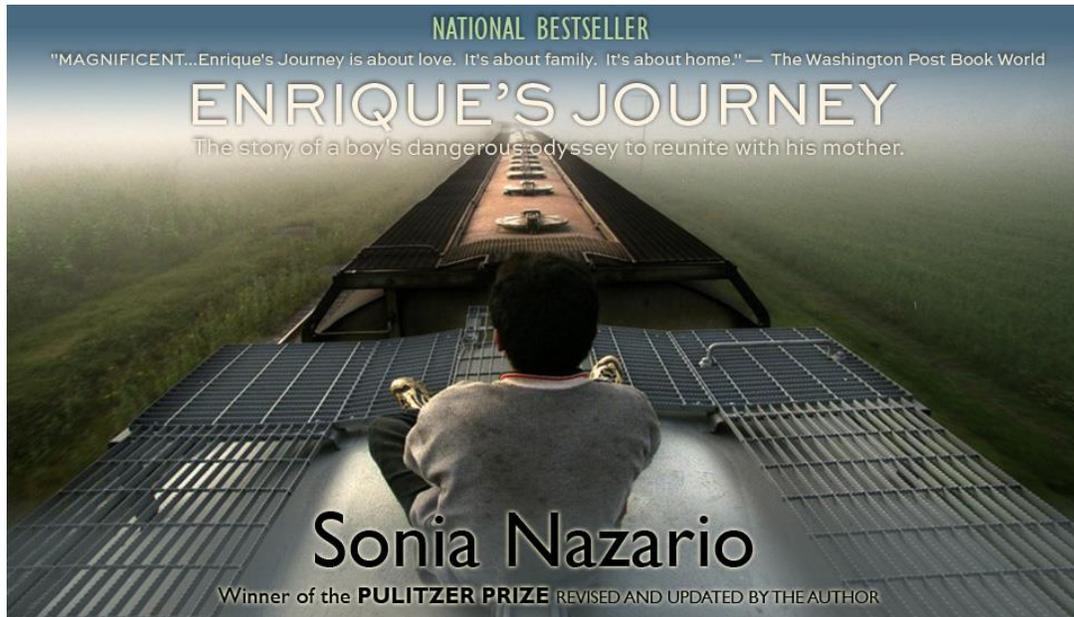


Pirate Read 2015 Instructor Resource Guide

For *Enrique's Journey*



Prepared by

Dr. Wanda Bunch

Dr. Brian Massey

Dr. MaryBeth Corbin

Ms. Sarah Mitchelson

Ms. Cathy Compher

Dr. David Rivera

Dr. Cindy Elmore

Ms. Karen Slough Smith

Mr. William Gee

Dr. Frank Hurley

Summer 2015

Brief History and Quick facts on Latino Immigration to the US and NC

An Historic Overview of Latino Immigration and the Demographic Transformation of the United States is an essay written by David Gutierrez that provides an overview of the history of Latino immigration to the US with particular emphasis on issues of citizenship and non-citizenship, political controversies over immigration policy, and the global economic context in which regional migration and immigration have occurred. Information from this essay and other sources are used to provide context for this resource guide for the 2015 Pirate Read, Enrique's Journey.

The history of Latino migration to the U.S. has complex origins rooted in the nation's territorial and economic expansion. A timeline of the influx of Latino immigrants is here:

- First significant influx of Latino immigrants to the US occurred during the California Gold Rush, or just after most of the modern boundary between the U.S. and Mexico was established at the end of the U.S.-Mexican War (1846-48).
- Migration was very light during most of the 19th century averaging no more than 3,000-5,000 persons per decade in the period between 1840-1890.
- Expansion of the regional rail system in the 1870s and 1880s allowed US employers to reach out to Mexico to fill a rising demand for labor in agriculture, mining, construction, and transportation (especially railroad construction and management).
- At least 100,000 Mexicans had migrated to the US by 1900, doubled to 220,000 by 1910, and doubled to 478,000 by 1920.
- Brief reversal of migration flows during the Great Depression and an estimated 350,000 to 500,000 Mexican immigrants and their children were pressured to leave the U.S.
- Mexican migration quickly resumed after the US entered WWII in 1941. There was a labor shortage because of the war and US employers lobbied the federal government to ask Mexico to enter a bilateral labor agreement. The Emergency Farm Labor Agreement was signed in the summer of 1942.
- The Emergency Farm Labor Agreement was named the Bracero Program (from the Spanish colloquial work for manual labor) and it had many long-term effects including:
 - Reopened the southern border to Mexican labor
 - Reinstated the use of large numbers of immigrant workers in the US economy for the first time since the Depression.
- During peak years of the program between 1955 and 1960, an average of more than 400,000 laborers (predominantly from Mexico) were employed in the U.S.
- Unintended effect of program was increase in both sanctioned and unsanctioned migration to the US from Mexico.
- Growth of Puerto Rican population in the continental US was a result of the Jones Act. The purpose of this act was to quell local unrest by providing a number of political reforms. The Jones Act granted US citizenship to all Puerto Ricans except those who made a public choice to renounce this option.
- The extension of US Citizenship to island residents opened the door to Puerto Rican migration to the continental US.
- After the Great Depression, Puerto Ricans began moving to the continent, and especially to New York City. Between 1930 and the outbreak of WWII, the continental US Puerto Rican population grew from 53,000 to 70,000 with an overwhelming majority (@88%) found in New York City.

- Puerto Rican emigration to the US accelerated after the war due to chronic unemployment on the island. The Puerto Rican population on the mainland climbed to 887,000 by 1960.
- Political turmoil during the 1970s and 1980s – particularly in El Salvador, Guatemala, Honduras and Nicaragua – greatly contributed to significant new Latin American immigration to the US.
- Hundreds of thousands of Central Americans migrated and became a significant part of the U.S. Latino population by 1990, when they reached an aggregate population of 1.324 million.
- Central Americans have clustered in different areas of the country including Los Angeles, Houston, San Francisco, New York, and Miami.

North Carolina Minority Health Facts: Hispanics/Latinos July 2010 (Retrieved from website http://www.schs.state.nc.us/SCHS/pdf/Hispanic_FS_WEB_080210.pdf, August, 2015)

Hispanics or Latinos (in this report the terms are used interchangeably) are those people who classified themselves in one of the specific Spanish, Hispanic, or Latino categories listed on the Census 2000 questionnaire – Mexican, Mexican American, Chicano, Puerto Rican, or Cuan. “Hispanic” and “Latino” have been used to suggest ethnic or cultural homogeneity among people of Latin American heritage; they do not refer to racial background.

In North Carolina, the terms are often used together – “Hispanic/Latino” – so as to be all encompassing when referring to the population.

Quick Facts:

Geographic Origins of Hispanics/Latinos in North Carolina

- Hispanic residents of NC are from three sources: those born in North Carolina; those moving from other US jurisdictions; and those moving directly to the state from Mexico and other Latin American countries.
- Nearly half (47%) of NC Hispanics were born in NC. Approximately half (53%) of NC Hispanics are foreign-born. The majority of foreign-born are of Mexican origin (70%), with Central American origins comprising another sizeable portion of the population (17%).
- Among foreign-born Hispanics, 50% entered the US after 1999, 36% entered during 1990’s and 14% before 1990. Data compiled by the Department of Homeland Security on NC residents who obtained permanent legal resident status reveals that Mexico is the most common country of origin for NC immigrants.

Age and Geographic Characteristics of Hispanics/Latinos in NC

- On average, Hispanics in NC are younger than the white population. According to the US Census Bureau, 2008 American Community Survey, the median age of the state's Hispanic population was 25 years, compared to 41 years for the white population of the state.

Social and Economic Well-Being

- The percentage of Hispanic families living below the federal poverty level (for example \$21,834 annual income for a family of four) in 2008 was 24.8 compared to 6.7 for whites. The 2008 median household income for families where the head of the household is Hispanic/Latino is \$34,426 compared to \$52,412 for white households.
- Over 85% of whites have received a high school diploma or higher compared to 51% for Hispanics. The unemployment rate in 2008 for Hispanics was higher compared to whites (7.7 compared to 5.4).

Mortality

- The top cause of death among Hispanics is cancer. The second leading cause of death among Hispanics is motor vehicle injuries, which ranked substantially lower among whites (10th) and African Americans (11th). Homicide also ranked higher among Hispanics.

New Americans in North Carolina (American Immigration Council, Published July 19, 2013)

- North Carolina is home to 749,426 immigrants
 - 7.6% of North Carolinians are foreign-born
 - 11.2% of North Carolinians are Latino or Asian
- Latinos and Asians in North Carolina have purchasing power of \$25.7 billion
- Undocumented immigrants pay \$253.1 million in NC state and local taxes
- North Carolina would lose \$14.5 billion in economic activity, \$6.4 billion in gross state product, and approximately 101,424 jobs if all undocumented immigrants were removed
- \$1.7 billion in total net income is generated by immigrant businesses in North Carolina

Suggested Activities:

1. Have students read the Gutierrez article and use as foundation for class discussion.
2. Have students view NC Minority Health Facts website to find Hispanic/Latino NC population numbers/percentage by counties. Have students identify home counties and discuss what they know about Hispanic/Latino populations in those areas.

Themes

1. Family Dynamics
2. Criminal Justice
3. Perspectives On Immigration
4. Political Unrest & Economic Inequality / Social Justice
5. Investigative Journalism
6. Risk & Violence
7. Poverty
8. Cultural Identity
9. Changing Demographic Of Immigration
10. Benevolence

Family dynamics

Enrique's Journey is a work of nonfiction that gives readers an opportunity for reflection on their deepest beliefs about family. Facing starvation for herself and her children, Enrique's mother makes the heart wrenching decision to go from Honduras to the United States in search of work. At five years of age, Enrique does not understand why his mother is gone. He is also separated from his sister, who lives with another relative. He experiences rejection repeatedly as he is moved from relative to relative. This is compounded by the birth of another sibling who is born in the U.S. Enrique's confusion turns to anger, and his desperation leads him on this dangerous journey in search of his mother. Once reunited, the reality of their broken relationship leads to even more anger and frustration. This brave young man's quest for his mother is not a pretty story with a fairytale ending. It raises challenging questions and lends itself to class discussion and written work.

Questions

1. What would be a valid reason for a parent to leave a child?
2. What are the fundamental responsibilities of being a parent?
3. In desperate circumstances, what is a reasonable amount of time for separation of parent from child? Does the child's age change the answer?
4. How would you determine the caregiver for your child if forced into this situation?
5. What part does society play in the health and well-being of children and families?
6. How is a child's education disrupted by parent and child separation?
7. What are the challenges of assimilating children into a blended family?

Criminal justice:

An overview of Violence and Crime in Latin America, a solution paper summary written by Mark Cohen (Vanderbilt University) and Mauricio Rubio (Universidad Externado de Colombia) is the source for the following information. *Violence and Crime in Latin America* (http://www.iadb.org/res/consultasanjose/files/summary_sp/violence_summary.pdf) (PDF), retrieved 14 August 2015).

Background: The main concerns of this violence and crime in Latin America include high incidences of crime, drug trafficking, violent youth gangs, money laundering and domestic violence. Crime and violence seems to be more local in scope thereby affecting the direct victim and local community. But there is also a global dimension to the causes of crime. One example is the demand for illegal drugs in the United States and Europe which has a clear impact on drug supply and organized crime in a number of countries in Latin America. Within the United States, the rise in Latino gangs in larger cities such as Detroit, Chicago and Los Angeles.

Basic facts about crime and violence in Latin America

- Incidence of crime and violence
 - Between 1995 and 2002, homicides increased slightly faster than the population but this masks a continuous drop in Central America and a larger rise in South America.
 - The WHO estimates there to be between 73,000 and 90,000 firearms deaths annually in Latin America, three times the world average.
 - Violence is the leading cause of deaths among Latin Americans between the ages of 15 and 44.
 - Colombia, El Salvador, Venezuela and Brazil have among the highest homicide rates in the world.
- Gang membership
 - In Central America, there is a large variation in the level of gang membership, for example 500 per 100,000 people in Honduras but only 40 in Nicaragua.
 - Gang membership numbers are difficult to come by – self-reporting gives a different picture than police records.
 - Latin American nationals engaged in criminal activities may be deported and contribute to violent gang behavior in their homelands.
- Young males
 - Most crime and violence in the region seems to be committed by young males.
 - Young gangs work closely with organized crime syndicates.
 - The most serious violence among young people is committed by gang members.
- Risk factors for juvenile delinquency and gang membership
 - Common root causes included marginalized urban areas, high levels of youth unemployment with little educational opportunity, inadequate justice systems, ready availability of guns, dysfunctional families and high levels of domestic violence.
 - Poverty alone is not a risk factor for gang membership but a combination of poverty and dropping out of school does appear to be a significant risk factor

- Domestic violence rates are high
 - Domestic violence against both wives and children is harmful and costly to society
 - Effects include lower earnings by abused women, and a significant contribution to total physical and mental injury
 - Domestic violence – particularly sexual abuse of children – has been found to be a significant risk factor for gang membership, youth crime and prostitution in Central America

Suggested Activities:

1. Contact local law enforcement to determine gang activity in the Greenville-Pitt County area or in the student's hometown. What are law enforcement doing to stem gang violence?
2. Have a class discussion on the contributing factors and consequences of crime and violence for the region specifically focusing on social, political and economic causes.
3. Looking specifically at Honduras, Enrique's native country, what are major factors for crime for the region? How does the country meet the challenges of these crimes?

Perspectives on Immigration

Many Americans share common ideas about illegal aliens from employment challenges to language barriers. Below are five common misconceptions that contribute to the confusion of perception concerning immigrants in America.

1. One of the most surprising findings from the research is how insistent immigrants are that learning English is critical for their success. Although many immigrants speak their first language at home, two-thirds of those older than five speak English well according to Migration Policy Institute. There is a great demand for adult ESL classes in the United States.
2. Immigrants take good jobs from Americans. There is little connection between immigrant labor and unemployment rates of native born workers. Because of the aging population and better education the work force is decreasing for low paying jobs. Employers tend to hire immigrants workers however for some unscrupulous employers exploit their labor source with low income, no benefits and safety laws.
3. Immigrants don't pay taxes. Every time an undocumented worker makes a purchase they are paying taxes. They also contribute to property taxes every time they purchase a home or rent.
4. Varied ideas from the legal system. The young can legally attend school but can't work, vote or receive financial aid. The laws are confusing a paradox between seal the borders and cheap work force that helps the economy. For example the social security system has realized a 10% increase with the influx of illegals but they are not eligible for benefits, Medicare after 65 or social security.
5. Undocumented immigrants bring crime to the United states along with drug and gang activity. According to the conservative Americas Majority Foundation, crime rates during the period 1999-2006 were lowest in states with the highest immigration growth rates. They are also incarcerated at a much lower rate than American born citizens.

Curriculum Ideas

1. View the documentary from "Documented" from Pulitzer Prize winning journalist Jose Antonio Vargas. He is an undocumented immigrant who has lived in the United States since he was 12. He pays taxes and works for the *Washington Post*.
2. Create discussion forums and debate the Dream Act after viewing the film. Create essays and projects based on Vargas' story.
3. Volunteer at the literacy council. Many illegals come through those doors seeking help for reading and writing English.
4. Volunteer at the elementary schools with the ESL programs.

Political Unrest & Economic Inequality / Social Justice

There were an estimated 11.7 million unauthorized immigrants in the United States as of 2012. Unauthorized immigrants account for about 3.7 percent of the total U.S. population and about 5.2 percent of the labor force. Note that unauthorized immigrants are a larger share of the labor force than of the total population because the vast majority of unauthorized immigrants are working-age adults.

According to the BBC, Immigration to the US from Mexico and Central America has long been driven by economic difficulties and violence in home countries.

But a recent spike of gang and drug-related violence in Guatemala, El Salvador and Honduras has increased the flow of migrants from those countries.

With no work, a poor economy and the relentless drive to seek employment and a better life crossing the border into the United States is worth the risk.

According to the Council on Hemispheric Affairs The number of illegal migrants in Latin America exceeds two million. However, that is nowhere near the approximately 11 million undocumented immigrants to be found in the United States. The measures taken by Latin American countries reflect their circumstances and cultures and do not provide a complete answer for the United States. Nevertheless, the tactics utilized by these Latin American countries present alternatives to many of the proposals currently being considered in the United States.

Business Insider writes A vast majority said they were fleeing gang violence that has reached epidemic levels in Guatemala, Honduras and El Salvador in recent years. The migrants also uniformly said they decided to head north because they had heard that a change in U.S. law requires the Border Patrol to swiftly release children and their mothers and let them stay in the United States.

With all of the above factors contributing to the increased flow of illegal immigrants do they have a better life or face inequality when they reach the United States.

It can be argued that the illegal immigrant population are not citizens and are not paying their dues to legally work in the United States but the country needs them. Our lower working class employers rely heavily on their presence in the agricultural field, factories and low labor market.

Illegal workers are willing to take jobs that other Americans would not. They will work for less money and most are good reliable workers. According to a Virginian-Pilot investigation over the past six months has found that many workers on a Verizon project are in the country illegally, performing back-breaking work that most Americans simply won't do. The use of illegal immigrant labor raises issues of liability and neighborhood safety for the residents whose yards are being trampled as well as legal and tax issues for the companies that employ illegal workers. The workers themselves are often exploited too, being paid far less than the law requires or, in some cases, not at all.

The illegal worker is providing necessary support to the economy especially on the east coast in states such as North Carolina, South Carolina and Georgia where there is a surplus of manual jobs. Companies like Pamlico packing use them to clean crabs and other shell fish where most Americans would not otherwise work. They are used in Tobacco farming and harvesting of other food on most farms.

Immigration advocates say the illegal workers provide economic support, both to the local community and for their families back home. Immigration reformists, on the other hand, want a crackdown on undocumented workers, but law enforcement officials say their resources are stretched thin.

Congress is working to stop unfair labor practices for the illegal.

“The [decision](#) by the U.S. Court of Appeals for the Third Circuit affirms the critical role of the Department of Labor, and shows that DOL was right all along: raising the prevailing wages for employers in the H-2B program is necessary to protect job quality for all workers—both guestworkers and the U.S. workers alongside them. The NGA has fought continuously to make sure that prevailing wages for H-2B employers are fair to all workers, and that employers don’t further disadvantage U.S. workers by taking unlawful deductions or kick-backs.” According to the National Guest Worker Alliance.

Suggested Projects for Students:

Contact employer, interview and write an article from the employers as well as the employee’s perspective.

Write your congressman suggesting ways to improve the illegal immigrant’s status.

Research laws that protect the inequality of the worker

Volunteer at places like the Literacy Council to help assimilate workers to America

Investigative journalism

Investigative journalism is a special kind of journalism.

For one, it takes a lot of time to do, unlike “daily” journalism of quick-turnaround news stories for today’s newspaper, TV newscast, news website and social media.

For another, investigative journalists interview and re-interview a lot of people for their stories. They hunt for and acquire documents and numbers, and analyze information with the help of spreadsheet, database and mapping software.

Investigative stories typically are far longer than “daily” news stories on TV or the Web or in the newspaper.

It used to be that investigative journalism was defined as journalism that ferreted out wrongdoing by social institutions. In its golden age in the early 1900s, investigative journalism was used to expose government corruption, unsafe food production practices, abuse of power by the wealthy and more. That reporting prompted government reform.

Today, most people may know of investigative journalism from the political corruption scandal of the 1970s called Watergate. The scandal centered on President Richard M. Nixon. The investigative reporting—and, importantly, how people felt about the facts being reported—led him to resign in 1974.

In recent years, investigative journalism has expanded into “explanatory reporting” and as “participatory journalism.”

Explanatory reporting, as its name implies, focuses on explaining a complex yet important subject to the public. Participatory journalism does the same thing except that the reporter directly experiences the subject of the reporting.

At its core, though, investigative journalism “involves exposing to the public matters that are concealed—either deliberately by someone in a position of power, or accidentally, behind a chaotic mass of facts and circumstances.” That is how the book *Story-Based Inquiry* defines it.

Another book, the *Investigative Reporter’s Handbook*, puts it this way: Investigative journalism is news “reporting, through one’s own initiative and work product, of matters of importance to readers, viewers or listeners. In many cases, [the people who are] the subjects of the reporting wish the matters under scrutiny to remain undisclosed.”

Investigative journalism lands squarely in the journalist’s responsibility to work as the people’s “watchdog” on government, business and more. Without watchdog journalism, democracy suffers.

Discussion questions

When Sonia Nazario retraced Enrique’s journey to observe and document the plight of the thousands of children who make their way, in great danger, from Central America to the U.S., she was practicing a form of investigative journalism.

She wanted to see for herself what this journey was like—to experience the fear and danger firsthand, to observe both the bad elements who prey on these children and teens, and the good elements who feed and protect them along the way.

She used these deep observational skills to craft a story combined with statistics about such immigrants, policies that govern the treatment of such migrants, and facts about the American industries that have come to rely on cheap, immigrant labor.

Mere interviews with these children and with policymakers could have produced an adequate description of the problem of child migrants. But an investigative reporter who has researched the

bigger picture of the issue of child migrants, combined with her own personal experience of making the child migrant's journey, is what best told this story.

People being interviewed cannot always recognize or articulate the details that a reporter might find pivotal to the telling of a story.

1. Think of a specific problem – this could be something from your high school, your home town, or something “bigger” in nature – that could be illuminated by an investigative reporter who “experienced” it for himself/herself.
 - a. Describe the problem.
 - a. What, specifically, would the investigative reporter have to experience for her/himself? Where would they go and what would they do?
 - b. What do you think or hope could be learned by such an undertaking?
2. One thing Sonia Nazario did in her book was to include rich and detailed descriptions of her surroundings while making the same journey Enrique had made.
 - a. Take a pen and notebook and find an interesting place on campus where you can watch other people and activity without being too noticeable.
 - b. Describe in detail what you see around you, using all of your five senses.
 - c. Include a bit of what you overhear being said around you.
 - d. In what kind of a “story” could your description be used?
3. Enrique's story represented, in a way, the story of thousands of such children and teens who have made the dangerous journey alone across Central America to find a family member in the U.S. In telling Enrique's story, Nazario wove in statistics about the number of migrants caught at the border before they can sneak in, the number of undocumented immigrants believed to make it to the U.S. each year, the number of girls who are sexually assaulted on their way to Texas, and more.
 - a. What kinds of statistics could help to illuminate your own story, thus far in your life? (One example might be statistics about the percentage of students from your high school class who went on to college after graduation, or Census Bureau statistics on the average household size in your home town). You don't have to actually look up the statistics or even know if they exist. Just think about how the things you have experienced might be quantified and applied to a larger population. Where would you fall in such statistics? Why is it good to quantify something with statistics?
4. Was there anything unethical about what Nazario did in retracing Enrique's journey? Did she “really” experience what Enrique and others like him experienced, given that she had a credit card with which to feed herself and sleep in a hotel, and a letter from Mexican authorities to get her out of any trouble?
 - a. What do you think of this method of “narrative” reporting, where an experience that a reporter did not initially see, is later “re-created” as a stand-in for the real thing?

Risk, violence, rape, amputations, death

The information in this section was retrieved from:

Backgrounder (No. 2568, June 22, 2011). The article is titled “The Human Tragedy of Illegal Immigration: Greater Efforts Needed to Combat Smuggling and Violence” by Ray Walser, Jena Baker McNeill, and Jessica Zuckerman. <http://www.heritage.org/research/reports/2011/06/the-human-tragedy-of-illegal-immigration-greater-efforts-needed-to-combat-smuggling-and-violence>

David Luhnow, “Mexico Killings Show Migrants’ Plight,” The Wall Street Journal <http://www.wsj.com/articles/SB10001424052748704913704575454033356912888>

<https://www.amnesty.org/en/what-we-do/people-on-the-move/> - “People on the Move”

<https://www.amnesty.org/en/latest/news/2015/06/mexico-a-death-trap-for-migrants-it-was-the-worst-day-of-my-life/> - “Mexico, a death-trap for migrants: ‘It was the worst day of my life’ by Madeleine Penman.

Individuals make the difficult decision to migrate within or beyond their homeland every day in order to search for a better life. The decision is made for a variety of reasons – to improve economic status, to pursue education, to join family members, to escape armed conflict, extreme poverty or other. The challenges and dangers they face during this journey are real and when they arrive at their destination, they often face detention or deportation. Those who remain face racism, xenophobia, and discrimination. All for a better life.....

Quick facts (<http://www.heritage.org/research/reports/2011/06/the-human-tragedy-of-illegal-immigration-greater-efforts-needed-to-combat-smuggling-and-violence>):

- The dangers of illicit movement are not confined to Mexico. Thousands of illegal immigrants attempt to reach the United States annually by sea from the Caribbean islands of Cuba, Haiti, and the Dominican Republic. They all put themselves at risk of abandonment, exposure, capsizing, and drowning.
- Trying to immigrate illegally comes with tremendous risks, including kidnapping, extortion, injury, and death. Illegal immigration also foists a tremendous social cost on the communities and societal units throughout Latin America, such as the economic difficulties posed by the absence of a family member, or the overall cost of the outflow of human capital.
- Kidnappings:
 - In 2009 and 2011, Mexico’s National Human Rights Commission (CNDH) released reports highlighting the kidnappings of illegal immigrants in Mexico. The reports were assembled from the testimonies of those who claim to have been kidnapped while traveling through Mexico. CNDH was made aware of 198 multiple kidnappings in the period from September 2008 through February 2009, and 214 multiple kidnappings from April to September 2010. In total, these cases resulted in the kidnapping of 9,758 individuals and 11,333 individuals, respectively.

- Sexual Violence and Human Trafficking:
 - One in every five aspiring immigrants passing through Mexico is female, yet as many as 60 percent of these women and girls will experience sexual assault during their journeys.
 - According to some immigration experts, the level of abuse is so high that some smugglers require women to receive contraceptive shots before beginning their trip, to prevent pregnancy as a result of rape. In many cases, this sexual violence is considered just another “price” imposed on these women, or a means to threaten them and their families in order to extract further payment.
 - Many women seeking illegal entry into the U.S. and other advanced economies are also at risk of becoming victims of human trafficking. Human trafficking rates in Latin America and the Caribbean are growing rapidly. An estimated 17,500 individuals are trafficked into the United States from areas throughout Latin America every year.
- Injury and Death:
 - Along with the dangers of injury and death facing those who try to cross dangerous parts of the U.S.–Mexican border, many illegal immigrants face extremely dangerous situations elsewhere along the journey, particularly when riding freight trains. These trains are known colloquially as “la bestia” (the beast) or “the train of death” for the danger they pose to stowaways.
 - Aware of the risk of being caught by train conductors or immigration officials along the route, many illegal immigrants ride on the tops of train cars to avoid detection. During the trip, however, they risk falling asleep or losing their grip and rolling off, as well as being knocked off by tunnels or passing branches. Illegal immigrants face similar dangers when they stow away by clinging to couplings or shock absorbers between cars and axels. Many are then knocked off or injured by rocks that are kicked up under the train, or once again by falling asleep along the way. Many are killed or lose limbs when they fall onto the tracks. Similarly, when people hide in sealed train cars they risk dying from heat or suffocation in these “rolling coffins.”

Suggested Class Activities:

1. Ask your students to view the documentary, *Not My Life*, which is about the social justice issue of human trafficking and recognizes it as modern day slavery. The film focuses on both labor and sex trafficking, and addresses many forms of slavery for military use, involuntary servitude and sex trafficking.
2. Have your class attend one of the film screenings listed in Calendar of Events (page 20) and write a reflection paper.
3. Invite Suchleen Kaur, President of ECU’s Student Group Anti-Human Trafficking Alliance to speak to your class.

Poverty

Reason to migrate

- Believing the US is the land of Milk and Honey, easy street, everyone is rich or can be rich with little or no effort
- Some have never worked outside their own home and see other countries as “job wealth”...lots of jobs available at good salaries
- Have no idea what kind of expenses would be incurred in another country (especially US)
- Lack of understanding of culture in other countries vs their own country....always see grass greener somewhere else
- Fear of living where they already live

Reasons some are not successful after migration

- Unreasonable expectations
- Lack of education and job training
- Lack of language skills
- Skills migrant workers possess might not be ones needed in the country to which they migrate
- Unwillingness to seek education and training in needed job skills
- Length of time it takes to obtain employment skills and/ or language skills
- Misunderstanding of work culture
- Unwillingness to change culture, work, or social habits
- No work Visa or the knowledge/resources to seek one
- Crime and intimidation in some areas where immigrants live or gather
- Limited or no immigration documents

Some projects for ECU students related to Poverty Issues

- Research US Census Bureau and other sources for items such as
 - Number of immigrants grants to the US every year
 - Number of immigrants who have job skills and/or employment before they reach the US
 - Percent of immigrants below the poverty line
 - Number of US Citizens below the poverty line (by state, region, nationally)
 - Major employment opportunities for immigrants
 - Length of time it takes average immigrants to find work
 - How do immigrants support themselves while looking for work
- Research Immigration Laws
 - Ways people qualify for citizenship
 - Average length of time it takes for immigrants to become a citizen
 - Number of people deported annually
 - Where to find updates on immigration laws
- Research some ways people are using to gain US citizenship (example: Chinese Baby Mills – especially on the US west coast)
- Research various organizations which assist immigrants (church sponsorship, school scholarships, etc)
- Define Poverty

Cultural identity

Defining Hispanic Origin - Hispanic origin is based on self-described family ancestry or place of birth in response to a question on the Census Bureau's American Community Survey. Ancestry is not necessarily the same as the place of birth of the respondent, nor is it indicative of immigrant or citizenship status. For example a U.S. citizen born in Los Angeles of Mexican immigrant parents or grandparents may (or may not) identify his or her Hispanic origin as Mexico. Likewise, some immigrants born in Mexico may identify another country as their origin depending on the place of birth of their ancestors. (Pew Research Report)

There are also many Hispanics that prefer the term Latino when being described

Questions & Activities

1. Based on data collected by the Pew Research Group there are approximately 50.7 million Hispanics in the US. Of the 50.7 million Hispanics in the US approximately 33 million are self-identified as Mexican (65%). This is a major reason why so many non-Hispanics identify all Hispanics as Mexican. However, there are many other Hispanic groups currently living in the US. Below is a list of the Top 10 Hispanic groups and their respective percentages:

Hispanic Group	Percentage of Hispanics
Mexican	65%
Puerto Rican	9%
Cuban	3.7%
El Salvadorian	3.6%
Dominican	3%
Guatemalan	2.2%
Colombian	1.9%
Honduran	1.4%
Ecuadorian	1.3%
Peruvian	1.2%

2. A productive in class activity would be to have a blank map and have students identify the different Hispanic areas.
3. All Hispanics are not required to go through immigration procedures to be considered US Citizens. Have students identify which Hispanics are not required to go through immigration procedures to become US citizens.
4. Each Hispanic culture has a slight variation on how they approach life, traditions, and food preparation. Have students separate into groups and research each of the top 10 Hispanic groups identified above and have them do a brief presentation highlighting the similarities and differences of their chosen Hispanic group and one of the other Hispanic groups on the top 10 list. If students are able have them prepare samples of the food items and dress in traditional cultural attire while going through their presentation. Presentations should be kept to approximately 10-15 minutes.

5. Have students create a list of Hispanic groups not in the top 10. Have the students bring the list to class. Have the class begin identifying on a map where these other Hispanic groups are located throughout the world. This exercise should help students see the vast areas beyond Mexico where Hispanic culture exists.
6. Have students review the immigration process and identify potential areas that could be improved to aid individuals of Hispanic groups become US citizens.

Changing demographic of immigration

According to the Immigration Policy Center, nearly 12 million undocumented immigrants have made their way into in the US – creating an immensely polarizing cultural, economic and political phenomenon. Tackling this issue effectively involves overcoming a common misperception that unauthorized immigrants consist primarily of barely literate, single young men who have recently crossed the southern border and live solitary lives disconnected from U.S. society. While the book *Enrique's Journey* traces the desperate and harrowing attempts one young Latin American boy makes in order to reunite with his mother who left her family in Honduras to provide a better future for her children, the premise of the story is based on *her* decision to leave first. The truth, however, is that unauthorized immigrants include adults and children, mothers and fathers, homeowners and people of faith, most of who are invested in their communities. Meanwhile political and media organizations reinforce many stereotypes within this growing and dynamic population – namely that most immigrants to the US are young, undocumented, and male. Growing research suggests these claims simply are not true and the purpose of this project is to reveal what the changing face of immigration looks like today in the United States.

Data from the U.S. Census Bureau and other sources provide some much-needed social context to the immigration debate. The data reveal that three-fifths of unauthorized immigrants have been here for over a decade. One out of every 20 U.S. workers is an unauthorized immigrant. While unauthorized immigrants are concentrated in California, Texas, Florida, and New York, there are sizeable populations of unauthorized immigrants in other states across the country – including North Carolina. Three-fifths of unauthorized immigrants come from Mexico, but significant numbers also come from Central America and the Philippines. Nearly half of all adult unauthorized immigrants have children under the age of 18, and roughly 4.5 million native-born U.S.-citizen children have at least one parent who is an unauthorized immigrant. More than half of unauthorized immigrant adults have a high-school diploma or more education. Nearly half of longtime unauthorized households are homeowners. And approximately two-fifths of unauthorized immigrant adults attend religious services every week. In other words, most unauthorized immigrants are already integrating into U.S. society not only through their jobs, but through their families and communities as well. It is becoming clear, based on the book and a growing body of research, that the face of immigration is indeed changing yet the misperception of the young, barely literate male immigrant persists in US culture. The following research activities are designed to help bring light to this marginalized phenomenon and will hopefully help demonstrate how immigration is evolving in the United States.

Research Activity Ideas

Classroom project

“Visualize Immigration Demographics in 2015” -- Using credible research databases (US Immigration and Naturalization Records, Academic Search Premier, LexisNexis, Ebscohost, JSTOR, etc), gather current (within the past 5 years) data on specific immigration demographics (children, women, families) from a foreign country to a US state of interest that ‘maps’ the immigration patterns of specific groups. For example, if you are interested in child welfare you could research how many children have legally and/or illegally immigrated from Nicaragua to North Carolina within the past 5 years. To aid your research efforts you will want to be as specific as possible so consider age ranges (perhaps ages 5-10, or ages 10-18), gender, and immigration status (illegal vs. legal). Once you have gathered your data, create an info-graphic that shows your audience what this data suggests. Your info graphic should: convey clear, concise and current data, incite your audience to think critically about the issue, reveal metadata (levels of data that are

‘beneath the surface’ of the actual data), and demonstrate a reasonably clear purpose, investigation and summarization of the issue.

Campus Project

“Pirate Diversity: What does immigration look like within our student body? -- As research suggests many unauthorized immigrants are integrating into US culture and a growing number of US born immigrants are attending college. Locate and determine which campus department collects and gathers data on the immigration status of its admitted students. Once located, set up an interview with someone in that department and have them interpret the data ECU collects on students who are considered immigrants. Ask them to explain what policies govern immigrant student admission and ask them if they can provide immigrant student admission data over the past 5 years in order to reveal any growing trends. What patterns can you discover from this data? Are there more female immigrant students or male? What is the average age of each group? Is there one country that prevails or several? Were these students born in other countries? If so, when did they immigrate to the US? Were they born to immigrant parents? If so, where and when did their parent(s) immigrate to the US? Are all ECU immigrant students documented or undocumented? If both, how many from each group? Once your data is collected write a brief report on your findings. Show your readers what immigration looks like within our student body and put that research into meaningful context in terms of what you have learned about the immigration narrative you have come to understand so far.

Service Learning Project

“Community Outreach: Interview Immigrants in Eastern NC” -- ECU’s well known motto – “Servire” or “to serve” has become a distinguishing feature of the ECU experience. Contact the ECU Volunteer and Service-Learning Center (VSLC) and find out what opportunities are available to work with immigrant populations. Create a research project that would help you better understand the immigrant perspective of people who have immigrated to Eastern North Carolina. Possible project ideas include:

- Research the data that local immigration organizations have gathered on immigrants living in Eastern North Carolina and determine, if any, what patterns you notice
- Work with a participating faculty member to design an interview questionnaire and interview multiple local immigrant populations (families, women, young adults, etc.)
- Contact the Pitt County Board of Education (or NC Board of Education if you are interested in finding data for another region in NC) and interview administrators who can share data with you that reveals how many immigrant children are attending schools Pitt or other counties. What can you glean from the data you research?

Benevolence

In the book, instances are recorded of people handing and throwing food and drinks to those on the trains and of a church providing a place to sleep and meals for those along the journey North. These acts of charity are described as greatly helping those making their way to the US. Those giving the aid are also shown to be low-income themselves; they are giving to strangers when they themselves are possibly struggling in poverty.

There is controversy about providing assistance to immigrants who make it into the United States. In 2011, Alabama passed HB 56, which made it illegal to provide assistance to undocumented immigrants, including giving rides, renting apartments, enrolling in school, etc. The argument was that by helping undocumented immigrants citizens were encouraging the immigrants to remain and continue to come, and to a lesser degree that the assistance that goes to undocumented immigrants was being diverted from citizens who need assistance. The opposing view was that the country was built on immigration, that immigrants provide needed workers and population growth, and that all people deserve humanitarian aid when they are hungry, sick, without shelter, or have other basic needs going unmet.

Questions for Discussion

1. The US arguably has a culture of excess and personal accumulation. How do you think we can foster a culture of giving sacrificially to help others? Or, do you think we as a nation already give enough, or even too much?
2. Is providing food, drinks, and shelter to those traveling through Central America and Mexico only encouraging them to continue the dangerous and illegal journey? Would it be more charitable to discourage immigrants from making the journey and to send aid to programs in their home countries that might improve their living there?
3. Should the US and state governments allow citizens to assist undocumented immigrants who have arrived and are living in their communities? If so, how is providing such help different than abetting others who break laws?
4. What do you think immigrants need help with once they arrive in the country? Who is truly best suited to provide such help: government agencies, religious institutions and other charities, businesses, or individual persons?
5. Is providing in-state university tuition rates to undocumented youth, many of whom were brought here as young children but who have grown up in the US, a good thing?

Activities

1. Raise money to donate to one of the [charities](#) recommended by Sonia Nazario.
2. On a local level, gather food for the [food bank](#), clothes and household items for a local charity ([Habitat for Humanity's ReStore](#), [Salvation Army](#), etc.), or toiletries for the [community shelter](#). Each of those groups also seeks volunteers to help with their services. You may also volunteer to teach English, basic math, or basic computer skills through [Literacy Volunteers of Pitt County](#). While all of these agencies primarily help citizens, they also may serve undocumented immigrants who live and work in our community.

Calendar of events

Film Screening “120 Days”	September 22nd	6 pm	SciTech 209
Film Screening “Seeking Asian Female” followed by panel discussion	November 10th	6 pm	SciTech 209
Film Screening “Welcome”	December 1	6 pm	SciTech 209
Sonia Nazario lecture	March 31, 2016	7 pm	Wright Auditorium

Local contacts

Volunteer and Service Learning Center Community Partners

North Carolina Migrant Education Program

The NC Migrant Education's mission is to help migrant students and youth meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

The NC MEP relies heavily on the service of its volunteers to deliver educational resources. The ESL tutors we recruit and train are a very significant part of what makes this program successful!

Volunteer Coordinators:

Lauren Alexander, lauren.alexander@dpi.nc.gov; Jessica Ornat, Jessica.ornat@dpi.nc.gov

www.ncpublicschools.org/mep

301 N. Wilmington St.
Raleigh, NC 27601

The Sunday Fountain Clinic at Grimesland

Contact: Shayna Mooney, Mooneys10@students.ecu.edu, 252-752-1857
550 River Street
Grimesland, NC 27837

Association of Mexicans in North Carolina, Inc. (AMEXCAN)

The mission of AMEXCAN To encourage active participation of Mexicans and Latinas/os in our communities of destination and origin; to promote appreciation, understanding and prosperity of the community through actions; for transnational Cultural, Educational, Health, Advocacy and Leadership. The vision of AMEXCAN To be a transnational organization that responds to the needs of support, information, advice, training and organization of the Latino population settled in North Carolina, making its welfare, knowledge and exercise of human rights with a perspective of gender equality and transculturalism and constant relationship with the communities of origin for the harmonious development of each and everyone. The strategies of AMEXCAN A focus on human rights, of gender equality and of transculturalism. Encouraging the participation of the Latino community in community affairs that impact the North Carolina community in general. Promoting our cultural manifestations: food, language, music, dance, Latin American holidays and traditions, among the entire population of North Carolina. Promoting the active participation of our families in the communities of origin in Mexico and Latin America.

Contact: Juvencio Rocha-Peralta, amexcan@amexcannc.org, 252-757-3916
261 Belvior Hwy
Greenville, NC 27834

ECU Speakers

Luci Marie Fernandes
Professor of Anthropology
252-328-2315
fernandesl@ecu.edu
Areas of expertise: Immigration

Luis Eduardo MacKinney-Noyola is a diplomat officer with the Consulate of Mexico in Raleigh, North Carolina. In his current position, MacKinney works with the Consulado Sobre Ruedos (Consulate on Wheels) project, which was established in November of 2013 to bring Consulate services and information to cities across North and South Carolina. He previously worked for the Latin America and Caribbean department of the Mexican Ministry of Foreign Affairs in Mexico City. He studied International Relations at the Universidad del Valle de Mexico (UVM) with a concentration in Politics and Diplomacy.

Ricardo Contreras
Assistant Professor of Anthropology
252-328-9444
contrerasr@ecu.edu
Expertise: Engaged social research with the Latino immigrant community of eastern North Carolina, Latino immigration and farm workers

Christine Benita Avenarius
Associate Professor of Anthropology
252-328-9446
avenariusc@ecu.edu
Areas of Expertise: Immigration, integration, assimilation, acculturation

Rebecca Torres
Professor of Geography
252-328-1039
torresr@ecu.edu
Areas of Expertise: Mexico, migration

Kim Larson
Associate Professor of Nursing
252-744-6527
larsonk@ecu.edu

Susan Pearce
Associate Professor of Sociology
252-328-2544
pearces@ecu.edu
Areas of Expertise: Immigration, gender, social movements, and culture