

**CLASSROOM
LAW PROJECT®**

CLASSROOM LAW PROJECT PRESENTS

IMMIGRATION: A TOWN HALL SIMULATION

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Immigration: A Town Hall Simulation

Introduction:

This town hall simulation gives students the opportunity to take on different roles of people who have a stake in the conversation about immigration in the United States. By researching and then taking on the perspective of those they might not necessarily agree with, students gain a deeper understanding and ability to critically think through one of the most controversial topics in contemporary American culture.

This method of active learning teaches students about civil discourse, respecting each other, and developing a deeper understanding of the issue. This simulation lesson plan provides all the components needed by students, as well as resources and materials for teachers that can help students build their critical thinking.

Objectives of Town Hall Simulation:

Students will:

- Engage and participate in mock town hall discussing immigration issues
- Analyze and articulate various perspectives on immigration in the United States
- Develop and hone listening skills to better understand contrary positions
- Identify ways to compromise and collaborate
- Understand that their voices matter

Initial Teacher-Led Discussion:

- Points to make before introducing activity:
 - Immigration issues and laws affect us all on very individualized levels. It will be extremely important to inform the class that this is simply a way to raise issues on all sides of the argument and that this is not an attempt to advocate for a certain position on a specific issue.
 - Remind students that this is not a forum for making personal or generalized attacks
 - Inform students that the goal of this activity is to be able to analyze and articulate various perspectives on immigration issues
 - America's history is an immigration story, and that how we identify as a country is a reflection on how we view immigration policy.
- Intentions of this roleplaying exercise:
 - Raise issues and perspectives

Town Hall Simulation Process in Brief:

1. Student Research and/or Review of Immigration issues Pre-Activity Option
 2. Explain students' Goal: Approx. 5-10 mins
 - a. *In a townhall format, explain to your town council members how immigration is affecting your community.*
 3. Distribute student roles: Approx. 10-15 mins

Students silently read and prepare for the part (can be done ahead of time)
 4. Assemble in role groups: Approx. 15 mins

Discuss who you are, what you believe and why. Students become the character in these discussions with their colleagues. Everyone has a chance to speak their part and everyone listens.
 5. Town Hall: Approx. 20 mins

Testimony taken from each role. Questions asked of the students by mock town council members.
 6. Debrief: Approx. 15 mins
- optional collaboration discussions:**
7. Assemble in jigsaw groups with one role from each group: Approx. 15 mins

Each student speaks and listens and determines the most important point from the other members.
 8. Report back to role groups: Approx. 20 mins

Discuss key features of the others' positions, the best way for your role group to address those concerns? What are your group's most persuasive points?
 9. Whole Class Debrief: Approx. 20 mins

Town Hall Simulation Process in Detail:

Instruct students that this is a role-playing activity in which students will act out various perspectives by members of a community at a town hall meeting. Each role is based on real life people or groups of people, and so it's not a time to mock the roles or make light of the perspectives.

During the town hall meeting, each student will play the role of a person with strong opinions about the question being considered: *How is immigration affecting my community?* Each role is designed to explore a specific perspective.

Discuss the purposes of town hall meetings, and how they allow members of the community to express their ideas and individual concerns and how this type of expression is used to develop public policy.

I. Divide the class into eleven groups (or fewer) and briefly identify each role

1. Immigration Attorney
2. Immigration Judge
3. Local Fruit Farmer
4. Head of Chamber of Commerce
5. U.S. Attorney in Oregon
6. Mayor in rural Oregon
7. Immigration Rights Advocate
8. County Sheriff in Oregon opposed to sanctuary city policies
9. County Sherriff in Oregon in favor of sanctuary city policies
10. DACA enrollee / Dreamer
11. "Town Council" Panel (students or adult visitors)

Some roles are meatier than others because they are designed to communicate important facts and information about these issues. Students may need to define some terms and do close readings to make sure they understand the information and arguments.

2. Collaboration with students in the same role

Students with the same roles will meet in groups and discuss their character's perspectives. Give each group a profile of the role that they will be playing, but make time to review each role with the entire class. This allows for class discussion and deliberation on the varying perspectives.

Discuss with the class that their primary duty is to articulate the specific viewpoint of the role they are playing, and that it is their job as an engaged citizen to collaborate with those that share similar viewpoints, and to negotiate compromises with those that possess different perspectives. Students are not required to use all the information and points in each profile. Their testimony should be concise and they will want to choose the points they find most important. Each group should present their views in about 3 minutes, including 2-3 minutes for questions from the town council panel.

The town council panel should review the roles and brainstorm possible questions. They should remember that their role is not to argue with the speakers but rather to clarify points so as to better understand each speaker's perspective.

3. Townhall Meeting

Arrange a table at the front of the classroom where the city council members will sit. The panel members can be students, adults in the community, other teachers, or administrators. The panel members should be prepared prior to hearing testimony.

Explain the ground rules for the meeting:

- Each role group should have 1-2 students act as the speaker(s)
- Be courteous to others even when your character disagrees with someone
- Listen without interrupting while others are speaking
- Be open-minded; try to understand an issue from other points of view
- Write questions down rather than asking them during testimony
- Council panel can ask 2-3 questions of each character (max 3 minutes)

The “town council” can begin the town hall by posing the overarching question of: *“how is immigration affecting our community”* and providing follow up questions, or by simply opening the floor to those that want to speak. It is recommended that students not on the panel do not ask questions—when questions are opened up to the full class, the Town Hall can easily turn into a debate, which is a different activity with different objectives. Leave the questioning to the panel.

Panel members need to be conscious of allowing all parties to speak and articulate their perspectives.

4. Debrief

Begin the class debrief by facilitating discussion on the town hall simulation. Ask questions that address how each student felt while playing their role. Let the students express their thoughts and encourage them to ask each other questions. Points of discussion may include topics such as:

- Challenge of taking a position other than your own
- Challenge of persuading others to your position
- Process of town halls and local government
- How youth can be involved in local government
- Have their views or perspectives on immigration changed after completing this exercise

Note: Town Hall lessons are extremely modifiable. Teacher should consider how to best use this framework with their students.

Possible modifications include:

- Reducing the number of witnesses—pick the roles you believe will have the most impact on your students’ understanding of the issues involved
- Providing more or less information about the various roles depending on how much your students need their talking points scripted vs. their ability to be extemporaneous
- Providing less information about the various roles so as to have students perform individual or group research on their positions
- Inviting professionals in the community to visit the classroom to talk about these issues
- Extending the lesson based on particular areas of interest to the students—these often emerge during the exercise

Immigration Attorney

Main reason for coming to this town hall meeting:

As an immigration attorney, I am able to explain the legal framework for U.S. and Oregon immigration law and policy. Public perceptions have strong implications on how the U.S. government creates and implements immigration policies intended to protect us. These policies often have tragic consequences for immigrants, whether they are in the country legally or not. Immigration controversy is nothing new; the United States has a long history of immigration policies that have discriminated and harmed people. I am concerned that we are revisiting these terrible moments in our nation's history where fear and prejudice trumped the principles upon which this country was founded.

This immigration law attorney's facts and views include:

- Immigration laws govern not only immigrants seeking citizenship, but also refugees fleeing violent and unsafe circumstances. The U.S. has different procedures and laws that govern those seeking citizenship and refugees seeking safety.
- The Immigration and Nationality Act of 1952, its amendments, and the Refugee Act of 1980 provide protections for refugees and says that the U.S. will not close its borders to people fleeing persecution. The Refugee Act of 1980 is evidence that U.S. policy is to not turn away people fleeing areas that are not safe.
- Individuals fit into different classifications depending on their reasons for fleeing their home countries and wanting to enter the U.S. Different laws control:
 - Nonimmigrants include people trying to obtain work or student visas. Specific procedures and requirements must be met to obtain a visa.
 - Immigrants seeking permanent residency are subject to rigorous screenings and procedures to ensure the immigration process is done legally.
 - Refugees and asylum seekers are people that are fleeing their home countries because it is not safe to stay there because of persecution and violence.
- It is my responsibility to advocate for immigrants and refugees. It is my duty to represent their interests so they may have the same liberties that U.S. citizens enjoy.
- Illegal immigration is a serious issue but providing a pathway to citizenship or legal permanent residency is a principle that this country was founded upon.
- Navigating the U.S. visa program is a daunting task. My clients are not criminals. They hire me so that they follow the law.
- My clients seek my advice on obtaining citizenship and legal residency through the visa program. I also advise clients on the DACA program—To be eligible for DACA, an immigrant has to be younger than 31 on June 15, 2012; must have come to the US before turning 16; and must have lived in the US since June 15, 2007. I have a lot of clients who are worried about plans to end DACA—what does that mean for their DACA status or their attempts to be a DACA recipient?
- In 1987, the Oregon legislature passed what is referred to as the State's sanctuary law. Specifically, ORS 181.850 holds that "no law enforcement agency . . . shall use agency moneys, equipment or personnel for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the US in violation of federal immigration laws." The law passed the senate 29-1 and the House 58-1. It was noncontroversial at the time and for years and years after. It has even been the model for similar laws in other states.

Immigration Judge

Main reason for coming to this town hall meeting:

As an immigration judge, I concentrate on the rules for immigration court, and reach a result that follows the law in every case. This includes understanding the necessary elements and procedures for admission, deportation, screening, removal, inadmissibility, crime-related deportability, relief from removal, and asylum, and so on.

I want to express my concern regarding how our continuously changing immigration policies have impacted our immigrant and business communities. While policies are marked by political viewpoints, my job is to interpret and fairly apply the laws to immigration cases. When legislatures target specific groups, it makes my job extremely difficult, if not impossible, to apply the law fairly. This is a major problem for a judge, and it also creates fear among members of our community when they know that specific groups can be targeted and treated differently.

This immigration judge's views are:

- Immigration judges are appointed (not elected); we have a responsibility to exercise fair and unbiased jurisprudence. I do not make the laws; I simply interpret them and apply them to individual circumstances. My primary responsibility is to apply the facts of the case to the current laws and make decisions based upon that analysis. Immigration judges are responsible for knowing and following the appropriate procedures and making sure those procedures are followed.
- When I am deciding individual cases, I'm required to exercise my independent judgment and discretion and only may take actions that are consistent with the United States Constitution, Acts and regulations.
- Our Constitution does not provide foreigners the right to enter the United States. However, once they are here the Constitution protects them from discrimination based upon race, national origin, and from arbitrary treatment by the government.
- For more than a century, the United States Supreme Court has upheld the principle that undocumented people within the United States are entitled to constitutional protections.
- The U.S Constitution does not provide any direction to any branch of government on "immigration" although it does invest the power of "naturalization" in Congress. However, Federal policy on issues related to immigration have been founded on the "plenary power doctrine," which reserves the power to regulate all aspects of immigration to Congress and the President.
- Many immigrants come here legally, but processing delays, and employment and family-based immigration quotas system result in significant wait times (several years). A great deal of frustration results. Many Americans are unaware of how these wait times significantly impact families and businesses that rely on this labor force.

Local Fruit Farmer

Main reason for coming to this town hall meeting:

As a fruit farmer, the agricultural business and financial markets are very important to me. I believe that immigration plays an important role in building a strong economy, and that mass deportation of undocumented workers would severely weaken and hurt my business and the economy in general. It is important for me to address my community and speak on behalf of migrant workers and the agricultural industry in Oregon. Our very livelihood is on the line, so it is important that our views are heard by lawmakers.

This local fruit farmer's views are:

- Many Americans believe that undocumented immigrants are exploiting America's economy and straining our resources, however, the data shows that this just is not true. Undocumented immigrants collectively contribute to state and local taxes by paying an estimated \$11.64 billion a year.
- Undocumented workers pay approximately \$7 billion to social security and \$1.5 billion to Medicare per year, yet are ineligible for most government benefits and certainly do not receive tax rebates. Most immigrants come to the United States at a very young age and, thus, do not collect social security or Medicare for many years, if at all, yet, they still pay into these systems from payroll taxes.
- The Cato Institute estimated policies that allow for mass deportation would reduce economic growth by roughly \$250 billion per year.
- "There is indication from economic studies that show that the contribution of undocumented immigrants into the United States economy is a greater benefit than burden." Agriculture contributes \$4.1 billion to Oregon's GDP annually.
- Instead of "taking away our jobs," immigration actually creates more industries and more opportunities for trade and sales. Besides, local non-immigrant workers do not want to do these agricultural and picking jobs. Student-age and older workers simply do not apply. I've never had a native-born American work ask for work on my farm.
- According to a 2016 study, 56% of Oregon's agricultural workers and 47% of hand packers and packagers are foreign born. However, these numbers are getting smaller because of a shortage of immigrant labor due to harsh immigration policy and enforcement.
- The shortage of qualified field and crop workers has made it difficult for many farmers in Oregon to keep pace with rising consumer demand for fresh fruits and vegetables. Share of produce consumed by Americans imported from other countries grew by 79.3%.
- Immigrant farm labor are experienced, skilled in grafting, pruning, digging and tying trees. But I'm also competing with construction and roofing companies.
- When farmers are forced to reduce or slow down due to labor issues, it affects downstream businesses, too—shippers and wholesalers, equipment suppliers.
- I've had some workers with me for many years. But now they are scared because of what's going on with ICE and the country's politics. Some are thinking it might be safer if they don't stay in one place too long. Some are thinking about going back to their countries. How will I replace these workers?
- The longer our immigration system stays broken and uncertain, the harder it's going to get for farmers like me.

Head of Local Chamber of Commerce

Main reason for coming to this town hall meeting:

The Chamber of Commerce monitors the economic impact that immigration has on local businesses. We study employment and unemployment statistics, as well as the reasons why jobs are lost in our community. Coming here today, I wanted to make the clear distinction that, while I am a strong advocate for our local businesses, I am not against legal and fair competition in the jobs market. Capitalism thrives in environments where competition is fair, and everyone plays by the same rules. I am not looking to take jobs away from law abiding members of our community. I want to ensure that our local businesses thrive and are not competing with businesses that do not play by the rules.

This Head of the Chamber of Commerce's facts and views are:

- Wages are reduced as a result of illegal immigration. Often undocumented workers are underpaid which helps keep wages lower in a particular region or occupation.
- I have a responsibility to advocate for businesses in my community that abide by the rules and follow the law. It is my duty to act within the best interest of our local businesses, and I don't want members of my community losing jobs.
- It's estimated that there are 11 million illegal immigrants in the United States, and we also admit over a million permanent legal immigrants each year. Illegal immigration creates an influx of workers who may take jobs away from legal citizens I am just concerned that members in our community will not be able to find work.
- Undocumented immigrants may be hard working, but they still use schools, roads, parks, sewers, and police and fire protections. These services cost money.
- Children in unlawful immigrant households can attend public schools and benefit from all they have to offer. Many of their children are born in the United States and are eligible for government benefits. These benefits add up and are paid for by law-abiding United States citizens.
- I'm also concerned for how migrant labor is treated. 80,000 Mexicans have immigrated to Oregon illegally according to the Mexican consulate. Because many if not most of migrant workers lack US Citizenship and do not speak English, they can be easily exploited by farm labor contractors or farmers. They do not get benefits. They do not get overtime pay, unemployment insurance, breaks or rest periods. These workers won't complain for fear of losing their job or being reported to authorities. When one segment of our work force is treated unfairly or harshly, all workers suffer.
- The possibility of hiring cheap immigrant labor undercuts our message to young people to value working hard for a living wage.
 - I appreciate that immigrants who lawfully enter the country contribute a great deal to our country's progress, especially in areas of technology and science and for starting small businesses, which are the backbone of our economy. One of my main concerns is that immigrants who "play by the rules" and enter the country legally and go through all the proper procedures will be discouraged by those who are entering illegally and avoid detection. This leads to concerns over whether current immigration law and policy is encouraging or discouraging legal immigration into the U.S.

Immigration Town Hall Role

Assistant US Attorney in Oregon

Main reason for coming to this town hall meeting:

As an assistant US Attorney, I work in the federal prosecutor's office. I am responsible for prosecuting criminals who break federal laws, including immigration laws. As an officer of the Department of Justice, I take my responsibility to enforce the law, protect public safety, and ensure that the Constitution is followed very seriously. I am very concerned that the lack of cooperation between state and federal authorities on immigration issues negatively impacts the rule of law and threatens public safety.

Illegal immigration poses a threat to our community by increasing crime rates. When we tolerate illegal immigration, we also break the public trust in our laws and send a message to people all over the world that they can enter the United States illegally without consequence. In addition, our need to enforce immigration laws has become much more important as part of our war on terrorism. Terrorists take advantage of the US's lack of immigration enforcement to enter our country and do great harm to our citizens.

This Assistant US Attorney's facts and views are:

- In 1987, the Oregon legislature passed what is referred to as the State's sanctuary law. Specifically, ORS 181.850 holds that "no law enforcement agency . . . shall use agency moneys, equipment or personnel for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the US in violation of federal immigration laws."
- Sanctuary cities that shield individuals from immigration enforcement create a magnet for illegal immigration, both from other states and other countries.
- Sanctuary city provisions force federal immigration authorities and enforcement agencies to devote more resources to at-large arrests in these communities, which not only wastes precious taxpayer resources but contributes to a climate of fear and uncertainty. Allowing federal law enforcement access to persons already in custody would significantly reduce the need for these other more disruptive enforcement tactics.
- When local authorities refuse to alert federal immigration authorities about the pending release of offenders who are in the country illegal, this leads to increases in crime, gang violence, and lawlessness.
- Persons here illegally should be processed and deported rather than released by local law enforcement. Because of Oregon's sanctuary declaration, these aliens are not being arrested and prosecuted for violating federal immigration laws.
- I support the Department of Justice's plan to withhold federal grants to cities that actively undermine the safety of federal law officers and actively frustrate efforts to reduce crime in their own cities. These grants should be reserved for those cities and agencies who will use these funds effectively and appropriately.
- It has been estimated that approximately 40% of the illegal immigrants that currently reside in the United States originally came here legally but are overstaying their visas.
- While it is a federal misdemeanor to illegally enter our country illegally, it is not a federal crime to overstay a visa. This is a major problem for our country.

Immigration Rights Advocate

Main reason for coming to this town hall meeting:

My top priority is to represent immigrant communities in Oregon and to advocate for their perspectives on immigration and the rights and responsibilities of immigrants. I am here to remind the members of our community that, except for our native American friends, we are all immigrants. We all arrived here from other places, seeking better opportunities for our children and ourselves. To deny someone the opportunities that were given to you is not the American way. I am not advocating for illegal entry into our country but, rather, accessible pathways to citizenship that do not stunt the spirit that makes this country so great.

This Immigration Rights Advocate's facts and views are:

- There are 11 million undocumented immigrants in the US, 22% of whom are under age 25 according to the Department of Homeland Security
- In 2016, about 1.9 million people were eligible for DACA; 788,000 people have had their DACA status accepted, according to the U.S. Citizen and Immigration Services
- 72% of DACA recipients surveyed are in higher education; 80% got driver's licenses after DACA, and 50% of these became organ donors
- In a survey of DACA recipients, 90% reported having jobs; wages are significantly higher for DACA recipients.
- Eliminating DACA will cost the US \$460 billion over ten years, according to the American Center for Progress. 700,000 people will lose jobs
- I have a responsibility to combat the harmful untruths that are circulated about immigrants. For example, the idea that immigrants are a risk to community safety. Several studies conclude that immigrants are less likely to commit crimes than people born in the United States. Data does not support the idea that undocumented immigrants commit a disproportionate share of crime.
- Creating pathways to citizenship opens up our economy by creating more job opportunities, which allows thousands of individuals to more fully participate in our economy
- I'd like to see immigration policy that is consistent with core principles of US policies and laws on legal permanent immigration. These four major principles are:
 - The reunification of families
 - The admission of immigrants with needed skills
 - The protection of refugees
 - The diversity of admissions by the country of origin
- Immigration policies and laws have become increasingly restrictive. They do not provide a pathway for undocumented people to legalize their status and do not provide a sufficient number of visas for immigrants seeking employment.
- I agree with Oregon Governor Kate Brown's position that Dreamers—people who were brought to the country illegally as young children by their parents—“are an integral part of our state's workforce and contribute over \$6 million to our state's economy. Dreamers embody the ideals of the American Dream, and for so many, the United States is the only home they know.”
- We are a better nation than one that targets hard-working young people who trusted us to help them pursue the American Dream.

- My organization believes that Oregon counties who assist ICE and even house detainees awaiting deportation in county detention centers are in violation of Oregon’s sanctuary law. Certainly, these actions are not consistent with the spirit of this law and state policy designed to make immigrants feel safe and included in our communities.
- In addition, the conditions under which these detainees are imprisoned are inhumane and contrary to our nation’s laws and principles. Detainees experience interference with access to counsel and the courts; inadequate medical care; inadequate nutrition; denial of religious liberty; inability to meaningfully exercise; no means of visitation with family and exorbitant phone rates; poor hygiene and sanitation; and inadequate clothing for cold temperatures.
- Worried about efforts by some legislators to circumvent the legislative process by promoting a ballot initiative that could repeal Oregon’s sanctuary law. The legislature overwhelmingly passed this law. It should be up to the legislature to decide whether to repeal this law or not. A ballot initiative will only incite more fear-mongering and untruths about the roles immigrants play in our communities.

Mayor of a rural town in Oregon

Main reason for coming to this town hall meeting:

As a mayor of a rural town in Oregon, I have to balance the needs of a variety of residents and constituents in my community. This includes immigrant communities from a variety of countries around the world who have settled in my part of Oregon, as well as migrant immigrant communities who provide a valuable service to the region's agricultural economy. It is my job to represent the needs and views of a variety of residents in my town. This includes immigrants who have settled legally in my area from countries all over the world.

This mayor's facts and views are:

- I know there are illegal immigrants in our community, especially among the migrant labor forces that reside here at different times of the year to work the many farms and orchards in the area. I leave those issues to our law enforcement professionals, but I appreciate that our agricultural economy would suffer without these migrant laborers.
- In my experience, immigrants, whether legal or not, do not pose a public safety threat any different than other residents. But you are sensitive to concerns some constituents voice about the strain on resources caused by immigrants who may not pay taxes at the same rate as others in the community.
- We rely on federal grants to support our law enforcement agencies and correctional center. Statewide in Oregon, towns and counties like us receive millions of dollars annually for police and sheriffs. The Federal Government has pledged to withhold funds from jurisdictions that do not comply with federal immigration officials by allowing ICE agents to access detention facilities to meet with aliens in custody and provide 48 hours' notice to ICE before releasing aliens into the community.
- Because residents in our county have rejected tax and bond measures that would provide critical funding for our law enforcement services, we rely on money we receive from contracts with ICE to assist their efforts and house detainees who face deportation. My understanding is that we only accept ICE detainees who have been charged with a crime or already have a criminal record. We believe such action does not violate the letter of Oregon's sanctuary laws.
- This funding helps us to balance our budget. We couldn't make up the shortfall in resources without this funding. We might even have to close our jail, which would negatively impact those persons who otherwise would be imprisoned locally, closer to their families and legal representation.
- I see both sides of this issue. I understand the need for farms and orchards to hire migrant labor. But I'm also concerned about the conditions under which many of these laborers work. Very few farms provide housing for farmworkers. They are forced to live in crowded and inadequate facilities. There is often poor nutrition, poor sanitation, and a lack of medical resources.
- I'm disappointed in Congress and the last several Presidents' failure to address an immigration system that has been broken for decades.

County Sheriff in Oregon opposed to sanctuary cities

Main reason for coming to this town hall meeting:

As a county sheriff in Oregon, I am deeply concerned with protecting law and order in my community. In each of the 36 counties in Oregon, the Sheriff is the chief law enforcement officer. Our responsibilities cover the entire spectrum of law enforcement – criminal investigation, search and rescue, service of legal process of the courts, the operation of the county jail, and total police services on a 24-hour basis. The Sheriff's Office must provide court security, transport all criminals to and from penal institutions, and is also called upon to handle mental patients within our jurisdiction. This requires county sheriffs to work closely and effectively with all members and organizations in their communities.

I came here today to talk about the ways we can make our community safer. Law enforcement agencies need to collaborate and utilize all the available resources. This is why I do not agree with cities becoming “sanctuaries” and refusing to assist the United States Immigration and Customs Enforcement agency. By refusing to collaborate with our agency, local law enforcement agencies are undermining United States law.

This County Sheriff's views are:

- It my job to protect the people in my community. I am just doing my job by upholding the law. If someone is here illegally, it is part of my responsibility to apply the law.
- Under our current laws, illegal entry into the United States makes an immigrant subject to federal criminal misdemeanors.
- I believe illegal immigrants are more likely to commit crimes, including violent crimes.
- A too lenient immigration enforcement policy, coupled with an attitude to not secure our borders creates an environment that is prone to terrorism
- There are sheriffs in Oregon who do not notify US Immigration and Customs Enforcement when they arrest illegal aliens. More than that, they do not even disclose basic identifying information such as booking photos, fingerprints, and addresses. This stems from a very narrow reading of Oregon law that some believe requires a federal criminal arrest warrant before releasing even this basic information about a detainee. Of course, it's virtually impossible for federal authorities to get such a warrant without this basic information. I feel that state and local governments should help enforce federal immigration laws.
- Oregon's sanctuary law puts our local law enforcement officials in the position of choosing whether to violate state or federal law.
- The funds we receive from ICE contracts and federal grants have done a lot of good for our prisoner population. We are now able to offer treatment and rehabilitation services, including substance abuse treatment, anger management counseling, parenting skills and tips for reentering society. And we've seen the recidivism rate among released individuals go way down.

County Sheriff in Oregon in favor of sanctuary cities

Main reason for coming to this town hall meeting:

As a county sheriff in Oregon, I am deeply concerned with protecting law and order in my community. In each of the 36 counties in Oregon, the Sheriff is the chief law enforcement officer. Our responsibilities cover the entire spectrum of law enforcement – criminal investigation, search and rescue, service of legal process of the courts, the operation of the county jail, and total police services on a 24-hour basis. The Sheriff's Office must provide court security, transport all criminals to and from penal institutions, and is also called upon to handle mental patients within our jurisdiction. This requires county sheriffs to work closely and effectively with all members and organizations in their communities.

I came here today to talk about the ways we can make our community safer. As an officer who took an oath to protect and serve our communities, I feel that it is extremely important to work together in order to create and maintain the safest environment possible. I believe the key to safe communities is establishing trust between law enforcement and a community's residents. This is why I support the sanctuary law and will not assist Federal Immigration and Customs officials with detaining and deporting people who reside or work in my county.

This County Sheriff's facts and views are:

- Local law enforcement should be focused on building trust within the community, not doing the job of federal immigration enforcement.
- Increased ICE presence deters people from visiting the courthouse to access important services. Courthouses need to be safe locations for people to contest evictions, seek a restraining order from abuse, or attend a custody hearing. People should not be afraid to show up.
- Cooperation between local officials and ICE has a negative impact on public safety because immigrants are afraid to contact local police. This means that victims of domestic violence or other crimes do not report and do not want to participate in trials as witnesses for fear that they will be caught up themselves in the immigration system. We can't have people afraid to access justice.
- My office does not give ICE officers access to courthouse areas not open to the public, does not permit ICE officers from maintaining a presence in any county correctional facility, and does not hold people in county jails on ICE detainers or conduct any immigration enforcement actions.
- We know that terrorism can occur anywhere, not just in major cities. But the way to combat terrorism is to build relationships with communities not tear down lines of communication. Our best source of information about illegal activity, including potential terrorism, comes from within those same communities the bad guys live and operate.
- We follow a 2014 decision by a federal judge who ruled that *immigration detainers* from the federal government—which are requests to hold inmates who would otherwise be free to go before ICE agents could show up to claim them—weren't legitimate grounds to keep people in jail. This case, *Miranda-Olivares v. Clackamas County*, found that keeping a person in custody solely on the basis of an ICE detainer violated her constitutional rights.
- Early in 2017, the Governor signed into law HB 3464, which limits the information we can give to ICE for persons in custody. We can share the name of the person in custody, but we cannot share the person's address, associates, work or school information, contact information, or the times of their court hearings in some cases.

DACA Enrollee / Dreamer

Main reason for coming to this town hall meeting:

As a DACA Enrollee / Dreamer, this is a deeply personal and important issue to me. I want to put a human face to these issues so that everyone understands that real people are affected by immigration policies and attitudes toward immigrants, legal or not. I came here today to represent the hundreds of thousands of people just like me who know no other home except for the United States. Brought here by our undocumented parents when we were just children, we grew up here and share the same love for this country and hope for the American Dream as anyone else here. The only difference is that we are not legal citizens, and therefore we live in fear that at any time we can be deported back to countries we might have never even visited. We are called Dreamers because our hope is that the hard work we have devoted to our education, our families, our communities, and our jobs will pay off in being allowed to reach the American Dream just like any other American.

This DACA recipient's facts and views are:

- In 2012, President Barack Obama issued a directive to establish the Deferred Action for Childhood Arrivals program. In addition to protecting immigrants who were brought to the United States before the age of 16 from deportation for a renewable two-year period, it granted a work permit to qualified immigrants who were under age 31 on June 15, 2012. Applicants paid a \$465 fee for processing and gave all their contact information (name, address, phone number) to the government.
- An estimated 800,000 undocumented Americans have enrolled in DACA.
- I am concerned that federal officials will follow through on their plans to end DACA. I don't know what that will mean for me and others like me.
- I am especially concerned about the end of DACA because I voluntarily gave the government all of my personal information when I applied for DACA. Will the government use that information against me to deport me? I put my faith in the government. How do I trust the government now?
- Because of the work permit I was able to get under DACA, I have a good part time job that helps me pay for classes at the local community college, where I am studying to be a school teacher. With the changes to DACA, I am worried that I will get fired from my job because my employer won't consider me to be a reliable employee. If I lose my job, I will have to quit school.
- The average age of Dreamers enrolled in DACA is 24 years old. People 25 and younger make up 2/3 of active DACA recipients. 30% are high school age. How can we make plans for our education and careers if we are at risk of being deported?
- 65,000 undocumented students graduate from high school every year. Even though there is no guarantee to higher education for undocumented students, 30% of DACA recipients complete 2 or 4-year degree programs. This compares to only 8% of undocumented student-age residents who are not enrolled in DACA.
- 25% of DACA enrollees are ages 26-30. These people have jobs and families. Even if they are married to US citizens and are parents to US citizens, they can be deported if DACA is ended. What happens to their families then?
- DACA recipients live with families who have a wide range of immigration statuses. A large percentage of DACA recipients live with parents, siblings, and children with different immigration statuses. In one survey, 25% of DACA recipients said they had children who are US citizens. The United States says it is a country that promotes family values. How does deporting parents, siblings, and other family members from their families promote families?

Immigration Townhall Appendices:

- What is a Sanctuary State/City
- Oregon's Sanctuary State Law
- US Immigration Policy Timeline
- Oregon Immigrant Statistics
- A Summary of the DREAM Act
- DACA infographic
- Supplemental Literacy Lesson: *You have to Live in Someone Else's Country to Understand*

What is a Sanctuary State/City?

“Sanctuary” is a very old term that means to provide shelter or to shield someone from harm. Often churches or other organizations might provide sanctuary to someone who was homeless or needed help of some kind.

In the United States, the federal government makes laws regarding immigration and naturalization. “Sanctuary” has come to mean a variety of ways that states and cities have tried to enact protections for immigrants when they fear the federal laws discriminate or could harm people in their jurisdictions.

Usually, a designated Sanctuary State or Sanctuary City makes rules that state or local law enforcement cannot investigate or turn in anyone who has not committed a crime. In other words, the officials can’t simply arrest or detain someone because they think they MIGHT not be a citizen or a documented immigrant. In addition, many of these rules include prohibitions on state and local law enforcement from cooperating with federal immigration police (known as “ICE” – Immigration and Customs Enforcement) to detain or deport people.

State and local governments see the “sanctuary” designation as a way to protect law-abiding people who pay taxes and contribute to the community but may not necessarily have all the documentation for citizenship. This is especially important for people who fall under the “DACA” designation (“Deferred Action for Childhood Arrivals” – these are people who were brought to the United States as babies or children and have grown up as Americans but do not have documentation or citizenship).

Oregon’s Sanctuary State Law

In 1977, four Oregon police officers approached four Latino men in a restaurant in Independence, Oregon. Without showing warrants or identifying themselves, they began publicly interrogating the men about their immigration status. One officer grabbed one of the men and made a spectacle out of the interrogation. The man, Delmiro Trevino, was a U.S. citizen of Mexican descent and he later filed a lawsuit because of the public humiliation and harm to his reputation.

Ten years later, in 1987, that lawsuit turned into a bill that the Oregon legislature passed, creating Oregon’s sanctuary law. It was the first of its kind in the country. The law prevents local police and sheriff’s deputies from enforcing federal immigration law of people who have not been charged with any crime.

Oregon's Sanctuary State Law (1987):

1) No law enforcement agency of the State of Oregon or of any political subdivision of the state shall use agency moneys, equipment or personnel for the purpose of detecting or apprehending persons whose only violation of law is that they are persons of foreign citizenship present in the United States in violation of federal immigration laws.

(2) Notwithstanding subsection (1) of this section, a law enforcement agency may exchange information with the United States Bureau of Immigration and Customs Enforcement, the United States Bureau of Citizenship and Immigration Services and the United States Bureau of Customs and Border Protection in order to:

(a) Verify the immigration status of a person if the person is arrested for any criminal offense; or

(b) Request criminal investigation information with reference to persons named in records of the United States Bureau of Immigration and Customs Enforcement, the United States Bureau of Citizenship and Immigration Services or the United States Bureau of Customs and Border Protection.

(3) Notwithstanding subsection (1) of this section, a law enforcement agency may arrest any person who:

(a) Is charged by the United States with a criminal violation of federal immigration laws under Title II of the Immigration and Nationality Act or 18 U.S.C. 1015, 1422 to 1429 or 1505; and

(b) Is subject to arrest for the crime pursuant to a warrant of arrest issued by a federal magistrate.

(4) For purposes of subsection (1) of this section, the Bureau of Labor and Industries is not a law enforcement agency.

(5) As used in this section, "warrant of arrest" has the meaning given that term in ORS 131.005. [Formerly 181.850]

US Immigration Policy Timeline

- 1790** **Naturalization rule adopted.** Federal government establishes a two-year residency requirement on immigrants wishing to become U.S. citizens.
- 1819** **Reporting rule adopted.** Data begins to be collected on immigration into the United States. Ships' captains and others are required to keep and submit manifests of immigrants entering the United States.
- 1875** **First exclusionary act.** Convicts, prostitutes, and "coolies" (Chinese contract laborers) are barred from entry into the United States.
- 1882** **Immigration Act passed.** The federal government moves to firmly establish its authority over immigration. Chinese immigration is curtailed; ex-convicts, lunatics, idiots, and those unable to take care of themselves are excluded. In addition, a tax is levied on newly arriving immigrants.
- 1885** **Contract laborers' entry barred.** This new legislation reverses an earlier federal law legalizing the trade in contract labor.
- 1891** **Office of Immigration created.** Established as part of the U.S. Treasury Department, this new office is later given authority over naturalization and moved to the U.S. Justice Department. (Today it is known as the Immigration and Naturalization Service.) In the same year, paupers, polygamists, the insane, and persons with contagious diseases are excluded from entry to the United States.
- 1892** **Ellis Island opens.** Between 1892 and 1953, more than 12 million immigrants will be processed at this one facility.
- 1903** **Additional categories of persons excluded.** Epileptics, professional beggars, and anarchists are now excluded.
- 1907** **Exclusions further broadened.** "Imbeciles, the feeble-minded, tuberculars, persons with physical or mental defects, and persons under age 16 without parents" are excluded.
- 1907** **"Gentleman's agreement" between United States and Japan.** An informal agreement curtails Japanese immigration to the United States. Also, the tax on new immigrants is increased.
- 1917** **Literacy test introduced.** All immigrants 16 years of age or older must demonstrate the ability to read a forty-word passage in their native language. Also, virtually all Asian immigrants are banned from entry into the United States.
- 1921** **Quota Act.** An annual immigration ceiling is set at 350,000. Moreover, a new nationality quota is instituted, limiting admissions to 3 percent of each nationality group's representation in the 1910 U.S. Census. The law is designed primarily to restrict the flow of immigrants coming from eastern and southern Europe.
- 1924** **National Origins Act.** The Act reduces the annual immigration ceiling to 165,000. A revised quota reduces admissions to 2 percent of each nationality group's representation in the 1890 census. The U.S. Border Patrol is created.
- 1927** **Immigration Ceiling Further Reduced.** The annual immigration ceiling is further reduced to 150,000; the quota is revised to 2 percent of each nationality's representation in the 1920 census. This basic law remains in effect through 1965.
- 1929** **National Origins Act.** The annual immigration ceiling of 150,000 is made permanent, with 70 percent of admissions slated for those coming from northern and Western Europe, while the other 30 percent are reserved for those coming from Southern and Eastern Europe.
- 1948** **Displaced Persons Act.** Entry is allowed for 400,000 persons displaced by World War II. However, such refugees must pass a security check and have proof of employment and housing that does not threaten U.S. citizens' jobs and homes.

- 1952 McCarran-Walter Act.** The Act consolidates earlier immigration laws and removes race as a basis for exclusion. In addition, the Act introduces an ideological criterion for admission: immigrants and visitors to the United States can now be denied entry on the basis of their political ideology (e.g., if they are Communists or former Nazis).
- 1965 Immigration Act is amended.** Nationality quotas are abolished. However, the Act establishes an overall ceiling of 170,000 on immigration from the Eastern Hemisphere and another ceiling of 120,000 on immigration from the Western Hemisphere.
- 1978 World-wide immigration ceiling introduced.** A new annual immigration ceiling of 290,000 replaces the separate ceilings for the Eastern and Western Hemispheres.
- 1980 Refugee Act.** A system is developed to handle refugees as a class separate from other immigrants. Under the new law, refugees are defined as those who flee a country because of persecution "on account of race, religion, nationality, or political opinion." The president, in consultation with Congress, is authorized to establish an annual ceiling on the number of refugees who may enter the United States. The president also is allowed to admit any group of refugees in an emergency. At the same time, the annual ceiling on traditional immigration is lowered to 270,000.
- 1986 Immigration Reform and Control Act.** The annual immigration ceiling is raised to 540,000. Amnesty is offered to those illegal aliens able to prove continuous residence in the United States since January 1, 1982. Stiff sanctions are introduced for employers of illegal immigrants.
- 1990 Immigration Act of 1990.** The annual immigration ceiling is further raised to 700,000 for 1992, 1993, and 1994; thereafter, the ceiling will drop to 675,000 a year. Ten thousand permanent resident visas are offered to those immigrants agreeing to invest at least \$1 million in U.S. urban areas or \$500,000 in U.S. rural areas. The McCarran-Walter Act of 1952 is amended so that people can no longer be denied admittance to the United States on the basis of their beliefs, statements, or associations.
- 1996 Immigration Act.** In an effort to curb illegal immigration, Congress votes to double the U.S. Border Patrol to 10,000 agents over five years and mandates the construction of fences at the most heavily trafficked areas of the U.S.-Mexico border. Congress also approves a pilot program to check the immigration status of job applicants.
- 1996 Immigrants lose benefits.** President Clinton signs welfare reform bill that cuts many social programs for immigrants. Legal immigrants lose their right to food stamps and Supplemental Security Income (a program for older, blind, and disabled people). Illegal immigrants become ineligible for virtually all federal and state benefits except emergency medical care, immunization programs, and disaster relief.
- 1998 American Competitiveness and Workforce Improvement Act.** Increases the H-1B visa cap and allows more immigrants with professional jobs to enter.
- 2002 Homeland Security Act.** Created the Department of Homeland Security. All immigration enforcement and adjudication now located with DHS.
- 2005 REAL ID Act.** Establishes federal standards for identification documents.
- 2006 Secure Fence Act.** Authorizes construction of a border fence along the U.S. – Mexico border.
- 2012 Deferred Action for Childhood Arrivals (DACA) Dream Act.** Executive action that certain people who came to the United States as children and meet certain guidelines may request consideration of deferred action on deportation for a period of 2 years. They are also eligible for work and college. Deferred action does not provide lawful status.

Sources: The Close Up Foundation, Federation for American Immigration Reform, Center for Immigration Studies

Oregon Immigration Statistics

About 10 percent of all Oregon residents are foreign-born, while over 12 percent are native-born Americans who have at least one immigrant parent. More than a third of Oregon’s farmers, fishers, and foresters are immigrants, as are nearly 23 percent of all production employees.

One in 10 Oregon residents is an immigrant, while about one in eight residents is a native-born U.S. citizen with at least one immigrant parent.

- In 2015, 397,293 immigrants (foreign-born individuals) comprised 9.9 percent of the population.
- Oregon was home to 191,777 women, 180,488 men, and 25,028 children who were immigrants.
- The top countries of origin for immigrants were Mexico (37 percent of immigrants), China (6 percent), Vietnam (5.2 percent), India (4.1 percent), and Canada (3.6 percent).
- In 2016, 498,875 people in Oregon (12.4 percent of the state’s population) were native-born Americans who had at least one immigrant parent.

More than a third of all immigrants in Oregon are naturalized U.S. citizens.

- 167,977 immigrants (42.3 percent) had naturalized as of 2015, and 82,341 immigrants were eligible to become naturalized U.S. citizens in 2015.
- Almost three-quarters (73.2 percent) of immigrants reported speaking English “well” or “very well.”

Immigrants in Oregon are concentrated at both ends of the educational spectrum.

- More than a quarter of adult immigrants had a college degree or more education in 2015, while nearly a third had less than a high school diploma.

Education Level	Share (%) of All Immigrants	Share (%) of All Natives
College degree or more	28.2	32.7
Some college	20.2	36.5
High school diploma only	19.6	23.9
Less than a high-school diploma	32.0	7.0

Nearly 90,000 U.S. citizens in Oregon live with at least one family member who is undocumented.

- 130,000 undocumented immigrants comprised 32 percent of the immigrant population and 3.2 percent of the total state population in 2014.
- 186,460 people in Oregon, including 80,451 born in the United States, lived with at least one undocumented family member between 2010 and 2014.
- During the same period, 1 in 12 children in the state was a U.S.-citizen child living with at least one undocumented family member (71,208 children in total).

More than 10,000 Deferred Action for Childhood Arrivals (DACA) recipients live in Oregon.

- As of 2016, 82 percent of DACA-eligible immigrants in Oregon, or 12,049 people, had applied for DACA.
- An additional 6,000 residents of the state satisfied all but the educational requirements for DACA, and another 4,000 would be eligible as they grew older.

The largest shares of immigrant workers were in the following industries:

Industry	Immigrant Share (%) (of all industry workers)
Agriculture, Forestry, Fishing & Hunting	25.8
Manufacturing	19.7
Accommodation and Food Services	18.4
Administrative & Support; Waste Management; and Remediation Services	17.6
Management of Companies and Enterprises	16.3
Analysis of the U.S. Census Bureau's 2015 American Community Survey 1-year PUMS data by the American Immigration Council.	

In 2015, immigrant workers were most numerous in the following occupation groups:

Occupation Category	Number of Immigrant Workers
Production	32,818
Food Preparation and Serving Related	27,957
Management	24,891
Building and Grounds Cleaning & Maintenance	24,571
Sales and Related	19,375
Analysis of the U.S. Census Bureau's 2015 American Community Survey 1-year PUMS data by the American Immigration Council.	

Undocumented immigrants comprised 4.8 percent of the state's workforce in 2014.

Immigrants in Oregon have contributed billions of dollars in taxes.

- Immigrant-led households in the state paid \$1.7 billion in federal taxes and \$736.6 million in state and local taxes in 2014.
- Undocumented immigrants in Oregon paid \$80.8 million in state and local taxes in 2014. Their contribution would rise to \$119.4 million if they could receive legal status.
- DACA recipients in Oregon paid an estimated \$20 million in state and local taxes in 2016.

As consumers, immigrants add of billions of dollars to Oregon's economy.

- Oregon residents in immigrant-led households had \$7.4 billion in spending power (after-tax income) in 2014.

Immigrant entrepreneurs in Oregon generate hundreds of millions in business revenue.

- 28,567 immigrant business owners accounted for 11.2 percent of all self-employed Oregon residents in 2015 and generated \$470.6 million in business income.
- In 2015, immigrants accounted for 23.2 percent of business owners in the Portland/Vancouver/Beaverton metropolitan area, which spans Oregon and Washington.

Source: American Immigration Council

The DREAM Act – A Summary (not yet passed by Congress)

Dream Act of 2017 Bill Summary

By Christian Penichet-Paul | July 21, 2017

National Immigration Forum

Sens. Lindsey Graham (R-South Carolina) and Dick Durbin (D-Illinois) introduced the Dream Act of 2017, S. 1615, in the Senate on July 20, 2017. Congresswomen Ileana Ros-Lehtinen (R-Florida) and Lucille Roybal-Allard (D-California) introduced the Dream Act, H.R. 3440, in the House on July 26, 2017. This bipartisan, bicameral bill would provide Dreamers – young undocumented immigrants who were brought to the United States as children and have lived in the U.S. at least four years – protection from deportation and an opportunity to obtain legal status if they meet certain requirements.

Almost 800,000 young undocumented immigrants, who came to America as children, have lived here since at least 2007 and met other requirements, are recipients of Deferred Action for Childhood Arrivals (DACA), through which they qualified for temporary protection from deportation and legal work authorization for a renewable period of two years.

What Would the Dream Act Do?

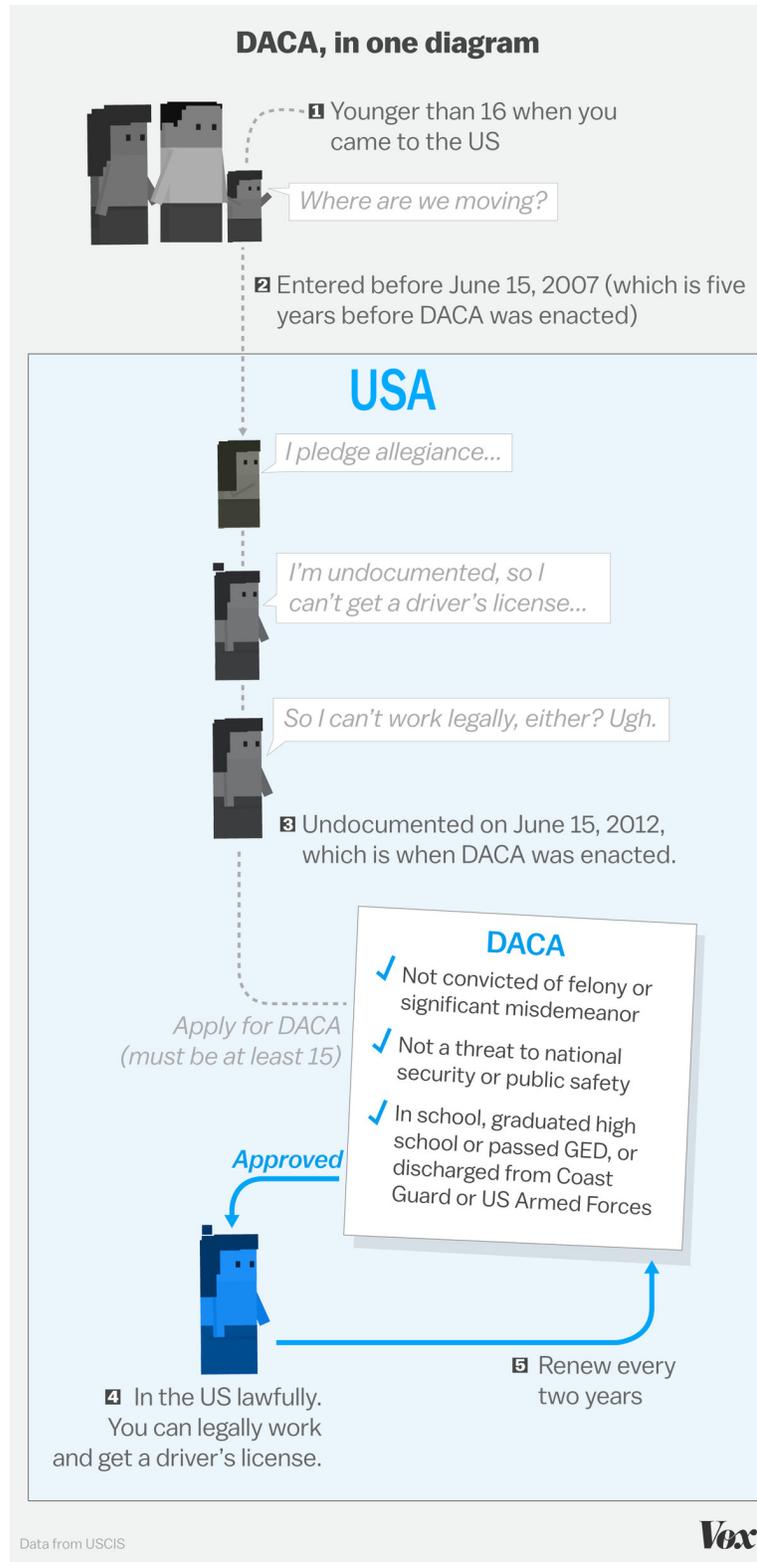
- The Dream Act would create a conditional permanent resident status valid for up to eight years for young undocumented immigrants that would protect them from deportation, allow them to work legally in the U.S. and permit them to travel outside the country.
- To qualify for conditional permanent resident status, young undocumented immigrants would need to meet the following requirements:
 - Through documentation described in the bill, establish that they were brought to the U.S. at age 17 or younger and have lived continuously in the U.S. for at least four years prior to the bill’s enactment;
 - Pass a government background check, demonstrate “good moral character” with no felony or multiple misdemeanor convictions, submit biometric and biographic data and undergo a biometric and medical exam;
 - Demonstrate they have been admitted to a college or university, have earned a high school diploma, or are in the process of earning a high school diploma or an equivalent; and
 - Pay a fee.
- The bill would automatically grant conditional permanent resident status to DACA recipients who still meet the requirements needed to obtain DACA.
- Conditional permanent resident status can be changed to lawful permanent resident status – green card holder – by:
 - Maintaining continuous residence in the U.S.;
 - Meeting one of the following three requirements:
 - 1) Completion of at least two years of military service,
 - 2) Graduation from a college or university or completion of at least two years of a bachelor’s or higher degree program in the U.S., or
 - 3) Employment for a period totaling at least three years;

- Demonstrating an ability to read, write and speak English and an understanding of American history, principles and form of government;
 - Passing a government background check, continuing to demonstrate “good moral character” without felony or multiple misdemeanor convictions, submitting biometric and biographic data and undergoing a biometric and medical exam; and
 - Paying a fee.
- Recipients can lose conditional permanent resident status if they commit a serious crime or fail to meet the other requirements set in the bill.

The Dream Act is a bipartisan, legislative solution. Sens. Lindsey Graham (R-South Carolina) and Dick Durbin (D-Illinois) and other co-sponsors in the Senate and Congresswomen Ileana Ros-Lehtinen (R-Florida) and Lucille Roybal-Allard (D-California) support the Dream Act as a bipartisan legislative solution to address permanently the fate of young undocumented immigrants who were brought to the U.S. as children and have lived in the U.S. for most of their lives.

The Dream Act helps the American economy. The bill would allow young undocumented immigrants to continue to contribute to their communities and the economy by working legally, paying their fair share of taxes and building businesses that hire American workers. Over the next 10 years, young undocumented immigrants who currently have DACA will contribute an estimated \$433.4 billion to the GDP, \$60 billion in fiscal impact, and \$12.3 billion in taxes to Social Security and Medicare.

DACA infographic



Source: Vox News

Supplemental Literacy Lesson:

You have to Live in Someone Else's Country to Understand

Objectives:

Students will:

- Reflect on personal emotions associated with being an outsider
- Recognize newly-arrived Americans' feelings and experiences
- Empathize with new immigrants who encounter alienation and isolation living in a new land
- Analyze a poem about immigration

Materials:

- Chalk and chalkboard, or chart paper and markers
- The poem "You Have to Live in Somebody Else's Country to Understand"

Procedure:

Preparation: Invite an adult or student literate in a second language who will read the poem in his or her language to the class. Most students should not be familiar with the language. If there are several who do speak the language, it will offer interesting contrast to the majority's interaction with the reading.

1. Tell the class that a guest speaker has volunteered to read them the poem "You Have to Live in Somebody Else's Country to Understand," written in 1984 by Noy Chou, a ninth-grade student from a high school in suburban Boston who was born in Cambodia. Have the reader introduce himself or herself in the second language. Expect students to express discomfort, surprise, confusion, etc.
2. Request that students close their eyes as they listen to the poem to remain free of distractions. Remind them to listen without talking. Invite the guest to read.
3. After the poem is read, instruct the guest to give students these instructions in the second language: "Please take out a piece of paper and complete this journal assignment in five minutes. Describe a time when you felt like an outsider, or when someone made judged you without knowing you and/or being aware of your circumstances."
4. Repeat the instructions in English, indicating that this is for the benefit of those who are non-native speakers of the guest's second language.
5. Ask students to describe their reactions during the first reading of the poem. Cluster student responses as they speak. Sample discussion questions include:
 - How did you feel when they did not understand the language?
 - What did you want to do when the reader begin to recite in a language with which you were unfamiliar?
 - Were you able to pick up on any aspect of the poem—cadence, emotion—despite not knowing the language?
 - For those who might have understood the language, how did the poem make you feel?
 - What was your thought about classmates who could not understand the poem? How might you have helped them?
 - How might the teacher and the reader have helped you to understand the poem?

6. Have students review the clustered responses. Ask them to consider more broadly how the feelings they experienced related to those of new immigrants. Based on this activity, what are some of the issues immigrant students might face when they arrive somewhere new?
7. If the guest has remained, students can engage in discussion with him or her about personal immigrant experiences, if the speaker is a foreign-born American.
8. Hand out copies of the poem in English. Have either the guest or you read it aloud or have students read it. Have students analyze and discuss the poem. Ask them to review it again to select phrases, lines, or passages that strike them. Ask students to write a corresponding personal experience that reflects the essence of the selected sections. Allow five to ten minutes for this activity. Invite students to share their thoughts.
9. Have students relate their experiences to those of immigrants. Some discussion questions include:
 - What groups and individuals are treated like outsiders in America?
 - What are the possible results or consequences when people feel like outsiders in their surroundings?
 - What did you learn from this experience and the poem that might help you to better understand the feelings of outsiders in the future?
 - How might you act differently toward someone when you recognize that s/he might be feeling like an outsider?

(Poem handout on next page)

Author of this lesson: Patty Litwin taught social studies for 16 years in the Los Angeles Unified School District. She is now assigned to the Collective Bargaining Educational Project, which delivers lessons on labor studies throughout the district. She is the winner of the Perryman Award for Outstanding Social Studies Teaching in Multicultural Education. Her paternal grandparents were from Poland and her maternal great-grandparents were from Ireland.

Source: PBS.org

You Have to Live in Somebody Else's Country to Understand

By Noy Chou

1986

What is it like to be an outsider?

What is it like to sit in the class where everyone has blond hair and you have black hair?

What is it like when the teacher says, "Whoever wasn't born here raise your hand."

And you are the only one.

Then, when you raise your hand, everybody looks at you and makes fun of you.

You have to live in somebody else's country to understand.

What is it like when the teacher treats you like you've been here all your life?

What is it like when the teacher speaks too fast and you are the only one who can't understand what he or she is saying, and you try to tell him or her to slow down.

Then when you do, everybody says, "If you don't understand, go to a lower class or get lost."

You have to live in somebody else's country to understand.

What is it like when you are an opposite?

When you wear the clothes of your country and they think you are crazy to wear these clothes and you think they are pretty.

You have to live in somebody else's country to understand.

What is it like when you are always a loser.

What is it like when somebody bothers you when you do nothing to them?

You tell them to stop but they tell you that they didn't do anything to you.

Then, when they keep doing it until you can't stand it any longer, you go up to the teacher and tell him or her to tell them to stop bothering you.

They say that they didn't do anything to bother you.

Then the teacher asks the person sitting next to you.

He says, "Yes, she didn't do anything to her" and you have no witness to turn to.

So the teacher thinks you are a liar.

You have to live in somebody else's country to understand.

What is it like when you try to talk and you don't pronounce the words right?

They don't understand you.

They laugh at you but you don't know that they are laughing at you, and you start to laugh with them.

They say, "Are you crazy, laughing at yourself? Go get lost, girl."

You have to live in somebody else's country without a language to understand.

What is it like when you walk in the street and everybody turns around to look at you and you don't know that they are looking at you.

Then, when you find out, you want to hide your face but you don't know where to hide because they are everywhere.

You have to live in somebody else's country to feel it.