

Arab Indianapolis

Workshop Lesson Plan: Submitted by James Ziegler

U.S. Immigration and Refugee Policy: Then v. Now

Part 1: Exploring Arab American Immigration and Experiences

Part 2: Contemporary Case Study—U.S. Refugee Policy and Response to
the Syrian Refugee Crisis

Part 3: Socratic Seminar

Lesson Overview

- Grades: 9-12
- Potential Subjects: U.S. History, U.S. Government, Sociology
- Lesson Time Frame:
 - 1 week (5, 50 Minute, Daily Classes)...See note below about shortening
- Lesson Overview:
 - This lesson begins by utilizing Edward E. Curtis IV's book and film, *Arab Indianapolis*, to provide a framework from which to begin exploring the history of immigration in the United States, with a special focus on contributions and experiences of Arab Americans. From there, the lesson seeks to look at current U.S. immigration policies, with a particular focus upon U.S. refugee policy utilizing the Syrian Civil War and humanitarian crisis as a case study. Finally, the lesson ends with a class discussion over what students have learned and their views on U.S. refugee policy and thoughts on U.S. government actions going forward.
 - The lesson is broken into 3 parts and multiple steps to assist with facilitation.
 - The lesson can also be shortened, and only certain parts utilized, depending upon subject, standards targeted, and time constraints.
- Note: Teachers may want to create a research guide/template to go along with each of the steps to help guide student notes.

Subjects and Standards

- U.S. History (Grades 9-12)
 - Potential IN USH Standards:
 - USH.2.5 Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
 - USH.3.9 Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
 - USH.4.3 Assess the causes of the resurgence of conservative social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.
 - USH.5.6 Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II
 - USH.7.7 Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
 - USH.8.1 Explain the significance of social, economic and political issues during the period 1980 to the present and how these issues affected individuals and organizations.
 - USH.8.8 Explain the background and effects of the September 11, 2001 terrorist attacks on US foreign and domestic policy. USH.8.9 Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North American Free Trade Agreement (NAFTA)
 - Content Literacy Standards:
 - LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.
 - LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.
 - LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author's purpose
 - LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims
 - LH.5: Write for different purposes and to specific audiences or people and make coherent arguments supported with evidence
 - LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.

Subjects and Standards

- U.S. Government (Grades 9-12)
 - IN GOV Standards:
 - USG.2.8 Explain the history and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, diversity, popular sovereignty, and representative democracy.
 - USG.3.2 Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, and republican government. Provide examples of these principles in the governments of the United States and Indiana. USG.3.3 Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.
 - USG.3.6 Compare and contrast the enumerated, implied, and denied powers in both the United States Constitution and the Indiana Constitution. United States Government - Page 9 - January 16, 2020
 - USG.3.7 Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.
 - USG.3.12 Analyze the functions of the Cabinet of the executive branch in the United States and in Indiana.
 - USG.3.15 Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system
 - USG.3.21 Describe the influence of the media and technology on public opinion and public policy.
 - USG.4.4 Provide examples of governmental and non-governmental international organizations and explain their role in international affairs. USG.4.5 Analyze powers the United States Constitution gives to the executive, legislative and judicial branches of government in the area of foreign affairs. USG.4.6 Identify and describe strategies available to the United States government to achieve foreign policy objectives
 - USG.4.7 Examine the influence individuals, businesses, labor, and other organizations, interest groups, and public opinion has on United States foreign policy. USG.4.8 Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.
 - USG.4.9 Discuss specific foreign policy issues that impact local community and state interests.
 - USG.5.1 Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.
 - USG.5.4 Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court; analyze and evaluate landmark cases of the United States Supreme Court concerning civil rights and liberties of individuals.
 - USG.5.9 Use information from a variety of resources to describe and discuss current American political issues.
 - Content Literacy Standards:
 - LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.
 - LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.
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 - LH.5: Write for different purposes and to specific audiences or people and make coherent arguments supported with evidence
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Part 1

Exploring Arab American Immigration and Experiences

Step 1: Entry Event-Individual Reflection

- Provide students time to reflect and record their individual responses to the critical thinking questions posed below. Provide students time to discuss if they feel comfortable sharing their responses.
 - Note: The teacher must establish expectations for discussion to ensure no derogatory statements are made and to ensure no trauma is inflicted upon students in the room, particularly students who are (or have family and/or friends that are) immigrants or refugees.
- Critical Thinking:
 - 1. Write down the first things that come to your mind when you hear the word “immigrant.”
 - Consider: What do you “see,” “think,” “feel,” “hear,” etc.?
 - 2. Write down the first things that come to your mind when you hear the word “refugee.”
 - Consider: What do you “see,” “think,” “feel,” “hear,” etc.?
 - 3. How were your descriptions of “immigrants” and “refugees” similar and/or different? Are the characteristics you provided “positive or negative, neither,...?”
 - 4. How do you think “immigrants” and “refugees” are perceived by U.S. society?
 - 5. What factors have influenced your views of “immigrants” and “refugees.” Have these been “positive” influences?
 - Consider: Influences of Media, School, Family/Peers, Political Figures, Interactions with Immigrant/Refugee Populations...?
- Optional: Class Discussion...
 - Take some time and have the students discuss in small groups, or as an entire class, their responses and perspectives. (Consider: A whole-class discussion makes it easier for the teacher to monitor the class discussion and enables the teacher to respond to any inappropriate statements that may need to be addressed).
 - What similarities/differences did the students identify in their descriptions? What accounts for this? How might these perspectives influence societal views of immigrants and refugees? Views among other youth?
 - Predict: What might be some common myths about immigrants/refugees that need to be dispelled?

Step 2: Entry Event—*Arab Indianapolis* Clips

- Entry Event—Introducing *Arab Indianapolis*
 - Directions: Teachers should have their students watch the following segments from the documentary: *Arab Indianapolis*
 - Video Clip 1: [Arab American Immigration, 1880 to World War I | Arab Indianapolis](#)
 - Video Clip 2: [Arab Americans and Anti-Immigrant Discrimination in the Early 1900s | Arab Indianapolis](#)

Step 3: Entry Event--Researching Influential Arab Americans, Immigrants, and Refugees in U.S. History

- First...Define: Who is Arab?
 - Consult p. 16-18 in *Arab Indianapolis* by Edward E. Curtis the IV or the following link to the corresponding website: [Website: Arab Indianapolis--Who is Arab?](#)
- Next...Students will research influential Arab Americans, immigrants, and refugees past and present:
 - Students should identify an influential Arab American, Arab immigrant or refugee to the United States, or an influential event in Arab American History. Students should research the following:
 - Who was the individual? (Or what was the event?)
 - Provide a brief description of the who, what, when, where, etc. for the individual/event researched.
 - Identify at least 2-3 reasons that individual/event is important and/or significant to U.S. History.
 - Finally, is there a contemporary/current Arab American, Arab immigrant/refugee, or event that is similar to the historical figure or event that you researched above?
 - If so, specify who/what. (Explain the connections/similarities).
- Finally...Students should share their research with the peers
 - Provide students an opportunity to share what they learned with their peers. This can be conducted in a multitude of ways:
 - A Gallery Walk, Small-Group Presentations, Class Discussion, Online Discussion Board/LMS Discussion Board
- Research Supports:
 - Students can utilize the “Profiles” and individuals highlighted throughout Edward E. Curtis IV’s book *Arab Indianapolis* to research influential Arab Americans, immigrants, and refugees of the past.
 - Students can also utilize the resources available at: [Website Link: Arab Indianapolis--The Blog](#) and [Website Link: Arab Indianapolis--Heritage Trail](#)
 - A few other examples of influential Arab Americans students can research: Farouk El-Baz, Doug Flutie, Gibran Khalil Gibran, Gigi Hadid, Col. James Jabara, Fady Joudah, Ralph Nader, Ilhan Omar, Donna Shalala, Rashida Tlaib, Maysoon Zayid, Ahmed Zewail,

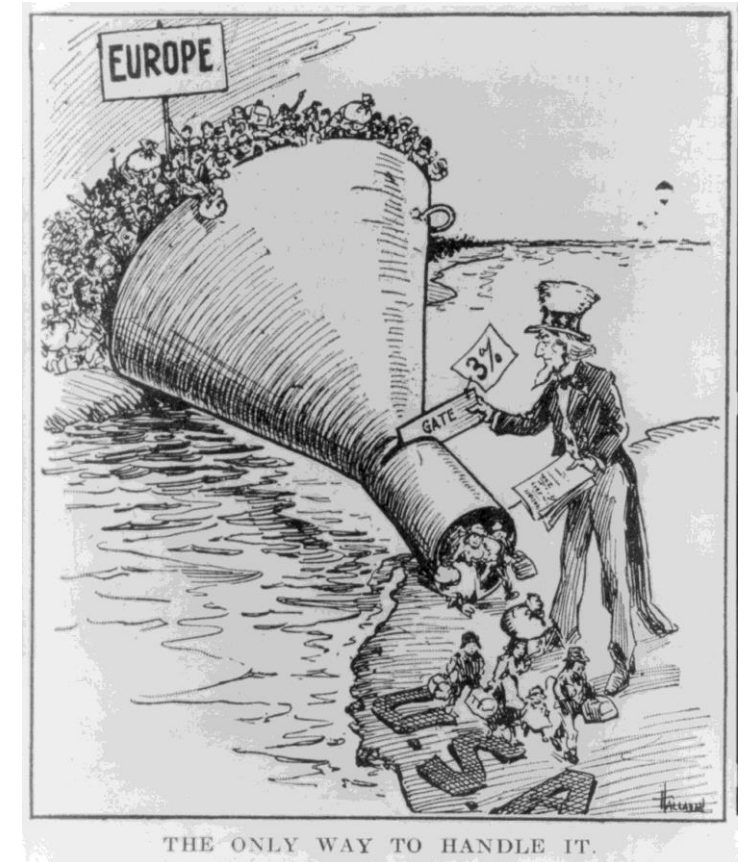
Part 2

Contemporary Case Study:

U.S. Refugee Policy and Response to the Syrian Refugee Crisis

Step 4: Historical Background--Immigration & Refugee Legislation

- Jigsaw Activity: Historical Legislation
 - Divide the class into 5 groups.
 - Assign each group one of pieces of legislation listed below.
 - For their assigned term, students should:
 - Define the term (Who, what, when, where?)
 - What historical events contributed to the legislation?
 - What was the impact on immigration to the United States?
 - Which groups were most impacted by the legislation?
- Immigration/Refugee Legislation:
 - Chinese Exclusion Act of 1882
 - Emergency Quota Act of 1921
 - National Origins Act of 1924
 - Immigration Act of 1965
 - Refugee Resettlement Act of 1980



Cartoon illustrating the Emergency Quota Act of 1921 establishing a 3% quota, which preceded the more stringent Act of 1924. Image courtesy of The Library of Congress.

Step 4: Historical Background

- **Nativism:**
 - *The policy of protecting the interests of native-born inhabitants of a country against those of immigrants.*
 - Often associated with racist ideologies and anti-immigrant movements, including efforts to limit immigration to the U.S.
 - Ex/ Chinese Exclusion Act; National Origins Act of 1924
- **Common “Nativist Perspectives”:**
 - Racism and Xenophobia—Fear of Immigrants
 - Fear “White” American (i.e. Anglo-Saxon) racial supremacy threatened and/or diluted by immigrants
 - Disdain for immigrants who don’t assimilate to dominant culture
 - Accuse Immigrants/Refugees of being National Security Risks and Associate with Crime
 - Often Heightened during Periods of Conflict: WWI/Red Scare, WWII, Post-9/11-War on Terror
 - Claim Immigrants are economic threats taking Americans jobs and depressing wages
 - Argument especially common during economic recessions
- Watch the following clip from *Arab Indianapolis* discussing Anti-Arab Nativism: [Contemporary Anti-Arab Prejudice and Discrimination | Arab Indianapolis](#)



Political cartoon illustrating anti-Italian sentiments. Syrians and other immigrants from the Mediterranean region faced similar stereotypes. This cartoon was originally published in Judge Magazine, 1903.

Step 5: Key Definitions

- **Immigrant:**

- A person who has migrated to live in a country other than that of his or her birth.
- *Source: Migration Policy Institute*

- **Refugee:**

- Under current United States law, a refugee is someone who:
 - Is located outside of the United States
 - Is of special humanitarian concern to the United States
 - Demonstrates that they were persecuted or fear persecution due to race, religion, nationality, political opinion, or membership in a particular social group
 - Is not firmly resettled in another country
 - Is admissible to the United States
- *A refugee does not include anyone who ordered, incited, assisted, or otherwise participated in the persecution of any person on account of race, religion, nationality, membership in a particular social group, or political opinion.
- *Source: USCIS.gov*

- **Asylum Seeker:**

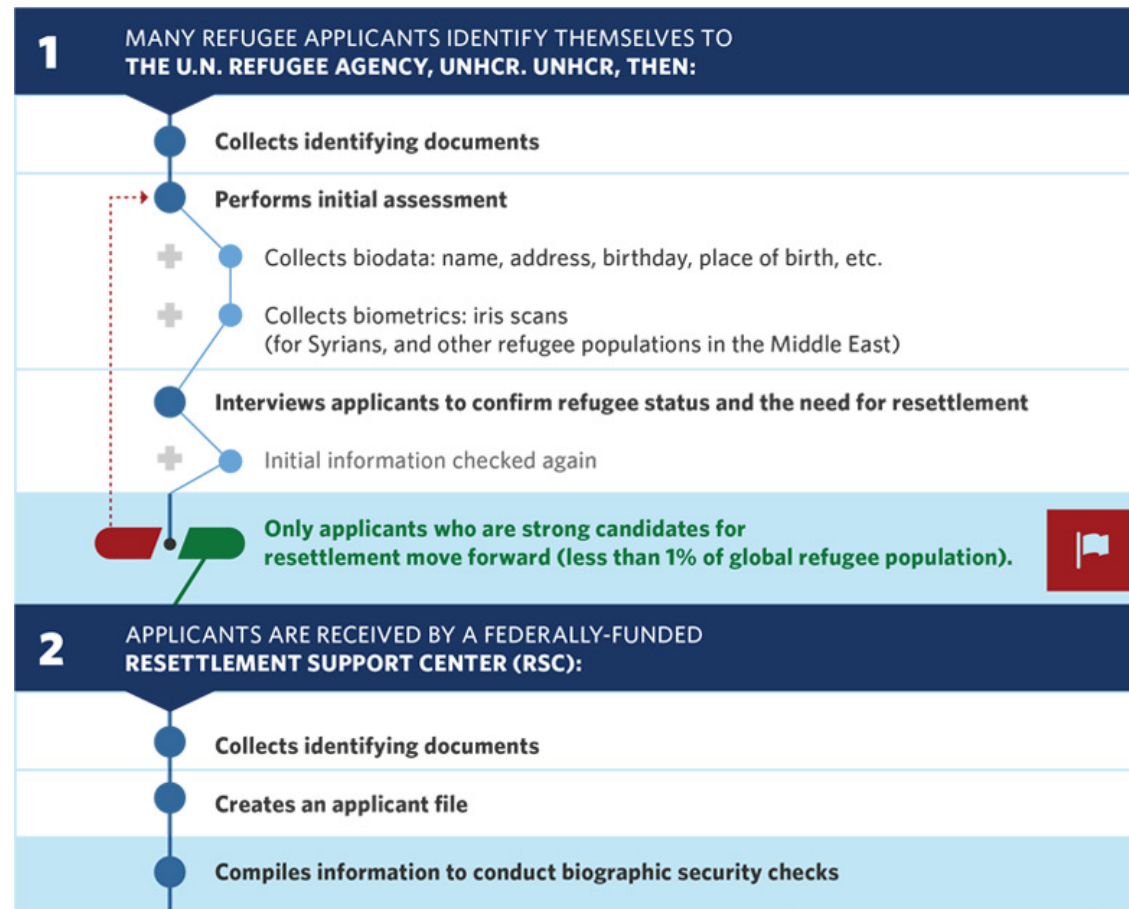
- Every year people come to the United States seeking protection because they have suffered persecution or fear that they will suffer persecution due to:
 - Race, Religion, Nationality, Membership in a particular social group, Political opinion
- *Unlike refugees, you may only file an application for asylum if you are physically present in the United States, and you are not a U.S. citizen.
- *Source: USCIS.gov*

Step 6: U.S. Refugee Policy and Process

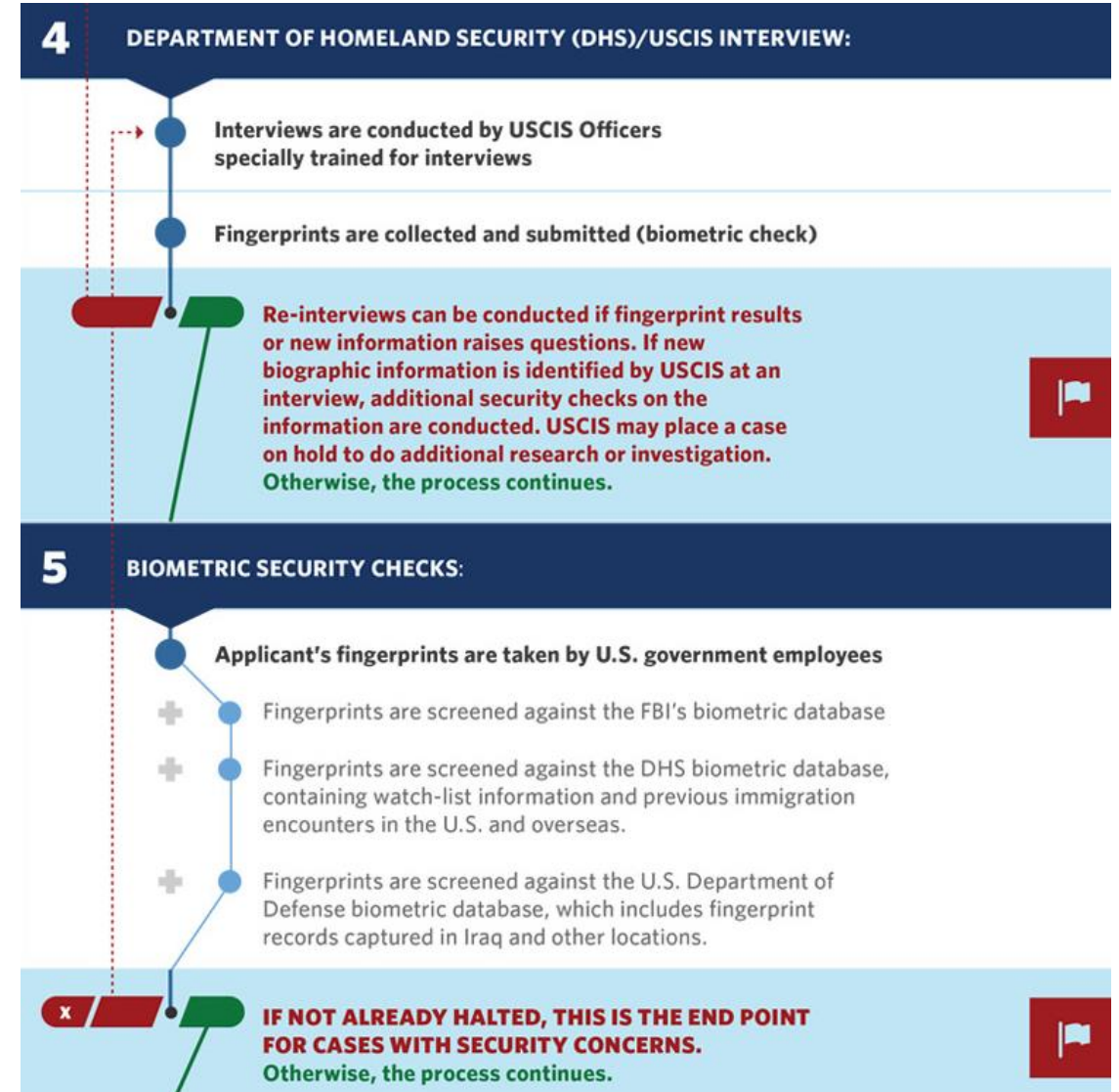
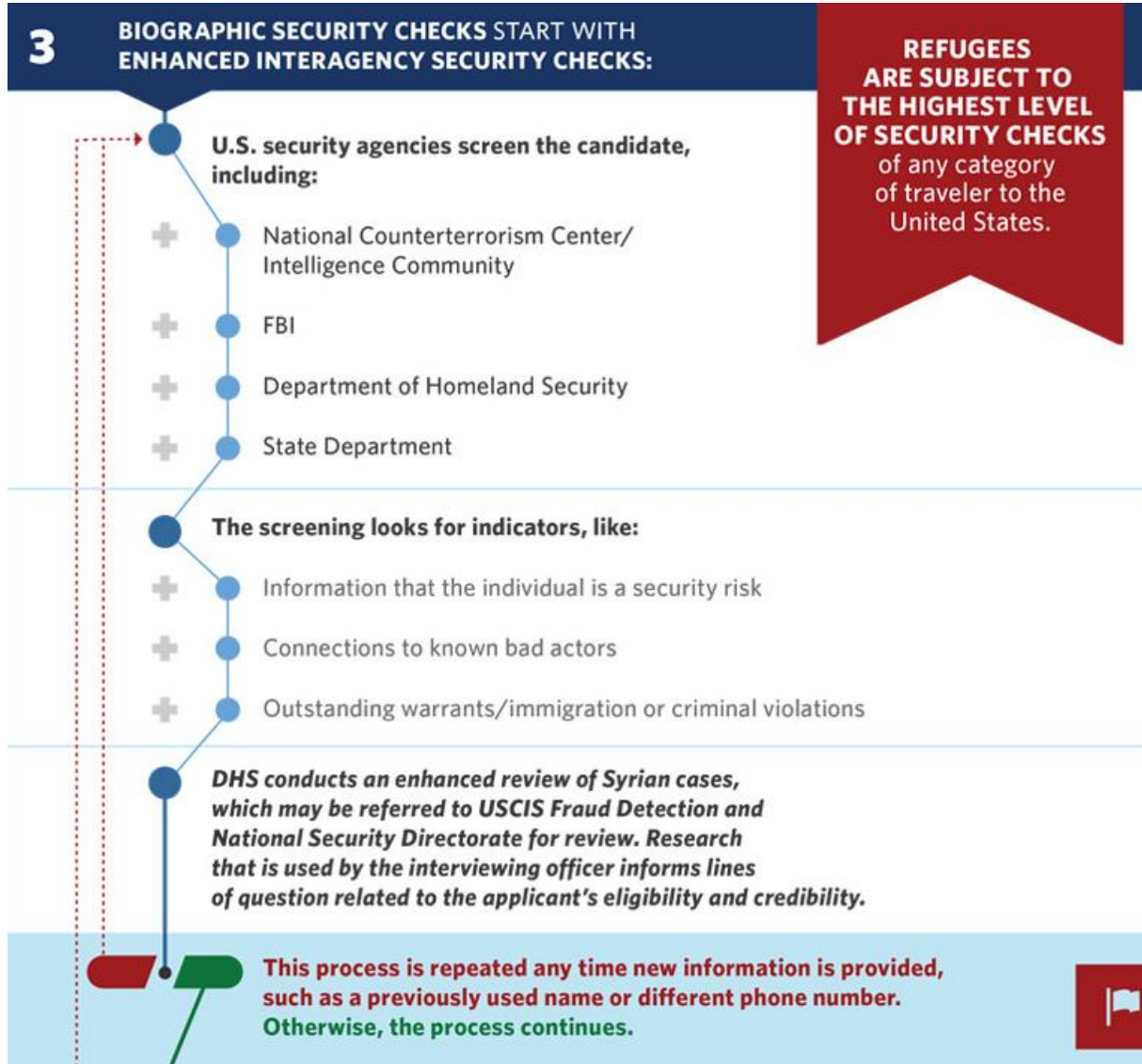
- Read the following : [Article: Myths and Realities of the U.S. Refugee Policy](#)
- Review the DHS Overview of “The Screening Process for Refugee Entry Into the United States”
 - *Content curated by Amy Pope, Deputy Assistant to the President for Homeland Security under President Obama*
 - [Source: White House Archives--Obama-Infographic--Refugee Screening Process](#)

THE SCREENING PROCESS

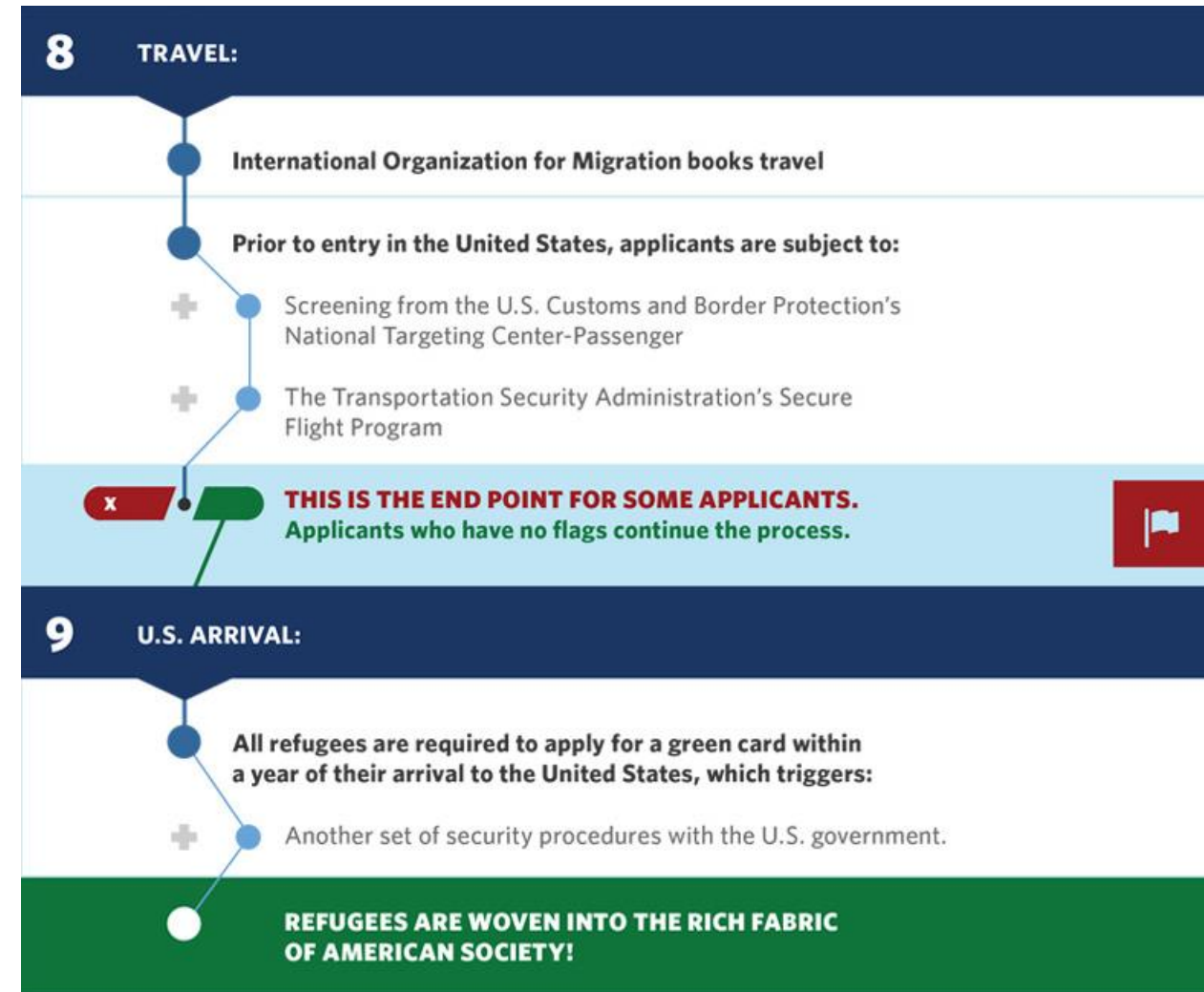
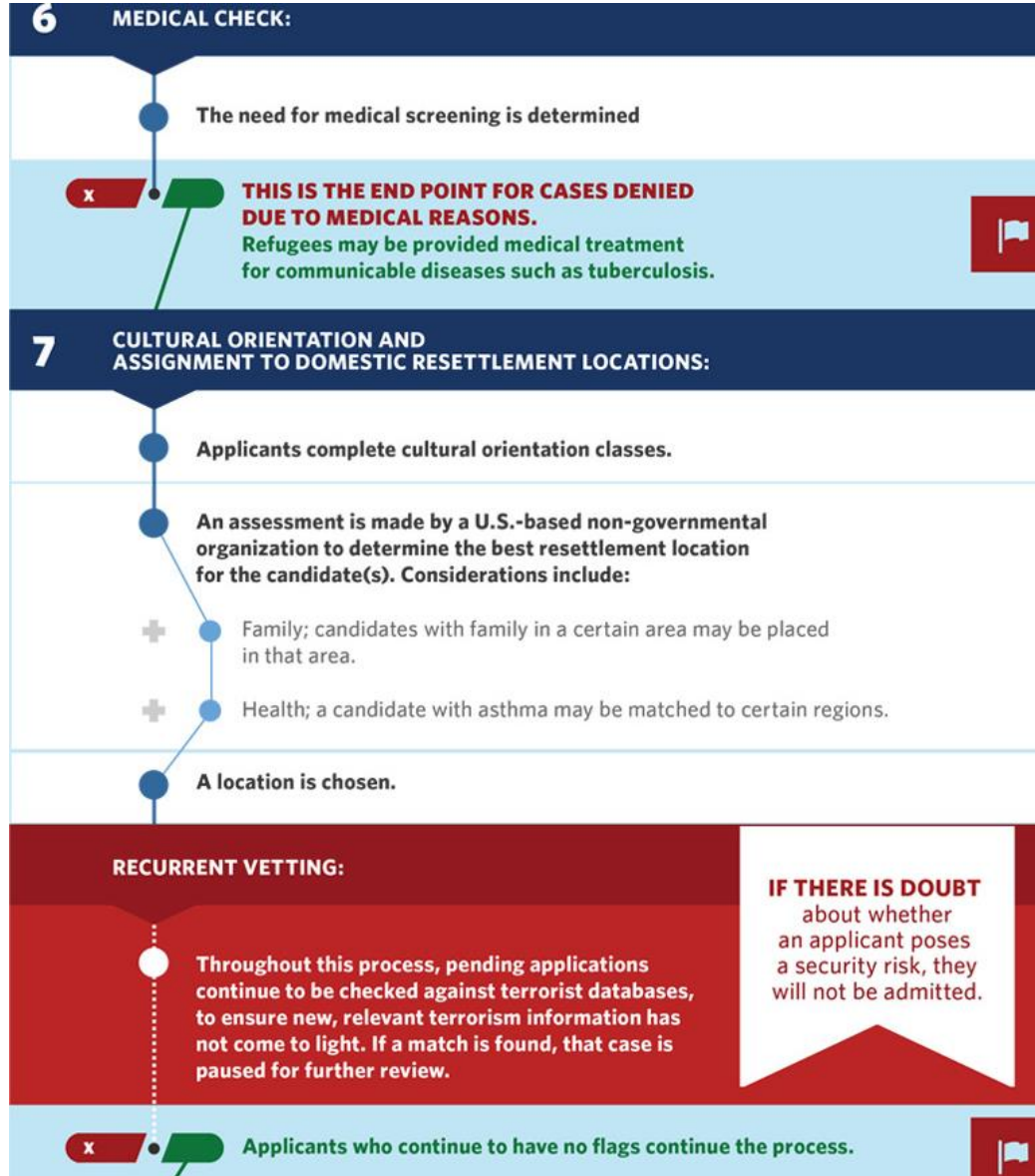
FOR REFUGEE ENTRY INTO THE UNITED STATES



Step 6: U.S. Refugee Policy and Process



Step 6: U.S. Refugee Policy and Process



Step 6: U.S. Refugee Policy and Process

U.S. trailed rest of world in refugee resettlement in 2017 and 2018 after leading it for decades

Number of refugee admissions, in thousands, by calendar year



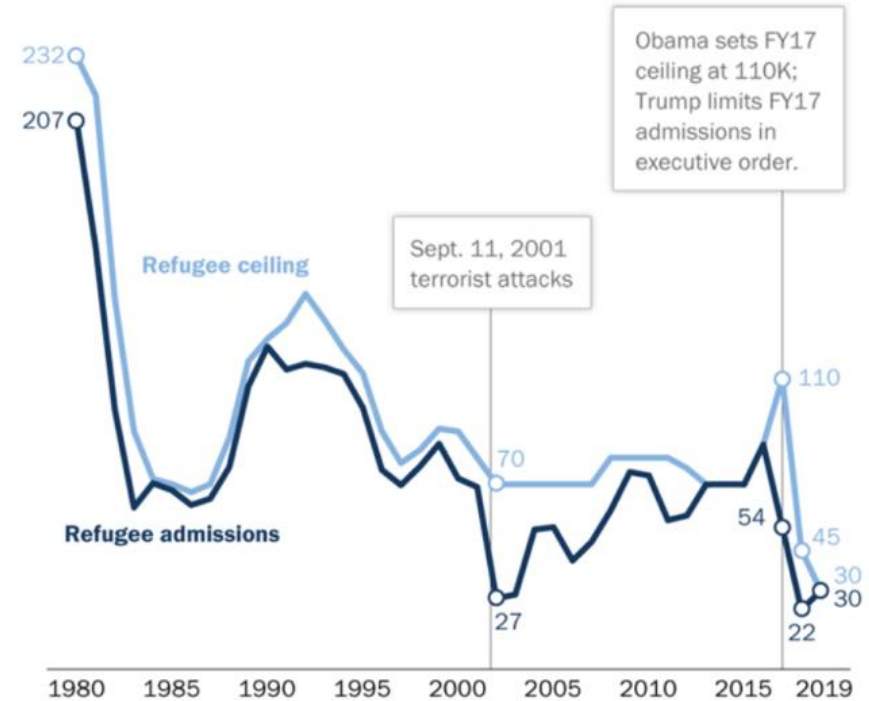
Note: Figures rounded to the nearest thousand.

Source: Pew Research Center analysis of United Nations High Commissioner for Refugees data, accessed June 12, 2019.

PEW RESEARCH CENTER

U.S. refugee ceiling and admissions have declined in recent years

In thousands, by fiscal year



Note: Fiscal years end on Sept. 30 of the years shown. Figures rounded to the nearest thousand. Refugee ceiling is the maximum number of refugees allowed to enter the U.S.; the ceiling is set by the U.S. president after consultation with Congress.

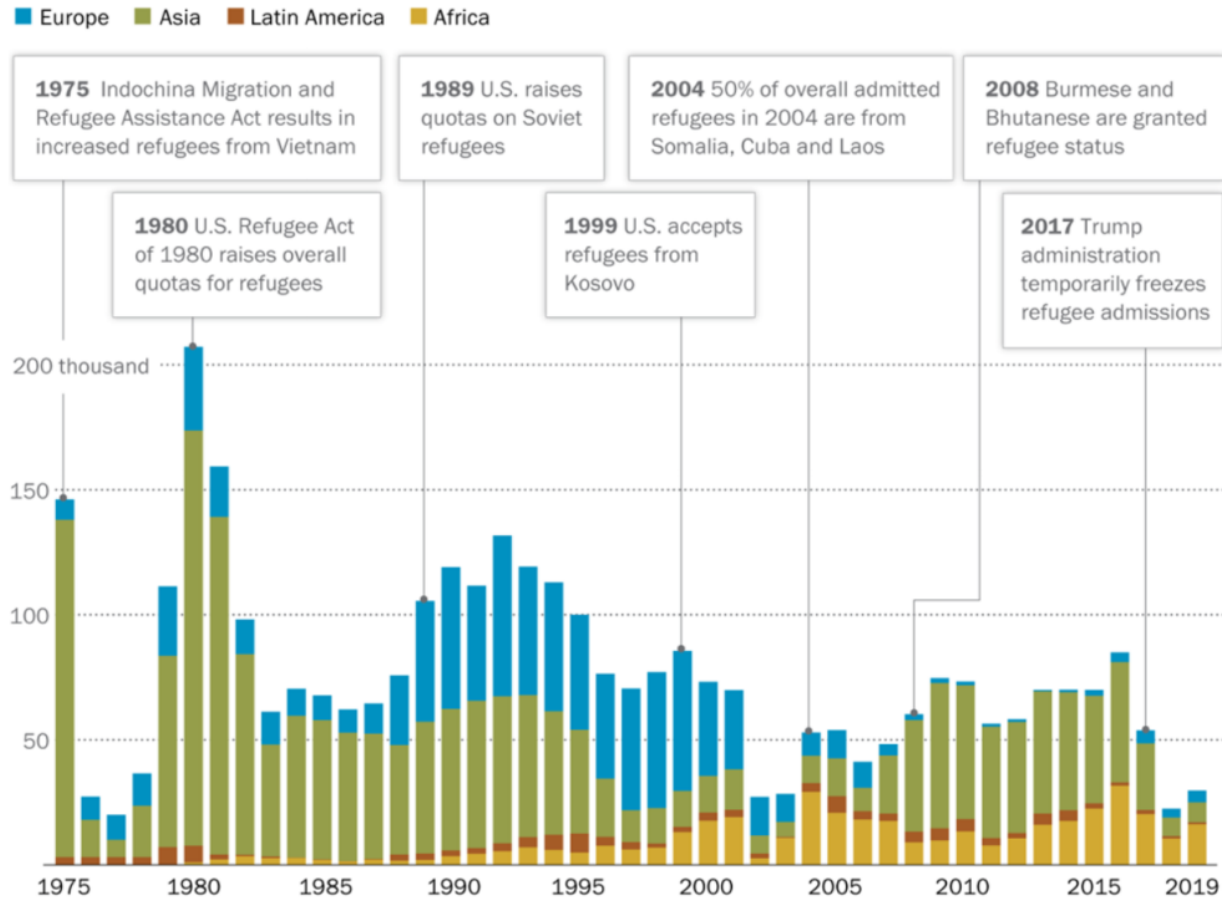
Source: U.S. State Department's Refugee Processing Center, accessed Oct. 1, 2019. U.S. Yearbook of Immigration Statistics, 1980-2017. "Refugee Admissions and Resettlement Policy," Congressional Research Service, December 2018.

PEW RESEARCH CENTER

Step 6: U.S. Refugee Policy and Process

The shifting origins of refugees to the U.S. since 1975

Number of refugees admitted to the U.S., by region of origin and fiscal year

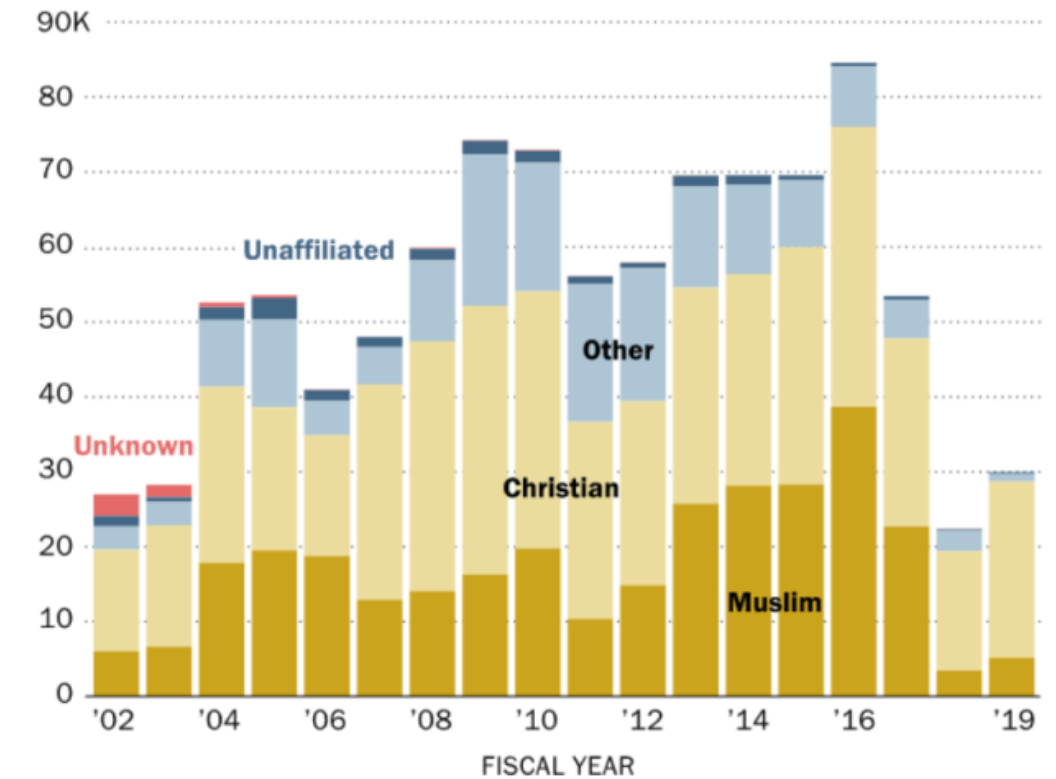


Notes: Fiscal years end on Sept. 30 of the years shown. Data do not include special immigrant visas and certain humanitarian parole entrants or refugees admitted under the Private Sector Initiative. Europe includes Russia and former Soviet Union states. Asia includes Middle Eastern and North African countries. Africa includes sub-Saharan Africa, plus Sudan and South Sudan. Latin America includes the Caribbean.
Source: U.S. State Department's Refugee Processing Center, accessed Oct. 1, 2019.

PEW RESEARCH CENTER

More Christians than Muslims have entered the U.S. as refugees since fiscal 2017

Number of refugees entering the U.S., by religious affiliation



Note: Fiscal years end on Sept. 30 of the years shown. "Other religions" include Hindus, Buddhists, Jews and other religions. Data do not include special immigrant visas and certain humanitarian parole entrants.

Source: U.S. State Department's Refugee Processing Center, accessed Oct. 1, 2019.

PEW RESEARCH CENTER

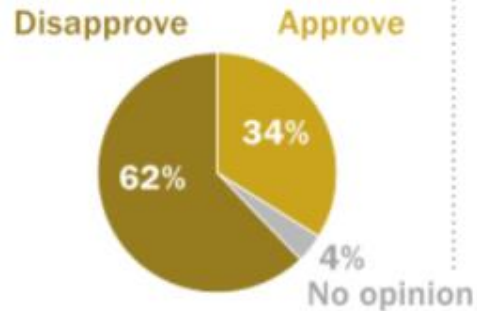
Step 6: U.S. Refugee Policy and Process

Over the decades, American public has had mixed views on accepting refugees

% who say ...

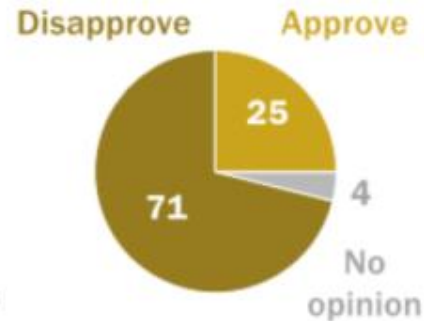
Indochinese, 1979

Do you approve or disapprove of the U.S. govt's plan to double the number of refugees from Indochina admitted, to **14,000 a month**?



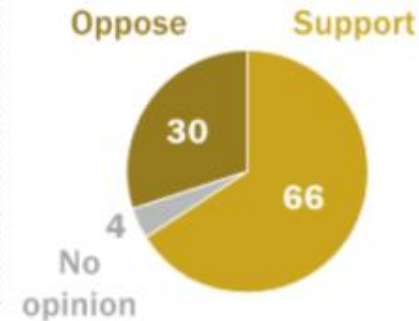
Cubans, 1980

Many refugees from Cuba have come to the U.S. recently. Do you approve or disapprove of allowing most of these Cuban refugees to settle in the U.S.?



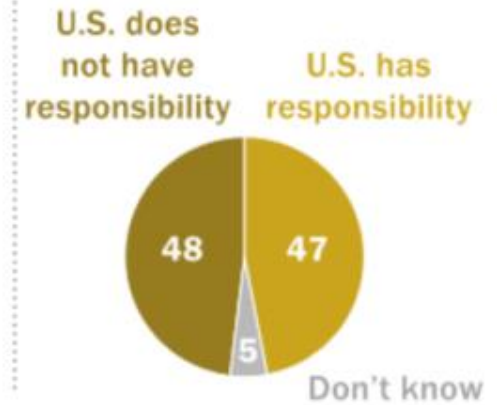
Ethnic Albanians, 1999

Several hundred ethnic Albanian refugees from Kosovo have been brought to the U.S. Do you support or oppose the decision to bring them here?



Syrians, 2017

Do you think the U.S. has a responsibility to accept refugees from Syria into the country?



Source: CBS/New York Times (Indochinese, July 1979; Cubans, June 1980); Gallup (Albanians, May 1999); Pew Research Center (Syrians, April 2017).

PEW RESEARCH CENTER

Step 6: U.S. Refugee Policy and Process

- Do Refugees Pose a National Security Risk?
 - Out of the more than three million refugees accepted by the United States over the past four decades, a handful have been implicated in terrorist plots. According to a 2019 study by the libertarian-leaning CATO Institute, of the 192 foreign-born terrorists who committed attacks in the United States between 1975 and 2017, twenty-five were refugees. Of these attacks, only three proved deadly, and all three took place before 1980, when the Refugee Act created the current screening procedures.
 - Source: [Source Link: Council on Foreign Relations](#)

Step 7: Syrian Civil War & Refugee Crisis

- Background: The Syrian Civil War (2011-2023)
 - [Article: NPR--Syria's Civil War Started Over A Decade Ago. Here's Where It Stands](#)
 - The article provides an overview of the Syrian Civil War, including causes, key players involved, and the effects on Syria (particularly the humanitarian crisis).
 - [Article: NPR--Satellite Photos Show Rapid Growth of Syrian Refugee Camps](#)
- Humanitarian Crisis in Syria
 - In June 2022, the UN [published updated estimates](#) on the number of civilians killed in Syria. It estimated the civilian death total was 306,887 from March 2011 to March 2021.
 - The total pre-war population of Syria was around 21 million. More than half this population is now displaced from their homes, either internally within Syria or as refugees abroad.
 - As of December 2021, there were around [6.9 million internally displaced people living in Syria](#). Nearly 80% have been displaced for at least five years.
 - Refugees first started leaving Syria in large numbers in 2012, with the UN High Commissioner for Refugees recording around 730,000 Syrian refugees in that year. In July 2022, the UN Refugee Agency (UNHCR) recorded [5.6 million Syrian refugees and asylum seekers registered globally](#).

Step 7: Syrian Civil War & Refugee Crisis

- Who are Syrian Refugees?
 - According to the UN, 2/3 of Syrian refugees are women and children.
 - A young population. Roughly 1/3 of Syrians are under the age of 15.
 - According to the United Nations Refugee Agency (UNHCR), 52% of *Syrian refugees* are under the age of 18 and are therefore especially vulnerable.
 - Syrians are one of the most highly skilled and educated populations in the world.
 - Universal literacy was a major goal of the Syrian government before the conflict. As a result, 84 percent of the population is literate (90 percent of men and 77 percent of women) matching (and in some measures exceeding) levels in the U.S.
 - According to the Cultural Orientation Resource Center, 72 percent of Syrians of secondary school age were enrolled in school before the uprising. The current conflict situation has taken a severe toll on the education system, with school attendance rates down to 6 percent in some areas due to general insecurity, damaged buildings and a lack of teachers.
 - A diverse group:
 - Ethnic Backgrounds in Syria: Arab, Alawite, Kurd, Levantine, and others (including Druze, Ismaili, Imami, Nusairi, Assyrian, Turkoman, Armenian)
 - Common Languages: Arabic, Kurdish, Armenian, Aramaic, Circassian, French, English

Source: *Population Profile: Syrian Refugees*. Canadian Psychological Association, 2015.

Step 7: Syrian Civil War & Refugee Crisis

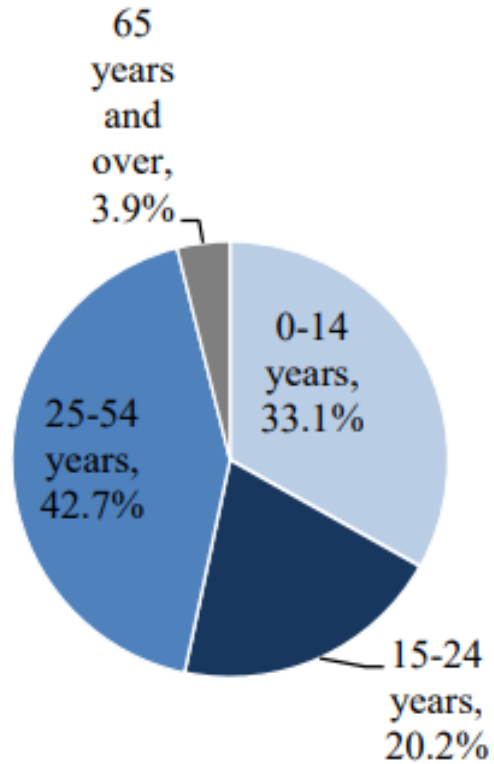


Figure 2: Age distribution in Syria. Source: CIA, 2014.

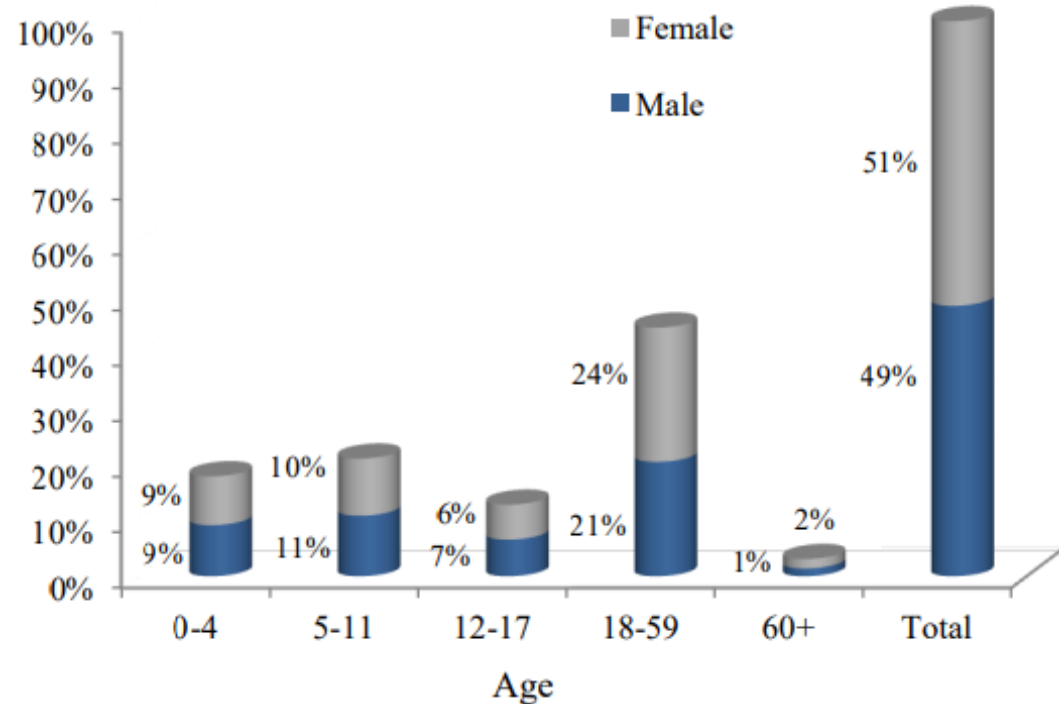


Figure 6: Age and gender breakdown of Syrian refugees, Source: UNHCR

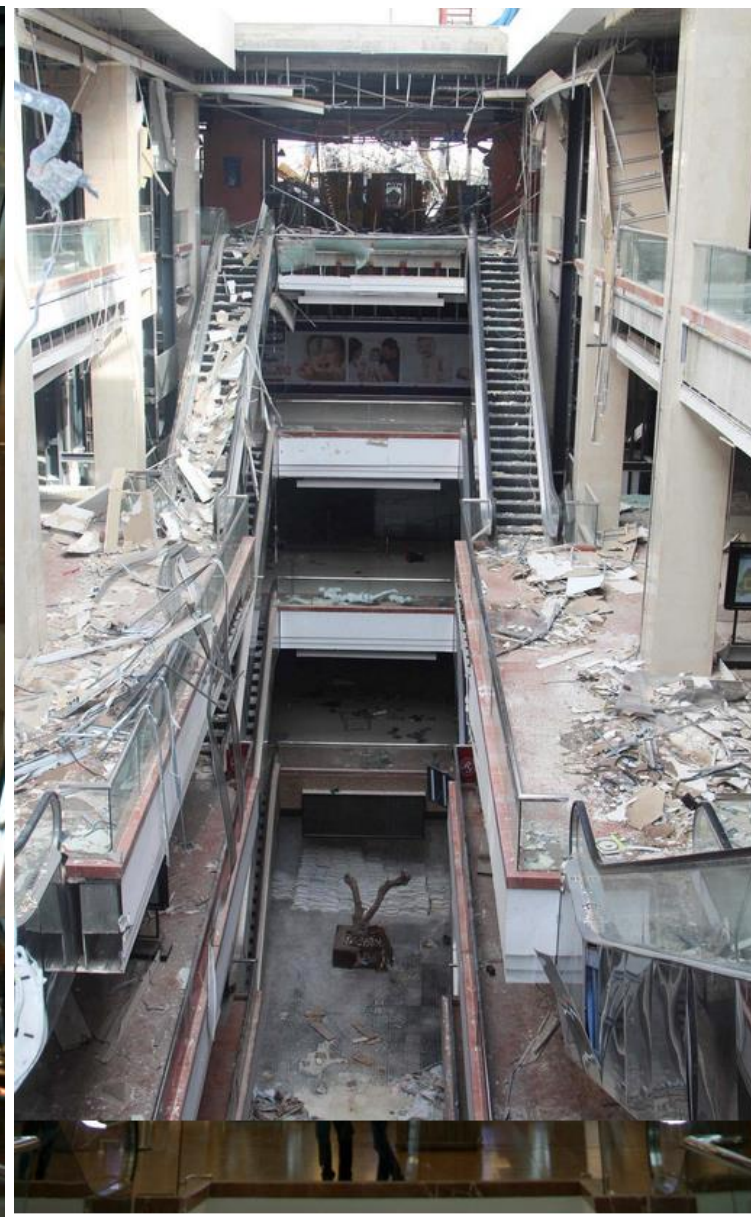
Syrian Civil War in Photos

WARNING: SOME OF THE FOLLOWING IMAGES ARE GRAPHIC AND MAY
NOT BE SUITABLE FOR ALL AUDIENCES!

BEFORE & AFTER



© Khalil Ashawi/Abd alrhman Ismail/Reuters



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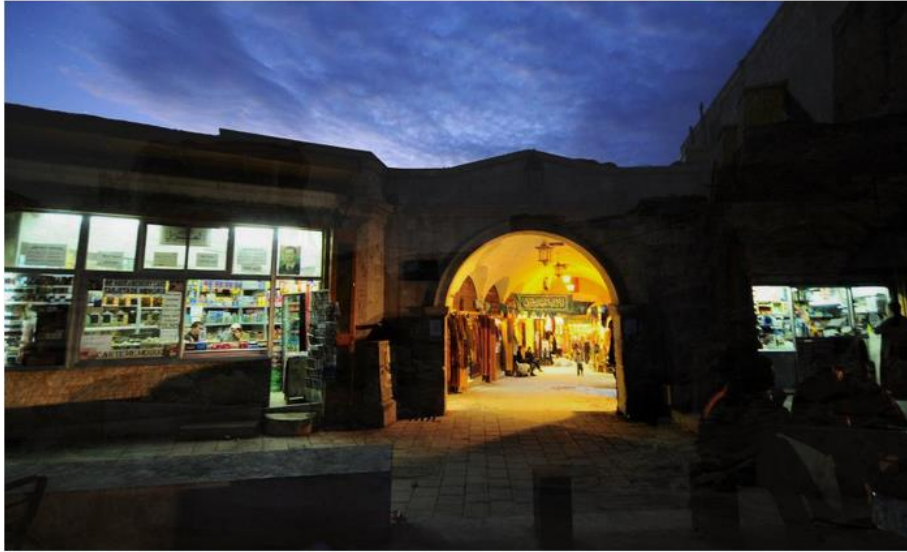


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BEFORE & AFTER



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The courtyard of al-Sheebani school photographed on 6 June 2009 and 17 December 2016.

Aleppo's Umayyad mosque, before



REUTERS

Vendors in Aleppo, before



REUTERS

Market in Aleppo, before



REUTERS

Aleppo's Umayyad mosque, after



GEORGE OURFALIAN/AFP/GETTY IMAGES

Vendors in Aleppo, after



REUTERS

Market in Aleppo, after



REUTERS

Step 7: Syrian Civil War & Refugee Crisis



Boys carry boxes of biscuits near rubble of damaged buildings in Aleppo, Syria on March 2, 2016. (Abd alrhman Ismail/Reuters)



A Syrian man carries two girls covered with dust following a reported air strike by government forces on July 9, 2014 in the northern city of Aleppo.

ZEIN AL-RIFAI / AFP / Getty Images



(Photo: Abdulmonam Eassa / AFP (ARA))

Step 7: Syrian Civil War & Refugee Crisis



Top Left: Victims of Ghouta Chemical Attack (8/2013), public domain.

Bottom Left: Syrian child on brink of Starvation, source: CNN.

Top Right: A child in the Syrian city of Qamishli who lost her leg during the Turkish offensive in NE Syria (10/2019), source: VOA.

Step 8: Independent Research

- Provide students at least 1 class period + (50 Minutes +) to research the Syrian Civil War & Refugee Crisis, as well as the U.S. government's response to it, including the policies and actions of Presidents Obama, Trump, and Biden.
 - Students should take notes on what they learn as these will be utilized in the Socratic Seminar the following class (see Part 3, Step 10)
- Reminder, when conducting your research:
 - Utilize Academic Databases, When Available
 - Evaluate the Credibility/Reliability of Your Source
 - Origin: Who is the author/creator of the source, what are their academic credentials/area of expertise (does this add value to the source or limit it), when was it published (does this add value to the source or limit it), who is the publishing organization and are there any potential biases to be alert to?
 - Purpose: What is the purpose of the source and the publisher? (Does this impact the content of the source?)
 - Content: Does the source cite its research? Does it provide research studies, reliable data/statistics, etc. to support claims? Do other sources corroborate certain claims/evidence?
- A couple sources of potential interest:
 - This timeline traces [U.S. immigration policy](#) since World War II.
 - This six-part podcast series by NPR [showcases stories of refugees](#) adjusting to life in the United States.

Part 3

Culminating Event: Class Socratic Seminar

Step 9: Revisit Your Descriptions of “Immigrants and Refugees”

- Provide students time to reflect and record their individual responses to the critical thinking questions posed below.
- Critical Thinking:
 - 1. Write down the first things that come to your mind when you hear the word “immigrant.”
 - Consider: What do you “see,” “think,” “feel,” “hear,” etc.?
 - 2. Write down the first things that come to your mind when you hear the word “refugee.”
 - Consider: What do you “see,” “think,” “feel,” “hear,” etc.?
 - 3. What type of person/how much strength/courage does it take for a person to decide to leave their home country to immigrate to a new land?
 - 4. How have your views/descriptions of immigrants and refugees shifted from your pre-activity descriptions.

Socratic Seminar Rules

- Refer to your notes when needed during the discussion. This is not a test of memory. You are not “memorizing a subject;” your goal is to understand the ideas, issues, and values brought up for discussion.
- **Be an ACTIVE PARTICIPANT**
 - BE AN ACTIVE LISTENER AND ENGAGE IN THE CONVERSATION
 - Support your responses with evidence!
 - Speak up so that all can hear you.
- **This is a conversation between students. Talk to each other, not the teacher.**
- **Build on what others say:**
 - Ask questions to probe deeper
 - Questions drive the discussion!
- **Clarify, when needed:**
 - “Alejandro, are you saying...” or “I’m not sure I understand what you are saying, Jeff. What is....”
- **Paraphrase and add:**
 - “Asha said that.... I agree with her and also think....”
- **Synthesize:**
 - “Based on the ideas from Tim, Demetrius, and Maya, it seems like we all think that ____ is....”
- **Again, use your best active listening skills:**
 - Nod, make eye contact, lean forward, provide feedback, and listen carefully to others.

How Speaking Points are Awarded

- **Agree:** 1 pt.= I agree with _____ because _____
- **Disagree:** 1 pt.=I disagree with _____ because _____
- **Use of Cited Evidence from Research/Class:** 2 pts.
- **A Student Poses a Reflective Question** (that furthers the conversation): 2 pts.
- **Interruptions/Negative Comments:** -1pt.
- ***Tips on Facilitating Socratic Seminar**
 - 1) Not all students feel comfortable vocalizing their opinions and this can cause great anxiety. Consider allowing those students the option of participating by typing their responses on an online discussion/LMS platform (which can be projected, if resources allow) or consider allowing those students to handwrite and submit their thoughts, on paper, at the end of the seminar.
 - 2) When conducting a Socratic Seminar, it is best to have no more than 8-10 students discussing at a time, to allow each student time to speak and discuss their perspectives. Thus, consider:
 - In a class of 30 students, divide the class into 3 groups (10 students each)
 - Split the Seminar into 3 Rounds, 10-15 minutes each (depending upon flow of conversation). Also feel free to extend/add rounds, as needed. Each round, a new group will rotate to the “inner circle” to discuss their views on the topic.
 - Students in the other 2 groups (not in the inner circle), should take notes over the conversation, can engage in an online discussion board with each other simultaneously, or another strategy created by the teacher to keep the students engaged in their peers conversations.

Step 10: Class Socratic Seminar

- Reflective Questions:
 - Critical thinking, reflective questions help drive conversations forward in Socratic Seminars. Provide students time to brainstorm their own reflective questions, individually or with partners, if they have not already done so...
- Potential Question Prompt Ideas Teachers Can Use to Launch the Seminar:
 - Part 1 Oriented Questions:
 - Discuss the contributions of Arab Americans that you most enjoyed learning about through the *Arab Indianapolis* resources and the individual research you did in Part 1. Why is it important to spread knowledge about those individuals (or events) and how will you help do so?
 - Content Specific Question from *Arab Indianapolis*: How have Arab Americans like Julia David, Nicholas Shaheen, Ann Zarick, Dr. Nassery, Sajjad Jawad, Helen Corey, and others shaped life in Indiana and what can we learn from their stories and apply to our lives today?
 - Discuss what the *Arab Indianapolis* film and supplemental resources has taught you about Arab Americans and the importance of advocating for greater diversity/representation in school curriculums?
 - Examine how your views of “immigrants” or “refugees” shifted from your responses in Step 1 to those in Step 9.
 - Part 2 Oriented Questions:
 - To what extent are recent restrictions and nativist attitudes towards Syrian immigration and refugee resettlement to the U.S. similar and/or different from previous eras in U.S. History? Provide evidence to support your response.
 - Consider: The current U.S. Refugee Screening Process, the Syrian Civil War (including the U.S. role in the conflict/region) and the corresponding humanitarian crisis, and the recent U.S. actions (State, Federal, Presidential, etc.)
 - Discuss your views on the U.S. response to the Syrian refugee crisis and whether the U.S. should adjust their current refugee resettlement efforts.
 - To what extent has racism, Islamophobia, and other prejudices have played a role influencing U.S. immigration and refugee policies (historically and today)?