

Explaining U.S. Immigration Policy

An evening with Pulitzer Prize-winning author Sonia Nazario



<http://www.macleans.ca/news/world/the-humanitarian-crisis-on-americas-doorstep/>



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A Resource Packet for Educators

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WORLD AFFAIRS COUNCIL

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EXPLAINING U.S. IMMIGRATION POLICY

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



Recommended



The Day After: Common Core Connection



Audio



Charts and Graphs



Visual Media



Lesson Plans/Educator Resources



Breaking Stereotypes



http://www.nphusa.org/769social_email.aspx?sid=769&gid=1&pgid=2525&crd=0&calpgid=13&calcid=3136

CHILD IMMIGRATION CRISIS

Why are so many children trying to cross the US border? (09/27/2014)

<http://www.bbc.com/news/world-us-canada-28203923>

Thousands of children have been caught trying to illegally cross the south-western American border after migrating from across Central America. According to the US Department of Homeland Security, 52,000 unaccompanied children have been apprehended since October. President Barack Obama has called the issue a "humanitarian crisis". Immigration to the US from Mexico and Central America has long been driven by economic difficulties and violence, but a recent spike of gang and drug-related violence in Guatemala, El Salvador, and Honduras has increased the flow of migrants from those countries.

Why Kids are Crossing the Border Alone to Get to America (07/02/2014)

<http://thinkprogress.org/immigration/2014/07/02/3453051/push-factors-el-salvador-honduras-and-guatemala/>

Much of the focus has been on the factors that are pulling these children into the United States like permanent immigration relief. But less of the spotlight has been on factors like gang violence, enduring poverty, and drug trafficking that are pushing children, some as young as three years old, to make the 1,500+ mile journey to the United States from El Salvador, Honduras, and Guatemala, the three Central American countries that make up the so-called Northern Triangle.



What's Causing the Latest Immigration Crisis? A Brief Explainer (07/09/2014)

<http://www.npr.org/2014/07/09/329848538/whats-causing-the-latest-immigration-crisis-a-brief-explainer>

<http://www.macleans.ca/news/world/the-humanitarian-crisis-on-americas-doorstep/>

President Obama has called on Congress to supply nearly \$4 billion simply to deal with the problem. In the meantime, U.S. officials are doing what they can to discourage Central Americans from sending their children in the false belief they will readily be admitted to live with relatives. As the crisis continues, here's an explainer on some of the key questions facing policymakers.

CBP Addresses Humanitarian Challenges of Unaccompanied Child Migrants

<http://www.cbp.gov/border-security/humanitarian-challenges>

U.S. Customs and Border Protection is dealing with multifaceted humanitarian and security issues as tens of thousands of unaccompanied migrant children have been arriving at the Southwest U.S. border. "They're arriving exhausted and scared, in need of food and water," said CBP Commissioner R. Gil Kerlikowske. "Our agency and the Department of Homeland Security have mobilized to address this situation in a way consistent with our laws and our American values."

Debunking 8 Myths About Why Central American Children are Migrating (07/08/2014)

http://inthesetimes.com/article/16919/8_reasons_u.s._trade_and_immigration_policies_have_caused_migration_from_central_america

Media coverage focuses on gang violence in Central America, as though it was spontaneous and unrelated to a history of U.S.-promoted wars and a policy of mass deportations. In truth, the United States' meddling foreign policy and a history of the U.S.'s own harsh immigration measures are responsible for much of the pressure causing this flow of people from Central America.

Undocumented and Unaccompanied: Facts, Figures, on Children at the Border (07/09/2014)

<http://www.nbcnews.com/storyline/immigration-border-crisis/undocumented-unaccompanied-facts-figures-children-border-n152221>

They are known as UAC—an acronym for unaccompanied alien children—in the bureaucratic parlance of the federal government. To some critics of laws that provide them with shelter while their cases are decided, they have no business in the U.S. and are a drain on law-abiding taxpayers. Others, including advocates, volunteer foster families and even the United Nations, say they are like any other refugee fleeing crime and violence in their homelands, but even more vulnerable.

Unaccompanied Children: A Resource Page

<http://www.immigrationpolicy.org/just-facts/unaccompanied-children-resource-page>

American Immigration Council has compiled the following resources that explains why there has been a recent influx and what the U.S. should do to protect children and their families.

CHILD IMMIGRATION CRISIS

Dramatic Surge in the Arrival of Unaccompanied Children Has Deep Roots and No Simple Solution (06/13/2014)

<http://www.migrationpolicy.org/article/dramatic-surge-arrival-unaccompanied-children-has-deep-roots-and-no-simple-solutions>

The phenomenon of unaccompanied children arriving at the U.S.-Mexico border, typically after an arduous and often dangerous journey through Central America and Mexico, has reached a crisis proportion, with a 90 percent spike in arrivals from last year and predictions of future increases ahead. While the immediate humanitarian situation has galvanized the attention of the Obama administration, policymakers, and the country at large, it is painfully clear that there are no simple solutions to address the complex set of push and pull factors driving the arrivals of unaccompanied alien children (UACs).

Child immigration crisis

<http://www.cbsnews.com/pictures/crisis-in-child-immigration/12/>

This series of photos gives a glimpse into the migration journey and detaining process at various borders of the countries involved in the U.S. child migration crisis.

Infographic: The Central American child migration boom (09/13/2014)

<http://america.aljazeera.com/watch/shows/fault-lines/FaultLinesBlog/2014/9/13/infographic-the-centralamericanchildmigrationboom.html>

This article is a series of infographics that visually present the numbers of unaccompanied child migrants and their countries of origin.

Sonia Nazario on The Daily Show (07/28/2014)

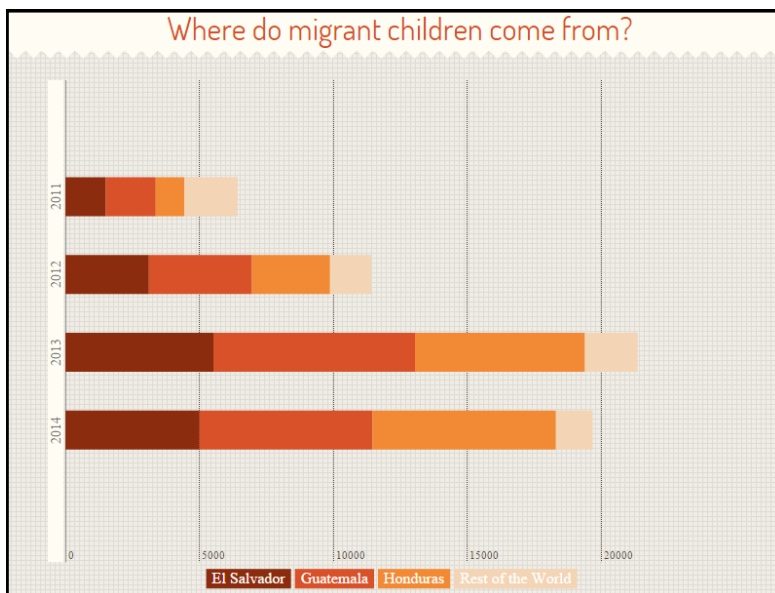
<http://thedailyshow.cc.com/videos/b7aa4i/sonia-nazario>

Sonia Nazario talks to Jon Stewart about her novel *Enrique's Journey* and how conditions prompting child immigration have changed in Central America over time.

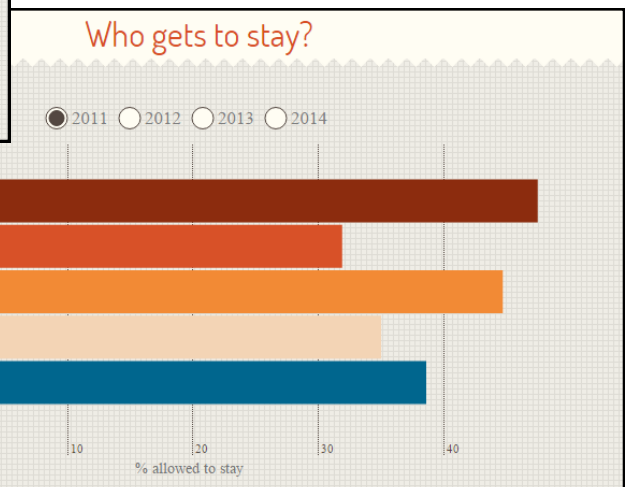
14 facts that help explain America's child-migrant crisis (07/29/2014)

<http://www.vox.com/2014/6/16/5813406/explain-child-migrant-crisis-central-america-unaccompanied-children-immigrants-daca>

So here are 14 things you need to know to get a handle on what is actually going on along the border right now; what process the US has in place to deal with unaccompanied kids and families; and what the government wants to do now.



<http://america.aljazeera.com/watch/shows/fault-lines/FaultLinesBlog/2014/9/13/infographic-the-centralamericanchildmigrationboom.html>



FACTORS CAUSING IMMIGRATION

These are the Real Reasons Behind Illegal Immigration (08/25/2014)

http://www.huffingtonpost.com/2014/08/25/undocumented-mexicans_n_5709141.html

Today's irrational immigration debate shows that elected officials still don't understand why Latin Americans are crossing the border illegally and they have no idea how to address the problem. Since Mexicans are the largest national-origin group of undocumented immigrants in the United States, looking back at the case of Mexico can help provide a better understanding of the issue. U.S. policies implemented long before DACA played a role in exacerbating the problem of illegal immigration, while some economic and demographic causes responsible for it have nothing to do with U.S. policy.

Rumors of U.S. haven for families spur rise in illegal immigration (06/06/2014)

<http://www.latimes.com/nation/la-na-ff-immigration-families-20140606-story.html#page=1>

Yoselin Ramos became part of an unprecedented surge of families crossing illegally into the U.S., drawn by reports circulating throughout Central America that parents with children are allowed to stay in the United States indefinitely, according to Guatemalan consular officials and parents who are making these trips. But these families, U.S. officials say, are getting only half the story.

The pull and push factors for the immigration crisis are manufactured in the US (07/21/2014)

http://www.syracuse.com/opinion/index.ssf/2014/07/the_push_and_pull_of_border_issues.html

This letter reveals some of the deeper causes of the migration crisis, and why the pull of the United States may not be entirely based on safety from violence. It may also be influenced by the thriving illegal drug trade in the United States and the opportunity for gangs to continue their existence.

No country for lost kids (06/20/2014)

<http://www.pbs.org/newshour/updates/country-lost-kids/>

A record number of children from Central America are crossing the Mexico-U.S. border unaccompanied by a parent. Many of them are fleeing drug violence at home, but here in the United States, they're faced with a new set of challenges -- a border patrol system unequipped to handle them and a future filled with uncertainty.

Fleeing Gangs, Children Head to U.S. Border (07/09/2014)

<http://www.nytimes.com/2014/07/10/world/americas/fleeing-gangs-children-head-to-us-border.html>

Anthony O. Castellanos disappeared from his gang-ridden neighborhood on the eastern edge of Honduras's most dangerous city, so his younger brother, Kenneth, hopped on his green bicycle to search for him. They were found within days of each other, both dead. Anthony, 13, had been shot in the head; Kenneth, 7, had been tortured and beaten with sticks and rocks. The killings are a major factor driving the recent wave of migration of Central American children to the United States, which has sent an unprecedented number of unaccompanied minors across the Texas border.

The 10 World Cities with the Highest Murder Rates—In Pictures (07/24/2014)

<http://www.theguardian.com/cities/gallery/2014/jun/24/10-world-cities-highest-murder-rates-homicides-in-pictures>

Data from the UN Office on Drugs and Crime shows the most up-to-date available homicide rates per 100,000 people for the most populous cities of 137. All three countries with the highest flow of child immigrants to the United States, Guatemala, El Salvador, and Honduras, rank high on this list.



<http://www.bbc.co.uk/staticarchive/3888c0bc6517bc2539913588ccc4a4b78daf1b93.gif>

FACTORS CAUSING IMMIGRATION

GUATEMALA

World Report 2014: Guatemala

<http://www.hrw.org/world-report/2014/country-chapters/guatemala>

This is the specific chapter dedicated to human rights issues in Guatemala.

Guatemalans Aren't Just Fleeing Gangs (07/13/2014)

<http://www.newrepublic.com/article/118675/child-migrants-guatemala-are-fleeing-more-just-gang-violence>

As Central Americans have begun streaming across our border seeking asylum, I've followed press accounts with an increasing sense of queasiness. There are, in the opinion pieces, two main schools: that the immigrants are fleeing horrible gang violence, and should be allowed to stay; or that they're economic migrants manipulating our asylum system and should be made to leave. Guatemala is not Mexico, and in that implied contradiction I see a lack of understanding of what life in that part of Central America is actually like, and has been like for a long time.

We Cannot Return to Guatemala: An Immigrant Mother's Plea (07/24/2014)

<http://www.thedailybeast.com/articles/2014/07/24/we-cannot-return-to-guatemala-an-immigrant-mother-s-plea.html>

Conservatives are blaming the immigration crisis on the president, but one mother who crossed the border says she's never heard of Obama's laws—she just wants to save her children.

Legacy of bloodshed hangs over Guatemala (07/08/2014)

<http://www.msnbc.com/msnbc/legacy-bloodshed-guatemalas>

Almost two decades since the end of Guatemala's brutal civil war, the bloodshed from the conflict still taints the day-to-day lives of the people who live there. The pervasive violence, perpetrated by gangs and enabled by corruption, is uprooting families and becoming one of the central factors driving Central American children to seek refuge in the United States.

Guatemala: An Assessment of Poverty

<http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPOVERTY/EXTPA/0,,contentMDK:20207581~menuPK:443285~pagePK:148956~piPK:216618~theSitePK:430367,00.html>

Poverty in Guatemala is both widespread and severe. Approximately 75% of the population is estimated to live below the poverty line, which is defined as an income that is insufficient to purchase a basic basket of goods and services. Almost 58% of the population have incomes below the extreme poverty line, which is defined as the amount needed to purchase a basic basket of food.



Examine Economic Factors that Influence Human Migration Along the U.S./Mexican Border (Grades 7-12)



http://www.pbs.org/frontlineworld/educators/economics_mexico.html

Themes: Poverty, Immigration, US Influence Abroad, Economic Growth, NAFTA

Ask students to each bring in one newspaper article or an online news story of a recent immigration issue facing your community or the US as a whole. Have students take turns giving brief summaries of their articles and allow the class to react to the issues presented.

Point out that while the US has a strong immigrant tradition, the news articles show that immigration also brings a number of challenges. Explain that people migrate to different countries for a number of reasons. Some go because of unfavorable conditions in one's native country that "push" them to leave. Others go to a new country because they are "pulled" there for economic and other incentives. Ask students to take notes on such "push" and "pull" factors as they watch the 18-minute Frontline video "[A Death in the Desert](#)." After the video, discuss the economic "push" and "pull" factors that drove a Mexican man named Matias Juan Garcia Zavaleta to risk his life in an illegal border crossing.

Next, explain that economic growth can ease some of the factors that motivate people to migrate. Show another story from Mexico, the 7:52-minute video, "[The Ballad of Juan Quezada](#)." After the video, talk about the changes that students observed in the town of Mata Ortiz as a result of economic growth. Be sure to include in your discussion that economic growth alleviated poverty, raised the standard of living, and created new employment and profit opportunities. Do students think the citizens of Mata Ortiz feel the same "push" and "pull" factors that drove Matias to cross the border? Why or why not?

FACTORS CAUSING IMMIGRATION

EL SALVADOR

El Salvador

<http://www.insightcrime.org/el-salvador-organized-crime-news/el-salvador>

El Salvador is a relatively small but growing player in the drug trafficking business, serving as a recipient and storage point along the Pacific Coast, and a bridge via the Pan-American Highway, the Fonseca Gulf, and small roads from Honduras that cut across the relatively unpopulated mountains. Compounding the country's problems are powerful street gangs, known as "maras," which help make El Salvador one of the most dangerous places in the world.

El Salvador: Despite End to Civil War, Emigration Continues (07/26/2007)

<http://www.migrationpolicy.org/article/el-salvador-despite-end-civil-war-emigration-continues>

El Salvador is the smallest, most densely populated country in Central America. It is estimated that more than 25 percent of its population migrated or fled during the country's civil war, which began in 1979 and ended in 1992. Approximately 1.5 million Salvadorans now live and work in the United States. Increasingly, people are replacing coffee, cotton, and sugar as El Salvador's most important export.

The Deadly, Invisible Borders Inside El Salvador (08/12/2014)

<http://www.newrepublic.com/article/119027/border-crisis-what-refugees-are-escaping-central-america>

El Salvador, Honduras, and Guatemala have devastating levels of inequality. The United Nations has flagged the countries as among the most unequal in the Americas. Many have very little; very few have way too much. Other paths—like joining a gang—can seem, at least at a glance, more appealing. Children buckle under the enormous recruiting pressure. Who wants to follow in his father's footsteps when his father is an exploited laborer? It's only natural that someone who can't find a corner in which to hide in his own country would consider migrating to the United States to join relatives already there.

HONDURAS

World Report 2014: Honduras

<http://www.hrw.org/world-report/2014/country-chapters/honduras>

Honduras suffers from rampant crime and impunity for human rights abuses. The murder rate, which has risen consistently over the last decade, was the highest in the world in 2013. Perpetrators of killings and other violent crimes are rarely brought to justice. The institutions responsible for providing public security continue to prove largely ineffective and remain marred by corruption and abuse, while efforts to reform them have made little progress.

Inside San Pedro Sula—the Most Violent City in the World (05/15/2013)

<http://www.theguardian.com/world/2013/may/15/san-pedro-sula-honduras-most-violent>

The city is the country's manufacturing and commercial hub. Dozens of maquiladoras – export assembly plants – churn out New Balance T-shirts and Fruit of the Loom boxer shorts for markets abroad. It should be a bustling place, but there is little movement on the streets and the air is tense. At newsstands, headlines cry out details of the previous day's grisly crimes.



<http://trendsupdates.com/wp-content/uploads/2009/07/poverty-in-Honduras1.jpg>

Dispatch From Honduras: What Life is Like in the Murder Capital of the World (10/30/2014)

<http://pulitzercenter.org/reporting/central-america-honduras-murder-capital-world-violence-homicide>

In an effort to understand what life is like in the world's murder capital, we spent 2 weeks in San Pedro Sula. We found a city in crisis, but also a place steeped in hope, where the circus still comes to town, the local crime reporter struggles with an overwhelming task, and life goes on — until it doesn't.

In rural Honduras, the pull north is strong (08/05/2013)

http://www.washingtonpost.com/world/in-rural-honduras-pull-north-is-strong/2013/08/05/bea491e2-f4ae-11e2-81fa-8e83b3864c36_story.html

Arias has been robbed eight times as a street vendor. His leg is scarred from a bullet wound left by teenage assailants who stole his bicycle. His meager income is subject to a "war tax" by a gang that garnishes a quarter of his earnings. At times, it's enough to make staying home seem riskier than hopping Mexican freight trains and trying to slip across the U.S. border. Arias said he would stay in Comayagua if he could find a decent job. He has a high school diploma and has taken classes in business administration, but still the phone does not ring.

U.S. IMMIGRATION POLICY

Transcript: Obama's immigration speech (11/20/2014)

http://www.washingtonpost.com/politics/transcript-obamas-immigration-speech/2014/11/20/14ba8042-7117-11e4-893f-86bd390a3340_story.html

This is a transcript of Obama's recent speech on immigration reform as well as a multimedia report and analysis on the implications of reform.

Your complete guide to Obama's immigration executive action (11/20/2014)

<http://www.washingtonpost.com/blogs/wonkblog/wp/2014/11/19/your-complete-guide-to-obamas-immigration-order/>

President Obama unveiled Thursday a major executive action on immigration policy, offering temporary legal status to millions of illegal immigrants, along with an indefinite reprieve from deportation. Obama's action has outraged Republicans in Congress, who say the president doesn't have the authority to delay deportations for such a large class of people without legislation. This post contains what we know about the executive action and other key questions and answers about immigration policy in the United States.



Obama: "Our immigration system is broken, and everybody knows it" (11/20/2014)

<http://www.cnn.com/id/102206087>

This plan, which will be enacted by executive action, "will help secure the border, hold nearly 5 million undocumented immigrants accountable, and ensure that everyone plays by the same rules," the White House said in a press release. Obama announced the actions on immigration in an address from the White House. Obama emphasized in his address that he is instead pushing for the accountability of undocumented immigrants.

Obama Immigration Reform 2014 Speech: Announcing Executive Action Today on November 20th

<https://www.youtube.com/watch?v=wejt939QXko>

In an address from the White House, President Obama chose confrontation over conciliation as he asserted the powers of the Oval Office to reshape the nation's immigration system.

Q. and A.: Children at the Border (10/21/2014)

http://www.nytimes.com/interactive/2014/07/15/us/questions-about-the-border-kids.html?_r=0

More than 68,000 children have been caught crossing the United States border alone since October — double last year's number. President Obama has called the surge an "urgent humanitarian situation," and lawmakers have called for hearings on the crisis.

Under-age and on the move (06/28/2014)

<http://www.economist.com/news/briefing/21605886-wave-unaccompanied-children-swamps-debate-over-immigration-under-age-and-move>

The reason so many of them have decided to leave at once is a widespread rumor that Mr. Obama's administration has relaxed the barriers against children—and their mothers if the children are young enough—entering the United States. A leaked border-agency memo based on interviews with 230 women and children apprehended in the Rio Grande Valley concluded that they had crossed the border mainly because they expected to be allowed to stay.

Lessons from the Last Central American Refugee Crisis (07/25/2014)

<http://timesofsandiego.com/opinion/2014/07/25/lessons-last-central-american-refugee-crisis/>

The current crush of Central American children crossing the border has re-ignited a smoldering immigration debate. But there's widespread agreement on the immediate response—detaining and deporting children as swiftly as possible. If history is any guide, this policy is likely to fail.

Brutality and 'The Beast': why child migration to U.S. is slowing down (08/12/2014)

<http://www.reuters.com/article/2014/08/12/us-usa-immigration-decline-insight-idUSKBN0GC09G20140812>

The White House said last week the number of Central America child migrants crossing the U.S. border has fallen sharply, but the big unanswered question remains why. Reuters reporting in southern Mexico and Central America shows it is due to a combination of factors, including tighter border policing, raids on cargo trains heading north, road checkpoints, horror tales told by deportees, a U.S.-funded advertising blitz on the dangers of the journey, and the high-profile arrests of several human smugglers.

U.S. IMMIGRATION POLICY

Basics of the United States Immigration System (03/2014)

http://www.immigrationpolicy.org/sites/default/files/docs/how_us_immig_system_works.pdf

This fact sheet provides basic information of how the U.S. legal immigration system is designed. Immigration in the United States is based upon the following principles: the reunification of families, admitting immigrants with skills that are valuable to the U.S. economy, protecting refugees, and promoting diversity.

White House—Creating an Immigration System for the 21st Century

<http://www.whitehouse.gov/issues/immigration>

America's immigration system is broken. Too many employers game the system by hiring undocumented workers and there are 11 million people living in the shadows. Neither is good for the economy or the country. This set of web pages outlines the four principles proposed by President Obama to combat illegal immigration while addressing issues of citizenship and undocumented workers.

Democrats Say Obama Must 'Go Big' on Immigration Relief (11/12/2014)

http://www.huffingtonpost.com/2014/11/12/democrats-immigration_n_6147774.html?utm_hp_ref=immigration-reform

As Republicans threaten obstruction, lawsuits and even impeachment if the president acts on his own on immigration, Democrats urged him on Wednesday to make good on his promise to shield as many people as possible from deportation. The Congressional Progressive Caucus, chaired by Reps. Raul Grijalva (D-Ariz.) and Keith Ellison (D-Minn.), sent a memo to President Barack Obama asking for swift and comprehensive executive action on immigration.

Human Rights Watch—Within Reach: A Roadmap for US Immigration Reform that Respects the Rights of All People

http://www.hrw.org/sites/default/files/related_material/2013_US_WithinReachCorrected.pdf


The United States government should urgently reform its unfair immigration system to uphold the basic rights of non-citizens and provide a path to legal status for the country's unauthorized immigrants, Human Rights Watch said in a policy briefing. This 19-page policy briefing lays out four essential principles that should anchor reform of the nation's outdated and inefficient immigration system. It also makes 29 concrete recommendations to the US government to prevent further suffering and abuses.

U.S. Immigration Reform Resources

<http://www.migrationpolicy.org/programs/us-immigration-policy-program/CIR>

Throughout its history, MPI has placed major focus on analysis of the U.S. immigration system and the complex demographic, economic, political, foreign policy, and other trends that affect immigration to the United States. Key research reports that touch upon the current immigration debate in Washington are collected here.

FIXING A BROKEN
IMMIGRATION SYSTEM



JANUARY 29,
2013

HOW DO YOU FIX A BROKEN IMMIGRATION SYSTEM SO EVERYONE PLAYS BY THE RULES?

PRESIDENT OBAMA'S COMMON-SENSE IMMIGRATION REFORM PROPOSAL HAS FOUR PARTS.

CONTINUING TO STRENGTHEN BORDER SECURITY

- Build on the progress we've made since President Obama doubled the number of Border Patrol agents.
- Enhance infrastructure and technology that strengthens our ability to remove criminals and address national security threats.

CRACKING DOWN ON EMPLOYERS THAT HIRE UNDOCUMENTED WORKERS

- Hold businesses accountable for knowingly hiring undocumented workers.
- Give employers who want to play by the rules a reliable way to verify that their employees are here legally.

CREATING A PATH TO EARNED CITIZENSHIP

- Provide undocumented immigrants a legal way to earn citizenship so they can pay their taxes and play by the same rules as everyone else.
- Require undocumented immigrants pass national security and criminal background checks, pay taxes and a penalty, go to the back of the line, and learn English before they can earn their citizenship.

STREAMLINING OUR LEGAL IMMIGRATION SYSTEM

- Establish a simple and efficient legal immigration system that rewards anyone willing to work hard and play by the rules.

WH.GOV/IMMIGRATION

#IMMIGRATIONREFORM

http://www.whitehouse.gov/sites/default/files/immigration/immigration_social_520_2.jpg

U.S. IMMIGRATION POLICY

Five Things You Should Know about the DREAM Act (12/2010)

<http://www.nilc.org/dream-justfacts-2010-11-23.html>

The DREAM Act (S. 3992; H.R. 6497) is bipartisan, commonsense legislation based on America's shared values of opportunity, education, and achievement. The DREAM Act gives undocumented students including high school valedictorians, varsity sports stars, and class presidents a way to obtain legal residency. The DREAM Act would permit certain immigrant students who have grown up in the U.S. to apply for conditional nonimmigrant status and eventually become eligible for U.S. citizenship if they go to college or serve in the U.S. military. It allows some of our best and brightest to give back to their communities and country.

The DREAM Act

<http://www.immigrationpolicy.org/issues/DREAM-Act>

This is a webpage of the Immigration Policy Center that compiles various articles and reports on the DREAM act, first initiated by President Obama on June 15, 2012.



http://americasvoice.org/page/-/americasvoice/images/dream_act_capital.jpg

A year later, immigrants face DREAM Act's limits (08/13/2013)

<http://www.usatoday.com/story/news/nation/2013/08/13/a-year-later-immigrants-face-deferred-action-programs-limits/2651235/>

In January, Jose Patino learned through the mail that the federal government had approved him for a program that protects young undocumented immigrants from deportation and issues them work permits. In Arizona, he said, the state's political climate has made it especially difficult for deferred-action recipients to get jobs. Arizona has refused to let deferred-action recipients get driver's licenses and also bars deferred-action recipients from paying in-state tuition at the state's three universities.

Immigration Statistics Fast Facts (09/06/2014)

<http://www.cnn.com/2013/11/06/us/immigration-statistics-fast-facts/>

This article compiles basic statistics on legal and illegal immigration, including country of origin.

With Obama Announcement, Illegal Immigrants Lose Hope in America (09/08/2014)

<http://www.forbes.com/sites/andyjsemotiuk/2014/09/08/with-obama-announcement-illegal-immigrants-lose-hope-in-america/>

For all of these illegal immigrants, coming to America was an act of desperation. They sought to escape fear, grinding poverty, or utter hopelessness back home. During meetings with immigrants from Eastern Europe, I realized that all of them have now pinned their hopes on immigration reform in Washington and more recently on President Obama's promises of action.

US: Migrants Returned to Danger (10/16/2014)

<http://www.hrw.org/news/2014/10/16/us-migrants-returned-danger>

The US government's rapid-fire screening of unauthorized migrants at the border is sending Central Americans back to the risk of serious harm, Human Rights Watch said in a report released today. The 44-page report, "'You Don't Have Rights Here': US Border Screening and Returns of Central Americans to Risk of Serious Harm," details the US border policies and practices that place migrants at risk of serious harm back home, based on the accounts of people sent back to Honduras, people in detention, and an analysis of deportation data obtained through the Freedom of Information Act.

The US wants to help Central Americans—by letting fewer refugees in (10/01/2014)

<http://www.vox.com/2014/10/1/6880803/refugee-program-central-american-children-guatemala-honduras-salvador>

President Obama announced a new program that's supposed to make it easier for children from Central America to apply for refugee status without having to leave their home countries — instead of making a dangerous journey from Mexico to the United States, as tens of thousands of Central American children and families did this spring and summer. But the program doesn't expand the number of refugees who'll be allowed to come from Guatemala, Honduras, or El Salvador to the US. In fact, the US is taking in fewer Latin American refugees than it did last year. Here's what the new program will do — and what it won't.

THE IMMIGRATION DEBATE

Obama Presses Central American Leaders to Slow a Wave of Child Migrants (07/25/2014)

<http://www.nytimes.com/2014/07/26/us/politics/obama-migrant-children.html>

President Obama on Friday urged the presidents of Guatemala, Honduras, and El Salvador to exercise what he called their “shared responsibility” to help stem the flow of migrant children toward the United States border, but the Central American leaders said America shares some of the blame for the crisis. After a 90-minute meeting in the Cabinet Room of the White House, Mr. Obama told reporters that he and his counterparts had talked about the fates of thousands of unaccompanied children from Central America who have been pouring across the border with Mexico.

Border Children Create New Wrinkle in Immigration Reform Debate (06/10/2014)

<http://www.nbcnews.com/news/latino/border-children-create-new-wrinkle-immigration-reform-debate-n127676>

Just as the president has been trying to show his immigration enforcement policies are working, the situation has become more complicated with the increase of thousands of unaccompanied minors crossing into the U.S. border. But the childrens' arrivals already have been tagged by House Judiciary Committee Chairman Rep. Bob Goodlatte, R-Va., as “administration-made” and are happening at a critical time. White House Press Secretary Josh Earnest was adamant Tuesday when asked whether the White House was concerned the children would derail immigration reform efforts. “No, we’re not,” Earnest said Tuesday.

Immigrant Children Find U.S. Support as Some Officials Oppose Help (07/22/2014)

<http://www.bloomberg.com/news/2014-07-23/immigrant-children-find-support-as-others-oppose-help.html>

Officials from California to Vermont, reacting to images of immigrant children sleeping in crowded conditions, are offering them shelter even as fellow lawmakers, sometimes in the same state, oppose the move. As 1,000 Texas National Guard troops under orders from Governor Rick Perry move to secure the state’s border with Mexico, Dallas County is awaiting word on whether the federal government will send children to an abandoned warehouse and school in Dallas, and a former school in Grand Prairie.

Why American Opinion is Split on the Child Migrant Crisis (08/07/2014)

<http://fivethirtyeight.com/features/why-american-opinion-is-split-on-the-child-migrant-crisis/>

Today, the concern is the tens of thousands of unaccompanied children arriving at the southern U.S. border and whether they should receive asylum or be deported. Immigration erupts in a national debate in some moments and is all but ignored in others.

Immigration Debate: The Problem with the Word Illegal (09/21/2012)

<http://ideas.time.com/2012/09/21/immigration-debate-the-problem-with-the-word-illegal/>

What part of “illegal” don’t you understand? Add that to the list of questions I am repeatedly asked since publicly disclosing my undocumented-immigrant status in the summer of 2011. Calling undocumented people “illegal immigrants” — or worse, “illegal aliens,” has become such standard practice...But describing an immigrant as illegal is legally inaccurate.



<http://www.patheos.com/blogs/catholicnews/2014/06/child-migrants-may-be-refugees-seeking-asylum-experts-say/>

PRESIDENT OBAMA'S EXECUTIVE ACTION

The Constitutional Authority for Executive Orders on Immigration is Clear (11/18/2014)

<http://www.nytimes.com/roomfordebate/2014/11/18/constitutional-limits-of-presidential-action-on-immigration-12/the-constitutional-authority-for-executive-orders-on-immigration-is-clear>

The Constitution also gives the president "executive power," which has always been understood to include the discretionary power to allocate resources among enforcement efforts. The significance of this power has grown over the last century, as Congress has created vast regulatory agencies and given the president control over them.

Obama's Constitutional Authority on Immigration Is Well-Recognized (11/18/2014)

<http://www.nytimes.com/roomfordebate/2014/11/18/constitutional-limits-of-presidential-action-on-immigration-12/obamas-constitutional-authority-on-immigration-is-well-recognized>

As recently as 2012 in *Arizona v. U.S.*, the Supreme Court recognized that that executive discretion over when and how to prosecute immigration cases is an inherent constitutional power, lending the strongest support to the propriety of President Obama's proposal.

Proposed Executive Orders Would Continue Focus on Immigration Priorities (11/18/2014)

<http://www.nytimes.com/roomfordebate/2014/11/18/constitutional-limits-of-presidential-action-on-immigration-12/proposed-executive-orders-would-continue-focus-on-immigration-priorities>

President Obama unquestionably has the power to exercise prosecutorial discretion and grant temporary status to undocumented immigrants with deep ties to the United States. Nobody disputes the president's power to issue law enforcement guidelines for government attorneys to promote uniform application of the law and devote limited resources to enforcement priorities.

Allowing Some Illegal Immigrants to Stay Abuses Prosecutorial Discretion (11/18/2014)

<http://www.nytimes.com/roomfordebate/2014/11/18/constitutional-limits-of-presidential-action-on-immigration-12/allowing-some-illegal-immigrants-to-stay-abuses-prosecutorial-discretion>

There's no logical stopping point to the prosecutorial justification underlying President Obama's immigration policies. Presidents could simply decide not to enforce entire sections of the Clean Air Act, tax code or labor laws, or exempt entire categories of people — defined unilaterally by the president — on the assertion that those laws are "unfair" and there aren't enough resources to go around.

Obama's Own Words Refute His Stand on Immigration Authority (11/18/2014)

<http://www.nytimes.com/roomfordebate/2014/11/18/constitutional-limits-of-presidential-action-on-immigration-12/obamas-own-words-refute-his-stand-on-immigration-authority>

The most effective critic of President Obama's executive immigration amnesty is President Obama himself.

'Discretion' on Immigration Enforcement Can Become Abuse of Power (11/18/2014)

<http://www.nytimes.com/roomfordebate/2014/11/18/constitutional-limits-of-presidential-action-on-immigration-12/discretion-on-immigration-enforcement-can-become-abuse-of-power>

Just because the president can't deport everyone, doesn't mean he can choose to protect millions. Executive discretion cannot be unfettered, and along the continuum from complete enforcement to nonenforcement, the presumption of unconstitutionality increases. As nonenforcement of the law leans toward thwarting Congress's statutes, rather than merely conserving resources, prosecutorial discretion turns into an abuse of power.

The legal battle over Obama's immigration plan (11/20/2014)

<http://www.cnn.com/2014/11/20/politics/immigration-obama-legal-analysis/>

Conservatives are howling that Obama's effort to shield millions of illegal immigrants from deportation oversteps his own authority and infringes the Constitution. His backers say he's simply exercising his power to select which areas of law to prioritize— and addressing a major national issue that seems to elude Congress. The law, however, may be as murky as the immigration system itself.



<http://www.occupydemocrats.com/president-obama-liberal-conservative/>

PUBLIC OPINION ON IMMIGRATION

An American Life: Lived in Shadows (06/08/2014)

<http://www.nytimes.com/2014/06/09/us/for-illegal-immigrants-american-life-lived-in-shadows.html>

The routines of life as an immigrant in the country illegally now vary widely by location — perhaps more than ever. Last year 11 states, including California and Utah, passed laws permitting illegal immigrants to obtain drivers licenses, while 15 states now let immigrant students pay in-state tuition regardless of legal status, up from 11 in 2012. Some other states have followed a different path. In contrast, some states try to discourage illegal immigration, and advocates for that approach — which has been expanded here and exported to a few other states — argue that it improves quality of life for legal residents and citizens.

Section 4: Views on Immigration and Race (06/26/2014)

<http://www.people-press.org/2014/06/26/section-4-views-on-immigration-and-race/>

On both the left and the right, there are divides about how immigrants affect American society. On balance, public views of immigrants are more positive than negative. By a margin of 57% to 35%, more say immigrants today strengthen rather than burden the country; by a similar 59% to 35% margin, most believe that the growing number of newcomers strengthens society rather than threatens traditions.

Americans Deeply Worried Illegal Immigration is Threatening U.S. Way of Life, Economy (08/07/2014)

http://www.huffingtonpost.com/2014/08/07/undocumented-immigration_n_5657565.html

As President Barack Obama considers sidestepping Congress to loosen U.S. immigration policy, a Reuters/Ipsos poll shows Americans are deeply worried that illegal immigration is threatening the nation's culture and economy. Seventy percent of Americans — including 86 percent of Republicans — believe undocumented immigrants threaten traditional U.S. beliefs and customs, according to the poll.



<https://www.indybay.org/uploads/2006/03/15/we-are-america.jpg>

Latin lawmakers move to reverse decades of anti-immigration legislation (06/22/2014)

<http://www.latimes.com/local/la-me-pol-legislature-latinos-20140622-story.html#page=1>

Two decades after California voters took a hard line on illegal immigration, affirmative action and bilingual education, an ascendant class of Latino lawmakers is seeking to rewrite the books and discard the polarizing laws. On Monday, they will mark 20 years since Proposition 187 — the landmark initiative withholding public services such as healthcare and education from those in the country illegally — qualified for the ballot.

U.S. Religious Leaders Embrace Cause of Immigrant Children (07/07/2014)

<http://www.nytimes.com/2014/07/24/us/us-religious-leaders-embrace-cause-of-immigrant-children.html>

The United States' response to the arrival of tens of thousands of migrant children, many of them fleeing violence and exploitation in Central America, has been symbolized by an angry pushback from citizens and local officials who have channeled their outrage over illegal immigration into opposition to proposed shelter sites. But around the nation, an array of religious leaders are trying to mobilize support for the children, saying the nation can and should welcome them.

Surge of Central American Children Roils U.S. Immigration Debate (07/16/2014)

<http://www.people-press.org/2014/07/16/surge-of-central-american-children-roils-u-s-immigration-debate/>

As the president and Congress struggle over how to deal with the influx of thousands of unaccompanied minors from Central America across the U.S.-Mexican border, a new survey finds that the public favors a shift in U.S. policy to expedite the legal processing of the children.

Teaching the Truth about Youth Migration from Central America

<http://www.teachingforchange.org/youth-migration-from-central-america>

Why the "sudden" influx? Has this happened before? What's the difference between a migrant and a refugee? In the mainstream media coverage of this humanitarian emergency, the right questions aren't even being asked, let alone answered.

Unaccompanied Minors Crisis has Receded from Headlines but Major Issues Remain (09/25/2014)

<http://www.migrationpolicy.org/article/unaccompanied-minors-crisis-has-receded-headlines-major-issues-remain>

While the child migration crisis may have abated, its effect on public opinion could prove long-lasting, with recent polls showing that public concern over illegal immigration is rising, trust in the Obama administration's handling of immigration has fallen, and support for legalization for the unauthorized population has weakened.

Explaining U.S. Immigration Policy

December 4, 2014

World Affairs Council resource packet

IMMIGRANT RIGHTS



TeachUNICEF—The United Nations Convention on the Rights of the Child: An Introduction

http://teachunicef.org/sites/default/files/sites/default/files/units/Child_Rights_Unit_6-8.pdf

The four lessons in this unit introduce students to the United Nations Convention on the Rights of the Child. Students will explore what every child in the world needs to be safe and healthy, and to develop to his or her full potential, and raise their awareness of some of the problems facing children worldwide.

Immigrants' Rights— ACLU

<https://www.aclu.org/immigrants-rights>

When the government has the power to deny legal rights and due process to one vulnerable group, everyone's rights are at risk. The ACLU Immigrants' Rights Project is dedicated to expanding and enforcing the civil liberties and civil rights of immigrants and to combating public and private discrimination against them.

Immigration Legal Resource Center (ILRC) — Know Your Rights

<http://www.ilrc.org/for-immigrants-para-inmigrantes/know-your-rights>

By drawing on the strength of different groups, we significantly decrease the consequences of ICE raids on immigrant families and communities. This is a very exciting project for the ILRC, as it empowers immigrants to assert their rights, engages long-standing and new allies in providing legal and social services, and leverages the commitment and resources of pro bono attorneys from some of the largest and most powerful law firms in the world.

The Opinionator: When Immigrants Lose Their Human Rights (11/25/2014)

http://opinionator.blogs.nytimes.com/2014/11/25/should-immigrants-lose-their-human-rights/?_r=0

President Obama's recent initiative on immigration has reignited the national debate on the issue. This interview, the first in a series on political topics, discusses philosophical ideas that underlie this debate.

Civil Rights Movement and Immigration History Connected (08/26/2013)

http://www.huffingtonpost.com/2013/08/26/civil-rights-movement-immigration_n_3815732.html

When 250,000 marchers converged on Washington in August 1963, the issues were jobs and freedom. Now, as the crowds come together to mark the 50th anniversary of that seminal event in the civil rights movement, those issues have been joined by others, including one, immigration reform, that wasn't nearly on the political radar then like it is today.

Human Rights/Immigrant Rights Fact Sheet

<https://www.weareoneamerica.org/human-rights-immigrant-rights-fact-sheet>

Human rights are the basic rights and freedoms to which all humans are entitled—whether they are immigrants or not. The UDHR and two of its subsequent documents—the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights—establish the basic rights of all human beings, regardless of their citizenship or immigration status.



Pathways to America: Teaching About Immigration Changes

http://learning.blogs.nytimes.com/2013/05/21/pathways-to-america-teaching-about-immigration-changes/?_r=0

In this lesson, students examine the myriad issues surrounding an immigration overhaul, including border security, the economic impact of foreign-born workers, and paths to citizenship for those who have entered illegally. In extension activities, they can explore the history of immigration, consider the personal stories of immigrants and try their hand at crafting a compromise or competing bill that emphasizes their own priorities.

Warm-Up: Explain to students that the class is going to take a closer look at proposed changes to America's immigration laws. But before starting, ask for a show of hands: How many of you have either immigrated to this country or know someone who did? Then ask students to open their notebooks and title it "Immigration perceptions". Share the following terms, providing a pause of one or two minutes between each one to allow students to record their thoughts: "immigrant," "illegal immigrant," "business owner," and "citizen." Then ask students to offer a few examples from each category as you record their words on the board.

Ask: Do some of these terms elicit more positive or negative responses than others, and do you think it's fair? Do you believe these sorts of responses reflect reality, or are they stereotypes that might be misleading in some cases?

LOCAL AND GLOBAL ORGANIZATIONS

U.S. Committee for Refugees and Immigrants

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

Since 1911, the U.S. Committee for Refugees and Immigrants (USCRI) has been serving uprooted people, regardless of their nationality, race, ideology, or social group. We continue to provide tools and opportunities for self-sufficiency to refugees and immigrants nationwide, fight refugee warehousing around the world, serve victims of human trafficking, and protect the rights of unaccompanied immigrant children.

Northwest Immigrant Rights Project

<http://nwirp.org/Home.aspx>

Northwest Immigrant Rights Project promotes justice by defending and advancing the rights of immigrants through direct legal services, systemic advocacy, and community education.

The Young Center for Immigrant Children's Rights

<http://theyoungcenter.org/>

The Young Center for Immigrant Children's Rights is a non-profit organization whose mission is to advocate for the rights of unaccompanied immigrant children. Guided by the principles of the Convention on the Rights of the Child and state and federal child protection laws, the Young Center has developed the only program in the nation that provides guardians ad litem (Child Advocates) for trafficking victims and unaccompanied immigrant children. Our work serving individual children drives our policy work.

Define American

<http://www.defineamerican.com/>

Define American is a media and culture campaign using the power of story to transcend politics and shift conversation around immigration, identity, and citizenship in America. Our request is simple: Let's talk. Whatever your background or beliefs, our campaign is about asking how we define what it means to be American, and elevating the conversation about how we engage as citizens. To start, the conversation is about immigration.

International Organization for Migration

<http://www.iom.int/cms/en/sites/iom/home.html>

Established in 1951, IOM is the leading inter-governmental organization in the field of migration and works closely with governmental, intergovernmental and non-governmental partners. IOM works to help ensure the orderly and humane management of migration, to promote international cooperation on migration issues, to assist in the search for practical solutions to migration problems and to provide humanitarian assistance to migrants in need, including refugees and internally displaced people.

KIND (Kids in Need of Defense)

<https://www.supportkind.org/en/>

KIND was founded by Angelina Jolie and the Microsoft Corporation to create a pro bono movement of law firms, corporations, nongovernmental organizations, universities, and volunteers to provide quality and compassionate legal counsel to unaccompanied refugee and immigrant children in the United States. KIND serves as the leading organization for the protection of unaccompanied children who enter the US immigration system alone and strives to ensure that no such child appears in immigration court without representation.

NPH USA and NPH International (Nuestros Pequeños Hermanos)

<http://www.nphusa.org/s/769/start.aspx> and <https://www.nph.org/>

NPH USA, formerly Friends of the Orphans, transforms the lives of orphaned, abandoned and disadvantaged children with homes, healthcare, and educational programs, making a positive impact in Latin America and the Caribbean.

Immigration Policy Center

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

The Immigration Policy Center (IPC) is the research and policy arm of the American Immigration Council. IPC's mission is to shape a rational conversation on immigration and immigrant integration. Through its research and analysis, IPC provides policymakers, the media, and the general public with accurate information about the role of immigrants and immigration policy on U.S. society.

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<http://images.latinpost.com/data/images/full/zo889/immigration-deportation.jpg?w=600>

LESSON PLANS/EDUCATOR RESOURCES



Text to Text: 'Enrique's Journey' and 'In Trek North, First Lure is Mexico's Other Line' (10/17/2013)

http://learning.blogs.nytimes.com/2013/10/17/text-to-text-enriques-journey-and-in-trek-north-first-lure-is-mexicos-other-line/?_r=0

In the pairing below, we use an excerpt from Sonia Nazario's *Enrique's Journey*, a book that has been chosen as a freshman or all-campus read at more than 60 universities. Ms. Nazario recently wrote an Op-Ed for the *Times*, "The Heartache of an Immigrant Family," which educators might decide to pair with this book as well, but we've chosen to match it with a *Times* article and slide show suggested by a New York City teacher who has taught the book in her high school classes.



Immigration Activity Ideas—PBS Teachers

<http://www.pbs.org/teachers/thismonth/immigration/index1.html>

This page includes a variety of lesson plans on different aspects of immigration. Examples include *Tracking Immigration Trends*, *To Leave or Not to Leave*, *Where in the World?* and *The Other Side of Immigration...or Two Sides to Every Story*.



Stories of Arrival—Latino Americans (Grades 4-12)

<http://www.pbs.org/latino-americans/en/education/lesson-plans/>

Latinos have come to be part of the United States through many different avenues: immigrants seeking a better life, refugees driven by war and those who did not move at all, but who found themselves on the other side of redefined borders as the United States expanded.



You Have to Live in Somebody Else's Country to Understand

http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_01.html

Students will reflect on personal emotions associated with being an outsider, recognize newly-arrived Americans' feelings and experiences, empathize with new immigrants who encounter alienation and isolation living in a new land, and analyze a poem about immigration.



Learning about U.S. Immigration with the New York Times (05/21/2013)

<http://learning.blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times/>

In this post, we present six quick ways to teach about current issues in immigration as well as a list of nearly 40 immigration-related lesson plans, useful Topics pages and multimedia from The New York Times and rich resources from around the Web.



Immigration: Challenges for New Americans Teachers' Guide

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>

With each new wave of immigration, Americans responded with a spectrum of attitudes ranging from the hostile to the hospitable. This primary source set offers opportunity to study the topic of immigration from the early nineteenth century to the middle of the twentieth century and compare earlier immigration data to today's.



Immigration Teacher Resources

<https://www.teachervision.com/immigration/teacher-resources/6633.html>

Studying immigration brings to light the many interesting and diverse cultures in the world. Browse our lessons, printables, references, and articles below for ideas on how to enhance your curriculum in this area. You'll find statistics on U.S. immigration, lessons on Ellis Island, information on the Pilgrims, and much more for grades K-12. Improve students' reading skills as they learn about the lives of immigrants with our language arts activities.



IMMIGRATION DEBATE LESSON PLAN

Immigration Debate

http://www.pbs.org/independentlens/newamericans/foreducators_lesson_plan_02.html

Common Core Connection

THE DAY AFTER

Overview: Americans offer varied positive and negative perspectives regarding immigrants.

There are points of view, for example, regarding immigrants' impact on the U.S. labor force and issues around terrorism and immigration. Gathering information on pro and con arguments can be helpful if making conclusions regarding immigrants' roles in the U.S. is to occur.

Objectives: Students will:

- Consider the validity of statements often cited regarding immigration and immigrants
- Research and debate the essence of these statements to support or negate presented perspectives
- Make informed decisions regarding the statements' accuracy

Procedure:

List the ten immigrant statements below on the whiteboard or projector screen. Create four large signs each with one of the four terms: strongly agree, agree somewhat, disagree somewhat, strongly disagree. Post them in four different corners of the room.

- 1) There are too many immigrants coming to the United States.
- 2) The U.S. government should put more Immigration and Naturalization Service border patrol agents on the border with Mexico.
- 3) Illegal immigrants take away jobs from U.S. citizens.
- 4) U.S. immigration policy has been fair to all groups entering the U.S.
- 5) If a country is having economic problems, the U.S. should allow its residents to come here for a better life.
- 6) Immigration has helped the United States.
- 7) Having a variety of cultures and languages in America benefits everyone.
- 8) Most immigrants come to the U.S. just to get on welfare.
- 9) Everyone who comes to the U.S. should be required to learn English.
- 10) If a country is having political problems, the U.S. should allow persecuted citizens from this country to seek asylum here.

Explain to students that they will be involved in an activity that introduces them to varied negative and positive points of view regarding immigrants. Emphasize that the lesson is not meant to offend but rather have students think critically about immigrant issues. Request that they be mindful of the lesson's purpose and aware of their peers' sensitivity and feelings.

Give students a moment to think about their stance on each of these statements. Explain that as you read each statement, they are to go to the corner of the room that represents their stance. Once students have arrived at their proper corner, instruct them to share their perspective with their peers in the same corner. Ask for volunteers from each group to share key discussion points.

Divide the class into teams, comprised of four students each (two for affirmative, two for negative). Tell the students they will select and research one statement, that they will then debate, thus they must note source citations to defend their arguments. After they have completed their research (allow several days), have each group debate before the class.

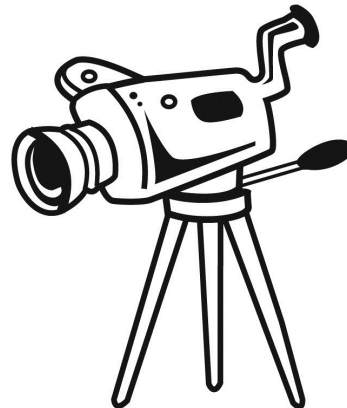
After the debates, ask students to revisit the statements and their original stances. Have they changed in any way? If yes, why? If no, why not? What information, either from the Four Corners activity, their research, and/or the debate influenced their opinions?

FILMS AND DOCUMENTARIES

Which Way Home (2009; 1:30:00)

<http://whichwayhome.net>

As the United States continues to build a wall between itself and Mexico, *Which Way Home* shows the personal side of immigration through the eyes of children who face harrowing dangers with enormous courage and resourcefulness as they endeavor to make it to the United States. The film follows several unaccompanied child migrants as they journey through Mexico en route to the U.S. on a freight train they call "The Beast."



The Harvest / La Cosecha (2011)

<http://theharvestfilm.com/>

Every year there are more than 400,000 American children who are torn away from their friends, schools, and homes to pick the food we all eat. Zulema, Perla, and Victor labor as migrant farm workers, sacrificing their own childhoods to help their families survive. *The Harvest/La Cosecha* profiles these three as they journey from the scorching heat of Texas' onion fields to the winter snows of the Michigan apple orchards and back south to the humidity of Florida's tomato fields to follow the harvest.

Crossing Mexico's Other Border (2013; 23:10)

<https://www.youtube.com/watch?v=GzEUHF1KPY8#t=144>

To get to the US, they first have to pass through Mexico, an ordeal that often ends up being even more difficult than getting into the United States. In this episode of *Fringes*, we followed Yoana, a young girl from Guatemala who has been living in the small town of Huixtla, Chiapas, working as a prostitute to make money to help her two sons. We also follow a special unit from the state government that is in charge of protecting migrants as they travel through Chiapas. We then hopped on board the Beast with more than 400 other travelling migrants to try to understand the hardships they go through and why they leave their homes in the first place.

Building Hope: The Challenges of Reintegration (2013; 28:21)

<http://vimeo.com/63333086>

Building Hope: The Challenges of Reintegration, a New IOM Documentary, tracks migrants from Central America as they rebuild their lives after returning to their countries of origin. Katy, Jesús, Margarita, Edwin, Francia Michel, and Álvaro are just a few of the 379 vulnerable migrants assisted by IOM who have returned to their countries of origin in Central America and are rebuilding their lives.

Sin País (Without Country) (2010, 19:35)

<http://sinpaisfilm.com/>

Sin País (Without Country) attempts to get beyond the partisan politics and mainstream media's 'talking point' approach to immigration issues by exploring one family's complex and emotional journey involving deportation. In 1992, Sam and Elida Mejia left Guatemala during a violent civil war and settled in California. They had two more children, Helen and Dulce, who are both U.S. citizens. Two years ago, immigration agents stormed the Mejia's house looking for someone who didn't live there. Sam, Elida, and Gilbert were all undocumented and became deeply entangled in the U.S. immigration system.

Documented: a film by an illegal immigrant undocumented American (2013; 1:30:00)

<https://www.youtube.com/watch?v=LX1nLoKPUws>

Pulitzer Prize-winning journalist Jose Antonio Vargas began working in cooperation with Define American on "Documented" shortly before "outing" himself as undocumented in a groundbreaking *New York Times Magazine* essay, "My Life as an Undocumented Immigrant."

Under the Same Moon

<http://www.foxsearchlight.com/underthesamemoon/>

Under the Same Moon tells the parallel stories of nine-year-old Carlitos and his mother, Rosario. In the hopes of providing a better life for her son, Rosario works illegally in the U.S. while her mother cares for Carlitos back in Mexico. Unexpected circumstances drive both Rosario and Carlitos to embark on their own journeys in a desperate attempt to reunite. Along the way, mother and son face challenges and obstacles but never lose hope that they will one day be together again. Rigger's film is not only a heartwarming family story; she also offers subtle commentary on the much-debated issue of illegal immigration.

ENRIQUE'S JOURNEY by SONIA NAZARIO



Summary

Enrique's Journey recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States. Braving unimaginable peril, often clinging to the sides and tops of freight trains, Enrique travels through hostile worlds full of thugs, bandits, and corrupt cops. But he pushes forward, relying on his wit, courage, hope, and the kindness of strangers. Expanded into a book, *Enrique's Journey* became a national bestseller, won three book awards, and became a favorite among educators. It has been required reading for incoming freshman at more than 71 colleges, and scores of high schools; a young adult version, published in 2014, has broadened the book's use to middle schools.

About Sonia Nazario



Sonia Nazario has spent more than 20 years reporting and writing about large social issues in the U.S.—hunger, drug addiction, and immigration—most recently as a projects reporter for the *Los Angeles Times*. She has won numerous national journalism and book awards. Her story of a Honduran boy's struggle to find his mother in the U.S., entitled *Enrique's Journey* won more than a dozen awards, among them the Pulitzer Prize for feature writing. Nazario, who grew up in Kansas and in Argentina, and began her career at the *Wall Street Journal*, has written extensively from Latin America and about Latinos in the United States. She has been named among the most influential Latinos by *Hispanic Business Magazine* and a "trendsetter" by *Hispanic Magazine*.

Educator Resources

<http://www.enriquesjourney.com/educators-students/>

Teaching guides and lesson plans for middle school, high school, and college levels.

Questions for Discussion

<http://www.enriquesjourney.com/reader-resources/questions-for-discussion/>

- 1) The Pew Hispanic Center estimates that in 2012 there were over 11 million unauthorized immigrants in the United States. Are you aware of these immigrants in your community? Had you considered their paths before reading this book? How and when did your own family come to the United States?
- 2) Does it surprise you to learn that so many women and children take this dangerous odyssey to the United States? Do their motivations make sense to you? Might it be fair to call this book Lourdes' Journey as well?
- 3) What do immigration observers mean when they say the United States has a "schizophrenic immigration policy"?
- 4) Why might immigrants feel as if their identity is threatened when they move to a new place? Why might residents feel as if their identity is threatened when immigrants move into their community?
- 5) What motivates Enrique to stay in the United States? What things make him wish to return to Honduras?
- 6) Immigrants often come to the United States with hope for a better life. What do you think defines a "better life"? What chance do Enrique's children have for one?

EDUCATOR GUIDE

Enrique's JOURNEY

The True Story of a Boy Determined to Reunite with His Mother

Adapted for Young People

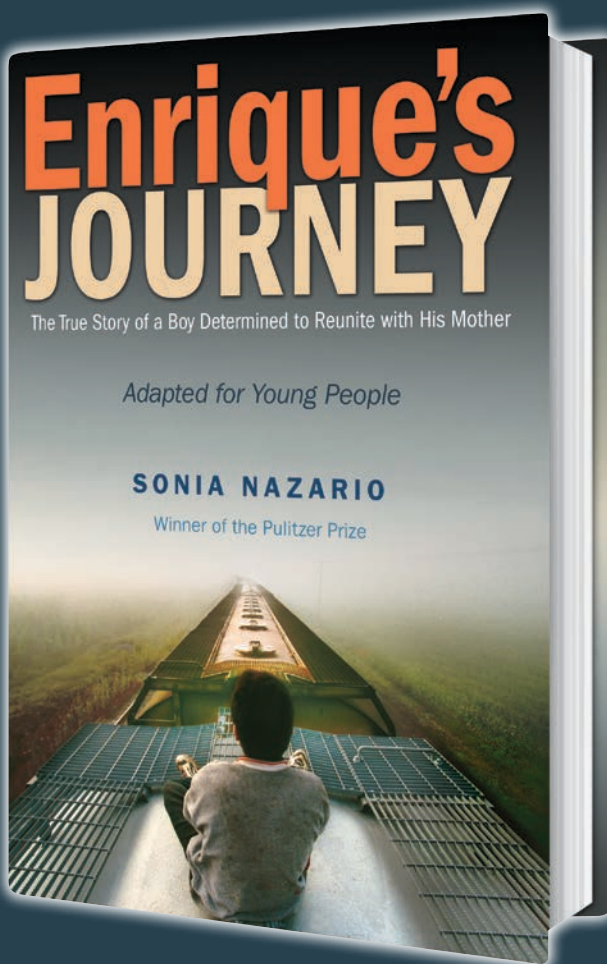
SONIA NAZARIO

Winner of the Pulitzer Prize

Includes
Common Core
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Correlations



EnriquesJourney.com
RHTeachersLibrarians.com



Grades 7 up
HC: 978-0-385-74327-3
GLB: 978-0-375-99104-2
EL: 978-0-307-98315-2

About the Book

Enrique is only five years old when his mother leaves her starving family in Honduras and illegally enters the United States in search of a better life. Her plan is to make enough money for Enrique and his sister, Belky, to join her. Opportunities for immigrants like Enrique's mother are few, however, and she cannot deliver on her promise. Years later, at age sixteen, Enrique is still in Honduras, and his resentment toward his mother is increasing. Yet his urge to see her is so great that he sets out on a dangerous journey through Mexico, across the US border, and eventually to North Carolina. There, the two are finally reunited, but the fairy-tale life Enrique imagined is nowhere to be found. His encounters with bandits, corrupt cops, and dishonest coyotes have hardened him, and he finds himself battling drug addiction and arguing with his mother, refusing to live by her rules. *Enrique's Journey* is the story of a family torn apart, yearning to be together again, and trying to heal deep wounds—a story all too common among America's newcomers.

Pre-Reading **ACTIVITY**

Read aloud both poems “Unguarded Gates” (1895) by Thomas Aldrich and “The New Colossus” (1883) by Emma Lazarus (people.hofstra.edu/alan_j_singer/294%20Course%20Pack/6.%20Immigration/114.pdf). Have students write about why people might have different views on immigration and how those views can affect the way people are treated.

Questions for **GROUP DISCUSSION**

- *Enrique’s Journey* is a work of nonfiction. What sparked the idea for the book? Discuss how Nazario approaches her research.
- What does the United States offer Latin American immigrants that they cannot get in their own countries?
- Explain the relationship between Mexicans and Central Americans as described in the book. Why do some Mexicans feel superior to their southern neighbors?
- Discuss the value of family in Latino culture. Why are mothers often more revered than fathers? What is the role of grandmothers? Discuss the effect of immigration on families. Compare and contrast Enrique’s and Belky’s lives in Honduras after their mother leaves.
- Describe Enrique’s living conditions in Honduras. He grows to resent both his mother and his father, though for different reasons. How are those reasons different? Why does Enrique think finding his mother will solve his problems? How does his resentment toward his mother continue after they are reunited?
- What is Enrique’s relationship with Diana, his half sister? How is her life more hopeful than his? Discuss the environment in which Diana lives. How does it contribute to her difficulties as a student and failure to graduate from high school?
- Describe the guilt that Lourdes feels when she leaves her children. Why does she kiss Belky good-bye but finds it too hard to face Enrique? How does she attempt to assuage her guilt when she gets to the United States?

- Aunt Rosa Amalia believes that being separated from their mother has caused Enrique and Belky deep emotional problems. Cite specific evidence from the book that supports this belief.
- Lourdes often misses her country and her family. When is her homesickness most evident? How does pride keep her from going home?
- Explain Enrique's relationship with María Isabel. Why does she find it difficult to forget Enrique despite his deep flaws? How does religion help María Isabel get through her darkest moments with Enrique? Describe Enrique's reaction when he learns that he has a daughter.
- What is Enrique's attitude toward gangs? How is his view of El Brujo different from his view of other gang members? Why does their friendship end?
- Latino immigrants come to the United States with hope for a better life. Why is their hope fragile? Explain how "coyotes" often take advantage of their optimism. How do Padre Leo and Olga work to restore dignity and hope to immigrants in despair? Why does Enrique lose hope?
- In the prologue, a woman in Los Angeles who helps immigrants from Latin America says that journeys like Enrique's represent "the adventure story of the twenty-first century" (p. 16). What elements of this book make it an adventure story? How is Enrique's story also one of survival? What is the climax of *Enrique's Journey*?
- Why does Enrique become the "most famous undocumented immigrant in America" (p. 213)? How might his story be a lesson about the perils of drug use and addiction? What chance do his children have for a better life?
- Discuss some of the anti-immigrant measures local, state, and national governments have taken. What are the gray areas of the issue? What do immigration observers mean when they say that the United States has a "schizophrenic immigration policy" (p. 238)?




Correlates to Common Core Standards Reading: Informational Text Key Ideas & Details RI. 7.1, 8.1, 7.2, 8.2; Craft & Structure RI. 7.5, 8.5, 7.6, 8.6; Integration of Knowledge & Ideas RI. 7.8, 8.8.

ACTIVITIES


- Instruct students to jot down unfamiliar words and try to define them using clues from the context. Such words may include: *corroborate* (p. 12), *vortex* (p. 12), *deter* (p. 13), *vulnerability* (p. 37), *introverted* (p. 41), *salvation* (p. 48), *atrocities* (p. 67), *desolate* (p. 112), *stymied* (p. 117), *futile* (p. 161), *inconsolable* (p. 164), *berates* (p. 170), *extortion* (p. 213), *perpetrator* (p. 214), and *rancor* (p. 229). Then have them use a dictionary to define the words. How well did they do?

 **Correlates to Common Core Standards Language: Vocabulary & Acquisition & Use L. 7.5, 8.5.**


- Have students write a brief essay titled “Sonia Nazario’s Position on Immigration.” Instruct them to cite specific quotes from the book to support their claims.

 **Correlates to Common Core Standard Reading: Informational Text: Craft & Structure 7.6, 8.6; Writing: Text Types & Purposes ELA-Literacy W. 7.1, 8.1.**

- Ask students to explain the following simile: “To migrants, begging in Chiapas is like walking up to a loaded gun.” Have them find other similes in the book that describe extreme danger. Then instruct them to write a simile that captures Enrique’s fear of crossing the Rio Grande, or his fear for his family when he is in jail at the end of the book.

 **Correlates to Common Core Standards Reading: Informational Text: Craft & Structure ELA-Literacy R. 7.4, 8.4.**

- Padre Leo communicates his message to parishioners by “spinning a lesson out of a popular movie or song” (p. 123). Divide the class into small groups and ask them to find a contemporary song lyric that Padre Leo might use to deliver a message of hope. Allow time for each group to share the lyrics in class. Instruct them to lead a discussion that draws a relationship between the hope expressed in the lyrics and the journeys of the migrants.

 **Correlates to Common Core Standards Speaking & Listening: Comprehension & Collaboration SL. 7.2, 8.2.**

- Read the brief first-person stories of immigrants on the following website: library.thinkquest.org/20619/Present.html. Then have students write a similar entry from the point of view of Enrique, Lourdes, or María Isabel.

 **Correlates to Common Core Standards Writing: Text Types & Purposes W. 7.3, 8.3.**

- Instruct students to read about the Dream Act on the following websites: immigrationpolicy.org/just-facts/dream-act-resource-page and utsa.edu/twp/spring12/0103spring2012.pdf. Have them write a letter to their congressman or congresswoman explaining their position on this controversial act. Encourage peer editing for clarity and grammar.
 - **Correlates to Common Core Standards Reading: Informational Text: Key Ideas & Details RI. 7.3, 8.3, Integration of Knowledge & Ideas RI. 7.8, 8.8; Writing: Research to Build & Present Knowledge W. 7.7, 8.7, Production & Distribution of Writing W. 7.4, 8.4, 7.5, 8.5.**
- Have students take the Civics Test for Naturalized Citizenship (uscis.gov/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/100q.pdf). Return the graded tests to students. Ask them to find the correct answers for the questions they missed and cite their sources.
 - **Correlates to Common Core Standards Reading: Informational Text: Key Ideas & Details RI. 7.1, 8.; Writing: Research to Build & Present Knowledge W. 7.8, 8.8.**
- Have students read about how U.S. border enforcement evolved “from horseback to high-tech” at migrationinformation.org/usfocus/display.cfm?ID=370. Divide the class into four groups and have each group further research border-control strategy in one of these time periods: 1904–1985; 1986–1992; 1993–2001; 2001–present. Have each group present their findings to the class..
 - **Correlates to Common Core Standards Reading: Informational Text: Integration of Knowledge & Ideas RI. 7.7, 8.7; Speaking & Listening: Comprehension & Collaboration SL. 7.1, 8.1, 7.2, 8.2.**

About the Author

Sonia Nazario was a projects reporter for the *Los Angeles Times* and staff writer for the *Wall Street Journal*. She has spent more than two decades reporting and writing about social issues. In addition to numerous national journalism and book awards she won the Pulitzer Prize for her work on the newspaper series that served as the basis for the adult edition of *Enrique's Journey*. Sonia Nazario grew up in Kansas and in Argentina and lives in Los Angeles with her husband.