
Humanizing Disciplinary Civic Education at the Elementary Level: An Exploration of Immigration and the Humanitarian Crisis at the U.S./Mexico Border

Genevieve Caffrey & Wayne Journell

This article offers a sample elementary social studies unit that explores immigration and the humanitarian crisis at the U.S./Mexico border that integrates humanizing disciplinary civic teaching practices. The unit utilizes the Inquiry Design Model (IDM), which reflects the Inquiry Arc of the College, Career and Civic Life (C3) Framework. The compelling question is: "What caused the humanitarian crisis at the border, and what should we do about it?" We discuss the transformative potential for disciplinary civic instruction that values humanizing pedagogies and civic mindedness when exploring controversial political issues.

Introduction

Exploring controversial political issues (CPIs), which are questions of public policy that spark significant disagreement, are fundamental to civic education (Hess, 2009). Despite research demonstrating young children's strong capabilities to investigate complicated and wide-ranging CPIs (Angell & Avery, 1992; Beck, 2003; Bickmore, 1999; Bolgatz, 2005; Coles, 1986; Payne & Journell, 2019; Skeel, 1996; Shear, Tschida, Bellows, Buchanan, & Saylor, 2018; Wertsch, 1998; Zembylas & Kambani, 2012), there is a widespread concern that elementary-aged children are too immature or incapable of handling CPIs (Husband, 2010; Ochoa-Becker, Morton, Autry, Johnstad, & Merrill, 2001). This deficit-based thinking often leads to traditional, surface-level engagement with civic concepts, such as learning the three branches of government, and steers teachers away from civic disciplinary instruction that empowers student inquiry and civic action.

The National Council for Social Studies (NCSS) has called upon elementary teachers to provide "thoughtful and deliberate classroom engagement related to controversial or ethical issues" (NCSS, 2017, par. 17) and to consider the Inquiry Arc of the College, Career, and Civic Life (C3) Framework, which guides teachers to explore controversial issues through four dimensions: developing questions and planning inquiries, applying disciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action (NCSS, 2013). This article implements the C3 Inquiry Arc through the Inquiry Design Model (IDM) (Grant, Swan, & Lee, 2017), which can support teachers in the sophisticated planning of civic units that explore CPIs. In our IDM, we demonstrate how an elementary educator can attend to humanity and civic mindedness while exploring contemporary immigration issues. Our compelling question is: "What

caused the humanitarian crisis at the border and what should we do about it?" The unit plan could be modified for use in any classroom, but it is particularly geared toward upper elementary classrooms (Grades 3-5) that have one or many students from families who have recently immigrated to the United States. Through this inquiry, we discuss the transformative potential for disciplinary civic instruction that values humanizing pedagogies and civic mindedness.

Humanizing Disciplinary Civic Education

Disciplinary approaches to teaching civics often do not receive as much attention within the field as do the other traditional social studies disciplines of history, geography, and economics (Journell, Beeson, & Ayers, 2015). Within the literature, as well as within curricular documents such as the C3 Framework, disciplinary instruction in civics tends to be defined through the deliberation of CPIs (Hess, 2009; NCSS, 2013). While deliberation is undeniably essential to disciplinary civics instruction, it is important, however, that such discussions occur within a context of "thinking politically" (Freeden, 2013; Walzer, 2007). Too often, deliberations of CPIs play out as if students are in a jury room without a nuanced understanding of political realities that may influence potential courses of action. An awareness of the political world in which one lives is essential to ensuring that CPI deliberations extend beyond merely being engaging thought exercises.

Although everyone engages in basic forms of political thinking as part of their daily lives (Freeden, 2008), sophisticated political thinking is a learned skill (Walzer, 2007). Perhaps not surprisingly, most of the research on students' ability to think politically have occurred at the secondary level (e.g., Hess & McAvoy, 2015; Journell, 2017b; Journell et al., 2015). While it may be unreasonable to expect elementary-aged students to develop the same level of nuanced political understanding as their older peers, recent research suggests that elementary students can learn to think politically with proper scaffolding (e.g., Beck, 2003; Payne & Journell, 2019). A limitation of disciplinary civics instruction, however, is that it can often come across as sterile and devoid of compassion, which is particularly problematic when deliberating issues that impact students' identities (Journell, 2017a, 2018). Therefore, this unit also draws on the interrelated concepts of humanizing pedagogy and civic mindedness.

Humanizing Pedagogies

Humanizing pedagogies are teaching practices that intentionally utilize the histories, knowledges, and realities of students as an integral part of educational practice and cast students as critically engaged, active participants in the co-construction of knowledge (Bartolomé, 1994; Salazar, 2013). To be more fully human is to act, think, and reflect on one's presence and position in the world. Consequently, dehumanization occurs when individuals are not allowed to voice their stories and perspectives around the issues that affect their lives, families, and local and global communities (Freire, 1970; Reyes, 2016). Humanizing pedagogues plan activities that welcome student experiences and perspectives around CPIs and also investigate the stories of the people most affected by the issue at hand. At a time when the President of the United States questions why we would want to have immigrants "from shithole countries" (Dawsey, 2018) and advocates against providing soap and toothbrushes for immigrant children in U.S. custody (Montoya-Galvez, 2019), dehumanization is running rampant. It is crucial that our lessons about CPIs

simultaneously explore disciplinary content and skills and honor the stories and epistemologies of our students and the individuals who are most impacted by the issues, which, oftentimes, are also our students.

Civic Mindedness

As we work to humanize our teaching, we also must continually investigate our students' civic mindedness. Civic mindedness is the natural thinking and feeling we do that informs how we engage (or disengage) in civic spaces (Hauver, 2019b). Teachers who attend to students' civic mindedness do not only ask what kind of citizens do we want to mold, but what kind of citizens do we already have. Research shows that many civic educators tend to focus more on getting students to do things adult citizens do, such as voting and volunteering, but overlook young children's early lessons in identity and belonging, which lay the groundwork for how they come to understand and engage the world (Hauver, 2019b). Young children demonstrate their civic mindedness when they are deciding whether or not to civically engage and ask themselves questions such as, "Do I belong here? Who has power? Can I influence the space? What relationships do I share with these people? Do I trust them to be competent and caring? Am I responsible for addressing these social issues? What do I stand to lose if I don't take action?" (Hauver, 2019b, p. 106). We can recognize our students' civic mindedness by investigating what children think about as they engage with others in school, where their ideas come from, and how their ideas shape their action. Hauver (2019b) argues:

[Children] are busy doing the work of finding their place whether we pay attention or not. And the less attention we pay, the more likely our children are to learn powerful civic lessons we didn't mean to teach. We unknowingly and unwittingly participate in the reproduction of a world too often marked by inequity, division, and distrust. (p. 17)

Hauver's extensive research shows that children are much more likely to share their civic knowledge and take action when they feel a strong sense of belonging, trusting relationships, and empathy toward the people involved in the civic issues at hand (Hauver, 2019b). Hence, when we plan units involving CPIs, we must carefully integrate dispositions, norms, and activities that intentionally build their confidence, relationships, and empathy. Our unit goes beyond a formal civic lesson about immigration issues and aims to center the civic mindedness and humanity of students and the individuals most affected by the issues, which are often also our students.

Exploring Immigration and the Humanitarian Crisis at the Border through an Inquiry Design Model (IDM) Unit

This unit offers classroom practices that explore contemporary immigration issues and the humanitarian crisis at the U.S./Mexico Border through humanizing disciplinary civic education. The IDM presents brief descriptions of each activity. Following the IDM, we provide details for each activity and explain how we drew from humanizing pedagogies and the concept of civic mindedness.

Inquiry Design Model (IDM)™											
Compelling Question	What caused the humanitarian crisis at the border, and what should we do about it?										
Standards and Practices	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Grades 3-5 Civic Indicators (C3 Framework)</th> <th style="text-align: center;">Grade 3 Missouri S.S. Standards (DESE, 2016)</th> </tr> </thead> <tbody> <tr> <td>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</td> <td>Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.</td> </tr> <tr> <td>D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.</td> <td>Take part in a constructive process or method for resolving conflicts.</td> </tr> <tr> <td>D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.</td> <td>Identify facts, opinions, and point of view in social studies' topics.</td> </tr> <tr> <td>D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society</td> <td>Investigate an appropriate social studies question and share results with assistance, if needed</td> </tr> </tbody> </table>	Grades 3-5 Civic Indicators (C3 Framework)	Grade 3 Missouri S.S. Standards (DESE, 2016)	D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.	D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.	Take part in a constructive process or method for resolving conflicts.	D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	Identify facts, opinions, and point of view in social studies' topics.	D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society	Investigate an appropriate social studies question and share results with assistance, if needed
Grades 3-5 Civic Indicators (C3 Framework)	Grade 3 Missouri S.S. Standards (DESE, 2016)										
D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.										
D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group.	Take part in a constructive process or method for resolving conflicts.										
D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	Identify facts, opinions, and point of view in social studies' topics.										
D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society	Investigate an appropriate social studies question and share results with assistance, if needed										
Staging the Question	<p>I. Critical immigration autobiography Students write critical immigration autobiographies in which they reflect upon their own knowledge, experiences, perceptions, and questions about immigration and humanitarian crises.</p> <p>II. Class meeting with brave space norms Teachers review “brave space norms” before a class meetings in which students have the option to share information from their autobiographies.</p> <p>III. Authentic children’s literature Teachers read aloud and critically discuss authentic children’s literature that explores contemporary immigration stories (see Appendix A for book recommendations).</p>										

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What language do we use when discussing immigration and immigrants? What background knowledge do I need in order to civically engage in this issue respectfully?</p>	<p>What are various perspectives around current immigration policy proposals? Which perspectives are backed up by evidence from reliable sources?</p>	<p>How have policies and interventions impacted people’s lives? How do recent immigrants believe we should solve the humanitarian crisis at the border?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p><u>Language and Background</u></p> <p>1. Class meeting about language: Review Brave Spaces. Discuss using the term “undocumented” vs. “illegal” immigrant.</p> <p>2. Vocabulary and news articles. Students can use concepts from Appendix B to match or research vocabulary needed to discuss immigration and the humanitarian crisis.</p> <p>3. Policy timeline. Students can use the policies and descriptions from Appendix C to create a timeline. They can add their own experiences and knowledge to the timelines as well.</p>	<p><u>Critical Media Literacy</u></p> <p>1. Perspectives Activity: The teacher chooses one contemporary immigration policy proposal and asks students to sort Perspective Cards into two points of view. For example, Border Wall Perspective cards (see Appendix D) can be sorted into “for the wall” or “against the wall.” Students research the perspectives, look for evidence from credible sources, and write down information and questions as they discuss.</p> <p>2. Policy Experts: Students research an immigration policy of their choice, becoming the expert on that policy, and create their own Perspective Cards on that policy. Other students sort their Perspective Cards and confer with the Experts for evidence and source information.</p>	<p><u>Immigrant Interview</u></p> <p>1. Practice Interviews: Students practice interviewing by using Story Corps’ Tips for Effective Interviewing. They practice by interviewing each other.</p> <p>2. Plan Immigrant Interview: Students craft research questions tailored for their interviewee. Teacher encourages the students to ask certain questions (see below example questions).</p> <p>3. Interviews: Students interview a first- or second-generation immigrant and write a reflective journal entry on the interview experience. Add any information to timeline.</p>

Featured Sources		Featured Sources	Featured Sources
<p>Brave space norms (Arao & Clemens, 2013) Immigration vocabulary (see Appendix B) Timeline Policy cards (see Appendix C) Age-appropriate online news articles (such as NewsELA and Scholastic News)</p>		<p>Perspectives Activity (see Appendix D)</p>	<p>StoryCorps’ Tips for Effective Interviews (StoryCorps, n.d.)</p>
Summative Performance Task	Argument	<p><u>Prepare for Deliberation</u> Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views.</p>	
	Extension	<p><u>Deliberation</u> I. Model deliberation: Give mini-lessons that model listening skills and transacts, such as extending, paraphrasing, refining, completing, and critiquing the reasoning of the self or the other. II. Deliberate: Implement a structure, such as a Fishbowl or Socratic Seminar, on the compelling question. III. Reflect on deliberation</p>	
Taking Informed Action	<p><u>Action</u> I. Write letters to lawmakers - Students write letters (individually or collectively) to a lawmaker that advocates ideas for the best actions to take to solve our humanitarian crisis at the border. Students are expected to provide evidence from reliable sources to support their conclusions. II. Support students’ action ideas- Teacher provides time and support for students to brainstorm, plan, and implement their own action ideas. III. Reflect on deliberation & action</p>		

A Deeper Dive into the Unit

Here, we provide details for each activity recommended above and explain how we integrated the Inquiry Arc’s dimensions and ideas around humanizing pedagogies and civic mindedness. Before jumping into the unit, it is essential to emphasize the importance of

relationship building before broaching any CPI. The extent to which young children experience authentic relationships and a sense of belonging with their teachers and peers play profound roles in their civic mindedness development, or their decisions about if and how to engage in social spaces (Hauver, 2019b; Ladson Billings, 1994; Ron Dow, 2005; Tatum, 2007). At the beginning of the year, teachers should go beyond learning about students' general interests and strive to understand the historical, institutional, and socio-political contexts that shape students' experiences and knowledges. One way to do this is to schedule home visits, which allow teachers to build family relationships and reflect upon how different cultural ways of being and knowing can be valued as a strength and built upon for learning experiences (Compton-Lilly, Rogers, & Lewis, 2012; Valdes, 1996). When children have trusting teachers who intentionally value the intersectionality of their identities, voices, and ways of being, students are more likely to feel humanized and empowered to take the risks necessary to engage with civic issues (Hauver, 2019b).

Writing a Humanizing Compelling Question

As teachers plan the first dimension of the C3 Inquiry Arc, "Developing questions and planning inquiries," we encourage teachers to pay careful attention to the language in the question. In our unit about immigration, instead of asking, "What should the government do about immigration?" or "Are you for or against the border wall?," we ask, "What caused the *humanitarian crisis* at the border, and what should *we* do about it?" The humanitarian crisis is identified as the problem, not immigration or immigrants themselves. Furthermore, the students are framed as powerful stakeholders in solving the problem, not an outside entity. This question is particularly compelling because it humanizes the immigration debate, welcomes students' ideas and experiences, and empowers students to take action.

Setting the Stage

Through each of the following activities, students should have easy access to an interactive journal. We suggest students take notes on the left side and write their inquiries and thoughts on the right side. After each activity, teachers should provide some reflection time in which students can record their questions and thoughts in their interactive journals. These journal entries will become important places to return to when navigating their research and action plans toward the end of the unit. Here are the ways we believe teachers can set the stage for exploring immigration and the humanitarian crisis at the border in a way that humanizes students and honors their civic mindedness:

Critical immigration autobiography. Most elementary students have some understanding of immigration or, at least, the concept of moving homes. Assigning an immigration autobiography provides an opportunity for students and the teacher to reflect upon their own experiences, perceptions, and questions about immigration in a private, safe way. Teachers can provide writing prompts such as:

1. What are your earliest memories of learning or thinking about immigration?
2. What do you know about immigration or immigrants?
3. Tell a story you know about immigration (your experience or someone else's).
4. What questions do you have about immigration or immigrants?
5. What do people you know say and think about immigrants?
6. From your perspective, why do people immigrate?
7. From your perspective, how do immigrants shape the United States?
8. Please share any thoughts/stories about immigration that you would like to share.

This kind of personal reflection creates opportunities for students and teachers to express internalized memories (Smorti, 2011). Our past experiences are often suppressed, and sometimes forgotten, which results in a loss of identity. Reflection counters the suppression of identity and instead serves as a catalyst for the exploration and discovery of meaning (Rosenberg, 2010; Walker, 2017). Critical autobiographical writing has been shown to help students understand their own identities, build empathy for peers, and identify personally with structures of inclusion and exclusion in ways that inspire longer-term commitments to social justice (Knapp, 2018). The autobiography also gives the teacher an opportunity to investigate the students' civic mindedness and prior knowledge and experiences, which should be considered as teachers tailor the unit for their contexts. Although there are quicker ways to gather prior knowledge, students tend to disclose more through autobiographical writing. If students struggle to write fluidly, we encourage teachers to meet one-on-one and transcribe their autobiography for them.

Class meeting with brave space norms. We encourage teachers to hold a class meeting for students to share parts of their autobiographies if they choose to do so and to begin discussing the compelling question. Before diving into civic-oriented class meetings, teachers should review Brave Space norms to communicate that each voice is valued and encouraged but also that all voices must respectfully preserve the dignity of all humans. Arao and Clemens (2013) have developed five expectations for Brave Spaces that have been utilized in elementary contexts: (1) "Controversy with civility," where varying opinions are accepted; (2) "Owning intentions and impacts," in which students acknowledge and discuss instances where dialogue has affected the emotional well-being of another person; (3) "Challenge by choice," where students have an option to step in and out of challenging conversations; (4) "Respect," where students show respect for one another's basic personhood; and (5) "No attacks," where students agree not to intentionally inflict harm on one another. These norms center students' civic mindedness because when children feel as if they can influence the space and be respected, they are more likely to take the risks necessary to engage civically (Hauver, 2019b). Students could be encouraged to add their own discussion norms as well.

Authentic children's literature. Stories are powerful tools to humanize social issues and spark inquiries about the ways in which policies affect human life. However, it is important to choose books that reflect diverse immigration experiences, such as border-crossing and family separation experiences, as well as possibilities for coalition-building and resistance. (See Appendix A for a suggested book list.) Most elementary social studies curricula center historical immigration stories around Ellis Island. If those are the only immigration stories children hear, then they will develop misconceptions about the realities of immigration today. Teachers should choose authentic stories that represent multiple experiences, raise consciousness about contemporary social problems, and prompt students to question current political realities and reflect upon what they can do about it. We encourage educators to teach students how to read all books through critical lenses that interrogate the perspectives in the story, the perspectives missing in the story, the depictions of characters' intersectional identities, the oppressor and power dynamics in the story, the acts of resistance, and other critical issues within the children's literature. We also hope teachers give students the opportunities to re-write parts of the books that they find problematic.

Performance Tasks that Build Civic Content, Skills, and Humanity

Class meeting about language. Our unit integrates supporting questions and performance tasks that address the language we should use and avoid when talking about immigration and immigrants. Immigration policies and racializing ideologies have framed our immigration problems as due to immigrants themselves rather than a problem of immigration policy (Dick, 2011; Perez, 2009). Hence, it is important to explicitly discuss why it is more accurate to say “undocumented” (not “illegal”) immigrants. Teachers can call a class meeting to explain how the phrase “illegal immigrant” dehumanizes people. An example of this type of stance can be found in the words of a third grade teacher who served as a participant in a recent study conducted by the first author:

Immigrants cannot be illegal. The way they got here may not be a part of our law, but they, themselves, are not illegal. What if you didn't have the right paperwork to go to school here, and people started calling you an “illegal third grader?” People may start to think you're a bad person, when you're not. You can DO something that's against the rules, but you can't BE illegal. So, we use the term “undocumented immigrants.”

Dabach (2015) has also encouraged teachers to normalize undocumented status through language. Teachers shouldn't name students in terms of documentation, but openly talk about it in a natural way, recognizing the fact that not everybody has documentation, which is fairly typical here in the United States at this time. This approach avoids the perception that undocumented people are outsiders and “others” who are not in the room (Dabach, Fones, Merchant, & Adekile, 2018).

Vocabulary and news articles. Teachers must equip students with the vocabulary needed to comprehensively discuss CPIs. Vocabulary work addresses the second dimension of the Inquiry Arc, “Apply disciplinary concepts and tools,” and prepares students to civically engage in discussion, deliberation, and action. Appendix B provides a list of commonly used immigration terms. Teachers could ask students to match the words with their descriptions or play a vocabulary word game. Students are also, then, more equipped read news articles about immigration from sources such as NewsELA or Scholastic News, which could also be explored at this point.

Policy Timeline. Learning the history of immigration policies is essential for students to be able to civically engage in immigration issues and understand how authoritative decisions impact the lives of immigrants. To facilitate this background knowledge, students can make a Policy Timeline. First, teachers could give small groups long pieces of paper with a blank timeline template including dates from 1790, which is the year of the first piece of U.S. immigration policy, to today. Next, students can tape each Policy Card (see Appendix C) in chronological order along the timeline. Then, students can match Policy Description Cards with the Policy Cards. When students make a correct match, teachers can give them a piece of tape to make it permanent. Students should also research and write U.S. military and trade intervention in Latin America on the timelines in different colors for different countries (Associated Press, 2019). Finally, students should add their own experiences and immigration-related research interests to the timeline. This activity gives students the opportunity to learn content knowledge required across multiple state and national civic standards, attain foundational information needed to discuss multiple perspectives on policies, and connect their own experiences to the happenings in the public sphere.

Critical Media Literacy. After students are introduced to vocabulary and background knowledge, teachers should invite students to analyze multiple perspectives on recent pieces of legislation, such as Trump’s proposed border wall or zero-tolerance policy. The teacher can pass out Perspective Cards (see Appendix D for multiple perspectives on the border wall) and ask students to sort perspectives into two points of view: for the wall or against the wall. After the students sort the points of view, the teacher can ask, “Which perspectives can be supported by evidence from reliable sources?” This question leads us to important media literacy skills called for by the third dimension of the Inquiry Arc: “Evaluating sources and using evidence.” When evaluating a perspective such as “Undocumented immigrants take American jobs,” teachers will need to scaffold students’ critical analysis of news sources to determine if that is really true. Teachers should encourage students to research the nuances of immigration influence on our economy. Teachers can also ask, “What frames of thinking does each perspective have?” Young children have shown to be able to develop a strong awareness of intentional framing of perspectives and arguments if teachers scaffold them in the process (Hauver, 2019b). Following Hauver (2019a), we encourage teachers to invite a guest speaker who can address critical media literacy, such as a journalist or someone from an educational organization like the Gateway Media Literacy Partnership. Throughout the Perspectives Card activity, as well as following any guest speaker who may be invited, teachers should provide opportunities for students to reflect in their interactive journals and record important notes and questions for later research.

Immigrant Interview. The third performance task asks students to conduct an interview of a first- or second-generation immigrant. When children listen to others’ stories, they are more likely to feel a sense of shared humanity. Even if children enter our classrooms struggling to trust others, thankfully, children have been shown to overcome distrust through positive experiences with diverse others (Hauver, 2019b). Interviewing someone is a strong way to create that positive experience with another and build upon students’ innate empathy. Teachers could offer suggested interview questions, such as:

1. Can you tell me about your immigration experience?
2. Why did you immigrate?
3. How did you feel before, during, and after your immigration experience?
4. What were some of your biggest struggles and successes through immigrating?
5. What do you think we should do about the current humanitarian crisis at the U.S./Mexico border?

This last question seeks to push beyond building students’ empathy and aims to teach epistemic humility—or respect for others’ subjectivities and multiple knowledges. It is important to teach children that truly empathizing with others means avoiding assumptions about what others want or envision and asking questions about policies, practices, and actions desired by the people who have been impacted by the policies the most. If we do not first take the time to understand others on their own terms, we tend to misinterpret what is needed, and our efforts may not be helpful (Cipolle, 2010; Poppendieck, 1998 both references missing from your reference section; please add). Giving opportunities for students to practice epistemic humility honors and expands upon their innate sense of empathy and also teaches them to consider one another’s civic mindedness, not just their own. The stronger students’ innate sense of empathy and

epistemic humility, the more likely children are to persist in their efforts to solve problems in civic spaces (Hauver, 2019b).

If students or their family members have experiences with immigration, then, the interview assignment welcomes children's real-world knowledges to their learning, and allows for teachers to build upon those knowledges through the rest of the unit (Paris & Alim, 2014; Yosso, 2006). It also gives them the opportunity to speak about immigration through the framing of "people they know," which can create a safe distance from their own personal experiences, if they choose (Gallo & Link, 2015). If a teacher is aware that a child in his or her room is from an immigrant family, it is important to have a private, one-on-one conversation about lesson plans before broaching the topic with the whole group. When a teacher takes a child's experiences with injustice seriously by listening closely to their stories, it can lead to stress relief and empowerment (Hauver, 2019b; Sondel, Baggett, & Dunn, 2018). If children do not know any recent immigrants personally, the teacher may need to encourage the student and their parents to ask around in the community to find someone. For someone who does not knowingly interact with immigrants regularly and may even distrust immigrants, this interviewing experience will open their understandings to immigration beyond the news and textbooks, which could influence the way in which they engage with immigrants and immigration issues for the rest of their lives.

Civically Engaging Summative Performance Tasks: Deliberation and Action

Deliberation and Action are two powerful ways to bring a CPI unit to a climax and to a close. Here are some tips for facilitating Deliberations and Actions around our compelling question.

Deliberation. Deliberation is the art of exploring issues and policies with the intention of making a collective decision about which actions would be best for all. Students are expected to, among many things, present and listen to multiple points of view, slow the rush to judgment, support claims with reason, and imagine a likely future if various solutions to problems are adopted (Dillon, 1994; Hess, 2009; Matthews, 1996; Parker, 2003). Before deliberating, students should construct a written argument that answers the compelling question using specific claims and relevant evidence from historical and contemporary sources while acknowledging competing views. They should be given ample time to refer back to their interactive notebook and research questions that linger, which will help them prepare for deliberation. Teachers should also review Brave Space norms (Arao & Clemens, 2013) and model important listening skills and transacts, such as extending, paraphrasing, refining, completing, critiquing the reasoning of the self or other (Teasley, 1997). For the deliberation to be authentic, it is also important that students maintain an awareness of relevant political realities that would prevent unrealistic "solutions" to the issue (e.g., having completely open borders or deporting everyone currently living in the United States illegally).

For elementary students, we recommend deliberation structures such as Fishbowls, Socratic Seminars, or the "Steps-Plus-Roles" process (Beck, 2003; Gonzales, 2015; Herrenkohl & Guerra, 1998; Paley, 1992). During deliberation, teachers should support students by making clarifications and ensuring all voices are heard, but we also encourage teachers to let students to take the lead. After deliberation, students should be given time to reflect upon their learning and the deliberation itself. Teachers can use reflection prompts such as: What did you learn? What was it like to deliberate in your group? What

parts were stressful? What relieved the stress? Where were you able to find common ground? Did you or your classmates change your frames of thinking through the deliberation? If so, in what ways? This metacognitive process helps students to be more skilled deliberators, but also helps them become more critical consumers of other people's arguments (Hauver, 2019b).

Action. Finally, students should be given opportunities to employ the last dimension of the C3 Inquiry Arc: Communicating conclusions and taking informed action. The C3 Framework welcomes civic action in many forms: "from making independent and collaborative decisions within the classroom, to starting and leading student organizations within schools, to conducting community-based research and presenting findings to external stakeholders" (NCSS, 2013, p. 59). Action is not only fundamental to the Inquiry Arc, but also to the social studies as a whole because authentic engagement in social issues provides the experience necessary to maintain an active civic life. In our unit, students are asked to write a letter, individually or collectively, to a lawmaker that outlines and advocates their ideas for the best actions to end our humanitarian crisis at the border. Then, teachers are asked to invite and embrace students' individual action ideas as well. Teachers could help students percolate ideas by brainstorming actions, such as creating a video, poster, "teach-in," protest, or awareness campaign about a specific immigration issue, or contacting local immigrant organizations to see how they could get involved or if they would want to collaborate on a project (Shear, Sabzalian, & Buchanan, 2017). Teachers can build students confidence and motivation to take action by reading action-oriented picture books such as *Follow the Moon Home: A Tale of One Idea, Twenty Kids, and a Hundred Sea Turtles* (Cousteau & Hopkinson, 2016). When given space, time, and scaffolding to research and act upon their individual passions, young children's civic mindedness can blossom into powerful civic action (Caffrey & Rogers, 2018; Hauver & Shealey-Griffiths, 2017; LeCompte, Blevins, & Ray, 2017; Pelo & Davidson, 2000; Serriere, 2014). We can fully humanize our students and respect their dynamic civic mindedness by cultivating their action ideas for solving the humanitarian crisis at the border or other problems discovered while learning about immigration.

Conclusion

Teaching CPIs is particularly difficult because there are shifting policies that shape children's lives and create ongoing new contexts for teaching and learning. Teachers have to make delicate decisions in real time that often feel uncomfortable and messy. However, the alternative is silence. History shows that silence only upholds inequitable systems of the status quo. Hauver (2019b) specified, "Because we are not paying careful enough attention to our children's civic mindedness and capabilities, we are reconstructing divisiveness, stratification, and isolation that characterizes our society as we know it. We are socializing our young people into society, but is it the kind of society we have in mind?" (p. 5). To actualize the equitable society that we envision, we must humanize and tap into the experiences and knowledges of our students and the individuals most impacted by the political issues. Humanizing disciplinary civic education holds transformative potential to validate children's humanity and civic mindedness, as well as hone their activism skills.

References

- Angell, A. V., & Avery, P. G. (1992). Examining global issues in the elementary classroom. *Social Studies, 83*, 113-118.
- Arao, B., & Clemens, K. (2013). "From safe spaces to brave spaces." In L. A. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators* (pp. 135-150). Sterling, VA: Stylus.
- Associated Press. (2019, January 25). Before Venezuela, US had a long involvement in Latin America. Retrieved from: <https://www.apnews.com/2ded14659982426c9b2552827734be83>
- Bartolomé, L. I. (1994). Beyond the methods fetish: Toward a humanizing pedagogy. *Harvard Educational Review, 64*, 173-194.
- Beck, T. A. (2003). "If he murdered someone, he shouldn't get a lawyer": Engaging young children in civics deliberation. *Theory & Research in Social Education, 31*(3), 326-346.
- Bickmore, K. (1999). Elementary curriculum about conflict resolution: Can children handle global politics? *Theory & Research in Social Education, 27*(1), 45-69.
- Bolgatz, J. (2005). Revolutionary talk: Elementary teacher and students discuss race in a social studies class. *The Social Studies, 96*(6), 259-264.
- Caffrey, G.E. & Rogers, R. (2018). Social action against bullying and discrimination: Critical literacy practices through museum learning," *Berkeley Review of Education, 7*(3), 83-114.
- Cipolle, S.B. (2010). *Service-learning and social justice: Engaging students in social change*. New York, NY: Rowman & Littlefield Publishers, Inc.
- Coles, R. (1986). *The political life of children*. Boston, MA: Atlantic Monthly Press.
- Compton-Lilly, C., Rogers, R., & Lewis Ellison, T. (2012). Analyzing epistemological considerations related to diversity: An integrative critical literature review of family literacy scholarship. *Reading Research Quarterly, 47*, 33-60.
- Cousteau, P. & Hopkinson, D. (2016). *Follow the moon home: A tale of one idea, twenty kids, and a hundred sea turtles*. San Francisco, CA: Chronicle Books.
- Dabach, D. B. (2015). "My student was apprehended by immigration": A civics teacher's breach of silence in a mixed-citizenship lassroom. *Harvard Educational Review, 85*, 383-412.
- Dabach, D. B., Fones, A., Merchant, N. H., & Adekile, A. (2018). Teachers navigating civic education when students are undocumented: Building case knowledge. *Theory & Research in Social Education, 46*(3), 331-373.
- Dawsey, J. (2018, January 12). Trump derides protections for immigrants from 'shithole' countries. *The Washington Post*. Retrieved from: https://www.washingtonpost.com/politics/trump-attacks-protections-for-immigrants-from-shithole-countries-in-oval-office-meeting/2018/01/11/bfc0725c-f711-11e7-91af-31ac729add94_story.html?utm_term=.ea9be9085ee1
- Dick, H. P. (2011). Making immigrants illegal in small-town USA. *Journal of Linguistic Anthropology, 21*, E35-E55.
- Dillon, J. T. (1994). The questions of deliberation. In J. T. Dillon (Ed.), *Deliberation in education and society* (pp. 3-24). Norwood, NJ: Ablex.
- Freedon, M. (2008). Thinking politically and thinking about politics: Language,

- interpretation, and ideology. In D. Leopold & M. Sears (Eds.), *Political theory: Methods and approaches* (pp. 196-215). Oxford, UK: Oxford University Press.
- Freedman, M. (2013). *The political theory of political thinking: The anatomy of a practice*. Oxford, UK: Oxford University Press.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum.
- Gallo, S. & Link, H. (2015). "Diles la verdad": Deporation policies, politicized funds of knowledge, and schools in middle childhood. *Harvard Educational Review*, 85, 357-382.
- Gonzales, J. (2015). Speaking and listening techniques. *Cult of Pedagogy*. Retrieved from: <https://www.cultofpedagogy.com/speaking-listening-techniques/>
- Grant, S. G., Swan, K., & Lee, J. (2017). *Inquiry-based practice in social studies education: Understanding the Inquiry Design Model*. New York, NY: Routledge.
- Hauver, J. & Shealey-Griffiths, G. (2017). Hunger in our midst: Civic learning in the context of difficult issues. *Social Studies and the Young Learner*, 29(3), 9-13.
- Hauver, J. (2019a). Two truths and fake news: Lessons for young learners. In W. Journell (Ed.), *Unpacking fake news: An educator's guide to navigating the media with students* (pp. 126-137). New York, NY: Teachers College Press.
- Hauver, J. (2019b). *Young children's civic mindedness: Democratic living and learning in an unequal world*. New York, NY: Routledge.
- Herrenkohl, L. R., & Guerra, M. R. (1998). Participant structures, scientific discourse, and student engagement in fourth grade. *Cognition and Instruction*, 16, 431-473. https://doi.org/10.1207/s1532690xci1604_3
- Hess, D. E. (2009). *Controversy in the classroom: The democratic power of discussion*. New York, NY: Routledge.
- Hess, D. E., & McAvoy, P. (2015). *The political classroom: Evidence and ethics in democratic education*. New York, NY: Routledge.
- Husband, T. (2010). He's too young to learn about that stuff: Anti-racist pedagogy and early childhood studies. *Social Studies Research and Practice*, 5(2), 61-75.
- Journell, W. (2017a). Framing controversial identity issues in schools: The case of HB2, bathroom equity, and transgender students. *Equity & Excellence in Education*, 50, 339-354.
- Journell, W. (2017b). *Teaching politics in secondary education: Engaging with contentious issues*. Albany: State University of New York Press.
- Journell, W. (2018). Should marriage equality be taught as controversial post-*Obergefell v Hodges*? *Teachers College Record*, 120(8), 1-28.
- Journell, W., Beeson, M. W., & Ayers, C. A. (2015). Learning to think politically: Toward more complete disciplinary knowledge in civics and government courses. *Theory & Research in Social Education*, 43(1), 28-67.
- Knapp, C. (2018). Integrating critical autobiography to foster anti-racism learning in the urban studies classroom: Interpreting the "Race and Place" stories of undergraduate students. *Journal of Planning Education and Research*, 38, 398-508.
- Ladson-Billings, G. (1994). *The dreamkeepers*. San Francisco, CA: Jossey-Bass.
- LeCompte, K., Blevins, B. & Ray, B. (2017). Teaching current events and media literacy: Critical thinking, effective communication, and active citizenship. *Social Studies and the Young Learner*, 29(3), 17-20.
- Mathews, D. (1996). Reviewing and previewing civics. In W. C. Parker (Ed.), *Educating the*

- democratic mind* (pp. 265-286). Albany: State University of New York Press.
- Montoya-Galvez, C. (2019, June 25). Here's why the Trump administration says it's not required to give migrant children soap. *CBS News*. Retrieved from: <https://www.cbsnews.com/news/trump-administration-migrant-children-in-u-s-custody-dont-need-to-be-provided-soap-and-toothbrushes/>
- National Council for the Social Studies. (2013). *College, career and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: Author.
- National Council for the Social Studies. (2017). *Powerful, purposeful pedagogy in elementary social studies: A position statement of the National Council for the Social Studies*. Retrieved from <https://www.socialstudies.org/positions/powerfulandpurposeful>
- Ochoa-Becker, A. S., Morton, M. L., Autry, M. M., Johnstad, S., & Merrill, D. (2001). A search for decision making in three elementary classrooms: A pilot study. *Theory & Research in Social Education, 29* (add issue number), 261-289.
- Paley, V. (1992). *You can't say you can't play*. Cambridge, MA: Harvard University Press.
- Paris, D. & Alim, H.S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review, 84*, 85-100.
- Parker, W.C. (2003). *Teaching democracy: Unity and diversity in public life*. New York, NY: Teachers College Press.
- Payne, K. A., & Journell, K. A. (2019). "We have those kinds of conversations here": Addressing contentious politics with elementary students. *Teaching and Teacher Education, 79*(3), 73-82.
- Pelo, A. & Davidson, F. (2000). *That's not fair! A guide to activism with young children*, St. Paul, MN: Redleaf Press.
- Perez, W. (2009). *We are Americans: Undocumented students pursuing the American Dream*. Sterling, VA: Stylus.
- Poppendieck, J. (1998). *Sweet charity? Emergency food and the end of entitlement*. New York, NY: Penguin Books.
- Reyes, R. (2016). In a world of disposable students: The humanizing elements of border pedagogy in teacher education. *The High School Journal, 99*, 337-350.
- Ron-Dow, R. (2005). Critical care: A color(full) analysis of care narratives in the schooling experiences of Puerto Rican girls. *American Educational Research Journal, 42*, 77-111.
- Rosenberg, L. R. (2010). Transforming leadership: Reflective practice and the enhancement of happiness. *Reflective Practice, 11*, 9-18.
- Salazar, M. D. (2013). A humanizing pedagogy: Reinventing the principles and practice of education as a journey toward liberation. *Review of Research in Education, 37*, 121-148.
- Serriere, S. C. (2014). The role of the elementary teacher in fostering civic efficacy. *The Social Studies, 105*(1), 45-56.
- Skeel, D. J. (1996). An issues-centered elementary curriculum. In R. Evans & D. Saxe (Eds.), *Handbook on teaching social issues* (pp. 230-236). Washington, D.C.: National Council for the Social Studies.
- Shear, S. B., Sabzalian, L. & Buchanan, L. B. (2018). Affirming Indigenous sovereignty: A civics inquiry. *Social Studies and the Young Learner, 31*(1), 12-18.
- Shear, S. B., Tschida, C. M., Bellows, E., Buchanan, L. B., & Saylor, E. E. (Eds.). (2018).

- (Re)Imagining elementary social studies: A controversial issues reader. Charlotte, NC: Information Age.
- Sondel, B., Baggett, H. C., & Dunn, A. H. (2018). "For millions of people, this is real trauma": A pedagogy of political trauma in the wake of the 2016 U.S. Presidential election. *Teaching and Teacher Education*, 70(2), 175-185.
- Smorti, A. (2011). Autobiographical memory and autobiographical narrative: What is the relationship? *Narrative Inquiry*, 21, 303-310.
- StoryCorps. (n.d.). *Tips for effective interviews*. Retrieved from <https://storycorps.org/discover/education/lesson-tips-for-effective-interviews/>
- Tatum, B. D. (2007). *Can we talk about race? And other conversations in an era of school resegregation*. Boston, MA: Beacon Press.
- Teasley, S. D. (1997). Talking about reasoning: How important is the peer in peer collaboration? In L. B. Resnick, R. Saljo, C. Pontecorvo, & B. Burge (Eds.) *Discourse, tools, and reasoning: Essays on situated cognition* (pp. 361-384), Berlin, Germany: Springer.
- Valdés, G. (1996). Con Respeto: Bridging the distances Between Culturally Diverse Families and Schools. *Bilingual Research Journal*, 21(1), 85-90.
- Walker, A. (2017). Critical autobiography as research. *The Qualitative Report*, 22(7), 1896-1908.
- Walzer, M. (2007). *Thinking politically: Essays in political theory* (D. Miller, Ed.). New Haven, CT: Yale University Press.
- Wertsch, J. V. (1998). *Mind as action*. New York, NY: Oxford University Press.
- Yosso, T. J. (2006). *Critical race counterstories along the Chicana/Chicano educational pipeline*. New York, NY: Routledge.
- Zembylas, M., & Kambani, F. (2012). The teaching of controversial issues during Elementary level history instruction: Greek-Cypriot teachers' perceptions and emotions. *Theory & Research in Social Education*, 40(2), 107-133.

Author Bios

Genevieve Caffrey is a doctoral student at University of Missouri-Columbia after teaching elementary grades for twelve years. She researches how elementary educators teach contemporary political issues and critical consciousness.

Wayne Journell is Professor of social studies education at the University of North Carolina at Greensboro. His research focuses on the teaching of politics and political processes in K-12 education.

APPENDIX

Appendix A: Authentic Children's Literature about Contemporary Immigration*

Grades K and up**

The Day the War Came by Nicola Davies - A moving, poetic narrative and child-friendly illustrations follow the heartbreaking, ultimately hopeful journey of a little girl who is forced to become a refugee.

A Different Pond by Bao Phi - As a young boy, Bao and his father awoke early, hours before his father's long workday began, to fish on the shores of a small pond in Minneapolis. Unlike many other anglers, Bao and his father fished for food, not recreation. A successful catch meant a fed family. Between hope-filled casts, Bao's father told him about a different pond in their homeland of Vietnam.

Friends from the Other Side/ Amigos del otro lado by Gloria E. Anzaldúa - "Did you come from the other side? You know, from Mexico?" So begins the friendship between Prietita and Joaquín, the young boy who, with his mother, has crossed the Rio Grande River to Texas in search of a new life. Prietita, a brave young Mexican American girl, defends Joaquín from the neighborhood kids who taunt him with shouts of "mojado" or "wetback." But what can she do to protect Joaquín and his mother from the Border Patrol as the van cruises slowly up the street toward their hiding place? This book captures not only the hardship of daily life on the border, but also the beauty of the landscape and the dignity and generosity of spirit that the Mexican Americans and the Mexican immigrants share.

My Diary from Here to There / Mi diario de aqui hasta alla by Maya Christina Gonzalez - One night, Amada overhears her parents whisper about moving from Mexico to Los Angeles, where greater opportunity awaits. As she and her family make the journey north, Amada records her fears, hopes, and dreams for their new life in her diary. What if she can't learn English? How can she leave her best friend? Along the way, Amada learns that with her family's love and her belief in herself, she can weather any change. With humor and insight, Pérez recounts the story of her family's immigration to America.

Two White Rabbits by Jairo Buitrago - A young child describes what it is like to be a migrant as she and her father travel north toward the U.S. border. They travel mostly on the roof of a train known as The Beast, but the little girl doesn't know where they are going. She counts the animals by the road, the clouds in the sky, the stars. Sometimes she sees soldiers. She sleeps, dreaming that she is always on the move, although sometimes they are forced to stop and her father has to earn more money before they can continue their journey. This book shows a young migrant's perspective.

Grades 3 and up

Angel Island by Russell Freedman - Angel Island, off the coast of California, was the port of entry for Asian immigrants to the United States between 1892 and 1940. Following the passage of legislation requiring the screening of immigrants, "the other Ellis Island" processed around one million people from Japan, China, and Korea. Drawing from memoirs,

diaries, letters, and the "wall poems" discovered at the facility long after it closed, the nonfiction master Russell Freedman describes the people who came, and why; the screening process; detention and deportation; changes in immigration policy; and the eventual renaissance of Angel Island as a historic site open to visitors. Includes archival photos, source notes, bibliography, and index.

Inside Out & Back Again by Thanhha Lai - Inspired by the author's childhood experience as a refugee—fleeing Vietnam after the Fall of Saigon and immigrating to Alabama—this coming-of-age debut novel told in verse has been celebrated for its touching child's-eye view of family and immigration.

Journey of the Sparrows by Fran Leeper Buss - Nailed into a crate in the back of a truck, fifteen-year-old Maria, her older sister, Julia, their little brother, Oscar, and a boy named Tomas endure a terrifying and torturous journey across the U.S. border and then north to Chicago. There they struggle to find work—cleaning, sewing, washing dishes—always fearful of arrest and deportation back to the cruelties of El Salvador. By turns heartbreaking and hopeful, this moving story of the secret lives of immigrants is not to be missed.

A Long Walk to Water by Linda Sue Park - *A Long Walk to Water* begins as two stories, told in alternating sections, about two eleven-year-olds in Sudan, a girl in 2008 and a boy in 1985. The girl, Nya, is fetching water from a pond that is two hours' walk from her home: she makes two trips to the pond every day. The boy, Salva, becomes one of the "lost boys" of Sudan, refugees who cover the African continent on foot as they search for their families and for a safe place to stay.

Mama's Nightingale: A Story of Immigration and Separation by Edwidge Danticat - After Saya's mother is sent to an immigration detention center, Saya finds comfort in listening to her mother's warm greeting on their answering machine. To ease the distance between them while she's in jail, Mama begins sending Saya bedtime stories inspired by Haitian folklore on cassette tape. Moved by her mother's tales and her father's attempts to reunite their family, Saya writes a story of her own—one that just might bring her mother home for good. With stirring illustrations, this tender tale shows the human side of immigration and imprisonment—and shows how every child has the power to make a difference.

Pancho Rabbit and the Coyote by Duncan Tonatiuh - In this allegorical picture book, a young rabbit named Pancho eagerly awaits his papa's return. Papa Rabbit traveled north two years ago to find work in the great carrot and lettuce fields to earn money for his family. When Papa does not return, Pancho sets out to find him. He packs Papa's favorite meal—mole, rice and beans, a heap of warm tortillas, and a jug of aguamiel—and heads north. He meets a coyote, who offers to help Pancho in exchange for some of Papa's food. They travel together until the food is gone and the coyote decides he is still hungry . . . for Pancho! Duncan Tonatiuh brings to light the hardship and struggles faced by thousands of families who seek to make better lives for themselves and their children by illegally crossing the border.

Grades 5 and up

American Street by Ibi Zoboi - In this stunning debut novel, Pushcart-nominated author Ibi Zoboi draws on her own experience as a young Haitian immigrant, infusing this lyrical exploration of America with magical realism and *vodou* culture. On the corner of American Street and Joy Road, Fabiola Toussaint thought she would finally find *une belle vie*—a good life. But after they leave Port-au-Prince, Haiti, Fabiola’s mother is detained by U.S. immigration, leaving Fabiola to navigate her loud American cousins, Chantal, Donna, and Princess; the grittiness of Detroit’s west side; a new school; and a surprising romance, all on her own. Just as she finds her footing in this strange new world, a dangerous proposition presents itself, and Fabiola soon realizes that freedom comes at a cost. Trapped at the crossroads of an impossible choice, will she pay the price for the American dream?

Enrique’s Journey: True Story of a Boy Determined to Reunite with His Mother (Adapted for Young People) by Sonia Nazario - Sonia Nazario tells the true story of Enrique, a teenager from Honduras, who sets out on a journey, braving hardship and peril, to find his mother, who had no choice but to leave him when he was a child and go to the United States in search of work. Enrique’s story will bring to light the daily struggles of migrants, legal and otherwise, and the complicated choices they face simply trying to survive and provide for the basic needs of their families. The issues seamlessly interwoven into this gripping nonfiction work for young people are perfect for common core discussion.

Refugee by Alan Gratz - Josef is a Jewish boy living in 1930s Nazi Germany. With the threat of concentration camps looming, he and his family board a ship bound for the other side of the world. Isabel is a Cuban girl in 1994. With riots and unrest plaguing her country, she and her family set out on a raft, hoping to find safety in America. Mahmoud is a Syrian boy in 2015. With his homeland torn apart by violence and destruction, he and his family begin a long trek toward Europe. All three kids go on harrowing journeys in search of refuge.

Return to Sender by Julia Alvarez - After Tyler’s father is injured in a tractor accident, his family is forced to hire migrant Mexican workers to help save their Vermont farm from foreclosure. Tyler isn’t sure what to make of these workers. Are they undocumented? And what about the three daughters, particularly Mari, the oldest, who is proud of her Mexican heritage but also increasingly connected to her American life. Her family lives in constant fear of being discovered by the authorities and sent back to the poverty they left behind in Mexico. Can Tyler and Mari find a way to be friends despite their differences?

Undocumented by John Moore - John Moore has focused on the issue of undocumented immigration to the United States for a decade. His access to immigrants during their journey, and to U.S. federal agents tasked with deterring them, sets his pictures apart. Moore has photographed the entire length of the U.S. southern border, and traveled extensively throughout Central America and Mexico, as well as to many immigrant communities in the United States. His work includes rare imagery of ICE raids, mass deportations, and the resulting widespread fear in the immigrant community. For its broad scope and rigorous journalism, *Undocumented: Immigration and the Militarization of the United States-Mexico Border* is the essential record on the prevailing U.S. domestic topic of immigration and border security.

*Thanks to the Critical Resources for Elementary Social Studies Teachers (CRESST) Facebook Group for helping me put together this list!

**Grade level recommendations are approximate. Also, we have not read each book thoroughly, but we trust the recommendation sources. Because every book can be problematic in some way, we encourage teachers to teach children to use a critical lens while reading all books.

Appendix B. Immigration Vocabulary Cards

Vocabulary Term	Definition
Asylum seeker	A person who has left their home country as a refugee and is seeking asylum
Border patrol agent	A U.S. guard whose mission is to detect and prevent undocumented immigrants, terrorists, and terrorist weapons from entering the United States.
Customs and Border Protection (CBP)	The largest federal law enforcement agency that regulates U.S. borders, trade, imports, customs, and immigration
Citizen	An individual born in the U.S., Puerto Rico, Guam, or the U.S. Virgin Islands; an individual whose parent is a U.S. citizen; a former alien who has been naturalized
Citizenship	Membership in a country that gives you the right to vote, run for elected office, receive government benefits, etc.
Deportation	The act of expelling a foreigner from a country
Detention center	A building similar to a jail in which undocumented immigrants are held while waiting for paperwork processing or a trial.
Documented immigrant or Permanent Resident	A person who has been granted the right by the U.S. government to live and work permanently in the U.S.
DREAMer	A person who has lived in the U.S. without official documents since arriving as a child
Emigrate	To leave one's birth country
Felony	A major crime that is usually punishable by imprisonment for at least more than one year
Green Card	a permit allowing an immigrant to live and work in the U.S. permanently

Humane treatment	Treatment that is compassionate, sympathetic, alleviates suffering, and considers a person's dignity and humanness
Humanitarian crisis	An event or series of events that are threatening the health or safety of a large group of people
ICE (Immigration Customs Enforcement)	The law enforcement agency that enforces immigration law and investigates criminal and terrorist activity of aliens and transnational organizations within the U.S.
Immigrant	A person who comes to a new country with the intention of staying
Immigration	Movement from one country to another with the intention of staying
Immigrate	To enter a foreign country with the intention of staying
Inhumane	Cruel; without compassion for misery or suffering
Migrant	A person who moves from one place to another, especially in order to find work or better living conditions
Military Intervention	The act of one country bringing its military forces into the conflict of another country
Misdemeanor	A minor crime that has mild penalties
Naturalization	The process of a foreign immigrant acquiring full U.S. citizenship
Port of entry	A place where one can lawfully enter a country and where passports, visas, and luggage are checked
Quota	A limit; for immigration, it means a limit for how many immigrants may enter the U.S. each year from each country

Refugee or Displaced Person	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster
Unaccompanied Minors	A child under the age of 18 who is without the presence of a legal guardian
Undocumented immigrant	A person who entered the U.S. without proper authorization and documents or a person who entered the U.S. legally and has since violated the terms of his or her visa or overstayed his or her time limit.
Visa	A permission slip that says a person is allowed to enter, leave, or stay in a country for a certain period of time. There are nonimmigrant visas, for temporary visits such as tourism, business, work, or studying, and immigrant visas, for people immigrating to the U.S. permanently.

Appendix C. Immigration Policy Cards

US Immigration Policy, Date & Administration	Description
Naturalization Act of 1790 (George Washington)	This is the first law about who should get U.S. citizenship. Allowed any free white person of good character, who has been living in the United States for two years or longer to apply for citizenship. Without citizenship, nonwhite residents were denied basic constitutional protections, including the right to vote, own property, or testify in court.
Alien Enemies Act of 1798 (John Adams)	This law allows the President to apprehend and deport resident aliens if their home countries are at war with the U.S. This is still law today.
Steerage Act of 1819 (James Monroe)	This law required better conditions on ships arriving to the country, because people were arriving sick and dying. It also called for ship captains to give demographic information on passengers, creating the first records on immigrants' ethnicities, race, gender, etc.
The Monroe Doctrine of 1823 (James Monroe)	This policy set the stage for U.S. intervention in Latin America. Among other things, it said that the U.S. would get involved in Latin America if Europe tried to control any of it.
Chinese Exclusion Act of 1882 (Rutherford Hayes)	This law prohibited Chinese from entering the U.S. because Americans were worried they were taking jobs away from the gold mines, railroads, and other industries. Although Chinese immigrants made up only 0.002% of the U.S., White workers blamed them for low wages.
Immigration Act of 1891 (Benjamin Harrison)	This law was the first "comprehensive immigration" policy. It created the Bureau of Immigration and immigration inspectors stationed along the border's ports of entry. Law excluded polygamists, people convicted of certain crimes, and the sick or diseased. The law also created a federal office of immigration to coordinate immigration enforcement and a corps of immigration inspectors stationed at principle ports of entry.

<p>The Roosevelt Corollary of 1904 (Theodore Roosevelt)</p>	<p>This policy extended the Monroe Doctrine, declaring that the United States would act as a “police power” and use military force to help Latin American countries stabilize.</p>
<p>Gentlemen’s Agreement of 1907 (Theodore Roosevelt)</p>	<p>This policy limited Japanese immigrants to only professional men. In return, the U.S. agreed to end of segregation of Japanese students from White students in San Francisco schools.</p>
<p>Immigration Act of 1917 (Woodrow Wilson)</p>	<p>This law stopped immigration from most Asian countries. The U.S. had just entered World War I. This law also required immigrants to take a reading test.</p>
<p>Emergency Quota Act of 1921 (Warren G. Harding)</p>	<p>This policy set a quota, or limit, on the number of immigrants that could come from each country. This set the stage for a national-origin quota system. Some countries had quotas while other countries did not. No more than 150,000 immigrants could come every year.</p>
<p>Immigration Act of 1924 (Calvin Coolidge)</p>	<p>This law limited the number of immigrants allowed into the United States even more. The law favored immigration from Northern and Western European countries. Just three countries, Great Britain, Ireland, and Germany account for 70 percent of all available visas. Immigration from Southern, Central, and Eastern Europe was limited. The Act completely excluded immigrants from Asia, aside from the Philippines, then an American colony.</p>
<p>U.S. Border Patrol Policy of 1924 (Calvin Coolidge)</p>	<p>Because of the quotas, illegal immigration increased. This policy established the U.S. Border Patrol to crack down on immigrants trying to cross the border without documentation. Many of these early border crossers were Chinese and other Asian immigrants, who had been barred from entering legally.</p>
<p>Bracero Program -1942-1964 (Franklin D. Roosevelt - D)</p>	<p>Labor shortages during World War II prompted the United States and Mexico to partner up. The policy allowed Mexican agricultural workers to enter the United States temporarily to work in U.S. fields.</p>
<p>Chinese Exclusion Repeal Act of 1943 (Franklin D. Roosevelt - D)</p>	<p>This law repealed the Chinese Exclusion Act and permitted Chinese nationals already in the country to become naturalized citizens. A quota of 105 new Chinese immigrants were allowed into America per year.</p>

<p>Displaced Persons Act of 1948 (Harry Truman - D)</p>	<p>World War II ended in 1945, and created millions of refugees. This law allowed about 400,000 European refugees to legally live in the U.S. It only accepted those with skilled needed in the U.S. This law also increased the power of the U.S. government to deport undocumented immigrants suspected of Communist ideas.</p>
<p>Immigration and Nationality Act of 1951</p>	<p>This law says that it is legal for refugees to seek asylum in the United States. A U.S. judge determines if the refugee can stay, based on if the person has a “credible fear” of persecution in their home country on the account of race, religion, nationality, membership in a social group, or political opinion.</p>
<p>Operation Wetback of 1954 (Dwight D. Eisenhower - R)</p>	<p>This policy led to one of the biggest deportations of undocumented immigrants in history thus far. The U.S. Border Patrol reported that more than 1.3 million people were deported from California, Arizona, and Texas.</p>
<p>The Immigration and Nationality Act of 1965 (Lyndon B. Johnson - D)</p>	<p>The Act ends the national origin quotas enacted in the 1920s, which favored some racial and ethnic groups over others. The quota system is replaced with a seven-category preference system, focusing on family reunification and skilled immigrants. Over the next five years, immigration from Asia increased dramatically.</p>
<p>Simpson-Mazzoli Immigration and Reform Act of 1986 (Ronald Regan - R)</p>	<p>This law gave citizenship to three million undocumented immigrants who met certain requirements. The law also increased border enforcement and stated that anyone hiring undocumented immigrants would get punishments.</p>
<p>Immigration Act of 1990 (George H.W. Bush – R)</p>	<p>This law increased the national legal immigration quota to 700,000 per year, particularly for skilled workers. It also created a Diversity Admissions Program to try to bring more diversity to the United States.</p>
<p>Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (Bill Clinton – D)</p>	<p>This law expanded border security and cracked down harder on any undocumented immigrants who had committed any crimes. The law also made it harder for undocumented immigrants to get welfare benefits.</p>

<p>1997 Flores v. Reno Settlement Agreement (Bill Clinton- D)</p>	<p>This court case established that when children cross the border into the U.S., they must be kept with their parents and in facilities with safe and sanitary conditions, regardless of their status. The case also required children to be released from detention centers as soon as possible, with a max of 21 days during times of influx. Children must be released with or to their parent, an adult relative, sponsor, or alternative-to-detention program. If they arrived with their parents, the parents are released with them, but they must return on a certain date for their court hearing, and they must wear an ankle tracker.</p>
<p>Homeland Security Act of 2002 (George W. Bush – R)</p>	<p>After the 9/11 terrorist attacks, the government created the Department of Homeland Security, which ruled over all immigration, customs, transportation, and border control. This makes it easier for all the different smaller agencies to share information about migrating people. Border security and deportations all increased too.</p>
<p>REAL ID Act of 2005 (George W. Bush – R)</p>	<p>This law required people to use IDs (like driver’s licenses) to board planes, enter government buildings, and open bank accounts. This law also built more border barriers and created more restrictions on asylum seekers.</p>
<p>Operation Streamline of 2005 (George W. Bush - R)</p>	<p>This law was the first “zero tolerance” approach by criminally prosecuting anyone who was caught crossing the border without documentation. The policy established that anyone entering without inspection is a misdemeanor, and re-entering after deportation is a felony.</p>
<p>Deferred Action for Childhood Arrivals Act of 2012 (Barack Obama - D)</p>	<p>Temporarily shielded some DREAMers from deportation, but doesn’t provide a path to citizenship.</p>
<p>Family Case Management Program of 2015 (Barack Obama - D)</p>	<p>This program opened many new Family Detention Centers. This kept families together, but it also allowed for children to be in detention centers for longer. In one year, fix this sentence.</p>
<p>Protecting the Nation from Foreign Terrorist Entry into the United States Executive Order of 2017 (Donald Trump - R)</p>	<p>This policy banned travel and immigration from six majority Muslim countries (Chad, Iran, Libya, Syria, Yemen, and Somalia) as well as North Korea and Venezuela.</p>

<p>Executive Order – Border Security and Immigration Enforcement Improvement of 2017 (Donald Trump - R)</p>	<p>The President issued an Executive Order, directing a wall to be built along the Mexico-United States border. Congress took actions to stop the wall from being funded, so, although some more fencing has been put up, there has been no new border wall built yet.</p>
<p>Zero Tolerance Family Separation Policy of 2018 (Donald Trump - R)</p>	<p>This policy required all people who crossed the border illegally, including asylum seekers, to be criminally prosecuted. Adults were prosecuted and held in federal jails, and children were separated from their parents, and placed under the supervision of the U.S. Department of Health and Human Services. The policy did not include a system to reunite the families that it had separated. This approach intended to deter people from crossing the border, even asylum seekers.</p>
<p>Executive Order Ending Family Separations of 2018 (Donald Trump - R)</p>	<p>June 20, 2018, this policy was supposed to end family separations at the border, although in March 2019, a government report showed that since that time 245 children had been removed from their families, in some cases without clear documentation to track them in order to reunite them with their parents. Media reports published in February 2019 to June 2019 state that family separations have still been continuing.</p>
<p>National Emergency Concerning the Southern Border of the United States of 2019 (Donald Trump - R)</p>	<p>The President declared a National Emergency and ordered Congress to take billions of dollars from the Department of Defense and use it to construct a border wall. This declaration was immediately challenged in federal court, which permanently blocked the Presidency from diverting military funds for the construction of a border wall.</p>

Appendix D. Sample Multiple Perspective Cards on Trump’s Border Wall Proposal

<p><u>Perspective (not necessarily fact):</u> The wall would make it harder for undocumented immigrants to cross into the United States on foot. If the wall is built, patrolling would become easier. Guards would only have to be placed at ports of entry. We want to welcome immigrants, but not just anyone. We want people to wait their turn and come in with the proper documentation.</p>	<p><u>Perspective (not necessarily fact):</u> The cost of building a wall is way too much and not worth it. Economists estimate that it could cost up to \$25 billion or more. It is people of America who will face higher taxes to pay for the wall building. Money would be used better if we hired more judges to processes immigrants waiting in line faster.</p>
--	--

<p><u>Perspective (not necessarily fact):</u> A border wall will make people feel safer. The legal immigration process checks the backgrounds of immigrants coming in. If people come without documentation, the U.S. doesn't know their backgrounds... some criminals could come in without us knowing who they are.</p>	<p><u>Perspective (not necessarily fact):</u> Even with a wall, there are other ways people can cross into the United States. People can get ladders and climb over the wall. People can come legally through tourist visas and then stay past their legal time limit. People could still come through boat, plane, helicopter, etc.</p>
<p><u>Perspective (not necessarily fact):</u> Undocumented immigrants could get jobs instead of Americans or immigrants that come here legally. Even though they pay taxes, they often receive more money to help them from the government. They benefit from everything the U.S. has to offer without paying their fair share.</p>	<p><u>Perspective (not necessarily fact):</u> Undocumented immigrants take jobs Americans don't want anyway, like picking produce in hot fields. Low-skilled immigrants typically don't speak English, so they are not competing for the higher paid jobs that Americans have and want. Immigrants have diverse backgrounds and skill sets that are different from Americans; our economy needs them.</p>
<p><u>Perspective (not necessarily fact):</u> The wall will cost a lot, but it will be worth it because it will save us money in the long run. We spend too much money on supporting undocumented immigrants in our schools, healthcare systems, etc.</p>	<p><u>Perspective (not necessarily fact):</u> Building a wall will be bad for the animals, plants and people who live along the 2000 mile border. The disturbance from construction will destroy environments and force animals to find new habitats. Many people will have to move as well.</p>
<p>Write another perspective you have heard here: (respectful language only)</p>	<p>Write another perspective you have heard here: (respectful language only)</p>