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**Grade Level: 3-5**

**Topic: Human Migration**

**Unit Goal(s):** Students study human migration in an interdisciplinary unit. They identify and take action on issues related to human migration, immigration, or refugees and present the results in a class newsletter.

*The students:*

1. Create Origin Stories about their families or people with whom they live, and meet in pairs to share drafts.
2. Read a diverse selection of migration stories.
3. Read Origin Stories in a classroom storytelling festival.

*The students:*

1. Read articles about immigration issues relevant to the community or state and generate a working definition of human rights.
2. Use Fact/Fiction Activity to develop awareness of migration issues.
3. Collect a variety of information about migration and compile it into a Migration Journal.
4. Participate in a Mock Human Rights Commission meeting.
5. Compile a class Migration Word Chart.
6. Be Creative!

*The students:*

1. Compile and distribute class newsletter to other classes and the community at large.
2. Participate in a closure activity.

**G. Communicate and demonstrate your human rights learning**  
*How can we share what we learned within our schools, families, and communities?*

**F. Reflect and draw conclusions on what you have learned about promoting and protecting human rights**  
*What did we learn? Did our action have the intended impact?*

**A. Observe and identify the human rights issue**  
*What is at the heart of this human rights issue?*

**B. Describe and share human rights stories**  
*How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promote and protect this human right?*

**Human Rights Process Model**

*The students:*

1. Prepare a summary report and write articles to be included in a class newsletter.

**E. Interview community members and collect information about the impact of your human rights action**  
*What happened when we took action? Whose lives did we impact?*

**D. Select a human rights response and take action**  
*What is the best response or position?*

**C. Generate human rights responses and make predictions about their impact on the community**  
*What could we do? What will happen if we do that?*

*The students:*

1. Observe results, collect information, and take pictures during the implementation of their plan of action.

*The students:*

1. Present their plan of action to their classmates in a town meeting. Revise and finalize their plan of action based on feedback from their classmates.
2. Implement a plan of action and make adjustments as necessary during implementation.

*The students:*

1. Select migration issues and form task forces to work to improve human rights based on areas of interest.
2. Work in a task force to develop a plan of action.
3. Meet with another task force to get feedback about their plan of action.

## Unit II

### Grades 3-5 Unit Lesson Plan

#### UNIT II: HUMAN MIGRATION

**Key Question:** How does human migration relate to human rights?

**Unit Goal(s):** Students study human migration in an interdisciplinary unit. They identify and take action on issues related to human migration, immigration, or refugees and present the results in a class newsletter.

**Time:** Approximately 30 hours depending on activities selected

**Materials:** See individual activities

**Setting:** Grades 3-5

#### Student Learning Goals

**Students will understand the following human rights principles, language and values:**

Democracy	Individual Rights
Freedom	Rule of Law
Government	Security
Group Rights	Social Justice

**Students will apply the following human rights standards:**

##### Universal Declaration of Human Rights (UDHR)

Article 1	Right to Equality
Article 2	Freedom from Discrimination
Article 3	Right to Life, Liberty and Personal Security
Article 13	Right to Free Movement in and out of the Country
Article 14	Right to Asylum in other Countries
Article 15	Right to a Nationality and the Freedom to Change Nationality
Article 17	Right to Own Property
Article 18	Freedom of Belief and Religion
Article 19	Freedom of Opinion and Information

##### Convention on the Rights of the Child (CRC)

Article 2	Freedom from Discrimination
Article 7	Right to a Name and Nationality
Article 22	Rights of Refugee Children
Article 30	Right to Cultural Identity

##### Minnesota Human Rights Act (MHRA)

Protected Class: National Origin  
Areas of Protection: Business

Credit  
Education  
Employment  
Housing  
Public accommodations

**Students will demonstrate the following skills, practices and standards:** <sup>1</sup>

- Understand the meaning of texts using a variety of comprehension strategies and demonstrate literal, interpretive and evaluative comprehension<sup>2</sup>
- Actively engage in the reading process and read, understand, respond to, analyze, interpret and appreciate a wide variety of fiction, poetic and nonfiction texts<sup>3</sup>
- Engage in a writing process, with attention to organization, focus and quality of ideas<sup>4</sup>
- Apply standard English conventions when writing<sup>5</sup>
- Locate and use information in reference materials<sup>6</sup>
- Write legibly<sup>7</sup>
- Write legibly and use a keyboard<sup>8</sup>
- Demonstrate understanding and communicate effectively through listening and speaking<sup>9</sup>
- Critically analyze information found in electronic and print media, and use a variety of these sources to learn about a topic and present ideas<sup>10</sup>
- Describe civic values, rights, and responsibilities in a republic<sup>11</sup>
- Understand the importance of participation in civic life and demonstrate effective civic skills<sup>12</sup>
- Recognize the importance of individual action and character in shaping civic life<sup>13</sup>
- Articulate the range of rights and responsibilities in a republic<sup>14</sup>
- Know how citizenship is established and exercised<sup>15</sup>

**Note:** Many other skills can be fostered and educational standards can be met using this material, depending on the area of study and action plan undertaken by the students. See the Resource Section of this kit for a more extensive list of the MN Education Standards.

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<sup>1</sup> All footnotes are specific MN Educational Standards that correspond to the unit's human rights skills and practices.

<sup>2</sup> Language Arts: Reading & Literature - 3-5/I.C. Comprehension

<sup>3</sup> Language Arts: Reading & Literature - 3-5/I.D. Literature

<sup>4</sup> Language Arts: Writing - 3-5/II.B. Elements of Composition

<sup>5</sup> Language Arts: Writing - 3-5/II.C. Spelling, Grammar, and Usage

<sup>6</sup> Language Arts: Writing - 3-5/II.D. Research

<sup>7</sup> Language Arts: Writing - 3/II.E. Handwriting and Word Processing

<sup>8</sup> Language Arts: Writing - 4/II.E. Handwriting and Word Processing

<sup>9</sup> Language Arts: Speaking, Listening and Viewing - 3-5/III.A. Speaking and Listening

<sup>10</sup> Language Arts: Speaking, Listening and Viewing - 3-5/III.B. Media Literacy

<sup>11</sup> Social Studies: Government & Citizenship - K-3/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>12</sup> Social Studies: Government & Citizenship - K-3/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>13</sup> Social Studies: Government & Citizenship - 4-8/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>14</sup> Social Studies: Government & Citizenship - 4-8/VII.A. Civic Values, Skills, Rights, and Responsibilities

<sup>15</sup> Social Studies: Government & Citizenship - 4-8/VII.A. Civic Values, Skills, Rights, and Responsibilities

## **Overall Impact**

When first thinking about your lesson plan, it is recommended that you keep in mind its intended impact on four levels: (a) student, (b) school, (c) family, and (d) community. Below are some examples of possible impacts that might occur at each of these levels. Identify possible impacts with your students, and discuss how you might collect information to decide if they have or have not taken place.

<b>Student Impact</b>	<b>School Impact</b>	<b>Family Impact</b>	<b>Community Impact</b>
<ul style="list-style-type: none"> <li>• Ability of students to use the language of international human rights standards (UDHR, CRC) and state standards (MHRA) when discussing issues of human migration</li> <li>• Ability to apply international human rights standards (UDHR, CRC) and state standards (MHRA) when discussing issues of human migration</li> <li>• Ability of students to problem-solve a migration-related situation demonstrated by forming a well-informed response</li> <li>• Increased awareness and appreciation of others' migration experiences and how those contribute to different cultural backgrounds and home-lives</li> </ul>	<ul style="list-style-type: none"> <li>• Increased discussion of migration issues in class assignments</li> <li>• Celebration of International Migrant's Day (December 18)</li> <li>• Creation of a student-run group that addresses migration issues</li> <li>• Increased tolerance of students towards diversity due to better understanding of different cultures/ethnicities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness of human migration as it relates to family history</li> <li>• Parents' increased awareness/tolerance /appreciation of migration and the people affected by it, achieved through "dinner-table discussions."</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness of human migration as it relates to peoples in the community</li> <li>• Continuation and elaboration of community-related human rights action plans that deal with migration</li> <li>• Relationship fostered between student-run group and community groups</li> <li>• Increased involvement of students in migration-related community programs</li> </ul>

**Introduction:** While this sample unit uses migration as a topic, the activities could easily be adapted to a variety of other human rights topics such as conflicts/wars, economics, child labor, homelessness and poverty, laws and government, or children's issues and rights. The key to this model is laying a strong foundation in the first two steps to allow students to identify issues on which to take action in their communities. See the "What are Human Rights?" section of this toolkit for sample lessons introducing human rights. Students may also benefit from viewing and discussing the Twin Cities Public Television video "This is My Home," which illustrates that Minnesota is "home" to people from many different backgrounds.

## **Activity A: Observe and Identify the Human Rights Issue**

**Key Question:** What is at the heart of this human rights issue?

**Activity Goal(s):** Deepen understanding of migration issues through activities aimed at personalizing and sharing migration experiences.

**Time:** 7 hours – 3 sessions

**Materials:** Handout 2: Origin Stories, Handout 5: Compare and Contrast Story Sheet, Migration Journal, chalkboard and chalk or paper and markers, world map, yarn, pins, and drawing pens

**Setting:** Grades 3-5

### **Step 1: Create Origin Stories about students' families or people with whom they live, and meet in pairs to share drafts.**

See Handout 2: Origin Stories. Students work in pairs to share drafts of Origin Stories. Remind students that some issues are quite personal and students should not be forced to share sensitive information. For example, some families may have entered the country illegally and so a student may not wish to share this information. See Handout 5: Compare and Contrast Story Sheet. Discuss similarities in the origin stories, as well as the human rights issues they bring up. Be sure to allow time for reflection as many stories touch emotions. One way to do this would be to have students create a drawing, poem, play, puppet show, or mind map that represents their emotions after experiencing personal and interpersonal emotional sharing. Teachers may track migration in the Origin Stories using a world map, yarn, and pins, or by drawing migration routes with a marker or pen. Continue to map origins in Activities B and C.

### **Step 2: Read a diverse selection of migration stories.**

See the bibliography of children's books for suggested titles. Please be sure that a variety of experiences are represented such as adoption, Indigenous peoples, African-American forced migration, and different cultures and time periods. For example, *The Mishomis Book*, Benton-Banai 1988, gives a wonderful example of the Ojibwe people's migration to Minnesota.

### **Step 3: Read Origin Stories in a classroom storytelling festival.**

Students host a class storytelling festival. They invite parents, grandparents and other significant adults. Storytelling teams may also schedule visits to other classrooms to practice reading their stories before the class storytelling festival or to continue sharing stories after the storytelling festival. Students identify human rights issues in their own stories or the stories of others. The class may want to generate a list of the human rights issues raised in all the stories told by class members. You may wish to repeat the above reflection piece to allow for processing of emotions and thoughts.

**Possible Evaluation/Assessment Indicators:**

- The student will demonstrate a deepened understanding of migration issues through the study of personal and individual experiences.
- The student will compare their personal stories to those read in class and identify the similarities and differences between the two.

**Activity B: Describe and Share Human Rights Stories**

**Key Question:** How have our ancestors worked to promote and protect this human right? Who within our schools, families, and communities promote and protect this human right?

**Activity Goal(s):** Deepen understanding of migration issues through activities aimed at understanding issues and conflicting views.

**Time:** 3 hours – 5 sessions

**Materials:** Handout 3: Letters to the Editor, Handout 6: Mock Human Rights Commission Meeting, Migration Journal, chalkboard and chalk or paper and markers

**Setting:** Grades 3-5

**Step 1: Read articles about immigration issues relevant to the community or state and generate a working definition of “human rights”.**

Students read newspaper or news magazine articles with a variety of viewpoints concerning migration (see Handout 3: Letters to the Editor, for sample editorials on 2004 Hmong Refugees). Working in small groups, students use one of the human rights documents (Universal Declaration of Human Rights, Convention on the Rights of a Child, or the Minnesota Human Rights Act) and decide if the newspaper or news magazine 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 who is using a different document.

**Step 2: Use Fact/Fiction Activity to develop awareness of migration issues.**

See separate information on this activity in Handout 1: Fact or Fiction.

**Step 3: Collect a variety of information about migration and compile it into a Migration Journal.**

Students use newspapers, news magazines, television news shows, and interviews to collect more information about migration. (The teacher may need to provide the newspapers, news magazines, and recorded clips of news shows. Teachers coordinate with English Language Learner students, teachers, or other staff members to serve as personal community resources to be interviewed about their own experiences.) Students create a Migration Journal by recording the information that they find interesting from each source. Students may also interview members of their community about issues of migration, or guests could visit the classroom to share their migration stories and the students could generate questions to ask each guest. After recording information from a source, students should reflect on the information by summarizing it and identifying any human rights issues involved with the events in the article, guest story or interview.

Students should also discuss whether a person's rights and responsibilities depend on whether s/he is a citizen. Which ones do and which ones do not? For example, all non-citizens in the United States do have to pay taxes and register for the draft, but are not entitled to vote. However, human rights are universal regardless of one's citizenship status within a country.

**Step 4: Participate in a mock Human Rights Commission meeting.**

See separate information on this activity in [Handout 6: Mock Human Rights Commission Meeting](#) at the end of this unit.

**Step 5: Compile a class Migration Word Chart.**

Throughout the storytelling and information gathering from news articles and guest speakers, students collect words that need clarification and/or words that they wish to discuss to develop a deeper understanding of their meaning. Students add these words to the class Migration Word Chart that is posted in the classroom. Students should work together to discuss/construct meaning for these words.

*NOTE: The B.I.A.S. Project may help students find definitions.  
([http://www.mnadvocates.org/Glossary\\_of\\_Immigration\\_Terms.html](http://www.mnadvocates.org/Glossary_of_Immigration_Terms.html))*

Below are two activities that can be used to foster a deeper understanding of words:

- Students work in pairs and select words from the Migration Word Chart. For each word selected, the students create a motion that can be done by two people to show the definition of the word. The more simplistic the motion the better. Each student pair shows their motion for a word and the class votes to decide the most appropriate motion. Student pairs form a large circle and students take turns calling out different words from the word chart. Each pair of students must do the motion voted the best for the word. The last pair to do the motion is out and this continues until only one pair is left.



- Students work in small groups to create a Venn diagram that compares and contrasts two terms, such as refugee and immigrant. How are they similar and how are they different? When the diagrams are completed, the groups share their findings with the class. Create a large Venn diagram on the board that incorporates everyone's ideas.

**Step 6: Be creative!**

Use community resources to become familiar with the different cultures in your area. Participate in ethnic events, such as folk festivals, concerts, or art exhibitions. Invite guest speakers, including recent immigrants and/or immigration lawyers, community activists, and ethnic-based student groups. Encourage students to attend a variety of cultural activities and to report back to the class on their experiences. The visits and subsequent reports may be counted as extra credit toward their final grade for this unit.

**Possible Evaluation/Assessment Indicators:**

- The student will demonstrate a deepened understanding of migration issues through the creation of Venn diagrams and participation in community events.
- The student will describe a multicultural event that they attended and report back to the class.
- The student will identify new words they have learned from the Migration Word Chart.

**Note:** *The remaining sections deal with assisting students in developing and utilizing tools to help them create social change. It is important that the teacher make real-world connections to what the students are doing. When introducing concepts such as task forces, town meetings, summary reports, and newsletters, be sure to give real-life examples of how these are used in the community to create change.*

### **Activity C: Generate Human Rights Responses and Make Predictions about Their Impact on the Community**

**Key Question:** What could we do? What will happen if we do that?

**Activity Goal(s):** Develop a plan of action that addresses a human rights issue related to migration

**Time:** 3 hours – 3 sessions

**Materials:** paper and pencils, Handout 7: Action Plan

**Setting:** Grades 3-5

#### **Step 1: Select migration issues and form task forces to work towards improving human rights in specific areas of interest.**

Using the lists of human rights students have collected in the storytelling and information gathering activities, students individually select three or four migration related issues or topics in that interest them. Students gather in small groups of four or five to form a task force based on their common interest in migration-related topics or issues (a task force is a group of people focusing on a specific problem or topic to recommend actions for change.) Small groups will then consider their similar issues and collaborate on one issue, deciding on a common issue that is appropriate for all students to take action on.

Students should answer the following questions:

- What aspects of this human rights issue should be changed?
- How important is it that these changes are made?
- Why? (Students may find it helpful to refer to the discussion at the end of the Fact or Fiction activity that focused on the negative impact that Human Rights violations have on the whole community)
- Who has the power to make changes? How can we influence these people to make change? (Try to help students see that they can influence change, even as elementary school students)

#### **Step 2: Work in a task force to develop a plan of action.**

Action Plans should include defining human rights problems, generating possible actions, listing materials/resources needed, and predicting outcomes.

- a) Teacher demonstrates completion of Handout 7: Action Plan.
- b) Students plan actions to improve a situation or correct an injustice. This action may take the form of a protest or letter writing campaign. Other times more proactive work is appropriate, such as educating groups on an issue, designing a poster showing positive actions, organizing community events or performing community service.
- c) Students discuss and share ideas for tools that are available and suitable for them to use that will create positive change and work well for their issue.

**Step 3: Meet with another task force to get feedback about their plan of action.**

Separate task groups into pairs. Each task force shares the first draft of their action plan with another task force to get a broader perspective and feedback. Students make revisions to their draft plan based on comments from the other task force.

Sample questions for feedback include:

- Does this action plan seem geared toward the stated/indicated human rights issue?
- Is this action plan clear and organized? If not, what can we do to improve it?
- Does this action plan seem possible to accomplish? If not, what part of it does not seem possible and why?
- Do we have enough resources (time, people, money, materials) to accomplish this task? If not, what are some suggestions for either getting more resources or cutting down on the things we need?
- Do you think this action plan will accomplish what we want it to? Why or why not?

**Possible Evaluation/Assessment Indicators:**

- The student will develop a human rights action plan that deals with migration.
- The student will summarize other HR action plans that have been developed by peers.

**Activity D: Select a Human Rights Response and Take Action**

**Key Question:** What is the best response or position?

**Activity Goal(s):** Present, implement, and adjust plans of action

**Time:** variable, depending on plan of action — at least 2 hours — 2 sessions

**Materials:** variable, depending on plan of action

**Setting:** Grades 3-5

**Step 1: Present the plans of action to their classmates in a town meeting, then revise and finalize the plans of action based on feedback from their classmates.**

Students hold a town meeting where all of the task forces present their plan to the entire class. After each presentation, the task force asks for comments and feedback. Suggestions should be recorded by a designated student in each task force.

Revisions to each plan can be made and the action plans finalized after this town meeting. Sample questions for feedback include:

- Is there anything you would like to hear more about?
- Is there anything that was unclear?
- Do you have suggestions for improving this plan?

**Step 2: Implement the plan of action and make adjustments as necessary during implementation.**

Before they take action, students should determine how they will observe and collect information to determine the success of their actions. Ask some evaluative questions, such as:

- What is your primary goal?
- Are there secondary goals as well? If so, what are they?
- How will you know if your goal(s) has/have been achieved?
- What will it look like when your goal(s) is/are achieved? How will the community be different? How will individuals be affected?

**Possible Evaluation/Assessment Indicators:**

- The student will present a human rights action plan.
- The student will discuss what revisions were suggested by colleagues.
- The student will report on what final adjustments were made.

**Activity E: Interview Community Members and Collect Information about the Impact of Your Human Rights Action**

**Key Question:** What happened when we took action? Whose lives did we impact?

**Activity Goal(s):** Observe and collect anecdotal and statistical information for documentation in a journal

**Time:** variable, depending on plan of action – approximately 6 hours of student time

**Materials:** journal, video camera

**Setting:** Grades 3-5

**Step 1: Observe results, collect information, and take pictures during the implementation of the plan of action.**

- a) Students observe and collect information in a task force journal. The journal can be a notebook, a portfolio, or a computer, but it should be easily accessible to all members of the task force.
- b) Each person in the task force is assigned a certain part of the project to record (for example, in a letter writing campaign, one student records the number of letters going out and to whom they are going, while another student records the contents of the letters and the responses they receive). They do this not only to determine the success of their actions, but to document what happened. They will write a report on the anecdotal and statistical outcome(s) of their actions and create articles for a class newsletter, so it is important that they take careful notes.
- c) Students write down statements and reactions of people outside of the task force, especially those directly involved or affected by their actions. They also track changes or adaptations they make to their plan during its implementation and explain why those changes are necessary.

**Possible Evaluation/Assessment Indicators:**

- The student will observe and collect information for the human rights action plan that will demonstrate increased understanding of their chosen migration issue.
- The student will discuss the process of data collection, as well as preliminary results.

**Activity F: Reflect and Draw Conclusions on What You Have Learned  
about Promoting and Protecting Human Rights**

**Key Question:** What did we learn? Did our action have the intended impact?

**Activity Goal(s):** Summarize activity in reports and newsletter articles

**Time:** 3 hours – 3 or 4 sessions

**Materials:** Photos/drawings, paper

**Setting:** Grades 3-5

**Step 1: Prepare a summary report and write articles to be included in a class newsletter.** Alternatively, students may create a blog, or prepare an oral, written, or artistic presentation for the school or community. When task forces have completed their work (or as much as they can), they prepare Summary Reports or Progress Reports. Each group decides what are the most important actions, responses, observations and information that should be included in their report. They may refer to their action plan for structure-related ideas or they may use a chronological structure. The reports may also include photos or drawings. Additionally, the students should respond to the following questions:

- Did we effect change? How do we know?
- What skills did we learn in this process?
- How might we transfer and use these skills in other ways?
- What are our wishes for the future on this topic?
- Where do we want to take this if we want to go further?
- What further actions might we take?

**Possible Evaluation/Assessment Indicators:**

- The student will contribute to a report through writing, photography, or drawing.
- The student will explain his/her group responses to the questions listed above.

## **Activity G: Communicate and Demonstrate Your Human Rights Learning**

**Key Question:** How can we share what we learned within our schools, families, and communities?

**Activity Goal(s):** Create a class newsletter and participate in a closure activity

**Time:** Approximately 6 hours with number of sessions as needed

**Materials:** Paper and pen or computer, copier, small smooth rock

**Setting:** Grades 3-5

**Step 1: Compile and distribute a class newsletter to other classes and the community at large.** Students should compile information and stories from their task force Summary or Progress Reports to create a class newsletter that highlights the most important activities and results of each task force's work. This newsletter could be shared with other classes, read at community events, or sent to the local newspaper. Copies of the newsletter could also be displayed in the school library. If the class is creating a blog or preparing a presentation, these should be shown to the school and the larger community as well. Importantly, students discuss their reflections and conclusions to bring closure to their activities.

**Step 2: Participate in closure activity.**

Rock activity:

- a) Select a small smooth rock to represent the fact that although the students may be small they are strong.
- b) Gather the students in a circle. Ask students to pass the rock around the circle. As the rock comes to each person, s/he should share his/her wish for the future regarding migration issues in their community.
- c) Once the rock has been passed around the circle, ask the class if they would like to keep the rock in the classroom to remember their wishes, or if they would like to place it somewhere in the community.
- d) If students decide the latter, decide on a place as a group and, if possible, take a field trip to the site to leave it. Perhaps the site will be more public-- such as a refugee organization or city government building. If this is the case, you may want to mail it along with a letter written by the class explaining what the rock represents.

**Possible Evaluation/Assessment Indicator:**

- The student will communicate effectively what was learned about migration and human rights.

### **Possible Evaluation/Assessment Indicators**

It is important to examine the impact of human rights actions on families, school and community. However, assessing these impacts is more subjective than assessing impact on the individual level. In order to address this, discuss measures that indicate impact in the areas of families, school, and community PRIOR TO BEGINNING THIS UNIT. Refer to the possible impacts on four levels: (a) student, (b) school, (c) family, and (d) community (p.25). Create a checklist that can be referred to over the course of the unit to gauge impact using these levels, or the more specific student-focused indicators found at the end of each activity:

The student will:

- Demonstrate a deepened understanding of migration issues through study of both personal experiences and those of others.
- Compare their personal stories to those read in class and identify similarities and differences.
- Demonstrate a deepened understanding of migration issues through the creation of Venn diagrams and participation in community events.
- Describe a multicultural event that they attended and reported back to the class.
- Identify new words they have learned from the Migration Word Chart.
- Develop a human rights action plan that deals with migration.
- Summarize other HR action plans that have been developed by peers.
- Present a human rights action plan.
- Discuss what revisions were suggested by fellow students.
- Report on what final adjustments were made.
- Observe and collect information for the human rights action plan that will demonstrate increased understanding of their chosen migration issue.
- Discuss the process of data collection, as well as preliminary results.
- Contribute to a report through writing, photography, or drawing.
- Explain his/her group responses to the questions listed above.
- Communicate effectively what was learned about migration and human rights.

## Fact or Fiction? – An Introductory Activity

Adapted from *The Uprooted: Refugees and the United States* by David Donahue and Nancy Flowers

**Overview:** Students compare facts with their own ideas or beliefs about human migration. In the process, they become acquainted with migration issues in their own communities, Minnesota, the United States, and the world.

**Time:** 45-60 minutes

**Materials:** One set of “Fact or Fiction” and “Information” cards for each small group. The cards should be cut up and put in separate, labeled envelopes.

### Objectives:

- To assess the validity of personal ideas and beliefs about migration issues.
- To understand the “who, what, where, when, and why” about migration/immigration in the U.S.

### Activity:

1. Students will read several statements about migration and will need to decide whether they believe each statement is true or false. They will then have the opportunity to learn more about the statement by reading the information cards.
2. Students may need to review the concept of percent. It may be helpful to have students draw six circles of the same size on the board and fill in the circles with the graphic representation of 100%, 75%, 50%, 25%, 10%, 5%. Students will need to know that some of the information they will be reading will give information in the form of percentages. Students may need to use these circles with the graphic representation of percents to help them understand the information.
3. Students work in pairs and then groups of four for this activity. Each group receives one set of “Fact or Fiction” cards and one set of “Information” cards. Students should read the “Fact or Fiction” cards first without looking at the “Information” cards. Students work in pairs to discuss and decide whether the statements on the cards are true or false. Each pair should keep a tally on a separate sheet of paper.
4. After student pairs have made decisions about the information on the “Fact or Fiction” cards, they read the “Information” cards and match each one with the appropriate corresponding “Fact or Fiction” card. They check their answers against the information card to determine whether they correctly identified the statement as true or false.



- In groups of four, students discuss the experience. Each student shares something they learned, discovered, or an idea they had during this experience. As a group, they create a t-chart of the “myths” and “facts” about migration. Students brainstorm lists of the effects “myths” might have on immigrant groups. Next, they come up with another list of the effects these myths or misconceptions might have on native born community members. Finally, they brainstorm a list of the effects these myths might have on the community as a whole. The class meets as a whole and shares lists. They discuss which human rights issues are involved in the information this activity is based on and ideas about how to prevent the myths from continuing. Throughout the course of this unit, students continue to revisit the concepts of human rights and the myths and facts about immigration.

Fact or Fiction and Information cards follow  
 [ADD NUMBERS TO THESE FOR EASY REFERENCE]:

Fact or Fiction?	1
There is a higher percentage of immigrants in the U.S. now than ever before in U.S. history.	

Information	1
The current percentage of the U.S. population that is foreign born is 9%, which is lower than the 15% that it was during the 1870-1920 peak immigration period.	

Fact or Fiction?	2
Immigrants abuse the social security and welfare systems.	

Information	2
Immigrants contribute more in taxes than they receive in benefits. According to the U.S. census bureau, in 1999, fewer than one in seven foreign born householders received benefits such as food stamps and housing	

Fact or Fiction?	3
Minnesota’s largest immigrant group comes from Somalia.	

Information	3
In 1996, 42.2% of Minnesota immigrants came as refugees. Most refugees are coming from Russia, Bosnia, Somalia, Ethiopia, Eritrea, Liberia, Vietnam, Laos, and Cambodia.	

Fact or Fiction? 4

Everyone in Minnesota has immigrated here—we're all immigrants.

Information 4

The Ojibwe and Dakota peoples were here prior to European settlement. The Dakota people believe that this is their place of origin. The Ojibwe people migrated here.

Fact or Fiction? 5

Immigrants take jobs away from Americans.

Information 5

Immigrants create more jobs than they fill by starting new businesses and by buying U.S. goods and services.

Fact or Fiction? 6

Immigrants are working in America without paying taxes.

Information 6

An estimated 11 million immigrants are working in the U.S., earning at least \$240 billion a year and paying \$90 billion in taxes. The average immigrant family pays about \$2,500 more in taxes than the average U.S. born family.

Fact or Fiction? 7

Most illegal immigrants enter through the U.S.-Mexican Border.

Information 7

Only 40% of illegal immigrants enter through the U.S.-Mexican Border, although 85% of our border enforcement is located there.

Fact or Fiction? 8

Our country is being flooded with immigrants.

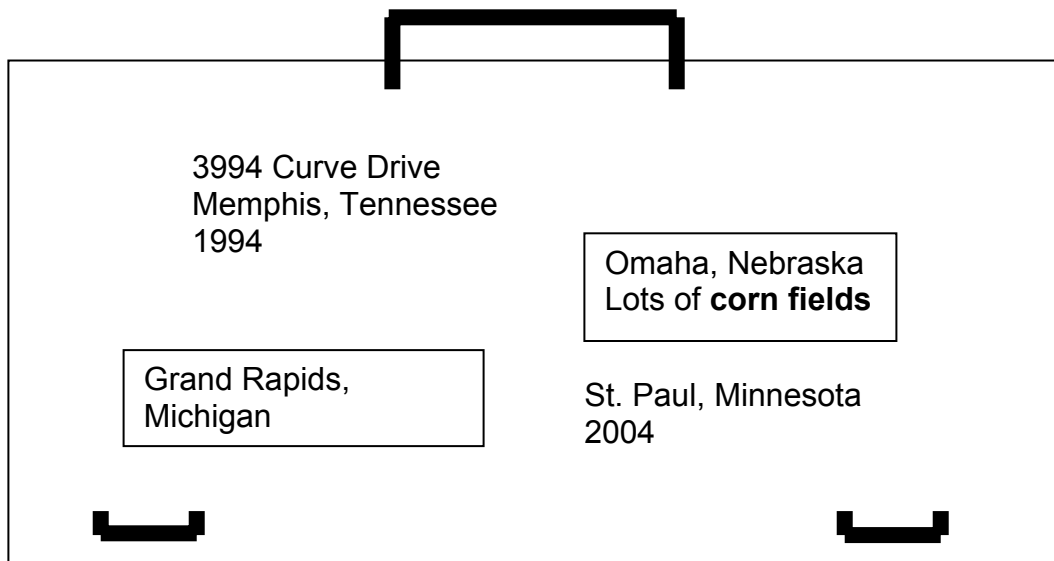
Information 8

Of the over 100 million migrants worldwide, less than 1% come to the U.S. each year.

## Origin Stories

### Part 1 Personal: Telling the story

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, record your journey on a “suitcase” (see sample below). Make a colorful label (you may also want to draw pictures) for 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 you remember about it. If you have only lived in one place, give as much information about that place as you would like to fill your “suitcase.”



2. Make another “suitcase” 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, grandparents, aunts, uncles, or foster parents.

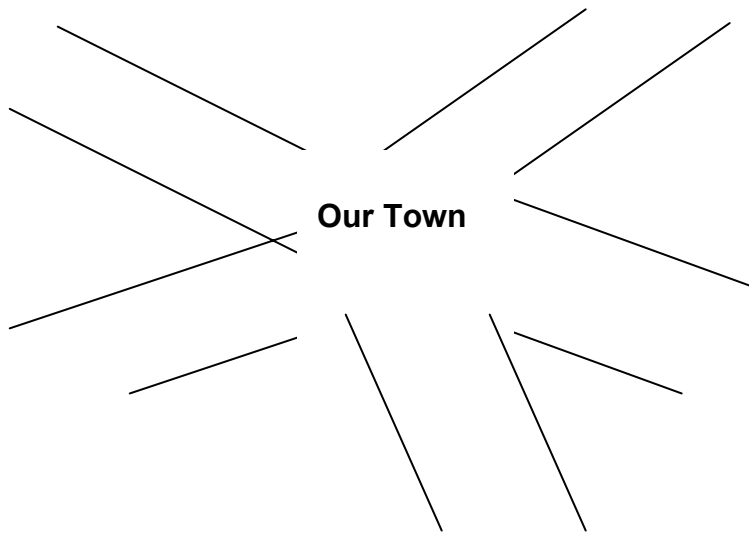
Write/record a story about moving. It may be your own story or a story about one of your family members or another significant adult in your life. Information you might want to include in your story:

- What were some of the reasons for moving?
- How did you or the other people feel before the move? (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?

## Part 2 Community: Listening to the stories

As you listen to the other students' stories about moving, think about the states and countries people have moved from to come to "our town." On a large sheet of paper write "Our Town" in the center and on roads leading to the town draw suitcases rolling in from other places. Identify the origin of the movers by placing flags or symbols on each suitcase representing the city, state, or country from which they came. Group the people who came by countries and years if you can.



Make lists to answer some or all of these questions:

1. What were some of the reasons for moving, (for example, to join family, to seek employment, or to escape from persecution)? Was there any injustice, unfairness, or human rights issue that contributed to people wanting to move, (for example, religious, ethnic, racial, or economic discrimination)? Review the UDHR and try to match the injustice with the article(s).
2. Did people face injustices, unfairness, or other human rights violations before moving to their new home? After moving to their new home? Review the Minnesota Human Rights Act and try to match the injustice with the violation(s).
3. What words or phrases are new to you that are important in the experience of moving or immigration?

## Letters to the Editor

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.*

Star Tribune July 10, 2004

### **Why worry about Hmong?**

In response to the July 9 letter "Do it on your own," I have a question for the letter writer and her uncle: Did he give up his homeland and fight and die along American soldiers in order to earn his ticket to this great country?

For the writer's information, a lot of the Hmong are also very able-bodied people, just like her uncle. If she calms down and get the facts straight, she will know nobody is taking the country away from her.

*Ming Tan, Oakdale.*

Star Tribune July 9, 2004

### **Immigrants of another era**

The front page of the July 4 Star Tribune quoted William R. Lundquist of Bloomington: "This whole issue of immigration needs to be addressed by responsible people who must evaluate our ability to support such irresponsible ventures."

What if responsible people raised this question 100 years ago when those hoards of low-income Swedes and Norwegians were trying to immigrate to the United States?

*David Raymond, Minneapolis.*

## Going Home To The South

June 15, 2003

Children of many blacks who once fled the South and segregation are now returning to find better lives than they had in the North.

Reporters who covered the civil rights revolution of the 1960s know the bitterness felt by those who were back then known as Negroes - bitterness at the humiliation inflicted on them by Southern whites.

As a result, millions fled North in search of jobs, education, dignity.

But now, millions of their children are finding out that their best chance of living the American Dream is in the South, in places like the suburbs around Charlotte, North Carolina; Orlando, Florida; Houston, Texas; and especially Atlanta, Georgia.

And ironically, while their parents and grandparents may have fought for integration, many of them have chosen to live in all-black communities.

**Correspondent Mike Wallace** first reported this story on October 27, 2002.

Black suburban Atlanta may look like Beverly Hills, but it's Mecca for many new migrants who are buying homes worth from \$200,000 to more than \$2 million. And new subdivisions keep sprouting, marketed especially to blacks.

Jeff Moten and his wife, Wanda, were in the first wave of this new migration. Ten years ago, they moved here from outside New York City. Most of their neighbors are also former Northerners.

"I blazed a trail to get out of New York," says Moten. "I just wanted a better way for my kids."

That better way includes a lower crime rate than up North, easy access to athletic facilities and to the arts, and several performances a week at Atlanta's Chastain Park – which includes champagne, Chopin and Nancy Wilson.

It's a marvelous life, one that more blacks can now afford. Black buying power nationwide has doubled in the last decade. Half of all black households are now middle and upper income. And more blacks are graduating from high school and college so they're able to land better jobs and buy better homes.

Moten's neighbors, Eduard and Shari Weathers, and Keith and Detra Burrell said moving South brought them the promised land.

“My father used to always say, 'Stop asking for a piece of the pie. Make your own damn pie.' And this is us making our own pie,” says Detra Burrell.

“This is what we have. This is what we want. We're no different from anybody else. We want nice homes. All of us have college degrees here. All of us have white-collar jobs. Why should we have to settle for anything less than what we have?”

Their white-collar jobs include financial consultant, school principal, Xerox executive and computer programmer. Plus, high-tech jobs are attracting blacks and whites to the South. But for blacks, it's coming back to their roots. Many who've moved south say they feel they've come home. And more than 3.5 million came home in the '90s - twice as many as came in the '80s.

They can also find good black public schools, and trendy bars and cafes, where the only whites are behind the bar.

“My younger brother's in the Navy, in San Diego, and he was here for about a week,” says Eduard Weathers. “And I rode him around the neighborhood, and I said, 'Yeah, and it's just about all black out here.' And he looked at me, he said, 'You're kidding? Those houses we saw, black people live in those houses?' I said, 'Yeah.’”

Renee Thomas found it hard to be black in a white neighborhood, so her family left Philadelphia and moved to a black community outside Atlanta. Up north, they'd been the only African-Americans in a neighborhood of 100 white families.

“We were the first blacks that our neighbors' children had ever seen,” says Thomas. “You often feel like you don't fit in.”

But this is what really shocked her. Their son, Shay, the only black on his school football team, was scared because he was about to play a team that was all black.

“It really bothered me,” says Thomas. “Because here my son, who's African-American himself, was very afraid of the other team.”

The football incident convinced Shay's parents they had a problem.

“Our children really identified with Caucasian children, but were very



uncomfortable around African-American children,” says Thomas. “I hate to say it, but yes. But I really wanted an African-American boy. I didn't want a white child.”

Three months after that football game, the Thomas family moved south. Now, Shay's in a black public school making new friends.

Laurie Beard also grew up in a white neighborhood, in Milwaukee. But her parents sent her to an all-black college, Spelman, in Atlanta, to learn more about her own culture.

“It was just unbelievable because being from Milwaukee, Wisconsin, you know, you're one of, you know, a few,” says Beard. “And then when I got off the flight, it was like, 'Oh, my God.' I just never realized there were so many black people in one setting.”

But Beard says she'd never move back north. In Atlanta, she got her college degree, got married, and convinced her parents to leave Milwaukee and come live nearby. Her parents, Israel and Gwen Beard needed convincing because they had been part of the original migration north, and had bad memories of the South.

Back in the '50s, Israel Beard had been a teacher in Tennessee, but he got fed up when his white supervisor kept calling him and the school's other black teacher “boy” in front of their students.

“I thought that that was a little debasing,” remembers Israel, who says without question that it was better in the North at that time. “The overtness of the racism, the bigotry was not present.”

He says he never expected to come back, but visiting his daughter and seeing the change made him change his mind. Now, he says the new South has won him over.

The South that he left was segregated effectively by force, but in the new South, blacks can have segregation by choice.

“When we first moved here, we had the opportunity to pretty much move on any side of town,” says Moten. “And it was important to me for my kids to see black families, mothers and fathers, households, you know, doing well. I want them to think, 'Well, this is the norm.' I've arrived here in my lovely black neighborhood.”

“Why even move to a white neighborhood when you have a nice black neighborhood you can move into,” adds Keith Burrell, who says that white

families are welcome to move into his neighborhood.

“Everybody's welcome to move here. Wouldn't have a black power sign on their door or their yard. No. Wouldn't bother us at all.”

“I think that's the misconception, and I think that's because when we move into their neighborhoods, it's like, 'Oh, my God. Put the house on the market. Lock the doors.' And I hate to say it, but if they came in, I would wonder ... One of the things you'd say, 'Well, what's up your sleeve?' 'What is it that you want? Are you selling drugs?’”

Now, there are a lot of grown black people who wear braces on their teeth.

“That's our badge of courage. We've arrived,” says Burrell. “Growing up, the only kids that had braces were those kids that had money. Everybody we grew up with had the little bent-up teeth, going in different directions. And now, we're 40 years old. I have arrived. Look at my braces.”

But not everyone can afford them. Nationwide, one in five blacks still lives in poverty - one in five, even in Atlanta. But that's a dramatic improvement from 10 years ago when the poverty rate was one in three.

“You understand that you are middle class, so that you might help somebody,” says Cynthia Hale, who launched her church 16 years ago with just four people. Now, she preaches to more than 6,000 people, and most of them live in all-black, middle and upper class neighborhoods.

“I was so excited about being at a place where I could just kind of be myself and let my hair down,” remembers Hale. “I didn't have to prove anything to anybody. And I think that's what causes people of any race, any culture, to self-segregate.”

Alex Wilkerson agrees. He says he was the last person who ever expected to move back south. During World War II, he trained combat pilots in Tuskegee, Ala. But after the war, he couldn't land a decent job in the South.

“I realized that there were no opportunities, regardless of what skills I could have acquired,” says Wilkerson.

He moved north in disgust. But last year, he and his wife moved back south to be near their daughter, Isabella Wilkerson, a Pulitzer prize-winning reporter for The New York Times who moved to Atlanta to research a book on the original migration north.

She told us that now many northern blacks are drawn to the South because this is their mother country, the cradle of their culture.

“There's always a searching to find out what—where did this begin, and why do we eat the food that we eat? Why do we listen to the music that we listen to? Why do we speak the way that we do? And this is a way to find that out,” says Isabella Wilkerson, who admits she really didn't want to come back.

Isabella Wilkerson says she got a scare recently when she came out of an Atlanta bagel shop. It was raining so hard she couldn't make it back to her car.

“While I was waiting, a man came towards me. He was a gaunt, tall man who had a white goatee, and he looked as if he might have been in another time and place -- a Confederate general,” she says. “And I immediately had this visceral reaction to him, just at how he looked.”

The man, who had an umbrella, offered to walk her to her car in the pouring rain. “I was amazed that this was happening. I had sized him up as a Southerner that I should probably steer clear of, and he showed this Southern hospitality that you hear so much about but don't believe exists,” says Isabella Wilkerson. “It had never happened to me in all the years I've lived in the north.”

If Martin Luther King Jr. were alive, what would he say about what was going on in Atlanta today?

“Even he might be speechless,” says Isabella Wilkerson.

<http://www.cbsnews.com/stories/2003/06/12/60minutes/main558375.shtml>

**COMPARE AND CONTRAST STORY SHEET**

<b>Story 1</b>	<b>Story 2</b>
<b>How alike?</b>	

<b>How different?</b>		
	<b>With regard to</b>	
	<input style="width: 80%; height: 20px;" type="text"/>	
	<input style="width: 80%; height: 20px;" type="text"/>	
	<input style="width: 80%; height: 20px;" type="text"/>	
	<input style="width: 80%; height: 20px;" type="text"/>	

<b>Conclusion or interpretation</b>
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## **Mock Human Rights Commission Meeting**

Students participate in a mock city council meeting or a human rights commission meeting around an immigration issue to build greater understanding of perspective on the issue.

### **Goal:**

Students will be introduced to and understand local human rights issues, as well as the work of local Human Rights Commissions and the Minnesota Department of Human Rights, specifically as they relate to migration issues.

**Time:** 4 hours in sessions as needed

### **Introduction:**

Who deals with human rights issues in your town? What are examples of human rights violations? Is there a Human Rights Commission in your town or county? What can be done to help those who believe they have been discriminated against? (Minnesota has a Department of Human Rights and 59 communities have Human Rights Commissions to deal with violations of the Minnesota Human Rights Act.)

**Who's Protected and How, from the Minnesota Human Rights Act.**

(For complete list see [www.humanrights.state.mn.us](http://www.humanrights.state.mn.us))

**Protected Class:** Race

**Areas of protection:** Employment, Housing, Public Accommodations, Public Service, Education, Credit, Business

**Protected Class:** Color

**Areas of protection:** Employment, Housing, Public Accommodations, Public Service, Education, Credit, Business

**Protected Class:** Creed

**Areas of protection:** Employment, Housing, Public Accommodations, Public Service, Education, Credit

**Protected Class:** Religion

**Areas of protection:** Employment, Housing, Public Accommodations, Public Service, Education, Credit

**Protected Class:** National Origin

**Areas of protection:** Employment, Housing, Public Accommodations, Public Service, Education, Credit, Business

### **Activity:**

Plan and conduct a mock Human Rights Commission meeting to resolve a case of reported discrimination against an immigrant. Write down the facts to be presented.

**Background information:**

There are 59 Human Rights Commissions in Minnesota. For information about the commission in your city or community see: <http://www.hrusa.org/league/background/members1.htm>

Human Rights Commissions usually have between 5–12 members and meet once a month at the city hall. Persons who have a human rights-related complaint may bring it to their local Commission or file directly with the Minnesota Department of Human Rights. Some options for filing such a complaint include the Duluth Human Rights Commission, the Minneapolis Department of Civil Rights or the St. Paul Human Rights Commission if the complainant lives in those cities. These three Commissions have enforcement powers. The other 56 Commissions do not have such powers and cannot investigate cases. They can only mediate between the person who has a complaint and the persons against whom the complaint is being made.

This activity is a simplified version of a complex process, but should serve to raise awareness of the work of Human Rights Commissions.

**Suggestions for a Mock Human Rights meeting****Roles:**

**Commission members and chairperson**

**Complainant** (person who is alleging discrimination)

**Respondent** (person against whom a complaint alleging unlawful discrimination has been filed; may be an employer, landlord or any person who has acted in a way that can be seen as discriminatory)

**Recorder** (takes notes)

**Advocate** (a friend or legal representative may accompany the complainant)

**Witnesses or other presenters** (these are community members at large who have various opinions and perspectives on the issues)

**Audience** (Non-presenting community members and members of the press)

**General plan:**

1. Introduce the concept of a Human Rights Commission and explain that the class will be enacting a mock version to gain a deeper understanding of migration issues and how they relate to human rights principles.
2. As a class, come up with a situation that might arise (or be present) in your community that is an example of a human rights violation that relates to migration issues. You may wish to draw on past experiences in this unit to come up with a situation. Example: A person is denied housing or employment because of race or national origin.
3. Assign roles and ask students to think about how the person whose role they are playing would respond to the violation. Students brainstorm about the different perspectives involved in the conflict.
4. Conduct the hearing.

- a) The Complainant describes events. Each incident needs to be described in clear, precise, factual and chronological order with as much detail as possible. An example on the board might be a good idea to get everyone started.
  - b) The hearing is very much like a trial. The Complainant and the Respondent present evidence.
  - c) A panel of Commissioners orders to dismiss the case or to rule in favor of the Complainant.
  - d) Specific “remedies” to correct the discriminatory behavior are usually part of the judgment: Money for lost wages, punitive damages, mental anguish and attorney’s fees.
5. If the complaint is taken to any of the 56 Commissions that have mediation but not investigative or enforcement powers, a face-to-face mediation session is conducted by one or two commission members. The parties attempt to resolve the complaint. There may be testimony and interviews by witnesses from both sides. The mediators are careful to remain neutral and not take sides.
  6. Possible outcomes of the mediation session: An agreement or no agreement is reached between the Complainant and Respondent. If there is no agreement, the Complainant may decide to file with the Minnesota Department of Human Rights.
  7. When filing the complaint with MN DHR, Duluth Human Rights Commission, the Minneapolis Department of Civil Rights or the St. Paul Human Rights Commission, mediation is attempted first and is on-going, but if no settlement is reached there will be a hearing.
  8. Both sides of a discrimination complaint have the right to appeal the decision to the Minnesota Court of Appeals.

Follow-up activities:

1. Write a newspaper style story of the Mock Human Rights meeting.
2. Contact your local Human Rights Commission for information and a visit.
3. Research statistics on discrimination in your area of Minnesota.

Resources

Federal Protections against National Origin Discrimination

<http://www.usdoj.gov/crt>

Minnesota Department of Human Rights

[www.humanrights.state.mn.us](http://www.humanrights.state.mn.us)

League of Minnesota Human Rights Commissions

[www.mnleagueofhumanrights.org](http://www.mnleagueofhumanrights.org)

**Action Plan**

***Selected Issue:***

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***Group Members:***

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- 1. Plan of Action--What are you going to do? Be specific and list the steps in order:***
  
- 2. What materials and/or resources will you need and where will you get them?***
  
- 3. What do you want to happen as a result of your action(s)?***
  
- 4. What problems or challenges might you face? How will you deal with them?***
  
- 5. What might be some other outcomes as a result of your action(s)?***
  
- 6. What information will you collect to see if your actions are successful?***
  
- 7. What events or actions will you be able to observe to determine if change happens?***



## **Bibliography of Teachers' Resources about Human Migration**

### **Organization Websites:**

American Refugee Committee  
430 Oak Grove Street, Suite 204  
Minneapolis, MN 55403  
Toll Free: 800-875-7060  
Phone: 612-872-7060  
Fax: 612-607-6499  
[www.archq.org/](http://www.archq.org/)

The B.I.A.S. Project (Minnesota Advocates for Human Rights)  
612-341-3302  
<http://www.mnadvocates.org>

Diversity Council  
[www.diversitycouncil.org](http://www.diversitycouncil.org)

Immigration and Naturalization Service  
612-348-7105  
[www.formdomain.com/](http://www.formdomain.com/)

League of Minnesota Human Rights Commissions  
4100 Lakeview Avenue  
Robbinsdale, MN 55422  
763-535-1051  
[www.mnleagueofhumanrights.org](http://www.mnleagueofhumanrights.org)

Minnesota Advocates for Human Rights  
650 3rd Ave S, #550  
Minneapolis, MN 55402-1940  
Phone: 612 341-3302  
Fax: 612 341-2971  
<http://www.mnadvocates.org>

Minnesota Council of Churches Refugee Services Program  
122 Franklin Avenue West, Suite 100  
Minneapolis, MN 55404  
Phone: 612-874-8605  
Fax: 612.870.3622  
[www.mnchurches.org/refugees](http://www.mnchurches.org/refugees)

Minnesota Department of Human Rights  
Army Corps of Engineers Center

190 E. 5<sup>th</sup> Street, Suite 700  
St. Paul, Minnesota 55101  
Phone: 651-296-5663 (St. Paul Office)  
1-800-657-3704 (toll free)  
<http://www.humanrights.state.mn.us>

Resource Center of the Americas  
317 17<sup>th</sup> Avenue Southeast  
Minneapolis, MN 55414-2077  
<http://www.americas.org>

United States Census Bureau  
<http://www.census.gov/>

U.S. Citizenship and Immigration Services  
St. Paul District  
2901 Metro Drive, Suite 100  
Bloomington, MN 55425  
<http://www.uscis.gov>

### **Cultural Groups:**

ArabNet Somalia  
[www.arab.net/](http://www.arab.net/)  
(Select the Somali flag)

Chicano-Latino Affairs Council  
651-296-9587  
[www.clac.state.mn.us/](http://www.clac.state.mn.us/)

Chicanos Latinos Unidos en Servicio  
651-292-0117  
[www.clues.org](http://www.clues.org)

Council on Asian-Pacific Minnesotans  
651-296-0538  
[www.state.mn.us/ebranch/capm](http://www.state.mn.us/ebranch/capm)

Council on Black Minnesotans  
2233 University Avenue  
Wright Building, Suite 426  
St. Paul, MN 55114  
Phone: (651) 642-0811  
Fax: (651) 643-3580  
[lester.collins@state.mn.us](mailto:lester.collins@state.mn.us)

The Face of Russia  
[www.pbs.org/weta/faceofrussia/](http://www.pbs.org/weta/faceofrussia/)

HACER  
330 HHH Center,  
301 19th Avenue South  
Minneapolis, MN 55455  
Phone: 612-624-3326  
612-625-0573  
[www.hacer-mn.org/](http://www.hacer-mn.org/)

Hmong American Partnership  
1075 Arcade St.  
St. Paul, MN 55106  
Phone: 651-495-1504  
Fax: 651-495-1699  
[hapmail@hmong.org](mailto:hapmail@hmong.org)  
[www.hmong.org](http://www.hmong.org)

Hmong Arts, Books and Crafts Store  
298 University Avenue  
St. Paul, MN 55103  
651-293-0019  
[hmongabc@hmongabc.com](mailto:hmongabc@hmongabc.com)  
[www.hmongabc.com](http://www.hmongabc.com)

Hmong Homepage  
[www.hmongnet.org](http://www.hmongnet.org)

Hmong People in the U.S.  
<http://i.am/hmong>

Indian Affairs Council  
Addresses:

- 1) 1819 Bemidji Ave  
Bemidji, MN 56601  
Phone: (218) 755-3825  
Fax: (218) 755-3739  
<http://www.indians.state.mn.us>
- 2) 525 Park Street, Suite 303  
St. Paul, Minnesota 55103  
<http://www.budget.state.mn.us/budget/profiles/230483.pdf>

Lao Family Community of Minnesota  
651-221-0069  
[www.laofamily.org/ifcm.htm](http://www.laofamily.org/ifcm.htm)

Russia:

Minneapolis Jewish Federation  
3100 Wayzata Blvd., Suite 200  
Minnetonka, MN 55305  
Phone: 952-593-2600  
Fax: 952-593-2544  
[webmaster@ujfc.org](mailto:webmaster@ujfc.org)  
<http://www.jewishminnesota.org>

Somali Community of Minnesota  
1014 East Franklin Avenue, Suite 1  
Minneapolis, MN 55404  
Phone: 612-871-6786  
Fax: 612-871-8131  
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This is Home: The Hmong in Minnesota  
[www.news.mpr.org/features/199903/08\\_nymanl\\_home/](http://www.news.mpr.org/features/199903/08_nymanl_home/)

### **Reading and Viewing:**

Amato, Joseph A. *To Call It Home: The New Immigrants of Southwestern Minnesota*. Marshall, MN: Crossings Press, 1996.

*To Call It Home* tells of the new wave of immigrants to southwestern Minnesota — Africans, Asians, and Hispanics. Amato, professor of history at Southwest University in Marshall, Minnesota, writes of the impact of migration patterns and the different experiences of several food-processing cities — Willmar, Worthington, and Marshall.

Center for Rural and Regional Studies  
Southwest State University  
Marshall, Minnesota 56258  
[www.southwestmsu.edu/regional/Staffpages/JosephAmato](http://www.southwestmsu.edu/regional/Staffpages/JosephAmato)

American Indian creation stories are found in these books:

- Clarao, Nicole. *The Apache Indians*. Chelsea House Publishers, 1992.
- Mooney, Martin. *The Comanche Indians*. Chelsea House Publishers, 1993.
- Scordato, Ellen. *The Creek Indians*. Chelsea House Publishers, 1993.
- Prentzas, G.S. *The Kwakiutl Indians*. Chelsea House Publishers, 1993.
- Sherrow, Victoria. *The Iroquois Indians*. Chelsea House Publishers, 1992.
- Wood, Leigh Hope. *The Crow Indians*. Chelsea House Publishers, 1993.
- Wood, Leigh Hope. *The Navajo Indians*. Chelsea House Publishers, 1991.

American Indian Learner Outcome Team. *American Indian History, Culture and Language Curriculum Framework*. St. Paul: State Department of Education, 1995.

<http://education.state.mn.us> (click on “site map” then scroll to “school choice” then “Indian Education” and finally “Curriculum”. The Correcting Misinformation Lesson and four other lessons have not been posted as of July 21, 2004.)

“Various American Indian tribes have explanations for how they came to inhabit the Americas. These explanations differ from the explanation often presented in social studies textbooks that the earliest Americans were hunters who crossed a land bridge between Asia and North America during the ice age... American Indian origins can be traced through creation and migration teachings which have been handed down through countless generations... American Indians have always been here.”

Brisas Latinas radio show  
KBEM 88.5FM  
Sundays, 1-5 p.m.

Broker, Ignatia, *Night Flying Woman*. An Ojibwe Narrative. St. Paul: Minnesota Historical society Press, 1983

Flowers, Nancy, Editor. *Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights*. (Information and education activities for learning about the UN Universal Declaration of Human Rights.) 1998

Sixty Minutes program “Going Home To The South” —

<http://www.cbsnews.com/stories/2003/06/12/60minutes/main558375.shtml>

For much of this century, until the late 1960's, millions of African-Americans left the southern United States. Many relocated to major industrial centers in the northern part of the country, where factories had a seemingly endless supply of jobs. The northward migration began slowing in the 1970's and a new study now suggests large numbers of Black Americans are returning to the south.

Somali TV and the Somali Show – Twin Cities cable channels 6 and 32 (Check programming schedules for exact times, which can vary week to week.)

Video and Curriculum:

Minnesota Advocates for Human Rights. *The Energy of a Nation: Immigrants in America*. Minneapolis, MN: Media Productions, Inc., 1995.

Whitney Museum of American Art  
Learning at Whitney

What is an American? Lesson Plans

<http://www.whitney.org/learning/lessons/lesson35.php?lesson=6-20k>

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