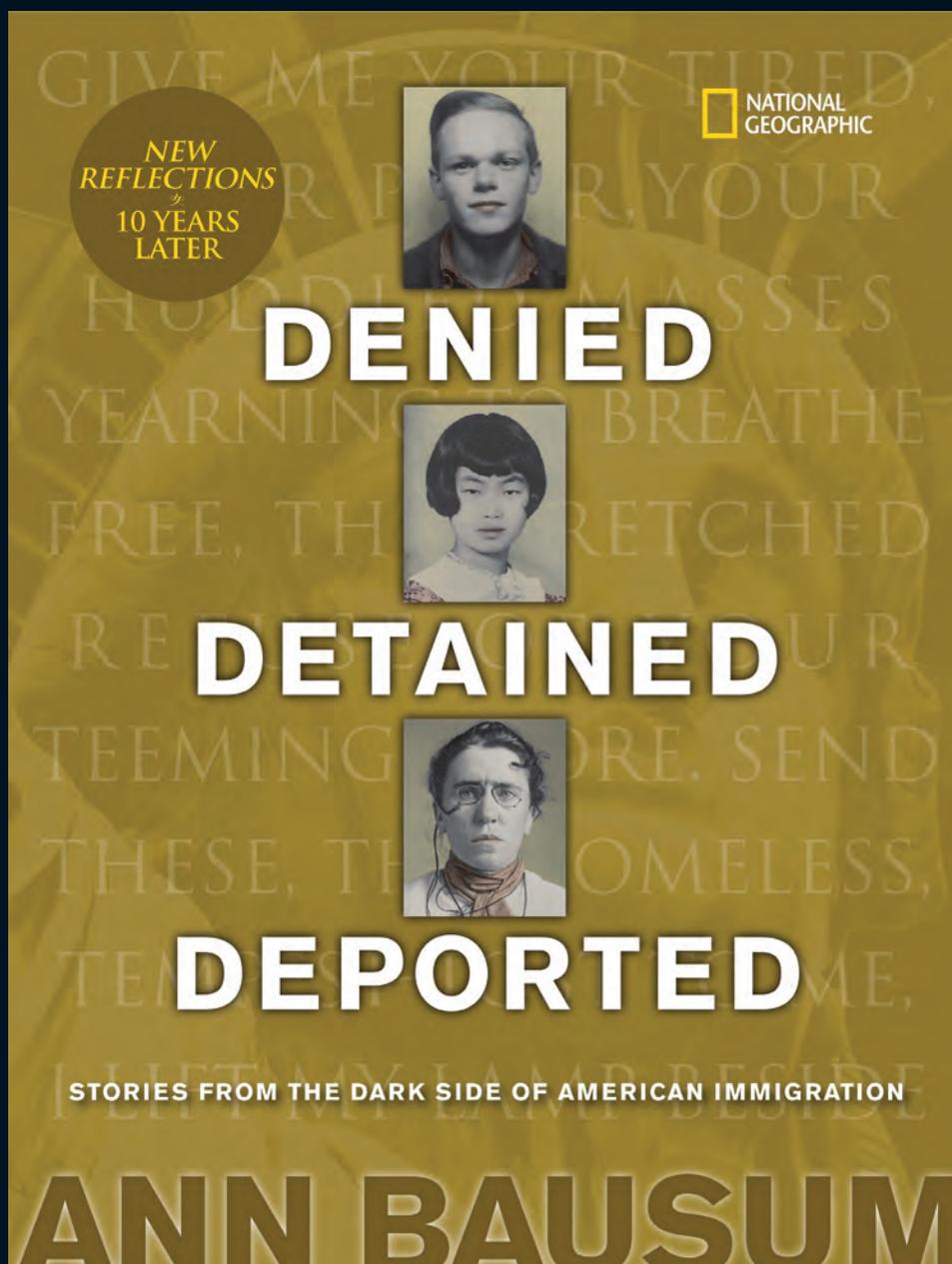




EDUCATOR'S GUIDE



Denied, Detained, Deported: Stories From the Dark Side of American Immigration

By Ann Bausum - Ages 10 and Up - Grade 5-9

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Safe Classroom Environment:

Immigration can be a sensitive topic for many students and families for a variety of reasons. Every child deserves to feel safe and valued in their own classroom. Remember to respect students' privacy about their families' stories and/or opinions regarding immigration.

ACTIVITY 1: Fact Check

Pre-reading: Activate prior knowledge! Have students fill out individual KWL charts on the topic of immigration. Ask students to keep these charts private so that students can freely record their thoughts. Review key vocabulary, including immigrant, citizen, deportation, and exploitation.

Divide students into five groups. Assign each group a chapter in the book to read and present. Encourage students to focus on the main ideas of the assigned chapter, such as the main groups involved in the conflict, the reasons why that immigrant group came to the United States, and the reasons why some Americans wanted the immigrant group to leave. Students should read carefully and pay attention to photos and captions as well as the chapter text.

Set up student roles for the presentations. Roles could include Managers, Recorder(s), Time Keeper, Presenter(s), Encourager, Questioner, and Text Checker. Have each group prepare a presentation to share out to the class that summarizes the main ideas of their respective chapter. The presentation must include a visual representation of the timeline of main events, including dates. Remind students that these presentations must be grounded in textual evidence and not personal opinion. The presentations should contain the history of the story, the final outcome, and how lives of the individuals involved were affected by the experience.

After each group presents, have partners or small groups turn and talk, using the following prompts.

*Please always ground your answers in the information presented to you from the text.

**How do you think this group of immigrants felt during these events? Cite evidence.

**How do you think other groups of Americans felt during these events? Cite evidence.

**How did fear play a role in these events? Cite evidence.

**What was the government's role in these events? Cite evidence.

(RI-5.2, RI-5.3, RI-5.7, RI-5.8, RI-6.1, RI-6.2, RI-7.1, RI-7.2, RI-8.1, RI-8.2, RI9-10.1, RI9-10.2, RH6-8.1, RH6-8.2, RH9-10.2, SL-5.1, SL-5.2, SL-5.3, SL-5.4, SL-6.1, SL-6.2, SL-6.4, SL-7.1, SL-7.2, SL-7.3, SL-7.4, SL-8.4, SL9-10.1)



ACTIVITY 2: Push and Pull

After all groups have shared, discuss the commonalities across the stories. Complete the following chart individually, in small groups, or as a class.

Immigrant Group	Time Period	Push (reasons why the group left their country of origin)	Pull (reasons why the group immigrated to America or wanted to immigrate to America)	Jobs this group typically held in the United States	How this group was affected by their immigration and/or deportation experiences
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Have a classwide or small group discussion about the role of power in these stories. Make sure the students cite examples and facts from the text.

(RI-5.2, RI-5.3, RI-5.7, RI-5.8, RI-6.1, RI-6.2, RI-7.1, RI-8.1, RI-8.2, RI-9-10.1, RH6-8.1, SL-5.2, SL-7.1, SL9-10.1)

ACTIVITY 3: Then and Now

Give students time to research current events regarding immigration or pre-select articles about this topic for the students to read. Have students map these new events onto their knowledge from the text. Have them fill out the chart from activity 2. Encourage them to think about factors such as power, fear, security, and exploitation.

(RI-5.2, RI-5.3, RI-5.7, RI-5.9, RI-5.8, RI-6.1, RI-6.2, RI-7.1, RI-8.1, RI-8.2, RI-9-10.1, RH6-8.1, SL-5.2, SL-6.3, SL-7.1, SL9-10.1)

ACTIVITY 4: Who We Are

Have your class discover who is in your local community. How has immigration affected your own local community? Are there teachers, administrators, or staff in your school who would be willing to share their own immigration stories? Be intentional in gathering a broad range of voices and experiences, including immigration stories from the recent past and immigration stories that took place generations ago. Contact local religious organizations such as churches, synagogues, and mosques or other community organizations to see if any of their members would like to share their stories.

Have students generate interview questions based off the themes in the text, including the push and pull of the immigrant experience and what immigrants experienced when they originally came to the United States. Invite the members of your local community into the classroom to share their stories and to be interviewed by the students.

After each community member shares, have students compose short individual reflections on the following prompts: What did I learn from this person's immigration story? What was I surprised by? How was their immigration story the same or different from an immigrant story in Denied, Deported, and Detained. (RI-5.6, RH6-8.2, RH9-10.2, SL-5.2 SL-6.2, SL-9-10.1)

STANDARDS:

ELA Common Core Resources

Common Core Standards

The following Common Core standards are addressed in these teaching notes: (RI-Reading Informational Text; RH-Literacy in History/Social Studies; SL = Speaking and Listening)

READING INFORMATIONAL TEXT GRADE 5-9

CCSS.ELA-LITERACY.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LITERACY IN HISTORY/SOCIAL STUDIES - GRADE 6-9**CCSS.ELA-LITERACY.RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

SPEAKING AND LISTENING GRADE 5-9**CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

PRESENTATION OF KNOWLEDGE AND IDEAS:

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



*NEW
REFLECTIONS
10 YEARS
LATER*



NATIONAL
GEOGRAPHIC

DENIED



DETAINED



DEPORTED

STORIES FROM THE DARK SIDE OF AMERICAN IMMIGRATION

ANN BAUSUM