Trump's Immigration Ban

***Bellringer -*** Show President Trump’s Tweet from January 29, 2017 on his immigration policy.

<https://twitter.com/realDonaldTrump/status/825692045532618753?ref_src=twsrc%5Etfw&ref_url=https%3A%2F%2Fwww.nytimes.com%2F2017%2F01%2F29%2Flearning%2Flesson-plans%2Fanalyzing-trumps-immigration-ban-a-lesson-plan.html>

Ask students about what they have heard about President Trump’s executive order on immigration policy.

Supplemental Material: You may want to provide your students with this article to give some preliminary context about the immigration ban. Remember, this article was written immediately after the Executive Order so some of this information in this article is clearer now.

“Trump’s Executive Order on Immigration: What We Know and What We Don’t” - *New York Times* - <https://www.nytimes.com/2017/01/29/us/trump-refugee-ban-muslim-executive-order.html>

Tell the students that President Trump did update his January 27, 2017 executive order on immigration on March 6. The new order blocks citizens of six predominantly Muslim countries from entering the United States, the most significant hardening of immigration policy in generations, even with changes intended to blunt legal and political opposition. (taken from *New York Times* lesson plan)

***Video Watching*:** Have students watch this video that gives background information on the original executive order and the protests that followed (2:42) - <https://www.nytimes.com/2017/01/29/learning/lesson-plans/analyzing-trumps-immigration-ban-a-lesson-plan.html> (at top of webpage).

Ask students what reactions they had to the video. What questions does it raise for you?

***Direct Instruction***: Use this resource to lead the class in discussing the details of President Trump’s Executive Order - “President Trump’s Immigration Order, Annotated” (*New York Times)* <https://www.nytimes.com/2017/01/28/us/politics/annotating-trump-immigration-refugee-order.html?smid=fb-nytimes&smtyp=cur&_r=0>

***Podcast Listening****:* Have students listen to the NPR podcast “Immigration Ban’s Potential Implications” (4:45) - <https://listenwise.com/teach/events/836-immigration-bans-potential-implications> . This lays the foundation for what the executive order initially did.

Podcast description: Last week President Trump issued an executive order banning refugees for from seven predominantly Muslim countries from entering the United States for a 90 day period. The order also prevents all refugees from entering the country for 120 days and Syrian refugees indefinitely. Some experts fear this policy will have a strongly negative impact on foreign affairs, sending the message that the United States is at war with Islam and willing to restrict immigration based on religious beliefs. Listen to learn more about Trump’s refugee ban and its potential foreign policy consequences.

As students are listening to the podcast, have them complete the Listening Guide (found at the bottom of the lesson plan - questions taken from *ListenWise).* Have a class discussion on the last question after students have finished their Listening Guide.

***Group Deliberations*:** Students will work in three separate groups for this part of the lesson. Students will be given relevant excerpts from documents to annotate to develop arguments on the central question given to them. Group One will deal with whether the Executive Order is good public policy. Group Two will discuss whether the Executive Order is legal. Group Three will discuss whether the Executive Order upholds US values.

Use this PDF from *The New York Times* and *The Learning Channel* to instruct the groups:

<https://static01.nyt.com/images/blogs/learning/pdf/2017/TrumpExecutiveOrderLN.pdf>

Have the groups report back to the class about what their central theme was and what the resources/excerpts indicated to them.

***Compare and Contrast***: Have students read the *National Review* article on “Trump’s Executive Order on on Refugees - Separating Fact from from Hysteria” - <https://static01.nyt.com/images/blogs/learning/pdf/2017/TrumpExecutiveOrderLN.pdf>

Discussion Questions: What interesting arguments does this article provide that the prior resources did not? Did this article shift your viewpoint on Trump’s Executive Order?

***Where are we now****?* Have students read these two articles that give us an updated explanation of where we are with Trump’s executive order. Both of these articles are from the end of January 2018. You may want to update these depending on when you run this lesson.

1. “It’s been one year since Trump first proposed his travel ban. Basically nothing has changed” by *Pacific Standard*. <https://psmag.com/social-justice/its-been-one-year-since-trump-first-proposed-his-travel-ban-basically-nothing-has-changed>
2. “Donald Trump’s ban heads back to the Supreme Court” by *The Economist*. <https://www.economist.com/blogs/democracyinamerica/2018/01/travelling-ban>

“Immigration Ban’s Potential Implications” Listening Guide

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you listen to the NPR Podcast, “Immigration Ban’s Potential Implications”, please answer the following questions.

***As you are listening:***

* Which three groups are blocked from entering the United States as a result of Trump’s order?
* What are expert Richard Haass’ concerns about the refugee ban’s effect on foreign policy?
* In what ways might the refugee ban lead to “increased alienation and radicalization” of Muslim citizens in the U.S.?
* How does Haass think other countries will respond to the ban? Will they cooperate with America or do their own thing?

***After listening:***

* What do you think could be done to reduce the threat of terrorism in the U.S. and around the world?