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

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To order copies of the curriculum, contact The Advocates for Human Rights.
To download a free copy, visit www.energyofanation.org.

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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 EnergyofANation.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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### ACTIVITY SUMMARIES

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<td>Lesson 1: Who Are Immigrants?</td>
<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>Lesson 2: Human Rights Defined</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>Lesson 3: The Rights of Immigrants in the United States</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>Lesson 4: Push and Pull Factors and Human Rights</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>5.1 Stand Up and Be Counted!</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>5.2 Understanding the Immigration System</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>5.3 Waiting in Line Game</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>5.4 Improving the System</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>6.1 Refugee Basics</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>6.2 Stories of Survival</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>6.3 Refugee Role-play</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>6.4 Applying for Asylum</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>7.1 Knowing the Facts</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>7.2 Stay or Go?</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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<tr>
<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>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>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>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>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>Deliberative</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:</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>Civic</td>
<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>
</tr>
<tr>
<td>Engagement</td>
<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>
</tr>
<tr>
<td>and U.S.</td>
<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>
</tr>
<tr>
<td>Immigration</td>
<td></td>
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<tr>
<td>Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 13:</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>
</tr>
<tr>
<td>Creating a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Welcoming</td>
<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>
</tr>
<tr>
<td>School and</td>
<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>
</tr>
<tr>
<td>Community</td>
<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>
</tr>
</tbody>
</table>
INTRODUCTION
ENERGY OF A NATION: IMMIGRANTS IN AMERICA

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.
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 that 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 lessons 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 the 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 in the curriculum before using 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. One option to save time is for the teacher 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.

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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.
Suggested Modules

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).
Teacher Advisory on Immigration Status

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, heated language, or bigoted jokes 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 are 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.
LESSON 1

Who Are Immigrants?

_The United States themselves are essentially the greatest poem… Here is not merely a nation but a teeming nation of nations._

~ Walt Whitman, Preface to _Leaves of Grass_ (1855)
LESSON 1

Who Are Immigrants?

Goals
» Define key immigration terms.
» Identify how migration and immigration have contributed to the United States and to students’ own lives.

Objectives
» Students will understand key immigration vocabulary.
» Students will be able to give examples of immigrants past and present and understand how they have contributed to our country.
» Students will explore the migration history of their own families or of someone they choose.

Essential Questions
» Who are migrants and immigrants?
» How have immigrants impacted my life, my family history, and the country in general?

Key Skill
» Conducting an interview (Activities 2 & 3).

Materials
✓ Handout 1: Famous Immigrants to the United States
✓ Handout 2: Creating a Mock Interview
✓ Handout 3: Gathering a Migration History
✓ Paper, tape, sticky notes
✓ Map, push pins, string (optional)

Time Frame
3-4 class periods

Vocabulary
✓ emigrant
✓ emigration
✓ forced migration
✓ immigrant
✓ immigration
✓ migrate
✓ migrant
✓ migration
Lesson 1: Who Are Immigrants?

**Procedure:**

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

   - **When do you think that humans first began to migrate?**
   
     *Although this is still debated among historians and archeologists, humans are thought to have first migrated from Africa between 60,000-80,000 years ago.*\(^1\) From the earliest times, migration has been part of the human experience.

   - **Do you think that a greater percentage of the world’s population is migrating today than in previous periods? Why or why not?**
   
     *The total number of immigrants worldwide has been increasing steadily in the last 50 years, but because total population has also increased, the percentage of the world’s population that is immigrating has remained relatively constant, at around 2.5%.*\(^2\)

   - **List three reasons why people migrate. Do you think that the reasons for migration have changed over the years?**
   
     *Many of the reasons that people migrate are the same today as they have been for centuries: a desire to be with family members; a search for food, shelter, and economic opportunity; or a need to escape war or political repression. Migration can also be involuntary, when one group uses violence to displace another.*

   - **If you were going to move to another country, what are some issues you would need to consider?**
   
     *Answers will vary, but might include: learning a new language or culture; obtaining a visa; leaving behind family and friends; finding employment, schools, and/or housing; transporting pets; adapting to different climates/weather; paying for and arranging the move; finding transportation in a new country; leaving personal possessions behind; or accessing services.*

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

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

   Explain to students that *migration* is a fundamental human experience that has been going on for thousands of years. *Immigration*, in contrast, is a more recent phenomenon, resulting from the development of national borders that led to the regulation and control of migration. While every person in the United States has some family history of migration, everyone does not have a similar experience with immigration. Students will now get a chance to think more deeply about migration, and how both migration and immigration have shaped the United States and the people who live here.

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

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

**Teacher Tip**

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

1. **Choose a famous immigrant.** Divide students into groups of two or three. Explain that they will be researching the life of a famous immigrant and then presenting it to the class in the form of a mock interview. Give each student a copy of *Handout 1: Famous Immigrants to the United States* and ask the groups to choose a person from the list or select another famous immigrant to research.

2. **Research and write.** Have students research and write a 5-10 minute mock interview with the famous immigrant they have chosen, using *Handout 2: Creating a Mock Interview* as a guide. The students should work with their small groups to write the questions and answers. Encourage them to cover the following topics:
   - The famous person’s immigration story: where she or he came from, when she or he arrived in the United States, and why she or he came.
   - The famous immigrant’s experiences, positive or negative, in the United States.
   - The famous immigrant’s major accomplishments, or why she or he is famous.

3. **Conduct mock interviews.** Have an interview day in class. Students should come with an object, drawing, or piece of clothing that represents the famous immigrant they have studied. Pair students with someone who was not in their original small group. Each student will take turns role-playing the famous immigrant they researched while the other acts as the interviewer.

   The first “famous immigrant” should give the interviewer *Handout 2* filled in with the questions that their small group generated, and then try to answer the questions in character. After the interview is over, have the students switch roles and interview the second “famous immigrant.”

4. **Discuss.** As a class, discuss what students learned from talking to these “famous immigrants.” Try to address the following questions:

   **Questions for Discussion**
   - Were there factors in common that led these immigrants to want to come to the United States? What were they?
   - Did any of the immigrants have similar experiences after arriving in the United States?
   - What are some ways that the United States as a whole has benefited from these famous immigrants’ achievements? How have students benefited from them?
Procedure:

1. **Research a migration story.** Tell students that migration is not only a part of U.S. history, but is also part of the family histories of many people. For this activity, students will research and report on the family migration history of a relative or other person of their choice. Students should interview their chosen person about either their own migration experience or about one of their ancestors that migrated to or within the United States. In some cases, the person will have migrated to the United States from another country, either by choice or because they were forced to come (as in the slave trade). A Native American may be part of a tribe with a history of migration (voluntary or forced) within the Americas.

2. **Tell a migration story.** Help the students understand what kind of information they will be gathering by offering a brief overview of your own family’s migration history or the migration history of someone you know well, answering as many of the same questions as the students will be asking as possible.

3. **Write a report.** Ask students to write a report on the family migration history of their relative or other chosen person. Give them *Handout 3: Gathering a Migration History* to help them conduct their interviews. The reports should include at least one page with photographs, maps, hand-drawn images, or other artistic representations of the student’s chosen migration story that will be displayed around the room. Students should ask their interviewee the following questions and include the answers in their reports:
   - What was the name of your ancestor who migrated to or within the United States?
   - How many generations ago did your ancestor migrate? What year did he or she arrive?
   - What country or region did your ancestor migrate from? Where did he or she migrate to in the United States?
   - Why did your ancestor leave his or her home and migrate to or within the United States?
   - What language(s) did your ancestor speak when he or she migrated? What language(s) does your family speak at home most often today?
   - Do you feel you have any cultural, linguistic, or other connections with the region where your ancestor originated?

4. **Display.** Once students have completed their reports, hang the artistic representations of their migration stories around the classroom. Two good ways to display them are piecing together a “patchwork quilt” or sticking pins in a world map with string connecting the art to each migrant’s place of origin.

Teacher Tip

Some students may not be able or willing to explore their own families’ migration history due to adoption, trauma, or lack of knowledge, so it is important to offer them the alternative of interviewing a family friend, neighbor, or other adult of their choice. Teachers may want to recruit an adult or two at the school who can serve as interview subjects for students who have trouble finding someone to interview.
FAMOUS IMMIGRANTS TO THE UNITED STATES

Students: Select one of the following immigrants to be the subject of your mock interview.

Government
Madeleine Albright, former U.S. Secretary of State (Czechoslovakia; modern-day Czech Republic)
Zbigniew Brzezinski, former U.S. National Security Advisor (Poland)
Felix Frankfurter, Supreme Court Justice (Austria)
Henry Kissinger, former U.S. Secretary of State (Germany)
Hyman G. Rickover, U.S. Navy admiral (Russia; modern-day Poland)

Business and Technology
Sergey Brin, co-founder of Google (USSR; modern-day Russia)
Andrew Carnegie, industrialist (Scotland)
Dov Charney, founder of American Apparel (Canada)
Steve Chen, co-founder of YouTube (Taiwan)
Oscar de la Renta, fashion designer (Dominican Republic)
Max Factor, founder of Max Factor cosmetics (Russia; modern-day Poland)
Domingo Ghirardelli, founder of Ghirardelli Chocolate Company (Italy)
Vinod Khosla, co-founder of Sun Microsystems (India)
Pierre Omidyar, founder of eBay (France)
Igor Sikorsky, founder of Sikorsky helicopters (Russia; modern-day Ukraine)
Levi Strauss, founder of Levi Strauss & Co (Germany)

Sports
Mario Andretti, race car driver (Italy; modern-day Croatia)
Charles Atlas, bodybuilder (Italy)
José Canseco, baseball player (Cuba)
Nadia Comaneci, gymnast (Romania)
Patrick Ewing, basketball player (Jamaica)
Pau Gasol, basketball player (Spain)
Sebastian Janikowski, football player (Poland)
Martina Navratilova, tennis player (Czechoslovakia; modern-day Czech Republic)
Hakeem Olajuwon, basketball player (Nigeria)
Chan Ho Park, baseball player (South Korea)
Knute Rockne, football coach (Ireland)
Sammy Sosa, baseball player (Dominican Republic)

Science and Academia
Hannah Arendt, philosopher (Germany)
Albert Einstein, theoretical physicist (Germany)
Enrico Fermi, nuclear physicist (Italy)
David Ho, AIDS researcher (Taiwan)
Simon Kuznets, economist (USSR; modern-day Belarus)
John Muir, naturalist/writer (Scotland)
Nikola Tesla, developer of AC power (Austria-Hungary; modern-day Croatia)

Arts and Entertainment
Isabel Allende, author (Chile)
Isaac Asimov, author (USSR; modern-day Russia)
Mikhail Baryshnikov, dancer/choreographer (USSR; modern-day Latvia)
Irving Berlin, composer/lyricist (Russia)
David Byrne, musician (Scotland)
Frank Capra, director (Italy)
Charlie Chaplin, actor (England)
Christo, artist (Bulgaria)
Edwidge Danticat, author (Haiti)
Wim Cremin, artist (The Netherlands)
Gloria Estefan, musician (Cuba)
Michael J. Fox, actor (Canada)
Greta Garbo, actress (Sweden)
Khaliq Gibran, poet (Lebanon)

Business and Technology
Sergey Brin, co-founder of Google (USSR; modern-day Russia)
Andrew Carnegie, industrialist (Scotland)
Dov Charney, founder of American Apparel (Canada)
Steve Chen, co-founder of YouTube (Taiwan)
Oscar de la Renta, fashion designer (Dominican Republic)
Max Factor, founder of Max Factor cosmetics (Russia; modern-day Poland)
Domingo Ghirardelli, founder of Ghirardelli Chocolate Company (Italy)
Vinod Khosla, co-founder of Sun Microsystems (India)
Pierre Omidyar, founder of eBay (France)
Igor Sikorsky, founder of Sikorsky helicopters (Russia; modern-day Ukraine)
Levi Strauss, founder of Levi Strauss & Co (Germany)

Sports
Mario Andretti, race car driver (Italy; modern-day Croatia)
Charles Atlas, bodybuilder (Italy)
José Canseco, baseball player (Cuba)
Nadia Comaneci, gymnast (Romania)
Patrick Ewing, basketball player (Jamaica)
Pau Gasol, basketball player (Spain)
Sebastian Janikowski, football player (Poland)
Martina Navratilova, tennis player (Czechoslovakia; modern-day Czech Republic)
Hakeem Olajuwon, basketball player (Nigeria)
Chan Ho Park, baseball player (South Korea)
Knute Rockne, football coach (Ireland)
Sammy Sosa, baseball player (Dominican Republic)

Science and Academia
Hannah Arendt, philosopher (Germany)
Albert Einstein, theoretical physicist (Germany)
Enrico Fermi, nuclear physicist (Italy)
David Ho, AIDS researcher (Taiwan)
Simon Kuznets, economist (USSR; modern-day Belarus)
John Muir, naturalist/writer (Scotland)
Nikola Tesla, developer of AC power (Austria-Hungary; modern-day Croatia)

Arts and Entertainment
Isabel Allende, author (Chile)
Students: With your small group, write a script for an interview with the famous immigrant you’ve chosen to research. The mock interview should be 5-10 minutes long and should cover the following topics:

- The person’s immigration story: where she or he came from, when she or he arrived in the United States, and why she or he came.
- The immigrant’s experiences, positive or negative, in the United States.
- The immigrant’s major accomplishments or why she or he is famous.

Try to come up with five interview questions. Every group member should write them down on their own handout to give them to their interviewer. The interviewer will ask these questions and write down the responses in the boxes.

1. 

2. 

3. 

4. 

5. 

Name: ________________________________
Students: Choose a family member, friend, or neighbor to interview about either their own migration experience or about one of their ancestors that migrated to or within the United States. Write a report on that person’s migration story. The report should include at least one page with photographs, maps, hand-drawn images, or other artistic representations of your chosen migration story that will be displayed in the classroom. You can use this handout to help you conduct the interview. (Note: If you are interviewing an immigrant about their own experience, you will need to change the questions, for instance by replacing “your ancestor” with “you.”)

1. What was the name of your ancestor who migrated to or within the United States?

2. How many generations ago did your ancestor migrate? What year did he or she arrive?

3. What country or region did your ancestor migrate from? Where did he or she migrate to in the United States?

4. Why did your ancestor leave his or her home and migrate to or within the United States?

5. What language(s) did your ancestor speak when he or she migrated? What language(s) does your family speak at home most often today?

6. Do you feel you have any cultural, linguistic, or other connections with the region where your ancestor originated?

7. Add your own question here! ___________________________________________________________________________________
LESSON 2
Human Rights Defined

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

~ Article 1, Universal Declaration of Human Rights (1948)
LESSON 2

Human Rights Defined

Goal
» Understand the definition of human rights.

Objectives
» Students will be able to define human rights in their own words.
» Students will know the rights contained in the Universal Declaration of Human Rights (UDHR) and be able to explain their importance.
» Students will understand how global inequality leads to the denial of human rights and the decision to immigrate.

Essential Question
» What are human rights and why are they important?

Key Skill
» Interpreting and comparing U.S. and internationally recognized rights (Activities 1 & 2).

Additional Resources
The handout in this lesson is an abbreviated version of the Universal Declaration of Human Rights. A complete version of the UDHR can be found in Appendix G on page 320.

Materials
✓ Handout 1: The Universal Declaration of Human Rights
✓ Handout 2: Selected U.S. Constitutional Amendments
✓ Handout 3: Human Rights Comparison
✓ Answer Key: Human Rights Comparison
✓ Handout 4: Global Inequality Map
✓ Paper, art supplies, magazines for collages
✓ Candy, paper money, or some other pretend currency

Time Frame
3 class periods

Vocabulary
declaration
dignity
human rights
inequality
poverty
Procedure:

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

2. **Define.** Write the question “What are human rights?” on the board. Have students share and compare their answers with the class. Offer the definition of human rights according to the United Nations:

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

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

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

- What rights do we protect in the United States in our Constitution and Bill of Rights? (possible answers: freedom of speech, religion, and assembly; right to a fair trial; freedom from arbitrary arrest)
- What is the minimum that people need to live in dignity? (possible answers: food, housing, health care, education)
- Think of famous movements in our country’s history - what kinds of things were they fighting for? (possible answers: freedom from slavery, non-discrimination, right to vote)

Give students a copy of Handout 1: The Universal Declaration of Human Rights. Explain that all of these rights are included in the Universal Declaration of Human Rights (UDHR), which was written by representatives from countries all over the world, including the United States. The UDHR defines the basic rights that all people are entitled to, no matter who they are or what country they live in.

4. **Create.** Ask students to pick one article from the UDHR. They will be preparing a mini-presentation for the class on a poster board or large sheet of paper. For their presentation, students should:

- Rewrite the UDHR article they selected in their own words.
- Add a visual. Draw a picture, or cut out an image from a magazine or newspaper to represent that right.
- Give three examples of how this right is upheld or violated in their own community.
- State why they do or do not consider this right to be important or relevant to their life.

Teachers should prepare a sample article so that students can see what the finished product will look like. Students may choose to present their articles individually or you may want to group them according to the articles they have chosen. Keep and post the articles for others to see.

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**Procedure:**

1. **Explain.** Provide students with a brief background on the Universal Declaration of Human Rights (UDHR):

   The creation of the UDHR can be traced to struggles to end slavery, genocide, discrimination, and government oppression. Atrocities during World War II showed that previous efforts to protect individual rights had not worked. Following the war, countries from around the world founded the United Nations to “maintain international peace and security.” As part of joining the UN, these countries promised to uphold human rights. Representatives of many different countries drafted the UDHR to spell out exactly what those basic human rights should be. The United States played a leading role in the process. After three years of work, the UDHR was adopted without opposition by the UN General Assembly on December 10, 1948. Currently, 192 countries are members of the UN and have promised to uphold the rights in the UDHR.

2. **Compare.** The UDHR lists the rights that all people around the world should have. In the United States, the Constitution and Bill of Rights describe and protect the human rights of all people in this country. The two documents have a similar purpose and protect some of the same rights, but there are many differences. Students will use Handout 1: The Universal Declaration of Human Rights and Handout 2: Selected U.S. Constitutional Amendments to fill in the chart on Handout 3: Human Rights Comparison. They will need to identify which rights are listed in the UDHR and which are listed in the U.S. Constitution. Students may also feel that some things which should be rights are not listed in either document – these can be added to the fourth column. An answer key is provided on page 40.

3. **Discuss.** As a large group, have students discuss their answers to the Human Rights Comparison chart.

   **Questions for Discussion**

   - Were there any rights included in either the Constitution or the UDHR that surprised you?
   - Would you add any rights to the Constitution? Would you add any to the UDHR? Which ones?
   - Are there any rights that you think do not belong in either the Constitution or the UDHR or both? Why?
   - How well do you think each document helps people live with dignity?

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**Optional Extension**

**Dig deeper.** To provide your students with a more detailed explanation of human rights and the international human rights system, download The Advocates’ Human Rights Toolkit at [http://discoverhumanrights.org/General_Human_Rights.html](http://discoverhumanrights.org/General_Human_Rights.html).

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Procedure:

1. **Set up.** This activity requires some preparation. Each student will receive units of currency — teachers can use candy, paper money, or some other kind of currency for the activity. The class will be divided into five groups of equal size and each group will receive currency to represent their share of the world’s income. The following table lists the amount of currency students in each group should get. This distribution is more generous than the actual distribution of income worldwide, meaning the poorest students are better off under this distribution than poor people actually are worldwide (in reality, the poorest students should be receiving less than 1 unit of currency).

   World income inequality is determined both by inequality between countries and within countries. However, inequality between countries is the largest contributor to world inequality, and thus will be the focus of this exercise. If students seem skeptical that all people in the United States are as wealthy as the exercise suggests, remind them that this is based on an average that includes all incomes. Moreover, even low-income Americans often have higher standards of living than many people in the poorest parts of the world. *Handout 4: Global Inequality Map* shows income distribution for countries around the world.

<table>
<thead>
<tr>
<th>Group</th>
<th>Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poorest fifth of class</td>
<td>1 unit</td>
</tr>
<tr>
<td>Lower middle fifth of class</td>
<td>2 units</td>
</tr>
<tr>
<td>Middle fifth of class</td>
<td>4 units</td>
</tr>
<tr>
<td>Upper middle fifth of class</td>
<td>8 units</td>
</tr>
<tr>
<td>Top fifth of class</td>
<td>40 units</td>
</tr>
</tbody>
</table>

   An easy way to distribute the currency is to create paper bags for each student; this is especially useful when using a bulky currency like candy.

2. **Distribute wealth.** Write the following items on the board: housing, health care, food, sanitation, elementary education, clothing, higher education, car, and TV/computer. Ask students which of the items are basic human rights (housing, health care, food, sanitation, education). Draw a circle around each of the human rights as they answer correctly.

   Hand out one currency bag to each student. After you have handed out the bags, explain to the students that the bags contain various amounts of currency, and its distribution is representative of wealth around the world. Let students know that the amount they possess affects their capacity to satisfy their basic needs such as housing, adequate food and nutrition, good health care, and education; and luxury items such as a car, TV, or computer. Let the students know that one unit of currency can buy one “need” on the board. Explain to the students that those in the room with eight or more units will have most of their needs and wants met, those with four units will have only their “basic needs” met, and those with two or less will have difficulty surviving due to disease, lack of education, malnutrition, or inadequate shelter.

3. **Form groups.** Have students form five groups based on how much currency they have (these groups should correspond to the table above). Either share with students or ask them to guess what parts of the world are represented in each income group. Give students *Handout 4: Global Inequality Map* so they can see how birthplace helps determine how much money they have. Explain that though all people are entitled to the same basic human rights, the realities of poverty and inequality mean that many people in the world do not enjoy their basic human rights, while others are able to acquire almost everything they need or want.

(continued on next page)
4. Plan for migration. Working in their small groups, give students 10 minutes to devise a plan to allow people to travel to other countries (i.e. change groups) in order to increase their income. When students arrive in a new income group, each current resident must give one unit of currency to each newcomer. Remind the students that they should try to devise a plan that is representative of what they think their income group would do, which may not necessarily be what they personally would do. For example, people in the top income group may not be willing to share their wealth, even if the students are personally more generous. Ask each group to appoint a spokesperson to explain their plan to others and to answer questions.

Each group should:

- Describe who, if anyone, should be allowed to move and why.
- Show why their plan is fair.

The teacher can offer a sample plan, such as the following, to help students understand how to create their own plan.

“Under my plan, people from the lowest income group can go to any other income group, but no one else is allowed to migrate. That way, the people who need the most help will get it without placing too much of a burden on other countries.”

5. Vote and implement. After the plans have been presented and discussed, announce that a vote will now be held on which plan to adopt. When students are ready to vote, announce the following to the class: 1) students with more than eight currency units have five votes each, 2) those with four to eight units have two votes, and 3) those with one or two units have 1/2 vote. This strategy introduces the connection between wealth and power. Have participants vote and tabulate the results. Announce which plan is to be implemented and carry out this plan. If people are allowed to migrate, have students stand up and move to their new income group. Once all students have arrived at their new groups, redistribute the wealth.

6. Discuss. Explain to the students that there was enough wealth in currency units to ensure that everyone in the room could have nine units and therefore fulfill all the needs and wants on the board. In the large group, discuss how the students felt about the exercise.

Questions for Discussion

- How many people were able to meet their needs adequately?
- How did you feel about having two units or less? Eight units or more?
- How did you feel about the outcome of the vote?
- In real life, how do you think wealth and power affect one’s ability to enjoy human rights and human dignity?
- How is the choice to migrate linked to global inequality and human rights?
- What might be some fair ways to address global inequality and the denial of human rights, other than migration?
THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (ABBR.)

Article 1
Right to Equality

Article 2
Freedom from Discrimination

Article 3
Right to Life, Liberty, Personal Security

Article 4
Freedom from Slavery

Article 5
Freedom from Torture and Degrading Treatment

Article 6
Right to Recognition as a Person before the Law

Article 7
Right to Equality before the Law

Article 8
Right to Remedy by Competent Tribunal

Article 9
Freedom from Arbitrary Arrest and Exile

Article 10
Right to Fair Public Hearing

Article 11
Right to be Considered Innocent until Proven Guilty

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

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

Article 14
Right to Asylum in other Countries from Persecution

Article 15
Right to a Nationality and the Freedom to Change It

Article 16
Right to Marriage and Family

Article 17
Right to Own Property

Article 18
Freedom of Belief and Religion

Article 19
Freedom of Opinion and Information

Article 20
Right of Peaceful Assembly and Association

Article 21
Right to Participate in Government and in Free Elections

Article 22
Right to Social Security

Article 23
Right to Desirable Work and to Join Trade Unions

Article 24
Right to Rest and Leisure

Article 25
Right to Adequate Living Standard

Article 26
Right to Education

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

Article 28
Right to a Social Order that Articulates this Document

Article 29
Community Duties Essential to Free and Full Development

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


SELECTED U.S. CONSTITUTIONAL AMENDMENTS (ABBREVIATIONS)

-Amendment I
Freedom of Religion, Speech, Press, Assembly, and Right to Petition Government

-Amendment II
Right to Bear Arms

-Amendment III
Freedom from Housing Troops

-Amendment IV
Freedom from Unlawful Search and Seizure

-Amendment V
Right to Due Process of Law and Freedom from Self-Incrimination

-Amendment VI
Right to a Fair Criminal Trial

-Amendment VII
Right to a Trial by Jury in Civil Lawsuits

-Amendment VIII
Freedom from Cruel and Unusual Punishment

-Amendment XIII
Abolition of Slavery

-Amendment XIV
Right to Equal Protection of the Law

-Amendment XV
Right to Vote for All Races

-Amendment XIX
Women’s Right to Vote

-Amendment XXIII
Right to Vote for President for Residents of Washington D.C.

-Amendment XXIV
Right to Vote Cannot Be Blocked by Poll Tax

-Amendment XXVI
Right to Vote at Age 18
**HUMAN RIGHTS COMPARISON**

**Students:** Use Handout 1: The Universal Declaration of Human Rights and Handout 2: Selected U.S. Constitutional Amendments to fill in the table below. Rights found ONLY in the U.S. Constitution should go in column 1, while rights found ONLY in the Universal Declaration of Human Rights should go in column 2. Some rights are found in both the Constitution and the UDHR – list these in column 3. Finally, you may feel there are rights that should be protected but which are not in either document. Write these in column 4.

<table>
<thead>
<tr>
<th>Constitution</th>
<th>UDHR</th>
<th>Both</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Human Rights Comparison

<table>
<thead>
<tr>
<th>Constitution</th>
<th>UDHR</th>
<th>Both</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Right to bear arms</td>
<td>• Right to remedy</td>
<td>• Freedom of religion</td>
<td>Possible answers include:</td>
</tr>
<tr>
<td>• Freedom from housing troops</td>
<td>• Right to be innocent until proven guilty</td>
<td>• Freedom of speech and press</td>
<td>• Rights of LGBT individuals</td>
</tr>
<tr>
<td>• Right to a jury trial</td>
<td>• Right to free movement</td>
<td>• Freedom of assembly and association</td>
<td>• Right to clean environment</td>
</tr>
<tr>
<td></td>
<td>• Right to asylum</td>
<td>• Freedom from unlawful search and seizure</td>
<td>• Right to enter other countries/immigrate</td>
</tr>
<tr>
<td></td>
<td>• Right to a nationality</td>
<td>• Right to due process</td>
<td>• Right to water</td>
</tr>
<tr>
<td></td>
<td>• Right to family</td>
<td>• Freedom from unlawful seizure of property</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Right to social security</td>
<td>• Freedom from arbitrary arrest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Right to desirable work and trade unions</td>
<td>• Right to a fair trial</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Right to rest</td>
<td>• Freedom from cruel and unusual punishment/torture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Right to adequate living standard (health, housing, food)</td>
<td>• Freedom from slavery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Right to education</td>
<td>• Right to equal protection/freedom from discrimination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Right to participate in culture</td>
<td>• Right to vote</td>
<td></td>
</tr>
</tbody>
</table>
GLOBAL INEQUALITY MAP

World Income Distribution by Country
- Red countries = poorest fifth of world population
- Orange countries = lower middle fifth of world population
- Yellow countries = middle fifth of world population
- Green countries = upper middle fifth of world population
- Blue countries = wealthiest fifth of world population

LESSON 3
The Rights of Immigrants in the United States

The bosom of America is open to receive not only the Opulent and respectable Stranger, but the oppressed and persecuted of all Nations and Religions; whom we shall welcome to a participation of all our rights and privileges.

~ George Washington, “Address to Irish Immigrants” (1783)
Goal

» Understand the rights of immigrants and the U.S. record in guaranteeing those rights.

Objectives

» Students will gain a general understanding of the rights of immigrants as outlined by U.S. law and international human rights treaties.

» Students will work together to determine how well the United States is fulfilling the rights of immigrants.

» Students will analyze news articles and other media about immigration from a human rights perspective.

Essential Question

» How well is the United States fulfilling the rights of immigrants?

Key Skill

» Analyzing news media (Activity 2).

Materials

✔ Handout 1: The Rights of Migrants in the United States

✔ Handout 2: Migrants in the Media.

✔ Example news article about immigration

Time Frame

3-4 class periods

Vocabulary

✔ bias

✔ human rights

✔ immigrant

✔ migrant
Procedure:

1. **Review.** Ask students to share what they have already learned about immigration and human rights. Revisit the definitions of immigrant, migrant, and human rights covered in Lesson 1 (on page 21) and Lesson 2 (on page 31). Read the following excerpt from the Universal Declaration of Human Rights (UDHR):

   “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property or other status.”

   The quote emphasizes how everyone, regardless of immigration status or other characteristics, is entitled to basic human rights.

2. **Imagine.** Ask your students to imagine that they are an immigrant coming to a new country. Have the class generate a list of things that would be important to them. What would they need? What would they fear? What would they wish for? Students could work in small groups to generate more ideas. Write their ideas down on the board. As a class, compare this list with the rights contained in the UDHR (see Lesson 2 Handout 1: The Universal Declaration of Human Rights on page 37). What rights might be particularly important to migrants?

3. **Read.** Distribute Handout 1: The Rights of Migrants in the United States to the entire class. Ask the class to take 10 minutes to read the first page of the handout to familiarize themselves with the rights of migrants (some of this will have already been covered in Steps One and Two).

4. **Jigsaw.** The purpose of this activity is to help students become familiar with the rights of migrants as outlined by U.S. law and by international human rights treaties. Through this activity, the students will put together the pieces of the “jigsaw”, and learn from each other whether or not the United States is fulfilling the rights of migrants.

   1. **Form Groups.** Have students form groups of 2-3 (depending on the size of the class), and assign each group a subsection to read under “Is the U.S. Fulfilling the Rights of Migrants?” For example, one group would be responsible for reading “Humane Treatment in Detention.” Another group would be responsible for reading “Equal Protection and Due Process”, and so on.

   2. **Provide Example.** Demonstrate what students should look for in their fact sheet section by reading through the “Safety and Security” section as a class. Ask students to identify two facts that show the U.S. record in protecting that right (possible answers include: persistence of hate crimes, increased domestic violence, and border-crossing deaths).

   3. **Read and Choose.** Ask the students to take 10 minutes to read their assigned subsection. First, have the group read the definition of the right from the sidebar on the first page. Then, ask each group to choose two items to share from their subsection that show how well the United States protects the right being discussed.

   4. **Present.** After 10 minutes, ask each group to choose one spokesperson to present to the class on the definition of the right covered by their subsection, as well as the two items they chose to highlight. This should take approximately 25-30 minutes. Students should record the definitions and examples in their notebooks.

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Procedure:

1. Research. Give each student Handout 2: Migrants in the Media. For this assignment, each student will use the internet and/or print media to identify and analyze one news article that deals with the issue of immigration in the United States. The article must be from a reputable news source, such as news magazines (e.g., Newsweek), newspapers (e.g., The New York Times), or a government publication (e.g., from the Department of Education). The students can use the subsections they discussed in Activity 3.1 to help them guide the search for their articles. Depending on time and resources, teachers can have students research this assignment at home or in class. If students do not all have internet access at home, it may be useful to set aside time for computer use during class or to provide hard copies of articles for students. If students are finding articles on the internet at home, they should print out hard copies to bring to class. (An optional variation of this exercise is to have students analyze articles on the same subject and published the same day or week from different sources to make bias and differences in coverage easier to detect.)

2. Analyze. Explain to students that news sources often have viewpoints or opinions about a subject, even if they do not explicitly state their opinion. One important task when reading a news article is to be alert to bias or opinions that could be influencing the reporting. Demonstrate to students the kind of analysis they will be undertaking in this activity by walking them through a sample news article and answering the questions on Handout 2 as a class. Then ask the students to analyze their own articles the same way, answering in writing the questions in Handout 2: Migrants in the Media. Students should be ready to discuss their answers with their classmates.

3. Small group discussion and presentation. Ask students to get in the same small groups they formed for the jigsaw. Ask them to take 15 minutes to discuss the answers they provided to each of the questions on their handout. After they have discussed each article, ask them to select one article they feel is particularly effective in demonstrating the fulfillment (or lack thereof) of a particular immigrant right, and to be prepared to paraphrase the article and summarize their analysis for the class.

Ask them to select one spokesperson to communicate this information to the rest of the class. When all of the groups are ready to present on their chosen article, take approximately 30-40 minutes to hear from all of the groups. As a class, evaluate the overall performance of the United States in protecting the rights of immigrants.

Questions for Discussion

? Did the information found in the newspaper articles support what they learned in Activity 3.1?
? What grade would students give the country?
? Based on what was discussed in the article, what kinds of actions need to be taken to ensure that the United States fulfills the rights of migrants?
WHAT IS A MIGRANT?

A migrant is “any person who lives temporarily or permanently in a country where he or she was not born.” Migrants leave one place for another in search of a decent living or better education, to flee persecution, or simply to be close to family or friends.

Migration is an ancient and natural human response to hunger, deprivation, persecution, war, or natural disaster. Today, most governments regulate their borders and govern who enters or leaves the country. Migrants are classified based on their intent and the manner in which they enter a country. Tourists, business travelers, students, temporary workers, asylum seekers, refugees, permanent residents, and undocumented migrants all are part of the worldwide migrant population.

In 2010, an estimated 214 million people lived outside their country of birth. Approximately 42.8 million migrants live in the United States.

WHAT ARE THE RIGHTS OF MIGRANTS?

International human rights apply to all human beings, regardless of immigration status. Everyone – citizen or migrant, documented or undocumented – enjoys basic human rights such as the right to life, liberty, and security of person; freedom from slavery or torture; the right to equal protection of the law and freedom from discrimination; freedom from arbitrary arrest and detention; the presumption of innocence; and freedom of association, religion, and expression.

These human rights are protected by international treaties, including the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights (ICCPR), and the International Covenant on Economic, Social and Cultural Rights (ICESCR). Several treaties specifically address the human rights of migrants, including the Convention relating to the Status of Refugees and the Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. These treaties outline rights of particular importance to migrants, including due process, family reunification, and asylum.

DOES U.S. LAW RECOGNIZE THE RIGHTS OF MIGRANTS?

The U.S. Constitution guarantees most rights for all people in the United States, whether citizens or migrants, documented or undocumented. These include equal protection under the law, the right to due process, freedom from unlawful search and seizure, and the right to fair criminal proceedings, among many others. Other U.S. laws, such as those governing immigration proceedings, also grant rights to migrants.

The U.S. is also bound by international treaties such as the ICCPR, the Refugee Convention and the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), all of which grant basic human rights to all peoples, including migrants.

IS THE U.S. FULFILLING THE RIGHTS OF MIGRANTS?

Despite the commitments made in international and domestic law, the U.S. system often fails to protect the human rights of migrants. Certain domestic laws discriminate between citizens and migrants, or between documented and undocumented migrants, especially in the provision of basic social services. Migrants encounter prejudice and intimidation in the workplace and in society at large; unequal access to basic services such as health care, housing, and education; arbitrary infringement of their civil liberties; and the denial of their fundamental rights to due process.
THE RIGHTS OF MIGRANTS IN THE UNITED STATES

Safety and Security
U.S. domestic law protects migrants against violence and intimidation, but in recent years, the extreme and often racist rhetoric surrounding immigration issues has increased the threats migrants face to their personal safety. According to the FBI, 11% of all hate crimes in 2008 were based on the national origin of the victim. In other areas, the United States also has trouble guaranteeing the safety of migrants. For example, migrant women are more vulnerable than citizen women in cases of domestic violence and sexual assault, due to language barriers, social isolation, lack of financial resources, and fear of deportation. The violence often goes unreported, and the women do not receive the critical services they need.

U.S. border enforcement policies and the lack of legal entry options have placed migrants in mortal danger along the Mexico–U.S. border. The dangers migrants risk in crossing the increasingly militarized border are known to the United States, yet the government has failed to minimize the threats to safety. Instead, deployment of heavy security near population centers has pushed migrant flows to more treacherous and remote corridors where they are dependent on smugglers, increasing the risk of death. Between 365 and 725 migrants died in 2008 as a result of these border enforcement policies.

Humane Treatment in Detention
The U.S. lacks mandatory standards for immigration detention facilities, and as a result, migrants are frequently denied their rights to necessary medical care and humane conditions of detention. Virtually all immigrant detainees are held in prison-like settings, wear prison uniforms, are regularly shackled during transport and in their hearings, and are mingled with the general prison population. Immigrants in detention may be held for prolonged periods of time without access to the outdoors. Appropriate psychological and medical services for torture survivors are universally unavailable. Between 2003 and April 2009, Immigration and Customs Enforcement reported over 90 deaths of non-citizens in their custody, many as a result of denied medical care or suicide. Temporary holding facilities are even worse, with some holding cells essentially large cages in the desert, while in other cases, migrants are held on buses with inadequate food, water, and medical care.

Equal Protection and Due Process
All people in the United States have the right to due process and equal protection under the U.S. Constitution. Under immigration law, however, many migrants are subject to mandatory detention and to deportation without a hearing, even when they are lawfully present in the United States. Over 30,000 people in 2009 were deported without ever appearing before an immigration judge to plead the specific facts of their case. Many migrants, including asylum seekers who are fleeing government persecution and torture, are also detained - sometimes for months - without an individual hearing on whether they can be safely released.

Immigrants are also denied their right to effective representation. While U.S. law provides that migrants facing deportation have “the privilege of being represented,” representation must be “at no expense to the Government.” In 2008, approximately 57% of detainees in deportation cases were unrepresented, which limits the ability of migrants to present compelling cases on why they should be allowed to stay, especially given the complexities of the immigration system. Migrants with mental disabilities face even greater odds, since the immigration system routinely fails to take into account their competency to stand trial, even when they do not understand the charges being brought against them.

Asylum
Though the United States has ratified the Refugee Convention, certain policies in the asylum and refugee system deny protection to migrants who would face persecution or death if returned to their country of origin. U.S. law denies asylum to migrants who fail to file their claims within one year of arriving, which penalizes those most in need of protection, such as survivors of torture who struggle with memory loss, PTSD, depression, and other barriers to quickly applying for asylum. The United States also defines the risk of being tortured very narrowly, denying protection to many at-risk people. Finally, the United States bars individuals who have provided support to terrorist groups, but the definition is so broad that it covers peaceful political speech, assistance provided under coercion or threat of force, and even association with groups that support U.S. policies such as anti-Taliban fighters or Kurdish groups that fought against Saddam Hussein.

Family Unity
The right to maintain the unity of a family is one of the most fundamental human rights. The United States recognizes this by granting special preference to family members of immigrants who wish to join them in the United States. However, in practice, a strict quota system combined with slow processing times has led to an enormous backlog of visa applications – almost 3.5 million. As a result, migrants have waited years – and sometime decades – before being reunited with family members. The United States also does not take into account family unity when enforcing immigration laws, detaining and deporting family members without considering the impact on families left behind. Over 1 million family members were separated by deportation between 1997 and 2007. U.S. law also establishes high penalties for unlawfully residing in the United States, forcing immigrants who may have entered illegally to spend up to 10 years apart from family members even after acquiring a pathway to legal status.
Non-discrimination

Though both U.S. laws and international treaties protect people from discriminatory treatment on the basis of ethnicity or national origin, migrants are often denied these protections. In many cases, immigration officials and local police rely almost entirely on Hispanic ethnicity to justify stopping, questioning, searching, and detaining suspected undocumented migrants. In Texas, allowing local police to enforce immigration laws led to a sharp increase in the numbers of Hispanics detained on minor misdemeanor charges compared to other races, even though most of those arrested were lawfully present in the United States.

After September 11, 2001, Arab and Muslim Americans were also victims of discrimination. The FBI questioned thousands of men of Middle Eastern descent despite having no evidence of their involvement in terrorist activity or even immigration violations, while new immigration policies target migrants from Middle Eastern and Muslim countries even when there is no evidence that the migrant poses a risk.

Freedom from Forced Labor

Both undocumented and documented immigrants can be victims of forced labor. The H-2 guestworker program allows people to enter the United States legally for temporary seasonal employment. Once here, these workers are vulnerable to exploitation and enslavement, including stolen wages, seizure of identity documents, poor living conditions, and denial of medical care for workplace injuries. Many undocumented migrants end up in slavery-like situations as a result of human trafficking. While the Trafficking Victims Protection Act of 2000 was created to reduce trafficking violations, many victims are too afraid of their traffickers to report the crime and less than one percent of cases are solved annually.

Justice and Favorable Working Conditions

Migrants to the United States face serious barriers to economic prosperity and favorable working conditions. On average, migrants have median weekly earnings that are less than 80% of the earnings of native-born Americans. Many of the industries in which immigrants work, particularly in the agricultural and domestic services sectors, are excluded from minimum wage, overtime, trade union, and occupational health and safety laws. Employers also use the threat of deportation and workplace raids to discourage undocumented migrants and their co-workers from reporting labor law violations.

Cultural Continuity

The rights of individuals to enjoy their own culture and to practice the religion of their choosing are core American principles, and are generally well protected under the Constitution. The right of migrants to their own language, however, is under threat. Currently, at least 26 states have passed constitutional amendments or statutes declaring English to be the official language and limiting the circumstances in which other languages can be used for government business.

Education

Though migrant children enroll in elementary and high school at about the same rate as citizen children, they have worse educational outcomes. In most states, English Language Learners score between 30-40 percentage points lower than their classmates on national assessments. In addition, undocumented migrant children are denied equal access to higher education in the United States. Under a 1996 federal immigration law, states are discouraged from providing in-state tuition, work-study, or financial aid to undocumented migrants. As a result, only 5-10% of undocumented migrants currently receive any post-secondary schooling. These children, many of whom were brought by a parent at a young age and have lived and attended school in the United States for most of their lives, face limited job opportunities because they lack college degrees.

Health Care

Migrants suffer from unequal access to both health insurance and health care. Most legal migrants who have been in the United States for less than 5 years, as well as undocumented migrants, are denied access to federally funded health insurance programs such as Medicaid. As a result, 47% of non-citizens are uninsured as compared to 15% of citizens. In addition, many states have statutory bans on providing non-emergency health care to undocumented migrants. As a result of these restrictions, migrants are far less likely to receive health care than citizens. A recent study found that 25% of migrants had not seen a doctor in the past 2 years compared to only 10% of citizens.

Housing

Migrants suffer from discrimination in their access to housing. Local governments use housing regulations to prevent migrants from moving to their areas, either by targeting immigrant residency patterns, such as large or extended-kin households, or by requiring verification of legal status before buying homes or renting apartments. Between 2005 and 2007, thirty municipalities across the country made it a criminal offense to rent apartments to undocumented migrants. Landlords and real estate agents also discriminate against migrants, discouraging them from living in particular areas or creating higher barriers for migrants who want to rent or purchase a home. Hispanic renters, for instance, were found to face discrimination in housing in 25% of cases studied by the Department of Housing and Urban Development.
Lesson 3: Handout 1

The Rights of Migrants in the United States


**Students:** Your assignment is to find a news article that deals with the issue of immigration in the United States. You may use electronic or print media for your research. The article must be from a reputable news source, such as: news magazines (e.g., *Newsweek*), newspapers (e.g., *The New York Times*), or a government publication (e.g., from the Department of Education). Bring a printed copy of your article and the answers to the questions below to class. You will be asked to use this information further in a small group discussion and presentation.

**Recommended News Sites:**
- [www.immigrationforum.org/press/clippings](http://www.immigrationforum.org/press/clippings)
- [www.nytimes.com](http://www.nytimes.com)
- [www.washingtonpost.com](http://www.washingtonpost.com)
- [www.bbc.com](http://www.bbc.com) (be sure to add “U.S.” to your search)
- [www.cnn.com](http://www.cnn.com)
- [www.latimes.com](http://www.latimes.com)
- [www.msnbc.com](http://www.msnbc.com)

**Questions Used to Analyze Articles:**

On a separate piece of paper, answer the following questions regarding your chosen article on immigration. You may use the *The Rights of Migrants in the United States* fact sheet to help you identify the human rights issues presented in the article.

- What facts about U.S. immigration did you find in the article?
- What opinions about immigration did you find in the article?
- Was the article slanted or skewed in any particular way? If so, how? Can you list any words or phrases that show the bias contained in the article?
- Were any voices missing in the article? In other words, were there perspectives not included that would have been helpful in giving you a full understanding of the issue being discussed?
- In your view, was the article advocating for or against immigration? How about immigrant rights? What led you to this conclusion?
- Which of the immigrant rights included in *The Rights of Migrants in the United States* fact sheet were discussed in the article?
- What solutions were considered or proposed?
- Write at least two questions or ideas you have for further research.
LESSON 4
Push and Pull Factors
and Human Rights

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!

~ Emma Lazarus, “The New Colossus” (1883)
Goal

» Establish the human rights issues that draw immigrants to the United States or push them to leave their country of origin.

Objectives

» Students will be able to describe why people would want to leave their home countries (push factors) and why they would want to come to a new country (pull factors).
» Students will connect push and pull factors to the human rights described in the Universal Declaration of Human Rights.
» Students will find examples of the link between human rights and immigration in both the modern and the historical context.

Essential Questions

» What motivates people to immigrate to the United States?
» How is the decision to immigrate connected to the protection of human rights here and abroad?

Key Skills

» Critically analyzing personal narratives (Activity 1).
» Interpreting quantitative data (Activity 2).

Materials

✓ Handout 1: Push and Pull Scenarios
✓ Handout 2: Story Analysis Cards
✓ Answer Key: Push and Pull Scenarios
✓ Handout 3: Timeline Observations
✓ Handout 4: Immigration by Decade and Region
✓ Handout 5: World Events and Immigration Timeline
✓ Handout 6: Historical Analysis
✓ Answer Key: Historical Analysis
✓ Construction paper and tape

Time Frame

2 class periods

Vocabulary

">< pull factor
�能 push factor
Procedure:

1. **Brainstorm.** Provide the following prompt to students and ask them to write their answers in their notebooks.

   "Why might a person or family leave their home country to come to a new country?"

Draw a line down the center of the board, and write “Push factors” on one side and “Pull factors” on the other. Ask students to share with the class what they’ve brainstormed. Help them decide whether their example is something that would draw someone to come to a new country (a pull factor), or a reason why they may want to leave their home country (a push factor); each response should be written on the corresponding side of the board. For example, if a student responds “to find a job” or “to go to college,” the key words should be written on the pull factors side; if the response is “to escape danger,” “not enough food,” or “no jobs to be found in their home country,” the key words should be written on the push factors side. Some themes will have corresponding reasons on both sides. Keep the list up on the board for the rest of the activity.

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

   |--------------|-----------|-----------|-----------|-----------|-----------|-------------|

Then give each student one short story from *Handout 1: Push and Pull Scenarios*, one explanation card from *Handout 2: Story Analysis Cards*, and a copy of *Lesson 2 Handout 1: The Universal Declaration of Human Rights* (see page 37). The scenarios in the cards reflect the composition of the various waves of immigration to the United States, both in number of immigrants and countries of origin. If you have fewer students than there are cards, select cards from a wide variety of time periods, countries, and continents.

3. **Demonstrate.** Explain to students that they will be working together as a classroom to build a timeline of immigration to the United States showing the push and pull factors that have driven migration throughout history. Demonstrate the process by reading one of the short stories aloud to the class. Ask students to identify what led the person in the story to immigrate to the United States and write their answers on an explanation card. An answer key is available on page 64 to help teachers guide the discussion.

4. **Read and analyze.** Now, students should follow the same process, working in pairs. The students should take turns reading their short story and then identifying the push and/or pull factors that led their character to immigrate to the United States. Students should write their answers on their explanation cards.

5. **Make the connection.** Explain to students that many push and pull factors are closely related to the protection of human rights around the world and in the United States. Go back to the list that the class brainstormed in Step One and ask students to identify which of the factors can be reframed as human rights issues. Use *Lesson 2 Handout 1: The Universal Declaration of Human Rights* as a guide if students need help identifying various human rights.

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6. **Identify the rights.** In their same pairs, have students look at the push and pull factors they have written down on their cards. Ask them to repeat the analysis they just performed as a class, connecting the push and pull factors in their story to the human rights listed in the UDHR. The pairs should take turns analyzing each story, writing down on their explanation cards the specific articles that relate to the push and pull factors they identified. Once both students have finished filling out their explanation cards, they should hang their stories and cards under the appropriate time period on the wall.

5. **Walk the timeline.** As a class, have students stroll along the timeline. Using *Handout 3: Timeline Observations*, students should record some of the differences and similarities in the historical push and pull factors they see. Then as a class, discuss the following questions:

<table>
<thead>
<tr>
<th>Questions for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>? Are some of the push or pull factors on the timeline the same as those you brainstormed at the start of the activity?</td>
</tr>
<tr>
<td>? What push or pull factors were most common throughout the history of the United States?</td>
</tr>
<tr>
<td>? Were any of the push or pull factors unique to a specific time period?</td>
</tr>
<tr>
<td>? Was it easy to connect the push and pull factors to human rights?</td>
</tr>
</tbody>
</table>
Procedure:

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

2. **Analyze.** Have students form pairs and give them *Handout 4: Immigration by Decade and Region*, *Handout 5: World Events and Immigration Timeline*, and *Handout 6: Historical Analysis*. Explain that students will fill out *Handout 6* using the information on *Handouts 4 and 5*. Demonstrate the first question for the class, walking students through the process of analyzing quantitative data. Some students may be unfamiliar with how to read charts, graphs, and tables, so go through a few examples of increasing and decreasing immigration to help them recognize the patterns.

3. **Share and discuss.** As a class, go over the answers to *Handout 6*. Try to answer the following questions:

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

![Image of immigrants arriving by boat]
### PUSH AND PULL SCENARIOS

| My name is Abigail Taylor. My husband Simon and I are both from Birmingham, England. Though we have been loyal subjects of the King, we no longer feel safe in our country. Just last month, rioters burned down our home and the little store we ran. We want to move to America where Protestant Dissenters like us are safe to practice our religion in peace. (1791) |
| My name is Dáire McCormack, and I am a potato farmer in Ireland. This past year has been horrible for me. Almost all of my potatoes were lost to a disease which made them turn black and rotten. Most of the healthy crops in the country are being forcibly shipped to England because of a trade policy the country must abide by, despite these difficult times. I do not have enough food to feed my family or to sell potatoes at the markets. My family will have to leave Ireland to find a place where I can feed my family. (1845) |
| My name is Franz Hecker, and I am from Baden in Germany. I came to the U.S. in despair after we failed to create a democratic Germany with our March Revolution. Seeing King Frederick William IV crowned again was bad enough, but when the army crushed the uprisings in support of the constitution, I knew I had to leave. It seemed as if we might succeed in creating a democratically elected government, but it was not to be. (1848) |
| My name is Marcel Durand, and I am from Paris, France. I have been reading stories in the newspaper for weeks about how the Americans have found gold in the mountains of California. I am heading to California to strike it rich! (1849) |
| My name is Santiago Muñoz, and I was born in Alta California, Mexico. After the Mexican-American War, Alta California was given to the U.S. and eventually became the state of California. I was given the choice of remaining a Mexican citizen or becoming a U.S. citizen. I decided to become a U.S. citizen so that I could stay on the land my family has farmed for generations. (1850) |
| My name is Mattias Nilsson, and I am from Småland in Sweden. I have heard that the U.S. government is giving away rich farmland to anyone who wants it. I am sick of struggling with stony soil and poor crops. My friends who have already arrived in America say that it is easy to build a good life there. I cannot wait to join them. (1862) |
| My name is Heinrich Braun, and I am from Hamburg, Germany. I was thrilled when Otto von Bismarck finally unified our country – no longer would the Germans be scattered and weak! However, shortly afterwards, Bismarck decided that Catholics were not truly German. He passed laws that discriminated against us and took over our schools. I left for the United States, where I have found a farming town full of German Catholics. Now I can raise my children in my faith. (1871) |
| My name is Chou Jing Yi. I came to the United States from China last year to join my husband who has been working on the new railroads being built all over the West. I’m glad I came when I did – I heard that Congress just passed a law excluding future Chinese immigrants from coming to the country. I’m sad that we don’t seem to be welcome here, but we are building a good life for ourselves anyway. (1881) |
### My name is Robert O’Connor, and I am from Ireland. I am a tenant farmer and I am sick of paying high rents to an absentee landlord while I can barely buy food for my family. I joined a group demanding land reform. In response to our protests, the government passed a Coercion Act. I was arrested under the Act and kept in jail without a trial. After five months, I was finally released. I am going to America, where I can be free of British rule. (1881)

### My name is Antonio Souza, and I am from Portugal. My father came to the United States three years ago – he was one of the first people processed at Ellis Island. He has just sent me an ocean liner ticket so I can join him. He wants me to go to school in the United States so that I can learn a better trade than brick-laying like him. (1895)

### My name is Ryo Nakamura, and I am from Japan. I came to the United States because I heard there were good jobs picking pineapples on plantations in Hawaii. Just before I arrived, Hawaii became a state. I’m glad because this will make it easier for me to leave the plantation and move to the mainland once I have earned a little money. (1898)

### My name is Sara Warszawski, and I am a Polish Jew. I live in a part of Poland ruled by the Russian Empire. Leftists have started a revolution against the Tsar, and the government is blaming the Jews. There was a riot in our town, and people started looting Jewish homes and businesses, and even killing Jews who tried to resist. Instead of arresting the rioters, the police helped them! I am leaving with my family for a country where we can be safe. (1905)

### My name is José Ortega, and I am from Mexico. My country is in the middle of a revolution that has been going on for over three years! The armies on both sides aren’t very careful about who they kill. I was afraid for my life if I stayed, so I came to the United States. (1913)

### My name is Kayaneh Levonian. I am Armenian and I used to live in Turkey. My family and I fled to America to escape the attacks after the war. Soldiers of the Ottoman Empire killed thousands of Armenian people. My parents do not speak of home and we no longer receive letters from our relatives back in Turkey. I wonder what happened to my friends and relatives; I only hope that they escaped to the United States too. (1915)

### My name is Istvan Lantos, and I am from Hungary. My country was taken over by a Communist dictatorship a few months ago and the government is desperate to hold on to power. They have set up revolutionary tribunals to try anyone they accuse of being an enemy of the state, but it seems like they have already decided the person is guilty before the trial even begins. Hundreds of people have been executed, including many of my close friends. I am afraid I will be next, so I am leaving for the United States. (1919)

### My name is Marta Novy, and I am from Czechoslovakia. My family is German and the region we live in is mostly German. After the Great War, we wanted to become part of Austria or Germany, where our ethnicity and language would be respected. Instead, we were forced to become part of Czechoslovakia under a constitution we did not help write. I am going to leave for the United States rather than stay in a country that I cannot support. (1919)
<table>
<thead>
<tr>
<th>Push Scenario</th>
<th>Pull Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is Pyotr Stepanov, and I am from Russia. My family fled the civil war between the Communists and the Tsarists. When the Communists finally won, they said that anyone in exile was no longer a citizen of Russia. Without a nationality, we could not travel to a safe country. Eventually, the League of Nations gave us a special Nansen passport and we came to the United States. (1922)</td>
<td>My name is Mehmet Karagioules, and I am from Greece. My family may be Muslim, but we have roots in Greece going back generations. After the recent war between Greece and Turkey, the governments agreed to a population transfer: all the Greeks in Turkey would be sent to Greece and all the Turks in Greece would go to Turkey. Because we are Muslim, the government decided we were Turks. They stripped us of our Greek citizenship and planned to forcibly move us to Turkey. We decided to leave before that could happen. (1924).</td>
</tr>
<tr>
<td>My name is Gino Filippone, and I am from Italy. I am a member of an anarcho-syndicalist trade union. We believe in the rights of the worker and oppose the fascists who are trying to take over our government. Mussolini proclaimed himself the head of the government last year and this year he banned my union entirely. I am going to the United States where I can try to mobilize the workers against fascism. (1926)</td>
<td>My name is Agnes Rosen, and I am an artist working in Berlin, Germany. I want to leave for the United States as soon as I can. Life has been very difficult since Hitler came to power. My paintings have been labeled “degenerate” by the Nazis so no one will buy or exhibit them. I am Jewish, and I am worried about all the anti-Semitic propaganda put out by the government. I want to feel safe and have a place where I can again be an artist. (1934)</td>
</tr>
<tr>
<td>My name is Gabriel Rodríguez. I am a farmworker, and I came to the United States a few months ago as part of the Bracero Program run by the U.S. government. U.S. farms have a shortage of workers to work in the fields and harvest crops, because most American men are fighting in the war against the fascists. The pay is better here, but I had to leave my family which I am still sad about because I miss them very much. (1942)</td>
<td>My name is Rose Null, and I came to the United States after I met my husband Mark, who was a U.S. Marine passing through Sydney, Australia during the war. We fell in love and after the Americans defeated the Japanese, we got married in Sydney. A year later, I was able to join Mark in America and start raising a family. Though I miss Australia, I am excited to explore all that the United States has to offer. (1946)</td>
</tr>
<tr>
<td>My name is Ferenc Nagy, and I live in Hungary. A few weeks ago, I participated in protests against Communist rule of Hungary. It looked as though we had driven the Soviet Union out of Hungary, but two days ago, a large number of Soviet troops and tanks invaded Budapest to crush our revolution. I want to leave the country as soon as I can. I am afraid of being killed or arrested. I am hopeful that in the United States, I can voice my opinions freely and without fear. (1956)</td>
<td>My name is Celia Pérez. I was forced to flee to the U.S. with my family after Fidel Castro’s new government of Cuba started nationalizing land and private property. My family lost everything we had. Rather than live under the new regime that wants to force everyone to become a Communist, we left for the United States. Until Cuba returns our property, it is better for us to live here, where at least we can keep the money we earn and the land we buy. (1959)</td>
</tr>
<tr>
<td>My name is Arva Placencio, and I live in the Dominican Republic. I work for a political organization that President Balaguer has labeled an “enemy of the state.” I was arrested last month even though I hadn’t committed any crime. While I was in prison, some of the guards tortured me. I do not know why they released me, but I am staying in hiding until I can flee to the United States. I hope America will be safer for me. (1972)</td>
<td></td>
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<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>My name is Avrom Roginsky. I live in the Soviet Union. Because I am Jewish, I have trouble finding work and getting higher education. I want to leave the country and go to the United States, but the government refuses to let me leave. Some American Jews have heard of my case and are pressuring the U.S. and Soviet governments to help me leave. Hopefully, they will succeed soon! (1973)</td>
<td></td>
</tr>
<tr>
<td>My name is Mai Vuong, and I am from Vietnam. My father fought for the Americans during the war. When the Americans left, we also had to flee the country. We were afraid the Communist government would kill us for fighting against them. Now we have to start our lives all over again in a new country. (1975)</td>
<td></td>
</tr>
<tr>
<td>My name is Fikile Nyathi, and I am from South Africa. As a black man living under apartheid, I had very few rights, but I still considered myself South African. Last year, however, the government decided that I really belonged to a new country, Ciskei, which they invented and made independent. They stripped me of my South African citizenship. I left as soon as I could for the United States. If I cannot be a citizen of my own country, I will at least live somewhere I can be treated equally. (1981)</td>
<td></td>
</tr>
<tr>
<td>My name is Augusto Flores, and I am from El Salvador. I belong to a trade union, and since the start of our civil war five years ago, I have seen all of the leaders of our union killed by government death squads. The courts never did anything to bring the perpetrators to justice. I worry if I stay that I will suffer the same fate as my friends. How can the death squads be stopped if they are never punished for the murders they commit? I will be safer in the United States. (1985)</td>
<td></td>
</tr>
<tr>
<td>My name is Jodh Singh, and I am from India. I am Sikh, a religious minority. Sikhs have been fighting the Indian government for two years now, ever since they invaded our most holy temple and killed one of our leaders. I am not a fighter, but because I support Sikh autonomy, the police in Punjab harass me. Even when I moved to another part of India, the government monitored me and my family. I want to move to the U.S. where I will no longer be tracked. (1986)</td>
<td></td>
</tr>
<tr>
<td>My name is Sun Hi Jackson, and I was adopted as a small child from South Korea. My adoptive parents came for the Seoul Olympics and fell in love with the Korean culture and people. They adopted me the following year. I love my new family. When I am older, we are going back to South Korea so I can see my homeland again. (1988)</td>
<td></td>
</tr>
<tr>
<td>My name is Zhang Hao, and I came to the United States from China after the Tiananmen Square massacre. I was one of the student protestors in the square. All we wanted was a chance to speak freely and maybe even elect some of our leaders. Instead, the government sent in tanks and soldiers. I believed that I would be killed if I stayed in China, but here in the United States I can tell my story and make sure people know the truth about what happened. (1989)</td>
<td></td>
</tr>
<tr>
<td>My name is Nathan Snow, and I am from Canada. After the North American Free Trade Agreement (NAFTA) was signed last year, I moved to the United States using one of the special visas available for Canadians. I am excited to be working for a major software company and earning more money than I could in Canada. Maybe someday I will go home, but I am happy here right now. (1995)</td>
<td>My name is Oscar Martínez, and I am from rural Mexico. My family lives in extreme poverty. After the peso was devalued last year, my wages were worth almost nothing and there were no government programs to help us buy food. My village has no access to electricity, water, or sanitation. I am sick of living in such poverty. I want to move to the United States where I can earn a decent living and get clean water right in my own house. (1995)</td>
</tr>
<tr>
<td>My name is Jomar Carrasco, and I am from the Philippines. I came to the United States to join my children, who have been living and working here for years. I am looking forward to retirement and spending time with my grandchildren. It will be nice to finally have some time to relax! I look forward to a new millennium in a new country. (1999)</td>
<td>My name is Hirut Tadesse, and I am from Ethiopia. I am Oromo, an ethnic group with its own culture and language. If I speak Oromo in public, people harass me. You cannot get a job if you speak Oromo, and musicians are arrested for playing Oromo music. I do not want to be forced to give up my cultural identity just to survive, so I am leaving for the United States. (2001)</td>
</tr>
<tr>
<td>My name is Alejandro Morales, and I used to live in Colombia. I was a member of the local teachers union. After President Uribe was elected, he promised to disarm the paramilitaries that used to kill union members. He did not succeed. I continued to receive death threats from people accusing me of being a terrorist for joining a union, and other union members were killed. I left for the United States, but I hope someday I can return to a safer Colombia. (2003)</td>
<td>My name is Wirat Kunchai, and I am from Thailand. I was brought to the United States as a guest worker on a Hawaiian farm. When I arrived, they took my passport and made me stay in filthy, overcrowded housing without enough food to eat. They said if I complained or tried to leave, I would be deported. I was never paid the money they promised me. The government found out and arrested my boss for human trafficking. I got a special visa as a victim of trafficking to stay in the U.S. permanently. (2007)</td>
</tr>
<tr>
<td>My name is Chen Bo, and I am from China. After my sister lost her only son in the Sichuan earthquake, I started blogging about how many of the deaths were the result of corrupt officials who cared more about money than about the Chinese people. The government started monitoring everything I did online, even reading my private emails. Other internet activists were arrested and disappeared and I was afraid I would be next, so I came to the United States. (2008)</td>
<td>My name is Mona Alizadeh, and I am from Iran. I was accused of adultery by a neighbor who has never liked me. In court, my testimony was worth only half of his, because I am a woman. I could have been put to death! Luckily, my father and uncles all supported me, and I was found innocent. I am leaving for the United States, where I believe I will be free. (2010)</td>
</tr>
</tbody>
</table>
**Step One:** Identify the push and/or pull factors in the story:

**Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?

---

**Step One:** Identify the push and/or pull factors in the story:

**Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?

---

**Step One:** Identify the push and/or pull factors in the story:

**Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?

---

**Step One:** Identify the push and/or pull factors in the story:

**Step Two:** Which articles of the Universal Declaration of Human Rights relate to the push and pull factors you have identified?
### PUSH AND PULL SCENARIOS

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

1. Total
2. Total
3. Total
4. Total

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

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

Which human rights violation on the timeline most disturbed you? Was it something unique to a particular time, or did you see it happen in more than one time period?
The following data tables show how many immigrants came to the United States from various regions of the world in a given decade. The region with the highest immigration for that decade is highlighted.

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,295,510</td>
<td>699,375</td>
<td>856,608</td>
<td>2,499,268</td>
<td>3,213,749</td>
</tr>
<tr>
<td>Northern and Western Europe</td>
<td>1,273,297</td>
<td>257,592</td>
<td>362,084</td>
<td>1,008,223</td>
<td>627,297</td>
</tr>
<tr>
<td>Southern and Eastern Europe</td>
<td>1,270,121</td>
<td>184,369</td>
<td>108,210</td>
<td>391,827</td>
<td>501,836</td>
</tr>
<tr>
<td>Asia</td>
<td>126,740</td>
<td>19,231</td>
<td>34,532</td>
<td>135,844</td>
<td>358,605</td>
</tr>
<tr>
<td>Americas</td>
<td>1,591,278</td>
<td>230,319</td>
<td>328,435</td>
<td>921,610</td>
<td>1,674,172</td>
</tr>
<tr>
<td>Africa</td>
<td>6,362</td>
<td>2,120</td>
<td>6,720</td>
<td>13,016</td>
<td>23,780</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,248,203</td>
<td>6,244,379</td>
<td>9,775,398</td>
<td>10,299,430</td>
</tr>
<tr>
<td>Northern and Western Europe</td>
<td>287,127</td>
<td>339,038</td>
<td>405,922</td>
<td>418,038</td>
</tr>
<tr>
<td>Southern and Eastern Europe</td>
<td>535,634</td>
<td>327,259</td>
<td>938,720</td>
<td>926,896</td>
</tr>
<tr>
<td>Asia</td>
<td>1,406,544</td>
<td>2,391,356</td>
<td>2,859,899</td>
<td>3,470,835</td>
</tr>
<tr>
<td>Americas</td>
<td>1,904,355</td>
<td>2,695,329</td>
<td>5,137,743</td>
<td>4,442,226</td>
</tr>
<tr>
<td>Africa</td>
<td>71,408</td>
<td>141,990</td>
<td>346,416</td>
<td>759,742</td>
</tr>
</tbody>
</table>

### WORLD EVENTS AND IMMIGRATION TIMELINE

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

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

<table>
<thead>
<tr>
<th>Events that increased immigration</th>
<th>Events that decreased immigration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>10 years</th>
<th>20 years</th>
<th>30 years</th>
<th>40 years</th>
<th>50 years</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Events that increased immigration</th>
<th>Events that decreased immigration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious and ethnic persecution in other countries</td>
<td>Restrictive immigration laws</td>
</tr>
<tr>
<td>Economic slumps in other countries</td>
<td>U.S. economic depressions</td>
</tr>
<tr>
<td>U.S. economic opportunities and booms</td>
<td>Civil War and World Wars</td>
</tr>
<tr>
<td>Permissive immigration laws</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

*Southern and eastern Europe.*

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

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

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

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

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

*Expect many different kinds of charts here*

**Explanation:**

*Students should list factors that might cause immigration to increase or decrease, such as wars, economic booms, or depressions, new immigration laws, environmental changes, and others.*
LESSON 5
U.S. Immigration Policy

This bill says simply that from this day forth those wishing to immigrate to America shall be admitted on the basis of their skills and their close relationship to those already here.

This is a simple test, and it is a fair test. Those who can contribute most to this country — to its growth, to its strength, to its spirit — will be the first that are admitted to this land.

~ Lyndon B. Johnson, “Remarks at the Signing of the Immigration Bill” (1965)
Goal
» Understand how people can immigrate to the United States and how the immigration system can affect human rights.

Objectives
» Students will learn key facts about contemporary immigrants to the United States.
» Students will understand the basic categories of immigrants admitted to the United States.
» Students will evaluate the current U.S. immigration system from a human rights perspective.

Essential Questions
» How does the U.S. immigration system work?
» What are the system’s effects on the rights of immigrants?

Key Skill
» Applying legal rules to real-life situations (Activities 2 & 3).

Teacher Advisory
Please read the Advisory on Immigration Status on page 20 before beginning this lesson.

Materials
☑ Handout 1: Stand Up Cards
☑ Handout 2: How to Immigrate to the United States fact sheet
☑ Ch. 5 PowerPoint: How to Immigrate (Download online.)
☑ Handout 3: What Part of Legal Immigration Don’t You Understand?
☑ Handout 4: How Long Will it Take?
☑ Answer Key: How Long Will it Take?
☑ Handout 5: Immigration Rules
☑ Handout 6: Immigrant Identities
☑ Answer Key: Teacher Guide to Waiting in Line
☑ Handout 7: Reforming the System
☑ Masking tape (optional)

Time Frame
3-4 class periods

Vocabulary
❖ asylum seeker
❖ citizen
❖ employment-based immigration
❖ family-based immigration
❖ green card
❖ immigrant
❖ Lawful Permanent Resident
❖ naturalize
❖ refugee
❖ visa
Procedure:

1. Prepare. Before class, cut out three cards for each student in the class from Handout 1: Stand Up Cards. The cards use symbols, letters, and numbers to represent demographic information about lawful permanent residents (green card holders) in the United States. The tables below show how to divide the papers for a class of 40, 30, and 20. Use the percentages given to adjust the numbers for other class sizes. After cutting out all the papers, put a sticker or large colored dot on 12% of the pieces of paper (5 in a class of 40).

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<tr>
<th>Symbol</th>
<th>Class of 40</th>
<th>Class of 30</th>
<th>Class of 20</th>
<th>Percentage</th>
<th>Where They Came From</th>
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<td>13%</td>
<td>2010 immigrants from Mexico</td>
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<td>7%</td>
<td>2010 immigrants from China</td>
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<td>2010 immigrants from India</td>
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<td>5%</td>
<td>2010 immigrants from Philippines</td>
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<td>28</td>
<td>21</td>
<td>13</td>
<td>69%</td>
<td>2010 immigrants from all other countries</td>
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<tr>
<th>Number</th>
<th>Class of 40</th>
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<th>Class of 20</th>
<th>Percentage</th>
<th>Where They Live Now</th>
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<td>8</td>
<td>6</td>
<td>4</td>
<td>20%</td>
<td>2010 immigrants living in California</td>
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<td>2</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>14%</td>
<td>2010 immigrants living in New York</td>
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<td>3</td>
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<td>3</td>
<td>2</td>
<td>10%</td>
<td>2010 immigrants living in Florida</td>
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<td>4</td>
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<td>2</td>
<td>1</td>
<td>9%</td>
<td>2010 immigrants living in Texas</td>
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<tr>
<td>5</td>
<td>19</td>
<td>15</td>
<td>10</td>
<td>47%</td>
<td>2010 immigrants living in all other states</td>
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<tr>
<th>Letter</th>
<th>Class of 40</th>
<th>Class of 30</th>
<th>Class of 20</th>
<th>Percentage</th>
<th>How They Immigrated</th>
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<tbody>
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<td>A</td>
<td>19</td>
<td>14</td>
<td>10</td>
<td>46%</td>
<td>2010 immigrants joining U.S. citizen spouses, parents, or adult children</td>
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<td>B</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>21%</td>
<td>All other 2010 immigrants joining family members</td>
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<td>C</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>14%</td>
<td>2010 immigrants sponsored by employers</td>
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<td>D</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>13%</td>
<td>2010 immigrants fleeing political, religious, or ethnic persecution</td>
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<td>E</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5%</td>
<td>2010 immigrants coming through the diversity lottery</td>
</tr>
</tbody>
</table>


2. Distribute. As they enter the room, provide each student with one card from each of the three categories. Explain to the students that they now represent the population of legal permanent residents, or green card holders, that entered the United States in 2010. Have the class sit as they normally would in their seats.

(continued on next page)
3. **Stand.** Ask students to stand and organize themselves in groups based on the symbol on their cards. Tell students that they represent the countries that people emigrated from in 2010. Have each group guess which country they originate from, and have them state how they came to that conclusion, based on their own knowledge of immigration. Give students one to two minutes to discuss their answer, and then ask each group to explain to the class why they think they represent a particular population and any disagreements they had about that choice. If students need assistance in guessing, write the answers on the board (Mexico, China, India, Philippines, All Other Countries) and have them choose from the list. Once students have shared their answers, provide them with the correct choices from the table above. If students are curious about the origins of immigrants coming from “All Other Countries,” provide them with the following regional breakdowns: 40% from the Americas, 31% from Asia, 14% from Africa, 13% from Europe, and 1% from Oceania.

Next, have students sort themselves into groups based on the number on their paper, and tell them they now represent the states where the newly-arrived immigrants live. Have them repeat the same guessing game as before, listing the possible answers if needed on the board.

Next, have students sort themselves by the letter on their paper, and tell them they now represent how people immigrated to the United States (in other words, the reason they were admitted under U.S. immigration law). This guessing game might be especially hard for students, so write the possible answers on the board (see table on page 73).

Finally, highlight the difference between annual entries and the total U.S. foreign-born population. Explain that the whole class now represents the total population of the United States. Ask the students with stickers or colored dots on their piece of paper to stand up, and have the class guess what group these students represent. Explain that these students represent ALL the foreign-born residents of the United States in 2009. If the class wanted to show the percentage of immigrants that came in a single year relative to the population of the United States, no one would stand up because it is less than 1% (i.e. it would be a fraction of a student).

4. **Reflect.** Provide a moment for the class to reflect on what they learned in the activity using the following discussion questions:

<table>
<thead>
<tr>
<th>Questions for Discussion</th>
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<tbody>
<tr>
<td>What immigration statistic surprised you the most?</td>
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<tr>
<td>Did you have any questions about the facts or further information you want to research?</td>
</tr>
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</table>
Procedure:

1. Present. Give students an overview of the U.S. immigration system. Download the PowerPoint that accompanies Lesson 5 by visiting the online version of this curriculum at www.energyofanation.org and selecting “Education.”

Students can also study Handout 2: How to Immigrate to the United States, which contains much of the same information as the PowerPoint. As you present, ask students to write down key vocabulary words in their notebooks. By the end of the presentation, students should have an idea of the main ways that immigrants come to the United States and some of the problems associated with our current immigration system.

2. Apply. If you haven’t done so already, give students Handout 2: How to Immigrate to the United States, as well as Handout 3: What Part of Legal Immigration Don’t You Understand?, and Handout 4: How Long Will it Take? Have students form pairs and fill in the answers to the scenarios based on the fact sheet and cartoon. As a class, go over the answers together. An answer key is provided on page 89.
Procedure:

1. Prepare. In this game, students role-play the experiences of people attempting to immigrate to the United States. Some of the students will be border agents who decide who can enter the country or lawyers who provide assistance to immigrants. The remaining students will be prospective immigrants from different countries. Print four to six copies of *Handout 5: Immigration Rules* to give to the border agents and lawyers. Cut out story cards for the rest of the students from *Handout 6: Immigrant Identities*. Set up the classroom so that there is a large open space in the middle. Lay down a long piece of masking tape or set up four or five chairs down the middle of the room to serve as the “border” for the game.

2. Explain. Tell students that they will now be taking on the identity of someone in the immigration system. Choose three or four students to be border agents, and one or two students to be lawyers. Give them each *Handout 5: Immigration Rules* and ask them to read the instructions silently. They can gather in a group and discuss the rules in order to understand them better, but they should talk quietly so that the other students cannot overhear.

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

Answer any questions that the students have about their roles or the rules of the system before moving on with the simulation.

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

Students wanting to immigrate can ask the lawyers for assistance with their case. The immigrants should read their story cards to a lawyer, who can tell them what fact to use with the border agents. The immigrant cannot talk to the lawyer while waiting in line – the consultation must happen first, and then the immigrant can get in line. If students are having difficulty with a particular identity or rule, consult the answer key on page 94 for who is eligible to enter and why.

Stop the activity after 5-10 minutes (once some, but not all, of the students have managed to immigrate). Some students may find that they could not cross during the activity, either because their
wait was too long or because they were not eligible to enter the country. Remind students that this is a reality in the immigration system: the wait time for certain visas is so long that people from certain countries must wait for decades before they have a chance of entering the United States, and many people cannot immigrate at all.

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

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

Questions for Discussion

- Was it difficult to decide how to tell your story to the border agent?
- Which reasons for entering the country did the border agents accept? Which reasons did they reject?
- Which countries had a long wait time? Why might that be?
- Did the border agents ever feel uncomfortable rejecting someone who wanted to immigrate? Which stories were hard to reject?
- For those of you with a long wait time, how did it feel when people from other countries were able to enter the country much faster than you?
- For those of you who could not enter the United States during the time allowed for the activity, how did that make you feel? What would you do if you were in that position in real life?
- Based on this game, do you think the process of immigrating to the United States is fair to everyone?
ACTIVITY 5.4  Improving the System

Procedure:

1. Review. Have students review the human rights that might be especially important to immigrants (from Lesson 3, Activity 1). Help students generate the following list of human rights that are particularly likely to be affected by the rules of the immigration system:
   - Right to family
   - Right to asylum
   - Right to due process and equal protection of the law
   - Right to an adequate standard of living

2. Analyze. Using their experience in the “Waiting in Line” game they just completed, ask students how these four important human rights are or are not being well protected by the current U.S. immigration system. Create a mind map on the board connecting the rights with different examples showing how they are protected or violated.

3. Be the government. Based on their human rights analysis, ask students to write for 15-20 minutes about how they would change the U.S. immigration system to better protect human rights. Give them Handout 7: Reforming the System to help guide their thinking. After each student is finished, go through the handout as a class and write down student suggestions for each area, then discuss the results.

Questions for Discussion

? What reforms or changes were particularly popular or common suggestions? Why?
? What proposed changes do you disagree with? Why?
? How would these changes help protect the rights of immigrants?
? Would these changes help or hurt the current population of the United States?
? What problems could the proposed changes potentially cause?
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### Lesson 5: Handout 1

#### STAND UP CARDS

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U.S. immigration laws govern who can come to this country, how long they can stay, and the benefits and privileges they enjoy while they are here. While over 30 million people come to the U.S. each year, the vast majority are here only temporarily. Less than 3% of all people coming to the U.S. each year have a status that will allow them to stay permanently.

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

Temporary (Non-immigrant) Status

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

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

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

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

Legal Permanent Resident Status

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

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

Following are the main avenues to immigrate permanently to the United States:
1. Family
The majority of immigrants - over 60% - come to the U.S. on family-sponsored visas. Only spouses, children, parents, or siblings of U.S. citizens and spouses or children of lawful permanent residents may immigrate to the U.S. on family-sponsored visas. Of all immigrants who enter to be reunited with family, two thirds are the immediate relatives of U.S. citizens, namely spouses, unmarried minor children, and parents. There are no quotas on the number of immediate relatives of U.S. citizens who may immigrate to the U.S. in any given year.

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

The following table shows the wait times for different categories of family-based immigrant visas for applicants from different parts of the world. In November 2010, U.S. Customs and Immigration Services was processing only those applications submitted before the following dates:

<table>
<thead>
<tr>
<th>Family Preference Category</th>
<th>All Countries except those listed</th>
<th>Mexico</th>
<th>Philippines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouses, children under 21, parents (citizens)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Spouses and children under 21 (LPR)</td>
<td>June 1, 2010</td>
<td>March 1, 2010</td>
<td>June 1, 2010</td>
</tr>
<tr>
<td>Unmarried adult children (LPR)</td>
<td>June 1, 2005</td>
<td>June 22, 1992</td>
<td>September 1, 2002</td>
</tr>
<tr>
<td>Married children (citizens)</td>
<td>June 1, 2002</td>
<td>October 22, 1992</td>
<td>March 1, 1995</td>
</tr>
</tbody>
</table>

According to the chart, the married daughter of a U.S. citizen from Mexico who applied for a visa 18 years ago would only now be having her application processed.

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

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

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

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

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

Fifth preference: investors who invest at least $1 million in a business and create 10 new jobs for U.S. workers, not including themselves and their family members.
The U.S. government caps the total number of employer-sponsored visas allowed in a year at 140,000 and also limits each country to 7% of the total. As part of the application process for an employer-sponsored visa, the employer usually must prove that they could not find a U.S. worker for the job by getting a labor certification from the Department of Labor.

The following table shows the wait times for different categories of employer-sponsored visas for applicants from different parts of the world. In November 2010, U.S. Customs and Immigration Services was processing only those applications submitted before the following dates:

<table>
<thead>
<tr>
<th>Employment Preference Category</th>
<th>All Countries except those listed</th>
<th>Mexico</th>
<th>India</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>First preference</td>
<td>no wait</td>
<td>no wait</td>
<td>no wait</td>
<td>no wait</td>
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<tr>
<td>Second preference</td>
<td>no wait</td>
<td>no wait</td>
<td>May 8, 2006</td>
<td>June 1, 2006</td>
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<tr>
<td>Unskilled workers</td>
<td>April 1, 2003</td>
<td>May 1, 2001</td>
<td>January 22, 2002</td>
<td>April 1, 2003</td>
</tr>
<tr>
<td>Fourth preference</td>
<td>no wait</td>
<td>no wait</td>
<td>no wait</td>
<td>no wait</td>
</tr>
<tr>
<td>Fifth preference</td>
<td>no wait</td>
<td>no wait</td>
<td>no wait</td>
<td>no wait</td>
</tr>
</tbody>
</table>

3. Refugees and Asylum Seekers

Refugees and asylum seekers are people who are seeking protection in a new country after fleeing persecution in their country of origin. On average, 12% of immigrants in the past decade were either refugees or asylum seekers. The United States extends protection to them as a reflection of its commitment to political and religious liberty and racial tolerance. The difference between refugees and asylum seekers is that refugees apply for their status while they are still outside the United States, and asylum seekers apply once they are in the United States. Both refugees and asylum seekers must prove that they fear persecution in their home country, such as torture, imprisonment, or physical abuse, on the basis of one of the following:

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

Examples of social groups protected under U.S. law:

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

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

Not everyone who suffers persecution in another country is eligible for refugee status. The U.S. only accepts refugees who have either been referred by the UN High Commissioner for Refugees (UNHCR) or when the person is a member of a designated group or from a designated country. In 2011, for instance, the U.S. accepted applications from Burmese minorities living in Thailand or Malaysia, among others. People who belong to these groups still have to prove that they individually qualify as a refugee because of a fear of persecution on one of the five grounds previously mentioned. The U.S. caps the number of refugees it will accept annually. In 2011, that maximum was 80,000 refugees.

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

4. Diversity Visa

A small number of immigrants, on average 4% each year, receive their permanent residency through the diversity visa lottery. This visa distributes 50,000 visas to applicants from countries that do not send many immigrants to the United States. An applicant must have a high school education or two years of work experience. People from high admission countries, such as Canada, Mexico, Brazil, China, India, the Philippines, and South Korea are not eligible for this “lottery.”
5. Vulnerable Groups

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

Citizenship

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

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

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

Undocumented Immigrants

U.S. immigration laws provide only a limited number of ways for people to immigrate permanently to the United States and limited numbers of visas for those who do qualify. The pathways to immigrate do not match the demand for timely family reunification, for workers to fill economic needs, and for protection from persecution. As a result, some people come without a visa or to overstay a temporary visa once they arrive; they are known as undocumented or illegal immigrants.43 In 2009, the estimated undocumented population in the United States was 11.1 million, or 3.6% of the total population.44

Enforcement and Deportation

Any person who is not a U.S. citizen can be detained and removed if they are found to have violated immigration laws. Undocumented people may be arrested and deported at any time if found by immigration officials. Refugees, permanent residents, and people on temporary visas all may be deported or refused permission to re-enter the U.S. if they violate the conditions of their visas. An estimated 1,012,734 family members were separated by deportation between 1997 and 2007.45

Immigration Enforcement

The U.S. immigration enforcement system is an enormous operation. Increasingly, ICE cooperates with state and local law enforcement, leading to growing numbers of people being detained or deported. In fiscal year 2009, Immigration and Customs Enforcement (ICE) completed 387,790 deportations.46 Customs and Border Protection (CBP) apprehended over 556,000 people between ports of entry and encountered over 224,000 inadmissible immigrants at ports of entry.47

In addition to overseeing deportation proceedings, ICE operates the largest detention program in the United States, with a total of 378,582 non-citizens from 221 countries in custody or supervised by ICE in fiscal year 2008.48 Many people, including arriving asylum seekers49 and non-citizens convicted of certain crimes50 face mandatory detention without a hearing by a court. People in detention may spend weeks or months in jail while they wait for their hearing or pursue an appeal.

Removal from the United States

In general, people accused of being in the United States in violation of immigration laws have a right to a hearing in front of an immigration judge. At the hearing, the judge decides whether there is sufficient evidence that the person is in the United States without permission or in violation of his or her immigration status. The judge also decides whether there is any defense the person can raise that will allow him or her to remain in the country. While U.S. law provides that people in removal proceedings have “the privilege of being represented,” representation must be “at no expense to the Government.”51 In approximately 57% of all removal cases in 2008, the accused immigrants did not have a lawyer.52

U.S. immigration laws are strict. Undocumented people facing removal have few options to prevent deportation. An undocumented person who has lived in the U.S. for at least ten years, has “good moral character,” and whose deportation would result in exceptional and extremely unusual hardship to their U.S. citizen or lawful permanent resident children or spouse may apply for a waiver of deportation.53 Victims of crimes, human trafficking, persecution, or domestic violence who are in removal proceedings generally may ask the judge for protection.

People removed from the United States are barred from returning for at least ten years; those removed because of an aggravated felony conviction are permanently barred from returning to the United States.
What Part of Legal Immigration Don’t You Understand?

Opponents of illegal immigration are fond of telling foreigners to “get on line” before coming to work in America. But what does that line actually look like, and how many years (or decades) does it take to get through? Try it yourself!

**United States Citizen**
- Are you a legal permanent resident?
  - Yes: Proceed to United States citizen.
  - No: Continue.
- Are you the spouse of a lawful permanent resident?
  - Yes: Proceed to United States citizen.
  - No: Continue.
- Are you an adult child or sibling of a lawful permanent resident?
  - Yes: Proceed to United States citizen.
  - No: Continue.
- Wait time depends on home country and marital status.

**Lawful Permanent Resident**
- Are you in the United States?
  - Yes: Proceed to United States citizen.
  - No: Continue.
- Are you a lawful permanent resident?
  - Yes: Proceed to United States citizen.
  - No: Continue.
- Wait time depends on your case.

**With a green card**
- You will become a citizen after six years.
- With a green card, you will likely become a citizen after six years.
- Total time to immigrate and become a citizen: 10 to 12 years.

**With a green card, you will likely become a citizen after six years.**
- Total time to immigrate and become a citizen: 10 to 12 years.
- Total time to immigrate and become a citizen: 10 to 12 years.

**(Flynn is director of government affairs and Dalmia is a senior policy analyst at Reason Foundation. This chart was developed by Reason Foundation in collaboration with the National Foundation for American Policy.)**
Students: In pairs, answer the following questions using the illustration *What Part of Legal Immigration Don’t You Understand?* Because you don’t know the specific facts of each case, the answers will be estimates or date ranges.

1. Your mother is a lawful permanent resident of the United States. You are 22 years old and unmarried.
   - How long will it take you to receive a green card? ____________
   - How long will it take you to become a citizen? ____________

2. You have no relatives in the United States. You have a college degree and a job offer from an employer who is willing to wait for you to get a green card.
   - How long will it take you to receive a green card? ____________
   - How long will it take you to become a citizen? ____________

3. You are a very famous physicist who is known all over the world as one of the best scientists in your field. You have no job offer from a U.S. employer.
   - How long will it take you to receive a green card? ____________
   - How long will it take you to become a citizen? ____________

4. You have an adult daughter who is a U.S. citizen. You are retired and no longer work.
   - How long will it take you to receive a green card? ____________
   - How long will it take you to become a citizen? ____________

5. You have a brother who is a lawful permanent resident and you are 15 years old.
   - How long will it take you to receive a green card? ____________
   - How long will it take you to become a citizen? ____________

Students: Answer these questions using the fact sheet *How to Immigrate to the United States*.

6. Your best friend is a U.S. citizen. You did not graduate from college and work in construction.
   - How long will it take you to receive a green card? ____________
   - How long will it take you to become a citizen? ____________

7. You do not have family or a job offer in the United States. You are from Ukraine.
   - How could you get a green card? ________________

8. You have been targeted by your government for your political opposition and threatened with arrest.
   - How could you immigrate to the United States? ________________
HOW LONG WILL IT TAKE?

From the illustration *What Part of Legal Immigration Don’t You Understand?*

1. Your mother is a lawful permanent resident of the United States. You are 22 years old and unmarried.
   - How long will it take you to receive a green card? **9-14 years**
   - How long will it take you to become a citizen? **14-20 years**

2. You have no relatives in the United States. You have a college degree and a job offer from an employer who is willing to wait for you to get a green card.
   - How long will it take you to receive a green card? **6-10 years**
   - How long will it take you to become a citizen? **11-16 years**

3. You are a very famous physicist who is known all over the world as one of the best scientists in your field. You have no job offer from a U.S. employer.
   - How long will it take you to receive a green card? **12-18 months**
   - How long will it take you to become a citizen? **6-7 years**

4. You have an adult daughter who is a U.S. citizen. You are retired and no longer work.
   - How long will it take you to receive a green card? **no wait/as soon as it is processed**
   - How long will it take you to become a citizen? **6-7 years**

5. You have a brother who is a lawful permanent resident and you are 15 years old.
   - How long will it take you to receive a green card? **You are not eligible**
   - How long will it take you to become a citizen? **You are not eligible**

From the fact sheet *How to Immigrate to the United States:*

6. Your best friend is a U.S. citizen. You did not graduate from college and work in construction.
   - How long will it take you to receive a green card? **8-10 years**
   - How long will it take you to become a citizen? **13-16 years**

7. You do not have family or a job offer in the United States. You are from Ukraine.
   - How could you get a green card? **Through the diversity lottery**

8. You have been targeted by your government for your political opposition and threatened with arrest.
   - How could you immigrate to the United States? **As a refugee or asylum seeker**

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

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

Rules for admittance:
Applicants can enter the country…

1. If they have a citizen relative who is a:
   - Parent
   - Child
   - Spouse
   - Sibling

2. If they have a permanent resident relative who is a:
   - Spouse
   - Parent

3. If they have a job offer AND at least a college degree

4. If they are extremely famous or rich

5. If they are being personally threatened with death or physical violence for their race, religion, or politics (a generally unsafe or violent environment does not count)

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

- Mexico
- China
- India
- Philippines
<table>
<thead>
<tr>
<th>Country of Origin: Guatemala</th>
<th>Country of Origin: India</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I'm excited to go to the United States, because I can get a better education there.</td>
<td>2. I have a PhD in chemistry and a job offer to be a college professor in Boston.</td>
</tr>
<tr>
<td>3. I am fluent in English.</td>
<td>3. I went to college in the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. I am a lawyer in my home country.</td>
<td>1. I have three children, and I'm worried about their safety because our city has a lot of violent crime.</td>
</tr>
<tr>
<td>2. I know all about the U.S. Constitution and laws.</td>
<td>2. I am in training to be an electrician.</td>
</tr>
<tr>
<td>3. I want to come to the U.S. because I believe in democracy and freedom.</td>
<td>3. I am a lay minister in my local church.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Origin: Mexico</th>
<th>Country of Origin: Bangladesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am not earning enough money to support my family.</td>
<td>1. My dad is a citizen of the United States.</td>
</tr>
<tr>
<td>2. I have a college degree, so I found a job as a teacher in the United States.</td>
<td>2. I love soccer and want to play for the U.S. national team.</td>
</tr>
<tr>
<td>3. I have two uncles who are U.S. citizens.</td>
<td>3. I just graduated from college and am looking for a job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. My mother is a citizen of the United States.</td>
<td>1. My brother is a citizen of the United States.</td>
</tr>
<tr>
<td>2. My mother is sick, and she needs me to come live with her and take care of her.</td>
<td>2. I work as a computer technician in my home country, and this skill will be helpful in the United States.</td>
</tr>
<tr>
<td>3. I am trained as a nurse.</td>
<td>3. I plan to open a computer repair business.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have five cousins living in the United States.</td>
<td>1. I am a high school student who wants to serve in the U.S. military.</td>
</tr>
<tr>
<td>2. I am a nurse with a college degree, and I found a job at a U.S. hospital.</td>
<td>2. My mom is a U.S. permanent resident.</td>
</tr>
<tr>
<td>3. I want to bring my family to the United States so that my children can have more opportunities.</td>
<td>3. I have an uncle and two cousins who are U.S. citizens.</td>
</tr>
<tr>
<td>Country of Origin: China</td>
<td>Country of Origin: Mexico</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>1.</strong> I have a PhD in engineering and have been offered a job in the United States.</td>
<td><strong>1.</strong> I am a corn farmer and could easily find a job as a farm worker in the United States.</td>
</tr>
<tr>
<td><strong>2.</strong> I am sick of living in a country with no free speech, so I want to come to the United States.</td>
<td><strong>2.</strong> My brother and sister are both U.S. citizens.</td>
</tr>
<tr>
<td><strong>3.</strong> I have patented several inventions.</td>
<td><strong>3.</strong> I have visited the United States many times and I love the country.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Origin: Russia</th>
<th>Country of Origin: Lebanon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> I am an Olympic silver medalist in figure skating.</td>
<td><strong>1.</strong> My grandparents are permanent residents.</td>
</tr>
<tr>
<td><strong>2.</strong> I am very famous all over the world for my figure skating.</td>
<td><strong>2.</strong> My grandparents own a successful restaurant and have offered me a job.</td>
</tr>
<tr>
<td><strong>3.</strong> I already have a job lined up as a figure skating coach in the United States.</td>
<td><strong>3.</strong> My parents died recently, so I want to move to be with the rest of my family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Origin: Jamaica</th>
<th>Country of Origin: Ecuador</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> My wife is a permanent resident of the United States.</td>
<td><strong>1.</strong> My mother lives in the United States but doesn't have legal status.</td>
</tr>
<tr>
<td><strong>2.</strong> My wife is pregnant with our first child, so I want to be there for her.</td>
<td><strong>2.</strong> I plan to open my own store in the United States, which will create jobs.</td>
</tr>
<tr>
<td><strong>3.</strong> I have a college degree in accounting, and I plan to find a job as an accountant.</td>
<td><strong>3.</strong> I have trouble earning enough money to feed my family because my town is so poor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> I am one of the most famous film directors in the world.</td>
<td><strong>1.</strong> My daughter is a U.S. citizen.</td>
</tr>
<tr>
<td><strong>2.</strong> My film won an Oscar for Best Foreign Film at last year’s Academy Awards.</td>
<td><strong>2.</strong> My husband just died, and I can’t take care of our house by myself.</td>
</tr>
<tr>
<td><strong>3.</strong> I have a contract to direct a new film in the United States.</td>
<td><strong>3.</strong> My daughter thinks I will like the United States and has offered to let me move in with her.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Origin: Philippines</th>
<th>Country of Origin: Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> I have been accepted to a U.S. college.</td>
<td><strong>1.</strong> I love American culture, and have always wanted to move to the United States.</td>
</tr>
<tr>
<td><strong>2.</strong> I did a high school student exchange program with an American family, and they offered to let me live with them while I’m in college.</td>
<td><strong>2.</strong> I am fluent in English and graduated in the top 5% of my college class.</td>
</tr>
<tr>
<td><strong>3.</strong> They live in the same state as my sister, who is a citizen of the United States.</td>
<td><strong>3.</strong> I want to live with my father, who is a U.S. citizen.</td>
</tr>
</tbody>
</table>
### IMMIGRANT IDENTITIES

<table>
<thead>
<tr>
<th>Country of Origin: Brazil</th>
<th>Country of Origin: Argentina</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am fluent in five languages, including English.</td>
<td>1. My aunt and uncle are U.S. citizens.</td>
</tr>
<tr>
<td>2. I have been to the United States many times on business trips.</td>
<td>2. My uncle is a lawyer, and he is helping me to apply to live in the United States.</td>
</tr>
<tr>
<td>3. I am very wealthy and would like to invest $10 million dollars in an American company.</td>
<td>3. I just graduated with a degree in anthropology and got a job offer from a museum in the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am a very famous Bollywood actress, and I am beginning to star in American movies.</td>
<td>1. I went to college in the United States and have many friends there.</td>
</tr>
<tr>
<td>2. I have been to the United States a couple of times on press tours.</td>
<td>2. I really liked living in the United States and want to move back.</td>
</tr>
<tr>
<td>3. My manager thinks I should move to Los Angeles.</td>
<td>3. I plan to move in with my sister, who is a U.S. citizen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I want to move to the U.S. to protect my son from the war and violence in my country.</td>
<td>1. My country has been torn apart by a violent civil war.</td>
</tr>
<tr>
<td>2. We will move in with my brother, who is a U.S. permanent resident.</td>
<td>2. One of the rebel groups has threatened to kill me for speaking out against them.</td>
</tr>
<tr>
<td>3. My brother has already found me a job at a store near his house.</td>
<td>3. Many people from my hometown already live in the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I graduated from college with a degree in business.</td>
<td>1. I have visited my uncle, who is a U.S. citizen, many times at his home in California.</td>
</tr>
<tr>
<td>2. I have a lot of work experience at very successful companies.</td>
<td>2. I speak English fluently.</td>
</tr>
<tr>
<td>3. I plan to use my experience to start my own business in the United States.</td>
<td>3. I just graduated from college, and my uncle found me a job at the bank where he works.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Country of Origin: Burma</th>
<th>Country of Origin: Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My country is ruled by a dictatorship, so I want to move somewhere I can be free.</td>
<td>1. I am one of the top high school hockey players in my town and want to play at a U.S. college.</td>
</tr>
<tr>
<td>2. The army came to my village and tried to kill me for being from a minority ethnic group.</td>
<td>2. My parents lived in Vermont for a few years before I was born.</td>
</tr>
<tr>
<td>3. An American church group visited my village and encouraged us to move to the U.S.</td>
<td>3. My older brother is a U.S. citizen.</td>
</tr>
<tr>
<td>Country</td>
<td>Eligibility and basis for admission to the United States</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>Not eligible</td>
</tr>
<tr>
<td>Argentina</td>
<td>I just graduated with a degree in anthropology and got a job offer from a museum in the United States.</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>My dad is a citizen of the United States.</td>
</tr>
<tr>
<td>Belarus</td>
<td>I plan to move in with my sister, who is a U.S. citizen.</td>
</tr>
<tr>
<td>Brazil</td>
<td>I am very wealthy and would like to invest $10 million dollars in an American company.</td>
</tr>
<tr>
<td>Burma</td>
<td>The army came to my village and tried to kill me for being from a minority ethnic group.</td>
</tr>
<tr>
<td>Cambodia</td>
<td>My mom is a U.S. permanent resident.</td>
</tr>
<tr>
<td>Canada</td>
<td>My older brother is a U.S. citizen.</td>
</tr>
<tr>
<td>China</td>
<td>I have a PhD in engineering and have been offered a job in the United States.</td>
</tr>
<tr>
<td>(5 minute wait)</td>
<td></td>
</tr>
<tr>
<td>Ecuador</td>
<td>Not eligible</td>
</tr>
<tr>
<td>Egypt</td>
<td>I just graduated from college, and my uncle found me a job at the bank where he works.</td>
</tr>
<tr>
<td>France</td>
<td>Not eligible</td>
</tr>
<tr>
<td>Guatemala</td>
<td>My mom is a U.S. citizen.</td>
</tr>
<tr>
<td>Honduras</td>
<td>Not eligible</td>
</tr>
<tr>
<td>India 1</td>
<td>I have a PhD in chemistry and a job offer to be a college professor in Boston.</td>
</tr>
<tr>
<td>(5 minute wait)</td>
<td></td>
</tr>
<tr>
<td>India 2</td>
<td>I am a very famous Bollywood actress, and I am beginning to star in American movies.</td>
</tr>
<tr>
<td>(5 minute wait)</td>
<td></td>
</tr>
<tr>
<td>Jamaica</td>
<td>My wife is a permanent resident of the United States.</td>
</tr>
<tr>
<td>Japan</td>
<td>I want to live with my father, who is a U.S. citizen.</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Not eligible</td>
</tr>
<tr>
<td>Mexico 1</td>
<td>I have a college degree, so I found a job as a teacher in the United States.</td>
</tr>
<tr>
<td>(5 minute wait)</td>
<td></td>
</tr>
<tr>
<td>Mexico 2</td>
<td>My brother and sister are both U.S. citizens.</td>
</tr>
<tr>
<td>(5 minute wait)</td>
<td></td>
</tr>
<tr>
<td>Morocco</td>
<td>Not eligible</td>
</tr>
<tr>
<td>Philippines 1</td>
<td>My mother is a citizen of the United States.</td>
</tr>
<tr>
<td>(5 minute wait)</td>
<td></td>
</tr>
<tr>
<td>Philippines 2</td>
<td>They live in the same state as my sister, who is a citizen of the United States</td>
</tr>
<tr>
<td>(5 minute wait)</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td>I am very famous all over the world for my figure skating.</td>
</tr>
<tr>
<td>Senegal</td>
<td>My daughter is a U.S. citizen.</td>
</tr>
<tr>
<td>Somalia</td>
<td>One of the rebel groups has threatened to kill me for speaking out against them.</td>
</tr>
<tr>
<td>South Africa</td>
<td>My brother is a citizen of the United States.</td>
</tr>
<tr>
<td>Spain</td>
<td>I am one of the most famous film directors in the world.</td>
</tr>
<tr>
<td>Ukraine</td>
<td>I am a nurse with a college degree, and I found a job at a U.S. hospital.</td>
</tr>
</tbody>
</table>
How would you change family-sponsored immigration to better protect the right to family for all immigrants? Possible changes could include: increasing the total number of available visas in order to decrease waiting times; changing the relatives eligible to sponsor someone to immigrate; and removing the limits on immigrants from certain countries. Be as specific as possible.

How would you change employer-sponsored immigration to better protect the right to an adequate standard of living for all immigrants? Possible changes could include: increasing the total number of available visas in order to decrease waiting times; changing the education or skill requirements required to immigrate; removing the need for an employer sponsor; and removing the limits on immigrants from certain countries. Be as specific as possible.

How would you change the refugee or asylum process to better protect the right to asylum for all immigrants? Possible changes could include: increasing the total number of refugees accepted each year; opening the refugee program to all interested applicants; or broadening the reasons for being granted refugee or asylum status. Be as specific as possible.

How would you change the immigration system as a whole to better protect the right to due process and equal protection? Possible answers include: changing the limits on immigrants per country to avoid discriminating against certain groups; making the immigration system less confusing and expensive; and providing lawyers to immigrants who cannot afford to hire them. Be as specific as possible.
LESSON 6
Refugees and Asylum Seekers

While every refugee’s story is different and their anguish personal, they all share a common thread of uncommon courage — the courage not only to survive, but to persevere and rebuild their shattered lives.

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

Objectives
» Students will learn basic facts about refugees and asylum seekers and the distinction between the two terms.
» Students will examine the personal stories of refugees and asylum seekers.
» Students will understand U.S. policy toward refugees and asylum seekers.
» Students will analyze how well the U.S. refugee and asylum system protects human rights.

Essential Question
» Who are refugees and asylum seekers, and how can we protect their human rights?

Key Skills
» Comparing and contrasting (Activity 1).
» Analyzing an issue through personal narratives (Activity 2).

Teacher Advisory
Please read the Advisory on Immigration Status on page 20 before beginning this lesson.
Please also be aware that the refugee stories in Activity 2 contain some graphic descriptions that would be best to discuss with your students in advance of the lesson.

Materials
✓ Handout 1: Facts about Refugees and Asylum Seekers
✓ Ch. 6 PowerPoint: Facts about Refugees and Asylum Seekers (Download online.)
✓ Handout 2: Refugee and Asylee Stories
✓ Handout 3: Mapping the Journey
✓ Handout 4: Refugee Role-play Cards
✓ Handout 5: Asylum Application in Pig Latin
✓ Handout 6: Asylum Application in English

Time Frame
4-5 class periods

Vocabulary
✓ asylee
✓ asylum
✓ asylum seeker
✓ refugee
Procedure:

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

2. Distinguish. Give students Handout 1: Facts about Refugees and Asylum Seekers. Have them read the first section silently and underline the parts that talk about the similarities between asylum seekers and refugees and circle the parts that talk about the differences. Some of the information in the fact sheet will be familiar to students who have completed Activity 5.2 on page 75, but provides a chance to review the specifics about refugees and asylum seekers. Draw a line down the middle of the board. Write “similar” on one side and “different” on the other. Ask students to share what they read about the ways that refugees and asylum seekers are similar or different. Write their answers on the appropriate side of the board. Be sure to capture that the primary difference between refugees and asylum seekers is that refugees are given their status while they are outside the United States, and asylum seekers apply after they have arrived in the United States. Both groups are similar, however, in that they have faced persecution on the basis of race, nationality, political opinion, religion, or membership in a particular social group.

3. Share facts. Give students an overview of the basic facts about refugees worldwide and in the United States. Download the PowerPoint that accompanies Lesson 6 by visiting the online version of this curriculum at www.energyofanation.org and selecting “Education.” Students can also study the rest of Handout 1: Facts about Refugees and Asylum Seekers, which contains much of the same information as the PowerPoint. After the presentation, discuss the new information that students learned.

Questions for Discussion

- What facts about refugees and asylum seekers surprised you the most?
- What events might be causing people to leave the top countries of origin for refugees and asylum seekers?
- Why might the United States offer protection to refugees and asylum seekers?
- Why might the U.S. government provide benefits to refugees and asylum seekers above what other immigrants receive?
Procedure:

1. **Read.** In this activity, students will get a chance to learn what the refugee or asylum seeker experience looks like from the point of view of an individual fleeing his or her country. Divide students into pairs and give each pair one of the stories from Handout 2: Refugee and Asylee Stories. Students should read their stories and then discuss them with their partner to make sure they both understand the events in the story.

2. **Analyze.** Give students Handout 3: Mapping the Journey and Lesson 2 Handout 1: The Universal Declaration of Human Rights (see page 37). In their pairs, students should fill out Handout 3: Mapping the Journey using the story they read. First, they should break down the story into the different stages of the journey that the person experienced. They should then use their copies of the UDHR to write down which human rights were affected at each stage, and whether they were being fulfilled or violated. Often, many human rights are affected by becoming a refugee, so tell students to concentrate on the most important rights at each step.

3. **Discuss.** After the pairs have finished filling in Handout 3, bring the class together to discuss the stories they read. Write on the board the three broad stages of the refugee or asylee journey: Fleeing Home (the decision to leave), Making the Journey (what happened on the way to safety), and Coming to the United States (receiving legal status in the United States). Ask students to volunteer some of the events that happened to the person in their story for each stage of the journey and write them on the board in the appropriate category. Then ask students to offer the human rights that they identified in the story and write those in the relevant stage of the journey as well. As a class, discuss the following questions:

   ![Questions for Discussion](image)

**Featured Resource**

The personal narratives used in this activity are taken from This Much I Can Tell You: Stories of Courage and Hope from Refugees in Minnesota, compiled by Minnesota Council of Churches Refugee Services. For more information on the book, including how to purchase a complete edition, visit: [www.mnchurches.org/refugeeservices](http://www.mnchurches.org/refugeeservices).
Procedure:

1. **Prepare.** Cut out identities from *Handout 4: Refugee Role-play Cards* for each of your students. Each family group has a different number of family members, so try to choose family groups such that every student can have a card and each family can have all of its members. If you have more students than cards, duplicate one or more of the family groups until there are enough cards for everyone.

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

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

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

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

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

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

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

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

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

10. **Four years later.** After spending four years in the refugee camp, the families have been safely resettled in a “third country” — in this case, in your local community. Reassign Family #1 and Family #2. They will now play the role of families living in the chosen city. New refugee families (the other families in the role-play) have just been resettled in their neighborhood.

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

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

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

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

<table>
<thead>
<tr>
<th>Questions for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>? Based on your experience in the role-play, what do you think it would feel like to be a refugee?</td>
</tr>
<tr>
<td>? What do you think the hardest part of being a refugee would be?</td>
</tr>
<tr>
<td>? During the role-play, did you ever feel that your character’s human rights were being violated? When? What rights?</td>
</tr>
<tr>
<td>? What are ways that governments could better protect the human rights of refugees? What are ways that individuals could better protect the rights of refugees?</td>
</tr>
</tbody>
</table>

**Teacher Tip**

To adapt this activity for younger grades, do not use the role-play cards. Simply have students write down what they would bring independently, and then put them in families to agree on a set number of items.

Be sure to tell younger students that they will be pretending and that the scenario you read at the beginning of the exercise has not really happened. Repeat that the scenario is fictional before, during, and after reading it.
Procedure:

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

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

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

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

3. **Apply.** Give students Handout 5: Asylum Application in Pig Latin. Give them 15 minutes to fill out the form. Remind them that their answers must be in Pig Latin as well. If they need extra assistance, you may give them Handout 6: Asylum Application in English.

4. **Evaluate.** After 15 minutes, have students switch applications with the person sitting next to them. Each student should now grade the application they received, using Handout 6 to help them see if the person has answered the questions correctly. If any of the answers are wrong, have students write “Denied” in big letters at the top and return it to the original author.

6. **Discuss.** Once students have evaluated their neighbor’s form, discuss their reactions to the exercise.

### Questions for Discussion

- How easy was it to make mistakes?
- How might you feel if you had to fill out the real asylum application, which is more than 20 pages long?
- How might mistakes impact the success of a genuine asylum application?
- What are the consequences if an applicant is denied?
- Do you think this application process is a fair way to judge whether someone should be allowed to stay in the United States?
Refugees and asylum seekers are people who are fleeing persecution in their own country. On average, 12% of legal immigrants to the United States in the past decade were either refugees or asylum seekers.1 The United States extends protection to them as a reflection of its commitment to political and religious liberty and racial tolerance. The difference between refugees and asylum seekers is that refugees apply for their status while they are still outside the United States, and asylum seekers apply once they are in the United States. Both refugees and asylum seekers must prove that they fear persecution in their home country, such as torture, imprisonment, or physical abuse, on the basis of one of the following:2

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

In a refugee or asylum case, the burden of proof is on the applicant, who must be able to provide objective evidence or credible testimony (such as government records or media reports) to support their claim.4 Not everyone who suffers persecution is eligible for refugee status. The U.S. caps the number of refugees it will accept annually. For 2011, the maximum was 80,000 refugees.5 Also, the U.S. only accepts refugees who have either been referred by the UN High Commissioner for Refugees (UNHCR) or another refugee protection organization, or when the person is a member of a designated group or from a designated country. In 2011, for instance, the U.S. accepted applications from Burmese minorities living in Thailand or Malaysia, among others.6 People who belong to these groups still have to prove that they individually qualify as a refugee because of a fear of persecution on one of the five grounds previously mentioned.

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

FACTS ABOUT REFUGEES AND ASYLUM SEEKERS

The Application Process: Refugees

Most refugees work with a non-governmental agency overseas to prepare their applications for refugee resettlement in the United States. The United States Citizenship and Immigration Services (USCIS) then interviews each refugee to verify that she or he has a legitimate claim to refugee status. All applicants go through background security checks and a health screening. The U.S. government also provides everyone who is granted refugee status a cultural orientation to the United States. Not everyone with a legitimate refugee claim is granted entrance. Refugees can be excluded for public health, national security, criminal, and other reasons.

Once a refugee has been admitted to the United States, a private voluntary agency arranges initial resettlement services. The refugee receives a loan to cover the costs of their travel to the United States, which they must begin repaying within 6 months of arrival. The U.S. government provides cash grants to the private agencies to help refugees find food, housing, clothing, employment, and medical care during their first 90 days in the United States. During the first eight months they are in the United States, all refugees are eligible to receive cash assistance and medical care. After the first eight months, however, refugees must meet the same eligibility requirements for public assistance as any legal resident of the state in which they live.

The Application Process: Asylum Seekers

Any person can apply for asylum affirmatively by filing a form within a year of arriving in the United States or defensively once they are in deportation proceedings. Some asylum seekers are held in detention for months or years while they wait for their application to be processed. Affirmative applications are reviewed by an asylum officer, who can choose to grant or deny asylum. If the officer denies asylum, the case goes before an immigration judge. All defensive asylum cases are heard by an immigration judge. The judge can choose to grant or deny asylum. If the judge denies the asylum claim, the applicant can appeal this decision. Asylum cases can take many years to make their way through the courts. Once someone has gone through all of his or her appeals without being granted asylum, that person cannot usually reapply.

Asylees are eligible for many of the same benefits as refugees, including short-term cash assistance and certain social services. Like refugees, asylees are eligible for public assistance if they meet the same eligibility requirements as any legal resident of the state in which they live. The U.S. government also funds torture treatment centers for victims of torture, which include many asylees.

Top Five Countries of Origin for Refugees (2010)

- Iraq (18,016)
- Burma (16,693)
- Bhutan (12,363)
- Somalia (4,884)
- Cuba (4,818)

Top Five Countries of Origin for Asylees (2010)

- China (6,683)
- Ethiopia (1,093)
- Haiti (832)
- Venezuela (660)
- Nepal (640)

Endnotes

6 Ibid
8 Ibid
10 Public Law, 05-320 Torture Victims Relief Act of 1998
11 Ibid
Abdul and Dunia

“I'm Abdul H. Mali. I'm working currently for the University of Minnesota. I'm called an asylee [and I've been] in the United States for almost four years now. I am coming from — I almost said the United States of America! — coming from the Democratic Republic of Congo. And my spouse and kids just joined me, for a year.”

“In the DRC I was working as a journalist for six years. Now, as a journalist, I ended up having a contract with the PBS, an American channel. And I helped them to issue two documentaries. The first assignment was about the politics in the Congo, in general. Our democracy was still very, very young. There is a semblance of democracy. Sometimes people can say these things on the radio, like question what the president is doing and have never really been arrested or threatened. But the major issue is firstly with me, in my case, was my collaboration with external media.”

Abdul explains that he had been working on the documentary for a whole month, and even though it was progressing successfully, the work was intense and time consuming. So they took some time off and Abdul went with his coworkers to Minnesota. “As soon as I moved to Minnesota, they broke into my house on a Sunday morning.” Abdul explains that the men tried to force his wife to tell them where he was hiding. They searched the house and accused Abdul of being with the CIA. Abdul says they took Dunia to their office and questioned her for hours. Dunia continues, “We had first to hide. His mother had to hide. My father, too. So it was me, my father, and his mother. We all separated, changed our places a couple times, and then came back.”

Abdul explains why he did not return to the Congo. “The United Nations went to my radio station, tried to find out why they were trying to arrest me, And the UN got in touch with this arrest warrant that was issued against me. Coming from the high court! You know, saying that I had endangered the country. I had insulted the president. So the arrest warrant said wherever place they could see me, I should be arrested on the spot. The UN just called me in Minnesota and said, ‘You just can't come back, because we're not able to ensure your safety and security. And we're trying to protect your family, but you need to look for asylum.’”

Meanwhile, Dunia was back in the DRC. “I had most of important things in my house taken away when they came and said, ‘We are searching for proof of his betrayal.’ They took the car. They took all his … journalist stuff we had. And when I’ve been questioned by those people. You know, they take you for hours. Questioning you the same questions. I had my baby. They take your baby in the other room, and you are listening to him crying! and you are answering those silly questions. And they are menacing you. ‘You’re never going to back outside again!’ It was stressful.”

Abdul continues, “The first thing was when I was granted asylum. I was not really prepared for that. I didn’t even know if it was going to be possible. When I got asylum, that was the first time that I felt like, ‘Well, at least I’m sure that I can, for a couple years at least, be here and make sure I get my family out of that place.’” Abdul was in Minnesota for three long years before his family was able to join him. Dunia says she feels safer in Minnesota, but it is hard to forget her family back home. Her siblings, parents, and in-laws are all back in the DRC, and it is impossible to know if they are in danger of being threatened again by the people seeking Abdul.

Abdul says, “I feel like America is a place where you can undertake your own business; as long as you respect the rules and pay your taxes you are good to go. You won’t see anybody trying to get in your way, forcibly. You feel free. The opportunities are immense. I’m very happy for my kids. Especially they can go to grade school and study. I have some smart boys. I want them to push hard and get ahead and become real guys. This is something great. This is something great.”

“I am Bayongson. I was born in West Cameroon, [which is] different from East Cameroon. West Cameroon is English, British. But East Cameroon is guided by the French culture. West Cameroon was an independent entity until 1961, when we had a historic merger with East Cameroon.” Since then, a repressive single party, dominated by French speakers, has ruled the country. English speakers claim systemic discrimination. “So now we are fighting for our independence, for the sovereignty of West Cameroon. The East Cameroonian French, want to eliminate us. That is why you see those escaping to come here to the U.S....”

“Before I came, I was a politician. I was preaching a democratic rule. There is no democracy in Cameroon — not an ounce of democracy. When I was there, you would be arrested, dumped in the prison, in the cells — I had been to the cell more than forty-two times, can you imagine? Not for any crime, only because I was agitating for democracy and the sovereignty of southern Cameroon. It reached a time when the search for me was just to eliminate me. They had tortured me and discovered that I could not give up. They said to me, ‘If you don’t advocate for West Cameroon, everything will be good.’ I told them that is over my corpse. So many times they told me, ‘You will be made somebody; you will be an important person in society. You are knowledgeable, educated — look how you are wasting your education.’ I told them no. Finally they saw that I was not bendable. So the only alternative was to eliminate me.

“When I was arrested next, I was in West Cameroon and transferred to East Cameroon, to a place called Kondengui. When you are transferred there, your family members know that if you are not fortunate, that’s it for you. I was arrested along with most of the friends I had been with. We sat in a room like this, about fifty people. They would come and call out names, five names in a night. Those people go, and the following morning you discover that you are only forty-two in the room. You cannot ask where the other people are. You don’t know where they have gone or whether they are alive. They keep taking them out and they are gone, just like that.”

“One of my Francophone friends from the university went to the army and became a general in East Cameroon. I think he saw my name, or maybe he saw me moving around in this detention camp. One evening, he sent his subordinate to come and call me. He has called me here for this: ‘You only have one option now, not two. You move to an unknown.’ He said he was going to aid me and if I was successful, good; but if I was not, that was the end of my luck. I only had on slippers, so he gave me canvas shoes and some money, which was in the equivalent of around one hundred dollars. I hid myself somewhere, and then the following morning, I got a vehicle to the neighboring village and I crossed to Nigeria.

“I found my way back to Cameroon, because I could not move anywhere without a passport. I had to bribe my way around in Cameroon. I had to bribe to get my passport and travel documents. I contacted a family friend in America; he was Cameroonian, and told him my plight, that I am now a dead man. The friend now built up a letter to invite his friend to come to a political meeting in Minnesota. I took it to the embassy. I saw the visa, saw it stamped, and my friend here had paid my ticket, a two-way so it would look like I was coming back.”

“When I arrived in America, I knew that I was safe. I had the shortest asylee [petition] … there was not any hitch — no hitch. In total, it did not take me up to one year. When I had my asylee documents, I applied now to bring my family. That was another process; it takes a long time. I was struggling to get the money — tickets were getting dearer and dearer. It was not an easy thing. I tried and tried until my family came.” Bayongson finished his training as a nursing assistant and began working in an assisted living home. He works hard to preserve his connection to his culture and politics: “I strongly believe that no matter how long my children stay here, they will adapt to American culture but will still identify themselves as Cameroonians. I am teaching them to grow up in their background.”

Kaw Lah was born in Burma in 1981. He is Karen, a minority ethnic group that has been the target of persecution and repression by the Burmese government. “When military troops came to attack our villages, we had to run away. During that time I was five, maybe six years old. I just knew we were not eating or playing. The old people would say, ‘We have to go,’ and we would go and sleep in the cliffs. We could not study during that time. Some days, the teacher told me, ‘Today you cannot come because the situation is not good.’”

“When I was five or six years old, maybe four or five years old, we moved because of too much military troop activity in my village area. We moved to the taller mountain to find a safe place. But one year later, the military troop activity expanded to there, too. During that time, my father was caught — we can say arrested. We didn’t know when he would return … we waited and we waited. The military troops arrest the Karen because they need more porters to carry the food for the military. My father and his friend tried to run away. The Burma military — the soldiers — tried to arrest them back. And the shooting … the target that they shot was my father. [After my father was killed], my mother’s face was not well, like she felt sad, something like that, and after one year or two years, she got sick. She passed away after two years from illness, maybe disease. But I still had my grandma.”

“We didn’t want to live in the refugee camps, but we had no choice to stay in Burma. Village after village was attacked. My grandmother and I took a boat. I was eight years old after we crossed the river. We stayed in a temporary resettlement place, a place with tents and small buildings. It was quite small, and the Thai soldiers make sure the people stay there: you can’t leave. We later moved into Thailand, to Mekong Ka Refugee Camp. This refugee camp is quite permanent, and I was there maybe seventeen years. I started my education properly. I graduated high school. We had good support from [refugee assistance organizations]. The building construction in the refugee camp was better than other countries, I have heard.”

“The first time I got an opportunity to resettle in Norway. But I did not feel confident; I think, ‘Oh, I don’t want to go.’ So I answered my grandma, ‘No, I prefer to stay in Thailand. I can look after myself.’ So she said ‘Okay, not a problem; sure.’ She went. After one year alone I think ‘Oh! What is going on?’”

“My understanding of the U.S. was … what is the big, what is the best, what is the good, what is the challenge? I think the most powerful country in the world is the U.S.. And the process is easy and fast. The young people are encouraged to come here to the U.S. to find a new world and for the challenge. I was not scared. I was confident to come. I believe that I can progress, can arrive at my ambitions. I want to have a degree. I want to study. I don’t want the time to pass away for nothing. I want to be active. I want to go. I don’t want to stay at home and sleep and eat. At the first training provided by [the International Office of Migration, which helps refugees through the resettlement process], one of the trainers asked, ‘What do you want to be?’ I said I want to be secretary of the United Nations; I like Kofi Annan.” Kaw Lah laughs.

“Before I came, I communicated with other Karen who had come to Minnesota. I asked them, ‘How is life?’ They answered, ‘Oh, not well yet; it is hard. And there are a lot of strong hurricanes [snowstorms] … I thought, Is not safe for me! But I decided to come.” When he arrived, Kaw Lah was lucky enough to speak English fairly well; he had studied in school in the camp. He says, “I have no idea to go back. Yes, we should list now what we want to do: I want to see snow. Soon that will be completed — then I have to complete another thing: education. I have to work. I want to have a house. Yes, I have many plans. Although it is very cold, and I walk outside for a few minutes and I think, ‘Oh, am I wrong to go here!’ But I am still here.”