

Convivencia: “Living Together”

Exploring the Impact of Immigration on Traditional and Modern-Day Argentina

Erika Irlbeck

St. Pius X Catholic School

Topic: History of Immigration to Argentina; Effects of Immigration on Indigenous Populations; The Immigrant Experience

Intended Grade Levels: Middle School World History/World Geography Class

Time Frame: approximately 3–4 weeks

Summary:

Carlos Fuentes wrote, “The Mexicans descend from the Aztecs, the Peruvians from the Incas, and the Argentines from the ships.” For a majority of its history, Argentina was considered a country of immigration. This unit will examine how early immigration influenced Argentina. Students will begin by defining immigration and explaining the reasons people immigrate to another country. They will examine the early history of immigration to Argentina, exploring how immigrants helped shape its culture. In addition, students will recognize and reflect on how the influx of immigrants affected indigenous populations.

As a culminating project, students will create a blog in which they embody an Argentine immigrant or a member of an indigenous group and journal about their experiences in Argentina. To supplement the blog, students will work in pairs to produce a podcast in an interview format. Each student will play the role of host to interview his/her partner regarding the immigrant/native experience, and then roles will be reversed. To conclude the podcast, students will step out of character and connect the Argentine immigrant/native experience to their own lives, reflecting on their own family’s heritage and their personal views on immigration.

Established Goals:***Oregon State Board of Education******Social Studies Core Standards:******Geography***

6. Analyze economic, social, human migration, settlement, and distribution patterns.
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.

Social Science Analysis

26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
27. Describe various perspectives on an event or issue and the reasoning behind them.

Grade 6 Standards: World History and Geography of the Western Hemisphere***Historical Knowledge***

- 6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- 6.2. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.

Geography

- 6.13. Classify and analyze the types of connections between places in the Western Hemisphere.
- 6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere.

Social Science Analysis

- 6.20. Critique information to determine if it is sufficient to answer questions.
- 6.21. Clarify key aspects of an event, issue, or problem through inquiry and research.
- 6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.
- 6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).

Archdiocese of Portland***Profile For Technology Literate Students***

4. Participate in a cooperative learning project in an online learning community.
5. Evaluate digital resources to determine the credibility of the author and publisher and the timeliness and accuracy of the content.

7. Select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8. Use collaborative electronic authoring tools to explore common curriculum content from multicultural perspectives with other learners.
9. Integrate a variety of file types to create and illustrate a document or presentation.

Understandings:

- Students will understand that there are different types of human migration: internal migration, external migration, emigration, immigration, return migration, and seasonal migration.
- Students will understand the “push” and “pull” factors that cause humans to migrate.
- Students will understand that human migration spreads cultural traits.
- Students will understand that immigration influenced and continues to influence Argentina’s history and culture.
- Students will understand that immigration affected Argentina’s indigenous populations.
- Students will understand that it is important to recognize different perspectives on the same issue.

Essential Questions:

- What is immigration, and what are the reasons people immigrate to another country?
- What was life like for early immigrants arriving in Argentina?
- What aspects of Argentine life reflect its immigrant history?
- What were the effects of immigration on the indigenous populations in Argentina?
- What is the impact of current immigration and emigration on Argentina?
- What are the connections between the Argentine immigrant/native experience and one’s own life and family history?

Knowledge:

- Students will know what immigration is and why people immigrate to another country.
- Students will know the early history of immigration to Argentina.
- Students will know how Argentina’s immigrant history affected its national culture.
- Students will know the impact immigration had on Argentina’s indigenous populations.
- Students will know the impact recent immigration and emigration has had on Argentina.
- Students will know how to analyze an issue from different points of view.
- Students will know how to connect the experience of immigration in a different country to their own family’s heritage.
- Students will know how to create a blog.
- Students will know how to create an audio podcast and upload the podcast to their blog.
- Students will know how to participate in a Socratic Seminar.

Skills:

- Students will be able to conduct research using multiple sources.
- Students will be able to explain their research in their own words.

- Students will be able to write journal entries that reflect their particular point of view and accurately depict events of the time.
- Students will be able to create and edit their blog.
- Students will be able to work cooperatively to interview one another for the audio podcast.
- Students will be able to prepare for and participate in a Socratic Seminar.
- Students will be able to create a properly formatted Works Cited.

Summative Assessments:

- Students will create a blog in which they personify an Argentine immigrant or a member of an indigenous group and create journal entries about their experiences living in Argentina.
 - A teacher-generated rubric will specify criteria for the evaluation of student performance.
- Students will work in pairs to produce a podcast in an interview format. Each student will play the role of host to interview his/her partner regarding the immigrant/native experience, and then roles will be reversed. Students will conclude the podcast by stepping out of character and connecting the Argentine immigrant/native experience to their own lives. Students will reflect on their own family's heritage and their personal views on immigration. The students' audio podcasts will be uploaded to their blogs.
 - A teacher-generated rubric will specify criteria for the evaluation of student performance.
- Students will learn about Socratic Seminars and how to participate in the process. Students will read articles regarding current immigration and emigration trends in Argentina. They will answer the seminar questions with thoughtful, well-researched statements, and they will compose their own questions for discussion.
 - A rubric will specify criteria for the evaluation of student performance.

Other Evidence:

- In order to help students make connections between their existing personal experiences and the new information in the unit, a series of introductory activities will be presented. Students will participate in a class poll designed to encourage them to think about their own family's migration patterns. Once students have looked at their present-day family's migration patterns, they will be asked to think back to their ancestors. Students will be asked to share their ancestors' countries of origin. Students will create bar graphs to represent class totals from each country and continent.
- Formative assessments will be conducted throughout the unit. These assessments will include: brainstorm lists/webs, picture dictionaries, quizzes, class discussions, journal entries, exit cards, research source cards and note cards, and a Works Cited.

Note:

This unit is accompanied by PowerPoint presentations with information and images that help illustrate the lessons. The files can be downloaded from this website:

<http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>

Lesson 1: Connecting to Personal Experiences

Objectives:

- The student will identify patterns of migration within his or her family's history.
- The student will create a bar graph that represents class totals from each country/continent where the class's ancestors originated.
- The student will brainstorm reasons people move from place to place.

Materials:

- Composition Books
- Pens
- Markers/Colored Pencils
- Graph Paper
- Interactive White Board/Large Chart Paper
- Example of a Family Tree
- Exit cards (note cards)

Procedures:

Opening:

- Begin the class by asking a series of questions to help students connect their personal experiences to the new information that will be presented in the unit.
 - Ask students if they have ever lived somewhere else. How many have lived in a different home? city? state? country? If they moved, do they remember moving? Do they remember how they felt when they moved? Do they know why their families moved? On the Interactive White Board or large chart paper, record student responses.

Activities:

- Next, conduct a classroom survey. Ask the students in the class about their ancestors' country(ies) of origin. *(If students are unsure about the term "ancestor," draw or show an example of a family tree. Using the family tree, show how a person "descends" from a long line of people. Tell them that when someone uses the term "ancestor," he or she is usually referring to someone more removed than a grandparent.)*
- Connect this question back to the opening. Just like some of the students moved, do they know if their ancestors moved to the United States? Invite the students to share these countries of origin. On the Interactive White Board or large chart paper, write each new country the students suggest and place tally marks beside it to indicate how many students had ancestors from that area.
- After all the students have had the opportunity to share, ask the students to use the data to create a bar graph on the graph paper. The bar graph should have countries labeled along the x-axis and numbers along the y-axis. Students should title the x-axis "Countries of Origin" and the y-axis "Number of Students." The overall bar graph title should be "Where Did Our Ancestors Come From?"

- As an extension activity, have students group the countries on their bar graph by continents. Have the students make another bar graph, but this time, have them rename the x-axis “Continents of Origin.”
- Have students study the data in their bar graphs. Invite the students to share which countries and continents most of their classmates’ ancestors came from. Looking at the graph, were there any ancestors who were indigenous to the United States? How may they have felt with so many new people coming to the country?
- After briefly discussing the data, ask the students to think about why so many people may have moved. In their composition books, have the students brainstorm why people may leave their homes and settle somewhere new. They may do the activity in list form or as a concept map.

Closing:

- On an exit card, have students write one reason that people move. Have them turn in the card on the way out of class. These cards will serve as the basis for the next day’s opening activity.

Assessment:

- The bar graphs and exit card will be the formative assessments for this lesson.

Lesson 2: Introducing New Vocabulary

Objectives:

- The student will identify what human migration is and the different types of human migration.
- The student will identify and describe the “push” and “pull” factors that cause humans to migrate.
- The student will complete Cornell Notes based on the lesson’s PowerPoint.
- The student will create a picture dictionary to demonstrate understanding of new vocabulary terms.

Materials:

- Photocopies of Exit Cards from Previous Lesson
- PowerPoint Presentation on Human Migration (available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
- Picture Dictionary Form (Appendix A)
- Composition Book
- Pens

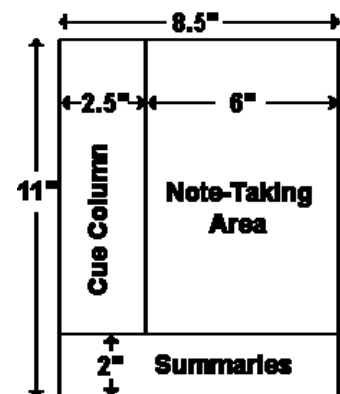
Procedures:

Opening:

- Photocopy a selection of exit cards from the previous day’s class. These cards should represent a variety of reasons for why people move. Separate the students into groups of four and give them a photocopy of the cards. Have the students categorize the cards by common themes. Some students will be able to come up with categories on their own, while others may have difficulty generating ideas and need more support. Possible themes may include: family, jobs, standard of living, financial security, safety, natural disasters, etc. Once students have finished, have them share some of those categories with the entire class. Tell students that today’s lesson will introduce the different types of human migration and examine more closely the reasons why people migrate.

Activities:

- Ask students to take out their composition books and date their notes. They should use the Cornell Notes format and divide the page into columns for their cues and notes. At the bottom of the page, the students should make a section for their summary.
- Present the PowerPoint lesson on human migration. The last slide of the presentation will ask the students to write a summary of the lesson’s notes.
- After the PowerPoint, students will create a picture dictionary for the following terms: *emigrant*, *emigration*, *external migration*, *human migration*, *immigrant*, *immigration*, *internal migration*,



pull factor, push factor, refugee, return migration, and seasonal migration.

- Have the students write each word in its own box on the picture dictionary sheet. Students should bubble each word in one continuous bubble and draw pictographs that are connected to the written word. These pictographs should demonstrate the meaning of the words. The pictures do not need to be colored.

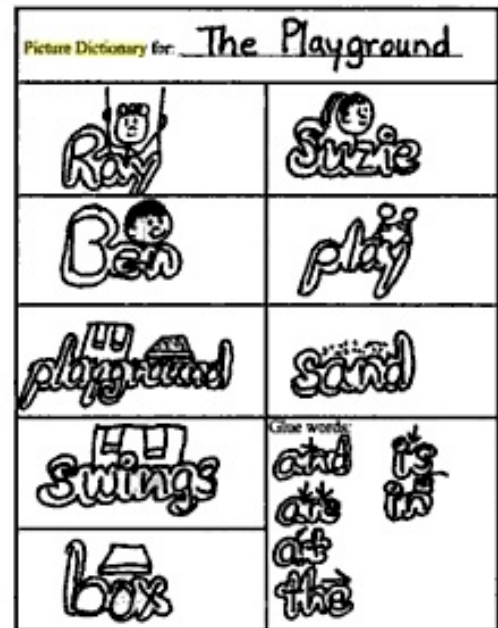


Figure 9.6. Picture Dictionary.

(Arwood & Kaulitz, 2007, p.170)

Closing:

- The students will share one word from their picture dictionary. Students should explain how their picture reflects their understanding of the term. Students should finish the picture dictionary and study the terms for a quiz at the start of the following class.

Assessment:

- Formative assessments in this lesson include categorizing the exit cards, taking notes and summarizing, as well as creating a picture dictionary.

Lesson 3: The Early History of Immigration in Argentina and Its Cultural Impact

Objectives:

- The student will demonstrate his or her understanding of key vocabulary and concepts related to human migration.
- The student will explain how early immigration affected Argentine history, including the country's indigenous populations.
- The student will identify different aspects of Argentine culture affected by the process of immigration.
- The student will complete Cornell Notes based on the lesson's PowerPoint.
- The student will reflect on how Argentina has been shaped by the presence of immigrants.

Materials:

- Composition Books
- Pens
- Quizzes (Appendix B: quiz w/answer key)
- Map of the World
- Student Copies of Map of Argentina's Provinces (Appendix C)
- PowerPoint – Immigration History (available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
- Interactive White Board/Chalk Board

Procedure:

Opening:

- Students will take a quiz on key vocabulary and concepts related to human migration.

Activities:

- Following the quiz, show the students a world map. Remind them of the previous lesson's discussion of how their ancestors had arrived in the United States from all over the world. Now, explain to students that they are going to examine the history of immigration to Argentina, a country in South America. Show them where Argentina is on the map and explain that it is the second largest country in South America and the eighth largest country in the world.
- After pointing to Argentina on a map, have the following quote posted for the students. *"The Mexicans descend from the Aztecs, the Peruvians from the Incas, and the Argentines from the ships."* In their composition books, have the students reflect on the meaning of the quote. Remind them that they discussed the word "descend" when they defined the word "ancestor" and looked at an example of a family tree. When students have had enough time to write, encourage them to share some of their thoughts. Tell them that this quote gives the class direction for the remaining lessons in the unit.
- Hand out the map of Argentina's provinces to the students. Tell them that you are going to present a PowerPoint on the history of immigration to Argentina. As the PowerPoint is presented, instruct students to keep track of the different provinces mentioned in the lecture and record the groups that settled there. Throughout the lecture, students should

be completing their Cornell Notes in their composition books: cues, notes and summaries. At appropriate points, provide students with time to summarize some of the information before moving on to the next topic. Students can also share their summaries as a quick way to check their comprehension.

Note: The PowerPoint on the early history of Argentina is over 100 slides. Because it is so lengthy, it will not be appropriate for all classes. Teachers should adapt the information to fit their classroom needs.

Closing:

- Students will write a journal entry based on their reactions to the material covered in class. This entry can be in their composition book or on a separate piece of paper. Provide guidance for the students on possible topics for reflection. The goal is not for them to simply repeat their notes. For instance, students could reflect on the following:
 - Points from the lecture they found interesting and would like more information on
 - Questions that arose from listening to the lecture
 - Connections between what they are learning about Argentine immigration and other topics they have learned about or are currently learning about
 - Thoughts or feelings that are not yet fully developed, but that they hope to refine later
- Students' journal entries will serve as the basis for the next lesson's opening activity.

Assessment:

- Formative assessments include the quiz on human migration, the quote reflection, the Cornell Notes, and the students' journal entries.

Note: This lesson will likely take more than one class period because of the amount of material in the PowerPoint. Students should complete journal entries after each class as a way to reflect on the material.

Lesson 4: Source Cards, Note Cards and Topic Choice

Objectives:

- The student will learn how to create source cards and note cards to assist with his or her research.
- The student will choose a topic for research.

Materials:

- Note Cards
- Source Cards & Note Cards PowerPoint (available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
- Teacher-chosen Resource for a Note-Taking Model
- Composition Books
- List of Potential Research Topics (Appendix D)
- Pens/Pencils
- Interactive White Board/Large Chart Paper

Procedure:

Opening:

- Ask students to share their journal entries with the rest of the class. On the white board or a large piece of chart paper, create columns to record some of the students' responses. Provide headings for these columns based on the criteria from the journal entry. For example, label the columns "Points of Interest," "Questions," "Connections," and "Thoughts/Feelings." If there are columns without much information, encourage students to try to come up with more responses.

Points of Interest	Questions	Connections	Thoughts/Feelings

Activities:

- Introduce the Source Cards & Note Cards PowerPoint. Have students take out their composition books so they can copy down the four different formats for a source card. Students should also write down the information on how to best take notes (not complete sentences, in your own words, etc.) Depending on the students' comfort level with taking notes and keeping track of their sources, they may benefit from doing an example source card and note card with a teacher-chosen resource.
- Hand out a list of topics for research (this list is not exhaustive, but provides students with topics that will have enough information for them to research). This list contains the different groups of people who immigrated to Argentina, as well as the indigenous groups that were living in Argentina before the immigrants arrived. Tell students they will be completing a project in which they are asked to become either an immigrant or a member

of an indigenous group. Their personas should exist in the 18th, 19th or 20th century (although some exceptions may be made for students who want to focus on Argentina's Spanish ancestry). Students will need to narrow down the possible topics. First, they must decide if they want to be an immigrant or indigenous member and then which country or tribe they want to represent. Students should fill out a slip with their choice and an explanation of why they chose this persona. Students must receive teacher approval for their selection.

Name: _____

Chosen Persona: _____

Explanation for Choice:

Teacher Signature: _____

Closing:

- Students will be asked to share which persona they plan to adopt for the project and why they chose it.

Assessment:

- Formative assessments will include class discussion of journal entries, example source card and note card, as well as the student explanation of his or her research topic.

Lesson 5: Introduction to Immigrant Blog and Research

Objectives:

- The student will identify the required elements for the blog.
- The student will understand how he or she will be assessed on the blog.
- The student will use multiple resources to complete his or her research.
- The student will complete properly formatted source cards and note cards as he or she researches.

Materials:

- Blog/Audio Podcast Project Description (Appendix E)
- Blog Project Rubric (Appendix F)
- Computers
- Books
- Encyclopedias
- Note Cards
- Pens

Procedure:

Opening:

- Have students pair share what they learned about how immigration has shaped Argentina's history and culture. Give them five minutes to review some of the main ideas from the unit.

Activities:

- Pass out the Blog/Audio Podcast Project Description to the students. Go over the required elements for the blog portion of the project. Tell students that they will review the audio podcast requirements at another time. Take student questions regarding the blog assignment. Explain to them that as they research, they need to be looking for as much information as possible to help them address the topics of the three entries. For those students personifying an immigrant, remind them that not every resource will specifically address immigration to Argentina. The students will likely need to research general information about the lives of immigrants and determine whether some of that information might have been true for their immigrant as well.
- Pass out the Blog Project Rubric. Go over how the students will be assessed on the project. Take student questions. Encourage students to keep the rubric beside them as they work on this portion of the project.
- The remainder of the class period will be set up for research. Students will use multiple sources to gather information, including books, websites, print encyclopedias and online encyclopedias. Encourage students who may be having difficulty finding information to contact a teacher immediately to assist with finding further material and/or changing the topic if necessary.

Closing:

- Have students share an interesting and pertinent fact that they gathered during their research time.

Assessment:

- Formative assessments will include pair shares, source cards, note cards, and class discussion.

Note: This lesson may take longer than one class period, depending on the availability of resources for students to share and/or how easily students are able to find information on their topics. The opening and closing activities are still applicable even if the lesson needs to be extended for another day or two.

Lesson 6: Creating the Blog and Posting Information

Objectives:

- The student will perform the initial setup of his or her blog, including setting a name, URL, and theme.
- The student will synthesize the information from class lectures to write two paragraphs about the history of immigration to Argentina.
- The student will assume the role of his or her immigrant/indigenous person and write three journal entries based on his or her research.
- The student will add pictures and graphics to enhance his or her blog.
- The student will use his or her source cards to create a properly formatted Works Cited in MLA format.

Materials:

- Blog/Audio Podcast Project Description (Appendix E)
- Blog Project Rubric (Appendix F)
- Teacher Instructions for Weebly (Appendix G)
- Student Planning Sheet for Blog (Appendix H)
- Interactive White Board/Projector (if possible)
- Computers
- Note Cards
- Pens

Procedure:

Opening:

- Have students create a brief outline for their opening paragraphs and journal entries on the provided planning sheet. Teachers can give feedback on this sheet during class time or collect it and provide feedback that will be returned to the student to incorporate into his or her final project.

Activities:

- Introduce students to weebly.com using the white board/projector. Explain to students that this is the site where they will be posting their blogs.
Note: At this point, teachers will have already set up a class with student accounts and passwords. Set a generic password for all students that can be changed later.
- Students should use computers to log onto students.weebly.com with their provided username and password. At first login, Weebly will prompt the students to give their site a name. Then, it takes them into the page editor.
- Once in the page editor, have students click “publish” in the top, right hand corner. It will prompt them for a subdomain. (i.e., they can give their site/blog an address like johndoe.weebly.com.) To simplify the process, require students to follow the first name/last name format like “johndoe.” If students’ names are not available, have them add a number to their site address. This can be changed later if necessary.

- Students will have a main/“Home” page. They should go to “Pages” and add a blog.
Note: Students can then delete the main/“Home” page if teachers only want the students to have a blog.
- The student screen is user friendly. Show students how the “Elements” tab enables them to drag and drop “Elements” (e.g., text box, picture, text with picture, etc.) onto their page. Give them some time to change the “Theme” or overall appearance of the site by clicking on the “Design” tab.
- When the initial setup of the site is complete, have a class list with student names and blank URLs (_____ .weebly.com) so that students can fill in their site next to their names.
- Tell students to write their two introductory paragraphs about the history of immigration to Argentina on the home page. This will provide the introduction to the blog, while keeping this information separate from the blog entries.
- Once students have completed the opening paragraphs, they may begin typing their journal entries, adding other features like pictures and graphics, and completing a properly formatted Works Cited (on the blog itself).
- Easy-to-use MLA Bibliography Reference: easybib.com

Closing:

- Have one student show the rest of the class what he or she has created on the white board.

Assessment:

- Formative assessments include the students’ outline for their blogs, as well as their progress on the blogs. The blog itself will be a summative assessment.

Note: This lesson will likely take more than one class period. The closing activity is still appropriate, regardless of the number of classes the blogging takes.

Lesson 7: Introduce Audio Podcast and Planning

Objectives:

- The student will identify the required elements for the audio podcast.
- The student will understand how he or she will be assessed on the audio podcast.
- The student will use his or her research note cards and blog entries to help develop questions for an interview.
- The student will work with a classmate to practice each other's interview scripts.

Materials:

- Blog/Audio Podcast Project Description (Appendix E)
- Audio Podcast Rubric (Appendix I)
- Audio Podcast Planning Sheet (Appendix J)
- List of Partners for Podcast
- Computers
- Note Cards
- Pens

Procedure:

Opening:

- Have students take out a note card. On the note card, ask students to name two groups that immigrated to Argentina and give specific examples of how those two groups affected the national culture.

Activities:

- Have students take out their Blog/Audio Podcast Project Description. Remind them that they have not yet discussed the Audio Podcast portion of this assignment. Look over the required elements and take any questions.
- Hand out the rubric for the audio podcast. Go over the requirements for how students will be assessed and take any questions.
- Have a list of partners already prepared so that students know who they are working with throughout this part of the assignment.
- Hand out the Audio Podcast Planning Sheet and allow students the rest of the class period to work on developing their introduction, questions and responses, as well as their self-evaluation. Teachers can give feedback on this sheet during class time or collect it and provide feedback that will be returned to the student to incorporate into his or her final project.

Closing:

- Have students share one question or response with another classmate.

Assessment:

- Formative assessments include the note card quiz, student planning sheet and class/partner discussions. The audio podcast will be a summative assessment for the unit.

Note: This lesson will likely take more than one class period to complete. Include time for students to practice their scripts with their partners so they are ready for the interview. This practice time will also offer the teacher the opportunity to provide feedback on student performance.

Lesson 8: Record Audio Podcast

Objectives:

- The student will record his or her audio podcast using sound recording software.
- The student will be the host of a classmate's podcast and the guest of his or her own podcast.
- The student will include all the necessary components in his or her podcast.
- The student will be well-rehearsed; he or she will speak at an appropriate rate with a loud, clear voice.

Materials:

- Student Scripts
- Sound Recording Software (e.g., Windows Sound Recorder, Garage Band, etc.)
- Computer with Microphone

Procedure:

Opening:

- Students will have one last opportunity to practice their scripts with their partners before they are recorded.

Note: Teachers should walk around and give final feedback to the partners about their performance.

Activities:

- Students will take turns with their partners recording their audio podcasts.
Note: Teachers can determine how many takes they will allow the students to have. A possible extension would be using audio editing software like Audacity to produce their podcasts from splicing together their best takes.

Closing:

- Listen to a completed student's audio podcast.

Assessment:

- The summative assessment is the audio podcast. Formative assessment includes teacher feedback on student practice.

Lesson 9: Current Issues of Immigration and Emigration – Socratic Seminar

Objectives:

- The student will analyze how current immigration is both similar and different to Argentina's early waves of immigration.
- The student will identify where people are currently emigrating from in order to move to Argentina.
- The student will describe the reasons people are currently immigrating to Argentina.
- The student will identify reasons that people are currently emigrating from Argentina.
- The student will read articles on Argentina's migration patterns.
- The student will prepare an entry slip with thoughtful, well-researched comments and generate his or her own questions about Argentina's current migration trends.
- The student will participate in a Socratic seminar in which he or she will discuss the current issues of immigration and emigration in Argentina.

Materials:

- Socratic Seminar PowerPoint (available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/argentina11/>)
- Socratic Seminar Entry Slip (Appendix K)
- Socratic Seminar Rubric (Appendix L)
- Article: "Argentina: A New Era of Migration and Migration Policy" by Maia Jachimowicz (Appendix M)
- Article: "Argentina Opens Its Doors" by Elizabeth Slater (Appendix N)
- Composition Book
- Pens

Procedure:

Opening:

- Begin the class by sharing the Socratic Seminar PowerPoint with the students. This PowerPoint will help to explain the purpose of a seminar, and how it is led. Hand out the Socratic Seminar Rubric so students will understand how they will be graded. Distribute the articles for the seminar, as well as the entry slip. Give students time to prepare.
- Articles on the topic can be found at the following links. Additional resources could be added or substituted.
<http://www.migrationinformation.org/USfocus/display.cfm?ID=374>
<http://www.worldpolicy.org/blog/2011/11/15/argentina-opens-its-doors>: This site is a blog. The article needs to be separated from the comments to be appropriate for student use.

Note: Depending on the length of your class periods, the preparation for the seminar could take an entire period.

Activities:

- On the day of the seminar, arrange the classroom in a circle so that all students are facing one another. Begin the seminar with an introduction. Students need to make the

connection that immigration is not just a past issue; in fact, the process is still shaping modern-day Argentina. Refresh students on the rules of the seminar and the expectations for their participation. Remind students that teachers do not lead the seminar; the quality of the seminar is dependent on their involvement. Tell them they need to address each of the questions on the entry slip, as well as the questions they wrote.

- Have students participate in the seminar. Record who speaks and take notes on the content of their comments.

Closing:

- Have students self-assess themselves in each of the categories on the rubric. On the back of the paper, have students justify their responses.

Assessment:

- The Socratic Seminar is a summative assessment. Students' self-assessment is also part of their participation in the seminar process.

Lesson 10: Create Your Own Internet Café

Objectives:

- The student will share his or her blog and audio podcast with classmates, school staff, family and friends.
- The student will have the opportunity to read other classmates' blogs and listen to their podcasts to deepen their understanding of the effect of immigration on the history and culture of Argentina.

Materials:

- Computers with Headphones
- Separate Refreshment Area
- Self-Evaluation Sheet (Appendix O)

Procedure:

Opening:

- Students will work with their partner from the audio podcasts. Each pair will have one computer and one set of headphones. The period will be split into two shifts. The partners will decide who will present their blog first and answer questions from visitors. As one partner is presenting to guests, the other partner has the opportunity to visit other classmates' blogs. When a signal is given, the partners will switch.

Activities:

- Students will either be presenting their blog and audio podcast to guests or visiting other students' projects.
- When visiting other classmates' projects, students are encouraged to write a thoughtful comment for their classmates on a piece of note paper. Visitors are encouraged to do the same.

Closing:

- Students fill out an evaluation sheet for the unit.

Assessment:

- The summative assessment is the blog and audio podcast. The evaluation sheet will help to inform the teacher how best to present the information if he or she decides to use the unit again.

Picture Dictionary for: Human Migration	

Name: _____

Date: _____

Topic: Human Migration

Please write the correct term next to the definition.

1. _____: the return of immigrants to their home country
2. _____: person who moves **from** their existing country or region
3. _____: the movement of people from one place to another
4. _____: person who moves **to** a new country
5. _____: process of moving to a new country with the intention of staying there
6. _____: the movement of people from one area in a country to another area within that same country
7. _____: force that draws people to immigrate to a place
8. _____: movement of people in response to labor or climate conditions
9. _____: person who flees his or her home, usually due to a natural disaster or political upheaval
10. _____: the movement of people to another country or nation; this is the opposite of moving within a country or nation
11. _____: force that drives people away from a place
12. _____: process of leaving one's country

Please fill in the blanks.

13-15. Give three examples of push factors:

16-18. Give three examples of pull factors:

Appendix B

Human Migration Vocabulary Answer Key

1. Return migration
2. Emigrant
3. Human migration
4. Immigrant
5. Immigration
6. Internal migration
7. Pull factor
8. Seasonal migration
9. Refugee
10. External migration
11. Push factor
12. Emigration
13. Flood, drought, war, crime, poverty etc. Accept reasonable responses.
14. Nice climate, job opportunities, safety, political stability, services, better food supply, etc. Accept reasonable responses.

Map of Argentina's Provinces



Name: _____

List of Potential Topics to Research

Focus your research on the following time periods: 18th, 19th, 20th century.

Immigrants

Spanish (possibly 16th and 17th c.)

French

Italian

Swiss

Welsh /Scottish/Irish

Russian (significant Jewish population)

Syrian

Lebanese

Chinese

Korean

Japanese

Chilean

Paraguayan

Uruguayan

Bolivian

Indigenous

Diaguita

Guarani

Quilme

Tehuelche

Comechingone

Convivencia: “Living Together”

Exploring the Impact of Immigration on Traditional and Modern-Day Argentina



Summative Assessment Overview:

Students will create a blog that shares information about the role of early immigration in Argentine history. Students will assume the persona of an immigrant or a member of an indigenous group and describe what life was like for that individual during the 18th, 19th or 20th century. To complement their blog, students will include an audio podcast in which they are interviewed in character by another classmate. Additionally, the podcast will include a self-reflection component, in which students step out of character to reflect on their family history and their personal views on immigration.

Required Elements for Student Blog:

Based on class lectures and research, all students, regardless of which persona they choose, will begin their blog with **two paragraphs** focusing on the role immigration played in shaping the history and culture of Argentina. Each paragraph should be at least 7 sentences and in the students' own words. Any sources should be included in the students' Works Cited, which will be located on their blog.

For students who choose an immigrant persona...

- 3 journal entries in the voice of their chosen persona
 - 1st entry: What are the reasons this person chose to immigrate to Argentina?
 - What would be the “push” or “pull” factors?
 - 2nd entry: What was the journey to Argentina like?
 - How would this person have traveled to Argentina? Keep in mind the time period!
 - 3rd entry: What was life like for the immigrant upon arrival in Argentina?
 - Based on your research, where would this person have settled in Argentina? What jobs would this immigrant have? How would he or she assimilate into Argentine culture?

Note: All three entries should address the successes and challenges of immigrating to a new country.

For students who choose an indigenous persona...

- 3 Journal Entries in the voice of their chosen persona
 - 1st entry: What was life like for the indigenous person in Argentina prior to the waves of immigrants?

Appendix E

- Include aspects of the indigenous culture like religious beliefs, governance system, art, jobs, etc.
- 2nd entry: Describe an interaction between the indigenous person and immigrants arriving in Argentina.
- 3rd entry: How was the life of the indigenous person affected by the arrival of immigrants?
 - How was the life you described in the first entry changed by the arrival of immigrants? These changes can be positive and negative.

Required Elements for Audio Podcast:

- Each student will be paired with another classmate. Each person will take a turn as the host and as the guest of the interview.
- To prepare for the interview, each student will write a script. The script should include an introduction that can be read by the host. This introduction will include basic identifying information like name, age and ethnicity.
- The student will also compose **ten** questions and answers for the script. These questions should guide a conversation on the main points/experiences/stories that make up the content of the blog.
- At the end of the interview, the host should thank his or her guest and introduce the student as himself or herself.
- After the final introduction, the student will reflect on his or her family's heritage. This self-reflection should also be included in the student's written script. The student should talk about what he or she knows about his or her ancestors' experiences. In addition, the student should make connections between his or her family history and the history of immigrants to Argentina. Lastly, the student should spend some time discussing his or her views on the process of immigration.

Appendix F

Blog Rubric			
4	3	2	1
Purpose			
My blog <i>clearly</i> shares information about the history of immigration to Argentina. It also shows what life was like for an immigrant or indigenous person living in Argentina during the 18 th , 19 th or 20 th century.	My blog shares <i>some</i> information about the history of immigration to Argentina, but <i>clearly</i> shows what life would be like for an immigrant or indigenous person in Argentina in the 18 th , 19 th or 20 th century.	My blog <i>mostly</i> shares information about immigration to Argentina and the lives of immigrants and indigenous people there. However, sometimes I get off topic.	My blog appears to be about topics and events unrelated to the issue of immigration or to the lives of immigrants and indigenous people living in Argentina.
Content			
The opening paragraphs accurately reflect the history of immigration to Argentina, while the journal entries provide factual depictions of the life of an immigrant or indigenous person living there. I draw original conclusions based on my research.	My blog has accurate facts in both the opening paragraphs and journal entries. I draw <i>some</i> conclusions based on my research.	There may be a <i>few</i> inaccuracies in my opening paragraphs and journal entries. I do not draw conclusions about the research, but just repeat what other sources have said about the topic.	I am missing critical content. I try to draw conclusions, but sometimes my conclusions are not based on the research. I have <i>several</i> inaccuracies in my opening paragraphs and journal entries.
Sources			
I gather extensive information from a variety of reliable sources outside the classroom. I cite my sources correctly.	I gather information from some reliable sources outside the classroom. I make minor errors when citing my sources.	Most of the information on my blog comes from my opinions, with only a few references to sources. When I do cite my sources, I make some errors.	The information on my blog is my opinion, without any sources to back it up. I do not cite my sources.
Voice			
My writing reflects the voice of the persona I chose, and it reflects a deep commitment to the topic.	My writing <i>mostly</i> reflects the voice of the persona I chose, and it shows that I care about the topic.	My writing <i>does not always</i> reflect the voice of the persona I chose, and it <i>sometimes</i> shows that I care about the topic.	My writing <i>does not</i> reflect the voice of the persona I chose. It sounds like I am completing an assignment without caring about the topic.
Writing			
My writing style is interesting and appropriate for my readers. I have no errors in grammar, spelling, punctuation, capitalization or sentence	I write so my readers can understand. Any errors in conventions do not take away from what I am saying.	I try to write so my readers can understand, but sometimes my writing does not make sense because of errors in conventions.	My writing is confusing and often does not make sense to my readers.
Extra Features			
I include blog features, such as graphics and photos, to enhance what I am saying.	I include blog features, such as graphics and photos.	I include some blog features, but sometimes they take away from the purpose of my blog.	I do not include any extra blog features, or the features I include do not make sense.

Instructions for Using Weebly

Teacher Site: education.weebly.com

Getting Started:

First, you must create a teacher account by establishing a Username and Password. You will also need to enter an email address. The screen shot below shows the “My Students” tab in the teacher control panel.

Primary language:

[Upgrade to Pro!](#) | [Logout](#)

[My Sites](#) **[My Students](#)** [Account](#) [Support](#)

Get Weebly Pro and additional student accounts for free by inviting your fellow teachers. [Refer a teacher](#)

Student Website Accounts

World History

Add a class

Student Accounts: 2 of 40 | [Enable more](#)

Add a student

Student websites are private
 [Moderate Blogs](#)
[Class settings](#)

<input type="checkbox"/>	Account	First Name	Last Name	Sites
<input type="checkbox"/>	s1007	Student	1	1 site
<input type="checkbox"/>	s2593	Student	2	

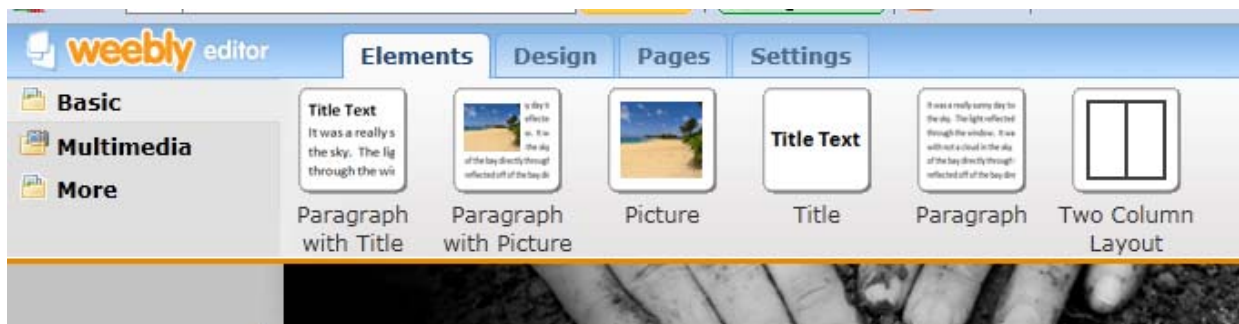
Under the “My Students” Tab

- The “Add a Class” button creates a class by setting a grade number and a name. If you set “Student Sites” to private, it will prompt you for a class password. This password will be required for people to view the blogs created by students in the class.
- The blue “Add a Student” button will allow you to populate the selected class with students. It will require a first and last name, and then it will automatically generate a username. This username can also be inputted manually, and the site will indicate if it is available. The site also requires a password for each student to be inputted at this step. These passwords can all be the same at first and then changed later by the students.
- The blue “Class settings” button controls access to Flickr images and whether comments are auto posted or held for review.
- “Moderate Blogs” button will allow you to review and approve/reject comments on blog posts.

Student Sign In: students.weebly.com

- At first login, Weebly will prompt the students to give their site a name. Then, it takes them into the page editor.
- The first time students click “publish” in the top, right hand corner, it will prompt them for a subdomain. (i.e., they can give their site/blog an address like johndoe.weebly.com.) You could require them to follow the first name/last name format like “johndoe,” but if you have students that have a common name like “joesmith,” it may not be available. If students’ names are not available, they would have to add a number to their site address. This can be changed later if necessary.
- When someone visits a site, it will prompt the visitor for the class password to be able to view the site. This is an important student security feature.

Student View



- Students will have a main/“Home” page. They can go to “Pages” and add a blog. They can then delete the main/“Home” page if a teacher wants the students’ pages to solely consist of the blog.
- The student screen is graphical and user friendly. The “Elements” tab enables students to drag and drop “elements” (e.g., text box, picture, text with picture, etc.) onto their page. “Design” allows them to change the theme or overall appearance of the site.
- For the students’ immigration blogs, they could write up a short biography on their character and post it under the author section on the right of the blog.

Name: _____

Date: _____

Planning Sheet for Blog

Record the main points you want to include in each of the following sections.

Introduction Paragraph 1:

-
-
-
-
-

Introduction Paragraph 2:

-
-
-
-
-

Journal Entry 1:

Immigrant: What was the reason he or she left for Argentina?

Indigenous: What was life like before the immigrants arrived?

-
-
-
-
-

Journal Entry 2:

Immigrant: What was the journey to Argentina like?

Indigenous: Describe an interaction between the indigenous and the immigrants.

-
-
-
-
-

Journal Entry 3:

Immigrant: What was life like for the immigrant upon arrival in Argentina?

Indigenous: How was the life of this indigenous person affected by the arrival of the immigrants?

-
-
-

Appendix H

-

INTERVIEW RUBRIC FOR AUDIO PODCAST				
	4	3	2	1
FORMAT / PRESENTATION	Word-processed; Q & A clearly separated; correct heading; single-spaced.	Word-processed; Q & A separated; correct heading.	Word-processed; may be missing part of heading; Q & A could be better separated.	Not word-processed; messy presentation; incomplete or missing heading; Q & A has little or no separation.
FOCUS / RELEVANCE	Questions are all focused on objectives; questions are appropriate.	Questions are mostly focused on objectives.	Some questions wander away from objectives.	Questions are irrelevant or unfocused; objectives are not met.
SPELLING / MECHANICS / GRAMMAR	Transcript is carefully proofread with no errors in spelling, mechanics, and/or grammar.	Transcript has 1–2 errors in spelling, mechanics, and/or grammar; these errors do not interfere with meaning.	Transcript needs more proofreading; 3–4 errors that may cause some confusion.	5+ errors in spelling, mechanics and / or grammar; these errors may cause significant confusion.
QUALITY OF QUESTIONS/ ANSWERS	Questions draw out interesting, relevant answers; answers are complete.	Questions draw out adequate answers from the subject. Answers are mostly complete.	Questions do not draw out full answers; answers tend to be brief and not fully developed.	Questions are often yes / no or only draw a brief response.
REQUIRED ELEMENTS	Script includes a well-written introduction, ten well-developed questions with responses, and an insightful self-reflection.	Script includes introduction, ten questions with responses, and a self-reflection. More time needs to be spent developing these elements.	Missing 1–2 elements.	Missing 3 or more elements.
SELF REFLECTION	Reflection shows depth of thought; multiple connections between history of immigration in Argentina and own family history; views on immigration are insightful.	Reflection shows some insight; few connections between history of immigration and family history; views on immigration could be further developed.	Reflection shows little insight; few connections between history of immigration and family history; views on immigration need further development.	Reflection lacks depth of thought; no connections between history of immigration and family history; views on immigration are inappropriate.
ORAL PRESENTATION	Well-rehearsed as host and guest. Speaks clearly with proper enunciation, volume and rate.	Shows signs of rehearsal but may have minor mistakes in presentation.	Lack of rehearsal evident in multiple mistakes and/or breaks in character.	Mistakes cause major distraction.

Name: _____

Date: _____

Audio Podcast Planning Sheet

Introduction (to be read by host):

Q1:

A1:

Q2:

A2:

Q3:

A3:

Q4:

A4:

Q5:

A5:

Q6:

A6:

Q7:

A7:

Q8:

A8:

Q9:

A9:

Q10:

A10:

Self-Reflection: How can you connect your own family history to the history of immigration in Argentina?

How do you feel about the issue of immigration?

Name: _____

Socratic Seminar Entry Slip
Argentina's Current Immigration & Emigration Issues

Remember: To take part in the dialogue and to receive credit for this assignment, you must have this slip filled out completely before you enter the classroom.

Questions:

- How are Argentina's current immigration trends similar **and** different to the country's early waves of immigration?
- Which countries are people currently emigrating from in order to move to Argentina? What are their motivations for leaving their previous country and moving to Argentina?
- What are the reasons people are emigrating **from** Argentina?
- How do you view the process of immigration? Have your personal views changed as a result of this unit?

Thoughts I have on the questions...

*Include at least one complete statement for each question listed above. Your statements should **reference** the articles/websites you read for the seminar.

1.

2.

3.

4.

Questions I have about the articles...

*Include at least **three** questions that you have after reading these articles/websites. Make sure the questions require a detailed response from your classmates (no “yes/no” questions).

1.

2.

3.

Additional notes/topics for seminar discussion:

SOCRATIC SEMINAR RUBRIC

	Excellent	Good	Fair	Unsatisfactory
Conduct	Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking others for clarification; brings others into the conversation, moves the conversation forward; speaks to all of the participants; avoids talking too much.	Generally shows composure but may display impatience with contradictory or confusing ideas; comments, but does not necessarily encourage others to participate; may tend to address only the teacher or get into debates.	Participates and expresses a belief that his/her ideas are important in understanding the text; may make insightful comments but is either too forceful or too shy and does not contribute to the progress of the conversation; tends to debate, not dialogue.	Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas; arrives unprepared without notes, pencil/pen or perhaps even without the text.
Speaking & Reasoning	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; moves conversation forward; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic.	Responds to questions voluntarily; comments show an appreciation for the text but not an appreciation for the subtler points within it; comments are logical but not connected to other speakers; ideas interesting enough that others respond to them.	Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into account but may not flow logically in conversation.	Extremely reluctant to participate even when called upon; comments illogical; may mumble or express incomplete ideas; little or no account taken of previous comments or important ideas in the text.
Listening	Pays attention to details; writes down questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions.	Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others.	Appears to find some ideas unimportant while responding to others; may have to have questions or confusions repeated due to inattention; takes few notes during the seminar in response to ideas and comments.	Appears uninvolved in the seminar; comments display complete misinterpretation of questions or comments of other participants.
Reading	Thoroughly familiar with the text; has notations and questions in the margins; key words, phrases, and ideas are highlighted; possible contradictions identified; pronounces words correctly.	Has read the text and comes with some ideas from it but these may not be written out in advance; good understanding of the vocabulary but may mispronounce some new or foreign words.	Appears to have read or skimmed the text but has not marked the text or made meaningful notes or questions; shows difficulty with vocabulary; mispronounces important words; key concepts misunderstood; little evidence of serious reflection prior to the seminar.	Student is unprepared for the seminar; important words, phrases, ideas in the text are unfamiliar; no notes or questions marked in the text; no attempt made to get help with difficult material.

(Adapted with permission from Paul Raider.)

Argentina: A New Era of Migration and Migration Policy

By Maia Jachimowicz
Princeton University

February 2006

For most of its history, Argentina has been characterized as a country of immigration. Yet global forces, combined with a recent history of economic, political, and social instability, have slowly transformed Argentina into a country of immigration, emigration, and transit.

Whereas millions of Europeans — predominantly from Spain and Italy — made their way to Buenos Aires and beyond at the turn of the 20th century, many of them and their descendants have returned to Europe or gone elsewhere. Since the 1990s, dismal employment prospects coupled with strong foreign-labor demand and, at times, favorable visa policies in countries including the United States, Spain, Italy, and Israel have given rise to a new wave of emigration.

Most recently, Argentina's economic collapse in 2001-2002 saw significant emigration flows of Argentine nationals and immigrants alike. In the past five years, an estimated 300,000 people (many of European descent) have left.

Despite these outflows, however, Argentina's strong demand for predominantly unskilled, low-wage labor ensures its role as a regional immigration hub, consistently attracting new economic migrants from its neighbors in the southern cone of Latin America.

Furthermore, while many foreign workers in Argentina have short-term migration prospects (anticipating another move either home or abroad), others are permanent, as demonstrated by increasing permanent immigration rates in recent years.

Recent Migration History

After gaining its independence from Spain in the early 19th century, Argentina adopted an open immigration policy and encouraged immigrants to embrace the country as their own. For a short period at the end of the 1880s, the government went so far as to subsidize immigrant boat passages. It is estimated that the country received over seven million immigrants, predominantly from Spain and Italy, between 1870 and 1930.

Argentina proved attractive to many foreigners confronted with harsh economic conditions in Europe; they were drawn by the appeal of the New World and an underpopulated country rich in natural



Appendix M

resources and employment prospects ranging from agriculture to factory work.

However, about half of these immigrants returned home in the decades that followed. Although return migration existed in all countries, a 50 percent rate of return was notably high. Slow industrial development in Argentina and a "return mentality" on the part of Europeans saving to buy land and reunite with their families in the home country pervaded.

European migration to Argentina began declining in the 1930s during the global economic depression, bouncing back slightly before again decreasing in the 1950s as the economic and political situation in Europe improved after World War II.

Net migration rates in Argentina remained comparatively strong until the 1980s, however, through increased flows from neighboring countries with less robust economies such as Paraguay, Uruguay, Bolivia, and Chile (see Table 1), whose natives sought employment and higher wages. Due to intense urbanization from rural-urban internal migration flows, many of these southern cone migrants filled the rural labor demand in Argentina.

Argentina's immigration policies gradually became more restrictive beginning in the 1930s, and gained force in the 1950s due to unstable economic conditions and a series of military dictatorships. These stifling economic and political conditions gave rise to Argentina's first significant emigration outflow of native-born citizens, especially of the highly-skilled, in the late 1960s and 1970s.

An estimated 185,000 Argentines emigrated between 1960 and 1970, and the number climbed to an estimated 200,000 in the decade that followed. Primary destinations of the highly skilled included the United States and Spain, although other Western European countries and Mexico and Venezuela were also destinations.

**Table 1. Immigration Flows to Argentina
from Select Latin American Countries, 1960 to 1989**

Period of Entry	Bolivia	Chile	Paraguay	Uruguay
1960-1969	21,888	25,057	50,355	9,226
1970-1979	22,736	63,559	51,039	48,172
1980-1989	38,854	54,120	37,918	42,655

Source: Demographic Bulletin: International Migration in Latin America. United Nations: Santiago, Chile. January 2000.

The low point for net migration coincided with the most recent military dictatorship (1976-1983), during which it is estimated over 300,000 people — predominantly intellectuals, students, and minorities — "disappeared." Although some emigrants returned after the fall of the authoritarian regime in 1983, many Argentines remained abroad and were, for the most part, integrated in their host societies.

Current Emigration Trends

While regional immigration flows to Argentina continued in the 1980s and 1990s, economic opportunities abroad and a lack of opportunity at home caused many Latin Americans to migrate. Growing Argentine emigration rates, particularly of the young and highly skilled, closely follow the larger Latin American trend of those seeking more stable economies and social conditions in Western industrialized nations. An estimated 1.05 million Argentines were living abroad as of March 2005 — double the number from 1985.

The United States is one country that has experienced an increase in Argentine immigration flows over the last decade (see Table 2), with over 60 percent living in just three states: California, Florida, and New York. The majority of permanent immigrants enter under family reunification provisions, whereas most temporary immigrants (not shown in Table 2) enter the United States as specialty workers (H-1B visa), exchange visitors (J-1 visa), and intracompany transferees (L-1 visa).

A strong foreign labor demand and favorable citizenship policies in Spain and Italy — applicable to Argentines who can prove Spanish or Italian ancestry — help explain why these countries also receive a large proportion of Argentine immigrants and Latin American immigrants in general. Argentina's relatively unstable economy and the European Union (EU) policy granting citizens free movement within EU territory have further promoted this trend.

In 2004, 157,323 native-born Argentines were living in Spain, up from 64,020 in 1999. In Italy, the stock of Argentine citizens nearly doubled in the period 1999-2003, from 5,725 to 11,266.

Canada has also seen a marked increase in Argentine immigration: up from 455 permanent residents in 2000 to 1,783 in 2003. More significantly perhaps, Argentina has risen in the ranks of top Latin American source countries to Canada — from 13th to 5th in that same time period.

Remittances to Latin America make up nearly one-third of the world's total share. Although remittance flows to Argentina are not among the region's largest, their significance continues to grow.

According to the National Migration Directorate, remittances to Argentina reached \$724 million in 2004, triple the 2001 figure. Some of this growth is attributable to improved calculation methods, but remittances to Argentina — as in the rest of the region — have increased remarkably. Remittances are used for a combination of basic needs, debt repayment, and investment purposes, although their primary uses in Argentina have not been thoroughly studied.

Immigrant Populations and Settlement Patterns

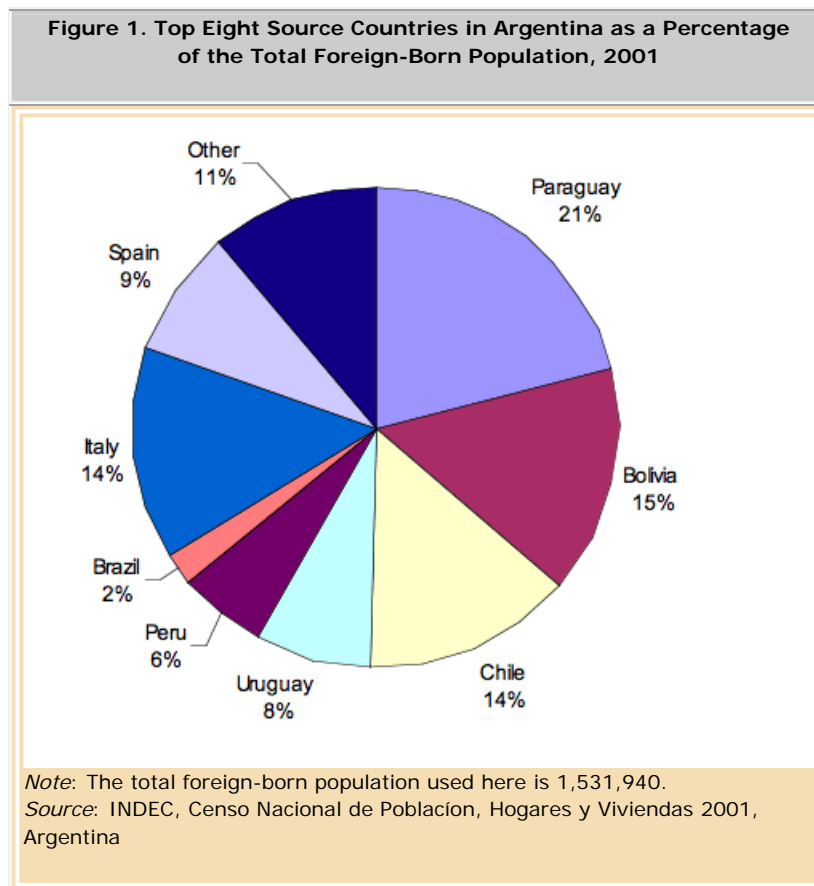
To date, over 65 percent of the country's foreign-born population of 1,531,940 comprises immigrants from neighboring countries (see Figure 1), and only 4.2 percent of the population is foreign born compared with its peak of 30 percent in 1914. Nevertheless, Argentina's net migration rate remains positive at 0.4/1,000 population in 2005, and the country is host to over half of South America's migrant population.

Table 2. Inflow of Argentine Permanent Immigrants to the United States, 1994 to 2004

Year	Inflow
1994	2,318
1995	1,762
1996	2,456
1997	1,964
1998	1,511
1999	1,393
2000	2,331
2001	3,328
2002	3,685
2003	3,157
2004	4,805

Note: Data exclude temporary visitors and workers, refugees, and asylees.

Source: DHS Office of Immigration Statistics, Yearbook of Immigration Statistics, 2004, Table 3



The country's urban immigrant unemployment rate was relatively low at 11.7 percent in 2003, compared to a total urban unemployment rate of 15.6 percent for that same year. Among migrants who have spent less than five years in Argentina, the rate was 11.2 percent.

These low rates correspond to a high demand for unskilled low-wage labor, the circular nature of many regional migration flows (in part fostered by seasonal work opportunities), a large informal economy, and the relatively free movement of workers within the Mercosur region — a South American free trade zone between Argentina, Paraguay, Brazil, and Uruguay.

Immigrant populations in Argentina have varied and historically motivated settlement patterns. For the most part, immigrants from neighboring countries can be found in those Argentine provinces closest to their country of origin because early immigrants often replaced rural internal migrants who sought better opportunities in Buenos Aires and other urban centers.

Chilean immigrants can be found primarily in the southern region of Patagonia and in those provinces along the Andes. Bolivians, Paraguayans and Brazilians mainly settle in the northern provinces of Argentina, closest to their respective countries. These immigrants usually fill agricultural, factory, and service-related occupations.

Uruguayans have the highest proportion of immigrants living in metropolitan Buenos Aires, mainly due

to the high-skilled profile of this immigrant group and geographic proximity. The remaining neighboring immigrants who settle in Buenos Aires, predominantly Paraguayans and Bolivians, fill low-skilled service occupations such as domestic workers.

There are smaller, although significant, groups of Middle Eastern and Asian immigrants living in Argentina, primarily in metropolitan Buenos Aires. Armenian, Syrian, and Lebanese as well as Korean, Chinese, and Japanese immigrants have entered in recent years to work in primarily low-skilled occupations. Often times these immigrants enter through family reunification or humanitarian provisions, or without legal authorization.

Immigration Structure and Administration

Argentina's long history of international migration explains its well-established immigration system, which is housed under the Ministry of Interior. Twenty-one delegations and seven migration offices span the country, which is lined with 230 controlled points of entry for land, air, and sea traffic.

Over the years, Argentina's immigrant admissions system has evolved to include three main avenues of entry: permanent, temporary, and humanitarian flows. Generally speaking, permanent immigrant admissions (through family reunification and employment) have steadily increased, although the economic crisis of 2001-2002 caused a noticeable decline in 2002 (see Figure 2). Nevertheless, admissions are expected to rise again as economic and political conditions become more stable.



Admissions flows under humanitarian (mainly refugee) provisions have never been significant in Argentina, despite its becoming party to the 1951 Geneva Convention in 1961. In 1985, Argentina created a separate government agency, part of the Ministry of Interior, charged with assisting those seeking protection. In 2004, there were approximately 2,600 recognized refugees in Argentina according to the United Nations High Commissioner for Refugees (UNHCR) — natives of Armenia, Laos, Cuba, Colombia, and Algeria are some of the more significant populations.

Immigration and Integration Policy Developments

Following the 1990s and a prolonged period of democratic regimes, Argentina has moved from a piecemeal immigration policy approach — characterized by periodic amnesties and sporadic efforts at combating illegal immigration — toward a guided, more open conception of immigration. A series of Mercosur provisions has led this shift, most important of which is the 2002 Free Movement and Residence agreement, which Chile and Bolivia also signed. Numerous bilateral accords and a multiyear process of reconstructing the immigration system have also contributed to this change.

The Mercosur Free Movement and Residence agreement is similar to the EU model of open borders. It grants Mercosur citizens (as well as natives of Chile and Bolivia) an automatic visa and the freedom to work and live within the space, provided they have no criminal record for the past five years. In essence, this agreement serves to regularize regional unauthorized immigrants — a constant policy problem for Argentina in particular.

The new Migration Law passed by Congress in December 2003 includes numerous important policy changes as well, giving migrants universal access to education and health care, free legal representation, the right to a fair trial prior to expulsion, and the right to family reunification. These measures were prompted by the desire to create a comprehensive immigration system based on democratic values instead of the previous military-defined framework, and they were influenced by the growing human rights movement in the region.

As part of the reform, government efforts to support Argentines abroad or those wishing to emigrate also have been developed.

Argentina's most recent policy development is the immigrant regularization program for non-Mercosur citizens residing in the country since June 30, 2004. The majority of these migrants are from China or Korea although some Latin Americans also participated.

Two-year temporary legal status is granted to all successful applicants. Immigrants may then choose to renew their status for another two years before seeking permanent citizenship. This regularization program, similar to other recent policy developments, was created to foster formal employment, immigrant integration, and a universal-rights oriented framework.

Beginning July 7, 2004, unauthorized immigrants had 180 days to apply for regularization. As of November 8, 2005, the program had adjudicated 900 applications.

Argentina in the Global Migration Context

Argentina has evolved from a leading immigrant destination in the early 20th century to a country with a dualistic migration environment: it attracts predominantly regional immigrants while experiencing emigration flows of mainly young, highly skilled natives. Immigration flows are both circular and permanent and, for the most part, fill the low-skilled, low-wage labor demand in both rural and urban settings.

As Argentina's economic and political conditions become increasingly stable, so too does the country's migration profile. Argentina can expect to continue to receive significant regional immigration flows while continuing to act as a sending country. As a result, immigrant remittances will continue to play a role in the country's economy, although, according to current trends, Argentina will remain less

Appendix M

dependent on remittances than its Latin American neighbors.

Contrary to global trends, recent migration policy developments in Argentina are framed towards creating a more open immigration regime. In most immigration countries, such as the United States and the UK, security concerns as well as the desire to control and limit increasingly large migration flows are driving policy reform. By opening access to the country, especially for regional immigrants, Argentina provides an interesting case study of free movement for the developing world.

Eschewing more restrictive immigration policies of the past for a human rights and immigrant integration guided system means international migration will continue to influence Argentina's landscape.

Maia Jachimowicz is a research specialist at Princeton University.

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Source: <http://www.migrationinformation.org/USfocus/display.cfm?ID=374>

Argentina Opens its Doors

November 15, 2011 - 4:52pm

By Elizabeth Slater

What right does one have to cross a border? This simple question has plagued empires, states, and nations for centuries. In today's world, the answer is usually simple: "none." National security, high unemployment, and the cost of social services all motivate governments to close their borders to immigrants. But according to Argentina, crossing a border is, in fact, a basic human right. At a time when immigration laws around the world are becoming increasingly restrictive, Argentina has opened its doors and become a popular destination for many South American migrants. Countries across the globe should take a look at Argentina. They might find that this bold policy doesn't come with the enormous upheavals that they might imagine.



Before 2003, Argentina's immigration policy aligned with the majority of the world and focused on the deportation of undocumented immigrants and denying illegal aliens basic social benefits such as health care and education. "We come from a law that was really restrictive, where the only role that a government employee had was report to the National Immigration Office the existence of 'illegal' immigrants," says Gabriela Liguori of the Refugee Support Commission (CAREF), an immigrant services group in Buenos Aires. In December 2003, due to the work of Argentine advocacy groups citing human rights violations and pressure from the other members of Mercosur, South America's trading bloc, the government reversed its policies. "Now," says Liguori, "the law asks government employees to advise immigrants of ways to become documented in Argentina."

Argentina's current law treats immigration as a human right and consequently prioritizes the reunification of families, facilitates the ability of immigrants to obtain residency, and allows free access to health care and education. Immigrants are also granted a right to legal counsel. All residents of neighboring countries are eligible for residency, regardless of whether or not they have a job.

"The law is a facilitator so that people can live in better conditions. The state no longer acts like a police state in front of the immigrant, it doesn't persecute someone for the sole reason of being an immigrant," explains Liguori. The country's most recent census counts over a million immigrants in Argentina from Paraguay, Peru, and Bolivia. Since 2006, over 800,000 people have applied to become legal residents in Argentina.

Surprisingly, in spite of occasional demonstrations of resentment by some of the nation's politicians (Mauricio Macri, Buenos Aires's mayor and one of President Kirchner's main opponents, has been quoted blaming crime and the growth of shantytowns on uncapped immigration), Argentina's open borders have not become a centerpiece of political debate. Argentina's growing economy provides jobs for Argentines and immigrants alike. Still, a contraction could unleash a wave of resentment towards the immigrant community, as seen in Europe and the United States.

Argentine NGOs and government organizations are looking for evidence that the new law is working, often citing the positive implications of undocumented immigrants moving out of the underground economy. Many international immigrant rights groups claim liberal immigration policies allow for improved living standards for both immigrants and natives because immigrants occupy economic niches where natives are unwilling to work. Further, if they are able to work legally and more easily pay taxes, immigrants can positively contribute to the economy. In Argentina, many of the supermarket owners and produce distributors are immigrants, and their businesses are used so frequently by Argentines that their value can hardly be questioned.

But many immigrants, even after obtaining legal residency, choose to remain in the informal, undocumented sector, suggesting that Argentina's model falls short in some areas. Gladys Baer, a sociologist working for Argentina's Labor Ministry says, "Despite the creation and expansion of registered employment for immigrants, there continues to be high levels of precarious employment in areas like domestic service, construction and the textile, tailoring, and shoe industries." The large presence of immigrants in these industries working off the books in dismal conditions exposes a conundrum facing Argentine policymakers: If there is an open-door immigration policy in place, why haven't more people availed themselves of their rights?

"For the majority of people from my country it's not convenient to work 'on the books,' even if they're documented. They come to Argentina to work and to earn money. They earn more by starting work at seven in the morning and finishing at ten at night," says Irene, a Bolivian owner of a small clothing factory, who chose not to reveal her last name.

But despite the new immigration law, among employers and public institutions, old habits persist. Many public facilities still demand to see documentation proving one's legal status, preventing undocumented immigrants from accessing social services. Judges who disagree with the law deliberately misinterpret its meaning, blurring the statutes to lawyers, citizens, and immigrants. And while the National Immigration Department ultimately decides who is to be deported or not, some judges take the law into their own hands, either preemptively deciding to deport criminals or refusing to sign off on deportation charges. These problems, along with the high number of still undocumented immigrants, question not only the ability of Argentina to enforce its laws, but also the extent to which its immigration policies are truly effective.

There are also incoherencies between the immigration law and laws pertaining to the government welfare system. In order to access welfare benefits, such as direct child subsidies, immigrants are required to have three years of legal residency. They also need 20 years of legal residency in order to claim disability allowances. These are serious issues for poorer immigrants who live in conditions of poverty or who have children with disabilities. Opponents of the law claim that this

is what happens when you guarantee government services to anyone who is willing to cross the border, while its defenders argue that such problems are to be expected when a country introduces legislation breaking so much ground. "These are things that were not thought of before the law was written," says Liguori.

So, would Argentina's immigration model work elsewhere? On this question, the jury is still out. In the United States, immigration is a politically polarizing topic, and the scale is very different. There are an estimated 11 million undocumented residents in the United States, according to the Department of Homeland Security, over ten times the number of immigrants in Argentina. Furthermore, the focus of the United States on national security makes it highly unlikely that such a law would ever come into being.

But consider this: Argentina's economy is booming and while it is not a rich country, it is significantly richer than some of its neighbors. The average Argentine earns a little more than three times what a Bolivian earns—very close to the same advantage the average U.S. citizen has to its Mexican counterpart. As a result, one could have expected catastrophe—an uncontrollable flow of poorer immigrants streaming into the country coupled with angry public backlash. That hasn't happened. Meanwhile, many policymakers elsewhere promise to build electric fences, hire more guards, and deport increasing numbers of migrants. As policy-makers around the globe contemplate the costs of a more open door immigration policy, they would do well to look at Argentina's unlikely story.

Elizabeth Slater is a Fulbright Scholar living in Buenos Aires, studying the effects of Argentina's open-door immigration policy.

[Photo by Dirk McCormick]

Source: <http://www.worldpolicy.org/blog/2011/11/15/argentina-opens-its-doors>

Name: _____

Date: _____

Unit Evaluation

Unit Title: Convivencia: “Living Together”

Exploring the Impact of Immigration on Traditional and Modern-Day Argentina

Unit Content: What did you learn from this unit? Please answer these questions in complete sentences. If you need more space, write your responses on a separate piece of paper.

1. What is immigration, and what are the reasons people immigrate to another country?
2. What was life like for early immigrants arriving in Argentina?
3. What aspects of Argentine life reflect its immigrant history?
4. What were the effects of immigration on the indigenous populations in Argentina?
5. What is the impact of current immigration on Argentina?

6. What are the connections between the Argentine immigrant/native experience and your own life and family history?

Unit Feedback:

7. What activities in this unit helped you to learn and why?
8. Do any parts of the unit need to be changed? Explain.
9. Would you add anything to the unit? Explain.
10. Do you think an understanding of immigration is important? Why or why not?

Appendix O

Any other comments or suggestions?

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