ACTIVITY PLAN

Targeting Messages on Immigration

▶ Video   📄 Document

❗ NOTE: Please read "How To Use These Materials" for additional support in teaching and adapting this media literacy activity.

Grade Level: High School and College

Objective Options:

- Students will analyze how Donald Trump challenges national laws on immigration policy.
- Students will reflect on the impact of globalization on relations between the U.S. and Mexico.
- Students will evaluate the choice of candidate rhetoric for different target audiences.
- Students will cite specific textual evidence to support analysis of a speaker's message.
- Students will compare ideas about Mexico and Mexican-American people in remarks made by the same speaker to two different audiences.

Standards Options	
C3 Framework Social Studies Concepts	D2.Civ.12.9-12
	D2.Geo.11.9-12
Common Core ELA Standards	CCSS.ELA-LITERACY.RI.9-10.6
	CCSS.ELA-LITERACY.RI.11-12.7
	CCSS.ELA-LITERACY.SL.9-10.1
	CCSS.ELA-LITERACY.SL.11-12.1

Vocabulary:

Donald Trump, Mexico, President Enrique Pena Nieto, immigration policy, Mexican American, amnesty, border wall, target audience

Media Type(s): video of speeches, text of speeches

Donald Trump and Mexican President Nieto Press Conference, Right Side Broadcasting Online Video, 2016
2:53 min.

Donald Trump Phoenix Rally Immigration Speech, Fox10 Phoenix Online Video, 2016
3:00 min.

Preparation and Materials:

*All materials can be downloaded from the PLS website http://www.projectlooksharp.org

Preparation:
- Download and review the *How to Use Materials* section associated with this activity.

Materials for the Lesson:
- Two *Student Handouts* and two video clips

Additional Support:
- From the website, view Media Decoding Examples demonstrating classroom media analysis.
- Download the Key Questions for Analysis for supporting questions.
- *The Teacher's Guide to Media Literacy* and the Do-It-Yourself online guide are both available from the homepage.

Time: 15-30 minutes (dependent on number of questions used)

Activity Procedures:
- Select among possible questions on the next page based on your objectives in teaching to social studies content and/or ELA/media literacy skills.

- Use the selected questions to lead students through a constructivist media decoding process of the two sets of candidate remarks. Background information about the media documents is included at the bottom of the next page. Example student answers are included on the last page.

CONNECTIONS

Connections to *Media Construction of Presidential Campaigns* Lessons on Immigration

1896 McKinley front porch visitors' photograph
1896 McKinley "The Real Issue" poster
1968 Robert Kennedy with Cesar Chavez Article
2004 Targeting Latinos TV commercials
2016 Addressing National Security

Connections to Other Project Look Sharp Materials on Immigration
Media Constructions of Social Justice: Unit 6 – Immigrant Rights
Global Media Perspectives: Lesson 2 – Latin American Immigration in Cartoons

DECODING Q'S

Possible Questions for Media Document Decoding
Select among these based on your teaching objectives. Make questions document-based (i.e. According to this image or video…)

Social Studies
- According to Donald Trump what are the benefits and challenges of economic globalization between the United States and Mexico?
- What national or international laws does Donald Trump challenge in each speech?
- How might the construction of Donald Trump's proposed "great wall" impact human migration, resource use and environmental characteristics along the U.S. Mexico border?

ELA
- How does Donald Trump shape his rhetorical message for these different target audiences?
- What additional information might you need to make an informed decision about this candidate's capacity to successfully manage diplomatic relations with Mexico?
- How might reading selected excerpts of these speeches shape your understanding of the overall meaning of Donald Trump's remarks?

Media Literacy
- Who are the primary target audiences for each speech?
- What are the ideas about Latin American people in each speech?
- Who might benefit from these proposals and who might be harmed?
- What values are implied by these immigration proposals?

Follow up Evidence Questions & Comments
- Where do you see that?
- Say more about that
- How do you know that?

- What makes you say that?
- Does anyone have a different idea?

BACKGROUND & SOURCES

These excerpts are from two speeches that Donald Trump gave on the same day – August 31, 2016. The first excerpt is from the opening of Trump's remarks that morning at a press conference in Mexico City following his meeting with Mexican President Enrique Pena Nieto. The second excerpt is from the end section of an afternoon speech to a rally of Trump supporters in Phoenix. You might want to encourage students to watch or read the speeches in their entirety to compare messages in context.

Rightsideradio. "Donald Trump and Mexican President Nieto Hold Press Conference 8/31/16." YouTube, 2016. Web. 19 Oct. 2016.

"Full Speech: Donald Trump Phoenix Rally - Immigration Speech - FNN 8/31/16." YouTube. 2016. Web. 19 Oct. 2016.

POSSIBLE ANSWERS

Social Studies

Question: According to Donald Trump what are the benefits and challenges of economic globalization between the United States and Mexico? What is your evidence in the speech?

Possible Answers: *Press conference* – Benefits include trade ("half a trillion dollars in annual trade"), employment ("I'm proud to say how many people I employ") and friendship ("I have so many friends coming to Mexico and in Mexico"). Challenges include weapons smuggling from the U.S. ("illegal weapons and cash flow from the United States into Mexico") and the risk to Central American migrants looking for work ("migrants from Central America make the dangerous trek…into Mexico or the United States without legal authorization.") *Phoenix rally* – Benefits are not mentioned. Challenges include a jobs crisis ("Americans losing their jobs to foreign workers"), a border crisis ("dangerous materials being smuggled across the border") and a terrorism crisis ("terrorists entering on visas.")

ELA

Question: How does Donald Trump shape his rhetorical message for these different target audiences?

Possible Answers: *Press conference* – Speaking to a Mexican and international audience he begins with words of appreciation for the invitation to speak with Mexico's president calling it "a great, great honor." He stresses the benefits of a shared border citing trade, employment and friendship. He praises the Mexican people calling them "spectacular, hard working people." He speaks about common interests saying "We all share a common interest in keeping our hemisphere safe, prosperous, and free." *Phoenix rally* – Speaking to a rally of his supporters in Arizona he emphasizes how strict his immigration policies will be using tough language such as, "We will break the cycle. There will be no amnesty." He uses superlatives to describe his proposed actions referring to "a great wall" that will be built in "record time." He uses the language of crisis to suggest that he must be elected right away to fix these urgent problems such as when he says, " Right now we're in the middle of a jobs crisis, a border crisis and a terrorism crisis like never before."

Media Literacy

Question: Who are the primary target audiences for each speech?

Possible Answers: *Press conference* – The target audiences are the pool of Mexican and international reporters covering this press conference and their readers and especially U.S. readers of international media who are interested in his views about U.S. Mexico relations. *Phoenix rally* – The target audience are people at a rally about immigration in Phoenix, a crowd likely to be made up of his hardcore supporters who are drawn by his anti-immigration themes.

Question: What are the ideas about Latin American people in each speech?

Possible Answers: *Press conference* – Mexican Americans are friends, workers and trade partners. *Phoenix rally* – Latin Americans cross the border and stay in the U.S. illegally. They are smugglers who bring dangerous materials across the border. They are terrorists who enter the U.S. on visas. They are foreign workers who steal jobs from U.S. workers.