

2006 EDITION



APPRECIATING AMERICA'S HERITAGE

Immigration Resource Guide
for K-12 Educators



AMERICAN IMMIGRATION LAW FOUNDATION

Immigration Curriculum Center

INTRODUCTION



The American Immigration Law Foundation (AILF) is pleased to present the 2006 edition of “Appreciating America’s Heritage” teacher resource guide. First and foremost, this latest edition continues to keep the needs of the educator in mind and provides new and innovative materials from lesson plans to book reviews. All materials included in these pages have been crafted by fellow educators who either serve as members of our newly expanded, seven member Teacher Advisory Board, or by educators that have been awarded AILF classroom grants.

Each lesson plan has been written and successfully field tested within classrooms throughout the country. Keep in mind that these lessons have been selected to introduce students—especially those who may not be exposed directly to ethnically diverse populations—to the important topic of immigration.

In this resource guide AILF has chosen to provide one lesson plan for each grade level, Primary, Middle and High School. Book reviews for each level are found within these pages as well. Additionally, you may want to check out our expanded lesson plans and other materials online at www.ailf.org/teach.

Finally, AILF has included information about its resources and programming that are available to you, the educator. If you have any questions or specific needs, please feel free to contact us at info@ailf.org.

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Additional copies of this resource guide are available at www.ailf.org/teach or upon request.

LESSON PLANS



PRIMARY SCHOOL LESSON PLAN

MULTICULTURAL BOOK PARADE: CELEBRATING IMMIGRATION TO AMERICA

GOAL: To involve the entire school community in a celebration—through reading, writing, artwork, and oral communication activities—of stories of courage, resilience, and strength told by and about immigrants coming to America.

OBJECTIVES: The entire school community will participate in sharing selected texts from the extensive, rich, and diverse body of literature inspired by the immigration experience to America. The project will culminate in a community-wide Multicultural Book Parade designed to highlight books that students find most meaningful and inspirational.

Each student will:

- Select texts related to the immigration experience to share with their classmates.
- Read aloud (or be read aloud to) various books related to immigration.
- Explore common themes among the texts shared in the classroom.
- Write a summary of and reaction to the student's favorite immigration story.

- Participate in illustrating a poster depicting the chosen book's theme.
- Take part in and/or view the Multicultural Book Parade at the culmination of the unit.

MATERIALS: Selected texts related to the topic of immigration to America; white poster board; masking tape; various art materials, such as crayons, markers, and paint.

PROCEDURE: Gather together the school staff to introduce the idea of a school-wide reading project which celebrates the stories and accomplishments of immigrants to America. Discuss the goals of the project, explaining that the project will culminate in a school-wide Multicultural Book Parade. Decide on the timeline for implementing the steps leading up to the culminating Multicultural Book Parade.

Have classroom teachers follow these steps in preparation for the Multicultural Book Parade:

Share information with students about the Multicultural Book Parade project and begin to generate excitement and anticipation about this school-wide project. Begin to discuss the immigration experience with the students, using a KWL chart to gauge how much the students already know and understand about immigration, and to explore their attitudes toward immigration. Use books, tapes, discussions, and interviews with immigrants who live in the community to begin an ongoing dialogue.

Introduce and read several books (five or six are suggested) about immigration with the students, creating a chart in the classroom which organizes information related to each book read, including book title, author, main characters and their home countries, reasons for immigration, problems encountered, solution, etc. After reading the books aloud in the classroom, lead students to discuss issues such as the following: What prompts immigrants to leave their homelands; what difficulties have been or might be encountered along the way; and how do the values, talents, and experiences immigrants bring with them benefit our society?

After several books on immigration have been read aloud and discussed, have students vote for their favorite book from this unit. Working together as a class, in pairs, or individually, students will write a synopsis of the story, to be shared with the school community during the Multicultural Book Parade. Teachers may assign some students to research the author and



to write a brief biography. Other students can research facts about the country represented in the book.

Assign students to create a poster depicting a book cover which represents the story the class has chosen to present during the Multicultural Book Parade. Teachers may choose to assign this task to the beginning-level students of English in the classroom. Create a giant book cover by taping together two large sheets of poster board. Have students print the book's title, author, and illustrator on one side of the poster, and a scene from the book on the other side.

Select two or three students to represent each class during the Multicultural Book Parade. Two students will carry the poster, and the third student will read the synopsis of the book in addition to any information about the author and the country depicted in the book. If desired, students may dress up as characters in the book, or they may wear clothing representing the country depicted in the book.

On the day of the Multicultural Book Parade, have the entire school community—including students, parents, teachers, administrators, and special guests—gather to watch the fun. Have the principal or a guest introduce the program, noting that its purpose is to help everyone learn more about how immigration benefits our society. Line up the children in parade fashion in whatever order is most logical (i.e., by grade level, by countries represented, etc.) Introduce the three representatives from each class. Share the book synopsis, and tell what they have learned about the benefits of immigration.

At the conclusion of the Multicultural Book Parade, the posters may be collected and mounted on the walls around the school. Pictures of the event may be added to the school's website. Stories describing the parade can be written for local newspapers, or personnel from the local television station can be invited to do a news story on that evening's news program.

ASSESSMENT: Ask students what they learned about immigration and how it benefitted our American society in the past and how it continues to do so today. Generate a list of their ideas, and have students add to it for several days. Have students write a persuasive essay or make a speech explaining how immigration benefits society.



MIDDLE SCHOOL LESSON PLAN

WE ARE AMERICANS: VOICES OF THE IMMIGRANT EXPERIENCE (Middle School 4th-8th grades)

GOAL: To teach students about the history of immigration through the voices and experiences of immigrants.

OBJECTIVES: Students will:

- Study the specific immigration histories of various groups, their roles in and contribution to American society.
- Compare and contrast immigration histories of various groups.
- Expand research and critical thinking skills.
- Examine primary source materials to expand knowledge of immigration history and process.
- Write personal and bibliographical narratives.

MATERIALS:

- Six copies of *We Are Americans: Voices Of The Immigrant Experience*, by Dorothy and Thomas Hoobler, Scholastic Nonfiction, 2003.
- Access to the Internet.

LESSON PLANS

PROCEDURE: Begin the unit with a discussion of immigration. Use some of the following discussion points:

- Ask students what they know of their own personal immigration history.
- Who was the first person in the family to immigrate to America? Who was the most recent immigrant? Where did they come from? Why did they come? How did they come? What do they know about the immigration experience of their family members? What kind of work did they do in their old country? What work did they do in America? Where did they first arrive? Where did they settle? Why?
- Ask students if they know any recent immigrants. What do they know of their stories?
- Do they know any famous immigrants? Start a class list of famous immigrants.

Divide the class into six groups of four to five students. Give each group a copy of *We Are Americans*. Read and discuss the introduction with the class.

Have students look through the book and discuss the various materials presented: photos, artifacts, narratives, drawings, portraits, pamphlets, documents, etc.

Discuss primary source materials. What are they? Where do we find them? What is their value and use?

Assign each group two consecutive chapters in the book to read and research.

Students will use their reading and research as a basis for some of the following activities.

ACTIVITIES:

1. In Their Own Words Students will:

- Read first person accounts of immigration in the book
- Compare immigration stories.
- Research the history of that immigrant group.
- Write a bibliographical narrative about the person including historical research.
- Illustrate the narratives.

2. Letters As Ads

Based on reading and research, students will write a letter in the voice of an immigrant to friends and family “advertising”

his/her experiences in America. Create a picture either by drawing or with a digital camera to “send” with the letter. Display letters and illustrations on a class bulletin board.

3. How Did They Come Here?

Compare and contrast immigration histories and experiences of different groups.

Use the internet to research and compare the experience of the passengers on the ships *Golden Venture* and *St. Louis* in their attempts to come to America.

4. Jigsaw Timeline

Use the book to create a visual timeline of American immigration.

Have each group create a chart for each of the chapters they were assigned, displaying the time period covered, the groups who came to America in that time, the number of people who came and the world events that had an impact on immigration in that time. Students might also include famous people who immigrated in that time period.

Display the charts in chronological order around the classroom

5. What Story Does The Picture Tell?

Have students choose a picture or photo from the book to use as the prompt for a story or poem about the immigration history of the subject.

6. Port of Entry

Have students research the two most famous ports of entry to the United States, Ellis Island on the east coast and Angel Island on the west. Compare and contrast the experiences of the immigrants who passed through them.

To view additional activities please visit the expanded lesson plan located online at:

www.aifl.org/teach/lessonplans/middleschool2.htm

ASSESSMENT: Have students create a portfolio of their work from the unit including research, journals, writing, presentations, quizzes, and tests.

LESSON PLANS



HIGH SCHOOL LESSON PLAN:

BEHIND THE MOUNTAINS

by Edwidge Danticat

GOAL: Teach high school students the value of immigration. Increase student awareness of the adjustments faced by immigrants.

OBJECTIVES: Students will develop their reading, writing, research, discussion, and literary response skills.

Specifically, students will:

- Research Haiti and its history, Haitian culture, and Haitian immigration.
- Read *Behind the Mountains* by Edwidge Danticat.
- Keep a journal and discuss the important elements of the novel.
- Understand the “push-pull” factors of immigration and the various reasons people immigrate.
- Understand how “duality of cultures” and “stages of adaptation” function in the lives of immigrants.
- Illustrate a Haitian proverb with Haitian art techniques.
- Write an essay comparing and contrasting Edwidge Danticat’s immigration experience to those in the novel.

MATERIALS: Selected books; computers with Internet access; *Haitian Visions: A Diverse Cultural Legacy* video (Tucson, Arizona: CRIZMAC, 1993); art media, artifacts; notebook.

PROCEDURES: *Before Reading:* Prepare for reading *Behind the Mountains* by having students brainstorm about why people immigrate and having students interview family members and friends about their family immigration stories. Discuss the reasons people immigrate.

As a follow up to the discussion, have students begin researching stories—on the Internet and in other sources—of immigration to the U.S.

Have students research the following in relation to immigration: Refugee; Stages of Adaptation; Culture Shock; Duality of Cultures or Bicultural; Assimilation; Acculturation. Have students apply their research about these terms to the interviews and stories of immigrants.

Have students find an example of a “pull” immigrant (people seeking opportunity) and a “push” immigrant (people forced to leave due to persecution).

Have students research the history of Haiti in a cooperative learning jig-saw. Once students have jig-sawed about the different time periods and aspects of Haitian history, have students compile a list of “push/pull” factors during different time periods that might have contributed to Haitian immigration.

While Reading: Read the first entry of the novel (October 18) and discuss Celiane’s “sweet little book.” Have students consider why Celiane decides to use her notebook as a personal journal. Distribute small journals to students. Explain that their journals are to be used to record their reactions to the readings and discussions of *Behind the Mountains*. Ask students to note their reactions, details about characters or settings, themes, symbols, anecdotes and proverbs.

After reading the October 19 entry: Ask students why they think Celiane’s father immigrated to the United States and why they think he left his family behind. Why does he send cassettes instead of writing, calling, or visiting?

Ask students about Moy’s conflicts in this entry.

Ask students what they know about Haitian art. Show students examples of Haitian art. Have students write a list of words describing the art. View the video *Haitian Visions*.

(Dates refer to entries in Celiane’s journal.)

October 20: Ask the students why Celiane is having difficulty writing to her father. Have students write a letter from Celiane to her father. Have students share what they wrote with a partner and have the partner respond to the letter as Celiane’s father.

October 22: Ask the students what they know about the Day of the Dead celebrations in different countries. Show students Day of the Dead artifacts from various countries. Ask students to write a response to the celebration of the Day of the Dead.

October 23: Ask the students to identify the reasons for immigration in the Esperance family.

October 27: Ask the students to discuss Celiane’s feelings about the mountains and the city.

October 30: Ask the students to discuss the political situation that Celiane describes.

November 5: Ask the students to record what they think happened to Celiane and to Manman. Have students share what they wrote with a partner and report back to the class.

November 6-25: Ask the students to discuss the violence and the characters’ reactions to it. Have the students read “Sawfish Soup” by Edwidge Danticat. Ask the students to write a reflection on the poem and the incidence of violence in *Behind the Mountains*. Have students share what they wrote with a partner and report back to the class.

November 26: Ask the students why they think Tante Rose votes and why Moy feels he must go with her. Have students role-play the various points of view about going to the polls on that day—Tante Rose’s view, Moy’s view, Manman’s view.

December 13-17 (74, 76): Ask the students to explain Celiane’s conflict about leaving. What are the “push/pull” factors operating within Celiane? Ask students to draw a description of Celiane’s conflict.

December 18: Ask the students why Celiane and Manman have to undergo another medical examination.



December 20: Ask the students what Tante Rose’s comments about Celiane’s father tell them about his character. Review characterization.

December 21-22: Have the students write a reaction to Celiane’s reunion with her father in New York. Ask them to surmise what Moy must be feeling and respond in writing. Have students share what they wrote with a partner and report back to the class.

December 22-December 24: Ask students to draw a diagram contrasting Celiane’s feelings out on the streets of New York to her feelings inside the church.

December 26: Ask students to explain the nature of the argument between Manman and Papa in terms of their different stages of adaptation. (Silence, Uprooting, Culture Shock, Assimilation or Acculturation, Integration/Mainstreaming)

To view the remaining dates in Celiane’s journal, please visit the expanded lesson plan located online at:
www.aifl.org/teach/lessonplans/highschool2.htm.

EXTENSION ACTIVITIES: After Reading: Students will research Haitian Proverbs and Haitian Art. Each student will illustrate a Haitian proverb using Haitian art techniques.

CULMINATING ACTIVITY: Students will read “My Personal Journey” by Edwidge Danticat (161-166). Students will write an essay comparing and contrasting Edwidge Danticat’s immigration experience to those in the novel, and tie these in to the immigration experiences they had learned about through their research and interviews.

ASSESSMENT: Provide checklists and rubrics to assess the journal responses, the essay, and the proverb illustration. Quizzes or tests may also be given to assess students’ knowledge of material in the unit.



BOOK REVIEWS

A GIFT FOR SADIA

By Marie Fritz Perry. *Buttonweed Press, 2004. Grades K-4 (can be adapted for older students), 32 pgs.*

Sadia is a young immigrant from Somalia who arrives at her new home in Minnesota during the coldest part of the winter. This story tells of Sadia's adjustment to her new surroundings and the difficulties she faces as the only Somali speaker at her school. As winter changes to spring Sadia gains the confidence she needs to master a new language and a new culture with the help of a Canadian goose she befriends and cares for. *A Gift for Sadia* is a poignant story of a young refugee's first experiences in the United States. The colorful illustrations depict aspects of Somali culture as well as aspects of life in a small Minnesota town. The simple language and story line make the book appropriate for young children. This book is one of the few works for children on Somali immigration, and, for that reason, the book is also recommended for older children who are studying current trends in immigration.

SPARROW JACK

By Mordicai Gerstein. *Frances Foster Books, 2003. Grades 1-4, 32 pgs.*

This picture book is based on a true story and it is truly a must have in the elementary classroom. A whimsical tale of a perseverant immigrant who saves Philadelphia by importing Sparrows to rescue the trees from the plight of inchworms. Jack dreaded the cross Atlantic journey to the United States, because he gets seasick. But, he wants to come to America for more opportunities at the turn of the 20th century. When the people of Philadelphia declare a state of emergency because the trees are disappearing with an infestation of inchworms, the main character comes up with a novel solution to solve a problem, but his community doubts him. He wants to try out his theory and on his own dime and dreading the journey, he once again sails back to his native England to collect sparrows. He returns and sets the sparrows free saving Philadelphia from the infestation. This is a lovely picture book that can be used in any elementary classroom.

COMING TO AMERICA

By Betsy Maestro, illustrated by Susannah Ryan. *Scholastic Inc., 1996. Grades K-3, 40 pgs.*

From the first nomadic groups, to the colonial settlers, to the Africans forced into slavery, to those seeking refuge the character of our nation was forged by immigrants as each group enriched the diversity of our nation. *Coming To America* presents the evolving immigration history of the United States to the primary grade student, exploring the factors that brought each group

to America as well as their impact on the development of our nation. Vivid illustrations by Susannah Ryan bring the immigration experience to life and will appeal to primary grade students. The chronology of immigration, notes on immigration today, and other interesting facts included in the back of the book will enhance a young child's understanding of the subject.

ST. PATRICK'S DAY SHILLELAGH

By Janet Nolan, illustrated by Ben F. Stahl. *Albert Whitman & Co., 2004. Grades K-4, 27 pgs.*

Between 1845 and 1851, thousands upon thousands of Irish men, women and children died when the potato crop failed. Fergus and his family immigrated to the U. S. during this time. On his last night home, he cuts a branch from his favorite blackthorn tree in order to "take a piece of Ireland with him on the journey across the ocean". The branch is whittled into a shillelagh, a walking stick. Within this shillelagh lies the story of Fergus' family. Every St. Patrick's Day, the story of their flight from Ireland is told. Fergus grows up and gives the shillelagh to his son Declan. In turn, Declan gives it to his son Emmet and so it goes, on through the generations. The object becomes an heirloom and continues to be handed down with poetic stories told by family elders. Realistic illustrations add to the passage of time. This is a great introduction to Irish immigration and concepts of family traditions. Teachers in grades 2-4 may find this especially useful when introducing family traditions and/or a unit on immigration.

HOW PEOPLE IMMIGRATE

By Sarah De Capua. *True Book Series, Scholastic, 2004. Grades 2-4, 46 pgs.*

This up-to-date, matter-of-fact explanation of the immigration process in the United States defines the obvious ("What is immigration?") while adding only a few details such as the Diversity Visa Lottery. Current color photographs, including those of Rwandan refugees, Homeland Security border patrols and Indian immigrants posing in front of a New Jersey Sikh temple, add authenticity to a quick read. This is an inexpensive, introductory book on contemporary immigration issues evidently designed for the emerging readers and/or ESL students. It is a short but helpful book.

BROTHERS IN HOPE: THE STORY OF THE LOST BOYS OF SUDAN

By Mary Williams, illustrated by Gregory Christie. *Lee and Low Books, 2005. Grades 3-6, 40 pgs.*

As a result of renewed fighting in Sudan during the mid 1980s, thirty thousand orphaned, homeless boys were forced to walk al-



most one thousand miles through eastern Africa in search of refuge. Based on true accounts as told to her by some of these Lost Boys, Mary Williams' story describes the experiences of eight year old Garang, as he seeks safety after his village is destroyed by war. Unable to find his family, Garang wanders down the road where he joins thousands of other boys, who like him, were spared because they were tending their family animals when the war came upon their villages. Organizing themselves into groups, the boys travel east to Ethiopia, hunting for food, caring for younger ones, and avoiding the soldiers along the way. After finding safety in an Ethiopian refugee camp, the boys are forced to flee again, this time to Kenya, when war erupts in Ethiopia. Eventually, some find safety in the United States. This inspirational story of courage and survival provides students a starting point for a deeper study of the effects of war on civilian populations, especially children.

ESPERANZA RISING

By Pam Munoz Ryan. Scholastic, 2000. Grades 4-8, 288 pgs.

Set during the Great Depression, *Esperanza Rising* is a lovely story of self-acceptance in a foreign environment. As told through the perspective of young Esperanza, the book begins with the characters comfortably living luxurious rancho life in Mexico—that is until Esperanza's father is tragically killed. Following his death, Esperanza and her mother have no other choice but to immigrate to California in order to find work. Thus begins their journey of assimilation within a new country and social class. Having lived a privileged life, it is not easy for Esperanza to remake herself while adjusting to life as a migrant farm worker. Teachers will appreciate the book's connections between the cultural, economical and political issues of California during the 1930s. This fantastic coming of age story corresponds with a historical backdrop of strikes, the labor movement, government sweeps, and injustice. Pam Munoz Ryan's fascinating book is based upon her maternal grandmother's experience of immigrating to California from Mexico. Esperanza's struggles and her ability to rise above her difficulties will surely spark conversation within the classroom. This book is great for whole class reading and as a link to exploring historical connections.

MAI YA'S LONG JOURNEY

By Sheila Cohen. Wisconsin Historical Society Press, 2004. Grades 4-7, 80 pgs.

This true story of a young Hmong girl and her family's journey from a refugee camp in Thailand to life in Madison, Wisconsin was written by the child's ESL teacher. Mai Ya Xiong, now 25 years old and her family's first college graduate, spent her first

seven years trapped in Thailand after her parents narrowly escaped from Laos. Her father had fought against Communists in a secret army developed by the United States Central Intelligence Agency. Life in Wisconsin challenged the young immigrant girl to keep a balance between her Hmong culture and American ways. The biography includes a concise look at Hmong animist beliefs, traditions and customs that date back 5,000 years. Photographs of Mai Ya growing up illustrate her story and corroborate an already authentic account. Mai Ya Xiong exemplifies the "can-do" attitude Americans have come to revere in our immigrant stories. The book, complete with timelines, glossary, index, appendix and reading group guidelines, enables students to experience Mai Ya's contemporary journey in its historical context.

HOW TIA LOLA CAME TO STAY

By Julia Alvarez. Dell Yearling Books, 2001. Grades 4-8, 160 pgs.

When Miguel's crazy Tia Lola comes to visit from the Dominican Republic, he instantly knows that his life is never going to be the same. As Miguel struggles with his parents' divorce and his recent move to rural Vermont from New York City, he is not sure that he needs the wacky presence of his unusual Spanish-speaking aunt added to the chaos in his life. He soon realizes that his flamboyant and colorful aunt is just what he needs to spice up his life and bring his family together. *How Tia Lola Came to Stay* is an uplifting and funny story that upper elementary students will enjoy. Through Julia Alvarez's beautiful descriptions of Tia Lola's exotic cooking, lively music, and vibrant storytelling the reader will be captivated and entertained while learning about Caribbean culture. Possible discussion themes include: family, divorce, tolerance, culture and immigration. This funny and smart book will make a great addition to any classroom library.

THE STONE GODDESS

By Minfong Ho. Scholastic Inc., 2005. Grades 6-9, 208 pgs.

Twelve year old Nakri and her family live comfortably and happily in Phnom Penh until their lives are forever altered by the civil war in Cambodia. Forced out of their homes by Khmer Rouge soldiers, the family flees to safety in the country home of their grandparents. Their security is shattered again when the father and three older siblings, including Nakri, are sent away to forced labor camps. After years of deprivation and loss,



Nakri is reunited with members of her family, only to be forced to move again, first to refugee camps in Thailand and finally to a new life in America. Compassionately written, *The Stone Goddess* explores themes of family and culture, war and death, hope and renewal. *The Stone Goddess* is one of the books in the Scholastic First Person Fiction series exploring the experiences of teenagers of various backgrounds who immigrate to America.

FINDING MY HAT

By John Son. Scholastic, 2003. Grades 7-9, 192 pgs.

An outstanding addition to Scholastic's excellent First Person Fiction series, *Finding My Hat*, tells the story of the Parks, a first generation Korean-American family, in the 1970s and 80s. Told in vignettes from the point of view of the eldest child and only son, the story, traces Jin-Han's life from his first memories at the age of two to his mother's death when he is a teenager. Jin-Han and his family move from Chicago to Memphis to Houston as the family struggles to find a place for themselves in America. Similarly Jin-Han struggles to find his own identity, "his hat," from among his Korean traditions, his American attitudes, and his own special gifts. The vignettes are often hilarious, as when pre-school Jin-Han wets his pants, or pre-teen Jin-Han discovers girls. On the other hand, Jin-Han's recollection of his mother's tragic illness and death is poignant and moving. This engrossing novel captures the universal aspects of Jin-Han's coming of age, as well as, the experiences of an immigrant family adjusting to life in the United States.

HOW THE GARCIA GIRLS LOST THEIR ACCENTS

Julia Alvarez. Penguin, 1992. Grades 9-12, 290 pgs.

This novel is both a family saga and a coming of age story. Each of the four Garcia sisters tells her own story of the family's flight from the Dominican Republic and their subsequent adjustment to life in the United States. The novel is largely set in the 1960s, a time of political upheaval in the country the Garcia family left and of great social change in the country they adopted. The novel touches on many themes common to the immigrant experience - intergenerational conflict, bonds to home country and culture, and cross-cultural misunderstanding, as well as themes that are more particular to the experience of political refugees. Because this novel contains some mature material, it is recommended for high school students.

FLIGHT TO FREEDOM

Ana Veciana-Suarez. Scholastic, 2002. Grades 7-9, 240 pgs.

Another wonderful addition to Scholastic's superb First Person Fiction series, *Flight to Freedom*, tells the story of the Garcia fam-

ily who in 1967 fled from Cuba to Miami, Florida. The story is told through the diary entries of thirteen year old Yara Garcia. In Cuba Yara hates the compulsory youth work camps and the strict food rations. Once Yara is in Miami, she misses the family left behind in Cuba and struggles with family tensions, a new language, and a new school. While Yara's father joins an anti-Castro group and insists that the family will soon be back in Cuba, Yara, her mother, and her sisters slowly adjust to their new life and opportunities in America. The story is absorbing, with believable characters and informative detail. An effective feature of the series is an afterword in which the writer describes his or her own experiences of immigrating to the United States.

CROSSING INTO AMERICA: THE NEW LITERATURE OF IMMIGRATION

Edited by Louis Mendoza and S. Shankar. The New Press, 2003. Grades 9-12, 365 pgs.

This excellent anthology captures the experiences of new immigrants (those who have come since the legislative reforms of 1965) through fiction, memoir, poetry, and personal essays. The selections, by immigrants or children of immigrants, are organized to illustrate a chronicle of immigration. Part I portrays preparations and "the crossing;" Part II presents reflections on "the crossing" and on the place of arrival; Part III presents background and analysis. Noted authors such as Julia Alvarez, Sandra Cisneros, Jamaica Kincaid, Maxine Hong Kingston, Chang-Rae Lee, Frank McCourt, and Richard Rodriguez, as well as new voices, are represented in this stirring and poignant collection.

FIRST THEY KILLED MY FATHER: A DAUGHTER OF CAMBODIA REMEMBERS

By Loung Ung. Harper Perennial, 2000. Grades 10-12, 272 pgs.

First They Killed My Father is a poignant story told from the perspective of a child who is experiencing the atrocities of the Khmer Rouge in the 1970s. This is a true story about the daughter of a high-ranking government official in Phnom Penh, Cambodia. Because of her family's status, they are in imminent danger. Her descriptions of the events are poignant, compelling and informative. The memoir is captivating and illustrates the dispersion of her family, the brutality that she endured, and the plight of many of the immigrants from Cambodia. Bolstered by the shocking bravery of one brother and sustained by her sister's gentle kindness amid brutality, Loung forged ahead to create a courageous new life. Harrowing yet hopeful, insightful and compelling, this family's story is truly unforgettable. The content is disturbing and violent, but it can be used in a high school classroom.

AILF RESOURCES

AILF GRANT PROGRAM

The American Immigration Law Foundation annually awards grants (\$500 to \$1,000) nationwide, to fund a limited number of K-12 grade level projects that provide education about immigrants and immigration. The Foundation seeks to fund activities that are supportive of AILF's mission of promoting the benefits of immigrants to our nation.

Applications are limited to educators teaching in public or private primary, middle, and high school levels. Proposals that are classroom-based will receive strong consideration, and the Foundation encourages projects that can be replicated in other classrooms across the nation. Grants are non-renewable. The due date for 2006-2007 school year submissions is April 7th, 2006.

Recipients of the 2006-2007 school year grants will be selected by AILF's Teacher Advisory Board and announced in May, 2006. Grants will be paid to the teacher submitting the proposal. Funds will be disbursed in July, 2006, with project completion due by April 30, 2007. A summary lesson plan and sample materials must be submitted to AILF by that time, and become the property of AILF, for use on the Foundation website and in print materials.

Once again, this is an annual grant program. Educators that have missed the deadline for the 2006-2007 program, may access further information on our upcoming grants by visiting: www.aifl.org/teach.



TEACHER SYMPOSIUM

AILF offers a free day-long symposium for teachers and staff that are involved in developing and presenting curriculum to children. The program reviews how the subject of immigration can be taught through many of the major educational disciplines. Participants obtain the necessary tools and ideas that are essential to teaching students about the importance of immigration to our nation. The program is designed for classrooms with predominantly native-born students, as well as those with ESL students. Both teachers and administrators are welcome to participate in the symposium, where all will come away with new ideas and inspiration. The symposium has been held in Washington, DC, Chicago, Miami and San Francisco and the Foundation is looking to expand the program to other areas throughout the country. For updates on this program and to see if it's coming to your area visit: www.aifl.org/teach.

AILF'S FIFTH GRADE CREATIVE WRITING CONTEST

The American Immigration Law Foundation is proud to sponsor the "Celebrate America" Creative Writing Contest in an ongoing effort to educate the public about the benefits of immigration to our society. Aimed at fifth grade students, this contest encourages our youth, their families and their surrounding communities to evaluate and appreciate the effects of immigration on their own lives. This, in turn, allows them to see that America is truly a nation of immigrants. Students first compete in contests arranged by local Chapters of the American Immigration Lawyers Association. The winning entry from each Chapter Contest is then submitted to the National competition where entries are reviewed by a distinguished panel of judges including U.S. Senators and national journalists. Winning entries will be printed in the *Congressional Record*. For more information visit: www.aifl.org/awards.



ABOUT THE FOUNDATION...

The American Immigration Law Foundation is an IRS designated 501(c)(3) non profit, educational, charitable organization dedicated to increasing public understanding of the value of immigration to American society and to advancing fundamental fairness and due process under the law for immigrants.



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