How to Use this Teaching Guide

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Energy of a Nation: Immigrants in America is designed to be used with eighth grade students through adult audiences. Each of the lessons can be taught independently or woven into existing subject areas. This teaching guide begins with a general table of contents that outlines each of the eleven lessons. A unit outline follows, which summarizes student learning goals for each of the units.

Each lesson begins with a quotation, goals and learning objectives. The introduction to each lesson includes a text box, which outlines suggested time frame, materials, necessary vocabulary, subject area relevance, and connection to the Minnesota State High School Standards. Below are additional suggestions for effective use of the teaching guide.

1. Journal Writing:

Journal writing is an effective assessment tool and is suggested at the end of every lesson. Students will better retain the information learned if they engage in written reflection for five minutes at the end of each class period. Journal writing promotes critical thinking skills, while allowing students to debrief emotionally to material that connects to their personal lives. It gives students a safe zone for expression. Journal writing is also an excellent assessment tool. You may wish to review the journals periodically to offer feedback and encouragement to the class.

As a precursor to each lesson, the students should define the vocabulary words as homework. If student journals are incorporated, we suggest having students organize their journals into multiple sections, such as: Vocabulary, Lesson Assignments, Post-lesson Reflections, and Follow-up Questions.

2. Using Small Groups

It may be helpful to have students formulate small groups in advance of the lesson to save time and to prevent exclusion. One suggestion is to make laminated cards that illustrate various countries, regions, immigrant groups, or other classification. Assign the cards to various areas of the classroom. Students can help in the creation of these “sorting cards,” to facilitate further learning on the topic.

3. Incorporating Creativity

Throughout this teaching guide we have added suggested strategies for teaching creatively. Much of the subject matter in Energy of a Nation is complex and thought provoking. By using creative methods such as art, poetry, and role-play, students may be better equipped to sort through their reactions to the material. Creative teaching also results in a more engaging learning experience for both the student and the educator.
4. Research Tips

Assigning students to find relevant articles and statistics about immigration will enrich their learning, as well as teaching good general research skills. We have cited relevant websites throughout the lessons, which students and teachers can access to augment the curriculum material. It may be helpful for the teacher to view websites prior to teaching the lessons in order to become familiar with the content and make it easier for the students to navigate.

5. How to Use the Appendix

The appendix of this teaching guide includes general resources about immigration such as a glossary, bibliography, a website list, a film list, as well as classroom teaching strategies. The second part of the Appendix, most helpful for Minnesota educators, lists local legal and community resources, Minnesota organizations that educate about refugee and immigrant issues, and demographic information. Lastly, we encourage teachers and students to fill out the evaluation forms at the end of the teaching guide. The forms can be returned to the address at the bottom of the page. Your feedback is important to us.

We hope that you enjoy this teaching guide. Good luck!
Facts about The Advocates for Human Rights

The mission of The Advocates for Human Rights is to implement international human rights standards in order to promote civil society and reinforce the rule of law. By involving volunteers in research, education, and advocacy, we build broad constituencies in the United States and selected global communities. The Advocates was founded in 1983 by a group of Minnesota lawyers who recognized the community’s unique spirit of social justice as an opportunity to promote and protect human rights in the United States and worldwide.

The Advocates is a non-profit, volunteer-based organization that investigates and exposes human rights violations; represents immigrants and refugees in our community who are human rights victims; trains and assists groups that protect human rights; and works through education and advocacy in to engage the public, policy makers and children about human rights and cultural understanding.

The Advocates has produced more than 50 reports documenting human rights practices in more than 25 countries, and holds Special Consultative Status with the United Nations. Hundreds of The Advocates’ volunteer lawyers assist more than 800 refugees every year as they seek asylum from violence and oppression in their home countries.

Founded in 1994, the B.I.A.S. Project (Building Immigrant Awareness and Support) is an educational campaign to address anti-immigrant sentiment. The Project works in schools and communities through youth and adult education, written and video curriculum materials, and training to provide accurate information on immigrant and refugee issues. The B.I.A.S. Project offers:

Written and Video Curriculum Materials:
- The Energy of a Nation: Immigrants in America video and curriculum guide - highlights the personal testimony of immigrants and, through role play and research, explores immigration from historical, policy, economic, and demographic perspectives.
- Myth/fact sheets on immigration - outlines the impact of immigrants on the labor market, the economy, and the welfare system. Includes information about new challenges facing immigrants since September 11, 2001.
- Law summaries - describes recent legislation affecting immigrants and refugees.

Workshops and Speakers:
- Speakers bureau - experts discuss immigration law and policy, artists create dialogue about immigration through art, and immigrants share their stories.
- Teacher training - strategies for teaching about immigration and creating a more welcoming learning environment for refugee and immigrant students.
- Staff development for service providers - continuing education sessions for service providers, attorneys, and others wanting to learn more about immigration.
- Student workshops - interactive sessions that address past and current immigration and highlight personal stories of immigrants.
- Workshops on immigration law - informational programs for immigrants and non-immigrants.
- Consulting - conducting focus groups, developing strategies, and training.
Acknowledgements

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2004 Second Edition:
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The Advocates for Human Rights is grateful to the following entities for permission to reprint or use their materials: Alexis de Tocqueville Institute; American Immigration Lawyers Association; Amnesty International; Catholic Consortium on Refugee Awareness Education; Cato Institute; Center for Equal Opportunity; Center for Immigration Studies; Center for Policy Alternatives; Center for Victims of Torture; Grantmakers Concerned with Immigrants and Refugees; Human Rights Resource Center; Minnesota Historical Society, National Immigration Law Center; National Immigration Forum; U.S. Committee for Refugees; Spartacus Educational; Women’s Commission for Refugee Women and Children; and the U.S. Holocaust Memorial Museum.
**Teaching Guide Table of Contents**

Approximate total time: four to six weeks

**Unit 1 Immigration: Assumptions and a Historical Perspective** (5-6 class periods)

Lesson 1: Identifying Commonly Held Assumptions: Students gain an understanding of the definition of immigration and immigration issues. They will investigate common perceptions and misperceptions about immigration in their community and in the media.

Lesson 2: Historical Perspective: Students compare past and present immigration issues and explore governmental policies that influence immigration at different points in history.

**Unit 2 Immigration Today - Family, Work and Freedom** (approx. 16 class periods)

Lesson 3: Overview of the United States’ Immigration Policy: Students learn general principles of U.S. immigration law and examine the underlying goals of U.S. immigration policies.

Lesson 4: Family Sponsored and Employment-Based Immigration: Students discover the main reasons immigrants come to the United States and learn about the eligibility requirements for potential immigrants.

Lesson 5: Refugee and Asylum Seekers: Students study the reasons refugees and asylum seekers come to the U.S., as well as how they journey here, how many come, and their countries of origin.

Lesson 6: Undocumented/Illegal Immigration: Students learn about the causes and numbers of undocumented and illegal immigration.

Lesson 7: The Impact of Immigration: Students predict and examine facts about the impact of immigration on the United States.

Lesson 8: Assessing the Validity of Commonly Held Assumptions: Students look at bias and stereotypes of immigrants, discrepancies between facts and beliefs, and discuss the importance of a well-informed voting public.

**Unit 3 Immigration Dialogue and Projects** (approx. 6 class periods)

Lesson 9: An Immigration Dialogue: Students construct a hypothetical dialogue after reading statements related to immigration.

Lesson 10: An Immigration Project: Students create a project within the school or community to increase awareness of refugee and immigrant issues.

**NEW ADDITION IN 2004**: Lesson 11: Emerging Immigration Issues: Focus on Minnesota: Students learn about social and legal challenges facing immigrants in the United States since September 11, 2001 and learn about refugee and immigrant populations in Minnesota.

**Appendix**
Unit Outline Table of Contents
Approximate total time: four to six weeks

Unit 1  Immigration: Assumptions and a Historical Perspective

Lessons 1 and 2 (approx. 5 1/2 class periods)

Student goals:
To develop an informed perspective on immigration and immigration issues and to use a historical perspective on immigration to more accurately comprehend current immigration issues.

Unit 2  Immigration Today- Family, Work and Freedom

Lessons 3-8 (approx. 16 class periods)

Student goals:
To gain a general understanding of United States immigration policy, to explore reasons that many immigrants come to the United States, to learn about refugees and asylum seekers, to learn about undocumented/illegal immigration, and the numbers, causes, impact and countries of origin, to explore some of the effects of immigration on the United States, and to gather data from a variety of sources to support or refute commonly held assumptions on immigrants and immigration policies.

Unit 3   Immigration Dialogue and Project

Lessons 9-10 (approx. 6 class periods)

Student goals:
To construct a hypothetical dialogue after reading statements related to immigration, and to create a project within the school or community to increase awareness of refugee and immigrant issues.

NEW ADDITION IN 2004!

Lesson 11

Student goals:
To gain an understanding of the impact September 11, 2001 has had on attitudes towards immigrants in the United States, to learn about challenges facing immigrants since September 11, 2001, and to gain an understanding of the impact that September 11 has had on attitudes towards immigrants in Minnesota.

Appendix
Lesson One: Identifying Commonly Held Assumptions

These states are the amplest poem.
Here is not merely a nation but a teeming Nation of nations.
~Walt Whitman

Goal:
To develop an informed perspective on immigration and immigration issues

Objectives:
- Students will identify commonly held assumptions about immigration
- Students will gather data to support or refute generalized statements
- Students will identify and define a list of vocabulary words related to immigration and refugee issues

Materials:
Chart paper, overhead, markers, student notebooks/journals, world map or atlas, and dictionaries

Time Frame:
One to two class periods

Age Level:
Middle school-adult

Vocabulary:
immigrant, citizenship, assimilate, assumption

Relevant Subject Areas and Connection to Minnesota State High School Standards:
Social Studies: Social Science Processes, Diverse Perspectives
History: World History and Cultures
English: Academic Writing
Mathematics: Chance and Data Analysis

Setting the Stage:

Share the following Walt Whitman quotation with students: “Here is not merely a nation but a teeming Nation of nations.”

Questions:

What is Whitman likely referring to in this quotation? Are there other statements or metaphors that refer to the same phenomenon? (i.e. melting pot, a nation of immigrants, salad bowl, mosaic)
Lesson One

Can these metaphors or statements apply to other nations as well as the U.S.? Which nations?

What factors in the history of the United States contributed to this evolution of a “Nation of nations”?

Example answers:

- North America was colonized by several European nations and it was originally populated by indigenous nations.
- The geographic size of the nation attracted and allowed for many different lifestyles as well as great numbers of new inhabitants.
- This nation offered economic opportunity and freedom from persecution at times when other countries were troubled.
- The U.S. role of a super-power and its economic, military, religious, and ideological positions created connections to many parts of the globe.

Activity #1: Sharing Stories (approx. 20 min.)

Several days before this lesson, have students collect news stories that refer to refugee or immigration issues. Keep articles in notebooks for future lessons.

Using a world map, have students indicate their ancestors’ countries of origin. (Give students the option of choosing a different family’s country of origin if they wish.) You may wish to mark the nations and regions on the map with pins, or list the countries chronologically. Teachers and students may also wish to note the number of generations that have passed since the family left its country or region of origin.

Activity #2: Deciphering Messages (10-20 min.)

Students begin by constructing a list of words that relate to concepts of immigration, immigration policy, the process of immigration, and attainment of citizenship.

Make a classroom list of these words that could remain on display throughout the course of study. Students could also keep a list in their notebooks, adding to it as additional words enter the discussions. Many of these words may be defined in the glossary (in appendix).

Questions:

What information do you have about present-day immigration and people’s thoughts and opinions relative to it?
Lesson One

What do you hear at home, or at school, see in the newspapers, and hear in the news media?

How do you think opinions have changed since September 11, 2001?

Record comments and suggest additional information to round out discussion. From these comments, name some “commonly held assumptions” about immigration.

**Activity #3: Critiquing Assumptions** (15-20 min.)

Have students work in pairs, in small groups, or as a whole class to construct statements of commonly held assumptions, perspectives or beliefs about immigrants and immigration issues. Post the statements. Assess whether statements are inclusive of all comments originally recorded. Sample assumptions (inaccurate and accurate) might include:

- The United States is being overrun with illegal immigrants.
- Most immigrants come here to find a better economic life.
- Immigrants are flooding the United States.
- This country was built by immigrants.
- Immigrants enrich our culture with diverse art forms.
- Immigrants don’t want to assimilate or learn English.
- Immigrants cause unemployment.
- Immigration is a drain the U.S. economy.
- Immigrants cause urban problems.
- There are more illegal than legal immigrants.
- Only American Indians are native to these shores.
- Immigrants don’t pay taxes.
- U.S. businesses recruit and hire both illegal and legal immigrants.
- Immigrants take jobs away from native-born Americans.
- Immigrants come not to work, but to get welfare benefits.
- Hi-tech U.S. companies are unable to find enough highly skilled U.S. citizens to fill specialized jobs.

**Questions:**

Which assumptions do you think are accurate? Inaccurate? Why? What information do you need in order to either support or refute these assumptions? How important is it that you do so?

**Optional Extension:**

Answer the following questions as preparation for the next lesson: What information do you have about present-day immigration and people's thoughts and opinions relative to it? What do you hear at home, see in the newspapers, and hear in the news media? How do you think this has changed since September 11, 2001? Bring in articles or keep track of any information in journals.
Lesson Two: Historical Perspective

Everywhere immigrants have enriched and strengthened the fabric of American life.
~ John F. Kennedy

Goal:
To use a historical perspective on immigration to more accurately comprehend current immigration issues

Objectives:
- Students will review their knowledge of human history to find evidence that humans have long been a migrating species, consistently changing locations to increase their chances of survival
- Students will discuss migration/immigration/emigration as global phenomena and recognize that the trends have occurred at various rates throughout human history
- Students will become familiar with major “waves” of immigration to this country and identify push/pull factors influencing immigrants’ decisions to come to the U.S.
- Students will begin to identify factors influencing government policies to promote or reject immigration at different points in history

Materials:
- Student notebooks/journals
- Worksheet #1: “Immigration to the United States”
- Handout #1: “Number of Immigrant Arrivals by Decade”
- Handout #2: “Immigration and World Events Timeline”
- Handout #3: “Historical Data on Immigration to the United States”
- Handout #4: “Immigration to the U.S. by Region of Origin”
- Handout #5: “Chronology: Restrictions on Immigration and Naturalization”
- Handout #6: “Minnesota's Immigrant Populations: Past and Present”
- Books or other resources about immigrants, post-it notes in different colors, or large squares of construction paper, crayons or markers, atlases or world maps

Suggested resources:
- The Uprooted Refugees in the United States, David M. Donahue and Nancy Flowers, 1995, Hunter House, Amnesty International USA.

Time Frame:
Four to five class periods
Lesson Two

**Age Level:**
Middle school to adult

**Vocabulary:**
emigrate, immigrate, migrate, push factor, pull factor

** Relevant Subject Areas and Connection to Minnesota High School Standards:**

- Social Studies: Themes of United States History
- History: History Through Culture, Recorders of History
- Mathematics: Economic Systems
- Science: Environmental Systems

**Setting the Stage:**

Based on common knowledge and teacher and student resources, students will construct scenarios of the immigrant experience during one or several of the “waves”, paying particular attention to the following: social and work conditions; government assistance in various forms; housing; education; and other social and economic considerations.

**Activity #1: Opinions About Immigration** (approx. 30 min.)

At the end of Lesson One, students were asked to keep an eye and ear out for information in the media and in their community about immigration and to ask others about the issue. What has the class found? Post questions, opinions, articles and record in notebooks.

Referring to the list of commonly held assumptions from Lesson One, how do our findings compare to the assumptions?

Add any new words to our vocabulary list; keep both visible in class and in notebooks.

**Class Discussion:**

Students will look at immigration from a historical perspective to increase understanding of current immigration issues.

**Question:** What is the root word of the word “immigration?”

The word “migrate” means: 1) To move from one country or region and settle in another 2) To change location periodically, especially by moving seasonally from one region to another. (American Heritage Dictionary, 2000, Houghton Mifflin)

However, the term “migration” often describes the seasonal patterns of travel of birds and other animals. For the human population, though, migration patterns are much more complex.
Questions:

- When do you think that humans first began to migrate?
- From which areas of the world did they leave? Why? Where did they go?
- What effects did the development of agriculture have on migration patterns?
- Do you think that a greater percentage of the world's population is migrating today than in previous periods? If so, what are some of the reasons for this?
- How have reasons for migration changed over the years?
- Estimate the percentage of today’s global migration to the United States.

**Activity #2: A Patchwork of Stories** (approx. 15 min.)

Students will examine the role immigration has played in the history of the United States, beginning with stories from their own families.

As participants (students) enter the room, or as a homework assignment the day before, give them each a post-it note or square piece of construction paper with the following instructions:

1. The name of the person
2. The country or region from which s/he came
3. His/her year of arrival in the U.S. (or approximate year)
4. A symbol that depicts his/her story in some way

When you have completed your square, place it on the large poster in the front of the room. Ask students to compare and contrast the experiences of your ancestor with those of the people in the video.

**Activity #3: Reflection** (approx. 10 min.)

Small Group Work:

Working in pairs, or small groups and then concluding in journals, students will answer the question: “Up until today, what have you
learned about immigration in the United States?"

- Immigration happens in “waves.”
- The time period of each wave coincides with significant events, either in another part of the world, or in this country.
- Large numbers in each wave consist of immigrants from a specific region of the world.
- The decision to leave the homeland, the passage, the entry to this country, and the adjustment to life here is difficult for nearly all immigrants.
- Immigrants are not always well received, and anti-immigrant sentiment rises and falls with accompanying legislation to control immigration of certain groups.

**Activity #4: The Big Picture** (30-40 min.)

Students will take time to review and look closely at historical trends of immigration in the U.S.

Use **Handout #1: “Number of Immigrant Arrivals by Decade 1820-2000”** to facilitate the questions below.

**Class discussion:**

**Questions:** What patterns do you see? What questions come to mind as you examine the numbers for each decade? Why are there peaks and valleys? Why are there particular peaks or large leaps during these decades? 1880s? 1900s? 1980s? Why are there particular valleys during these decades? 1860s? 1920s? 1930s? 1940s? 1950s?

Students will complete **Worksheet #1: “Immigration to the U.S.”**, using **Handout #1, #2, #3, #4, and #5** as resources. To focus on Minnesota in particular, see **Handout #6: “Minnesota’s Immigrant Populations Past and Present.”**

Regroup for class discussion to conclude the activity. Discuss findings and introduce the terms “push and pull factors” to classify events that were included in the increased immigration column of the worksheet. (**Push factors** push people away from their homeland, whereas **pull factors** pull people toward their destination.)

**Question:** Looking again at the handouts, which factors could be considered **push** and which could be considered **pull**?

**Optional Extension:**

Have students discuss push and pull factors of an issue that is relevant to their own lives. Examples include what to do after graduation; whether to attend a weekend-long concert; which college to attend; whether to be an exchange student for a year; whether to drop an algebra-trigonometry class, etc. Ask students to list the push and pull factors in their journals.
Activity #5: Going Deeper  (1-2 class periods)

Small Group Work:

In small groups, students choose one immigrant group to research briefly and prepare a 7-10 minute presentation for the entire class. Each group gathers data for one “wave”. In other words, each student group examines one immigrant group’s history in the United States from its arrival in this country to the present. Students can speak in first person from the perspective of the immigrant group in order to heighten students’ commitment to the topic. Presentations should include:

- Country of origin, including a map of the country and its location on a larger world map.
- Region(s) to which your group immigrated in the United States with reasons for this choice.
- An account of your personal decision to emigrate. Identify the push and pull factors in your decision.
- Details about your journey here, the entry process, finding housing, finding employment, working conditions, etc., given in first-person and ideally, using information taken from primary sources.
- An account of positive and negative experiences in the new land in terms of employment, education, housing, etc.
- A discussion of any stereotypes of ethnic name-calling encountered.
- A brief synopsis of how this group is doing today: skills, talents, and contributions of this group to society in the United States.

Prior to giving the presentations, the class may identify criteria and format for evaluating presentations to promote active listening. Groups then evaluate or give feedback on presentations, and Q & A sessions may also follow the presentations.

After the presentations, each small group shares what they have learned about each of the immigrant groups presented. Have students then record the groups’ statements in their journals.

Optional Extension:

Display excerpt below on an overhead and/or give copies to individual students. Students read the excerpt and journal their observations/reactions, and then share as a class.

The little automobile moved along parallel with King’s River near the picnic grounds. On this Sunday afternoon five big picnics were going on each with music and dancing: Italians, Greeks,
Croats and Serbs, Armenians, and Americans. Each group had its own kind of music and
dancing. Spangler stopped the automobile at each group for a minute or two in order to be able
to listen to the singing and to watch the dancing. He had something to say about each group.
“Those are the Greeks over there...I used to know a family of Greeks...That's the way they dance
in the old country.”

The car moved on a short distance and stopped again. “Those people over there are the
Armenians,” he said. I can tell from the priests and the kids”...The car moved on and again it
stopped before another group. “Those people are Croats and Serbs, and maybe a few other
people from around in there”...

The car moved and then stopped again. “The Italians. Corbett himself is probably over there
somewhere with his wife and kids”...

The automobile moved to the last group of picnickers...the music was swing, jive, boogie-woogie,
and the dancing was terrific. “Americans!” Spangler said. “Look at them! Americans- Greeks,
Serbs, Poles, Russians, Armenians, Germans, Spaniards, Portuguese, Italians, Abyssinians, Jews,
French, English, Scotch, Irish- look at them! Listen to them!”

They looked and they listened and then after a moment the automobile moved away.

~ William Saroyan, author
The Human Comedy

Questions:

Why is the author fascinated with the American picnic?

Look at the date that the excerpt was written. Would an author use the same
language and/or descriptions today?

Reread Spangler's description of the types of groups that make up the picnickers. What
nationalities would describe today's U.S. immigrant groups?

Bright idea: Discuss how the Spangler excerpt refers to the term “Jew” as a nationality rather
than an ethnic group or a religion.
**Immigration to the United States**

**Directions:** Use Lesson Two, Handouts (#1-5) to complete the items below.

1. In the columns below, list the events that may have led either to an increase or a decrease in immigration.

<table>
<thead>
<tr>
<th>Increased Immigration</th>
<th>Decreased Immigration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Use information from the handouts to name some of the types of events that cause people to leave their homelands.

3. Between 1861 and 1900, the greatest number of immigrants came from northern and western Europe. From where did most immigrants come between 1900 and 1930?

4. The shift of immigration mentioned in Question 3 actually began during the 1880s. What event or events caused this migration?

5. Why do you think that Asian immigration increased between 1820 and 1930?

6. What factors caused immigration to reach its highest point in the United States in the early 1900s?

7. As a class, discuss the push and pull factors that affect immigration.
Number of Immigrant Arrivals by Decade, 1820-2000

Source: Yearbook of Immigration Statistics, 2002
Immigration and World Events Timeline

World Events

1845-49   Potato famine in Ireland
1846       Crop failures in Germany and Holland
1848       German revolution is put down; Germany experiences severe depression and unemployment
1854       End of Japanese isolation; Japan opens several ports over next few years
1860-69    Crop failures in Germany and Holland
1870s      Introduction of steamship decreases cost, time, and danger of ocean travel
1880-1914  Religious persecution of Jews in eastern Europe
1894-95    The First Sino-Japanese War; Japan defeats China
1900-1920  Overpopulation on southern and eastern European farms
1904-05    Russo-Japanese War; Japan defeats Russia
1905-06    Economic problems, expanding population, and epidemics in Italy
1910-20    Revolution in Mexico
1914-18    World War I
1917       Russian revolution

Immigration and United States History

1848       Gold discovered in California
1850       Order of “Star Spangled Banner” is founded; eventually becomes the Know-Nothing party, formed to control immigration
1860s      Chinese immigration to work on railroads and in gold mines
1861-65    U.S. Civil War
1862       Homestead Act offers free land to citizens and immigrants who intend to become citizens
1865       Construction begins on transcontinental railroad
1877       Workingman’s party opposes immigration of Chinese laborers
1882       Chinese Exclusion Act prevents Chinese from entering the U.S.
1907       “Gentlemen’s agreement” between U.S. and Japan denies passports to laborers from Japan
1917       U.S. Immigration Act requires immigrants to read English; excludes anarchists and those with certain diseases; excludes most Asians and Pacific Islanders
1919-20    “Red Scare” promotes the idea that communists are plotting to overthrow the U.S. government
1920-25    Ku Klux Klan resurfaces as an anti-foreign, anti-Semitic, anti-Catholic force
1921       Emergency Quota Act reduces the number of immigrants from eastern and southern Europe who are allowed to enter the U.S.
1924       Immigration Act creates a permanent quota system called the national-origins system; designed to prevent any major change in the racial and ethnic makeup of the U.S. population

Source: “The Transforming Nation”, Human Rights Watch
### Historical Data on Immigration to the United States

#### “The Big Picture”

<table>
<thead>
<tr>
<th>Wave Period</th>
<th>Number of Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1831-1860</td>
<td>4,910,590</td>
</tr>
<tr>
<td>2. 1861-1890</td>
<td>10,373,628</td>
</tr>
<tr>
<td>3. 1891-1930</td>
<td>22,325,970</td>
</tr>
<tr>
<td>4. 1931-1950</td>
<td>1,563,470</td>
</tr>
<tr>
<td>5. 1951-1980</td>
<td>10,330,470</td>
</tr>
<tr>
<td>6. 1981- present</td>
<td>1,063,732</td>
</tr>
</tbody>
</table>

#### “From Around the World We Came”

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>1,538,747</td>
<td>2,958,620</td>
<td>1,402,797</td>
<td>340,636</td>
<td>742,975</td>
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<tr>
<td>England</td>
<td>286,828</td>
<td>1,304,663</td>
<td>1,012,107</td>
<td>134,008</td>
<td>331,433</td>
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<td>Ireland</td>
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<td>1,094,253</td>
<td>40,670</td>
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<tr>
<td>Norway/Sweden</td>
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Source: 1984 Statistical Yearbook of the Immigration and Naturalization Service
**Immigrants to the United States by Region of Origin, 1820-1930**

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<td></td>
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Lesson Two

Chronology: Changes in US Immigration and Naturalization Laws

1790 - Naturalization is authorized for “free white persons” who have resided in the United States for at least two years and swear loyalty to the U.S. Constitution. The racial requirement would remain on the federal books until 1952, although naturalization was opened to certain Asian nationalities in the 1940s.

1798 - The Alien and Sedition Acts authorize the President to deport any foreigner deemed to be dangerous and make it a crime to speak, write, or publish anything “of a false, scandalous and malicious nature” about the President or Congress. An amended Naturalization Act imposes a 14-year residency requirement for prospective citizens; in 1802, Congress reduces the waiting period to five years, a provision that remains today.

1819 - Reporting Rule adopted. Data begins to be collected on immigration into the U.S. Ships’ captains and others are required to keep and submit manifests of immigrants entering the U.S.

1875 - First exclusionary act. Convicts, prostitutes and “coolies” (Chinese contract laborers) are barred from entry into the U.S.

1882 - The Chinese Exclusion Act suspends immigration by Chinese laborers for ten years; the measure would be extended and tightened in 1892 and a permanent ban enacted in 1902. This marks the first time the United States has restricted immigration on the basis of race or national origin. In addition, a tax is levied on newly arriving immigrants.

1885 - Contract laborers’ entry barred. This new legislation reverses an earlier federal law legalizing the trade in contract labor.

1891 - To the list of undesirables ineligible for immigration, Congress adds polygamists, “persons suffering from a loathsome or a dangerous contagious disease,” and those convicted of “a misdemeanor involving moral turpitude.” Also, the Office of Immigration is created. (Now known as U.S. Citizenship & Immigration Services)

1892 - Ellis Island opens. Between 1892 and 1953, more than 12 million immigrants will be processed at this one facility.

1903 - Additional categories for persons excluded. Epileptics, professional beggars, and anarchists are now excluded.

1906 - The first language requirement is adopted for naturalization: the ability to speak and understand English.

1907 - Exclusions are further broadened. Imbeciles, the feeble-minded, tubercular persons, persons with physical or mental defects, and persons under 16 without parents are excluded.
**1907-8** - Under a so-called "Gentlemen's Agreement," the United States promises not to ban Japanese immigration in exchange for Japan's pledge not to issue passports to Japanese laborers for travel to the continental United States (although they remain welcome to become agricultural workers in Hawaii). By a separate executive order, President Theodore Roosevelt prohibits secondary migration by Japanese from Hawaii to the mainland.

**1917** - Over President Wilson's veto, Congress enacts a literacy requirement for all new immigrants: ability to read 40 words in some language. Most significant in limiting the flow of newcomers, it designates Asia as a "barred zone" (excepting Japan and the Philippines) from which immigration will be prohibited.

**1921** - A new form of immigration restriction is born: the national-origins quota system. Admissions from each European country will be limited to 3% of each foreign-born nationality in the 1910 census. The effect is to favor Northern Europeans at the expense of Southern and Eastern Europeans. Immigration from Western Hemisphere nations remains unrestricted; most Asians will continue to face exclusion.

**1924** - Restrictionists' decisive stroke, the Johnson-Reed Act, embodies the principle of preserving America's "racial" composition. Immigration quotas will be based on the ethnic makeup of the U.S. population as a whole in 1920. The new national-origins quota system is even more discriminatory than the 1921 version. "America must be kept American," says President Coolidge as he signs the bill into law. Another provision bans all immigration by persons "ineligible to citizenship"—primarily affecting the Japanese.

**1927** - Immigration Ceiling Further Reduced. The annual immigration ceiling is further reduced to 150,000; the quota is revised to 2 percent of each nationality's representation in the 1920 census. This basic law remains in effect through 1965.

**1929** - National Origins Act. The annual immigration ceiling of 150,000 is made permanent, with 70 percent of admissions slated for those coming from northern and western Europe, while the other 30 percent are reserved for those coming from southern and eastern Europe.

**1943** - To appease a wartime ally, a token quota (105) is created for Chinese immigration. Yet unlike white immigrants, whose quotas depend on country of residence, all persons of "Chinese race" will be counted under the Chinese quota regardless of where they reside.

**1948** - Displaced Persons Act. Entry is allowed for 400,000 persons displaced by World War II. However, such refugees must pass a security check and have proof of employment and housing that does not threaten U.S. citizens' jobs and homes.

**1950** - The Internal Security Act, enacted over President Truman's veto, bars admission to any foreigner who might engage in activities "which would be prejudicial to the public interest, or would endanger the welfare or safety of the United States." It excludes or permits deportation of non-citizens who belong to the U.S. Communist Party or whose future activities might be "subversive to the national security."

**1952** - The McCarran-Walter Act retains the national-origins quota system and "internal security" restrictions, despite Truman's opposition. For the first time, however, Congress sets aside minimum annual quotas for all countries, opening the door to numerous
nationalities previously kept out on racial grounds. Naturalization now requires ability to read and write, as well as speak and understand, English.

1965 - The United States finally eliminates racial criteria from its immigration laws. Each country, regardless of ethnicity, will receive an annual quota of 20,000, under a ceiling of 170,000. Up to 120,000 may immigrate from Western Hemisphere nations, which are still not subject to country quotas (an exception Congress would eliminate in 1976).


1980 - Refugee Act. A system is developed to handle refugees as a class separate from other immigrants. Under the new law, refugees are defined as those who flee a country because of persecution "on account of race, religion, nationality, or political opinion." The president, in consultation with Congress, is authorized to establish an annual ceiling on the number of refugees who may enter the United States. The president also is allowed to admit any group of refugees in an emergency. At the same time, the annual ceiling on traditional immigration is lowered to 270,000.

1982 – Stiff sanctions are introduced for employers of illegal aliens.

1986 - The Immigration Reform and Control Act gives amnesty to approximately three million undocumented residents. For the first time, the law punishes employers who hire persons who are here illegally. The aim of employer sanctions is to make it difficult for the undocumented to find employment. The law has a side effect: employment discrimination against those who look or sound "foreign."

1990 - Immigration Act of 1990. The annual immigration ceiling is further raised to 700,000 for 1992, 1993, and 1994; thereafter, the ceiling will drop to 675,000 a year. Ten thousand permanent resident visas are offered to those immigrants agreeing to invest at least $1 million in U.S. urban areas or $500,000 in U.S. rural areas. The McCarran-Walter Act of 1952 is amended so that people can no longer be denied admittance to the United States on the basis of their beliefs, statements, or associations.

1994 - The Violence Against Women Act (VAWA) is passed by Congress to allow spouses and children of United States citizens or lawful permanent residents (LPR) to self-petition to obtain LPR status. The immigration provisions of VAWA allow certain battered immigrants to file for immigration relief without the abuser's assistance or knowledge, in order to seek safety and independence from the abuser.

1996 - A persistent recession in the U.S. in the early 90’s, among other reasons, leads to calls for new restrictions on immigration. The Illegal Immigration Reform and Immigrant Responsibility Act is passed, toughening border enforcement, closing opportunities for undocumented immigrants to adjust their status, and making it more difficult to gain asylum. The law greatly expands the grounds for deporting even long-time lawful permanent residents. It strips immigrants of many due process rights, and their access to the courts. New income requirements are established for sponsors of legal immigrants. In the Personal Responsibility and Work Opportunity Act, Congress makes citizenship a condition of eligibility for public benefits for most immigrants.
1997 - A new Congress mitigates some of the overly harsh restrictions passed by the previous Congress. In the Balanced Budget Agreement with the President, some public benefits are restored for some elderly and disabled immigrants who had been receiving them prior to the 1996 changes. With the Nicaraguan Adjustment and Central American Relief Act, Congress provides an opportunity for certain war refugees living in legal limbo to become permanent residents.

1998 - Congress continues to mitigate some of the nativist provisions passed by the Congress in 1996 by partially restoring access to public benefits for additional groups of legal immigrants. The Haitian Refugee Immigration Fairness Act resolves the legal limbo status of certain Haitian refugees, and allows them to become permanent residents. Responding to the pleas of powerful employer groups, Congress passes the American Competitiveness and Workforce Improvement Act, which significantly raises the number of skilled temporary foreign workers U.S. employers are allowed to bring to the U.S.

2000 - Congress continues to move incrementally in a pro-immigrant direction, passing the compromise Legal Immigration Family Equity Act, which creates a narrow window for immigrants with family or employer sponsors to adjust to legal status in the U.S.; resolves the legal limbo of certain immigrants denied legalization in the mid-1980’s; and provides temporary visas for certain family-sponsored immigrants waiting for their green cards. For the second time in three years, Congress significantly raises the ceiling for skilled temporary workers. The Child Citizenship Act grants automatic U.S. citizenship to foreign-born adopted children. The Victims of Trafficking and Violence Protection Act provides visas for trafficking and crime victims. Congress modifies the Naturalization law to allow severely disabled immigrants to become citizens even if they cannot understand the Oath of Allegiance.

2001-2004 - After the attacks on September 11, 2001 Congress enacts that USA PATRIOT Act, which expands the authority to detain, prosecute, and remove aliens suspected of terrorism. The executive branch issues a series of new regulations and policies targeting non-citizens. Immigration appeals are restricted, detention policies are expanded, and the refugee resettlement system is temporarily halted while new security procedures are implemented.

**Minnesota’s Immigrant Populations: Past and Present**

**Minnesota’s History as a Destination for Immigrants**

The first peoples living in the region now known as Minnesota were members of diverse Native American tribes who settled in the area as long ago as 6000 B.C. The Ojibwe and Dakota, the largest tribes living in Minnesota in the early and mid-nineteenth century, both had well-established societies based on hunting and gathering when the first French and French Canadian traders arrived to establish fur posts among them.

By 1850, many settlers from New England as well as immigrants from Norway, Sweden, Ireland, and Germany had settled in Minnesota. Drawn by the lure of inexpensive farmland and a growing industrial base, diverse groups continued to migrate to Minnesota, and by 1896, official election instructions were being issued in nine languages: English, German, Norwegian, Swedish, Finnish, French, Czech, Italian, and Polish.

Minnesota became a significant immigration state as a result of the wave of immigration to the United States at the turn of the century. While the foreign-born population in the United States was only 15% in the 1890s, 40% of Minnesota’s population was foreign born. This first major wave of immigration to Minnesota peaked around 1910, when more than 60% of the immigrants came from Sweden, Norway, and Germany.

**Today’s Immigrants to Minnesota**

Another wave of immigration to Minnesota, which began after the Vietnam War, marked a change in the ethnic makeup of Minnesota’s immigrant populations. This wave peaked in the 1980s when hundreds of refugees from Southeast Asia, aided by local churches, were resettled in Minnesota communities. Minnesota’s ethnic mix, originally comprised of Native Americans, African Americans, and immigrants from diverse Western European countries, was now further enriched by new populations primarily from Southeast Asia, Africa, Latin America, and Eastern Europe.

Today, although only 5.1% of Minnesota’s population is foreign born (which is half the national average), the state remains a destination for immigrants and refugees. The US Office of Immigration Statistics estimates that 13,522 immigrants came to Minnesota from 160 different countries in 2002. The current number of refugees in Minnesota is estimated at more than 70,500 people, although the number is difficult to verify because people move to and from other states. About 13,500 refugees have resettled in Minnesota from 1999 to 2003, and approximately 5,000 new Hmong refugees are expected to arrive in Minnesota in the next several months. Current immigrant populations in Minnesota are growing in number and diversity.

Consider the following statistics:

- In 2000, nearly 20% of all Minnesota immigrants came as refugees. This percentage is down from 42% in 1996, but is still higher than the national refugee percentage (8% in 2000.) Most refugees come from the former Soviet Union, Bosnia, Somalia, Sudan, Ethiopia, Eritrea, Liberia, Vietnam, Laos, and Cambodia.
Listed below are the largest refugee populations* living in Minnesota as of January 1999:

- Hmong: 60,000
- Vietnamese: 22,000
- Somali: 15,000
- Cambodian: 8,500
- Laotian: 8,500
- Former Soviet Republics: 6,000

* Estimates include U.S.-born children and refugees resettled in other states who subsequently moved to Minnesota.

- Approximately 143,382 members of the Chicano/Latino population lived in Minnesota in 2000.
- INS estimates from 1996 show that Minnesota has fewer undocumented immigrants than almost any other state: just two-tenths of one percent.
- According to reports from the Hmong and Somali communities, Minnesota is home to the largest Hmong and the largest Somali population in the United States.
- More than 80 languages were spoken by students in Minneapolis Public Schools during the 2000-2001 academic year. Minnesota Public Schools estimate over 10,000 students that speak a language other than English at home.
- A record number of 1,500 immigrants from about 100 countries became U.S. citizens in Minnesota on June 28, 2001. Part of a nationwide increase in naturalization, immigrants are increasingly settling in Minnesota communities and enriching them with their economic and cultural contributions.

Lesson Three: Overview of United States’ Immigration Policy

The American nationality is still forming: its processes are mysterious and the final form, if there is a final form, is as yet unknown.

~ P. Moynihan
Beyond the Melting Pot

Goal:
To gain a general understanding of United States immigration law and policy

Objectives:
- Students will learn about goals underlying U.S. immigration policy and will learn why U.S. immigration law encourages admission of certain categories of immigrants and discourages others
- Students will examine myths and facts related to immigration
- Students will compare past immigration policy to policies today

Materials:
- Case Studies #1: “Immigrant and Refugee Journeys”
- Worksheet #1: “Your Predictions Please!”
- Worksheet #2: “Immigration Quotient Quiz”
- Handout #1: “Immigration Quotient Answers”
- Handout #2: “Dispelling the Myths About Immigrants”
- Handout #3: “Foreign-Born as a Percent of Total US Population”
- Handout #4: “Where Do Immigrants Come From?”
- Handout #5: “Immigration and Other Nations”
- Handout #6: “Immigration Law 101: The Basics!”
- Student notebooks/journals

Time Frame:
Three to four class periods

Age Level:
Middle school to adult

Vocabulary:
Citizen, alien, refugee, asylum, undocumented alien, former Immigration and Naturalization Service (INS) (now US Citizenship & Immigration Services (USCIS) under the Department of Homeland Security (DHS)) (post-INS agency responsible for benefits and adjudications), US Immigration and Customs Enforcement (USICE) (post-INS agency responsible for interior enforcement of immigration and customs issues such as detention, prosecution, deportation), US Customs and Border Protection (USCBP) (currently responsible for border controls of agriculture, customs and immigration, including border patrol and inspections), Lawful permanent resident (LPR), green card, visa, resettlement, migrant worker, deportation, removal, detention
Bright idea: Students can try out the “I.Q.” quiz on friends and family, then report back to the class with their results.

Activity #1: What Do We Know?
(15-20 min.)

Students complete Worksheet #2: “Immigration Quotient Quiz” as a warm-up activity, then discuss the answers.

Activity #2: Taking the Reins (approx. 40 min.)

Class Discussion:

Look again at the class list of “commonly held assumptions” and students’ knowledge about immigration to date.

Questions:

- What **goals** do you think that the United States attempts to achieve through regulation of immigration?
- If you were the decision maker, whom would you **admit** or **deny** access to this country? Why?
- Would you control the **number of immigrants** coming in?
- What would you expect to be some **effects** of immigration on the United States? On the labor market? The economy? Culture? Scientific, computer and engineering fields? The arts?
**Activity #3: A Look at the Facts** (approx. 1 class period)

In this section, the class will explore U.S. immigration policy by first making predictions, then examining myths and facts related to immigration. Students will look at past immigration policy, as well as current policy.

Using **Worksheet #1: “Your Predictions, Please!”** instruct students to make predictions, and then answer questions through class discussion. Record the predictions on the board or overhead. Afterward, individually or in partners, read the next three handouts: **Handout #2: “Dispelling the Myths About Immigration,”** **Handout #3: “Foreign-Born as a Percent of Total US Population”,** and **Handout #4: “Where Do Immigrants Come From?”** After reading the handouts, students will use the facts to prove or disprove their predictions from **Worksheet #1.**

**Questions:** Which facts or statistics surprised you most? Looking at your most accurate predictions, what factors do you think account for the accuracy? What factors might account for the inaccuracy of your other predictions?

**Questions:** Where would you most likely settle if you emigrated from the U.S.? Why do immigrants tend to settle in certain geographic areas?

Finally, refer to **Handout #5: “Immigration and Other Nations”,** which compares the percentage of the foreign-born population in the U.S. with five other countries.

**Questions:** How do these figures reflect your predictions? What are some of the factors that influence an immigrant’s choice of destination?

**Activity #4: Learning Immigration Vocabulary** (approx. 1 class period)

Now that the class has examined the numbers of immigrants who come to the U.S. and where they come from, students can take a look at U.S. immigration policy in terms of who is allowed to come and why. Using **Handout #6: “Immigration Law 101: The Basics,”** have the class create two groups of index cards. One group of cards lists the immigration terms from the handout (such as “employment visa”, “removal”, and “detention”). The second group of cards lists short definitions for the terms. Lay out the cards face down, and have students break into groups to play “Concentration” and match the terms with the definitions. The individual or group with the most matches wins the game.
Immigrant and Refugee Journeys:
Case Studies from Laos, Liberia, Somalia, and Mexico

*Note for instructor/discussion leader: Use special consideration and sensitivity when working with immigrant and refugee students.

Lo Her, LAOS:

I am Hmong. I was born in Laos. In 1975, I was forced to flee with four brothers and two sisters across the Mekong River to a refugee camp in Thailand. We were resettled in the United States as refugees in 1990.

I often think about those days now. I remember Laos and the war. I cry when I tell my children about what happened to us. When I was a young girl, communists attacked our village. I fled with some of my brothers and sisters into the jungle, and never found my mother and father again. My brothers and sisters and I hid in the jungle for three years, eating nothing but the roots of plants and the small animals we were able to kill. We finally had to surrender to the communists because we were starving. We were held in a prison camp for a year before we were released and started looking for the rest of our family.

My husband, as well as the other men in my family fought in the war against the communists. The U.S. C.I.A. recruited them to fight in General Vang Pao's army, and one of my uncles was even trained as a pilot. My husband was a soldier who lived in the jungle and fought for many years before he fled to Thailand when the U.S. withdrew from Laos. Many of my relatives were killed in the fighting.

My siblings and I fled on foot through the jungle, crossing the Mekong River. We found shelter in a U.N. refugee camp in Thailand—that is where I met my husband! We got married there in a traditional ceremony. Our oldest daughter was also born in the camp. We were all granted refugee status and resettled in the U.S. in 1990. The rest of my family was sent to France. Although we have lived in the U.S. for many years, neither my husband nor I know how to read, write or speak English.

Since our arrival in the United States, we have lived in California. We had five children here in the U.S. My husband and I have found work in Minnesota and we have just moved here. My husband works during the day and I work on the overnight shift so that one of us is always home with the children. We don’t want to send our kids to daycare because it’s not part of our culture. It is also very expensive. Our oldest daughter is very responsible and helps to take care of her younger brothers and sisters.

At times, I feel somewhat lost here. Our children speak English very well, but neither my husband nor I speak English. In fact, we don’t know how to read any language. We rely on our children to help us with translation.
Jeffrey Sirleaf, LIBERIA:

In Liberia, I lived in the capital city, Monrovia, and I was in seventh grade at B.W. Harris Middle School. My mother was a junior minister in the Ministry of Finance under former President, Samuel Doe, while my father owned a small shop where he sold foodstuffs and clothing. When a military coup overthrew Doe in 1980, my mother lost her job. Luckily, during most of the 1980's and the early 1990's my father's store was able to remain open so my family had some source of income. I, however, had to stop going to school because the ongoing fighting in and near Monrovia made it impossible for students to continue their education.

In April 1996, the National Patriotic Front of Liberia (NPFL), led by Charles Taylor, entered Monrovia. My dad's store was bombed, leaving my family penniless. In addition, NPFL rebels stormed my neighborhood of Sinkor. Somehow they discovered my mother had worked for the Doe administration. One day, about fifteen NPFL combatants came to our house and shot down the door. One of the bullets grazed me in the shoulder. The NPFL demanded we all come out. When they saw my mother, they viciously beat her and stripped her naked in front of us. They then tied her up and took her away. When my father tried to intervene he was beaten unconscious. The NPFL also warned us to leave the area or they would return to kill us.

With my two younger brothers, my father and I walked fifteen days through rough terrain to the border Liberia shares with Guinea. There again, NPFL soldiers met us. I was separated from my family and taken to an NPFL military camp in Nimba County to be trained as a fighter. When I refused to engage in military training, the Commander of the Camp placed me in a hole filled with water up to my neck where I was forced to remain for 3 days. NPFL soldiers regularly urinated on me and threw feces on me. As a result, I contracted cholera and became very ill. When I was pulled out of the hole, I was of no use to the NPFL, so one of the soldiers took me to a Red Cross makeshift clinic. I received antibiotics and other medical care until I regained some of my strength.

The United Nations High Commissioner for Refugees (UNHCR) then took me to a refugee camp in the Ivory Coast, where I lived for almost two years. There I met someone who had the address of my mother's sister, Mildred. Aunt Mildred has lived in Minneapolis since 1985. I wrote to her, and she bought me an airline ticket and arranged for me to come to the United States. I do not know if my mother, father or brothers are still alive, since I have had no news from them since April 1998. I arrived in Minneapolis in the fall of 2000. Since my arrival in Minneapolis, Charles Taylor has left the country. However, my country is still not at peace. Taylor's forces still roam the streets and new combatants are fighting the existing government seeking power. I read in the newspaper that women are still being raped, and that men and women, and even children, are being intimated, harassed and beaten.
Fatiya Abdullahi, SOMALIA:

Back in Somalia, I lived in a small house on the outskirts of Mogadishu with my mother, father, and brother. In 1992, when I was three years old, fighting began in town between the Somali National Movement (SNM) and the government. My dad was at work and wasn’t home when the fighting started. He didn’t come home that day, and we didn’t know where he was.

The fighting lasted for days. We could hear the noise, but couldn’t go outside at all. Our house even shook. From inside our house, I could see dead soldiers lying on the street. I had never seen a dead body in my life. I started to wonder about my dad—if he had been killed, too.

A few days after the fighting began, my mom and brother and I were home and some soldiers with guns broke open our door and told us that we had five minutes to leave or we would be shot. We threw some dried milk, water, and rice in a bag. My mom grabbed a family picture we had taken last year. She looked so scared. Dad still hadn’t returned, but we couldn’t wait for him. We had to go. We said a silent prayer, and ran out the door.

By the time we had joined our neighbors on the road leading away from town, we could see smoke rising from the lane behind our home. We could not tell for sure if it was our house that was burning, but we also knew that it didn’t matter. Home was gone. It made me sad to leave my house and all of my friends there. And I was so worried about my dad. I wondered if I would ever see him again.

We walked to Kenya to a refugee camp. The walk was hard; we could still hear bombs and fighting going on. We had to walk mostly by night because it was safer. It took days to get there—I don’t know how many miles we walked! One of my friends told me that her uncle died in their house during the fighting, but they couldn’t bury him because of all of the fighting.

The conditions in the Kenyan camp were terrible. Some people got sick; they didn’t have very good medicine there. The woman who lived next to us in the camp died. We had to stay in the camp there for 7 years. The atmosphere in the camp was so depressing. Even when school was in session—which wasn’t very often—I had a hard time studying and concentrating. I kept worrying about my dad and wondering if we would ever get out of this camp.

My family and I moved to Marshall, Minnesota in 1999. My brother and I attended a middle school there. When I got to school, the only words I knew in English were Hello and Thank You. I had no idea what people were saying. Also, the people who live in Minnesota don’t wear the shador, and sometimes they give me funny looks when they walk by me. But I am happy there are some other people from Somalia here. I feel at home when I smell Somali stew cooking!
Maria Hernandez, MEXICO:

I was born in Mexico, but I have lived much of my life in the United States. I am fifteen years old.

When I was a baby, my dad moved to the United States to find work. Later, he saved enough money to pay a coyote to help smuggle my mom, brothers and me into the United States. I remember going to the coyote’s house near the border, dressing in dark clothing, and being told by my mom to be very quiet. I was very scared crossing the river, because we had to cross the river in the boat one at a time, and I was the last one in my family to cross the river with the coyote and I was afraid I was going to be left behind. Eventually we made our way into the United States, where we have lived together for years. My parents and I were granted amnesty in the early 1990s and we all have our green cards now.

My mom and dad have worked as farm workers since we came to the United States. For most of my childhood, we have lived in Texas, Arizona and California in the winter and Minnesota in the summer. Sometimes I get to go to school, but I have often had to help my family at work or watch my brothers and sisters. This is the first year we are staying in Minnesota for the winter, because my mom and dad have jobs all year round.
Your Predictions Please!

1. Estimate the annual number of people who immigrate to the United States legally. Illegally?

2. Would you estimate that these numbers have gone up or down over the decades?

3. From the years 1870 to 1920 immigrants made up approximately 15% of the total U.S. population. Estimate the percentage of immigrants now.

4. How do you think that U.S. compares to migration to other countries?

5. What are the three primary reasons people immigrate to the United States? What would you estimate are the percentages for each category?

6. What are the top ten countries from which the United States admits most immigrants?

7. Do you think that most immigrants settle in urban or rural areas? Why?

8. Since the 1980s, 75% of all immigrants have settled in six states. Name the states.
“Immigrant Quotient” (I. Q.) Quiz

I. Match the numbers with the reasons why people are legally admitted to the U.S.

1.) _____A. Family reunification a. 12-15%
    _____B. Work (legally) b. 70-76%
    _____C. Freedom c. 12-15%

2.) Name one difference between an immigrant and a refugee: ______________
   ________________________________________________________________________

3.) What criteria must you meet to fit the definition of "refugee"? _________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

II. Please circle your answer for questions 4-10.

4. What is the percentage of yearly migrants worldwide who immigrate to the U.S.?
   a. 1%
   b. 11%
   c. 30%

5. Immigrants pay more in taxes than they receive in benefits.
   a. True
   b. False

   a. True
   b. False

7. Undocumented (illegal) immigrants constitute what percent of the total U.S. population?
   a. 2%
   b. 10%
   c. 30%

8. What percentage of immigrants support themselves or are supported by family members?
   a. less than 30%
   b. about 50%
   c. more than 90%

9. Of over 20 million refugees world-wide, approximately how many are resettled each year in the U.S.?
   a. 70,000
   b. 540,000
   c. 1 million

10. Immigrants currently constitute a bigger proportion of the total U.S. population than ever before in history.
    a. True
    b. False
“Immigrant Quotient” (I.Q.) Quiz
Answers

1. U.S. immigration policy is based on three primary principles:
   - **Family:** Approximately 67-70% of immigrants come to be reunited with close family members
   - **Freedom:** Approximately 12-15% come as refugees escaping persecution
   - **Work:** Approximately 12-15% come at the invitation of the U.S. employers to fill position for which there is a shortage of U.S. workers

2. **Immigrants** are people who come to a country where they intend to settle permanently and obtain citizenship. Immigrants come to work in the U.S. or to reunite with family members already living in the U.S.

3. The term **refugee** means any person who is outside any country of such persons nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.
   (Immigration and Nationality Act sect. 101 (a) (42))

4. A Of the over 100 million migrants worldwide, approximately 1 million come to the U.S. annually.

5. A Immigrants as a whole pay more in taxes than they receive in benefits. According to a 1994 study by the Urban Institute, legal and illegal immigrants combined pay approximately $70.3 billion per year in taxes and receive $42.9 billion in services such as education and public assistance. Findings in a 1998 study by the Cato Institute and the National Immigration Forum show that over time most immigrant families will pay $80,000 more in taxes than they receive in benefits. The study also showed that the average immigrant pays $1800 more in taxes than he/she receives in benefits.

6. A Each year, approximately 300,000 newcomers enter the U.S. illegally or illegally overstay their visas. Total legal immigration in recent years has averaged approximately 900,000 per year.
   (United States General Accounting Office, 1993; Urban Institute, 1994)

7. A The Bureau of Immigration and Citizenship Services (formerly the U.S. Immigration and Naturalization Service) estimates that the total population of undocumented persons in the U.S. is between 5-8 million people. This amounts to approximately 2 percent of the total U.S. population (approximately 290 million).

8. C More than 90% of immigrants (including refugees and the elderly) support themselves or are supported by family members (American Immigration Lawyers Association, 1995; Urban Institute, 1994; Wall Street Journal, 1990.)

9. A The fiscal year 2004 quota for refugee admissions to the United States is 70,000.

10. B False—in fact, the percentage of the U.S. population that is foreign-born is approximately half of what it was through the peak immigration years of 1870-1920. (Census Bureau, Immigration and Naturalization Service, Urban Institute 1995)
Dispelling the Myths About Immigrants

**MYTH:** Immigrants take jobs away from Americans.

**FACT:** Immigrants create at least as many jobs as they fill. Numerous studies show that immigrants are more likely to be self-employed and start new businesses than the native-born, and immigrants fill jobs that the native-born are either unwilling or unable to undertake, especially in the labor-intensive service/industrial sectors and in the high-technology/computer sectors.

**MYTH:** Immigration is a drain on the U.S. economy.

**FACT:** Immigration grows the U.S. economy. An estimated 17.4 million immigrants are currently working in the U.S.—accounting for 12.4% of the total civilian labor force. A study by the National Immigration Forum showed that the average immigrant pays $1800 more in taxes than he/she receives in benefits. Immigrants also have a positive effect on the U.S. economy by creating businesses and generating employment. Furthermore, the U.S. also attracts a significant number of enterprising, innovative, and well-educated foreign nationals. These immigrants help keep the U.S. internationally competitive and give U.S. businesses a more global perspective—an outlook that is becoming increasingly necessary in this era of globalization.

**MYTH:** Immigrants abuse the Social Security and welfare systems.

**FACT:** Immigrants contribute more in taxes than they receive in benefits. According to the U.S. Census Bureau, in 1999 fewer than one in seven foreign-born householders received benefits such as food stamps and housing assistance. However, immigrant use of these assistance programs is largely concentrated among refugees and elderly immigrants. Most immigrants are young and healthy when they arrive—their average age is 28. Immigrants are large contributors to—rather than recipients of—Social Security, and will play an integral role in financing Social Security as the U.S. population ages.

**MYTH:** Immigrants cause urban problems

**FACT:** About half of the immigrant population lives in a central city in a metropolitan area. More often than not, they settle in neighborhoods that have fallen into disrepair. The stories are legion how new immigrants start new businesses and revitalize urban centers. Dominican immigrants revitalized Washington Heights in Manhattan’s Upper West Side, and an array of new arrivals revitalized Nicollet Avenue and Lake Street in south Minneapolis. Those examples are repeated hundreds of times across the country. According to the Alexis de Tocqueville Institute, a study carried out over an 18-year period in Washington DC revealed that there is a positive correlation between the number of immigrants in a neighborhood and increasing property values. As one real-estate agent put it, with immigration “there goes the neighborhood—up.”

**MYTH:** There is a higher percentage of immigrants in the U.S. now than ever before in U.S. history.
**FACT:** The number of immigrants currently living in the U.S. has reached unprecedented levels, but as a percentage—10.4% of the U.S. population is currently foreign-born—the number is lower than previous peak immigration periods. Immigrants represented 14.8% of the population in 1890 and 14.7% in 1910. Currently, more than 70% of immigrants settle in six states—California, New York, Florida, Texas, New Jersey, and Illinois. European immigrants—historically a large portion of immigration to the U.S.—today make up 15.3% of newcomers; 51% come from Latin America; 25.5% come from Asia; and 8.1% from other parts of the world. The top ten countries of immigration to the U.S. are Mexico, China, the Philippines, India, Cuba, Vietnam, El Salvador, Korea, the Dominican Republic, and Canada.

**MYTH:** The United States is being overrun with illegal immigrants.

**FACT:** The estimated number of illegal aliens living in the U.S. ranges from 5 to 8 million. This accounts for approximately 2% of the U.S. population. About half of those undocumented immigrants came legally to this country and became illegal by remaining here after their visas expired.

**MYTH:** Most immigrants to the United States are illegal, undocumented aliens who come only for economic reasons.

**FACT:** According to USCIS, 705,827 immigrants were legally admitted to the U.S in 2003. Economics played a role in those arrivals, but family, work, and basic freedoms are also significant considerations influencing people’s decision to come to this country. Of the immigrants coming legally to the U.S. in 2003, 70% came to be reunited with immediate family members (parents, children, siblings, or spouses), nearly 12% were sponsored by U.S. employers to fill in positions for which no U.S. worker is available, and an additional 12% came as refugees or asylees, fleeing persecution and looking for safety and freedom in the U.S. Like generations of immigrants before them, these immigrants came to this country looking for a better life, and their energy and ideas enrich all our communities.

Sources: Alexis de Tocqueville Institute, American Immigration Lawyers Association; Carnegie Endowment for International Peace; CATO Institute; Center for Immigration Studies (2001); 2003 Yearbook of Immigration Statistics of the Office of Immigration Statistics (2003); National Immigration Forum; The Urban Institute; U.S. Census Bureau
Foreign-Born as a Percent of U.S. Population

Where Do Immigrants Come From?

Below are the top twenty countries from which the U.S. received legal immigrants in 2002.

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Number of Immigrants to U.S. in 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>219,380</td>
</tr>
<tr>
<td>India</td>
<td>71,105</td>
</tr>
<tr>
<td>China</td>
<td>61,282</td>
</tr>
<tr>
<td>Philippines</td>
<td>51,308</td>
</tr>
<tr>
<td>Vietnam</td>
<td>33,627</td>
</tr>
<tr>
<td>El Salvador</td>
<td>31,168</td>
</tr>
<tr>
<td>Cuba</td>
<td>28,272</td>
</tr>
<tr>
<td>Bosnia-Herzegovina</td>
<td>25,373</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>22,604</td>
</tr>
<tr>
<td>Ukraine</td>
<td>21,217</td>
</tr>
<tr>
<td>Korea</td>
<td>21,021</td>
</tr>
<tr>
<td>Russia</td>
<td>20,833</td>
</tr>
<tr>
<td>Haiti</td>
<td>20,268</td>
</tr>
<tr>
<td>Canada</td>
<td>19,519</td>
</tr>
<tr>
<td>Colombia</td>
<td>18,845</td>
</tr>
<tr>
<td>Guatemala</td>
<td>16,229</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>16,181</td>
</tr>
<tr>
<td>Jamaica</td>
<td>14,898</td>
</tr>
<tr>
<td>Pakistan</td>
<td>13,743</td>
</tr>
<tr>
<td>Iran</td>
<td>13,029</td>
</tr>
</tbody>
</table>

The U.S. is a nation of immigrants, but we are not alone in that regard. Other countries are also the destination of immigrants. The total number of immigrants residing in the U.S., as a percentage of total U.S. population, is much lower than that of some other countries. Immigrants make up nearly twice the percentage of the total population in Canada than in the U.S. The percentage of foreign-born in Australia is nearly triple that of the U.S.

Immigration Law 101: The Basics!

Disclaimer: The purpose of this document is to provide a basic understanding of immigration laws and policies. It is not meant to provide legal advice. Please consult an immigration attorney for assistance with a particular case.

I. Two General Categories

When people talk about "immigrants," they are usually referring to all foreigners who live in the United States. Immigration law breaks this large group of foreigners into two general categories: (1) "immigrants," or people who come to the U.S. with the intent to stay here permanently, and (2) "non-immigrants," or people who are visiting the U.S. temporarily.

Because people often have a variety of reasons for coming to the U.S., categorizing a particular individual's intention as "permanent" or "temporary" can be difficult. Still, keeping these categories in mind helps in understanding U.S. immigration law and procedures.

II. Basic Procedures for Entering the U.S.

The typical method by which a non-citizen gains permission to enter the United States is by applying for a visa at a United States embassy or consulate in their home country or some nearby country. A visa is permission from the United States Department of State for a non-citizen to enter the U.S. This may be either a temporary, nonimmigrant visa or a permanent immigrant visa.

After obtaining a visa, a non-citizen presents his or herself at the U.S. port of entry. There, a U.S. Citizenship and Immigration Services (USCIS) official inspects the individual's documents and may question the individual to determine whether they are really admissible to the U.S. and are carrying an appropriate visa.

Of course, some non-citizens enter the U.S. without obtaining a visa and without presenting themselves at the border. These individuals are often referred to as having “entered without inspection” (EWI). Some of these individuals can later obtain permission to stay in the United States.

III. Visa Categories (a list of the major visa categories)

A. Immigrant visas--visas allowing an individual to be a "permanent resident" of the United States. After five years (or in some cases three years) of being a Lawful Permanent Resident (LPR), a person may be eligible to apply for citizenship.

1. Family-Based Visas: U.S. citizens may sponsor their immediate relatives (spouse/parent* /unmarried minor children), their adult or married sons and daughters, and their siblings*. Lawful permanent residents may sponsor their
spouses, minor and unmarried children. Depending on the status of the petitioner and on the family relationship, visas may be immediately available or there may be a substantial wait for the visa. (* A person must be 21 years of age or older to sponsor this relative category.)

2. Employment-Based Visas: Employers may sponsor professional, extraordinary and exceptional workers and certain other skilled workers.

3. Diversity Visas: The diversity visa lottery program allows 55,000 new immigrants to enter the U.S. each year.

B Non-immigrant visas--visas allowing an individual to visit the U.S. temporarily. The major non-immigrant visa categories are tourist visas, student visas, and temporary employment visas. Some individuals who enter with non-immigrant visas may eventually become permanent residents of the U.S.

C. Refugees and Asylees -- Another category of non-citizens seeking to live in the United States are refugees and asylees. Generally, these individuals are people seeking protection from persecution in their home countries. They must show that they face persecution based on their political opinion, their religion, their race, their nationality, or their social group.

1. Refugees: Under U.S. immigration law, a "refugee" is someone who is outside the U.S. and seeks protection and a place to live in the U.S. These people are processed abroad and resettled with the help of agencies in the U.S.

2. Asylees: An asylee is someone who is already in the U.S. and seeks protection and permission to stay in the U.S.

Refugees and asylees may apply for lawful permanent resident status after one year in the United States.

IV. Basic Procedures for Becoming a Lawful Permanent Resident (LPR) (the so-called "green card")

A. Lawful Permanent Resident (LPR) status allows a non-citizen to remain in the U.S. permanently and, under certain conditions, to eventually apply to become a U.S. citizen if he or she so chooses. LPR status is not the same as citizenship - LPRs may be deported from the U.S. and may abandon their status if they remain outside the U.S. for an extended period of time.

B. A person may be able to obtain LPR status:

1. by applying for and receiving an immigrant visa at a U.S. consulate abroad and entering with that visa, or
2. by entering the U.S. as a nonimmigrant, as a refugee, or without permission to enter and later becoming eligible for permanent residency. Becoming a permanent resident while already in the U.S. is called "adjustment of status."
V. Removal of Non-Citizens from the United States ("Deportation")

A. **Removal**: The agency that handles admission and removal of non-citizens in the U.S. is the USCIS (U.S. Citizenship and Immigration Services). To remove (or "deport") someone, the USCIS initiates removal proceedings by filing charges against the non-citizen with the Executive Office for Immigration Review (the Immigration Court). Recent changes to immigration law have greatly expanded the reasons a non-citizen may be removed (called “grounds for removal.”)

B. **Expedited Removal**: When the USCIS prevents someone from entering the U.S. at the place of entry, the person may be turned back or ordered removed by the immigration officer. Immigration law provides for "expedited removal" in many cases, which may mean that no court proceedings are available. Persons subject to expedited removal who express fear of return to their home country are detained while a determination is made as to whether they have “credible fear” of such return and therefore will be permitted to file for asylum in the U.S.

C. **Detention**: Under the new law, the USCIS is detaining increasing numbers of non-citizens during their removal proceedings. Since there is no USCIS detention facility in Minnesota, non-citizens are detained in county jails throughout Minnesota, Wisconsin, and the Dakotas.

VI. Becoming a U.S. Citizen ("Naturalizing")

In general, once an individual has been a permanent resident for five years (or some cases three years), he or she may "naturalize," or apply to become a U.S. citizen, by (1) passing tests on English language and American history (unless some waiver applies), (2) showing that he or she is of "good moral character," and (3) pledging allegiance to the U.S.

Naturalized citizens are full U.S. citizens, enjoying the same rights and responsibilities as persons who were born in the U.S. or who derived citizenship through their parents.
Lesson Four: Family-Sponsored and Employment-Based Immigration

Give me your tired, your poor
your huddled masses yearning to breathe free...
I lift my lamp beside the golden door.
~Emma Lazarus
The New Colossus

Goal:
To explore reasons that many immigrants come to the United States

Objectives:
- Students will gain an understanding of categories of eligibility for immigrants to the United States.
- Students will explore the two primary reasons for immigration.
- Students will learn government requirements and policies for potential immigrants.

Materials:
- Handout #1: “Family, Work and Freedom”
- Handout #2: “Family-Sponsored Immigration”
- Handout #3: “Employment-Based Immigration”

Time Frame:
One class period

Age Level:
Middle school to adult

Vocabulary:
Family-sponsored immigration, employment-based immigration

Relevant Subject Areas and Connection to the Minnesota State High School Standards:
- English: Arts and Literature Analysis and Interpretation
- Mathematics: Chance and Data Analysis

Setting the Stage:
Lesson Three provided general information about U.S. immigration policy, as well as background information on where immigrants come from and why they emigrate. In Lesson Four, the class will learn in-depth information about the two primary factors for admitting immigrants into the U.S.
Lesson Four

**Activity #1: Reasoning the Reasons** (approx. 20-30 min.)

The handouts in this lesson explore the two primary factors for immigrants to be eligible to enter the U.S.

- **Handout #1:** “Family, Work, and Freedom: Reasons Immigrants are Legally Admitted to the United States”
- **Handout #2:** “Family-Sponsored Immigration”
- **Handout #3:** “Employment-Based Immigration”

Ask students to read **Handouts #1, #2, and #3** regarding family-sponsored immigration and employment-based immigration. Compare to commonly held assumptions and students’ own ideas of who should be allowed to immigrate.

**Activity #2: Creativity Paired with Facts** (approx. 20-30 min.)

Share the excerpt of the poem below:

> Give me your tired, your poor,  
> your huddled masses yearning to breathe free...  
> I lift my lamp beside the golden door.

~Emma Lazarus  
The New Colossus

Ask students to compare the immigration sentiment expressed in *The New Colossus* to what you have learned about immigration policy in the United States today. Students work individually or in pairs to compose alternative lines or additional verses to the poem, in order to express present-day immigration policy.

**For example:**

> “Give me your poor, your tired, your huddled masses, your tempest-tossed yearning to breathe free...  
> I lift my lamp beside the golden door.”

Becomes:

> “Give me your educated, your outstanding, your CEO’s and PhD’s, [etc.]”

**Bright idea:** Host a spoken word performance in the classroom or in the community, in which students perform their original immigration poetry. The performance can include music, visual art (such as photo slides or video), or even costumes.
Family, Work, and Freedom: Reasons Immigrants are Legally Admitted to the United States

U.S. Immigration policy is based on three primary principles:

**Family**: Every year, approximately 67-70% of immigrants come to be reunited with close family members.

**Work**: Approximately 12-15% of immigrants come at the invitation of U.S. employers to fill positions for which there are a shortage of U.S. workers.

**Freedom**: Approximately 12-15% of immigrants come as refugees escaping persecution.


Family-Sponsored Immigration

Family-sponsored immigration is how U.S. citizens and lawful permanent residents (LPRs) bring their close relatives from other countries to live permanently in the United States.

- Approximately 67-70% of legal immigrants are admitted to the United States to be reunited with close family members.

- Immigration of immediate relatives (spouses, parents or minor, unmarried child) of United States citizens is unlimited.

- Other family-sponsored immigrants fall into preference categories and are given at least 226,000 visas per year according to the following categories:
  - Unmarried sons and daughters of United States citizens: 23,400
  - Spouses, children, and unmarried sons and daughters of permanent residents: 114,200
  - Married sons and daughters of United States citizens: 23,400
  - Brothers and sisters of adult United States citizens: 65,000

- Individuals are responsible for family members who they sponsor. This means that they accept financial and personal responsibility for helping the new immigrant get settled. Before the 1996 immigration law, the sponsoring individual or family signed affidavits pledging their support to assist the immigrant. Now the affidavit has become a binding obligation. If the sponsoring individual or family does not uphold the obligation, the sponsored immigrant and/or the state can sue them.

Non-Immediate Family-Sponsored Immigration

Approximately 226,000 visas annually

- Unmarried sons and daughters of U.S. citizens: 23,400
- Spouses and unmarried sons and daughters of permanent residents: 114,200
- Married sons and daughters of United States citizens: 23,400
- Brothers and sisters of adult United States citizens: 65,000

Employment-Based Immigration

**Employment-based immigration is limited to 140,000 per year.** Most of these immigrants are highly skilled professionals who bring specialized skills or knowledge to U.S. businesses—skills not currently available among the U.S. workforce.

**American employers need international personnel to remain competitive.** To be competitive in today’s global economy, U.S. employers must be able to hire personnel with specialized knowledge or skills. These immigrants strengthen the ability of U.S. business to compete in the global marketplace.

**Immigrant workers do not displace U.S. workers.** Employment-based immigrants are a small fraction of the U.S. workforce. Recent studies have concluded that states with the greatest number of immigrants overall (family and employment sponsored) have lower unemployment rates than states with lower number of immigrants. Immigrants increase output and demand for labor, counteracting any negative effect that a greater labor supply might have.

**Employment-Based Immigration to the U.S**

140,000 Visas Anually

- Priority workers
- Skilled workers
- Advanced Degrees
- Investors
- Special Immigrants

**The employment-based immigration process protects U.S. workers.** In order to qualify as an immigrant worker for one of the limited number of employment-based immigrant visas, a U.S. business must demonstrate to the U.S. Department of Labor that no qualified U.S. worker is available for the position. This "labor certification" process is designed to protect U.S. workers.

Employment-based immigration allows immigrants that have skills and talents needed in the United States to be admitted. This group accounts for approximately 12-15% of immigrants admitted to the United States.

**How does the system work?** Employment-based visas are divided into a number of categories called preferences:

- **First preference:** Priority workers are, for example, people who have “extraordinary ability” or who are “outstanding professors or researchers” or “certain multinational executives or managers.”
- **Second preference:** Professionals with advanced degrees or persons of exceptional ability.
- **Third preference:** Skilled workers, professionals, and unskilled workers.
- **Fourth preference:** Special immigrants include ministers, religious workers and others.
- **Fifth preference:** Employment creators, investors, who have between $500,000 and $1 million to invest in a job-creating enterprise in the U.S. Each investor must employ ten U.S. workers. Investors have to develop the enterprise in an area that the U.S government has determined as high in unemployment.

Lesson Five: Refugees and Asylum Seekers

Heroes, all of them – at least they’re my heroes, especially the new immigrants, especially the refugees…They are heroes who make an adventure on our behalf, showing by their struggle how precious beyond words freedom is, and if we knew their stories, we could not keep back the tears.

- Garrison Keillor

Goal:
To learn about refugees and asylum seekers

Objectives:

- Students will gain an understanding of refugees and asylum seekers, including information about refugees’ personal journeys
- Students will examine the number of refugees and asylum seekers in the U.S. and examine the personal stories of two asylum seekers
- Students will explore possible causes of immigration of refugees to the U.S. and the impact on society
- Students will study where refugees and asylum seekers come from, why they flee their homes, and how they journey to the United States

Materials:
Handout #1: “Facts on Refugees and Asylees”
Handout #2: “Where do Refugees Come From?”
Handout #3: “Charting the Refugee Journey”
Handout #4: “Principal Sources of the World’s Refugees and Asylum Seekers”
Handout #5: “Refugee Role-play”
Handout #6: “Mock-up of Asylum Application in English”
Handout #7: “Mock-up of Asylum Application in ‘Pig Latin’”
Handout #8: “Overview of Asylum Law”
Handout #9: “Two Major Points of Refugee and Asylum Law”
Handout #10: “Togo Asylum Case Story” (English version)
Handout #11: “Togo Asylum Case Story” (French version)
Handout #12: “Colombia Asylum Case Story” (English version)
Handout #13: “Colombia Asylum Case Story” (Spanish version)
Student notebooks/journals

Time Frame:
Four to five class periods

Age Level:
Middle school to adult
**Activity #1: Taking Refuge** (10-30 min.)

Class discussion (optional journal entry):

Review *Handout #1: “Facts on Refugees and Asylees”* and *Handout #2: “Where Do Refugees Come From?”* and discuss students’ questions. Be sure that students know the difference between refugee and asylee status.

There are an estimated 14 million refugees and asylum seekers in the world today. (Source: Human Rights Watch: Refugees, Internally Displaced Persons and Asylum Seekers, [www.hrw.org](http://www.hrw.org).)

Over half of the world’s refugees are children.

The root of the word *refugee* is “refuge.” Instruct students to look up “refuge” and add it to their vocabulary list.


1. Protection or shelter, as from danger or hardship
2. A place providing protection or shelter.
3. A source of help, relief, or comfort in times of trouble.

**Question:** What do people seek refuge from?

- People leave their homes because of fear—fear of death, torture, or imprisonment, or other forms of persecution due to their race, religion, political opinion, social group, or national origin.

- Most often, refugees leave to go toward an unknown place.

- Think about the process—the stress of making the decision to leave, the stress of leaving one’s home, family, and community. The stress, both physical and emotional, of a perilous escape and journey to freedom and the toll of living in a homeless, refugee environment. Also, the stress of thinking about an unknown future, and the fear of being returned to a place of persecution.
Have students read Handout #3: “Charting the Refugee Journey” and Handout #4: “Principal Sources of the World’s Refugees and Asylum Seekers”. Students choose one story from the handouts and write in their journals (or on the handout) to describe the PRE-ESCAPE and ESCAPE experience for the characters. Share descriptions as a class or in small groups.

**Activity #2: Understanding the Journeys** (1-2 class periods)

In an attempt to reach a closer understanding of the refugee experience, the students will undertake a simulation exercise. Use Handout #5: “Fleeing For Your Life: Refugee Role-Play” for this activity. In order to make the exercise as true to life as possible, discuss behaviors and attitudes necessary for the activity’s success. After the role-play, discuss what the class has learned, using some of the questions below.

**Questions:**

What would it be like to be a refugee? What kinds of conditions force someone to decide to leave his/her country? How does one prepare? How does one decide where to go? How to get there? What happens when one arrives at the destination?

**Activity #3: Applying For Asylum** (approx. 30 min.)

Applying for asylum in the United States can be a long, arduous process, particularly for an individual who doesn’t speak English fluently. The application is long and complex. To illustrate the difficulty of the process, the class will attempt to fill out the asylum application in a “language” that students may find somewhat familiar: Pig Latin. If necessary, explain the rules of Pig Latin to the class. It is constructed by moving the first consonant of an English word to the end of the word, then adding “ay” onto the end. The word “rocket”, for example, becomes “ocketray.”

Have students fill out Handout #7: “Mock-up of Asylum Application in Pig Latin,” either in groups or individually. If students need further assistance, share Handout #6: “Mock-up of Asylum Application in English,” a replica of one page of the USCIS asylum application. When students have completed the form, discuss reactions to the exercise and how it might compare to challenges and frustrations faced by asylum applicants. Was it easy to make mistakes? How might that impact the success of a genuine asylum application? Ask students how long the application process might have taken them if they had to fill out the real asylum application, which is over 20 pages long!
Activity #4: A Historical Look at The Law (20-30 min.)

Have students read **Handout #9: “Two Major Points of Refugee and Asylum Law.”** As a class or in small groups, make a simple visual timeline of Ancient Jewish Law and the Convention Relating to the Status of Refugees. Calculate the time elapsed between these two major points in history and the amount of time elapsed from each major point to today. Add to the timeline any significant world events that occurred near each date.

Questions:

What do the two major historical points have in common? Describe some of their differences. What ethical aspects of each historical law are found in our laws today? Where are they found in international, national and local law? If you could adapt a “law” to be used in your classroom, what would it be? Why? (Refer back to **Lesson Two, Handout #2: “Immigration and World Events Timeline”** and **Handout #5: “Chronology: Restrictions on Immigration and Naturalization”** for a more in-depth look at the chronology of world events as related to refugees and immigrants.)

Activity #5: Exploring Immigration in Language Classes (1-2 class periods)

To learn more about personal stories of the asylum process, have students read **Handout #10: “Togo Asylum Case Story” (English version)** and/or **Handout #12: “Colombia Asylum Case Story” (English version).** Follow up the readings with:

- A class discussion about the process of asylum
- Research and presentations about current country conditions in Togo and/or Colombia
- A viewing of the PBS documentary entitled “A Well-Founded Fear.” (See the film list in the Appendix for more information.)
- A mock asylum hearing
- Student artwork to illustrate the journeys of the Togolese and Colombian asylum seekers

For an advanced French language class, ask students to read **Handout #11: “Togo Asylum Case Story” (French version).** For an advanced Spanish language class, have students read **Handout #13: “Colombia Asylum Case Story” (Spanish version).** Follow up the activity using one of the methods above.

Optional Extension:

The class might like to invite a speaker such as a refugee/asylee, an immigration lawyer, and/or an USCIS representative to provide various perspectives. The Advocates for Human Rights has a volunteer speakers bureau available for organizations, schools, and other groups in Minnesota. For more information, contact The Advocates at the phone number or e-mail address below.

At the national level, the American Immigration Lawyers Association (AILA) may able to help locate resource persons in your area. (Ph: 202-216-2400 or [www.aila.org](http://www.aila.org))
**Facts on Refugees and Asylees**

**What's the difference between a refugee and an asylee?**

Refugees and asylees are people seeking protection in the U.S. on the grounds that they fear persecution in their homeland. A refugee applies for protection while outside the United States. An asylee differs from a refugee because the person first comes to the United States and, once here, applies for protection. Refugees generally apply in refugee camps or at designated processing sites outside their home countries. In some instances, refugees may apply for protection within their home countries, such as in the former Soviet Union, Cuba, and Vietnam. If accepted as a refugee, the person is sent to the U.S. and receives assistance through the "refugee resettlement program."

**How many refugees does the U.S. accept?**

The United States accepts a limited number of refugees each year (this number is determined by the President in consultation with Congress). In fiscal year 2004, for example, up to 50,000 refugees allocated among seven regions of the world will be permitted to come to the U.S. The regions and the numbers of admissions are:

- Africa—25,000
- Eastern Europe—2,500
- Former Soviet Union—14,000
- East Asia—6,500
- Near East/South Asia—2,000
- Latin America and the Caribbean—3,500

The number of refugees that the president and Congress decide to admit is a target number. In fact, fewer refugees may be admitted by the end of the year. For example, in both fiscal years 2003 and 2004 the target number of refugees to be resettled each year was 70,000. However, in fiscal year 2003 the total number of refugees admitted to the U.S. totaled 28,422; and, in fiscal year 2004, which ended on September 30, 2004, the total number of refugees admitted totaled 52,875.

**How does someone gain refugee status?**

To be able to come to the U.S. as a refugee, a person must come from a country designated by the Department of State. The person must also prove that she has a well-founded fear of persecution, or has been persecuted in the past. This means that the person must prove that she is truly afraid that she would be persecuted if she had to return to her country; and, that she has a good reason to be afraid. So, the person applying for refugee status must prove that she fears she would be persecuted because of her race, religion, membership in a particular social group, political opinion, or national origin. In addition, a refugee must fit into one of a set of "priority" categories in order to be resettled in the U.S. as a refugee. These categories give priority to persons according to the degree of risk to the refugee's life, their membership in certain groups of special concern to the U.S., and existence of family members in the U.S.
A person claiming refugee status must undergo a vigorous screening process before being resettled in the U.S. First, the person is screened by the United Nations High Commissioner for Refugees (UNHCR) to determine if she qualifies as a refugee under international law. If she qualifies, she next is screened by the U.S. embassy in the host country, which contracts with private organizations to collect personal information about refugees. The embassy will check the name of the refugee in its Consular Lookout and Support System (CLASS), which contains the names of millions of persons who have been denied visas, or who may be ineligible to enter the U.S. If she passes that test, an officer from U.S. Citizenship and Immigration Services (USCIS) conducts a face-to-face interview and reviews the file. The refugee is then photographed and fingerprinted by the State Department. Refugees, generally, must receive clearance from the FBI. If no problems arise in all of this screening, the International Office of Migration (IOM) carries out health screening and travel arrangements. Once the refugee passes the health screening and travel arrangements are made, the refugee proceeds to the U.S. Upon entry to the U.S. an inspector from U.S. Customs and Border Protection conducts one more interview and compares the refugee’s identifying documents with host country U.S. embassy records. This screening system is intended to ensure accuracy. However, often it paralyzes the refugee admission system and may mean that the U.S. does not resettle as many refugees as it committed to resettling in any given year. The limited numbers of “slots” given each year for refugee resettlement (70,000 in fiscal year 2004) do not carry over into the following year if they are not used. This leaves vulnerable refugees unprotected for even longer periods of time. Thus, without additional resources, the U.S. is falling short of its commitment to protect refugees.

After refugees have been in the U.S. for one year, they are eligible to apply for permanent resident status. There is no limit to the number of refugees who may become permanent residents each year.

**What benefits do refugees receive?**

The circumstances under which refugees leave their country are different from those of other immigrants. Often they are fleeing persecution without the luxury of bringing personal possessions or preparing themselves for life in a new culture. Recognizing this fact, the federal government provides transitional resettlement assistance to newly arrived refugees.

In the first 90 days, private voluntary agencies contract with the Department of State to provide for a refugee’s food, housing, employment, medical care, counseling, and other services to help the refugee make the transition to economic self-sufficiency. Certain refugees are entitled to a special program of Refugee Cash and Medical Assistance, provided by the U.S. Department of Health and Human Services and administered by the state in which the refugee resides.

While most newly arriving immigrants are barred from receiving Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), and Medicaid until they become citizens (and Food Stamps for their first five years), refugees are exempt from the ban on TANF for the first five years after they gain refugee status, and from the ban on SSI and Medicaid for seven years. They are eligible for Food Stamps as well.
How does someone become an asylee?

Like a refugee, an asylum applicant must also prove that he has a "well-founded fear of persecution" based on his race, religion, membership in a particular social group, political opinion, or national origin. Once granted asylum, the person is called an "asylee." Persons who apply for asylum may only do so from within the U.S.

Individuals inside the U.S. may apply for asylum in one of two ways. The application may be submitted "affirmatively" by mailing it to a USCIS Service Center. The USCIS will schedule an interview with a specially trained asylum officer in one of eight asylum offices in the U.S. A "defensive" application is submitted when an asylum seeker is in removal proceedings (the U.S. government wants to "deport" the person). This is why this type of application is called a "defensive" application, because it is a defense to being removed ("deported") from the U.S. In defensive cases, an Immigration Judge decides whether or not to approve the application for asylum. In either case, the application usually has to be submitted within one year of having arrived to the U.S., or the person will be found automatically ineligible. Exceptions are allowed for extraordinary circumstances. There is no limit on the number of people who may apply for asylum in most cases. However, for those persons who apply based on a claim of persecution for coercive family planning reasons, only 1,000 per year may be granted. In fiscal year 2003, approximately 15,417 asylum applications were approved.

Like refugees, asylum seekers must, in addition to proving a well-founded fear of persecution, be screened to make sure that they are not legally disqualified from being allowed to remain in the U.S. Even if a person fears persecution, she may not be eligible for asylum if she has a criminal history or persecuted other persons herself. All applicants for asylum must submit fingerprints, and they are subject to a check of all appropriate records and information databases, including FBI, Department of Homeland Security, and State Department databases.

Four of the five reasons that a person may be eligible for asylum may be fairly easy to define. However, there is a lot of debate about who should qualify for asylum based on “membership in a particular social group” and what this term means. In recent years, the concept of what constitutes a social group that may be targeted for persecution has evolved. For example, some women seeking asylum have based their asylum claims on domestic violence. In these types of cases, it generally happens that the civil authorities of the country have been unwilling to intervene in life-threatening situations, leaving a woman totally at the mercy of her abuser unless she flees for her life. Sexual orientation has also served as the basis for successful asylum claims in some cases. In either case, it is not only direct persecution by the government that serves as the basis for an asylum claim, but also the unwillingness of the government to protect someone in a particular social group who is in serious danger.

Like refugees, asylees may apply for permanent resident status after one year. Unlike refugees, a maximum of 10,000 asylees each year are allowed to become permanent residents. Since reforms to the asylum system were instituted in 1995, more than 10,000 persons each year have been granted asylum. This fact, coupled with the annual adjustment of status limit, has created a backlog of applications for permanent residence. There are now tens of thousands of applications in the backlog (57,000 in March of 2001). This means...
that someone granted asylum today will have to wait not one year, but many years before becoming a permanent resident (and then another four years before gaining eligibility to apply for citizenship).

Individuals seeking to apply for asylum upon arriving at a U.S. airport or other port of entry are subject to an expedited removal system. If an asylum seeker arrives with false or insufficient immigration documents, or if an asylum seeker declares his intention to apply for asylum, he may be removed to the country from which he last traveled. Before the person is removed, the inspecting officer asks a series of questions to determine if the person has any fear of being returned to his home country. If the person expresses a fear of return, he is detained awaiting an interview by an asylum officer. If the person establishes a credible fear of return to his home country in the interview, he is permitted to remain in the U.S., usually in detention, while his asylum application is presented to the immigration judge and a decision is made whether to grant or deny removal. Of the persons identified for expedited removal, only about 1% get beyond the on-the-spot interview and see an asylum officer. Of those, about 88% convince asylum officers that they have a credible fear of persecution and are given the chance to make their case to an Immigration Judge. This expedited removal system is responsible for the removal of approximately one half of all persons removed from the U.S. In November 2002, the USCIS announced that it was expanding expedited removal to cover all persons arriving or having arrived by sea, if an immigration officer had not admitted them. Even persons living and working in this country for up to two years (and perhaps longer) will be subject to this treatment if they arrived by sea without being inspected by an immigration officer.

Lesson 5
Handout #2

Where Do Refugees Come From?

Target Refugee Admissions to the U.S. by Region

<table>
<thead>
<tr>
<th>Region of the world</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>20,000</td>
</tr>
<tr>
<td>Former Soviet Union/Eastern Europe</td>
<td>15,000</td>
</tr>
<tr>
<td>Near East/South Asia</td>
<td>10,000</td>
</tr>
<tr>
<td>East Asia</td>
<td>5,000</td>
</tr>
</tbody>
</table>

Charting the Refugee Journey: a Personal Story
Adapted from Fight to Hope: A Catholic Refugee Awareness Educational Project
Prepared by The Catholic Consortium on Refugee Awareness Education, 1990

PRE-ESCAPE
Characterized by FEAR, ANXIETY, and possibly HOPE
- anxiety about conditions in homeland
- experience or fear of persecution
- pressures of making escape decision
- anticipated sadness over losses
- pressures of making escape plans

ESCAPE
Characterized by TERROR
- panic, shock, extreme fear
- trauma of having to make snap decisions that could mean the difference between life and death
- danger
- hunger
- fatigue

REFUGEE CAMP EXPERIENCE
Characterized by HOPE mingled with DISAPPOINTMENT
- adjustment to new (temporary) living conditions
- struggle to satisfy survival needs
- confusion
- boredom, shock, depression
- physical exhaustion from escape
- fear about unknown, uncertain future
- culture shock in new country
- overwhelming grief
- survivor’s guilt
- self doubt
- anger at situation
- helplessness/hopelessness
- lack of problem-solving capacity in new environment
- fear of losing identity in refugee camp
- adjustment to powerlessness in refugee camp

LOCAL INTEGRATION or THIRD-COUNTRY RESETTLEMENT
- facing fact of never going home
- loss of family and friends
- loss of familiar culture
- anxiety over discrimination or possible discrimination in host country
- concern over cultural adaptation
- concern for economic survival, daily survival issues
- language barriers

Fear of being victimized
Fear of being caught in the crossfire
Fear of detection

Fear of detection
Fear of being turned in
Fear of bad luck

It begins with life experience before becoming a refugee

Fear of detection
Fear of being turned in
Fear of bad luck

Fear of detection
Fear of being turned in
Fear of bad luck
## Principal Sources of the World’s Refugees and Asylum Seekers

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>3,500,000*</td>
<td>Tajikistan</td>
<td>53,000**</td>
</tr>
<tr>
<td>Former Palestine</td>
<td>3,000,000*</td>
<td>Rwanda</td>
<td>50,000*</td>
</tr>
<tr>
<td>Burma</td>
<td>510,000*</td>
<td>Mauritania</td>
<td>45,000*</td>
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<tr>
<td>Sudan</td>
<td>475,000</td>
<td>Turkey</td>
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<tr>
<td>Angola</td>
<td>410,000</td>
<td>India</td>
<td>39,000</td>
</tr>
<tr>
<td>Congo-Kinshasa</td>
<td>410,000</td>
<td>Iran</td>
<td>38,000</td>
</tr>
<tr>
<td>Burundi</td>
<td>400,000</td>
<td>Cuba</td>
<td>34,000</td>
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<tr>
<td>Vietnam</td>
<td>302,000</td>
<td>Haiti</td>
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<td>Somalia</td>
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<td>Nigeria</td>
<td>30,000*</td>
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<td>Iraq</td>
<td>294,000*</td>
<td>East Timor</td>
<td>29,000</td>
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<tr>
<td>Eritrea</td>
<td>290,000*</td>
<td>Georgia</td>
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<td>Liberia</td>
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<td>Croatia</td>
<td>251,000*</td>
<td>Côte d'Ivoire</td>
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<td>El Salvador</td>
<td>203,000**</td>
<td>Uganda</td>
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<td>China</td>
<td>178,000</td>
<td>Ethiopia</td>
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<td>Bosnia and Herzegovia</td>
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<td>Cambodia</td>
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<td>Sri Lanka</td>
<td>155,000</td>
<td>Central African Republic</td>
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<td>Sierra Leone</td>
<td>130,000</td>
<td>Nicaragua</td>
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<tr>
<td>Guatemala</td>
<td>129,000**</td>
<td>Ukraine</td>
<td>13,000</td>
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<td>Bhutan</td>
<td>127,000</td>
<td>Armenia</td>
<td>12,000</td>
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<tr>
<td>Western Sahara</td>
<td>110,000*</td>
<td>Indonesia</td>
<td>12,000</td>
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<tr>
<td>North Korea</td>
<td>100,000*</td>
<td>Albania</td>
<td>10,000</td>
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<td>Yugoslavia</td>
<td>74,000*</td>
<td>Algeria</td>
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<td>Colombia</td>
<td>59,000</td>
<td>Ghana</td>
<td>10,000</td>
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<tr>
<td>Philippines</td>
<td>59,000</td>
<td>Pakistan</td>
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</tr>
<tr>
<td>Russian Federation</td>
<td>59,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Sources vary significantly.
** Includes asylum seekers with long pending cases in the United States.

Source: World Refugee Survey 2003
Lesson 5, Handout #5

**Fleeing For Your Life**

**Refugee Role-Play Activity**

**PART ONE**

1. Give each participant an identity and family group number (see identities below). Students could select the paper with their identity from a bag at the beginning of the activity.

2. Set up the role-play scenario (see description below).

3. Have the students write down the ten items that they would bring with them, based on who their identity is. They have two minutes to decide. They should write it in large letters so that they can share their list with others.

4. For five to ten minutes, convene the family groups (of 3-6 people each). 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 should carry. The group must take into consideration any elderly, sick, or very young people in the group who cannot carry items.

5. Once the time limit has passed, tell the families they now have to decide whether they will flee by foot or escape by boat. 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. Come back together and have each group make a presentation on where they decided to go, how they would get there, and what they decided to take.

Discussion questions:

- Why did you choose the items you did? Why did you eliminate other items?
- Did you choose items based on what you thought you would need and/or what would help you remember your life back at home?
- Do you think you could carry all of them?
- Where did you decide to flee and why? How long should it take to get there?
- Who had the most say in the decision-making process? Why was that?
- How do you feel about what is happening?

**PART TWO**

The families have now made it into refugee camps. Explain to the students that in the camps, the refugees themselves do a great deal of the work, handling a great many of the day-to-day responsibilities.
1. Have each participant make two lists:
   a. What they think they can offer to others in the camp based on their identity
   b. In what ways they need help from relief workers in camp

2. Discuss with the participants what they can offer. Then discuss what their needs are, and whether they think relief workers can help them.

**PART THREE**

Now the year is 2004. After spending four years in the refugee camp, the families have been safely resettled in a “third country”—in this case, the United States in Chicago, Illinois

Reassign Family #1 and Family #2. They will now play the role of a family living in Chicago. The children of the family attend a small, diverse public school. New refugee families (the other families in the role play) have just been resettled in their neighborhood.

1. 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).

2. The other families continue to play the role of the refugee. These students should list what they would do to work with the school and community and what their school and community could do to welcome them and to make their acclimation to Chicago easier.

3. Compare the lists and discuss. Is there anything that might be missing from the lists? How difficult or easy would it be for some of their suggestions to happen?

---

**Fleeing For Your Life: Role Play Scenario**

Citizens of the state of Wisconsin, wanting more land for their people, have invaded Minnesota. Entering the state through Stillwater, the Wisconsinites have taken control of the Capitol Building in St. Paul and the police and National Guard throughout the state. There are snipers in the skyways and the Mall of America has been blown up. I-94 and I-35 have been closed. The Wisconsinites have taken over the Metrodome 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 Wisconsin, you will be arrested and taken to an undisclosed location. Fighting has begun in the Twin Cities and is spreading into the suburbs and rural towns across the state. You can hear the fighting around your house. Mobs of Wisconsinites are roaming the streets and have set fire to your neighbor’s house. You realize that you must flee Minnesota tonight. You have two hours to pack your belongings. Because all of the roads are blocked, you must head toward a refugee camp in North Dakota or Iowa.
Refugee Identities (These can be added to and adapted as necessary)
Copy and cut identities into individual strips. Have one for each student in the class.

Family #1 Mother, stays at home with children, has skill in sewing and child care
Family #1 Father, works as an electrical engineer
Family #1 Daughter, 18 years old, looking forward to going to college, has a boyfriend
Family #1 Son, 14 years old, likes to play soccer
Family #1 Son, 9 years old, has had health problems and needs constant medication

Family #2 Mother, works as a doctor, specializes in family medicine
Family #2 Father, works for “The Star Tribune” as a reporter on business issues, loves to cook
Family #2 Daughter, 12 years old, very studious, loves to read, in a wheelchair
Family #2 Daughter, 16 years old, wants to be an actress
Family #2 Daughter, 18 years old, computer whiz
Family #2 Grandmother, 75 years old, not able to walk easily, loves to tell stories

Family #3 Mother, divorced, works as a city bus driver
Family #3 Cousin (male), 21 years old, college student staying with the family while in school
Family #3 Son, 10 years old, loves to play basketball and play computer games
Family #3 Son, 6 years old, likes animals
Family #3 Daughter, 9 months old, cries a lot

Family #4 Grandmother, 60 years old, teaches grade 5
Family #4 Grandfather, 65 years old, retired farmer
Family #4 Grandson, 12 years old, parents have died, likes to help his grandfather in the garden

Family #5 Father, dentist, likes to jog
Family #5 Mother, English professor, also a runner
Family #5 Daughter, 13 years old (twin), good swimmer
Family #5 Daughter, 13 years old (twin), very athletic
## Mock-up of Asylum Application in English

**U.S. Department of Justice**  
**Application for Asylum and for Withholding of Removal**  
Immigration and Naturalization Service

---

**Start Here - Please Type or Print**  
USE BLACK INK. SEE THE SEPARATE INSTRUCTION PAMPHLET FOR INFORMATION ABOUT ELIGIBILITY AND HOW TO COMPLETE AND FILE THIS APPLICATION. (Note: There is NO filing fee for this application.)

**Please** check the box if you want to apply for withholding of removal under the Convention Against Torture

### PART A.1. INFORMATION ABOUT YOU

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<th>1. Alien Registration Number(s) (A#’s) (if any)</th>
<th>2. Social Security No. (if any)</th>
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**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 ______

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<th>18. Complete #18 A-C: A. When did you last leave your country (Mo/Day/Yr.)</th>
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**B.** What is your current I-94 number, if any? ____________________________

**C.** Please list each entry into the U.S. beginning with your most recent entry. (List date (Mo/Day/Yr), place, and your status for each entry. (Attach additional sheets as needed)

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**19. What country issued your last passport or travel document?**

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**FOR EOIR USE ONLY**

**FOR USCIS USE ONLY**

**Action:** Interview Date: ________________

**Decision:** _____ Approval Date _____ Denial Date

_____ Referral Date  Asylum Officer ID#: _____

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THE ADVOCATES FOR HUMAN RIGHTS  
650 THIRD AVENUE SOUTH SUITE 550  MINNEAPOLIS, MN 55402-1940  USA  
TEL: (612) 341-3302  FAX: (612) 341-2971  WWW.THEADVOCATESFORHUMANRIGHTS.ORG  EMAIL: HRIGHTS@ADVRIGHTS.ORG  
“ENERGY OF A NATION: IMMIGRANTS IN AMERICA” CURRICULUM  
UPDATED NOVEMBER 2004
Mock-up of Asylum Application in “Pig Latin”

**U.S. Department of Justice**
**Application for Asylum and for Highway Abolishment or Removal**

Migrationimay and Aturalizationm May Erivcesay

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| C: I am otmay ownay in immigrationhay ourtcay roceedingspay, utbay I avehay eenbaay in the astpay _____ |
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| B. Hatway is ouryay urrentcay 1-94 umbernay, if anyhay? ________________________________ |
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| 21. Expirationhay Ateday: |
| 22. Hatway is ouryay ativenay anguagelay? |
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| 24. Hatway otherhay anguagelays do ouyay peaksay? |

ORFAY INS USEHAY ONLYHAY

**Actionhay: **Interviewhay Ateday:______________

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Overview of Asylum Law

The basic idea of asylum is protection. If a person is in the United States and is in danger of persecution if forced to return to the country from which they fled, the U.S. may provide protection for the person in the form of asylum. Asylum, when granted, allows the persecuted individual to remain in the U.S. regardless of whether s/he has any other legal means for staying in the country.

Asylum can be brought either:
1. as an affirmative application by someone who has not been apprehended by the immigration authorities;
2. as a defense in removal proceedings.

To be granted asylum, a person must meet the U.S. definition of refugee (based on the 1951 Convention Relating to the Status of Refugees/1967 Protocol):

...any person who is outside of any country of such person's nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

Checklist for refugee eligibility:
- Living outside of country of origin.
- Unable or unwilling to return because of past persecution OR because of a well-founded fear of persecution.
- Persecution or fear of persecution is based on one of these five grounds:
  1. Race
  2. Religion
  3. Nationality
  4. Membership in a particular social group
  5. Political opinion

Well-founded fear means a person must actually fear returning to his or her country and there must be an objective basis for such fear, which has two components:
- Subjective component: individual should demonstrate that s/he genuinely feels fear.
- Objective component: the fear must be based on facts. It must be well-founded. The applicant should present specific facts through objective evidence or credible testimony. These facts should show that a reasonable person in the applicant’s circumstances would fear persecution.

Persecution does not have a set definition per either the Geneva Convention or the United Nations High Commissioner for Refugees (UNHCR). The drafters of the U.N. Refugee
Convention choose to keep the term “persecution” open-ended and flexible, subject to interpretation according to evolving standards. The UNHCR notes that persecution includes, at a minimum, “threats to life or freedom,” and should embrace other serious violations of human rights. (See Deborah Anker, Law of Asylum in the United States, p. 171).

- In determining persecution, human rights standards help to determine international standards of acceptable behavior. U.S. courts have acknowledged that persecution is a flexible concept, one that requires a finding of serious harm, but that is not limited to severe physical harm or threats to life or freedom. (See Deborah Anker, Law of Asylum in the United States, pp. 171-178).

- United States case law per In re Acosta has defined persecution as a showing that “harm and suffering...be inflicted upon an individual in order to punish him for possessing a belief or characteristic a persecutor sought to overcome.” (In re Acosta, 19 I&N Dec. 211, 222 (BIA, 1985)).

Harm must be more than harassment. Clearly, threats to life and freedom (genocide, slavery, torture, prolonged detention) constitute persecution. Rape, beatings, non-life-threatening violence and physical abuse have also been recognized as forms of persecution.

Persecution could also include: arbitrary interference with privacy, family, home, or correspondence; relegation to substandard dwellings; exclusion from institutions of higher learning; enforced social or civil inactivity; denial of passport; constant surveillance and pressure to become an informant. (INS Basic Law Manual.)

Economic disadvantage alone is generally not enough to constitute persecution, but may be if it is severe (denial of opportunity to earn a livelihood) or if coupled with other evidence of persecution.

Determining whether certain mistreatment constitutes persecution also depends in part on the psychological/emotional make-up of the applicant as well as the circumstances of the particular case.

Specific elements of persecution:

1. **Individualized Persecution v. Pattern or Practice:** Generally an applicant must show that s/he was singled out individually for persecution unless a pattern or practice of persecution of similarly situated persons can be shown.

2. **Governmental and Non-governmental Persecution:** The persecutor must be a government actor or a non-governmental entity, which the government is unable or unwilling to control.

3. **Civil War:** Acts of war usually are not considered persecution unless harm is inflicted on account of the victim’s race, religion, nationality, social group or political opinion.

4. **Past Persecution:** Victims of past persecution can establish eligibility for asylum, even without showing a likelihood of future persecution, based either on
humanitarian reasons arising out of the severity of the past persecution or on other serious harm.

5. **Persecution Based on Membership in a Particular Social Group:** Persecution based on membership in a particular social group requires that all members of the group share some common characteristic. The characteristic must be one that does not change or that you should not have to change, such as skin color, ethnicity, family affiliation or political or religious opinion. These unchanging characteristics are called **immutable characteristics.** Can you think of some examples of characteristics that you can change and some that you cannot or should not have to change?

**Ineligibility**

Even if an applicant meets the definition of refugee by demonstrating a well-founded fear of persecution, she may be **ineligible for asylum** if she has committed a **serious crime,** **persecuted others,** or had an offer of safe and permanent **resettlement in another country.** Per section 208(a)(2) of the Immigration and Naturalization Act (INA), an asylum-seeker may also be ineligible to apply if she: **fails to file** an application for asylum **within one year of arrival** in the U.S., has **previously been denied asylum** by an immigration judge or the board of immigration appeals, or can be removed to a **safe third country.** There are exceptions to some eligibility requirements if the asylum-seeker can demonstrate changed circumstances or extraordinary circumstances that affected the asylum-seeker's ability to comply with the requirements for eligibility.

**Family Members**

An asylum applicant may certain family members such as a **child** (who is unmarried and under 21 years of age) or a **spouse** on his/her asylum application.

If the family member is in the U.S. at the time asylum is granted, the family member receives asylum status at the same time as the principle asylum applicant. If the family member is outside the U.S., the asylee may file a petition for their child and/or spouse to bring them to the U.S. The asylee must show proof of the asylee’s relationship to the family member. Once approved, the file is sent to the U.S. Consulate in the family member’s country. After an interview at the consulate, the relative is issued a visa to travel to the U.S. to join their family member.
Two Major Points of Refugee and Asylum Law: Ancient Jewish Law and The Convention Relating to the Status of Refugees

Jewish Law: c. 1200 - c. 300 B.C.E.
The Hebrew Scriptures--39 books by many authors--recorded the law the Israelites believed their God gave them. Christians and Muslims also founded their ethics on the Hebrew Scriptures. Christians know it as the Old Testament. Muslims regard the first five books, the Torah, as divine scripture.

The Torah contains laws God is said to have given to the Hebrew prophets, beginning with the mosaic laws--the Ten Commandments--given to Moses on Mount Sinai. The mosaic laws commanded respect for life and the property of strangers, as well as neighbors, by establishing rights in terms of duties (the right to life, for example, was expressed in the commandment not to kill). The asylum tradition in churches and synagogues, and the principle that one is innocent until proven guilty, also originate in Jewish law.

Sources: Peace Resource Center; http://www1.umn.edu/humanrts/peace/peaceedu/binder2.html
Human Rights: Here and Now

The Convention Relating to the Status of Refugees: 1951
The horrors of World War II were the catalyst for the international community to consider the rights of refugees and asylum-seekers. Along with the Universal Declaration of Human Rights and the creation of the Office of the United Nations High Commissioner for Refugees (UNHCR), one of the products of this consideration was the Convention Relating to the Status of Refugees, adopted by the United Nations in 1951.

The Convention includes the guidelines used by the United States immigration service today; including the definition of a refugee as a person who has a “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 as a result of such events, is unable or, owing to such fear, is unwilling to return to it.” As of 2002, 140 countries had ratified this Convention.

Sources: © Copyright 2004, Human Rights Watch, 350 Fifth Avenue, 34th Floor, New York, NY 10118-3299, USA;
© Office of the High Commissioner for Human Rights
OHCHR-UNOG 8-14 Avenue de la Paix 1211 Geneva 10, Switzerland Telephone Number (41-22) 917-9000
Togo Asylum Case Story
(English Language Version)

Koffi is a citizen of Togo and a member of the opposition political party, the Union des Forces de Changement (UFC). His role in the party was to distribute party information to the public in order to promote democratic change in his country.

During the campaigns for the Presidential elections, Koffi’s political involvement increased, and he became a prominent leader in his neighborhood in Lome. Koffi organized and led weekly UFC meetings in his home, and participated in protest marches and demonstrations. His diligent work led to a large increase in the number of UFC members in his neighborhood.

The day after a demonstration in which Koffi participated, a group of armed soldiers forcefully entered his home and demanded to speak with Koffi. They forced Koffi to follow them, threatening severe beatings if he did not cooperate. Koffi was detained for four days at the Gendarmerie Nationale in Lome; although the jail conditions were deplorable, he was at least given some food and water. Four days after his arrest, a guard entered his cell and released him without saying why. Koffi later learned that his father, who knew someone in the gendarmerie, was able to intervene for his release.

Although he knew he could be arrested again, Koffi continued his political activities with the UFC. A few months later, Koffi organized a huge march in Lome, protesting the unfair results of the Presidential elections. Unfortunately, the authorities had found out about the march and quickly arrived to disperse the crowd of 500 people. When the armed soldiers arrived, Koffi was speaking to the crowd, encouraging the people to continue pushing for democratic change and for a government that respects human rights. The soldiers disrupted the crowd, and everyone began running to escape the soldiers. Over 100 people were arrested that day. Two soldiers ran after Koffi, but he was able to climb over a wall in someone’s yard without the soldiers noticing and thus avoided arrest.

Koffi never returned to his home in Lome again. Instead, he went to his mother’s home in Kpalime where he remained in hiding until he secured a visa for the United States. Since his name and face were well known by the government, he knew he would be caught if he left from the airport in Togo. Therefore, with the help of a friend, Koffi secretly crossed the border into Ghana. He took a bus to Accra, Ghana, and left for the United States.

He has since been in contact with his family in Togo. His wife has told him that the same group of four soldiers has come to their home twice looking for him. She also informed him that soldiers and police officers have gone to the homes of their neighbors and have shown them an arrest warrant in his name. Therefore, Koffi knows that he will be arrested, tortured, and possibly killed if he returns to Togo.
Togo Asylum Case Story
(French Language Version)

Koffi est un citoyen du Togo et un membre du parti politique de l’opposition, l’Union des Forces de Changement (UFC). Son rôle dans le parti était de distribuer au public de l’information concernant son parti pour promouvoir le changement démocratique dans son pays.

Pendant les élections présidentielles, l’engagement politique de Koffi augmenta, et il devint un dirigeant important dans son quartier à Lome. Chaque semaine, Koffi organisait des réunions de l’UFC et prenait part à des marches de protestation et à des manifestations.

Le jour après une manifestation à laquelle Koffi avait participé, un groupe de soldats armés entra de force dans sa maison et demanda à parler avec Koffi. Les soldats obligèrent Koffi à les suivre, menaçant de le battre sévèrement s’il refusait de coopérer. Koffi fut détenu dans la Gendarmerie Nationale à Lome pendant quatre jours ; bien que les conditions pénitentiaires aient été abominables, il reçoit néanmoins de la nourriture et de l’eau. Quatre jours après son arrestation, un garde entra dans son cachot et le relâcha sans lui dire pourquoi. Plus tard, Koffi apprit que son père, qui connaissait quelqu’un dans la gendarmerie avait pu intercéder pour sa libération.

Bien qu’il ait su qu’il pouvait à nouveau être détenu, Koffi continuait ses activités politiques avec l’UFC. Quelques mois plus tard, Koffi organisa une grande marche à Lome, pour protester contre l’injustice des résultats électoraux. Malheureusement, ayant eu mot de la manifestation, les autorités arrivèrent rapidement pour disperser le groupe de presque 500 personnes. Quand les soldats arrivèrent, Koffi parlait au groupe, encourageant les gens à continuer à lutter pour la démocratie et pour un gouvernement qui respecte les droits de l’homme. Les soldats dispersèrent le groupe et tout le monde commença à courir pour échapper aux soldats. Plus de 100 personnes furent arrêtées ce jour-là. Deux soldats suivirent Koffi, mais il put monter un petit mur sans que les soldats s’en rendent compte et évita ainsi son arrestation.

Koffi ne retourna jamais à sa maison à Lome. Il alla au lieu à la maison de sa mère en Kpalime où il resta caché jusqu’à ce qu’il obtienne un visa pour les Etats-Unis. Comme son nom et son visage étaient connus du gouvernement, il savait qu’il serait arrêté à sa sortie de l’aéroport du Togo. Pour cette raison, avec l’aide d’un ami, Koffi traversa clandestinement la frontière. Il prit un bus à Accra, au Ghana, et partit pour les Etats-Unis.

Depuis son départ, il est en contact avec sa famille au Togo. Sa femme lui raconta que le même groupe de soldats est venu deux fois pour le chercher. Elle l’informa aussi que les soldats étaient allés aux maisons des voisins et leurs avaient montré un mandat d’arrêt. Koffi sait qu’il sera arrêté, torturé et peut-être même tué s’il retourne au Togo.
Colombia Asylum Case Story  
(English Language Version)

Mr. Julio Lopez is a citizen of Colombia. After graduating from college, he worked for several news organizations. He became a reporter for a television company. His reports about current events and politics were very popular. He became famous during the 1980s and 1990s.

At the same time, the situation in Colombia was taking a turn for the worse. Many factions fought to control Colombia. The government, the drug cartels, and the guerrillas fought many battles. Mr. Lopez started reporting about the violence.

In 2000, Mr. Lopez directed a documentary about a group of guerrilla fighters called the Revolutionary Armed Forces of Colombia (or FARC as they are known in Spanish). This is one of the most powerful guerrilla groups in Colombia. The documentary showed that the FARC were kidnapping young people from the rural areas of Colombia. Then, the young people were forced to be servants and soldiers for the group.

A television network showed the documentary in November of 2000. The documentary was very popular, but was perceived as an attack on the guerrilla group. Mr. Lopez started to receive threats at his home. The voices on the telephone and the notes on his door said that the FARC were going to kill him. Mr. Lopez and his wife fled Bogotá and tried to hide in the countryside. The threats continued.

Mr. Lopez contacted the police, but they couldn’t do anything to help him. In many ways, the guerrilla group was more powerful than the police and the government. Finally, Mr. Lopez began to believe that the FARC would not stop until they killed him.

Mr. Lopez and his wife started to make plans for their escape. In February of 2001, Mr. Lopez and his wife flew to Minnesota. He asked the government of the United States to accept him as an asylum-seeker from Colombia.

Like countries all over the world, the United States has agreed to accept those that seek asylum within its borders. The United States government accepts those that have been persecuted because of their nationality, religion, race, political opinion, or membership in a particular social group.

Today, the persecution of journalists in Colombia continues. In 2002, 10 journalists were murdered, 75 were threatened, and 12 were kidnapped. Many have left Colombia for other countries such as France, England, Canada, and the United States.
Colombia Asylum Case Story  
(Spanish Language Version)


Al mismo tiempo, la situación en Colombia estaba empeorándose. Muchas facciones lucharon para controlara Colombia. Hubo muchos enfrentamientos aromados entre el gobierno, los narcotraficantes, y las guerrillas. El Sr. López empezó a hacer reportajes sobre las batallas.

En 2000, Sr. López dirigió un documental sobre un grupo de guerrillas que se llama las Fuerzas Armadas Revolucionarias de Colombia (FARC). Este es el grupo de guerrillas más poderoso de Colombia. El documental mostró que las FARC estaban secuestrando a los jóvenes de las áreas más rurales de Colombia. Luego, fueron obligados a trabajar como sirvientes y soldados para el grupo.

Un canal de televisión presentó el documental en noviembre de 2000. El documental fue percibido como un ataque contra las guerrillas. El Sr. López empezó a recibir amenazas en su casa. Las voces por teléfono y las notas en su puerta dijeron que las FARC iban a matarlo. El Sr. López y su esposa huyeron de Bogotá y trataron de esconderse en el campo. Las amenazas continuaron.

El Sr. López contactó a la policía, pero la policía no pudo hacer nada. En muchos sentidos, guerrillas fueron más poderosas que la policía y el gobierno. Finalmente, el Sr. López se dio cuenta de que las FARC no iban a dejar hasta que ellos lo mataran.

El Sr. López y su esposa empezaron a hacer planes para huirse. En febrero de 2001, Sr. López y su esposa viajaron a Minnesota. Él pidió al gobierno de los Estados Unidos que la otorgara el asilo por ser refugiado de Colombia.

Como muchos países en todo el mundo, los Estados Unidos están obligados a aceptar a los que piden asilo dentro de sus fronteras. El gobierno estadounidense acepta a los que han sido perseguidos por razones de nacionalidad, religión, raza, opinión política, o por ser miembro de un grupo social.

Hoy en día, la persecución de periodistas en Colombia continúa. En 2002, 10 periodistas colombianos fueron asesinados, 75 fueron amenazados, y 12 fueron secuestrados. Muchos han salido del país para países como Francia, Inglaterra, Canadá y los Estados Unidos.
Lesson Six: Undocumented/ Illegal Immigration

“Migrant workers are the only work force not covered by labor law. People feel they can’t stand up for their rights because they won’t have a job. There are always replacements.”  
- The film, “Legacy of Shame”

Goal:  
To learn about undocumented/illegal immigration, the numbers, causes, impact and countries of origin

Objectives:  
- Students will make predictions on illegal/undocumented immigration  
- Students will compare their predictions to the facts on undocumented immigration  
- Students will be introduced to the life experiences of undocumented immigrants in the United States

Materials:  
Worksheet #1:  “Your Predictions on Illegal/Undocumented Immigration”  
Worksheet #2:  “Push/Pull Factors of Undocumented Immigrants”  
Handout #1:  “Facts and Estimates on Illegal Immigration”  
Handout #2:  “Driver’s License Restriction”

Time Frame:  
One to two class periods

Age Level:  
Middle school to adult

Vocabulary:  
Undocumented immigrants, illegal immigrants

Relevant Subject Areas and Connection to the Minnesota State High School Standards:  
Inquiry and Research: Issue Analysis  
Social Studies: Diverse Perspectives

Setting the Stage:  
In Lesson Five, students delved more deeply into two categories of immigrants: refugees and asylum seekers. In this lesson, students will investigate the category of immigrants who are undocumented.
Activity #1: Reviewing Our Knowledge (10-20 min.)

Class discussion:

Question: Looking once again at our list of “commonly held assumptions”, are any of the assumptions focused on a particular category of immigrants?

Have students fill out Worksheet #1: “Your Predictions on Illegal/Undocumented Immigration.”

If one or more of the assumptions is not particularly directed at illegal immigrants, ask students which group of immigrants is likely to encounter the greatest degree of anti-immigrant sentiment. Why is this so?

Often people hold stereotypes and generalizations about illegal immigrants that may include:
- They are criminals.
- They are a burden on the state.
- They take jobs from legal residents.
- They are all unskilled workers.
- They all lack English speaking skills.

Add new assumptions to Worksheet #1 throughout the lesson or unit.

Activity #2: Logical Conclusions (30-40 min.)

Read Handout #1: “Facts and Estimates: Undocumented Immigration to the United States.”

Class Discussion:

Questions: Where do undocumented immigrants come from, and where do they settle in the U.S.? How many are here? By what means do undocumented immigrants arrive in this country? We learned that 6 out of 10 arrive in the U.S. legally—as visitors, students, temporary workers, tourists—but overstay their visas. How, then, do the remaining 40% gain entrance to the United States?

After students fill out Worksheet #2: “Push/Pull Factors of Undocumented Immigrants,” ask the class to locate on a world map the six countries from which more than half of undocumented immigrants come.

Questions:

Once illegal immigrants arrive in the U.S., what is life like here? What are some of the difficulties they are likely to encounter in attempting to live and work in the United States?
Refer to **Appendix** for additional resource materials to use in class or suggest to students.

**Media Resources:**

1. Watch the film *El Norte*, which shows one method of gaining entrance to the U.S. through a sewer system. The film also reveals difficulties that illegal immigrants face upon arrival in the U.S. (**Note: there is some profanity in one section of the film: The profane words are in Spanish and also subtitled in English.**)

2. Watch the documentary *The Legacy of Shame* (order by calling 1-800-934-NEWS). This documentary explores migrant workers, both legal and illegal, and the conditions under which they survive. The video claims that laws meant to protect the workers in some cases actually work against them. Efforts to stop undocumented workers and/or deport them are directly proportional to the immediate need of businesses and farmers for inexpensive labor. Here are some quotes from the film that could be discussed in class:

   “Migrant workers are the only work force not covered by labor law. People feel they can’t stand up for their rights because they won’t have a job. There are always replacements.”

   “Farming is the most dangerous occupation in the United States. Foreign workers are willing to take more risks. Forty percent of workers are annually exposed to pesticides. Fifty percent of those exposed have symptoms of pesticide poisoning. There is pressure in Congress to repeal pesticide controls.”

   “Today, many farm workers are essentially indentured servants. The migrant system has replaced slavery as a means to cheap crop and food-crop production. They are the most exploited and vulnerable of all workers.”

   “Farmers assert, “Take away migrant workers, and the cost of food will skyrocket.”

3. The Minneapolis *Star Tribune* ran a 4-day “News With a View” special entitled “Mexico: Bordering on Chaos”. The date of the first article is July 30, 1995, with the follow-up articles on July 31, August 2, and August 4. Written by Heron Marquez Estrada, a Mexican citizen and legal resident of the U.S., the articles contain much primary source material from many actors in the U.S.—Mexico relationship. See [www.startribune.com](http://www.startribune.com).

**Summary writing assignment:**

Based upon what you have read, seen, discussed, and thought about in this section on the undocumented immigrant, please take a few minutes to write some of your thoughts and reactions related to the topic. Note any unanswered questions you have encountered.
Activity #3: Current Local Issues (15-25 min.)

Class discussion:

After reading Handout #2: “Driver’s License Restrictions,” review the predictions that students made at the beginning of the lesson. Also, keep in mind the previous activity, and closely look at the push and pull factors associated with illegal immigration.

Ask students to reflect on the following quote:

The [new immigrants] have remained strangers in the land, residing apart by themselves, and adhering to the customs and usages of their own country. It seems impossible for them to assimilate with our own people or to make any change in their habits or modes of living. As they have grown in number, the people [of California] see, or believe they see, in the facility of immigration, great danger that at no distant day the state will be overrun by them, unless prompt action is taken to restrict their immigration.

- Chae Chan Ping v. U.S., 130 U.S. 581 (1889)

The above passage was written in 1889 by justices of the U.S. Supreme Court when they upheld the constitutionality of the Chinese Exclusion laws of the 1880s. Americans at this time were afraid that so-called “yellow hordes” of immigrants coming to the U.S. would undermine workers’ wages and radically change the largely white European culture.

Questions: After September 11, 2001, what were some of the fears that arose in U.S. society? How do you think that those fears connect to the proposed driver's license restrictions in many states? How is the situation similar to the 1880’s Chinese Exclusion laws? Are there other times in U.S. history where fear and uncertainty have prompted changes in laws related to immigrants?
Your Predictions on Illegal/Undocumented Immigration

1. What countries do you think illegal or undocumented immigrants come from?

2. How do undocumented immigrants first enter the U.S.?

3. Why do these individuals and families come to the U.S.?

4. What kind of public benefits do they receive?

5. What is the impact of illegal or undocumented immigration on the U.S. labor market?

6. What is the impact on the economy?

7. What are some of the push/pull factors affecting illegal/undocumented immigration?

8. How do you think illegal/undocumented immigration can best be controlled?
Facts and Estimates: Undocumented Immigration to the United States

- According to 2003 USCIS (formerly INS) estimates, approximately 7 million undocumented immigrants were residing in the United States in January of 2000, with an estimated 350,000 added each year.

- Annual entry of illegal immigrants amounts to 1/10 of 1% of the total U.S. population and roughly 13% of the foreign-born population.

- Most undocumented immigrants do not come to the U.S. by crossing a border illegally. Six out of ten enter the U.S. legally with student, tourist, or business visas and become ‘illegal’ when they stay in the U.S. after their visas expire.

- Approximately 80% of the undocumented immigrants in the U.S. come from six countries: Mexico (69%), El Salvador (3%), Guatemala (2%), Colombia (2%), Honduras (2%), and China (1.6%).

Eligibility for Federal Benefits by Undocumented Immigrants

Illegal/undocumented immigrants are not eligible for most federal benefit programs, including: Supplemental Security Income, Temporary Assistance for Needy Families (TANF), Food Stamps, unemployment compensation, financial assistance for higher education, and the Job Training Partnership Act.

Illegal/undocumented immigrants may participate in certain benefit programs that do not require legal immigration status as a condition of eligibility, such as:

- Head Start
- The Special Supplemental Food Program for Women, Infants, and Children (WIC)
- The National School Lunch program
- Immunizations and treatment of communicable diseases

In addition, they may be eligible for emergency medical services. Illegal/undocumented immigrants may apply for TANF and food stamps for their children if they are U.S citizens, but there are risks in doing so, as the 1996 Welfare Bill requires that State agencies report identifying information on any individuals unlawfully in the United States.

Push/Pull Factors of Undocumented Immigrants

Push factors:

Approximately 80% of undocumented immigrants in the U.S. come from six countries. What are some of the factors about, or conditions within, these countries that might “push” or influence someone to go to another country?

Mexico:

El Salvador:

Guatemala:

Colombia:

Honduras:

China:

Pull Factors:

What factors about the United States might “pull” or draw people to this country?

United States:
Review the table below and write why each state might have a large population of undocumented immigrants:

<table>
<thead>
<tr>
<th>Top Six States of Residence:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>California 2,200,000</td>
<td></td>
</tr>
<tr>
<td>Texas 1,000,000</td>
<td></td>
</tr>
<tr>
<td>New York 490,000</td>
<td></td>
</tr>
<tr>
<td>Illinois 430,000</td>
<td></td>
</tr>
<tr>
<td>Florida 340,000</td>
<td></td>
</tr>
<tr>
<td>Arizona 280,000</td>
<td></td>
</tr>
</tbody>
</table>

Driver’s License Restriction

Since the terrorist attacks of September 11, some people have argued that undocumented immigrants should not be allowed to obtain drivers licenses or other forms of identification, such as "consular IDs" issued by foreign governments. States and localities have taken different approaches to this issue. Some have made undocumented immigrants ineligible for driver's licenses. Others realize that it becomes a public safety problem if undocumented workers are not allowed to have licenses—in some cases it forces them to drive without being tested on the rules of the road. Without a license, undocumented immigrants cannot get insurance, and this drives up the cost of insurance for other consumers.

~National Immigration Forum
www.immigrationforum.org

Overview of U.S. driver's license restriction:

One of the results of the post-9/11 focus on security is the increase of drivers' license restriction bills being proposed and passed in many states. This trend has taken the form of stricter rules for application for drivers' licenses, limits on availability of licenses to non citizens visiting for less than one year, additional information on the licenses of foreign visitors, and even different driver identification cards for non-citizens that indicate that the cardholder is not a citizen and the card is not valid for any form of identification other than for purposes of driving.¹

In 2003, H.R. 1121 was put before the U.S. House of Representatives. Also known as the ‘Driver's License Integrity Act of 2003,’ the act proposed to limit the validity of a non immigrant's driver's license to the period of validity of the non immigrant's visa. The act was to be implemented and funded through the Department of Homeland Security and has been referred to the House Committee for review.²

Why license restrictions may be considered harmful:

Concerns about driver's license restrictions include an increase in insurance and accident-related problems. Many people must drive to get to their employment or other obligations and therefore may feel compelled to drive even without a license. In addition, a license restriction inhibits the ability to obtain auto insurance. Proponents for broader license granting raise the concern about an increase in auto-related accidents in connection with license restrictions. They comment that license access ensures driver training and tracking through driver records. They cite the AAA Foundation for Traffic Safety study that found unlicensed drivers to be five times more likely to be involved in fatal crashes than drivers with valid licenses.³

Aside from creating potential safety issues by denying licenses to non-citizens without proper documents, the restrictions also create problems for documented foreign visitors who are in the United States for under a year and therefore are not eligible in some states

¹ Overview of States' Driver license requirements/ NILC/ 7/14/04 www.nilc.org
² H.R. 1121, 108th Cong. 1st session, Rep. Cantor, VA
for any state license, while their homeland license is not accepted as valid in the U.S. This creates transportation problems for foreign visitors since many states do not have public transportation that is as effective as individual vehicle transportation. Additionally, many U.S. insurance companies choose not to insure drivers who use foreign licenses, or charge higher rates to those that they will insure. This means that the lack of a driver's license or driver's documents that differ from a traditional driver's license may cut off access to car insurance completely, or increase the costs prohibitively.

Finally, some groups have asserted that the license restrictions have increased the incidents of identity theft. The Center for Policy Alternatives states that there have been reported issues of identity theft and fraud specifically pertaining to driver's licenses in New Jersey, New York and Virginia.

**Why license restrictions may be considered desirable:**

Many proponents of license restriction have concerns focusing on the safety of U.S. citizens from further terrorist attacks. Those expressing these concerns in relation to driver's licenses assert that the need for security includes the need to verify the identification of each license applicant in an appropriate manner. Opponents of license restriction assert that accepting foreign identification documents for driver's license applications will be sufficient to increase security since these are official documents of the applicant's country and will allow for additional security tracking through the driver records system. However, in many states, including Minnesota, foreign identification documents, such as 'matricula consular,' are not considered acceptable forms of identification for a driver's license application, although some of these documents are accepted as identification for purposes of opening bank accounts and receiving marriage licenses.

**Minnesota law:**

Minnesota law regarding driver's license restrictions has been a matter of contention at varied levels of intensity since the 1990s. As of July 14, 2004, Minnesota requires a social security number (SSN) unless the driver's license applicant can show she has never had a SSN or is ineligible for one (Minnesota is 1 of 44 states to so require). Minnesota law also requires a 'lawful presence' in the state unless a SSN is provided (26 states have 'lawful presence' requirements, 4 including Minnesota require 'lawful presence' if the applicant has no SSN).

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4 Driving License Restrictions: Driving in the United States [http://www.uis.edu/internationalaffairs/workshop5.htm](http://www.uis.edu/internationalaffairs/workshop5.htm)


10 ibid

11 Overview of States’ Driver license requirements/ NILC/ 7/14/04 [www.nilc.org](http://www.nilc.org)
Minnesota does not accept an Individual Tax Identification Number (ITIN) in lieu of an SSN. The state also does not accept the matricula consular (a form of identification card in Mexico) as a valid form of identification for driver’s license purposes although the matricula consular is accepted in Minneapolis and St. Paul for marriage certificate and bank account identification purposes (10 states accept the matricula consular for driver’s license application purposes). Minnesota requires that a driver’s license expire with the visa expiration (1 of 18 states to so require). Minnesota is one of six states that put distinguishing features on non citizen driver’s licenses; Minnesota’s feature is in the form of a ‘status check’ requirement on the non citizen license.12

**The Minnesota Angle:**

After September 11, The Advocates for Human Rights met with leaders from refugee and immigrant communities in the Twin Cities. Representatives from the Asians and Pacific Islanders communities and individuals from Arab countries described incidents in which members of their groups had been denied access to government services, including obtaining driver’s licenses and opening post office boxes. In these reported cases, government employees told these individuals that they were not eligible for such services, or, in some cases, government employees questioned the validity of the individual’s legal documents. For a brief period, one community’s Department of Public Safety displayed posters indicating that no head coverings could be worn during driver’s license photos, even though the policy had not been approved by the proper authorities. In some cases, advocates accompanied immigrants who previously had been denied Minnesota driver’s licenses. Discrimination continued in the presence of these advocates, who then intervened on behalf of their clients to ensure that proper procedures were followed. The Advocates voiced concern about how many refugees and immigrants have been turned away without knowing that their rights were being violated.

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12 Overview of States’ Driver license requirements/ NILC/ 7/14/04  www.nilc.org
Lesson Seven: The Impact of Immigration

Remember that when you say, ‘I will have none of this exile and this stranger, for his face is not like my face and his speech is strange,’ you have denied America with that word.

~ Stephen Vincent Benet

Goal:
To explore the effects of immigration on the United States

Objectives:
- Students will predict the continuing impact of immigration on the United States
- Students will examine facts regarding the impact of immigrants in the United States, particularly on the social welfare system and the economy as a whole
- Students will learn about the process of naturalization
- Students will discuss the complexity of assimilation and cultural diversity

Materials:
- Worksheet #1: “Your Predictions Please!”
- Handout #1: “Immigrants and Public Benefits”
- Handout #2: “Immigrants and the Economy”
- Handout #3: “Naturalization”
- Handout #4: “Unity in Diversity”

Time Frame:
One to two class periods

Age Level:
Middle school to adult

Vocabulary:
Naturalization, Public Benefits

Relevant Subject Areas and Connection to the Minnesota State High School Standards:
Social Studies: Diverse Perspectives, Community Interaction
Economic and Business: Economic Systems
**Activity #1: More Predictions** (approx. 20 min.)

Individually or in small groups, students make predictions regarding the impact of immigration on the United States, using *Worksheet #1: “Your Predictions, Please!”* Then gather the class to share predictions.

**Activity #2: Reporting on Resources** (30-45 min.)

Divide the class into five groups and assign each group one of the following handouts to read and become familiar with. Each group will then present their information to the rest of the class.

- **Handout #1: “Immigrants and Public Benefits”**
- **Handout #2: “Immigrants and the Economy”**
- **Handout #3: “Naturalization”**
- **Handout #4: “Unity in Diversity”**

**Activity #3: Going Further** (approx. 10 min.)

**Class Discussion:** In journals and/or as a class discussion, address the following: How do the facts from the handouts match your predictions? Are there any surprises? How do you think immigration impacts your community?

**Opinion poll:** In a recent Pioneer Press/Minnesota Public Radio poll (September 23, 2004), 49 percent of participants said that immigrants help the economy by providing labor for jobs that would otherwise go unfilled. But by a narrow margin, 42 percent to 37 percent, Minnesotans said the cost of helping immigrants begin their new life outweighs their economic, social and other contributions.

**Optional Extension:**

**Handout #4: “Unity in Diversity”** brings out the complex issue of cultural assimilation. Set up a classroom debate on the topic of “Do immigrants embrace or resist mainstream American life?” Students conduct research on both sides of the issue and present the information in two teams.
Your Predictions, Please!
The Impact of Immigration

1. What do you think is greater: the cost of supporting immigrants in the U.S., or their contributions to the U.S. economy? How would you calculate this?

2. What is the percentage of immigrants who receive public benefits?

3. What kind of health care benefits can legal immigrants receive? Illegal immigrants?

4. Do you think immigrants are more of a benefit or a burden to urban environments?

5. Do you think immigrants want to learn English? Why or why not? What factors might affect the desire to learn English?

6. What are the incentives for becoming an American citizen?

7. What are the advantages for immigrants’ involvement in the political process?
Lesson Seven

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EMAIL: HRIGHTS@ADVRIGHTS.ORG

"ENERGY OF A NATION: IMMIGRANTS IN AMERICA" CURRICULUM
UPDATED NOVEMBER 2004

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Lesson 7, Handout #1

**Immigrants and Public Benefits**

*How is an immigrant's eligibility for public benefits determined?*

If an immigrant meets a legal definition of "qualified" (explained below) she is eligible for some, but not all, federal public benefits. An immigrant's eligibility for public benefits will depend on her immigration status, whether she entered the U.S. before the 1996 welfare reform law was enacted (August 22, 1996), and whether she was already receiving assistance when the welfare law went into effect. Access to certain benefits will also vary based on the state in which the immigrant lives.

"**Qualified**" aliens include Lawful Permanent Residents (LPRs), refugees and asylees, persons paroled into the country for at least one year, persons granted withholding of deportation, Cuban-Haitian entrants, Asian Americans, and certain battered women and children. Any alien not included in one of these categories is considered "not qualified."

**What federal public benefits can "qualified" immigrants receive?**

"**Qualified**" immigrants entering the U.S. on or after 8/22/96 are:

- Barred from Supplemental Security Income (SSI). (Exceptions are explained elsewhere in this fact sheet.)

- Subject to a 5-year bar on non-emergency Medicaid, the state Child Health Insurance Program (CHIP), food stamps, and Temporary Assistance for Needy Families (TANF). There is no bar to food stamps for qualified immigrant children or disabled qualified immigrants who also receive a disability benefit.

- After the 5-year bar, subject to deeming for the above-listed programs. There are exemptions from deeming for children, some battered spouses, and those at risk of going hungry or becoming homeless.

- After the 5-year bar, each state determines whether or not an individual is eligible for TANF, Medicaid, and social services block grants (Title XX).

**What services may refugees receive?**

Refugees fleeing potentially life-threatening persecution in their home countries typically do not have the luxury of bringing personal possessions or preparing themselves for life in a new country. Recognizing this fact, the federal government exempts newly-arrived refugees, asylees, immigrants granted withholding of deportation, Cuban-Haitian entrants, and Asian Americans from all of its eligibility provisions which restrict access to SSI, Medicaid, and Food Stamps, but only for the first seven years after being granted such status.
**What other "qualified" immigrants are exempt from public benefits restrictions?**

Veterans and active duty military personnel, their spouses and unmarried children under 21, and immigrants who have worked 40 "qualifying quarters" (at least 10 years) are exempt from the SSI bar, and are not subject to the five-year prospective bar on most federal means-tested benefits.

**What hurdles must "qualified" immigrants overcome to receive benefits?**

For legal immigrants, eligibility for certain programs now varies depending on when the immigrant entered the U.S. For federal means-tested public benefits, newly-arriving immigrants (those admitted to the U.S. on or after 8/22/96) generally are: 1) barred for their first five years in the U.S.; and 2) subject thereafter to a process called "deeming" where the income and resources of the U.S. citizen or LPR sponsor of the immigrant are added to the immigrant's own income to determine whether the immigrant is poor enough to qualify for the benefit under the program's financial guidelines. Deeming continues until the new immigrant either becomes a citizen or works 40 "qualifying quarters" (at least 10 years). The work of a spouse (or of a parent in the case of a child under 18) also counts toward the 40 quarters. After becoming naturalized citizens, or working for 40 quarters, legal immigrants are generally eligible for federal and state programs provided they meet the general program criteria.

**Are those aliens classified as "not qualified" entitled to any government services?**

Yes, but very few. While "not qualified" aliens are ineligible for nearly all federal benefits, they are still eligible for certain very basic kinds of assistance, including: emergency Medicaid, immunizations, testing and treatment for the symptoms of communicable diseases, short-term non-cash disaster relief, school lunches and breakfasts, and certain other programs essential to public health and safety as specified by the Attorney General.

**Shouldn't family sponsors be responsible for the immigrant's care?**

They are. U.S. citizens or LPRs wishing to sponsor an immigrant relative for admission to the U.S. must earn enough (125% of the poverty level for the family size, including the immigrant) to satisfy officials that the immigrant will not become a "public charge." They also must sign a legally-enforceable **affidavit of support**. This document makes the sponsor liable for the immigrant's use of means-tested benefits until citizenship, or until the arriving immigrant works 40 "qualifying quarters" (at least 10 years) without using means-tested services.
Who pays for services used by immigrants?

According to the National Academy of Sciences, the average immigrant contributes $1,800 more in taxes annually than he or she receives in benefits and services provided by the government (including public parks, public roads, and all other state, local, and federal services and benefits, as well as safety net benefits). The federal government receives the lion's share of those tax dollars (approximately two-thirds). However, states and localities provide the bulk of services immigrants use, including health care and public assistance when needed. As a result, states and localities often find themselves “shortchanged”—forced to provide services without sufficient revenue. The 1996 welfare reform law, which barred or restricted legal immigrants’ access to most federal public benefits, exacerbated this dilemma by withholding even more federal funds for services provided by states to immigrants. In the wake of those dramatic changes, states and counties with high immigrant populations end up covering the costs of the care of these legal residents, should they fall on hard times.

Immigrants and the Economy

Immigrants wear many hats in American society. They are family members, students, workers, business owners, investors, clergymen, and members of the armed services—to name just a few of their roles. According to the most comprehensive study ever done on immigrants, the National Academy of Sciences (NAS) found that in all their combined roles, immigrants make indispensable contributions to our economy. They compose an increasingly essential proportion of our workforce. Through their tax payments, they help finance the costs of schools, health care, roads, welfare payments, Social Security, and the nation’s defense. Of course, immigrants are also users and beneficiaries of these government programs.

**Immigrants are a Plus for our Economy** – Immigrants and their children bring long-term economic benefits to the United States as a whole. Immigrants add about $10 billion each year to the U.S. economy. This estimate does not include the impact of immigrant-owned businesses or the impact of highly skilled immigrants on overall productivity.

**Immigrants Pay Their Way** – By conservative estimates, immigrant households paid an estimated $133 billion in direct taxes to federal, state, and local governments in 1997. The typical immigrant and his or her descendants pay an estimated $80,000 more in taxes than they will receive in local, state, and federal benefits over their lifetimes.

**Naturalized Immigrants Pay More than Their Share** – Immigrants who become U.S. citizens typically pay more in taxes than do native-born Americans. Adult, foreign-born, naturalized citizens actually have higher adjusted gross incomes (averaging $40,502) than families with U.S.-born citizens only ($35,249). Federal taxes paid by families with a naturalized citizen average $6,580 per year compared with $5,070 for U.S.-born-only families.

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**Major High Tech Companies Started by Immigrants**

<table>
<thead>
<tr>
<th>Company/Consortium</th>
<th>U.S. Employees</th>
<th>Annual Revenues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intel</td>
<td>29,000</td>
<td>$11.5 billion</td>
</tr>
<tr>
<td>Sun Microsystems</td>
<td>11,000</td>
<td>$6.0 billion</td>
</tr>
<tr>
<td>Computer Associates</td>
<td>9,000</td>
<td>$2.6 billion</td>
</tr>
<tr>
<td>Solectron</td>
<td>4,545</td>
<td>$1.5 billion</td>
</tr>
<tr>
<td>Lam Research</td>
<td>3,600</td>
<td>$811 million</td>
</tr>
<tr>
<td>LSI Logic</td>
<td>2,600</td>
<td>$902 million</td>
</tr>
<tr>
<td>AST Computer</td>
<td>2,248</td>
<td>$2.4 billion</td>
</tr>
<tr>
<td>Wang Laboratories</td>
<td>2,000</td>
<td>$1.0 billion</td>
</tr>
</tbody>
</table>

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"ENERGY OF A NATION: IMMIGRANTS IN AMERICA" CURRICULUM
Updated November 2004
In 2002, ten high-tech companies started by immigrants earned $31 billion in revenues.

### Immigrant-Founded Businesses Are an Important Revenue Source

Businesses founded by immigrants are a source of substantial economic and fiscal gain for U.S. citizens. Ten high-tech firms founded by immigrants, generated $28 billion in revenues in 1996. These and other businesses started by immigrants add at least another $29 billion to the total amount of taxes paid by immigrants.

### As They Assimilate, Immigrants Become Net Economic Contributors

Immigrants' earnings rise over time as they climb the economic ladder of success in America. In their first years in the United States, immigrants typically are a net cost to the country, but over time—usually after 10 to 15 years in the United States—they turn into net contributors.

### An Education and Training Windfall

Most immigrants arrive in the United States in the prime of their working years. More than 70 percent of immigrants are over the age of 18 when they arrive in the United States. That means there are roughly 17.5 million immigrants in the United States today whose education and upbringing were paid for by the citizens of the sending country, not American taxpayers. The windfall to the United States of obtaining this human capital at no expense to American taxpayers is roughly $1.43 trillion. This makes immigrants a fiscal bargain for our country.

### Immigrant Workers are Essential to the U.S. Economy

During the recent unprecedented expansion in the American economy, immigrant workers were essential in filling jobs ranging from computer programmers to hotel and restaurant workers. As America's workforce ages, and the "baby boomers" retire, immigrants will again play an essential role in reducing a long-term projected labor shortage. The U.S. Department of Labor projects that between 1998 and 2008, the number of jobs will increase by 20 million, but the number of workers will increase by just 17 million. Federal Reserve Chairman Alan Greenspan has repeatedly commented that, when labor markets are tight, immigration is an important source of workers. With the U.S. labor supply projected to shrink relative to the number of jobs, Greenspan says that "there is an effective limit to new hiring, unless immigration is uncapped."

### Immigrants Are Net Contributors to Social Security and Medicare

The total net benefit (taxes paid over benefits received) to the Social Security system in today's dollars from continuing current levels of immigration is nearly $500 billion for the 1998-2022 period and nearly $2.0 trillion through 2072. Our population is aging, and each worker will be
supporting a growing population of retirees. Immigrant workers will be an essential component to solving the long-term problem of financing Social Security.

**Federal vs. State and Local Tax Imbalance** - Like natives, immigrants use more state and local services than they pay for in state and local taxes. The average immigrant imposes a net lifetime fiscal cost on state and local governments of $25,000. Their overall net tax contribution, when considering all levels of government is explained by the fact that most of the taxes immigrants pay—income and social security taxes—go to the federal government, while many of the services used—schools, hospitals, and roads—are provided by local governments. Despite this imbalance, there is no evidence that states or cities with large immigrant populations perform worse economically than those with small immigrant populations. In fact, just the opposite is generally true.

**New Rules to Affect Fiscal Calculations** - Working-age immigrants who have been in the United States for more than ten years are less likely to receive welfare than the native-born. The exceptions, because of their special needs, are refugees and elderly immigrants. Welfare rules enacted by Congress in 1996 have made newly-arrived immigrants ineligible for most welfare benefits. This change will significantly affect cost/benefit calculations in the future, making the net fiscal benefit of immigrants even higher than it is today.

**Beyond Fiscal Calculations** - Overall, immigrants are a fiscal bargain for American taxpayers. Of course, the value of immigrants is not primarily measured by the dollar calculation of their fiscal impact. Immigrants contribute to America in many ways other than the size of their tax payments and the amount they pump into our economy. Their enrichment of our culture and the overall vitality they bring to American society are immeasurable in fiscal terms. They are a vital benefit to all Americans.

Naturalization

Naturalization is the process by which eligible legal immigrants become U.S. citizens. Becoming a U.S. citizen is a privilege, not a right. Through the naturalization process, immigrants display a willingness to become full members of our society. The process is not an easy one. It requires that immigrants live in the U.S. for a certain number of years, learn our language, study our history and government, show that they are of "good moral character" and have not committed serious crimes and, finally, swear allegiance to the United States. Some persons may not be eligible to become U.S. citizens. However, over time, most immigrants become citizens.

The Naturalization Process

Eligibility: An applicant for citizenship must be at least 18 years of age, and must have resided continuously in the U.S. as a Legal Permanent Resident for at least five years prior to filing, and not have abandoned U.S. legal residence. Immigrants who have been married to a U.S. citizen for three years or immigrants who have been active in the armed forces can generally naturalize after just three years. (In 2002, President Bush issued an Executive Order expediting naturalization for non-citizens serving in active-duty during the "war on terrorism.") Children who are adopted from another country automatically have U.S. citizenship conferred to them as long as one or both parents are U.S. citizens, the child is under 18, and the child is legally residing in the U.S. with the U.S. citizen parent or parents.

Immigrants must be of "good moral character," determined, in part, by checking with the FBI for any record of a criminal background. The immigration service also considers other factors apart from crimes to determine good moral character. A person must also demonstrate an ability to speak, read, and write ordinary English and have a general understanding of U.S. government and history. Long-time older permanent residents are exempt from the English requirement if they are 50 years or older and have been living in the U.S. for at least 20 years, or if they are 55 years or older and have been living in the U.S. for at least 15 years. These immigrants must still demonstrate knowledge of U.S. history and government, but they may do so in their native language. Certain persons with disabilities are exempt from the requirement to demonstrate knowledge of U.S. history and government. Persons over 65 who have been lawful permanent residents for 20 years or more are given special consideration in taking the test.

Interview: After submitting an application and fee to the United States Citizenship and Immigration Services (USCIS), an appointment is made with the applicant to take his or her fingerprints, which are checked by the FBI. An interview is then scheduled with the applicant, during which a USCIS examiner reviews the application and determines if the applicant meets the requirements for U.S. citizenship. To demonstrate English proficiency and knowledge of U.S. history and government, the applicant must be prepared to answer several history and civics questions. They may also be asked to read a sentence or brief passage from a USCIS textbook, and to write a sentence dictated by the examiner.
Oath and Swearing-In: Approved candidates for citizenship must take an Oath of Renunciation and Allegiance, giving up foreign allegiances and titles and swearing to support and defend the Constitution and laws of the U.S. If the person has a severe disability preventing him or her from understanding, or communicating an understanding of, the meaning of the Oath, the person may obtain a waiver of the Oath requirement. The final step in the naturalization process is the swearing-in ceremony, which can take place before a judge or in an administrative ceremony.

Rights and Responsibilities of New Citizens

When an immigrant becomes a citizen, he or she acquires new rights. These include the right to:

- Vote, hold elected office, and sit on a jury;
- Apply for and hold certain government and private jobs requiring a security clearance;
- Bring spouses, minor unmarried children, and parents to the U.S. without long waits;
- Travel abroad for unrestricted periods of time; and
- Access restricted federal programs.

Unity in Diversity: The Hallmark of American Immigration

In recent years, an age-old heated debate has been reignited by the arrival of immigrants from diverse backgrounds. Do immigrants embrace or resist mainstream American life? Two recent studies dispel the myths and misperceptions that today’s immigrants are not integrating into mainstream American culture.

A recent groundbreaking study for the National Immigration Forum by Gregory Rodriguez, fellow at the New America Foundation, demonstrates that contemporary immigrants are doing what newcomers to the U.S. have always done: they slowly, often painfully, but quite assuredly, adopt the language, cultural norms, and loyalties of America. The study demonstrates that today’s immigrants are embracing American mainstream life, just as immigrants have done for generations.

Further, a January 2000 study of Latinos conducted by The Washington Post, the Henry J. Kaiser Foundation, and Harvard University disproves the perception that Latinos as sidestepping the American mainstream because of their relative proximity to their countries of origin. Rather than constituting a separate society, Latinos who have made homes in this country are “remaking themselves, undergoing a process of assimilation.” The poll found that nine in ten Latinos who are new to the United States believe that it is important to change so they can fit into the larger society.

A Gradual Process

Both studies stress that assimilation into life in the U.S. is not an instant transformation in which an immigrant suddenly becomes a "full-fledged American." Nor does it require the obliteration of ethnic identity. Instead, assimilation is a long-term, sometimes multigenerational, process in which newcomers of differing backgrounds adopt basic concepts of American life – equality under the law, due process, and economic opportunity. Put another way, assimilation is not about immigrants rejecting their past, but about people of different racial, religious, and cultural backgrounds coming to believe that they are part of an overarching American family.

As the Latino study found, the assimilation process involves three phases: at the start are many recently arrived immigrants, struggling to learn about everything, including the new language. The second phase involves people who are "bicultural," embracing both English and Spanish, and drawing pieces of their identity from old and new ways. The third stage is of the most assimilated, who were either born here or arrived at a young enough age that many of their attitudes and beliefs mirror those of society. It is a process in which Hispanics become more American, and the shift is unmistakable.

Using facts and figures from U.S. census data, the Rodriguez study looked at four indices of immigrant integration (citizenship, homeownership, English language, and intermarriage):
Citizenship

Every year hundreds of thousands of immigrants take the oath of allegiance to the United States in naturalization ceremonies. In fact, the numbers of immigrants naturalizing has been on the upswing. The number of immigrants naturalizing in 1998 was 463,000 compared to 270,000 in 1990. Many of these newest citizens chose to acquire citizenship to participate at the ballot box and express their rejection of the anti-immigrant sentiment marking much public debate in the 1990s. Their entry into the voting booth in large numbers can be seen as an old-fashioned American response, imbued with democratic values.

Most immigrants have to wait five years to naturalize after they become permanent residents, so the percentage of recent arrivals who are citizens is understandably low. But as their length of residence increases in the U.S., the percentage of immigrants who naturalize grows steadily. In 1998, some 13 percent of immigrants who arrived in the first years of the decade had naturalized, while 25 percent of immigrants who came in the latter half of the 1980s were now citizens. Of immigrants who arrived in the later years of the 1970s, well over half, 55 percent, had become citizens.

Homeownership

While the acquisition of citizenship is a sign of civic integration and participation, the purchase of a home implies strong economic integration on the part of immigrants. Homeownership represents investment in a community and a likelihood that the homeowner will sink roots into and helps stabilize a neighborhood.

High rates of homeownership among immigrants demonstrate their intention to become attached to the U.S. As of 1999, some 31.9 percent of immigrants that arrived in the 1990s were homeowners. Of those who arrived in the 1980s, 51.6 percent owned their home. And of those who arrived prior to 1980, i.e., those with 18 or more years of residence, some 70.5 percent had purchased their own residence.

English Language Acquisition

Within ten years of arrival, more than three-quarters of immigrants speak English with high proficiency. With second and third generations, virtually all children of immigrants speak English. The survey of Latinos found that among the American-born children of Latino immigrants – the second generation – only one in ten relies mainly on Spanish as a medium of communication.

Language acquisition is key to other aspects of acculturation. Learning English opens the door to everything from broader acquaintances across cultures, to more diverse workplaces, to television shows that expose newcomers to different habits, values, and beliefs.

The shift to English is so pervasive that, indeed, if there is a language problem in this country, it is that the native languages of immigrants are completely lost after a few generations. Linguists consider the U.S. to be a language graveyard.
An Evolving Culture

While immigrants adopt American ways, they do not entirely abandon their own culture and identity. As the Latino survey notes, as immigrants adapt, "their own traditions exert a growing influence on American culture, from tastes in food and popular music to the economy and politics." Like their counterparts in past migrations to the U.S., they are leaving an indelible mark on the society that they have adopted.

These recent studies speak volumes about American immigration at its best. A nation of immigrants continues to prove that it can integrate its newcomers because it believes in diversity, unity and tolerance.

Revised by Rob Paral for the National Immigration Forum

Lesson Eight: Assessing the Validity of Commonly Held Assumptions

In times of shrinking expectations,...everyone feels like a victim and pushes away outsiders to defend his own corner.

~ Oscar Handlin

Goal:
To gather data from a variety of sources to support or refute commonly held assumptions on immigrants and immigration policies

Objectives:
- Students will suggest reasons for bias and stereotypes about immigrants
- Students will reflect on discrepancies between facts and beliefs
- Students will discuss the importance of and ways to achieve a voting public that is well informed and thinks critically about complex issues

Materials:
- Worksheet #1: “Commonly Held Assumptions: Data Collection”
- Worksheet #2: “The Energy of a Nation: Immigration in America”
- Handout #1: “Cycles of Nativism in U.S. History”
- Handout #2: “Minnesota Muslims Denounce Attacks, Brace for Harassment”
- Handout #3: “Jewish-American Experience Timeline”
- Video: “The Energy of a Nation”
- Other relevant materials from local media, personal stories, and/or Appendix

Time Frame:
Four to five class periods

Age Level:
Middle school to adult

Vocabulary:
Naturalization, Nativism

Relevant Subject Areas and Connection to Minnesota State High School Standards:
Inquiry and Research: History through Culture
Social Studies: Themes of United States History, Diverse Perspectives, Community Interaction, Institutions and Traditions in Society
Lesson Eight

Activity #1: Transforming Assumptions (2-3 class periods)

Class Discussion:

The class has been immersed in the study of immigration past and present. This lesson will revisit the class’s first discussion of this issue and the list of “commonly held assumptions.”

Questions:

In this review, try to identify any assumptions that were once, but are no longer, your own commonly held assumptions. Why did you shift? Can you identify any additional “commonly held assumptions” that should be added to the list?

Research:

The class will examine numbers, statistics, and facts related to these assumptions in an effort to either support or refute them. Students will undertake this task in small groups. Either assign one or two assumptions to a group or have each group assess all information relative to all assumptions and process their findings as a class.

Questions:

To what extent are immigrants or immigration policies responsible for the problems? What other factors are at play?

In small groups or as a large class, students use all relevant handouts to fill out Worksheet #1: “Commonly Held Assumptions: Data Collection.” You may also want to refer back to the handouts in Lesson Two. Other relevant handouts include:

- Handout #1: “Cycles of Nativism in U.S. History”
- Bibliography in Appendix
- Other relevant materials from news media, newspapers, personal stories, etc.
- Video: “Energy of a Nation.” Have students view the video and record findings from it on Worksheet #1 and Worksheet #2: “The Energy of a Nation: Immigrants in America”

Note: Discuss whether there are groups or geographical areas that more commonly harbor anti-immigrant sentiment and why.

Class Discussion:

Questions:

Which of the assumptions held up under scrutiny? Which did not? Were there discrepancies in the amount of data found to
support or refute the various assumptions? What might account for these variations?

How does the political climate of the nation affect this issue? What roles do the media play?

**Activity #2: Becoming Informed** (approx. 1 class period)

Review the cities and states that house the greatest numbers of immigrants and the challenges faced by these cities/states.

**Questions:**

To what extent are immigrants or immigration policies responsible for the challenges? What other factors are at play?

What kind of additional services do cities/states provide to immigrants? Do immigrants pay taxes?

As a class or in large groups, discuss the cyclical nature of views on immigration. What factors contribute to society’s opinions about immigrants?

**Optional Extension:**

**Questions:**

How difficult is it to find information about immigrant issues? Do you think that the average adult is informed about these issues? How difficult is it to be an informed citizen and responsible voter? To be adequately and correctly informed about this issue, what must the average resident do?

**Activity #3: Making the Connections** (approx. 1 class period)

New immigrants are often referred to as “them,” setting up an “us” vs. “them” polarization.

**Questions:**

Why might people see immigrants as “them”? How can “they” be seen as part of “us”? Is it a matter of time? Of attitude? Of perspective? Of information? Of personal exposure to new cultures and people? Of understanding one's own immigrant heritage?

Except for Native Americans, most U.S. residents share an immigrant heritage. It is important to emphasize that although most people came to these shores by choice, others were forced to leave their homelands; some came as slaves, others as refugees.

Why do immigrants begin to see other newcomers, and those who desire to live here, as “them”?

**Read the following two excerpts:** then reflect on the questions that follow. Many immigrant experiences mirror each other over the centuries.
Lesson Eight

Homesteading

Looking back, “America Fever” reached epidemic proportions in Norway in the 1860s. The letters that many immigrants sent to their friends and family back home described the abundance of land, higher wages, and other advantages. One such letter proclaiming America’s wonders was written by Jens Gronbek of Rice County, Minnesota, to his brother-in-law, Christian Heltzen of Hemnes in Norland, Norway in September 1867.

“There are many thousand acres of available land here...as for government or home-stand land, one can take a quarter section or 160 acres free, except for payment of a registration fee of $14 per quarter, and this is almost all arable land...this is land you can use as you wish and sell when you will, and therefore is most sought. On homesteads, you are obligated to establish a residence, build a house, and start cultivation. You must live on the claim for six months of each year, and you may not sell it for five years, during which time it is free of taxes or further payments. It is this policy, of course, that makes the American government so generous and good for immigrants.

Do you know what, my dear Christian? If you find farming in Norway unrewarding and your earnings at sea are poor, I advise you, as your friend and brother-in-law, to abandon everything and - if you can raise $600- to come to Minnesota.”

Mr. Gronbek was able to obtain this land as a result of the Homestead Act of 1862. The federal Homestead Act allowed any citizen or immigrant who was the head of a family or 21 years old to get a homestead by staking a claim on an unclaimed quarter (160 acres) of government land. After signing on as claimant at a government land office, paying a small fee, and obtaining a receipt, the farmer could then move onto the land at once.

Questions:

- What was the U.S. government’s attitude toward immigrants during this time?
- Why did Mr. Gronbek come to the United States? Push factors? Pull factors?
- Would this free land Mr. Gronbek received from the government be considered a government benefit?
- Do you think people who did not homestead were accusatory of people who did receive free land from the government? Why or why not?
- Discuss the similarities and differences with today’s situation.

Language
Always interested in public affairs, Karl read the Uusi Kotimaa, a semi-weekly newspaper printed in the Finnish language. The paper carried national news and local news from Finland and Karl read it from front to back. Karl did not speak English as a rule. In fact, if he was asked, he would say he could not speak it. However, his son’s wife could not speak or understand Finnish so he was heard speaking English with her. One of Karl’s daughters said, “My Dad was so proud, he would not try to speak English because he wasn’t sure he could speak it correctly so he’d rather not speak it at all.” She was sure he could understand it, though.

Sources: Immigrant History Research Center Archives, Minneapolis MN, Minnesota Historical Society, St. Paul, MN.

Questions:

- What does Karl’s biography tell us about immigrants’ motivations to speak English at the turn of the century?

- Why do you think Karl continued to speak Finnish even after he had been in the U.S. for years and could speak and understand English?

- Do you think Karl’s children spoke Finnish or English or both?

- What do you hear in the news today about immigrants speaking English?

- What are some pros and cons of bilingual education?

Optional Extension:

Have students conduct research at their local historical society about “the immigrant experience” through the years. Have them read firsthand diaries, letters, and other accounts/documents to compare and contrast the experiences of immigrants throughout the history of your local area. They may report their findings to the class.

Activity #4: Going Further (1-2 class periods)

- Handout #2: “Minnesota Muslims Denounce Attacks, Brace for Harassment”
- Handout #3: “Jewish-American Experience Timeline”

Class Discussion:

Students should read both handouts. Use handouts for reference as you discuss the following questions.

Questions:
Many immigrants have historically been “pulled” to the U.S. for a chance at a better life in terms of work opportunities, religious tolerance, etc. How does this affect the “us” “them” dichotomy?

First look at **Handout #3: “Jewish-American Experience Timeline.”** How have views changed in the past century about Jewish immigrants in the U.S.? Did the “us” versus “them” polarization change?

Now compare the change in views toward Jewish Americans with that of Muslim Americans by reviewing **Handout #2: “Minnesota Muslims Denounce Attacks, Brace for Harassment.”**

As we read in Handout #3, the terrorist attacks of September 11,2001 has instilled fear in many Muslims. Do you see the “us” versus “them” polarization being created again? How do you think the Muslim experience here in Minnesota mirrors that of the Jewish American experience? What are some of the differences and similarities?

Have any of your own stereotypes been dispelled after reading the article?

Sometimes the “pull” factor of tolerance may fall short of immigrants’ expectations. Do any of the assumptions on your list form match those of nativists in certain periods of U.S. history? (Examples could include differences in language, dress, religion, etc.)

**Optional Extension:**

Many refugees were “pushed” by war or other events that forced them to flee and leave material possessions behind. In American culture, one’s appearance can be very important. How might that cultural value affect refugees who are seen as poor/badly or differently dressed? What about the Muslim hijab worn by women? Do you think these women may be treated in different ways due to their dress?
Lesson Eight

Commonly Held Assumptions: Data Collection

Research information (data, facts, personal experiences) and arguments, which supports or refutes the commonly held assumptions.

1. Commonly Held Assumption #1______________________________________________

Information that supports:

Information that refutes:

Sources:

2. Commonly Held Assumption #2______________________________________________

Information that supports:

Information that refutes:

Sources:

3. Commonly Held Assumption #3______________________________________________

Information that supports:

Information that refutes:

Sources:

4. Commonly Held Assumption #4______________________________________________

Information that supports:

Information that refutes:

Sources:
5. Commonly Held Assumption #5

Information that supports:

Information that refutes:

Sources:

6. Commonly Held Assumption #6

Information that supports:

Information that refutes:

Sources:

7. Commonly Held Assumption #7

Information that supports:

Information that refutes:

Sources:

8. Commonly Held Assumption #8

Information that supports:

Information that refutes:

Sources:
**Cycles of Nativism in U.S. History**

**Nativism**: a policy of favoring native inhabitants as opposed to immigrants. (Merriam-Webster Dictionary)

Despite being a nation of immigrants, the United States has also been a nation of nativists. At times we have offered, in Tom Paine’s words, “asylum for the persecuted lovers of civil and religious liberty” from all parts of the world. At other times, our country has persecuted others: passing discriminatory laws against the foreign-born, denying their fundamental rights, and assaulting them with mob violence, even lynchings. We have welcomed immigrants in periods of expansion and optimism and reviled immigrants in periods of stagnation and cynicism. Our attitudes have depended primarily on domestic politics and economics, secondarily on the volume and characteristics of the newcomers. In short, American nativism has had less to do with "them" than us.

Fear and loathing of foreigners becomes more common during periods of political and/or economic crisis, as people seek a scapegoat to blame for problems. The "alien" immigrant can be an easy target for blame. Nativists' targets have reflected America's basic divisions: class, race, religion, and, to a lesser extent, language and culture. Yet each anti-immigrant cycle has its own dynamics.

**ALIEN AND SEDITION ACTS.** One early wave of U.S. immigrants were European radicals, who caused great alarm among the ruling Federalists. Worried that excessive democracy posed a threat to property and stability, President Adams’s administration regarded politically active immigrants as subversives, not to mention partisan adversaries —most of these immigrants were aligned with Jefferson's Democratic-Republican clubs. In 1798, Congress passed the Alien and Sedition Acts, giving the President arbitrary powers to exclude or deport foreigners deemed dangerous and to prosecute anyone who criticized the government (used mainly to imprison immigrant editors and pamphleteers). A new Naturalization Act sought to limit immigrants' electoral clout by extending the waiting period for citizenship to 14 years.

**PROTESTANT CRUSADE.** Immigration grew sharply in the 1830s-40s with the arrival of many Irish and Germans, who were largely Roman Catholic. Simultaneously, a Protestant revival flourished in a climate of economic change and insecurity. Evangelists demonized Catholics as immoral "Papists" who followed authoritarian leaders, imported crime and disease, and stole native jobs. Protestant workingmen burned the Ursuline Convent near Boston and rioted in several cities. Thirty people were killed and hundreds injured in Philadelphia in 1844. By the mid-1850s, the nativist American Party won six governorships and controlled legislatures in Massachusetts, New Hampshire, Connecticut, Rhode Island, Pennsylvania, Delaware, Maryland, Kentucky, and California. 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. Attacking the "un-American" foreigner served as a diversion for those unwilling to acknowledge America’s irreconcilable difference of slavery versus abolition, an issue that split nativists. As sectional conflict sharpened, the American Party virtually collapsed by 1860.
CHINESE EXCLUSION. Nativists 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. The nativist Workingmen's Party led a movement for a new state constitution in 1878-79, adopting provisions to ban Chinese from employment by corporations or state government, segregating them into Chinatowns, and seeking to keep them from entering the state. One delegate to the constitutional convention summed up the prevailing mood: "This State should be a State for white men . . . We want no other race here." Under pressure from California and other Western states, Congress passed the nation's first wholesale immigration restriction, the Chinese Exclusion Act of 1882.

RETURN OF ANTI-CATHOLICISM. The increasing divide between the rich and poor during the post-Civil War era set the stage for class conflict between unregulated capitalists and a militant labor movement led largely by immigrants. Amid violent strikes of the 1870s-80s came predictions of an apocalyptic struggle between American democracy and the forces of European socialism. The American Protective Association organized as a secret society dedicated to eradicating "foreign despotism," targeting Catholics. One of its campaigns sought to ban German-language instruction, then widespread in the Midwest, as a way to harass parochial schools. But the idea backfired after Illinois and Wisconsin adopted such laws in 1889, prompting immigrant voters to turn incumbent Republicans out of office.

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 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. Most states banned teaching in other languages. Some even prohibited foreign language study in elementary grades.

TRIUMPH OF ANGLO-SAXON RACISM. Labor strife following World War I, often led by foreign-born activists, brought on a backlash against immigrants. This backlash culminated in the Palmer Raids of 1920, in which the FBI deported "alien subversives" without trial. The prevailing attitude was that Eastern and Southern Europeans were genetically inferior, therefore they could not and should not be assimilated. Anglo-Saxon heredity was credited for the American genius for self-government. New immigrants were seen to threaten American democratic institutions and way of life. Congress embraced this reasoning in 1921 and 1924 legislation that created the national origins quota system.

ENGLISH ONLY MOVEMENT. An end to racial quotas in the 1965 Immigration Reform Act opened the United States to Third World peoples and brought an explosion of demographic, cultural, and linguistic diversity. Americans who felt unsettled by these changes found a symbolic target for their discontent: "bilingualism." In the early 1980s, nativists launched a movement to restrict the language of government--and, in some cases, the private sector--to

13 Many of the deported were Russian Jews who had immigrated to the U.S. to escape Russian anti-Semitism. Look for additional information in Lesson 11, Handout #3.
"English only." The campaign won broad support, but the legislative means were punitive, serving to restrict essential rights and services in other languages, from emergency telephone operators to driver’s license exams.

**CALIFORNIA SETS A NATIVIST TREND.** In the early 1990’s, America entered another period of anti-immigrant activism, with increasing complaints about the “costs” of diversity. The political conditions driving the new nativism were historically familiar: economic stagnation (in California), a widening gap between rich and poor, concerns about crime and moral breakdown, rising racial tensions, and widespread cynicism about social and political institutions. Anti-immigrant activists successfully capitalized on public fears. In California, voters approved Proposition 187, which would have forced public agencies, such as schools, law enforcement, social service agencies, and health care facilities to determine the immigration status of those they serve (or arrest), deny services to those they suspect (or confirm) are undocumented, and report them to the former INS. The initiative was tossed out by the courts. However, Congress enacted sweeping legislation to toughen immigration enforcement laws and cut government benefits to non-citizens. The nativist successes spurred a backlash among new Americans. Naturalization rates reached historically high levels, and new Americans voted in record numbers.

**NATIVISM IN THE NEW MILLENIUM.** The 2000 Census confirmed America’s unprecedented racial and ethnic diversity. After years of sustained economic growth, many Americans now feel comfortable with this diversity. But others, reacting to immigrants who have bypassed traditional gateway cities to settle in traditionally white rural and suburban communities, are uncomfortable with the changing demographics. Anti-immigrant groups have capitalized on this discomfort with negative advertising, sometimes targeting pro-immigrant politicians. Meanwhile, as the birthrate of natives declines, the economic well-being of cities and states becomes increasingly reliant on the influx of new immigrants. Census data confirmed that cities where immigrants settled grew and prospered, while others were left scrambling to find ways to attract newcomers. Nativists, reacting against increased immigration, point the finger at immigrants for suburban sprawl and environmental degradation. After September 11, 2001, anti-terrorism legislation has also targeted immigrants. [See Lesson Eleven for more information about recent anti-immigration law and policy.]


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14 The Immigration Act and welfare reforms of 1996 are passed in an effort to curb illegal immigration and public support for undocumented workers.
**“The Energy of a Nation: Immigrants in America” video**

As you watch the video, gather information to fill the chart below:

<table>
<thead>
<tr>
<th>NAME</th>
<th>COUNTRY OF ORIGIN</th>
<th>OCCUPATION</th>
<th>REASON FOR MIGRATING TO THE U.S.</th>
<th>POSSIBLE BARRIERS FACED IN MOVING TO/SETTLING IN U.S.</th>
</tr>
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<tbody>
<tr>
<td>Nazie Eftekhari</td>
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<td>Jose Lamas</td>
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<td>George Meredith</td>
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<td>Viet Ngo</td>
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<tr>
<td>Rocky Ralebipi</td>
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<tr>
<td>An ancestor or relative of yours who came to U.S. as an immigrant or refugee:</td>
<td></td>
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</tbody>
</table>

Lesson 8, Worksheet #2
Minnesota Muslims Denounce Attacks, Brace for Harassment

Minneapolis Star Tribune newspaper
Published September 12, 2001
By Bob von Sternberg, Staff Writer

Even before likely suspects were identified in Tuesday's devastating terrorist attacks, Muslims in the Twin Cities and nationwide held their breath, bracing for the worst.

"We hope we won't feel the heat," said Hamdy El-Sawaf, executive director of the Islamic Center of Minnesota. "We pray as Muslims and pray that God save our nation, the United States of America."

With that, El-Sawaf crossed his fingers for good luck.

His wariness is based on the fact that many Muslims have routinely felt besieged when a terrorist attack is waged against Americans. Most notably, in the aftermath of the 1995 Oklahoma City bombing, Muslims in Minnesota and elsewhere reported being harassed because of the initial assumption that "Arab terrorists" had planted the bomb.

Nationwide, the Council on American-Islamic relations said more than 200 incidents of threats and harassment were reported by Muslims in the aftermath of Oklahoma City. The council also reported that a few Muslims wearing traditional Islamic clothing had complained of harassment in the hours after Tuesday's attacks.

At the University of Minnesota, Arab students reported a few uncomfortable encounters with other students and feared those could lead to outright harassment, said Wissam Balsche, president of the Arab Students Association. "People were staring, shaking their heads, giving bad looks - nothing serious, but we don’t want people to rush to the wrong conclusion," Balsche said.

Members of the association "denounce any and all acts of terrorism," he said. "People shouldn't be pointing at Arabs or Muslims."

The Twin Cities-based Islamic Resource Group issued its own statement Tuesday, condemning what it called "these heinous and barbaric acts" and implored journalists not to fall prey to anti-Islamic stereotyping.

A similar point was made by Fadia Abul-Hajj, president of the Minnesota chapter of the American Arab Anti-Discrimination Committee, "We're always concerned about this happening, hoping the media won't make us into a scapegoat," Abul-Hajj said. Although speculation about the terrorists has been more muted than in 1995, "there has been talk about Muslims, about Arabs, even before anyone knows who might have done this," she said. "Let's hope the American people have learned from the experience of Oklahoma City, when they started to point fingers and it turned out to be a homegrown terrorist."
Fouzi Slisli, who chairs the American Arab Anti-Discrimination Committee’s media panel, said he fears that "some people will jump to conclusions when we’re all still trying to understand how this could happen. Like all Americans, we're in shock - this is an attack on our country."

The Jewish Community Relations Council of Minnesota and the Dakotas issued a statement, calling it "inconceivable that any religion would condone these murders, and all people of all religions must condemn them."

In the past, local Jewish leaders have criticized the scapegoating of Arabs and Muslims "and we don’t want anyone jumping to conclusions about this heinous act," said council spokesman Shep Harris. "You can’t go looking for scapegoats - it hasn’t worked in the past and won't work now."

Calls and e-mails poured in all day Tuesday to the Minnesota Islamic Center's offices in Fridley, with members of the Islamic community trying to glean any information they could about the attacks, El-Sawaf said.

A few parents had come to take their children home, largely because of the uncertainty that pervaded the news of the attacks. But despite El-Sawaf's fear that Muslims might be singled out for harassment, he said he had gotten no such reports by early afternoon.

"I can't even imagine everything that's going on now," he said. "This is much bigger, more serious than any terrorist attack we've ever seen. Any terrorist attack is totally against Islam and our beliefs. God help us. I can only pray to God to save this nation, to shower his mercy and tranquility on it."

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Lesson Eight

Jewish-American Experience Timeline

1885-1912
Jewish immigrants come to U.S. to escape the Czarist Russian Pogroms and Eastern European anti-Semitism.
http://www.spartacus.schoolnet.co.uk/USAEjews.htm

1917-1921:
The U.S. becomes afraid for security and anti-war sentiment during WWI. The Sedition Act and Palmer Raids culminate in deportation of 247 people to Russia. The government finds these deportees in violation of the Sedition Act for speaking out against the war and the draft and lobbying for peace. Many of the deportees are Russian Jews who fled Russia initially to escape the anti-Semitism, including Mollie Steimer and Emma Goldman.
http://www.spartacus.schoolnet.co.uk/USAEjews.htm

1930s:
Some of these deportees are forced out of Russia for their political beliefs and in part because of Eastern-European anti-Semitism. Many deportees resettle in Germany.
http://www.spartacus.schoolnet.co.uk/USAEjews.htm

1933-1945:
WWII forces Jews to flee Germany; many try to get asylum or refugee status in the U.S., but are turned away by the inflexible refugee policy. Although 85,000 Jewish refugees reached the United States between March 1938 and September 1939, this level of immigration was far below the number seeking refuge (for additional information students may wish to read the story of the sea vessel, S.S. St. Louis, which attempted to bring 903 refugees to the U.S. and other countries and was finally forced to return to Europe after none of the countries, including the U.S., would take in the refugees).
http://www.ushmm.org/stlouis/teach/lesson.htm

1945-1952:
Approximately 400,000 Displaced Persons (DPs) are allowed into the U.S. between 1945 and 1952. Roughly 20 percent are Jewish Holocaust survivors.

1980-Present:
“Soviet” and Russian Jews again come to the U.S. to escape anti-Semitism.

Lesson Nine: An Immigration Dialogue

We are not afraid to entrust the American people with unpleasant facts, foreign ideas, alien philosophies, and competitive values. For a nation that is afraid to let its people judge the truth and falsehood in an open market is a nation that is afraid of its people.

John F. Kennedy

Goal:
To construct a hypothetical dialogue after reading statements related to immigration

Objectives:
- Students will practice the art of informed dialogue and relate it to real-life situations
- Students will learn that individuals do not have to agree in order to live and work together

Materials:
Handout #1: “An Immigration Dialogue”

Time Frame:
One to two class periods

Age Level:
Middle school to adult

Vocabulary:
Informed Dialogue

Relevant Subject Areas and Connection to Minnesota State High School Standards:
Write and Speak: Public Speaking, Interpersonal Communication
Inquiry and Research: Issue Analysis

Setting the Stage:
To date, the class has learned a great deal about immigration. Students have looked at the issue more carefully than the average voting U.S. citizen. The class, however, has had access to resources not readily available to the average citizen and therefore, students may be better equipped to engage in an informed dialogue about the issue. Today the class will practice engaging in dialogue about the facts, statistics, and history that has been learned.
**Activity #1: Dialogue about Dialogue** (1-2 class periods)

Complete lesson on informed dialogue, then create and practice dialogue.

What is an informed dialogue?

A *dialogue* is defined as “an open and frank discussion,” with the intent to make your views understood and to understand the views of the person with whom you are speaking.

It is not necessarily an argument. It is not a lecture. It does not mean that you must come to an agreement.

An *informed dialogue* therefore, is a discussion between people(s) who are informed or educated on the issue of discussion.

Refer to **Handout #1: “An Immigration Dialogue.”** Students will read a series of actual statements relating to immigration and, with a partner, construct a hypothetical dialogue with the author of one of the statements.

**Sequence:**

1. Students partner up, and each pair chooses a quotation.
2. Each student in the pair assumes a role. One role must be the author of one of the quotations, and the other role is a character or individual who disagrees with the quotation.
3. Role-play an impromptu dialogue. At the end of the preliminary role-play, note positions and arguments advanced by each side. Note information/arguments that support each position and information/arguments that refute each position.
4. Strategize how the supporting and refuting arguments can be strengthened.
5. Start writing dialogue. Make it colorful. Make it important. Make it a reflection of today’s thinking on the issue, a reflection of what you have learned, and a reflection of your careful processing and thinking. Relate the dialogue to your school and to the lives of the students.
6. Finish and share the dialogue. Perform, audio, live act, video, sing it, etc.
7. Engage in self-assessment in journals and/or peer-assessment in small groups.

**Presentation of dialogues, discussion and assessment (#6 and #7 of sequence):**

The performance of the dialogues is the closure. As students present their dialogues, allow the rest of the class to ask for clarification on various points. If students come to an impasse in the dialogue, encourage them to follow up by conducting research, finding statistics, talking to experts, etc. Ask students if they have engaged in similar real-life dialogues. What were the outcomes?
An Immigration Dialogue

Quotations:

“Why this many? Why these particular immigrants? Immigration has changed America in a radical and rapid way, unprecedented in history...Americans have the right to insist the government stop shifting the racial balance.”

*Alien Nation*, Peter Brimelow, *USA Today*, June 30, 1995

“Immigrants are seen as a threat to job opportunities. When you’re looking to survive, anyone who’s a newcomer is seen as a threat.”

Jeffrey Tapia, Director of Latin American Association, *USA Today*, June 30, 1995

“Now we’re coming at immigration from a new perspective—what’s in the best interest of American CITIZENS. Then national interest is the interest of the majority of America, not the interest of those seeking to come here or their relatives.”


“They (immigrants) don’t have values anymore; nobody wants to work ... they don’t want to start from the bottom and come up.”

Robert Dublin, Brooklyn, *USA Today* July 5, 1995

“My biggest gripe (about Hispanic immigrants in Texas) is that they don’t want to talk American. I say, that if they want to talk Mexican and not American, they should go back to Mexico.”


“The question today is the same as it was 150 years ago: Are we afraid of competition or courageous enough to embrace it in all of its dimensions? Do we understand that we need new Americans to keep America vital?”


“America has provided more opportunity for more people than any other nation ever, and has benefited immeasurably. Yet our immigration policy is becoming more and more restrictive. Frequently, the most vocal opponents of American immigration are people who are only second-or third generation Americans themselves. It is as if they have forgotten their history.”


“Legal immigrants ... have long come to America seeking a fair chance to contribute and, in the process, have enriched our culture and strengthened the nation.”

Lesson Ten: An Immigration Project

Never doubt that a small group of thoughtful, committed citizens can change the world:
Indeed, it’s the only thing that ever does.
~ Margaret Mead

Goal:
To create a project within the school or community to increase awareness of refugee and immigrant issues

Objectives:
- Students will write between 5-10 “I learned” statements and share at least one with the class
- Students will generate a list of “still unanswered questions” and a list of “topics for further inquiry”
- Students will discuss the meaning of “knowledge is power” and the above quote by Margaret Mead
- Students will design independent immigration projects that include a plan for assessment approved by the teacher and at least one other adult in the assessment process
- Students will, as a class, create a forum in which to share their work with one another, other classes, parents, and community groups

Materials:
Handout #1: “Immigration Projects: Connecting to the Community”
Handout #2: “What Can YOU Do to Make a Difference?”
Handout #3: “Immigrants in the News”
Other handouts or materials relevant to student projects

Time Frame:
Two-five class periods

Age Level:
Middle school to adult

Relevant Subject Areas and Connection to Minnesota State High School Standards:
Inquiry and Research: History through Culture, World History and Cultures, Research Process, Social Science Processes
Social Studies: Institutions and Traditions in Society, Community Interaction
Setting the Stage:

After gaining a rich context of immigration history, law, policies, attitudes, and other components of the issue, the class is now ready to apply their knowledge with creative methods. It is valuable to share what students have learned with their families and communities.

Activity #1: What Have We Learned? (20-30 min.)

Class Discussion:

Questions: What have we learned? Where did we start in our knowledge? What questions remain? Where are we headed?

One way to begin a deliberate reflection process is simply to start by identifying what students have learned, and to do so in simple statements: “I learned....”

Example: “I learned that most immigrants loved their countries of origin fervently.”

Have the students write 5-10 statements of this nature.

One at a time, students volunteer to read one of their statements to the class. Include your reactions as the teacher as well.

Activity #2: Getting Active (approx. 5 class periods)

Individual or Group Projects:

Often inquiry into a topic or issue generates more questions than it answers, which may lead to a heightened curiosity of that issue. From the class’s experience with this topic, what questions remain? List them. What are the areas about which students would like to know more? List them.

The final assignment for this study is for students, individually or in a small group, to design an immigrant project in which students choose an immigration topic and study it in-depth. In looking at students’ lists of “remaining questions” possible project topics may emerge.

Discuss possible projects and list them as a class. Have the class read through Handout #1: “Immigration Projects: Connecting to the Community.”

Let the students know how much importance you are giving this project—number of points, percentage of their grade, due dates, other expectations, etc. Include your expectations for students to share their projects not only with classmates, but with parents, family, or larger community as well.
Involves students in generating the component parts of the project and the criteria for evaluation of each, including: how many points the ‘project plan’ is worth; how to execute the plan; what criteria to use to evaluate its success; who will evaluate the plan; how projects will be shared with others; etc. Once the class decides on the details of the project plan, construct a ‘planning format’ that mirrors the discussion and decisions. Set a due date for submission of the Immigration Project Plan.

Have students begin to think about options for project sharing. For example: an evening where parents are invited, student ‘exhibits’, performance of projects (skits, songs, poetry, or oratory); showing a summary video on what a student did for their project outside the class or school, a mixed media collage of their work, a photo essay etc.

Invite local immigrants and refugees to share their personal stories with the class (perhaps parents or grandparents who are immigrants or refugees).

Conduct evaluations and provide a sharing forum to process the success of the projects.

Optional Extensions:

- Using **Handout #2: “What Can YOU Do to Make a Difference,”** brainstorm ideas of what students could do to advocate on immigration issues. Emphasize each student’s individual responsibility to positively impact the classroom, the school environment, his/her own family and community, etc. through their choices.

- Using **Handout #3: “Immigrants in the News,”** have students choose immigrants about whom to conduct research. Host a “Celebration of Immigrants,” for which students create visual displays profiling each immigrant’s life and contributions. Alternatively, students can dress up and role play prominent immigrants from history, sharing the quotes, literature, music, etc. of the chosen immigrants.

- Incorporate learned knowledge and immigration-related current events into class on a regular basis.

- Write advocacy letters to local representatives
Immigration Projects: Connecting to the Community

Listed below are some projects you can do within your school and community to increase awareness of refugee and immigration issues:

- Write a poem, a play, an essay, a reading, a monologue, a skit, or a dialogue, researched with accurate information exploring two or more perspectives of the same event. One example would be a border crossing from the viewpoint of the migrant and that of the border guard.

- Create a visual display of demographic data regarding recent immigrants in your state.

- Put together a collection of true-life immigrant stories.

- Create a bibliography of immigrant stories for younger children.

- Perform a mock asylum hearing, by role-playing the asylum seeker, his or her attorney, the government attorney, judge, and testifying experts. (For more details, see “You Be the Judge” activity in “The Uprooted: Refugees and the United States” teaching guide. Contact Hunter House at 1-800-266-5592 for ordering information.)

- Set up a county fair exhibit or booth dealing with refugee and immigrant topics.

- Organize a school workshop on refugee and immigrant issues, featuring role-playing and other educational activities that deal with immigrant issues.

- Gather recipes for traditional food dishes that represent various immigrant cultures of origin and publish in a class cookbook. Include information about the origins of principle ingredients, as well as details about traditional ways to cook and serve the dishes.

- Make a collage of photographs from magazines that represent the immigrant cultures in your community.

- Create a mural in your school or in the community that depicts the journeys of immigrant groups to your city, state, or country.

- Map the journeys taken by different immigrant groups from the past to the present, note the countries of origin and destinations and the patterns that exist.

- Create a class diary of “mock diary entries” from the perspectives of refugees or immigrants on the eve of their journeys to another country.
What can YOU do to make a difference?

Ideas to raise awareness and make a positive impact on refugee and immigrant issues

1. Write articles for your school or community newspaper!
   - Profile a local refugee or immigrant.
   - Feature a specific refugee or immigrant crisis.
   - Write a “letter to the editor” stating your opinion on current immigration issues.

2. Advocate!
   - Call or send letters to your local legislator regarding current immigration issues.

3. Reach out to refugees and immigrants in your local area!
   - Volunteer at a local agency that works with refugee and immigrant populations.
   - Invite immigrants and refugees to school, church or community events to teach about their country of origin and culture, and teach words or phrases in their native language.
   - Tutor local refugee and immigrants in life skills; help them learn how to navigate their new communities (i.e. where to purchase household items, where to repair things).
   - Host a community-wide multicultural event featuring international foods and music.
   - Host an “English conversation group” to assist new refugees and immigrants in developing and using their English language skills.
   - Be a mentor to a newcomer.
   - Prepare “welcome baskets” for new refugee and immigrants families.
   - Make posters and banners for schools and community centers with words in a variety of languages, such as Hmong, Somali, French, and Spanish.

4. Increase awareness of refugee and immigrant issues!
   - Invite a speaker to present on refugee and immigrant issues at a local school, community or church group. Speakers could include:
     a. A local immigrant or refugee—possibly a panel of newcomers;
     b. A person who works with refugee and immigrants locally.
     c. Someone who has worked in a refugee camp or with refugees in another country.
5. **Form a refugee/immigrant club within your school or neighborhood with others interested in these issues! Possible club activities include:**

- View films and read books dealing with refugee and immigrant issues and discuss.
- Host a fundraiser i.e. raffle, car wash or “Native Cultures Art Fair” (use art to express feelings on refugee and immigrant issues) to raise money for a local organizations that work with refugees and immigrants.

6. **“The International Connection:” helping refugees and immigrants around the world!**

- Begin a pen pal program with refugees in a refugee camp overseas.
- Initiate international contacts to develop “classroom to classroom” communication with refugees and immigrants via the Internet or programs (i.e. U.S. Peace Corps World Wise Schools).
- Raise money for humanitarian organizations (like UHHCR or UNICEF) that work with refugee and immigrant populations.
Immigrants in the News

The following list contains the names of first generation immigrants who left their homelands to reside in the United States. The contributions of these and other immigrants have enriched our culture, advanced our sciences, and inspired us throughout the years.

Madeleine Albright, Former U.S. Secretary of State (Czechoslovakia) • Isabel Allende, author (Chile) • Mario Andretti, race car driver (Italy) • Julie Andrews, actress (Great Britain) • Dan Aykroyd, actor (Canada) • Alexander Graham Bell, inventor (Scotland) • Hans Bethe, Nobel Prize-winning physicist (Germany) • David Bowie, singer (Great Britain) • Yul Brynner, actor (Russia) • Michael Caine, actor (Great Britain) • Frank Capra, director, It's a Wonderful Life, (Italy) • Elaine Chao, Secretary of Labor (Taiwan) • Liz Claiborne, fashion designer (Belgium) • Joan Collins, actress (Great Britain) • Nadia Comaneci, gymnast (Romania) • Edwidge Danticat, author (Haiti) • Oscar de la Renta, fashion designer (Dominican Republic) • Albert Einstein, physicist, Nobel Prize Winner (Germany) • Jaime Escalante, teacher, Stand and Deliver (Bolivia) • Gloria Estefan, singer/songwriter (Cuba) • Patrick Ewing, basketball player, New York Knicks (Jamaica) • Father Edward Flanagan, founder of Boys Town (Ireland) • Michael J. Fox, actor (Canada) • Max Frankel, former Executive Editor, New York Times (Germany) • Felix Frankfurter, Supreme Court Justice (Austria) • John Kenneth Galbraith, economist/presidential advisor (Canada) • Greta Garbo, actress (Sweden) • Andy Garcia, actor, (Cuba) • Alexander Godunov, dancer/actor (Russia) • Samuel Goldwyn, founder, MGM Studios (Poland) • Cary Grant, actor (Great Britain) • Wayne Gretzky, hockey player, New York Rangers (Canada) • Andrew Grove, founder, Intel Corporation (Hungary) • Le Ly Hayslip, author, When Heaven and Earth Change Places (Vietnam) • Audrey Hepburn, actress (Belgium) • Dr. David Ho, Time Magazine’s 1996 Man of the Year, scientist/AIDS researcher (Taiwan) • Bob Hope, comedian (Great Britain) • Vladimir Horowitz, pianist (Russia) • Peter Jennings, network television anchor (Canada) • Bela Karolyi, Olympic gymnastic coach (Romania) • Elia Kazan, director, On the Waterfront (Turkey) • Henry Kissinger, former Secretary of State (Germany) • Ted Koppel, network television anchor, Nightline (England) • Elizabeth Kubler-Ross, physician/author, On Death and Dying (Switzerland) • Madeline Kunin, former Governor of Vermont (Switzerland) • Angela Lansbury, actress Murder She Wrote (England) • Bette Bao Lord, author (China) • Yo Yo Ma, concert cellist (France) • Robert MacNeil, former network television anchor, MacNeil-Lehrer News Hour (Canada) • Ann Margaret, actress/singer (Sweden) • Mel Martinez, Secretary of Housing and Urban Development (Cuba) • Peter Max, artist (Germany) • Zubin Mehta, conductor (India) • Gian Carlo Menotti, composer (Italy) • Midori, classical violinist (Japan) • Ricardo Montalban, actor, Fantasy Island (Mexico) • Dudley Moore, actor (Great Britain) • Edmund Morris, author, Pulitzer Prize recipient (Kenya) • Josie Natori, fashion designer (Philippines) • Martina Navratilova, tennis player (Czechoslovakia) • Louise Nevelson, sculptor (Russia) • Mike Nichols, Academy Award-winning director, The Graduate (Germany) • Rudolf Nureyev, dancer (Russia) • Hakeem Olajuwon, basketball player, Houston Rockets (Nigeria) • Claus Oldenburg, artist (Sweden) • Yoko Ono, vocalist/songwriter (Japan) • Seiji Ozawa, conductor (Japan) •
Frank Oz, puppeteer/film director, Little Shop of Horrors (Great Britain) · Rafael Palmiero, baseball player, Baltimore Orioles (Cuba) · I.M. Pei, architect (China) · Cesar Pelli, architect/educator, (Argentina) · Itzhak Perlman, violinist (Israel) · Sidney Poitier, Academy Award-winning actor, Lilies of the Field (Bahamas) · Andre Previn, pianist/composer (Germany) · Juliet Prowse, dancer (India) · Anthony Quinn, Academy Award-winning actor (Mexico) · Helen Reddy, actress (Russia) · Jhoon Goo Rhee, Tae Kwon Do expert (Korea) · Hyman Rickover, U.S. Naval Admiral (Poland) · Knute Rockne, Notre Dame University football coach (Norway) · Isabella Rossellini, actress (Italy) · Rena Rowan, fashion designer (Russia) · Morley Safer, network television co-host, 60 Minutes (Canada) · Carlos Santana, Grammy Award winning rock/jazz guitarist (Mexico) · Arnold Schwarzenegger, politician and actor, Terminator (Austria) · John Secada, singer (Cuba) · Andres Segovia, classical guitarist (Spain) · John Shalikashvili, former Chairman, Joint Chiefs of Staff (Poland) · William Shatner, actor Star Trek (Canada) · Gene Simmons, rock musician, Kiss (Israel) · Isaac Bashevis Singer, author, Nobel Prize recipient (Poland) · Yakov Smirnoff, comedian (Russia) · George Soros, investor, philanthropist (Hungary) · Sammy Sosa, baseball player, Chicago Cubs (Dominican Republic) · Saul Steinberg, artist (Romania) · Isaac Stern, concert violinist (Russia) · Bjarne Stroustrup, inventor, C++ computer language (Denmark) · David Sun, co-founder, Kingston Technology (Taiwan) · Jessica Tandy, Academy and Tony Award-winning actress (Great Britain) · Elizabeth Taylor, Academy Award-winning actress (Great Britain) · Chang-Lin Tien, Chancellor, U.C. Berkeley (China) · Tobias Taurel, President and CEO, Eli Lilly and Co. (Morocco) · Danny Thomas, actor (Lebanon) · Alex Trebek, game show host Jeopardy (Canada) · Lee Trevino, professional golfer (Mexico) · John Tu, co-founder, Kingston Technologies, (China) · Eddie Van Halen, rock guitarist/musician (Netherlands) · Maria von Trapp, musician/author (Austria) · Derek Walcott, Nobel Prize-winning poet (St. Lucia) · An Wang, founder, Wang Laboratories (Korea) · Charles B. Wang, CEO, Computer Associates, International (China) · Wayne Wang, film director, The Joy Luck Club (China) · Lowell Weicker, U.S. Senator (France) · Dr. Ruth Westheimer, psychologist/television personality (Germany) · Elie Wiesel, author/Nobel Prize winner for Peace/Holocaust survivor (Romania) · Billy Wilder, Academy Award-winning director, The Apartment (Austria) · Jerry (Chih-Yuah) Yang, co-founder, Yahoo!, Inc. (Taiwan) · Neil Young, musician/songwriter (Canada) · Pinchas Zukerman, concert violinist (Israel).

Lesson Eleven: Emerging Immigration Issues: Focus on Minnesota

“If immigrants weren’t here, businesses would close. Restaurants in the downtown skyways would close. Mall of America would have a hard time operating; factories would reduce to operations or would be forced to close. In the least damaging aspect, businesses would be unable to expand, which is what you want in a growing economy.”
~James Kielkopf, Bank Market Researcher

Goals:
To gain an understanding of the impact September 11, 2001 has had on attitudes towards immigrants in the United States

To gain an understanding of the impact September 11, 2001 has had on attitudes towards immigrants in Minnesota

To learn about challenges facing immigrants since September 11, 2001

Objectives:
 Students will learn about social and legal challenges facing immigrants in the United States since September 11, 2001.

 Students will look at recent issues related to refugees and immigrants in Minnesota.

 Students will learn about bias and explore ways in which they can respond when confronted with hateful and hurtful speech or actions.

 Students will learn about the controversy surrounding government legislation in the War on Terror and its impact on Arab and Muslim communities.

Materials:
Handout #1: “Post September 11 Background Information”
Handout #2: “1918 Sedition Act and Palmer Raids”
Handout #3: “Case Study on Bias and Epilogue”
Handout #4: “Case Study on Democratic Citizenship and Epilogue”
Handout #5: “Top Ten Strategies to Confront Bias”
Handout #6: “US Supreme Court Case Study: The Story of Keyse Jama”
(Lesson 8, Handout #1: Cycles of Nativism in U.S. History)
Dictionaries

Suggested resources:
See list at the end of Handout #1, Background Information for Teachers

Time frame:
Six to eight class periods

Age level:
High school-adult
Lesson Eleven

Vocabulary:
citizenship, nativist, bias, stereotype, discrimination

Relevant Subject Areas and Connection to Minnesota High School Standards:
Inquiry and Research: History Through Cultures, World History and Cultures

Setting the Stage:

In the previous lessons, especially Lessons Five, Six, and Eight, the class learned how immigrants can sometimes be targeted or blamed for large scale problems in a state or nation, such as the economy, living conditions, or even political problems. This lesson will examine recent issues related to immigrants, with a particular focus on Minnesota. The teacher should read Handout #1: “Post September 11 Background Information” before teaching this lesson. You may also wish to have students read some or all of Handout #1.

Activity #1: History Repeats Itself (1-2 class periods)

Lesson Eight’s Handout #1: “Cycles of Nativism in U.S. History” helped to illustrate how anti-immigrant sentiment rises during times of conflict and war. Another example is illustrated in the excerpt below, which addresses concerns about immigrants during the period of World War I:

War pressures evoked hostility and suspicion in the United States. Antagonism toward immigrants, especially those of German descent, grew. Schools stopped teaching German. Hamburgers and sauerkraut became “Salisbury steak” and “liberty cabbage.” Fear of sabotage spurred Congress to pass the Espionage Act of 1917 and the Sedition Act of 1918. The laws imposed fines, jail sentences, or both for interfering with the draft, obstructing the sale of war bonds, or saying anything disloyal, profane, or abusive about the government or the war effort. These repressive laws, upheld by the Supreme Court, resulted in 6,000 arrests and 1,500 convictions for antiwar activities. The laws targeted people on the left, such as Socialist leader Eugene V. Debs, who was imprisoned, and Emma Goldman, who was jailed and deported. The arrests of 1917 reflected wartime concerns about dissent as well as hostility toward the Russian Revolution of 1917.

Source: MSN Encarta- United States (History) Online Encyclopedia
http://encarta.msn.com/encyclopedia_1741500823_13/United_States_(History).html#s129

Class Discussion:

Questions:

1. Can you think of points in history that are comparable to the situation from the excerpt above? (i.e. World War II and the Japanese ‘internment’ camps, or the current “War on Terror” in the U.S.)

2. How do you think the attitudes of people during the current ‘War on Terror’ are similar or different from attitudes during WWI? (Example: businesses, including cafeterias in the House of Representatives, that used the term “freedom fries” in place of “French fries” after France voiced opposition to the U.S. position on Iraq in 2002.)
3. Think about the balance between upholding safety and upholding civil rights. When, if ever, is it acceptable to try to ensure safety by taking away an individual right, such as freedom of speech?

**Activity #2: Voicing Opinions, Then and Now** (approx. 1 class period)

Ask the class to read *Handout #2, 1918 Sedition Act and Palmer Raids*.

**Class Discussion:**

**Questions:**

1. How do both the 1918 Sedition Act and the Palmer Raids compare to events today? How do you think freedom of speech, as addressed in the Sedition Act, has changed for the better or the worse today?

2. Do you feel free to voice an opinion about your government? Is there any group of people that you think may not feel free to voice their opinions about the War on Terror or the U.S. government? Should one have the right to speak against one’s government? If so, in what manner?

3. Compare the accusations of the people involved in the Palmer Raids to those being detained today at Guantanamo Bay. Are there similarities? Is it fair to detain people on the basis of suspicion? In what ways does this breed fear in the general public?

**Class discussion (optional journal entry):**

Describe how you think your school compares to a “governing country.” What rules are necessary to keep the peace? Are there ways to contact someone in the case of disagreement with school policies? (e.g. student government, peer mediation, or school meetings.) How does the school use democracy to ensure a safe learning environment for students and staff? Examples may include: parent-teacher or student organizations, school board, etc.

**Activity #3: Fast-forward to the Present** (2-3 class periods)

**Class Discussion:**

**Question:**

Why do you think people often make generalizations based on very little, and often times inaccurate, information?

**Small group work:**

Divide the students into groups of three or four. Then write the words “bias”, “stereotype”, and “discrimination” on the board. Ask the students to brainstorm definitions for the words. Then have students look up definitions in dictionaries and share aloud. Discuss how stereotypes involve attitudes/thoughts and discrimination involves actions. Ask students whether they have ever experienced discrimination or discriminated against others. If student(s) are willing, ask for volunteers to share examples. Talk about the responsibility that every person has to recognize harmful stereotypes and prevent discrimination. What qualities does a person need in order to confront stereotypes (e.g. strength, confidence, patience, compassion)?
Connection to international law: Provide copies of the Universal Declaration of Human Rights (UDHR) and ask students to find which articles have been violated in the case studies. Students may also look at the U.S. Bill of Rights and U.S. Constitution to compare which rights are included or missing. In small groups, ask students to brainstorm how we can work to protect the human rights of others. The text of the Universal Declaration of Human Rights can be found at: http://www1.umn.edu/humanrts/instree/b1udhr.htm

**Optional Extension:**

Have students role-play a situation in which they are victims of, or witness to, stereotyping or discrimination of an immigrant or group of immigrants at home, at school or in the community. Then have students take turns responding to a bias incident. Prepare students by creating a list of positive language that will be helpful in diffusing an uncomfortable situation. For example, try using “I statements”. By saying “I feel bad when you call me/call my friend _____” instead of “You are wrong. I am not a ____”. By using “I statements” in the role-plays students will eliminate casting blame and begin to take ownership of their own feelings, which will lead to building empathy for others.

Next, have students read **Handout #3: “Case Study on Bias.”** Students may either work in pairs, small groups or individually for this part of the activity.

Questions:

1. What should Lori do? What should she say to Jennifer and Michael when they see her? Would/should Lori's reaction be different if children were not involved or if the man was by himself?

2. Are all groups equally subject to stereotyping? What if the September 11 terrorists had been of a different race or religion? Have you or has someone you know ever been the victim of stereotyping or discrimination? How did it make you feel? What did you do?

3. What is a hate crime? How is it different from other crimes?

4. What can we do to confront bias? If you knew a student who was being targeted or subjected to hateful words, what could you do? What types of action can be taken within the student body to prevent bias incidents from occurring at your school?

Next, ask students to read **Handout #4: “Case Study on Democratic Citizenship.”**

Questions:

1. What should Amjad do? Are his fears founded? What does he want to achieve? Are some options safer or more effective than others?

2. How do we determine the appropriate balance between protecting the human right to life and security with the constitutional right to freedom of speech and association? Are some rights more important than others? Should individual freedom include
3. Is there an element of bias in the government legislation passed in the aftermath of September 11? What relationship, if any, does this case have to Japanese internment during WWII or investigations of individuals during the McCarthy era? Are these comparisons fair or accurate?

4. Can you imagine facing a situation in which you were afraid to express your opinion to others? What might you do in that situation? How does it relate to Amjad’s situation?

Activity #4: A Deeper Look in Minnesota (approx. 1 class period)

Have students read Handout #6: “US Supreme Court Case Study: The Story of Keyse Jama.” In small groups or as a class, discuss the case.

Questions:
1. What would you decide if you were a Justice in the Supreme Court? Do you agree with Keyse’s appeal? Why should or should not the Supreme Court side with Keyse?

2. Do you think Keyse’s imprisonment over the assault charge has had an effect on this case? Should it?

3. Should Keyse have been released from jail during his appeals process (instead of being forced to live the last three years of his life in jail)? In other words, should the courts have approved the writ of Habeas Corpus?

4. How would this case have been different if Keyse would have applied for and obtained resident status?

5. In citing the importance of this case, one of Keyse’s attorneys stated that: “if the Supreme Court sides with Keyse, it will prevent thousands of Somalis from being deported to Somalia until a functioning government can accept them.” How do you feel about this case setting the precedent for other Somali deportation cases?

6. How does this case fit into the broader picture of human rights? What kinds of rights are being used? Are there any rights being violated?

Post-September 11
Background Information

Bias Incidents and Hate Crimes

What is a bias incident?
Bias incidents are any acts directed against people or property that are motivated by prejudice based on national origin, race, religion, ethnicity, sexual orientation, gender, social group affiliation, ability or appearance. These include hate crimes ranging from violent assault and harassment to vandalism and graffiti, as well as hate speech, hate literature and derogatory language and imagery in the media. The bias incidents discussed in this case are primarily acts motivated by prejudice based on national origin, race, religion, ethnicity, and appearance. Some of these incidents also contain a gender component when the target is selected in part because of gender. For example, Muslim women are sometimes targeted because they are wearing a headscarf.

Words can be as destructive as weapons. It is important to note that civil and human rights violations often start with words used to incite violence, which can then progress to physical violence. Psychological and social science research shows that hate speech is a method of dehumanization. Dehumanizing “others” through propaganda permits and promotes violent acts against the “others.” Once someone is no longer understood to be human, they no longer receive the protection of basic human rights or dignity in the mind of the perpetrator. If we want to prevent violence, it is important that we do not tolerate hateful/hurtful speech.

What is a hate crime?
When bias motivates an unlawful act it is considered a hate crime. Hate crimes not only touch the individual victim, but also affect the entire group associated with the particular bias. Unfair and inaccurate stereotyping (or group blame) can make victims of all who share the same race, religion, ethnicity or national origin, sexual orientation, gender, or disability. Race and religion inspire most hate crimes, but hate wears many faces.

In many states, conviction for a hate crime carries stiffer penalties than the same crime committed without a bias motive. The FBI is required by Congress to collect and compile hate crime statistics from law enforcement agencies throughout the entire country. According to FBI statistics, hate crimes against Muslims increased 1600% between the year 2000 and 2001. It is believed that this represents a major backlash related to the September 11 terrorist attacks. The American-Arab Anti-Discrimination Committee recorded over 700 violent incidents targeting Arab Americans or those perceived to be Arabs or Muslims during the first nine weeks following the September 11 terrorist attacks.

Bias Incidents in Minnesota: A Summary of Findings

- General Findings
The impact of September 11 on refugee and immigrant communities varies. Members of Arab and Muslim communities have reported both public (from official government sources) and private (private individual, corporate, institutional, social, etc.) forms of bias. Communities that are mistakenly identified as Muslim or Arab (such as the Sikh community) report experiencing private forms of bias, but not public. Other groups, primarily
individuals who are nationals of certain countries, were required to register with the United States government and be fingerprinted or photographed. Although representatives of Hispanic, Asian and Pacific-Islander communities state that they are not experiencing many problems related to September 11, members of these groups do experience the impact of changes in immigration policy and other changes in the laws that impact immigrants, in particular.

- **Public Bias**
  Public bias against refugees and immigrants in Minnesota takes many forms: FBI agents have interrogated some refugees and immigrants from particular countries. People reported that FBI agents interviewed them in their own homes, sometimes frightening their children. Often the agents arrived unannounced. Agents sometimes did not permit Muslim women to cover themselves with their headscarves, and denied them access to their telephones or lawyers. Other refugees and foreign visitors report feeling humiliated during the special registration process by government officials. Muslim and Arab organizations, as well as members of the Sikh, Somali, and Indonesian communities report that government legislation, like the PATRIOT Act and the proposed “PATRIOT Act II” infringe upon civil liberties and circumscribe the rights of refugees and immigrants, regardless of their national origin or religion. Most refugee and immigrant groups in Minnesota are adversely affected by immigration changes. These changes included delayed visa applications, slowed family reunification, backlogged citizenship interviews, reduced immigration quotas, and instances of abuse of discretion by immigration officials. Some refugees and their advocates also report that discrimination based on national origin profiling by government agencies and officials limits their ability to access local services.

Police misconduct is a particular area of concern for members of the Somali community. They describe incidents of physical abuse, false arrests, harassment, profiling, and excessive use of force against community members, including children. Muslim religious leaders voice concern with government policies that restrict charitable giving by closing down Islamic charities not charged with any crime.

Representatives of many refugee and immigrant communities living in Minnesota identify as major problems the fear of public discrimination and the belief that the U.S. government will target group members. Survivors of torture and political refugees were severely traumatized by the media images of the September 11 terrorist attacks. Others felt “less than other Americans” from being denied the opportunity to grieve and/or by being improperly identified with terrorism. Many groups admit that members are fearful that the U.S. government will think they are terrorists or undesirable citizens and will force them to leave the U.S. or will indefinitely detain them.

- **Private Bias**
  Private bias against refugees and immigrants also takes many forms including 1) verbal harassment, including the use of obscenities, racist jokes, racial put-downs, name calling, and inappropriate references to religion, dress, national origin or terrorism; 2) obscene gestures and stares in public places; and 3) traffic and highway provocations. Although most incidents of private bias fall into the three categories above, some refugees and immigrants are also victims of violent hate crimes including beatings in public spaces.
such as on buses, at bus stops and in grocery stores. Others are harassed by telephone, e-mail, or through the Internet, or have had property vandalized.

Members of Sikh, Muslim and Arab communities report high levels of national origin/religious profiling by the airline industry and treatment that violates their civil rights and dignity. Some East Africans, Muslims, and Arabs believe that they are victims of employment discrimination including denial of employment or release from positions without cause. These groups also report instances of housing discrimination including denial of housing, false evictions, and differential treatment.

Putting the Minnesota Experience in Context
Despite the existence of public and private bias in Minnesota, leaders of organizations serving Arabs, Muslims, and Sikhs note that in comparison with the rest of the country, Minnesota is a relatively open, accepting and safe community for refugees and immigrants. Minnesota’s political leaders, including the former Governor and U.S. Representatives, are vocal in their support of Minnesota’s immigrant and refugee communities, significantly helping the situation. Similarly, local law enforcement and community organizations generally welcome cooperation with immigrant and refugee groups; and the groups report that much of the public is tolerant and even warm.

For more information on the national experience of affected groups, please see the following websites where reports on bias incidents, hate crimes and stereotyping can be downloaded.


Bias in U.S. History
American history or government classes may want to explore Handout #3: “Case Study of Bias Post- September 11” alongside a discussion of Japanese American internment during WWII. An entire lesson plan on group blame bringing together the September 11 terrorist attacks and Japanese internment, “Beyond Blame: Reacting to the Terrorist Attack,” can be
Federal Hate Crimes Statistics
The Federal Government reports a seventeen-fold increase in anti-Muslim hate crimes between 2000 and 2001. Meanwhile, Muslim and Arab organizations have received four times the number of complaints of harassment, violence and other September 11 related bias incidents than received by the FBI. These numbers become even more significant given recent reports produced by the Justice Department and the Southern Poverty Law Center that the FBI hate crimes statistics gathering process is riddled with errors and omissions that have resulted in dramatic underreporting of hate crimes in the U.S., with the FBI reporting less than 1/5 of all estimated hate crimes.

International Human Rights Standards Relating to Discrimination
The United Nations International Covenant on Civil and Political Rights (ICCPR) and the International Convention on the Elimination of All Forms of Racial Discrimination (CERD) call on states parties to refrain from racial discrimination (including discrimination based on ethnicity or national origin) and require them to provide their residents with equal protection of the law. This includes calling for bias-motivated violence to be punished by the state but without indicating how such acts should be punished. Some countries, like the United States, have adopted the position that bias-motivated violence must be uniquely criminalized through hate crimes legislation (see above). Copies of these international treaties are available through the United Nation's Cyber School Bus website at www.un.org/cyberschoolbus.

Religion and Culture
What is Islam? Who are Muslims?
Islam is an Arabic word meaning submission to God. As a religion, Islam calls for the complete acceptance of and submission to the teachings and guidance of God. The word has the same root as “salaam” which means peace. Islam, Judaism, and Christianity are monotheistic religions – meaning that they believe in one God. A Muslim is a follower of Islam. The Arabic word for God is “Allah”; and the Muslim holy book is the Qur’an (or Koran). Muslims recognize Jewish and Christian prophets from Adam to Abraham, Moses, Solomon, and Jesus. Muslims believe that the Qur’an is God’s word as revealed to the prophet Muhammad through the angel Gabriel. Muhammad is respected as a “messenger” from God and the final prophet who completed the revelation started by the earlier prophets named above. Muhammad was born at Mecca, in Saudi Arabia, which is now the site of the largest Muslim temple. The Kaaba (considered by Muslims to be the first house of worship of One God that was built by Abraham and his son Ishmael) is located in Mecca. The Hadith are the teachings, sayings, and actions of Muhammad reported by his followers and companions and serve as a model of conduct for Muslims.

There are an estimated 7 million Muslims in the U.S., representing a wide variety of ethnic backgrounds and national origins.

The Five Pillars of Islam provide the framework of Muslim spiritual life:
1) Muslims believe that there is one God and that Muhammad is his messenger; 2) Muslims pray five times a day facing Mecca as a duty towards God; 3) During the month of Ramadan,
Muslims fast from dawn to sunset, which represents self-purification and the denial of evil intentions and desires; 4) Muslims are required to provide zakat, a contribution from their surplus earnings to aid the poor and needy or benefit the welfare of society; and 5) Muslims are expected to make the pilgrimage (or hajj) to Mecca, at least once in their lifetime, if they are physically and financially able.

Finally, it is important to note that not all Arabs are Muslim (most are Muslim but millions of Arabs are Christians and thousands are Jewish) and not all Muslims are Arab (85% of the world’s Muslims are not Arab). Arabs are a linguistic and cultural community with a common history. To learn more about Arabs, please visit the American-Arab Anti-Discrimination Committee, www.adc.org. The Detroit Free Press has also put together a guide entitled “100 Questions and Answers About Arab Americans” available at www.freep.com/jobspage/arabs/index.htm.

Why do some Muslim women wear head coverings?
Islamic rules for modest dress apply equally to both women and men who are not supposed to expose certain parts of their bodies or wear certain materials. Many, but not all, Muslim women, wear the headscarf, or hijab, which covers most or all of a woman's hair. The purpose of wearing a headscarf, a practice often referred to as veiling, is for modesty and self-protection. The headscarves that Muslim women wear vary according to culture. For example, differences in type, length, and color reflect cultural differences rather than religious prescriptions. (These scarves are also called by different names such as the hijab, chador, or burqu’a) Those who wear the hijab believe that it is required by Islam, citing scriptures from the Qu’ran (Koran) or the hadith as the basis of the practice.

In some countries ruled by Islamic law, like Saudi Arabia and Iran, women are required to wear the hijab. (During the rule of the Taliban in Afghanistan, women were required to wear a burqu’a, a head covering that covers the entire body and face.) In most countries around the world, women are not required to wear the hijab, though they may face cultural or religious pressure to do so. Often, even in the United States, Muslim women choose to wear the hijab of their own accord. Many of these women and girls believe that the hijab symbolizes their personal commitment to God and to Islam, and is an outward reflection of their identity. The hijab can be understood to represent the integrity and dignity of women; be a source of modesty; serve as a reminder of a woman's religious commitment; act as a shield between a woman or girl and a sexualized and immodest culture; offer protection from unwanted male attention; or demonstrate one of the highest forms of Da’wah – inviting people to the understanding of Islam. Many women who choose to cover their hair and/or bodies with loose fitting clothing identify the hijab as a source of strength and liberation.

Other Muslim women disagree and choose not to wear the hijab. Often, these women believe that veiling is a cultural practice that has been associated with Islam rather than a requirement of the religion itself. They interpret scriptures about veiling as having symbolic, rather than literal meaning. Some of these women argue that men in patriarchal cultures have used the veil as a method of exercising power and domination over women. While some of these women believe that their Muslim sisters would be more liberated if they did not wear the veil, others believe that their Muslim sisters should have the freedom to make their own decision based upon their individual spiritual beliefs and respect their decision to veil.
Many Muslim women, whether or not they wear a headscarf, believe that the wearing of the hijab should not be forced or imposed. Rather, Muslim women should be allowed the freedom to choose whether or not to veil so that veiling reflects a personal commitment between the woman and God.


What is a Sikh?

Sikhism is the fifth largest religion in the world. Sikhism teaches that all humans are equal and that they can realize the divine within them through devotion to God, truthful living, pursuit of justice, and service to humanity. Sikhs are the 26 million people who adhere to Sikhism, including an estimated 500,000 Sikhs living in the U.S. Sikhism was founded by Guru Nanak and shaped by his nine successors in the sixteenth and seventeenth centuries in the Punjab, the Sikh homeland in South Asia. (Guru means spiritual enlightener and divine messenger, while Sikh means disciple.) Sikhism recognizes a single Creator who sustains all people of all faiths. The Sikh religion is profoundly egalitarian. It does not recognize racial, class, caste, or other earthly distinctions and recognizes the complete equality between women and men in all spheres of life. Sikhism does not have a clergy, believing that with God's grace, all human beings are capable of understanding and appreciating God.

Guru Granth Sahib: the Sikh Scripture
Kakaar: Sikh articles of faith
Gurdwara: Sikh house of worship

Why do Sikhs wear turbans?

Sikhs display their commitment to their beliefs by wearing the Sikh articles of faith, all of which have a deep spiritual meaning that is difficult to translate into words. The wearing of the turban is one article of faith and is a symbol of royalty and dignity. The wearing of a turban is mandatory for Sikh men and optional for Sikh women. Another physical article of faith is keś, the wearing of long unshorn hair, symbolizing spirituality. Neither Sikh men nor Sikh women cut their hair. The remaining articles of faith include: Kangha (comb symbolizing hygiene and discipline), Kara (steel bracelet, symbolizing restraint of action and remembrance of God), Kachha (under-shorts, signifying self control and chastity), and Kirpan (ceremonial sword, symbol of dignity and the Sikh struggle against injustice).

For more information on Sikhism or to download an informational brochure, visit the Sikh Coalition at www.sikhcoalition.org. Further information is available at the Sikhism Home Page, www.sikhs.org and Sikh Media Watch at www.sikhmediawatch.org.
Immigration

Why do refugees and immigrants come to the United States?
According to the former Immigration and Naturalization Services (INS), 849,807 immigrants were legally admitted to the U.S. in 2000. Economics played a role in those arrivals, but family, work, and basic freedoms are also significant considerations influencing people's decision to come to this country. Of the immigrants coming legally to the U.S. in 2000, 67-70% came to be reunited with immediate family members (parents, children, siblings, or spouses), 12-15% were sponsored by U.S. employers to fill in positions for which no U.S. worker is available, and an additional 12-15% came as refugees or asylees, fleeing persecution and looking for safety and freedom in the U.S. Like generations of immigrants before them, these immigrants came to this country looking for a better life, and their energy and ideas enrich all of our communities.

Do non-citizens have the same rights as citizens?
Though the civil rights and freedoms of refugees and immigrants vary dependent upon their immigration status, all residents of the United States (both legal and illegal) possess human rights.

Human Rights

What are human rights?
All people are born with human rights. Human rights are equally held by all persons and can never be revoked. They are the basic standards without which people cannot live in dignity. Unlike civil rights, which are the rights of citizens as determined by a particular country, human rights apply to all people at all times wherever they are.

The Universal Declaration of Human Rights (UDHR) is the most widely accepted statement of human rights in the world, covering economic, social, cultural, political, and civil rights. The document is universal (it applies to all people everywhere). It is a statement of intent and a set of principles to which United Nations member states (including the United States) commit themselves in an effort to provide a life of human dignity for all people. The UDHR has acquired the status of customary international law.

Below are the human rights protected by the UDHR. For the Handouts #2 & #3, rights numbered 1, 2, 3, 11, 18, 19, 20 are particularly noteworthy.

The 30 rights in simplified terms:
1) all human beings are free and equal in dignity and rights;
2) all people are entitled to rights without distinction based on race, color, sex, language, religion, opinion, origin, property, birth or residency;
3) right to life, liberty and security of person;
4) freedom from slavery;
5) freedom from torture;
6) right to be treated equally by the law;
7) right to equal protection by the law;
8) right for all to effective remedy by competent tribunal;
9) freedom from arbitrary arrest;
10) right to fair public hearing by Independent tribunal;
11) right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defense;
12) right to privacy in home, family, and correspondence;
13) freedom of movement in your own country and the right to leave and return to any countries;
14) right to political asylum in other countries;
15) right to nationality;
16) right to marriage and family and to equal right of men and women during and after marriage;
17) right to own property;
18) freedom of thought and conscience and religion;
19) freedom of opinion and expression to seek, receive and impart information;
20) freedom of association and assembly;
21) right to take part in and select government;
22) right to social security and realization of economic, social, and cultural rights;
23) right to work, to equal pay for equal work and to form and join trade unions;
24) right to reasonable hours of work and paid holidays;
25) right to adequate living standard for self and family, including food, housing, clothing, medical care and social security;
26) right to education;
27) right to participate in cultural life and to protect intellectual property rights;
28) right to social and international order permitting these freedoms to be realized;
29) each person has responsibilities to the community and others as essential for a democratic society;
30) repression in the name of human rights is unacceptable.

To download a plain text or original version for distribution in your class, or to use an interactive web curriculum on the UDHR, visit the UN Cyber School Bus Website: www.un.org/cyberschoolbus/humanrights/declaration/index.asp

**Post- September 11, 2001 Government Response**

In the aftermath of September 11, the Executive Branch has detained some U.S. citizens, as well as some non-citizens residing in the United States, as ‘enemy combatants.’ Although none of these individuals has been transported to Guantanamo Bay (contact the Education Program at The Advocates for Human Rights to receive more information) to date, all have been denied the full protection of the U.S. judicial system. Though U.S. citizens cannot be tried before a military tribunal according to the President’s military orders, U.S. citizens are being detained indefinitely, without adequate access to attorneys, witnesses, or the information that is being used to detain them.

What is the PATRIOT Act?
The USA PATRIOT Act was passed just six weeks after the September 11 attacks. This law expands government surveillance capabilities, toughens criminal penalties for terrorists, and allows greater sharing of intelligence information. Several bills are under consideration by Congress that will amend or repeal large sections of the PATRIOT ACT, including those criticized by civil rights and human rights organizations.
Excerpts from the Lawyers Committee for Human Rights, www.lchr.org, on the PATRIOT Act: Sections 215 and 505 of the PATRIOT Act allow the FBI to secretly access personal information about Americans (including library, medical, education, Internet, television, and financial records) without demonstrating that the target is involved in espionage or terrorism. Prior to the PATRIOT Act, personal records could only be accessed by the FBI if there were “specific and articulable facts giving reason to believe that the person to whom the records pertain is a foreign power or an agent of a foreign power.” The PATRIOT Act dropped this requirement of individualized suspicion.

Even members of Congress most closely identified with the administration have expressed unease at the Attorney General’s constant quest for new powers. When the Attorney General unilaterally lifted restrictions on FBI spying, for example, Representative James Sensenbrenner (R-WI) remarked, “I get very, very queasy when federal law enforcement is effectively... going back to the bad old days when the FBI was spying on people like Martin Luther King.” The Justice Department's plans for the TIPS program elicited the following response from Senator Orrin Hatch (R-UT): “We don’t want to see a 1984 Orwellian-type situation here, where neighbors are reporting on neighbors.” In response to the leaked draft of the Patriot II proposals, former Representative Bob Barr (R-GA) remarked that the USA PATRIOT Act had asked for “all sorts of powers far beyond what any normal person would deem necessary to fight terrorist acts. They got an awful lot of what they asked for. Now, just a year and a half later—without the opportunity to even digest the enormous powers they got in the PATRIOT Act—apparently they’re getting ready to draft another bill to get more powers that go far beyond what was in the PATRIOT Act.” Meanwhile, in July 2003, the House of Representatives voted to prevent the Justice Department from funding one of the PATRIOT Act powers, the use of “sneak-and-peek” warrants. These warrants allow law enforcement officials to covertly search through private property while the owner is away and then further delay notification of the search. The amendment, adopted by a vote of 309-118, was proposed by Representative Butch Otter (R-ID).

The international community has vigorously condemned – and refused to cooperate with – core U.S. counter terrorism strategies of relying on extra-legal systems of indefinite detention. For example, about 680 detainees are now housed at the U.S. Naval Base in Guantanamo Bay, Cuba, including nationals from 40 or more countries, speaking 17 different languages. (Four are children, the youngest aged 13.) The British government has advanced “strong reservations about the military commission” planned for some of the detainees, and some 200 Members of Parliament signed a petition calling for repatriation of the British detainees for trial in the United Kingdom. Spain announced that it would provide no assistance to any case to be tried in a military commission. And in response to reports that the U.S. intended to provide special treatment for U.K. and Australian defendants brought before military commissions, an Egyptian commentator noted that exempting British and Australian suspects from the death penalty invites accusations of “selective justice,” and “risk[s] further condemnation on an already sensitive issue.”

Why are human rights organizations critical of the PATRIOT Act? Human rights organizations (and civil liberties organizations) are concerned that the PATRIOT Act is too expansive in its powers and is vulnerable to abuse by government officials. In addition, besides the actual content of the provision which limits freedom of speech, association, and information, the PATRIOT Act allows for the secret and indefinite detention of individuals who may not have any criminal or terrorist charges against them. Human rights groups have also criticized the U.S. government for its unlawful behavior with regard to the Guantanamo Bay detainees, as well as allegations that the U.S. is sending...
prisoners abroad to countries that use torture as an interrogation tactic. Already, under the PATRIOT Act, hundreds of immigrants have been detained and held without access to family, lawyers and the courts. Some immigrants in detention have been abused by their custodians.

For more information, see:

Lawyers Committee for Human Rights. [www.lchr.org](http://www.lchr.org)

Migration Policy Institute, [www.migrationpolicy.org/pubs/Americas_Challenge.html](http://www.migrationpolicy.org/pubs/Americas_Challenge.html)
“America’s Challenge: Domestic Security, Civil Liberties, and National Unity After September 11”

The American Civil Liberties Union, [www.aclu.org](http://www.aclu.org).

Minneapolis legislation
To review the full text of the Minneapolis City Council Resolution 2300R-109, Defending the Bill of Rights, visit the transcripts from the April 4, 2003 City Council meeting at [www.ci.minneapolis.mn.us/council/2003-meetings/20030404/20030404-proceedings.pdf](http://www.ci.minneapolis.mn.us/council/2003-meetings/20030404/20030404-proceedings.pdf)

**Post- September 11 Resources for Educators**

**Anti-Defamation League**
*Grade Levels:* Pre-K-12
*Content Areas:* Art, Civics, Dance, English, Language Arts, Social Studies
*Recommended:* "Lessons for a Lifetime: Remembering September 11, 2001."

**Choices for the 21st Century**
*Grade Levels:* 9-12
*Content Areas:* Global Studies, Government, U.S. and World History
*Recommended:* No lessons; teacher and student texts available for ordering.
*Suggested reading:* "Responding to Terrorism: The Challenges for Democracy."

**Education Development Center**
*Grade Levels:* 6-12
*Content Areas:* Civics, Sociology, U.S. History
*Recommended:* "Beyond Blame: Reacting to the Terrorist Attack."

**Educators for Social Responsibility**
*Grade Levels:* K-12
*Content Areas:* Civics, Language Arts, Sociology, U.S. and World History
*Recommended:* "Analyzing 9/11."

**Facing History and Ourselves**
*Grade Levels:* 9-12
*Content Areas:* Civics, Language Arts, Religion, U.S. and World History
*Recommended:* "Response to the Events of September 11, 2001."
Lesson Eleven

**Families and Work Institute**
**Grade Levels:** Pre-K through grade 12  
**Content Areas:** Civics, Community Service, Language Arts, U.S. History  
**Recommended:** "9/11 as History."

**Global Kids**  
**Grade Levels:** 6-12  
**Content Areas:** Community Service, Current Events, Journalism  
**Recommended:** "September 11 and Beyond: Global Kids Respond." In addition, students are urged to visit this site due to much of the material on the site being written and supervised by youth.

**Pluralism Project**  
**Grade Levels:** 6-12  
**Content Areas:** Civics, Current Events, Journalism  
**Recommended:** "Backlash and Bias in Schools."

**Resource Center for the Americas**  
**Grade Levels:** K-12  
**Content Areas:** Civics, Foreign Language, History, Language Arts, World Cultures  
**Recommended:** No lessons; book orders only. Topics for books include anti-bias, immigration, multi-culturalism. Teacher texts on human rights topics are also available.

**Rethinking Schools**  
**Grade Levels:** 5-12  
**Content Areas:** Civics, Current Events, Language Arts, Music  
**Recommended:** Topics for lesson plans include anti-war songs, Gulf Wars, and terrorism. Also, students may check out the "Just for fun" sections for activities on important educators and world geography.

**Social Science Research Council**  
**Grade Levels:** 9-12  
**Content Areas:** Civics/Government, Economics, U.S.* and World* History, U.S. Government and Politics*, World Cultures, World Geography (* denotes AP option)  
**Recommended:** Topics for lesson plans include democracy, fundamentalism, globalization, peace building, and terrorism.
The 1918 Sedition Act and The Palmer Raids

1918 Sedition Act:

The Espionage Act of 1917 was amended by Congress the following year with the Sedition Act. The Sedition Act targeted not only those who interfered with the draft, but also those individuals who publicly criticized the government, including negative comments about the flag, the military, or the Constitution.

The revised law provided in part:

SECTION 3. Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports, or false statements, ... or incite insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct ... the recruiting or enlistment service of the United States, or ... shall willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States ... or shall willfully display the flag of any foreign enemy, or shall willfully ... urge, incite, or advocate any curtailment of production ... or advocate, teach, defend, or suggest the doing of any of the acts or things in this section enumerated and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than $10,000 or imprisonment for not more than 20 years, or both....


More than 2,000 prosecutions occurred under the original and amended Espionage Act, the most famous of which was that of Socialist spokesman and draft opponent, Eugene V. Debs, who was sentenced to 10 years in prison. Both the Espionage Act and the Sedition Act were repealed in 1921.

Palmer Raids:

The first in a series of so-called “Palmer Raids” was launched on November 7, 1919, the second anniversary of the October Revolution in Russia. Thousands of anarchists and communists were rounded up, many of whom were detained for long periods without being formally charged. In December, in a highly publicized move, more than 200 alien detainees were deported to Finland and later to Russia. Placed aboard the ship, the Buford, dubbed the “Soviet Ark,” were such prominent leftists as Emma Goldman, the Russian-born anarchist, who had drawn disapproval by opposing the draft and promoting birth control.

Despite finding no credible evidence that a communist plot was underway, President Wilson appointed Attorney General, Mitchell Palmer and staged more raids in January 1920. With the assistance of local law enforcement officials throughout the country, as many as 6,000 suspects were arrested and detained.
Palmer claimed to know that May 1, the socialist Labor Day, would bring massive demonstrations as a prelude to revolution. The American public was apprehensive as the date approached, but the predictions proved to be without foundation and Palmer's standing declined rapidly. He was criticized sharply for conducting searches without warrants and for denying detainees legal representation. Most damning were the charges of some who believed that Palmer had manufactured the crisis as a means to gain the Democratic presidential nomination in 1920.

The events of 1919-1920 were the first of a series of “red scares” in U.S. history in which the government would clamp down on real or imagined domestic revolutionaries

Case Study of Bias Post-September 11

It was ten minutes before 8:00 as Lori pulled into the parking lot of her favorite pizza place in downtown Minneapolis where she was supposed to meet Jennifer, Jennifer’s boyfriend Michael, and their friend Josh for dinner. As she pulled into what looked like the last open spot in the third row, she heard angry shouts coming from the direction of the restaurant entrance. She turned down the radio so she could listen more closely. “Move it, move it,” a man shouted. “Go back to your own country, Osama!” Unnerved by the violent tone of the male voice, Lori locked her car door and picked up her cell phone. Just as she was about to dial the number of the police she looked into her rearview mirror and saw Jennifer and Michael in a small group of six people, all Caucasian, who were following and shouting at a dark skinned family walking through the parking lot in the direction of her car. The man, appearing to be the father of the family, held a little girl tightly in his arms, her face pressed against his shoulder. His wife walked quickly at his side, clutching the hand of a visibly shaken young boy who looked no older than ten years old. The boy wore a Twins jersey, while the young girl wore a Lynx T-shirt. The parents were dressed casually, wearing jeans and shirts. The only distinguishing feature they shared was their darker complexion and the traditional turbans usually worn by Sikh men.

Lori felt unsure of what to do. Although she felt frightened, she didn’t really know what was going on or what had happened before she pulled into the parking lot. Perhaps the man with the turban had done something to provoke her friends and the small group of people. But that didn’t make sense – he was with his family and he wasn’t even responding to the shouts and jeers. But surely, Jennifer and Michael wouldn’t be involved in provoking a fight. What should she do? Lori looked into the mirror again. The family was getting closer and there were more voices shouting now. She had to make a decision.

Is this a true story?

The scenario presented in the case is fictional, yet based on true experiences of Sikh Minnesotans. In fact, the idea for this scenario was the result of an actual bias incident that occurred in Minneapolis on September 22, 2001 and was reported to and confirmed by the Sikh Coalition. In the actual incident, as a Sikh family left a restaurant after dinner they were verbally assaulted by several white boys and girls who were in the parking lot, yelling “Move it, move it! Get out of here!” After the family got into the car and closed the doors, a maroon Dodge Durango with two white boys of approximately 20 years of age pulled up next to them and followed them all the way back to the parking lot of their hotel. After arriving at the hotel parking lot, the young men yelled, “Go back to your own country!” and drove off.

All other examples in the case are true stories that have been documented by the police, FBI, human rights organizations, and/or national non-governmental organizations.

Hate Crimes in the United States Following the September 11, 2001 Terrorist Attacks

On the morning of September 11, 2001, 19 terrorists hijacked four commercial airplanes in the United States. Two of the airplanes crashed into the World Trade Center in New York City. A third airplane crashed into the Pentagon, just outside Washington, D.C. in Arlington, Virginia. The fourth airplane never reached its target, crashing into a field in Western
Pennsylvania. In total nearly 3,000 innocent civilians from more than 80 countries were killed in the attacks. All of the accused perpetrators were Muslim members of the terrorist organization al Qaeda, and followers of Osama Bin Laden, a Saudi Arabian billionaire who is the financial backer and leader of terrorists and terrorist organizations, including al Qaeda.

Within days of the terrorist attacks, hate crimes directed at Arabs, Muslims, South Asians and other persons mistaken as Arab or Muslim swept across the country. These crimes ranged from verbal abuse and discrimination to murder. Concerned about the violence being directed toward Arabs, Muslim, South Asians, and other members of religious and ethnic groups bearing some physical resemblance to the terrorists, President Bush issued pleas for tolerance and asked the American people to recognize the goodness of their fellow Americans. President Bush visited mosques and met with religious and community leaders in an effort to teach Americans about Islam, and to prevent stereotyping and group blame. On September 17, President Bush visited the Islamic Cultural Center in Washington, DC. He made the following statement,

“I've been told that some fear to leave; some don't want to go shopping for their families; some don't want to go about their ordinary daily routines because, by wearing cover, they’re afraid they'll be intimidated. That should not and will not stand in America.”

Leaders of the affected communities congratulated President Bush for his actions and credit him with stemming the tide of most violent crimes. Yet at the same time, other influential celebrities and political and religious leaders propagated hate through the media. Numerous Americans engaged in group blame and decided to take retribution into their own hands. In the words of one accused killer, “I stand for America all the way! I am an American. Go ahead. Arrest me and let those terrorists run wild.” The man he is accused of murdering was a 49 year-old father of three children who was working at his gas station in Mesa, Arizona. The victim’s name was Balbir Singh Sodhihe. He was a Sikh. He wore a turban and he was an American.

**Bias Incidents in Post-September 11 Minnesota**

On September 12, 2001, after having breakfast with leaders of Minnesota’s Muslim community, Governor Jesse Ventura issued the statement “Minnesota Muslims are good Muslims.” Other Minnesota political and religious leaders spoke out in support of Minnesota’s Muslim, Arab and refugee and immigrant communities in order to dissuade Minnesotans from stereotyping their neighbors. Nonetheless, Minnesota also experienced an increase of hate crimes and bias incidents following the September 11 terrorist attacks.

Most bias incidents were directed at Arabs and Muslims or others perceived to be Arab or Muslim, like Sikhs and some East African immigrants. Bias incidents against Minnesotans took many forms such as verbal harassment, including the use of obscenities, racist jokes, name-calling and inappropriate references to religion, dress, or national origin, as well as obscene gestures, stares in public places and “road rage.” For example, only days after September 11, a Minneapolis Caucasian Muslim woman wearing a hajib, or head scarf, was nearly run off the road by a reckless driver who rolled down his car window and yelled, “Go back to your own country, (expletive).” At a local McDonald’s restaurant, a customer dumped hot coffee on a Richfield woman who is Muslim and wears the hajib. At the Normandale Community College campus, a man driving his car deliberately hit a Muslim pedestrian who was wearing a headscarf.
Some hate crimes perpetrated in Minnesota were extremely violent. On September 16, 2001, a Sikh woman, wearing a turban, left a grocery store in Eagan followed by three teenage boys. One boy pushed her against her car and a second punched her in the stomach and elbowed her in the back. As they walked away they shouted, “This is what you people deserve.” On October 15, 2001, a 66 year-old Somali man died from his injuries after being punched several times in the head while standing at a bus stop in Minneapolis.

Refugees and immigrants received threatening telephone calls and e-mails or had property vandalized. A Muslim owner of a Middle Eastern deli and bakery in Minneapolis answered a telephone call on September 11 in which the caller threatened, “You f****** Muslim people. You’re all going to die today. Why don’t you go back to your own country?”

Members of Sikh, Muslim, and Arab communities also have reported violations of their dignity and civil rights as a result of racial or national origin profiling by the airline industry and police. For example, on October 25, 2001, Minneapolis/St. Paul airport officials asked a Sikh doctor to remove his turban before boarding an airplane. On another occasion, three Muslim women wearing headscarves were prevented from boarding an airplane after they were heard praying by an airport security guard. In other incidents, several Arab American men were removed from Minneapolis flights by flight attendants who thought they looked suspicious. A Minneapolis police officer pulled over a student who attends the University of Minnesota and questioned him about bombs after he told them he was Palestinian. A Somali family is suing a Minneapolis police officer for allegedly throwing their teenage daughter against his car and breaking her arm after police were called to break up a fight between Muslim and non-Muslim students. The girl, who wore a headscarf, was reportedly told by the officer, “Why don’t you go back to your own country?”
Lesson Eleven

Bias Case Study Epilogue

What are local organizations and community members doing in response to bias incidents against Arabs, Muslims, and South Asians or individuals targeted because they are perceived to be Arab or Muslim?

Many community organizations and leaders are working to help refugees and immigrants in the United States claim their rightful place within American society and are engaging in public education efforts in the hope of creating positive change in the larger society. These outreach efforts include presentations at schools, places of worship, businesses, and other organizations that educate the Minnesota public about immigrants’ religions and cultures. Ethnic organizations have shifted their focus from traditional cultural issues to increased involvement in politics and socio-political issues that impact their communities. Community leaders also report that citizenship applications and voter registrations have increased dramatically as a result of recent changes to immigration laws. Many of those who were hesitant to apply for citizenship in the past are seeking the protection of U.S. citizenship, while new citizens are seeking to participate more fully in the political process so that it may better serve their needs. Many local refugee and immigrant leaders hope that the present period in Minnesota, despite bias incidents and the fear and uncertainty of their community members, will also be recognized as one of increasing self-consciousness, inter-faith dialogue, and cross-cultural alliances. These community leaders have come to believe strongly in the importance of the rule of law.

In addition to these changes, local political organizations are focusing more intensely on civil rights, social services, economic development, and engagement and cooperation with government agencies. Local human rights organizations like The Advocates for Human Rights have increased services to refugees and immigrants to include preparation for and representation during FBI interviews, training lawyers on immigration law changes and their impact, educating policy makers and the broader public about emergent threats to human rights in U.S. government policy and actions, documenting human rights abuses directed against refugees and immigrants, speaking out on behalf of disaffected communities, convening cross-community discussion sessions, and educating youth about human rights issues.
Case Study of Democratic Citizenship
Post- September 11

It is quiet in his office at the Muslim Community Center, but Amjad is unable to silence the storm of thoughts swirling through his mind. He has just gotten off the telephone with Brenda Jones, the executive director of a local human rights organization. Brenda had called to invite the Muslim Community Center to join other community-based, religious, and human rights organizations in Minneapolis in a campaign to protest government bias and new federal legislation restricting the rights of immigrants. There had been many times over the past several months that Amjad had hoped such an initiative might emerge. Now that he faces the decision of whether or not to encourage his community members to participate, he feels conflicted.

The Muslim community of Minnesota grieved with other Americans over the senseless loss of life in the September 11 terrorist attacks. Like them, Amjad felt saddened, scared and angry about the terrorist attacks. He remembers, in particular, the young Muslim mother who had told him shortly after the attacks:

“I feel bad that I shouldn’t be wearing a veil because of what happened on September 11. Because I wear a veil, people associate me with bad things.”

Amjad also remembers feeling proud that President George Bush visited the Islamic Cultural Center in Washington, DC and proclaimed to the media:

“America counts millions of Muslims amongst our citizens, and Muslims make an incredibly valuable contribution to our country. Muslims are doctors, lawyers, law professors, members of the military, entrepreneurs, shopkeepers, moms and dads. And they need to be treated with respect. In our anger and emotion, our fellow Americans must treat each other with respect ... Moms who wear cover must not be intimidated in America. That's not the America I know. That's not the America I value.”

Amjad remembers the anger that he felt after learning that a teenage boy who often came to pray at the Community Center was beaten up by a group of his classmates after school and told, “Go back to your own country. Terrorists are not welcome here.” He remembers also his disappointment when government legislation passed by the President and the Congress to fight the war on terrorism resulted in an inappropriate link between immigration and terrorism. Moreover, the legislation restricted civil liberties for all Americans. He thinks of the reports, including one authored by the Department of Justice, that describe how hundreds of immigrants, mostly Muslim men, are being detained in U.S. jails without being charged with crimes, sometimes in secret, without access to lawyers. His heart aches as he remembers how he cautioned other members against speaking out about their opposition to the war with Iraq. He had said:

“After September 11 there is no freedom of speech for Muslim-Americans who may arouse suspicion or become a target if their true opinions are expressed publicly.”

Had he been wrong? As an American, isn’t it his duty to exercise his democratic citizenship including his first amendment right to freedom of speech? As a leader isn’t it his duty to encourage others in his community to do so also? In his heart he wants to campaign with Brenda and the others for the City Council to pass a resolution stating that Minneapolis
would not cooperate with some provisions of the USA PATRIOT Act. Yet he is afraid that he and others in his community will be branded as “unpatriotic” or worse, “supporting terrorism.”

During their telephone conversation, Brenda had told him that Attorney General John Ashcroft will be visiting Minneapolis tomorrow morning to meet with police and government officials to promote the PATRIOT Act. “The time to act is now,” she had said. A protest is being planned, but because of the secrecy surrounding the Attorney General’s visit, Brenda said she was concerned that few people will find out about it in time to participate. She also had said that it will significantly help the campaign if representatives from all of Minnesota’s refugee and immigrant communities will be there in solidarity with one another. Brenda asked Amjad to join her at the protest and to make an announcement during prayers that night.

Amjad wants his community to participate. Muslims in Minnesota are fearful of the government response to the September 11 terrorist attacks. At the same time, Amjad is worried. He is afraid that his own participation might draw attention to the Community Center and put those who pray there at risk. He is worried that if other community members follow his example, they might be targeted for hate crimes, FBI investigation, or even worse, arrested by the FBI at the protest. He has heard that non-citizens can now be investigated for activities protected by the First Amendment, including political protests. He wonders if he is over-reacting. His right to freedom of speech has not yet been forcefully taken away. True, the FBI has gained the power to secretly obtain records and personal belongings of citizens and permanent residents, including library records and Internet habits, but the government lacks the time to investigate everyone who disagrees with it. Besides, he has nothing to hide. He is a patriotic American and not a terrorist. The members of the community do not have any terrorist connections. Why should they be afraid to voice their opinions publicly?

Amjad only has a few minutes left to decide what to do before going upstairs for prayers. The protest is scheduled for tomorrow. This is his only opportunity to make the announcement.

Controversy surrounding the U.S. government response to September 11

The USA PATRIOT Act was passed by Congress just six weeks after the September 11 terrorist attacks and expands government surveillance capabilities, toughens criminal penalties for terrorists, and allows greater sharing of intelligence information. At the same time, human rights groups, civil liberties organizations, libraries, and the governing councils of more than three states and 150 cities have criticized the PATRIOT Act across the U.S. because it contains provisions that diminish the constitutional protections and civil rights of U.S. citizens, refugees, and immigrants.

Fear of the U.S. government is stifling free speech among Arabs, Muslims, and people of South Asian backgrounds. Memberships and donations at mosques have dramatically declined due to fear of the expansion of government powers under the PATRIOT Act. It has become more difficult for groups to deliver support services to refugees. The American Civil Liberties Union (ACLU), the National Association for the Advancement of Colored People (NAACP), and the Japanese American Citizens League, among others, have spoken out against new laws that allow FBI agents to secretly obtain records and personal belongings of innocent people in the United States. The groups also oppose the laws that
permit the FBI to secretly and indefinitely detain individuals of interest without charging them with crimes or permitting them access to lawyers or the domestic court system. According to the ACLU’s Associate Legal Director:

"Sadly, our government has an ugly history of using its investigative powers to squelch dissent. We saw it during the Japanese internments of World War II, the Red Scare of the 1950s, and the civil rights movement of the 1960s, and now we see it in the post-September 11 investigations and detentions of Arabs and Muslims."

Not only are civil rights groups afraid of the effects of the actual act, but they also argue that legislation like the PATRIOT Act has a "chilling effect" on public discourse. If people think that their conversations, e-mails and reading habits are being monitored, then they will feel less comfortable saying what they think and may censor their own speech. U.S. Attorney General John Ashcroft has responded to this criticism by saying:

"Debate about civil liberties is a good thing. In no way do I want to silence debate. I want to participate in the debate, to help people understand the truth of what we're doing and how we are defending Americans against terrorists."

He argues that the Act has been a winning tool to counter terrorism. "Make no mistake, our strategy and tactics are working. Our tools are effective. We are winning the war on terror." Faced with the mounting criticism of the PATRIOT Act, the Attorney General argues that the government is "protecting the American people while honoring the Constitution and preserving the liberties we hold dear" and dismisses the opposition as an unfounded "hysteria." Despite these claims Congress is considering several bills that would amend or repeal large sections of the PATRIOT Act, including those criticized by civil rights and human rights organizations.
Case Study of Democratic Citizenship
Epilogue

Minneapolis Legislation

On April 4, 2003, Minneapolis joined three states and more than 150 other cities and towns across the United States in passing a resolution stating their intention not to cooperate with provisions of the PATRIOT Act that they deem unconstitutional. The City Council Resolution urges police and other local officials to refuse cooperation and to refrain from using police time and money to assist FBI investigations involving PATRIOT act powers that violate Constitutional rights. The bill had the support of the Minnesota Library Association and other national free speech and civil liberties groups. The preamble of the Minneapolis resolution states that the PATRIOT Act "effectively eliminates judicial supervision of telephone and Internet surveillance" and grants the FBI broad access to personal information including library records, "without having to show evidence of a crime, and without a court order." The Minneapolis resolution also criticizes investigative powers that include: detaining persons without charges, without right to a lawyer, and without a public and speedy trial, as well as spying on religious and political meetings. The City Council also urged members of Minnesota's Congressional Delegation to support legislation that revokes parts of the PATRIOT act that limit fundamental rights and freedoms. The Resolution also requested the Director of the Minneapolis Library to post a notice to all library users that their personal property records may be obtained by the federal government under the USA PATRIOT Act.

The Minneapolis Library has declined to post these notices out of fear that library users will be afraid to use library services.
Top Ten Strategies to Confront Bias

1. Watch your anger! If expressing your anger is your main goal, then your interaction with someone else will probably not be very effective.

2. Try not to form assumptions about another person. Be open-minded.

3. Discuss the problem with the person one-on-one, not in a large group. You will both be calmer.

4. Start the conversation by telling the person that you care about him or her. This will help the person listen better to you.

5. Use “I” statements, not “you” statements. This will help to give you power to recognize your own role in the situation.

6. Remember your rights. You do not have the right to control someone else. However, you do have the right to explain how you are affected by someone else's actions.

7. Be patient with others! Try to understand their points of view.

8. Always try to be willing to talk about something that bothers you, using the healthy and positive methods listed above.

9. Remember to be a good listener.

10. Sometimes conflict or stress between two people is hard to avoid. But remember that facing your fears and facing the conflict in a positive way can lead to understanding and growth of a friendship!

Source: Adapted from the “Hate Comes Home” discussion guide, Anti-Defamation League, 2002.
US Supreme Court Case Study: 
The Story of Keyse Jama

Keyse Jama was born in Somalia in 1979. In 1991, Somali president Muhammad Siyad Barre was ousted from office. Since then the country has experienced massive turmoil and lawlessness. To add to the frequent outbreaks of fighting, Somalia has suffered from years of successive drought that has undermined the economy’s two mainstays: crop and livestock production. Access to food and water are limited.

Keyse and his family are members of the Darood tribe. At the age of 12 he and his family moved to Kenya to escape inter-tribal warfare, where they lived for several years before applying for admission to the United States as refugees. Keyse and his family moved to the U.S. in February of 1996. Keyse spent a few months in Tennessee but lived mostly in Minneapolis, Minnesota. In Minneapolis he held down a job and attended Roosevelt High School. He never applied for Lawful Permanent Resident (LPR) status instead he kept his refugee status. In June of 1999, Keyse got into a fight with another man who suffered significant injury. Keyse was charged with assault. In September of 1999, Keyse plead guilty to the assault charges and was sentenced to a year and a day in prison. After being released he was placed on probation for three years.

Immediately upon release from state prison, Keyse was taken into custody by the former Immigration and Naturalization Services (INS - which has now been separated into three separate bodies, see definition below.) The former INS began proceedings to deport Keyse from the U.S. as a result of his felony conviction. Keyse filed an application for asylum, claiming he would be persecuted if he returned to his home country, Somalia. He also applied for relief under the United Nations Convention Against Torture and applied to change his status to that of a LPR.

In August of 2000 an Immigration Judge concluded that Keyse should be removed (deported) from the U.S. The judge also denied Keyse's plea for asylum and application for LPR status. Since Keyse did not request to be sent to any specific country the judge told the government that Keyse could be sent back to Somalia. Keyse has appealed this order, claiming that he cannot be released to Somalia until a legitimate government authority is able to accept him. (Somalia has lacked a functional government since 1991.) Keyse has continued to appeal his case through the court system.

Keyse is being represented pro-bono, at the request of The Advocates for Human Rights, by Minneapolis attorneys Jeff Keyes and Kevin Magnuson, who both work for the Briggs and Morgan law firm. The Supreme Court heard Keyse’s case on October 12, 2004. Keyse filed a writ for Habeas Corpus, requesting to be released from custody. However, this petition was denied. Keyse has remained in jail awaiting the Supreme Court decision.

Definitions of terms in this story can be found in the glossary of this curriculum. For more information on Keyse's case, see the Briggs and Morgan website: http://www.briggs.com/CM/News/News916.asp

Also, check The Advocates for Human Rights website (www.mnadvocates.org) for updates on the case.
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Best Practices in Creating a Welcoming Environment for Refugee and Immigrant Students

The Advocates for Human Rights has collected “best practice” ideas that teachers have used in working with immigrant and refugee students. Listed below are success strategies from Minnesota educators. If you would like to share your ideas, please send them to the Education Program at The Advocates (address below.)

Before the Immigrant or Refugee Student Arrives: Creating a Welcoming School Climate:

- Teach staff and students how to say “hello” in the new students’ native languages.
- Ask a member of the immigrant community to work with the school in preparation of the arrival of new students. Learn from their experiences as an immigrant or refugee.
- Teach mainstream students about refugees and why they are forced to migrate. Role-play how they would feel as refugees.
- Find resources, interpreters, and materials on cultural diversity and have a seminar for staff on in-coming students’ home countries, explaining the land, history and culture. Emphasize the importance of learning about the world, linking to existing learning material.
- Prepare school staff for arrival of new immigrant and refugee students, change cafeteria food menu for a day as a welcome.
- Clarify meaning of special clothes for girls (i.e. shador or head covering) for Physical Education and other classes.
- Display pictures, maps, and information about immigrant students’ home countries in a central location of the school in order to educate the student body about newcomers.

Immigrant and Refugee Students in the Classroom: Strengthening One-on-One Interaction:

- Teach lessons about the home countries of immigrant students. Even if the new student doesn’t understand everything, s/he should be comforted to see students learning about things that s/he recognizes. Parents could also be involved in the planning and presentation.
- Ask new students to draw maps of their home countries, adding pictures and cities. Have them show the class (or rotate partners if a large group is too intimidating), and ask them to bring in items that represent their cultures to explain and share with the class.
- Use visual aids.
- Use good nonverbal communication skills. Be patient with new students’ development and use of new language skills.
- Be genuine, sincere and friendly with immigrant and refugee students. Help them to feel secure in the school environment.
- Slowly introduce new students into the school mainstream.
• Develop a buddy system, matching new students with current students to show them around for the first week.

**Involving Immigrant Families and Communities in School Life:**

• Produce a short video in the native language of incoming students that showcases the school, sports, conferences, etc. The video can be viewed at school or home.

• Work with parents to help them learn how to “get involved” in the schools without being too intimidating (i.e. parent-teacher conferences, volunteer opportunities, etc.).

• Offer parents “coffee/tea time” as they drop off kids in the morning. Use this time to get immigrant and refugee parents involved in school life.

• Ask parents of immigrant students to volunteer in the classroom and become more familiar with what happens during the school day. Parents might use skills from their home countries (i.e. art classes).
Appendix: Section One

Bibliography of Texts on Refugee and Immigrant Issues

This publication of the American Immigration Lawyers Association offers up-to-date information regarding developments in all aspects of immigration law.

This legal casebook is used to teach immigration and nationality law. The development of U.S. immigration law is traced, and important cases are excerpted.

Baldwin's book is a step-by-step guide on law for immigrants and people who advise them.

This book portrays both sides of the economics of immigration debate. Briggs argues that immigrants have an adverse effect on our economy. Moore argues that immigrants have always been, and will continue to be, good for the U.S. economy.

This article chronicles how immigrants have revitalized the U.S. economy and labor markets. It also includes profiles of immigrants, and a Business Week/Harris Poll on Americans' attitudes towards immigrants.

A compilation of charts and graphs about immigration to the U.S., this index is good for quick reference to immigration facts.

A quarterly journal on the sociodemographic, economic, historical, political and legislative aspects of human migration and refugee movements. Each issue presents original articles, research and documentation notes, legislative developments, a bibliography and abstracting service, the International Newsletter on Migration, plus a scholarly review of new books in the field.

This comprehensive book of historical research on immigration concentrates on the demographics and everyday lives of immigrants to America in three periods: colonial times, 1820-1924, and modern times.
Introducing the idea of teachers as “cultural translators,” the author discusses what must happen if we are to educate teachers to accommodate ethnic and cultural diversity. She suggests that many of the academic problems attributed to children of color are actually the result of miscommunication as schools and “other people's children” struggle with the imbalance of power and the dynamics of inequality plaguing our system.

This is a report and analysis of all aspects of immigration and nationality law and is a timely source for the latest in agency (Department of Homeland Security, Labor Department) decisions, cases, visa statistics, new publications, etc. It is published weekly.

The author analyzes current movements of people in their global and regional contexts and suggests how the international system might respond better to the needs of migrants and refugees. Ferris concludes with a vision and plan of action for churches and non-governmental organizations.

This report assesses different immigration policy alternatives. It profiles the immigrant population, and reports what is known of the labor market effects of immigration. It also examines the public sector impacts of immigration.

Fix, Michael and Jeffrey Passel. "Myths About Immigrants.” *Foreign Policy* (Summer 1994).
This article dispels the myths about the magnitude of immigrant flows, characteristics of immigrants, and negative economic impact.

This survey covers the history of the American ethnic experience (particularly the experience of immigrants) and provides a detailed analysis of changes in ethnic and race relations over the past 25 years.

The author examines many arguments, both for and against immigration. Topics discussed are the history of U.S. immigration; the structure of current immigration law; and the demographic impact of immigration on population growth, age distribution and ethnic make-up.

This pamphlet is a tool for advocates in the immigration debate to dispel the myths about immigrants and present reliable information about the various effects of immigration. It surveys studies conducted over the past ten years on the issues figuring prominently in the
current debate. This guide covers three general areas: costs and benefits associated with immigrants; economic impact of immigrants; and social integration of newcomers.

This 272-page book provides an extensive overview of the world refugee situation today, asserting that refugees raise not only humanitarian concerns but also issues of international peace and security. The work helps frame the debate on the global refugee crisis and offers directions for more effective approaches to refugee problems at present and in the future.

Mahler chronicles stories and struggles of immigrants who have fled their troubled countries, hoping for a better life in the U.S., only to realize further disappointments and alienation.

The 347-page book details the geopolitical, economical, and social conflicts that force people to flee their homelands. The author tells of personal accounts of Khmer, Afghan, and Eritrean refugees.

This is a compilation of essays on population and environmental issues. Of particular interest is Section VII entitled, "Population Distribution: Urbanization and International Migration."

Four hundred and fifty-eight page collection of oral histories of 140 immigrants from six continents and 50 countries. The immigrants, ranging in age from 17 to 101, share through their stories why they came to the U.S. and what they found upon arrival, bringing to life the human side of immigration. An introductory chapter discusses immigration history and legislation.

This handbook is a compilation of work produced by the State and Local Coalition on Immigration through its Immigrant Policy Project. Five research papers examine general immigration and immigrant policy in the U.S.; health care issues; employment and training programs; community relations and ethnic diversity; and the effects of declining targeted assistance for refugees and immigrants.

[www.immigrationforum.org](http://www.immigrationforum.org).
This folder contains fact sheets and issue briefs on a variety of issues relating to immigration.
This monthly report of the U.S. Committee for Refugees is a respected source of information on recent developments in international and U.S. refugee affairs.

This book describes the immigrant experience in the United States from the 17th century until the present day. This book describes immigrants’ contributions to American society, their origins, and the prejudice they faced.

The authors analyze major features of forced migration in the post-Cold War context, including increased concern for human rights and expanded international refugee system.

An analysis of effects of immigration on the U.S. economy. Job displacement and immigrants’ use of welfare and public services are examined. Simon determines that, in the long run, immigrants are good for the U.S. economy and Americans’ standard of living. More immigrants should be admitted, and they should be chosen more for their economic characteristics and less on the basis of their family connections.

This user-friendly guide featuring numerous charts and graphs includes economic and demographic facts relevant to immigration. It also shows how immigrants affect the environment, labor market, and welfare.

This paper notes that even though the immigrant experience goes to the core of the American heritage, the public has held ambivalent views about new immigrants.

This 508-page work examines U.S. history through the perspectives of the minority populations that make up this country. The book begins with the perspectives of the Native Americans as they witness the arrival of the first explorers of North America, and proceeds to document U.S. history to the 1992 Los Angeles riots.

When dealing with the problem of refugees, asylum-seekers and other international migrants, the authors believe the full range of U.S. foreign policy issues must be involved. Essays in this book examine such issues as how U.S. aid, trade, and investment policies affect illegal migration, and how U.S. population and environmental policies relate to migration.
**Time Magazine.** "Special Issue on Immigration and the New Face of America" (Fall, 1993).
Articles included in this issue relate to topics of immigration history, bilingual education, illegal aliens, intermarriage, and minority politics.

**United Nations High Commissioner for Refugees (UNHCR).** *Refugees.*
www.unhcr.ch/cgi-bin/texis/vtx/home.
This is a highly informative and readable monthly magazine of the UNHCR. Each issue focuses on a particular theme (i.e. resettlement, refugee children, African refugees.)

The book examines root issues as to why our world is currently facing a refugee crisis and seeks to address reasons why the problems of working with displaced peoples have changed since the Cold War.

Report provides information on the economic impact of illegal aliens.

GAO report on methods for estimating the size and flow of the illegal alien population in the U.S. The GAO estimates that the likely maximum for the illegal resident population is 3.4 million. The Census Bureau measures a net growth in the illegal resident population of 100,000-300,000 annually.

General information, charts and text tables comprise this review of fiscal year 1995.

The Urban Institute conducted a study of fiscal impacts of undocumented aliens in seven states with the largest numbers of undocumented aliens. The study looks at state costs in the areas of incarceration, education, Medicaid, and taxes.
Classroom Activities for Understanding Immigration

Outlined below are educator strategies that:

1) Encourage non-immigrant students to empathize with immigrants and refugees;
2) Build awareness of current world events affecting immigrants and refugees;
3) Demonstrate how immigration has changed throughout history (i.e. the experiences of different immigrant groups, the changes in immigration policy, etc.);
4) Increase awareness of diverse world cultures; and
5) Create a welcoming classroom environment for new immigrant and refugee students.

Building Empathy

- Change the language of all signs in the classroom for a day. Ask the students how it feels to not know what is going on. How would an immigrant feel in this situation?
- Have the class create a “packing list” asking, “If you were moving with your family to a foreign country what would you bring? What if you were limited to one suitcase?”
- Write and perform a skit describing an immigrant family making the decision to migrate. Include reasons for immigrating and some of the reasons why you would not want to immigrate.
- Find excerpts from books or pieces of literature written by authors from different cultures (e.g. The Joy Luck Club by Chinese author Amy Tan). The works should be unfamiliar to the students. During the reading ask the students to think about and try to guess the ethnic or cultural background of the author and write down phrases and images that might be clues. Leave out all place names, native language terms and other references that would reveal the author’s heritage (in place of these words, simply say, “blank”). The students will begin to relate to the author based on their own diverse cultural experiences. At the end when all is revealed, the students may be surprised by how similar the lives and experiences of immigrants and non-immigrants are.

Current Events

- Divide the class into several groups that will each research and track the developments of refugee situations. Why are these people leaving? Where do they go? Depending on the area, has repatriation begun? Who helps refugees here?
- Create a “Refugee Awareness” bulletin board where students can clip articles and photos of refugees from around the world. Discuss each new item.
- Organize a fundraiser to help refugee children. For example, “Books For Books” is a project where students can collect and sell used books to raise funds for the UNHCR to buy books for children in refugee camps.
A Historical Perspective

- Have students research the immigration roots of their own families or others who they know. Create a map where students can trace how their ancestors traveled to the United States. Find out how long the journey took, where they stopped, and what modes of travel were necessary.

- Create an illustrated timeline of your state’s immigration history. Make it either general or based on specific things like the history of various dwellings, kinds of jobs, events that affected immigration.

- Read historical letters of immigrants to their family members back home (use your county historical society.) Compare and contrast their descriptions to reality of the lives of an immigrant today.

- Research immigration law. How have these laws changed over time?

Cultural Exchange

- As an art project, pick a native art form that could be emulated by your students (perhaps African sculpture or Native American beadwork). Research the cultural significance of the art and what it symbolizes for that culture. For example, one 6th grade class in Virginia researched mbari shrines of the Owerri Igbo people of Nigeria. Students could also develop their own symbolism for the art they create.

- Take advantage of the cultural diversity within your classroom by inviting your students to demonstrate or show artwork from their culture. This may give new immigrant students a chance to ‘be an expert’ and share part of their country with their new classmates. Your new students will realize that they are valuable assets to the class.

Sources: Volunteer educators from The Advocates for Human Rights, Minnesota Historical Society, Teaching Tolerance, and Scholastic’s “Teaching Guide to Promote Refugee Awareness.”
# Directory of National and International Refugee and Immigration Organizations

## International Organizations

### International Committee of the Red Cross
19 avenue de la Paix  
CH-1202 Geneva, Switzerland  
Phone: (41-22) 734-6001  
Fax: (41-22) 733-2057

New York Office  
801 Second Avenue,  
18th Floor  
New York, NY 10017  
Phone: (212) 599-6021  
Email: mail@icrc.delnyc.org

### United Nations High Commissioner for Refugees (UNHCR)
Case Postale 2500  
CH-1211 Geneva 2 Depot  
Switzerland  
(41-22) 739-8111

Liaison Office at UN Headquarters  
UN Plaza  
New York, NY 10017  
Phone: (212)963-6200

Branch Office for the United States  
1755 K St., NW  
Suite 3000  
Washington, DC 20006  
Phone: (202) 296-5660

### International Organization for Migration
17, Route des Morillons  
CH-1211 Geneva 19 - Switzerland  
Tel: +41/22/717 9111 * Fax: +41/22/798 6150  
E-mail: info@iom.int

## U.S. Government Offices

### U.S. Citizenship and Immigration Services (USCIS)
4251 I St, NW  
Washington, DC 20536  
Phone: (202) 514-1900  
www.uscis.gov

Washington District Office  
4420 N. Fairfax Drive  
Arlington, VA 22203

### House Judiciary Committee
2138 Rayburn House Office Building  
Washington, DC, 20515  
Phone: (202) 225-3951  
www.house.gov/judiciary

### Senate Judiciary Committee
224 Dirksen Senate Office Building  
Washington, DC 20510  
Phone: (202) 224-5225  
Fax: (202) 224-9102  
http://judiciary.senate.gov
# National Organizations

**American Bar Association**  
321 North Clark Street  
Chicago, IL 60610  
312.988.5000  
[www.abanet.org](http://www.abanet.org)

**American Civil Liberties Union**  
125 Broad Street, 18th Floor  
New York, NY 10004  
[www.aclu.org](http://www.aclu.org)

**American Immigration Lawyers Association**  
918 F Street, NW  
Washington, DC 20004-1400  
Phone: (202) 216-2400  
Fax: (202) 783-7833  
[www.ailu.org](http://www.ailu.org)

**American Immigration Law Foundation**  
918 F Street, NW, 6th Floor,  
Washington, DC 20004  
Phone: (202) 742-5600  
Fax: 202-742-5619  
Email: [info@ailf.org](mailto:info@ailf.org)  
[www.ailf.org](http://www.ailf.org)

**American Red Cross**  
National Headquarters  
2025 E St. NW  
Washington, DC 20006  
Phone: (202) 303-4498  
[www.redcross.org](http://www.redcross.org)

**Amnesty International USA**  
322 Eighth Ave.  
New York, NY 10001  
Phone: (212) 807-8400  
Fax: (212) 627-1451  
Email: admin-us@aiusa.org  
[www.amnestyusa.org](http://www.amnestyusa.org)

**Center for Migration Studies**  
209 Flagg Place  
Staten Island, NY 10304-1199  
Phone: (718) 351-8800  
Fax: (718) 667-4598  
Email: [offices@cmsny.org](mailto:offices@cmsny.org)  
[www.cmsny.org](http://www.cmsny.org)

**CLINIC: Catholic Immigration Network Inc.**  
McCormick Pavilion 415 Michigan Ave. NE Washington, DC 20017  
Phone: (202) 635-2556  
Email: [National@ClinicLegal.org](mailto:National@ClinicLegal.org)  
[www.cliniclegal.org](http://www.cliniclegal.org)

**Human Rights Watch**  
350 5th Avenue, 34th Floor  
New York, NY 10118-3299  
Phone: (212) 290-4700  
Fax: (212) 736-1300  
Email: [hrwnyc@hrw.org](mailto:hrwnyc@hrw.org)  
[www.hrw.org](http://www.hrw.org)

**Immigration Legal Resource Center**  
1663 Mission Street, Suite 602  
San Francisco, CA 94103  
Phone: (415) 255-9499  
Fax: (415) 255-9792  
[www.ilrc.org](http://www.ilrc.org)

**National Immigration Forum**  
50 F Street NW  
Suite 200  
Washington, DC 20002  
Phone: (202) 544-0004

**National Lawyers Guild**  
143 Madison Ave 4Fl  
New York NY 10016  
Phone: (212) 679-5100  
Fax (212) 679-2811  
[www.nlg.org](http://www.nlg.org)

**U.S. Committee for Refugees**  
1717 Massachusetts Avenue NW, Ste 701  
Washington, DC 20036  
Phone: (202) 347-3507  
Email: [uscr@irsa-uscr.org](mailto:uscr@irsa-uscr.org)
## National Voluntary Associations

<table>
<thead>
<tr>
<th>Bureau of Refugee Programs</th>
<th>Immigration &amp; Refugee Services of America</th>
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</thead>
<tbody>
<tr>
<td>Iowa Department of Human Services</td>
<td>1717 Massachusetts Avenue, NW</td>
</tr>
<tr>
<td>1200 University Avenue, Suite D</td>
<td>Suite 701</td>
</tr>
<tr>
<td>Des Moines, IA 50314-2330</td>
<td>Washington, DC 20036</td>
</tr>
<tr>
<td>Phone: (515) 283-7904</td>
<td>Phone: (202) 797-2105</td>
</tr>
<tr>
<td>Fax: (515) 283-9160</td>
<td>Fax: (202) 797-2363</td>
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<tr>
<td><a href="http://www.dhs.state.ia.us/homepages/dhs/refugee">www.dhs.state.ia.us/homepages/dhs/refugee</a></td>
<td><a href="http://www.irsa-uscr.org">www.irsa-uscr.org</a></td>
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<tr>
<th>Church World Service</th>
<th>International Rescue Committee</th>
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<tbody>
<tr>
<td>475 Riverside Drive, Room 652 New York, NY 10115-0050</td>
<td>International Rescue Committee</td>
</tr>
<tr>
<td>Phone: (212) 870-3300</td>
<td>122 East 42nd Street, 12th Floor</td>
</tr>
<tr>
<td>Fax: (212) 870-2132</td>
<td>New York, NY 10168</td>
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<tr>
<td><a href="http://www.churchworldservice.org">www.churchworldservice.org</a></td>
<td><a href="http://www.intrescom.org">www.intrescom.org</a></td>
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<tr>
<th>Domestic &amp; Foreign Missionary Society</th>
<th>Lutheran Immigration &amp; Refugee Service</th>
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<tbody>
<tr>
<td>815 Second Avenue New York, NY 10017</td>
<td>700 Light Street</td>
</tr>
<tr>
<td>Phone: (212) 716-6259</td>
<td>Baltimore, MD 21230-3850</td>
</tr>
<tr>
<td>Fax: (212) 972-0860</td>
<td>Phone: (410) 230-2700</td>
</tr>
<tr>
<td><a href="http://www.ecusa.anglican.org/emm">www.ecusa.anglican.org/emm</a></td>
<td>Fax: (410) 230-2890</td>
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<tr>
<th>Ethiopian Community Development Council</th>
<th>United States Conference of Catholic Bishops</th>
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<tr>
<td>1038 S. Highland Arlington, VA 22204</td>
<td>3211 Fourth Street, NE</td>
</tr>
<tr>
<td>Phone: (703) 685-0510</td>
<td>Washington, DC 20017</td>
</tr>
<tr>
<td>Fax: (703) 685-0529</td>
<td>Phone: (202) 541-3000</td>
</tr>
<tr>
<td><a href="http://www.ecdcinternational.org">www.ecdcinternational.org</a></td>
<td>Fax: (202) 722-8755</td>
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<tr>
<th>Hebrew Immigrant Aid Society</th>
<th>World Relief Refugee Services</th>
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<tr>
<td>333 Seventh Avenue New York, NY 10001-5004</td>
<td>7 East Baltimore Street</td>
</tr>
<tr>
<td>Phone: (212) 967-4100</td>
<td>Baltimore, MD 21202</td>
</tr>
<tr>
<td>Fax: (212) 967-4442</td>
<td>Phone: (443) 451-1900</td>
</tr>
<tr>
<td><a href="http://www.hias.org">www.hias.org</a></td>
<td>Fax: (443) 451-1965</td>
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[www.wr.org](http://www.wr.org)
Films that Explore Human Rights Themes

**Important:** Please note that many of the films listed below may not be appropriate for all age groups. It is strongly suggested to preview film clips before using in class.

<table>
<thead>
<tr>
<th><strong>Children's Rights</strong></th>
<th><strong>Civil Rights</strong></th>
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<tbody>
<tr>
<td>Central Station (For)</td>
<td>America’s Civil Rights Movement (1)</td>
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<tr>
<td>Child Soldier (Doc)</td>
<td>Citizenship: Would You Pass? (2)</td>
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<tr>
<td>Children Underground (Doc)</td>
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<tr>
<td>The Color of Paradise (For)</td>
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<td>Diary of Anne Frank</td>
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<td>Pixote (For)</td>
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<td>Salaam Bombay (For)</td>
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<td>Streetwise (Doc)</td>
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<td>Stolen Children (For)</td>
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<td>A Time of Drunken Horses (For)</td>
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<td></td>
<td><strong>Death Penalty</strong></td>
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<td>Daniel</td>
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<td>Dead Man Walking</td>
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<td>The Green Mile</td>
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<td>In Cold Blood</td>
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<td>Monster's Ball</td>
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<td>The Next Step (3)</td>
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<td>Paths of Glory</td>
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<td>A Short Film about Killing (For)</td>
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<td></td>
<td>The Thin Blue Line (Doc)</td>
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<td><strong>Extra-Judicial Killing</strong></td>
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<td>Cry Freedom</td>
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<td></td>
<td>Hotel Terminus (For, Doc)</td>
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<td>The Oxbow Incident</td>
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<td>Romero</td>
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<td><strong>Gender and Sexual Orientation</strong></td>
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<td>The Circle (For)</td>
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<td>Daughters of the Dust</td>
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<td>The Day I Became a Woman (For)</td>
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<td>Just Before Nightfall (For)</td>
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<td>Kiss of the Spider Woman</td>
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<td>The Life and Times of Harvey Milk</td>
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<td>Twilight of the Golds</td>
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<td><strong>General Rights Violations</strong></td>
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<td>Beyond Rangoon</td>
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<td>Israel &amp; the Occupied Territories (3)</td>
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<td>A Memory of Justice (Doc)</td>
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<td>Salvador</td>
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<td>School of the Assassins (Doc)</td>
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<td>A World Apart</td>
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<td>The Year of Living Dangerously</td>
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<td>Yol (For)</td>
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<td><strong>Economic and Labor Rights</strong></td>
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<td>American Family</td>
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<td>Bicycle Thief</td>
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<td>Bread and Roses</td>
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<td>Downsize This</td>
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**Genocide**

- Ararat (For)
- Forsaken Cries: The Story of Rwanda (3)
- The Killing Fields
- Korczak (For)
- The Music Box
- Night and Fog (For, Doc)
- The Pawnbroker
- Playing for Time
- Schindler’s List
- Shoah (Doc)
- Welcome to Sarajevo
- [Untitled], Seth Kramer

**Minority Rights**

- Amistad
- Four Little Girls (Doc)
- Gentlemen’s Agreement
- Ghosts of Mississippi
- Malcolm X
- Sri Lanka: A Nation in Anguish (3)
- To Kill a Mockingbird
- Who Killed Vincent Chin? (Doc) (4)

**Refugees**

- Baran (For)
- Bolivia (For)
- Energy of a Nation: Immigrants in America (5)
- Lamerica (For)
- El Norte
- To Be a Refugee (6)
- To Feel at Home (6)
- The Truce (For)
- A Well-Founded Fear (Doc) (4)

**Globalization**

- The Big One
- Commanding Heights: The Battle for the World Economy (4)

**Human Rights**

- UDHR animated video (3)

**Indigenous Peoples**

- A Burning Season
- Dances with Wolves
- Incident at Oglala (Doc)
- The Mission
- Powwow Highway
- Smoke Signals

**Tolerance**

- Carly (6)
- Shadow of Hate (1)

**Torture**

- The Battle of Algiers (For)
- Death and the Maiden
- In the Name of the Father
- Shadowlands
- State of Siege (For)
- Torture in the 80’s (3)

“For” denotes foreign film and “Doc” denotes documentary.

**Accessing films:** Many of the films may be rented at local video stores. Films listed with a number can be obtained from the organization indicated as follows:

1. Available free of charge from Teaching Tolerance; [www.tolerance.org](http://www.tolerance.org)
2. Available for sale from the Center for Democracy and Citizenship; [www.publicwork.org](http://www.publicwork.org)
3. Available for sale from Amnesty Int’l USA; [www.amnestyusa.org](http://www.amnestyusa.org)
4. Available for sale from PBS; [http://pbsvideodp.pbs.org](http://pbsvideodp.pbs.org)
5. Available for sale from The Advocates for Human Rights
6. Available free of charge from UNHCR; [www.unchr.ch](http://www.unchr.ch)
Glossary of Immigration Terms

**alien** A person who is not a citizen of the country in which he or she lives. A **legal alien** is someone who lives in a foreign country with the approval of that country. An **illegal or undocumented alien** is someone who lives in a foreign country without the legal approval of that country.

**appeal:** A written request to a higher court to modify or reverse the judgment of lower level court.

**asylum** Legal permission to live in a country given by its government to people fleeing danger or persecution in their original homelands. A **country of asylum** grants a person asylum. A **country of first asylum** gives a person temporary asylum until he or she leaves it for another country. A person who seeks safety in a foreign country from danger at home is an **asylum seeker**.

**advocacy** Pleading the cause of others: the act of upholding or defending as valid or right.

**country of origin** A person's place of birth.

**deportation** (see removal)

**detainee** An alien in the custody of government authorities who is waiting for officials to decide if he or she may stay in the country or will be forced to leave. Also called **internee**.

**DHS (Department of Homeland Security)** The U.S. government entity whose branches have taken over the responsibilities of the former INS. The agency is headed by the Secretary of Homeland Security, responsible for aspects of law enforcement related to homeland security, including immigration. DHS's immigration functions are divided primarily in 3 components: **USCIS (U.S. Citizenship and Immigration Services)** responsible for benefits and adjudications; **USICE (U.S. Immigration and Customs Enforcement)** responsible for interior enforcement of immigration and customs matters (detention, prosecution, deportation); **USCBP (U.S. Customs and Border Protection)** responsible for border controls of agriculture, customs, including border patrol and inspection.

**displaced person** A person who has been forced by dangerous circumstances to leave home for a place of safety within the home country. The dangerous circumstances could be natural disasters such as droughts or storms or they could be persecution or social unrest such as wars or revolutions. If a person flees to a place within the home country, he or she is called displaced. If that person flees to another country, he or she is called a **refugee**.

**DOJ (Department of Justice)** The entity that hears immigration cases and administers immigration laws along with DHS. This agency is headed by U.S. Attorney General, responsible for federal civil and criminal law enforcement. The Executive Office for Immigration Review, a component of DOJ, houses the Board of Immigration Appeals and the U.S. Immigration Courts, both of which are responsible for the adjudication of removal cases.

**emigrate** To go from one region or country and settle in another. **Emigrants** are people who leave their home countries to settle elsewhere.

**exile** To send someone out of a place; to banish. Unlike a deportee, who is forced to leave a country where he or she is not a citizen, an **exile** is a person who is forced to leave his or her home country. When a legal decree or banishment forces a person to leave, he or she is in **involuntary exile**. When circumstances
cause a person to leave, he or she is in voluntary exile.

**family reunification** U.S. citizens and lawful permanent resident may sponsor certain close relatives to live in the United States.

green card A slang term describing the legal document that indicates that a person who is not a citizen has been granted lawful permanent resident (LPR) status in the United States. Such a resident alien can permanently live and work in the U.S. unless he or she commits certain acts that would cause removal, such as committing certain crimes or abandoning his or her residency by living outside of the U.S.

Habeas Corpus filed by prisoners who seek release from prison, it requires that the inmate be brought to court to determine whether he/she is unlawfully imprisoned and whether or not to release the person.

human rights Fundamental rights regarded as belonging to all people. Found in many treaties and in the Universal Declaration of Human Rights, passed by the United Nations General Assembly in 1948.

immigrate To move to a country where one is not a native. Immigrants are people who come to a country where they intend to settle permanently and obtain citizenship. A legal immigrant is a person who comes to settle in a country with the legal permission of its government. An illegal immigrant is a person residing in a country without the legal permission of its government.

Immigration Court: Part of the Executive Office for Immigration Review (EOIR) and the Department of Justice agency responsible for hearing and deciding removal (deportation) hearings.

INS: Immigration and Naturalization Service The government agency that administered the country’s immigration laws and procedures until March 2003.

lawful permanent resident (LPR) status allows a non-citizen to remain in the U.S. permanently and, under certain conditions, to eventually apply to become a U.S. citizen if he or she so chooses. LPR status is not the same as citizenship - LPRs may be deported from the U.S. and may abandon their status if they remain outside the U.S. for an extended period of time.

migrate To move from one place and settle in another. Migratory people are those who must regularly move from place to place. Migration may occur when hunters follow seasonal moves of game or herders need new grasses for their livestock; migration may also result from natural disasters such as volcanic eruptions or droughts, or from social disorders such as wars and revolutions. A migrant is any person that moves from place to place. Migrant workers or economic migrants must travel from place to place, sometimes from country to country, to find employment. This migration is often determined by what crops need harvesting and in which season.

nativism a policy of favoring native inhabitants as opposed to immigrants.

naturalization The process whereby an immigrant becomes a citizen. Naturalized citizens in the United States have all the rights of native-born citizens except election to certain public offices such as the Presidency.

NGO Acronym for Non Governmental Organization. The Red Cross, CARE, and OXFAM are examples of international NGOs.
**pull factors** Conditions that attract an immigrant to the country of immigration.

**push factors** Conditions within a country that lead people to move away from their home and country.

**refoulement** When a person is forcibly returned to the home country where his or her life or freedom would be threatened.

**refuge** Protection or shelter; relief; a place to which one goes for help, comfort, or escape.

**refugee** A person who leaves his or her country of origin because of a well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion. (Definition used by U.S. Refugee Act of 1980 and the United Nations.) Persons meeting that definition may be eligible for **political asylum** or **refugee status**. A significant number of refugees sharing a similar background is referred to as a **refugee community**. The term **economic refugee** is sometimes used to describe someone who does not meet the refugee definition because his or her survival is threatened not by persecution but by conditions like poverty or famine.

**removal** Formerly called “deportation,” removal is the process by which the USICE expels non-citizens from the US.

**repatriate** To return someone to his or her home country. **Voluntary repatriation** is when a person chooses to return to the home country. This may occur when the danger that threatened the person has ended. **Involuntary repatriation, forced repatriation, or refoulement** occurs when a person is forced to return to the home country against his or her will. This may occur when the country where a person seeks asylum does not recognize that person as a refugee; i.e., a person with a well-founded fear of persecution.

**resettlement** Moving a refugee from the country of first asylum to another country where he or she can settle permanently. Resettlement occurs when the refugee has no hope of returning safely to the home country. People waiting to be moved from the country of first asylum are often kept in **resettlement camps** until a place of resettlement can be found in another country.

**sponsor** A U.S. company or person who files a petition for an alien to enter the United States as a legal immigrant.

**undocumented immigrant** A person who enters or stays in a country without legal permission. Also called **illegal alien**.

**UNHCR** Acronym for the United Nations High Commissioner for Refugees.

**USCBP, USCIS, and USICE** (See DHS)

**visa** A permit granted to aliens that allows them to enter the United States. There are two basic kinds of visas: **temporary visas** (like those used by tourists visiting the United States.) And **permanent, or immigrant visas** (for those who are applying to stay in the United States on a long-term basis).

**work-based immigration** If a company is looking to fill a position and cannot find someone in the U.S. to do the job, it is allowed to look elsewhere in the world to find a qualified person. This person must have special skills, such as an expertise in a particular field, in order for the company to be permitted to sponsor her.

Sources: The Uprooted, American Immigration Lawyers Association, and The Advocates for Human Rights
Reading List

For Advanced English Language Learners

The Autobiography of Miss Jane Pitmann, by Earnest Gaines
Novel based on the recollections of a legendary, imaginary African-American woman who lived 110 years from the days of slavery to the 1960s.

Children of the River, by Linda Crew
The story of Sundara, who at 13 fled Cambodia to escape the Khmer Rouge army and left behind her parents, siblings, and childhood sweetheart. Four years after settling in the U.S., she finds it difficult to fit in at high school and balance Cambodian traditions with American culture.

The Crossing, by Gary Paulsen
A story about an orphan struggling for survival on the streets of Juarez, Mexico, his encounters with an American soldier, and his efforts to cross the border.

Dicey's Song, by Cynthia Voight
Winner of the Newberry Award. Novel of a 13-year-old girl who takes charge of her younger siblings when their mother abandons them.

Jacob Have I Loved, by Katherine Paterson
Winner of the Newberry Award. A young woman must find strength in herself when everyone’s adoration is focused on her twin sister.

Journey of the Sparrows, by Fran Leeper Buss
Salvadorans come to the U.S. without legal documentation.

The Lady With the Hat, by Uri Orlev
A teenage boy finds himself completely alone after World War II. He leaves Poland and attempts to enter Palestine as an illegal immigrant, where he encounters an English woman searching for a long-lost relative. A moving story of sorrow and love, and of the complicated search for identity and companionship.

Letters from Rifka, by Karen Hesse
A story of a young girl and her family who have fled Russia’s brutal treatment of the Jews for a life in America, and the obstacles they have to overcome on their journey. (Winner of many awards.)

The Moonbridge, by Marcia Savin
A story of two friends during World War II who are forced to separate as a result of Japanese internment.

Pacific Crossing, by Gary Soto
The story of two Mexican American boys who spend the summer on an exchange program in Japan, discovering their own culture as well as that of Japan.

Shabanu, Daughter of the Wind, by Suzanne Fisher Staples
A story of a young Muslim girl in Pakistan and her struggles with family loyalty, traditions, and the stirrings in her own heart.

**Shadow of the Dragon**, by Sherry Garland
Vietnamese boy faces hate gang.

**Silver Days**, by Sonia Levitin
A powerful story about a young Jewish girl growing up as a refugee in the 1940s.

**Song of the Buffalo Boy**, by Sherry Garland
A story about seventeen-year-old Loi, an Asian American who must choose between her country and the United States.

**Sounder**, by William H. Armstrong
Winner of the Newberry Award. The novel of a black sharecropper driven to steal for his family’s survival, of the dog who tries to save his master from arrest, and of the boy who loves them both.

**The Star Fisher**, by Laurence Yep
In 1927, Joan Lee and her family are the first Chinese-Americans in a small town. This story tells of prejudice and persecution, and the courage and patience the family must endure.

**Taking Sides**, by Gary Soto
A realistic story exploring the divided loyalties of a Hispanic basketball player who has recently moved from a poor neighborhood to a more affluent one.

**That Was Then, This is Now**, by S.E. Hinton
Novel of two brothers caught in the gang warfare of their slum neighborhood.

Source: Teacher Karla Stone, Robbinsdale Armstrong High School.
Immigration and Refugee Web Resources for Educators

**Key:**
- **Cu** = Curriculum/ lesson plan
- **I** = Interactive games/ activities
- **M** = Media, news, video
- **L** = Local Issues
- **S** = Special section for children/students
- **E** = Email listserv and/or newsletter
- **A** = Action Ideas (i.e. letter writing)
- **G** = Global Issues

**Africa News:** [www.allafrica.com](http://www.allafrica.com) or [www.africaonline.com](http://www.africaonline.com) -- find daily updates on a wide range of topics related to Africa. (M, S, E, G)

*Ages: all*

**American Civil Liberties Union “Keep America Safe and Free”:** [www.aclu.org/safeandfree](http://www.aclu.org/safeandfree)

- ACLU works to “defend and preserve the individual rights and liberties guaranteed to every person in this country” Website includes Legislative and Supreme court updates, video of press briefings, speeches and TV ads. They also have action ideas and took kits as well as background information on a variety of topics. (V, M, E, A)

*Ages: middle school and above*

**AJA Project:** [www.ajaproject.org](http://www.ajaproject.org)

- AJA is an acronym in Spanish (Autosuficiencia Juntada con Apoyo) for “supporting self-sufficiency.” This San Diego based project works to empower refugees and underprivileged youth through educational programs: vocational and technical. They also teach the youth photography skills as a means for expressing themselves. Programs are also in Thailand/ Burma and Colombia. (Website available in Spanish and Japanese) (M, A)

*Ages: all*

**Asylum Law Help:** [www.asylumlaw.org](http://www.asylumlaw.org)

- provides information on different countries’ asylum practices, case support, legal tools, training manuals and asylum and refugee news. Also has links to discussion forum and ways to contact other lawyers working for the same cause. (M, G)

*Ages: high school and above*

**Center for Gender and Refugee Studies:** [http://sierra.uchastings.edu/cgars](http://sierra.uchastings.edu/cgars)

- provides case summaries for over 235 gender based asylum cases, has further information about gender asylum law and country conditions reports. (M, A, G)

*Ages: adaptable middle school and above*

**Community Resource Bank:** [www.communityresourcebank.org](http://www.communityresourcebank.org)

- a project of the Center for the New American Community and part of the National Immigration Forum and its purpose is to provide information and tools for understanding the process of integration and want to help immigrants find ways to achieve the American dream.

*Ages: adaptable middle school and above*

**The Immigration Portal:** [www.ilw.com](http://www.ilw.com)

- lawyer provided statistics and other information related to immigrants, immigration and United States law. You can also find a lawyer or ask a lawyer specific questions.

*Ages: high school and above*

**The International Thesaurus of Refugee Terminology:** [http://refugeethesaurus.org](http://refugeethesaurus.org)

- a project of the UN Refugee Agency provides updated terminology of refugee-related information, structured information in thesaurus form. It shows how the terms relate to each other and allows for the selection of the most appropriate terms. Available in English, French and Spanish (G)

*Ages: all*
**The Advocates for Human Rights:** [www.mnadvocates.org](http://www.mnadvocates.org) -- investigates and exposes human rights violations; represents immigrant and refugee who are victims of human rights violations; trains and assists groups that protect human rights; and works though education and advocacy to engage the public, policy makers, children in human rights and cultural understanding. (Cu, M, L, E, )

Ages: all

**“Jennifer’s Language Page:”** [www.elite.net/~runner/jennifers/](http://www.elite.net/~runner/jennifers/) -- this site lists a variety of popular phrases in hundreds of different languages with the goal of facilitating basic conversations between people across the globe. (I, G,)

Ages: all

**National Geographic Maps:** [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps) -- find reference maps, atlases, globes, topographic, historical, census, recreation maps and more all at this website, both free and for sale maps available.

Ages: all

**National Network for Immigrant and Refugee Rights:** [www.nnirr.org](http://www.nnirr.org) -- this educational network provides resources on how to take action on immigrant and refugee issues. Its goal is to promote a fair immigration and refugee policy in the United States and to uphold the rights of immigrants and refugees regardless of their legal status. (Cu, V, M, A)

Ages: all


Ages: high school and above

**The Resource Center of the Americas:** [www.americas.org](http://www.americas.org) -- This Minneapolis-based organization's mission is to inform, educate and organize to promote human rights, democratic participation, economic justice and cross-cultural understanding in the context of globalization in the Americas. Has a bookstore, library, café and classes. (Cu, M, E, A, G)

Ages: all

**The Statue of Liberty/ Ellis Island Foundation:** [www.ellisisland.org/](http://www.ellisisland.org/) -- this site allows you to search passenger arrival records, gives advice on how to track your family genealogy (great teacher activity!), allows you to make a family scrapbook and has the history of Ellis Island.

Ages: all

**United States Citizenship and Immigration Services:** [http://uscis.gov](http://uscis.gov) -- formerly provided by the Immigration and Naturalization Service (INS), focuses exclusively on immigration and citizenship services.

Ages: adaptable middle school and above

**US Committee for Refugees:** [www.refugees.org/](http://www.refugees.org/) -- USCR works to defend the rights of all uprooted people regardless of their nationality, race, religion, ideology, or social group. You can listen to voices of refugees and read their testimonials; get current headlines; buy teacher guides; and access links to other websites and ideas on how to take action. (I, M, A, G)

Ages: middle school and above
US Department of State Human Rights Reports: www.state.gov/g/drl/hr/ -- information on United States foreign policy as it relates to human rights, has detailed country reports on human rights practices, has links to the UN and other human rights based sights. Ages: high school and above

UN High Commissioner for Refugees: www.unhcr.ch -- The United Nations website for information regarding refugees. News, History, campaigns, resources, facts, statistics, research are all highlighted features of the website. (V, M, E, A, G) Ages: middle school and above

Refugee Camp: www.refugeecamp.org -- you can find out how 39 million people are forced to live each day. Take a virtual tour of a refugee camp, curriculum covering refugee issues and famine on sight. (Cu, V, I) Ages: all

Refugee Health (Minnesota Department of Health): www.health.state.mn.us/divs/idepc/refugee/ -- works with local and private health care providers to offer refugees a comprehensive screening examination, including appropriate follow-up or referrals. Links to health care providers, refugee demographic and health screening data, various refugee topics/ resources and Immigrant and Metro Refugee Health taskforces. (N, G) Ages: middle school and above

Refugees International: www.refintl.org -- Advocates in the field identify the problems, needs and possible solutions of country situations they take action by providing assistance for displaced persons around the world and works to end the conditions that create displacement. (N, E, G, A) Ages: middle school and above

RESPECT: www.respectrefugees.org/ -- RESPECT: Refugee Education Sponsorship Program Enhancing Communities Together. Is committed to raising awareness and promoting action in youth around the world about refugees. Website provides link for potential tutors, has educational resources and e-zine as well as letters from refugee students. Available in French (N, S, E, A, G) Ages: all

The Women’s Commission for Refugee Women and Children: www.womenscommission.org -- works to improve the lives and defend the rights of refugee and internally displaced women, children and adolescents. Provides services to organizations, policy makers as well as refugee women, children and adolescents. Website has photo-essays and extensive country reports. Ages: middle school and above
## Minnesota Legal and Community Resources

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
<th>Contact Information</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arab-American Anti-Discrimination Committee</strong></td>
<td>1936 Mabel Court Chaska, MN 55318 Contact: Soraya Amra Washington DC office: (202) 244-2990</td>
<td>The Arab-American Anti-Discrimination Committee (ADC) is a civil rights organization committed to defending the rights of people of Arab descent and promoting their rich cultural heritage.</td>
<td></td>
</tr>
<tr>
<td><strong>Catholic Charities Migration and Refugee Services</strong></td>
<td>215 Old 6th Street St. Paul, MN (651) 222-3001</td>
<td>This resettlement agency helps refugees in resettlement issues.</td>
<td></td>
</tr>
<tr>
<td><strong>Centro Legal, Inc.</strong></td>
<td>Service Area: Spanish Speakers in MN 2610 University Ave, W. St. Paul MN 55114-1024 (651) 642-1890</td>
<td>Centro Legal provides free or sliding-fee legal representation for eligible low-income Spanish speakers. Areas of law include: domestic abuse, family, citizenship, immigration, consumer, housing, employment and representation for children who are abused or neglected.</td>
<td></td>
</tr>
<tr>
<td><strong>Immigrant Law Center of Minnesota</strong></td>
<td>Service Area: East Metro area and 33 counties in southern Minnesota/limited cases statewide 450 North Syndicate, Suite 175 St. Paul, MN 55104 (651) 641-1011 Client toll-free number: 1-800-223-1368</td>
<td>The Immigrant Law Center of Minnesota offers legal services to persons of any nationality in immigration-related matters such as citizenship, permanent residency, family petitions, waivers, representation in deportation proceedings, and asylum. Representation with Violence Against Women Act (VAWA) cases is provided statewide.</td>
<td></td>
</tr>
<tr>
<td><strong>International Institute</strong></td>
<td>1694 Como Avenue St. Paul, MN 55108 (651) 647-0191</td>
<td>The International Institute offers legal services on immigration-related matters such as citizenship, refugee and refugee settlement status. The International Institute also takes immigration photos.</td>
<td></td>
</tr>
<tr>
<td><strong>Jewish Children and Family Services/Resettlement Services</strong></td>
<td>13100 Wayzata Blvd., Suite 400 Minnetonka, Mn 55305 (952) 546-0616</td>
<td>This resettlement agency helps refugees in resettlement issues.</td>
<td></td>
</tr>
<tr>
<td><strong>Legal Services Advocacy Project</strong></td>
<td>Midtown Commons, Suite 101 2324 University Ave St. Paul, MN 55114 (651) 222-3749</td>
<td>The Legal Services Advocacy Project (LSAP) represents the interests of the poor before legislative and administrative bodies. LSAP does not provide legal representation on cases.</td>
<td></td>
</tr>
<tr>
<td><strong>Lutheran Social Service Refugee Services</strong></td>
<td>2414 Park Avenue Minneapolis, MN 55108 (612) 879-5268</td>
<td>Lutheran Social Service (LSS) offers legal services on immigration-related matters such as refugee and refugee settlement status. LSS also takes immigration photos.</td>
<td></td>
</tr>
</tbody>
</table>
Educating about Immigrant, Refugee and Human Rights Issues: A Sampling of Minnesota Organizations

I. Organizations in Minnesota that provide educational resources on immigrant, refugee, and human rights issues:
The Advocates for Human Rights:
B.I.A.S. Project (Building Immigrant Awareness and Support), an educational project on immigrant and refugee issues. Curriculum guides, teacher training, videos, speakers, myth/fact sheets, extensive library of resources, and consultation available.

Human Rights Resource Center: an extensive clearinghouse on human rights topics. Curriculum, resources, and extensive website available, (612) 626-0041 • www.hrusa.org or www.umn.edu/humanrts

Immigration History Research Center: houses studies, books, and archives on immigration to Minnesota. Special focus on Eastern and Southern Europe. (612) 625-4800 • www.umn.edu/ihrc.

Resource Center of the Americas: resource center and library for educating about the Americas, (612) 276-0788 • www.americas.org

Center for Victims of Torture: provides trainings to schools and service providers on effects of war and the refugee experience. (612) 626-1400 • www.cvt.org.

Anti-Defamation League: works to secure justice and fair treatment to all citizens and to put an end forever to unjust and unfair discrimination. Special focus on Jewish citizens. Regional office: (312) 782-5080 www.adl.org

II. Useful guides highlighting organizations of color in Minnesota:
A Directory of Nonprofit Organizations of Color in Minnesota, Center for Urban and Regional Affairs (612) 625-1551

Minnesota Ethnic Resources Directory, International Institute of Minnesota, (651) 647-0191

III. A sampling of refugee- and immigrant-based organizations in Minnesota:
Chicanos Latinos Unidos en Servicio (CLUES) (651) 292-0117
Confederation of Somali Community in Minnesota (612) 338-5282
Ethiopians in Minnesota (651) 645-4633
Filipino-American Women’s Network (FAWN) (612) 560-5858
Hmong American Partnership (651) 642-9601
Islamic Center of Minnesota (763) 571-5604
Jewish Family Services (651) 698-0767
Lao Assistance Center of Minnesota (612) 374-4967
Somali Community of Minnesota (612) 871-6786
Sudanese-American Community Development (763) 788-0391
Tibetan American Foundation of Minnesota (612) 874-4866
United Cambodian Association of Minnesota (651) 222-3299
Vietnamese Social Services (651) 641-8907
The Changing Demographics of Minnesota

<table>
<thead>
<tr>
<th>Name</th>
<th>Center for Rural Policy and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type/Category</td>
<td>University (Minnesota State University, Mankato)</td>
</tr>
<tr>
<td>Mission</td>
<td>To provide state government and other policymakers an unbiased evaluation of issues from a rural perspective to benefit Minnesota.</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.mankato.msus.edu/dept/ruralmn">www.mankato.msus.edu/dept/ruralmn</a></td>
</tr>
<tr>
<td>Description</td>
<td>Includes research report (available in English and Spanish) on &quot;The Vitality of Latino Communities in Rural Minnesota.&quot; Site also contains report &quot;Estimating the Economic Impact of the Latino Workforce in South Central Minnesota.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Center for Urban and Regional Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type/Category</td>
<td>University (University of Minnesota)</td>
</tr>
<tr>
<td>Mission</td>
<td>To connect faculty and students with community organizations and public institutions working on significant public policy issues in MN.</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.cura.umn.edu">www.cura.umn.edu</a></td>
</tr>
<tr>
<td>Description</td>
<td>Projects include the creation and funding of a Latino Resource Center on the East Side of St. Paul. Among its publications is a 1999 bilingual report called &quot;Realidades Suburbanas: Latinos en el Condado de Dakota/Suburban Realities: Latinos in Dakota County.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Hispanic Advocacy &amp; Community Empowerment through Research (HACER)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type/Category</td>
<td>Non-profit</td>
</tr>
<tr>
<td>Mission</td>
<td>To provide the Minnesota Latino community the ability to create and control information about itself in order to effect institutional decisions and public policy.</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.hacer-mn.org">www.hacer-mn.org</a></td>
</tr>
<tr>
<td>Description</td>
<td>Community-based research and advocacy organization. A variety of publications is available online.” Site can also be viewed in Spanish.</td>
</tr>
</tbody>
</table>
## The Changing Demographics of Minnesota

<table>
<thead>
<tr>
<th>Name</th>
<th>Minnesota Department of Children, Families &amp; Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type/ Category</td>
<td>Minnesota state government agency</td>
</tr>
<tr>
<td>Mission</td>
<td>To help communities to measurably improve the well being of children through programs that focus on education, community services, prevention, and the preparation of young people for the world of work.</td>
</tr>
</tbody>
</table>
| Website | [http://www.educ.state.mn.us/](http://www.educ.state.mn.us/)  
Data Center: [http://cfl.state.mn.us/datactr/](http://cfl.state.mn.us/datactr/) |
| Description | Its "Programs and Services A-Z" section offers information and contacts regarding migrant education, English as a second language, interpreters database, and refugee education programs. Data Center includes information and statistics - some of them by ethnicity - on enrollments, student populations, completion of studies, teaching staff, and student mobility within each district in Minnesota. |

<table>
<thead>
<tr>
<th>Name</th>
<th>Minnesota Department of Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type/ Category</td>
<td>Minnesota state government agency</td>
</tr>
<tr>
<td>Mission</td>
<td>To protect, maintain, and improve the health of all Minnesotans</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.health.state.mn.us">www.health.state.mn.us</a></td>
</tr>
<tr>
<td>Description</td>
<td>Offers health statistics, health-related reports, and summaries at the state level. Site also contains Demographic and Health Screening Data of Primary Refugees to Minnesota (see: “Refugee Health Program”).</td>
</tr>
</tbody>
</table>
STUDENT EVALUATION FORM

[Please return evaluation forms to the address below]

“The Energy of a Nation: Immigrants in America” Curriculum

Please circle your responses for questions 1-3.

1  2  3  4  5

Poor  Excellent

1. What is your overall impression of the curriculum?  1 2 3 4 5

2. Rate the following parts of the curriculum:

Overall organization and format 1 2 3 4 5

 Refugee Role Play: “Fleeing for Your Life” 1 2 3 4 5

Instructions for students 1 2 3 4 5

Video 1 2 3 4 5

Handouts 1 2 3 4 5

Length/amount of information 1 2 3 4 5

3. How much do you feel you have learned about:

Refugees around the world 1 2 3 4 5

What your school can do to work with refugees and immigrants 1 2 3 4 5

Refugees and immigrants in the U.S. 1 2 3 4 5

What you can do to work with refugees and immigrants 1 2 3 4 5

U.S. immigration policy 1 2 3 4 5

4. Did your attitude towards immigrants and refugees change? Yes No

5. Are your attitudes now: More Favorable About the Same Less Favorable

6. Has your understanding of other viewpoints on this issue:

Increased a lot Increased somewhat Not increased at all Not sure

7. Will the information you learned help you think critically about immigration issues as they are reported in the news? Yes No Possibly

8. What were your favorite and your least favorite parts of the curriculum? __________

9. Other comments or suggestions? ________________________________
TEACHER EVALUATION FORM
[Please return evaluation forms to the address below.]

“The Energy of a Nation: Immigrants in America” Curriculum

Please circle your responses for questions 1-2.

1 2 3 4 5
Poor Excellent

1. What is your overall impression of the curriculum? 1 2 3 4 5

2. Rate the following parts of the curriculum:

Overall organization and format .. 1 2 3 4 5 Video ................. 1 2 3 4 5

Instructions for the teacher ........ 1 2 3 4 5 Activities ............... 1 2 3 4 5

Refugee Role Play: “Fleeing for Your Life” ......................... 1 2 3 4 5 Length /amount of information ............ 1 2 3 4 5

Handouts ......................... 1 2 3 4 5

3. Which curriculum elements were most effective?


4. Which curriculum elements were least effective?


5. What materials didn’t you use?


6. Why did you decide not to use them?


7. What part of the curriculum may need altering?


Appendix: Section Three

Please circle your responses for questions 8-12:

1 2 3 4 5
Poor Excellent

8. How much do you feel your students have learned about:

Refugees and immigrants around the world .......... 1 2 3 4 5
What their school can do to work with refugees and immigrants ....

Refugees and immigrants in the United States ........ 1 2 3 4 5
What they can do to work with refugees and immigrants? ........

United States 1 2 3 4 5
immigration policy ........

9. Did your students' attitudes towards immigrants and refugees change? Yes No

10. Are your students' attitudes toward immigration now:

More Favorable About the Same Less Favorable

11. Has your students' understanding of other viewpoints on this issue: (circle)

Increased a lot Increased somewhat Not increased at all Not sure

12. Will the information your students learned help them think critically about immigration issues as they are reported in the news? Yes No Possibly

13. What other information or materials would you find helpful?__________________________

________________________________________________________________________________

________________________________________________________________________________

14. Are you receiving adequate support from your principal or other administrators for this project? Yes No ________________________________

________________________________________________________________________________

________________________________________________________________________________

15. Other comments or suggestions? ________________________________

________________________________________________________________________________

________________________________________________________________________________
Order Form

THE ENERGY OF A NATION:
Immigrants in America

YES! PLEASE SEND ME ADDITIONAL COPIES OF “THE ENERGY OF A NATION: IMMIGRANTS IN AMERICA” TEACHING GUIDE AND/OR VIDEO

Mailing address:
Name: __________________________ School/Organization: ____________________________
Address: __________________________________________________________________________
City/State: _____________________________ Zip: _____ Phone: ________________________
E-mail Address: ___________________________ Today’s Date: _______________________ 

Purchase Price:
“Energy of a Nation: Immigrants in America” teaching guide: $25.00
“Energy of a Nation: Immigrants in America” video and fact sheets: $35.00
Combination set of video and teaching guide (Save $5!!): $55.00

Number of teaching guides @ $25.00 each: _______
Number of videos @ $35.00 each: _______
Combination set (Save $5!!) @ $55.00 each: _______

+ Shipping & Handling Costs (USPS Priority Mail Service): + $4.00

Total amount: __________

Enclosed is my check: ___ Please charge my credit card: ___
Visa/Mastercard #: __________________________
Expiration date: __________ 
Signature: __________________________

Return order form by mail or fax to the address below. Make checks payable to: The Advocates for Human Rights. Please allow 2-4 weeks for delivery.
ENERGY OF A NATION: IMMIGRANTS IN AMERICA

By Megan Powers and Kathy Seipp
The Advocates for Human Rights

Who comes to the United States? How many? Why? What is the impact on the U.S. economy, labor market and culture? What should future immigration policies look like?

Newly updated in 2004, “Energy of a Nation: Immigrants in America” is an exciting teaching guide that addresses one of the major issues of our era: immigration. At a time when immigration debates make headlines daily, individuals need accurate, accessible information in order to develop an informed analysis of this complex topic.

The teaching guide can be used with students in middle school, high school, and college level students and with adults. It can be adapted for classes on current events, civics, economics, geography, history, law, social studies, art, and other subject areas. Lessons and activities are designed to be used independently or as part of a larger unit. With charts, maps, historical research, role-play scenarios, and case studies, the teaching guide materials address:

- Economic impact
- History of immigration
- Current trends
- Global perspective
- Legal and illegal immigration
- Family and employment immigration
- Refugees
- Government policies

About the Publisher: The Advocates for Human Rights is a non-profit, volunteer-based organization. It was founded in 1983 by a group of MN lawyers who recognized the community’s unique spirit of social justice as an opportunity to promote and protect human rights in the United States and worldwide.

The mission of The Advocates for Human Rights is to implement international human rights standards in order to promote civil society and reinforce the rule of law. By involving volunteers in research, education, and advocacy, we build broad constituencies in the United States and selected global communities.