

# **Borderlands 2000**

## **“Order on the Border”**

**A Classroom Simulation  
of the U.S./Mexico Border**

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## **OVERVIEW**

Although advancements in computer technology, coupled with heightened world trade lend exponential credence to the 21st century notion of “globalization”; the political, social, and economic divisions on the Earth’s surface have remained remarkably steadfast. The multiplicity of Earth’s spatial divisions reflect both the complexity and diversity of the planet’s cultural mosaics. Today’s student needs to examine and analyze a wide variety of these cultural mosaics in order to understand “foreign” perceptions of conflict and cooperation that will ultimately impact our future international relations and global landscape.

## **PURPOSE**

This experiential activity entails a deliberate manipulation of the classroom environment to simulate a territorial division, specifically the U.S./Mexico borderland. Students will encounter a range of physical borders in varying degrees of severity AND will face an unequal distribution of classroom resources. Students will participate in this week-long “experiment” under the auspices of a game that role-plays the interdependent “movement of goods” between a developed and a developing country. Both “sides” of the fabricated countries will reciprocate the privileges/throes of a “have”/“have not” nation status throughout the game. Students will record their affective responses and personal thoughts in a daily “Borderlands Journal” with special focus on viewpoints regarding: 1) reactions to physical barriers, 2) strategies used to overcome physical barriers, 3) perceptions of fairness/justice regarding the unequal distribution of resources, and 4) possible solutions to the “have”/“have not” dilemma.

## **NATIONAL GEOGRAPHY STANDARDS**

- #3 How to analyze the spatial organization of people, places, and environments on earth’s surface.
- #9 The characteristics, distribution, and migration of human populations of earth’s surface.
- #13 How the forces of cooperation and conflict among people influence the division and control of earth’s surface.

## **ARIZONA STATE STANDARDS - GRADES 6-8**

- 3SS-E6. Describe the economic, political, cultural, and social processes that interact to shape patterns of human populations, interdependence, and cooperation and conflict, with emphasis on:

- PO 1. the demographic structure of a population and reasons for variation between places, including developing and developed nations.
- PO 2. the causes and types of human migration and its effect on places.
- PO 4. the distributions of culture and how they create a cultural landscape, both locally and in other parts of the world.
- PO 5. the factors that influence the location, distribution, and interrelationships of economic activities in different regions.
- PO 6. how cooperation and conflict contribute to political, economic, and social divisions, including European Union and the Balkans.

## CONNECTION TO THE CURRICULUM

- Utilizing a fundamental geographic vocabulary.
- Writing in a personal experience narrative format.
- Analyzing the distribution of economic resources in developed vs. developing countries.
- Evaluating qualitative field observations.
- Identifying potential solutions to “real life” problems.
- Collaborating in a cooperative group.

## GRADE LEVEL 6 - 9

**TIME** Minimum of 8 class periods

## MATERIALS

- Masking Tape or Duct Tape
- Traffic Cones or Pylon Field Markers
- Volleyball Net or Badminton Net
- Bed sheets or Shower Curtains
- Teacher-created Game Materials:
  - Visitor Passports* in 2 Colors: yellow & blue
  - Signs: Port of Entry, “Haves” “Have Nots” “Borderlands” “Mid-States” “Elite-dom”
  - Poster: “Border Agent Duties”
  - Form: “Daily Border Report”
  - Lottery Tickets & 4 Immigration Lotto Cards
  - Political Petition Form: “A Request to Grant a Loan”
  - Letters: “Hands Across the Border” & “Wiley Coyote”
  - Borderlands Vocabulary Sheet
- Notebook Pages for “Borderlands Journal”
- Slides of the U.S./Mexico Borderlands (Photos or Postcards may be substituted)
- 2 Rubber Stamps (Must NOT be of identical logo) & 2 Stamp Pads
- Kitchen timer with bell
- Game die or spinner
- Clipboard
- Envelopes
- 2 Pencil Sharpeners (Electric one for the “Haves” / Manual one for the “Have Nots”)
- Color Pencil Pouches (Complete Sets for the “Haves” / Incomplete Sets for the “Have Nots”)
- Class Set of Desk Atlases

## DAY 1 - OBJECTIVE - Anticipatory Set

Students will identify and describe via class discussion, a class worksheet, and journal writing: the functional implications of lines, first in a generic sense, then in geographic terms, in response to teacher initiated discussion and writing prompts.

## DAY 1 - PROCEDURES

### Classroom Set-up

Before students arrive, the classroom will be divided into 2 equal sections by the placement of adhesive tape (masking or duct) down the center of the room. There should be an equivalent number of rows on each side of the classroom.

### Lesson

1) As students arrive to class, make no mention as to the purpose of the “line on the floor,” other than the simple explanation that the line will be discussed later on. Offer NO confirmations or denials regarding any speculations about the line! Begin normal classroom activities, allowing the novelty of the line to wear out - wait at least 10 minutes BEFORE initiating the next activity.

2) Have students pair up for the ensuing brainstorm activity, recording their ideas on a shared sheet of paper. The teacher will utilize the following discussion prompts to instigate first, paired responses, then a whole-group dialogue:

- \*Describe 4 ways humans use lines?
- \*Are all lines tangible (visible)?
- \*Give 2 examples of an understood (invisible) line.
- \*How has a line personally affected you in the past 2 days?

3) After a satisfactory group discussion regarding lines in a generic sense, direct students to consult their desk atlases and identify the various ways lines are used in geography. For accountability purposes, you might ask each student to initial his/her contribution to the list. One method would be to have them categorize lines according to the "5 Themes of Geography."

Location... street grid system or latitude/longitude lines

Place... contour lines on a topographic map or lines demarcating population density

Human Environment Interaction... lines demarcating areas of deforestation or lines representing dams

Movement... lines depicting migration routes or lines showing interstate highways

Regions... lines showing borders of political nations or lines showing boundaries of cultural groups such as Indian reservations

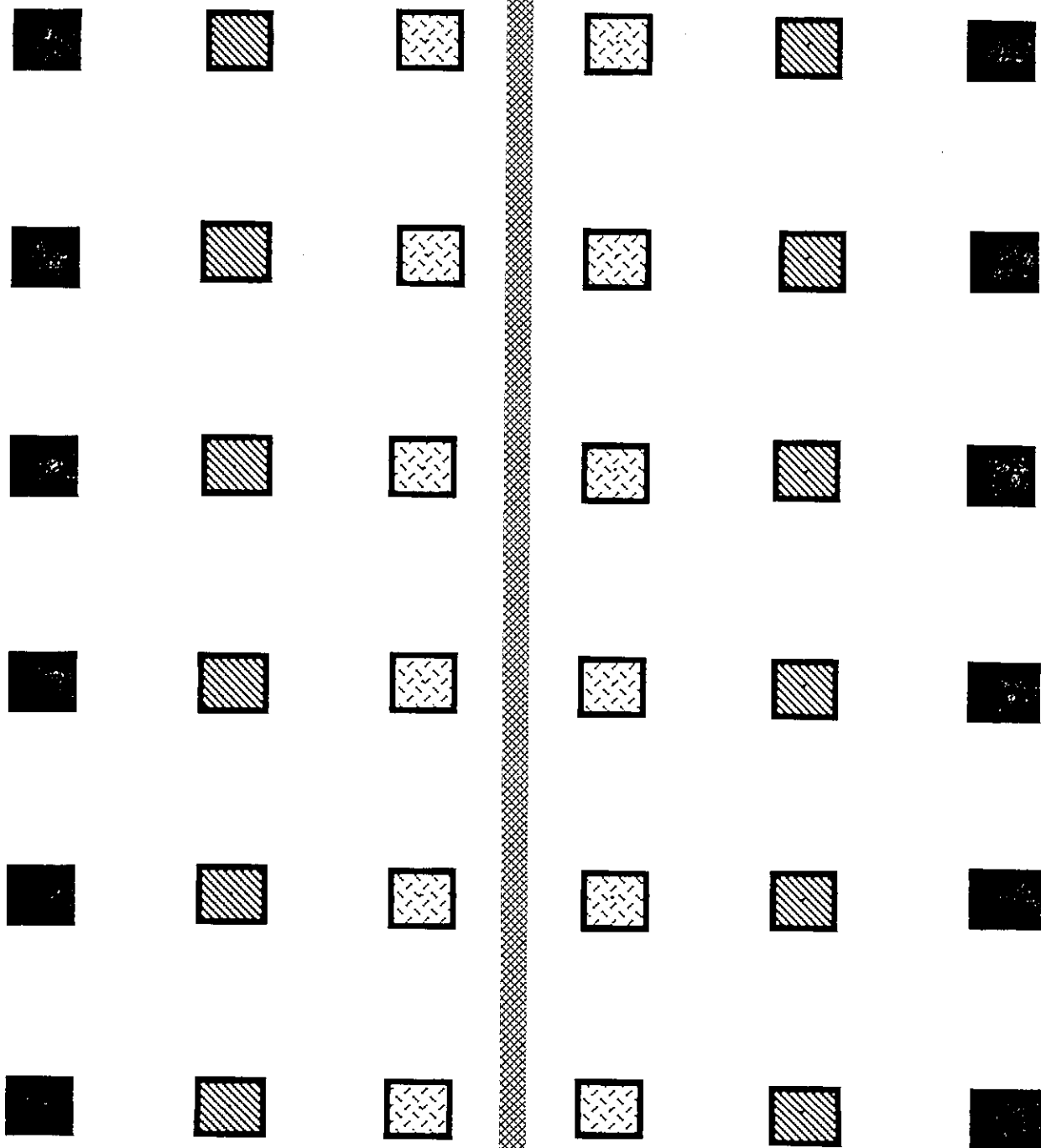
4) After the class has shared their ideas regarding the geographic usages of lines, the teacher should present the following information as an anticipatory set for the upcoming classroom activity:

- \*The line will remain for the next week as part of a geography game the class will play.
- \*The class will be divided into 2 teams and the official game will start tomorrow.
- \*The "rules" of the game will be discussed and posted at the beginning of each day.
- \*The geography game will be played for BOTH grades and prizes.
- \*Student's grades will be based upon game participation and daily journal writings pertaining to the geographic concepts involved in the game. Journal entries need to be written in complete sentences and will be composed in personal narrative style.
- \*The teacher will give a daily journal writing prompt during the last 10 minutes of class. A closure discussion to help generate ideas will occur BUT the actual journal writing will be completed as nightly homework, due the next day.
- \*The prizes will consist of... (this is up to the personal preference and discretion of the teacher, but I would highly recommend that part of the criteria entail completion of the daily journal writings, in addition to game points earned.)
- \*The first journal writing entry begins TODAY and is due tomorrow.

5) The teacher will pass out the notebook page for the **Day 1 - Journal Entry**, utilizing the following journal writing prompts:

- \*Write down 3 questions you have about this geography game.
- \*Regarding the geography game, what do you suppose the purpose of the line will be?
- \*Speculate as to the type of geographic issues this mysterious game may involve.

"Elite-dom"      "Mid-States"      "Borderlands"      "Borderlands"      "Mid-States"      "Elite-dom"



"Have Nots"

"Haves"

Border Agent

Port of Entry

Border Agent

Kuropatkin - Border Game Classroom Set-up (Days 4 - 7)

## DAY 2 & DAY 3 - OBJECTIVE - The Border Line

Students will identify and describe via class discussion and journal writing: the frequency and nature of border crossings, their perceptions of a visually enhanced border, and their affective interpretation of the "Haves" vs. "Have Nots" identity status.

## DAY 2 & DAY 3 - PROCEDURES

Before students arrive, the following classroom adjustments need to be made to simulate an international borderline creating a territorial division characterized by 2 economic extremes: one that enjoys the equally distributed wealth of a *developed country* a.k.a. the "Haves" and one that bears the throes of the unequally distributed (and minimal) wealth of a *developing country* a.k.a. the "Have Nots."

### Classroom Set-up

- \*Place 2 traffic cones on the taped borderline, on the side of the room that is closest to the classroom door. Leave a 2 foot gap between the markers to represent the official Port of Entry.
- \*Place 2 outpost desks, adjacent to the 2 traffic cones and on opposite sides of the border. Hang signs that say Port of Entry on each outpost desk.
- \*Designate one side of the room as the "Haves," the other side as the "Have Nots," and post wall signs with the respective titles.
- \*Rearrange the distribution of essential classroom supplies so that essentially ALL major resources are physically located in the "Haves" side of the room. Examples of major resources include: One Atlas/desk plus a stack of 3 extra Atlases on a supply table, electric pencil sharpener, supplies of pencils, paper, rulers, *fully stocked* color pencil pouches, stapler, and Kleenex.
- \*The following minimal resources may be allocated to the "Have Nots" side of the room: one manual pencil sharpener, 5 Atlases, and 5 *incompletely stocked* color pencil pouches (the colors, blue and green, have been removed).
- \*Beginning with Day 3, post game points.

### Game Rules (To Be Posted!)

- \*As of today, the line shall be called the *border*. It divides the classroom into 2 borderland countries, Country X and Country Y. You are officially a citizen of the borderland country in which your desk resides.
- \*Anybody who leaves their "home" country and crosses the border (whether legally or illegally), to enter the neighboring country, shall be called a *migrant*.
- \*The only legal way to move from one country to the other is through the 2 cones marked as the official Port of Entry AND with an official *Visitor Passport*. *Visitor Passports* are color coded: Country X's are Yellow and Country Y's are Blue. The *Visitor Passport* must be stamped by the border agents (of both countries!) each and every time the border is crossed AND must obey the set customs limit.
- \*The border agent may question and check the identity or citizenship of any migrant. To prove identity, a migrant must show a Student ID. To prove citizenship, a migrant must produce the proper *Visitor Passport*.
- \*A migrant can only be declared illegal if caught by the border agent on duty, (regardless of witness claims to the contrary!) and will give the opposing team 2 points for the capture. The illegal migrant will be deported back to his "home" country, have his *Visitor Passport* confiscated, although he will be eligible for another *Visitor Passport* the next day.

\**Visitor Passports* will be passed out at the beginning AND collected at the end of each game daily. For today, each citizen will be entitled to a *Visitor Passport*, no strings attached. The border agent from each country is responsible for the accounting and tallying of passports in a Daily Border Report, then to deliver the report to the teacher by the end of class.

\*On Day 2, Country X will be assigned the status of the "Haves," while Country Y will be assigned the status of the "Have Nots." On Day 3, the roles will be reversed.

\*Please note that the designation of "Haves" vs. "Have Nots" reflects a major difference in the quantity and the quality of classroom supplies needed to complete the in-class assignment. If the shortage of classroom supplies prevents you from completing the in-class assignment by the timed deadline, try NOT to grumble. Keep in mind that this is a necessary part of the game and the "Haves" and the "Have Nots" WILL switch roles throughout the week! Remember that an unequal distribution of resources and wealth is reflective of the "real world."

\*Countries can score team points in the following ways:

1 point / legal *Visitor Passport* (used or unused)

1 point / COMPLETED in-class assignment (turned in by in-class deadline)

2 points / illegal *Visitor Passport* (confiscated by border agent)

### Lesson

1) After discussing and posting the Game Rules, citizens of Country X and Country Y will each select a border agent who assumes his/her post on the appropriate side of the Port of Entry.

The respective border agents will pass out the color-coded *Visitor Passports*, one / citizen.

2) The teacher will pass out the timed in-class assignment, with the direction that it must be turned in, complete or incomplete, by the 10 minute deadline! This assignment should be designed so that it requires the use of Atlases, rulers, or other classroom supplies that are in short supply in the land of the "Have Nots." No doubt, an increase in border activity should be expected! In-class assignments should be immediately collected as soon as the timer bell "dings."

3) Continue with normal geography activities, making a concerted effort to focus on the curriculum content of the lesson at hand and NOT the processes of the ongoing border game.

4) 12 minutes before the class period ends, remind the border agents to collect their respective *Visitor Passports* and to begin their job of tallying points and to complete the Daily Border Report.

5) Having reserved the last 10 minutes for whole-group dialogue, pass out the notebook page for the **Day 2 - Journal Entry**, and incite closure by utilizing the following discussion & journal writing prompts:

\*How many times did you cross over the border today?

\*For what reasons did you find it necessary to cross over the border?

\*How do you feel about your status as a "Have"/"Have Not?"

\*What are some positive aspects of having a borderline in the classroom? (**Day 2**)

\*What are some negative aspects of having a borderline in the classroom? (**Day 3**)

### Teacher Note for Day 3

Procedures for Day 3 are identical to those of Day 2, except the roles are reversed: the "Haves" trade roles with the "Have Nots." Rather than have the students trade sides of the room, I believe the game will have greater territorial impact if the teacher switches the "Haves" and "Have Nots" wall signs and redistributes the major & minimal resources accordingly.

Also, the **Day 3 - Journal Entry** has a variation in the last question asked. (See #5 above)

## DAY 4 & DAY 5 - OBJECTIVE - The Border Fence

Students will identify, describe, and analyze via class discussion and journal writing: the functional and aesthetic implications of a fenced border, any changes in the frequency and qualitative nature of border crossings in view of more stringent border rules, and their affective reactions to a more narrowly defined intra-societal hierarchy of power.

## DAY 4 & DAY 5 - PROCEDURES

Before students arrive, the following adjustments to the classroom environment and to the game rules need to occur to simulate a harsher border crossing policy as reflected in a new physical barrier (a fence now erected atop the original borderline) and implicated by a new pecking order arrangement within the societal structures of the democratic "Haves" and the autocratic "Have Nots."

### Classroom Set-up

- \*String a volleyball or badminton net so that it hangs in direct alignment above the taped borderline. Slide the net in such a fashion that the Port of Entry remains unimpeded.
- \*Each of the 3 rows of desks will be labeled according to its relative proximity to the border. The row located closest to the border will be called "Borderlands," the row located furthest from the border will be called "Elite-dom," and the row located between these two will be called "Mid-States." Wall signs with these labels will be hung adjacent to each row on both sides of the border.
- \*Since the "Haves" and "Have Nots" will again trade roles, the posted wall signs and accompanying redistribution of resources will revert back to the Day 2 set-up with one slight change: ALL the minimal resources on the "Have Nots" side **MUST** be physically distributed to the row located furthest from the border, a.k.a. the "Elite-dom" row.
- \*Post the updated game points.

### Game Rules (To Be Posted!)

All previous rules are still in effect, with the following new additions/restrictions:

- \*Please note the names labeling each row: "Borderlands," "Mid-States," and "Elite-dom." Some "Have Not" citizens may gain or lose certain privileges depending upon the row in which they reside.
- \*As of today, *Visitor Passports* will be issued in a limited manner according to the following ratios: 1 *Passport* per 3 "Have Nots" & 1 *Passport* per 2 "Haves."
- \*A new system for distributing *Visitor Passports* will take effect as well: Border agents will distribute the limited number of *Visitor Passports* to citizens who reside in the "Elite-dom" rows only.
- \*The "Haves" of "Elite-dom" will then distribute the *Passports* **equally** amongst their citizenry, so that each row has an equivalent number of *Passports*.
- \*The "Have Nots" of "Elite-dom" will NOT distribute the *Passports* amongst their citizenry and they hold absolute power over granting usage. If a citizen of the "Mid-States" or "Borderlands" should need a *Passport*, he/she would need to **apply** for one. To **apply** means to formally approach an "Elite-dom" comrade with the request:
  - \*Please, Please, Oh Pretty Please
  - I request a *Passport* on my Knees\*
- \*To which the "Elite-dom" comrade may reply negatively with \*Nay, I say\*
  - or
  - grant the request with \*Hey, okay\* putting his/her signature at the bottom of the *Passport*, signing over ownership rights for the day.



\*In addition, the “Have Nots” of “Elite-dom” also control ALL the classroom supplies, (what little amount does exist) and if a citizen of the “Mid-States” or “Borderlands” should need to use an Atlas (or any other classroom supply controlled by the “Elite-dom”), he/she must **apply** in the same manner as mentioned earlier for a *Passport*.

\*As of today, there is a set customs limit of 3 items per legal border crossing. Any migrant carrying more than 3 items can be declared illegal if caught by the border agent on duty and will give the opposing team 2 points for the capture.

### Lesson

1) After discussing and posting the additional Game Rules, the respective border agents will pass out the restricted supplies of *Visitor Passports* to the citizens residing in the “Elite-dom” rows. The “Elite-dom” rows will then distribute, or not distribute, the *Passports* based upon the new game restrictions.

2) As before, the teacher will pass out the daily timed in-class assignment. Expect some commotion and frustration on the “Have Nots” side of the border, as the “Borderlands” and “Mid-States” citizens will flood their “Elite-dom” comrades with requests for *Passports* and Atlases. After the 10 minute deadline, the in-class assignment will be collected immediately, complete or incomplete!

3) Continue class with a mapping assignment that will require the use of a full palette of color pencils as only the “Haves” will have an adequate supply of *fully stocked* color pencil pouches. At this point, verbally remind the class that the customs limit is 3 items per border crossing. It will be interesting to see if the border agent on duty interprets the 3 item rule to mean: 3 **individual** color pencils vs. 3 **sets** (pouches) of color pencils? The mapping assignment will be collected at the end of class, but NOT used as a basis for team points.

4) 12 minutes before the class period ends, remind the border agents to collect their respective *Visitor Passports* and to begin their job of tallying points and to complete the Daily Border Report.

5) 10 minutes before the class period ends, pass out the notebook page for the **Day 4 - Journal Entry**, and instigate with the following discussion and journal writing prompts:

\*How has the new border fence changed the classroom environment? (**Day 4**)

\*Now that you’ve experienced 2 types of borders, which do you prefer: the line or the fence? Explain your preference. (**Day 5**)

\*What types of problems do the new border rules pose for migrants? for border agents?

\*Please describe any illegal border incidents you witnessed today. (You do NOT have to mention names!)

\*How were *Visitor Passports* distributed in your country today? Was it done fairly?

\*In which row: “Borderlands,” “Mid-States,” or “Elite-dom” would you prefer to live? Explain your preference.

### Teacher Note for Day 5

Procedures for Day 5 are identical to those of Day 4, except the roles of the “Haves” and the “Have Nots” are again reversed. Remember to redistribute the resources and wall signs accordingly.

Note that the **Day 5 - Journal Entry** has a variation in the first question asked. (See #5 above.)

## DAY 6 & 7 - OBJECTIVE - The Border Wall

Students will identify, describe, and analyze via class discussion and journal writing: the functional and aesthetic implications of a walled border, any changes in the frequency and qualitative nature of border crossings in view of stepped-up border surveillance and their perceptions regarding the odds and effectiveness of: 1) certain “risky” border-crossing strategies as viable solutions, 2) a political petition as a pro-active solution, and 3) an immigration lottery as “organized chaos.”

## DAY 6 & 7 - PROCEDURES

Before students arrive, the following adjustments to the classroom environment and game rules need to occur: to simulate the harshest degree of border crossing policy as reflected in an opaque physical barrier (a solid wall blockades the border) and the enlistment by the “Haves” of an additional border agent AND 2) to mimic the complexity of border issues as represented by the introduction of counterfeit *Visitor Passports*, altered “wetback” passports, benevolent political petitions, and the unpredictability of an immigration lottery.

### Classroom Set-up

- \*Drape sheets or shower curtains along the length of the net fence so that the borderline has the appearance of a solid wall. Slide the sheet so that the Port of Entry remains unobstructed.
- \*Set up an additional outpost desk on the “Haves” side of the border, next to the Port of Entry. This will serve as the “office space” of the additional “Haves” border agent. Staple a sample of an Official Customs Waiver on the Port of Entry wall.
- \*Prepare adequate lottery tickets - one ticket per student. Set aside the 4 Immigration Lotto Cards and game die for the drawings.
- \*Set up a clipboard with the “Haves” Political Petition and an attached pen.
- \*Set up 2 “Counterfeit Passport” Envelopes. Each envelope should contain a “Hands Across the Border” letter plus one counterfeit “Have Nots” *Visitor Passport*.
- \*Set up 2 “Customs Waiver” Envelopes. Each envelope should contain a “Wiley Coyote” letter plus an unsigned Customs Waiver.
- \*Once again, the “Haves” and “Have Nots” will trade roles for the final round of the game. The posted wall signs and accompanying redistribution of resources will revert back to the Day 4 set-up.
- \*Post the updated game points.

### Game Rules (To be Posted)

All previous rules are still in effect, with the following new additions/restrictions:

- \*As of today, the “Haves” border agency has 2 official agents who are fully authorized to capture illegal migrants. The new officer may assist at the Port of Entry or patrol anywhere on the “Haves” side of the border.
- \*The teacher may randomly grant a Customs Waiver to a few “Have Not” citizens. A Customs Waiver will allow the migrant to exceed the 3 item limit and to carry up to 9 items per border crossing. To be official, the waiver **MUST** be signed by the teacher.
- \*Lottery tickets will be passed out at the beginning of class, one per student. Each student will write his/her name on the back of the ticket and return it immediately. There will be 2 immigration lotto drawings during the game: one at the beginning and one half-way through. Lottery “winners” will then draw one of four possible lotto cards. Each lotto card presents a particular immigration scenario that entitles the “winner” to roll the game die for a possible gain or loss of team points.
- \*A political petition, requesting citizen approval of a loan package for the “Have Nots,” will circulate around the “Haves” side of the border.” If adequate signatures are secured, a “Haves” citizen will deliver both the petition and the loan package to the “Have Nots,” specifically to the “Elite-dom” row.

### Game Rules - For the Teacher ONLY! (Not To Be Posted!)

The following rules are for the teacher's eyes only and regard the distribution and student use of the "Counterfeit Passports" and "Customs Waivers." If this information is publicized, it will render these two strategies useless.

\*Two "Haves" will be randomly selected by the teacher and each will be secretly handed a "Counterfeit Passport" Envelope. The students will need to read the contents of the enclosed "Hands Across the Border" letter, then decide whether to participate in the illegal act proposed. Students need to return the envelopes to the teacher. If the student has decided to participate, the "counterfeit passport" will be missing from the envelope. If the student has decided NOT to participate, the "counterfeit passport" will remain inside the envelope. The teacher may then select another "Haves" student and try again.

\*Two "Have Nots," from either the "Borderlands" or the "Mid-States" rows, will be randomly selected by the teacher and each will be secretly handed a "Customs Waiver" Envelope. The students will need to read the contents of the enclosed "Wiley Coyote" letter, then decide whether to participate in the illegal act proposed. Students need to return the envelopes to the teacher. If the student has decided to participate, the "customs waiver" will be missing from the envelope. Later, when this student has been successful in convincing 2 others to help him/her alter the passport, then the teacher should expect to be approached for an official signature on the "customs waiver." If the student has decided NOT to participate, the "customs waiver" will remain inside the envelope. The teacher may then select another student and try again.

### Lesson

- 1) After discussing and posting the additional Game Rules, the "Haves" will select an additional border agent who will assume his/her new position at the Port of Entry. The respective border agents will then pass out the *Visitor Passports* to the "Elite-dom" rows, who will then distribute, or not distribute the *Passports* based on the previous rules.
- 2) At the beginning of the game, the teacher will pass out lottery tickets, one per student. Each student will write his/her name on the back of the ticket and return it immediately for the first drawing. The teacher will draw the name of the first "winner." The "winner" will then select one Immigration Lotto Card from a deck of four, read its contents out loud, then follow the card's directions. Depending upon the card's immigration scenario and the results of the die toss, the "winner" may win or lose points for his/her team.
- 3) Immediately, the teacher will initiate the circulation of the "Haves" Political Petition requesting approval of a loan package for the "Have Nots."
- 4) As usual, the teacher will pass out the daily timed in-class assignment. After the 10 minute deadline, the in-class assignment will be collected, whether complete or incomplete!
- 5) The teacher will quietly deliver the 2 "Counterfeit Passport" Envelopes to randomly selected "Haves" and likewise, 2 "Customs Waiver" Envelopes to randomly selected "Have Nots" according to the rules for doing so.
- 6) Class will continue with a geography worksheet that demands intensive use of desk atlases, color pencils, rulers, and other class supplies of which the "Have Nots" lack an adequate supply. The game design requires that the "Have Nots" feel added pressure to cross the border. Since there is a good chance the loan package may be granted to the "Have Nots" via the petition, design the assignment accordingly.
- 7) Halfway through class, the teacher will draw another "winner" in the Immigration Lottery. The second "winner" will follow the same procedure mentioned earlier, drawing an Immigration Lotto Card and following its directions.
- 8) 12 minutes before the class period ends, remind the border agents to collect their respective *Visitor Passports* and to begin their job of tallying points and to complete the Daily Border Report.

9) 10 minutes before the class period ends, pass out the notebook page for the **Day 6 - Journal Entry**, and instigate with the following discussion and journal writing prompts:

- \*How has the new border wall changed the classroom environment? (**Day 6**)
- \*Now that you've experienced 3 types of border, which do you prefer: the line, the fence, or the wall? Explain your preference. (**Day 7**)
- \*How has the additional border agent affected the "Have Nots?" AND  
In what ways has this changed the tone of the game?
- \* Describe 2 advantages of crossing the border illegally.
- \*Did the Immigration Lottery help or hurt your side of the border today? AND  
Do you feel the lottery system is fair?
- \*Depending on today's results regarding the Political Petition, answer one of the following:  
Why **did** the "Haves" pass the petition and grant the "Have Nots" a loan?  
or  
Why **didn't** the "Haves" pass the petition and grant the "Have Nots" a loan?

### **Teacher Note for Day 7**

Procedures for Day 7 are identical to those of Day 6, except the roles of the "Haves" and the "Have Nots" are again reversed. As before, redistribute the resources, wall signs, political petition, and envelopes accordingly. Reuse the lottery tickets from Day 6 for the Day 7 lottery drawings. Remind students that Day 7 is the last day for playing the game.

Note that the **Day 7 - Journal Entry** has a variation in the first question asked.

### **DAY 8 - OBJECTIVE - Closure**

With the aid of a Borderlands Vocabulary Sheet and slides of the U.S./Mexico borderlands, students will compare and contrast, draw analogies, and evaluate via class discussion and journal writing: the similarities between the border barriers, border-crossing strategies, distribution of wealth and resources, political structures, social and economic hierarchies, migration factors, and border attitudes of the classroom game vs. the "real life" U.S./Mexico border.

### **DAY 8 - PROCEDURES**

#### **Classroom Set-up**

Before students arrive, the classroom will be "cleaned" and revert back to its normal pregame status. Classroom supplies will also be redistributed back to a state of normalcy.

#### **Lesson**

1) As students arrive, greet them to a "borderless" classroom and engage them in a whole-group dialogue with the following discussion prompts:

- \*After the past 7 days, how does it feel to be in a "borderless" classroom?
- \*Although the lines and other barriers have been physically removed, can you still "feel" the presence of a border?
- \*How many of you wish the game would have continued? Why?
- \*How many of you are relieved that the game is over? Why?

2) Pass out the Borderlands Vocabulary Sheet and have students write in the appropriate definitions for the words/concepts listed, as they coincide with the ongoing lecture-discussion.

3) The discussion focus can be directed towards the functionality of border barriers, the styles of border barriers experienced during the game, the students' emotional responses to each style, and the underlying messages portrayed by each style:

- \*During the game, what was the border's purpose?
- \*Did the border successfully serve its purpose? Why or why not?
- \*Which style of border was the most restrictive? the least restrictive?
- \*Did any of the borders seem threatening to you? How so?

- \*Is there such a thing as a friendly border?
  - \*If the game were to resume, what changes would you make to the style of the border?
- 4) Inform students that “real-life” border barriers do exist on our southern border with Mexico and it would be interesting to compare them with our classroom borders. The teacher will show a slide presentation of various U.S./Mexico border towns: their Port of Entries, border markers, and range of fencescapes.
- \*How are these “real-life” border barriers similar to our game border barriers?
  - \*What “real-life” purpose do these fences serve?
  - \*How effective to you think these fences really are?
  - \*What factors account for the variety of border fencescapes shown?
  - \*Why are some areas of the border without a fence?
- 5) The next discussion segment will focus on the comparative differences between the “Haves” and the “Have-Nots” and how their internal power structures contributed to different viewpoints and strategies during the game:
- \*What major advantages did the “Haves” enjoy over the “Have Nots?”
  - \*What were the biggest problems faced by the “Have Nots?”
  - \*How did you feel about the “Haves” when you were a member of the “Have Nots?”
  - \*Did the “Haves” ever help out the “Have Nots?”
  - \*Which “Haves” row held the most power? Which “Have Nots” row held the most power?
  - \*Did you observe any resentment between the rows on the “Haves” side of the border?
  - \*How about on the “Have Nots” side of the border?
- 6) Utilizing definitions from the Borderlands Vocabulary Sheet, ask students to translate the game constructs into fundamental geographic concepts of: developed vs. developing countries, world distribution of resources, and distribution of wealth, and to extend this to the U.S./Mexico borderlands.
- \*How can you apply the definitions of developed vs. developing countries to the game?
  - \*Is the U.S. a developed or a developing country? How about Mexico?
  - \*Describe the distribution of resources and wealth to both sides of the game border.
  - \*How are resources and wealth distributed throughout the U.S? How about Mexico?
- 7) Utilizing definitions from the Borderlands Vocabulary Sheet, ask students to determine the push and pull factors that affected the migration frequencies and patterns during the game and to examine the impact of increased border security, then to extrapolate this to the U.S./Mexico borderlands.
- \*What were the major push and pull factors that affected the game?
  - \*What are the major push and pull factors that affect the U.S./Mexico border?
  - \*What motivated students to make illegal crossings during the game?
  - \*What was the easiest way to “sneak” across the border during the game?
  - \*Why are there so many illegal migrants crossing the border from Mexico?
  - \*Did the extra border agent cut down on the number of illegal crossings during the game?
  - \*If the U.S. were to double the number of Border Patrol Officers, do you think we would see a dramatic decline in illegal migrants from Mexico?
- 8) Pass out the notebook page for the **Day 8 - Final Journal Entry**: choose one of the following to write about:
- \*Because of your expertise in design, you have been hired to build “The Friendliest Fence on the U.S./Mexico Border.” Describe how you will accomplish this task, the materials you will use, and what your fence will look like. Draw a detailed sketch of your fence on a separate sheet of paper.
  - \*What an Honor! The President of the U.S. has appointed you as his top advisor on U.S.-Mexico Border Affairs. He would like you to create a solution to this illegal migrant mess! Your proposal should be written as a 5 year action plan, with descriptive details regarding steps to be taken in Year 1, Year 2, Year 3, etc. The President hopes to present your plan to the President of Mexico when he visits Mexico City next month.

## EVALUATION:

- At the end of the Borderlands simulation game, students will be given a multiple choice or matching formatted written test, utilizing the vocabulary words and definitions from the Borderlands Vocabulary Sheet. A score of 80% or higher will qualify as mastery level.
- The Borderlands Journal will be graded on a holistic rubric based primarily on the 5 Geographic Skills: 1) Asking geographic questions 2) Acquiring geographic information 3) Organizing geographic information 4) Analyzing geographic information and 5) Answering geographic questions.

"Elite-dom"

"Mid-States"

"Borderlands"

"Borderlands"

"Mid-States"

"Elite-dom"



"Have Nots"

"Haves"

Border Agent



Port of Entry



Border Agent

Kuropatkin - Border Game Classroom Set-up (Days 4 - 7)

# Visitor Passport

Name \_\_\_\_\_

Today's Date \_\_\_\_\_ Period \_\_\_\_\_

Space Below for Border Agent Stamps & Initials ONLY!

Elite signature, if required: \_\_\_\_\_



# Visitor Passport

Name \_\_\_\_\_

Today's Date \_\_\_\_\_ Period \_\_\_\_\_

Space Below for Border Agent Stamps & Initials ONLY!

Elite signature, if required: \_\_\_\_\_



# Official Border Agent Duties

(To be posted at the Port of Entry)

## Primary Duties

- \*Distribute Passports at beginning of class\*
- \*Collect Passports at the end of class\*
- \*Check every citizen crossing the border for\*
  - Proper ID
  - Legal Visitor Passport
  - Proper customs limit
- \*Stamp & Initial legal Visitor Passports\*
- \*Capture & Deport illegal migrants\*
- \*Keep track of the Daily Border Report\*

## What is Illegal?

- \*Crossing the border  
WITHOUT a Passport\*
- \*Crossing the border  
WITHOUT a School ID\*
- \*Crossing the border with an  
INCOMPLETE Passport:  
missing info, stamps, or signatures\*
- \*Attempting to ALTER a Passport:  
forging names, changing info\*
- \*Carrying a COUNTERFEIT Passport\*
- \*Disobeying the posted customs limit\*

## Required Border Questions

- 1) Are you a citizen of \_\_\_\_\_?  
(name of country)
- 2) Why are you crossing the border?
- 3) Are you within the customs limit?



## Procedures to Deport An Illegal Migrant

- \*Confiscate the illegal's Passport\*
- \*Staple it to the Daily Border Report\*
- \*Fill out the Deportation Report\*
- \*Have the illegal sign it\*
- \*Send the illegal back to  
his home country\*

## Daily Border Report

Border Agent's Name

-----  
Today's Date

-----  
Period  
-----

Role Play Status  
(circle one)

Haves

Have Nots

Style of Border  
(circle one)

Line

Fence

Wall

## Daily Passport Tally

Total # Citizens -----

Passports Issued -----

Passports Returned -----

Any Missing? -----

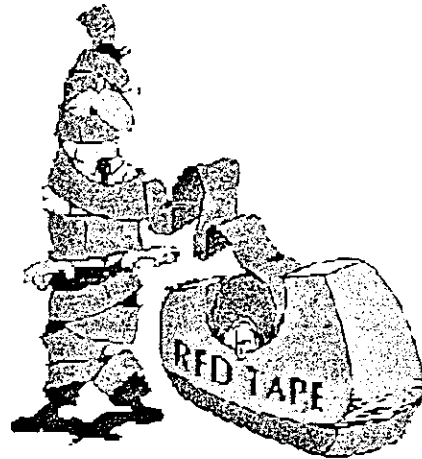
Any Extra? -----

Confiscated Passports  
(from the other team)

-----

Daily Border Traffic  
(Total # of border crossings)

-----



## Daily Deportation Report (Total # Deported Illegal Migrants)

1

Name of illegal -----

Reason for deport -----

Illegal's signature -----

2

Name of illegal -----

Reason for deport -----

Illegal's signature -----

3

Name of illegal -----

Reason for deport -----

Illegal's signature -----

4

Name of illegal -----

Reason for deport -----

Illegal's signature -----

5

Name of illegal -----

Reason for deport -----

Illegal's signature -----

**Country X**

**Country Y**

**Port of  
Entry**

**Borderlands**

**“Haves”**

**Mid-States**

**“Have Nots”**

**Elite-dom**

## Game Rules: Day 2 & 3 (To Be Posted!)

- \*As of today, the line shall be called the *border*. It divides the classroom into 2 borderland countries, Country X and Country Y. You are officially a citizen of the borderland country in which your desk resides.
- \*Anybody who leaves their “home” country and crosses the border (whether legally or illegally), to enter the neighboring country, shall be called a *migrant*.
- \*The only legal way to move from one country to the other is through the 2 cones marked as the official Port of Entry AND with an official *Visitor Passport*. *Visitor Passports* are color coded: Country X’s are Yellow and Country Y’s are Blue. The *Visitor Passport* must be stamped by the border agents (of both countries!) each and every time the border is crossed AND must obey the set customs limit.
- \*The border agent may question and check the identity or citizenship of any migrant. To prove identity, a migrant must show a Student ID. To prove citizenship, a migrant must produce the proper *Visitor Passport*.
- \*A migrant can only be declared illegal if caught by the border agent on duty, (regardless of witness claims to the contrary!) and will give the opposing team 2 points for the capture. The illegal migrant will be deported back to his “home” country, have his *Visitor Passport* confiscated, although he will be eligible for another *Visitor Passport* the next day.
  
- \**Visitor Passports* will be passed out at the beginning AND collected at the end of each game daily. For today, each citizen will be entitled to a *Visitor Passport*, no strings attached. The border agent from each country is responsible for the accounting and tallying of passports in a Daily Border Report, then to deliver the report to the teacher by the end of class.
- \*On Day 2, Country X will be assigned the status of the “Haves,” while Country Y will be assigned the status of the “Have Nots.” On Day 3, the roles will be reversed.
- \*Please note that the designation of “Haves” vs. “Have Nots” reflects a major difference in the quantity and the quality of classroom supplies needed to complete the in-class assignment. If the shortage of classroom supplies prevents you from completing the in-class assignment by the timed deadline, try NOT to grumble. Keep in mind that this is a necessary part of the game and the “Haves” and the “Have Nots” WILL switch roles throughout the week! Remember that an unequal distribution of resources and wealth is reflective of the “real world.”
- \*Countries can score team points in the following ways:
  - 1 point / legal *Visitor Passport* (used or unused)
  - 1 point / COMPLETED in-class assignment (turned in by in-class deadline)
  - 2 points / illegal *Visitor Passport* (confiscated by border agent)

## Game Rules: Day 4 & 5 (To Be Posted!)

All previous rules are still in effect, with the following new additions/restrictions:

\*Please note the names labeling each row: "Borderlands," "Mid-States," and "Elite-dom." Some "Have Not" citizens may gain or lose certain privileges depending upon the row in which they reside.

\*As of today, *Visitor Passports* will be issued in a limited manner according to the following ratios: 1 *Passport* per 3 "Have Nots" & 1 *Passport* per 2 "Haves."

\*A new system for distributing *Visitor Passports* will take effect as well: Border agents will distribute the limited number of *Visitor Passports* to citizens who reside in the "Elite-dom" rows only.

\*The "Haves" of "Elite-dom" will then distribute the *Passports* **equally** amongst their citizenry, so that each row has an equivalent number of *Passports*.

\*The "Have Nots" of "Elite-dom" will NOT distribute the *Passports* amongst their citizenry and they hold absolute power over granting usage. If a citizen of the "Mid-States" or "Borderlands" should need a *Passport*, he/she would need to **apply** for one. To **apply** means to formally approach an "Elite-dom" comrade with the request:

\*Please, Please, Oh Pretty Please  
I request a *Passport* on my Knees\*

\*To which the "Elite-dom" comrade may reply negatively with \*Nay, I say\*

or

grant the request with \*Hey, okay\* putting his/her signature at the bottom of the *Passport*, signing over ownership rights for the day.

\*In addition, the "Have Nots" of "Elite-dom" also control ALL the classroom supplies, (what little amount does exist) and if a citizen of the "Mid-States" or "Borderlands" should need to use an Atlas (or any other classroom supply controlled by the "Elite-dom"), he/she must **apply** in the same manner as mentioned earlier for a *Passport*.

\*As of today, there is a set customs limit of 3 items per legal border crossing. Any migrant carrying more than 3 items can be declared illegal if caught by the border agent on duty and will give the opposing team 2 points for the capture.

## **Game Rules: Day 6 & 7 (To be Posted)**

All previous rules are still in effect, with the following new additions/restrictions:

- \*As of today, the "Haves" border agency has 2 official agents who are fully authorized to capture illegal migrants. The new officer may assist at the Port of Entry or patrol anywhere on the "Haves" side of the border.
- \*The teacher may randomly grant a Customs Waiver to a few "Have Not" citizens. A Customs Waiver will allow the migrant to exceed the 3 item limit and to carry up to 9 items per border crossing. To be official, the waiver **MUST** be signed by the teacher.
- \*Lottery tickets will be passed out at the beginning of class, one per student. Each student will write his/her name on the back of the ticket and return it immediately. There will be 2 immigration lotto drawings during the game: one at the beginning and one half-way through. Lottery "winners" will then draw one of four possible lotto cards. Each lotto card presents a particular immigration scenario that entitles the "winner" to roll the game die for a possible gain or loss of team points.
- \*A political petition, requesting citizen approval of a loan package for the "Have Nots," will circulate around the "Haves" side of the border." If adequate signatures are secured, a "Haves" citizen will deliver both the petition and the loan package to the "Have Nots," specifically to the "Elite-dom" row.

## **Game Rules: Day 6 & 7 (To be Posted)**

All previous rules are still in effect, with the following new additions/restrictions:

- \*As of today, the "Haves" border agency has 2 official agents who are fully authorized to capture illegal migrants. The new officer may assist at the Port of Entry or patrol anywhere on the "Haves" side of the border.
- \*The teacher may randomly grant a Customs Waiver to a few "Have Not" citizens. A Customs Waiver will allow the migrant to exceed the 3 item limit and to carry up to 9 items per border crossing. To be official, the waiver **MUST** be signed by the teacher.
- \*Lottery tickets will be passed out at the beginning of class, one per student. Each student will write his/her name on the back of the ticket and return it immediately. There will be 2 immigration lotto drawings during the game: one at the beginning and one half-way through. Lottery "winners" will then draw one of four possible lotto cards. Each lotto card presents a particular immigration scenario that entitles the "winner" to roll the game die for a possible gain or loss of team points.
- \*A political petition, requesting citizen approval of a loan package for the "Have Nots," will circulate around the "Haves" side of the border." If adequate signatures are secured, a "Haves" citizen will deliver both the petition and the loan package to the "Have Nots," specifically to the "Elite-dom" row.

### Immigration Lotto A

You have successfully  
petitioned your government  
to increase the supply  
of Visitor Passports.

Roll the die to see the number  
of passports your country  
will GAIN.

### Immigration Lotto B

You are a  
"Closed Border" activist.  
You feel that every country  
should be self-sufficient  
and take care of  
its own people.

Roll the die to see the number  
of passports both countries  
will LOSE.

### Immigration Lotto C

You have been arrested, tried,  
and convicted for smuggling  
Counterfeit Passports.

Roll the die to see the number  
of passports your country  
will LOSE.

### Immigration Lotto D

Your home town has adopted  
a sister city across the border.  
There will be an increase in  
cultural and economic  
exchange that will benefit  
both borderland communities.

Roll the die to see the number  
of passports both your  
countries will GAIN.

**Immigration Lotto Cards**  
for Day 6 & Day 7



## Official Political Petition

WHEREAS, we the nation of "Haves," enjoy a plentiful supply of classroom resources, while our friends across the border, the "Have Nots" suffer from a critical shortage of necessary resources.....

WE, the citizenry of "Haves" hereby petition our great and benevolent government to grant the neighboring citizenry of "Have Nots" an Emergency One Day Loan Package consisting of: 3 desk atlases, 2 fully stocked color pencil pouches, and 3 rulers. As an extra measure of goodwill, 2 Visitor Passports will also be added to the Loan Package.

The attainment of all necessary signatures from the correct geographical areas shall result in the immediate delivery of the Emergency Loan to the "Have Nots."

Borderlands

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Mid-States

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

Elite-dom

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

I, \_\_\_\_\_, a "Haves" citizen of good standing, do hereby deliver this loan package to the "Have Nots" citizenry on this \_\_\_\_\_, historical date in the year 200\_\_\_\_.  
(Today's Date)

\*Please read this letter.  
\*Make your decision.  
\*Return the envelope.

**WARNING:** DO NOT discuss the contents of  
this letter with anyone!  
DO NOT let anyone read this letter!

Dear Compassionate “Haves” Comrade,

After playing the Border Game for a couple of days, you have now “walked in the shoes” of both a “Have” and a “Have Not.” Today, you are lucky enough to be a citizen of the privileged “Haves” while across the border, one of your good friends is suffering as a “Have Not.”

Need I remind you that the “Have Nots” only have 5 atlases to share amongst them, have a REAL shortage of class supplies, and only have one Passport for every 3 people. To make matters worse, the “Elite-dom” row controls everything over there!

Do you really feel this is fair? Are you willing to put your friend BEFORE the border? If so, PLEASE read on...

Enclosed is a counterfeit (phony) “Have Nots” Visitor Passport: check out the stamp on the back of the passport. It would be very difficult for a Border Agent to detect that this is a counterfeit, as long as the passport remains face up. If you can sneak this across the border, you will be doing a friend a BIG, BIG favor!

What is your decision?

If your decision is NO...Put both the letter and the counterfeit passport back into this envelope, and immediately return it to your teacher!

If your decision is YES... Take out the counterfeit passport, put the letter back into this envelope, and immediately return it to your teacher!

**“Hands Across the Border” Letter**

- \*Please read this letter.
- \*Make your decision.
- \*Return the envelope.

**WARNING:** DO NOT let anyone read this letter!  
Only discuss the contents of this letter with the people **directly** involved and no one else!

Dear Compassionate "Have Nots" Comrade,

After playing the Border Game for a couple of days, you have now "walked in the shoes" of both a "Have" and a "Have Not." Today, you face the hardships of an underprivileged "Have Not," struggling with the harsh realities of: a REAL shortage of classroom supplies and visitor passports and a country in which the "Elite-dom" controls everything! Life is certainly not fair for the "Have Nots" who live in the "Borderlands" or the "Mid-States."

Are you willing to take a risk that will help not only you, but 2 other needy comrades? If so, PLEASE read on ... I will tell you up front that this is illegal, but it is one way to get around the "Have Nots" passport shortage:

- 1) Take out the Customs Waiver from this envelope and keep it in a "safe" place. You may NOT use it until you get it signed.
- 2) Get a "Have Nots" passport and select 2 other comrades from the "Borderlands" or "Mid-States" to take part in this plan.
- 3) Quietly convince your 2 comrades to sign their full names on the back of the passport. You have now altered your passport, but it would be very difficult for a Border Agent to detect this as long as the passport remains face up.
- 4) Secretly take the altered passport and the Customs Waiver to your teacher, who will sign the Customs Waiver, making it "official." The Official Customs Waiver will allow the holder to carry up to 9 items per border crossing!
- 5) In effect, you are now carrying your 2 comrades "on your back" every time you cross the border since you will be able to carry their 3 items across the border for them. The 9 item Customs Waiver is as good as 3 separate passports!
- 6) Be Careful! If you are successful, you and your comrades will not only enjoy the benefits of the Customs Waiver, but The "Have Nots" team will earn 2 Bonus Points at the end of the day ... as long as you are NOT caught!

What is your decision?

If your decision is NO...Put both the letter and the Customs Waiver back into this envelope, and immediately return it to your teacher!

If your decision is YES... Take out the Customs Waiver, put the letter back into this envelope, and return it to your teacher when you are ready to have the Customs Waiver signed.

**"Wiley Coyote" Letter**

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**Borderlands Vocabulary  
Worksheet**

**international border**

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**la frontera**

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**Port of Entry**

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**developed country**

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**developing country**

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**distribution of  
resources**

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**standard of living**

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**distribution of  
wealth**

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**migration**

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**seasonal migrants**

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**push factors**

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**pull factors**

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**passports**

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**customs**

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**Border Patrol**

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**“wetbacks”**

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**coyote**

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Name \_\_\_\_\_ Date \_\_\_\_\_ Hr \_\_\_\_\_

*Day 1 - Journal Entry*

Write a journal entry in response to the following questions:

- \*Write down 3 questions you have about this geography game.
- \*Regarding this geography game, what do you suppose the purpose of the line will be?
- \*Speculate (give your best educated guess) as to the type of geographic issues this mysterious game may involve.

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Name \_\_\_\_\_ Date \_\_\_\_\_ Hr \_\_\_\_\_

**Day 2 - Journal Entry**

Write a journal entry in response to the following questions.  
Use COMPLETE SENTENCES!

**TODAY** my country played the role of (circle one):

## "HAVES" or "HAVE NOTS"

- \*How many times did YOU cross over the border today?
- \*For what reasons did you find it necessary to cross over the border?
- \*How do you feel about your status as a "Have" / "Have Not?"
- \*Discuss at least 2 positive aspects of having a borderline in the classroom?
- \*Discuss at least 2 negative aspects of having a borderline in the classroom?

[illegible]



Name \_\_\_\_\_ Date \_\_\_\_\_ Hr \_\_\_\_\_

*Day 3- Journal Entry*

**Write a journal entry in response to the following questions.  
Use COMPLETE SENTENCES!**

**TODAY** my country played the role of (circle one):

## "HAVES" or "HAVE NOTS"

- \*How many times did YOU cross over the border today?
- \*For what reasons did you find it necessary to cross over the border?
- \*How do you feel about your status as a “Have” / “Have Not?”
- \*Discuss at least 2 positive aspects of having a borderline in the classroom?
- \*Discuss at least 2 negative aspects of having a borderline in the classroom?

[illegible]

Name \_\_\_\_\_ Date \_\_\_\_\_ Hr \_\_\_\_\_

*Day 4 - Journal Entry*

Write a journal entry in response to the following questions.  
Use COMPLETE SENTENCES!

TODAY my country played the role of (circle one):

## "HAVES" or "HAVE NOTS"

- \*How has the new border fence changed the classroom environment?
- \*What types of problems do the new border rules pose for migrants?
- \*What types of problems do the new border rules pose for border agents?
- \*Describe any illegal border incidents you witnessed today? (You do NOT have to mention names!)
- \*How were Visitor Passports distributed in your country today? Was it done fairly?

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Name \_\_\_\_\_ Date \_\_\_\_\_ Hr \_\_\_\_\_

### Day 5- Journal Entry

**Write a journal entry in response to the following questions.  
Use COMPLETE SENTENCES!**

**TODAY** my country played the role of (circle one):

## "HAVES" or "HAVE NOTS"

**\*Now that you've experienced 2 types of borders, which do you prefer: the line or the fence? Explain your preference.**

\*Describe any illegal border incidents you witnessed today? (You do NOT have to mention names!)

**\*How were Visitor Passports distributed in your country today? Was it done fairly?**

\*In which row: "Borderlands," "Mid-States," or "Elite-dom" would you prefer to live? Explain your preference.

[illegible]

Name \_\_\_\_\_ Date \_\_\_\_\_ Hr \_\_\_\_\_

### Day 6 - Journal Entry

Write a journal entry in response to the following questions.  
Use COMPLETE SENTENCES!

**TODAY** my country played the role of (circle one):

## "HAVES" or "HAVE NOTS"

- \*How could the border be changed to make it even more restrictive?
- \*Describe any illegal border incidents you witnessed today? (You do NOT have to mention names!)
- \*Which row do you reside in: "Borderlands" "Mid-States" "Elite-dom?"
- \*How do you feel about the "Elite-dom" row and all their special privileges?

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Name \_\_\_\_\_ Date \_\_\_\_\_ Hr \_\_\_\_\_

*Day 7 - Journal Entry*

Write a journal entry in response to the following questions.  
Use COMPLETE SENTENCES!

TODAY my country played the role of (circle one):

## "HAVES" or "HAVE NOTS"

- \*How has the new border wall changed the classroom environment?
- \*Describe any illegal border incidents you witnessed today? (You do NOT have to mention names!)
- \*How has the additional border agent affected the game?
- \*Did the Immigration Lottery help or hurt your country today?
- \*Do you feel the lottery system is fair?

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