



#8976

SKIN DEEP

Grade Levels: 8-13+

30 minutes

VIDEO RESOURCES SOFTWARE 1999

DESCRIPTION

An immigrant's tattoo parlor in a posh business area ignites the anger of its neighbors as the city tries to placate the people. Compromise works well for some and less well for others. After the drama, a short documentary reviews the appeal of America for the world's immigrants and their desire for a better life. Old footage and quotes illustrate the drive and gratitude of those who came and enriched America.

INSTRUCTIONAL GOALS

1. To identify the economic powers given to Congress by the Constitution.
2. To learn what economic rights people have in the United States.
3. To examine how economic opportunities influenced immigration to the United States.

BACKGROUND INFORMATION

Skin Deep is one of 15 thirty-minute episodes found in the *On Common Ground* series. *On Common Ground* is a different and exciting way to learn about U.S. history and government. Each episode includes an action-filled story and a short documentary segment. The stories show the "common ground"—the common values that people in the United States share.

VOCABULARY

1. class-action lawsuit
2. constituents
3. disturbing the peace
4. ethical
5. renovation

BEFORE SHOWING

1. Examine the Constitution for economic rights.
 - a. How important are these rights?



- b. What are some of the practical, day-to-day applications of these rights?
2. Consider the following while viewing:
 - a. How are economic rights addressed within the Constitution?
 - b. What rights are included within the category of economic rights?
 - c. How did economic opportunities influence immigration to the United States?
3. Think about the series title, *On Common Ground*, and the video title, *Skin Deep*. What feelings and ideas do the titles provoke? Share these with the class.
4. Discuss the vocabulary words utilized in the video.

AFTER SHOWING

Discussion Items and Questions

1. Review the story.
 - a. Why did Sam Hasharian open a tattoo parlor?
 - b. Are the economic rights of Hasharian and Grace Ardmore in conflict?
 - c. What pressure did the city place on Hasharian's business?
2. Discuss the following about the dramatization:
 - a. What political deals were made in order to implement the Third Street Project?
 - b. What did Councilman Walter Prescott mean when he said "this is politics 101"?
 - c. As a class discuss the ethics of political compromises depicted in the video.
 - d. Is this common place in the American political system?



Applications and Activities

1. Prepare a timeline, representing four centuries, 1607-present, that shows the major waves of immigration.
 - a. What were the push/pull factors behind the reasons for immigration to North America?
 - b. How significant were economic factors in either pushing people out of their home countries or pulling them to North America?
2. Research American history for cases where immigrants have taken advantage of economic opportunities in the U.S. and significantly contributed to the American economic system. Prepare a report on the individual to share with class. Explain the reasons for immigrating; opportunities open to the individual and the importance of the person in the American economic system.
3. Create a bulletin board depicting the economic rights of U.S. citizens.
4. Interview two people who own small businesses. Share your experiences with the class. For example, ask the following:
 - a. When did you start this business?
 - b. Why did you start it?
 - c. Did you have any problems in the beginning?
 - d. What advice do you have for others who want to start a small business?

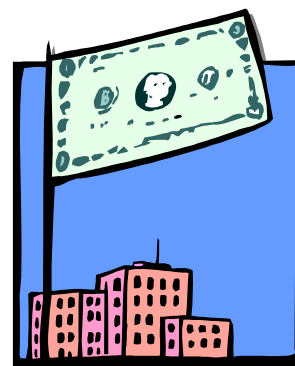
RELATED RESOURCES



Captioned Media Program

- Island of Hope, Island of Tears #3144
- Journey to Freedom: The Immigrant Experience #2194

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **THE NATIONAL IMMIGRATION FORUM**

<http://www.immigrationforum.org/>

Embraces and upholds America's tradition as a nation of immigrants. Includes immigration facts, race and ethnic relations, current immigration issues and more.

- **THE IMMIGRANT EXPERIENCE**

<http://www.ellislandrecords.org/Immexp/index.asp>

A rich and moving story of the immigrant experience. There are two areas to explore: family histories and the peopling of America.

- **STATE AND LOCAL GOVERNMENTS ON THE NET**

<http://www.piperinfo.com/state/index.cfm>

Links to state and local governments. Includes state directories, statewide offices, boards and commissions, cities, libraries and more.

- **BEN'S GUIDE TO U.S. GOVERNMENT: GRADES 9-12**

<http://bensguide.gpo.gov/9-12/index.html>

Government site includes topics such as historical documents, how laws are made, national versus state government, branches of government and more.