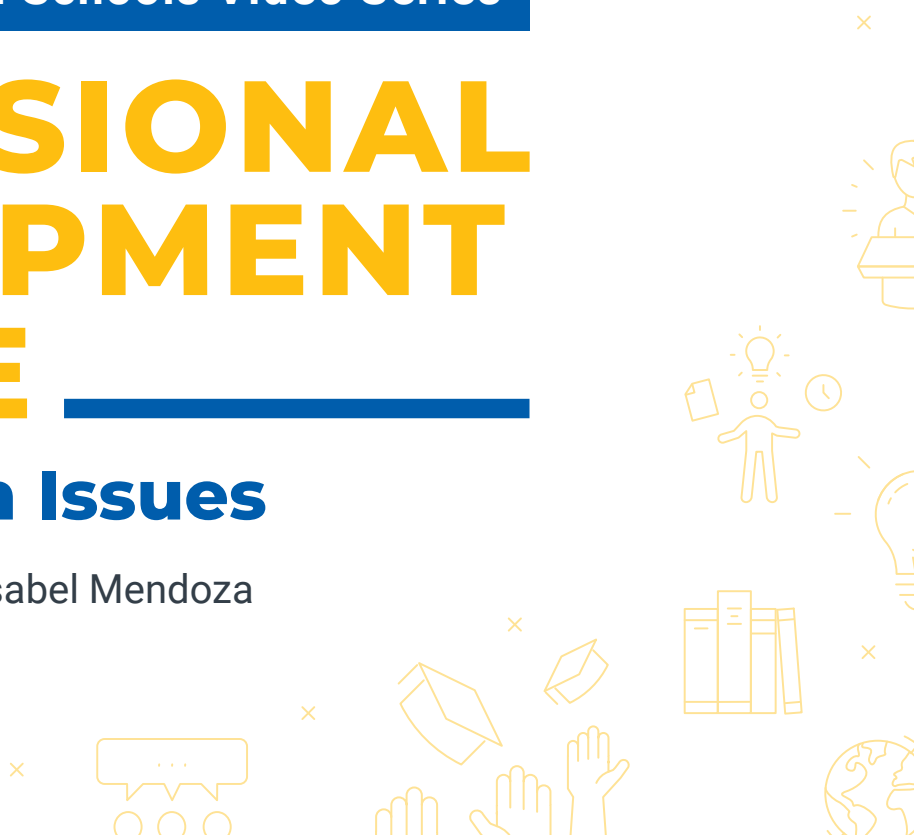


Supporting Immigrants in Schools Video Series

# PROFESSIONAL DEVELOPMENT MODULE

## Key Immigration Issues

Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza



This guide was developed as part of the City University of New York-Initiative on Immigration and Education (CUNY-IIE), a project funded by the New York State Education Department

With the support of

**Cynthia Nayeli Carvajal**  
Project Director, CUNY-IIE

**Marit Dewhurst**  
The City College of New York  
Associate Investigator, CUNY-IIE

**Tatyana Kleyn**  
The City College of New York  
Principal Investigator, CUNY-IIE

For more information about CUNY-IIE, visit [www.cuny-iie.org](http://www.cuny-iie.org)



This work is licensed under a Creative Commons Attribution 4.0 International License  
<https://creativecommons.org/licenses/by-nc/4.0/>

Dear Educator,

Whatever your area of certification, grade level, or position, you have the power and opportunity to educate yourself, your colleagues, and your students about current immigration issues. These issues impact the freedoms, fears, hopes and futures of our students and families, and ultimately, of our nation. The City University of New York-Initiative on Immigration and Education (CUNY-IIE) aims to bring together educators, researchers, families and local leaders to **learn** about, from, and with immigrant communities, **act** in ways that center our shared humanity regardless of legal status, and **advocate** for equitable policies and opportunities. These professional development activities are one way we hope to achieve this vision.

The [Supporting Immigrants in Schools](#) video series was created in 2019, at the request of the New York State Education Department (NYSED), to show what some schools across the state are doing to respond to the current political context where immigrant communities are under attack. We hope you find these short videos insightful. But to truly effect change, the ideas the videos describe must become everyday actions in our classrooms, schools, and communities. For that reason, these four professional development modules to accompany each video have been created through the collaboration of K-12 teachers, school administrators, professors, and doctoral students.

These modules will be shared with schools and educators across New York. We are also making them available to educators nationally. The modules should not be viewed as a scripted series of professional development activities. Instead, we encourage schools to hold listening sessions with their local immigrant communities and/or to carve out spaces during class time, at family conferences and community events, to learn directly about the experiences, hopes, and fears of immigrant-origin students and families. Based on the information you collect in your own local context, the activities within the modules can be selected and modified.

We realize that time for professional development is scarce; therefore, you can take an 'à la carte' approach to the activities based on your needs and timeframe. While we have included tips for facilitation, we strongly recommend that facilitators and participants begin by reading the CUNY-IIE Guiding Principles document that follows this letter in order to ground the activities in a stance of immigrant justice.

If you use these modules, we at [info@cuny-iae.org](mailto:info@cuny-iae.org) would love to hear about your actions, reactions, and your aha-moments. We thank you for taking the time to learn, listen, and educate yourself and your peers. Immigration is an issue for everyone, and we hope these professional development modules can support the learning process for schools in New York and beyond.



**Cynthia Nayeli Carvajal, Ph.D.**

Project Director, CUNY-IIE



**Marit Dewhurst, Ed.D.**

Associate Investigator, CUNY-IIE

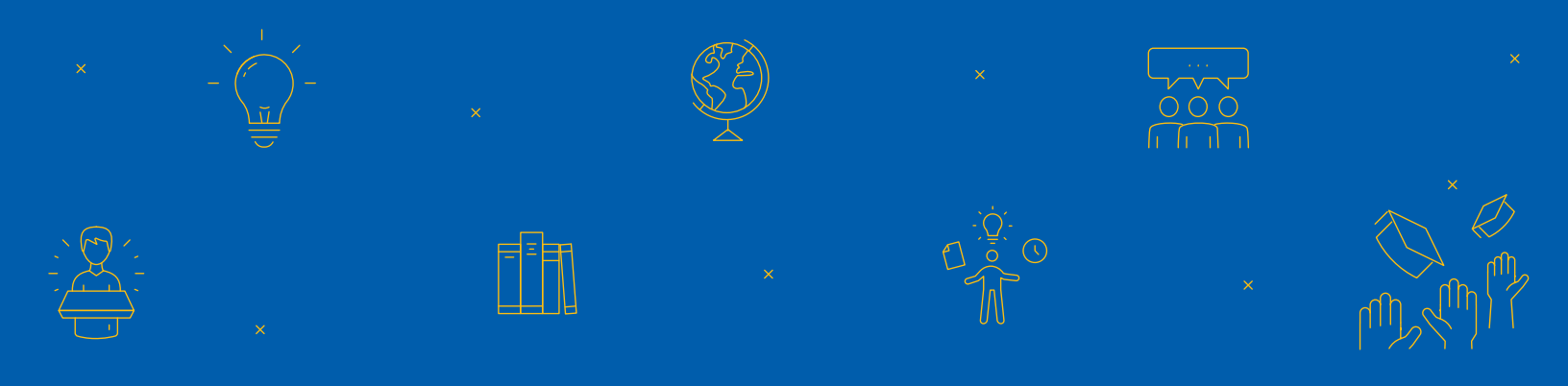
Associate Professor, The City College of New York



**Tatyana Kleyn, Ed.D.**

Principal Investigator, CUNY-IIE

Associate Professor, The City College of New York



# Supporting Immigrants in Schools Video Series

Videos	Professional Development
<b>Key Immigration Issues</b>	Cecilia M. Espinosa, Bridgit Bye, Isabel Mendoza
<b>Refugee and Immigrants in Schools</b>	Tamara O. Alsace, Adeyinka M. Akinsulure-Smith, Gliset Colón
<b>Immigration in Elementary Schools</b>	Dina López, Ashley Busone Rodríguez, Jessica Velez Tello
<b>Immigration in Secondary Schools</b>	Daicy Diaz-Granados, Angely Li Zheng, Chaewon Park, Jennifer (Jenna) Queenan, Karen Zaino
<p>In collaboration with Cynthia Nayeli Carvajal, Marit Dewhurst, and Tatyana Kleyn</p> <p>Art by <a href="#">Emulsify Design</a></p>	

# Table of Contents

<b><u>CUNY-IIE Grounding Principles</u></b> .....	<b>7</b>
<b><u>Context Overview: Key Immigration Issues</u></b> .....	<b>10</b>
<b>Activities</b>	
<b><u>Activity 1</u></b> Introduction to the Key Immigration Issues Video .....	14
<b><u>Activity 2</u></b> The Complexities of Immigration Gallery Experience .....	17
<b><u>Activity 3</u></b> Examining Our Own Experiences through Reflective Writing .....	24
<b><u>Activity 4</u></b> What Do We Know About the History of Immigration in the US?: A Timeline .....	27
<b><u>Activity 5</u></b> Current Issues Regarding Immigration .....	32
<b><u>Activity 6</u></b> Creating a Plan for Supporting Immigrant Students and Families .....	35
<b><u>Activity 7</u></b> A Community Connection Experience .....	38
<b>Appendix</b>	
<b><u>Activity 2</u></b>	
<u>Gallery Experience Overview</u> .....	43
<u>Handout 1</u> Immigration Stories .....	45
<u>Handout 2</u> Immigration Stories in Our School .....	62
<b><u>Activity 3</u></b>	
<u>Handout 3</u> Creating Happy and Safe Spaces .....	63
<b><u>Activity 4</u></b>	
<u>Handout 4</u> Legal Brief .....	65
<u>Handout 5</u> Immigration Event Cards .....	66
<u>Handout 6</u> Immigration Event Case Summary .....	76
<b><u>Activity 5</u></b>	
<u>Handout 7</u> Current Immigration Issues Note Catcher .....	77
<b><u>Activity 6</u></b>	
<u>Handout 8</u> Brainstorming to Create a Plan .....	79
<u>Handout 9</u> Creating a Committee Action Plan .....	81
<b><u>Activity 7</u></b>	
<u>Handout 10</u> Community Connections/Exit Ticket .....	82
<b><u>Author and Support Team Bios</u></b> .....	<b>83</b>
<b><u>Resource Links</u></b> .....	<b>85</b>

# CUNY-IIE

## Grounding Principles

---

**Cynthia Nayeli Carvajal, Ph.D.**

City University of New York-Initiative on Immigration and Education (CUNY-IIE)

The work of CUNY-IIE is firmly grounded in a set of principles, all of which reflect several overlapping themes that inform our thinking and our work. One of our primary goals is to **learn** about and understand the experience of migration, from the point of view of immigrants themselves. We seek also to be cognizant of the history of this country, which was founded with lofty ideals but in reality was built on the twin pillars of slavery and the dispossession of Native peoples. Confronting some of these ideas may feel uncomfortable at times, but we believe that discomfort is often a necessary part of learning for all of us. Lastly, as part of our goals to **act** and **advocate**, these principles address stances that educators can take as we all strive to center our shared humanity and build toward equitable policies and educational opportunities for all.

**Black Immigrant Lives Matter.** CUNY-IIE stands in solidarity with all those fighting for equality and justice in the Black Lives Matter movement. It is therefore important to approach this work with that sense of solidarity in mind. Although [black immigrants](#) make up the smallest percentage of immigrants in the United States, they are more likely to be targeted for deportation. By centering the lives and experiences of those who are most vulnerable, we can advocate for equality for everyone.

**No one is illegal on stolen land.** We believe that no person should be defined in terms of their immigration status, and we are opposed to the dehumanization of anyone through the use of the term 'illegal'. This notion is further complicated by the history of colonization in the United States. New York State resides on [lands stolen from Native people](#): Lenape, Haudenosaunee, Mohican, Abenaki, Erie, Canarsie, Rockaway, Algonquin, Merrick, Massepequas, Matinecock, Nissaquogues, Setaukets, Corchaug, Secatogue, Unkechaug, Shinnecock, Montaukett, and Mannansett.

**We are not all immigrants.** The fabric of the US includes not only immigrants, but also the Native Americans whose land was stolen in the creation of this country, as well as the descendants of enslaved people who were brought to this land against their will. We refrain from statements like "we are all immigrants" and "this nation was built by immigrants," because this further invisibilizes the Native people and lived realities of slavery and the Black experience in the United States.

**The immigrant experience exists beyond the Latinx narrative.** The rhetoric on immigrant rights in the United States often centers Latinx communities, and specifically the Mexican experience. In fact, the immigrant experience in the US encompasses many countries, races, and ethnicities. As we seek to advocate for equitable opportunities for all immigrants in the New York context, it is vitally important to recognize and make space for immigrants outside the Latinx diaspora.

**Immigrants and students labeled as “English Language Learners” are not interchangeable.** Approximately half of all multilingual learners in New York are US-born, many of whom grow up in multilingual homes and require additional support to learn English via bilingual education or English as a New Language (ENL) programs. In addition, many immigrants arrive from English-speaking countries and/or are already bilingual. Ideally, all students - and especially those who speak a home language other than English - will be given the opportunity to become bilingual and biliterate in school. It is important that we not conflate the two distinct (though overlapping) categories of students who are immigrant-origin with students who are categorized as English Language Learners.

**The immigration experience is complicated.** Reasons for migrating to the US vary among individuals and families, but leaving one’s home, family, language and culture is often traumatic. And even though some immigrants come to the US for economic opportunity, financial issues may continue to be a challenge for new immigrants. Nevertheless, mainstream rhetoric upholds the narrative that immigrants are happier to be in the US than in their home country. This perception is reinforced by messages extolling assimilation and patriotism. However, in addition to other challenges, immigrants are often treated like second-class citizens or denied citizenship altogether; immigrants also experience violent laws and policing practices that often make the US a hostile space for immigrants.

**Migration can be traumatic.** Our work recognizes that the experience of migration through militarized borders can be difficult and painful. While there is a vibrant Migration is Beautiful movement often symbolized with the imagery of a butterfly, we must recognize that students’ and community members’ experiences with migration may have been traumatic. We wish to understand and recognize these experiences by incorporating mental health resources and socioemotional support in our work.

**Xenophobia is systemic.** Anti-immigrant discourse has blamed immigrants for a broken economy, failing schools, and for overwhelmed medical resources. [Research](#) has [continually](#) shown that immigrants don’t have a negative impact on any of these services. In fact, immigrants often provide a positive impact, both socially and economically. Immigrants are vilified because



xenophobia, much like racism, is a systemic issue in the US as a result, immigrant students often have less [economic mobility](#), attend [under-resourced schools](#), and are provided with fewer social services.

**Teaching through translanguaging is central.** We believe the home language practices of immigrant-origin students, which include different languages and varieties, are a strength that must be a part of their education. Translanguaging pedagogy, which deliberately integrates flexible language practices into education, allows for students' voices and learning opportunities across programs, content areas and levels. All instruction should draw on students' many linguistic resources, regardless of whether they have been labeled as English Language Learners.

**We aim to move beyond allyship to working as accomplices.** Our work seeks to provide opportunities for educators to engage as allies, and to move from [ally work to accomplice work](#). An ally engages in activism by standing with an individual or group in a marginalized community; an accomplice focuses on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group. As we continue to educate ourselves and others, our work seeks to develop allyship while also addressing and changing structures that impact immigrant students and communities.

# Context Overview: Key Immigration Issues

---

There is a long and contentious history in the United States with regard to immigration. Even though immigrants through the centuries have brought resourcefulness, new ideas, and economic vitality, they have often been met with exclusionary policies and discriminatory practices and discourse. In spite of the long history of immigration in the US, schools continue to grapple with how to best educate immigrant students.

Immigrants come to the US from all over the world, and for a variety of reasons. Some are granted entry visas to work, study, or live in the US, while others seek refugee or asylee status due to persecution in their home countries. Still others who live under extreme poverty and violence cross the US border without authorization, seeing no other way for themselves or their families to survive. In 2018, there were more than 44.7 million immigrants in the US, with 2.5 million of these being children (American Immigration Council, 2020a). In 2015 there were 23% of public school students who came from immigrant-origin families where at least one parent was born outside of the US (Camarota et al., 2017).

Immigrants in New York span racial and ethnic groups. While popular portrayals of immigration suggest that immigration is a Latinx experience, only 31% of the immigrant population was classified as Latinx in 2018 (with the remainder 33% white, nearly 20% Black, and 25% Asian) (Migration Policy Institute). Immigrants make up approximately 23% of the State's population (4,536,000 people). And while 83% of the children of immigrants are US-born, 38% of school age children in the State have a parent who is foreign born (American Immigration Council, 2020b). Some children, referred to as unaccompanied minors, have immigrated to the US without their parents. New York became home to 20,985 unaccompanied minors between the years of 2005 and 2016 (Children's Defense Fund, 2018).

The education of undocumented immigrant students in the US has been governed by the 1982 US Supreme Court case, *Plyler v. Doe*. This landmark decision upholds that all immigrant students - regardless of their legal status - have a constitutional right to receive a free public K-12 education. Given the large number of immigrant families and children in the US and in New York State, school systems must work diligently to examine how they serve these students in order to provide the best quality education possible. It is critical that schools take proactive steps to ensure immigrant students' safety and well-being in all components of development: cognitive,

physical and socioemotional. This means that schools should not only provide basic educational services, but create an environment where students can develop a sense of belonging through ample opportunities to become integral members of the school community.

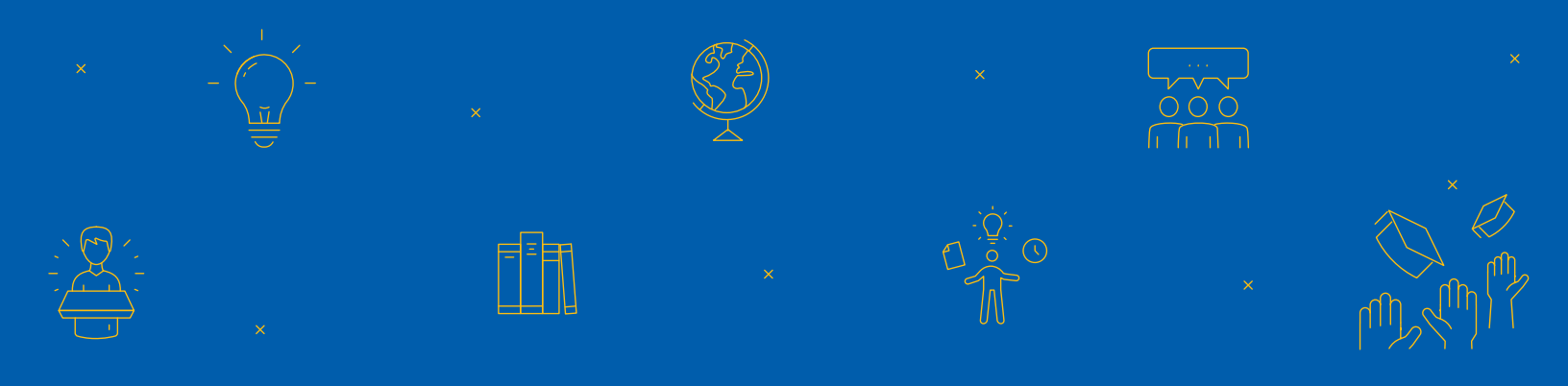
While no federal immigration policy has been passed in the US for decades, there has been some movement for undocumented youth. In 2012, the Deferred Action for Childhood Arrivals program was created. More commonly known as DACA, the program provides temporary relief in two year periods to some undocumented youth (between ages of 15-30 at the initial application) who had met several other conditions. While DACA has been helpful to many, the program has been insufficient as it's merely a temporary solution for some and is not even available to many other youth, parents and family members. DACA does not lead to citizenship or long-term legal residency, and DACA protections can be removed by a president via executive order. There were 41,970 DACA (Deferred Action for Childhood Arrivals) recipients in New York in 2016 (Governing).

The purpose of this professional development module is to provide hands on opportunities for all school personnel to learn about historical and current immigration issues, and how they impact their school community. Stakeholders will explore ways to create a safe and welcoming environment, and to support immigrant students academically, linguistically and socio-emotionally. To that end, we have included the following themes:






- **Introduction to Key Immigration Issues**
- **Humanizing and Understanding the Complexity of the Immigrant Experience**
- **Understanding Key Immigration Laws in the United States**
- **Closely Examining Current Issues Regarding Immigration and School Planning**
- **Learning the Community - Breaking Down the Walls**

# References

- American Immigration Council (2020a). Immigrants in the United States: Fact sheet economics of immigration state by state.  
[www.americanimmigrationcouncil.org/research/immigrants-in-the-united-states](http://www.americanimmigrationcouncil.org/research/immigrants-in-the-united-states)
- American Immigration Council (2020b). Immigrants in New York.  
[www.americanimmigrationcouncil.org/research/immigrants-in-new-york](http://www.americanimmigrationcouncil.org/research/immigrants-in-new-york)
- Camarta, S.A., Griffith, B., & Zeigler, K. (2017). Mapping the impact of immigration on public schools. Center for Immigration Studies.  
[https://cis.org/sites/cis.org/files/camarota-pumas\\_2.pdf](https://cis.org/sites/cis.org/files/camarota-pumas_2.pdf)
- Children's Defense Fund (2018). Unaccompanied migrant youth: Service needs and youth in the NY metropolitan area.  
[cdfny.org/wp-content/uploads/sites/3/2018/07/unaccompanied-migrant-youth.pdf](http://cdfny.org/wp-content/uploads/sites/3/2018/07/unaccompanied-migrant-youth.pdf)
- Governing (2017). The future of states and localities: DACA recipients by state.  
[www.governing.com/gov-data/other/daca-approved-participants-by-state.html](http://www.governing.com/gov-data/other/daca-approved-participants-by-state.html)
- Migration Policy Institute (n.d.). State immigration data profiles: New York.  
<https://www.migrationpolicy.org/data/state-profiles/state/demographics/NY>
- Sugarman, J., & Geary, C. (2018). English learners New York State demographics, outcomes and state accountability policies. Migration Policy Institute.  
[www.migrationpolicy.org/research/english-learners-demographics-outcomes-state-accountability-policies](http://www.migrationpolicy.org/research/english-learners-demographics-outcomes-state-accountability-policies)



# KEY

	<b>Time Frame for Activity</b>
	<b>Background Knowledge Activity Requires</b> Introductory Intermediate Advanced
	<b>Focus of Impact</b> Student Faculty Classroom Family School Community
	<b>Tips for Facilitators:</b> Suggestions for ways to prepare for and approach the professional development activities, as well as areas to be aware of while facilitating the module.
	<b>Classroom Connections:</b> Possible ideas to differentiate the activity or content for classroom instruction with K-12 students.

# Activity 1

## Introduction to the Key Immigration Issues Video

 50 minutes  All levels  Faculty, Student, Family

### Overview

The purpose of this activity is for participants to gain an understanding of the key immigration issues students and their families face. Participants will have an opportunity to share their initial questions, view the Key Immigration Issues video, and share new insights gained.

### Learning Goals

- ✓ **Develop** a shared understanding of key immigration issues
- ✓ **Share** questions and concerns regarding immigration issues students and families face

### Materials for Facilitator

- [Video](#) Key Immigration Issues
- Sets of four different colored Post-It notes
- Writing implements
- Four pieces of large chart paper with the following four headings
  - What do you know about the issues immigrant students face?
  - What is one question you have about immigrant students?
  - What is something I learned from watching the video about the experiences of immigrant students and what schools can offer them?
  - What is a new question I have as a result of watching the video?



### Tips for Facilitators

Preview the video to prepare for the activities. Prepare chart paper with headings and organize Post-Its in bundles ahead of time for ease of distribution.

## Procedures

- **Prior To Watching the Video**, the facilitator will explain to participants the importance of understanding not only the lived experiences of the students they teach, but also the key immigration issues that surround and impact their lives. Ascertain the participants' prior knowledge using the following guiding questions (post the chart paper with these headings):
    - **What do you know about the issues immigrant students face?**
    - **What is one question you have about immigrant students?**
  - ★ Ask participants to respond to the questions using one color Post-It to respond to the first question and a different color Post-It to respond to the second question. Ask them to write one response per Post-It. Participants may have multiple responses for each question.
  - ★ Invite some participants to share their comments and questions with the entire group, then to post all their notes on the corresponding chart paper.
  - ★ Divide the group in two and give each group one of the charts. Ask each group to categorize the responses to the question by rearranging the Post-Its into themes/categories (ex. literacy, prior knowledge, country of origin, trauma, home language, etc.) and label each one.
  - ★ Ask one person from each group to read out their themes/categories to the rest of the group so everyone is aware of the types of issues and questions that were posed.
- 
- **Show the video:** Watch the [Key Immigration Issues Video](#) in its entirety
- **After watching the video**, debrief using a process similar to the pre-watching activity. Use the following questions to frame the discussion:
  - **What is something I learned from watching the video about the experiences of immigrant students and what schools can offer them?**
  - **What is a new question I have as a result of watching the video?**
- ★ Ask participants to write their responses, one per Post-It, using the two remaining colors to correspond to each question.
- ★ Ask participants to turn and share their answers with a partner.
- ★ Invite a few partners to share their new insights with the group.
- ★ Ask participants to post their responses on the corresponding chart paper.
- ★ Again, ask half the participants to take one chart paper and the other half to take the other chart and quickly organize the Post-Its by themes/categories, and label.
- ★ Invite one person from each group to read out their themes/categories.

- Summarize the session by asking participants to state their key take-aways. Explain to the group that in future modules/sessions they may be looking at the issues more deeply and adding to their knowledge base about immigrant students and their families; this should lead to a better understanding of the complex issues immigrants face as well as the responsibilities the school has to serve their students and families.



## Classroom Connections: Accessing and Assessing Students Prior Knowledge

Immigrant-origin students come to US schools with a range of experiences that may have led them to understand political systems of different nations, learn firsthand how migration policies either allow or bar them or their family members access to papers (or legal status) in the US, and navigate varied cultural and linguistic experiences. Some may have gaps in their formal schooling, but they have all learned valuable life lessons in their journeys. It's important that we learn about what they know and continue to build upon it.

When beginning a new topic of study it is always helpful to find out students' prior knowledge. Teachers can gather this by posing a question such as: what do you know about...? They can also ask the students to share questions they have about the theme they are about to study. Doing this can also reveal misconceptions, or ideas the students think they know that may be inaccurate or only partially true. This is important for all students, as immigrant-origin students can ask questions that go beyond their experiences while students from families who have lived in the US for many generations and Native Americans may learn about immigration in ways that are limited by media soundbites that may promote stereotypes and xenophobic perspectives.

Teachers could replicate an activity such as this when beginning any unit of study. It's likely that immigrant-origin students would have a great deal to contribute in areas of immigration, history of different nations, current immigration issues and languages around the world.



# Activity 2

## The Complexities of Immigration Gallery Experience

 90 minutes  All levels  Faculty and Staff

### Overview

Immigration is a complicated process and many of the immigrant students and families have complex needs. Participants will engage in the Gallery Experience as a way to learn about the different issues immigrant students encounter in their classrooms and schools. Through this activity educators will acquire more proficiency to support students and families in schools.

### Learning Goals

- ✓ **Deepen** knowledge of the complexity of experiences of the immigrant students and families they serve
- ✓ **Understand** the differing needs of the immigrant families in the school
- ✓ **Reflect** on how to create a safe, welcoming and supportive environment for students and families in the classroom and the schools



### Tips for Facilitators

Take this opportunity to raise awareness of and have participants commit to use of inclusive language and the use of multiple languages. For more on this refer to these resources:

- [Supporting Undocumented Students and Mixed-Status Families](#)
- [Drop the I-Word](#)

### Key Terminology

**NOTE:** This activity includes 12 stories about immigrant experiences of students and families, written with the intent of showing a glimpse of their diversity and complexity. The definitions below are the legal immigration categories that serve as points of reference for the composed stories.

## Immigration Statuses Included in the Immigrant Stories

**Asylum Seeker/Asylee** An individual in the United States or at a port of entry who is afraid to return to their home country due to an actual or well founded fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group. Applications for asylum take place in the US and are granted infrequently. Asylees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the US.

**Deferred Action for Childhood Arrivals (DACA)** In 2012, the Department of Homeland Security provided temporary relief from deportation and work authorization to approximately 800,000 eligible young people allowing them to work lawfully, attend schools and live their lives without the imminent risk of deportation. DACA does not provide permanent legal status and must be renewed every two years. In 2017, the Trump administration attempted to end DACA, however a 2020 Supreme Court decision determined that the attempt to close the program was arbitrary and capricious under the Administrative Procedure Act.

**Lawful Permanent Resident (LPR)** Someone who has been granted authorization to live and work in the United States on a permanent basis and in most cases eventually become a US citizen. There are several ways to get LPR status. The following are the most common:

- (1) **Family-based Visa** LPRs and US citizens can petition for certain family members to be granted legal status in the US
- (2) **Employment-based Visa** Employers can petition to give employees legal status in the US
- (3) **Diversity-based Visa** A visa that a limited number of people from designated countries can win through a lottery.

**Naturalized Citizen** A foreign national who wants to become a citizen of the US may apply to become a naturalized citizen after having fulfilled the requirements established by Congress in the Immigration and Nationality Act (INA). A person is generally required to have lawful permanent resident status for a number of years or be a member of the US military before they will be eligible to naturalize. The naturalization process requires an application, fees and passing a test of English and civics.

**Refugee** An individual who seeks to leave their country of origin and is unwilling or unable to return to it because of persecution or fear of persecution due to race, religion, membership in a particular social group, or political opinion. A person who requests refugee status is still overseas until the country of placement is determined. Refugees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the US.

**Special Immigrant Juvenile Status (SIJS)** Minors (21 and under) in the United States who have been abused, abandoned or neglected by one or both parents, may be eligible for Special Immigrant Juvenile classification. If this classification is granted, the minor may qualify for lawful permanent residency, also known as getting a Green Card.

**Violence Against Women Act (VAWA)** An individual who has been a victim of physical, emotional, or psychological violence from their US citizen spouse. If their self-petition is granted, they will become residents and eventually citizens. This is a protection that is available for women, men and abused parents of US citizen children.

**U-Visa** An individual who has been a victim of a crime and has cooperated or has made themselves available for cooperation with the police to resolve the crime. If a U-Visa is granted, the individual would be able to apply for a green card after a year of having been granted U-visa status and eventually become a US citizen.

**Undocumented/Unauthorized Immigrant** A foreign-born person who does not have a legal right to be or remain in the United States. One can be undocumented either by entering the country without US government permission or by overstaying a visa that has expired.

**US Citizen** A person may become a Citizen of the United States in several ways; (1) birth in the US or certain territories of the US subject to its jurisdiction, (2) Acquire citizenship at birth OR derive citizenship after birth through one or both US citizens parents, and (3) through the naturalization process.

## Materials for Facilitator

- [Video](#): Key Immigration Issues
- Chart Paper
- Markers
- Post-It notes in three different colors
- [Handout #1: Immigration Stories](#) posted around the room in four distinct groups: 1-3, 4-6, 7-9, and 10-12. Next to each story hang one or two sheets of chart paper (based on number of participants).
- [Handout #2: Immigration Stories in Our School](#)

## Procedures

Facilitator will explain what a Gallery Experience is and its purpose in this activity.



### Tips for Facilitators

Create groups according to the following criteria, if possible: mixed, heterogeneous groupings of no more than 5 people using participant diversity, background knowledge and mixed familiarity with the issues being presented or with any sort of heterogeneous grouping the facilitator believes will help support productive discussion and the sharing of knowledge.

Separate the four groups of stories so it is easy for participants to visually see where they should go to begin reading their stories.

### **Adaptations, modifications and suggestions**

- ★ Participants could write directly on the big paper. Fine-point Sharpie markers are colorful and fun and the different colors can be used to distinguish authorship, but regular pens work, too.
- ★ Give participants a sheet with all the Wall Talk [Gallery] stories so they have a readable reference for post-Wall Talk [Gallery] discussion and writing.
- ★ Have the paper travel, rather than the participants. Pass the chart paper from group to group and participants stay at their seats (in case of limited space or mobility concerns).

For more tips, information and suggestions on the Gallery Experience, see the appendix: [Gallery Experience Detailed Description](#)

- 
- **Make Groups:** Divide the participants into groups of no more than 5, then sub-divide each of those smaller groups into four groups, A-D.
  - **Distribute Materials:** Give each Participant 3 different colored sets of Post-It Notesn
    - the first color is for questions they have about the story;
    - the second color is for comments about what was new/what surprised them;
    - the third color is for classroom implications.
  - **Gallery Experience:**
    - Instruct participants to move around the room or hallway as if they were in a gallery, stopping to reach each story and view the pictures. They should spend no more than 10 minutes on each story.
    - As they read each story, ask them to use the different colored Post-Its to write comments and post them on the chart paper located next to the stories. As they go to each story they can add to the comments, questions and implications already posted by others.
    - Continue until all the groups have seen all the assigned stories if time permits

- **Discussion:** Ask participants to return to their original group of 5 (or less) for a discussion.
- **Debrief** the activity by inviting participants to share out about the stories they found to be most powerful, along with the questions, comments, and classroom implications with their group. Frame the discussion within the schema/perspective of the questions below, found in [Handout #2: Immigration Stories in Our School](#)
  1. Who are our immigrant students?
  2. What are their needs and their families' needs?
  3. What do we need to do to support their educational, safety, and emotional needs in the classroom and the school?
  4. What does an atmosphere of trust look like?
  5. How can we develop an atmosphere of trust
- **Culminating Activity:** Lastly, participants should work with their groups to create a poster using images, a diagram, bullet points or a chart to illustrate their plan for what they can do in the classroom or school to create an atmosphere that supports immigrant-origin students and their families. These posters can be shared by having groups present or by posting around the room for a final “gallery experience.”



### Tips for Facilitators

Collect the chart paper with Post-Its and collate ideas, thoughts, comments, questions, and actions to distribute at a later date in order to remind them of their work, or to use it to continue the work in the future.



## Classroom Connections: Gallery Experience

Teachers can use a gallery experience to ask students to respond to particular content. They can adjust the activity to the age level and the content being studied. For example, within a unit of study on immigration in a fifth grade class, the teacher could introduce the topic with a visual gallery experience by printing photographs of immigrants entering the US at different points, including Ellis Island, the northern and southern borders as well as JFK Airport. The teacher could ask students to respond to what they see, what it makes them think about, how it makes them feel, and what they are wondering about. The teacher could also select quotes from texts or stories of immigrants that are included in this module.



In middle and high school, teachers might engage students in a study of the history of the neighborhood surrounding the school to see how it has changed over time. Factors such as gentrification, the ethnic origin of the residents, housing, types of businesses, recreational activities, and more can be studied and analyzed. This research can be done using census data as one of the resources as well as speaking directly with long-term residents. The gallery experience could highlight different aspects of the neighborhood.

In preparing a gallery experience about immigration, educators should select a variety of texts that are multimodal: books, poems, videos, paintings, songs, movies, etc. See list of suggested texts in the [Supporting Immigration In Schools Resource Guide](#).

You can also visit the [Curriculum Guide: Immigration, Stories, Struggles and Debates](#) which provides curriculum and an abundance of resources.

# Activity 3

## Examining Our Own Experiences through Reflective Writing

 60–90 minutes  All levels  School personnel

### Overview

In this activity participants will engage in “Reflective Writing” as a way to support them in sharing, fostering connectedness, and empathy. In addition, reflective writing helps participants recognize any biases they may have in order to begin the work to move beyond them.

### Learning Goals

- ✓ **Reflect** on what makes a space a safe place for learning for ourselves and for our students
- ✓ **Share** identity and **foster** connectedness and empathy
- ✓ **Recognize** our biases to help us move beyond them

### Key Terminology

- **Reflective Writing:** Used to analyze and examine a situation, a memory, or an experience. The writer reflects on the meanings and the impact it might have had then or in the present moment.

### Materials for Facilitator

- **Video:** Key Immigration Issues
- Paper or journals for writing, chart paper, writing implements
- **Handout #3: [Creating Happy and Safe Spaces](#)**

### Procedure

- **Introduction:** Provide participants with the activity overview and learning objectives. Explain what “reflective writing” is and its purpose using glossary the definition if needed. Explain to participants that:



- they will be asked to share any parts of their writing that they want with a small group;
  - not everything they write has to be shared, and that they do not have to reveal anything they are not comfortable with revealing;
  - they should use this time as a way to really think deeply about the questions, and explain that sometimes these kinds of experiences can be emotional and it is ok for them to feel that way;
  - they should feel free to write in any language or across languages, reminding them that often when we deal with socio-emotional topics we may feel more comfortable using our home language;
  - if they prefer to draw/sketch they can do this as well;
  - they will be discussing whatever medium they use with their group.
- **Video:** Have participants view part of the [Key Immigration Issues video](#)
- **Debrief:** After watching the video segment, focus on the fact that Jesús, who spoke in the video, did not have safe spaces in his home country, nor after he arrived in the United States. This made a difference and changed the course of his life in the US, as he was unable to continue with his dream of going to high school.
- **Distribute [Handout 3: Creating Happy and Safe Spaces](#).** Ask participants to think about a time they have been in a space where they did not feel supported and were unable to thrive or learn. Then think about a space where they have felt supported and as a result were able to thrive and learn. Next, think about what made that space a happy, safe place for them. What do they need to feel safe in a space, what about a space supports them and what about a space defeats them?
- **Review the instructions** for the activities from the handout. Give participants time to respond to the prompts about a happy or safe space.
- **Pair-Share/Group share** (Depending on the group size you can have participants share in heterogeneous pairs or in small groups of no more than 4) using answers to the prompts about a happy/safe place.
- **Reflect:** Ask participants to reflect on their discussion and respond to the next set of questions in the handout:
- What do you see as your similarities?
  - What did you discover about your identities?
  - What was important?
  - Do you see any bias you may have that you hadn't thought about when considering what makes a space happy or safe?

## — Culminating Activity

- ★ Next, ask participants to use the poster paper to choose the points they feel are the most salient and categorize according to the instructions in the handout.
- ★ Lastly, allow time for participants to share their posters, emphasizing what they will do in their classrooms and schools to create a happy, safe and welcoming environment. Consider what this might look like in different areas of the school (i.e. hallways, cafeteria, entrance).



### **Classroom Connections: Examining Our Experiences through Reflective Writing via Translanguaging**

Have students envision what a happy or safe place looks like for them. Then ask them to draw, sketch, diagram, or even create a flowchart or some other visual representation of their place. Next, have students write about the location, how they connect with each of their senses and the reasons they have selected this safe and happy place. Encourage students to use all their languages in the writing so that it's fully reflective of who they are. For students that feel comfortable, they can be invited to share in small groups or to the whole class. And their peers would not only learn about where they find joy and security, but the languages that they speak as well.

This translanguaging approach provides students with the freedom to write without suppressing any of their languages, as many students have not had opportunities in their previous education to write using their full linguistic repertoire. It gives students the opportunity to come as a whole person and construct meaning where translanguaging is central to the piece, rather than a temporary scaffold.

**\*\*While this activity can be used with immigrant-origin and other students to learn more about what makes them feel safe and happy, educators should be mindful that these thoughts may also trigger sadness and/or unhappy memories. Students should be given a choice if they want to write about their personal experiences, rather than be required to do so.**

# Activity 4

## What Do We Know About the History of Immigration in the US?: A Timeline

 90 minutes  Beginning to Advanced  Educators, Students

### Overview

Participants will engage in the Timeline Activity to become more familiar with and learn about the different immigration laws that have been enacted over time in the US.

### Learning Goals

- ✓ Identify the recurring nature of immigration laws
- ✓ Understand the impact of immigration laws on immigrant students and families

### Key Terminology

**Timeline Activity:** A kinesthetic learning activity that can be done across all grade levels, age levels and with adults. It usually consists of activities that require reading, writing, synthesis, analysis, sorting, categorizing and helps frame a more robust understanding of historical and current events.

**Deferred Action for Childhood Arrivals (DACA):** In 2012, the Department of Homeland Security provided temporary relief from deportation and work authorization to approximately 800,000 eligible young people allowing them to work lawfully, attend schools and live their lives without the imminent risk of deportation. DACA does not provide permanent legal status and must be renewed every two years. In 2017, the Trump administration attempted to end DACA, however a 2020 Supreme Court decision determined that the attempt to close the program was arbitrary and capricious under the Administrative Procedure Act.

**Immigration and Customs Enforcement (ICE):** A federal agency within the Department of Homeland Security that was created in 2003 as part of the government's reorganization after the Sept. 11, 2001 attacks. ICE arrest, detain and deport unauthorized immigrants inside the United States.

**Unaccompanied Minor:** Children under 18 years old who enter the United States with no lawful immigration status and no parent or legal guardian in the United States available to care and take physical custody of them. Unaccompanied minors may apply for asylum in the US on their own.

### Materials for Facilitator (including reference links)

- [Video](#): Key Immigration Issues
- Timeline materials (tape, scissors, chart paper, markers)
- [Handout #4: Legal Brief](#) (Each participant will need 1 copy)
- [Handout #5: Immigration Event Cards](#) (should be printed and pre-cut)
- [Handout #6: Immigration Event Case Summary](#) (each participant will need 2 copies)

### Procedures

- **Introduce** the “Timeline Activity” (defined above) and learning goals.
- **Re-watch** the part of the *Key Immigration Issues* video regarding immigration laws (timestamp 04:51-09:42). As you debrief/discuss the video, focus on these key points:
  - **Plyler V. Doe, 1982:** Undocumented students are entitled to the same free education that documented students are receiving in grades K-12. Schools are not allowed to collect information about a student’s immigration status.
  - **Schools safeguard their students**
    - Protect students and their families from ICE
    - Help students, families and schools come up with a plan if ICE were to show up
  - **DACA (2012 - until ?)**
    - Schools may employ teachers and staff members who are DACA recipients.
    - Check the latest updates on DACA to see if high school students are able to apply (be sure to confer with a lawyer)
  - **Unaccompanied Minors**
    - Unaccompanied minors have the right to register in schools as all other students and cannot be asked for documentation other than proof of who they are and their residence in the district
- ★ **Reflect on the following question:**
  - What is your school doing or what actions should your school take in order to ensure:
    - all students who qualify to be enrolled in the school are registered?
    - there are safeguards and plans in place to protect undocumented students and families?

- **Discuss:** After watching and discussing the video, split participants into groups of 2-4. Consider making the groups heterogeneous in terms of participants' prior knowledge of or experience with immigration.
- **Distribute Handout #4: Legal Brief.** Review the short immigration law case regarding an issue connected to US education. Reflect and discuss using the question on the handout. If time permits, partners could share out to the large group. Discuss the importance of knowing where cases fit in the overall history of immigration in the US in order to better understand each case and the overall timeline of events.
- **Create a Timeline:**
  - Use chart paper or tape to create a timeline on a wall. Label the beginning "1790" and the end with the current year.
  - Pass out 2 Immigration Event Cards to each participant (from [Handout #5: Immigration Event Cards](#).) (There are 52 cards. Be sure to use all the cards that are annotated with \*\*\*\*. The rest can be used as group size permits. And if new policies have been passed, cards can be created for those too.)
  - After reading their Immigration Event Cards, participants should fill out [Handout #6: Immigration Event Case Summary](#) by writing a brief summary of each case, drawing a symbol or a quick sketch that represents the case and reflecting on how they think each case impacted US history.
  - When finished, participants should hang their [Handout #6 Event Case Summaries](#) on the timeline in chronological order.



## Classroom Connections: Immigration Over Time(lines)

Timelines are a powerful tool for students to see changes over time, and to grasp the evolution of a concept where time is more concrete and less abstract. When it comes to immigration issues there are a range of ways timeline could be used in classes:

- Have students create timelines of their own or their family's migration experiences, including migrations within the US\*. For older students they could see which policies and/or realities led to the migrations.
- Select a country/region and track how many immigrants from that part of the world came to the US and the policies or politics that contributed to this migration
- Create a timeline of federal or (New York) state immigration policies over a period in history and/or up to current times

\* The student's own timeline or that of their family should be an option, rather than a requirement. For some students returning to their migration experiences may be painful and traumatic. Other students may not have a way of tracking their family's immigration history. For those students, they may want to look at immigration through the life of another immigrant or more conceptually through policies and/or migrations from different regions of the world.

- 
- **Discuss Findings:** When all case summaries are hung up, small groups should travel along the timeline together and reflect on what they learn and notice. The Facilitator can use the following questions to prompt discussions within small groups.
    - How are these laws positive or negative?
    - What do you see changing/shifting and why do you think this happens?
    - What immigration myths are challenged by what you see?
    - Which laws are anti-immigration and which ones support immigration?
    - Who is included and who is excluded?
  - **Reflection:** Leaving 5-10 minutes for sharing, give participants a few minutes to collect their final reflections and thoughts about immigration in the United States and its effect on students in their learning communities. One or more of the following questions could be used to frame the discussion as participants reflect on the activity:

- After you saw and discussed the contents of the timeline and were able to see a brief history of immigration in the US, what surprised you the most?
  - What did you see that you didn't know before?
  - Was there anything on the timeline that stood out to you more than anything else?
  - If you were trying to explain the immigration policies of the US to a person from another country, how would you explain it to them?
  - How are you going to use the knowledge you have gained to support students and staff in your school regarding registration, ICE, and DACA especially?
- **Share** reflections as time permits.
- **Closing:** Summarize the main takeaways from this activity and suggest that in the future participants continue to build from their understanding of immigration laws and patterns to help develop a plan for their school to welcome and support any students, staff members, or families with diverse immigration stories.

# Activity 5

## Current Issues Regarding Immigration

 90 minutes  All Levels  Educators

### Overview

This activity will provide an opportunity for educators to learn about current immigration policies that affect students and families in New York State. The session will yield a culminating list of suggestions from educators to improve upon current school practices and supports.

### Learning Goals

- ✓ **Understand** current educational law and immigrant students' civil rights in New York State
- ✓ **Strengthen** your school's provisions for supporting the well-being and educational needs of immigrant students

### Materials for Facilitator

- **Video:** Key Immigration Issues
- Power Point ([see Powerpoint Presentation](#))
- **Handout #7: Current Immigration Issues Note Catcher**
- Large Chart Paper divided into two columns, Highlights and Suggestions
- Markers

### Procedures

- **Form Groups:** Split participants into groups of 2-4. Consider making the groups heterogeneous in terms of participants' prior knowledge of or experience with immigration.
- **(Optional) Review a portion of the *Key Immigration Issues* video** (minutes 04:51-09:42).
- **Create a "Highlights & Suggestions" Chart** where participants' ideas can be gathered as they share

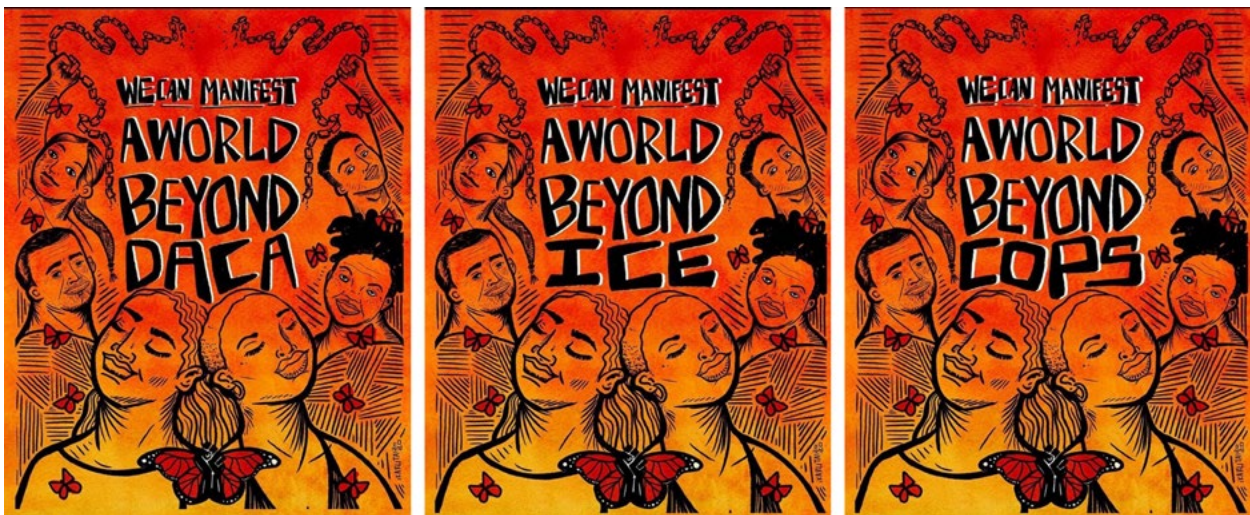




## Tips for Facilitators

Review the slides and questions ahead of time and integrate different ways of making the reflections more engaging or suitable for your group and space. You might mix the groups up after every part for a movement break, or consider asking participants from different groups to share out after each part so many different voices can be heard.

To save time, you can select 2 of the 4 categories to delve into based on the needs of the group and the makeup of your school community.



ART BY: [KARLA ROSAS](#) | INSTAGRAM: @KARLINCHE\_

— Review the **Powerpoint Presentation**, pausing at each section as described below:

### — Understanding the Law

- Review slides 1-10
- Participants stop and jot ideas in Part 1 of note-catcher
- Participants share their notes within small groups
- (As time allows) Groups share out and “Highlights and Suggestions” can be charted



### — Unaccompanied Minors

- Review slides 11-13
- Participants stop and jot ideas in Part 1 of note-catcher
- Participants share their notes within small groups
- (As time allows) Groups share out and “Highlights and Suggestions” can be charted

- **New York Education Law for Multilingual Learner Students**
  - Review slides 14-20
  - Show “Key Immigration Issues” Video
  - Participants stop and jot ideas in Part 1 of note-catcher
  - Participants share their notes within small groups
  - (As time allows) Groups share out and “Highlights and Suggestions” can be charted
  
- **Deferred Action for Childhood Arrivals - DACA\***
  - Review slides 21-28
  - Participants stop and jot ideas in Part 1 of note-catcher
  - Participants share their notes within small groups
  - (As time allows) Groups share out and “Highlights and Suggestions” can be charted
  - \* Be sure to check for the updated status of the DACA program.
  
- **Planning for Next Steps:** Review the “Highlights and Suggestions” chart that has been created throughout the discussion. Building from the “Suggestions” side, begin to develop and carry out plans that the school can use to support their immigrant students and families. This may include:
  - Establishing committees dedicated to specific actionable items
  - Scheduling the next professional development sessions with ample time to provide opportunities for these committees to develop and carry out their plans
  - Collect all “Highlights and Suggestions” shared today and distribute to all participants for future planning

# Activity 6

## Creating a Plan for Supporting Immigrant Students and Families

 90 minutes  All levels - Introductory to Advanced  All School Personnel

### Overview

Our immigrant populations in schools are constantly changing and thus needs and necessary supports also change. This session is designed to give school personnel the opportunity to reflect on current practices with regard to supporting immigrant students and families and to begin developing a plan of continuous learning and responsiveness.

### Video Educator Actions

- During registration, do NOT ask: - Immigration status - Country of birth - Time in the US
- Ask for documentation to show: - Identity of the student - Proof of local residency
- Be prepared for ICE: - Review NYSED's guidelines - Create a district plan - Contact legal counsel if ICE comes on school grounds
- Public schools must enroll unaccompanied minors who meet who meet residency requirements, regardless of immigration status.
- Take an advocacy stance: - Speak to students and families about the current political issues
  - Stress the negative impact of minor infractions - Be aware of students turning 18 in federal foster care

### Learning Goals

- ✓ **Acknowledge and strengthen** school support for the well-being and educational needs of immigrant students, including the impact of the law and ICE
- ✓ **Brainstorm** a school-wide plan to support immigrant students and families



## Tips for Facilitators

Review the video ahead of time. Have enough chart paper to give each group two sheets and have extras for committee planning. Have colored magic markers in bundles to give to each group. Have copies of all the handouts ready, in separate folders, to hand out when needed.

Participants should be grouped according to the facilitator's knowledge of them if possible; mixed, heterogeneous groupings of no more than four people using participant diversity, background knowledge and mixed familiarity with issues or other characteristics that will enhance productive discussion.

## Materials needed

- [Video](#): Key Immigration Issues
- [Handout #8: Brainstorming to Create a Plan](#)
- [Handout # 9: Creating a Committee Action Plan](#)
- Chart Paper for each group, at least 2 sheets per group, Colored Markers
- [Information Regarding Recent Immigration-Related Actions](#)
- [Letter from the Office of the Attorney General](#)


## Procedure

- **Review** the part of the *Key Immigration Issues* video regarding Educator Actions, minute 9:45-12:31.
- Give each participant in the groups of four [Handout #8: Brainstorming to Create a Plan](#) and ask them to use it to begin thinking about the questions posed, writing their responses on the chart paper:
  - What are we doing well?
  - Suggestions for What We Can Do (Better)
  - Include committees that may be formed
- Each group will present their two charts to the entire group, Facilitator will point out similarities and differences presented and will highlight ideas the school can use to create their plan to better support immigrant students and their families.
- Ask participants to select one of the action committees identified in the previous segment and ask one volunteer to be the scribe for that group. [Give Handout 9: Creating a Committee Action Plan](#) to the scribe.

- Review the task instructions from the handout with the group.
- Allow time for each group to discuss and begin developing their plan.
  - Remind them to think about/discuss:
    - How to communicate information and opportunities to participate to other members of the school community
    - Include benchmarks for assessing and celebrating progress
- ★ A space should be held in future professional developments to present to all participants, their committee plan, actions, and progress.

# Activity 7

## A Community Connection Experience

 2–4 hours, Time will vary depending upon the length of the experience. Ideal for in-service professional development days when students are not present.

 All levels - Introductory to Advanced  All School Personnel

### Overview

A Community Connection allows educators to deepen their understanding about those within their learning community by increasing their understanding of the community itself, including the assets as well as the challenges. This experience will require educators to decenter the spaces they traditionally occupy to gain new insights about the immigrant-origin students they teach.

### Learning Goals

- ✓ **Acquire** a perspective of strength regarding the community(ies) where immigrant students reside.
- ✓ **Learn about** life in the community around the school or the community(ies) where immigrant families' reside.
- ✓ **Develop** cultural competencies that reflect the school's immigrant community members, and view the community as a resource.

### Materials for Facilitator

- Chart paper, markers, sticky notes, pens
- [Handout #10: Community Connections/Exit Ticket](#)



### Tips for Facilitators

In order to engage in a “community connection” well, it is suggested that the facilitator work with a planning team to create the experience. Together they should contact community organizations, particularly organizations within the community that work with immigrants or are led by immigrants.





ART BY: [MICAH BAZANT](http://WWW.MICAHBAZANT.COM) WEB: WWW.MICAHBAZANT.COM

The purpose is to follow the lead from these organizations in thinking about how the school can better serve its immigrant population. We recommend that the visit focus on the commercial section of the community, rather than on the residential section, unless invited by the community members who live there. The visit should also be an opportunity to learn about the history of the community.

Keep in mind that traditional community visits can tend to feel like tours. Many cities in New York State are experiencing aggressive forms of gentrification which push students and their families out of their communities. If the educators in your school are not from this neighborhood, their presence can be a reminder of the continual impact of displacement. Such tours can further aggravate this dynamic. It's important to be mindful of the impact of our presence while developing intentional relationships with the communities we serve.

### Planning A Community Connection

*How does a school begin to consider engaging in a community connection as part of their professional development?*

- Select a neighborhood or neighborhoods: Any neighborhoods where many of the schools' immigrant students and their families spend part of their lives (shopping, entertainment, business, etc.)
- Contact one or two community leaders for community organizations. Let them know the staff will be taking a community walk and would like to meet with them to talk about the community strengths and areas of concern from the perspectives of the leaders.
- Visit different places in the community: Buildings (that are key to the life of the families and that can inform how you understand the students), parks, places of worship, stores, etc.
- Find out about the history of the community.
- Find out about the language practices of those in the community.
- Plan to have lunch at a locally-run place in the community: Eating together is a wonderful way to build relationships, so choose a place to eat within the community.

- Let families know you will be taking a community walk. They might make themselves available to talk with your staff or show you around different areas of the community. They might want to talk about the strengths and areas of need in the community.
- The facilitator and the planning team should engage in the community connection they want to plan before the entire staff does it, in order to more carefully organize the experience.

---

## Procedures

- **Form Groups:** Split participants into groups of 3-4. Consider making the groups heterogeneous in terms of participants' prior knowledge of or experience with the community being visited.
- **Prepare for the Community Connection:** Discuss and share reflections on the following questions. Chart shared responses as time permits. You might consider doing this activity in the style of a "Gallery Experience" where participants can answer each question on a sticky note and attach it to the corresponding chart paper (one question per chart). Then, all participants can travel around the room to observe others' ideas.
  - What do you know about the community(ies) our students come from?
  - What do you know about the history of the community(ies)?
  - What is one question you have about the community(ies) ?
  - In what ways do you think the school environment reflects the community our students come from? (languages, images, curriculum, etc.)
- **The Purpose of the Community Connection:** Ask participants to offer their ideas about why a Community Connection might be an important experience for them as a staff. Then, offer the following ideas for reflection:
  - *A Community Connection allows us to deepen our understanding about those we teach by:*
    - Increasing our understanding of the community in which we teach, including the assets as well as the challenges.
    - Forming meaningful relationships between families and staff to collaborate using all resources and advocating for the best education possible for children.
    - Identifying resources we can bring into the classrooms or visit on field trips, and acknowledging diverse funds of knowledge within the neighborhood.
    - Strengthening the teaching and learning by deepening awareness of the community (Teaching For Change, n.d.).



### — Engage in the Community Connection:

- Set a time limit for the Community Connection. Keep in mind that you'll want to reserve time for Reflection upon return.
- In small groups of no more than 3, participants should identify the route they want to take for their Community Connection. Remind participants that the purpose is to learn, not to become a tourist in the community.
- Refrain from taking photographs. Instead, participants should do their best to remember what they see, hear, and experience and take down notes or sketches once they have returned to school.
- When you are in the community, remember that your presence may represent danger or discomfort for some community members. Be respectful and cognizant of this as you engage in the Community Connection. Remember that although your goal is to learn more, you do not want to disrupt or displace community members during this experience by making anyone feel as if they are being watched or studied.

### — Reflect on the Community Connection:

- Preface this reflection with a conversation the impact of your presence in the community. Consider the ways that gentrification has affected this community and what your presence, as educators who may or may not be from this community, represents.
- As time permits, use any number of the questions from Handout #29, take time to reflect as a group on your learnings from the community walk. Participants may “Think, Pair, Share” or reflect in small groups.
- Answer the Exit Ticket on the Handout, where each participant can share one takeaway from today's Community Connection in terms of a next step for their pedagogical practice.



CREDIT: ASHLEY BUSONE RODRÍGUEZ

Third grade students and their families walk around their community to study translanguaging practices.



## Classroom Connections: Community Studies

The school could create a community study across the grade levels unit that is developmentally age appropriate. For example, a PreK class could study numbers in the community, a kindergarten class could do a study of the classroom's families, a second grade class could study the park as an ecosystem for particular animals, the upper elementary grades could study an aspect of the history of the community, a middle school and high school class could study a problem in the community and ways to solve it. A class could take on surveying the languages spoken in the school and create multilingual signs for families to navigate the building with more ease. Students could photograph their neighborhood and use the photos in the classroom for various activities. There could be cultural celebrations where families share food and have a poetry slam where they read original poems they have written about their neighborhood.

---

## Sources

Miller, R. (2019). I convinced my teachers to walk our students' neighborhoods. It changed our school. Chalkbeat.

[www.chalkbeat.org/2019/8/7/21121006/i-convinced-my-teachers-to-walk-our-students-neighborhoods-it-changed-our-school](http://www.chalkbeat.org/2019/8/7/21121006/i-convinced-my-teachers-to-walk-our-students-neighborhoods-it-changed-our-school)

Sarif, S. (2012). Community walks create bonds of understanding. Edutopia.

[www.edutopia.org/blog/community-walks-create-bonds-understanding-shane-safir](http://www.edutopia.org/blog/community-walks-create-bonds-understanding-shane-safir)

Teaching For Change. (n.d.). Teachers connect with families, neighborhood during community walks.

[teachingforchange.org/tellin-stories-orr-thomson-community-walks](http://teachingforchange.org/tellin-stories-orr-thomson-community-walks)

## Activity 2

### Gallery Experience Detailed Description

#### Wall Talk/Gallery Experience

A “Wall Talk” is an interactive activity designed to engage the group in a “silent” conversation on a topic, question, or theme. When you participate in Wall Talk, you travel to different spots in a room, to read and respond on big paper to short chunks of text. The “silence” of the activity demands that the participants use writing to express their opinions, reactions, or interpretations at the same time that it encourages those who might not usually respond orally to share their thoughts in writing along with everyone else.

The key is to use very short pieces of text: (a) short quotes from one text; (b) quotes from several connected texts; (c) reflective or challenging questions that touch on different aspects of a topic; (d) a visual such as a photograph, artist’s rendering, graph with statistics or political cartoon.” Enlarge the font and display the quotes/text on chart paper around the room.

#### Ideas for structuring post-Wall Talk [Gallery] discussion and writing

Directly after Wall Talk, have participants choose one of the Post-Its they enjoyed reading (not their own!) to take back to their seats for a discussion in small groups. (“Read aloud the Post-It you selected and tell why it resonates for you or brings the quote or piece of text to life for you.”) Each small group should discuss the text and the reactions.

- In the whole class share out, groups could choose one quote/written reaction that stood out for everyone in their small group (and tell why).
- Following oral discussion, participants can write individually.

#### When and how to use Wall Talk [Gallery]

- To begin or conclude a reading or unit of study
- To structure a discussion on a controversial topic

- To generate a range of opinions on a topic (Sometimes, it's easier to disagree on paper.)
- To help participants connect to a difficult text by responding to a key quote or fragment
- To “zero in” on important points of a text

### Adaptations, modifications and suggestions

- Participants could write directly on the big paper. Fine-point Sharpie markers are colorful and fun and the different colors can be used to distinguish authorship.
- Provide participants a sheet with all the Wall Talk [Gallery] quotes/pieces of text so they have a readable reference for post-Wall Talk [Gallery] discussion and writing.

### Some benefits of Wall Talk [Gallery]

- A non-threatening, low-stakes, enjoyable, manipulative activity
- Promotes discussion rooted in the words and ideas of a text
- Can inspire a variety of writing tasks

**Source:** Georgi, D. with Osterman E. (2007). Wall Talk. New York City Writing Project. Institute for Literacy Studies, Lehman College/CUNY

# Activity 2: The Complexities of Immigration Gallery Experience

## Handout #1: Immigration Stories

The following stories should be divided into six sections, one for each of the four groups:

- Group A will read stories number 1 -3
- Group B will read stories number 4-6
- Group C will read stories number 7-9
- Group D will read stories number 10-12

Please follow instructions in Activity #2 for how to proceed with the Gallery Experience using these stories. You may want to enlarge the text for ease of reading on the charts.

### #1- Unaccompanied Minor

I lived with my grandparents, my mother, father, and two little sisters in Puerto de San Juan, a port-town in Guatemala. My parents owned a small tienda where we sold milk, bread, candy, enlatados. It was located near the main plaza. I am the oldest of the children in my family. I used to help at their store or with the care of my sisters while they worked. We lived a peaceful life. We didn't have a lot of money, but the town was safe. We could play in the sidewalks and in the park across the church. One day, while playing, the pandilleros approached me. They told me that they wanted me to join their gang and sell drugs in my parents store. They told me that they would give me time to think about it, but I needed to meet them the following night by the Pacific port to give them an answer. I had seen them around town before, but had never interacted with them. The tone of their voice and their body language told me this was not a friendly invitation. I panicked. I had heard



ARTIST: BREENA NUÑEZ | WEBSITE: [WWW.BREENACHE.COM](http://WWW.BREENACHE.COM)

conversations between my parents and our neighbors about the local gangs and the types of crimes they would routinely commit. They had warned us to stay away from them.

At night, when my parents came home from work and my mom started getting dinner ready she looked at my face and knew something was wrong. She asked me what was happening. I told her about the pandilleros and their proposal to sell drugs. I told her that they had given me until the following night to give them an answer. Both my mom and dad froze when they heard my words as they knew that the pandilleros proposal was not a choice. When boys reach a certain age, the gang begins recruiting them to join their ranks to commit crimes and that way they get away with it. Many boys my age were already gang members, often because their older brothers or family members were already part of the gang. The crimes they are forced to commit go anywhere from stealing to blackmailing and even murder.

I had only two options, I could leave Puerto de San Juan or join them and become a criminal. Leaving town and going to other towns in Guatemala was not an option; gangs control all parts of Guatemala. Leaving would also mean defying them and their control so I needed to leave to a place where they would never get to me.

The next day, I left very early in the morning. My grandma and my mom had prepared some tortillas with rice and beans for the trip. They also hid some money inside my pants and sewed it in so it would not be detected. I took with me another set of clothes in a book bag. My journey lasted two weeks. It was mostly by foot. I was robbed and beaten more than once. I also took the train that is known as "The Beast." I met other kids traveling alone like me. We were hungry, dirty and afraid. I learned to smoke marijuana on the train, it made me less afraid and kept me protected by the other boys I was with. We were all escaping gang violence from different countries. Many came from countries like Honduras and El Salvador. Crossing the Arizona desert was exhausting. We walked for days under the never-ending sun. I remember a kid named Juanito, who was only 10 years old, got sick and was not able to continue the journey. He was left behind. We all prayed that he would soon be found by the migra so he would not die in the desert. My uncle had paid a coyote to bring me to Tucson, Arizona. He waited for me there. After weeks, I finally arrived. He welcomed me with a hug. We called my parents in Guatemala.

After a month of recovering, my uncle took me to school so I could be enrolled. They asked for my birth certificate. We had to call my parents in Guatemala to send it. It took awhile for the papers to arrive so I was not able to be enrolled until then. While I waited, I helped my aunt at home with her kids and also helped my uncle at the auto mechanic shop. I wanted to learn English quickly and to do well in school. I miss my parents and little sisters and think about them every day.



## #2 - Mixed Status Household

My name is Jorge. My father came from Ecuador when there was a terrible economic crisis. Inflation was high; almost out of control. Prices of items like rice, milk, potatoes would change prices by the hour.

Over one weekend the currency changed from Sucres to Dollars. The Ecuadorian people lost the value of their money. My father tells me that up until that point, my family had lived a middle class lifestyle. They had a house, a car, jobs, some money in the bank, there was money for them to go to the movies, but after “el feriado bancario,” my family lost everything. For weeks all they could do was exchange food with neighbors. Everyone was entering a desperate situation and there was no clear future.



ARTIST: ASHLEY LUKASHEVSKY  
WEBSITE: [WWW.ASHLEYLUKASHEVSKY.COM](http://WWW.ASHLEYLUKASHEVSKY.COM)

My uncle, who had been living in the United States, sent my father an airplane ticket. My father tells me that on the day he went to the airport he saw families from various socio-economic groups saying their goodbyes. There were people leaving for Queens, NYC, others headed to Madrid, Spain and Milan, Italy. Until this economic crisis, this was unheard of in Ecuador. He tells me of people clinging to the airport fences, watching their relatives leave, unsure of when they would see each other again. This was painful for those staying as well as for those leaving. This was a new pain of family separation.

My father arrived in the US at age 22. He worked 2-3 jobs to be able to live and send money back to his family in Ecuador. He rented a room in an apartment with three other men. He found everything very

expensive. He ate once a day, slept on the floor and worked 12 hours a day. After five years, he met my mom and fell in love with her. She’s also Ecuadorian. None of them had legal status as their tourist visas to enter the country had expired.

I was born in the US. I am a US citizen. My parents still don’t have legal status. As immigration becomes a controversy and policies are constantly changing, I fear for them. I worry that one day ICE might take them away. I am not sure what my sister and I would do without them. We

live with this fear each day. I am just 12 years old. I am very scared that someone at school might ask me for papers for my parents and I don't know what to do. I have heard that for college they need the papers of my parents. I want to go to college, but maybe I won't be able to because I could never betray my parents.

### #3 - Refugee

The Syrian Civil War started on March 15, 2011. Like many other families, my family suffered because of this horrible conflict. That day airplanes bombarded our city and we lost our home. By then, most of the people had left for Turkey. They say there are about 5.6 million Syrians who are refugees, 6.2 million have been displaced. About 12 million need humanitarian help. Most of these refugees in crisis are children. My dad is a doctor and was working in the nearby hospital. It was destroyed by bombs, along with my school. My mom wanted to leave since the very first day we heard bombs in our city. We had no water and no electricity. The market where my mom used to buy groceries closed. She spent her days in long lines waiting for any kind of donated food she could find as we had no more food left at home. It was never enough to quiet our hunger. We spent the winter without proper clothes and we didn't have heat, not even a fire, to keep us warm.

For our last 12 months in Syria we lived in a house with no walls or roof. We would all cuddle in one room to make the night bearable. We were always hungry, thirsty, and afraid. In 2015 our family was able to move to Jordan as refugees. My mom, my younger sister, and I left first. My dad and my brother stayed. My dad was helping those who were ill in the hospital. There were only three doctors left. My brother decided to stay and fight for Syria. We thought we would stay in Lebanon only for a few months. We thought this war was going to end soon.

In the meantime, after doing lots of paperwork, my mom found out that we were one of the 15,583 Syrian refugees who would be admitted into the United States between January 2014 and October 2016. We arrived in Allentown, Pennsylvania, a city where other people from Syria were already living.



ARTIST: MICAH BAZANT  
WEBSITE: [WWW.MICAHBAZANT.COM](http://WWW.MICAHBAZANT.COM)



Moving to the United States was not so easy for me. My city of Aleppo was quite different. I also miss my dad and my brother terribly. My mom would tell us that we were lucky we live in a city where we can find eggplants and chickpeas to cook. We live in a one bedroom apartment. Our neighbor Hussein has been very friendly and helpful. He showed my mom where the schools and stores were. He helped my mother fill out the paperwork to enroll us into school. Ms. Iman recommended my mom look for a job cleaning houses. It's only two days a week. Over the course of two months my mom found two homes to clean. The ladies in these houses gave my mom old furniture, cooking utensils and clothes for us; we were very grateful.

Six months after moving to the United States, we received the saddest notice. My dad was fatally hurt after a bomb fell on the hospital when he was there working. Our lives have been shattered one more time. For months I lost interest in going to school and learning English. I miss my dad every day. My mom continues to cry inconsolably even though she doesn't want us to notice.

## #4 - Asylee

In 2014, the government of Nigeria passed a law that criminalizes same sex acts with 14 years of prison. In addition, activists who were lesbian, gay, bisexual and transgender (LGBT) and engaged in same sex cohabitation were also sent to prison for 10 years. I have been gay my entire life. After coming out to my parents at the age of 15 they became embarrassed and did not support my sexual orientation. I am now 17 years old. The laws enhanced hatred towards the LGBT community and violence is often inflicted upon anyone the community considered gay.

In spite of the dangers, I continued to work as an advocate for LGTB people in my country like myself. It was dangerous work, but I was determined to fight for the right to be myself. However, at school I suffered attacks by a group of kids. They would beat me, make fun of me, humiliate me, and take all my money. They beat me until I lost consciousness and I laid in the street for hours. They told me that unless I changed my ways, they would kill me. A few hours later, my cousin happened to be going by and he saw me. My clothes were filled with blood, destroyed, and my face was swollen. He helped me get up and took me to see a doctor. Within a few days I decided I needed to leave Nigeria or else they would continue attacking me or kill me. I couldn't just change who I am and I did not want to pretend to be a person I really was not. I gathered all my documents and submitted them to the International Center for Advocacy on the Rights to Health (ICARH). They helped me document my case.

One day, I was given the opportunity to go to the United States for an international reunion for LGTB leaders from around the world. I knew this was my opportunity. At the airport, I said to an immigration officer, "I am an LGTB activist. My life's in danger in Nigeria each day. I need to stay here." They took me to a room that was like a jail. I stayed there for hours. They interrogated

me. I told them about the fact that I had submitted my papers to ICARH. After many, many hours they told me that my story was credible. They took me next to a detention center. I stayed there for weeks. Each day my anxiety grew.

I got in contact with my uncle who lived in New York City. I never had contact with him, but I didn't want to be returned to Nigeria. When we spoke, I told him my story and asked if he'd take me in. He agreed and the immigration judge allowed me to go live with him while my asylum case was pending.



ARTIST: ANGELICA FRAUSTO  
WEBSITE: [HTTPS://NERDYBROWNKID.COM](https://nerdybrownkid.com)

My uncle, whom I had never met, and his family took me in. They fed me, clothed me, gave me money, and took me in as another one of their children. I was scared, but extremely relieved that I was no longer in Nigeria where my life was threatened.

I was not able to go back to school right away. Instead I decided to work and take ESL classes at the library. I eventually was able to take the GED exam. I am saving up to go to college and become a teacher. I want to work with students. My education was placed on a pause because of my sexual orientation. I aim to ensure that my students get an education and allow them to just be

kids without prejudice. I have also returned to my advocacy work and have started participating in organizations that focus on LGBT rights for people of color.

## #5 - DACAmented

I was born in Egypt and came with my parents to the United States when I was three years old. We took a plane from Cairo, Egypt, to Queens, New York. I don't remember the trip of my life back in Egypt. My parents and I came to visit my uncle, but we never went back to Egypt. I learned to speak English, even though we mainly speak Arabic at home. My two younger siblings were born in the United States. I did not know that my family's tourist visa expired, and we no longer had status in the United States.

I went through elementary school without knowing that I was undocumented. It was not until I was in my sophomore year of high school and we met with our guidance counselor to discuss

classes to prepare for college. I applied and got accepted to take courses in the College Now Program but was rejected by other programs because I did not have a social security number. At this moment, I started talking to my parents about fixing our status. We went to see a lawyer, but the lawyer told us we did not qualify to get a social security number. Through the help of my guidance counselor, I was able to apply to many public colleges in New York that allowed me to pay in-state tuition regardless of my undocumented status.

In 2012, President Obama announced that he was going to sign an executive order titled Deferred Action for Childhood Arrivals (DACA). This executive order would defer the deportation of the many people who entered the United States as children. It would also grant people renewable work authorizations. I was fearful of applying for DACA as I was scared to give my information and my family's information over to immigration. Still, I also wanted to have a social security number to be able to work and pay for tuition as I would not be eligible for financial aid.

I got accepted and started my first year of college at The City College of New York. I did not know what I wanted to study, so I decided to do all my graduation requirements while exploring different options. At the end of my sophomore year I decided that I wanted to be a teacher. Along my path to college, many teachers inspired and encouraged me, and I wanted to have a similar impact on others. I was able to apply for the School of Education and was accepted into the Bilingual Education program. At that point I didn't know if I would actually be able to teach, but was hopeful I could put my degree into action.

On February 24, 2016, I once again gained hope. The Board of Regents had changed its policy and approved regulations to allow DACA recipients to apply for teaching licenses. I applied and got accepted into the School of Education. I was able to complete my requirements for my certification as a teacher.

In November 2016, Mr. Trump was elected as the next president of the United States. As a DACA recipient, this was heartbreaking. Throughout his campaign, he made it clear that he would



ARTIST: ARIEL SINHA  
WEBSITE: [WWW.ARIEL SINHAHA.COM](http://WWW.ARIEL SINHAHA.COM)

deport people like my family and even myself because he would end the DACA program. He entered office in January 2017, and ever since, I have lived in fear of being deported. I also fear my parent's deportations as they would not hire them due to their ages and would not be able to support themselves in Egypt.

I am stuck in a limbo where politicians determine what I can and can't do with my life and my career. I have learned to live with anxiety. I am anxious about being deported as well as the possibility of my students being deported. Many of them are undocumented or have undocumented family members. I know I am a role model for them, and show them how to continue in the US despite uncertainty. But I wish my status could be resolved so I could start living without constant fear and stress and focus on what I love doing most, teaching!

## # 6 - VAWA (Violence Against Women Act)

My name is Mabel. I was born in Jeffery Town, St. Mary, Jamaica, and have been living in the United States since June 2005. I have two children back in Jamaica who are living with my aunt.

I met my husband in a supermarket in Queens, New York in 2011. I went to pick up some groceries and I saw my cousin who worked at that supermarket. He introduced me to Christian, and I was immediately attracted to him. He asked me for my number, and I gave it to him. He called me two days after we met, but I did not answer. I was very focused on providing for my children in Jamaica. I was not looking for anything other than just a friendship and someone to talk to. We first became excellent friends and then started going on dates. He would always be so polite and would always compliment me on what I was wearing or how I did my hair. I started falling in love with him.

Christian began forming relationships with my family here and with my children in Jamaica. He would speak to my children daily, and they became extremely attached. He would text my children every day and even went to see them. I have not been able to reunite with my children as I overstayed my visa and became undocumented. He is a US citizen, born in Brooklyn. He had no problem traveling to Jamaica. While Christian was in Jamaica, he asked my children for permission to marry me. In June 2012, Christian proposed to me, and we got married on August 29, 2012 in Queens. Shortly after, he petitioned for me with Immigration, and I was thrilled because I would soon be able to bring my children to the US to live with me.

I could not believe all the happiness in my life. It was the first time where everything felt perfect. Christian promised me that he would adopt my children as his, and we would all live as a family.

My happiness was very short lived. Little by little, Christian's behavior and attitude towards me changed. He started criticizing everything I did. He started talking badly about my family and

asking me to stop talking to them because they were a bad influence on our relationship. At first, I thought he was saying that because he wanted us to be happy and didn't see anything wrong with his negative comments.

I started finding out things that I did not know before. I found out that Christian had been in prison for assault. He was very tall and muscular, but until that point, I only saw him as a big teddy bear. He started raising his voice at me and verbally threatening me. Over time I began to normalize his behavior, and it became a part of the way we lived.



ART SOURCE: [WWW.AMNESTY.ORG/EN/](http://WWW.AMNESTY.ORG/EN/)

I also started noticing that he was using my children against me. He would tell them that I would not cook for him or that my food was not good. He would say that he was doing everything for us to be a family, but that I was not a good person. My children's father had died when they were very young, and they have never had a father figure in their life. This allowed Christian to manipulate all of us to get whatever he wanted quickly.

The yelling and threats slowly led to him slapping or pinching me. He started taking my money to pay for "immigration fees," and later, he would come home drunk. He was always getting fired from his jobs.

I continued to hold on to the memories of when Christian was a gentleman. But they were slowly fading. In January 2014, we had our interview with immigration. Christian gave a terrible attitude with the officer and, at one point, stormed out because the officer was scolding us for not organizing our documents neatly. Our case was denied because the officers wanted more evidence that we were living together. Still, Christian refused to put my name on any of the bills, and there was very little that I could do to make him do anything.

It almost seemed like Christian did not want me to have my green card and wanted to keep me away from my children.

Over time our living situation was becoming unbearable. I wanted to leave the relationship, but I knew that it would mean not seeing my children, and I also still loved Christian. I decided to leave the house in June, 2014. Christian got upset because he called me from the bedroom



while I was in the kitchen. I did not answer right away because I was cooking and had music playing. He wanted me to bring him a glass of water. He went into the kitchen and started hitting me because I did not answer him right away. I was able to get away and left the house. I called the police and went to a shelter to spend the night.

I continue to live in fear that Christian will one day kill me. I have hope that one day he will recognize that his behavior is wrong and will change. For now, all I can think about is reuniting with my children.

I have been told in the shelter that there is a way for me to apply for legal status in the US as I am a victim of domestic violence. I heard that various agencies may help me. I am hoping to get up the courage to approach one of these agencies to see if this is true and see if they will help me with my case. If I am able to do this, I can divorce Christian, and hopefully bring my children to finally live with me.

## # 7 - U-Visa

My name is Jorge. I was born in Santo Domingo, Dominican Republic and have been in the United States since 2008. I have never gotten into any trouble with the police and try to live peacefully. I live with my siblings in the Bronx and work in construction.

On July 4, 2013, I went to see my friend, Rigo, as we both had the day off from work. We decided to go to a local deli around the corner from where he lived in Uniondale, Long Island. We ordered food and were drinking a couple of beers, reminiscing about our lives back in our home countries. I got up to go to the bathroom, and then I left the deli to smoke a cigarette outside. As I was returning inside, I felt a brief shock to the back of my head, and I passed out.

The next thing I remember is being in the hospital in excruciating pain with bandages all over my head and blood everywhere. I had been assaulted. The police came in and asked me questions, but I had not seen anything.

The effects of this attack have scarred me for the rest of my life. Because of the attack, I suffered a broken jaw, broken teeth, and a broken nose, in addition to blackened eyes and cuts and bruises all over my body. I was not able to work for 4 months, and I became utterly dependent on my family for everything.

I fell into a deep state of depression as a result of the injuries, and I still fear being outside. I get anxious about going to the store. I have constant thoughts that this will happen to me again.

In 2015, I attended a workshop at our church where immigration lawyers screened undocumented people to see if they qualified for any immigration relief to fix their status. The attorney who I met with told me about the U-Visa. It's a United States nonimmigrant visa which is for victims of

crimes who have suffered substantial mental or physical abuse while in the US. You also have to be willing to assist law enforcement and government officials in the investigation.

I went to the lawyer's office the following week and I applied for the U-Visa. My wife and child were also eligible to apply as derivatives. We are still waiting for our visa to be approved as only 10,000 visas are issued per year. We are hopeful that we'll soon be able to get our visa approved and then be able to become permanent residents.

## # 8 - Student Visa/Lawful Permanent Resident:

Chunhua was born in the Republic of China and arrived in the United States on a student visa. She waited months for the approval of the visa to arrive. Her dream, since she was a young girl, was to become an engineer like her father. She started her studies at a community college in Arizona. Although Chunhua had studied English since she was in kindergarten, her knowledge of it was mainly grammatical. She didn't feel comfortable talking in English, but she passed the TOEFL, a test for international students studying in the US. That meant she didn't have to take English classes for new arrivals to the college. Instead, she was able to take classes such as English 101 and Math 111.

There was no time for Chunhua to acclimate to her new life as a student in the US. Within a few days of arriving, Chunhua started her classes at the community college. She discovered that her classes met only once or twice a week as they were back to back. She thought she'd have a lot of free time. She had no idea all the reading and assignments she would be expected to prepare for her classes. This was very different from the style of teaching and learning she experienced in China. On the first day of classes, Chunhua felt very hesitant. She didn't know anyone and felt uncomfortable initiating conversations. It took weeks before Chunhua made new friends and started to socialize. She missed her friends and family in China.

After two years she was able to adjust to life in the United States and Chunhua transferred to a four year university. Her goal was to continue her dream of becoming an engineer. However, she eventually met a professor and she learned about the field of bilingual education. This was not something that she had explored. She fell in love with the idea of becoming a bilingual teacher and changed her major. She was surprised that in the United States bilingual education (learning in two languages) was not as valued as in her home country, where people paid high tuition for bilingual schools. She committed to doing her fieldwork hours in bilingual schools. She also did her student teaching at a dual language, bilingual school. Once she graduated, she discovered that she could apply for a work visa, which would allow her to work for two years.

The principal at the school where she was a student teacher asked her to come for an interview. She got a position as a kindergarten bilingual teacher. During this time, Chunhua applied to become a US resident. It took a long time for her to get her green card. Her position had to

be advertised at the local, state and regional levels. The principal had to interview a lot of the people who applied. There was such a high need of bilingual English/Chinese teachers that Chunhua was able to secure her job, as no one with her qualifications applied.

## # 9 - H-1B - Mixed

Arjun was born in India and came to the United States 4 years ago on an H-1B visa. The H-1B visa is a visa the US gives to skilled workers. The visa is popular for companies wishing to bring in staff for long-term assignment in the US. Arjun was selected by the company due to his expertise in technology, particularly artificial intelligence. The United States government allows for H-1B workers to bring their spouse and children under the H-4 visa. Arjun brought his wife, Ishita, and their children through the H-4 visa. This visa allows Ishita to study, but not to work. She is currently pursuing her Master's degree in chemical engineering. They have two children of late elementary school age. They fell in love with Boston and started a life there. Both became very involved in the children's school lives and are highly visible in the school community. She coaches the debate team. He is part of a group of parents who offer guidance to the school with regards to coding.

Since Arjun's visa will only last 6 years maximum, he knows that if they plan to stay, they will need to start their paperwork to obtain a green card. The backlog at the US Citizenship and Immigration Services (USCIS) Office is long. They are uncertain as to whether their green cards will be in place once the 6 years pass. In the meantime, their children have developed deep connections with friends in their schools. In the next couple of years they will be ready to finish middle school. Both parents know it will not be easy for them to make the transition to life back in India if they cannot get a green card. Middle school is not an ideal age for the children to move. Additionally, the children haven't visited India in four years. While they talk on facetime with their grandparents, they have lost touch with friends their age.

Arjun's company is very happy with this work. He is engaged in highly sophisticated research about artificial intelligence. They are very interested in keeping him. Arjun and his wife Ishita are concerned that the permission to stay for the whole family may be denied. The US government keeps making statements about H-1B workers, and they know there is no guarantee they will have their application approved in the time frame they have. Green cards in the US for people with Arjun's and his family's status can take up to 10 years to be approved. They cannot imagine living apart from each other. They have not discussed their immigration status with their children as they do not wish to alarm them, but they hope they will receive their green cards as they know their children are more American than Indian and will have a very difficult time re-adjusting to life in India.



## # 10 - Refugee

My name is Wise Ali. I was born in Mogadishu, Somalia. A few years after my birth, civil war broke out in my country. My family and I then fled to neighboring Kenya. On our journey to Kenya, we encountered several problems including hunger, danger from armed militias, and lack of transportation. My mother told me that we walked on foot for several days to get to the next town where transportation was available. There we stayed for a couple of days to recover from the tiresome journey. After this short time, we boarded a bus that was bound to Doley, a border town in Kenya. After a short drive, our bus was suddenly stopped by armed militia men. They ordered everyone to step out of the bus. They then separated men and women. All young men were killed, and then they took everything that we the passengers had before letting us continue our journey.

Every one of us was terrified. We all thought we would be killed since there was no functioning security that maintained law and order across the nation. Sounds of guns were heard throughout our journey. War was raging in every town and city, and people were running in different directions seeking safer places to hide out in. Fortunately, we escaped the horrific scenes of Somalia and safely arrived at the Somali-Kenya border.

Upon arriving in Kenya, we were received by the Kenyan border security and the United Nations refugee agency, UNHCR. We were then transported to large camps designed for sheltering the thousands of refugees pouring into Kenya. We were provided with basic supplies such as blankets, clothes, cooking utensils, and mattresses. After a few months staying there, the camp was overwhelmed by the number of people arriving each day. The UNHCR then decided to build more refugee camps across the country to relocate some refugees. My family was among the first to

be relocated to Utange refugee camp in Coast province in 1992. After a few years of relative peace and calmness, clashes erupted between the refugees and the local Kenyan citizens which eventually resulted in the closure of the camp in 1997. We were again moved, this time to Kakuma Refugee Camp in Rift Valley province, where we stayed for 16 years.

Life in the refugee camp was hard. People live in hopeless situations. Their future is bleak because they lack formal education and have no jobs. They endure all kinds of problems, like insecurity,



ARTIST SOURCE: [HTTPS://BAJI.ORG](https://BAJI.ORG)

hunger, rape, diseases, and have no experienced health workers and medical technologies in the rudimentary hospitals. Refugees are at risk because of the threats posed by armed local Kenyan citizens during the nights. Their valuables are taken from them, and some are killed because there are no police or security guards that ensure their safety. It is a dangerous life in the camp.

Eventually, we were considered eligible for resettlement to a third country by UNHCR after the US government accepted their request to offer refugees a durable solution. We began screening processes to determine whether we would get refugee status by officials from the US Citizenship and Immigration Service. After going through a series of background checks and assessments, we were approved and granted resettlement. Finally, in November 2012, we arrived in the US. We started a new life. Everything from the culture to the lifestyle to the accents and the weather seemed different.

Although we first struggled to adapt to our new environment, we are now getting used to the system and despite being a tough challenge, the future seems promising. I'm a college student now. I want to study international relations, conflict resolution programs, and social work to help refugees in the future.

## #11 - Mixed Status

My name is Chanamorony, I was born in the United States to a Vietnamese mother and a Nicaraguan father. I have a sister and a brother. Here is my mother's story:

My mom, Kim Castillo's, story as an immigrant begins 28 years ago through her father (my grandfather). Our relatives come from Biên Hòa, Vietnam. Her father came into the United States a few years after serving in the Vietnam War in 1985. Since my grandfather was only 15 years old when he fought in the Vietnam War, he had to wait a few years to come to the United States. He helped the US soldiers fight the North Vietnamese soldiers, so he was promised permanent residency in the United States. In order to complete the task of coming to the United States, my grandfather was asked to build a ship that he would come to the US in, along with other young Vietnamese soldiers. By the time they were finished, my grandfather was old enough to come to the US alone.

Since her father was only able to bring a few pictures, he maintained his Vietnamese heritage the only way he knew how, Vietnamese cuisine. He taught my mom this culture through cooking traditional dishes. This is how she has been able to maintain my Vietnamese identity. My grandfather and my mother were able to make our bond much stronger through him teaching me how to cook as well.

They have a traditional dish called fish sauce that my grandfather would try teaching my mom many times when she was younger. Every time he would bring her into the kitchen to teach her

how to make this dish, she would pretend she was busy or find something else that she thought was much more important to do. And so, after repeatedly teaching her, after she moved out and got married, my mother who still loves eating Vietnamese cuisine had to call her father one day and ask him to give me the recipe for the fish sauce because she didn't know how to make it. He was so upset because growing up he thought he had taught her repeatedly to make this fish sauce and she still didn't know how. This is now a little funny story that they share together, and

finally she has conquered the fish sauce, with me as her helper, so that's one of her greatest accomplishments.



ARTIST: KHUSHBOO GULATI  
WEBSITE: BROKEN LINK

Vietnamese food is something that has become a part of who we are as a family and as a part of the Vietnamese culture living here in the United States. Now my mom is able to share this cultural tradition through food with us. She hopes that her children will grow up cooking both Vietnamese food and our father's food from Nicaragua. We will be able to share our cultural cuisine with our families and our children. It's a beautiful thing that she has been able to share these cultural traits with other family members because with food we are able to hold on to part of our Vietnamese culture when grandfather is so far away, and my father and mother have been able to combine both of their

cultures. We'll split the week up and a couple of days we'll have Vietnamese food and the other half of the week we'll have Nicaraguan food. That's a great thing that we'll be able to do, share both of our cultures with our future spouses and with our children and through this we can maintain our family values, cultural heritage and ties to both of our roots.

## #12 - H-1B Visa

Maura was born in Northern Ireland, in Belfast, of parents of British descent. Northern Ireland had many difficulties and Maura's father was offered a job working for an oil company in Venezuela, one of the richest countries in Latin America at the time. Maura's father jumped at the offer. He had been underemployed in Belfast, and expected to have to support a growing family amidst

an uncertain future.

Maura, as a baby, was taken to Venezuela, where her five brothers and sisters were born. She was raised in a home that embraced the country that had taken them in, saved them from social problems, and had given five of its family members Venezuelan Citizenship, due to their births in Caracas. Maura's dad was going to get around to becoming a Venezuelan citizen and make his wife and eldest daughter ones too. Everyone of the children, including Maura spoke Spanish, her parents learned it as well, the children went to Venezuelan schools and considered themselves a part of the country. No plans were ever talked about or made to leave and return to Northern Ireland. As luck would have it, Venezuela elected a populist to power as president. He changed the rules. Maura's dad, who had still never gotten around to changing his status from "residente legal" to citizen found he was out of a job. A populist president only wanted Venezuelans working in his oil industry!

Maura's father was fortunate enough to have worked his way up over the past eleven years in the industry and had friends who could help him. A small oil company in New York made him an offer, and soon enough he was given a H-1B visa allowing him to work in New York City and bring his family. The transition was not easy for his children. Schools did not view their Venezuelan education kindly, and although they had all been good students, when they came to New York after missing 6 months of schooling, they were only allowed to enroll in schools if they were all put back one grade. Maura took this extremely hard and resented having to repeat the 7th grade again, and repeat work she had done in 4th, 5th, 6th and 7th grade in Venezuela. The first year in school she did everything she possibly could to be kicked out of school, so she could be sent back to Venezuela. She hated the cold, she hated the food, she hated her living conditions, she hated that she could no longer just go out and play as she had done previously. She also hated that her accent was made fun of and that she went from loving school and having lots of friends to dreading school and having virtually no friends. She was labelled a misfit in school, and her parents were called in on many occasions to see how to deal with her.

In addition, Maura had no idea that her status as an immigrant in the country depended upon her father's visa being renewed or his ability to change and become a permanent resident. Maura's first experience with the immigration system in the US occurred about 5 years after her arrival. She discovered that her father had applied for Permanent Residency for himself and his family. His H1-B visa had expired. For the time period it took between when the visa expired and the time it took to be accepted (or not) for Permanent Residency, she and her family were considered undocumented. Maura discovered that in her family's case there was a two-tiered system, no matter that they were all one family. Because Maura had been born in Northern Ireland and held a British passport, she and her parents received their Green Cards and permanent residency fairly quickly, and did not have to go anywhere to get it. To her surprise, and her parents' surprise, her other brothers and sisters, considered Venezuelans, due to their births in Venezuela, (even

though they also held British citizenship), were not afforded the same opportunities, and had to leave the US and live outside the country to apply and then receive their residency despite being born to the same parents.

For 6 months, 17 year old Maura, now a senior in high school, had to live by herself and get herself to school everyday as well as deal with all the household chores and shopping and cooking as her family was obliged to move to Canada in order to apply for and wait to receive their children's Green Cards. Maura was not able to partake in senior prom, or any of the other festivities that she had looked forward to. Her parents really did not understand the college application process as it was so different from what they had experienced. Maura knew nothing about the different colleges, and had a counselor that really did not support students whose parents weren't involved in the process. Maura's parents eventually returned, and were able to attend her graduation, but Maura had lost a year emotionally and socially and had it not been for the support of one caring teacher, and a surprise scholarship that she was given, would never have attended college.

# Activity 2: The Complexities of Immigration Gallery Experience

## Handout #2: Immigration Stories in Our School

Use these questions to guide your discussion. Use questions 3 & 4 to focus on what you can do in the classroom. Following the discussion, create a poster using a diagram, bullet points or a chart to illustrate your plan for classroom or school based actions.

1. Who are our immigrant students and families?
2. How can we learn what our students and their families need, or if we already know, what are these needs?
3. What do we need to do to support the educational, safety, and emotional needs of our students in the classroom and in the school?
4. How can we develop an atmosphere of trust in our classroom/school?



3. What was important?

4. Do you see any bias you may have that you hadn't thought about when considering what makes a space happy or safe?

Choose the points that you feel are the most salient to create a chart. Organize these points into salient categories. For example, you might consider:

- **Environment** (decorations, aromatherapy, pictures that evoke happiness, positive phrases, make the space organized, etc.)
- **Actions** (greeting every student as they enter, making positive comments to students, refrain from calling students out publicly, building self esteem and resilience, etc.)
- **Teaching** (show students how to reframe experiences in order to counter oppression, learn vocabulary for resistance, conflict resolution, etc.)
- **Other?**



# Activity 4: What Do We Know About the History of Immigration in the US: A Timeline

## Handout # 4: Legal Brief

Read the following legal brief regarding schooling and language usage:

**MAYERS VS. NEBRASKA (1923):** Under Nebraska law, it was a crime for any individual or teacher in any private, parochial, or public school to teach any subject to any person in any language other than English. Additional languages could be taught as languages to students only after completion of the eighth grade. Meyer, a teacher in a parochial school in the State of Nebraska, was convicted of violating the Nebraska statute by teaching German to Raymond Parpart, a ten-year-old child. Nebraska enacted its prohibition on teaching German for the purpose of fostering nationalism after World War I between the United States and Germany. The Supreme Court of Nebraska affirmed the conviction, and the case was brought to the Supreme Court. However, they ruled that a state may not prohibit the teaching of languages other than English to a young child in school when such teaching has been requested by the child's parent because this interferes with the fundamental liberty interest of a parent to control their child's education.

Reflect on the following question:

**What implications does this case have on education?**

# Activity 4: What Do We Know About the History of Immigration in the US: A Timeline

Handout #5: Immigration Event Cards (1-52)

1.	<p><b>1790 NATURALIZATION ACT:</b> Excluded non-white people from eligibility to naturalize. Naturalization requirements included two years of residence in the country and “good moral character,” and an applicant must be a “free white person.” The Naturalization Act of 1795 extended the residency requirement to five years. In 1798, this was extended to 14 years, then back to five in 1802.</p>
2.*	<p><b>ALIEN AND SEDITION ACTS OF 1798:</b> Congress enacted deportation laws targeting persons deemed political threats to the United States in response to conflicts in Europe. These laws included new powers to DEPORT foreigners as well as making it harder for new IMMIGRANTS to vote. Previously a new immigrant would have to reside in the United States for five years before becoming eligible to vote, but a new law raised this to 14 years. In essence, this Act prohibited public opposition to the government. Fines and imprisonment could be used against those who “write, print, utter, or publish . . . any false, scandalous and malicious writing” against the government. The Federalists argued that the bills strengthened national security during the Quasi-War, an undeclared naval war with France from 1798 to 1800</p>
3.	<p><b>1803- BAN ON “IMPORTATION” OF “ANY NEGRO, MULATTO, OR OTHER PERSON OF COLOUR” (effective 1808):</b> The Haitian revolution led Congress to ban immigration by free blacks to contain anti-slavery campaigners.</p>
4.	<p><b>1830 INDIAN REMOVAL ACT:</b> During the presidency of Andrew Jackson, this law authorized the confiscation of land from Native Americans and provided resources for their forced removal west of the Mississippi River.</p>

5.	<p><b>1848 TREATY OF GUADALUPE HIDALGO:</b> In the settlement of the Mexican-American War, this treaty formalized the United States’ annexation of a major portion of northern Mexico, El Norte, and conferred citizenship on Mexicans choosing to remain in the territory.</p>
6.	<p><b>PEOPLE V. HALL (1854):</b> This California Supreme Court case ruled that the testimony of a Chinese man who witnessed a murder by a white man was inadmissible, denying Chinese alongside Native and African Americans the status to testify in courts against whites.</p>
7.*	<p><b>DRED SCOTT V. SANFORD (1857):</b> This Supreme Court ruling established that slaves and free African Americans were not citizens of the US and were not entitled to the rights and privileges of citizenship, such as the right to sue in federal courts.</p>
8.	<p><b>ACT TO PROHIBIT THE “COOLIE TRADE” (1862):</b> During the Civil War, the Republican-controlled Congress sought to prevent southern plantation owners from replacing their enslaved African American workers with people who work against their will or under threat (i.e. indentured servants) or “coolie” laborers from China.</p>
9.	<p><b>EMANCIPATION PROCLAMATION (1863):</b> President Abraham Lincoln’s 1863 executive order freed slaves held in the Confederate states.</p>
10.	<p><b>IMMIGRATION ACT OF 1864:</b> This law legalized labor recruitment practices similar to indentured servitude in an attempt to encourage immigration to the United States, but was quickly repealed.</p>
11.	<p><b>BURLINGAME TREATY OF 1868:</b> Negotiated during construction of the Transcontinental Railroad which relied heavily on Chinese labor, this international agreement secured US access to Chinese workers by guaranteeing rights of free migration for people from China and the US.</p>

12.	<p><b>14TH AMENDMENT:</b> Ratified in 1868 to secure equal treatment for African Americans after the Civil War, the 14th Amendment guaranteed birthright citizenship for all persons born in the United States. It also provided for equal protections and due process for all legal residents.</p>
13.	<p><b>NATURALIZATION ACT OF 1870:</b> This act explicitly extended naturalization rights already enjoyed by white immigrants to “aliens of African nativity and to persons of African descent,” thus denying access to the rights and protections of citizenship to nonwhite immigrant groups.</p>
14.	<p><b>CHINESE EXCLUSION ACT:</b> This law was a major shift in US immigration policy toward growing restrictiveness. The law targeted Chinese immigrants for restriction-- the first such group identified by race and class for severely limited legal entry and ineligibility for citizenship.</p>
15.*	<p><b>IMMIGRATION ACT OF 1882:</b> This act resulted from public fear of the Chinese influence in the labor market and the economy, prejudice and the public perception of these immigrants’ inability to assimilate into US culture. There were two main components of the Immigration Act of 1882. The first was to create a “head tax” that would be imposed upon certain immigrants entering the country. Second, upon inquiry of the vessels transporting immigrants, officials were given the authority to expel certain immigrants based on criteria laid out within the Act. The legislation dictated that “If on such examination there shall be found among such passengers any convict, lunatic, idiot, or any person unable to take care of him or herself without becoming a public charge, they shall report the same in writing to the collector of such port, and such person shall not be permitted to land.” Furthermore, if a criminal was found to be on board, it was the fiscal responsibility of the ship that brought the immigrant there to take them back out of the United States.</p>

16.*	<p><b>ELK V. WILKINS (1884):</b> This case focused on a Native American man, John Elk, who was denied the right to vote after he left his reservation and began living among white people. The Supreme Court found that Native Americans were not citizens by birth under the Fourteenth Amendment and could therefore be denied the right to vote. The Supreme Court ruled that the Fourteenth Amendment did not apply to Native Americans because they did not automatically gain citizenship by birth and could therefore be denied the right to vote.</p>
17.	<p><b>GEARY ACT (1892):</b> Congress renewed the Chinese exclusion laws and expanded enforcement mechanisms by requiring that Chinese prove their lawful presence in the United States by carrying a Certificate of Residence, a precursor of the green card system, or be liable for detention and deportation.</p>
18.	<p><b>IMMIGRATION RESTRICTION LEAGUE (1894):</b> Increasing immigration, mainly from southern and eastern European countries, along with a series of economic downturns fueled nativist fears and the founding of the Immigration Restriction League by three influential Harvard graduates.</p>
19. *	<p><b>WONG WING V. UNITED STATES (1896):</b> During the 1880s and 1890s, the judicial branch issued a series of decisions that gave the executive branch extensive authority to enforce immigration restrictions in the name of national security. In the Wong Wing case, the Supreme Court found that the detention of immigrants was not a criminal punishment. Since then, immigrants' cases are handled by immigration officers and legal decisions made by a separate system of immigration courts with fewer civic protections.</p>
20.	<p><b>UNITED STATES V. WONG KIM ARK (1898):</b> This Supreme Court case established the precedent that any person born in the United States is a citizen by birth regardless of race or parents' status.</p>

21.*	<p><b>EXPATRIATION ACT OF 1907:</b> This law further extended the principle that women assumed the citizenship of their husbands by stripping citizenship from US-born women when they married non-citizen immigrant men. Losing their citizenship barred women from certain kinds of employment and made them vulnerable to detention and deportation. Soon after women received the vote with the Nineteenth Amendment in 1920, this law was abolished with the Cable Act of 1922, except for women who married “aliens ineligible for citizenship,” or Asian immigrant men.</p>
22.	<p><b>IMMIGRATION ACT OF 1917 (BARRED ZONE ACT):</b> Although this law is best known for its creation of a “barred zone” extending from the Middle East to Southeast Asia from which no persons were allowed to enter the United States, its main restriction consisted of a literacy test intended to reduce European immigration.</p>
23.	<p><b>JONES-SHAFROTH ACT (1917):</b> This act bestowed US citizenship for Puerto Ricans after the United States acquired the island as an incorporated territory in 1898.</p>
24.	<p><b>OZAWA V. UNITED STATES (1922):</b> The hardening of US isolationism set the stage for the Supreme Court to affirm the 1790 Nationality Act’s stipulated that Asians are ineligible for Naturalization because they are racially not “white” regardless of their demonstrated acculturation and integration.</p>
25.	<p><b>THIND V. UNITED STATES (1923):</b> Contradicting the logic behind its ruling in Ozawa v. US, the Supreme Court found that Bhagat Singh Thind was also ineligible for citizenship even though as an Asian Indian, who were as caucasians, he was racially white.</p>
26.	<p><b>INDIAN CITIZENSHIP ACT OF 1924:</b> This law stipulated that all Native Americans born in the United States were automatically citizens by birth. Native Americans were the last main group to gain this right set forth in the Fourteenth Amendment.</p>

27.	<p><b>IMMIGRATION ACT OF 1924 (JOHNSON-REED ACT):</b> To further limit immigration, this law established extended “national origins” quotas, a highly restrictive and quantitatively discriminatory system. The quota system would remain the primary means of determining immigrants’ admissibility to the United States until 1965.</p>
28.	<p><b>MEXICAN REPATRIATION (1929-1936):</b> During the economic and political crises of the 1920s and 1930s, the Border Patrol launched several campaigns to detain Mexicans, including some US-born citizens, and expel them across the border.</p>
29.*	<p><b>UNDESIRABLE ALIENS ACT OF 1929 (BLEASE’S LAW):</b> Blease’s Law criminalized crossing the border outside an official port of entry. Primarily designed to restrict Mexican immigration. “Unlawfully entering the country” would be a misdemeanor, while unlawfully returning to the United States after deportation would be a felony. Any immigrant who entered the United States outside the bounds of this stream would be a criminal subject to fines, imprisonment and ultimately deportation.</p>
30.	<p><b>TYDINGS-MCDUFFIE ACT OF 1934:</b> Completing the racial exclusion of Asians, Congress imposed immigration restrictions on Filipinos by granting the Philippines eventual independence. Previously, Filipinos could immigrate freely as US nationals from a colony of the United States.</p>
31.	<p><b>BRACERO AGREEMENT (1942-1964):</b> During World War II, the US government negotiated with the Mexican government to recruit Mexican workers, all men and without their families, to work on short-term contracts on farms and in other war industries. After the war, the program continued in agriculture until 1964.</p>
32.	<p><b>EXECUTIVE ORDER 9066 (1942-1945):</b> President Franklin Delano Roosevelt signed this war-time executive order authorizing the rounding up and incarceration of Japanese Americans living within 100 miles of the west coast.</p>

33.	<b>REPEAL OF CHINESE EXCLUSION (1943):</b> The importance of China as the US government's chief ally in the Pacific war against Japan led Congress to repeal the Chinese Exclusion laws, placing China under the same immigration restrictions as European countries.
34.	<b>KOREMATSU V. UNITED STATES (1944):</b> This Supreme Court decision upheld the federal government's right to set aside civil rights protections in the name of "military necessity" in ruling on Fred Korematsu's challenge to Executive Order 9066, which authorized removal and incarceration of Japanese Americans.
35.	<b>EX PARTE ENDO (1944):</b> In December 1944, the Supreme Court authorized the end of Japanese American incarceration by ruling that "concededly loyal" US citizens could not be held, regardless of the principle of "military necessity."
36.	<b>WAR BRIDES ACTS (1945 &amp; 1946):</b> Congress enacted exceptions to the national origins quotas imposed by the Immigration Act of 1924 in order to help World War II soldiers and veterans bring back foreign spouses and finances they had met while serving in the military.
37.	<b>LUCE-CELLER ACT OF 1946:</b> This law further undermined Asian exclusion by extending naturalization rights and immigration quotas to Filipinos and Indians as wartime allies.
38.*	<b>OPERATION WETBACK (1953-1954):</b> Not subject to general immigration restrictions until 1965, Mexicans crossed into the United States at rates of about a million per year in the 1950s. This migration was largely unregulated and southwest agricultural interests depended on Mexican labor; however, national concerns regarding employment for returning soldiers and uncontrolled migration across the southern border inspired the Immigration Bureau to crack down on Mexican immigrants in the United States. Even as the bracero program continued to recruit temporary Mexican workers, the Immigration Bureau and Border Patrol led these military-style round ups, claiming to have deported one million Mexicans. Among those deported, included many US citizens of Mexican descent.



39.	<p><b>PAROLE OF HUNGARIANS (1956-57), CUBANS (1959-62), CHINESE (1962):</b> The parole authority granted the attorney-general in the 1952 McCarran-Walter Act was used three times to aid Refugees fleeing communism. To avoid public outcry, each use of parole was accompanied by extensive publicity campaigns to promote acceptance.</p>
40.	<p><b>CUBAN ADJUSTMENT ACT OF 1966:</b> After Fidel Castro’s revolution, anti-communist Cubans received preferential immigration conditions because they came from a historically close US neighbor and ally. This law provided them permanent status and resources to help adjustment to life in the US.</p>
41.	<p><b>LAU V. NICHOLS OF 1974:</b> Under the Civil Rights Act, schools that receive federal funding cannot discriminate on the basis of race, color, or national origin. The Civil Rights Act of 1964, § 602 gave federal funding to rectify the false perception that providing students the same access to English instruction and materials led to equal outcomes. Based on a Chinese parent suing the San Francisco School District, schools across the US were forced to offer bilingual education or English support services to all students who were new to learning English.</p>
42.	<p><b>INDOCHINA MIGRATION AND REFUGEE ASSISTANCE ACT (1975):</b> The United States made provisions to admit about 135,000 Vietnamese and other Southeast Asians in the months following the fall of Saigon, resettle them across the United States with resources to help them establish new lives.</p>
43.*	<p><b>PLYLER V. DOE (1982):</b> This case challenged efforts by one school district in Texas and Texas laws barring unauthorized immigrant children from attending public schools. This case reached the Supreme Court, which ruled that public school districts cannot constitutionally refuse admission to unauthorized immigrant children because the harmful effects to the public outweighed the cost savings.</p>
44.	<p><b>KOREMATSU V. UNITED STATES (1984):</b> The courts vacated the 1944 Supreme Court conviction of Fred Korematsu for violating curfew orders imposed on Japanese Americans after the attack on Pearl Harbor.</p>

45.	<p><b>IMMIGRATION REFORM AND CONTROL ACT (IRCA) (1986):</b> To address the problem of unauthorized immigration, Congress implemented through bipartisan agreement a multi-pronged system that provided amnesty for established residents, increased border enforcement, enhanced requirements of employers, and expanded guest worker visa programs. As a result approximately 2.7 million undocumented immigrants were able to regularize their status.</p>
46.	<p><b>AMERICAN BAPTIST CHURCHES (ABC) SETTLEMENT AGREEMENT:</b> The regular denial of asylum applications from Salvadorans and Guatemalans fleeing violence in their homelands during the 1980s led to this legal challenge which forced changes to US procedures for handling such cases.</p>
47.	<p><b>NICARAGUAN ADJUSTMENT AND CENTRAL AMERICAN RELIEF ACT:</b> Also known as NACARA. Allowed certain Salvadorans, Guatemalans, and Nicaraguans who had fled violence and poverty in their homelands in the 1980s to file for asylum and remain in the United States.</p>
48.	<p><b>HAITIAN REFUGEE IMMIGRANT FAIRNESS ACT:</b> Enacted by Congress on Oct. 21, 1998, certain Haitian nationals who had been residing in the United States could become legal permanent residents.</p>
49.*	<p><b>HOMELAND SECURITY ACT (2002):</b> This act created the Department of Homeland Security (DHS) by consolidating 22 diverse security and disaster-related agencies and bureaus. The creation of DHS reflected mounting anxieties about immigration in the aftermath of the terrorist attacks of September 11, 2001. DHS houses agencies such as the Federal Emergency Management Agency (FEMA) and the Transportation Security Agency (TSA). Immigration services and border control agencies include Customs and Border Patrol (CBP), United States Citizenship and Immigration Service (USCIS), and the United States Immigration and Custom Enforcement (ICE). Resources dedicated to DHS and immigration enforcement have increased steadily since the early 2000s.</p>

50.	<p><b>SECURE FENCE ACT (2006):</b> This law mandated that the Secretary of Homeland Security act quickly to achieve operational control over US international land and maritime borders including an expansion of existing walls, fences, and surveillance.</p>
51.*	<p><b>DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA) (2012):</b> Trying to cope with the long-term residence of millions of unauthorized immigrants, this executive order provided protection from deportation and work authorization to persons who arrived as minor children and had lived in the United States since June 15, 2007. In June 2012, the Obama Administration issued an executive order extending prosecutorial discretion to young unauthorized immigrants after immigration reform stalled due to long-standing inaction by Congress. To qualify for DACA, applicants were required to have arrived before the age of 16, could not be older than 30 when the program was introduced, and have no criminal records. If accepted after passing a background check, DACA recipients gained renewable two-year permits to work and study. DACA granted prosecutorial discretion to various immigration authorities, but did not provide a pathway to legal status. Since 2012, roughly 790,000 young unauthorized immigrants have been able to have more secure status in gaining social security cards, protection from deportation and separation from their families, and rights to work. However, the Trump administration has worked to end the DACA program (although by June 2020, they were blocked by the courts from doing so).</p>
52.	<p><b>DEFERRED ACTION FOR PARENTS OF AMERICANS AND LAWFUL PERMANENT RESIDENTS (DAPA) AND DACA PROGRAM EXPANDED (SIGNED 2014- STRUCK DOWN AFTER A SPLIT DECISION IN 2017):</b> This executive order issued by the Obama White House sought to defer deportation and some other protections for unauthorized immigrants whose children were either American citizens or lawful permanent residents.</p>

Source: <https://immigrationhistory.org> and the Immigration and Ethnic History Society of the University of Texas, Austin. Visit the site to learn more about immigration history, timelines and lesson plans.

# Activity 4: What Do We Know About the History of Immigration in the US: A Timeline

Handout #6: Immigration Event Case Summary

Use the chart below to summarize your cases and draw something that represents each case.

It can be a sketch, a symbol, a logo, or anything that will draw attention to it on the timeline.  
Each case should be on a separate sheet.

## Immigration Event Case Activity For Timeline

Name Of Case	Year Of Case
<b>Brief Summary Of Case (One Or Two Sentences)</b>	
<b>Drawing/Symbol/Logo That Represents This Case</b>	
<b>How Do You Think This Case Impacted Us History?</b>	

# Activity 5: Current Issues Regarding Immigration

## Handout #7: Current Immigration Issues Note Catcher

As you go through the presentation, periodically stop to answer/discuss these questions. Consider mixing up the groups to allow participants to learn from all others in the room.

Part 1 (Slides 1-10) → Understanding the Law		Part 2 (Slides 11-13) → Unaccompanied Minors	
!	Something new I learned...	!	Something new I learned...
★	Something our school does well in this area...	★	Something our school does well in this area...
▲	Something our school could improve in this area...	▲	Something our school could improve in this area...
?	A question I have...	?	A question I have...

<b>Part 3 (Slides 14-20)</b> → New York Education Law for MLL Students		<b>Part 4 (Slides 21-28)</b> → Deferred Action for Childhood Arrivals (DACA)	
<p>?</p> <p>Who ensures that these NYS Education Laws are followed in my school?</p>		<p>?</p> <p>What kinds of supports might DACA recipients in our community need?</p>	
<p>★</p> <p>Something our school does well in this area...</p>		<p>★</p> <p>Something our school does well in this area...</p>	
<p>▲</p> <p>Something our school could improve in this area...</p>		<p>▲</p> <p>Something our school could do to better support and advocate for DACA recipients...</p>	

# Activity 6: Creating a Plan for Supporting Immigrant Students and Families

## Handout #8: Brainstorming to Create a Plan

Using the 2 Pieces of Chart Paper you have been given, label one **What We are Doing Well**, and the other **Suggestions for What We Can Do (Better)**. Below are some areas to consider in order to organize your thoughts for these two categories:

What is the school's current process for welcoming and interviewing students and families?

- Is there someone who speaks the languages the students and their families speak or a way to easily access interpretation services?
- Is there a person to support the filling out of forms?
- What is the role of current students in welcoming new students?
- Have you identified children who speak different languages to help with the process of welcoming new students and their families?
- Do you send out material in the preferred language of families so they understand the information?

Additional questions to consider:

- What needs to be created/changed?
- What policies need to be put in place?
- Are unaccompanied minors accepted into your community and supported?
- Have you planned for what to do if a student or a family member is picked up by ICE?
- Do you teach students laws and that even minor infractions of the law can hurt their status as immigrants?
- If you have immigrant students in foster care, do you know how you can help them?
- Do you know where students can find legal services to help with immigration issues?
- Do you have an open door policy in your school so immigrant students can feel free to talk to anyone about any issues they may have?
- What kind of family advocacy does your school have in order to support immigrant students and families?
- Does your school have committees that can work on different aspects of support for immigrant students and families?
- What different committees can your school create to better support immigrant students and their families? List the committees.

Below are some examples of committees are, but you are NOT limited to these ideas, your school may envision other committees that will better service your immigrant population:

- Tour committee (students as tour guides)
- Office support committee (helping family members, welcome center, bulletin board for families)
- Well-being committee (DACA, ICE, families who need support with advocacy, literacy, technology, English)
- Institutional access committee (library card, drivers license, college applications)
- College support committee (See CUNY- IIE Immigration in Secondary Schools Module)
- Peer support committee (students as home language supports for peers, students as peer tutors)

Groups will share their charts and use information for the next segment: Creating a Committee Action Plan.



# Activity 6: Creating a Plan for Supporting Immigrant Students and Families

Handout #9: Creating a Committee Action Plan

**Action Committee Name:**

**Committee Description:**

**Members:**

Please use this handout to plan an outline and timeline for your committee actions. Include tentative meeting schedule, roles and responsibilities of committee members, timeline for meetings and when and how you expect your plan to go into action (it is suggested that this be an approximately 2-3 month project from start to beginning of action and advocacy). Participants should hold meetings at least once every two weeks.

**Our Plan Outline**

**Our Timeline/Meeting Dates**

**When And How Our Plan Will Go Into Action**

**NOTE:** It is important to look for partnerships with immigrant organizations. They have done a lot of resources and experience to support this work.

# Activity 7: A Community Connection Experience

## Handout #10: Community Connections/Exit Ticket

**Preface:** Consider the impact of your presence in the community. Take into account the ways that gentrification has affected this community and what your presence, as educators who may or may not be from this community, represents.

1. What did you see, hear, smell, feel in this community walk?
2. What did you learn about the community that you did not know?
3. How does the community support immigrant families? What might be some challenges for multilingual immigrant families?
4. What did you learn about yourself and the impact you may have on the community? What did you learn about the immigrant students you teach?
5. What surprised you? What do you think you need to learn more about with regards to this community where you work?
6. How does gaining these understandings about the community shape or reframe your understanding of the role of the teacher in this community?
7. How does it change what happens in the classroom: socio-emotionally, cognitively, physically?
8. Are there particular groups of people you want to learn more about?
9. What new questions do you have about the history of this community?
10. What are some ideas for concrete projects teachers could do with their classes to ensure the community is reflected in the school? (i.e. a welcome mural that reflects the languages of the school community, multilingual signs and student work, a study of the history of the community, a wall with visual displays of the community, a scrapbook, a photo album, something celebratory about the community, etc.)

### Exit Ticket

Answer one of the following questions as it relates to a next step you can take in your own pedagogical practice.

How do we create an environment that is more welcoming of our immigrant students and families?

How do we bring the community into the school? How do we break down some of these walls in ways that are tangible and concrete? Are there artistic/multimodal ways of representing the community in the school?

## AUTHOR BIOS

**Bridgit Claire Bye** is an education consultant specializing in support for bilingual and ENL education for immigrant students. She is also an adjunct in the Innovative Leadership Program at the Bank Street Graduate School of Education. Bridgit is a recently retired (2008-2019) founding principal of Pan American International High School at Monroe in the New York City Department Of Education (NYCDOE). She was a teacher for multilingual students in the NYCDOE and profesora-investigadora en la Universidad de Quintana Roo, México.

**Cecilia M. Espinosa, Ph.D.** was born in Ecuador, South America. She is currently an Associate Professor in the Department of Early Childhood/Childhood Education (ECCE) at Lehman College, CUNY. She received her PhD from Arizona State University. Cecilia started her education career as a teacher assistant, later on was as a bilingual multiage teacher and director of a dual language program in Phoenix, Arizona. Currently, she teaches courses on biliteracy, observation and assessment, and English as a new language. She is also the Professional Development Liaison at Samara Dual Language School. Cecilia is a member of the New York City Writing Project (NYCWP), the CUNY New York State Initiative Emergent Bilinguals (NYSIEB) and City University of New York Initiative on Immigration and Education (CUNY-IIE) professional development team. Cecilia led, with Dr. Patricia Velasco, the New York State Department of Education Project on Practices with Multilingual Learners and the Next Generation Learning Standards (NGLS).

**Isabel Mendoza** is a student at The CUNY School of Law. She is enrolled in the part-time program and is expecting to graduate in 2022 as a Juris Doctor. She was born in Mexico and came to the United States at the age of 6. She grew up in a small town in North Carolina and later moved to New York in 2008. In 2012, Isabel co-founded the Dream Team at The City College of New York (CCNY) and served as Vice-President in 2014. She then graduated from CCNY in 2016 with a bachelor's degree in Political Science and Jewish Studies. Currently, she is working as a paralegal for an immigration attorney. She hopes to one day become a lawyer and continue her passion in advocating for immigrant rights for the immigrant community.

## SUPPORT PERSONNEL BIOS

**Cynthia Nayeli Carvajal, Ph.D.** is the Project Director for the CUNY Initiative on Immigration and Education. Originally from Guadalajara, Mexico, she immigrated to East Los Angeles, CA at the age of five. Her personal and professional goals are grounded in her experience as a formerly undocumented immigrant, student, and community member for twelve years of her life. Prior to this position Cynthia was the inaugural manager for the Immigrant Student Success Center at John Jay College, the first of its kind in New York State. Cynthia's academic and professional expertise centers the roles of educators in creating support systems for undocumented and immigrant students in their schools. Her field work spans across California, New York, and Arizona, providing a comparative understanding on the impact of policy and practice in politically varying states. She currently serves as a board member for the New York State Youth Leadership Council.

**Marit Dewhurst, Ed.D.** is the Director of Art Education and Associate Professor of Art and Museum Education at The City College of New York. She has worked as an arts educator and program coordinator in multiple arts contexts including community centers, museums, juvenile detention centers, and international development projects. Her research and teaching interests include social justice education, community-based art, youth empowerment, and the role of the arts in community development. In addition to multiple journal articles and chapters, her first book, *Social Justice Art: A framework for activist art pedagogy* highlights young activist artists. Her second book, *Teachers Bridging Difference: Exploring identity through art* describes how to use art as a tool to connect people across different sociocultural identities.

**Tatyana Kleyn, Ed.D.** is the Principal Investigator (PI) for the CUNY Initiative on Immigration and Education (CUNY-IIE) and Associate Professor and Director of the Bilingual Education and TESOL programs at The City College of New York. Her doctorate is in international educational development from Teachers College, Columbia University. She was a Fulbright Scholar in Oaxaca, Mexico studying return migration and Past President of the New York State Association for Bilingual Education. She served as acting co-PI and associate investigator for the CUNY New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) and is co-PI for the Multilingual Learner Project (MLP), a federal Title III grant program. Her research, films, and curricula address the intersection of immigration, education, and language. Tatyana's work in film as a producer and director includes the Living Undocumented Series, *Una Vida, Dos Países: Children and Youth (Back)* in Mexico and the Supporting Immigrants in Schools video series. Tatyana was an elementary school teacher in San Pedro Sula, Honduras and Atlanta, Georgia.

# RESOURCE LINKS

## **Supporting Immigrants in Schools Video Series.**

Referenced on p. 3, Activity 1, 2, 3, 4, 5, and 6, p. 14, 15, 20, 25, 28, 32, 36

<https://www.cuny-iie.org/sis-videos>

## **Emulsify Design.**

Referenced on p. 5

[www.emulsifydesign.com](http://www.emulsifydesign.com)

## **The State of Black Immigrants.**

Referenced on p. 7

<http://www.stateofblackimmigrants.com/assets/sobi-fullreport-jan22.pdf>

## **Native Land.**

Referenced on p. 7

<https://native-land.ca/>

## **The Criminalization of Immigration in the United States.**

Referenced on p. 8

<https://www.americanimmigrationcouncil.org/research/criminalization-immigration-united-states>

## **Building a More Dynamic Economy: The Benefits of Immigration.**

Referenced on p. 8

<https://www.americanprogress.org/issues/immigration/reports/2019/06/26/471497/building-dynamic-economy-benefits-immigration/>

## **The Social Mobility of Immigrants and Their Children.**

Referenced on p. 9

<https://www.migrationpolicy.org/research/social-mobility-immigrants-and-their-children>

## **The Education of Immigrant Children.**

Referenced on p. 9

<https://www.gse.harvard.edu/news/uk/14/12/education-immigrant-children>

## **Opportunities for White People in the Fight for Racial Justice.**

Referenced on p. 9

<https://www.whiteaccomplices.org/>

## **Drop the I-Word.**

Activity 2, p.17

<https://www.raceforward.org/practice/tools/drop-i-word>

## **Supporting Undocumented Students and Mixed-Status Families.**

Referenced on Activity 2, p.17

<https://www.gse.harvard.edu/news/uk/18/05/supporting-undocumented-students-and-mixed-status-families>

## **CUNY-IIE Supporting Immigrants in Schools Resource Guide.**

Referenced on Activity 2, p. 23

[www.cuny-iie.org/s/SIS\\_ResourceGuide\\_Final.pdf](http://www.cuny-iie.org/s/SIS_ResourceGuide_Final.pdf)

## **The Curriculum Guide: Immigration, Stories, Struggles and Debates.**

Referenced on Activity 2, p. 23

<https://immigrationcurriculum.wordpress.com/additional-resources/>

## **Key Immigration Issues Powerpoint.**

Referenced on Activity 5, p. 32.

<https://docs.google.com/presentation/d/1GDnu7acquTfktx2kaeYUQOXfCwjBhIWpJraAXbTUc0s/edit#slide=id.p>

## **Karla Rosas.**

Referenced on Activity 5, p.33

[www.maricosas.com/about-me](http://www.maricosas.com/about-me)

## **Immigration Regarding Recent Immigration-Related Actions.**

Referenced on Activity 6, p. 36

<http://www.nysed.gov/bilingual-ed/information-regarding-recent-immigration-related-actions>

## **Letter from the Office of the Attorney General.**

Referenced on Activity 6, p.36

<http://www.nysed.gov/common/nysed/files/oag-sed-letter-ice-2-27-17.pdf>