life Expectancy	Rank	Country	Life Expectancy
1	Monaco	89.78	49	United States	78.24
5	Japan	82.7	55	Costa Rica	77.54
10	Canada	81.29	70	Uruguay	76.55
15	Switzerland	80.97	123	Egypt	72.40
20	Cayman Islands	80.57	146	Iraq	70.25
25	Norway	80.08	—	The world	66.12
29	Greece	79.8	221	Nigeria	47.24
35	Luxembourg	78.48	222	Afghanistan	44.65
42	South Korea	78.81	224	Angola	38.48

---

2. CIA

Comparing Health Care System for U.S. and Canadian Doctors <sup>3</sup>		
Category	Canada	U.S.
Average spending on health care per person	\$4,522	\$8,508
Type of medical services delivered	Single payer: National government subsidizes the premiums, which are paid by government of the provinces. Care is delivered by doctors and hospitals in private practice. All Canadians are covered by this system.	A variety of systems supported by federal and state governments: Medicaid for poor; Medicare for seniors; Veterans Administration for veterans and their families; military health system serves those eligible. 24% of Americans have inadequate insurance; 16% have no insurance; 25% of the uninsured qualify for government insurance but haven't applied.
Emergency care	Paid for by national government's subsidies.	Everyone coming for emergency care must be treated; those without insurance get billed after treatment.
People served by medical system	Canadians are more likely to have a regular doctor than Americans and are more likely to have their health care needs met.	Americans are less likely to have a regular doctor than Canadians and are less likely to have their health care needs met.
Average waiting time for surgery	4 weeks	3 weeks
% of health care dollar spent on administrative costs	16.7%	31.0%
Amount doctors are paid	About half of what doctors in U.S. are paid	Twice as much as Canadian doctors are paid
Number of doctors per person	2.1 per 1,000 people	2.4 per 1,000 people
Life expectancy	81.67 years	79.56 years

3. Sources: Kaiser Family Foundation; CIA World Factbook; World Book; Commonwealth Fund; Karen E. Lasser, "Access to Care, Health Status, and Health Disparities, in the United States and Canada: Results of a Cross-National Population-Based Survey," *American Journal of Public Health* 96 (July 2006):1–8; Steffie Woolhandler et al., "Costs of Health Care Administration in the United States and Canada," *New England Journal of Medicine* 249 (2003): 768–75

## Two Anecdotal Accounts

### Charlie Reed, June 10, 2009

I agree that the number of Canadian people coming here for medical care is most likely small. After all Canada is a modern country and I am sure the care is okay. Even when extreme care is needed, most people are probably sure they are getting good care. When, however, it is your child that is gravely ill, and a government-run medical facility is telling you that they are doing all they can, and it is just not enough. A small percentage of people (I know of only one) will pack up the entire family, sell the business, and move some where more can be done. For my friend, that place was Massachusetts, and 20 years later he tells me he knows me made the right move. Regarding the free Canadian health care, his comment was, “Well Charlie, you get what you pay for!” As you know, I am all for extending health care to all individuals, but there is something in the countries’ system that is worth preserving, and we had better be darn careful as to how we go about doing this!<sup>4</sup>

### John Murphy, Jan 10, 2010

Health care in Canada is excellent and far better than what the average American has (and I lived in the U.S. for seven years, so I can make a good comparison). There are far more Americans who can’t afford the treatment they need and have to wait decades (if they survive) to be eligible for Medicare and to be able to get the treatment they need. ...[T]here are many times more Americans coming to Canada for treatment than there are going the other way. Not many Canadians would ever touch the U.S. health care system, and it is commonly believed in Canada that the U.S. has a third-world health care system for most Americans, since not all Americans have access to health care. Given the choice, and having actually used both Canadian and U.S. health care, there is no doubt in my mind that Canada has a far superior health care system than the U.S. insurance-run health system.<sup>5</sup>

---

4. <http://www.change.org/profile/view/120089> (edited for clarity)

5. <http://www.change.org/profile/view/612846> (edited for clarity)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Activities

## Health Care Facts

---

### A. Multiple-Choice

1. The idea that the United States has the best health care system in the world:
  - a. is supported by the factual information contained in this chapter
  - b. is reflected in the figures on life expectancy
  - c. may be true, but it is definitely the most expensive
  - d. proves that government-supported health care does not work
2. In life expectancy and cost of health care, the United States:
  - a. ranks first in the world in both
  - b. is first in cost and 49th in life expectancy
  - c. is first in life expectancy and 49th in cost
  - d. is average in life expectancy and first in cost
3. Which of the following *is not* true?
  - a. According to *TIME* magazine, if present trends continue, health care for a family of four will cost over \$30,000 by 2019.
  - b. About 53 million Americans (16% of the U.S. population) do not have health insurance.
  - c. The United States has a single-payer health care system and Canada has a completely socialized, government-controlled health care system.
  - d. The cost of administering the U.S. health care system is about twice as high as the cost of administering Canada's.

4. Which of the following *is not* true about the cost of health care in the United States?
  - a. The cost of health care is rising much faster than it is in other Western countries.
  - b. Health care costs more in the United States than anywhere else.
  - c. The best conclusion that can be reached is that the more a country spends on health care, the higher its life expectancy is.
  - d. Since the 1970s, health care has been getting more expensive.
5. According to *TIME* magazine:
  - a. nearly half of the money spent on health care in the United States is wasted
  - b. about one out of every three young adults in the United States is not covered by health care insurance
  - c. the number of people covered by health care is growing rapidly
  - d. both a and b
6. If you were Canadian and living in Canada, you probably would:
  - a. live five years longer than an American
  - b. live 40 years longer than the average person living in Afghanistan
  - c. live over twice as long as a person from Angola
  - d. eat peanut butter twice a day
7. According to the information provided here that compares the U.S. and Canadian health care systems:
  - a. Americans without insurance cannot be treated in hospital emergency facilities
  - b. most Americans rely on insurance provided by the U.S. government
  - c. Canadians on the average wait longer for surgery than Americans
  - d. the Canadian health care system is definitely better than the American system
8. According to Charles Reed:
  - a. the health care provided in the United States is always better than the health care provided in Canada
  - b. most Canadians think that the United States has a better health care system than Canada
  - c. you get the health care that you pay for
  - d. both b and c

9. According to John Murphy:
- a. most Canadians think that the United States has a third world–quality health care system
  - b. more Americans come to Canada for their health care than the other way around
  - c. American health care is better than Canada's because it is not run by the government
  - d. both a and b
10. What hypothesis could you support based on the evidence presented in this chapter (two answers could be considered correct)?
- a. In health care, Americans do not get what they pay for.
  - b. Two main reasons the United States spends more on health care than the Canadians pay: payments to doctors and administrative costs.
  - c. Canada has a socialist health care system that does not work well.
  - d. Nothing of importance can be learned by comparing America's health care system to Canada's.

## B. Short Essay

Write an essay of no fewer than 75 words explaining why you think one of the answers to question 10 is correct, or why one is incorrect.



# CHAPTER 2

## THE PATIENT PROTECTION AND AFFORDABLE CARE ACT OF 2010

### Overview

---

This chapter begins by explaining three major assumptions that were instrumental in helping the passage of the Patient Protection and Affordable Care Act of 2010. The first was that without requiring that all individuals have health care, rising costs for the aged and infirm would make it unaffordable. The second was that requiring universal coverage would prevent the large number of uninsured individuals from saddling the public with the bill for their free and more expensive medical care in hospital emergency rooms. And third, universal health care would protect people from paying unreasonably high premiums demanded by private insurers who often limited the amount that could be spent on an individual patient and would not accept clients with previous medical conditions.

The major part of this chapter lists the items covered by the Affordable Care Act under two different headings: services covered and provisions to finance and improve delivery of services. Finally, this chapter covers the widely different estimates of how much the Affordable Care Act would cost. Multiple-choice questions require that students understand the important facts and fundamental concepts included in this chapter. The essay question requires students to defend their answers to some of the multiple-choice questions.

### Objectives

---

Students will:

- understand the assumptions for important requirements listed in the Affordable Care Act
- become familiar with major provisions of the ACA
- realize there is little agreement on how much the ACA will cost.

## Strategies

After determining whether students did their homework and discussing their answers to the multiple-choice questions at the end of the chapter, help them remember and understand the most important provisions of this law. Spend some time explaining why mandatory coverage is crucial to the health care law and is closely connected to the issue of whether the law is constitutional. One way to help students remember provisions of the law is to break the class into groups of no more than four, ask all students to close their notebooks, and see which group could come up with the most provisions. Then have students discuss these provisions and make three lists: one on which there is unanimous approval, another where there is unanimous disapproval, and another where there is disagreement. Time permitting, have students share their opinions and learn the reasons others have made their choices.

## Assignment

Assign Chapter 3, passing out the student reading and activities pages. Ask students to complete their assignment on their own paper if they run out of room on the handouts.

# CHAPTER 2

## THE PATIENT PROTECTION AND AFFORDABLE CARE ACT OF 2010

### Introduction

Following more than a year of partisan debate, Congress narrowly passed the Patient Protection and Affordable Care Act of 2010. This legislation was Congress's attempt to deal with the problem posed by the rising cost of health care in the United States and the fact that 53 million Americans were without health insurance. The Affordable Care Act requires all Americans to obtain health care insurance just as states require all owners of motor vehicles to carry automobile insurance. This law was based on four assumptions:

1. Steps must be taken to reduce the rising cost of medical care which is becoming less affordable for the average family.
2. As long as health care insurance is not required, young and healthy adults will not buy it, and costs of insurance for higher-risk patients would become unaffordable.
3. Since hospitals were prohibited from denying emergency care to patients, their emergency rooms were the source of medical care for millions of uninsured clients, and the cost was reflected in rates paid by the insured.
4. Universal health care would protect people from paying sky-high premiums demanded by private insurers, who often limited the amount that could be spent on an individual patient and often would not accept clients with previous medical conditions.

### Major Provisions to Ensure Universal Coverage

The following is a brief summary of the bill, which runs over 2,000 pages:

- All American citizens must be covered by a health-insurance policy or pay a fine. Poor individuals and families would receive government help in paying for health insurance.
- Businesses that employ more than 50 people must provide a minimal health-insurance policy for each employee or pay a fine.

- The federal government would help small businesses pay up to 50% of their employees' health care costs.
- Insurers must pay for preventive care such as mammograms.
- No health insurance provider may limit the amount it would pay for medical expenses or drop an individual because of recurring illnesses.
- The cost of prescription drugs for seniors would be reduced.
- No health insurer could deny coverage to individuals based on pre-existing conditions.
- Young adults between the ages of 19 and 26 must be offered coverage under a family health-insurance policy.
- The government would help pay students to become primary-care doctors, nurses, and physicians' assistants, and to work in areas with shortage of medical professionals.
- Access for Medicaid (state-provided medical services to the poor) would be increased, with the government paying 90% of the additional costs.

## Further Provisions of the Act

In order to make health care more affordable, raise money to pay for it, and improve delivery of medical services, the act also:

- cracks down on fraud and abuse in Medicaid
- prevents insurance companies from unreasonably raising rates
- prohibits insurance companies from paying more than 15% to 20% of their income for overhead costs, including advertising
- taxes expensive coverage plans and raises taxes for Medicare on high-income earners (over \$250,000 per family)
- improves efficiency of delivering health care services by reducing paperwork, encouraging doctors to cooperate with one another, and pay for total treatment of illnesses rather than for each service provided to patients
- establishes insurance exchanges to provide a transparent and competitive marketplace.

## Cost of Additional Coverage

Republicans and Democrats have been in complete disagreement over the cost of increasing health care. The nonpartisan Congressional Budget Office (CBO) estimated in May 2010 that the health care bill would save the federal government 28 billion dollars between 2010 and 2019, and projected one trillion dollars in savings over the following decade. Overall costs to taxpayers would be reduced in a number of ways: fining employers and individuals who opt out of the system, requiring young and healthy people to have insurance, taxing people who purchase extravagant insurance plans, appropriately limiting medical procedures, and reducing fraud and waste in Medicaid and Medicare.

Republicans have challenged the CBO estimates and believe that the health care law would add billions to the federal deficit. They claimed that expected savings would not materialize,

money would be spent subsidizing health care payments to small businesses and to individuals and families, and with additional millions receiving adequate health care, the price of paying for medical procedures would skyrocket and cost the government untold billions of dollars.

Without first analyzing the many imponderables in the debate on the cost of the health care bill, a blogger expressed his conclusion as follows:

[A] program can both maintain current spending and decrease the deficit through a fancy method called “raising tax revenue.” The health care bill raises \$438 billion in new revenue while maintaining approximately equal levels of health care spending. In return, 32 million Americans will now have health insurance.<sup>1</sup>

---

1. Daniel Gatti, *National Review*, February 7, 2011

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Activities

## The Patient Protection and Affordable Care Act of 2010

---

### A. Multiple-Choice

1. Which of the following is a good reason for all Americans, not only those who need it, to get health care insurance?
  - a. If the young and healthy don't pay for insurance, costs will be too high to be paid by the old and sickly who will require more services.
  - b. The insured already pay for higher health care emergency room services because they are also paying for the uninsured.
  - c. Both a and b
2. Among the following, who would be unlikely to support the Patient Protection and Affordable Care Act (PPACA)?
  - a. A 20-year old who is on her family's health care plan
  - b. A person who employs 60 people
  - c. An unemployed person who is broke
  - d. A person denied health insurance because of a pre-existing condition
3. Which of the following provisions of the PPACA *will not* help senior citizens?
  - a. The pre-existing conditions provisions
  - b. The provision preventing insurance companies from limiting the total amount they will spend on any single individual's health care
  - c. The provision that reduces the cost of prescription drugs
  - d. The provision allowing young adults to continue on their family's health care plan until they are 26 years old

4. Which of the following groups would have the most reason to support the PPACA?
  - a. People worried about balancing the budget
  - b. Nursing mothers
  - c. People who can't afford health insurance
  - d. People opposed to increasing government spending
5. Who would be hurt most by the PPACA?
  - a. Owners of large businesses
  - b. Elected officials
  - c. Senior citizens
  - d. People living in poverty
6. Which of the following *would not* reduce health care costs to the government?
  - a. Helping small businesses by paying part of the costs of insuring their employees
  - b. Cracking down on fraud and abuse in Medicare
  - c. Requiring more young and healthy people to buy insurance
  - d. Limiting the amount that insurance providers may spend on administrative costs
7. The cost to the federal government for providing health care will be reduced by:
  - a. establishing insurance exchanges
  - b. fining businesses for not providing coverage for their employees
  - c. paying doctors for the entire procedure rather than for each service individually
  - d. all of the above
8. In your opinion, which is the best feature of the PPACA? (Be prepared to defend your answer in class.)
  - a. Reducing payments for seniors purchasing prescription drugs
  - b. Ensuring health care coverage for an additional 32 million people
  - c. Eliminating denial of health care for pre-existing conditions
  - d. Eliminating fraud and abuse for Medicaid

9. In your opinion, which is the worst feature of the PPACA? (Be prepared to defend your answer in class.)
- a. Forcing healthy people who do not want health care to buy health insurance policies
  - b. Spending tax payers dollars on people who can't afford health care insurance
  - c. Not making small businesses pay for all of the costs for their employees' health care policies
  - d. Not including a provision that has the U.S. and local governments pay for all health insurance like they pay for Medicare and Medicaid
10. How much money will the PPACA cost in total? (Be prepared to defend your answer in class.)
- a. No one can predict the final cost of the PPACA, especially if it is compared to doing nothing
  - b. It will save everybody money
  - c. More money than the U.S. government can afford to pay
  - d. Probably less money than the good it will do

## B. Short Essay

Write an essay of no fewer than 120 words explaining your answers to questions 8, 9, and 10.

# CHAPTER 3

## ARGUMENTS FOR AND AGAINST THE AFFORDABLE CARE ACT

### Overview

---

This chapter covers arguments for and against the Affordable Care Act on a total of three different topics. The first of these topics is whether it is unfair to require the young and healthy to acquire health insurance or whether health care should be mandatory. The second topic is whether the ACA gives too much power to the national government or whether private insurers should be permitted to determine the terms of health insurance policies. The third topic concerns whether the ACA is constitutional.

The multiple-choice and matching exercises include questions based on information in Chapters 2 and 3. These questions will help teachers determine whether students understand the important details and concepts covered in these chapters. These questions will also prepare students to write an extra-credit essay stating reasons to support, oppose, or be ambivalent about the ACA.

### Objectives

---

Students will:

- understand the reasons for making health care insurance mandatory,
- understand why young people and others may not want to buy health insurance,
- understand that the ACA increases the government's power more than many people would like, and
- understand that one important argument for and one against the ACA is based on conflicting interpretations of the powers granted Congress by the commerce clause.

## Strategies

---

After determining that all students have done their homework, ask whether and why they support or oppose the ACA. After some discussion, review their answers to the multiple-choice and matching questions. Make sure students understand the answers to some of the more difficult concepts, such as the different interpretations of the U.S. Constitution's commerce clause, the reasons that young and healthy individuals need to be included among those required to buy health insurance, and the argument that no one should be required to obtain it.<sup>1</sup>

Once convinced that all your students can understand the basic concepts in the argument over health care, start a discussion on the essay question. It is suggested that you assign it for homework and hold a discussion/debate on the topic the next day. Their essay on this topic may serve as the basis of a grade on this mini-unit.

---

1. You might also mention that Article I, Section 8, in addition to giving Congress the right to regulate interstate commerce, gives it the power to "make all laws necessary and proper for carrying into execution" the powers it granted, while Amendment X gives the states the "powers not delegated to the United States... nor prohibited by it to the states." It may take a while to get these concepts across to all students not versed in the complexities of the Constitution.

# CHAPTER 3

## ARGUMENTS FOR AND AGAINST THE AFFORDABLE CARE ACT

### Introduction

This chapter presents three arguments for the Affordable Care Act and three major arguments against it. The first and second excerpts raise the question of whether or not it is fair to require the young and healthy to purchase insurance. The third and fourth excerpts question whether the ACA gives too much power to the federal government. The last two excerpts provide conflicting opinions on the constitutionality of giving Congress the power to require all individuals to have health care insurance.

After you have read all six excerpts, you are asked to write short essays on two of the issues raised in this chapter. You will also get the opportunity to present your views on these topics in class and learn whether your classmates agree with you.

<p><b>Mandatory insurance is necessary<sup>1</sup></b></p> <p>So the idea is that the need to have everybody in the insurance pool, the sick and the healthy, and also the people can't wait until they're sick to get insurance. Hence, you get this individual mandate—so that everybody will have to have insurance, it will be easier for the insurers to spread that risk so that they can afford to sell to everybody who's sick or not. That's where you get the idea of this individual mandate.</p>	<p><b>The young and healthy will be hurt by this bill<sup>2</sup></b></p> <p>[A]major problem for me is that regardless of what bill is passed, Millennials will be hit harder than other age group. Millennials are the young and healthy. Often they don't have insurance, not because of financial constraints; they just don't need health insurance as much as others. ...Millennials will almost surely be forced to foot a disproportionately large part of the costs entailed by providing health care for all. Obama magnanimously wants to make sure everyone has health insurance...with our money .</p>
--	---

1. "The Debate Over Mandatory Health Insurance," NPR, February 4, 2011

2. Elijah Friedman, "The Fundamental Argument Against Obamacare," Rightly Concerned, March 15, 2010

**Insurance companies control health care<sup>3</sup>**

We do not have control over our health care.... our insurance company does, they tell what you can go to. Sure you can go to one out of plan but [it] will cost you more. The insurance company tells you what meds you can get even if your doctor tells you what you need. If it's not covered by your insurance, you don't get it....

**Another unworkable government power grab<sup>4</sup>**

My overall reason for opposing the bills is that I believe government injecting themselves into private enterprise isn't productive and won't solve the root of the problem. In fact, a government power grab will prove to be extremely detrimental to our nation. More government typically means less freedom. This is my premise in rejecting the health care bill.

**Requiring health care is permitted by the commerce clause (Article I, Section 8)<sup>5</sup>**

If insurance is commerce, then of course the business of health insurance is commerce. It insures an activity that represents nearly 18 percent of the United States economy. In this connection, recall *Perez v. United States*, which held that a very local loan-sharking operation was within Congress's power to regulate. And if health insurance is commerce, then the health care mandate is a regulation of commerce, explicitly authorized by Article I, Section 8... Those who argue otherwise, those who insist that it's unconstitutional to require people to buy health insurance, are "entirely wrong, and, even worse, quite confused." John Marshall, the first Chief Justice of the United States, wrote in a landmark 1819 court ruling that when Congress is regulating commerce, it "must, according to the dictates of reason, be allowed to select the means." Marshall's 1819 ruling is directly applicable to the health care mandate: "Mandatory enrollment by all in the health insurance system seems close to absolutely necessary... To allow the young and well to wait until they are older and sicker to enroll is to design a system of private insurance that cannot work.

**The power to require health care is not in the Constitution<sup>6</sup>**

The Constitution does not give Congress the power to require that Americans purchase health insurance. Congress must be able to point to at least one of its powers listed in the Constitution as the basis of any legislation it passes. None of those powers justifies the individual insurance mandate. Congress's powers to tax and spend do not apply because the mandate neither taxes nor spends. The only other option is Congress's power to regulate interstate commerce.

Congress has many times stretched this power to the breaking point, exceeding even the expanded version of the commerce power established by the Supreme Court since the Great Depression. It is one thing, however, for Congress to regulate economic activity in which individuals choose to engage; it is another to require that individuals engage in such activity. That is not a difference in degree, but instead a difference in kind. It is a line that Congress has never crossed and the courts have never sanctioned.

3. mepley: a blogger; January 18, 2011 (edited for clarity) doctors-debate-universal-health-care-pros-and-cons-from-the-experts.html

4. Friedman, loc. cit.

5. Charles Fried, testifying before the Senate Judiciary Committee. February 2, 2011

6. O. Hatch, K. Blackwell & K. Klukowski. "Why the Health-Care Bills Are Unconstitutional", *Wall Street Journal*, 1/2/10

# Student Activities

## Arguments For and Against the Affordable Care Act

---

### A. Multiple-Choice

1. Which of the following is the most reasonable argument for requiring all people to have health insurance?
  - a. Without requiring health insurance for everybody, the young and healthy would not buy it and provide the premiums that support the older and sicker.
  - b. Health insurance is necessary for young and healthy people.
  - c. State governments require owners of cars to buy accident insurance.
  - d. The Constitution's commerce clause
2. Why shouldn't the millennial generation be required to buy health insurance?
  - a. Their parents pay for it.
  - b. They can't afford it.
  - c. They tend to get sick.
  - d. It will give the government too much power.
3. What is the best argument against mandating health care insurance?
  - a. Not giving the government more control over health insurance will mean that the insurance companies will have that power.
  - b. There are too many unanswered questions raised against mandated health care insurance, including constitutionality and cost.
  - c. The government cannot have too much power because it is elected by the people.
  - d. The government can never be trusted to do the right thing.
4. What is the best argument against the ACA?
  - a. It would give us a socialistic health care system.
  - b. Only the Democrats supported the law.
  - c. The United States would be the only country involving the government in the health care system.
  - d. Private enterprise generally does things better than the government.

5. Where in the Constitution do advocates of requiring health care claim the power?
  - a. Article VI
  - b. Article I, Section 8
  - c. Nowhere
  - d. The Preamble
6. Why do opponents of the ACA claim that requiring health care is not covered by the Constitution's interstate commerce clause?
  - a. The commerce clause is unconstitutional.
  - b. The Founding Fathers never wanted to extend the powers listed in Article I, Section 8.
  - c. There is no precedent for a law requiring people to engage in interstate commerce.
  - d. The next thing would be to require people to buy and eat broccoli.
7. Among the specific powers given Congress in Article I, Section 8, of the Constitution is the power to:
  - a. buy and sell guns
  - b. establish a religion
  - c. regulate commerce
  - d. buy and sell beer to minors
8. The term "Millennials" used in this chapter refers to:
  - a. people who have lived for 100 years or more
  - b. anyone old enough to drive
  - c. the young and healthy
  - d. people prevented from buying insurance
9. The amount of money spent on health insurance in the United States is:
  - a. 16% of the money spent each year
  - b. about twice as much on a per-person basis as is spent in other industrialized countries
  - c. buys Americans the best health care in the world
  - d. both a and b

10. According to Chief Justice John Marshall, when Congress regulates commerce:
- it must be allowed to select how it would be done
  - it does not include health care
  - it does not make anything mandatory
  - it must avoid using socialist means

## B. Matching

Place the statements in each column based on whether it supports an argument for or against the Affordable Care Act.

Arguments supporting the ACA	Arguments against the ACA

Arguments (five for one side and four for the other)

About 53 million Americans don't have health insurance	Wealthy foreigners come to the United States for medical care	Canadians with universal health care live two years longer than Americans
The Constitution says nothing about Congress's requiring health care	The price of health care in the United States is increasing twice as fast as the rate of inflation	The Supreme Court said that Congress can decide on how to carry out its constitutional powers
The U.S. government is already deeply in debt	The health care bill is over 2,000 pages long and much too complicated	Health care in Europe costs half as much as in the United States

## C. Short Essay

Write an essay of no fewer than 200 words explaining why you support, oppose, or are very ambivalent about the ACA. Cover at least two of the following topics:

1. How would you rate the present health care system compared to others (including Canada's)?
2. Explain why you approve or disapprove of major provisions of the ACA.
3. Explain why and whether you believe the mandatory health care provision is both necessary and constitutional.

Come to class prepared to present your opinion and to defend or to change it.

# CHAPTER 4

## GRADING TEACHERS THROUGH VALUE-ADDED ASSESSMENTS

### Overview

This chapter begins with a quote from the 1983 report on U.S. schools, *A Nation at Risk*, which found that they were “mediocre” and proclaimed “We have...in effect, been committing an act of unthinking, unilateral educational disarmament.” Evidence supporting this judgment 26 years later is presented in a report comparing 15-year old American students’ reading, math, and science test scores to results of same-aged students from other Organization for Co-operation and Development (OECD) countries. The chapter continues by informing students that in this and subsequent chapters they will evaluate three different approaches to improving students’ performances: teacher-effectiveness assessments, charter schools, and Head Start.

The chapter continues by explaining the theory behind value-added measures of teachers’ effectiveness. The text explains that teachers’ effectiveness is determined by how well their students do on standardized tests, as compared to what they could reasonably be expected to achieve. Students are provided with arguments in support of and in opposition to using this method of grading teachers. Multiple-choice questions help determine whether students understand the concepts and learned the facts presented in this chapter. An essay question asks students to write an imaginary dialogue between a school administrator and a teacher judged as ineffective based on students’ scores on standardized tests.

### Objectives

Students will:

- learn how American students’ educational performance compares with students from other countries
- learn that the value-added assessment strategy accounts for students’ previous performance based on standardized tests
- learn arguments both for and against using value-added assessments to determine teachers’ effectiveness.

## Strategies

After determining whether students did their homework, start a discussion by asking them whether they or their friends can give an accurate assessment of how effective their previous year's teacher was. After several comments, ask whether decisions about giving bonuses to teachers should be based on student evaluations. Then ask whether they believe that standardized tests measuring students' progress are accurate indications of how well they were taught. Make sure that all students understand the idea of "reasonable expectations," and proceed by reviewing their answers to multiple-choice questions. Make sure that students understand the reasons that each correct answer is indeed, correct. Leave at least 15 minutes for students to act out their conversations favoring and opposing the use of value-added assessments to evaluate teachers and for a general discussion of the use of this method.

## Assignment

Assign Chapter 5, passing out the student reading and activities pages. Ask students to complete their assignment on their own paper if they run out of room on the handouts.

# CHAPTER 4

## GRADING TEACHERS THROUGH VALUE-ADDED ASSESSMENTS

### Introduction

---

If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves... We have, in effect, been committing an act of unthinking, unilateral educational disarmament.<sup>1</sup>

Written in 1983, these words were part of a report entitled *A Nation at Risk*. The product of a long study by noted American educators, this report was a scathing criticism of America's schools and colleges.

Evidence of American schools' failure to educate students properly included:

- A failure to compare favorably with other countries
- The high number of adults and 17-year-olds judged to be functionally illiterate
- The need for remedial mathematics courses in public four-year colleges
- The number of military recruits lacking ninth grade-level academic skills

Twenty-six years later, the United States still failed in comparison to most industrialized countries as shown in the following chart:

---

1. U.S. Department of Education's National Commission on Excellence in Education, *A Nation at Risk*, 1983.

Ranking of 34 OECD Countries by Students' Achievement in Reading, Math, and Science <sup>2</sup>								
Reading			Math			Science		
Rank	Country	Score	Rank	Country	Score	Rank	Country	Score
1	S. Korea	539	1	S. Korea	546	3	S. Korea	538
3	Canada	524	5	Canada	527	5	Canada	529
5.	Japan	—	4	Japan	529	2	Japan	539
12	Poland	500	19	Poland	495	13	Poland	508
14	United States	500	25	United States	487	17	United States	502
18	France	496	16	France	497	21	France	498
20	United Kingdom	494	22	United Kingdom	492	11	United Kingdom	514
25	Greece	483	30	Greece	466	30	Greece	470
31	Austria	470	18	Austria	496	26	Austria	494
34	Mexico	425	34	Mexico	419	34	Mexico	416

In his campaign for president in 2001, George W. Bush proposed what became his signature program: No Child Left Behind (NCLB). It required teachers to administer tests to children at various grade levels and to punish schools when the results failed to show significant progress. After eight years, little had changed in the public schools. When Barack Obama became president in 2009 he started an educational program called Race to the Top. His intention was to provide funds for states and schools that were committed to two things:

1. Evaluating teachers by testing their students: Teachers whose students did relatively well on standardized tests would keep their jobs. Instructors whose students failed to show reasonable improvement would not be rehired.
2. Allowing educators to start charter schools—small schools supported by public and private funds that would be free to experiment with innovative curriculum and teaching strategies.

In this chapter, you will learn more about the plan to evaluate teachers based in large part on how well their students perform on standardized tests. In the next chapter you will learn more about charter schools and whether they help students learn more than they learn in traditional schools. In the third chapter of this mini-unit on education, you will learn about a continued problem in American education known as the “achievement gap” and a program designed to improve student learning, known as Head Start.

2. Organization for Economic Co-operation and Development (OECD) consisted of industrialized European and North American nations in addition to several countries in Latin America, and Japan, South Korea, Australia and New Zealand (a total of 34 countries) at the time the report was written.

Statistics from U.S. Department of Education, Highlights From PISA 2009: Performance of U.S.15-Year-Old Students in Science and Mathematics Literacy in an International Context. Chart by Thomas Ladenburg.

## Using Value-Added Measurements to Evaluate Teachers' Performance: The Theory

Before analyzing the pros and cons of using student test results to reward, retain, or release teachers, we need to know a little bit about a method called the value-added assessment model. The educators who developed this model realized that teachers could not be judged totally by how well their students did on standardized tests. But based on students' performance in previous years, administrators could predict how well a student should perform on his or her tests the following year. To paraphrase from a document from a Canadian government department:

Value-added measures are those that attempt to indicate the educational value that the teacher adds over and above that which could be predicted given the backgrounds and prior attainments of each student.<sup>3</sup>

In other words, teachers could and should be evaluated based on whether their students met, exceeded, or failed to meet reasonable expectations. For instance, elementary school teachers whose students improved in their reading or math test scores by more than a grade level, would be judged as effective. If students had not made any progress in previous years, more than one-half a grade level's improvement could suffice.

## Arguments For and Against

Read the following arguments for and against using value-added measurements to evaluate teachers' performance. The first two arguments are made by serious researchers and reflect the thinking of people well informed on the topic. The other four arguments are made by bloggers whose opinions were formed with less research but reflect strong personal convictions. Your conclusions should reflect what you learned from the evidence and from the more emotional response as well as from your own observations based on your experiences with schools and teachers.

3. Quoted in State Government of Victoria Department of Education and Early Child Development, *Value-Added Measures for School Improvement*, November, 2007

Evaluate teachers by students' performance	Performance by students on tests are not good evaluations
<p>In every grade and subject, a teacher's past track record of value-added is among the strongest predictors of their students' achievement gains in other classes and academic years. A teacher's value-added fluctuates from year-to-year and from class-to-class, as succeeding cohorts of students move through their classrooms. However, that volatility is not so large as to undercut the usefulness of value-added as an indicator (imperfect, but still informative) of future performance. The teachers who lead students to achievement gains in one year or in one class tend to do so in other years and other classes.<sup>4</sup></p>	<p>One study found that across five large urban districts, among teachers who were ranked in the top 20 percent of effectiveness in the first year, fewer than a third were in that top group the next year, and another third moved all the way down to the bottom 40 percent. Another found that teachers' effectiveness ratings in one year could only predict from 4 percent to 16 percent of the variation in such ratings in the following year. Thus, a teacher who appears to be very ineffective in one year might have a dramatically different result the following year.<sup>5</sup></p>
<p>[T]esting has been an integral part of education for centuries. It is the foundation of moving to the next grade, graduating, going to college, getting scholarships and getting into grad schools. See if you can get into med school or law school without getting good grades. But our teaching friends are in full panic, the ISEA [Iowa State Educational Association] sounding the alarms. It is more important to teachers to save their jobs than to prepare our kids for the future.<sup>6</sup></p>	<p>I'm a teacher, and I have no problem being evaluated, or having my pay reflect it. Come in my room and join in. Spend a week with me. Talk to my kids, and see for yourself. You'll get the idea. Just don't put it up to some test we don't study for, and leave it up to circumstances I can't control.<sup>7</sup></p>
<p>After a couple of years, if the teacher's kids keep dropping in ITEDs [Iowa Test of Educational Development] we know there is a problem. Let's not kid ourselves, anyone who has had kids in school knows some teachers are not up to the task. Let's root them out. Let's do it for the kids.<sup>8</sup></p>	<p>The most important thing that a teacher can do for a child is to assist him or her to feel good about themselves, have a sense of worth, a desire to be of worth to others, and the confidence and interest to find out what that might be. You cannot measure such on a standardized test and a high score on anything is meaningless in comparison.<sup>9</sup></p>

4. Use Student Achievement to Measure Teachers, DesMoinesRegister.com (edited for clarity)

5. Use Student Achievement to Measure Teachers, DesMoinesRegister.com

6. Use Student Achievement to Measure Teachers, DesMoinesRegister.com (edited for clarity)

7. Student Achievement to Measure Teachers, DesMoinesRegister.com

8. Student Achievement to Measure Teachers, DesMoinesRegister.com

9. Student Achievement to Measure Teachers, DesMoinesRegister.com

# Student Activities

## Grading Teachers through Value-Added Assessments

---

### A. Multiple-Choice

1. The report *A Nation at Risk*:
  - a. created such an outcry that reforms in American schools were made immediately
  - b. was very critical of American schools
  - c. was issued in 2003
  - d. none of the above
2. The report *A Nation at Risk* did all of the following except:
  - a. praise U.S. public schools
  - b. criticize America's public schools
  - c. compare performance of U.S. students with students from OECD countries
  - d. conclude that America's public schools were "mediocre"
3. According to OECD comparisons, American students:
  - a. did significantly better than most students from OECD countries
  - b. did better in reading than in math
  - c. are among the best students in the world
  - d. both a and c
4. Value-added measures can best be defined as:
  - a. an unfair means used to decide whether to evaluate teachers
  - b. a widely accepted way of determining a teacher's effectiveness
  - c. a way to test teachers' effectiveness based on students' not meeting, meeting, or exceeding expectations
  - d. a totally reliable way of deciding how to weed out ineffective teachers

5. The best factually correct argument supporting value-added assessment is that:
  - a. it consistently helps school officials decide which teachers do their jobs well
  - b. other methods of evaluating teachers are far too subjective
  - c. its use has been supported by some valid research
  - d. it is totally inconsistent and unreliable
6. Value-added measurements are important because:
  - a. they save administrators time
  - b. they are always an accurate measure of teachers' effectiveness
  - c. teachers prefer to be evaluated this way
  - d. they are used to reward effective and remove ineffective teachers
7. Which example best shows that the teacher was effective?
  - a. At the end of the year, students who once read at a fourth-grade level are now reading at a fifth-grade level.
  - b. Most students have been accepted at a four-year college.
  - c. Most students in the class believe he/she is the best teacher in the school.
  - d. Most students who read at third grade level now read at fifth-grade level.
8. The best reason for teachers objecting to schools using value-added assessment measures is:
  - a. all of the following
  - b. it takes a good deal of time
  - c. all students in their classes don't work as hard as they should
  - d. it encourages teachers to teach for a multiple-choice test
9. Which grade level and subject would be most likely to provide information that could be used to evaluate teachers by using value-added assessment?
  - a. A high school class in Economics
  - b. A third grade math class
  - c. A kindergarten class
  - d. A high school auto-shop class

10. What important factor does value-added assessment fail to take into account?
- a. The ability of students taught by the teacher
  - b. Whether tests used provide a reliable way of measuring what was taught
  - c. Whether the teacher increases students' interest in the subject being taught
  - d. Both b and c

## **B. Short Essay**

Write a conversation that might take place between a school official who has decided not to rehire a popular and experienced teacher who wants to keep his job even though his students' value-added assessment scores showed little improvement during the past two years. Make sure you give strong arguments on each side.



# CHAPTER 5

## CHARTER SCHOOLS

### Overview

This chapter explains what charter schools are and what visionaries expect them to accomplish. It starts with the problems of the traditional public school. The chapter uses Amistad Academy, established in New Haven, Connecticut, in 1999, as an example of a highly successful charter school. It provides an array of statistics to show how in two years Amistad improved students' performance on their state's mastery test from far below average to above average. The chapter proceeds by presenting conflicting evidence from different studies on the effectiveness of the nation's 5000 charter schools and asks students to draw their own conclusions.

Multiple-choice questions test whether students mastered the important facts and concepts presented in this chapter. An essay question asks students to imagine whether they would have liked to be a fifth grader at a neighborhood Amistad-like school. An extra credit question asks students to compose a mission statement, design the curriculum, and plan the special features for a charter school they might like to attend.

### Objectives

Students will:

- learn what charter schools are and understand why they are supposed to improve education
- know something about the Amistad program and the success of this particular charter school
- evaluate the conflicting researched conclusions about the general effectiveness of charter schools.

## Strategies

After determining whether students completed their assigned homework, ask whether they know of any charter schools or any students who are enrolled in one. The discussion may devolve into an evaluation of their own educational experience in traditional schools. Then review their answers to the multiple-choice questions and encourage students to discuss several related topics including: their reaction to Amistad's REACH program, how they can best account for the Academy's success in improving state test scores, and what conclusions they draw from the contradictory evidence about the general success of charter schools. Time permitting, allow students to share their feelings about attending a school like the Amistad Academy. If you plan to spend two days on this chapter, begin the second day with students presenting their own visions (preferably with a PowerPoint presentation) for a successful charter school.

## Assignment

Assign Chapter 6, passing out the student reading and activities pages. Ask students to complete their assignment on their own paper if they run out of room on the handouts.

# CHAPTER 5

## CHARTER SCHOOLS

### Introduction

---

While some experts in education blamed teachers for the poor performance of American students, others blamed the schools themselves. Too many educational institutions were large, impersonal spaces often housing more than 3000 students, and provided few opportunities for meaningful interactions between teachers and their students. Break these huge structures down into a manageable size, these educators advised, and that will give pupils a chance to know their instructors. It will also allow for more innovations, make the curriculum reflect the real interests of the instructed, get rid of arcane rules and allow for some creativity. Make the traditional public school more like the private schools that give their students a pride in belonging and the desire to learn.

The kind of thinking reflected in the previous paragraph led to a movement to reform education in the U.S. by breaking large schools down into small, manageable units called “charter schools.” In this chapter you will learn about the charter-school movement in the U.S., study one very successful example of this kind of school, and read excerpts from several studies of how effective this innovation has been.

### What Charter Schools Are

---

Charter schools are those that obtain special permission from the state and local school districts to operate independently of the regular school system. They are supported by public funds (based on per-pupil attendance) and private grants, must admit anyone who applies, and are allowed to establish their own programs, hire teachers as they see fit, and develop their own curriculum. They must obtain a charter from the state and renew the charter every five years or so. Each charter school is evaluated to see if it is living up to the promises stated in its charter and if it has met certain standards, including that students’ test scores prove that they are learning.

Jeanne Allen, President of the Center for Education Reform in 2004, expressed the advantages of having a charter school:

Free of bureaucratic and regulatory micro-management, charter schools can design and deliver programs tailored to educational excellence and community needs. Charters offer at-risk programs and state-of-the-art education. In charter schools, you'll find teachers that are there because they want to be, because they have more authority over the programs and approaches they use than they did in all their years in traditional public schools.<sup>1</sup>

Charter schools are started by groups of people, including educators, parents, and community leaders, who spend years writing applications that often run on for over 150 pages. They must describe the school's goals, administrative structure, and curriculum, as well as the materials used to teach it. They must also make arrangements to secure a place for the school to operate. They also must satisfy the state that it has adequate funds as well as community support to begin operations.

As long ago as the 1970s, an obscure college professor first articulated the idea behind charter schools. The idea caught on when Albert Shanker, president American Federation of Teachers, advocated for it ten years later. In 1991, Minnesota became the first state to pass a law permitting various groups interested in improving education to start charter schools. The next year California followed Minnesota. The movement grew rapidly as presidents Bill Clinton, George W. Bush, and Barack Obama endorsed the idea, and Congress allocated funds to help pay for starting charter schools. Philanthropists such as Bill Gates donated resources from their own foundations. By 2010 the movement had spread to 40 states, with approximately 1.5 million students attending 5000 charter schools.

## A Charter-School Success Story: Amistad Academy in New Haven, Connecticut

One parent lauded Amistad Academy in an evaluation statement as follows:

I love Amistad's teaching methods, they teach the kids on the proper level. They use music and games that they can understand. My son has excelled since being there and he doesn't like when they have days off. Thank you Amistad for showing my child the path to college and career. <sup>2</sup>

Amistad Academy was first started in 1999. By 2007, 92% of its 405 students were African-American or Hispanic, and 84% qualified for the state's free- or reduced-price lunch program. Yet their improvements, as shown on Connecticut's mastery test scores, were phenomenal. The following chart shows how much progress was made by Amistad students in the two years between sixth and eighth grade, as compared to progress made by other students in New Haven and the state as a whole.

1. Corporation for Educational Radio & Television

2. [www.trulia.com/schools/CT-New\\_Haven/Amistad\\_Academy/](http://www.trulia.com/schools/CT-New_Haven/Amistad_Academy/)

Percentage of Amistad Students Scoring Proficient or Above on CMT Mathematics <sup>3</sup>						
	Class of 2004 in sixth grade	Class of 2004 in eighth grade	Class of 2005 in sixth grade	Class of 2005 in eighth grade	Class of 2006 in sixth grade	Class of 2006 in eighth grade
Amistad Academy	35	75	43	62	41	69
New Haven Public Schools	24	19	29	22	28	28
State (Conn.)	61	56	61	56	62	58

## REACH: One Reason for Amistad's Success

There are many different reasons for Amistad's success, including dedicated and talented teachers, a first rate group of administrators, an extended school day, small class size, a comprehensive tutoring program, an excellent curriculum, and parental involvement. While other charter schools have many of these features, Amistad credits its success to its innovative REACH program. Each of these five letters stands for a special attitude Amistad aims to inspire in all who attend the school:

**R = Respect** for self, classmates, and teachers shown by maintaining a positive attitude and avoiding put-downs.

**E = Enthusiasm**, shown by active participation in all school activities, no whining, complaining, pouting and always working as hard as possible.

**A = Achievement**, attained by doing all school assignments on time, making up missed assignments, staying organized, and participating in class.

**C = Citizenship**, demonstrated by always telling the truth, taking responsibility for one's own actions, cooperating with others, helping to keep the school clean.

**H = Hard work**, shown by avoiding absenteeism and tardiness, always trying one's best, doing all homework and taking all tests.

Amistad requires a firm commitment to these five virtues. Every month students graded themselves and were graded by their teachers on how well they were performing in subsets of each of the five categories. For example: <sup>4</sup>

3. Source: Connecticut State Department of Education, Strategic School Profile 2005-06

4. <http://www.pbs.org/closingtheachievementgap/REACH.pdf>

R.E.A.C.H. Rubric - Amistad Academy: Did I REACH for My Personal Best?			
Name: _____ Date: ____/____/____	Student Evaluation	Teacher Evaluation	
<b>ACHIEVEMENT</b>			
• I complete all my homework and independent reading every night.	1 2 3 4 5	1 2 3 4 5	
• I do my absolute best - TOP QUALITY - on all assignments.	1 2 3 4 5	1 2 3 4 5	
• I keep my binders, desk, homework folder, pencil box, and all materials clean, neat and organized. I do an excellent job on my organization rubric.	1 2 3 4 5	1 2 3 4 5	
• I set a high goal on my last REACH rubric, and I made progress toward meeting it.	1 2 3 4 5	1 2 3 4 5	
• I make up missed assignments.	1 2 3 4 5	1 2 3 4 5	
<i>Advisor Comments:</i>			

The founders of Amistad Academy have used the techniques they developed in their first years to expand their operations. The foundation they started is called Achievement First. As of 2011, Achievement First has started 19 charter schools that serve a total of 5500 students.

## Are Charter Schools the Answer to America's Schools Problem?

Jeanne Allen, President of the Center for Education Reform and an advocate for charter schools, expressed her enthusiasm for the charter school movement on the same Public Television program from which we've already quoted:

[C]harter schools have proven that high levels of achievement are not reserved for elite prep schools. Schools serving overwhelmingly minority and low-income students can set equally high standards—and they can, indeed, meet them.

As we celebrate the progress of the charter school movement—and the individual successes at schools such as Amistad—we are also reminded that there remain far too many children who grow up in this country without the educational opportunities they deserve. The wildfire of education reform will not—and cannot—slow down until each and every child can share in the success.<sup>5</sup>

## The Stanford University Study

A significant study compared students performance in charter schools with students from the same socio-economic and racial backgrounds who stayed in traditional public schools (referred to as TPS). The study covered charter schools in 16 different states. It was conducted by Stanford University's Center for Research on Education Outcomes and published in 2009. The Center concluded that 17% of charter schools reported academic gains that were significantly better than traditional public schools; 46% showed no significant difference from public schools; and 37% of the charter schools were significantly worse than their counterparts. Excerpts from the report summary follow:

5. [http://www.pbs.org/closingtheachievementgap/debate\\_charter.html](http://www.pbs.org/closingtheachievementgap/debate_charter.html)

Our national pooled analysis reveals, on the whole, a slightly negative picture of average charter school performance nationwide. On average, charter school students can expect to see their academic growth be somewhat lower than their traditional public school peers...

There is some good news as well. Nationally, elementary and middle school charter students exhibited higher learning gains than equivalent students in the traditional public school system. In addition, some subgroups demonstrated greater academic growth than their TPS twins. Specifically, students in poverty and ELL students experience larger learning gains in charter schools. Other subgroups, however, including black and Hispanic students as a whole, have learning gains that are significantly smaller than those of their TPS twins.

Our pooled study also revealed that time plays a significant role in the academic growth of charter school students. First year charter students experience significantly smaller learning gains compared to their TPS peers. Second and third year charter students not only reverse this trend, but can anticipate larger learning gains than those of their TPS counterparts.<sup>6</sup>

A study sponsored by the U.S. Department of Education and published in 2010 found:

Students admitted to participating charter middle schools through lotteries scored about the same on state reading and mathematics assessments as did students who applied but were not admitted. However, students who were accepted by means of a lottery drawing were more likely to like their school and their teachers than students who remained in the traditional public schools.<sup>7, 8</sup>

---

6. Quoted by the Albert Teachers' Association, "Is the tide turning against charter schools in U.S.?"

7. U.S. Department of Education, "The Evaluation of Charter School Impacts," 2010

8. This view was reflected by the lottery winners' parents. They were more likely to rate their child's school as excellent than parents of students who weren't lottery winners. These parents were also more likely to volunteer and to attend school activities but less likely to join parent and teacher organizations.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Activities

## Charter Schools

---

### A. Multiple-Choice

1. A charter school is:
  - a. a school for at-risk students
  - b. a way of spreading radical ideas
  - c. a publically supported school with special permission to use experimental teaching methods
  - d. a poor substitute for public schools
2. Which of the following *is not* a reason that charter schools can give students a better education than traditional schools?
  - a. Charter schools students spend more time in school.
  - b. Charter schools get more money from the state.
  - c. Teachers in charter schools are likely to be more enthusiastic.
  - d. Charter schools are free to use exciting and new teaching methods.
3. TPS stands for:
  - a. Totally Productive School
  - b. Traditional Public School
  - c. Transforming Public Schools
  - d. none of the above
4. Which of the following is probably the most important achievement of Amistad Academy?
  - a. It was able to get funding.
  - b. It could accomplish so much with so little money.
  - c. After a few years of operation its students performed better on the Connecticut state achievement tests than students in TPS.
  - d. It only used conventional techniques to motivate students.

5. The initials REACH stand for:
  - a. Respect, Enthusiasm, Achievement, Citizenship, and Hard work
  - b. Respect, Environment, Active Participation, Community, and Hard work
  - c. Reputation, Enthusiasm, Achievement, Commitment, and Hard work
  - d. none of the above
6. Which of the following belong together?
  - a. Stanford Research Center and support for charter schools
  - b. Amistad and San Francisco
  - c. Amistad and Achievement First
  - d. Charter schools and consistent excellence
7. The research on effectiveness of charter schools proves that:
  - a. the worst charter schools do a better job educating students than the best traditional schools
  - b. students who aren't chosen by charter lotteries do better in school than students who are chosen
  - c. 17% of charter school students do better than similar children in public schools, 46% do about the same, and 37% don't do as well
  - d. students who attend charter schools usually do not like their schools.
8. Research showed that charter schools succeeded in all but one of the following:
  - a. Parental approval
  - b. Student approval
  - c. Showing better results in later years than they showed their first year
  - d. Parents' joining parent-teacher organizations
9. Which of the following statements can be supported with the most evidence from this chapter?
  - a. Charter schools do a better job than the traditional public schools.
  - b. Charter schools are a waste of taxpayers' money, and so far they have not lived up to their promise.
  - c. Though charter schools show potential in improving, so far they have not lived up to this promise.
  - d. None of the above

10. Which of the following statements *cannot* be supported with substantial evidence from this chapter?
- a. Amistad is an example of a successful charter school.
  - b. Charter schools do a better job than the traditional public schools.
  - c. Charter schools are a waste of taxpayers' money.
  - d. Both b and c

## B. Short Essay

Write an essay in no fewer than 100 words explaining why you would or would not go to Amistad if it were in your neighborhood and you were an underachieving fifth grade student.

## C. Extra Credit

By yourself or in collaboration with others, draw up a plan to start a charter school (K–4, 5–8, or 9–12) in which you cover at least three of the following points:

- Your school's purpose and underlying philosophy that will guide most of the decisions you will make
- The subjects that definitely would be taught in your school and your reason for selecting these subjects
- The subjects you would definitely not teach in your school and your reasons for excluding them
- The special qualifications you'd require of teachers you plan to hire
- What special provisions you would make for educating the "exceptional" (any way you wish to interpret that word) students

Present your plan to your class, if possible, in the form of a PowerPoint presentation.

# CHAPTER 6

## THE “ACHIEVEMENT GAP” AND ATTEMPTS TO CLOSE IT

### Overview

This chapter explains several different reasons for the “achievement gap” while emphasizing that it has nothing to do with race. Students learn of two programs designed to eliminate the achievement gap: Head Start and the Harlem Children’s Zone. It discusses the success of the Perry Pre-School Program of the 1960s and the success of the New Haven’s Amistad Academy in raising state reading and math test scores. The chapter explains the rationale for these programs and presents the findings of researchers who examined the results of each. Students learn that many of the positive effects of Head Start programs fade by the end of first grade. The chapter ends on a positive note by pointing to the successes of Geoffrey Canada’s comprehensive and successful Harlem Children’s Zone initiative which has made Canada a celebrity and impressed President Barack Obama. Readers are told that the president hopes to start funding 20 Promise Neighborhoods based on the same strategies that worked in Harlem.

### Objectives

Students will:

- understand that the causes of the infamous achievement gap are rooted in the environment and the education of their parents, rather than inherent racial competencies
- realize that Head Start has been only partially successful in closing the achievement gap
- become familiar with the successes of the Perry preschool project, the Amistad Academy, and the Harlem Children’s Zone.

## Strategies

---

Start class by determining whether students did their homework. You might want to continue by asking students to list the factors they think help children reach their potential in school and to speculate as to why the following are important: peers, parents, teachers, and adult role-models. If you think it is appropriate, ask students to form small groups and discuss what has influenced their academic successes (or lack thereof).

Ask students what is meant by the “achievement gap” and review the factors that account for it. Proceed by discussing the success of the Perry School Program and the Amistad Academy. Ask students why they believe these successes were not duplicated by most Head Start programs and point out that Geoffrey Canada’s attempt to close the achievement gap is much more comprehensive and expensive than those they have studied. Ask whether projects like the HCZ would be worth and what it costs to fund them.

If time permits, ask students to prepare to present their papers evaluating the educational innovations discussed in this mini-unit. Alternatively, you can inform students that this chapter completes their study of education reform in the U.S., and the next topic they will investigate is immigration. If appropriate, assign Chapter 7. and ask students to write their answers to questions raised in the chapter on their own paper or in their notebooks.

# CHAPTER 6

## THE “ACHIEVEMENT GAP” AND ATTEMPTS TO CLOSE IT

### Introduction

The “achievement gap”: for years it was not considered “politically correct” to mention it. More recently, educators have been trying hard to close it. This chapter will define the term, explain some of the reasons that there is one, and discuss two strategies to close it: preschool education and a more comprehensive program called the Harlem Children’s Zone.

### The Achievement Gap

The term “achievement gap” refers to the difference in educational achievement between Caucasian (also referred to as “white”) and African American and Hispanic students. There is no doubt that, on average, middle-class Caucasian children tend to do better in school than their Latino and African American counterparts. The following chart shows that America’s schools have not done nearly as good a job educating racial and ethnic minority students as they have in educating the Caucasian majority.

Average Reading Score by Grade and Ethnic Group, 1992–2009 <sup>1</sup>					
Grade	Ethnic group	Year			
		1992	1998	2005	2009
Fourth grade	White	224	225	229	230
	Black	192	193	200	205
	Hispanic	197	193	203	205
Eighth grade	White	267	270	271	273
	Black	237	244	243	246
	Hispanic	241	243	246	249
12th grade	White	297	292	293	296
	Black	273	267	267	269
	Hispanic	279	273	279	274

1. Source of information: Digest of Educational Statistics; chart by Thomas Ladenburg

## Some Causes of the Achievement Gap

There are many reasons for the gaps in school achievement between white majority and ethnic-minority schoolchildren. Originally, the most frequently stated explanation was the ugly assumption that the members of the minority were just not as intelligent as the white majority. Fortunately, most people today reject that racially biased conclusion. Now people attribute socioeconomic and cultural, rather than racial, reasons to explain the gap.

According to research summarized by Educational Research Service, a major reason for the achievement gap is the parents' income and education. Wealthier families usually place a higher value on learning than their poorer and less educated counterparts. The advantaged parents are more likely than the disadvantaged to have books in their homes, read to their children, and teach them to identify colors and recognize letters to prepare them for school. Children of wealthier and better-educated parents are often encouraged to go to a college like the ones attended by mom and dad. The privileged are more likely than the less privileged to have a quiet place to study, attend better public schools, be taught by teachers who have high expectations, and have adults help them with their homework. The wealthier tend to hire tutors to help their children with subjects in which they have difficulties and pay for expensive College Board preparation classes. All of these factors contribute to white-majority students earning better grades and being accepted by the more competitive colleges.

## Preschool Education: The Perry Preschool Program

Appalled by the high failure rate of African American students in the Ypsilanti, Michigan, schools, David Welker and his colleagues decided to start a preschool program for African American three- and four-year-olds. The project, known as the Highscope Perry Preschool Program, continued for five years, 1962–1967. Studying the effects of this intervention occupied researchers for over 30 years and found that by age 40:

[T]he people who'd gone to preschool were more likely to be employed; they made more money. They were more likely to own homes and cars, to have savings accounts. They were more than twice as likely to say they had positive relationships with their families. The men who'd gone to preschool were more involved in raising their children...

The people who had gone to preschool were half as likely to be arrested. In other words, preschool cut the crime rate in half.

The total cost of the program was \$15,166 per child (adjusted for inflation from 1962 to 2000). The return to society on that initial investment was \$244,812 per child.<sup>2</sup>

2. American RadioWorks, "Early Lessons, the Study Continues,"  
<http://americanradioworks.publicradio.org/features/preschool>

## Head Start: The Perry Program on Steroids

Head Start began in 1965 as an eight-week summer program to prepare low-income children for first grade. It has grown rapidly to serve preschoolers for an entire year and provide a number of different services. In addition to teaching color identification and letter recognition to get children ready for school, it provides health, nutritional, social and many other services. It prides itself in improving youngsters' social and cognitive abilities through its diverse and imaginative programs. By 2009, Head Start had served almost one million children (40% Caucasian) in over 48,000 different classrooms, at an average cost of \$7600 per child.<sup>3</sup>

## Evaluations of the Head Start Programs

With so much money spent on Head Start, a good deal of research has been done to determine whether the program was effective. The results have been mixed. While supporters of Head Start have found evidence that supports continuation of this program, opponents have cited other research tending to show the opposite conclusions. The U.S. Congress commissioned the most objective long-term study of Head Start. It collected information for a four-year period, beginning in 2002. Entitled *Head Start Input Study* and released in January 2010, the study contained some disturbing news for the program's advocates. While citing short-term gains, the study found scant evidence of long-term effects:

Providing access to Head Start has a positive impact on children's preschool experiences. There are statistically significant differences between the Head Start group and the control group on every measure of children's preschool experiences measured in this study...

For the four-year-old group, benefits at the end of the Head Start year were concentrated in language and literacy elements of the cognitive domain, including impacts on vocabulary letter-word identification, spelling, pre-academic skills, color identification, letter naming, and parent-reported emergent literacy.

However, By the end of first grade, only a single cognitive impact was found. Head Start-group children did significantly better on vocabulary measure.<sup>4</sup>

## The Harlem Children's Zone

Geoffrey Canada was not surprised by the *Head Start Input Study's* conclusions. Canada was one among many activists who had worked with inner-city youth and realized that just one year of intervention could hardly make up for a lifetime of parental neglect, poor schools, devastating poverty, and negative role models. Canada started an organization in a part of New York City he called the Harlem Children's Zone.

3. NYC Administration for Children's Services, Child Care and Head Start

4. Office of Planning, Research and Evaluation Administration for Children and Families  
U.S. Department of Health and Human Services, Washington, D.C.

In 1997, The Harlem Children's Zone began in a poverty-stricken, 24-block area in New York City. By 2009 the zone had expanded to cover a 97-block area and included 14,000 students. Canada's approach to the problems that prevented Harlem's mostly African American residents from succeeding is to provide services for the entire community. His intent was not only to improve test scores or close the achievement gap, but also to break the cycle of poverty that prevented so many young people from succeeding.

The services provided by the HCZ began with a program called Baby College. It provided prenatal care and child-rearing advice to mothers of young children. Pre-kindergarten children were enrolled in a program, similar to Head Start, called Baby Gems. Canada created several "Promise Academies" to educate his Baby Gems' graduates through elementary, upper elementary, junior high, and high school. The goal is to get all students who progressed through these schools not only into college, but to graduate from a four-year institution.

The Harlem Children's Zone provides more than 14 years of an education leading into post-secondary schools. The HCZ experience includes an extended school day, an 11-month school year, nutritious school lunches, small class size, intensive tutoring, personal counseling, and free medical care. An emphasis is placed on reading mastery, personal responsibility, parental involvement, extended field trips, and external rewards such as gift certificates to local stores. HCZ also offers after school classes in such subjects as art, martial arts, and chess. An anti-asthma clinic initiative resulted in a 400% reduction in missed school days due to this malady.

## Cost and Benefits

The cost of all these special services is greater than New York City's yearly \$14,000-per-student expenditure. Foundations and generous donors provide one-third of the yearly HCZ budget, and this does not include the cost of administering the program, providing field trips, or constructing new schools. The benefits, however, have been remarkable. Ninety percent of the mostly inner-city third and eighth grade students achieve scores of average or above in the New York State math proficiency test. Ninety percent of high school seniors, a total of 254 students, were accepted into college in 2010, and received over six million dollars in scholarships and grants.

Geoffrey Canada has become a celebrity. In additions to appearances on *60 Minutes*, *Oprah*, various evening news programs and Sunday talk shows, he has been invited to England in order to consult with its Education Secretary on plans to create projects similar to HCZ. Canada's success has also prompted President Obama to propose creating 20 "Promising Neighborhoods" projects in inner cities, using HCZ as a model.

It is up to the U.S. Congress to decide whether to allocate the money needed to continue this unique experiment in closing the achievement gap and breaking the cycle of poverty.

# Student Activities

## The “Achievement Gap” and Attempts to Close It

---

### A. Multiple-Choice

1. The term “achievement gap” refers to:
  - a. when a four-year-old boy does not do as well as a four-year-old girl
  - b. the average difference in standardized test scores between Caucasian and African American school children
  - c. the test-score difference between Asian and African American students
  - d. the test-score difference between students of different genders
2. Which of the following does not account for the difference in academic achievement:
  - a. Race
  - b. Income
  - c. Schools
  - d. Neighborhood
3. Which of the following programs did the most to close the achievement gap?
  - a. The average charter school
  - b. Amistad Academy
  - c. Head Start pre-kindergarten programs
  - d. The Harlem Children’s Zone program
4. Students who attend charter schools in general:
  - a. score higher on achievement tests than those who don’t attend
  - b. like their teachers more than students who don’t attend
  - c. have parents who are more likely to join the PTA in local schools
  - d. do better than those who attended Amistad

5. Advantages that charter schools have that are likely to help student achievement include all of the following *but*:
  - a. new schools
  - b. small classes
  - c. a longer school day
  - d. chance of getting to know teachers well
6. Which of the following programs was started first and has had long-term effects on attendees' life experiences:
  - a. Harlem Children's Project
  - b. Perry Preschool
  - c. Amistad Academy
  - d. Promise Academy
7. Which of the following is true of most of the Head Start schools:
  - a. They showed short-term test score gains but not long-term gains.
  - b. Over 1 million students attended them.
  - c. Most of the students who attended were white.
  - d. They were a complete waste of time and money.
8. Which of the following presented the most comprehensive effort to boost student achievement:
  - a. Perry Pre-school Program
  - b. Harlem Children's Zone
  - c. Amistad Academy
  - d. The Promise Academy
9. Which of the following *cannot* be attributed to Geoffrey Canada:
  - a. He appeared on numerous talk shows.
  - b. He started Amistad Academy.
  - c. He helped inspire President Obama's call for Promising Neighborhoods initiative.
  - d. He created the HCZ initiative.

10. Which of the following conclusions is easiest to defend on the basis of the information presented in this chapter?
- a. Ending the achievement gap would require a great deal of effort.
  - b. The United States has a moral obligation to end the achievement gap.
  - c. There is no way that the achievement gap can be closed.
  - d. Closing the achievement gap is a “socialist” scheme.

## **B. Short Essay**

Write an essay of no fewer than 150 words explaining why one of the four approaches to improving America’s education system covered in this mini-unit should be expanded and why one may not be worth pursuing.



# CHAPTER 7

## A SHORT HISTORY OF IMMIGRATION

### Overview

This chapter serves as an introduction to a mini-unit on immigration that focuses on the problem of how Americans should deal with the unauthorized arrival of over 11 million undocumented immigrants. It begins by contrasting the inspiring words of Emma Lazarus that appear on the Statue of Liberty to some of the hostile attitudes regarding the “homeless and tempest-tost [sic]” who seek refuge in America. The chapter summarizes the laws passed to restrict immigration of those “undesirables” judged incapable of assimilating and unlikely to contribute to the American way of life. It covers the Chinese Exclusion Act, Roosevelt’s “Gentleman’s Agreement” with Japan, the various forms of the Emergency Quota Act, and the Immigration and Nationality Act of 1965. The chapter concludes with the stories of four immigrants that show that most have come to America so they and their children can have the opportunities this country offers and not to commit crimes.

### Objectives

Students will:

- learn that the U.S. has not always lived up to the ideals inscribed on the Statue of Liberty
- be familiar with the laws restricting immigration
- realize that the presence of over 11 million undocumented immigrants has created a problem with which the U.S. must deal.

### Strategies

Determine whether students did their homework and mastered the important facts and concepts covered in the multiple-choice questions. It is also suggested that you help dispel the myth that immigrants are more prone to commit crimes than native-born Americans.

If appropriate, ask students when the first of their forebears arrived in the United States and whether any of the anti-immigration laws they read could have prevented these arrivals.<sup>1</sup> Finally, have students respond to the essay question that asks them whether the U.S. has and should live up to the ideals inscribed on the Statue of Liberty.

## Assignment

---

Assign Chapter 7, passing out the student reading and activities pages. Ask students to complete their assignment on their own paper if they run out of room on the handouts.

---

1. Note that the laws excluding Chinese and Japanese immigrants as well as the various quota acts and even the Immigration and Nationality Act of 1965 could have prevented their ancestors from coming to the U.S.

# CHAPTER 7

## A SHORT HISTORY OF IMMIGRATION

### Introduction

“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!”

These inspiring words were written by Emma Lazarus and are inscribed on a bronze plaque set into the pedestal of the Statue of Liberty.<sup>1</sup> Her poem expresses the great ideal that the United States is a welcoming nation that offers a home to the poor and the oppressed from every country. And, to an extent, this has been true for many centuries: the United States is a “nation of immigrants,” and has welcomed millions who have sought refuge.



However, there is another side to this story, articulated by the less than welcoming sentiments expressed below:

Despite the false rhetoric spilling from the mouth of our internationalist president [George W. Bush], not every illegal alien comes here simply to work. In fact, many Mexican invaders come here to cause mayhem in our streets. Illegal aliens account for 30 percent of the U.S. prison population. One effect illegals have on our nation which you will not hear reported by the leftist media is the murder of many U.S. police officers...<sup>2</sup>

Indeed, many people in America have expressed and acted on hostile feelings against recent immigrants and used questionable factual information to justify them. Recently, this fear of the “other” has been centered on the immigrants who have illegally crossed the porous southern border with Mexico. In this chapter, you will learn about this influx and be asked what should the U.S. do about the many millions of unauthorized residents who are in the U.S. without its government’s permission.

1. <http://www.tantalize.in/trends/wp-content/uploads/2011/05/sl2.jpg>

2. Dave Gibson, “These Police Officers Needed a ‘Day Without Immigrants’” May 3, 2006, quoted in *NewsByUs*

# A History of Immigration Restrictions

It has often been said that the U.S. is a “nation of immigrants,” and that no nation has accepted more immigrants. Between 1820 and 2000, over 67 million immigrants arrived on its shores. In 1914, 15% of all people living in the U.S. were immigrants. In 2001, 10% were immigrants.

However, the “huddled masses,” even if they were legal immigrants, have not always been welcome. From the very beginning of our history, those already in the U.S. have feared that newly arrived settlers would commit crimes, take their jobs, and never become “real Americans.” Prejudice against immigrants was demonstrated against almost every new group arriving in the United States, even while this country was still an English possession. As illustrated in the quote below, even such venerable Americans like Benjamin Franklin were disturbed when, in this case, Germans settled in their midst.<sup>3</sup>

Why should *Pennsylvania*, founded by the *English*, become a Colony of *Aliens*, who will shortly be so numerous as to Germanize us instead of our Anglifying them, and will never adopt our Language or Customs, any more than they can acquire our Complexion[?]

A marked decrease in immigration occurred during the American Revolution and the Napoleonic Wars. Then, spurred by the potato famine of the 1830s, a great number of Irish immigrants began arriving in the U.S. Nativist feelings were directed against the Irish as they settled in eastern population centers. Typical of anti-Irish sentiment were “No Irish need apply” signs to discourage Irish immigrants from seeking employment. Those believing the Irish weren’t fit to be assimilated into America formed the Supreme Order of the Star-Spangled Banner that morphed into the “Know Nothing” Party and finally the American Party.

It was not long after over 100,000 Chinese finished building railroads in the American West that an organized effort succeeded in prohibiting more immigrants to come from China. Reacting to the fears of the “yellow peril,” Congress passed the Chinese Exclusion Act of 1882. Local prejudices drove Chinese immigrants out of the mining towns of California and Nevada and into the cities, where they were isolated in various small enclaves scornfully named Chinatowns. Twenty-five years later, prejudice against Japanese immigrants led President Theodore Roosevelt to sign a “Gentlemen’s Agreement” requiring that nation to restrict further emigration. In exchange, the wives and children of the Japanese who were already in the U.S. were allowed to join their families.

Opposition to immigration of so-called undesirables, became more pronounced after World War I. The Emergency Quota Act of 1921 reduced the number of immigrants admitted to the U.S. each year to 800,000. This law also established a formula that limited the number of immigrants to a percentage of current residents whose ancestors came from the same country. The Immigration Act of 1929 restricted the number who could come from any country to 2% of those who, according to the 1890 census, were descendents of people who came from that nation. The practical application of these laws was to severely restrict immigrants from Italy, eastern Europe, the Balkans, and Russia, and all but prohibited immigrants from Asia. During World War II, 112,000 Japanese immigrants and their families were incarcerated in “relocation camps” because of a widespread fear that they might undermine the war effort.

3. Benjamin Franklin, *America as a Land of Opportunity*, 1751

It was not until 1965 that the quota system was officially lifted. The Immigration and Nationality Act of that year permitted 20,000 people to emigrate from any single country regardless of the number of people who could trace their origins to that nation. Preference was given to skilled workers and relatives of immigrants already in the U.S. An exception was made for refugees from Fidel Castro's communist Cuba. Meanwhile, workers from Mexico had been allowed into the U.S. under the *bracero* program to work but not to stay in the U.S. Complaints about undocumented workers coming to the U.S. illegally began surfacing in the 1980s. The Immigrant Reform and Control Act of 1986 allowed unauthorized migrants who arrived before 1982 to become citizens and provided for increased patrols of borders with Mexico. Congress's intent was to allow migrants who were already established in the U.S. to stay, but prevent any more from unlawfully entering the U.S.

## The Problem of the Unauthorized Immigrants

The Immigrant Reform and Control Act, however, failed to stop the flow of undocumented immigrants. Beginning in 2000, an estimated 485,000 unauthorized immigrants came to the U.S. every year prompting calls for Congress to pass a very strict law to prevent further immigration and deporting undocumented immigrants who were already here.<sup>4</sup>

Estimated Number of Unauthorized Immigrants in the U.S. in Millions <sup>4</sup>											
Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
#	8.4	9.3	9.4	9.7	10.4	11.1	11.3	12	11.6	11.1	11.2

What are the facts concerning immigration? According to the Pew Hispanic Center, 11.2 million undocumented immigrants lived in the United States in 2010. The vast majority of these immigrants came from Mexico and other Latin American countries. Nine percent came from Asia, 6% came from Europe and Canada, and 4% from Africa and other countries. Nearly one-half of the undocumented live in California, Texas, and Florida. Approximately 60% of all the undocumented have no children living in the U.S. and almost one-third have children that were born here.

Other findings of the Pew Hispanic Center include:<sup>5</sup>

### Occupations of Undocumented Immigrants<sup>5</sup>

- Farming—25%
- Building and groundskeeping—19%
- Construction—17%
- Preparing and serving food—12%
- Transportation in various forms—7%
- Other—5.4%

4. Statistics, Pew Hispanic Center: table, Thomas Ladenburg

5. from Pew Hispanic Center based on March 2008 Current Population Survey

## Immigrants and Crime

% of U.S. males aged 18–39 in jail, U.S.-born vs. foreign-born			
Total # of males	Percent in jail	% born in U.S.	% foreign- born
45,200,417	3.04%	3.51	0.86

Many people associate immigration with increasing crime rates in the U.S. Careful research, however, has shown that the percent of immigrants in jail in the U.S. is vastly lower than the percent of imprisoned native-born Americans.<sup>6</sup>

## Four Immigrants: Four Stories

Many people continue to believe that coming to the U.S. without proper immigration papers should be a criminal offense. However, there is little evidence that immigrants come here for any other reason than to enjoy a better life for themselves and their children. Let us examine the case of four somewhat typical immigrants who came to the U.S. and try to determine whether they should have been permitted to:

1. The first time Remigio tried crossing the border from Mexico, he was caught and forced to spend one month in an American jail. The second time, he was able to make the perilous journey without being caught. He stayed in the U.S. until he obtained his residency card. He succeeded in the U.S. where he raised his family and hopes to work as a welder and buy a house.<sup>7</sup>
2. Tan Van Vu and his family were able to escape from the Vietnamese capital, Saigon, three months after the North Vietnamese took it over. For five whole years they eked out a scant living in the forests before escaping from communist Vietnam by boat. Tan hoped that a U.S. ship would rescue him and his family. Fortune smiled on this desperate family when a U.S. warship picked them up and took them to the Philippines. After several months, Tan and family were taken to Los Angeles, where Tan found a job working in a factory for ten years before it closed.<sup>8</sup>
3. Taliah was only one-year-old when she, her mother, and sister made the dangerous journey from Mexico. Upon arriving in Los Angeles they were reunited with her father. Taliah's mother found a job working eight-hour days in a restaurant. Her father owns a muffler shop. Taliah planned to study [business] administration in college so she could help her father with the paperwork when his shop grows into a chain. She also hopes to go into politics.<sup>9</sup>

6. Source of information: Migration Policy Institute, (based on year 2000 U.S. census) Table: by Thomas Ladenburg

(sources of information for stories (but not quoted)

7. Remigio My Immigrant Story, <http://www.otan.us/webfarm/emailproject/remigio.htm>

8. Tan Van Vuh, My Immigrant Story <http://>

9. <http://www.otan.us/webfarm/emailproject/vu.htm>

4. Pedro left his family in Mexico, where his wife struggled with the family farm while he saved the money to bring them to the U.S. Pedro made the difficult trip back to see his family in Mexico twice a year, stayed for a few days and returned to the U.S. It took him 13 years to acquire the money and papers that made it possible for him to bring his wife and six children to America. In Mexico, he could not afford to send them to school after sixth grade. In the U.S., they received a high school education and were allowed to cross to Mexico and return to the U.S. without being stopped by immigration officials.<sup>10</sup>

---

10. PBS, *The New Americans: the Mexican Story* ([http://www.pbs.org/independentlens/newamericans/newamericans/mexican\\_episode2.html](http://www.pbs.org/independentlens/newamericans/newamericans/mexican_episode2.html))

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Activities

## A Short History of Immigration

---

### A. Multiple-Choice

1. The words “Send these, the homeless, tempest-tost [tossed] to me”:
  - a. express the purpose of the U.S. immigration policy since its founding
  - b. are reflected in the ideas expressed by the Emergency Quota Act
  - c. express an ideal not carried out in the United States
  - d. was an ideal that found expression in the Immigration and Nationality Act of 1965
2. The statement that illegal immigrants account for 30% of the U.S.’s prison population:
  - a. is supported by statistics reported in this chapter
  - b. was true of the Japanese Americans who were relocated during World War II
  - c. is inscribed on the Statue of Liberty
  - d. if true, would support the argument to deport unauthorized immigrants
3. The quote from Benjamin Franklin that appears in this chapter:
  - a. expresses a welcoming feeling toward immigrants that are not from England
  - b. is supported by the words written on the Statue of Liberty
  - c. though made about German immigrants, found expression in actions taken against Japanese Americans during World War II
  - d. is a reason to honor the contributions of Franklin to the United States
4. Which of the following do not belong together?
  - a. The “yellow peril” and the Chinese Exclusion Act
  - b. President Roosevelt’s Gentleman’s Agreement and Japanese American relocation
  - c. Supreme Order of the Star-Spangled Banner and anti-Irish sentiment
  - d. The Immigration and Nationality Act and the Emergency Quota Act

5. The belief that immigrants are more likely than native-born citizens to commit crimes:
  - a. is supported by statistics presented in this chapter
  - b. is an excuse used to argue against permitting more immigrants
  - c. was expressed in passage of the Reform and Control Act of 1986
  - d. is supported by the stories of four immigrant families appearing in this chapter
6. By the year 2010, the number of unauthorized immigrants living in the United States:
  - a. had increased in each of the past ten years
  - b. had increased by about three million in ten years
  - c. had declined in each of the previous ten years
  - d. remained approximately the same
7. Most unauthorized immigrants have come from:
  - a. Asia
  - b. Europe and Canada
  - c. Australia and New Zealand
  - d. Mexico and other countries in Latin America
8. The Immigrant Quota laws of the 1920s:
  - a. led to an influx of immigrants from Asia
  - b. was basically repealed by the Immigration and National Control Act of 1965
  - c. freed Japanese Americans from relocation camps
  - d. was declared unconstitutional
9. Since the year 2000, the largest immigrant problem faced by Americans has been:
  - a. what should be done with unauthorized immigrants living in the U.S.
  - b. what should be done about immigrants from Asia
  - c. the high crime rate of recent immigrants
  - d. preventing Muslims from arriving in the United States

10. Which of the following conclusions makes the most sense after reading the four stories of immigrants who came to the United States?
- a. Most immigrants come to the United States so they and their children could have a better life
  - b. Most immigrants should have stayed in the country of their birth.
  - c. Most immigrants come to cause trouble in the United States
  - d. Most immigrants would have been better off if they stayed in their own country.

## **B. Short Essay**

Write an essay of no fewer than 150 words on whether U.S. policies regarding immigration have followed the ideals emblazoned on the Statue of Liberty, and if not, whether they should have.

# CHAPTER 8

## THE DREAM ACT

### Overview

This chapter provides students with the opportunity to learn the purpose and the provisions of the proposed DREAM Act and to read excerpts of speeches favoring and opposing this legislation. After reading a summary of the proposed DREAM Act, students will read excerpts from Senate speeches supporting and opposing it. The chapter also provides personal stories of undocumented residents that can be used to support arguments for against the DREAM Act.

The chapter provides multiple-choice and matching questions to test students' mastery of the facts and concepts covered in this reading. An essay question asks students to take a stand in supporting or opposing the DREAM Act.

### Objectives

Students will:

- understand the purpose and the provisions of the DREAM Act
- become familiar with arguments for and against the DREAM Act
- decide whether the arguments for or against the DREAM Act are more convincing.

### Strategies

Start class by determining whether students did their homework and whether they understood the reasons for each correct answer. Proceed by breaking class into groups of three to five students. Assign students in each group to play the role of a person supporting the DREAM Act, a person opposing the DREAM Act, and a judge. Have each protagonist present his or her argument and have the judge decide who made the best case. Stop this exercise after about 15 minutes and spend the remainder of the class time in a general discussion of the DREAM Act.

## Assignment

---

Assign Chapter 9, passing out the student reading and activities pages. Ask students to complete their assignment on their own paper if they run out of room on the handouts.

# CHAPTER 8

## THE DREAM ACT

### Introduction

Should children born in a foreign country who came to the United States illegally be given the opportunity to become American citizens? What are the provisions of the law that support giving children born outside the U.S. the opportunity to become Americans with all the rights enjoyed by residents that were born here? What are the major arguments both supporting and opposing this proposal? These three questions are covered in this chapter on the DREAM Act and you will have the opportunity to decide what you think of this proposal.

### The DREAM Act

The Development, Relief, and Education for Alien Minors Act (the DREAM Act) was first introduced in Congress in 2001. Despite repeated attempts over the next ten years, this bill never obtained enough votes in both houses of Congress to become law. The bill's purpose was to give an estimated 65,000 undocumented foreign-born men and women an opportunity to become American citizens. To qualify for citizenship these immigrants needed to be in the U.S. for at least five consecutive years, be of good moral character, be a high school graduate, and have served honorably for two years in America's armed services or attended a four-year college for at least two years. Once they met these requirements, they would be granted temporary citizenship status and had six years to complete their bachelor's degree or to complete their military service commitment (including up to six years of active duty). During these six years, applicants had to stay out of jail, be drug free, prove they were not security risks, and be of good health. After acquiring citizenship status they could not apply to give members of their extended family permission to immigrate.

With the failure of Congress to act on the DREAM Act, President Obama initiated a program called Deferred Action on Childhood Arrivals, or DACA. This allowed children who were brought to the country illegally to remain for renewable two-year terms under similar conditions to the DREAM Act. However, DACA did not allow a path to citizenship. Later the Trump Administration ended new applications for the program, but people already registered could still renew their status.

# Arguments for and Against the DREAM Act

## In Favor of the DREAM Act

The DREAM Act would give a select group of immigrant students the chance to earn legal status if they grew up in the United States, have good moral character, and attend college or enlist in the military of our country.

We should stop punishing innocent young people for the actions of their parents by denying them the chance to stay here and earn an education and contribute their talents to build the country where they have grown up. The DREAM Act would do this, and that is why I support it.

A student would have the chance to qualify only if he or she meets the following requirements: came to the United States as a child; has lived here for more than five years; has good moral character; has not engaged in criminal activity; does not pose any threat to national security; passes a thorough background check; and graduates from an American high school. If a student fulfills all of these requirements, he or she would receive temporary legal status. Next, they would be required to serve in the military or attend a college for at least two years. After six years, if this requirement is completed, the student could apply for permanent legal status. If this requirement is not completed, that student would lose their legal status and be subject to deportation.

Students who obtain conditional legal status would be subject to tough criminal penalties for fraud. DREAM Act students would have very limited ability to sponsor family members for legal status.

The DREAM Act is not just the right thing to do, it is the right thing for America. Wouldn't we all be better off if these talented young immigrants were able to contribute more fully to the country they love?

Senator Dick Durbin,  
from a speech in the U.S. Senate

## Opposed to the DREAM Act

Essential to America's greatness is our respect for the rule of law. The American people understand this.

The DREAM Act would grant amnesty to millions of illegal aliens regardless of whether they go to high school or finish college or serve in the military. And the bill is certainly not limited to children. It would apply to illegal immigrants who are as old as 30 now and "because the bill has no cap or sunset" who will remain eligible at any future age.

The bill contains amnesty provisions [which] are so broad that they are open to those who have multiple criminal convictions and misdemeanors that could include drunk driving and even sexual offenses. But the bill goes yet further, offering safe harbor to illegal aliens with pending applications even if they pose a risk

Some have suggested that this should not be a debate about policy but instead a debate about compassion. But good policy, faithfully followed, is compassionate. I would ask my friends who support this bill what is compassionate about ignoring the public's wishes and forcing people to live with a lawless border. I would ask what is compassionate about putting illegal immigrants in the front of the line, ahead of those who have waited patiently and played by the rules. I would ask what is compassionate about undermining the integrity of our legal system—a system so central to our liberty and our prosperity.

I urge my colleagues to oppose this reckless bill and to commit ourselves to creating an immigration system that is just and lawful and that befits a nation as great as ours.

Senator Jeff Sessions,  
from a speech in U.S. Senate

### **An Example of a Deserving Candidate for the DREAM Act**

Minchul Suk. was brought to the United States when he was 9 years old. Minchul graduated from UCLA with a degree in microbiology, immunology, and molecular genetics. With support from the Korean American community, Minchul was able to graduate from dental school, but he cannot obtain a license because he does not have legal status.

Minchul sent me a letter recently. Here is what he wrote:

I am begging for a chance to prove to everyone...that I am not a waste of a human being, that I am not a criminal set on leeching off taxpayers' money. Please give me a chance to serve my community as a dentist.

Senator Dick Durbin,  
from a speech in U.S. Senate

### **An Example of What Undeserving Illegal Aliens Have Done**

[I]n Sept. 1992, a 34-year-old age state trooper and father of two by the name of Bret Clodfelter stopped a suspected drunk driver. The driver turned out to be an illegal alien named Francisco Manzo-Hernandez. Two of Manzo-Hernandez's passengers were also undocumented immigrants. Clodfelter handcuffed the driver and placed him in the back seat of his cruiser.

Because the other men were drunk, Clodfelter offered to drive them home. Rather than accept the ride, the two coldly shot the trooper in the head four times and fled the scene. Following a massive search, Manzo-Hernandez [was] caught a few days later, tried and sentence[d] to life imprisonment without the possibility of parole. Clodfelter's wife committed suicide one year later.<sup>1</sup>

1. When will we have a Memorial Day for Americans killed by illegal aliens?—National Immigration Reform. Examiner.com <http://www.examiner.com/immigration-reform-in-national/when-will-we-have-a-memorial-day-for-americans-killed-by-illegal-aliens#ixzz1S7K2Q3m6>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Activities

## The DREAM Act

---

### A. Multiple-Choice

1. The main purpose of the proposed DREAM Act is to:
  - a. encourage more people to immigrate
  - b. to give some children who came to the United States illegally the opportunity to become citizens of the United States
  - c. get more Democrats elected to office
  - d. discourage further immigration
2. To qualify to become a citizen under the DREAM Act, the applicant must:
  - a. be of good moral standing
  - b. either have served in the military for at least two years or completed two years of college
  - c. not be a security risk to the United States
  - d. all of the above
3. The successful candidate for admission to citizenship under the DREAM Act *cannot* help the United States by:
  - a. serving in the armed services
  - b. becoming a dentist
  - c. becoming president of the United States
  - d. discovering a cure for cancer

4. The following person would be most likely to become a citizen under the proposed DREAM Act:
  - a. Dick Durbin
  - b. Minchul Suk
  - c. Francisco Manzo-Hernandez
  - d. Jeffrey Sessions
  
5. The speeches you read on pages 70 and 71, differ in the following ways:
  - a. One wants compassion for immigrants who do not break the laws and the other doesn't
  - b. One wants compassion for the undocumented immigrants and the other doesn't
  - c. Both a and b
  - d. Neither a nor b

## B. Matching

Draw a line connecting each person in the left column to their description in the right column.

Name	Phrase
1. Dick Durbin	a. spoke against the DREAM Act
2. Minchul Suk	b. opposed German immigrants
3. Francisco Manzo-Hernandez	c. wanted to become a dentist
4. Jeff Sessions	d. spoke in favor of DREAM Act
5. Ben Franklin (see previous chapter)	e. suspected of driving while drunk

## C. Essay

Use the case studies from this and the previous chapter, the provisions of the DREAM Act and arguments for or against it to write an essay of no fewer than 150 words supporting or opposing this proposed law.



# CHAPTER 9

## AMNESTY OR DEPORTATION?

### Overview

This chapter raises the question of whether the 11 million undocumented immigrants living in the U.S. should be granted amnesty or returned to their homeland. Students read two statements written by this author to frame the argument, and two reasonable arguments covering such topics as the economic impact, moral and humanitarian considerations, and the likelihood that these unauthorized residents could assimilate. For the first day of class, students are asked to take notes on three of the topics and write a paragraph of at least 100 words supporting amnesty or deportation. On the second day, they are asked to form an immigration policy covering such topics as deportation, securing America's borders, and punishing employers of illegal immigrants.

### Objectives

Students will:

- consider the many aspects of forming a reasonable policy regarding undocumented immigrants
- become familiar with arguments for and against returning illegal immigrants to their country of origin
- arrive at a thoughtful policy recommendation for dealing with undocumented immigrants residing in the U.S.

### Strategies

After determining whether students have completed their homework, ask them to decide what is the morally correct thing to do with an undocumented immigrant living in the U.S. Have them assume this immigrant has not committed a crime, is willing to become a U.S. citizen, has a job, has two children, and has been living here for four years. After a full discussion of this question, ask students to think whether deporting this family and millions like them is in our country's

best interest. When interest in this question has died down, divide students into groups of no more than four and assign each group to form an immigration policy covering all six policy options listed in the Student Activity section.

**For homework** assign each student to write their reasons for recommending a solution for each of the six policy options and to be prepared to present and defend each decision.

Alternatively, ask students to be prepared to take a test on the three main issues covered in this unit: Health care, Education, and Immigration. Possible test-preparation questions include:

## Health Care

1. What are the problems with the U.S.'s health care system?
2. What are the important provisions of the Affordable Care Act?
3. Explain the positions of each side on the following controversies over the ACA:
4. a. Should businesses and individuals be required to pay for health insurance? Should the government assist those who can't afford to pay?
- b. Does the law involve too much government interference in the health care industry?
- c. Can America afford the ACA or can America not afford to implement it?

## Education

1. What are some of the major problems with public schools in the U.S.A.?
2. Explain some of the pros and cons of each of the following proposed solutions to these problems:
  - a. Evaluating teachers based on students' performance on tests
  - b. Head Start
  - c. Charter schools
  - d. Initiatives such as the Harlem Children's Zone

## Immigration

1. Cite examples of the U.S. not living up to the promise inscribed on the Statue of Liberty.
2. Explain the major problems confronting the U.S. concerning its immigrant population.
3. Explain the reasons for and the reasons against granting amnesty to unauthorized immigrants currently living in the U.S.

# CHAPTER 9

## AMNESTY OR DEPORTATION?

### Introduction

- *There are 11 million unauthorized immigrants in the United States who are breaking its laws just by being here. Their presence in this country depresses wages and costs taxpayers billions of dollars a year. Americans pay to hold them in prison, educate their children, pay their hospital bills, and arrest their law-breakers while they take jobs that would otherwise employ the millions who are in the U.S. legally. The U.S. borders should be sealed and those who are costing the U.S. far more than they contribute should be deported.*
- *Returning 11 million people to their country of origin would create a tremendous hole in America's economy. Who would harvest our crops, work in our restaurants, clean our houses, and work in our yards, if the people who did the jobs Americans did not want were suddenly removed from this country? Removal would constitute one of the largest mass migrations in history, cost billions of dollars, and violate America's ideals and destroy its reputation. What would happen to the people who had lived and raised their children here for years and contributed to its economy if they were suddenly returned to their impoverished country of origin?*

These conflicting views on what to do about the 11 million undocumented immigrants living in the U.S. is one reason that Congress has not been able to reach an agreement. President George W. Bush suggested an amnesty policy similar to the one passed in 1986. Meanwhile, steps would be taken to assure that there would be no further immigration through America's porous border with Mexico. This suggestion temporarily enjoyed bipartisan support. However, as opposition to this proposal mounted, its proponents quickly abandoned it. President Obama was elected in 2008, pledging to solve the U.S. problems with illegal immigration. As of mid-2011, he has not yet proposed any such legislation.

This chapter provides two long excerpts, one on each side of the heated immigration debate. It then asks you to devise a solution to some of the difficult issues about what should the U.S. should do about its 11 million illegal immigrants: allow them to stay under certain conditions or send them out of our country?

## Restrict Immigration

## Don't Restrict Immigration

### The Main Point

We are no longer a biracial society; we are now a multi-racial society. We no longer struggle simply to end the divisions and close the gaps between black and white Americans; we now grapple, often awkwardly, with an unprecedented ethnic diversity. We also see the troubling signs of a national turning away from the idea that we are one people, and the emergence of a radically different idea, that we are separate ethnic nations within a nation.

Increased immigration is important for both the economic and spiritual well-being of the United States. Immigrants often take jobs which would otherwise go unfilled and increase overall productivity. Empirically, the United States has recently undergone a long period of increased immigration and has an economy which may have its ups and downs, but is still the envy of the world, with... immigrant contributions in the prominent high-technology sector.

### The Economic Argument

Major consequences flow from having an immigration stream that ignores education or skills. Immigrants are now more likely than native-born Americans to lack a high school education. More than a quarter of our immigrant population receives some kind of welfare, compared to 15 percent of native-born. Before the 1965 bill, immigrants were less likely to receive welfare. In states with many immigrants, the fiscal impact is dramatic. The National Academy of Sciences contends that immigration has raised the annual taxes of each native household in California by \$1200 a year. But the real burden is felt by native-born workers, for whom mass immigration means stagnant or falling wages, especially for America's least skilled...

If you are likely to employ a gardener or housekeeper, you may be financially better off. If you work as a gardener or housekeeper, or at a factory job in which unskilled immigrants are rapidly joining the labor force, you lose. The last 20 years of immigration have thus brought about a redistribution of wealth in

The most convincing argument against immigration is usually their effect on wages... As such, the chief argument against becomes an argument for increased immigration. Most importantly, let us not forget that these immigrants are people who simply want a better life, just like our parents and grandparents, who all came to the United States in similar situations. Helping them in their quest for a better life makes us rich in ways which transcend money.

Those who argue against immigration often make seemingly common sense arguments. Arguments are made as to immigration causing increased use of schools, infrastructure, and housing. This certainly makes sense on its face, but it hinges on the assumption that there is a finite amount of housing, when in reality, we can build as many houses as we want, assuming we have the needed labor, and immigrants often provide this labor. Immigration activists write that "almost every week, we hear about thousands of our workers losing their jobs. Yet in 1992, more than

America, from less-skilled workers and toward employers. Mr. Borjas estimates that one half of the relative fall in the wages of high school graduates since the 1980s can be traced directly to mass immigration.

At some point, this kind of wealth redistribution, from the less well off to the affluent, becomes malignant. In the 1950s and '60s, Americans with low reading and math scores could aspire to and achieve the American dream of a middle-class lifestyle. That is less realistic today. Americans today who do poorly in high school are increasingly condemned to a low-wage existence; and mass immigration is a major reason why.

750,000 legal immigrants of working age were admitted to this country.” This hinges on the idea that there are a finite amount of jobs, when this is clearly dependent on the health of the economy, to which immigrants contribute. She also asks, “Where are we going to find tax dollars to educate the additional thousands of immigrant children we invite to this country every year?” This hinges on the idea that there are finite amounts of tax dollars, when in reality, these dollars depend on the workers who pay their taxes, including these new immigrants. Studies designed to determine the real impact of immigration on the economy differ in their results...

## The Assimilation Argument

There is another drawback to mass immigration: a delay in the assimilation of immigrants that can deepen our racial and ethnic divisions...

In 1915, Theodore Roosevelt told the Knights of Columbus: “There is no room in this country for hyphenated Americanism... The one absolutely certain way of bringing this nation to ruin, of preventing all possibility of its continuing to be a nation at all, would be to permit it to become a tangle of squabbling nationalities.”...

In too many cases the American melting pot has been reduced to a simmer. At present rates, mass immigration reinforces ethnic subcultures, reduces the incentives of newcomers to learn English; and extends the life of linguistic ghettos that might otherwise be melded into the great American mainstream. If we want to assimilate new immigrants—and we have no choice if we remain one nation—we must slow down the pace of immigration.

Arguments against immigration are often anecdotal and do have some basis. In certain urban centers of the country, new immigrants represent a disproportional amount of the population, often before they adjust enough to make up for it with contributions to the tax base. As such, it is natural for those who have experienced this to have negative attitudes towards immigration. Still it is important to realize the anecdotal nature of these experiences. We should work to alleviate these situations, but let's not lose sight of the big picture.

Worse, some activists see immigration reduced as a necessity to reduce ethnic tensions. Legislating reduced ethnic diversity as a solution to racial tension hints of arguments for ethnic cleansing.

## The Moral & Humanitarian Arguments

Without these reforms, America...shall become a country with a dying culture and deepening divisions along the lines of race, class, income, and language. We shall lose for our children and for the children of the 30 million who have come here since 1970 the last best hope on Earth.<sup>1</sup>

I think the most important of arguments is a spiritual one. Simply put, this is a chance to help others and in a society as individualistic as the US, we need to take advantage of these chances. Few Americans can imagine the poverty that many immigrants are escaping.

We are in clear danger of becoming an isolationist, every man for himself, society. Remember the lessons of Ebenezer Scrooge or *It's a Wonderful Life*. If we turn away those in need, we will be poorer for it.<sup>2</sup>

---

1. Patrick Buchanan, Speech at Nixon Library, Yorba Linda, CA, Jan. 18

2. Rethinking Immigration Policy Our View (<http://www.immigrationdebate.com/>)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student Activities

## Amnesty or Deportation?

### A. Take Notes and Prepare to Take a Stand

Read the arguments on both sides of the question. Then take notes and come to class prepared to argue for one side or the other.

<b>Strict immigration bill</b>	<b>Topic</b>	<b>Liberal immigration bill</b>
No amnesty for people who lived here illegally. Illegals must pay a fine, return to their own country, and apply for permission to return, even if it takes ten years to gain entry. They should not have an advantage over people who have waited their turn.	<b>Amnesty (most important issue)</b>	Allow illegal aliens to apply for citizenship if they have been here more than two years, have work, pay taxes, and have no criminal records. We can't be heartless and forcibly remove 11 million people who have lived in our country and committed no crimes.
Build fence at cost of \$2.3 billion to prevent further sneaking across border into U.S., and triple border patrols.	<b>Barrier to prevent further immigration</b>	A fence separating U.S. and Mexico would be unproductive and draconian.
Those who are here illegally have committed a felony and should be fined, jailed, and deported	<b>Criminal penalties for illegals</b>	Illegals with no criminal records should be given chance to become citizens
Anyone employing an undocumented immigrant would be heavily fined for the first offense and jailed for the second.	<b>Employers</b>	Any employer with more than 40% of his payroll undocumented immigrants would be fined. Fine would be doubled for each succeeding offense.

<b>Strict immigration bill</b>	<b>Topic</b>	<b>Liberal immigration bill</b>
Children of undocumented immigrants would be denied social services such as attending school, medical care, etc.	<b>Children of undocumented immigrants</b>	Children of undocumented immigrants, whether or not they were born in the U.S., should have the same rights, privileges, and access to services as other youngsters living in the U.S.
Until all Americans living here legally have jobs no more than 300,000 immigrants should be allowed to enter the U.S. in a year.	<b>Future of legal immigration</b>	The U.S. should continue welcoming immigrants who are willing to work and want to become citizens.

# ANSWER KEY

## Chapter 1

### Health Care Facts

---

#### A. Multiple-Choice Answers, pp. 7–9

1. The idea that the United States has the best health care system in the world **(c)** may be true, but it definitely is the most expensive.
2. In life expectancy and the cost of health care, the United States **(b)** is first in cost and 49th in life expectancy.
3. Which of the following *is not* true? The assertions **(c)** that the United States has a single payer system and that Canada has a completely socialized, government controlled health care system are not true.
4. Which of the following *is not* true? It is not true that **(c)** the more a country spends on health care, the higher its life expectancy.
5. According to *TIME* magazine (citing the Kaiser Foundation), **(d)** nearly half of the money spent on health care in the United States is wasted, and about one out of every three young adults in the United States is not covered by health care insurance.
6. If you were a Canadian living in Canada you probably would **(c)** live over twice as long as a person Angola.

7. According to the comparison between the American and Canadian health care systems **(c)** Canadians on the average wait longer for surgery than Americans.
8. According to Charles Reed, **(c)** you get the health care you pay for.
9. According to John Murphy, **(d)** most Canadians think that the United States has a third world-quality health care system, and more Americans come to Canada for their health care than the other way around.
10. Based on evidence provided in this chapter, **(a)** in health care, Americans do not get what they pay for, and **(b)** two main reasons the United States spends more on health care than Canadians are administrative and doctor costs.

# Chapter 2

## The Patient Protection and Affordable Care Act of 2010

---

### A. Multiple-Choice Answers, pp. 16–18

1. Two good reasons for requiring all Americans, not only those who think they need it, to get health care insurance are **(c)** if the young and healthy don't pay for insurance, costs will be too high to be paid by the old and sickly who will require more services, and the insured already pay for higher health care emergency room services because they are also paying for the uninsured.
2. The person least likely to support the PPACA (Patient Protection and Affordable Care Act) is **(b)** a person who employs 60 people.
3. The provision **(d)** that allows young adults continue on their family's health care plan until they are 26 years old will not help senior citizens.
4. People who can't afford health insurance have the most reason to support PPACA, so **(c)**.
5. Owners of large businesses would be most hurt by the PPACA, so **(a)**.
6. Helping small businesses by paying part of the cost of insuring their employees would not reduce health care costs to the government, so **(a)**.

7. The cost to the federal government for providing health care will be reduced by **(d)** establishing insurance exchanges, fining businesses for not providing coverage for their employers, and paying doctors for the entire procedure rather than for each service individually.
8. Any answer a student can reasonably defend could be acceptable.
9. Any answer a student can reasonably defend could be acceptable.
10. Any answer a student can reasonably defend could be acceptable.

# Chapter 3

## Arguments For and Against the Affordable Care Act

### A. Multiple-Choice Answers, pp. 23–25

1. The most reasonable argument for requiring all people to have health insurance is **(a)** if the young and healthy don't pay for insurance, costs will be too high to support the older and sicker.
2. The millennial generation should not be required to buy health insurance because **(b)** they can't afford it. Acceptable alternatives answers: **(a)** unless their parents pay for it, or **(d)** it will give the government too much power.
3. The best argument against mandated health care insurance is **(b)** there are too many unanswered questions raised against mandated health care insurance, including constitutionality and cost.

**Note:** In June 2012, the Supreme Court ruled the individual mandate was constitutional under the federal government's right to tax, resolving at least one constitutional challenge.

4. The best argument against the Affordable Care Act is **(d)** private enterprise generally does things better than the government.
5. Advocates of requiring health care claim that power was given Congress in **(b)** Article I, Section 8 of the U.S. Constitution.
6. Opponents of the ACA claim that requiring health care is not covered by the Constitution's

interstate commerce clause because **(c)** there is no precedent for a law requiring people to engage in interstate commerce.

**Note:** Teachers may be willing to accept a less sophisticated statement of that ruling idea in **(d)**, that the next thing would be to require people to buy and eat broccoli.

7. Among the specific powers given Congress in Article I, Section 8 of the Constitution is the power to **(c)** regulate commerce.
8. The term “Millennials” refers to **(c)** the young and the healthy.
9. The amount of money spent on health insurance is **(b)** about twice as much on a per-person basis as is spent in other industrialized countries.
10. According to Chief Justice John Marshall, when Congress regulates commerce, **(a)** it must be allowed to select how it would be done.

## B. Matching Answers, p. 25

Arguments Supporting ACA	Arguments Against ACA
About 53 million Americans don't have health insurance	The Constitution says nothing about Congress requiring health care
Canadians with universal health care live two years longer than Americans	The U.S. government is already deeply in debt
The Supreme Court said that Congress can decide how to carry out its enumerated powers	Wealthy foreigners come to the United States for medical care
Health care in Europe costs half as much as in the United States	The health care bill is over 2,000 pages long and much too complicated
The price of health care in the United States is increasing twice as fast as the rate of inflation	

# Chapter 4

## Grading Teachers through Value-Added Assessments

### A. Multiple-Choice Answers, pp. 33–35

1. The report *A Nation at Risk* **(b)** was very critical of American schools.
2. The report *A Nation at Risk* did all of the following except **(a)** praise America's public schools.
3. According to OECD comparisons, American students **(b)** did better in reading than in math.  
**Note:** Some editions of this book erroneously said that American students were better in reading than in both math and science, when in fact they are better in science than in reading.
4. Value-added measures can best be defined as **(c)** a way to test teachers' effectiveness based on students not meeting, meeting, or exceeding expectations.
5. The best factually correct argument supporting value-added assessment is that **(b)** other methods of evaluating teachers are far too subjective.
6. Value-added measurements are important because **(d)** they are used to reward effective and remove ineffective teachers.
7. This example can be used to show a teacher was effective: **(d)** Students who once read at third grade level now read at fifth grade level.
8. The best reason for teachers objecting to schools using value-added assessment measures is **(d)** it encourages teachers to teach for a multiple-choice test.  
**Note:** Teachers may also accept **(c)**, all students in their classes don't work as hard as they should.
9. Among the listed choices, a third grade math class **(b)** is the grade level and subject that would be most likely to provide information that could be used to evaluate teachers by using value-added assessments.

10. Important factors that value-added assessments fail to take into account are **(d)** whether the tests used provide a reliable way of measuring what was taught, and whether teachers increased students' interest in the subject being taught.

# Chapter 5

## Charter Schools

---

### A. Multiple-Choice Answers, pp. 44–46

1. A charter school is **(c)** a publically supported school with special permission to use experimental teaching methods.
2. The following *is not* a reason that charter schools can give students a better education than traditional schools: **(b)** Charter schools get more money from the state.
3. TPS stands for **(b)** Traditional Public School.
4. The following is probably the most important achievement of Amistad Academy: **(c)** Its students performed better on the Connecticut state achievement test than students in TPS.
5. The initials REACH stand for **(a)** Respect, Enthusiasm, Achievement, Citizenship, and Hard work.
6. The following belong together: **(c)** Amistad and Achievement First.
7. The research of effectiveness of charter schools proves that **(c)** 17% of charter school students do better than similar children in public schools, 46% do about the same, and 37% do not do as well.
8. Research showed that charter schools succeeded in all but **(d)** parents joining parent-teacher organizations. Note: This answer based on information contained in a footnote on page 43.
9. The statement that can be supported with the most factual evidence in this chapter is **(c)**, though charter schools show potential for improving, so far they have not lived up to this promise.

10. The following statements cannot be substantiated by evidence from this chapter: **(d)** Charter schools do a better job than the traditional public schools, and charter schools are a waste of taxpayers' money.

# Chapter 6

## The "Achievement Gap" and Attempts to Close It

---

### A. Multiple-Choice Answers, pp. 53–55

1. The term "achievement gap" refers to the average difference in standardized tests between **(b)** Caucasian and African American school children.
2. Which factor does not account for the difference in academic achievement: **(a)** race.
3. The Harlem Children's Zone program **(d)** has done the most to close the achievement gap.
4. Students who attended charter schools **(b)** liked their teachers more than those who did not attend. Note: much of the evidence needed to answer this question was presented in the previous chapter.
5. Advantages of charter schools do not include **(a)** new schools.
6. The Perry Preschool **(b)** was one of the first charter school programs and had positive effects on its attendees.
7. Most students who attended Head Start schools **(a)** showed short term test score gains but not long term gains.
8. The Harlem Children's Zone **(b)** presented the most comprehensive effort to boost student achievement.
9. Starting Amistad Academy **(b)** cannot be attributed to Geoffrey Canada.
10. Based on the evidence presented in this chapter, it's easiest to defend the conclusion that **(a)** ending the achievement gap would require a great deal of effort.

# Chapter 7

## A Short History of Immigration

---

### A. Multiple-Choice Answers, pp. 64–66

1. The words “Send these, the homeless, tempest-tost to me” **(c)** express an ideal not carried out in the United States.
2. The statement that illegal immigrants account for 30% of the U.S. prison population, **(d)** if true, would support the argument to deport unauthorized immigrants.
3. The quote from Benjamin Franklin that appears in this chapter, **(c)** though made about German immigrants, found expression in actions taken against Japanese Americans during World War II.
4. The following do not belong together: **(d)** the Immigration and Nationality Act and the Emergency Quota Act (because the latter basically repeals the former).
5. The belief that immigrants are more likely than native-born citizens to commit crimes **(b)** is used to argue against permitting more immigrants.
6. By 2010, the number of unauthorized immigrants living in the United States **(d)** had increased by about three million in ten years.
7. Most unauthorized immigrants have come from **(d)** Mexico and other countries in Latin American.
8. The Immigrant Quota laws of the 1920s **(b)** were basically repealed by the Immigration and National Control Act of 1965.
9. Since the year 2000, the largest immigration problem faced by Americans has been **(a)** what should be done with unauthorized immigrants living in the United States.
10. Based on reading the stories of the four immigrants in this chapter, one most likely would conclude that **(a)** most immigrants come to the United States so they and their children could have a better life.

# Chapter 8

## The DREAM Act

### A. Multiple-Choice Answers, pp. 72–73

1. The main purpose of the DREAM Act is to **(b)** give some who came to the United States illegally as children the opportunity to become citizens.
2. To qualify to become a citizen, the applicant must **(d)** be of good moral standing, have either served in the military for two years or completed two years of college, and not be a security risk to the United States.
3. The successful candidate for admission to citizenship under the DREAM Act *cannot* help the United States by **(c)** becoming president of the United States.
4. Most likely to become a citizen under the DREAM Act is **(b)** Minchul Suk.
5. The speeches differ because **(c)** one of the speakers wants compassion for undocumented immigrants and for immigrants who do not break the law, and the other speech does not.

### B. Matching Answers, p. 73

Name	Phrase
1. Dick Durbin	d. spoke in favor of the DREAM Act
2. Minchul Suk	b. wanted to become a dentist
3. Francisco Manzo-Hernandez	e. suspected of driving while drunk
4. Jeff Sessions	a. spoke against the DREAM Act
5. Ben Franklin (see Chapter 7)	b. opposed German immigrants

# Chapter 9

## Amnesty or Deportation?

Answers for the activity in this chapter cannot be specified.

