

Papers, Please

RATIONALE FOR THIS LESSON: Why are you teaching this lesson?

Immigration and border security are often at the front of political discussions in the United States. This is not even a new phenomena. Immigration has been a hot and controversial topic since the United States' inception. This lesson takes place after having already having extensive conversations about immigration issues, both past and present, in the United States. More specifically, this lesson takes place after having learned about the Immigration Act of 1924. The Immigration Act of 1924, and the years leading up to the act, instituted some of the greatest immigration restrictions the United States has ever seen. The use of the game *Papers, Please* is meant to put the students in the shoes of someone whose job it is to enforce rules that many would find unjust by today's standards. It gives them the opportunity to role play as either a strict enforcer, or as a more compassionate individual who can break the rules for the benefit of others without suffering real world consequences. *Papers, Please* is as much a game about morality as it is about immigration. By getting students to make their own decision regarding immigration, it will help reinforce what they have learned about the Immigration Act of 1924 and they will make connections to this act as they play the game.

[Free beta version with the first 8 levels available here](#)

CONTENT AIM (content)	<ul style="list-style-type: none"> How are the restrictions placed on migrants in <i>Papers, Please</i> representative of restrictions in various legislations like the Immigration Act of 1924?
WHAT QUESTIONS will SUPPORT THE AIM and DEEP, COMPLEX THINKING	<ul style="list-style-type: none"> What is a video game? What can video games teach us?
LESSON OBJECTIVES <i>What should students know or be able to do at the end of the lesson that they couldn't do before that will help them answer the aim.</i> *Note: Learning objectives should be about student performance.)	<i>Students will:</i> <ul style="list-style-type: none"> Identify different types of immigration restrictions. Make connections between the game <i>Papers, Please</i> and the Immigration Act of 1924. Play through <i>Papers, Please</i>.
LANGUAGE AIM (reading, writing, speaking and writing)	<ul style="list-style-type: none"> Listen to other students in a conversation. Speak to other students in a conversation. Read the dialogue in <i>Papers, Please</i>.

STUDENT WORK as EVIDENCE OF LEARNING and TOOL for Future Learning and Project Completion

- Students will complete attached Graphic Organizer.



TEXTS TO BE USED	<ul style="list-style-type: none"> ● Papers, Please <ul style="list-style-type: none"> ○ Available on Microsoft Windows, OS X, Linux, iOS, PlayStation Vita ○ Free beta version with the first 8 levels available here
MATERIALS NEEDED	<ul style="list-style-type: none"> ● One means of playing <i>Papers, Please</i> together as a class. I will be using my Macbook Pro. I used the Free beta version with the first 8 levels available here. ● Graphic Organizer. ● Accompanying presentation

LESSON PLAN	
DO NOW: (5 min) The HOOK!	<ul style="list-style-type: none"> ● What types of restrictions did the Immigration Act of 1924 create? ● Have a short 2-3 min conversation about the student responses.
MODEL/SET THE CONTEXT/ACTIVATE AND ASSESS PRIOR KNOWLEDGE (10 min)	<ul style="list-style-type: none"> ● We are going to be playing a video game about immigration and the restrictions and heavy regulations that are often associated with immigration. ● Use the accompanying presentation to transition to talking about <i>Papers, Please</i>. ● The following information is from the <i>Papers, Please</i> Wiki. <ul style="list-style-type: none"> ○ The communist country of Arstotzka has ended a 6-year war with neighboring Kolechia and reclaimed its rightful half of the border town, Grestin. ○ Your job as an immigration inspector is to control the flow of people entering the Arstotzkan side of Grestin from Kolechia. Among the groups of immigrants, visitors and people looking for work are hidden smugglers, spies and terrorists. Using only the documents provided by travelers and the Ministry of Admissions' primitive inspection system, search and fingerprint systems you must decide who can enter Arstotzka, who will be turned away and who will be arrested. ○ Documents in <i>Papers, Please</i>, contain information that identifies and verifies an entrant's ability to enter Arstotzka, allowing the inspector to grant them an entry stamp. The checking and handling of documents occurs on every day and forms the core gameplay of the game. ○ Will you deny, or accept, the entry of immigrants and travelers? ○ Remember, all places and characters in this game are fiction. This game is simply a representation of how many people feel about migration, immigration, and border patrol. - <i>Papers, Please</i> Wiki. ● Make sure to take note of the decision made by the players and the consequences of those decisions as we play through the game. ● Pass out the accompanying handout before starting the game, as students will be answering questions as they play through the story. ● Time to play



CHECK FOR UNDERSTANDING #1
 How will you assess or gauge if students are making progress towards the lesson objectives?

- Check that everyone in class understands the basic concept of the game. Ask individually, or as a class, or in whichever way your class typically responds to you.

PRACTICE TASK (35 min)
 (Independent, Pair and/or small group task)
What activities are planned that align to the lesson objectives?

- We are playing together as a class with students taking turns after each “day” in the game. Each day is about 5-8 minutes.
- Project the game on a screen in front of the class. I had my computer connected to a screen in the front with a wireless mouse on a separate desk where the player was sitting.
- We will not be playing the entire game. Playing the entire game would be about 5 hours in length.
 - For the sake of this lesson, we will be playing 3-4 days worth on the in game clock which is about 35 minutes of gameplay.
 - This lesson can be expanded, but playing through the whole game will not necessarily lead to a better understanding of the Immigration Act of 1924. 35 minutes of gameplay is sufficient.
 - If you are going to follow the guidelines of this lesson, you can find a [Free beta version with the first 8 levels available here](#). Otherwise, you will need to buy the full game.
- Call the first volunteer to come up and start the game.
- Have students answer the questions on the handout as they play through the game.
 - Who is originally allowed to enter Arstotzka? Did you allow anyone in who did not have permission to enter? Why, and what was the result?
 - How were restrictions increased as each day went by? Why did Arstotzka continue to make it more difficult to enter the country? Do you believe their reasoning was justifiable?
 - In what ways were some migrants attempting, or successfully, to get into letting them into Arstotzka? What mistakes did you make as a border patrol agent?
 - Did you find yourself helping migrants despite putting yourself and family in danger? Or did you strictly follow the rules provided by the government? Why did you make these choices?
 - *Papers, Please* is a video game based on a fictional country. What connections can be made to immigration issues in the United States today?
- Have a student volunteer/s read the dialogue and rules as the class progresses through the game.
 - It would be beneficial to have played the game beforehand so that you can help guide students through the different mechanics like reading your rulebook, inspection mode, stamps, and other skills they will need to utilize while playing.



	<ul style="list-style-type: none"> • Have students rotate playing after each in game day. (Unless you have students playing on multiple computers). I have my students play together as a class. • Rotating students will give each student appropriate time to respond to questions on the provided handout. • Have fun
<p>CHECK FOR UNDERSTANDING #2 <i>How will you assess or gauge if students are making progress towards the lesson objectives?</i></p>	<ul style="list-style-type: none"> • Circulate as students play and make sure that they understand what is going on in the game. • Ask the class if they have any clarifying questions about this specific event. • Help guide the student playing, if necessary. • Remind students to be think about connections to immigration issues in the United States today and in the early 1900s.
<p>WRAP-UP AND FINAL ASSESSMENT #3 (10-15 min) <i>How are students returning to the lesson objective? How are students self-assessing or engaging in peer assessment of each other's progress towards outcome mastery?</i></p>	<ul style="list-style-type: none"> • Answer the final questions together as a class. Give students 10 minutes to write silently and then come back together to have a class discussion. • Aim: How are the restrictions placed on migrants in <i>Papers, Please</i> representative of restrictions in various legislations like the Immigration Act of 1924?
<p>DIFFERENTIATION/MULTIPLE POINTS OF ENTRY <i>What are the learning styles of your students? How can you support and extend learning for students? (see resources below)</i></p>	<ul style="list-style-type: none"> • Student will work together as a class so that they can help each other when needed. This can be for content comprehension, or interface comprehension. • Students will take turns reading the rules out loud as they play.
<p>HOMEWORK (if applicable)</p>	<ul style="list-style-type: none"> • Optional: Buy and play the full game. Write a page response about the full game and the ending you received for extra credit.
<p>Common Core Standards</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p>



Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



Name: _____

Aim: How are the restrictions placed on migrants in *Papers, Please* representative of restrictions in various legislations like the Immigration Act of 1924?

Directions: Play through *Papers, Please* together as a class and answer the questions that follow.



1) Who is originally allowed to enter Arstotzka? Did you allow anyone in who did not have permission to enter? Why, and what was the result?

2) How were restrictions increased as each day went by? Why did Arstotzka continue to make it more difficult to enter the country? Do you believe their reasoning was justifiable?

3) In what ways were some migrants attempting, or successfully, to you into letting them into Arstotzka? What mistakes did you make as a border patrol agent?



4) Did you find yourself helping migrants despite putting yourself and family in danger? Or did you strictly follow the rules provided by the government? Why did you make these choices?



5) *Papers, Please* is a video game based on a fictional country. What connections can be made to immigration issues in the United States today?

6) **Aim:** How are the restrictions placed on migrants in *Papers, Please* representative of restrictions in various legislations like the Immigration Act of 1924?

