



## Climate Change and Refugees

~Not my trash but my new home (school)~

Mariella Fernandes, 2021 CTI Fellow  
Whitewater Middle School

This curriculum unit is recommended for  
English as a Second Language, Social Studies, ELA  
Middle School and High School

**Keywords:** Immigration, refugees, climate, migration, cultures, identities, immigrants, non-immigrant, newcomers, acculturation, assimilation, inclusive communities, waste disposal, equity, social justice, society, climate change, trash tracking, community.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

**Synopsis:** This curriculum unit will provide opportunities for all students and teachers to learn about climate refugee students in their midst and the contributions they bring to the country. Immigrant students in our school will be given the opportunity to share their personal stories related to immigration. The stories will be recorded with StoryCorps. Stories form an important aspect of sharing and participating within cultures. The immigration stories will explain the reasons why many children flee from their countries to the United States. The stories will open a discussion space as resident students get a chance to compare their personal stories of migration across the country with those who arrived from outside the U.S., especially those from Central America. The children usually embark on very risky journeys, trying to save their own lives from the terror of violence, gangs, poverty and most recently climate change. To build empathy and an understanding of the complex nature of immigration, it is important that all students understand the different reasons for children to immigrate and their journeys. As teachers, we have heard their brave and amazing journeys and they need to be shared with their classmates, community, and the world. The stories can foster empathy for immigrants, especially in the recent anti-immigrant “Build the Wall” climate in the country. Given that the nation was built by immigrants, all students should hear and engage with these stories when we can compare your own journeys and challenges and learn that everyone, immigrants and non-immigrants, are seeking for a place to call home.

*I plan to teach this unit during the coming year to 90 students in ELA/ESL inclusion classes in middle school.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credit as the author of my work.*

## Climate Change and Refugees

### Not my trash but my new home (school)

Mariella Fernandes, 2021 CTI Fellow

#### Introduction/Rationale

Oscar Handlin, a history professor who invented the field of immigration history in the 1950s said, “Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history.”<sup>1</sup> Not forgetting, however, that Native Americans are the heart and soul of this land.

Immigration has been fundamental to the development of the United States. Through history, the country has opened doors to millions of immigrants across the globe. Immigration has shaped the United States as a nation since the first newcomers arrived over four hundred years ago, bringing improvement to the economy, expanding culture, introducing new ideas and customs, supporting, and funding government activities, and making a more diverse and connected country. Beyond being a powerful demographic force responsible for how the country and its population became what we are today, immigration has contributed deeply to this nation. On the other side, the life of immigrants can be challenging. They need the support and empathy of residents to assimilate in a new place. Unfortunately, not everyone thinks the same way. I understand how these beliefs affects one’s life; both positive and negative, because I am also an immigrant and so are all the students I teach.

Currently as an English as a Second Language teacher at Whitewater Middle School, most of the English Learner Students happen to be from the same region as me – Central America. Students from Guatemala, El Salvador, and Honduras form the majority. This curriculum unit is relevant to me, not only because I emigrated from the same region, but because throughout my teaching experience over the past ten years, I have noticed the need for other teachers to learn about these students. There is a critical need for teachers to understand their immigrant students at a deeper level. This curriculum unit can provide the needed platform for the teachers to engage in dialogue with their students and their peers as they navigate these lessons.

Despite the benefits the United States has gained from immigration, recent public discourse, most notably led by former President Donald Trump, has been overtly negative. Immigrants, especially those from Mexico and Central America, have been portrayed as criminals who pose a threat to security. In an interview from CNN President Trump said, “If you look at the statistics of people coming, you look at the statistics on rape, on crime, on everything coming in illegally into this country it’s mind-boggling!”<sup>2</sup> Further, despite loss of jobs due to technology and off shoring, there is also a common, but false, perception that immigrants steal the jobs of Americans.

---

<sup>1</sup> Oscar Handlin, *The Uprooted: The Epic Story of the Great Migrations that Made the American People* (Pennsylvania: University of Pennsylvania Press, 2002), 274-75.

<sup>2</sup>

“Transcript of Donald Trump’s Immigration Speech,” *The New York Times*, September 1, 2016, <https://www.nytimes.com/2016/09/02/us/politics/transcript-trump-immigration-speech.html>

In this environment, it is not surprising that school administrators, teachers, and students, assimilate these deficit views that tend to manifest in their interactions with the students and their parents. With this background, came the desire for designing a curriculum unit that portrays the complexity of immigration in the lives of students, asking them to share their personal and unique immigration journeys from Central America to the United States. At the same time, implementing a project benefiting the community where immigrant students can participate in environmental and trash clean up in order to instill a sense of pride in the new community. My interactions with immigrant students over the course of the years at my school has given me a better insight into the reasons for emigrating. In most cases, the children were compelled to leave their country due to violence; poverty, government corruption and the hope to one day reunite with their parents. Nevertheless, a major problem is arising, and many are leaving because of climate change and the struggles and devastation nature is causing in the soil they once used to grow crops for their own food.

Along with building empathy, the unit will support immigrant students by helping them understand their lives, comprehend, and articulate the reasons they fled their countries. The unit will provide the teachers with context about how these students perceive the place where the language, culture, educational systems, and life in general are different. The curriculum unit will help them and others to establish a timeline of their lives and journeys, reconstructing the immigration history of their own families while comparing how the reasons to leave their countries had changed throughout generations. With this, I hope to establish a more assimilating and accepting school community and district, who understand that poverty is only one of the many reasons for immigration, as they mistakenly believe. Other students will also understand that in most cases the immigrant children did not move here by choice, but were compelled to do so because of reasons beyond their control.

This curriculum unit is designed for middle and high school students and offers lesson plans on two topics related to refugees and climate change with hands on activities, and a focus on the reasons for the children to immigrate and how newcomers can engage supporting their communities. It includes diverse activities and a suggestion of the role of teachers in immigrants' lives in CMS schools. The unit is divided into 5 lessons of 60 minutes. It concludes with a hands-on activity that integrates immigrant students' participating in "It's not my trash, but my new home/school" project. The lessons have the flexibility to be adapted to best fit diverse classes and students' interests, needs, and English proficiency levels. The curriculum unit promotes reflections for teachers on the value of different perspectives about immigrants and action that can be taken to help stop climate change.

My reasons for creating this unit are also personal. Almost every other month in my school, for the past ten years, I have received newcomers, especially those coming from Central America. All of them arrive in a variety of circumstances, and all of them have a story to tell. The reasons and the journeys they took to be here are unimaginable; sometimes they sound like movie scenes, but they are not, they are true stories that shaped their lives forever. The experiences these children had to face to save their own lives could be enough material to write many books. But in this unit as a CMS teacher, English Language Learners Chair and especially as a mother, and immigrant myself, I believe my children deserve an opportunity to share their stories and feel welcome and useful in this new place that now is a refuge for them. Not all those stories can stay only in their memories and hearts. Others need to understand why these children have the sudden need to leave everything behind and embark on an uncertain journey that would put their lives at risk, would make them experience horrible moments, meet good and bad people, but somehow all that suffering would be better than staying "home."

## **Demographics**

Whitewater Middle is in NorthWest Charlotte, almost outside the city limit. Whitewater Middle is a 54-classroom prototype school, which opened in 2009. The school was opened to alleviate overcrowding at Coulwood and Wilson Middle Schools. It has two elementary school feeders: Tuckaseegee Elementary and Whitewater Academy. It is also a late school with hours of operation from 9:15 am to 4:15 pm.

The population of the school is approximately 758 students. There are 46.4% African-American, 39.3% Hispanic, 6.3% Asian, 0.3% Native Americans and 5.5% White students, respectively. Almost 95% of the students at Whitewater Middle receive free and reduced lunch services. There are 19.8% of all students in the process of developing English proficiency. This is higher than the median across all reported middle schools in North Carolina (3%). Males outnumber females at Whitewater Middle, where the student body is 54.9% male and 45.1% female. The socio-economic level of most of the students is low. However, this has not had a major impact on the performance of the school. Whitewater is one of 52 schools, out of 169 CMS schools, that exceeded growth in the past years. Further, the school was awarded a Verizon Innovative Learning School (VIILS) grant. Whitewater is one of the 5 schools in the district and, one of 48 in the country, where all the students are provided with an Apple iPad Air 2 device with a free wireless with 5GB monthly data plan for use at school and at home. Recently, the school became a STEM magnet. It is not unusual for teachers to apply lessons plans that involve real-life situations, social problem solving, and innovative STEM lessons.

## **Curriculum/Goals**

The WIDA and The North Carolina Standard course of study in English as a Second Language provides the framework of goals and objectives for this curriculum unit. This unit will address different goals stipulated in each lesson that builds upon content and English proficiency and cultural awareness skills.

### *Objectives:*

- Students will be introduced to the topic of climate change refugees, poverty, government corruption, and family reunion as main reasons for children fleeing Central American countries through a classroom discussion after watching some videos and reading relevant articles. In addition, students' preconceived understandings will be assessed through a myths and realities activity.
- Students will be able to compare the different personal stories of immigrants in our class. This lesson will include a panel of speakers that will allow students to hear directly from peers about the journeys and stories of their migration path.
- Students will be able to explore the relationship between their family stories and immigration. Students will also examine immigration trends in different Central American countries, especially the countries in the Northern Triangle- Guatemala, El Salvador, and Honduras.
- Students will be able to critically analyze the role of governments, schools, and families in the shaping of child migration and self-reflect on how immigration works.
- Students will be able to create their timeline personal story of their journey to the United States and record those stories on StoryCorps.
- Students will be able to collaborate and participate in "Not my trash, but my new home" project.

## **Content Research**

## Reasons for immigration

Historically, immigration from Central America has roots in the legacy of U.S. imperialism and the intervention in Latin America that have destabilized the political and economic systems in the country. In addition to these interventions, there has also been a demand for the cheap labor in the U.S., combined with the poverty in these countries.<sup>3</sup> In 2012, the U.S. had the largest number of new asylum applications out of all countries of asylum, having received 85% of the total of new applications brought by individuals from El Salvador, Honduras, and Guatemala.<sup>4</sup> In addition to the family units and individuals, recent years have seen a large growth in unaccompanied minors.<sup>5</sup> The term refers to children who are apprehended at the border without their parent, family member, or adult. *First Focus on Children* shows the number of unaccompanied minors for the years 2013, 2014, and 2015 from Guatemala, El Salvador, Honduras, and Mexico (Table 1; Appendix A). There was a bump in the immigration of unaccompanied minors from Central America in 2014 with 67,339 unaccompanied children.<sup>6</sup> Looking at the numbers by country, in 2014, 16,404 unaccompanied children arrived from El Salvador, 17,057 from Guatemala, 18,244 from Honduras and 15,634 from Mexico. The recent years represent a significant increase compared to year's past when before 2011 the average numbers were between 6,000-8,000 a year and rose to 13,625 in 2012, and 24,668 entering in 2013.<sup>7</sup> Subsequently there was a drop in 2015. In general, many individuals claim fear of returning to their country as a reason for seeking asylum in the U.S. with 5369 in 2009 and 36,174 in 2013. Individuals from El Salvador, Honduras, Guatemala, and Mexico accounted for 70% of this increase.<sup>8</sup> The fear is generated as the children flee instances of torture, rape, extortion, and gang violence.<sup>9</sup> In more recent data, according to the UN Refugee Agency in the US "Growing numbers of people in Central America are being forced to leave their homes. Worldwide, there are now around 470,000 refugees and asylum-seekers from El Salvador, Guatemala and Honduras – a figure that registered an increase of 33% as compared to 2018."<sup>10</sup>

---

<sup>3</sup> David Androff, "The Human Rights of Unaccompanied Minors in the USA from Central America," *Journal of Human Rights and Social Work* 1, no. 2 (2016): 72.

<sup>4</sup>

"Children on the Run," *UNHCR*, 2014, <https://www.unhcr.org/56fc266f4.html>.

<sup>5</sup>

"Refugee Children from Central America," *First Focus on Children*, accessed May 2, 2020, <https://firstfocus.org/refugee-children-central-america>.

<sup>6</sup> Ibid.

<sup>7</sup>

Ibid.

<sup>8</sup>

"Children on the Run," *UNHCR*, 2014, <https://www.unhcr.org/56fc266f4.html>.

<sup>9</sup> Chishti, Muzaffar, and Faye Hipsman, "Increased Central American Migration to the United States May Prove an Enduring Phenomenon," *Migration Policy Institute*, February 18, 2016, <https://www.migrationpolicy.org/article/increased-central-american-migration-united-states-may-prove-enduring-phenomenon>.

<sup>10</sup> UNHCR <https://www.unhcr.org/en-us/displacement-in-central-america.html>

Interviews with unaccompanied minors have provided a depth of understanding about the experiences of unaccompanied minors and reasons for the increase in numbers.<sup>11</sup> The United Nations High Commissioner for Refugees (UNHCR) released a comprehensive report where they interviewed 404 minors, approximately 100 from each of El Salvador, Honduras, Guatemala and Mexico, who shared their personal stories. Fifty eight percent of the interviewed children says that they were forcibly displaced, suffered or faced violence, and sought protections. Forty-eight percent of the children were displaced due to gang violence. The children outline the pressure to join gangs or other criminal organizations. The children suffer from post-traumatic stress as they relate seeing acts of violence, death, extortion, threats. There is an added pressure for girls as they faced sexual violence and human trafficking.

Jones and Podkul (2012) interviewed 151 children coming from Central America.<sup>12</sup> The children reported gang violence where they are forced to join or die. They do not put any faith in the police who are also part of the gangs. In the interviews, the girls once again outline gender-based violence. Given the unstable economies in the rural areas in the countries, the children also discuss poverty as another reason for moving. The children discuss the challenges of the journey as they spend a month one or two months making their way up from Mexico. In another study, Kennedy also found that violence was a big reason for the unaccompanied minors to decide to seek asylum in the U.S.<sup>13</sup> She interviewed 322 minors in El Salvador and found that 59% of the boys and 61% of the girls stated that the violence was their primary reason for fleeing the country. She found that 145 of them had at least one gang in the neighborhood, and 130 had a gang near the school they attended. There were a 100 who mentioned that even schoolteachers occasionally tried to recruit students to join the gang. A refusal meant experiencing violence. The children describe how they tried to minimize the time that they spent out of their homes and lived in constant fear of the gangs. Not surprisingly, the U.S. was not their first choice of country to move as they attempted to relocate with family members in other towns. Invariably they would be found by the gangs and after moving multiple times, would try to move to a neighboring country. If that did not work, the children would decide to seek asylum in the U.S. as a last resort.<sup>14</sup>

Overall, the lack of state protection from drug traffickers, gangs, as well as increasing poverty and unemployment has created a humanitarian crisis in the region. Human smugglers aggressively target children who report abuse by caretakers, sexual violence, and deprivation.<sup>15</sup> Though the unaccompanied children in the interviews often cited the threat, or experience, of violence, they also mentioned other

---

<sup>11</sup> Jones, Jessica, and Jennifer Podkul. "Forced from Home: The Lost Boys and Girls of Central America," *New York: Women's Refugee Commission*, October 1, 2012, <http://womensrefugeecommission.org/resources/download/844>; Kennedy, Elizabeth, "No Childhood Here: Why Central American Children are Fleeing their Homes," *American Immigration Council Report*, July 1, 2014, <https://www.americanimmigrationcouncil.org/research/no-childhood-here-why-central-american-children-are-fleeing-their-homes> ; "Children on the Run," *UNHCR*, 2014, <https://www.unhcr.org/56fc266f4.html>.

<sup>12</sup> *Ibid.*

<sup>13</sup> *Ibid.*

<sup>14</sup>

*Ibid.*

<sup>15</sup>

Bacon, David, *Illegal people: How globalization creates migration and criminalizes immigrants*, Beacon Press, 2008.

factors like poverty and seeking family reunion as reasons to move. In the next section, we examine the reasons cited by the unaccompanied children for their migrations – gangs, poverty, and reuniting with family members.

## *Gangs*

Gangs are groups of people that have a name and some sense of identity. This is usually indicated by symbols such as clothing, graffiti, colors, and hand signs that are unique to the group. Gangs are usually composed of members ranging in age from 12 to 24, but some gang members are older adults and others are younger children, often forcibly recruited. Gangs are generally involved in criminal activities ranging from vandalism, petty theft, robbery, extortion, and assault to more serious criminal activities, such as drug trafficking, rape, and murder.<sup>16</sup>

The history of gangs in Latin America goes back to the 1970s and 1980s. As a direct consequence of the Salvadoran civil war and other conflicts in the Northern Triangle region (El Salvador, Guatemala, and Honduras), which includes US militarism and intervention. People fled by the thousands, seeking a peaceful life in the United States. Many of them did not find it, however. The new immigrants ended up in California, where gangs led by African Americans, Koreans, White supremacists, and Chicanos already existed in the areas they moved into. A gang of special importance in this history is Barrio 18, formed by children of Mexicans, which started recruiting many Central Americans to grow their ranks. This led some immigrants to form a new gang to defend themselves; this gang would eventually become the now-infamous MS13, notorious for their brutality and the war-like rivalry that would eventually develop between them and Barrio 18.<sup>17,18</sup>

As the gang problem grew in Los Angeles, the city initiated a tougher stance. In the 1990s MS 13 gang members were captured and deported in the thousands back to the Northern Triangle countries, especially El Salvador.<sup>19</sup> The U.S. mistakenly believed that the deportation would curb the problem with the gangs. Instead, the gangs continued to grow as they sought to fill the vacuum left by the civil-war torn areas, especially El Salvador. Gang recruiters targeted children and teenagers, offering a chance for a better life if they joined, and coercing them through threats of violence on them or their families if they refused.

---

<sup>16</sup> Ribando Seelke, Clare, "Gangs in Central America," *Congressional Research Service*, Washington DC, August 29, 2016: 6.

<sup>17</sup> *Ibid*: 6.

<sup>18</sup>

Dudley, S., H. Silva Avalos, and J. J. Martínez, "MS13 in the Americas: How the World's Most Notorious Gang Defies Logic, Resist Destruction," *InSight Crime* (2018), <https://www.insightcrime.org/wp-content/uploads/2018/02/MS13-in-the-Americas-InSight-Crime-English.pdf>: 24-25.

<sup>19</sup>

Ribando Seelke, Clare, "Gangs in Central America," *Congressional Research Service*, Washington DC, August 29, 2016, <https://fas.org/sgp/crs/row/RL34112.pdf>: 3. ; Anderson, Justin. "Key Fact Obscured in Immigration Coverage: MS-13 Was Made in USA," *Fairness and Accuracy in Reporting (FAIR)*, July 23, 2018. <https://www.commondreams.org/views/2018/07/23/key-fact-obscured-immigration-coverage-ms-13-was-made-usa.>; Paarlberg, Michael, "Gangs, Guns and Judas Priest: The Secret History of a US-Inflicted Border Crisis," *The Guardian*, July 23, 2014. <https://www.theguardian.com/commentisfree/2014/jul/23/history-border-crisis-central-america-gangs>.



With the gangs operating back in their countries the violence in the region spiked to unprecedented levels, causing people and children to flee their countries and seek refuge in the U.S., creating a vicious circle.<sup>20</sup> As an example, Elena Zilberg describes in her book *Spaces of Detention*, this anti-crime agenda, which severely curtails rather than increases the protection of those accused of crimes (including trying minors as adults), combines with anti-immigrant policies create the conditions for gang violence in El Salvador.”<sup>21</sup>

### *Poverty/Climate Change*

Associated with the threat of violence, unaccompanied children mention poverty as another reason to move from their country. A combination of societal inequality and natural disasters have led to high rates of poverty in the Northern Triangle.<sup>22</sup> The Food and Agriculture Organization of the United Nations states that the Central American Dry Corridor in the Northern Triangle has experienced one of the most severe droughts over the last 10 years. As a result, more than 3.5 million people need humanitarian assistance and 1.4 million in urgent need of food assistance.<sup>23,24</sup> Without land to crop, and no food, people are forced to migrate to the cities and into poverty. Short-term solutions like selling their farm equipment cannot be sustained and therefore migration for survival becomes the only option for the people. Central America’s Northern Triangle countries are among the poorest in the world, with very high levels of hunger and malnutrition.<sup>25</sup> More than half of the residents in these three countries live below the national poverty lines; nearly two-thirds of all Hondurans live in poverty.<sup>26</sup> About 50 percent of the children from Guatemala, and 20 percent of children in Honduras and El Salvador are chronically malnourished.<sup>27</sup> Malnutrition kills many young children and causes irreversible damage to many who survive, including lifelong health problems, difficulty learning in school, and stunted physical development.

---

<sup>20</sup> Ibid.

<sup>21</sup> Zilberg, Elana. *Space of Detention : the Making of a Transnational Gang Crisis Between Los Angeles and San Salvador*. Durham: Duke University Press, 2011.

<sup>22</sup>

Ribando Seelke, Clare, "Gangs in Central America," *Congressional Research Service*, Washington DC, August 29, 2016: 8.

<sup>23</sup>

Food and Agriculture Organization of the United Nations, "Drought in the Dry Corridor of Central America," <http://www.fao.org/emergencies/crisis/dry-corridor/en/>.

<sup>24</sup>

Food and Agriculture Organization of the United Nations. "Erratic Weather Patterns in the Central American Dry Corridor leave 1.4. million people in urgent need of food assistance," April 25, 2019, <http://www.fao.org/emergencies/fao-in-action/stories/stories-detail/en/c/1192519/>.

<sup>25</sup> Angelica M. Tello, Nancy E. Castellon, Alejandra Aguilar, Cheryl B. Sawyer, "Unaccompanied Refugee Minors from Central America: Understanding their Journey and Implications for Counselors," *The Professional Counselor* 7, no. 4 (2017): 361.

<sup>26</sup> Gamblin, Marlysa D., and Jordan Teague, "From Hunger to Hunger: Undocumented Immigrants Face Hunger on Both Sides of the Border," June, 2017, <http://www.bread.org/library/hunger-hunger-undocumented-immigrants-face-hunger-both-sides-border>, 2.

<sup>27</sup> "Why are families leaving Central America," *Bread for the World Factsheet*, November, 2018, <https://www.bread.org/sites/default/files/downloads/fact-sheet-migration-push-factors-november-2018.pdf>: 1.



## *Reuniting with family members*

Families often send their children to the United States to escape poverty or gang activity in their countries of origin, for job opportunities, and better education as the only solution to escape their situation. In addition, the children also report the dream of being able to meet and re-meet family members; mostly a mother or father from whom they had been separated since childhood.<sup>28</sup> Usually, the parents have moved earlier to the U.S because of civil war in the 1980's. for better economic prospects and left the children in the care of their extended family.<sup>29</sup> In many cases, the parents will accumulate the needed funds for the child to immigrate. This is a strategy that is taken by the poor who do not have other options and is tied to the earlier point of poverty. Given the costs of getting the children to the border, often this means that both parents need to come to the U.S. and work, leaving the child alone. Thirty-six percent of the children surveyed before 2014 had at least one parent living in the U.S.<sup>30</sup>

## **The aftermath of their journeys**

We could assume that getting to the U.S. would be the biggest hurdle for the unaccompanied children. However, for many it is another challenging journey. The children live with family members who are still undocumented and live in fear of being captured. Many of the children also express concern about reuniting with family members that they don't really know, because they migrated to the country when they were babies. Added to this mix are the economic problems in the new homes, remarried parents, new siblings, learning a new language, and the constant fear of any member of the family facing deportation. In an article on DACA, why the fight must go on, Laura Enriquez says, “Exclusionary immigration policies have hurt undocumented immigrants, their U.S. citizen family members and U.S. society enough. The Supreme Court decision has delivered one victory. Nevertheless, there have been many more losses. The war will not be won until we have relief for all 11 million undocumented immigrants, their families, and our communities”<sup>31</sup> Thus, highlighting the long road ahead for undocumented immigrants in the United States.

For public schools in the United States, educating children and young immigrants can be a challenge, especially in high school. Racism and discrimination, including bullying of children of color in schools are quite prevalent. The language can be a challenge for children from Central America. In addition, the children may have also had interrupted or no schooling. This is not the case for all the students, however, most of the students come to the U.S. without knowing any English.

---

<sup>28</sup> Musalo, Karen, Lisa Frydman, and Pabolo Ceriani Cernadas, “Childhood and Migration in Central and North America: Cause, Policies, Practices and Challenges, *Center for Gender and Refugee Studies*, February, 2015, [https://cgrrs.uchastings.edu/sites/default/files/Childhood\\_Migration\\_HumanRights\\_FullBook\\_English.pdf](https://cgrrs.uchastings.edu/sites/default/files/Childhood_Migration_HumanRights_FullBook_English.pdf): 30.

<sup>29</sup>

Nowrasteh, Alex. “Family Reunification and Other Explanations for the Border Surge of Unaccompanied Children,” *Cato at Liberty*, June 25, 2014, <https://www.cato.org/blog/family-reunification-other-explanations-border-surge-unaccompanied-children>.

<sup>30</sup>

Ibid.

<sup>31</sup> Enriquez, Laura E. “Gendering Illegality: Undocumented Young Adults’ Negotiation of the Family Formation Process.” *The American Behavioral Scientist (Beverly Hills)* 61, no. 10 (2017): 1153–1171.

U.S. law stipulates free public education for children regardless of their immigration status.<sup>32</sup> With the large influx of immigrant children in recent years, teachers, including those who teach the content are required to work with students that have varying levels of English proficiency. North Carolina is one of the fastest growing states with Latino population and now about 1 in 9 residents are Latino.<sup>33</sup> So, working with English learners in the schools and classrooms is a relatively new phenomenon for the teachers. Current, State testing requires that all students, regardless of their level of English proficiency, be tested. As such, teachers face the challenge in getting the students up to speed in both English and their content. The districts and US laws supports the integration of the immigrant students in the educational system. With this CU, I am trying to build awareness among teachers and students about the immigration stories of the English learners in the classroom, whose challenges go beyond just the achievement gap.

## **Pedagogical Research**

In this CU, storytelling takes center stage. Storytelling has a long history and emphasizes core constructs like connectedness, meaning making, and agency. Connectedness recognizes that the individuals live in families, communities, and sociopolitical contexts. As individuals relate their stories, they locate them contexts and identify various influences. Storytelling is the way that individuals make sense of their experiences. The stories contribute to the shaping of their lives.<sup>34</sup> Digital Story Telling (DST) is the telling of personal stories through digital technologies to construct meaning.<sup>35</sup> Widespread availability of the tools and familiarity with the platform has made it possible tools has made it possible to popularize this form of communication. Using technology facilitates a shift in the literacy as we know it traditionally, from reading and writing, to multimedia.<sup>36</sup> DST can be an effective tool to be used with students who are still in the process of learning English, like the newcomers. DST builds on the available linguistic resources of the

---

<sup>32</sup> “Public Education for Immigrant Students: Understanding Plyler v. Doe,” *American Immigration Council*, October 24, 2016, <https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students>.

<sup>33</sup> Uribe, Maria Ramirez, “Latinos Saw Largest Increase In NC Census Data — But Not From Immigration” <https://www.wfae.org/charlotte-area-news/2021-08-24/latinos-saw-largest-increase-in-nc-census-data-but-not-from-immigration>

<sup>34</sup> McMahon, Mary, and Mark Watson, "Story telling: Crafting Identities," *British Journal of Guidance & Counselling* 41, no. 3 (2013): 279.

<sup>35</sup>

Yang, Ya-Ting Carolyn, Yi-Chien Chen, and Hsiu-Ting Hung, "Digital Storytelling as an Interdisciplinary Project to Improve Students' English Speaking and Creative Thinking," *Computer Assisted Language Learning* (2020): 1.

<sup>36</sup>

Ibib., 2.

students and allows them to make meaning through modes other than speech.<sup>37,38</sup> Research also shows that DST use improves the reading, writing, listening, vocabulary, and grammar.<sup>39</sup> The DST is especially useful for the EBs (Emergent Bilingual) as it provides visual resources and provides opportunities to speak. It also helps with the grammar and the pronunciations and empowers them as learners and opportunities to be creative thinkers.<sup>40</sup>

Stories can take the form of personal narratives, stories that inform and instruct, and stories that examine historical events.<sup>41</sup> There are numerous benefits when students are involved with the stories. They spend time researching, increase their organizing skills and get motivated to learn the content with each other. A key benefit of the personal narratives is the emotional content that the students' share.<sup>42</sup> In this CU, the students get to share their personal narratives in digital form using Story Corps as they interview each other. The goals, as stated on their website, align with my goals of immigrant stories sharing their stories. They say "StoryCorps' mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world".<sup>43</sup>

---

<sup>37</sup> Kim, SoHee. "Developing Autonomous Learning for Oral Proficiency Using Digital Storytelling," *Language Learning & Technology* 18, no. 2 (2014): 26.

<sup>38</sup> Oskoz, Ana, and Idoia Elola, "Digital Stories: Bringing Multimodal Texts to the Spanish Writing Classroom," *ReCALL* 28, no. 3 (2016): 337.

<sup>39</sup> Yang, Ya-Ting Carolyn, Yi-Chien Chen, and Hsiu-Ting Hung, "Digital Storytelling as an Interdisciplinary Project to Improve Students' English Speaking and Creative Thinking," *Computer Assisted Language Learning* (2020): 4.

<sup>40</sup> Hur, Jung Won, and Suhyun Suh. "Making Learning Active with Interactive Whiteboards, Podcasts, and Digital Storytelling in ELL Classrooms." *Computers in the Schools* 29, no. 4 (2012): 331.

<sup>41</sup> Robin, Bernard R. "Digital storytelling: A Powerful Technology Tool for the 21st Century Classroom," *Theory into practice* 47, no. 3 (2008): 224.

<sup>42</sup> Kearney, Matthew, "A Learning Design for Student-generated Digital Storytelling," *Learning, Media and Technology* 36, no. 2 (2011): 171.

<sup>43</sup> StoryCorps: <https://storycorps.org/about/>.

## **Instructional Implementation (Teaching Strategies)**

The recent WIDA English Language Development Standards Framework 2020 outlines the best practices in teaching English Language Learners and emphasize the functional aspects of language in the various content areas. Students need to understand how language is used for various academic purposes. These include using language to narrate, inform, explain, and argue. In the process of using language, students draw on various features that include informal language, their native language, academic vocabulary, and specialized grammatical structures to make meaning. The teachers also need to afford the students opportunities to engage in various modes as they draw on and understand the linguistic features in a content area. Thus, there is a push to have English Language Learners participate in reading, writing, listening, and speaking as they build their academic language proficiency.

### *Academic Vocabulary*

Academic vocabulary is a key area in ESL (English as a Second Language) instruction. ELs (English Language Learners) can be challenged with the use of the academic vocabulary in the content areas like science. Unlike native English speakers, ELs need more time and practice with key vocabulary to get a better understanding of the lesson. In the first part of this teaching unit the main goal is to teach ELs the specific vocabulary related to the topic divided by tiers 1, 2 and 3 that goes to the simple words to complex ones. Students will learn and apply specific vocabulary based on their English language proficiency. Tiers refers to vocabulary that goes from basic words to content area cognates.

Academic vocabulary is essential to understand the content of the unit and the acquisition of a second language. Since this is a Science unit in an English as a Second Language inclusion class, some of the vocabulary words will not be familiar to the students, so vocabulary will take a whole lesson. English Language Learners often struggle with science terminology, is important to introduce new words. Vocabulary development will be master with bilingual dictionaries, short definitions, and flash cards.

### *Reading*

Students will engage in reading using articles based on their Lexile levels to introduce content, reinforce concepts, analyze outcomes, and predict future applications of concepts to areas such as health, harmful effects, and chemical components. Students will use tools such as annotation, “talking to text” and

academic conversations to derive meaning, engage in discussion, complete charts, and develop critical thinking skills.

### *Writing*

Students will complete writing activities placing importance on English writing skills that will be useful for English Language Learners in a variety of situations and will help them develop well-rounded communication breakdowns in different forms. Good writing skills allow ELs to communicate with clarity and ease to different audiences.

### *Listening*

Developing listening skills seems like it should be simple, or secondary to other more active language skills, but listening to a foreign language is difficult. The strategy of playing a video with no sound the first time and with sound, the second time will give students an advantage of looking for background knowledge and apply it to their task.

### *Speaking*

One of the hardest skills to develop in the acquisition of a second language is speaking, that is why it is imperative to provide several opportunities during each lesson where students can interact with other people, especially native speakers. In this unit students will have pair and group activities to develop speaking and master the skill.

### *Use of technology*

Preparing 21<sup>st</sup> century students has brought to the education table the importance of incorporating technology in our classes every day. That is why it is essential to apply the use of different techno resources, as iPads, Apps, etc.

## **Curriculum Unit Lessons**

### **Climate Change and Refugees Lessons**

The Impact of Climate Change and Refugees Unit is designed for middle and high school students. It offers lesson plans on topics related to children's immigration issues, including the role of teachers and their experiences. The curriculum unit divided in five lessons of 60 minutes culminates with a hands-on project that integrates knowledge and skills covered throughout the unit. It involves an interview in Story Corps, which will be uploaded on their website. The lessons have been broken down into 60 minutes class periods; however, these can be adapted to best fit your timeframe and students' interests and needs, especially in high school where topics can be taught more deeply.

The idea of the hands-on project was inspired after reading the book *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*, where Sarah Jaquette Ray teaches us the importance of focusing on small steps that we can control. I feel this "Is not my trash, but my school" is something that we can control and well within the reach of the students as they move towards small actions that will help the larger goal of climate change. This curriculum unit promotes a reflection of

students' personal journeys and the diverse perspectives about their immigrant and nonimmigrant experiences based on climate change as the main reason to leave their homes. The underlying goal is for all to understand that the children face different reasons to leave their homes, that the United States is a country made of immigrants and that every child has a journey.

This curricular unit is the link that represents the chain of reasons why most of our students have emigrated. The main reasons begin with corrupt governments that fail to meet the needs of their population, especially when nature causes havoc. The aftermath of climate change brings extreme poverty, which forces some to take refuge in gangs; those gangs have been growing like plagues in towns and cities. The terror and violence devastate these communities and causes the need for entire families to leave their land and seek better opportunities. As we can observe, all these reasons connect to each other and demand us to do something.

### *Lessons*

Lesson 1: Leaving home (reason to depart (violence, poverty, climate change, gangs, etc.)

Lesson 2: Climate change, gangs, poverty, corruption and family reunion.

Lesson 3: Our journeys

Lesson 4: Our new home (Charlotte/CMS)

Lesson 5: My story (living in Charlotte)

Final Project: Hands on "Not my trash, but my new home" Project and idea originated and inspired by Sarah Jaquette Ray in her book *A Field Guide to Climate Anxiety*

### **Final Unit Assessment**

Story Corps is a Podcast that preserves and shares humanity's stories in order to build connections between people and create a more just and compassionate world. In my curriculum unit immigrant studies will record their personal Journeys using the Podcast and share them on the Web. This will their final and formal assessment.

**LESSON 1**

Lesson # 1	<b>Title: Leaving home (reasons to depart)</b>
<b>Grade Level</b>	Middle School and High School
Subjects	ELL/ELA. Social Studies
Duration of the lesson	1 class period of 60 minutes
Relevant Reading	Today's Immigrants from Central America  <a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php</a>



Overview:	In this lesson, students will be introducing the topic “Reason to Immigrate.” Watching some personal stories from: Today’s Immigrants from Central America, they will be exposed to the different reasons people embark on a migration journey.
Big Ideas:	Immigrants come from countries across the world and have different reasons for leaving their homes.  Immigrants have unique stories about their journeys.
Essential Question	Why do people migrate?
Objective:	Students will be able to discuss and understand the different reasons for immigrants to leave their homes and embark themselves in migrations journeys.
Task:	Discussion (pair, group)  Reflection  Complete graphic organizer with at least 5 reasons for immigration
Graph	<a href="https://docs.google.com/drawings/d/1fBU66B5mhUQX2uhwVFLuAbC8NOIJ1Mmf28jm3RIInraI/edit">https://docs.google.com/drawings/d/1fBU66B5mhUQX2uhwVFLuAbC8NOIJ1Mmf28jm3RIInraI/edit</a>

## LESSON 2

Lesson # 1	<b>Title: Climate change, gangs, poverty, corruption, family reunion</b>
<b>Grade Level</b>	Middle School and High School
Subjects	ELL/ELA. Social Studies
Duration of the lesson	1 class period of 60 minutes
Relevant Reading	<a href="https://www.nytimes.com/2018/05/01/us/immigration-minors-children.html">https://www.nytimes.com/2018/05/01/us/immigration-minors-children.html</a>
Overview:	In this lesson, students will be introduced to gangs, poverty, corruption and family reunion as main reasons for immigration. Students will learn the history of gangs around the world and Central America and gangs as one of the most important reasons for forcing children to flee their countries.
Big Ideas:	Climate Change is real. Gangs are a big problem in different countries. Poverty forces children to immigrate. Central America corruption is a huge problem.
Essential Question	What are the major reasons for immigration?

Objective:	Students will be able to learn the concept of gangs, poverty, government corruption, family reunion and evaluate the consequences of how they force children to leave their homes.
Task:	Read NY Times article Watch documentary Complete chart with what do you see, think and wonder Class discussion Quiz
Graph	<a href="https://docs.google.com/drawings/d/1J7K2AKUELKDU4-XzB8jTjPzZTYX3F_hruVsWEo1XyqY/copy">https://docs.google.com/drawings/d/1J7K2AKUELKDU4-XzB8jTjPzZTYX3F_hruVsWEo1XyqY/copy</a>

### LESSON 3

Lesson # 1	<b>Title: Our journey (we all have a journey)</b>
Grade Level	Middle School and High School
Subjects	ELL/ELA. Social Studies
Duration of the lesson	1 class period of 60 minutes
Relevant Reading	<a href="https://www.nytimes.com/2019/05/11/us/migrant-child-texas-shelter.html">https://www.nytimes.com/2019/05/11/us/migrant-child-texas-shelter.html</a>
Overview:	In this lesson, students will be introduced to how children embark themselves in a journey from Central America to the United States and how humans are constantly migrating from one place to another.
Big Ideas:	Unaccompanied children embark on journeys Every day from C.A. countries to the US experiencing Horror, pain, illness, loneliness and more
Essential Question	The why's and how's?
Objective:	Students will be able to talk about their personal stories and reasons to force them to migrate, understanding how humans are constantly migrating in different ways and conditions.

Task:	Telling our stories Debriefing Complete a timeline of personal journeys Compare and contrast journeys
Graph	<a href="https://docs.google.com/drawings/d/1MN_JDZAno7-o0DKXQ2X0ThPAbigZsVM5yzTcWx-BNL8/copy">https://docs.google.com/drawings/d/1MN_JDZAno7-o0DKXQ2X0ThPAbigZsVM5yzTcWx-BNL8/copy</a>

## LESSON 4

Lesson # 1	<b>Title: Our new home (impact of immigrants in the United States)</b>
<b>Grade Level</b>	Middle School and High School
Subjects	ELL/ELA. Social Studies
Duration of the lesson	1 class period of 60 minutes
Relevant Reading	<a href="https://www.sscnet.ucla.edu/soc/faculty/zhou/pubs/Zhou_GrowingUpAmerican.pdf">https://www.sscnet.ucla.edu/soc/faculty/zhou/pubs/Zhou_GrowingUpAmerican.pdf</a>
Overview:	In this lesson, students will narrate their stories, and timelines of their personal journeys or migrating stories outside or inside the United States.
Big Ideas:	Humans migrate constantly. We all have a migration story. Compare and contrast the reason of Migration inside and outside the country.
Essential Question	Why do people migrate?
Objective:	Students will be able to tell and explain their migrating stories and understand the different reasons humans have to migrate constantly.
Task:	Show and tell Reflection

	Complete timeline of journeys
Graph	<a href="https://docs.google.com/drawings/d/1QJcggClxEhbnq_d9E5nqXoIHepADw51zFh-iQ4YYOvg/copy">https://docs.google.com/drawings/d/1QJcggClxEhbnq_d9E5nqXoIHepADw51zFh-iQ4YYOvg/copy</a>

**LESSON 5**

Lesson # 1	<b>Title: My story (Living in Charlotte)</b>
<b>Grade Level</b>	Middle School and High School



Subjects	ELL/ELA, Social Studies
Duration of the lesson	1 class period of 60 minutes
Relevant Reading	<a href="https://storycorps.org/stories/i-didnt-realize-i-was-gonna-say-goodbye-for-a-year-remembering-the-pain-of-a-mothers-deportation/">https://storycorps.org/stories/i-didnt-realize-i-was-gonna-say-goodbye-for-a-year-remembering-the-pain-of-a-mothers-deportation/</a>
Overview:	Overview: In this lesson, students will be interviewed by a classmate about his/her personal journey in life. English Language Learners as well as locals will have the opportunity to record their personal journeys of their lives, comparing and contrasting all elements.
Big Ideas:	<p>Believing that immigrants are complete</p> <p>Different from ourselves is ignorance.</p> <p>Reasons for leaving.</p> <p>Sharing our unique stories.</p> <p>Understanding others.</p>
Essential Question	<p>Are you ready to hear my story?</p> <p>How are we similar or different?</p>
Objective:	Students will be able to interview each other as well as record those interviews using StoryCorps and share their personal immigration journeys to the world.
Task:	<p>Interviews (pair)</p> <p>Compare and contrast differences and similarities</p> <p>Upload stories using StoryCorps</p>

Graph	<a href="https://docs.google.com/drawings/d/1DZN0y8xbq4GxPAyE2pcPvIP3bGJtQGYAqyYBvE9Ap20/copy">https://docs.google.com/drawings/d/1DZN0y8xbq4GxPAyE2pcPvIP3bGJtQGYAqyYBvE9Ap20/copy</a>
-------	---

## Appendix 1: Standards

<https://wida.wisc.edu/sites/default/files/resource/2007-ELPS-Grade-6-12.pdf>

## Appendix 2: Bibliography

Anderson, Justin. “Key Fact Obscured in Immigration Coverage: MS-13 Was Made in USA.” *Fairness and Accuracy in Reporting (FAIR)*, July 23, 2018.

<https://www.commondreams.org/views/2018/07/23/key-fact-obscured-immigration-coverage-ms-13-was-made-usa>.

Angelica M. Tello, Nancy E. Castellon, Alejandra Aguilar, Cheryl B. Sawyer. “Unaccompanied Refugee Minors from Central America: Understanding their Journey and Implications for Counselors.” *The Professional Counselor* 7, no. 4 (2017): 360–374.

- Androff, David. "The human rights of unaccompanied minors in the USA from Central America." *Journal of Human Rights and Social Work* 1, no. 2 (2016): 71-77.
- Bacon, David. *Illegal people: How globalization creates migration and criminalizes immigrants*. Beacon Press, 2008.
- "Children on the Run." *UNHCR*, 2014. <https://www.unhcr.org/56fc266f4.html>.
- Chishti, Muzaffar, and Faye Hipsman. "Increased Central American Migration to the United States May Prove an Enduring Phenomenon." *Migration Policy Institute*, February 18, 2016. <https://www.migrationpolicy.org/article/increased-central-american-migration-united-states-may-prove-enduring-phenomenon>.
- "Drought in the Dry Corridor of Central America," Food and Agriculture Organization of the United Nations, <http://www.fao.org/emergencies/crisis/dry-corridor/en/>.
- Dudley, S., H. Silva Avalos, and J. J. Martínez. "MS13 in the Americas: How the World's Most Notorious Gang Defies Logic, Resist Destruction." *InSight Crime* (2018). <https://www.insightcrime.org/wp-content/uploads/2018/02/MS13-in-the-Americas-InSight-Crime-English.pdf>
- Enriquez, Laura E. "Gendering Illegality: Undocumented Young Adults' Negotiation of the Family Formation Process." *The American behavioral scientist* (Beverly Hills) 61, no. 10 (2017): 1153–1171.
- "Erratic Weather Patterns in the Central American Dry Corridor leave 1.4. million people in urgent need of food assistance." Food and Agriculture Organization of the United Nations, April 25, 2019, <http://www.fao.org/emergencies/fao-in-action/stories/stories-detail/en/c/1192519/>.
- Gamblin, Marlysa D., and Jordan Teague. "From Hunger to Hunger: Undocumented Immigrants Face Hunger on Both Sides of the Border." June, 2017. <http://www.bread.org/library/hunger-hunger-undocumented-immigrants-face-hunger-both-sides-border>.
- Handlin, Oscar. *The uprooted: The epic story of the great migrations that made the American people*. University of Pennsylvania Press, 2002.
- Hur, Jung Won, and Suhyun Suh. "Making Learning Active with Interactive Whiteboards, Podcasts, and Digital Storytelling in ELL Classrooms." *Computers in the Schools* 29, no. 4 (2012): 320-338.
- Jones, Jessica, and Jennifer Podkul. "Forced from Home: The Lost Boys and Girls of Central America," *New York: Women's Refugee Commission*, October 1, 2012, <http://womensrefugeecommission.org/resources/download/844>.
- Kearney, Matthew. "A Learning Design for Student-generated Digital Storytelling." *Learning, Media and Technology* 36, no. 2 (2011): 169-188.
- Kennedy, Elizabeth. "No Childhood Here: Why Central American Children are Fleeing their Homes." *American Immigration Council Report*, July 1, 2014. <https://www.americanimmigrationcouncil.org/research/no-childhood-here-why-central-american-children-are-fleeing-their-homes>.
- Kim, SoHee. "Developing Autonomous Learning for Oral Proficiency Using Digital Storytelling." *Language Learning & Technology* 18, no. 2 (2014): 20-35.

McMahon, Mary, and Mark Watson. "Story telling: Crafting identities." *British Journal of Guidance & Counselling* 41, no. 3 (2013): 277-286.

Musalo, Karen, Lisa Frydman, and Pabolo Ceriani Cernadas, "Childhood and Migration in Central and North America: Cause, Policies, Practices and Challenges, *Center for Gender and Refugee Studies*, February, 2015. [https://cgrs.uchastings.edu/sites/default/files/Childhood\\_Migration\\_HumanRights\\_FullBook\\_English.pdf](https://cgrs.uchastings.edu/sites/default/files/Childhood_Migration_HumanRights_FullBook_English.pdf).

Nowrasteh, Alex. "Family Reunification and Other Explanations for the Border Surge of Unaccompanied Children," *Cato at Liberty*, June 25, 2014. <https://www.cato.org/blog/family-reunification-other-explanations-border-surge-unaccompanied-children>.

Oskoz, Ana, and Idoia Elola. "Digital Stories: Bringing Multimodal Texts to the Spanish Writing Classroom." *ReCALL* 28, no. 3 (2016): 326-342.

Paarlberg, Michael. "Gangs, Guns and Judas Priest: The Secret History of a US-Inflicted Border Crisis." *The Guardian*, July 23, 2014. <https://www.theguardian.com/commentisfree/2014/jul/23/history-border-crisis-central-america-gangs>.

"Public Education for Immigrant Students: Understanding Plyler v. Doe." *American Immigration Council*, October 24, 2016. <https://www.americanimmigrationcouncil.org/research/plyler-v-doe-public-education-immigrant-students>.

Ray, Sarah Jaquette. *A Field Guide to Climate Anxiety: Keeping Your Cool on a Warming Planet*. Berkeley: UC Press, 2020.

"Refugee Children from Central America," *First Focus on Children*, accessed May 2, 2020, <https://firstfocus.org/refugee-children-central-america>.

Ribando Seelke, Clare. "Gangs in Central America." *Congressional Research Service*, Washington DC, August 29, 2016. <https://fas.org/sgp/crs/row/RL34112.pdf>.

Robin, Bernard R. "Digital storytelling: A Powerful Technology Tool for the 21st Century Classroom." *Theory into practice* 47, no. 3 (2008): 220-228.

Ray, Sarah Jaquette. *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet* (Berkeley, CA: University of California Press, 2020).

StoryCorps. <https://storycorps.org/about/>.

"Transcript of Donald Trump's Immigration Speech". *The New York Times*. September 1, 2016. <https://www.nytimes.com/2016/09/02/us/politics/transcript-trump-immigration-speech.html>

UNHCR "Displacement in Central America". <https://www.unhcr.org/en-us/displacement-in-central-america.html>

"WIDA English Language Development Standards Framework". Accessed on October 15, 2021. <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

"Why are families leaving Central America." *Bread for the World Factsheet*, November 2018. <https://www.bread.org/sites/default/files/downloads/fact-sheet-migration-push-factors-november-2018.pdf>.

Yang, Ya-Ting Carolyn, Yi-Chien Chen, and Hsiu-Ting Hung. "Digital Storytelling as an Interdisciplinary Project to Improve Students' English Speaking and Creative Thinking." *Computer Assisted Language Learning* (2020): 1-23.

Zilberg, Elana. *Space of Detention the Making of a Transnational Gang Crisis Between Los Angeles and San Salvador* (Durham, N.C: Duke University Press, 2011).

### **Appendix 3: Websites for teachers' resources**

<https://www.theatlantic.com/international/archive/2018/06/central-america-border-immigration/563744/>

<https://www.nytimes.com/2018/06/11/us/politics/sessions-domestic-violence-asylum.html>

<https://www.brookings.edu/blog/future-development/2018/06/26/violence-drives-immigration-from-central-america/>

<https://www.nbcnews.com/storyline/immigration-border-crisis/central-america-s-violence-turmoil-keeps-driving-families-u-s-n884956>

<https://www.migrationpolicy.org/article/el-salvador-civil-war-natural-disasters-and-gang-violence-drive-migration>

<https://judiciary.house.gov/sites/democrats.judiciary.house.gov/files/documents/Fact%20Sheet%20HR%203697%20Judiciary%20Cmte%20Dem%20Staff.pdf>

<https://www.cbsnews.com/news/ms-13-illegal-immigration-families-in-crisis-cbsn-originals/>

<https://www.https://firstfocus.org/wp-content/uploads/2016/02/Protecting-Refugee-Children-from-Central-America.pdf>

[unicefusa.org/stories/why-migrants-flee-central-america/34545](https://www.unicefusa.org/stories/why-migrants-flee-central-america/34545)

<https://www.amazon.com/Gangs-Garden-City-Immigration-Segregation/dp/1568584040>

<https://www.newyorker.com/magazine/2018/01/01/the-teens-trapped-between-a-gang-and-the-law>

<https://firstfocus.org/refugee-children-central-america>

[https://cgrs.uchastings.edu/sites/default/files/Childhood\\_Migration\\_HumanRights\\_FullBook\\_English.pdf](https://cgrs.uchastings.edu/sites/default/files/Childhood_Migration_HumanRights_FullBook_English.pdf)

<https://www.wfpusa.org/the-dry-corridor-in-central-america/#>

<https://www.colorincolorado.org/article/academic-language-and-ells-what-teachers-need-know>

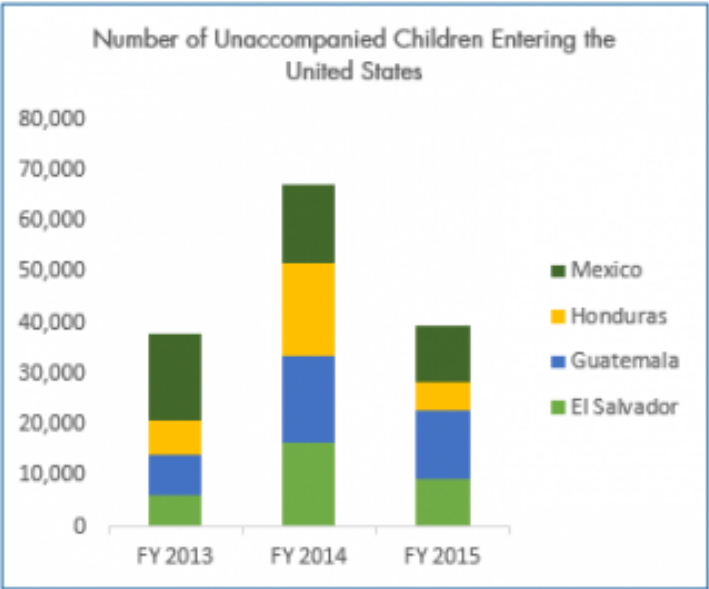
<https://www.ocregister.com/2020/06/20/daca-and-why-the-fight-must-go-on-laura-enriquez/>

<https://www.ojp.gov/pdffiles/164273.pdf>

<https://www.americanprogress.org/article/restoring-rule-law-fair-humane-workable-immigration-system/>

## **Appendix 4**

*Table 1: Number of unaccompanied children entering U.S. in 2013, 2014, and 2015.*



**Notes**