Immigrants in America

ENERGY OF A NATION

Immigrants in America

Third Edition
A Curriculum for 8th Grade – Adult Audiences
(Module for Younger Grades Included)

The Advocates for Human Rights
Minneapolis

2012
Acknowledgements
The Advocates for Human Rights would like to thank the many people who contributed to this curriculum.

2012 Third Edition

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2004 Second Edition

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1997 First Edition

Media Productions, Inc. originally produced the video. Dorothy D. Hoffman and Kathy Chesney conceptualized and developed initial drafts of the curriculum. Rob Panning-Miller, Katayoun Mohammad-Zadeh, and Brien Getten reviewed early drafts and provided valuable advice. Karla Stone and Johanna-Olson provided editing and layout assistance. Lesley Guyton, Laura Melnick and Kathleen Moccio provided legal expertise. Lorrie Oswald devoted countless volunteer hours to word processing, layout and production. Therese Gales, former B.I.A.S. Project Coordinator of The Advocates for Human Rights, assisted in all the phases of the project including conceptualization, volunteer coordination, drafting, editing, logistics and production.
About The Advocates for Human Rights
Headquartered in Minneapolis, The Advocates works in Minnesota, the United States, and around the world to save lives, fight injustice, restore peace, and build the human rights movement. For over 25 years, The Advocates’ innovative programming has touched the lives of refugees and immigrants, women, ethnic and religious minorities, children, and other marginalized communities whose rights are at risk. Adapting traditional methodologies to conduct cutting-edge research, The Advocates has produced over 75 reports documenting human rights practices in 25 countries, including the United States.

The Advocates for Human Rights:
- Investigates and exposes human rights violations;
- Represents asylum seekers who are victims of human rights abuses;
- Trains and assists groups that protect human rights;
- Works through education and advocacy to engage the public, policymakers, and children in human rights; and
- Connects local communities and issues to the rest of the world.

Human Rights Education
The Advocates provides human rights education, training, advocacy, and materials to help people learn about and apply international human rights standards in their schools and communities. The Advocates develops and distributes curricular resources, publications, and reports and conducts presentations, conferences, lecture and film series, and professional development seminars. The websites EnergyofNation.org and DiscoverHumanRights.org allow thousands of people across the world to access The Advocates’ innovative educational materials that encourage everyone to get informed, get involved, and get others interested in human rights.

To combat child labor, The Advocates collaborates with community leaders in a village in Nepal to educate hundreds of the region’s poorest students at the Sankhu-Palubari Community School.

Human Rights in the United States

International Justice
The Advocates uses national and international justice processes to promote human rights. The Advocates develops practical and sustainable strategies to assist post-conflict countries in moving toward peace and accountability. For example, The Advocates collaborated with the Liberian Truth and Reconciliation Commission to develop a new model for involving diaspora populations in transitional justice. In addition, The Advocates holds consultative status with the United Nations and participates in monitoring and reporting to international and regional human rights bodies.

Refugee and Immigrant Rights
The Advocates works to protect the rights of refugees and immigrants in the United States. This work includes state and national level advocacy to promote immigration policies that adhere to international human rights standards. Additionally, The Advocates works with diaspora populations to document the human rights abuses experienced prior to entering the United States and to promote community reconciliation.

The Advocates offers free legal services to asylum seekers, providing direct representation at all stages of the asylum process, as well as brief advice and assistance through walk-in legal clinics. The Advocates also meets with detained immigrants in the Upper Midwest to ensure access to counsel. Volunteers, supported by expert staff, work with victims of human rights abuses as attorneys, mentors, physicians, and interpreters.

Women’s Human Rights
The Advocates applies international human rights standards to advocate for women’s rights in the United States and around the world. The Advocates works with local organizations to document rape, employment discrimination, sexual harassment in the workplace, and trafficking in women and girls for commercial sexual exploitation. The Advocates also provides training on legal reform related to violence against women and consultation on new laws to legal professionals and women’s organizations in the United States and overseas. The Advocates’ StopVAW.org website is a global online forum for information, advocacy, and change, intended to help end violence against women.
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<td>1.1 Talking Migration</td>
<td>Students define key terms, such as “migration” as a class. They then walk around the room in pairs or small groups answering basic questions about human migration. The class discusses the answers together.</td>
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<td>1.2 Famous U.S. Immigrants</td>
<td>In groups of 2-3, students choose a famous immigrant, conduct background research on that person, and write a mock interview with him/her. Students will then bring an object to class representing the immigrant and will take turns role-playing the famous immigrant in an interview with a member of a different group. The class discusses lessons learned as a large group.</td>
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<td>1.3 Migration Histories</td>
<td>The teacher will tell an example migration history. Students will then interview a relative or other person to find out about their family’s migration history and write a report based on their findings that will include a page of photos, maps, drawings, etc. to be displayed around the classroom.</td>
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<td><strong>Lesson 2: Human Rights Defined</strong></td>
<td>2.1 What Are Human Rights?</td>
<td>Independently and in pairs, students define “human rights.” As a class, students compare their answers and that of the United Nations and determine a class definition. Students brainstorm as many rights as possible, and the teacher explains that such rights are included in the Universal Declaration of Human Rights (UDHR). Students then look at the UDHR, choose one article, and create a poster to represent it that they will use to give a mini-presentation to the class.</td>
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<td>2.2 The U.S. Constitution and the UDHR</td>
<td>Students get a brief background on the drafting of the UDHR. They then compare selected articles of the U.S. Constitution with the UDHR to fill in a chart. The class discusses the comparisons.</td>
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<td>2.3 Global Inequality</td>
<td>Students play a game in which they are divided into groups and given “currency” representing different income levels worldwide. Income groups get together and come up with rules for everyone who wants to “migrate” to a new income group, with the understanding that when a person arrives at a new group, each existing member of the group must give the new arrival 1 unit of currency. The class votes on a set of migration rules after being informed that the weight of their vote is related to the amount of wealth they have. They then switch groups and redistribute currency as appropriate. The class discusses the result as a large group.</td>
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<td><strong>Lesson 3: The Rights of Immigrants in the United States</strong></td>
<td>3.1 What Are the Rights of Immigrants?</td>
<td>Students review key immigration and human rights terms. They then imagine they are immigrants arriving in a new country and generate a list of things that would be important to them, connecting that list to human rights. In small groups, students study different sections of a fact sheet on migrant rights and then present their topic to the class.</td>
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<td>3.2 Migrants in the Media</td>
<td>Based on an example provided by the teacher, students find an article on immigration and analyze it. They then get in small groups and select one article that depicts the fulfillment or violation of migrant rights. A spokesperson for each group will share a summary of their analysis and then the class will evaluate how the United States is doing in protecting migrant rights based on these reports.</td>
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<td><strong>Lesson 4: Push and Pull Factors and Human Rights</strong></td>
<td>4.1 Push and Pull Factors in History</td>
<td>Students brainstorm why people move to a new country, and classify the reasons as “push” or “pull” factors. Students work in pairs, reading scenario cards that reflect waves of U.S. immigration. They answer questions about push and pull factors in the scenarios and then identify relevant articles of the UDHR related to this factors. All students then hang their scenario along a timeline, which the class walks through to identify common push and pull factors throughout U.S. history.</td>
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<td>4.2 Waves of Immigration</td>
<td>In pairs, students use an “Immigration by Decade and Region” data table and chart and a “World Events and Immigration” timeline to answer questions about historical immigration trends in the United States and to predict future flows.</td>
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<td><strong>Lesson 5: U.S. Immigration Policy</strong></td>
<td><strong>5.1 Stand Up and Be Counted!</strong></td>
<td>Students are given cards with symbols, letters, and numbers on them that represent demographic traits of immigrants to the United States (country of origin, U.S. state of residence, and category of entry). Students get into groups based on their symbols and guess which populations they represent. A percentage of the class stands up to represent the total foreign-born population in the United States and then the class reflects on the statistics.</td>
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<td><strong>5.2 Understanding the Immigration System</strong></td>
<td>Students learn the basics of the immigration system through a PPT and/or a “How to Immigrate” fact sheet. They use this information and a cartoon depiction to figure out how long various people would have to wait to get a green card and citizenship.</td>
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<td><strong>5.3 Waiting in Line Game</strong></td>
<td>Students play a game in which a few of them are border agents and lawyers with access to a list of immigration rules. The rest are trying to enter the United States with identity cards that provide three facts about themselves. Students must try to enter by asking advice from the lawyers or telling the border agent one fact. Many have no way to get through or else have wait times so long they do not get through during the game. When the game is over, the class talks about the experience.</td>
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<td><strong>5.4 Improving the System</strong></td>
<td>The class creates a mind map of the U.S. government’s protection of four rights (family, asylum, due process and equal protection, and adequate standard of living) based on the lessons learned in Activity 5.3. They think of ways to change the system to better protect human rights, completing a worksheet on the subject. The class then discusses the results.</td>
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<td><strong>Lesson 6: Refugees and Asylum Seekers</strong></td>
<td><strong>6.1 Refugee Basics</strong></td>
<td>Students define “refuge,” “refugee,” and “asylee.” They read the first section of a fact sheet on refugees and asylum seekers to determine similarities and differences between the two groups. They then read the full fact sheet and/or view a PPT to learn more before discussing as a class.</td>
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<td><strong>6.2 Stories of Survival</strong></td>
<td>In pairs, students read a true story of a refugee or asylee. They answer questions about the person’s flight, journey, and arrival to the United States, as well as the human rights affected at each step. The class comes together to share and discuss the three phases of the refugee/asylee experience.</td>
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<td><strong>6.3 Refugee Role-play</strong></td>
<td>Students receive identity cards. They group themselves by family and then role-play that their state is being invaded by a neighboring state. Their family has to decide what 3 items each person will carry, their route of escape, and how they will survive until reaching the refugee camp. The class discusses the decisions each group made. Families reconvene to write down their needs and abilities and determine as a class what needs would not be met by the larger group in a refugee camp and where they would need help. Finally, students role-play being in a new country, with some families playing host and others new arrivals, outlining ideas for welcoming refugees and facilitating integration. The class comes together to debrief about the entire experience.</td>
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<td><strong>6.4 Applying for Asylum</strong></td>
<td>The teacher discusses the high burden of proof that asylum seekers bear when applying for status in the United States. Students fill out an application for asylum in Pig Latin. They exchange papers, and if there are any mistakes, the application is denied. The class discusses their reactions to the process.</td>
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<td><strong>Lesson 7: Undocumented Immigrants</strong></td>
<td><strong>7.1 Knowing the Facts</strong></td>
<td>The class considers the implications of calling people “undocumented” vs. “illegal.” Students learn about undocumented immigration through a fact sheet and/or PPT. They create a “fact wall” with the interesting facts they learned and discuss the results. (Watching a film on undocumented immigration is also encouraged.)</td>
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<td><strong>7.2 Stay or Go?</strong></td>
<td>Students are reminded that immigrants are considered undocumented both if they come without permission or overstay a visa. Students put their heads down as the teacher reads them short stories with “Stay or Go” decisions. At each decision point, students decide whether they would risk living as an undocumented immigrant. The class discusses students’ decisions after each story.</td>
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<td>Lesson 7: Undocumented Immigrants</td>
<td>7.3 Undocumented vs. Documented</td>
<td>Students review basic human rights concepts. After seeing an example comparison, in small groups, students read vignettes about documented or undocumented immigrants, analyzing the human rights violated or fulfilled in their experiences. Groups with stories of documented immigrants then pair up with those with undocumented stories to create a comparative Venn Diagram. The class discusses lessons learned.</td>
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<td>Lesson 8: Mock Immigration Court</td>
<td>8.1 Mock Immigration Court</td>
<td>Students review the basics of the immigration system and watch a short video on the role of the judicial system in a democracy. The class then prepares to hold mock court by reading through general rules, rights, and role assignments. The four types of cases provided are: 1) cancellation of removal, 2) asylum, 3) waiver, and 4) bond. For each, students are assigned roles and must prepare to participate in a mock hearing using the script and the relevant case materials. After holding court, the class reflects on the experience.</td>
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<td>Lesson 9: A Global Perspective on Immigration</td>
<td>9.1 An Introduction to Global Migration</td>
<td>Students review fundamentals of the U.S. immigration system and then form five groups. Each group is assigned a region of the world and must determine the top 3 migrant-receiving countries in that region, as well as the top 3 migrant-sending countries to each. They color in a map and draw arrows to visually present the data they gathered. The class discusses the information.</td>
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<td>Lesson 9: A Global Perspective on Immigration</td>
<td>9.2 Migration Council</td>
<td>The class is divided into 6 small groups and assigned one of the following countries: Ireland, New Zealand, Saudi Arabia, South Africa, and South Korea. The class is told they are a group living in Antarctica that must find a new permanent home due to global warming. They research immigration policies in their assigned country and present it to the class in a “Migration Council” meeting. Students fill out a comparison sheet during the presentations and then vote to determine where they will move. They then reverse the situation and create immigration policies with the premise that Antarctica is about to receive a large influx of immigrants. The entire class comes together to talk about the factors they considered during both phases of the exercise.</td>
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<td>Lesson 10: Nativism and Myths about Immigrants</td>
<td>10.1 Spot the Myths</td>
<td>Students define “fact,” “myth,” and “opinion.” They see an example of how true or false information affects opinions, and thus our actions. In small groups, students identify statements about immigration as facts, myths, and opinions. Groups report their answers to the class and discuss the exercise.</td>
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<td>Lesson 10: Nativism and Myths about Immigrants</td>
<td>10.2 A History of Nativism</td>
<td>After reviewing the definition of “nativism,” students get in small groups and are given a group of quotes and images from a specific time period in U.S. history. They create an explanatory write-up that they post with the provided materials to create a chronological “Gallery of Nativism” around the classroom. Students walk the gallery to find repeated themes and then discuss the history of U.S. nativism.</td>
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<td>Lesson 10: Nativism and Myths about Immigrants</td>
<td>10.3 Challenging Myths</td>
<td>Students think of a rumor and how they could find out if it was true or false. They then review the myth they identified in Activity 10.1 and read a report online to find facts that disprove it. They note original sources from the report and evaluate them with a “Guide to Sources.” Students then view a contemporary anti-immigrant network and the ways in which it spreads myths. After a class discussion, students practice refuting the anti-immigrant myth they researched.</td>
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<td>Lesson 11: Deliberative Dialogue</td>
<td>11.1 The “Rights” Way to Listen</td>
<td>Students discuss the right to be respected in conversation and learn about empathetic (or active) listening skills. In pairs, students take turns using “non-listening” behaviors and then switching to empathic listening. The class discusses the exercise.</td>
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<td>Lesson 11: Deliberative Dialogue</td>
<td>11.2 Debate vs. Deliberation</td>
<td>The class brainstorms a list of sensitive immigration topics and discusses which communication methods are normally used to determine policy and their shortcomings. The teacher introduces a new communication method, deliberative dialogue. The class defines “debate” and “deliberation,” practicing both with the issue of soda in schools. They discuss similarities and differences between the methods.</td>
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<td>Lesson 11: Deliberative Dialogue</td>
<td>11.3 Deliberating Immigration</td>
<td>In groups of 3–4, students read through a deliberative dialogue script about undocumented immigrants “taking away” jobs from U.S.-born workers. They highlight areas of common ground and potential solutions. The class then comes together to analyze the exchange. Each group then writes an ending proposing a solution and acts it out for the class.</td>
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<td>11.4 Participating in a Deliberative Dialogue</td>
<td>The class is divided in half and given backgrounders for a deliberative dialogue simulation about whether the government should give priority to family- or employment-based immigration if they increase the number of available visas. The teacher moderates the simulation and then the entire class talks and writes about lessons learned.</td>
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<td>Lesson 12: Civic Engagement and U.S. Immigration Policy</td>
<td>12.1 How Ideas Become Immigration Policy</td>
<td>Individually, students fill in what they already know (K) about how immigration law is created in a K-W-L chart. Then, in pairs, they complete what they want to know (W). Volunteers participate in a “policy scramble,” in which they are each given a step of the process in turning an immigration policy idea into federal law and must put themselves in order. The class helps if they get stuck. Students then complete their chart with what they have learned (L).</td>
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<td>12.2 Human Rights Policy Analysis</td>
<td>In small groups, students read summaries of immigration-related bills and create a visual depiction of the policy on poster paper (with words, pictures, or other imagery) that incorporates its effects on individuals’ human rights. Each group presents their poster to the class, and then the class discusses the policies.</td>
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<td>12.3 The Dream Act—Civic Engagement in Action</td>
<td>Students define civic engagement and list various types. They watch a short video about the DREAM Act and then research examples of civic engagement around the DREAM Act, bringing their favorite to class to share. All strategies are compiled and students vote for which they think would be the most effective.</td>
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<td>12.4 Making a Difference</td>
<td>Students research and record their position on a certain immigration-related policy and brainstorm civic engagement opportunities. They select one and carry it out. After they complete the project, they share it with the class. In small groups or together, students reflect on making a difference in their communities.</td>
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<td>Lesson 13: Creating a Welcoming School and Community</td>
<td>13.1 A New Perspective</td>
<td>Students create a list of respectful questions to ask immigrant students in their school. Each student then writes a fictional short story from the point of view of an immigrant student in their school describing their experiences (from a different country, with a different story, for students who are immigrants themselves). Students pair off and role-play their character as their partner interviews them using the questions previously brainstormed. Students record the answers and then write a reflective piece about this new perspective.</td>
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<td>13.2 How Welcoming is Our School?</td>
<td>In teams of 3, students conduct research and answer questions on how welcoming their school is to new immigrants and refugees. (Teachers guide any interviews that take place.) When complete, the class tabulates the scores and discusses the ways in which the school is welcoming, as well as areas/ideas for improvement.</td>
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<td>13.3 Creating a Welcoming Project</td>
<td>Students create a mind map to generate ideas for a “welcoming project” in their school or community. In small groups, students write up a full proposal for a service-learning project. One member from each group joins a class-wide “Selection Committee” that evaluates the merit of the proposals and chooses a plan. The students develop and implement the project.</td>
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<td>13.4 Host a Speaker</td>
<td>The class invites in a speaker, based on student interest, to speak about creating a welcoming community. Students take notes during the presentation, and later discuss new ideas as a class.</td>
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INTRODUCTION
The *Energy of a Nation* curriculum was first created to provide teachers with thoughtful, factual lessons on the complex, and often sensitive, topic of immigration. Originally written in 1997, with a second edition in 2004 and online updates in 2006, the curriculum has been used in diverse communities across the country. Teachers who have used the curriculum say it is “precise and researched thoroughly,” praising its “up-to-date data.” Teachers reported that lessons were engaging and did the important task of helping students dispel popular myths about immigrants. In addition to recognition from educators, *Energy of a Nation* was also included in *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*, compiled by the OSCE/Office for Democratic Institutions and Human Rights, the Office of the United Nations High Commissioner for Human Rights, the Council of Europe, and the United Nations Educational, Scientific, and Cultural Office.

*Energy of a Nation: Immigrants in America, 3rd Edition* raises the bar even further, with an expanded mandate; brand new activities; updated statistics; the incorporation of media; and colorful photos, graphs, and maps to engage students. Most importantly, the curriculum threads human rights education into all lessons to build empathy; encourage critical thinking; examine root causes and long-term solutions; and draw connections between facts, immigrant experiences, and the foundational principles of the Universal Declaration of Human Rights.

Energy of a Nation, 3rd Ed. is a distinctive, comprehensive guide to teaching students about immigration in the United States. Designed for 8th grade to adult audiences, with a module for younger students, it provides important fundamental concepts, such as:

- Definitions of key immigration terms;
- Informational background summaries;
- Admission categories and processes; and
- Statistics on immigration and trends over time.

In addition, this curriculum elevates students’ basic understandings and expands their perspectives through critical context, such as:

- The human rights of immigrants;
- Push and pull factors that cause people to move;
- The special case of refugees and asylum seekers;
- Root causes of undocumented immigration;
- The complex realities of removal through the immigration courts;
- Other countries’ experience with, and response to, immigration;
- Nativism and public discourse around immigration;
- Local and national U.S. policy considerations; and
- Service-learning opportunities to create a welcoming school and community.
Lessons are structured to reach different learning styles, can be used across disciplines, and are easily adapted for different audiences. Immigration can be a theme taught in nearly any class, but is especially conducive to the Social Studies (Civics, Current Events, Geography, Global Studies, History, Law, and Sociology), Art, English/Language Arts, and Mathematics. At the college level, it is relevant in these subject areas, as well as in Education courses.

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

Teaching human rights concepts has been found to lead to more socially responsible behavior, self esteem, and academic achievement. Using the HRE framework for immigration allows students to acquire the knowledge to understand immigration topics, but also to gain the skills and values necessary to process future information or experiences related to immigration and other sensitive issues. Students learn to put information in context, check it against reliable sources, consider root causes, make connections, and participate in democratic processes. Students are provided the opportunity to view themselves and the United States as actors in a global, fluid movement of people – the international phenomenon known as migration.
INTRODUCTION

Why Teach Immigration?

Educators face constant demands on their time in the classroom from government bodies, school boards, administrators, parents, and students. Naturally, the first question on their minds when presented with a new topic is “Why should I teach it?” Especially for educators outside the social sciences, teaching immigration may seem like a stretch. However, immigration is a theme that allows students to gain a wide range of important academic and social skills, from historical analysis to cross-cultural communication. Perhaps more importantly, educators today are facing classrooms in which more and more students are themselves immigrants or children of immigrants. Incorporating their experiences and voices into the classroom is an effective way to build an inclusive environment that fosters academic excellence for all students, especially some of those most at risk of being left behind. Here are the top five reasons why immigration issues can find a place in all classrooms:

1. Provides a multidisciplinary platform. Immigration is an excellent thematic unit for multi-disciplinary cooperative teaching. Immigration topics can be incorporated into Social Studies (Civics, Current Events, Geography, Global Studies, History, Law, and Sociology), Art, English/Language Arts, and Mathematics, among others. Studying a single subject area through many lenses can help teachers reach students with different learning styles or interest areas, reinforcing content and skills acquisition.

2. Encourages critical analysis. Immigration is a complex and controversial issue that can evoke strong emotions and sometimes involves deep-seated beliefs. Exploring opinions about immigration in the classroom challenges commonly held myths and prepares students to grapple with difficult issues in a respectful, thoughtful, and productive way.

3. Promotes active citizenship. Immigration is an important policy issue at the federal level that directly affects people in students’ own lives and communities. Encouraging students to connect issues in their community with government policy, and to take action to create change, helps them become engaged and active citizens in our democracy.

4. Creates a welcoming environment. Integrating the facts and stories of immigrant experiences into classrooms and the school helps to create a more welcoming environment for new immigrant students and their families, as they see that their knowledge and experiences are valued.

5. Raises awareness of human rights. Immigration offers a comprehensive way to educate students about human rights in the United States and abroad. It touches on human rights violations happening in other countries that drive people to the United States and it addresses human rights violations people in the United States experience as a result of the immigration system. Teaching about human rights has been shown to lead to improvements in self-esteem, socially responsible behavior, and academic achievement.
Overview

Energy of a Nation: Immigrants in America is designed for 8th grade to adult audiences; however, many of the lessons can be used or adapted for younger audiences. For the most comprehensive understanding of the subject matter, the lessons should be taught sequentially and as one unit. The lessons can also stand alone, be pieced together for shorter units (see page 19 for suggestions), or be woven into existing subject areas. The table of contents outlines each of the thirteen lesson and is followed by a table with a more detailed description of each activity. Each lesson establishes goals, objectives, essential questions, key skills, materials needed, suggested time frames, and vocabulary. The lessons are then broken down into individual activities. Following all lessons are appendices with further resources.

Background Information

Below is additional information to enhance your experience and effectiveness with the curriculum:

1. Appendices: The appendices of this curriculum contain further resources on immigration, including a glossary, a list of immigration-related books and films, connections to the national social studies standards, introductory backgrounders on human rights and human rights education, and best practices in working with immigrant and refugee students.

2. Assessment: Assessments are an important tool in instruction, allowing teachers to measure comprehension and adjust content or pedagogy as needed. Formal assessments have not been included in this curriculum; however, there are many opportunities to incorporate assessment throughout the curriculum. Teachers may collect students’ writing exercises, handouts, and other materials. In addition, quizzes can easily be created from the vocabulary, fact sheets, and other informational content. Finally, students’ engagement in role-plays, class dialogue, and activities will provide numerous avenues for assessment of knowledge, skills, and values acquired.

3. Debrief/Reflection: Immigration can be an emotional and controversial issue for students. Immigrant students, especially, may feel that a lesson touches on intensely personal topics. Many activities provide time for either a concluding group discussion or personal reflection on the information they learned that can help students process their reactions to the material. A period of reflection also creates a space for students to begin incorporating new information and perspectives into their worldview.

4. Evaluations: There are evaluation forms included in Appendix K on page 337. We strongly encourage teachers and students to fill out an evaluation at the end of the curriculum, as this feedback helps to inform and guide future work. Evaluation forms can be returned to the address provided or scanned and emailed to hrights@advrights.org. Your feedback is appreciated and valued.

5. Human Rights Education (HRE): This curriculum offers many examples of incorporating HRE principles into a given subject area. Creative strategies are used to engage students in complex subject matter by making it accessible and interesting while framing information in a broader context and connecting it to human rights principles. HRE promotes empathy and authentic connections between the classroom and students’ community, nation, and world. For more information about human rights education, see Appendix H: Human Rights Education on page 324.

6. Internet Research: There are activities that require individual or group internet research. Not all students will have access to the internet at home, and even where students have access to the internet (on cell phones, etc.), they may not have the ability to print out materials or easily synthesize information from multiple sites into a written document. Class time to research should be scheduled accordingly. As part of the process of conducting internet research, it is of utmost importance that students learn to use reliable sources, especially on a controversial issue such as immigration (see #10, “Sources”). Additionally,
because URLs are subject to change, please check websites included herewithin before including them in assignments.

7. **Journal Writing:** Journal writing is an effective tool for information retention, analysis of response, and assessment. Journal writing promotes critical thinking skills, while allowing students a “safe zone” to express their emotional responses to sensitive material. Teachers may wish to review only certain sections of students’ journals or to make them an open dialogue between students and themselves. One recommendation is to have students keep a notebook designated as their “Energy of a Nation Journal” for use throughout the unit. The journals can be divided into three sections: Vocabulary, Notes, and Personal Reflection. Keeping journals in the classroom will ensure that they are accessible for each lesson.

8. **Service-learning:** Learning about social issues should include opportunities for action within the community that is connected to academic studies. Service-learning is the “take action” piece of Human Rights Education and can further students’ personal development and facilitate deeper levels of understanding. It also promotes strong communities and a healthy democracy by empowering students to be advocates for themselves and others. This curriculum provides students with knowledge and skills that are universal and can be applied to any issue they face or care about in the future. Lessons 12 and 13 include direct opportunities for action.

9. **Small Groups:** Having students work in partners or small groups is a great way to encourage all students to participate in activities. Teachers should thoughtfully create partnerships and small groups with consideration given to personalities and learning styles. Allowing students to choose their own groups can alienate certain young people. Instead, teachers can create these pairings/groups. One option to save time is to create standard groups for a month or term that can be sub-divided or reorganized, if necessary.

10. **Sources:** It is particularly important with the subject of immigration that students understand how and why to identify reliable sources. For considerations in finding online sources for student research, please refer to Lesson 10 Handout 4: Guide to Sources on page 226.

11. **Vocabulary:** Each lesson contains vocabulary words that are important to content matter and may be new to students. Having the students create a dictionary that defines each of these words can be an important tool. Student dictionaries can also be combined with journals.

We welcome questions, comments, and feedback!
Please consider completing teacher and student evaluations found in Appendix K on page 337.

Feel free to contact a staff member at hrights@advrights.org or 612-341-3302.

We hope that you enjoy the *Energy of a Nation: Immigrants in America* curriculum.
The following suggested lesson and activity groupings are tailored to different length units, different curricular areas, and different age groups to help teachers plan the most efficient use of the Energy of a Nation curriculum.

**Immigration Basics – One Week**
- Lesson 2, Activity 1: What Are Human Rights?
- Lesson 4, Activity 1: Push and Pull Factors in History
- Lesson 5, Activity 2: Understanding the Immigration System
- Lesson 5, Activity 3: Waiting in Line Game
- Lesson 13, Activity 3: Creating a Welcoming Project

**Immigration Basics – Two Weeks**
- Lesson 6, Activity 2: Stories of Survival
- Lesson 7, Activity 2: Stay or Go?
- Lesson 7, Activity 3: Undocumented vs. Documented
- Lesson 10, Activity 1: Spot the Myths
- Lesson 10, Activity 3: Challenging Myths

**Current Events**
- Lesson 3: The Rights of Immigrants in the United States (all activities)
- Lesson 5: U.S. Immigration Policy (all activities)
- Lesson 6, Activity 1: Refugee Basics
- Lesson 7: Undocumented Immigrants (all activities)
- Lesson 12: Civic Engagement and U.S. Immigration Policy (all activities)

**Upper Elementary and Middle Grades***
- Lesson 1: Who Are Immigrants? (all activities)
- Lesson 2, Activity 1: What Are Human Rights?
- Lesson 2, Activity 2: The U.S. Constitution and the UDHR
- Lesson 5, Activity 1: Stand Up and Be Counted!
- Lesson 5, Activity 3: Waiting in Line Game
- Lesson 6, Activity 3: Refugee Role-play
- Lesson 7, Activity 2: Stay or Go?
- Lesson 10, Activity 1: Spot the Myths
- Lesson 11, Activity 1: The “Rights” Way to Listen
- Lesson 13, Activity 1: A New Perspective
- Lesson 13, Activity 3: Creating a Welcoming Project
- Optional PowerPoints: Lesson 5, Lesson 6, and Lesson 7

*For additional lessons on teaching immigration to elementary and middle level grades, see [http://www.discoverhumanrights.org/Lesson_plans.html](http://www.discoverhumanrights.org/Lesson_plans.html).
Students in any classroom may be affected by immigration issues, either because they themselves are immigrants or because of immigrant family members. Students or their loved ones may lack legal status, may be going through immigration proceedings, or may have suffered from trauma associated with their immigration experiences, among other possibilities. Teachers should always follow a few basic guidelines to ensure that lessons centered around immigration do not inadvertently leave these students feeling singled out, uncomfortable in discussions or activities, or exposed to potential negative consequences in the immigration system.

1. **Maintain Confidentiality:** In classroom discussions or in private conversations, students may disclose information about their immigration status. This information should be kept confidential unless there are overriding concerns about the student’s safety or health. Even seemingly harmless information may result in negative outcomes in immigration proceedings, including detention and deportation. When in doubt about whether information should be shared, consult a trusted legal expert on immigration (see “Provide Appropriate Support” below).

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

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

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

5. **Avoid Re-traumatization:** Some of the lessons in the curriculum explore emotional and sensitive subjects. Students who have experiences related to those subjects, such as the refugee journey or being undocumented, may find it too emotional or difficult to participate. Discuss lessons with students in advance, hold private conversations with students you think may be personally affected, offer alternative activities, and stop any lesson that becomes upsetting without attaching any blame to the situation.

6. **Provide Appropriate Support:** Students may view their teachers as one of the few authority figures that is safe to talk to about their immigration issues. In addition to maintaining confidentiality, know your limits in providing assistance. Many immigration questions can only be answered by lawyers. Keep a referral list of reputable, low-cost or free immigration legal service providers who can help answer students’ questions. The Immigration Advocates Network provides an online directory of legal service providers nationwide at [http://www.immigrationadvocates.org/nonprofit/legaldirectory/](http://www.immigrationadvocates.org/nonprofit/legaldirectory/).

For more information on working with immigrant students, see Appendix I on page 328.