Teaching Immigration

with the Immigrant Stories Project

LESSON PLANS

The Advocates FOR HUMAN RIGHTS

Immigration History Research Center
University of Minnesota

Acknowledgments

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About the Immigration History Research Center

Founded in 1965, the University of Minnesota's Immigration History Research Center (IHRC) aims to transform how we understand immigration in the past and present. Along with its partner, the IHRC Archives, it is North America's oldest and largest interdisciplinary research center and archives devoted to preserving and understanding immigrant and refugee life. The IHRC promotes interdisciplinary research on migration, race, and ethnicity in the United States and the world. It connects U.S. immigration history research to contemporary immigrant and refugee communities through its Immigrant Stories project. It advances public dialogue about immigration through its public programming, supports teaching and learning at all levels, and develops archives documenting immigrant and refugee experiences for future generations.

About The Advocates for Human Rights

An independent and nonpartisan nonprofit 501(c)(3) organization founded in 1983, The Advocates for Human Rights implements international human rights standards to promote civil society and reinforce the rule of law. Envisioning a world in which every person lives with dignity, freedom, justice, equality, and peace, The Advocates investigates and exposes human rights violations; represents people seeking asylum; trains and assists human rights defenders; and uses research, education, and advocacy to engage the public, policymakers, and children in human rights work. Holding Special Consultative Status with the United Nations, The Advocates collaborates with human rights defenders throughout the world to bring information about human rights violations and make recommendations to international human rights mechanisms.

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INTRODUCTION
About the Lesson Plans

Teaching Immigration with the Immigrant Stories Project contains lessons for grades 8 to adult audiences that help students learn about aspects of United States immigration, past and present, through the personal experiences of immigrants and refugees. The lessons highlight digital stories from the Immigrant Stories collection: brief, original videos made by immigrants and refugees. This curriculum is a partnership between the Immigration History Research Center at the University of Minnesota and The Advocates for Human Rights.

Teaching Immigration with the Immigrant Stories Project includes three units:

- "Unit One: Understanding Immigration" introduces students to why and how individuals and families immigrate. Students will study global push and pull factors and examine individual immigrants' stories to understand how people make decisions in response to these conditions.
- "Unit Two: Refugees and Asylum Seekers" introduces students to the U.S. refugee and asylum systems. Students will understand these systems through a human rights perspective by comparing the experiences of individual refugees and asylum seekers who have come to the U.S. since World War II.
- "Unit Three: Youth, Identity, and Immigration" teaches students about the experiences of immigrant youth and immigrants' children. These include explorations of identity, belonging, discrimination, self-expression, and heritage.

Each unit is centered around several digital stories from the Immigrant Stories collection. They are creative and poignant reflections on personal and family immigration experiences. These videos include accounts of families separated and reunited, memories of life in refugee camps, and finding love and pursuing education thousands of miles from home. The videos are generally 3-5 minutes long, so students may watch several in class. Classroom activities also encourage students to consider immigration systems and experiences from individuals' perspectives.

Each unit also incorporates human rights as a framework for understanding immigration. Approaching immigration through the lens of human rights helps to build empathy; encourage critical thinking; examine root causes and long-term solutions; and draw connections between facts, immigrant experiences, and the foundational principles of the Universal Declaration of Human Rights: dignity, justice, equality, freedom, and peace for all people.

Teachers may choose to teach one unit or all three, and Units One and Two have additional optional activities. This curriculum includes lesson plans, classroom activities, worksheets, background summaries, and up-to-date fact sheets for teaching about many aspects of contemporary immigration. PowerPoints explaining complex aspects of the U.S. immigration system are available to download. The curriculum is applicable in a variety of subjects, including social studies, history, geography, English, media studies, and literature.

INTRODUCTION
About Energy of a Nation

The lesson plans in *Teaching Immigration with the Immigrant Stories Project* are based on *Energy of a Nation: Immigrants in America, 3rd Edition,* published by The Advocates for Human Rights in 2012. The lessons have been fully updated and revised, with engaging new content drawn from the rich resources of the Immigrant Stories project.

The *Energy of a Nation* curriculum was first created to provide teachers with thoughtful, factual lessons on the complex, and often sensitive, topic of immigration. Originally written in 1997, with a second edition in 2004, online updates in 2006, and the 3rd edition in 2012, the curriculum has been used in diverse communities across the country. Teachers who have used the curriculum say it is "precise and researched thoroughly," praising its "up-to-date data." Teachers reported that lessons were engaging and did the important task of helping students dispel popular myths about immigrants.

In addition to recognition from educators, *Energy of a Nation* was also included in *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*, compiled by the OSCE/Office for Democratic Institutions and Human Rights, the Office of the United Nations High Commissioner for Human Rights, the Council of Europe, and the United Nations Educational, Scientific, and Cultural Office.

Available online, the full curriculum offers additional lessons and resources for educators, including:

- The root causes of undocumented immigration;
- The complex realities of removal through the immigration courts;
- Other countries' experience with, and response to, immigration;
- Xenophobia and public discourse around immigration;
- Local and national U.S. policy considerations; and
- Service-learning opportunities to create a welcoming school and community.

The curriculum is filled with engaging, student-centered activities that follow best practices for human rights education (HRE). Information is presented through easy-to-read charts, tables, graphs, maps, images, Venn diagrams, and scripts. Students learn by writing from the perspective of an immigrant; exploring their own migration history; deciding under what conditions they might risk undocumented status; holding mock immigration court; drawing a picture to represent an immigration policy; rehearsing a deliberative dialogue about immigration; constructing a gallery of xenophobia over the centuries; and creating a service-learning project for their classroom or school.

Download the curriculum at: *http://www.theadvocatesforhumanrights.org/energyofanation*.

INTRODUCTION
About the Immigrant Stories Project

Immigrant Stories is a digital storytelling and archiving project run by the University of Minnesota's Immigration History Research Center (IHRC). Founded in 1965, the IHRC and its partner, the IHRC Archives, are North America's oldest and largest interdisciplinary research center and archive of immigrant and refugee life. Since 2013 Immigrant Stories has collected, shared, and preserved the experiences of contemporary immigrants and refugees.

A digital story is an original 3-5 minute video that tells a personal story. Participants write their own story, record an audio voiceover, and add images and sound (including personal photos, family documents, home videos, and original music) to create a brief video. To view the entire Immigrant Stories collection, visit: *http://z.umn.edu/iscollection*.

The project defines "immigrant" broadly. There is no one way to tell an immigrant story because no single story represents all immigrants and their histories. The collection contains stories from first-generation immigrants and refugees – that is, people born outside the country where they currently reside – as well as stories created by their children and grandchildren. Immigrant Stories have been created by international students, transnational adoptees, and people who might not feel that their experiences fit a particular (or just one) category.

The IHRC believes these personal narratives are important primary sources for teaching and research, both now and for future generations. Therefore, all videos in the Immigrant Stories collection will be professionally preserved in the IHRC Archives.

Participate in Immigrant Stories

Immigrant Stories provides free tools, resources, and curriculum so your students can make their own videos and participate in the project.

The Website: Students can create their digital stories entirely within the Immigrant Stories website, *http://immigrantstories.umn.edu*. Students only need access to a computer and the Internet to tell a personal or family immigration story. Students create their story in a series of steps, including writing a story, recording their voiceover, and editing a video. The website provides writing prompts, tutorial videos, access to video editing tools, and an optional, click-through donation form. The website is available in several languages, including Spanish, Chinese, and Arabic.

The IHRC encourages – but never requires – students to add their stories to the Immigrant Stories collection, but they must be at least 18 years old, or 15-17 with a parent or guardian's permission.

Curriculum: Immigrant Stories provides additional curricula so students can make a digital story as an in-class project. Students use the website and turn in a series of assignments, culminating in their final video. Each packet contains lesson plans, a schedule of assignments, a grading rubric, student worksheets, and simple technical instructions. Download the curricula for high schools, colleges, ELL programs, and workshops here: *http://z.umn.edu/iscurriculum*.

INTRODUCTION
Social Studies Standards

These lessons connect with key social studies content standards for middle and high school. The list below shows how the lessons and activities relate to different concepts frequently found in social studies standards for middle and high school.

General theme	**U.S. immigration - historical**
Sample standard	Trace the role of migration and immigration of people in the development of the United States.
Relevant lessons	Unit 2 Lesson 2, The Global Refugee Picture, page 96
	Unit 3 Lesson 2, Second-Generation Identity, page 135
	Unit 1 Optional Lesson 1, Deciding to Immigrate: A History, page 34
	Unit 1 Optional Lesson 2, Waves of Immigration, page 44
	Unit 1 Optional Lesson 5, A History of Xenophobia, page 61
General theme	**U.S. immigration - contemporary**
Sample standard	Describe the process by which immigrants become U.S. citizens.
Relevant lessons	Unit 1 Lesson 1, Why Immigrate?, page 12
	Unit 1 Lesson 2, The U.S. Immigration System, page 20
	Unit 1 Lesson 3, Experiences in the U.S., page 32
	Unit 2 Lesson 1, Refugee Basics, page 92
	Unit 2 Lesson 3, The Refugee Journey, page 112
	Unit 1 Optional Lesson 3, Waiting in Line Game, page 50
	Unit 1 Optional Lesson 4, Spot the Myths, page 57
	Unit 2 Optional Lesson 2, Applying for Asylum-hay, page 121
General theme	**Mapping the movement of people**
Sample standard	Analyze the spatial organizations of people, places and environment in relation to changes in society.
Relevant lessons	Unit 2 Lesson 2, The Global Refugee Picture, page 96
General theme	**Conflict and human migration**
Sample standard	How has conflict over space and resources influenced human migration?
Relevant lessons	Unit 1 Lesson 1, Why Immigrate?, page 12
	Unit 2 Lesson 1, Refugee Basics, page 92
	Unit 2 Lesson 2, The Global Refugee Picture, page 96
	Unit 2 Lesson 3, The Refugee Journey, page 112
	Unit 2 Optional Lesson 1, Refugee Role Play, page 115
General theme	**Culture and cultural diffusion**
Sample standard	Analyze how cultural diffusion is influenced by factors such as trade, migration, immigration and conflict.
Relevant lessons	Unit 3 Lesson 1, Culture and Identity, page 128
	Unit 3 Lesson 2, Second-Generation Identity, page 135
	Unit 3 Lesson 3, Constructing Identity, page 137

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INTRODUCTION
Advisory on Immigration Status

Students in any classroom may be affected by immigration issues, either because they themselves are immigrants or because they have immigrant family members. Teachers should always follow a few basic guidelines to ensure they do not inadvertently leave these students feeling singled out, uncomfortable in discussions or activities, or exposed to potential negative consequences in the immigration system.

1. **Maintain Confidentiality:** In classroom discussions or in private conversations, students may disclose information about their immigration status. This information should be kept confidential unless there are overriding concerns about the student's safety or health. Even seemingly harmless information may result in negative outcomes in immigration proceedings, including detention and deportation.

2. **Encourage Participation Without Singling Out:** Immigrant students have unique insight into the immigration process and its effect on families, communities, and their own lives. Indeed, one of the benefits of teaching about immigration is providing immigrant students with an opportunity to demonstrate their expertise and knowledge. However, do not assume they want to participate. Avoid singling them out, as they may feel "on display" in front of their classmates. Students should never feel as if they need to speak for, or represent, all immigrants.

3. **Be Inclusive.** Introducing this topic by talking about "migration" (as opposed to "immigration") allows teachers to be inclusive of all students. This includes Native Americans whose ancestors have a history of migration, both voluntary and forced, within the United States, as well as African Americans who suffered forced migration during the slave trade. Be aware of the diversity of American migration histories when discussing the topic.

4. **Discourage Sharing Status:** Remind students that they do not need to share any information about their own immigration stories, especially when it involves their immigration status. Children are sometimes unaware of the consequences of talking about their status, or they may feel the classroom is a private, safe space. Remind them that things said in the classroom are public and that they may want to keep the details of their immigration status private.

5. **Require Respectful Conversation:** Many of the lessons involve group or classroom discussions about potentially controversial immigration issues. Students may have a wide variety of opinions and strength of feeling. Remind students that their classmates may be immigrants or have immigrant family members, and that they need to be respectful and avoid attacks, heated language, or bigoted jokes directed against immigrants.

6. **Avoid Re-traumatization:** Some of the lessons in the curriculum explore emotional and sensitive subjects. Students who have experiences related to those subjects, such as the refugee journey, may find it difficult to participate. Discuss lessons with students in advance, hold private conversations with students you think may be personally affected, offer alternative activities, and stop any lesson that becomes upsetting.

7. **Provide Appropriate Support:** Students may view their teachers as one of the few authority figures that are safe to talk to about their immigration issues. Know your limits in providing assistance. Many immigration questions can only be answered by lawyers. Keep a referral list of reputable low-cost or free immigration legal service providers who can help answer students' questions. The Immigration Advocates Network provides a national directory of legal service providers at *http://www.immigrationadvocates.org/nonprofit/legaldirectory/*.

UNIT 1

Understanding Immigration

Refugees arriving at Minneapolis-St. Paul International Airport.
From Paw Hser Nor Htoo's Immigrant Story.

UNIT 1

Understanding Immigration

Goal

» Understand why and how people immigrate to the United States and how the immigration system can affect human rights.

Objectives

» Students will understand key immigration vocabulary.

» Students will be able to define human rights in their own words.

» Students will be able to describe the reasons why people would want to leave their home countries.

» Students will connect reasons for immigrating to the human rights described in the Universal Declaration of Human Rights.

» Students will understand the basic categories of immigrants admitted to the United States.

» Students will evaluate the current U.S. immigration system from a human rights perspective.

At a Glance

Lesson 1: Why Immigrate?

» In this three-part lesson, students learn basic definitions of migration, immigration, and emigration. They are introduced to human rights through the Universal Declaration of Human Rights and connect immigration to human rights issues. Finally, they watch an Immigrant Story video and analyze why that person or their family chose to immigrate.

Lesson 2: The U.S. Immigration System

» Students study facts about the U.S. immigration system and how it operates. They revisit their chosen Immigrant Story from Lesson 1 and examine how the U.S. immigration system affected the person in their story.

Lesson 3: Experiences in the U.S.

» Students listen to the person in their chosen Immigrant Story describe their experiences once they arrived in the United States and, as a class, students compare all the stories.

Featured Immigrant Stories

May Losloso: May was born in the Philippines in 1982. Her father served in the U.S. army and often visited the Philippines, but May and her mother did not receive permission to live with him in the United States until 1992.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/651

Mary Fray: Mary was born Anna Maria DiMillo in Italy in 1925. She and her family immigrated to the United States when she was six to escape the government of Benito Mussolini, and she grew up in Maine. She married William Fray, the son of Swedish immigrants, in the 1950s.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/564

Nancy Fong: Nancy and her family moved from Hong Kong to the United States in 1962 to reunite with her father, who had come to the United States in 1960 in search of work. Nancy grew up in Chicago.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/562

Saengmany Rastabout: Saengmany and his family became refugees after the civil war in Laos. They spent two and a half years in refugee camps in Thailand before finally being resettled in the United States in 1986, when he was four years old.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/508

Thiago Heilman: Thiago was born in Brazil in 1984. In April 1996, his family came to New York and he stayed in the U.S. to continue his education after his family returned to Brazil. Thiago obtained his first U.S. legal documents and enrolled in college in 2012, when the Obama administration created the Deferred Action for Childhood Arrivals (DACA) program.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/573

William Nyang'un: William, the youngest of five children, was born in Kenya in 1990. His mother moved to the United States when he was six months old, leaving him in his family's care. His siblings later moved to the United States too, and William joined them in 2012.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/575

LESSON 1 Why Immigrate?

Part 1: Defining Immigration

1. Prepare. Write each of the following questions about migration (without the answers) on a separate sheet of paper and hang them around the room.

- When do you think that humans first began to migrate?

  Although this is still debated among historians and archaeologists, humans are thought to have first migrated from Africa between 60,000-80,000 years ago.[1] From the earliest times, migration has been part of the human experience.

- Do you think that a greater percentage of the world's population is migrating today than in previous periods? Why or why not?

  The total number of immigrants worldwide has been increasing steadily in the last 50 years, reaching 244 million in 2015. However, since the total world population is also increasing, the percentage of people who are migrants remains around 3%.[2]

- List three reasons why people migrate. Do you think that the reasons for migration have changed over the years?

  Many of the reasons that people migrate are the same today as they have been for centuries: a desire to be with family members; a search for food, shelter, and economic opportunity; or a need to escape war or political repression. Migration can also be involuntary, when one group uses violence to displace another.

- If you were going to move to another country, what are some issues you would need to consider?

  Answers will vary, but might include: learning a new language or culture; obtaining a visa; leaving behind family and friends; finding employment, schools, and/or housing; transporting pets; adapting to different climates/weather; paying for and arranging the move; finding transportation in a new country; leaving personal possessions behind; or accessing services.

Teacher Tip

Introducing this topic by talking about "migration" (as opposed to "immigration") allows teachers to be inclusive of all students. This includes Native Americans whose ancestors have a history of migration, both voluntary and forced, within the United States, as well as African Americans who suffered forced migration during the slave trade. Be aware of the diversity of American migration histories when discussing the topic.

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1 Patrick Manning and Tiffany Trimmer, *Migration in World History. 2nd edition*, London: Routledge, 2013.
2 International Organization for Migration, "Global Migration Trends Factsheet," 2015, *http://gmdac.iom.int/global-migration-trends-factsheet*.

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2. Define. Ask students what they think the term "migration" means. Write their answers on the board. Next, ask them to define "immigration." What is the difference between migration and immigration? Provide the following definitions:

- Migration: people moving from one place to another
- Emigration: people moving out of a country
- Immigration: people moving into a new country

Explain to students that migration is a fundamental human experience that has been going on for thousands of years. Immigration, in contrast, is a more recent phenomenon, the result of countries deciding to regulate and control the movement of people across national borders. While every person in the United States has some family history of migration, everyone does not have a similar experience with immigration.

3. Think. Divide the class into small groups of two or three students and give each group a small stack of sticky notes. Have each small group go around, read each question, and then discuss possible answers with their small group. Ask students to write their best answer on their sticky notes and put them under the question.

4. Discuss. After the small groups have visited all the questions, bring them back together as a large group and discuss their answers. Students can volunteer their answers or the teacher can choose to read some of the sticky notes under each question. Once students have discussed their answers, provide the sample answers above and compare them to the students' answers.

Yan Naung in a Thai airport before resettling in the United States.
From Yan Naung's Immigrant Story.

Part 2: Human Rights and the Decision to Leave

1. Write. Instruct students to copy the phrase "human rights" into their notebooks. Ask students to write their own definition of human rights. Next, have students work in pairs to discuss their definitions and use them to create a new, comprehensive definition.

2. Define. Write the question "What are human rights?" on the board. Have students share and compare their answers with the class. Offer the following definition of human rights:

> *"The principles of human rights were drawn up by human beings as a way of ensuring that the dignity of everyone is properly and equally respected, that is, to ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent and conscience and satisfy his or her spiritual and other needs."*[3]

The class should collectively decide on a definition to be used throughout this unit. Make sure that it covers the concepts contained in the UN definition. Post the class's definition in a visible location.

3. Brainstorm. Once the class agrees on a definition of human rights, try to brainstorm as many different rights as possible, writing the answers on the board. Try to get the students to identify as many of the rights listed in the Universal Declaration of Human Rights (UDHR) as possible (see *Handout 1: The Universal Declaration of Human Rights*). Use the following questions to prompt students if they get stuck:

- What rights do we protect in the United States in our Constitution and Bill of Rights?

  (possible answers: freedom of speech, religion, and assembly; right to a fair trial; freedom from arbitrary arrest)

- What is the minimum that people need to live in dignity?

  (possible answers: food, housing, health care, education)

- Think of famous movements in our country's history - what kind of rights were they fighting for?

  (possible answers: freedom from slavery, non-discrimination, right to vote)

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3 Australian Human Rights Commission, "Understanding Human Rights," *https://www.humanrights.gov.au/understanding-human-rights*.

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Give students a copy of *Handout 1: The Universal Declaration of Human Rights*. Add to the list any rights from the UDHR that the students did not generate on their own. Explain that all of these rights are included in the Universal Declaration of Human Rights, which was written by representatives from countries all over the world, including the United States. The UDHR defines the basic rights that all people are entitled to, no matter who they are or what country they live in.

4. Connect. Explain to students that many of the reasons that people choose to immigrate are closely related to the protection of human rights around the world and in the United States. Examine the list of human rights that the class brainstormed and circle the ones that might lead a person to choose to leave their home country. Add any other reasons a person might choose to immigrate that aren't on the original list and see if they can be connected to a right in the UDHR.

In 1950, on the second anniversary of the adoption of the Universal Declaration of Human Rights, students at the UN International Nursery School in New York viewed a poster of the historic document.

Part 3: The Choice in Their Own Words

1. Choose a video. Divide the class into small groups of 3-5 students. Provide the groups with a list of the 6 Immigrant Stories on page 11 and ask them to choose one to view. You can either divide the class evenly between all 6 videos or have students choose based on personal interest.

2. Watch. Give each student a copy of *Handout 2: Analyzing the Video – The Decision to Leave*. Ask them to watch the video 2-3 times. As a small group, they should work together to come up with answers for the worksheet (suggested answers are included after the handout). For the final question, students can either list human rights or specific articles of the Universal Declaration of Human Rights.

3. Share. Ask each group to present their analysis of the push and pull factors in their video. Record the answers on a flip chart or white board. Then as a class, discuss the following questions:

Questions for Discussion

? In the videos, are some of the reasons for immigrating the same as those you brainstormed at the start of the activity?

? What reasons were most common in the videos?

? Was it easy to connect the decision to immigrate to human rights?

? How might it affect immigration to the United States if human rights were respected worldwide?

NORTHWEST ORIENT
PASSENGER TICKET AND BAGGAGE CHECK
PASSENGER COUPON
NOT TRANSFERABLE
NOT GOOD FOR PASSAGE
012 4471710367 5

Saengmany Ratsabout's 1986 plane ticket to the United States.
From Saengmany Ratsabout's Immigrant Story.

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THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (ABBR.)

Article 1
Right to Equality

Article 2
Freedom from Discrimination

Article 3
Right to Life, Liberty, Personal Security

Article 4
Freedom from Slavery

Article 5
Freedom from Torture and Degrading Treatment

Article 6
Right to Recognition as a Person before the Law

Article 7
Right to Equality before the Law

Article 8
Right to Remedy by Competent Tribunal

Article 9
Freedom from Arbitrary Arrest and Exile

Article 10
Right to Fair Public Hearing

Article 11
Right to be Considered Innocent until Proven Guilty

Article 12
Freedom from Interference with Privacy, Family, Home, and Correspondence

Article 13
Right to Free Movement in and out of the Country

Article 14
Right to Asylum in other Countries from Persecution

Article 15
Right to a Nationality and Freedom to Change It

Article 16
Right to Marriage and Family

Article 17
Right to Own Property

Article 18
Freedom of Belief and Religion

Article 19
Freedom of Opinion and Information

Article 20
Right of Peaceful Assembly and Association

Article 21
Right to Participate in Government and in Free Elections

Article 22
Right to Social Security

Article 23
Right to Desirable Work and to Join Trade Unions

Article 24
Right to Rest and Leisure

Article 25
Right to Adequate Living Standard

Article 26
Right to Education

Article 27
Right to Participate in the Cultural Life of the Community

Article 28
Right to a Social Order that Articulates this Document

Article 29
Community Duties Essential to Free and Full Development

Article 30
Freedom from State or Personal Interference in the Above Rights

Name:_____ Lesson 1: Handout 2

ANALYZING THE VIDEO - THE DECISION TO LEAVE

1. Name of immigrant:

2. Country of origin:

3. Year they came to the United States:

4. Summarize their story:

5. Identify the reasons why the person or their family decided to immigrate:

6. What human rights relate to the reasons you have identified?

7. How easy do you think the decision was to immigrate to the United States?

8. What decision would you have made in the same circumstances? Would you also have immigrated to the United States?

THE DECISION TO LEAVE - SUGGESTED ANSWERS

Name	Country of Origin	Year	Reasons for Leaving	Human Rights
May Losloso	Philippines	1992	Reunited with father	**Article 16** Right to Family
Mary Fray	Italy	1931	Fleeing fascism Lost property Came with family	**Article 21** Right to Participate in Government and in Free Elections (and other articles related to political freedom) **Article 17** Right to Own Property **Article 16** Right to Family
Nancy Fong	Hong Kong	1962	Father's work Came with family	**Art. 25** Right to Adequate Living Standard **Article 16** Right to Family
Saengmany Rastabout	Laos	1986	Civil war/persecution Came with family	**Article 3** Right to Life, Liberty, Personal Security (and other articles related to safety) **Article 14** Right to Asylum in other Countries from Persecution **Article 16** Right to Family
Thiago Heilman	Brazil	1996	Mother's work Came with family Education	**Art. 25** Right to Adequate Living Standard **Article 16** Right to Family **Article 26** Right to Education
William Nyang'un	Kenya	2012	Reunited with mother Education	**Article 16** Right to Family **Article 26** Right to Education

LESSON 2 The U.S. Immigration System

1. Introduce. Explain to students that immigrants to the United States must navigate an often-confusing immigration system. They will be watching their videos to see how the U.S. immigration system affected each of the immigrants.

2. Watch. Give each student a copy of *Handout 1: Analyzing the Video - The U.S. Immigration System*. Ask them to watch their video and fill out the worksheet.

3. Present. Give students an overview of the U.S. immigration system. Download the PowerPoint that accompanies this lesson by visiting *http://z.umn.edu/iscurriculum*. As you present, ask students to write down key vocabulary words in their notebooks. By the end of the presentation, students should have an idea of the main ways that immigrants come to the United States and some of the problems associated with our current immigration system.

4. Research. Divide students into small groups. Give each group *Handout 2: How to Immigrate to the United States (student)*. Assign each group to read one of the sections in the handout, making sure to assign all the sections of the handout. Each group should rewrite the material in their own words and then present it to the class. Teachers can reference *Handout 4: How to Immigrate to the United States (teacher)* for greater detail about the facts in the student handout and the PowerPoint.

4. Apply. Immigrants to the United States face long waiting times before being allowed to enter the country. Explain to students that they can research for themselves to see the current wait times for different types of immigrants. Give each student a copy of *Handout 3: What Part of Legal Immigration Don't You Understand?*, a cartoon that is meant to illuminate the difficulty of immigrating to the United States. Also provide students with the Department of State's Visa Bulletin, either by printing out the current version or having them visit the website: *https://travel.state.gov/content/visas/en/law-and-policy/bulletin.html*. Ask students to update the cartoon with the current wait times for different kinds of immigrants.

4. Re-examine. Have students go back to their answers on Handout 2 and see if they need to change anything based on their improved understanding of the U.S. system. As a class, discuss the following questions:

	Questions for Discussion
?	What challenges did the people in the videos face in navigating the U.S. immigration system?
?	What were some of their positive experiences? Negative experiences?
?	How do you think you would feel in the same circumstances?

The Advocates for Human Rights
Immigration History Research Center
University of Minnesota

Name:_____ Lesson 2: Handout 1

ANALYZING THE VIDEO - THE U.S. IMMIGRATION SYSTEM

1. Why did the immigrant or their family come to the United States?

2. If you had to choose one category, would you say they came for:

- ☐ Family
- ☐ Employment
- ☐ Safety (refugee)

3. What obstacles did they face in the U.S. immigration system?

4. How did they feel about the U.S. immigration system? How would you feel?

5. Did their story fit neatly into one of the three categories (family, employment, safety)? Are those categories the best way to classify people who want to come to the United States?

6. What might make the system work better for them? What would you want to change?

THE U.S. IMMIGRATION SYSTEM - SUGGESTED ANSWERS

Name	Reasons for Leaving	Immigrant Category	Obstacles
May Losloso	Reunited with father	Family	Long wait
Mary Fray	Fleeing fascism Lost property Came with family	Family	Denied entry for medical problem One year wait
Nancy Fong	Father's work Came with family	Employment (Father) Family (Nancy)	Long wait Expensive
Saengmany Rastabout	Civil war/persecution Came with family	Safety/Refugee	Long wait Medical exams
Thiago Heilman	Mother's work Came with family Education	Family	No way to legally immigrate/undocumented Needed new law for same sex couples
William Nyang'un	Reunited with mother Education	Family	Too young to immigrate Long wait

HOW TO IMMIGRATE TO THE UNITED STATES (STUDENT)

U.S. immigration laws govern who can come to this country, how long they can stay, and the benefits and privileges they enjoy while they are here. Current immigration laws were enacted in 1965 and are very different compared to earlier immigration laws concerning both who is allowed to come to the United States and the reasons they can immigrate.

By the Numbers

Immigration in 2015

69,920: Refugees admitted to the United States.

1,051,031: Number of people obtaining lawful permanent resident status in the United States.

43,290,400: Estimated number of migrants in the United States.

243,700,236: Estimated number of migrants worldwide.

Top countries of origin for new permanent residents:

- Mexico (158,619)
- China (74,558)
- India (64,116)
- Philippines (56,478)
- Cuba (54,396)

Top five countries of origin for incoming refugees:

- Burma (18,386)
- Iraq (12,676)
- Somalia (8,858)
- Congo (7,876)
- Bhutan (5,775)

California: State where greatest number of 2015 immigrants live.

Montana: State where least number of 2015 immigrants live.

Temporary (Non-immigrant) Status

While over 180 million people come to the U.S. each year, the vast majority are here only temporarily. People can come to the U.S. temporarily for many different purposes, but each temporary status has specific restrictions and requirements. For example, a person admitted as a student must maintain full-time enrollment. A person admitted as a temporary professional worker may work only in the job and for the employer that sponsored them.

Most people living temporarily in the U.S. are expected to leave when their status changes or their time period expires. People who overstay their visa (meaning they fail to leave when their status expires) are part of the United States' undocumented population. Almost half of all undocumented people came on a temporary status, but did not leave when required.

Lawful permanent Resident Status

Less than 1% of all people coming to the U.S. each year can stay permanently. In the last decade, around 1 million people became lawful permanent residents of the United States each year. While this sounds like a large number, it is less than one half of 1% of the total U.S. population. A complicated formula determines the number of permanent resident visas available annually.

Getting lawful permanent residency is a two-step process. First, applicants must fit into certain categories. Second, the person must be individually admissible. Reasons a person may not be able to immigrate include needing public assistance or welfare, certain crimes, posing a threat to national security, fraud, and previous immigration violations.

Following are the main ways to immigrate permanently to the United States:

1. Family

Over 60% of immigrants come to the U.S. on family-sponsored visas. Only certain family members can immigrate:

1) spouses, children, parents, or siblings of U.S. citizens, and

2) spouses or children of lawful permanent residents.

Of all immigrants who enter to be reunited with family, two-thirds are the immediate relatives of U.S. citizens, namely spouses, unmarried minor children, and parents. There is no limit on the number of immediate relatives of U.S. citizens who may immigrate in any given year.

The remaining immigrants must wait for an immigrant visa to the United States. The U.S. restricts how many of these visas it issues each year. As a result, these family members must wait anywhere from 22 months to 24 years to immigrate to the United States.

HOW TO IMMIGRATE TO THE UNITED STATES (STUDENT)

2. Employment
People can also immigrate to the U.S. on employer-sponsored visas. On average, 15% of immigrants in the past decade came to the U.S. through an employer. Immigrants are divided into groups based on various factors: their skills and qualifications, the type of job they are filling, and their country of origin. Again, the United States limits how many of these visas it issues to each type of worker. Some workers can receive a visa as soon as it is processed. Others must wait up to 12 years to immigrate.

3. Refugees and Asylum Seekers
People fleeing persecution may come to the United States as refugees or may seek asylum once they arrive. On average, 15% of immigrants in the past decade were either refugees or asylum seekers. Both refugees and asylum seekers must prove that they fear persecution in their home country, such as torture, imprisonment, or physical abuse, on the basis of one of the following:

- Race;
- Nationality;
- Political opinion;
- Religion; or
- Membership in a particular social group.

Examples of social groups protected under U.S. law:[33]

- Women in cases of domestic violence
- Lesbian, gay, bisexual, or transgender individuals
- People who are HIV+

4. Special Categories
A small number of immigrants, on average 4% each year, receive their permanent residency through special categories, such as residents of countries that do not send many immigrants to the United States, or vulnerable groups such as victims of crime and neglected children.

Citizenship

The U.S. government confers citizenship on three groups of people:

- People born in the United States;
- People born to U.S. citizen parents abroad; and
- Lawful permanent residents who naturalize (or whose parents naturalize before they turn 18).

Naturalization requires passing an interview (in English), an English test, and a civics test, undergoing a background check, and taking an Oath of Allegiance.

Undocumented Immigrants

U.S. immigration laws provide only a limited number of ways for people to immigrate permanently to the United States and limited numbers of visas for those who do qualify, so many people who want to immigrate must wait many years or cannot come at all. As a result, some people come without a visa or overstay a temporary visa once they arrive. They are known as undocumented or illegal immigrants. In 2014, the estimated undocumented population in the United States was 11.1 million, or 3.5% of the total population.

Enforcement and Deportation

Any person who is not a U.S. citizen can be jailed and deported if they violate immigration laws. Undocumented people may be arrested and deported at any time if found by immigration officials. Refugees, permanent residents, and people on temporary visas all may be deported or refused permission to re-enter the U.S. if they violate the conditions of their visas.

The U.S. immigration enforcement system is an enormous operation. In fiscal year 2016, Immigration and Customs Enforcement (ICE) completed 240,255 deportations. In addition to overseeing deportation proceedings, ICE operates the largest detention program in the United States. People in detention may spend weeks or months in jail while they wait for their hearing or pursue an appeal.

In general, people accused of violating immigration laws have a right to a hearing in front of an immigration judge to decide whether they can remain in the United States. U.S. immigration laws are strict. Undocumented people have few options to prevent deportation. Victims of crimes, human trafficking, persecution, or domestic violence are some of the very few groups that may ask the judge for protection. Once removed, people are generally barred from returning to the United States for many years or in some cases, permanently.

WHAT PART OF LEGAL IMMIGRATION DON'T YOU UNDERSTAND?

HOW TO IMMIGRATE TO THE UNITED STATES (TEACHER)

U.S. immigration laws govern who can come to this country, how long they can stay, and the benefits and privileges they enjoy while they are here. While over 180 million people come to the U.S. each year, the vast majority are here only temporarily.[1] Less than 1% of all people coming to the U.S. each year have a status that will allow them to stay permanently.[2]

People coming to the U.S. generally must have a passport issued by their country of nationality and a visa issued by the United States. The government issues "non-immigrant" visas to people who want to come to the U.S. temporarily (such as a tourist). "Immigrant" visas are issued to people intending to live permanently in the United States. Individuals from certain countries (known as "visa waiver countries") do not have to obtain a visa before visiting the U.S. for up to 90 days. Visa waiver countries include most European countries, Australia, New Zealand, Japan, Singapore, and South Korea.[3]

By the Numbers

Immigration in 2015

69,920: Refugees admitted to the United States.[4]

1,051,031: Number of people obtaining lawful permanent resident status in the United States.[5]

43,290,400: Estimated number of migrants in the United States.[6]

243,700,236: Estimated number of migrants worldwide.[7]

Top five countries of origin for permanent residents:[8]

- Mexico (158,619)
- China (74,558)
- India (64,116)
- Philippines (56,478)
- Cuba (54,396)

Top five countries of origin for refugees:[9]

- Burma (18,386)
- Iraq (12,676)
- Somalia (8,858)
- Congo (7,876)
- Bhutan (5,775)

California: State where greatest number of 2015 immigrants live.[10]

Montana: State where least number of 2015 immigrants live.[11]

Temporary (Non-immigrant) Status

People can come to the United States temporarily for many different purposes, but all forms of temporary status have specific restrictions and requirements. For example, a person admitted as a student must maintain full-time enrollment.[12] A person admitted as a temporary professional worker may work only in the position, and for the employer, specified in the visa petition.[13] If a student fails to maintain a full course load or the worker takes an additional part-time job, they are deportable.

Some kinds of temporary status depend on the circumstances in a person's home country. For instance, if there is a humanitarian crisis in a person's home country that would make it dangerous for them to return, the U.S. may allow them to stay until the situation in their home country improves.[14]

Most people living temporarily in the United States cannot obtain lawful permanent residency, and are expected to leave when their period of authorized stay ends.[15] People who fail to leave when their status expires are part of the United States' undocumented population; they have "overstayed" their visa. Almost half of all undocumented people came on a temporary status, but did not leave when required.[16]

Only two categories of non-immigrants can come temporarily while also applying to immigrate permanently. Those admitted as fiancé(e)s must marry the U.S. citizen who petitioned for them within 90 days of entry and may then file an application for permanent resident status.[17] Professional workers admitted temporarily may pursue immigrant visa petitions that will allow them to work permanently in the United States, but other temporary workers, such as seasonal or agricultural laborers, cannot.[18]

Lawful permanent Resident Status

In the last decade, around one million people became lawful permanent residents of the United States each year.[19] While this sounds like a large number, it is less than one half of 1% of the total U.S. population. A complicated formula determines the number of permanent resident visas available annually.

Getting lawful permanent residency is a two-step process. First, applicants must fit into certain categories or they cannot legally immigrate to the United States. Only close family members of lawful permanent residents or citizens, people with job offers, refugees and asylum seekers, winners of the diversity visa lottery, and certain particularly vulnerable groups are eligible to immigrate to the United States. Second, the person must be individually admissible. Even if an individual has immediate relatives or a job offer in the United States, they may have to wait for many years to become personally admissible or may never be allowed to immigrate. Considerations that can restrict a person's ability to immigrate include certain crimes, posing a threat

HOW TO IMMIGRATE TO THE UNITED STATES (TEACHER)

to national security, fraud, and previous immigration violations.[20] Following are the main avenues to immigrate permanently to the United States:

1. Family

The majority of immigrants - over 60% - come to the U.S. on family-sponsored visas.[21] Only spouses, children, parents, or siblings of U.S. citizens and spouses or children of lawful permanent residents may immigrate to the U.S. on family-sponsored visas. Of all immigrants who enter to be reunited with family, two thirds are the immediate relatives of U.S. citizens, namely spouses, unmarried minor children, and parents.[22] There are no quotas on the number of immediate relatives of U.S. citizens who may immigrate to the U.S. in any given year.[23]

The remaining immigrants fall into different categories based on their relationship to the petitioning family member, whether that family member is a citizen or lawful permanent resident (LPR), and their country of origin. Combined, these factors determine how long the person must wait for an immigrant visa to the United States. The U.S. does restrict how many people can receive these family-sponsored visas in a given year. The current cap is 226,000 and the rules state that no more than 7% of available visas may be issued to citizens of a single country.[24] Over time, the overall family immigration cap and the individual country cap have resulted in long backlogs for people from certain countries who are trying to join their families in the United States.

The following table shows the wait times for different categories of family-based immigrant visas for applicants from different parts of the world.[25] In January 2017, U.S. Customs and Immigration Services was processing only those applications submitted before the following dates:

Family Preference Category	All Countries except those listed	Mexico	Philippines
Spouses, children under 21, parents (citizens)	N/A	N/A	N/A
Unmarried adult children (citizens)	January 8, 2010	April 22, 1995	October 1, 2005
Spouses and children under 21 (LPR)	March 22, 2015	March 8, 2015	March 22, 2015
Unmarried adult children (LPR)	June 8, 2010	October 15, 1995	April 8, 2006
Married children (citizens)	March 1, 2005	December 15, 1994	September 1, 1994
Siblings (citizens)	January 22, 2004	May 15, 1997	June 8, 1993

According to the chart, the married daughter of a U.S. citizen from Mexico who applied for a visa 23 years ago would only now be having her application processed.

2. Employment

People can also immigrate to the U.S. on employer-sponsored visas. On average, 15% of immigrants in the past decade came to the U.S. through an employer.[26] As with family-sponsored visas, prospective immigrants are divided into preference groups based on various factors: their skills and qualifications, the type of job they are filling, and their country of origin.

First preference: people with extraordinary ability (such as an Oscar or Olympic medal); outstanding professors or academics; executives of multinational companies.

Second preference: people with advanced degrees or equivalent experience; people with exceptional ability.

Third preference: skilled workers with at least two years experience; professionals with bachelor's degrees; unskilled workers (up to 5,000 per year).

Fourth preference: religious workers; employees of international organizations; certain people who worked for the U.S. government abroad.

Fifth preference: investors who invest at least $1 million in a business and create 10 new jobs for U.S. workers.[27]

HOW TO IMMIGRATE TO THE UNITED STATES (TEACHER)

The U.S. government caps the total number of employer-sponsored visas allowed in a year at 140,000 and also limits each country to 7% of the total.[28] As part of the application process for an employer-sponsored visa, the employer usually must prove that they could not find a U.S. worker for the job by getting a labor certification from the Department of Labor.[29]

The following table shows the wait times for different categories of employer-sponsored visas for applicants from different parts of the world.[30] In January 2017, U.S. Customs and Immigration Services was processing only those applications submitted before the following dates:

Employment Preference Category	All Countries except those listed	Philippines	India	China
First preference	no wait	no wait	no wait	no wait
Second preference	no wait	no wait	April 15, 2008	October 15, 2012
Third preference	August 1, 2016	July 22, 2011	March 15, 2005	September 8, 2013
Unskilled workers	August 1, 2016	July 22, 2011	March 15, 2005	December 1, 2005
Fourth preference	no wait	no wait	no wait	no wait
Fifth preference	no wait	no wait	no wait	April 8, 2014

3. Refugees and Asylum Seekers

Refugees and asylum seekers are people who are seeking protection in a new country after fleeing persecution in their country of origin. On average, 15% of immigrants in the past decade were either refugees or asylum seekers.[31] The United States extends protection to them as a reflection of its commitment to political and religious liberty and racial tolerance. The difference between refugees and asylum seekers is that refugees apply for their status while they are still outside the United States, and asylum seekers apply once they are in the United States. Both refugees and asylum seekers must prove that they fear persecution in their home country, such as torture, imprisonment, or physical abuse, on the basis of one of the following:

- Race;
- Nationality;
- Political opinion;
- Religion; or
- Membership in a particular social group.[32]

Examples of social groups protected under U.S. law:[33]

- Women in cases of domestic violence
- Lesbian, gay, bisexual, or transgender individuals
- People who are HIV+

In a refugee or asylum case, the burden of proof is on the applicant, who must be able to provide objective evidence or credible testimony to support his or her claim.[34]

Not everyone who suffers persecution in another country is eligible for refugee status. The U.S. only accepts refugees who have either been referred by the UN High Commissioner for Refugees or when the person is a member of a designated group or from a designated country. In 2017, the U.S. intends to accept applications from Burmese minorities living in Thailand or Malaysia, among others. People who belong to these groups still have to prove that they individually qualify as a refugee because of a fear of persecution on one of the five grounds mentioned. The U.S. caps the number of refugees it will accept annually. In 2016, that maximum was 85,000.[35]

People who are not from one of the designated groups or countries and who cannot get a referral from the UNHCR can only receive protection if they travel to the U.S. and claim asylum once they arrive. Asylum seekers can either make an affirmative asylum claim by filing a form within a year of arriving in the U.S. or they can make a defensive asylum claim once they have been placed in deportation proceedings. Anyone in the U.S. can claim asylum whether they are here legally or not.[36]

4. Diversity Visa

A small number of immigrants, on average 4% each year, receive their permanent residency through the diversity visa lottery.[37] This visa distributes 50,000 visas to applicants from countries that do not send many immigrants to the United States. An applicant must have a high school education or two years of work experience. People from

HOW TO IMMIGRATE TO THE UNITED STATES (TEACHER)

high admission countries, such as Canada, Mexico, Brazil, China, India, the Philippines, and South Korea are not eligible for this "lottery."[38]

5. Vulnerable Groups
U.S. immigration laws offer special protections to certain groups of people, such as victims of domestic violence, trafficking, or crime; abandoned and neglected children; and people with special or long-term ties to the United States. A very small number of people each year can immigrate under these laws.[39]

Citizenship

The U.S. government confers citizenship on three groups of people:

- People born in the United States;
- People born to U.S. citizen parents abroad; and
- People who naturalize (or whose parents naturalize before they turn 18).[40]

To become a naturalized citizen, an individual must usually be a lawful permanent resident for at least five years, residing in the U.S. for half of that time. Naturalization requires passing an interview (in English), an English test, and a civics test, undergoing a background check, and taking an Oath of Allegiance.[41] Naturalized citizens are entitled to all the same rights and privileges of a citizen at birth, except that they may not become President.[42]

Undocumented Immigrants

U.S. immigration laws provide only a limited number of ways for people to immigrate permanently to the United States and limited numbers of visas for those who do qualify. The pathways to immigrate do not match the demand for timely family reunification, for workers to fill economic needs, and for protection from persecution. As a result, some people come without a visa or overstay a temporary visa once they arrive; they are known as undocumented or illegal immigrants.[43] In 2014, the estimated undocumented population in the United States was 11.1 million, or 3.5% of the total population.[44]

Enforcement and Deportation

Any person who is not a U.S. citizen can be detained and removed if they are found to have violated immigration laws. Undocumented people may be arrested and deported at any time if found by immigration officials. Refugees, permanent residents, and people on temporary visas all may be deported or refused permission to re-enter the U.S. if they violate the conditions of their visas.

Immigration Enforcement
The U.S. immigration enforcement system is an enormous operation. In fiscal year 2016, Immigration and Customs Enforcement (ICE) completed 240,255 deportations.[45] Customs and Border Protection (CBP) apprehended over 415,816 people between ports of entry and encountered over 274,821 inadmissible immigrants at ports of entry.[46]

In addition to overseeing deportation proceedings, ICE operates the largest detention program in the United States, with an average of 28,449 people in ICE custody every day in fiscal year 2015.[47] People in detention may spend weeks or months in jail while they wait for their hearing or pursue an appeal.[48]

Removal from the United States
In general, people accused of being in the United States in violation of immigration laws have a right to a hearing in front of an immigration judge. At the hearing, the judge decides whether there is sufficient evidence that the person is in the U.S. without legal immigration status and whether there is any defense that will allow the person to remain in the country. While U.S. law provides that people in removal proceedings have "the privilege of being represented," representation must be "at no expense to the Government."[49] In approximately 37% of all removal cases between 2007 and 2012, the accused immigrants did not have a lawyer.[50]

U.S. immigration laws are strict. Undocumented people facing removal have few options to prevent deportation. An undocumented person who has lived in the U.S. for at least ten years, has "good moral character," and whose deportation would result in *exceptional and extremely unusual* hardship to their U.S. citizen or lawful permanent resident children or spouse may apply for a waiver of deportation.[51] Victims of crimes, human trafficking, persecution, or domestic violence who are in removal proceedings generally may ask the judge for protection.[52]

People removed from the United States are barred from returning for at least ten years;[53] those removed because of an aggravated felony conviction are permanently barred from returning to the United States.[54]

HOW TO IMMIGRATE TO THE UNITED STATES (TEACHER)

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HOW TO IMMIGRATE TO THE UNITED STATES (TEACHER)

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43 "Undocumented" is the preferred term for immigrants who are in the U.S. without authorization. Advocates and immigrants feel the term "illegal" is dehumanizing and encourages discrimination.

44 Jeffrey S. Passel and D'Vera Cohn, "Overall Number of U.S. Unauthorized Immigrants Holds Steady Since 2009," (Pew Hispanic Center, September 20, 2016), *http://www.pewhispanic.org/2016/09/20/overall-number-of-u-s-unauthorized-immigrants-holds-steady-since-2009/*.

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47 U.S. Department of Homeland Security, "FY 2017 Budget in Brief," *https://www.dhs.gov/sites/default/files/publications/FY2017BIB.pdf*, pg 35.

48 Transactional Records Access Clearinghouse, "Legal Noncitizens Receive Longest ICE Detention," June 3, 2013, *http://trac.syr.edu/immigration/reports/321/*.

49 See INA § 292. See also, "Access to Counsel in Immigration Court," American Bar Association Commission on Immigration (February 2010), *http://new.abanet.org/Immigration/PublicDocuments/aba_complete_full_report.pdf*, pg 40 (noting that while courts may apply a case-by-case approach to determining whether the assistance of counsel would be necessary to provide fundamental fairness under the U.S. Constitution's Fifth Amendment due process guarantee, appointment of counsel has been denied in every published case).

50 Ingrid Eagly and Steven Shafer, "Access to Counsel in Immigration Court," American Immigration Council, September 28, 2016, h*ttps://www.americanimmigrationcouncil.org/research/access-counsel-immigration-court*.

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LESSON 3 Experiences in the U.S.

1. Watch. Give students a stack of sticky notes. Ask students to watch their videos a final time for the experiences that the immigrants had in the United States. Ask them to write down one experience on each sticky note (e.g. "It was hard to learn English." or "No one knew my history.") .

2. Make a word cloud. After students have watched their videos, have them put their sticky notes on a wall. Ask them to group similar experiences near each other (you may need to assist students with organizing the notes). If you think your students may need help grouping the experiences, you can create signs with common themes and ask students to put their sticky notes under the appropriate one (e.g. Jobs, Language, Family, Culture, Belonging).

3. Discuss. As a large group, talk about which experiences were the most common for the immigrants in the videos. Ask students what can be done to make it easier for immigrants who come to the United States. Challenge them to think of actions that they can do, things that could be done in the community, and things the government may need to do.

Thiago Heilman visiting Washington, D.C.
From Thiago Heilman's Immigrant Story.

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OPTIONAL ACTIVITIES

The optional activities on pages 34-87, taken from *Energy of a Nation: Immigrants in America*, can deepen students' understanding of the history of immigration, its causes, and the current U.S. immigration system.

Many of the optional activities also include a connection back to the Immigrant Stories project, allowing students to examine the videos in even greater depth and connect them to the new information learned in each activity.

Activity	Summary
1. Deciding to Immigrate: A History	Students brainstorm why people move to a new country and connect those reasons to human rights. Students work in pairs, reading scenario cards that reflect waves of U.S. immigration. They answer questions about reasons people immigrate in the scenarios and then identify relevant articles of the Universal Declaration of Human Rights related to these reasons. All students then place their scenarios along a timeline, which the class walks through to identify common reasons people choose to immigrate throughout U.S. history.
2. Waves of Immigration	In pairs, students use an "Immigration by Decade and Region" data table and chart and a "World Events and Immigration" timeline to answer questions about historical immigration trends in the United States and to predict future flows.
3. Waiting in Line Game	Students play a game in which a few of them are border agents and lawyers with access to a list of immigration rules. The rest are trying to enter the United States with identity cards that provide three facts about themselves. Students must try to enter by asking advice from the lawyers or telling the border agent one fact. Many have no way to get through or else have wait times so long they do not get through during the game. When the game is over, the class talks about the experience.
4. Spot the Myths	Students define "fact," "myth," and "opinion." They see an example of how true or false information affects opinions, and thus our actions. In small groups, students identify statements about immigration as facts, myths, and opinions. Groups report their answers to the class and discuss the exercise.
5. A History of Xenophobia	Students get in small groups and are given a group of quotes and images from a specific time period in U.S. history. They create an explanatory write-up that they post with the provided materials to create a chronological "Gallery of Xenophobia" around the classroom. Students walk the gallery to find repeated themes and then discuss the history of U.S. xenophobia.

OPTIONAL ACTIVITY 1

Deciding to Immigrate: A History

1. Prepare. Write the following time frames on construction paper (each on a separate sheet), and place them in chronological order on the classroom walls:

Before 1830	1830-1859	1860-1889	1890-1929	1930-1969	1970-1999	2000-Present

Then give each student one short story from *Historical Scenarios,* one explanation card from *Scenario Analysis Cards,* and a copy of *Lesson 1 Handout 1: The Universal Declaration of Human Rights* (see page 17). The scenarios in the cards reflect the composition of the various waves of immigration to the United States, both in number of immigrants and countries of origin. If you have fewer students than there are cards, select cards from a wide variety of time periods, countries, and continents.

2. Demonstrate. Explain to students that they will be working together as a classroom to build a timeline of immigration to the U.S. showing the reasons that people decided to immigrate to this country. Demonstrate the process by reading one of the short stories aloud to the class. Ask students to identify what led the person in the story to immigrate to the U.S. and write their answers on an explanation card. An answer key is available on page 42 to help teachers guide the discussion.

3. Read and analyze. Next students should follow the same process, working in pairs. The students should take turns reading their short story and then identifying the reasons their character chose to immigrate to the United States. Students should write their answers on their explanation cards.

4. Identify the rights. In their same pairs, have students look at the reasons they have written down on their cards. Ask them to connect the reasons in their story to the human rights listed in the UDHR (*Lesson 1 Handout 1*). The pairs should take turns analyzing each story, writing down on their explanation cards the specific articles that relate to the reasons for immigrating that they identified. Once both students have finished filling out their explanation cards, they should hang their stories and cards under the appropriate time period on the wall.

5. Walk the timeline. As a class, have students stroll along the timeline. Using *Timeline Observations*, students should record some of the differences and similarities in the historical reasons that people choose to immigrate.

(continued on next page)

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6. Discuss. As a class, discuss the following questions:

Questions for Discussion

? What reasons for immigrating were most common throughout the history of the United States?

? Were any of the reasons unique to a specific time period?

? Was it easy to connect the reasons people choose to immigrate to human rights?

Connect Back to Immigrant Stories:

Place the narratives from each video on page 11 on the timeline to see how they fit into the larger pattern of immigration to the United States.

Chinese immigrant Lee Chi Yet arrived in San Francisco in 1918. Courtesy of Erika Lee.

HISTORICAL SCENARIOS

My name is Abigail Taylor. My husband Simon and I are both from Birmingham, England. Though we have been loyal subjects of the King, we no longer feel safe in our country. Just last month, rioters burned down our home and the little store we ran. We want to move to America where Protestant Dissenters like us are safe to practice our religion in peace. (1791)	My name is Dáire McCormack, and I am a potato farmer in Ireland. This past year has been horrible for me. Almost all of my potatoes were lost to a disease which made them turn black and rotten. I do not have enough food to feed my family or to sell potatoes at the markets. My family will have to leave Ireland to find a place where I can feed my family. (1845)
My name is Franz Hecker, and I am from Baden in Germany. I came to the U.S. in despair after we failed to create a democratic Germany with our March Revolution. Seeing King Frederick William IV crowned again was bad enough, but when the army crushed the uprisings in support of the constitution, I knew I had to leave. It seemed as if we might succeed in creating a democratically elected government, but it was not to be. (1848)	My name is Marcel Durand, and I am from Paris, France. I have been reading stories in the newspaper for weeks about how the Americans have found gold in the mountains of California. I am heading to California to strike it rich! (1849)
My name is Santiago Muñoz, and I was born in Alta California, Mexico. After the Mexican-American War, Alta California was given to the U.S. and eventually became the state of California. I was given the choice of remaining a Mexican citizen or becoming a U.S. citizen. I decided to become a U.S. citizen so that I could stay on the land my family has farmed for generations. (1850)	My name is Mattias Nilsson, and I am from Småland in Sweden. I have heard that the U.S. government is giving away rich farmland to anyone who wants it. I am sick of struggling with stony soil and poor crops. My friends who have already arrived in America say that it is easy to build a good life there. I cannot wait to join them. (1862)
My name is Heinrich Braun, and I am from Hamburg, Germany. I was thrilled when Otto von Bismarck finally unified our country – no longer would the Germans be scattered and weak! However, shortly afterwards, Bismarck decided that Catholics were not truly German. He passed laws that discriminated against us and took over our schools. I left for the United States, where I have found a farming town full of German Catholics. Now I can raise my children in my faith. (1871)	My name is Chou Jing Yi. I came to the United States from China last year to join my husband who has been working on the new railroads being built all over the West. I'm glad I came when I did – I heard that Congress just passed a law excluding future Chinese immigrants from coming to the country. I'm sad that we don't seem to be welcome here, but we are building a good life for ourselves anyway. (1881)

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HISTORICAL SCENARIOS

My name is Robert O'Connor, and I am from Ireland. I am a tenant farmer and I am sick of paying high rents to an absentee landlord while I can barely buy food for my family. I joined a group demanding land reform. In response to our protests, the government passed a Coercion Act. I was arrested under the Act and kept in jail without a trial. After five months, I was finally released. I am going to America, where I can be free of British rule. (1881)	My name is Antonio Souza, and I am from Portugal. My father came to the United States three years ago – he was one of the first people processed at Ellis Island. He has just sent me an ocean liner ticket so I can join him. He wants me to go to school in the United States so that I can learn a better trade than brick-laying like him. (1895)
My name is Ryo Nakamura, and I am from Japan. I came to the United States because I heard there were good jobs picking pineapples on plantations in Hawaii. Just before I arrived, Hawaii became a territory. I'm glad because this will make it easier for me to leave the plantation and move to the mainland once I have earned a little money. (1898)	My name is Sara Warszawski, and I am a Polish Jew. I live in a part of Poland ruled by the Russian Empire. Leftists have started a revolution against the Tsar, and the government is blaming the Jews. There was a riot in our town, and people started looting Jewish homes and businesses, and even killing Jews who tried to resist. Instead of arresting the rioters, the police helped them! I am leaving with my family for a country where we can be safe. (1905)
My name is José Ortega, and I am from Mexico. My country is in the middle of a revolution that has been going on for over three years! The armies on both sides aren't very careful about who they kill. I was afraid for my life if I stayed, so I came to the United States. (1913)	My name is Kayaneh Levonian. I am Armenian and I used to live in Turkey. My family and I fled to America to escape the attacks after the war. Soldiers of the Ottoman Empire killed thousands of Armenian people. My parents do not speak of home and we no longer receive letters from our relatives back in Turkey. I wonder what happened to my friends and relatives; I only hope that they escaped to the United States too. (1915)
My name is Istvan Lantos, and I am from Hungary. My country was taken over by a Communist dictatorship a few months ago and the government is desperate to hold on to power. They have set up revolutionary tribunals to try anyone they accuse of being an enemy of the state, but it seems like they have already decided the person is guilty before the trial even begins. Hundreds of people have been executed, including many of my close friends. I am afraid I will be next, so I am leaving for the United States. (1919)	My name is Marta Novy, and I am from Czechoslovakia. My family is German and the region we live in is mostly German. After the Great War, we wanted to become part of Austria or Germany, where our ethnicity and language would be respected. Instead, we were forced to become part of Czechoslovakia under a constitution we did not help write. I am going to leave for the United States rather than stay in a country that I cannot support. (1919)

HISTORICAL SCENARIOS

My name is Pyotr Stepanov, and I am from Russia. My family fled the civil war between the Communists and the Tsarists. When the Communists finally won, they said that anyone in exile was no longer a citizen of Russia. Without a nationality, we could not travel to a safe country. Eventually, the League of Nations gave us a special Nansen passport and we came to the United States. (1922)	My name is Mehmet Karagioules, and I am from Greece. My family is Muslim, but we have roots in Greece going back generations. After the recent war between Greece and Turkey, the governments agreed to a population transfer: all the Greeks in Turkey would be sent to Greece and all the Turks in Greece would go to Turkey. Because we are Muslim, the government decided we were Turks. They stripped us of our Greek citizenship and planned to forcibly move us to Turkey. We decided to leave before that could happen. (1924)
My name is Gino Filippone, and I am from Italy. I am a member of an anarcho-syndicalist trade union. We believe in the rights of the worker and oppose the fascists who are trying to take over our government. Mussolini proclaimed himself the head of the government last year and this year he banned my union entirely. I am going to the United States where I can try to mobilize the workers against fascism. (1926)	My name is Agnes Rosen, and I am an artist working in Berlin, Germany. I want to leave for the United States as soon as I can. Life has been very difficult since Hitler came to power. My paintings have been labeled "degenerate" by the Nazis so no one will buy or exhibit them. I am Jewish, and I am worried about all the anti-Semitic propaganda put out by the government. I want to feel safe and have a place where I can again be an artist. (1934)
My name is Gabriel Rodríguez. I am a farmworker, and I came to the United States a few months ago as part of the Bracero Program run by the U.S. government. U.S. farms have a shortage of workers to work in the fields and harvest crops, because most American men are fighting in the war against the fascists. The pay is better here, but I had to leave my family which I am still sad about because I miss them very much. (1942)	My name is Rose Null, and I came to the United States after I met my husband Mark, who was a U.S. Marine passing through Sydney, Australia during the war. We fell in love and after the Americans defeated the Japanese, we got married in Sydney. A year later, I was able to join Mark in America and start raising a family. Though I miss Australia, I am excited to explore all that the United States has to offer. (1946)
My name is Ferenc Nagy, and I live in Hungary. A few weeks ago, I participated in protests against Communist rule of Hungary. It looked as though we had driven the Soviet Union out of Hungary, but two days ago, a large number of Soviet troops and tanks invaded Budapest to crush our revolution. I want to leave the country as soon as I can. I am afraid of being killed or arrested. I am hopeful that in the United States, I can voice my opinions freely and without fear. (1956)	My name is Celia Pérez. I was forced to flee to the U.S. with my family after Fidel Castro's new government of Cuba started nationalizing land and private property. My family lost everything we had. Rather than live under the new regime that wants to force everyone to become a Communist, we left for the United States. Until Cuba returns our property, it is better for us to live here, where at least we can keep the money we earn and the land we buy. (1959)

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HISTORICAL SCENARIOS

My name is Arva Placencio, and I live in the Dominican Republic. I work for a political organization that President Balaguer has labeled an "enemy of the state." I was arrested last month even though I hadn't committed any crime. While I was in prison, some of the guards tortured me. I do not know why they released me, but I am staying in hiding until I can flee to the United States. I hope America will be safer for me. (1972)	My name is Avrom Roginsky. I live in the Soviet Union. Because I am Jewish, I have trouble finding work and getting higher education. I want to leave the country and go to the United States, but the government refuses to let me leave. Some American Jews have heard of my case and are pressuring the U.S. and Soviet governments to help me leave. Hopefully, they will succeed soon! (1973)
My name is Mai Vuong, and I am from Vietnam. My father fought for the Americans during the war. When the Americans left, we also had to flee the country. We were afraid the Communist government would kill us for fighting against them. Now we have to start our lives all over again in a new country. (1975)	My name is Fikile Nyathi, and I am from South Africa. As a black man living under apartheid, I had very few rights, but I still considered myself South African. Last year, however, the government decided that I really belonged to a new country, Ciskei, which they invented and made independent. They stripped me of my South African citizenship. I left as soon as I could for the United States. If I cannot be a citizen of my own country, I will at least live somewhere I can be treated equally. (1981)
My name is Augusto Flores, and I am from El Salvador. I belong to a trade union, and since the start of our civil war five years ago, I have seen all of the leaders of our union killed by government death squads. The courts never did anything to bring the perpetrators to justice. I worry if I stay that I will suffer the same fate as my friends. How can the death squads be stopped if they are never punished for the murders they commit? I will be safer in the United States. (1985)	My name is Jodh Singh, and I am from India. I am Sikh, a religious minority. Sikhs have been fighting the Indian government for two years now, ever since they invaded our most holy temple and killed one of our leaders. I am not a fighter, but because I support Sikh autonomy, the police in Punjab harass me. Even when I moved to another part of India, the government monitored me and my family. I want to move to the U.S. where I will no longer be tracked. (1986)
My name is Sun Hi Jackson, and I was adopted as a small child from South Korea. My adoptive parents came for the Seoul Olympics and fell in love with the Korean culture and people. They adopted me the following year. I love my new family. When I am older, we are going back to South Korea so I can see my homeland again. (1988)	My name is Zhang Hao, and I came to the United States from China after the Tiananmen Square massacre. I was one of the student protesters in the square. All we wanted was a chance to speak freely and maybe even elect some of our leaders. Instead, the government sent in tanks and soldiers. I believed that I would be killed if I stayed in China, but here in the United States I can tell my story and make sure people know the truth about what happened. (1989)

HISTORICAL SCENARIOS

My name is Nathan Snow, and I am from Canada. After the North American Free Trade Agreement (NAFTA) was signed last year, I moved to the United States using one of the special visas available for Canadians. I am excited to be working for a major software company and earning more money than I could in Canada. Maybe someday I will go home, but I am happy here right now. (1995)	My name is Oscar Martínez, and I am from rural Mexico. My family lives in extreme poverty. After the peso was devalued last year, my wages were worth almost nothing and there were no government programs to help us buy food. My village has no access to electricity, water, or sanitation. I am sick of living in such poverty. I want to move to the United States where I can earn a decent living and get clean water right in my own house. (1995)
My name is Jomar Carrasco, and I am from the Philippines. I came to the United States to join my children, who have been living and working here for years. I am looking forward to retirement and spending time with my grandchildren. It will be nice to finally have some time to relax! I look forward to a new millennium in a new country. (1999)	My name is Hirut Tadesse, and I am from Ethiopia. I am Oromo, an ethnic group with its own culture and language. If I speak Oromo in public, people harass me. You cannot get a job if you speak Oromo, and musicians are arrested for playing Oromo music. I do not want to be forced to give up my cultural identity just to survive, so I am leaving for the United States. (2001)
My name is Alejandro Morales, and I used to live in Colombia. I was a member of the local teachers union. After President Uribe was elected, he promised to disarm the paramilitaries that used to kill union members. He did not succeed. I continued to receive death threats from people accusing me of being a terrorist for joining a union, and other union members were killed. I left for the United States, but I hope someday I can return to a safer Colombia. (2003)	My name is Wirat Kunchai, and I am from Thailand. I was brought to the United States as a guest worker on a Hawaiian farm. When I arrived, they took my passport and made me stay in filthy, overcrowded housing without enough food to eat. They said if I complained or tried to leave, I would be deported. I was never paid the money they promised me. The government found out and arrested my boss for human trafficking. I got a special visa as a victim of trafficking to stay in the U.S. permanently. (2007)
My name is Chen Bo, and I am from China. After my sister lost her only son in the Sichuan earthquake, I started blogging about how many of the deaths were the result of corrupt officials who cared more about money than about the Chinese people. The government started monitoring everything I did online, even reading my private emails. Other internet activists were arrested and disappeared and I was afraid I would be next, so I came to the United States. (2008)	My name is Mona Alizadeh, and I am from Iran. I was accused of adultery by a neighbor who has never liked me. In court, my testimony was worth only half of his, because I am a woman. I could have been put to death! Luckily, my father and uncles all supported me, and I was found innocent. I am leaving for the United States, where I believe I will be free. (2010)

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HISTORICAL SCENARIO ANALYSIS CARDS

Step One: Identify the push and/or pull factors in the story: **Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?	**Step One:** Identify the push and/or pull factors in the story: **Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?
Step One: Identify the push and/or pull factors in the story: **Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?	**Step One:** Identify the push and/or pull factors in the story: **Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?

HISTORICAL SCENARIOS ANSWER KEY

Name	Reasons for Immigrating	UDHR Art.
Abigail Taylor	discrimination against Dissenters; home attacked; no freedom of religion	2, 12, 18
Dáire McCormack	inadequate standard of living	25
Franz Hecker	political repression; no right to vote	19, 21
Marcel Durand	economic opportunity	23, 25
Santiago Muñoz	right to own property; right to choose nationality	15, 17
Mattias Nilsson	economic opportunity	23, 25
Heinrich Braun	discrimination against Catholics; no freedom of religion; no right to education	2, 18, 26
Chou Jing Yi	family	16
Robert O'Connor	arbitrary arrest; no freedom of association; inadequate standard of living	9, 20, 25
Antonio Souza	family; better education	16, 26
Ryo Nakamura	economic opportunity	23, 25
Sara Warszawski	discrimination against Jews; no freedom of religion; life at risk	2, 3, 18
José Ortega	life at risk	3
Kayaneh Levonian	discrimination against Armenians; life at risk	2, 3
Istvan Lantos	unfair trial; no presumption of innocence; life at risk	3, 10, 11
Marta Novy	discrimination against Germans; no right to choose government; no right to culture	2, 21, 27
Pyotr Stepanov	denial of nationality	15
Mehmet Karagioules	discrimination against Muslims; no freedom of religion; denial of nationality	2, 15, 18
Gino Filippone	anti-union repression	23
Agnes Rosen	discrimination against Jews; denial of cultural participation	2, 18, 27
Gabriel Rodríguez	economic opportunity	23, 25
Rose Null	family	16
Ferenc Nagy	no freedom of speech/opinion	19
Celia Pérez	property confiscated	17
Arva Placencio	no freedom of association; arbitrary arrest; torture	5, 9, 20
Avrom Roginsky	discrimination against Jews; no freedom of religion; no freedom of movement	2, 13, 18
Mai Vuong	life at risk	3
Fikile Nyathi	discrimination against blacks; denial of nationality	2, 15
Augusto Flores	anti-union violence; no effective remedy; life at risk	3, 8, 23
Jodh Singh	no freedom of religion; government surveillance; discrimination against Sikhs	2, 12, 18
Sun Hi Jackson	family (adoption)	16
Zhang Hao	no freedom of speech or right to vote; life at risk	3, 19, 21
Nathan Snow	economic opportunity	23, 25
Oscar Martínez	no safety net; inadequate standard of living	22, 25
Jomar Carrasco	family; relaxation	16, 24
Hirut Tadesse	discrimination against Oromo; denial of cultural participation	2, 27
Alejandro Morales	death threats; anti-union repression	3, 23
Wirat Kunchai	slavery; unsafe working conditions	4, 23
Chen Bo	lack of freedom of speech; government surveillance; arbitrary arrest	9, 12, 19
Mona Alizadeh	life at risk; unfair trial; discrimination against women	2, 3, 7, 10

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Name:_____ Optional Activity 1

TIMELINE OBSERVATIONS

Write down four reasons that people chose to immigrate that you see on the wall (for example, economic opportunity, or freedom from persecution). Keep a tally of how many times those reasons appear as you walk along the timeline.

1. Total _____

2. Total _____

3. Total _____

4. Total _____

Write down the name of one person whose story caught your attention. What did you find interesting about the story?

Write down one of the countries of origin that you saw in the early part of the timeline. Also write down a country of origin from the end of the timeline. Are they from the same part of the world? What might have changed to cause different parts of the world to immigrate in different time periods?

Which human rights violation on the timeline most disturbed you? Was it something unique to a particular time, or did you see it happen in more than one time period?

OPTIONAL ACTIVITY 2

Waves of Immigration

1. Explain. Tell students that they will now have a chance to analyze immigration patterns in U.S. history. Historians often look at quantitative data, like numbers of immigrants over time, and try to see if patterns emerge that will let them tell a story about why events happened and what might happen next. Discovering the factors that influenced people to immigrate in the past can help us understand why people immigrate today and predict how we can affect immigration trends.

2. Analyze. Have students form pairs and give them *Immigration by Decade and Region*, *World Events and Immigration Timeline,* and *Historical Analysis*. Explain that students will fill out the *Historical Analysis* using the information on the other handouts. Demonstrate the first question for the class, walking students through the process of analyzing quantitative data. Some students may be unfamiliar with how to read charts, graphs, and tables, so go through a few examples of increasing and decreasing immigration to help them recognize the patterns.

3. Share and discuss. As a class, go over the answers to *Historical Analysis*. Try to answer the following questions:

	Questions for Discussion
?	Did any of the information you learned surprise you?
?	Based on immigration trends in the past, what are some events happening today that might impact immigration to the United States?
?	If every government protected human rights in its own country, how would that change immigration patterns?

Connect Back to Immigrant Stories:

Link world events to the reasons people chose to immigrate in the videos on page 11.

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IMMIGRATION BY DECADE AND REGION

The following data tables show how many immigrants came to the United States from various regions of the world in a given decade. The region with the highest immigration for that decade is highlighted.

Region of last residence	1820-1829	1830-1839	1840-1849	1850 -1859	1860-1869
Total	*128,502*	*538,381*	*1,427,337*	*2,814,554*	*2,081,261*
Northern & Western Europe	**95,945**	**416,981**	**1,364,950**	**2,599,397**	**1,851,833**
Southern & Eastern Europe	3,327	5,790	4,309	20,283	25,893
Asia	34	55	121	36,080	54,408
Americas	9,655	31,905	50,516	84,145	130,292
Africa	15	50	61	84	407

Region of last residence	1870-1879	1880-1889	1890-1899	1900-1909	1910-1919
Total	*2,742,137*	*5,248,568*	*3,694,294*	*8,202,388*	*6,347,380*
Northern & Western Europe	**2,078,952**	**3,802,722**	**1,825,897**	1,811,556	1,112,638
Southern & Eastern Europe	172,926	835,955	1,750,514	**5,761,013**	**3,872,773**
Asia	134,128	71,151	61,285	299,836	269,736
Americas	345,010	524,826	37,350	277,809	1,070,539
Africa	371	763	432	6,326	8,867

Region of last residence	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969
Total	*4,295,510*	*699,375*	*856,608*	*2,499,268*	*3,213,749*
Northern & Western Europe	1,273,297	**257,592**	**362,084**	**1,008,223**	627,297
Southern & Eastern Europe	1,270,121	184,369	108,210	391,827	501,836
Asia	126,740	19,231	34,532	135,844	358,605
Americas	**1,591,278**	230,319	328,435	921,610	**1,674,172**
Africa	6,362	2,120	6,720	13,016	23,780

Region of last residence	1970-1979	1980-1989	1990-1999	2000-2009
Total	*4,248,203*	*6,244,379*	*9,775,398*	*10,299,430*
Northern & Western Europe	287,127	339,038	405,922	418,038
Southern & Eastern Europe	535,634	327,259	938,720	926,896
Asia	1,406,544	2,391,356	2,859,899	3,470,835
Americas	**1,904,355**	**2,695,329**	**5,137,743**	**4,442,226**
Africa	71,408	141,990	346,416	759,742

Source: Office of Immigration Statistics, Department of Homeland Security, *2010 Yearbook of Immigration Statistics*, "Table 2" (Washington DC: August 2011), *http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2010/ois_yb_2010.pdf*.

IMMIGRATION BY DECADE AND REGION

Bar graph from data tables on previous page.

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WORLD EVENTS AND IMMIGRATION TIMELINE

1790	**Naturalization Act**: Only "free white persons" of "good moral character" can become naturalized citizens of the United States
1840s	Crop failures in Germany and Ireland
1848-49	Failed revolutions across Europe, especially in Germany and Austria-Hungary
1848	**Treaty of Guadalupe Hidalgo**: Ends Mexico-American War; treaty gives American citizenship to Mexicans who choose to stay in United States after the war
1849	California Gold Rush
1850s	Introduction of steamship reduces time and hardship of ocean travel
1852	California imposes tax on all foreign miners (greatly impacts Chinese and Mexican immigrants)
1860s	Increase of Chinese workers to build railroads and gold mines; anti-Chinese backlash includes riots, burning Chinatowns, and driving Chinese residents out of towns and cities
1861	Civil War begins in United States, slowing immigration
1862	**Homestead Act**: Offers free land to citizens and immigrants intending to become U.S. citizens
1882	**Chinese Exclusion Act**: Prevents all Chinese from entering the United States
1892	Ellis Island opens as a port for receiving immigrants
1900s	Economic problems, overpopulation, lack of jobs, and religious persecution of Jews in Europe
1907	**Gentlemen's Agreement of 1907:** Informal arrangement to limit immigration from Japan
1910-20	Mexican Revolution
1914-18	World War I interrupts international travel
1921	**Emergency Quota Act**: Drastically reduces number of immigrants from eastern and southern Europe allowed to enter the United States
1924	**Immigration Act**: Introduces permanent quota system designed to prevent any major change in the racial and ethnic makeup of the U.S. population
1929	Stock market crashes, causes economic slump throughout United States
1939-45	World War II in Europe
1942	**Bracero Program** started: U.S. employers replace men fighting in the war with temporary contract laborers from Mexico; abuse and exploitation is common
1943	Chinese Exclusion Act repealed
1959-75	Vietnam War causes large numbers of Southeast Asians to flee as refugees
1965	**Immigration and Nationality Act**: Repeals long-standing ethnic quota system and gives priority to family reunification
1980	**Refugee Act**: Creates new visas for people fleeing persecution in their home country
1989	Fall of Berlin Wall in Germany and end of Soviet Union
1990	**Immigration Act:** Increases legal immigration ceilings by 40 percent
1994	Mexican peso collapses in value, causing a severe economic recession in Mexico
1996	**Illegal Immigration Reform and Immigrant Responsibility Act**: Increases penalties for undocumented immigration and mandates detention and deportation in a wide range of cases
2000s	Multiple violent conflicts break out or intensify across Africa
2001	New immigration controls in the aftermath of Sept. 11 attack on the World Trade Center
2012	**Deferred Action for Childhood Arrivals (DACA):** Allows undocumented immigrants who were brought to the U.S. as children to gain legal status and work authorization

Sources: Harvard University Library Open Collections Program, "Key Dates and Landmarks in United States Immigration History," *Immigration to the United States, 1789-1930*, *http://ocp.hul.harvard.edu/immigration/timeline.html*; Krista M. Perreira, "Immigration Timeline," University of North Carolina at Chapel Hill, *https://web.archive.org/web/20120224232553/www.unc.edu/~perreira/198timeline.html*.

Name:_____ Optional Activity 2

HISTORICAL ANALYSIS

1. Using the world timeline and the data table about immigration to the United States, list events that may have led to either a decrease or increase in immigration to the United States. For example, immigration from Northern and Western Europe began to rise in the 1840s, at the same time that Germany and Ireland both experienced crop failures, driving people to leave those countries to avoid starvation.

Events that increased immigration	Events that decreased immigration

2. Between 1810 and 1910, what were some of the strongest pull factors for immigrants coming to the United States?

3. Between 1830 and 1900, the greatest number of immigrants came from northern and western Europe. From where did most immigrants come between 1900 and 1920?

4. Why do you think immigration to the U.S. decreased so much between 1910 and 1930?

5. What international events may have caused the huge increase of immigrants coming to the U.S. after 1980?

6. In the box below, draw a simple bar graph of what you think the next fifty years of immigration might look like on a chart (see *Handout 4* for an example). Write a brief explanation next to your chart that includes the events or push and pull factors that might affect immigration trends.

10 yrs 20 yrs 30 yrs 40 yrs 50 yrs

Explanation:

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HISTORICAL ANALYSIS ANSWER KEY

1. Using the timeline and the data about immigration to the United States, list world events that may have led to either a decrease or increase in immigration to the United States. For example, immigration from Northern and Western Europe began to rise in the 1840s, at the same time that Germany and Ireland both experienced crop failures, driving people to leave those countries to avoid starvation.

Events that increased immigration	Events that decreased immigration
Religious and ethnic persecution in other countries	*Restrictive immigration laws*
Economic slumps in other countries	*U.S. economic depressions*
U.S. economic opportunities and booms	*Civil War and World Wars*
Permissive immigration laws	

2. Between 1810 and 1890, what were some of the strongest push and pull factors for immigrants coming to the United States?

Crop failures in Europe, such as the Irish potato famine, pushed many Europeans to migrate to find jobs and to be able to feed their families. Political unrest and repression also encouraged people to leave. The United States attracted immigrants because of the economic opportunities created by the Gold Rush, the Homestead Act and the construction of the transcontinental railroads.

3. Between 1830 and 1900, the greatest number of immigrants came from northern and western Europe. From where did most immigrants come between 1900 and 1920?

Southern and eastern Europe.

4. Why do you think immigration to the U.S. decreased so much between 1910 and 1930?

The dangers and difficulties of traveling during World War I reduced immigration, which was restricted even further by discriminatory anti-immigrant legislation passed in the 1920s.

5. What events may have caused the huge increase of immigrants coming to the U.S. after 1980?

The end of the Cold War opened up the borders of formerly Communist countries, allowing more people to immigrate. U.S. immigration laws became less restrictive, with the 1965 Immigration and Nationality Act abolishing ethnic quotas and the 1980 Refugee Act providing a way for people facing political, religious, or ethnic persecution to seek safety in the United States.

6. In the box below, draw what you think the next fifty years of immigration might look like on a chart (see *Handout 4* for an example). Next to your chart, explain why you drew the chart the way you did; what events might influence how your chart looks; and what kind of push or pull factors might affect immigration trends.

Expect many different kinds of charts here

10 yrs 20 yrs 30 yrs 40 yrs 50 yrs

Explanation:

Students should list factors that might cause immigration to increase or decrease, such as wars, economic booms or depressions, new immigration laws, environmental changes, and others.

OPTIONAL ACTIVITY 3

Waiting in Line Game

1. Prepare. In this game, students role play the experiences of people attempting to immigrate to the United States. Some of the students will be border agents who decide who can enter the country or lawyers who provide assistance to immigrants. The remaining students will be prospective immigrants from different countries. Print four to six copies of *Immigration Rules* to give to the border agents and lawyers. Cut out story cards for the rest of the students from *Immigrant Identities*. Set up the classroom so that there is a large open space in the middle. Lay down a long piece of masking tape or set up four or five chairs down the middle of the room to serve as the "border" for the game.

2. Explain. Tell students that they will now be taking on the identity of someone in the immigration system. Choose three or four students to be border agents, and one or two students to be lawyers. Give them each *Immigration Rules* and ask them to read the instructions silently. They can gather in a group and discuss the rules in order to understand them better, but they should talk quietly so that the other students cannot overhear.

Give each of the remaining students a story card and explain that they will be playing the role of people hoping to immigrate to the United States. Ask them to familiarize themselves with their story. Although their story cards contain several facts about their character's life, they must choose just one fact to tell the border agent. They must decide which part of their story is the most likely to grant them access to the United States. Explain that some students have identities that will allow them to immigrate very easily, while others will have to wait a few minutes before entering the country, and others may not have a way to immigrate legally at all. Answer any questions that the students have about their roles or the rules of the system before moving on with the simulation.

3. Play the game. Have the border agents stand or sit on the border in the middle of the room. Students who want to immigrate can go to any of the agents and tell them **one** fact from their card. If the fact does not fit with the rules the border agents were given, the person is not allowed to immigrate and must go to the back of the line and try again with a different fact from their card. Students who are given waiting times should stand to one side of the border agents until their time is up.

Students wanting to immigrate can ask the lawyers for assistance with their case. The immigrants should read their story cards to a lawyer, who can tell them what fact to use with the border agents. The immigrant cannot talk to the lawyer while waiting in line – the consultation must happen first, and then the immigrant can get in line. If students are having difficulty with a particular identity or rule, consult the answer key on page 56 for who is eligible to enter and why.

Stop the activity after 5-10 minutes (once some, but not all, of the students have managed to immigrate). Some students may find that they could not cross during the activity, either because their

(continued on next page)

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wait was too long or because they were not eligible to enter the country. Remind students that this is a reality in the immigration system: the wait time for certain visas is so long that people from certain countries must wait for decades before they have a chance of entering the United States, and many people cannot immigrate at all.

Before students leave their places in the game, ask a few of the immigrant students to read their country and a statement or two from their card. Choose students in all the stages of the process: successful immigrants, those serving wait periods, those in line with immigration, and those denied entry.

4. Debrief. Discuss the game as a class using the following questions:

Questions for Discussion

- ? Was it difficult to decide how to tell your story to the border agent?
- ? Which reasons for entering the country did the border agents accept? Which reasons did they reject?
- ? Which countries had a long wait time? Why might that be?
- ? Did the border agents ever feel uncomfortable rejecting someone who wanted to immigrate? Which stories were hard to reject?
- ? For those of you with a long wait time, how did it feel when people from other countries were able to enter the country much faster than you?
- ? For those of you who could not enter the United States during the time allowed for the activity, how did that make you feel? What would you do if you were in that position in real life?
- ? Based on this game, do you think the process of immigrating to the United States is fair to everyone?

IMMIGRATION RULES

Border agents: Your job is to enforce the rules below. When you are interviewing someone wanting to immigrate, ask them for ONE fact that shows why they should be admitted to the United States. If their fact does not fall into the categories below, they MUST return to the end of the line. If they are eligible to come into the United States, your next job is to ask them what country they are from. If they are from one of the four countries listed below, let them know that they have a waiting time, and direct them to stand to one side until their waiting period is over.

Lawyers: Your job is to help immigrants navigate the system. If someone approaches you for legal help, ask them to tell you ALL the facts on their story card. Choose the fact that most closely fits one of the categories below – this is what they should tell the border agent. You can do nothing about the wait times.

Rules for admittance:

Applicants can enter the country…

1. If they have a **citizen relative** who is a:
    - Parent
    - Child
    - Spouse
    - Sibling
2. If they have a **permanent resident relative** who is a:
    - Spouse
    - Parent
3. If they have a **job offer** AND at least a college degree
4. If they are **extremely famous** or rich
5. If they are being **personally threatened** with death or physical violence for their race, religion, or politics (a generally unsafe or violent environment does ***not*** count)

Wait times:

People who meet one of these criteria but are from the following countries **must wait five minutes** before entering:

- Mexico
- China
- India
- Philippines

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IMMIGRANT IDENTITIES

Country of Origin: Guatemala

1. My mom is a U.S. citizen.
2. I'm excited to go to the United States, because I can get a better education there.
3. I am fluent in English.

Country of Origin: India

1. My aunt and uncle live in the United States.
2. I have a PhD in chemistry and a job offer to be a college professor in Boston.
3. I went to college in the United States.

Country of Origin: Morocco

1. I am a lawyer in my home country.
2. I know all about the U.S. Constitution and laws.
3. I want to come to the U.S. because I believe in democracy and freedom.

Country of Origin: Honduras

1. I have three children, and I'm worried about their safety because our city has a lot of violent crime.
2. I am in training to be an electrician.
3. I am a lay minister in my local church.

Country of Origin: Mexico

1. I am not earning enough money to support my family.
2. I have a college degree, so I found a job as a teacher in the United States.
3. I have two uncles who are U.S. citizens.

Country of Origin: Bangladesh

1. My dad is a citizen of the United States.
2. I love soccer and want to play for the U.S. national team.
3. I just graduated from college and am looking for a job.

Country of Origin: Philippines

1. My mother is a citizen of the United States.
2. My mother is sick, and she needs me to come live with her and take care of her.
3. I am trained as a nurse.

Country of Origin: South Africa

1. My brother is a citizen of the United States.
2. I work as a computer technician in my home country, and this skill will be helpful in the United States.
3. I plan to open a computer repair business.

Country of Origin: Ukraine

1. I have five cousins living in the U.S.
2. I am a nurse with a college degree, and I found a job at a U.S. hospital.
3. I want to bring my family to the United States so that my children can have more opportunities.

Country of Origin: Cambodia

1. I am a high school student who wants to serve in the U.S. military.
2. My mom is a U.S. permanent resident.
3. I have an uncle and two cousins who are U.S. citizens.

IMMIGRANT IDENTITIES

Country of Origin: China

1. I have a PhD in engineering and have been offered a job in the United States.
2. I am sick of living in a country with no free speech, so I want to come to the U.S.
3. I have patented several inventions.

Country of Origin: Mexico

1. I am a corn farmer and could easily find a job as a farm worker in the United States.
2. My brother and sister are both U.S. citizens.
3. I have visited the United States many times and I love the country.

Country of Origin: Russia

1. I am an Olympic medalist in figure skating.
2. I am very famous all over the world for my figure skating.
3. I already have a job lined up as a figure skating coach in the United States.

Country of Origin: Lebanon

1. My grandparents are permanent residents.
2. My grandparents own a successful restaurant and have offered me a job.
3. My parents died recently, so I want to move to be with the rest of my family.

Country of Origin: Jamaica

1. My wife is a permanent resident of the United States.
2. My wife is pregnant with our first child, so I want to be there for her.
3. I have a college degree in accounting, and I plan to find a job as an accountant.

Country of Origin: Ecuador

1. My mother lives in the U.S. but doesn't have legal status.
2. I plan to open my own store in the United States, which will create jobs.
3. I have trouble earning enough money to feed my family because my town is so poor.

Country of Origin: Spain

1. I am one of the most famous film directors in the world.
2. My film won an Oscar for Best Foreign Film at last year's Academy Awards.
3. I have a contract to direct a new film in the United States.

Country of Origin: Senegal

1. My daughter is a U.S. citizen.
2. My husband just died, and I can't take care of our house by myself.
3. My daughter thinks I will like the United States and offered to let me move in with her.

Country of Origin: Philippines

1. I have been accepted to a U.S. college.
2. I did a high school student exchange program with an American family, and they will let me live with them during college.
3. They live in the same state as my sister, who is a citizen of the United States.

Country of Origin: Japan

1. I love American culture, and have always wanted to move to the United States.
2. I am fluent in English and graduated in the top 5% of my college class.
3. I want to live with my father, who is a U.S. citizen.

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IMMIGRANT IDENTITIES

Country of Origin: Brazil

1. I am fluent in five languages, including English.
2. I have been to the United States many times on business trips.
3. I am very wealthy and would like to invest $10 million dollars in an American company.

Country of Origin: Argentina

1. My aunt and uncle are U.S. citizens.
2. My uncle is a lawyer, and he is helping me to apply to live in the United States.
3. I just graduated with a degree in anthropology and got a job offer from a museum in the United States.

Country of Origin: India

1. I am a very famous Bollywood actress, and I am beginning to star in American movies.
2. I have been to the United States a couple of times on press tours.
3. My manager thinks I should move to Los Angeles.

Country of Origin: Belarus

1. I went to college in the United States and have many friends there.
2. I really liked living in the United States and want to move back.
3. I plan to move in with my sister, who is a U.S. citizen.

Country of Origin: Afghanistan

1. I want to move to the U.S. to protect my son from the war and violence in my country.
2. We will move in with my brother, who is a U.S. permanent resident.
3. My brother has already found me a job at a store near his house.

Country of Origin: Somalia

1. My country has been torn apart by a violent civil war.
2. One of the rebel groups has threatened to kill me for speaking out against them.
3. Many people from my hometown already live in the United States.

Country of Origin: France

1. I graduated from college with a degree in business.
2. I have a lot of work experience at very successful companies.
3. I plan to use my experience to start my own business in the United States.

Country of Origin: Egypt

1. I have visited my uncle, who is a U.S. citizen, many times at his home in California.
2. I speak English fluently.
3. I just graduated from college, and my uncle found me a job at the bank where he works.

Country of Origin: Burma

1. My country is ruled by a dictatorship, so I want to move somewhere I can be free.
2. The army came to my village and tried to kill me for being from a minority ethnic group.
3. An American church group visited my village and encouraged us to move to the U.S.

Country of Origin: Canada

1. I am a top high school hockey player here and I want to play at a U.S. college.
2. My parents lived in Vermont for a few years before I was born.
3. My older brother is a U.S. citizen.

TEACHER GUIDE TO WAITING IN LINE

Country	Eligibility and basis for admission to the United States
Afghanistan	**Not eligible**
Argentina	I just graduated with a degree in anthropology and got a job offer from a museum in the United States.
Bangladesh	My dad is a citizen of the United States.
Belarus	I plan to move in with my sister, who is a U.S. citizen.
Brazil	I am very wealthy and would like to invest $10 million dollars in an American company.
Burma	The army came to my village and tried to kill me for being from a minority ethnic group.
Cambodia	My mom is a U.S. permanent resident.
Canada	My older brother is a U.S. citizen.
China **(5 minute wait)**	I have a PhD in engineering and have been offered a job in the United States.
Ecuador	**Not eligible**
Egypt	I just graduated from college, and my uncle found me a job at the bank where he works.
France	**Not eligible**
Guatemala	My mom is a U.S. citizen.
Honduras	**Not eligible**
India 1 **(5 minute wait)**	I have a PhD in chemistry and a job offer to be a college professor in Boston.
India 2 **(5 minute wait)**	I am a very famous Bollywood actress, and I am beginning to star in American movies.
Jamaica	My wife is a permanent resident of the United States.
Japan	I want to live with my father, who is a U.S. citizen.
Lebanon	**Not eligible**
Mexico 1 **(5 minute wait)**	I have a college degree, so I found a job as a teacher in the United States.
Mexico 2 **(5 minute wait)**	My brother and sister are both U.S. citizens.
Morocco	**Not eligible**
Philippines 1 **(5 minute wait)**	My mother is a citizen of the United States.
Philippines 2 **(5 minute wait)**	They live in the same state as my sister, who is a citizen of the United States.
Russia	I am very famous all over the world for my figure skating.
Senegal	My daughter is a U.S. citizen.
Somalia	One of the rebel groups has threatened to kill me for speaking out against them.
South Africa	My brother is a citizen of the United States.
Spain	I am one of the most famous film directors in the world.
Ukraine	I am a nurse with a college degree, and I found a job at a U.S. hospital.

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OPTIONAL ACTIVITY 4
Spot the Myths

Procedure:

1. Prepare. Cut out the cards (being careful not to include the answers) from *Handout 1: Fact, Myth, or Opinion* and set them aside.

2. Think. Ask students to define the terms "fact," "myth," and "opinion." Explain that opinions reflect personal beliefs, but they are often based on information a person has read, heard, or seen. The information on which we base our opinions may be true (a fact) or false (a myth).

Further explain that the opinions we hold have consequences on the human rights and daily lives of immigrants. Opinions that are based on negative myths or false information can be very harmful. Draw a shorthand version of the following sequences on the board and walk students through how a positive fact and a negative myth can have very different outcomes for immigrants.

Fact: Immigrants today learn English at the same rate or faster than they did in the past. Learning a new language takes time; more ESL classes are needed in many communities.

→

Opinion: Immigrants are motivated and need better access to English classes.

→

Result: Volunteers teach ESL classes through a local community education program. Ten adult Somali refugees expand their vocabulary and improve their writing skills.

Myth: Immigrants today aren't learning English as fast as our ancestors did. Historically, the government did not translate materials into other languages.

→

Opinion: Immigrants do not want to learn or speak English. They should be required to learn it, like I would if I were in another country.

→

Result: A voter demands an English-only city ordinance to stop printing public materials in other languages. Months later, a mother bringing her child to a city park cannot read the posted rules and warnings about the equipment.

3. Identify. Divide students into small groups of three or four. Give each group one card from *Handout 1: Fact, Myth, or Opinion*. Go over the example card about human rights as a class, having students vote on which statement they think is fact, myth, or opinion before revealing the answers. Have the small groups repeat the process with the statements on their cards. After they have finished, have the groups share their answers with the class, and then tell them how their results compare to the real answers.

OPTIONAL ACTIVITY 4

Spot the Myths

4. Discuss. After students have correctly identified the fact, myth, and opinion about immigration, have the small groups discuss the following questions:

	Questions for Discussion
?	How or why do you think the myth on your card started?
?	Is the opinion based on the myth or the fact on your card?
?	How might the opinion impact the human rights of immigrants?

5. Practice. Explain to students that it can seem discouraging to learn about the large number of incorrect, negative myths about immigrants. It can be difficult or intimidating to challenge someone who is repeating incorrect information, so students will get now a chance to practice refuting a myth.

Have students form pairs with someone with a different Fact, Myth, or Opinion card. One student should read one of the myths as if they were telling a friend or family member something they just learned (e.g., "It makes me so mad that..." or "Did you hear that immigrants...?"). The other student should reply using the fact that refutes the myth (e.g., "That's not actually true. Did you know...?" or "That's a common myth about immigrants, but the reality is..."). After one exchange, the students should switch roles and refute the other myth.

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FACT, MYTH, OR OPINION

CARDS	ANSWERS
EXAMPLE – Human Rights	
Human rights include family unity, access to just working conditions, and freedom from discrimination on the basis of national origin for everyone.	Fact
People who immigrate illegally should not be guaranteed any rights.	Opinion
Only documented immigrants have human rights.	Myth
#1 – Economy	
Immigrants help improve the U.S. economy, adding over $31.4 billion to the gross domestic product (GDP) each year.	Fact
Immigrants are a drain on the economy.	Myth
I think the U.S. needs immigrants to be prosperous.	Opinion
#2 – Undocumented Immigration	
Undocumented immigrants could come legally, they just don't want to.	Myth
Many people have no way to legally immigrate to the U.S., because there are very few visas for low-skill workers, and wait times for family members can stretch for decades.	Fact
I think the immigration system should be changed so more people can immigrate legally if they want to.	Opinion
#3 – Integration	
Immigrants should only be allowed into the country if they already speak English.	Opinion
By the second generation, nearly all immigrants know English.	Fact
There is less of a need to learn English now, so immigrants stay within their own communities and speak their own languages.	Myth

Source: "Giving the Facts a Fighting Chance: Addressing Common Questions on Immigration," American Immigration Council, December 14, 2015, *https://www.americanimmigrationcouncil.org/research/addressing-common-questions-immigration.*

FACT, MYTH, OR OPINION

#4 – Immigration Enforcement	
Having local police enforce immigration law leaves immigrants too frightened to report crimes or serve as witnesses, making communities less safe.	Fact
Everyone, including individuals and local police officers, should be part of the effort to get rid of undocumented immigrants.	Opinion
If someone knows their neighbor is undocumented, they are legally obligated to call the police.	Myth
#5 – Crime	
New immigrants are more likely to be criminals than native-born residents.	Myth
My neighborhood is lucky that several immigrant families are moving in.	Opinion
The native-born population is 2 to 5 times more likely to be incarcerated than the immigrant population.	Fact
#6 – Taxes	
Immigrants do not pay taxes.	Myth
Unauthorized immigrants paid $11.8 billion in state and local taxes in 2012. The majority pay income tax, and everyone pays sales and property taxes.	Fact
Immigrants are enjoying services that are paid for with my tax money, and they should be fined because they are not contributing otherwise.	Opinion
#7 – Benefits	
I think that immigrants who are hardworking and law abiding should not have to struggle so hard to make ends meet because of a lack of social benefits.	Opinion
Immigrants are bankrupting public benefit systems.	Myth
Undocumented immigrants are not eligible for food support, Social Security, or Medicaid. In fact, they are restricted from all public benefits, except from emergency medical care in the case of life-threatening situations.	Fact

Source: "Giving the Facts a Fighting Chance: Addressing Common Questions on Immigration," American Immigration Council, December 14, 2015, *https://www.americanimmigrationcouncil.org/research/addressing-common-questions-immigration.*

OPTIONAL ACTIVITY 5
A History of Xenophobia

Procedure:

1. Prepare. Print out all pages from *Handout 1: Gallery of Xenophobia*. Cut out, or have students cut out, the date range cards and hang them around the classroom in chronological order. Cut out and group the images and quotes by their respective historical periods (Early American Intolerance, Anti-Catholicism, etc.).

> ***Teacher Tip***
>
> Be sensitive to the fact that some students may be the target of some of current myths and stereotypes. You may wish to assign new immigrant students to some of the earlier time periods for the first part of the exercise.

2. Define. Explain that negative myths about immigrants are often created and spread as a consequence of xenophobia. Ask students what they think the term xenophobia might mean. Provide them with the following definition:

» Xenophobia: *Fear, dislike, and hatred of foreigners and those perceived to be foreign on the grounds that they pose serious economic, societal, cultural, or security threats and/or because of their race, ethnicity, national origin, or religion.*

3. Create the gallery. Divide the class into ten groups (2-4 students in each group). Give all students *Handout 2: Xenophobia in U.S. History Timeline*. Also give each group one or two pieces of colored paper and one of the sets of images and quotes from a particular time period, created in Step One: Prepare. Explain that the class is now going to be creating a "Gallery of Xenophobia" around the classroom. Tell students that each group should use the information in their handouts to create a sign (with the information below) and a collage (made up of the images and quotes from their time period) for their section of the gallery. Tell them to tape/glue the images and quotes to the colored sheet/s of paper, and have them get out a sheet of paper and write the following information on their signs:

- the immigrant group being targeted;
- the main stereotypes, myths, or prejudice being perpetuated; and
- possible reasons why xenophobia occurred at that time.

Let students know that some of the time periods overlapped, and that there were resurgences in prejudice against certain groups. The date ranges provided reflect the most intense anti-immigrant sentiment toward a particular group. When they have finished their sign, each group should find the relevant time period and hang their quotes, images, and write-up on the wall.

(continued on next page)

OPTIONAL ACTIVITY 5

A History of Xenophobia

(continued from previous page)

4. Walk the gallery. Now have the class walk around the timeline and write down the myths about immigrants that appear more than once in the timeline. You can choose to have the class walk it independently or together, taking turns having a representative from each group give a brief summary of their time period as they go along.

5. Discuss. Bring the class back together to discuss what they learned from the timeline. Have students first share anything they found particularly surprising or disturbing. Next, ask them to share the myths that they saw repeated at different eras and with different immigrant groups. Use the following questions to explore what might lead to the same anti-immigrant myths appearing repeatedly throughout U.S. history.

Questions for Discussion

? Was this exercise disturbing for you? Were you surprised by the levels of animosity?

? What are some common myths, stereotypes, or prejudices about immigrants that appear many times for different immigrant groups?

? Why would the same myths be applied to immigrant groups from very different countries and cultures?

? Do we still believe that the anti-immigrant myths used in the past apply to the same ethnic or cultural groups today? For instance, do people still think that Irish-Americans or German-Americans will never learn English? What changed?

? Are anti-immigrant myths today similar to ones from the past, even though they target different ethnic and cultural groups? Why or why not?

? Why would someone create or spread anti-immigrant myths, stereotypes, or prejudices? What purpose do they serve?

? How do you think these myths, stereotypes, or prejudices affected the human rights of immigrants over the years?

? How would you feel if you were the target of one of these myths?

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GALLERY OF XENOPHOBIA

Early American Intolerance

Pre-1830

Anti-Catholicism

Mid- to Late 19th century
(1830-1860s)

Chinese Exclusion

Late 19th century
(1870-1890s)

Americanization Campaign

Late 19th century/Early 20th century
(1890-1920)

World War I

Early 20th century
(1910-20)

Ethnic Quotas

Mid-20th century
(1920s-30s)

GALLERY OF XENOPHOBIA

World War II

Mid-20th century
(1940s-50s)

English-only Movement

Late 20th century
(1980s-present)

Undocumented Immigration

Late 20th century/Early 21st century
(1990s-present)

Post-September 11

Early 21st century
(2001-present)

2016 Election

Early 21st century
(2016-present)

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GALLERY OF XENOPHOBIA

Early American Intolerance

[Regarding the Germans] "....Those who come hither are generally of the most ignorant Stupid Sort of their own Nation. Few of their children in the Country learn English … the Signs in our Streets have inscriptions in both languages, and in some places only German … I suppose in a few years they [interpreters] will be also necessary in the Assembly, to tell one half of our Legislators what the other half say … they will soon so out number us, that all the advantages we have will not in My Opinion be able to preserve our language, and even our Government will become precarious."

~ Benjamin Franklin, "A Letter to Peter Collinson," May 9, 1753

Benjamin Franklin

"Do we not know that the French nation have organized bands of aliens as well as of their own citizens, in other countries, to bring about their nefarious purposes … By these means they have overrun all the republics in the world but our own."

~ Representative Harrison Otis, statement on floor of U.S. House of Representatives, June 1798

"Why should Pennsylvania, founded by the English, become a Colony of Aliens, who will shortly be so numerous as to Germanize us instead of our Anglifying them, and will never adopt our Language or Customs, any more than they can acquire our Complexion.

Which leads me to add one Remark: That the Number of purely white People in the World is proportionably very small … in Europe, the Spaniards, Italians, French, Russians and Swedes, are generally of what we call a swarthy Complexion; as are the Germans also … And while we are, as I may call it, Scouring our Planet, by clearing America of Woods, and so making this Side of our Globe reflect a brighter Light to the Eyes of Inhabitants in Mars or Venus, why should we in the Sight of Superior Beings, darken its People? why increase the Sons of Africa, by Planting them in America, where we have so fair an Opportunity, by excluding all Blacks and Tawneys, of increasing the lovely White and Red? But perhaps I am partial to the Complexion of my Country, for such Kind of Partiality is natural to Mankind."

~ Benjamin Franklin, "Observations Concerning the Increase of Mankind, Peopling of Countries, etc," 1751

GALLERY OF XENOPHOBIA

Anti-Catholicism

"If the potentates of Europe have no design upon our liberties, what means the paying of the passage and emptying out upon our shores of such floods of pauper emigrants — the contents of the poor house and the sweepings of the streets — multiplying tumults and violence, filling our prisons, and crowding our poor houses, and quadrupling our taxation, and sending annually accumulating thousands to the polls to lay their inexperienced hand upon the helm of our power?"

~ Beecher, "A Plea for the West," 1835

"The Roman Catholic Church claims infallibility for itself, and denies Spiritual Freedom, Liberty of Mind or Conscience to its members. It is therefore the foe to all progress; it is deadly hostile to Democracy. She is the natural ally of tyrants, and the irreconcilable enemy of Freedom."

~ Theodore Parker, "A sermon of the dangers which threaten the rights of man in America," July 2, 1854

"Religious Liberty is Guaranteed - But Can We Allow Foreign Reptiles to Crawl All over Us?

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GALLERY OF XENOPHOBIA

Anti-Catholicism

"The Ignorant Vote — Honors Are Easy"
[African American man on left,
Irishman on right]

"The Mortar of Assimilation — And the One Element that Won't Mix [the Irish]"

"Uncle Sam's Lodging House"
Uncle Sam [to Irishman]: "Look here, you, everybody else is quiet and peaceable,
and you're all the time a-kicking up a row!"

GALLERY OF XENOPHOBIA

Chinese Exclusion

"The Chinese Question.
The Remedy Too Late."

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GALLERY OF XENOPHOBIA

Chinese Exclusion

"During their entire settlement in California, they have never adapted themselves to our habits, modes of dress, or our educational system, have never learned the sanctity of an oath, never desired to become citizens, or to perform the duties of citizenship, never discovered the difference between right and wrong, never ceased the worship of their idol gods, or advanced a step beyond the musty traditions of their native tribe."

~California Senate, Special Committee on Chinese Immigration, 1877

[Cartoon shows Uncle Sam being devoured by an Irish man and Chinese man, who in turn eats the Irish man]

"Why They [the Chinese] can live on 40 cents a day, and They [Americans] can't. A Picture for Employers."

GALLERY OF XENOPHOBIA

Americanization Campaign

"If Immigration was properly Restricted you would no longer be troubled with Anarchy, Socialism, the Mafia and such kindred evils!"

"There may be those who can contemplate the addition to our population of vast numbers of persons having no inherited instincts of self-government and respect for law; knowing no restraint upon their own passions but the club of the policeman or the bayonet of the soldier; forming communities, by the tens of thousands, in which only foreign tongues are spoken, and into which can steal no influence from our free institutions and from popular discussion. But I confess to being far less optimistic."

~ Francis A. Walker, "Restriction of Immigration," June 1896.

"Imported Duty Free by Trust, Monopoly & Co. to Compete with American Labor"

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GALLERY OF XENOPHOBIA

Americanization Campaign

But when alien immigration pours its stream of half a million yearly, as has been frequently done during the last decade, and when that stream is polluted with the moral sewage of the old world, including its poverty, drunkenness, infidelity and disease, it is well to put up the bars and save America, at least until she can purify the atmosphere of contagion which foreign invasion has already brought.

~ *The Ram's Horn*, April, 1896

"The Stranger at Our Gate
Emigrant - Can I come in? Uncle Sam - I 'spose you can there's no law to keep you out."

GALLERY OF XENOPHOBIA

World War I

"If there are any German-Americans here who are so ungrateful for all the benefits they have received that they are still for the Kaiser, there is only one thing to do with them. And that is to hog-tie them, give them back the wooden shoes and the rags they landed in, and ship them back to the Fatherland."

~ James Gerard, "Loyalty," 1917

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GALLERY OF XENOPHOBIA

World War I

[Cartoon shows Uncle Sam ridding the country of traitors including an Irish radical, a Communist, and German money]

"Enemy Alien Menace"

"The Hun within our gates is the worst of the foes of our own household, whether he is the paid or the unpaid agent of Germany. Whether he is pro-German or poses as a pacifist, or a peace-at-any-price-man, matters little. He is the enemy of the United States … The German-language papers carry on a consistent campaign in favor of Germany against England. They should be put out of existence for the period of this war … Every disloyal native-born American should be disfranchised and interned. It is time to strike our enemies at home heavily and quickly."

~ Theodore Roosevelt, *The Foes of Our Own Household*, 1917

GALLERY OF XENOPHOBIA

Ethnic Quotas

THE ONLY WAY TO HANDLE IT.

America was beginning also to smart under the irritation of her 'foreign colonies'-- those groups of aliens, either in city slums or in country districts, who speak a foreign language and live a foreign life, and who want neither to learn our common speech nor to share our common life. From all this has grown the conviction that it was best for America that our incoming immigrants should hereafter be of the same races as those of us who are already here, so that each year's immigration should so far as possible be a miniature America, resembling in national origins the persons who are already settled in our country.

~ "Our New Nordic Immigration Policy," *Literary Digest*, May 10 1924

"Regarding the Italian Population: A Nuisance to Pedestrians. Their Sleeping Apartments. Afternoon's Pleasant Diversions. The Way to Dispose of Them. The Way to Arrest Them."

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GALLERY OF XENOPHOBIA

Ethnic Quotas

My information showed that communism in this country was an organization of thousands of aliens who were direct allies of Trotzky. Aliens of the same misshapen caste of mind and indecencies of character, and it showed that they were making the same glittering promises of lawlessness, of criminal autocracy to Americans, that they had made to the Russian peasants.

~ Attorney General A. Mitchell Palmer,
"The Case Against the Reds," 1920

"America must be kept American."
~ President Calvin Coolidge,
State of the Union speech, 1923

"COME UNTO ME, YE OPPREST!"
—Alley in the Memphis *Commercial Appeal.*

GALLERY OF XENOPHOBIA

World War II

"A Jap's a Jap. It makes no difference whether he is an American citizen or not. I don't want any of them ... They are a dangerous element, whether loyal or not."

~General DeWitt, in congressional testimony.

Source: "Resisting arrest," Gary Kamiya, Salon.com, *http://dir.salon.com/opinion/freedom/2004/06/29/korematsu/index.html*.

GALLERY OF XENOPHOBIA

World War II

GALLERY OF XENOPHOBIA

English-Only Movement

"In short: The situation today is far different from in the past, and unfortunately, presages trouble in the future. The rules are different and the aims are new. For example, assimilation and learning English do not seem to be high priorities."

~John Tanton, "WITAN Memo" II, 1986

Archived by: Southern Poverty Law Center, *http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2002/summer/the-puppeteer/witan-memo-ii*.

(A bumper sticker on a window)

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GALLERY OF XENOPHOBIA

Undocumented Immigration

"The current situation, which seems so bad to us, could be — indeed will be — vastly worse in another decade. The political power of the immigrants — legal and illegal — will be so great that nothing can stop it, and the greatest migration in the history of the United States will fundamentally transform our society and economy."

~John Tanton, "WITAN Memo" II, 1986

Archived by: Southern Poverty Law Center, *http://www.splcenter.org/get-informed/intelligence-report/browse-all-issues/2002/summer/the-puppeteer/witan-memo-ii*.

"Beck listed the only three reasons a Mexican would come to the United States on his CNN show: 'One, they're terrorists; two, they're escaping the law; or three, they're hungry. They can't make a living in their own dirtbag country.'"

Archived by: "'Burn the Mexican flag!': A look back at the hateful anti-immigration rhetoric from 2006," Media Matters for America, *https://www.mediamatters.org/research/2010/03/18/burn-the-mexican-flag-a-look-back-at-the-hatefu/161857*.

GALLERY OF XENOPHOBIA

Undocumented Immigration

"[A]t the very least, illegal immigrants are attacking our culture, and our way of life. They are not melting into our melting pot — they're here for the cash."

~Glenn Beck

Archived by: "'Burn the Mexican flag!': A look back at the hateful anti-immigration rhetoric from 2006," Media Matters for America, *https://www.mediamatters.org/research/2010/03/18/burn-the-mexican-flag-a-look-back-at-the-hatefu/161857*.

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GALLERY OF XENOPHOBIA

Post-9/11

Islam is more than just a spiritual system — it's also a political system, a system regulating economics, war, the subjugation of infidels, personal hygiene, and every other aspect of life. And *of course* radical elements — i.e., orthodox Muslims — are behind the construction of many, if not most mosques in the West. Both of these facts make Islam a unique danger to our Republic and are arguments for enhanced scrutiny of mosques and all Muslim organizations, the use of undercover agents to infiltrate them and track their activities, a resumption of the use of ideological exclusion in visa and immigration matters, and the categorical rejection of all special demands, whether wearing a hijab in a driver's license photo or giving legal authority to sharia courts in family-law matters.

Source: Mark Krikorian, "Herman Cain and Mosques," National Review Online, July 18, 2011, *http://www.nationalreview.com/corner/272074/herman-cain-and-mosques-mark-krikorian#*

GALLERY OF XENOPHOBIA

Post-9/11

Islamists arrive in the United States despising the country and all it represents, intending to make converts, exploit the freedoms and rights granted them, and build a movement that will effect basic changes in the country's way of life and its government…Islamists do not accept the United States as it is but want to change it into a majority Muslim country..."

Source: Daniel Pipes and Khalid Durán, "Muslim Immigrants in the United States," Center for Immigration Studies, Aug, 2002, *http://www.cis.org/articles/2002/back802.html*

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GALLERY OF XENOPHOBIA

2016 Election

"When Mexico sends its people, they're not sending their best. They're not sending you — they're not sending you. They're sending people that have lots of problems, and they're bringing those problems with us. They're bringing drugs. They're bringing crime. They're rapists. And some, I assume, are good people."

~ Donald Trump, Speech announcing his candidacy for president, June 16, 2015.

Bad things will happen - a lot of bad things will happen. There will be attacks that you wouldn't believe. There will be attacks by the people that are right now that are coming into our country, because, I have no doubt in my mind.

~Donald Trump, Interview on "The Green Line" podcast, May 15, 2016

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XENOPHOBIA IN U.S. HISTORY TIMELINE

Early American Intolerance. From the beginning of colonial U.S. history, immigration has brought with it fear of newcomers and the changes they might bring to the economy, culture, and national security of the country. Areas with high concentrations of immigrant groups, like the Germans in Pennsylvania, were especially likely to provoke resentment. One early anti-immigration law was the 1798 Alien and Sedition Acts, which gave the President the power to exclude or deport foreigners who were considered dangerous or who had criticized the government. Though most of the Act expired with the end of President John Adams' term in office, the Alien Enemies Act, which allows the President to arrest and deport without judicial review the nationals of any country with which the U.S. is at war, remains in effect today.

Anti-Catholicism. In the 1830s and 40s, immigration grew sharply with the arrival of many Roman Catholics from Ireland and Germany. Simultaneously, a Protestant revival flourished in a climate of economic insecurity. Evangelists demonized Catholics as immoral "Papists" who followed authoritarian leaders, imported crime and disease, and stole native jobs. A convent near Boston was burned and dozens of people were killed in anti-Catholic riots in several other cities. Political parties, collectively referred to as the "Know-Nothings," sprang up to oppose Irish Catholic immigration and won large victories in state and federal government. They enacted numerous laws that penalized immigrants (as well as newly annexed Mexicans), including the first literacy tests for voting, which disfranchised the Irish in particular.

Chinese Exclusion. Anti-immigrant movements in the West singled out Chinese immigrants for violence and legalized discrimination, claiming that white wage earners could never compete with so-called "coolies" willing to live in squalor. When Congress changed citizenship laws to include newly-freed African Americans, legislators pointedly excluded Asian immigrants from citizenship – only white people and people of African descent were eligible. Anti-Chinese sentiment culminated in the Chinese Exclusion Act of 1882, the nation's first immigration restriction targeting immigrants on the basis of national origin alone. In 1907, in another move to limit Asian immigration, the United States entered into an informal "Gentlemen's Agreement" with Japan. As part of this arrangement, the United States agreed to allow for family reunification among current Japanese immigrants, and in exchange, the Japanese government agreed not to issue passports to most emigrants to the United States.

Americanization Campaign. By the turn of the century, public attention began to focus on poverty, disease, and crime rates of immigrant ghettos, as well as the cultural distance between newcomers and the native-born. Around 1890, fewer immigrants came from Ireland, England, Germany, and Scandinavia as more arrived from Italy, Greece, Poland, Hungary, and Russia. In 1911, a federal commission issued a 42-volume study of the foreign-born population, alleging that the new immigrants were less skilled and educated, more clannish, slower to learn English, and generally less desirable as citizens than the "old immigrants." A campaign to "Americanize" these Eastern and Southern European immigrants began in an attempt to change their cultural traits, civic values, and especially their languages. The U.S. government's Bureau of Americanization encouraged employers to require English classes for foreign-born workers. Congress repeatedly tried to pass a literacy test requirement for incoming immigrants. After being vetoed four times by three different Presidents, Congress finally overrode President Wilson's veto to pass the law in 1917.

World War I. The Americanization campaign received renewed energy with the beginning of World War I, which aroused suspicions of immigrants from Germany, Austria, and Hungary. The large German populations of many Midwestern states were viewed with hostility, and faced harassment and occasionally violence. German place names were changed, German businesses were vandalized, and German-language books, schools, and newspapers were banned or shut down.

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XENOPHOBIA IN U.S. HISTORY TIMELINE

Ethnic Quotas. Following World War I, anti-immigrant activists predicted a flood of foreign radicals from Europe, especially Communists ("Reds"). Immigrants from places outside of Northern Europe were seen as genetically inferior to the English, Germans, and Scandinavians. Their perceived inferiority supposedly made them unable to function in a democratic society and a threat to American democratic institutions. Anti-Semitism (discrimination against Jewish people) was strong during this time period. As a result of these racist theories, Congress passed legislation in 1921 and again in 1924 designed to favor Northern Europeans while strictly limiting immigration from Southern and Eastern Europe and prohibiting Asian immigration entirely.

World War II. As in World War I, the United States' entry into the war sparked suspicion and hostility towards immigrant groups connected to enemy nations. The President ordered the internment of these "enemy aliens," primarily the Japanese, but also Germans and Italians suspected of sympathizing with the governments of their home countries. As a result of an Executive Order, more than 110,000 people of Japanese ancestry, including many citizens, were forcibly evicted from their homes and detained in internment camps for up to four years. Additionally, due to continued anti-Semitism, quotas, and departmental policies, many refugees from Germany and Austria fleeing the horrors of the Holocaust were denied entrance to the United States.

English-Only Movement. The 1965 Immigration and Nationality Act ended the racial quotas first established in the 1920s. Immigration increased, bringing to the United States a new diversity of national origin, culture, and language. Americans who felt unsettled by these changes found a symbolic target for their discontent: "bilingualism." In the early 1980s, anti-immigrant activists launched a movement to make English the official language of the United States and restrict the use of other languages, especially by the government. Twenty-six states have passed English-only laws, which often deny non-English speakers essential rights and services, including health care, public safety, and the right to vote. This movement continues to some degree today.

Undocumented Immigration. Immigration from Latin America rose dramatically beginning in the 1990s. At the same time, rates of undocumented immigration also increased, with the largest proportion of undocumented immigrants coming from Mexico. Worries about the cultural and economic impact of large numbers of Latino immigrants combined with concerns about widespread violation of immigration laws led to new attacks against "illegal immigrants" that focused almost entirely on Latinos, even when most Latinos in the United States were citizens or legal permanent residents. The movement against undocumented immigration has pushed for harsh immigration enforcement measures at the federal level and then moved to enacting increasingly punitive laws at the state and local level. Many of the laws, like the rhetoric that inspired them, encourage discrimination against Latinos under the guise of fighting undocumented immigration.

Post-September 11. After the terrorist attacks on September 11, anti-Muslim sentiment increased. In some cases, this lead to vandalism and violence. The government passed new immigration restrictions on immigrants coming from predominantly Muslim or Arab countries, and rounded up thousands of Muslim immigrants for special questioning. The anti-Muslim movement has opposed granting Muslims the same religious freedom as other faiths, including blocking the construction of mosques and opposing workplace accommodations.

2016 Election. The 2016 election saw a marked increase in anti-immigrant rhetoric directed against primarily Muslim and Latino immigrants, driven largely by candidate Donald Trump. After President Trump's inauguration, his administration began enacting broad anti-immigrant measures. In January 2017, President Trump signed an executive order barring individuals from seven Muslim-majority countries from receiving immigrant and non-immigrant visas; it also indefinitely barred entry for Syrian refugees, claiming to protect the U.S. from "radical Islamic terrorists."

Source: Adapted from James Crawford, "Cycles of Nativism in U.S. History," National Immigration Forum (1994).

UNIT 2

Refugees and Asylum Seekers

A refugee family with their Polish interpreter from the War Relief Services of the National Catholic Welfare Council.
Walter Dushnyck Papers, IHRCA.

UNIT 2

Refugees and Asylum Seekers

Goal

» Understand the experiences of refugees and asylum seekers through a human rights perspective.

Objectives

» Students will learn basic facts about refugees and asylum seekers and the distinction between the two terms.

» Students will examine the personal stories of refugees and asylum seekers.

» Students will understand U.S. policy toward refugees and asylum seekers.

» Students will analyze how well the U.S. refugee and asylum system protects human rights.

At a Glance

Lesson 1: Refugee Basics

» Students learn the international definition of a refugee and analyze an Immigrant Story to understand how the international definition applies to the experiences of refugees. They then study additional facts about refugees in the United States through a PowerPoint or handout.

Lesson 2: The Global Refugee Picture

» Students form small groups to research different refugee groups from different continents and time periods. They then present the results of their research to the class. Students analyze the differences and similarities in the conflicts that gave rise to each refugee group and the international response to each crisis.

Lesson 3: The Refugee Journey

» Students watch a paired set of Immigrant Stories that describes similar aspects of the refugee journey. By comparing the two stories, students learn that refugee journeys are varied and that each refugee has a different response to their experience.

Featured Immigrant Stories

Caceelia Moe: Caceelia Moe, who is Karen, was born in Chumphon, Thailand, in 1991. Her family moved to Mawker refugee camp in 1992 and Maneeloy refugee camp in 1999. In 2001, her family was resettled in the United States.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/652

Hung Ngo: Hung No was born in Saigon, Vietnam and served as an officer in the South Vietnamese navy. After the South Vietnamese government surrendered to North Vietnamese forces in 1975, he fled the country to avoid going to a labor camp. He lived in a refugee camp, where he met his wife, before resettling in the United States.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/539

Nasser Mussa: Nasser, who is Oromo, was born in Ethiopia and grew up in Kenya. He resettled in the United States in 2005.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/502

Pa Eh Soe: Pa Eh Soe, who is Karen, was born in Thailand in 1999. After living in a Thai refugee camp, her family moved to the United States in 2010.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/680

Sahra Hassan: Sahra Hassan grew up Mogadishu, Somalia. There, she completed secondary school, a year of national service, and started her own business in 1985. After the civil war, she left Somalia for Uganda. She came to the United States as a refugee in 2005.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/597

Teng Lee: Teng's family were Hmong refugees who fled to Thailand after the Communist takeover of Laos in the 1970s. Teng was born in a Thai refugee camp in Thailand, and his family resettled in the United States in 1988.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/513

Zaki Omar: Zaki Omar was born in Somalia in 1985. He went to college in Somalia, lived in Qatar for a few years, and then moved to the United States in 2014.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/570

LESSON 1 Refugee Basics

Procedure:

1. Brainstorm. Ask students what the word "refuge" means to them. Write down key words on the board. Once they have finished contributing, explain that refuge, which means shelter or protection, is the root of the word "refugee." Ask students if they have ideas of what refugees might be seeking protection or shelter from and write their answers on the board. Explain that asylum seekers are another group seeking protection or shelter and that the United States offers special protection to both groups because of the threats that they face. Once asylum seekers have been granted asylum by the government, they are called "asylees."

2. Watch. Give students *Handout 1: Facts about Refugees and Asylum Seekers*. Then, as a class, watch Caceelia Moe's immigrant story. Write the numbers 1-5 on the board and have students identify the parts of her story that match the five parts of the international definition of a refugee found in the first part of the fact sheet.

3. Share facts. Give students an overview of the basic facts about refugees worldwide and in the United States. Download the PowerPoint that accompanies the activity by visiting *http://z.umn.edu/iscurriculum*. Students can also study the rest of *Handout 1: Facts about Refugees and Asylum Seekers*, which contains much of the same information as the PowerPoint. After the presentation, discuss the new information that students learned.

Questions for Discussion

? What facts about refugees and asylum seekers surprised you the most?

? What is the difference between a refugee and an asylum seeker? What might lead someone to seek asylum instead of being a refugee?

? What events might be causing people to leave the top countries of origin for refugees and asylum seekers?

? Why might the United States offer protection to refugees and asylum seekers?

? Why might the U.S. government provide benefits to refugees and asylum seekers above what other immigrants receive?

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FACTS ABOUT REFUGEES AND ASYLUM SEEKERS

Refugees and asylum seekers are people who are fleeing persecution in their own country. On average, 12% of legal immigrants to the United States in the past decade were either refugees or asylum seekers.[1] The United States extends protection to them as a reflection of its commitment to political and religious liberty and racial tolerance.

Internationally, refugees are defined under the 1951 Refugee Convention and its Protocol. The Convention states that a refugee is:

> *Any person who...owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it.*[2]

The definition has five key parts, each of which must be met.

1. **The refugee is outside their country of nationality**

   Refugees must cross an international border. People who flee violence but stay in their country, often called internally displaced people or IDPs, are not considered refugees under international law.

2. **Because of a well-founded fear**

   The refugee must show they are truly afraid and it must be based on legitimate, provable reasons to be afraid.

3. **Of persecution**

   Persecution includes serious human rights violations such as torture, murder, imprisonment, loss of a home, and restrictions that prevent the refugee from earning a living, practicing their religion, or receiving an education.

4. **On the basis of race, religion, nationality, membership of a particular social group, or political opinion**

   These are the five grounds on which someone can claim refugee status. "Membership of a particular social group" includes LGBT people, women who are victims of domestic violence, people who are HIV positive, and other groups that face attacks based on their identity.

5. **And is unable to get protection from their government.**

   The refugee may be unable to get protection because the government is the one persecuting them or because the government is unable or unwilling to stop their persecution by others.[3]

The United States adopted the international definition of a refugee when it ratified the Refugee Convention and passed the 1980 Refugee Act.

FACTS ABOUT REFUGEES AND ASYLUM SEEKERS

U.S. law distinguishes between refugees and asylum-seekers, though both are refugees under international law. The difference between refugees and asylum seekers is that refugees apply for their status while they are still outside the United States, and asylum seekers apply once they are in the United States. When an asylum seeker receives asylum, they become an asylee. In both refugee and asylum cases, the burden of proof is on the applicant, who must provide objective evidence or credible testimony (such as government records or media reports) to support their claim.[4]

The U.S. caps the number of refugees it will accept annually. In 2016, that maximum was 85,000.[5] In addition, the U.S. only accepts refugees who have been referred by the UN High Commissioner for Refugees (UNHCR), who are a member of a designated group, or who have family in the United States. People who belong to these groups still have to prove that they individually qualify as a refugee because of a fear of persecution on one of the five grounds mentioned. Less than one-half of 1% of the world's refugees will be admitted to the United States.

People who are not from one of the designated groups, who do not have family in the United States, and who cannot get a referral from the UNHCR can only receive protection if they travel to the U.S. and claim asylum once they arrive. Anyone in the U.S. can claim asylum whether they are here legally or not.[6] Asylum cases can take many years to make their way through the courts and many asylum seekers remain in jail while their cases are heard.

Refugees 2015

Asylum seekers 2015

Top host countries for refugees worldwide (2015):[7]

1. Turkey (2.5 million)
2. Pakistan (1.6 million)
3. Lebanon (1.1 million)
4. Iran (979,400)
5. Ethiopia (736,100)

.....

17. United States (273,202)

Once a refugee has been admitted to the United States or granted asylum, the U.S. government provides money to private resettlement agencies to help refugees find food, housing, clothing, employment, and medical care during their first 90 days in the United States.[8] During the first eight months they are in the United States, refugees are eligible to receive cash assistance and medical care. After the first eight months, they must meet the same eligibility requirements for public assistance as any legal resident of the state in which they live.[9] People get no financial or other help while they are waiting for their asylum cases to be granted.

Top 5 Countries of Origin for U.S. Refugees in 2015

Top 5 Countries of Origin for U.S. Asylees in 2015[10]

FACTS ABOUT REFUGEES AND ASYLUM SEEKERS

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LESSON 2 The Global Refugee Picture

Procedure:

1. Introduce. Ask students to give examples of refugee groups they have heard of in the news or in their history classes. Write down on the white board as much information as students can provide about each group: country of origin, why they fled, where they fled to, and if they resettled in other countries. Explain that students will now be researching refugees around the world, both present day and in the past.

2. Research. Divide students into 6-7 groups and give each group a different *Handout 1* on a refugee group. (As an optional extension, assign each group the refugee population but do not give them the handout, and ask them to research the refugees independently using the internet and library books.) Each group should read about the refugee population they are studying and prepare a presentation for the class. The presentation should cover:

- Country of origin
- Why the refugees had to flee
- Where they went after fleeing
- Where they eventually ended up

The presentation should also include a map showing the country of origin and where the refugees went on their journey.

3. Present. Each group should present their information to the class. As students watch the presentations, they should fill in *Handout 2: Comparing Refugees*. After all groups have presented, discuss the following questions:

Questions for Discussion

? What were some of the commonalities between the different refugee populations? What were some of the differences?

? Which countries had the highest numbers of refugees living in them? Which countries the lowest?

? How could the United States and other countries have better protected the different groups of refugees?

? Did everyone benefit from a formal refugee resettlement process?

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EUROPE AFTER WORLD WAR II

During World War II, 60 million people fled persecution and fighting, ending up as refugees in other European countries.[1] At the time, these refugees were called 'Displaced Persons' or DPs.

The refugee crisis began before the war, when Nazi Germany invaded neighboring countries and began persecuting Jewish people, political dissidents, and other minorities. Many fled to find safety.[2]

During the war, the Nazis brought 11.3 million people to Germany. These people were held in concentration camps or worked as slave laborers. When the Germans were defeated, they joined the population of displaced persons.[3]

After Germany's surrender in May 1945, the Allies planned to send more than six million displaced persons back to their home countries. However, between 1.5 million and 2 million DPs refused to return. Most Jewish survivors did not want to return to destroyed communities that were often the targets of continuing antisemitic attacks.[4] Some people from Eastern Europe did not want to return to their countries and also remained in the camps, either because they opposed the new Communist regimes or because they had collaborated with the Nazi occupation and feared retaliation.[5] Displaced persons who refused to return did not receive citizenship in their new country and became "stateless," or not recognized and protected as a citizen by any country.[6]

From 1945 to 1952, more than 250,000 Jewish DPs lived in camps that were established by the western Allies in the Allied occupied zones of Germany, Austria and Italy.[7] Many of these camps were former concentration camps or army camps, so life was very difficult. Survivors found themselves still behind barbed wires and suffered from shortages of food, clothing, medicine, and supplies.[8] The last of these camps were closed in the beginning of the 1960s.[9]

Hundreds of thousands of DPs resettled in other countries. The largest number immigrated to the United States, but large numbers of DPs also went to Australia, Canada, Israel, and Brazil.[10] Unfortunately, not everyone had the opportunity to emigrate, leaving behind the elderly, the infirm, and many families with children.[11]

In the aftermath of the World War II refugee crisis, European countries created the 1951 Refugee Convention to protect future European refugees. The treaty both defined the term "refugee" and established legal protections and social rights that countries had to provide to refugees.[12] In 1967, the international community created a protocol that allowed refugees around the world to benefit from the same protections.[13]

EUROPE AFTER WORLD WAR II

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VIETNAM AND LAOS

In the 1970s, wars in Vietnam and Laos triggered a refugee crisis that spread through Southeast Asia. The regional crisis began in 1954, when the French were defeated by the Vietnamese and withdrew from their colonies in Southeast Asia, including Laos. Civil wars between Communist and non-Communist factions broke out in both Vietnam and Laos.[1]

In Vietnam, North Vietnam became a Communist state, while South Vietnam was supported by the United States. Beginning in 1961, the U.S. increased its military assistance to the South Vietnamese until it was fully involved in the Vietnam War.[2] The war displaced millions of Vietnamese from their homes.[3]

At the same time, the U.S. engaged in fighting in Laos, called the "Secret War" because the U.S. did not formally acknowledge the military campaign.[4] From 1964 to 1973, the U.S. dropped more than two million tons of bombs on Laos, making it the most heavily bombed country per capita in history.[5]

In 1973, the United States admitted defeat and withdrew from Vietnam and Laos. Two years later, North Vietnam gained control of South Vietnam and the Laotian Communists took over in Laos.[6] The Communist victories in both countries triggered a wave of refugees. The United States evacuated 130,000 people just before Saigon, the South Vietnamese capital, was captured by the North Vietnamese and resettled them in the United States.[7] More refugees fled from both countries in the following years, primarily to Malaysia, Thailand, the Philippines, Indonesia, Hong Kong, and China.[8]

The Vietnamese refugees who fled between 1978 and 1980 were often called "boat people" because many crossed the South China Sea in overcrowded boats to reach refugee camps.[9] As neighboring countries began to resent the arrival of large numbers of refugees, some pushed back boats to prevent them from landing, stranding refugees at sea where thousands died.[10] Refugees from Laos[11] fled overland, primarily to Thailand. They faced resistance from the Thai government, which began screening arrivals at the border and turning back those they did not think were refugees.[12]

In 1979 an international agreement was reached that Vietnam would try to limit departures, neighboring countries would allow refugees to land, and the United States and other countries would resettle as many refugees as they could.[13] As a result of this cooperation, 754,842 Vietnamese were resettled around the world, with 424,590 coming to the United States. Refugees from Laos also benefited from resettlement, primarily to the U.S. where 248,147 resettled.[14]

Refugee flows from Vietnam and Laos fluctuated throughout the 1980s, but met with increasing resistance on the part of neighboring countries and resettlement countries.[15] By the 2000s, many refugee camps had closed and refugees were encouraged or sometimes forced to return to their countries of origin.[16] A final group of refugees was resettled in the U.S. between 2004 and 2006.[17]

VIETNAM AND LAOS

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EL SALVADOR, GUATEMALA, AND NICARAGUA

In the late 1970s and early 1980s, a wave of armed conflicts destabilized Central America and triggered a severe refugee crisis. El Salvador and Guatemala were both ruled by repressive dictatorships that reacted to popular uprisings with violence and brutality.[1] In Nicaragua, a left-wing government, led by the Sandinistas, was engaged in a civil war with an army funded by the United States.[2] As a result of these conflicts, hundreds of thousands of Central Americans were killed.[3] Millions fled their countries, seeking safety in other parts of Central America and the United States.[4]

Honduras, Costa Rica, and Mexico all saw large numbers of refugees, but each country responded differently to the crisis. Honduras required Salvadoran and Guatemalan refugees to live in camps, prohibited them from working, and sometimes turned them back at the border. Nicaraguan refugees, in contrast, were allowed to move freely around the country. Costa Rica provided refugees with temporary legal status and access to services and employment. Mexico granted mass protection to tens of thousands of refugees, allowing them to integrate locally. Even the countries in the midst of civil war hosted refugees from their neighboring countries, often in large numbers.[5]

The United States also saw large numbers of refugees from Central America, but the government response was complicated by Cold War politics. President Ronald Reagan took office in January 1981 and wanted to support right-wing governments in Central America. As a result, his government viewed refugees fleeing right-wing governments as ideological opponents. Granting them refugee status would have required acknowledging that U.S. ally governments in Central America were committing human rights violations.[6]

The 1980 Refugee Act was intended to allow any person that met the international definition of refugee to receive asylum in the United States, but the U.S. government discouraged Salvadorans and Guatemalans from applying for protection.[7] In response, churches, lawyers, and other activists formed the Sanctuary Movement to shield refugees from immigration enforcement agencies. For a decade, the Sanctuary Movement provided safe havens and supported refugees in court, fighting the politicization of the Refugee Act. Finally, in 1990, the U.S. Congress passed an act providing Salvadorans with temporary protection in the United States.[8] A year later, the courts ruled that the government needed to reopen the cases of Central Americans denied asylum for political reasons.[9]

By the end of the 1990s, the civil wars in all three countries had ended. Tens of thousands of refugees returned to their homelands once it was safe for them to do so.[10]

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BOSNIA

The breakup of Yugoslavia in the 1990s triggered the worst refugee crisis in Europe since World War II. At its peak, over 2 million residents of the former Yugoslavia had fled their homes.[1]

Yugoslavia had a complex history of division and reunification. Some of the provinces and republics had been independent states before becoming part of Yugoslavia. Complicating the situation further were ethnic and religious divisions that did not match the provincial boundaries.[2]

In 1989, Slobodan Milosevic was elected President of Serbia and used Serbian nationalism to increase his support.[3] By trying to elevate Serbia within Yugoslavia, he angered the other republics. Slovenia and Croatia declared independence in June of 1991, with Bosnia-Herzegovina following in May 1992.[4] Ethnic Serbs living in Croatia and Bosnia-Herzegovina opposed independence and began fighting to remain part of Yugoslavia, with the support of the Yugoslav Army. Ethnic Croats in Bosnia-Herzegovina also joined, creating a three-way conflict between the major ethnic groups.[5]

Bosnian Serbs purposefully targeted civilians in "ethnic cleansing" as a way to drive out Bosnian Muslims and Croats and make the territories they controlled entirely Serbian. They forcibly evicted people from their homes, held Muslims and Croats in concentration camps, and killed men and boys.[6] In one of the worst episodes, Bosnian Serbs invaded the town of Srebrenica, which was intended to provide a safe haven for civilians, and massacred 7000 men and boys.[7]

Fleeing from ethnic cleansing, refugees sought safety in other former Yugoslav republics and in neighboring European countries. Croatia, Bosnia, and Serbia had to grapple both with internally displaced people driven from their homes by ethnic cleansing and with refugees from other parts of the former Yugoslavia trying to seek shelter in communities of the same ethnicity. Croatia and Bosnia each hosted over 600,000 refugees and displaced persons, while Serbia hosted 375,000.[8] Refugees also fled to other European countries, with Germany accepting the largest number, 350,000.[9]

In response to the continuing ethnic cleansing within Bosnia, NATO launched an air strike campaign against the Serb forces. At the same time, a Muslim-Croat alliance made significant territorial gains. Bosnian Serbs agreed to a negotiated peace, called the Dayton Accords in November 1995.[10]

In response to the peace agreement in Bosnia, Germany and other European host countries began forcibly repatriating Bosnian refugees, many of whom did not want to return to their destroyed communities in the former Yugoslavia.[11] Eventually, as conditions improved, over one million

BOSNIA

refugees returned to Bosnia and Croatia.[12]

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SUDAN

2.5 million people have died and more than 6 million are displaced as a result of a multi-decade civil war that began in Sudan and continues in the newly created South Sudan.[1]

Sudan has experienced almost continual civil war between the north and south of the country since gaining independence in 1956. Conflict over oil and other natural resources, religious and ethnic differences, and disputes over land use combined to fuel an ongoing war.[2]

After a brief period of peace between 1972 and 1983, a new round of fighting broke out.[3] Southern rebels began recruiting boys to be child soldiers. To escape recruitment, 20,000 boys fled on foot to Ethiopia, 1,000 miles away. Thousands died on the journey. The children became known as the "Lost Boys."[4] Almost 4000 were resettled in the United States, while others remained in refugee camps.[5]

The civil war expanded beyond a north-south conflict as rebels in Darfur also began fighting the central government. In response, the central government encouraged militias called *janjaweed* to engage in massive human rights violations to combat the rebels, burning villages and killing civilians.[6] Over 2 million people left their homes to escape the violence, mostly to camps in other parts of Darfur. 200,000 people fled over the border to Chad.[7]

In the 2000s, under international pressure, most of the combatants in the civil war agreed to a peace process, which led to a 2005 Comprehensive Peace Agreement (CPA), designed to address all of the demands of rebel and government groups.[8] As a result of the CPA, South Sudan held a referendum in 2011 and declared independence.[9]

However, other regions of Sudan that opposed the central government have not seen the terms of the CPA carried out and rebel groups have again started fighting in Darfur and southern regions adjacent to South Sudan.[10] Over 600,000 refugees remain outside Sudan and another 3.2 million are displaced inside the country, unable to return to their homes.[11]

In South Sudan, tensions between the two main ethnic groups erupted in civil war in December 2013. The warring parties engaged in mass human rights violations against civilians and triggered a famine, leading to mass starvation.[12] As a result, South Sudan faced Africa's largest refugee crisis in 2016 with more than 1.8 million people displaced within the country and over 700,000 people who fled to neighboring countries. The majority of South Sudanese refugees live in Ethiopia, Uganda, Sudan, and Kenya.[13]

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AFGHANISTAN

Afghanistan has experienced a protracted refugee crisis lasting over 30 years. As a result of a series of wars beginning in 1979, 2.7 million Afghans are now refugees in other countries.[1]

The first refugees left Afghanistan after the Soviet Union invaded the country in 1979 to support the Communist regime. The Soviet Union became stuck in a long war with rebels known as the mujahideen, who were supported by the United States and other Western countries.[2] By 1989, as a result of the war, 6 million Afghans lived as refugees in Pakistan and Iran.[3]

In 1989, the Soviet Union pulled out of Afghanistan and three years later, the mujahideen defeated the Communist government.[4] Millions of Afghan refugees returned home. However, stability did not last. In 1994, the Taliban, a fundamentalist political and military movement, emerged and began taking over large parts of Afghanistan, installing a new, repressive government in the territory they controlled.[5] The Taliban violently repressed women, non-Muslims, ethnic minorities, and others. The repression combined with the continuing war between the Taliban and the mujahideen led to new waves of refugees fleeing Afghanistan. By 2001, Pakistan was home to 2 million Afghan refugees and Iran hosted 1.4 million.[6] Both Pakistan and Iran closed their borders to future Afghan refugees, along with other neighboring countries such as Turkmenistan that did not host large numbers of refugees.[7]

The United States drove the Taliban from power in 2001 and established a transitional government to rebuild the country and re-establish democracy.[9] Millions of Afghan refugees returned to the country, hoping that U.S. military and financial assistance could help Afghanistan's economy and government recover. The number of returning refugees equaled 20% of Afghanistan's population, making it difficult for the country to support their reintegration.[10]

By 2014, the United States had pulled out of Afghanistan almost entirely. The loss of military and financial support again destabilized the country. The Taliban re-emerged and began conquering territory. Afghanistan saw increasing numbers of civilians injured or killed by anti-government forces.[11] As a result, Afghan refugees again fled the country.

In 2016, Pakistan hosted 1.6 million Afghan refugees and Iran hosted 1 million, but both countries increasingly tried to keep additional refugees from entering and to force out refugees already there.[12] Many of those who could not stay in Pakistan or Iran instead traveled to Europe. By the end of 2015, European countries registered nearly 200,000 Afghan asylum applicants.[13]

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SYRIA

At the beginning of the civil war that triggered the refugee crisis, Syria's population of 17 million people was predominantly Sunni Muslim, with important minorities of Shia Muslims, Alawites, Christians, and Druze. The Syrian government was dominated by the minority Alawites.[1]

In 2011, people inspired by ideals of liberty, dignity, and social justice started the Arab Spring movement throughout the Middle East and North Africa, including in Syria.[2] In March 2011, a group of teenagers in the southern city of Daraa wrote revolutionary slogans on the side of their school. The government arrested and tortured the children, sparking pro-democracy protests.[3] The Syrian government reacted violently to the protests, using police, military, and paramilitary forces against civilians. The regime's violence gave the protests greater visibility and within weeks, hundreds of thousands of Syrians joined protests across the country.[4]

In July 2011, a rebel group known as the Free Syrian Army was formed by generals and soldiers who had defected from the Syrian military. The group aimed to overthrow the government. Their creation spiraled Syria into a civil war. By September 2011, organized rebel militias frequently engaged in combat with government troops in cities around Syria.[5]

The government forces in Syria committed crimes, including unlawful killing, torture, arbitrary arrest, sexual violence, indiscriminate attacks on civilians, and destruction of humanitarian targets such as hospitals and schools.[7] Alongside that, entire regions of the country suffered from a lack of electricity, sanitation services, and adequate food and water.[8] In June 2014, the Islamic State of Iraq and Syria, a violent terrorist organization, declared the establishment of a caliphate across Syria and Iraq and began targeting civilians.[9] These deteriorating conditions drove millions of refugees to leave their homes.

More than five years after the civil war began, the Syrian Center for Policy Research reported that at least 470,000 Syrians had died.[10] The UN estimated that 6.6 million people were internally displaced and another 5.3 million had fled Syria.[11]

Syrian refugees primarily fled to neighboring countries, with 2.7 million in Turkey and 1 million in Lebanon.[12] In response to the high numbers of refugees, many neighboring countries closed their borders. Syrians attempting to reach safety also fled to Europe, both across land and by dangerous sea crossings. Thousands died crossing the Mediterranean. European countries began turning people away at the border, stopping the movement of trains, and erecting walls to prevent crossings.[13] By the end of 2016, only a few countries had accepted large numbers of Syrians, including Germany, which hosted nearly 250,000 refugees.[14]

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Name:_____ Lesson 2: Handout 2

COMPARING REFUGEES

Where They Are Now							
Where They Fled							
Why They Fled							
Time Period of Crisis							
Region of the World							
Refugee Group							

LESSON 3 The Refugee Journey

Procedure:

1. Choose a video. Divide the class into pairs. Give them *Handout 1: Comparing Journeys* and ask them to choose one of the pairs of Immigrant Stories listed at the top of the handout. You can either divide the class evenly between the three pairs or have students choose based on their interests.

2. Watch. Have each pair of students watch their two videos 2-3 times. The pairs should work together to fill in the handout (suggested answer key available after the handout).

3. Discuss. As a class, discuss the differences and similarities between all of the videos using the following questions:

	Questions for Discussion
?	What were some positive things that happened to the refugees?
?	What were some negative things that happened to the refugees?
?	What were some of the feelings the refugees had about their experiences?
?	What do you think would be the most difficult part of being a refugee?

Pa Eh Soe (left) takes a photo with her best friend before leaving their Thai refugee camp to resettle in the United States. From Pa Eh Soe's Immigrant Story.

Name:_____ Lesson 3: Handout 1

COMPARING JOURNEYS

Students: In pairs, choose one of the pairs of Immigrant Stories below and watch each video 2-3 times. Then fill out the worksheet.

- Pa Eh Soe and Hung Ngo
- Nasser Mussa and Zaki Omar
- Teng Lee and Sahra Hassan

1. Summarize each Immigrant Story.

First story:

Second story:

2. What are some similarities between the stories?

3. What are some differences between the stories?

4. Do the refugees feel the same way about what has happened to them?

5. How do you think you would feel if you were in a similar situation?

OPTIONAL ACTIVITIES

The optional activities on pages 115-124, taken from *Energy of a Nation: Immigrants in America*, can deepen students' understanding of the history of immigration, its causes, and the current U.S. immigration system.

Many of the optional activities also include a video extension, allowing students to examine the videos in even greater depth and connect them to the new information learned in each activity.

Activity	Summary
1. Refugee Role Play	Students receive identity cards. They group themselves by family and then role play that their state is being invaded by a neighboring state. Their family has to decide what 3 items each person will carry, their route of escape, and how they will survive until reaching the refugee camp. The class discusses the decisions each group made. Families reconvene to write down their needs and abilities and determine as a class what needs would not be met by the larger group in a refugee camp and where they would need help. Finally, students role play being in a new country, with some families playing host and others new arrivals, outlining ideas for welcoming refugees and facilitating integration. The class comes together to debrief about the entire experience.
2. Applying for Asylum-hay	The teacher discusses the high burden of proof that asylum seekers bear when applying for status in the United States. Students fill out an application for asylum in Pig Latin. They exchange papers, and if there are any mistakes, the application is denied. The class discusses their reactions to the process.

OPTIONAL ACTIVITY 1
Refugee Role Play

Procedure:

1. Prepare. Cut out identities from *Refugee Role Play Cards* for each of your students. Each family group has a different number of family members, so try to choose family groups such that every student can have a card and each family can have all of its members. If you have more students than cards, duplicate one or more of the family groups until there are enough cards for everyone.

> ***Teacher Tip***
>
> This activity may be especially difficult or emotional for students with their own refugee experience. If you have students who may be reluctant to participate in the exercise, either skip the activity or offer an alternative, such as writing a letter to one of the refugees whose video they watched.

2. Set up. Pass out an identity card to each student. Shuffle the cards so that students are not sitting near their family members if possible. Before beginning the activity, tell students that they will now be acting out the refugee experience. **Remind them that though it may seem funny to imagine their state being invaded, this scenario has happened to many people who have suffered very real and serious consequences as a result.** They should approach the role play with those people in mind. Read the following scenario out loud and replace the bold items with names and places relevant to your state:

> *Citizens of **[Neighboring State]**, wanting more land for their people, have invaded **[Your State]**. Entering the state through the city of **[Border City]**, the people of **[Neighboring State]** have now taken control of the Capitol Building in **[Capitol City]** and the police and National Guard throughout the state. There are snipers in the capitol buildings and **[Major Shopping Center or Stadium]** has been blown up. All interstate highways have been closed. The people of **[Neighboring State]** have taken over the main stadium and are using it as a staging ground for their troops. You have heard rumors that the invaders are going to be going door to door, and unless you can prove that you were born in **[Neighboring State]**, you will be arrested and taken to an undisclosed location. Fighting has begun in **[Capitol City]** and is spreading into the suburbs and rural towns across the state. You can hear the fighting from your house. Mobs of people from **[Neighboring State]** are roaming the streets and have set fire to your neighbor's house. You realize that you must flee **[Your State]** tonight. You have two hours to pack your belongings. Because all of the roads are blocked, you must head toward a refugee camp in **[Other Bordering State/s]**.*

3. Imagine. Tell the students to write down ten items that they would bring with them based on their identity, without talking to anyone else. Give them two minutes to decide. Time them and give a warning after a minute and a half has passed.

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OPTIONAL ACTIVITY 1

Refugee Role Play

(continued from previous page)

4. Convene the family groups. Ask students to form small groups with everyone from their assigned family. These small family units must now decide together what they can take with them. Each person can only carry three things. All the items recommended from individual lists must be considered, but with the interest of the family in mind. Each person should construct a list of the three items he or she can carry. The group must take into consideration any elderly, sick, or very young people in the group who cannot carry items. The groups should meet for 5-10 minutes. Time students and give them a warning when a minute remains. Do not let the groups use more than 10 minutes to make a decision; tell them they must leave now with whatever they have chosen at this point.

5. Decide a route. Once the time limit has passed, tell the families they now have to decide whether they will flee by foot, escape by boat, or find some other means of transportation. They need to think about where they will sleep, find food, etc. There are refugee camps in the surrounding states where they can stay.

6. Present and discuss. Come back together and have each group present their plan. Where did they decide to go? How will they get there? What did they decide to take and why? After each group has presented, discuss the following questions as a class:

	Questions for Discussion
?	Did you choose items based on what you thought you would need to survive or what would help you remember your life back home?
?	Do you think you could realistically carry all of the items you chose?
?	Who had the most say in the decision-making process? Why was that?
?	How did you feel about what was happening?

7. Regroup. Ask students to reconvene with their "families." The families have now made it into refugee camps. Explain to the students that in the camps, the refugees themselves handle a great many of the day-to-day responsibilities of keeping the camp running. Based on their identity cards, have students write down what kinds of help they would need, either from relief workers or from fellow refugees, while they are in the camp. They should copy the list onto a piece of paper, writing clearly in large enough letters for other students to easily read it. Then, they should make a second list of what they think they can offer to others in the camp based on their identities.

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OPTIONAL ACTIVITY 1
Refugee Role Play

(continued from previous page)

9. Share. Have the family groups post their list of needs on the walls of the classroom and then walk around the room to read other groups' lists. If they can meet any of the needs based on the skills they have to offer, they should make a check mark next to that item on the list. After all the groups have looked at all the lists, go over the needs that aren't being met. Ask students how they think those needs may or may not be met in a refugee camp.

10. Four years later. After spending four years in the refugee camp, the families have been safely resettled in a "third country" — your local community.

11. Welcome. Families #1 and #2 will play the role of host community. They should outline what they would do to welcome the new families. They should be encouraged to include ideas at the individual, school, and community levels. They should also offer suggestions for the new families on how they can start adapting themselves to their new community.

12. Adapt. The other families continue to play the roles of refugees. These students should list what they would do to start adapting to their new school and community, and what their school and community could do to welcome them.

13. Compare. Draw a line down the middle of the board. Write "Welcome" on one side and "Integrate" on the other. Have students share the ideas they generated in their small groups. Once they have offered their suggestions, have students identify any of the ideas that might be particularly easy to carry out and circle them on the board. Have students identify ones that might be particularly difficult and put a star next to them.

14. Debrief. As a class, discuss how students felt about the role play.

Questions for Discussion

? Based on the role play, what do you think it would feel like to be a refugee?

? What do you think the hardest part of being a refugee would be?

? During the role play, did you ever feel that your character's human rights were being violated? When? What rights?

? What are ways that governments could better protect the human rights of refugees? What are ways that individuals could better protect the rights of refugees?

REFUGEE ROLE PLAY CARDS

Refugee Identities: **The refugee identities can be added to and adapted as necessary. You may want to cut and laminate the refugee identity cards for future use. Be sure that you have one identity card for each student in class.**	**FAMILY #1: Grandmother** • 60 years old • Teaches 5th grade • Enjoys cooking
FAMILY #1: Grandfather • 65 years old • Retired farmer • Collects valuable coins	**FAMILY #1: Grandson** • 12 years old • Parents have died • Likes to help his grandfather garden
FAMILY #2: Father • 43 years old • Dentist • Likes to jog	**FAMILY #2: Mother** • 44 years old • English teacher • Competitive runner
FAMILY #2: Daughter • 13 years old (twin) • Good swimmer • Likes to text with friends	**FAMILY #2: Daughter** • 13 years old (twin) • Very athletic • Just got a kitten
FAMILY #3: Father • 40 years old • Works at local paper mill • Expert handyman	**FAMILY #3: Mother** • 39 years old • Stays at home with children • Skilled at sewing

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REFUGEE ROLE PLAY CARDS

FAMILY #3: Daughter • 18 years old • Looking forward to community college • Has a boyfriend at her high school	**FAMILY #3: Son** • 14 years old • Likes to play soccer • Straight-A student
FAMILY #3: Son • 9 years old • Has health problems and needs regular medication • Loves his dog	**FAMILY #4: Mother** • 55 years old • Works as a doctor • Specializes in family medicine
FAMILY #4: Father • 56 years old • Works for a newspaper as a business reporter • Loves to cook	**FAMILY #4: Daughter** • 18 years old • Excels at computer programming • Always knows the latest apps
FAMILY #4: Daughter • 16 years old • Wants to be actress • Enjoys hanging out at the mall	**FAMILY #4: Daughter** • 12 years old • Very studious • Loves to read • Uses a wheelchair
FAMILY #4: Aunt • 70 years old • Not able to walk easily • Loves to tell stories	**FAMILY #5: Single woman** • 42 years old • Owns a hair salon • Her parents live in the capital city

REFUGEE ROLE PLAY CARDS

FAMILY #6: Mother • 35 years old • Divorced • Works as a city bus driver	**FAMILY #6: Cousin** • 21 years old • College student staying with family • Helps with child care
FAMILY #6: Son • 10 years old • Loves to play basketball • Always listening to music	**FAMILY #6: Son** • 6 years old • Likes animals • Shy
FAMILY #6: Daughter • 10 months old • Has been crying a lot lately • Allergic to milk	**FAMILY #7: Brother** • 23 years old • Left school to take care of sister • Studied mathematics
FAMILY #7: Sister • 11 years old • Has had bad dreams since parents died • Loves building things	**FAMILY #8: Mother** • 33 years old • Loves sailing her boat • Works as an accountant at an office
FAMILY #8: Father • 31 years old • Owns a restaurant • Speaks three languages fluently	**FAMILY #8: Son** • 2 years old • Doesn't like strangers • Always carries his favorite stuffed animal

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OPTIONAL ACTIVITY 2
Applying for Asylum-hay

Procedure:

1. Review. Remind students of the difference between refugees and asylum seekers (that refugees receive their status outside the United States, while asylum seekers first come to the United States and then apply for their status). Explain that asylum seekers, like refugees, must prove that they fear persecution in their home country, such as torture, imprisonment, or physical abuse, on the basis of: race, nationality, political opinion, religion, or membership in a particular social group.

Just as with refugees, the burden of proof is on the asylum seeker. This means that the person who is seeking protection must prove who they are, what or who they fear, and that their fear is reasonable. Applying for asylum is a complex and difficult process, especially for people who are not fluent in English or who are still upset or traumatized by their experiences.

2. State the rules. Tell students they will now be applying for asylum in a country that speaks Pig Latin. Provide students with a quick explanation of the rules of Pig Latin: 1) Move the first letter of the word to the end, and then add "ay." 2) If there are two or more consonants together at the beginning of the word that combine to make a sound, they are moved together (e.g., "sh"). 3) If the word starts with a vowel, simply add "hay" to the end of the word.

For example, "refugee" becomes "efugeeray," "should" becomes "ouldshay," and asylum becomes "asylumhay." You may write a few examples of Pig Latin words on the board to help students understand how the "language" works. Answer any questions the students have about the language before moving on with the lesson.

3. Apply. Give students the *Asylum Application in Pig Latin*. Give them 10-15 minutes to fill out the form. Remind them that their answers must be in Pig Latin as well. If they need extra assistance, you may give them the *Asylum Application in English*.

4. Evaluate. After 10-15 minutes, have students switch applications with the person sitting next to them. Each student should now grade the application they received, using the *Asylum Application in English* to help them see if the person has answered the questions correctly. If any of the answers are wrong, have students write "Denied" in big letters at the top and return it to the original author.

(continued on next page)

OPTIONAL ACTIVITY 2

Applying for Asylum-hay

(continued from previous page)

6. Discuss. Once students have evaluated their neighbor's form, discuss their reactions.

Questions for Discussion

? How easy was it to make mistakes?

? How might you feel if you had to fill out the real asylum application, which is more than 20 pages long?

? How might mistakes impact the success of a genuine asylum application?

? What are the consequences if an applicant is denied?

? Do you think this application process is a fair way to judge whether someone should be allowed to stay in the United States?

Looking at refugee resettlement documents.
Image courtesy of the IHRC

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Name:_____ Optional Activity 2

ASYLUM APPLICATION IN PIG LATIN

DHS - USCIS - U.S.hay Epartmentday ofhay Usticejay - EOIR
Applicationhay orfay Asylumhay andhay orfay Itholdingway ofhay Emovalray
ARTSTAY EREHAY. Ypetay orhay intpray inhay ackblay inkhay. Eesay ethay instructionshay orfay informationhay abouthay eligibilityhay andhay owhay otay ompletecay andhay ilefay isthay applicationhay. Erethay ishay onay ilingfay eefay orfay isthay applicationhay.

Otenay: Eckchay isthay oxbay ifhay ouyay antway otay applyhay orfay itholdingway ofhay emovalray underhay ethay Onventioncay Againsthay Orturetay. ☐

Artpay A.1. INFORMATIONHAY ABOUTHAY OUYAY

1. Alienhay Egistrationray Umbernay (A#'s) (Ifhay anyhay)		2. Ocialsay Ecuritysay Nohay. (ifhay anyhay)	
3. Ompletecay Astlay Amenay	4. Irstfay Amenay	5. Iddlemay Amenay	
6. Atwhay otherhay amesnay avehay ouyay usedhay? (Includehay aidenmay amenay andhay aliaseshay.)			
7. Esidenceray inhay ethay U.S.hay		Elephonetay	
Reetstay Umbernay andhay Amenay			Apthay. #
Itycay	Atestay	IPZAY Odecay	
8. Ailingmay Addresshay inhay ethay U.S.hay, ifhay otherhay anthay abovehay		Elephonetay	
Reetstay Umbernay and Amenay			Apthay. #
Itycay	Atestay	IPZAY Odecay	
9. Endergay: Alemay _____ Emalefay _____	10. Aritalmay Atusstay: _____Inglesay _____Arriedmay _____Ivorcedday_____Idowedway		
11. Ateday ofhay Irthbay *(mm/dd/yyyy)*		12. Itycay andhay Ountrycay ofhay Irthbay	
13. Esentpray Ationalitynay	14. Ationalitynay athay Irthbay	15. Aceray, Ethnichay orhay Ibaltray Oupgray	16. Eligionray
17. *Eckchay ethay oxbay, A roughthay C, atthay applieshay:* **A**: Ihay avehay evernay eenbay inhay immigrationhay ourtcay oceedingspray. ☐ **B**: Ihay amhay ownay inhay immigrationhay ourtcay oceedingspray. ☐ **C**: Ihay amhay **otnay** ownay inhay immigrationhay ourtcay oceedingspray, utbay Ihay avehay eenbaay inhay ethay astpay.☐			
18. *Ompletecay #18 A-B:* A. Enwhay idday ouyay astlay eavelay ouryay ountrycay? *(mm/dd/yyyy)* _____ B. Atwhay ishay ouryay urrentcay I-94 umbernay, ifhay anyhay? _____			
19. Atwhay ountrycay issuedhay ouryay astlay assportpay orhay aveltray ocumentday?		20. Assportpay #	21. Expirationhay Ateday (*mm/dd/yyyy*)
22. Atwhay ishay ouryay ativenay anguagelay?	23. Arehay ouyay uentflay inhay Englishhay? ____Y ____N	24. Atwhay otherhay anguageslay oday ouyay eakspay uentlyflay?	
ORFAY EOIR USEHAY ONLYHAY	ORFAY USCIS USEHAY ONLYHAY **Actionhay**: Interviewhay Ateday:_____ Asylumhay Officerhay ID#: _____ **Ecisionday**:_____Approvalhay Ateday _____Enialday Ateday_____Eferralray Ateday		

ASYLUM APPLICATION IN ENGLISH

DHS - USCIS
U.S. Department of Justice - EOIR
Application for Asylum and for Withholding of Removal
START HERE. Type or print in black ink. See the separate instruction pamphlet for information about eligibility and how to complete and file this application. There is NO filing fee for this application.

Note: Check this box if you want to apply for withholding of removal under the Convention Against Torture. ☐

PART A.1. INFORMATION ABOUT YOU

1. Alien Registration Number(s) (A#'s) *(If any)*		2. Social Security No. *(If any)*	
3. Complete Last Name	4. First Name	5. Middle Name	
6. What other names have you used? *(Include maiden name and aliases.)*			
7. Residence in the U.S.		Telephone	
Street Number and Name			Apt.
City	State	ZIP Code	
8. Mailing Address in the U.S., if other than above		Telephone	
Street Number and Name			Apt.
City	State	ZIP code	
9. Gender: Male _____ Female _____	10. Marital Status: _____ Single _____ Married _____ Divorced _____ Widowed		
11. Date of Birth *(mm/dd/yyyy)*	12. City and Country of Birth		
13. Present Nationality	14. Nationality at Birth	15. Race, Ethnic or Tribal Group	16. Religion
17. *Check the box, a through c that applies:* **A**: I have never been in immigration court proceedings. ☐ **B**: I am now in immigration court proceedings. ☐ **C**: I am **not** now in immigration court proceedings, but I have been in the past. ☐			
18. *Complete #18 A-B:* A. When did you last leave your country *(mm/dd/yyyy)* _____ B. What is your current I-94 number, if any? _____			
19. What country issued your last passport or travel document?	20. Passport #	21. Expiration Date *(mm/dd/yyyy)*	
22. What is your native language?	23. Are you fluent in English? ____Y ___N	What other languages do you speak fluently?	
FOR EOIR USE ONLY	FOR USCIS USE ONLY **Action**: Interview Date: _____ Asylum Officer ID#: _____ **Decision**: _____ Approval Date _____ Denial Date _____ Referral Date		

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UNIT 3

Youth, Identity, and Immigration

Chiyou Moua and his friends in Thailand.
From Chiyou Moua's Immigrant Story.

UNIT 3

Youth, Identity, and Immigration

Goal

» Understand how immigration affects culture and identity formation, especially for those who immigrated as children or are the children of immigrants.

Objectives

» Students will learn about the concepts of culture, cultural diffusion, and identity formation.

» Students will examine the personal stories of people who immigrated as children or are the children of immigrants.

» Students will recognize culture and identity formation in their own lives.

» Students will analyze how culture and identity formation have occurred throughout U.S. history.

At a Glance

Lesson 1: Culture and Identity

» Students learn the definitions of culture, cultural diffusion, and identity formation and discuss examples of each. They then watch an Immigrant Story and apply their new understanding of culture and identity to analyzing the video.

Lesson 2: Second-Generation Identity

» Students explore the experiences of contemporary and historical second-generation Americans through written excerpts and Immigrant Stories. They compare how individuals navigate cultural differences and then discuss as a class the variety within second-generation experiences.

Lesson 3: Constructing Identity

» Students choose an Immigrant Story and analyze the relationship between culture and identity described by the narrator. They discuss their story with another student. They then prepare a presentation on their own experiences navigating culture and identity.

Featured Immigrant Stories

Adam Martinez: Adam's father was born in Mexico and grew up in Los Angeles, where he met Adam's mother. Adam was born in Los Angeles in 1985 and raised in Minnesota. He talks about being "a second-generation Mexican immigrant growing up closer to Lake Superior than the Rio Grande."
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/468

Johnny Yang: Jonathan Shia Yang was born in Fresno, CA in 1991 and grew up in St. Paul, MN. He performs and discusses his spoken word poem "My Name is Hmong: Call Me Freedom" about reclaiming his Hmong language and heritage.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/617

Leah Herder: Leah was born in Changde, Hunan Province, China in 1996 and adopted by an American couple in 1997. She grew up in Ohio and Wisconsin, where she became active in LGBTQ+ and Asian American organizations as a high school student.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/701

Magnolia Yang: Magnolia was born in Cholet, France, in 1988. Her family moved to the United States when she was eight and she grew up in Michigan. She is an artist, dancer, choreographer, and social justice activist.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/656

Mustafa Jumale: Mustafa was born in Mogadishu, Somalia in 1989. His family left Somalia when civil war broke out in 1991 and migrated to the U.S. soon after. Mustafa lived in Missouri briefly before moving to Minnesota.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/501

Natasha Reika Gomez: Natasha's father, who was originally from Colombia, met her mother while he was enlisted in the U.S. Navy and stationed in Yokosuka, Japan. Natasha was born on the Navy base in 1993. Her family relocated to the United States when she was six.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/572

Nelsie Yang: Nelsie was born in Minnesota in 1995. Her parents were Hmong refugees who came to the United States because of the Secret War in Laos. Her experiences of racism in the United States and discrimination she observed as a study abroad student led her to political and social justice activism.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/690

Norzin Wangpo: Norzin was born in New Camp 6, a camp for Tibetan refugees, in Bylkuppe, India in 1990. When he was seven, his family resettled in the United States, and he grew up in Chicago. He enlisted in the U.S. Marines after graduating from high school.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/693

Saymoukda Vongsay: Saymoukda is a poet, playwright, and community activist. In her digital story, she reflects on her childhood as a Lao refugee in St. Paul, MN and discusses her award-winning poem "When Everything Was Everything."
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/511

Steven Yang: Steven Yang was born and raised in the United States, but his parents and grandparents were Hmong refugees from Laos. Steven's digital story is about his Hmong American family, upbringing, and identity.
http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/657

LESSON 1 Culture and Identity

1. Introduce. Write down the words "culture," "cultural diffusion," and "identity," leaving space under each one for student answers. Ask students to provide examples of each term, writing down key words.

2. Examine. Give each student *Handout 1: Culture and Identity*. Ask students to read through the handout and create a mind map to organize the information that they learn.

Teacher Tip

To create a mind map, place the word you are brainstorming in the center of the board. Circle the word. Extend lines that connect to more circles and fill with words related to the word of origin.

Ask students to revisit the examples they listed earlier and add or change answers based on their new understanding of culture and identity.

3. Apply. Ask students to form pairs and give each student *Handout 2: When Everything Was Everything* and *Handout 3: In Her Words*. With their partner, they should read Saymoukda Vongsay's poem, "When Everything Was Everything" and listen to her Immigrant Story describing why she wrote the poem. Based on the poem and her Immigrant Story, students should fill in *Handout 3*.

4. Reflect. Ask students to share some of their answers to the questions in *Handout 3*. As a class, discuss the following questions:

Questions for Discussion

? What images stood out to you the most?

? Where there any parts of the poem where you recognized a connection between Saymoukda's experiences and your own?

? How did her poem and Immigrant Story relate to culture, cultural diffusion, and identity?

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CULTURE AND IDENTITY

Culture is a "set of basic assumptions and values, orientations to life, beliefs, policies, procedures, and behavioral conventions that are shared by a group of people, and that influence (but do not determine) each member's behavior and their interpretations of the 'meaning' of other people's behavior."[1] In other words, culture is the shared knowledge, experience, beliefs, attitudes, values, patterns of behavior, and interactions among a relatively large group of people.[2] Culture is used to form the common ground for communication among members of a group and is transmitted from one generation to the next.[3]

Hmong Dancers.
From Anna Xiong's Immigrant Story.

All cultures change over time. Three common sources of cultural change are:

- forces at work within society
- changes in the natural environment, and
- contact between societies.

Within a society, invention and culture loss lead to cultural change. Inventions may be either ideological such as the invention of algebra or technological such as the invention of new energy sources. New patterns of culture that replace old ones inevitably result in culture loss. For example, as vehicles with combustion engines have replaced horses as the primary means of transportation, not many Americans today know how to care for a horse. A century ago, this would have been common knowledge.[4]

Tortillas.
From Adam Martinez's Immigrant Story.

When the environment changes, cultures often change in response. A different climate leads to changes in key parts of culture such as the kinds of food that people eat, the clothes they wear and the way they make a living.

Contact between other cultures is another way that culture can change. When this happens, diffusion may occur. **Cultural diffusion** is the transfer of ideas from one culture to another. An example of cultural diffusion is the use of tomatoes, which originated in the Americas, in the foods of many different cultures.[5]

CULTURE AND IDENTITY

Identity is "the traits and characteristics, social relations, roles, and social group memberships that define who one is."[6] In other words, identity is not only the inner character of a person but also the place they feel they occupy within society.

Manichan Xiong showing a story cloth she sewed about the many peoples of Laos. From Manichan Xiong's Immigrant Story.

Identity hinges on the notion of **sameness** and **difference**. One important meaning of the term rests on the idea that we are identical with ourselves (the same being from birth to death) and that we share common identities with others, such as being human and within this, identities based on gender, race, ethnicity, and religion, among other factors.

At the same time, another aspect of identity is people's difference from others — that they are a unique individual. Western notions of identity rely on these two modes of understanding individual identity as simultaneously the same and different as others.[7] Identity is a socially constructed concept. We learn about our identity and the identity of others through interactions with family, peers, organizations, institutions, media and other connections that we make in our everyday life.[8]

Culture and identity are related. A person's culture contributes to how they see themselves and the groups with which they identify. A person's understanding of their own identity and the identity of others is shaped by the values and attitudes that are prevalent at home and in the surrounding community.[9] People engage with the cultures they encounter to construct an identity that relates to those cultures in a variety of ways, from seeking similarities to emphasizing differences.

Jonathan Yang plays a flute. From Jonathan Yang's Immigrant Story.

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CULTURE AND IDENTITY

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WHEN EVERYTHING WAS EVERYTHING

By *Saymoukda Duangphouxay Vongsay*

1. Food stamps in my pockets. Two dollars' worth of Now n Laters. Green saliva, couldn't swallow quick enough. Standing nervous. Red light on Dale Street. Crossed the bridge over Hwy 94. Trekking back to St. Albans. Candy wrappers clenched tight. Waved good-bye to Tiger Jack.

2. Every Friday Bhet opens the screen door and announces, "Pahw mah la, pahw mah la!!"[1] All afternoon we've waited. In my father's tan Isuzu truck we drove to Hudson. Mom buys lottery tickets for her, bags of Funyuns and a giant Slurpie for us. Bhet likes the blue ones—they stain his tongue so good, makes a point to show me every time. On the way home, mom spends imaginary millions in out-loud daydreams. Blue-lipped smiling, Bhet tells me we are like kings in Dad's gold chariot. I agreed.

3. Bowl cuts. Red-handle scissors.

4. Holding my Korean blanket, rolled under my arms. Dad carried trash bags, everything we owned, slung over his shoulders. Tiny feet tired from walking, twelve blocks to our new home. Stopping every other he asks, "Ee la, nyang die yoo baw?" Every time, looking up, forcing smile, "Doiy, ee pahw."[2]

5. 692 North St., St. Paul. 250 Oxford St. North, St. Paul. 308 North St. Albans, St. Paul. 3634 15th Ave. South, Mpls. 1090 York Ave., St. Paul. 130 Bates Ave., St. Paul.

6. "Mah nee, ee Thoun,"[3] Bhet says. I follow him to his first grade classroom, passing cubbies, water-color family portraits, and a picture of Jesus the Christ. He lifts up the lid of his school desk, no. 2 pencils with bite marks, color crayons, and two small boxes of Sunmaid raisins. He hands me one and smiles, showing teeth.

7. I interrupted my class when I walked in, returned from an ESL session. Mr. Smith made everyone read out loud, stopping when they want to. No one ever reads more than three sentences from The Cay. They giggled and snickered on my turn. That day, I read two chapters without stopping to breathe. The snickering, ridiculing, and ESL sessions stopped after that.

8. I went to Head Start preschool. Bhet went to Saint Mark's Catholic school.

9. I killed my father's lawn one summer with my blue plastic pool. Fresh-out-of-the-bag Disney underwear and bare chested, grass blades speckled my feet and ankles, I watched as the grinning crocodile begins to swim, hidden sometimes by the sun's reflection, until water spills tiny waterfalls over the brim.

WHEN EVERYTHING WAS EVERYTHING

10. Hand-me-down jeans, ripped, and dirtied at the knee. Working in cucumber fields. Picking only the ones as big as my five-year-old hands.

11. Grocery store. Pharmacy. Welfare office. Parent-teacher conferences. All are unmaneuverable without your double tongue, looking up to your right, up to your left, at adult mouths moving and adult ears, waiting, listening to everything lost in an eight-year-old's interpretation.

12. Carrying a roll of toilet paper in a wrinkled over-used plastic bag, I jumped into my father's Isuzu. Seldom visible at 3 a.m., the moon can't hear Father singing during the hour drive to a Christmas wreathmaking factory, suspended between awake and weary. Mother cups my face with her sap-dried hands, dirt under her nails, plants kisses before unrolling 6, 8, 10 sheets to blow the dust out of her nose. Her hand rakes my hair and neck leaving dried flakes of sap, the smell of pine, the residual optimism she still has.

13. The art of haggling with the Hmong grandmothers at the Farmers' Market is not for the meek minded.

14. Be the first to line up in front of the food truck before its back door slides up, thundering over the murmurings. Everyone wonders if they'll get a bag of frozen chicken this time. Or angel food cake, two days past the expiration date. I exchange all of my cheeses for boxes of rice with anyone who doesn't look like me.

15. Mrs. Jaquelin traded cassette tapes with mom every week. Roy Ayers, Sade, and Dolly Parton for Thai singers I only knew by face.

Notes
1 Pahw mah la, pahw mah la!! (Dad is here! Dad is here!)
2 Ee la, nyang die yoo baw? (Babygirl, are you okay to walk?); Doiy, ee pahw. (Yes sir, Daddy.)
3 Mah nee, ee Thoun. (Come here, Thoun.)

Students can watch Saymoukda Vongsay perform her poem aloud here: *http://video.tpt.org/video/2365987716/*.

Name:_____ Lesson 1: Handout 3

IN HER WORDS

Instructions: Students should read Saymoukda Vongsay's poem, "When Everything Was Everything" and listen to her Immigrant Story describing why she wrote the poem. Based on the poem and her Immigrant Story, students should answer the following questions.

1. Why did Saymoukda write this poem?

2. List places in the poem where different cultures come into contact.

3. What are some examples of cultural diffusion in the poem?

4. How does the poem emphasize how Saymoukda shares a common identity with other people? Which identities does she talk about?

5. How does the poem emphasize Saymoukda's uniqueness as an individual?

1. Define. Explain that the children of immigrants often have unique experiences that are different from both the experiences of their parents as immigrants and from the experiences of children of native-born citizens. The term "second generation" is often used to describe these individuals and their experiences. In the United States, 35.7 million people are the children of at least one immigrant parent.[1]

2. Watch. Explain that the experiences of second-generation youth have some similarities but are also distinct, even when youth have similar ancestry. Students will watch one of three Immigrant Stories told by Hmong youth who each talk about a different aspect of their second-generation identity. Divide students into pairs and ask each pair to choose one of the following immigrant stories: Jonathan Shia Yang, Nelsie Yang, or Steven Yang. As students watch their video, they should jot down moments when the narrator talks about culture or identity.

3. Compare. Give each pair *Handout 1: Immigrant Voices From the Past* and ask them to read through all the excerpts. As they read the excerpts, they should circle the places where the speaker has experiences that are similar to what they heard in the Immigrant Story they watched. They should underline the places where the speaker has different experiences.

4. Discuss. Ask each pair to share their analysis with the class, writing their answers on the board. After all students have shared their analysis, discuss the following questions:

Questions for Discussion

? What did the different excerpts on Handout 1 have in common?

? Did any of the experiences from the past seem similar to the more recent Immigrant Stories? In what ways?

? Where there any important differences between the different excerpts or Immigrant Stories?

? How might growing up as a child of immigrants influence how people view their identity?

? How do you balance different people's expectations of your behavior and values?

1 Pew Research Center, Social & Demographic Trends, "Second-Generation Americans," (February 7, 2013), *http://www.pewsocialtrends.org/2013/02/07/second-generation-americans/*.

IMMIGRANT VOICES FROM THE PAST

The following excerpts are taken from *What It Means to Be a Second-Generation Girl: Talks given at the Second-Generation Youth Dinner of the National board of the Y.W.C.A. April 30, 1935*.

"The Pendulum of Percentage" by Mary Ann Bodnar

At holiday time I had unusual difficulty in school. The Ukrainians follow the old calendar and so our Christmas and Easter holidays fall later than the American ones. I was always kept at home to attend services at church and to follow the old traditional customs that my people observed. On returning to school the reason for my absence was demanded. On telling the teacher about the Ukrainian holiday I was told that this was America and I could celebrate only American holidays. "But," I would say, "you don't scold the Jewish boys and girls when they stay home on their holidays. Why do you scold me?" I was told something about my holidays not being important- nobody even knew about them. The following year mother suggested that I bring the choicest of the designed Ukrainian eggs to teacher. "Give it to her and tell her that it is an old Ukrainian tradition to give such gifts of a decorated Easter egg, and if she should ask you more about the country where this custom comes from you'll know what to say." I gave the egg to teacher and she said, "Thank you, but that doesn't excuse you for being absent."

"A Finnish-American Girl in New England" by Vieno Raitanen

When I entered the school at six years of age, I did not know how to speak a word of English and there was no one in school to help me. I will always remember my first day, when I started to speak in Finnish and the other children all laughed at me. The teacher also smiled. I was so embarrassed that I would not speak at all that day, and for months I hardly opened my mouth in school. I was always looked on as being a little queer because I was Finnish and every time a visitor came to the school I was singled out and regarded as a sort of "Exhibit A."

"A Chinese-American Girl in America" by Evelyn Lee

The Chinese always have a feeling that they will go back to China. We have a feeling of impermanence in this country. Why is this so? Because we are denied the rights of citizenship....And immigration restrictions make the development of normal family life impossible. For example, my brother, who was born in the United States and so is a citizen himself, cannot bring his wife to this country because she was born in China and the immigration law of 1924 says the Chinese who marry girls of foreign birth cannot bring their wives to this country.

There is one incident I shall never forget. I had gone to Columbus, Ohio, to hear a Chinese scholar lecture. After the lecture was over an American woman brought her little girl over to me and said, "Here, dear, is a real Chinese girl." I, being honest, contradicted her, "No, madam, I am not from China, I am from New York." Whereupon she hastily drew her child away. How does the Chinese-American girl feel? On the one hand, she is rejected by the Americans because she is not from China, and on the other, back in the Chinese community the people ridicule us of the second generation. They say we are nothing of worth. They call us "jooksing," which means " the hollow of the bamboo" and is something like what Americans mean when they speak of the "hole in the doughnut!"

1. Choose a video. Provide students with a list of the Immigrant Stories on page 127 and ask them to choose one to view. You can either divide the class evenly between all the videos or have students choose based on personal interest.

2. Watch. Give each student *Handout 1: Analyzing the Video - Constructing Identity*. Ask them to watch their chosen video 2-3 times and to fill out Part 1 of the handout based on what they see. Next, ask them to pair up with another student that watched a different video. Each student should take a turn describing the video they watched and their answers to the questions. The pair should identify similarities and differences between the two Immigrant Stories.

3. Present. Students should next fill out Part 2 of the handout based on their own personal experiences. Ask them to prepare a 2 minute presentation about one of the cultures they identify with. As optional homework, you can ask students to prepare the presentation at home, incorporating a symbol of that culture into their presentation.

4. Discuss. After all students have a chance to present, discuss the following questions:

Questions for Discussion

? Were there any similarities in how people talked about their cultures, either in the Immigrant Stories or the classroom presentations?

? Were there any differences in how people talked about their cultures, either in the Immigrant Stories or the classroom presentations?

? What might be some of the challenges of navigating multiple cultures as an immigrant?

Liang Xiong as a young girl.
From Liang Xiong's Immigrant Story.

Name:_____ Lesson 3: Handout 1

ANALYZING THE VIDEO - CONSTRUCTING IDENTITY

Instructions: Choose one of the following videos to analyze.

- Adam Martinez
- Leah Herder
- Magnolia Yang
- Mustafa Jumale
- Natasha Reika Gomez
- Norzin Wangpo

Part 1
In your video, what does the person use as a symbol of their culture?

How do they connect that symbol to their culture?

How does that symbol relate to their identity?

Summarize how the person feels about their identity and the cultures that influenced them.

Part 2
What are different cultures that you navigate? Think broadly about the different behaviors, symbols, language, etc. that you use in different settings; for instance, at home or at school, on a sports team or in a job, with family or with friends.

What would you consider a symbol of a culture that is important to you?

How does your identity relate to the different cultures you navigate?

Do you ever experience conflict between your identity and culture?