



Race

The episodes in this section are the stories of Minnesotans who experience racial disparity. The introduction highlights the Itasca Project and the Brookings Institution's Mind the Gap report. The Itasca Project is a group of business leaders and policy-makers who are concerned about the future business vitality and competitiveness of the region. According to the report, race is one of the three major types of disparity in the Twin Cities, the other two being class and place.

The Twin Cities is often presented as a national success story on a number of indicators, but a glance at racial disparities in the region paints a different picture. Disparities start early in life. Twin Cities' minority residents tend to have lower levels of educational attainment, which puts them at a disadvantage in today's changing economy. Lack of education often leads people of color to being locked in a cycle of lower-skill and lower-wage jobs without a possibility of improving their situations. Not surprisingly, minorities are less likely to be insured or have adequate health care. As the population of minority residents grows, these disparities are bound to have a larger impact on the entire region. Addressing these disparities will require joint efforts on the part of the government, civic organizations, businesses, and community leaders. The Itasca Project hopes to engage communities around the region in understanding and eliminating these disparities.

Race, racial identity, and inequity are inextricably linked with America's past and future. In this section, profiles of people of color facing challenges bring to life startling data on racial disparities in the Twin Cities. Stories found in organizations like the Minnesota Indian Women's Resource Center, Emerge, and the Organizing Apprenticeship Project will provide engaging and thoughtful insights on the issues.

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STORY: Building Pride, Building Resilience

This story centers on the Minnesota Indian Women’s Resource Center (MIWRC) and Karen, one of the many women who has benefited from the Center. For Native Americans, inequities are multi-generational, and must be looked at within the historic context of loss of land, culture, and religion. Twin Cities has the nation’s largest urban population of Native Americans, most of whom live in one of the poorest communities in the region, the Phillips neighborhood. The MIWRC provides family stabilization services and harm-reduction programs to help chronic alcoholics regain and rebuild their lives. The Center also has a Cherish the Children Center that allows young Indians to learn the Ojibwe language and culture and build pride and resilience. For Lisa, Karen’s daughter, and many other children, this cultural piece is very important.

Key Terms

Disparity
Historical Context
Impetus
Indigenous People
Ojibwe
Prenatal Care
Segregation Tax
UN Declaration on the Rights of Indigenous Peoples

True or False

1. White students are approximately twice as likely to graduate from high school within four years as Native American students.

True

False

Answer: True

While 87% of white students graduate from high school within four years, only 41% of Native American students graduate from high school within four years.

2. Native Americans’ median household income does not significantly differ from that of white households.

True

False

Answer: False

The median household income for white households is \$56,642. Native Americans have median household income of at least \$20,000 less than white households.

3. Whites are almost twice as likely to own a home as Native Americans.

True

False

Answer: True

Whites have a homeownership rate of 76%, while approximately 40% of Native Americans are homeowners.

4. Due to racial segregation, the values of homes owned by minorities are much lower than those of whites.

True

False

Answer: True

David Rusk, an urban consultant, refers to this gap in home values as “segregation tax”. Racial minorities do not have as strong a wealth-building tool as whites do, because their home values are usually much lower than white home values.

5. Whites are as likely to lack health insurance as blacks and Native Americans.

True

False

Answer: False

While only 5% of whites are uninsured, 12% of blacks and 15% of Native Americans lack health insurance.

This survey is based on the following documents:

- Sohmer, Rebecca. 2005. Mind the Gap: Disparities and Competitiveness in the Twin Cities. *Brookings Institution*. Available at http://www.brookings.edu/reports/2005/10cities_sohmer.aspx
- Rusk, David. The “Segregation Tax”: The Cost of Racial Segregation to Black Homeowners. *Brookings Institution*. Available at: [at http://www.brookings.edu/reports/2001/10metropolitanpolicy_rusk.aspx](http://www.brookings.edu/reports/2001/10metropolitanpolicy_rusk.aspx)

Before Viewing

What do you already know about Native Americans in the Twin Cities? What are the names of local nations, tribes, or bands? What issues do these communities and the women who belong to these communities face?

After Viewing

1. How does the loss of land, culture, and religion affect the Native American population today?
2. Why do we need to look at these inequities through an historical perspective? What does race have to do with it?
3. The Department of Corrections estimates the number of prison beds based on 3rd grade reading scores. Thus, if a child does not make adequate progress, he or she becomes a potential prison bed. What are your reactions to this statement? What would help to save money in the long run? What would be a better investment?
4. Why is it important to connect Native American children to their language and culture?
5. How does the well-being of Native Americans affect the future of the Twin Cities in the years to come?
6. What can you do to help eliminate racial disparities in the Twin Cities?

Suggested Activities

Take a Stand!

This activity aims at examining students' views and challenging their assumptions on racism and intolerance towards Native Americans. Students will have to decide where they stand on a particular issue and then defend or abandon their positions. This process will encourage students to think deeply and critically about their own opinions and listen to other people's arguments.

1. Introduce the activity. The students will hear statements and decide whether they agree or disagree with them. After each statement is read, they should demonstrate their positions by going to either side of the room with signs "Agree" or "Disagree" posted on the wall. They can stop somewhere in between if they cannot decide to fully agree or disagree with a statement.
2. After reading the first statement, go around the room and ask students why they chose this position. Start with students at the opposite ends of the rooms, and then ask those in the middle why they could not make a definite decision. Encourage students to listen to each other and think about other students' arguments. After 3-4 students have spoken, tell students that they can change their position if they wish. If they do so, invite them to explain why.
3. Read the next statement, and repeat the procedure. Allow longer time for discussion after some statements as necessary.
4. Debrief with the following questions:
 - How did you feel about the activity? Did you feel that your opinions were listened to and properly understood by the group?
 - What were the most difficult and easiest statements to choose? Why?
 - What views were the most surprising to you? Why?
 - What arguments made you change your position? Why?
 - Did you learn something new about the issues discussed? What are the issues you would like to learn more about as a result of this activity?
 - Can you draw parallels between this activity and real life debates? How does it affect politics and decision making?
 - If you did this activity again, what would you change about it? Would you try different arguments to defend your position?
5. Follow-up ideas:
 - Invite a Native American leader or organization to speak to your class. Invite the students to discuss the issues or ask questions regarding controversial issues that came up in the Take a Stand Activity.
 - Organize a field trip to the Minnesota Indian Women's Resource Center, and have the students work in groups to produce a field report (e.g., pictures, slide show, school newsletter article, etc.).

Statements

- Native American mascots should not be used in sports.
- Native Americans should not be supported by the government programs because they have casinos to support them.
- It will be more helpful for Native American children to focus on mastering English and math rather than learning their tribal languages.
- Columbus Day should not be celebrated because Columbus was responsible for mass-killing of Indians.
- What was done to Indian people by white settlers is wrong, and needs to be addressed today through appropriate government policies.
- Native American people deserve an apology from the U.S. government for policies leading to extermination of their culture and people.
- Poverty on the Native American reservations often results from racist and discriminatory policies.
- Disparities undermine economic stability of the Twin Cities Region.

Feel free to add other statements. Those that work best are statements that typically receive a strong, distinct “yes/no” response from people but for which the reality is more nuanced. Good discussion usually ensues from this type of statement.

A. Human Rights Framework

1. Introduce the UN Declaration on the Rights of Indigenous Peoples, G.A. Res. 61/295, U.N. Doc. A/RES/47/1 (2007) at <http://www1.umn.edu/humanrts/instate/declaration.html>

After 20 years of negotiations, the Declaration was adopted in September 2007 with an overwhelming majority of 143 votes. Four countries (Canada, Australia, New Zealand, and U.S) voted against adopting the Declaration.

The Declaration recognizes a wide range of basic human rights and fundamental freedoms of Indigenous Peoples, including the right to unrestricted self-determination, the inalienable collective right to the ownership, the right to use and control of lands, territories and other natural resources, their rights in terms of maintaining and developing their own political, religious, cultural and educational institutions, along with the right to protection of their cultural and intellectual property.

2. Divide students into small groups of 5-7 and have them read and discuss the Declaration on the Rights of Indigenous Peoples:
<http://www1.umn.edu/humanrts/instate/declaration.html>

Separate sections/articles may be assigned instead of the full text of the Declaration.

Have each group discuss:

- What is the significance of the Declaration? Why is it important to have a separate Declaration for Indigenous People?
- Why do you think Canada, Australia, New Zealand, and U.S. voted against adopting the Declaration? What do you think about this decision?
- Give examples of real life situations pertaining to Native Americans in the U.S.

that Declaration articles seek to address.

3. Have a plenary group debriefing. Collect responses from each group and record them on a flip chart. As a follow-up, the students can be assigned a project or a research paper based on specific articles of the Declaration.

B. Localizing Statistics

Students can also review *Indians in Minnesota* by Kathy Davis Graves and Elizabeth Ebbott, a report that offers statistics and insight into Minnesota's Native American population to promote a better understanding of challenges and realities facing Indian communities.

Other useful sites:

- Twin Cities Compass - www.tccompass.org
- *Mind the Gap* Report - http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf

STORY: *The Skin I'm In*

Robin Hickman is working to promote positive self-esteem among young people of color. In addition to her work as a film producer, Robin Hickman is passionate about her multicultural doll collection, that she uses to promote the values of cultural diversity. Robin was approached by Sharon Flake, the author of *The Skin I'm In*, to become a part of the team to create a film adaptation of the book. She works with youth who have read the book and are contributing their personal reflections of what it means to love the skin they are in. Robin is inspired by the educational component of her work and the importance of educating youth about positive self-image, and addressing stereotypes and beauty standards imposed by music videos. To support the "Lovin' the Skin I'm In" movement in Minnesota, Robin brought to the Twin Cities Kiri Davis, the young filmmaker who directed and produced "A Girl Like Me" based on the classic Kenneth Clark's *Doll Test*.

Key Terms

Affirmative Action
Apartheid
Beauty Standards
Convention on the Elimination of All
Forms of Racial Discrimination (CERD)
Identity
Kenneth Clark's *Doll Test*
Non-Governmental Organizations (NGOs)
Prejudice
Race
Racial Discrimination
Racism
Self-Image
Shadow Reports
State Party
Stereotype
Treaty-body

Agree or Disagree

Use the following survey to assess your participants' knowledge, experiences, and views about racism, and to determine the most common examples of discrimination and racism in your school or community.

1. Race is a relatively new social construction, not a biological factor.
2. It is OK to have stereotypes because they help us to quickly classify people based on certain factors.
3. As long as stereotypes are not acted upon, they make interpersonal interactions easier.
4. We must understand and acknowledge stereotypes that we hold of others in order to prevent these stereotypes from resulting in prejudice, racism, and discrimination.

5. Racism and prejudice are issues that affect me in my school and community.
6. Racism is broader than individual feelings or perspectives; it is a system we are born into.
7. My friends and family members have experienced racism.
8. I have treated people differently based on their skin color, country of origin, or language.
9. I have heard jokes about African Americans, Asians, Latinos, Jews, Native Americans and others in my school or community.
10. I tell jokes about African Americans, Jews, and Native Americans and I think it is okay because jokes do not harm people.
11. I do not tolerate racism and am ready to stand up against it.
12. I believe that we should all speak out against racial slurs and other offensive actions and remarks, because silence means agreeing with the perpetrator.
13. I do not interfere when another person is being put down because of his or her race, culture, or language because I do not want to confront the bully.
14. My school is a safe place where everyone can develop to their full potential.

Before Viewing

What is race? Where did the idea of race come from historically? Are there races that experience more privilege than others? Why? Do you know about Kenneth Clark's *Doll Test*? Have you heard about *Brown v. Board of Education*?

After Viewing

1. What did Robin have to say about services and opportunities for young people today? Why do you think that is the case?
2. How does the mass media influence young African American women's self-esteem?
3. What does Robin describe as "the heart of the matter" when working with young women?
4. Based on what you saw in the video, what is Sharon Flake's book *The Skin I'm In* about?
5. What did Kiri Davis discover when she redid Kenneth Clark's *Doll Test*?
6. How does lack of racial justice impact all Minnesotans?
7. What is the "Lovin' the Skin I'm In" movement? What are its goals?
8. How can you help the movement to promote racial justice?

Suggested Activities

Who would you fly with?

This activity¹ aims at exploring and challenging participants' prejudices, assumptions, and stereotypes about people of color, minorities, and immigrants. The students will be given an airplane manifest (list of passengers) to select from as their would-be companions on a trip. The discussion afterwards will help students to reflect on their perceptions, examine how these perceptions were formed, and confront their stereotypes.

1. Introduce the activity. Explain that in this activity students will embark on an imaginary airplane trip. Hand out an airplane manifest, a list of passengers traveling by plane. Ask the students to rank the passengers from 1 to 16 (1-would most like to travel with, 16-would least like to travel with). Make sure students understand passenger descriptions. If asked to clarify, provide neutral descriptions and avoid value judgments. Allow 10-15 minutes for individual ranking.
2. Divide students into groups of 5-7. Ask students to discuss their choices and as a group come up with 3 most favorite and 3 least favorite passengers. Allow 25-30 minutes for group deliberation.
3. Invite groups to share their results with the rest of the class. Compare different group results to start the discussion.
4. Debriefing questions:
 - Which passengers caused the most disagreement? Why?
 - Was it easier to choose your most favorite or least favorite passengers? Why?
 - What are the reasons behind your individual ranking? Was your decision based on your personal experiences or stories you heard?
 - How did the mass media contribute to your perceptions of the passengers?
 - How did your individual ranking differ from your group ranking?
 - Was your group able to reach an agreement? Why? Why not?
 - Which stereotypes did the list elicit from you personally and later from your group?
 - Where do you think these stereotypes are coming from?
 - How would it feel if you were the least favorite passenger? What kind of impact would it have on your self-esteem?
 - Why is self-esteem important?

1 Adapted from Education Pack "all different - all equal", Internet Edition. Directorate of Youth and Sport, Council of Europe. Available at: <http://eycb.coe.int/edupack/00.html>

Handout 1

Rank the following passengers from 1 (would most like to travel with) to 16 (would least like to travel with). Be prepared to discuss your ranking and the reasons for selecting most and least favorite passengers.

- A Somali girl in a hijab
- A British soccer fan
- An exchange student from Russia
- A Sikh man in a turban
- A Mexican woman with 2 young children
- A middle-aged farmer from Wisconsin
- An East African refugee who does not speak English
- A Jewish Rabbi
- A Middle Eastern man with a beard
- An elderly lady from Southern Minnesota
- An African-American teenager with an iPod
- A Hmong refugee on his way to a new home
- A White middle-school student from a Western suburb of Minneapolis, MN
- A Catholic Priest
- A member of the neo-Nazi movement
- A Native American girl with a cell phone

Going Further

A. Human Rights Framework

Bringing CERD home

This activity aims to familiarize students with the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) and identify local issues of racial discrimination in light of the Convention's protections.

1. Introduce the International Convention on the Elimination of All Forms of Racial Discrimination at <http://www1.umn.edu/humanrts/instree/d1cerd.htm>

Explain:

CERD is an international, legally-binding treaty aimed at eliminating all forms of racial discrimination. CERD was ratified by the United States in 1994. The Convention defines racial discrimination as "any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life."²

Discuss:

Based on the definition above, what examples of racial discrimination can you give? Have you, your family, or friends experienced racial discrimination?

2. Pass around Part I (Articles 1-7) of the Convention, and divide students into groups of 3-5. Have the students read and discuss the articles in small groups. Depending on the time available provide groups with some or all of the group discussion questions below. Allow plenty of time for group discussion.

Group Discussion Questions:

- What does the phrase "equal footing" in article 1 refer to? How can racial discrimination prevent people from enjoying or exercising their human rights and fundamental freedoms in the political, economic, social, cultural and other fields of public life? Discuss examples.
- Why do you think the Convention does not apply to "distinctions, exclusions, restrictions or preferences made by a State Party to this Convention between citizens and non-citizens"? (See Article 1.2) Do you agree or disagree with this limitation?
- What is the name for "special measures taken for the sole purpose of securing adequate advancement of certain racial or ethnic groups"? What article of the Convention refers to "affirmative action"? How do affirmative action measures help to advance people of color? Is it fair?
- What can the government do to condemn racial discrimination? What does the Convention say about government's responsibility in relation to racial discrimination committed by persons, groups, or organizations?
- What is "apartheid"? Which article refers to it? What apartheid practices can you think of?
- Why is it important that the state condemns all propaganda and all organizations

2 ICERD, http://www.unhchr.ch/html/menu3/b/d_icerd.htm.

which are based on ideas or theories of superiority of one race or group of persons of one color or ethnic origin? Can you think of historic examples of propaganda of racial hatred?

- Do you think the U.S. is fulfilling its obligations under the Convention in prohibiting public authorities or public institutions from promoting or inciting racial discrimination? Why do you think that is? What does free speech have to do with it?
 - What article talks about “equality before the law”? Which rights does the article protect specifically?
 - Which article provides for effective protection and remedies against acts of racial discrimination? Which national tribunals and other government institutions do you know that provide such protection?
 - What do the governments do to educate the public with a view of combating prejudices which lead to racial discrimination? Which article makes such education a requirement?
3. Invite groups back into the plenary. Ask each group to briefly share: 1) up to three new things they have learned; 2) up to three things they are surprised about; 3) up to three questions they still have; 4) one thing they are inspired to do as a result. Record findings on a flipchart. Discuss 1,2, and 4 above. Be prepared to address questions, or assign research as homework. Discuss question 3, and explore ways to have students continue to learn more both individually and as a group or class (e.g., inviting a speaker, identifying different media sources, reading a book, and field visits).

Handout 2

Convention on the Elimination of All Forms of Racial Discrimination³ (EXCERPT)

Article 1

1. In this Convention, the term "racial discrimination" shall mean any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.
2. This Convention shall not apply to distinctions, exclusions, restrictions or preferences made by a State Party to this Convention between citizens and non-citizens.
3. Nothing in this Convention may be interpreted as affecting in any way the legal provisions of States Parties concerning nationality, citizenship or naturalization, provided that such provisions do not discriminate against any particular nationality.
4. Special measures taken for the sole purpose of securing adequate advancement of certain racial or ethnic groups or individuals requiring such protection as may be necessary in order to ensure such groups or individuals equal enjoyment or exercise of human rights and fundamental freedoms shall not be deemed racial discrimination, provided, however, that such measures do not, as a consequence, lead to the maintenance of separate rights for different racial groups and that they shall not be continued after the objectives for which they were taken have been achieved.

Article 2

1. States Parties condemn racial discrimination and undertake to pursue by all appropriate means and without delay a policy of eliminating racial discrimination in all its forms and promoting understanding among all races, and, to this end:
 - (a) Each State Party undertakes to engage in no act or practice of racial discrimination against persons, groups of persons or institutions and to ensure that all public authorities and public institutions, national and local, shall act in conformity with this obligation;
 - (b) Each State Party undertakes not to sponsor, defend or support racial discrimination by any persons or organizations;
 - (c) Each State Party shall take effective measures to review governmental, national and local policies, and to amend, rescind or nullify any laws and regulations which have the effect of creating or perpetuating racial discrimination wherever it exists;
 - (d) Each State Party shall prohibit and bring to an end, by all appropriate means, including legislation as required by circumstances, racial discrimination by any persons, group or organization;
 - (e) Each State Party undertakes to encourage, where appropriate, integrationist multiracial organizations and movements and other means of eliminating barriers between races, and to discourage anything which tends to strengthen racial division.

3 <http://www1.umn.edu/humanrts/instree/d1cerd.htm>

2. States Parties shall, when the circumstances so warrant, take, in the social, economic, cultural and other fields, special and concrete measures to ensure the adequate development and protection of certain racial groups or individuals belonging to them, for the purpose of guaranteeing them the full and equal enjoyment of human rights and fundamental freedoms. These measures shall in no case entail as a consequence the maintenance of unequal or separate rights for different racial groups after the objectives for which they were taken have been achieved.

Article 3

States Parties particularly condemn racial segregation and apartheid and undertake to prevent, prohibit and eradicate all practices of this nature in territories under their jurisdiction.

Article 4

States Parties condemn all propaganda and all organizations which are based on ideas or theories of superiority of one race or group of persons of one color or ethnic origin, or which attempt to justify or promote racial hatred and discrimination in any form, and undertake to adopt immediate and positive measures designed to eradicate all incitement to, or acts of, such discrimination and, to this end, with due regard to the principles embodied in the Universal Declaration of Human Rights and the rights expressly set forth in article 5 of this Convention, inter alia:

- (a) Shall declare an offence punishable by law all dissemination of ideas based on racial superiority or hatred, incitement to racial discrimination, as well as all acts of violence or incitement to such acts against any race or group of persons of another color or ethnic origin, and also the provision of any assistance to racist activities, including the financing thereof;
- (b) Shall declare illegal and prohibit organizations, and also organized and all other propaganda activities, which promote and incite racial discrimination, and shall recognize participation in such organizations or activities as an offence punishable by law;
- (c) Shall not permit public authorities or public institutions, national or local, to promote or incite racial discrimination.

Article 5

In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, color, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights:

- (a) The right to equal treatment before the tribunals and all other organs administering justice;
- (b) The right to security of person and protection by the State against violence or bodily harm, whether inflicted by government officials or by any individual group or institution;
- (c) Political rights, in particular the right to participate in elections-to vote and to stand for election-on the basis of universal and equal suffrage, to take part in the Government as well as in the conduct of public affairs at any level and to have equal access to public service;

- (d) Other civil rights, in particular:
 - (i) The right to freedom of movement and residence within the border of the State;
 - (ii) The right to leave any country, including one's own, and to return to one's country;
 - (iii) The right to nationality;
 - (iv) The right to marriage and choice of spouse;
 - (v) The right to own property alone as well as in association with others;
 - (vi) The right to inherit;
 - (vii) The right to freedom of thought, conscience and religion;
 - (viii) The right to freedom of opinion and expression;
 - (ix) The right to freedom of peaceful assembly and association;
- (e) Economic, social and cultural rights, in particular:
 - (i) The rights to work, to free choice of employment, to just and favorable conditions of work, to protection against unemployment, to equal pay for equal work, to just and favorable remuneration;
 - (ii) The right to form and join trade unions;
 - (iii) The right to housing;
 - (iv) The right to public health, medical care, social security and social services;
 - (v) The right to education and training;
 - (vi) The right to equal participation in cultural activities;
- (f) The right of access to any place or service intended for use by the general public, such as transport hotels, restaurants, cafes, theatres and parks.

Article 6

States Parties shall assure to everyone within their jurisdiction effective protection and remedies, through the competent national tribunals and other State institutions, against any acts of racial discrimination which violate his human rights and fundamental freedoms contrary to this Convention, as well as the right to seek from such tribunals just and adequate reparation or satisfaction for any damage suffered as a result of such discrimination.

Article 7

States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

B. Localizing Statistics

Students can also review the Periodic Report of the U.S. to the UN Committee on the Elimination of Racial Discrimination concerning the International Convention on the Elimination of All Forms of Racial Discrimination at http://www.state.gov/g/drl/rls/cerd_report/83404.htm. Discuss the reporting process under CERD and “shadow reports” submitted by non-governmental organizations (NGOs) or non-profit organizations. Shadow Reports supplement, or “shadow,” governments’ reports on human rights issues by focusing on issues the government did not address or did not sufficiently address. For review and comparison, students can also examine a coordinated U.S. NGO response to the International Committee on the Elimination of All Forms of Racial Discrimination at http://www.ushrnetwork.org/files/ushrn/images/2008_shadow_report/Shadow_Report_2008_web.pdf

Other useful sites:

- Twin Cities Compass - www.tccompass.org
- *Mind the Gap* Report - http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf

STORY: Legislative Racial Report Card

The Organizing Apprenticeship Project (OAP) at www.oaproject.org takes an innovative approach to bridging the racial divide in Minnesota through organizing training and leadership efforts. The project aims at influencing lawmakers by fact-based research. In 2006, OAP came up with the idea of the Minnesota Legislative Report Card on Racial Equity. Just like students, legislators received grades and points for their efforts or lack of efforts to ensure racial justice. The report card proved to be a great way to establish connections with legislators and encourage them to promote justice and equality. It also highlighted a number of missed opportunities that need to be addressed.

Key Terms

Legislative Report Card on Racial Equality
Racial Justice

True or False

1. The Minnesota population of people of color did not change much since 2000 and that population will continue to reside mainly in urban areas.

True

False

Answer: False

Minnesota is changing. By 2030, at least 16 percent of Minnesota's population will be people of color, up from 9 percent in 2000, and that population growth will not center in the urban areas of Minneapolis and St. Paul but in suburban and Greater Minnesota's communities.

2. White students in the Twin Cities are more than twice as likely as students of color to meet state standards for eleventh grade math scores.

True

False

Answer: True

In 2007, 42% of white students met or exceeded the state standards (MCA-II test), while just 17% of students of color did.

3. White students are approximately twice as likely to graduate from high school within four years as black students.

True

False

Answer: True

Only 43 % of black students graduate from high school within four years, a rate less than a half of white students' 87% rate.

4. Blacks have an unemployment rate three times higher than whites.

True

False

Answer: True

The unemployment rate among whites is 4.3 percent. Blacks have an unemployment rate that is three times higher (12.9 percent) than whites, Latinos have an unemployment rate of 6.4 percent, and the rate among Asian-Pacific Islanders is 5 percent.

5. People of color are stopped and searched by police more often than white people.

True

False

Answer: True

People of color are stopped and searched by police at greater rates, despite data which shows that people of color are less likely than white drivers to be found with contraband when searched.

6. People of color are disproportionately represented in Minnesota prisons.

True

False

Answer: True

People of color comprise 14 percent of the general population yet over 35 percent of the adult male prison population in Minnesota.

This survey is based on the following documents:

- Minnesota Racial Equity Report Card O5/06: http://www.oaproject.org/files/MN_Racial_Equity_Report_Card_05-06_Executive_Summary.pdf
- *Mind the Gap: Disparities and Competitiveness in the Twin Cities* developed by the Brookings Institution. Full report is available at http://www.brookings.edu/reports/2005/10cities_sohmer.aspx

Before Viewing

What do you know about the legislative process in Minnesota? How can a regular Minnesotan influence the lawmakers? What are legislators already doing to help address these issues?

After Viewing

1. What do you think the Organizing Apprenticeship Project is trying to achieve? How is its approach innovative?
2. Jermaine Toney says the legislators were moved and cried when they heard of the results of the report card and wanted to talk to the project staff. How do you explain their reaction?
3. One of the legislators who received a good grade on the report card did not have a lot of people of color in his district. Why do you think it was important for him to move these issues forward anyway?
4. When Jermaine says that "racial justice is part of our values," to what values do you think he is referring?
5. How does lack of racial justice impact all Minnesotans?

Suggested Activities

Take the Human Rights Temperature of Your School

This activity⁴ aims at assessing human rights conditions within the school community, and allows students to reflect critically on forces at work within the school that affect the overall school climate. Students will evaluate their school's climate using criteria derived from the Universal Declaration of Human Rights and develop an action plan to improve the human rights situation within the school.

1. Have participants evaluate their school's human rights climate (e.g., take its "temperature," by completing the survey questionnaire below). It is also available online at www.hrusa.org/hrmaterials/temperature/interactive.php. It might be appropriate to have participants conduct research into school conditions, using the survey items below, prior to completing the instrument or prior to developing an action plan.
2. Prepare for class discussion by creating a 1-4 rating scale on a chalkboard or newsprint. Then have participants call out responses to each item. IMPORTANT: Participants might not wish to make their own responses public. Consider collecting the questionnaires and redistributing them so that participant anonymity can be assured.
3. Discuss the findings from the survey, drawing on the following questions to move from analysis and evaluation to the development of an action plan. In which areas does your school appear to be adhering to or promoting human rights principles? In which areas do there seem to be human rights problems? Which of these are of particular concern to you? Elaborate on the areas of concern, providing examples and identifying patterns in human rights violations. How do you explain the existence of such problematic conditions?
 - * Do they have race/ethnicity, class, gender, disability, age, or sexual orientation dimensions?
 - * Are the issues related to participation in decision-making (who is included and who isn't)?
 - * Who benefits and who loses/suffers as a result of the existing human rights violations?
 - * Other explanations to consider. Have you or any of your fellow community contributed in any way to the construction and perpetuation of the existing climate (e.g., by acting in certain ways; by not acting in certain ways—ignoring abuses or not reporting incidents)? Were those completing the questionnaire representative of the population of the school? Would you expect different results from a different group of people? In what ways might another group's responses differ and why? Should these differences be of any concern to you and to the school community? When determining which human rights concerns need to be addressed and how to address them, how can you be certain to take into account the perspectives and experiences of different people? What needs to be done to improve the human rights climate in your school? What action(s) can you and your group take to create a more humane and just environment where human rights values are promoted and human rights behaviors practiced?

4 Shiman, D. and Rudelius-Palmer, K. 1999. Economic and Social Justice: A Human Rights Perspective. Minneapolis: University of Minnesota Human Rights Resource Center.

4. Review questionnaire item #25, stressing the importance of assuming responsibility and acting. As a group brainstorm possible actions the group might take to improve the human rights situation. Decide on a short list of options for action. Thoroughly debate and discuss the list before any decision regarding actions to be taken.
5. Based on the group discussion, choose items for action, and develop an action plan. The action plan should identify goals, strategies, and responsibilities.

TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL

INTRODUCTION

The questions below are adapted from the United Nations Universal Declaration of Human Rights (UDHR). (The relevant UDHR articles are included parenthetically in each statement.) Some of these issues correlate more directly to the UDHR than others. All of these questions are related to the fundamental human right to education found in Article 26 of the Universal Declaration. It asserts: Everyone has the right to education... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. When discrimination is mentioned in the questionnaire below, it refers to a wide range of conditions: race, ethnicity/culture, sex, physical/intellectual capacities, friendship associations, age, culture, disability, social class/financial status, physical appearance, sexual orientation, life style choices, nationality, and living space. This is a much more expansive list than that found in the Universal Declaration of Human Rights but is more helpful in assessing the human rights temperature in your school community. The results should provide a general sense of the school's climate in light of principles found in the Universal Declaration of Human Rights. Obviously more questions are needed and follow-up questioning during the discussion will enrich the assessment. These questions can help to identify specific areas of concern that need to be addressed.

TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL: THE QUESTIONNAIRE

Directions: Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, and staff.) At the end, total up your score to determine your overall assessment score for your school.

RATING SCALE **1 - no/never** **2 - rarely** **3 - often** **4 - yes/always**

- ___ 1. My school is a place where students are safe and secure. (Art. 3 & 5)
- ___ 2. All students receive equal information and encouragement about academic and career opportunities. (Art. 2)
- ___ 3. Members of the school community are not discriminated against because of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2 & 16)
- ___ 4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2 & 7)

- ___ 5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, & 29)
- ___ 6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his/her behavior. (Art. 26)
- ___ 7. Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26 & 29)
- ___ 8. When conflicts arise, we try to resolve them through non- violent and collaborative ways. (Art. 3, 28)
- ___ 9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3 & 7)
- ___ 10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9 & 10)
- ___ 11. No one in our school is subjected to degrading treatment or punishment. (Art. 5)
- ___ 12. Someone accused of wrongdoing is presumed innocent until proven guilty. (Art. 11)
- ___ 13. My personal space and possessions are respected. (Art. 12 & 17)
- ___ 14. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures, including people not born in the USA. (Art. 2, 6,13, 14 & 15)
- ___ 15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination. (Art. 19)
- ___ 16. Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)
- ___ 17. Diverse voices and perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, & 27)
- ___ 18. I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27 & 28)
- ___ 19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, & 23)
- ___ 20. Members of my school have the right to form associations within the school to advocate for their rights or the rights of others. (Art. 19, 20, & 23)
- ___ 21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 26 & 29)

- ___ 22. Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 20 & 29)
- ___ 23. Members of my school community are able to take adequate rest/recess time during the school day and work reasonable hours under fair work conditions. (Art. 23 & 24)
- ___ 24. Employees in my school are paid enough to have a standard of living adequate for the health and well being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families. (Art. 22 & 25)
- ___ 25. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school community. (Art. 1 & 29)

TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES

YOUR SCHOOL'S TEMPERATURE _____

Going Further

A. Human Rights Framework

Human Rights Squares

This activity aims at revealing what participants already know about human rights and stimulating discussion about the Universal Declaration of Human Rights (UDHR) and categories of rights. It focuses on equality and racial justice as one of the fundamental human rights principles.

1. Introduce the activity and hand out the Human Rights Squares Handout. Explain that people should go around the room and get an answer in each box from a different person. Whoever completes all squares first should shout out "Bingo!" Everyone should then return to his or her seats for debriefing and discussion.
2. Debriefing and discussion:
Before debriefing a facilitator may want to review the following resources, and, if necessary make copies for the group:
 - (a) What are Human Rights? (From Human Rights Here and Now, <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/whatare.htm>)
 - (b) Universal Declaration of Human Rights
Full text: <http://www1.umn.edu/humanrts/instree/b1udhr.htm>
Poster: http://www.hrusa.org/thisismyhome/resources/UDHR_Poster.pdf
 - (c) Human Rights Principles Poster:
[http://www.hrusa.org/thisismyhome/resources/HR%20principles%20RGB%20\(framework%20p1\).pdf](http://www.hrusa.org/thisismyhome/resources/HR%20principles%20RGB%20(framework%20p1).pdf)
 - (d) Evolution on Human Rights, including categories and generations: http://www.eycb.coe.int/Compass/en/chapter_4/4_2.html
 - (e) Human Rights at Your Fingertips: <http://www.un.org/rights/50/game.htm>

Discussion Questions

1. Which questions were the hardest to answer? Why?
2. What did you already know about human rights and what was new?
3. How did you know about human rights violations? Discuss local examples of human rights violations and discrimination.
4. What are the most important human rights principles?
5. Why do we need racial justice and equality to promote human rights for all?

Human Rights Squares Handout

Instructions: Using members of the group as sources of information, get an answer for as many squares as you can and write it in the square. Each answer should come from a different person, who must initial that square for you. Stop when time is called.

What are Human Rights?	What principles define human rights?	Give an example of a human right
Give an example of a human rights category	The name of a document that proclaims human rights	Give an example of discrimination

Activity Adapted from Human Rights Here and Now, University of Minnesota Human Rights Center, <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/Activity4.htm>

B. Localizing statistics

Students can also review the Minnesota Legislative Report Card on Racial Equality that offers statistics and insight into legislative efforts pertaining to people of color in Minnesota at http://www.oaproject.org/files/MN_Racial_Equity_Report_Card_05-06.pdf.

Other useful sites:

- Twin Cities Compass - www.tccompass.org
- *Mind the Gap* Report - http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf

C. Creative Expression

Have the students reflect on the human rights climate in their school. They can write an essay or a poem about their own experiences. Volunteers can then read their work to the class and discuss areas of weaknesses and strengths in their school regarding human rights and diversity.

STORY: "Telling our Stories"

Tou SaiKo Lee, a Hmong artist and activist, was born in a refugee camp in Thailand. Growing up, Tou faced bullying and discrimination because of who he was. Lack of self-worth later led him to gangs and then a juvenile institution. Poetry, spoken word, and hip-hop changed his life. He is now proud to be Hmong and is working at Center for Hmong Arts and Talent (CHAT) to promote creative expression among Hmong youth and raise awareness about Hmong history and the genocide of Hmong people in Laos. Tou's story is an example of how creative expression can be a key to continuing education.

Key Terms

Courage
Genocide
Hmong
Juvenile Institution
Oppression
Refugee
Refugee Camps
U.S. Secret War in Laos

True or False

1. Hmong people came to America in pursuit of economic opportunities not available to them at home.

True

False

Answer: False

Hmong people came to the U.S. fleeing persecution from the Vietnamese Communists for their involvement in the U.S. Secret War in Laos. Hmong soldiers put their lives at risk fighting for the United States and rescuing downed American pilots. Over 40,000 Hmong soldiers were killed, many were tortured and injured. Even today Hmong people face persecution and have to hide in the jungles of Laos without food and water.

2. More Hmong Americans live in Minnesota than in any other state.

True

False

Answer: False

California has more Hmong Americans than Minnesota does. The top 10 states for Hmong Americans according to the 2006 ACS were California (71,244), Minnesota (49,200), Wisconsin (38,949), Michigan (8,686), North Carolina (8,451), Colorado (3,875), Georgia (3,407), Washington (3,050), Oregon (2,729), and Florida (1,856).

3. There are only about 200,000 Hmong living in the U.S.

True

False

Answer: True

The total estimated Hmong population in the U.S. in 2006 was 209,866.

4. Most Hmong people living in the U.S. are young.

True

False

Answer: True

According to the 2006 ACS, the median age of Hmong Americans is slightly older than 19.

5. Many Hmong families frequently maintain their language.

True

False

Answer: True

More than 94% of Hmong Americans reported speaking a language other than English at home.

6. On average Hmong Americans are poorer than other Americans.

True

False

Answer: True

The poverty rate among Hmong-American families is 26%, compared to the U.S. average of 9.8%.

This survey is based on the following documents:

- U.S. Census Bureau, Selected Population Profile in the United States, <http://www.hmongcenter.org>
- *Mind the Gap: Disparities and Competitiveness in the Twin Cities* developed by the Brookings Institution. Full report is available at http://www.brookings.edu/reports/2005/10cities_sohmer.aspx
- Hmong: An Endangered People, UCLA International Institute: <http://www.international.ucla.edu/article.asp?parentid=12590>

Before Viewing

What do you already know about Hmong people and their history? Why did they come to the United States? What are social and economic challenges they have to face in their new home?

After Viewing

1. What challenges do the Hmong face in their new home?
2. What did Tou Lee have to deal with growing up as Hmong American?
3. What does he mean when he says he didn't "have anything going for me in my life"?
4. What does he think was the reason for his involvement with gangs?
5. What helped Tou change his life? Why is it important to Hmong Americans to tell their stories?
6. What is CHAT's mission? What does Tou work to achieve through CHAT?

7. Why does Tou feel the need to work closely with artists from other ethnic and minority groups?
8. How can creative expression be a key to continuing education?
9. How does success or failure of one segment of the population (e.g., Hmong) affect all of us?

Suggested Activities

Why are the Hmong here?

This activity aims at familiarizing participants with the history of the Hmong people and reasons for fleeing their country and resettling elsewhere. The goals of this activity include: encouraging participants to learn more about immigrants and refugees, promoting empathy and understanding, and inspiring action on behalf of immigrants and refugees.

1. Provide brief background information on the history of the Hmong, and the reasons they had to flee Vietnam. Emphasize the fact that the Hmong were fighting with the United States and often lost their lives to save American pilots. Provide information on the situation of the Hmong people now, both in the U.S., and in Laos and Thailand. Hmong who stayed in Laos have to hide in the jungles for the fear of persecution. Many have been killed or “disappeared” when they came out of the jungle. Many younger Hmong were born in refugee camps; some have been relocated to other countries, and many have been living in the camps uncertain of their futures.

Review the following resources to select materials for the background part:

- For general information about Hmong:
Hmong 101 Presentation of the Hmong Cultural and Resource Center of Minnesota:
http://www.learnabouthmong.org/presentation/hmong101_files/frame.htm
- For personal accounts of Hmong refugees in Thailand go to:
<http://rebeccasommer.org/documentaries/Hmong/index.php>
All rights reserved by Rebecca Sommer (Adult supervision might be necessary due to graphic content).
- For the history leading to Hmong relocation to the U.S:
“Why Are the Hmong in America?” Essay by Jeff Lindsay, Appleton, Wisconsin.
(Published in FutureHmong Magazine, June 2002, pp. 14-15.): <http://www.jefflindsay.com/hmong.shtml>
William Colby, the Hmong and the CIA by Amoun Vang Sayaovong
<http://www.hmongnet.org/hmong-au/hmongcia.htm>

2. Read or pass around the following story:

Cheng is a Hmong refugee who was born in a refugee camp in Thailand. Most of her relatives died fleeing through the jungles. Her parents survived, but had to suffer a lot on the way, abandoning all family possessions and not having anything to eat or drink for days. In Minnesota, Cheng started attending 6th grade in a local school. Because she didn’t speak English she was often bullied by her classmates and told to go home. “Why do your people come here?” her classmates would ask derisively. She didn’t know. Her parents told her that they were going to a new place where she would be

able to go to school and have enough food to eat. Cheng eventually became a good student, but it is difficult for her to find friends. Her peers spend a lot of time doing sports and attending other after school events. She has to go home and help her parents with her younger siblings. Additionally, her family cannot afford many of her classmates' hobbies; her father washes cars and her mother takes care of her other siblings.

3. Divide people into groups of 3-5 and ask them to extend the above story based on what they have learned about the Hmong people prior to this activity, as well as through watching the video about the Tou Lee and the Center for Hmong Arts and Talent. When supplying new details for the story, invite the group to think about:
 - Why did Cheng and her family have to flee to Thailand?
 - What was their life like before it happened?
 - What did they have to go through to arrive in the U.S.?
 - What did they leave behind and how do they feel about it?
 - What is their life like now?
 - What are the challenges the family faces?
 - What does Cheng wish was different at her school? What do you wish was different at your school if Cheng went there?
 - What does her future look like?

Allow 25-30 minutes to complete the stories and invite the groups to share their stories with the rest of the class. Allow time for questions and clarifications after each story, then record main points of each story on the board.

4. Debrief:

Ask the students to reflect on the activity. What did you learn? What story did you like best and why? What did you agree and disagree with? Do you know someone in your community who is a refugee? How can you make them feel welcome? What can you do to support refugees in your communities?

Going Further

A. Raising Awareness

Invite a representative from a Hmong community, or a non-profit organization that works with immigrants and refugees (e.g., Neighborhood House at www.neighb.org) to speak to your class. If time and resources permit, organize a panel discussion.

The responses collected during the debriefing part of the activity above can serve the basis for discussion. The students can prepare their ideas for action and present them to the panel. The panelists will share information about their experiences and work with refugees, examine challenges, and present opportunities for young people to get involved.

Students can also write their own personal stories and histories. They could write them in small booklets and share them in groups with each other. Set up a gallery walk in which students walk around the classroom and take time to look at each other's work. Handout sticky notes for students to leave comments as they walk around.

B. Localizing Statistics

Students can review research data and publications of the Hmong Cultural Center at <http://www.hmongcenter.org/>.

Other useful sites:

- Twin Cities Compass - www.tccompass.org
- *Mind the Gap* Report - http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf
- The Advocates for Human Rights, Intermedia Arts (Moving Speakers Bureau) at http://www.intermediaarts.org/pages/programs/movinglives/mlsb_2005/mlsb_partner.htm
- Minneapolis Foundation, *Immigrants in Minnesota: Discovering Common Ground*. Minneapolis: The Minneapolis Foundation, 2004. (F615.A1 I46 2004) at <http://minneapolis-foundation.org/immigration/ImmigrationBrochure.pdf>

STORY: "The Browning of Minnesota"

For more than 100 years, Neighborhood House has given people on St. Paul's West side "that little boost" that people sometimes need. Gilbert de La'O, a Neighborhood House youth-turned-employee, tells his story of growing up in St. Paul in the generation that propelled the Chicano Power movement. Since its founding in 1906 by the Twin Cities' Jewish community, the House has served vastly changing immigrant populations in Minnesota. Yet even now, Gilbert sees similarities between himself and the immigrant families now arriving from Southeast Asia and East Africa. Shared cultural values allow for empathy and understanding between people whose languages are different. Of particular interest for Gilbert is education. As he points out, "it behooves us to make sure everyone gets educated now to their fullest extent," and reminds us that this will strengthen the whole of society in years to come.

Key Terms

Browning of Minnesota
Community-building
Ellis Island
Harry Gaston
Immigration

True or False

1. United States is a destination for over 50% of worldwide migrants annually.

True

False

Answer: False

Only 1% of over 100 million migrants worldwide come to the U.S..

2. Immigration to Minnesota has slowed in the last decade.

True

False

Answer: False

Since 1990, more than 250,000 minority residents, many of them immigrants, have settled in Minnesota.

3. The largest wave of immigration to Minnesota is taking place now.

True

False

Answer: False

At the turn of the 20th century, Minnesota became a significant immigration state, peaking in 1900. At that time, 28.9% of Minnesota's population was foreign born compared to 15% nationwide. More than 60% of the immigrants came from Sweden, Norway, and Germany.

4. Immigrants pay more in taxes than they receive in benefits.

True

False

Answer: True

Immigrants as a whole pay more in taxes than they receive in benefits. According to the Urban Institute's study, legal and illegal immigrants combined pay approximately \$70.3 billion per year in taxes and receive 42.9 billion in services such as education and public assistance. Findings in a 1998 study by Cato Institute and the National Immigration Forum show that over time most immigrant families will pay \$80,000 more in taxes than they receive in benefits. The Study also demonstrated that the average immigrant pays \$1800 more in taxes than s/he receives in benefits.

5. More immigrants come to the U.S. legally than illegally.

True

False

Answer: True

Each year, approximately 300,000 newcomers enter the U.S. illegally or overstay their visas. Total legal immigration to the U.S. in recent years has averaged about 900,000 per year. (U.S. General Accounting Office, 1993; Urban Institute, 1994).

6. Thirty percent of the total U.S. population is undocumented immigrants.

True

False

Answer: False

According to the Bureau of Immigration and Citizenship Services, approximately 2 percent of the total U.S. population are undocumented immigrants. Total U.S. population is approximately 290 million.

7. Only 50% of immigrants are able to support themselves or be supported by their families.

True

False

Answer: False

More than 90% of immigrants (including refugees and elderly) support themselves or are supported by family members (American Immigration Lawyers Association, 1995; Urban Institute, 1994; Wall Street Journal, 1990).

8. Immigrants currently constitute a bigger proportion of the total U.S. population than ever before in history.

True

False

Answer: False

The percentage of the U.S. population that is foreign-born is approximately half of what it was throughout the peak immigration years of 1870-1920. (Census Bureau; Immigration and Naturalization Service, Urban Institute 1995).

9. Approximately half of all Minnesota's immigrants are refugees.

True

False

Answer: True

In a given year, 25-50% of Minnesota's immigrants are refugees, while nationally 8% of all immigrants admitted legally are refugees.

10. The official election instructions are now available in 5 languages in addition to English. This is a new development for Minnesota as newer immigrant groups settle here.

True

False

Answer: False

In 1890 the official election instructions were issued in 9 languages: English, German, Norwegian, Swedish, Finnish, French, Czech, Italian and Polish. Today they are available in only six languages: English, Hmong, Spanish, Somali, Russian and Vietnamese.

This survey is based on the Immigrant Quotient Test developed by Advocates for Human Rights, <http://www.energyofanation.org/8464ede4-cb05-48d2-a6c2-811c0a1e7987.html?NodId=>

Before Viewing

Have you ever heard of Neighborhood House? Where do many of Minnesota's immigrant communities come from? Is this different today from in the past?

After Viewing

1. What is Neighborhood House?
2. How have its mission and activities changed over the years?
3. How have they remained constant in spite of serving immigrants from differing regions?
4. When did Mexican immigrants begin to come to MN?
5. What does Gilbert mean by "the Browning of Minnesota"?
6. When Gilbert says "this is a story that hasn't been told," what does he mean? To whose story is he referring? Only that of Chicanos or a broader story?

Suggested Activities

Sharing Our Stories

This activity aims to deepen students' understanding of migration issues through personalizing and sharing migration experiences. It also seeks to explore reasons for migration and immigration, and build empathy for those who chose or had to move. When working on this activity, remind students that some issues are quite personal and students should not be forced to share sensitive information

1. Introduce the activity, and explain that students will create Origin Stories about their families or people with whom they live, and meet in pairs to share drafts.
2. Give each student a copy of Handout 1: Origin Stories. Allow 5-10 minutes to work individually, and then divide students in pairs to share and discuss drafts. Use Discussion questions from the handout. Give each pair Handout 2, and ask students to compare and contrast their origin stories.
3. Be sure to allow time for reflection as many stories touch emotions. Invite pairs to share their similarities and differences with the larger group.

Handout 1: Origin Stories

Individual Reflection

1. How many times have you moved? If you have lived in several places, in different states or cities or even different parts of the same city, make a chart recording your journey from each state, city, or section of town in which you have lived. Include the year(s) you lived in that place if you remember any information about it. If you have only lived in one place, give as much information about that place as you would like.
2. Make another chart to show what part of the city, state, U.S., or world other members of your family or significant people in your life have lived. You may want to use parents, siblings, grandparents, aunts, uncles, or foster parents.

Discuss in Pairs

- What were some of the reasons for moving (e.g., to join family, to seek employment, or to escape from persecution)?
- How did you or the other people feel before the move (e.g, excitement, fear, anticipation, concern, happiness, uncertainty)?
- How much did you or the other people know about the place to which you or they were going?
- How did you or the other people feel after the move?
- What were the surprises in the move?
- What about the new city, state, or country is interesting and different from where you or the other people lived before?
- What would you or the other people do differently if you were to move again?

Invite students to speak about their own cultural backgrounds and share family stories or stories of what their culture means to them.

Handout 2

COMPARE AND CONTRAST STORY SHEET

Story 1	Story 2	
How alike?		
How different?		
	With regard to	
	↔	
	↔	
↔		
↔		
↔		
Conclusion or interpretation		

Going Further

A. Human Rights Framework

Read articles about immigration issues relevant to the community or state and generate a working definition of “human rights”.

Collect newspaper or news magazine articles with a variety of view points concerning immigration. See examples below.⁵ Have students work in small groups and use one of the human rights documents: 1) Universal Declaration of Human Rights, 2) Convention on the Rights of the Child, 3) Minnesota Human Rights Act. The groups should decide if the articles contain any issues pertaining to human rights. Students identify and list human rights issues in the articles and share their findings with another group which is using a different document.

The Universal Declaration of Human Rights

<http://www1.umn.edu/humanrts/instree/b1udhr.htm>

Convention on the Rights of the Child

<http://www1.umn.edu/humanrts/instree/k2crc.htm>

Minnesota Human Rights Act

http://www.humanrights.state.mn.us/employer_363_emp.html

Star Tribune July 9, 2004

Do it on your own

In the early 1920s, when my uncle came to America from another country, he did not speak English but was a very able-bodied person to work. He saved enough money to bring his four brothers to America with no government money involved. They learned to speak English, read and write, and all five went on to be successful businessmen.

If the Hmong or anybody else want to come to America, that's fine.

But they shouldn't do it at the expense of the Americans who have worked hard, pay high property, state and federal taxes, and tried to get ahead themselves.

Karon Looft, Crystal.

Star Tribune July 10, 2004

Making good on a promise

A July 9 letter writer writes that Hmong should not come to America at the expense of the Americans who have “worked hard, paid high . . . taxes” and cites the example of her uncle and brothers. The only problem with her argument is that there are too many other factors involved.

The Hmong fought with the U.S. forces during the Vietnam War, specifically in Laos. They rescued downed pilots, led forces through jungles, guarded transportation routes and were subjected to daily attack with their villages and families.

When U.S. forces pulled out we left these “friends” behind and tried to forget about their service to “hard-working American taxpayers.”

However, the Communist governments that took over did not forget how these people had aided the U.S. forces. Thousands of Hmong were killed, and most fled for their lives to Thailand. The Thai government did not force them back, but did force them to stay in deplorable camps.

Today we are only making good on a promise. They helped our soldiers in the past, and they help build our culture and economy today as Americans.

Marque Jensen, Minneapolis.

5 This is My Home Curriculum: Unit II: Human Migration, Handout 3: Letter to the Editor. *University of Minnesota Human Rights Center*. Available at: <http://www.hrusa.org/thisismyhome/project/resources.shtml#lessons>

B. Raising Awareness

1. Invite a representative from an immigrant or refugee community, or a non-profit organization that works with immigrants and refugees (e.g., Advocates for Human Rights at www.advrighs.org) to speak to your class. If time and resources permit, organize a panel discussion.
2. Have the students review the online brochure on immigration in Minnesota developed by the Minneapolis Foundation:

Immigration in Minnesota: Discovering Common Ground

<http://www.minneapolisfoundation.org/immigration/overview.htm>

Review definitions pertaining to immigration at

<http://www.minneapolisfoundation.org/immigration/overview.htm#definitions>

Divide students into groups and assign a research project on a particular immigrant community in Minnesota. Groups can use the brochure as well as other sources, and make a presentation to the class. For current trends and statistics, refer students to:

- Twin Cities Compass - www.tccompass.org
- *Mind the Gap* Report: http://www.brookings.edu/~media/Files/rc/reports/2005/10cities_sohmer/20051027_mindthegap.pdf