

2005 EDITION



APPRECIATING AMERICA'S HERITAGE

Immigration Resource Guide
for K-12 Educators



AMERICAN IMMIGRATION LAW FOUNDATION

Immigration Curriculum Project

INTRODUCTION



The American Immigration Law Foundation (AILF) is pleased to present this 2005 edition of its “Appreciating America’s Heritage” teacher resource guide.

In these pages educators will find the latest lesson plans and book reviews developed by AILF for primary, intermediate, and secondary level classrooms. Each curriculum is designed and books have been selected to introduce students, especially those who may not be exposed directly to ethnically diverse populations, to the important and timely topic of immigration.

Teachers are also encouraged to approach the topic of immigration from multiple disciplines: skills in language arts/reading, writing, social studies/history, geography, and even mathematics (for example through statistics) can be advanced through the study of immigration.

The Foundation’s goal in publishing this guide is to provide educators with the tools they need to objectively and fairly teach this topic within an overall theme of tolerance and appreciation for diversity in our nation. To help achieve this goal, a national Teacher Advisory Board on K-12 Immigration Curriculum works with AILF in creating the lesson plans, selecting the books reviewed (many of which are winners of the Newberry and Caldecott Awards), and developing the numerous other resources found at www.ailf.org/teach.

Finally, AILF has included in this guide a listing of resources made available to educators by the Foundation, ranging from grant funding for classroom projects to a nationwide essay competition.

Educators like you are helping to open the minds of today’s students and molding the minds of tomorrow’s leaders. The American Immigration Law Foundation salutes you and stands ready to assist you in your important work.

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

LESSON PLANS



PRIMARY SCHOOL LESSON PLAN

MISS BRIDIE CHOSE A SHOVEL

Primary School (1st-3rd grades)

GOAL: To teach primary students the value of immigration through the contributions of immigrants to American society.

OBJECTIVES: Students will:

- Listen to a story about immigration.
- Respond to literature both in writing and in discussions.
- Research various factors in immigration history.
- Create block prints to illustrate original stories.

MATERIALS: A copy of *Miss Bridie Chose A Shovel* to read to the class (written by Leslie Connor, illustrated by Mary Azarian, Houghton Mifflin Company, 2004). Art materials- drawing paper, block printing materials (styrofoam trays, bayers, printing ink), crayons, markers, or colored pencils. A world map or globe.

PROCEDURE: Introduce the book to the students. Ask students what inferences they can make about the story from the cover illustration. What is happening? What is the setting of the story? What is the time period? Take a picture walk

through the book discussing the illustrations. What story do the pictures tell? What changes do we see? As they look at the pictures, have students write questions about the pictures or story. List questions on the board or on chart paper to be answered later.

Read the story aloud to the class. After reading, ask students if any of their questions were answered. Add any new questions they may have about the story to the list. Use the following discussion questions if they were not already generated by the students. When did Miss Bridie begin her journey? Where did Miss Bridie's journey begin? Where did her journey take her? Why did she go on her journey? Why did Miss Bridie choose a shovel instead of one of the other objects she was offered? What does this choice suggest about her character? In what ways is the shovel used in the story? About how many years pass during the story? What do we learn about Miss Bridie's life journey?

Discuss immigration with the students. What is an immigrant? Why do people immigrate to other countries? Ask if the children know anyone who is an immigrant. Discuss some of the difficulties immigrants face. Miss Bridie brought a shovel to her new country, what are some other things immigrants bring with them? Ask students to name or list some things immigrants have brought or contributed to our country.

WRITING ACTIVITIES: (1) "If Things Could Talk..." Certain objects we have hold a great deal of meaning and memory for us. Have students write an essay about an object that is important to them. The essay should describe the object, its history, what it represents, and what it says about the person who keeps it. (2) "A Journey Taken..." The book explores the journey Miss Bridie makes as an immigrant as well as her journey through life. Have students write stories describing real or imaginary journeys they have taken.

ART ACTIVITY: Block Printing. Mary Azarian won a Caldecott medal for *Snowflake Bentley*. Her colorful woodcuts richly illustrate the story of Miss Bridie's journey. Discuss the method of print making with the students. Have students illustrate their own stories using a similar printing technique. On a flat piece of styrofoam, like a meat or lunch tray (these can also be purchased at craft stores), have students draw an illustration for their stories with a ball-point pen. Using



a printing breyer, apply a layer of ink over the drawing on the styrofoam and print onto paper. Discuss the fact that the image will be reversed on the print and caution the students about writing words on their styrofoam blocks. If breyers and printing ink are not available, try applying a thin layer of tempera paint on the styrofoam and printing.

Since they can print multiple copies, students can experiment by using multiple colors in printing or by using one color and adding other colors with markers or colored pencils. Display stories and illustrations.

EXTENSION ACTIVITIES: Though the text isn't specific, from her name and date of departure, it can be inferred that Miss Bridie is an Irish immigrant. Have students research Irish immigration in the mid 1800s focusing on the reasons for immigration and the contribution of the Irish to American culture and society. Locate Ireland on a map or globe. Use the internet for a virtual tour of Ireland. Research specific Irish Americans and create a "wall of fame" with their biographies and portraits.

Read and compare other stories about immigration to America. What is the process of immigration to the United States? How is the present process different from that in Miss Bridie's time? How is the experience different for people from different places? What resources and talents did immigrants bring with them?

Read *Snowflake Bentley*, Mary Azarian's Caldecott award winning book and compare the use of illustrations to that of *Miss Bridie Chose A Shovel*. Each book is a collaboration between an author and an illustrator. Have students collaborate in a similar way by writing and illustrating stories in pairs.

ASSESSMENT: Discuss or have students write a response to the following: the author, Leslie Conner, based this story on her experience in building a house and always having her shovel standing in her garden "to show intent." What intent was shown by Miss Bridie when she choose to take a shovel instead of the other objects she was offered? How is this story symbolic of the millions of immigrants who have come to America to build new lives?



MIDDLE SCHOOL LESSON PLAN

IMMIGRANTS & COMMUNITY

Middle School (6th-8th grades)

GOAL: To teach middle school students about various types of community and about how immigrants contribute to the communities of which they are a part. Through literacy-based activities, students will increase their knowledge of the countries of origin of some immigrants to the United States, reasons for immigration, and some ways immigrants adjust to life in the United States.

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

Specifically, students will:

- Discuss the concept of community to include specific communities like neighborhoods, schools and institutions.
- Read the novel *Seed Folks*, by Paul Fleishman.
- Keep a journal on important elements of the novel.
- Create a map of the community garden portrayed in the novel.
- Research the countries of origin of various characters in the novel and learn about reasons for immigration.
- Participate in a culminating activity.

LESSON PLANS

MATERIALS: Selected books; pictures of a community garden; computer with access to the Internet; art media (e.g. markers, construction paper, paint); sight for a garden and garden supplies including seeds and/or seedlings or vegetables and other foodstuff.

PROCEDURE: Introduce the concept of community by discussing ways people form groups around common interests. Discuss different types of communities (e.g. neighborhoods, schools, social clubs, religious groups and institutions, social action groups). Identify the common interests around which these communities form (e.g. Neighborhoods are communities with specified physical borders. Schools are communities where adults and children share the common interest of learning.). Share examples of local immigrant communities. Discuss reasons why immigrants might form communities in their new countries.

Discuss the common interest or interests of people who participate in this type of communal activity. Share pictures of community gardens and farmers markets.

Read the book *Seed Folks* by Paul Fleischman. The book may be read aloud to reinforce the oral storytelling style of the novel. Reading a few chapters at a time will allow the opportunity for discussion and other activities. Teachers can develop questions to encourage discussion of the characters, setting, and themes in the novel. Since many of the characters in the novel are immigrants, the teacher may focus on how the garden helped characters adjust to life in their new community.

As students read the novel, they can keep a journal in which they note the vegetables that are planted and the characters'

motivations for joining the garden. Students might also write about how each character benefits from the garden and how they, in turn, give to the garden community. When students finish the novel, have them plot a map of the garden to include: where each character lives in relation to the garden, where and what each character planted, and any other relevant details.

Using the Internet and other resources, have students research different characters' countries of origin. (Note that not all characters in the novel are immigrants.) Discuss different reasons for immigration (e.g. for jobs, to join family, to find refuge from war or persecution). Discuss reasons characters in the novel may have immigrated. Next, discuss how characters in the novel have adjusted to life in the United States. Point out both positive and negative adjustments. Finally, have students develop profiles of the characters that include information about countries of origin, possible reasons for immigration, and adjustment to life in the United States.

As a culminating project, students might try starting a small school garden; planting some of the plants mentioned in the novel. If weather and/or space does not permit a large-scale garden project, students may plan a "harvest" party in which they bring in vegetables mentioned in the novel. Students might also visit a community garden or fresh produce market (a farmers' market).

ASSESSMENT: For each student compile a portfolio to include: journal entries, garden map, and character profiles. Quizzes or tests may also be given to assess students' knowledge of material in the unit.



LESSON PLANS



HIGH SCHOOL LESSON PLAN

IMMIGRATION THEMES IN FILM & LITERATURE

High School (9th – 12th grades)

GOAL: To use literature and film to introduce high school students to various ways writers, poets, and filmmakers have depicted the immigrant experience in the United States.

OBJECTIVES: Students will develop their skills in discussion, literary analysis, written response, and artistic expression.

Specifically, students will:

- Identify the ways writers and filmmakers express ideas and themes related to immigration.
- Read the novel, *The House on Mango Street*, by Sandra Cisneros.
- Read the poems, *I Learned to Sew*, by Mitsuye Yamada, and *How a Girl Got Her Chinese Name*, by Nellie Wong.
- View and analyze segments from the film *Avalon*.
- Compare depictions of immigration in writing and film.

MATERIALS: A classroom set of the novel *The House on Mango Street*; copies of the poems *I Learned to Sew* and *How a*

Girl Got Her Chinese Name; selected clips from the film *Avalon*; disposable cameras; poster board; other art supplies.

PROCEDURES: Before Reading: Prepare for reading *The House on Mango Street* by having students consider the symbolism of “home.” Discuss what it means to feel “home” in a physical sense (why are people attached to a place called “home”)? What does it mean to feel “home” in a psychological or emotional sense? Next, read the first chapter in *The House on Mango Street* together and discuss why Cisneros begins the novel with a description of the houses the main character, Esperanza, has lived in.

As a follow-up to the discussion, have students take photos of the place they live. The photos may show physical features of the place or the photos may show people and/or activities they associate with the place. Use the photos as a prompt for writing a description of where they live. Tell students to include details and images that reflect both the spirit and the appearance of the place. Next, use the photos and the written text to create a visual display. Prompt students to suggest themes for each display. Next, introduce the concept of montage [montage = a literary, musical, or artistic composite of juxtaposed elements]. Explain that just as the students used text and photos to express ideas about where they live, the author of *The House on Mango Street* assembles short scenes and images to create an overall impression of a neighborhood and its residents.

WHILE READING: Begin the novel *The House on Mango Street*. The book may be read aloud to reinforce the lyrical nature of the writing. As they read, students should keep a journal in which they note characters, details about the setting, themes and symbols. Teachers can also develop questions, or use questions from a published study guide, to encourage discussion about each chapter.

The chapters listed below deal expressly with immigration themes. Students may record responses to these chapters in their journal. These written responses will be used in a culminating activity.

“My Name”— In this chapter Esperanza explains the origins of her name. Students can research the meaning of their own names. They might also research naming customs in their home culture and in other cultures.

“Those Who Don’t” – In this chapter Esperanza explores themes of prejudice by describing how fear separates people. Here students might discuss geographic segregation. They might consider ways their own communities are segregated and discuss the topic of relations between different groups in the communities in which they live.

“Papa Who Wakes Up Tired in the Dark” – In this chapter Esperanza’s father must return to Mexico to bury his own father. Here students might read about or relate their own stories about connections immigrants maintain to their countries of origin.

“Geraldo No Last Name” – In this chapter Esperanza relates the death of a man whose only means of identification is his first name. Here Cisneros considers the theme of anonymity and isolation as part of the immigrant experience.

“No Speak English” – The themes of family reunification, language barriers, and yearning for home are all addressed in this chapter. Students might note how Cisneros expresses each of these themes and use them later to compare how these themes are expressed in the film *Avalon*.

“Alicia and I Talking on Edna’s Steps” – In this chapter, towards the end of the novel, two characters discuss what home means. Alicia is certain that her home is Mexico, but Esperanza is more ambivalent about where her home is. After completing this chapter, and the two final chapters, return to the theme of home. Have students reconsider what home means. Is home where you live or is it where you feel most connected? Can it be both? Where does Cisneros believe home is?

EXTENSION ACTIVITIES: As a follow-up to reading the novel, students might research the history of immigration from Mexico to the United States. Since this history is extensive, students might focus on immigration from one region of Mexico or to one region of the United States or they might research immigration during the first half of last century (the time period in which the novel takes place).



Students might also look for works by other Mexican American authors, poets and artists and consider how those writers and artists treat themes related to immigration.

For a further extension have students read the poems *I Learned to Sew* and *How a Girl Got Her Chinese Name*. These poems present the conflict of coping with the dual-identities many immigrants assume. Have students compare themes in these poems to those expressed in *The House on Mango Street*.

As a final activity show the opening scene from the film *Avalon*. Discuss how the main character reacts to his arrival in the United States. Watch other scenes from the film. Compare the character’s adjustment to life in the United States to the way Esperanza describes her family’s adjustment. Compare scenes from the neighborhoods shown in *Avalon* and those described in *The House on Mango Street*. Compare how the character in *Avalon* maintains a connection to traditions from his country of origin to the way Nellie Wong maintains the connection in *How a Girl Got Her Chinese Name*. Ask students to consider if any of the depictions of immigration seem idealized. Why might a writer or filmmaker idealize certain aspects of the immigration experience? Why do others choose not to idealize this experience?

CULMINATING ACTIVITY: Have students return to the visual display they created at the beginning of the unit. Using texts they created throughout the unit, along with photos and drawings they have collected, have students create a second display, or montage, that expresses a theme related to immigration.

BIBLIOGRAPHY:

Cisneros, Sandra. *The House on Mango Street*. New York: Random House, 1989.

Levinson, Barry (Director). *Avalon*. 1990.

Wong, Nellie. *How a Girl Got Her Chinese Name in Dreams in Harrison Railroad Park*. Berkeley, CA: Kelsey Street Press, 1977.

Yamada, Mitsuye. *I Learned to Sew in Desert Run: Poems & Stories*. Latham, NY: Kitchen Table Press, 1988.



BOOK REVIEWS

JUST CALL ME JOE

By Frieda Wishinsky, *Orca Book Publishers, 2004, Grades 2-5, Ages 7-10*

It is the year 1909 and Joseph and Anna's parents have made the tough decision to let their children leave a life of persecution in Russia and emigrate to the United States to be with their Aunt Sophie in New York. They are leaving behind their days of anxiety and fear in their Russian shtetl where murderous soldiers would often sneak up on unfortunate Jews in the woods or come bursting into their homes in the middle of the night. Joseph and Anna are both excited at the adventures and prospects ahead. Following the sea voyage, they soon find that the streets in America are not "paved with gold" and many challenges await them. 17-year-old Anna finds herself working day and night in a dreary clothing factory and 10-year-old Joseph struggles to learn English, make new friends and be accepted by the boys at his new school. He is constantly challenged by his idyllic notions of what he thought America was going to be like. Aunt Sophie takes in boarders just to make ends meet and struggles to provide for them.

Readers will cheer Joseph and Anna as they try to adjust to life in early twentieth century New York. Although characters were a bit too one-dimensional, this book is a great introduction to immigration stories and historical fiction. *Just Call Me Joe* is ideal for curriculum units on immigration where teachers want to include an easy to read novel with a stimulating story line.

COMING TO AMERICA: A MUSLIM FAMILY'S STORY

By Bernard Wolf, *Lee & Low Books, Inc., 2003, Grades 2-5, Ages 7-10*

The photo-essay *Coming to America: A Muslim Family's Story* is a brightly photographed realistic portrayal of a family's arrival in the United States from Alexandria, Egypt. The father arrives first, after winning a "green card lottery" offered to Egyptians who want to work in America. He worked long hours as a grocer in Queens, N.Y. until he was able to bring his family. Text and beautiful bright color photographs let the reader share the experiences of eight-year-old Rowan Mahmoud and her family once they all arrive. The photos capture the family at home, in school, and at the mosque. Their religion is an integral part of their life, but school, television, and playing with friends take up most of their time. We see the children in American schools with American teachers and schoolwork, but then return home to their Muslim and Egyptian traditions.

Particularly useful in the classroom is the way Wolf tackles immigration issues for both adults and children; the hardships of learning a new language, the economic problems of finding an appropriate job, homesickness etc. At a time when many Muslim and Arab families in the U.S. feel subject to discriminatory governmental regulations and public attitudes, this book is especially welcome.

TANGLED THREADS: A HMONG GIRL'S STORY

By Pegi Deitz Shea, *New York: Clarion Books, 2003. 220 pages with afterword and glossary.*

Tangled Threads chronicles the immigration story of a young Hmong girl whose experiences parallel those of refugees from many parts of the world. Mai Yang is fifteen years old when she and her grandmother leave the Ban Vinai refugee camp in Thailand to reunite with her uncle's family in Providence, Rhode Island. In a realistic, yet sympathetic, way the novel tells of Mai Yang's long journey to the United States and her difficult adjustment to life with her assimilated family and indifferent American classmates and teachers. The end of the novel, by which time Mai Yang has found a place for herself in her family, her school and in the Hmong-American community, is a testament to the will of immigrants.

Because of some graphic scenes and difficult subject matter, this novel would be best for a high school audience. The reading level makes it well suited for high school TESOL students.

PASQUALE'S JOURNEY.

By Marilyn Freeman, *New York: iUniverse, Inc, 2003. 42 pages.*

The journey described in the book *Pasquale's Journey* is a familiar immigration story. The opening of the novel finds Pasquale and his family waiting at home in Italy for word from Pasquale's father who has traveled to the United States ahead of them. When Papa finally sends for the family, Mama must sell the family farm and prepare the family for the voyage. The long, difficult sea passage does not diminish the family's happiness upon arriving in the United States. Papa's gift to Pasquale at the very end of the story is an apt metaphor for the promise that awaits Pasquale, and other immigrants, in the United States. The reading level and content matter make this book an appropriate choice for intermediate-level (grades 3-4) elementary school students. The book is also well-suited for TESOL students at any level.



IN ENGLISH, OF COURSE

By Josephine Nobisso, illustrated by Dasha Ziborova, Westhampton Beach, New York: Gingerbread House.

In this picture book, Josephine tries to tell her English class about her hometown of Naples, Italy. The teacher, who clearly knows very little about city life in Italy, tries to help Josephine tell the story. The result is a far fetched tale about Josephine's life on a farm. This light hearted story, illustrated with delightful pen and ink drawings, shows the frustrations, and humor, involved in learning a second language. This book would work well for young elementary school students or TESOL students in early or intermediate grades.

ASHES OF ROSE

Mary Jane Auch, New York: Laurel-Leaf Books (Random House), 2002. 246 pages with author's note.

Ashes of Rose begins with the Nolan family's arrival at Ellis Island. Rose Nolan, her parents, and two of her three siblings are permitted to enter the country, but her baby brother is refused entry for medical reasons. Rose's father and brother return to Ireland while Rose and the rest of her family stay in New York. The family tries to adjust to life in the United States, but eventually Mrs. Nolan returns to Ireland, leaving just Rose and her younger sister Maureen in New York. The rest of the novel tells the story of the girls' experiences living and working in New York. The novel brings in many historical elements, including the infamous fire at the Triangle Shirt Waist Factory, to tell a realistic story of working class immigrant life in early twentieth-century New York. The reading level makes this book appropriate for middle school students, while the interest level makes it appropriate for high school students as well. TESOL students may recognize parts of the story that are familiar even to modern day immigrants and therefore this novel may also work well for high level TESOL students.

TWIST OF GOLD

By Michael Morpurgo, Egmont, 2004, Grades 4-6

Two Irish children, hounded by starvation and plague, escape the potato famine, and leave behind three dead siblings as well as a dying mother to venture by sailing ship to America in search of their father. The kids find themselves working the streets of Boston before heading west across the continent via riverboat and wagon train to find their father and no-longer dying mother. (Wait. How'd she get well and go from Cork County to California?) Sean and Annie endure crooks, shipwreck, and getting stranded in the desert; but they prevail.

Besides the inexplicable use of apostrophes for quotation marks, the problem with this book is its loose connection to historical accuracy. It's a fast-paced fantasy adventure story that fails to capture a realistic portrayal of the American immigrant experience.

COOLIES

By Yin, illustrated by Chris Soentpiet, Puffin Books, 2001, Grades 4-6

During the Ching Ming festival to honor their ancestors, PawPaw (grandmother) tells her young grandson the story of her great-grandfather Shek and his younger brother, Wong. Anxious to find work during desperate times in China, the boys leave their family behind and immigrate to America in the mid 1800s. After a difficult two month voyage, the two arrive in San Francisco and are hired by the Central Pacific Railroad Company to build the tracks towards the east. Enduring dangerous working conditions, primitive equipment, hatred, and prejudice, the two become "coolies," the lowly workers who achieved the amazing feat of building the transcontinental railroad. Told through the personal story of two brothers, the book explores themes of family loyalty, courage, and sacrifice which are integral to our nation's immigrant history. Illustrated with panoramic paintings, *Coolies* will inform and inspire young readers.

SUPER CILANTRO GIRL

By Juan Felipe Herrera, illustrated by Honorio Robledo Tapia, Children's Book Press, 2003, Grades K-4

When Esmeralda Sinfronteras learns her mother, an American citizen, has been stopped at the border for lack of a green card, she transforms into Super Cilantro Girl. Turning green like a bouquet of cilantro, salsa verde, and the earth in spring, Esmeralda the super hero is able to leap over border walls, scale control towers and turn everything cilantro green so the border will disappear, ("sin fronteras") and her mother can return home.

Written in both English and Spanish by nationally known Mexican-American poet, Juan Filipe Herrera, *Super Cilantro Girl* examines themes of cultural duality, immigrant status and national borders as they affect children. This entertaining, imaginative and brightly illustrated story can be used to initiate classroom explorations into these timely issues with young students.



THE COLOR OF HOME

By Mary Hoffman, illustrated by Karin Hoffman, Phyllis Fogelman Books, 2002, Grades K-3

Newly immigrated from Somalia and knowing little English, Hassan feels like an outsider. Though his classmates and teacher are friendly, everything is very different in America and he is homesick. When his teacher shows him how to paint, he discovers a way to communicate. Through painting Hassan is able to share the experiences of his family in war-torn Somalia and begins to adjust to his new home. Karin Hoffman's bright expressionistic watercolors compliment this perceptively written story. *The Color Of Home* is a book that will appeal to young readers who will easily relate to the adjustment difficulties faced by new immigrants, especially children, as they learn English and adapt to new schools and classmates.

ORANGES ON GOLDEN MOUNTAIN

By Elizabeth Partridge, illustrated by Aki Sogabe, Puffin Books, 2001, Grades 1-4

When the ponds and streams dry up and the crops shrivel and die, Jo Lee's mother uses the coins she had hidden to send him to fish with Fourth Uncle on faraway Golden Mountain - California. Knowing he will be homesick, his mother cuts a dozen small branches from her orange trees for him to plant on his new land. After years of tender care and difficult work, the orange branches and Jo Lee flourish and it is time to bring his family to join him on Golden Mountain.

Oranges On Golden Mountain reflects the experiences of the many Chinese immigrants who flocked to "Gum Shan" or Golden Mountain, their name for California, during the gold rush of the 1850's. Young children will enjoy listening to this lyrical and spiritual story as well as looking at the colorful paper cuts which illustrate it. Teachers will appreciate the historical information and web links offered by the author in the afterword.

THE NAME JAR

Written and illustrated by Yangsook Choi, Dell Dragonfly Books, 2001, Grades K-3

Clutching the small wooden block with the characters of her Korean name carved into it, Unhei worries about being accepted and fitting in at her new school and new country. When she finds that the children have difficulty pronouncing her name, she decides to pick a new American name. Sensing her difficulty

in choosing a name, Unhei's classmates create a name jar with suggestions for her. Finally, with the help of a new friend, she not only chooses a name that reflects her heritage and culture but also inspires her classmates to better understand cultural differences and similarities.

Yangsook Choi's charming story and illustrations explore issues of assimilation and cultural duality faced by immigrant children and their American classmates. It could well serve as the basis for classroom discussions of these issues and would be a welcome addition to class libraries.

BLUE JASMINE

By Kashmiri Sheth, Hyperion Books for Children, 2004, Grades 4-8

Inspired by the author's own experiences, *Blue Jasmine* tells the story of a teenager who immigrates from a small town in India to a large American city. Leaving behind the comfort of her loving extended family and friends, twelve year old Seema Trivedi moves to Iowa City when her father accepts a new job offer. There she learns not only a new culture and language, but also that in America, like India, one must look past the facade to discover the true value of people.

While *Blue Jasmine* examines many familiar immigration issues such as fear of being the outsider, cultural duality, and difficulty of learning a new language, Kashmiri Sheth's novel fills a void in children's literature by presenting this story from an Indian teenager's perspective. Since very little children's literature exists on the topic, this award winning book is a welcome addition to classroom libraries.

MISS BRIDIE CHOSE A SHOVEL

By Leslie Connor, illustrated by Mary Azarian, Houghton Mifflin Company, 2004, Grades K-3

Upon embarking on her voyage to America in 1856, Miss Bridie chose a shovel to help carve a new life in a new land. Told in simple lyrical language, Leslie Connor's story of one young Irish woman's journey symbolizes the contribution made by millions of immigrants in building our nation.

Illustrated with colorful woodcuts by Caldecott medalist Mary Azarian, *Miss Bridie Chose a Shovel* offers the opportunity to engage very young students in an exploration of the themes of immigration, history and social values.

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, intermediate, and secondary level schools. 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 2005-2006 school year submissions is March 31, 2005.

Recipients of the 2005-2006 school year grants will be selected by AILF's Teacher Advisory Board and announced in May, 2005. Grants will be paid to the teacher submitting the proposal. Funds will be disbursed in July, 2005, with project completion due by April 30, 2006. 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 2005-2006 program, may access further information on our upcoming grants by visiting: www.ailf.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 both the Washington, DC and Chicago areas 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.ailf.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.ailf.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 immigration law and policy, and the value of immigration to American society; to promoting public service and excellence in the practice of immigration law; and to advancing fundamental fairness and due process under the law for immigrants.



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