

Murray: Debating Multiple Perspectives on Arizona’s SB 1070 Law– ERWC Profiling Unit

Objectives: Students will read about and determine the multiple perspectives on a controversial issue. Students will take a stance on controversial issue.

Lesson Activities: (This lesson will take approximately one 55 minute class period)

1. Overview of the Law

Instructor will post the following description of the law. Students will then consider the discussion questions that follow.

SB 1070 is intended as an “attrition through enforcement” doctrine. SB 1070 mandates the carrying of proper documentation for any alien in Arizona, and it levies a misdemeanor on any person who is found without such documentation. It also requires state law enforcement officials to determine an individual’s immigration status during any routine stop, detention or arrest when the official has a reasonable suspicion that an individual might be in Arizona illegally. Additionally, SB 1070 strengthens penalties for hiring, sheltering, and transporting illegal immigrants.

Discussion questions:

- What is the intention of this law?
- What are the positives and negatives?
- Create three questions that you feel would need to be discussed or would create a discussion about this law.

2. “Like” Discussion Groups

Instructor will explain that they are going to work in groups to first learn about one perspective on SB 1070. Students will be assigned groups based on an author from U.S. News & World Report’s *Debate Club* (maximum of 8 groups). This particular debate club asks “Is Arizona’s SB 1070 Immigration Law Constitutional?” <http://www.usnews.com/debate-club/is-arizonas-sb-1070-immigration-law-constitutional?offset=160> Three of the authors state yes, while five of the authors state no.

Students will read the overview of the law in their group and then the “voice” (author/speaker) they are assigned. They will then work together to answer the following.

- Identify the **MAIN** claims the author makes.
- Create three questions you could ask this author that would **CHALLENGE** their thinking and question their beliefs.

3. “Mix” (Jigsaw) Discussion Groups

Students will now mix groups and have a discussion where they will represent their author/speaker’s “voice” in the conversation on Arizona’s law. Their discussion will include the following tasks:

- Share out your author’s overall arguments.
 - Is the law justified and/or constitutional?

- Have a discussion where you will use your questions to **CHALLENGE** each author's perspective.

Instructor will remind students to take notes as they will need them for their final assessment and their homework.

4. Homework

Instructor will give students the following prompt:

Your turn to enter the conversation...

Be sure you enter with your own voice and respond to other voices. **DO NOT** just copy what they have already stated.

After hearing the voices and arguments, to what extent do you feel Arizona's immigration law is justified?