



IMMIGRANT STUDENT SUCCESS: Strategies and Tools for K-12 and Adult Educators DAY 2 CHAT LOG

- Denzil Mohammed** Good morning everyone! We begin at 11 am EDT!
- Kiriaki M.** Good afternoon from Greece!
- Natalie B.** Hi, All!
- Clare Maxwell** Resources will be uploaded here after the webinar:
<https://www.ilctr.org/promoting-immigrants/ilc-workshops/educators-hub/>
- Ahuva H.** BK in the house! Ahuva/NYCCAL
- Clare Maxwell** It's great to see everyone here! Where are you coming from today?
- Clare Maxwell** New Jersey, Michigan, New York, Virginia!
- Shorook A.** Hi, my name is Shorook Awadallah and I am from New Jersey
- Clare Maxwell** We will start in a few minutes
- Clare Maxwell** It's great to see people here from all over the country, and the world
- Margy M.** Greetings from Oklahoma City-Margy M.
- Steve S.** GOOD MORNIG - STEVE SEWELL WEST CHESTER, PA
- Clare Maxwell** Please use this chat box to introduce yourselves to one another and ask questions throughout the webinar.
- Cecilia M.** Hello everyone, this is Cecilia Martinez from Iowa!
- Jennifer R.** Hi! It's Jen from Long Island
- Charles B.** Happy Summer days in Ann Arbor, Chuck Barbieri
- Kallie-Jo H.** Kallie here from central IL!
- Veronica G.-L.** Hi! Veronica Guevara-Lovgren from Ocean County College in New Jersey!
- Sara C.** Hi. Isa from Brooklyn here.
- Clare Maxwell** Follow us on Twitter @ilctr!

Julie W. Hi All! Julie Williams from Natick, MA.

Wendy Wendy in NH

Christina M. Hi, this is Christina from Richmond, VA

Clare Maxwell Use #ILCwebinar to tweet about today's discussion!

Diana B. Diana Brown- Virginia Beach

Raquel R. Hi! Raquel from NY.

Katie H. Hi Katie from NJ

Barbara H. Hello! Barb from Iowa

Mary S. Hi all! Mary from Weymouth, MA (near Boston)

Adriana C. Hello! Adriana, from Dallas Independent School District

Clare Maxwell All the presentations will be uploaded here after the webinar

Federico Salas-Isnardi Hello everyone and good morning. Happy to be here for a second day of excellent conversations on immigrants and immigration.

Morgan B. Hi from the West End House Boys & Girls Club in Boston

Tshering W. Good Morning everyone

Adam Strom Goof morning all

Janice W. Good morning!

Alexis D. hi again to everyone from Boston area

Clare Maxwell Any questions for Denzil? Post them here now! We will take a few questions about immigration data at the end of Denzil's presentation

Patricia B. Hi everyone I am from West Windsor, NJ

Clare Maxwell Please share your questions and comments by typing in the chat box and sending to everyone. Please do not ask the presenter directly.

Clare Maxwell Is any of this information surprising to you? Is there any information that affirms your experience?

Charles B. This would be GREAT to send to our Congress representatives!!!!

Federico Salas-Isnardi Denzil mentioned the 70 million (72 according to latest data) refugees and

displaced people around the world. The US has reduced the number of refugees we admit to lowest levels in decades. While we accepted only 28,000 in 2017 and want even fewer now, other countries are accepting hundreds of thousands. Uganda, the 25th poorest country in the world has accepted more than 1 million refugees. How does a rich country like ours justify our immoral position on refugees at a time of need?

Annadel M. I've met so many parents that have professional degrees in their countries and are unable to get a good job here

Clare Maxwell Quite a bit is from Gallup and Pew research polls

Clare Maxwell a lot of our information comes from our partners at the **Institute for Immigration Research at George Mason university**

Clare Maxwell Access our comprehensive **library of immigration research** at www.immigrationresearch.org

Clare Maxwell Request a custom **iDod fact sheet** at <https://iir.gmu.edu/>

Charles B. Yes PhD in Forestry from USSR, a man from Mali- who finally got a union job at UM as a janitor.

Alexis H. Hi all, I teach 14-17 year old males at an undoc'd youth shelter in Chicago. Love these webinars! Looking for ways to get my boys "geeked" about pursuing high school education and secondary education after they leave, though most actually have a lot of questions about the TASC/GED/HiSET after our program. Some of the brightest and most engaged young people I have ever met, after working in a public high school setting.

Federico Salas-Isnardi Denzil, what do you say to people who challenge you on the contributions of immigrants? They say those large companies were founded by 'legal' immigrants but nothing good has been created by 'illegal' immigrants.

Alexis H. One of my boys came all the way from Ghana and wants to pursue a degree in agricultural engineering because he wants to help his country become more sufficient-- most of my kids miss their home country and state that they "want to make it better".

Claire D. **Upwardly Global** supports foreign born & work-authorized professionals with degrees outside the U.S. to relicense and get back into their fields in the U.S. <http://www.upwardlyglobal.org>

Clare Maxwell thank you Clare D. for that resource

- Diana B.** That was great data!
- Clare Maxwell** Are you interested in learning more about Denzil's work? You can find out more or get in contact at <https://www.ilctr.org/promoting-immigrants/>
- Clare Maxwell** Any questions for Adam? Post them here now!
- Shorook A.** Annadel I'm also surprised when I find out that many people who immigrate and that held high degrees in their country are unable to find a decent paying job. Their education is not honored here and if some is it's just a little. It's very belittling.
- Charles B.** USE the FACTS to tell how immigration actually helps. 1/3 of all new businesses in Michigan are immigrants!!!!
- Federico Salas-Isnardi** I talk about restaurants, small shops, landscaping business, workers at many stores... but are there major companies started by undocumented immigrants?
- Clare Maxwell** Great comment Shorook, at the Immigrant Learning Center we offer free English classes, as language barriers are one huge obstacle for qualified immigrants to find professional careers
- Clare Maxwell** Any questions for Adam? Post them here now!
- Natalie B.** Can't wait to hear about action steps for upper elementary and middle
- Diana B.** Education reciprocity is a big issue- Shorook
- Cecilia M.** Assimilation
- Alicia G.** a loss of culture
- Federico Salas-Isnardi** afraid of the loss of our identity
- Anne S.** It's very easy to label people as "other".
- Carla C.-M.** Still having a dominant culture
- Janice W.** worried we would become the minority
- Anindita D.** Inferiority of German culture
- Clare Maxwell** Any questions for Adam? Post them here now!
- Federico Salas-Isnardi** He was expressing the fear of being overwhelmed by the Germans. Just as some of us are saying today about immigrants from Mexico and Latin

America.

Denzil Mohammed I have!

Janice W. yep

Tina K. My parents were more interested in my knowing English and being "American" and then didn't understand why I lost "culture" - which I now regret.

Jennifer R. yes

Federico Salas-Isnardi I HAVE. Excellent learning opportunity.

Tina K. Lisa See, an author, integrates this in some of her books.

Denzil Mohammed **Angel Island:** <https://www.aiisf.org/history>

Natalie B. Great resource. Thank you!

Aakanksha G. Thank you Denzil! You can learn more on our website too **Re-imagining Migration:** <https://reimaginingmigration.org/poetry-from-angel-island/>

Federico Salas-Isnardi Many people don't know that the port of Galveston, off the Gulf Coast south of Houston was one of the most important immigration centers of the country in the 19th century.

Clare Maxwell Margalit shared this resource **Chinese American History** <http://chineseamerican.nyhistory.org/>

Alexis D. Even Ellis Island's policies changed, becoming extremely less welcoming and more anti-immigrant. awful. And the anti-Asian sentiment obviously also led to the internment camps for Japanese but not the Germans

Clare Maxwell Minerva says Biculturalism should be of extreme importance when immigrating to a new country because in the end, that will be you sense of belonging life saver

Clare Maxwell Curiosity!

Margy M. The German side of my family (mother) came to Galveston probably in 1840s. Enticed by a land scam...

Alexis D. working toward a common goal for the greater good

Cecilia M. Trust, commonalities between the students,

- Clare Maxwell** Curiosity!
- Sonia R.-S.** Laws that are not anti-immigrants
- Natalie B.** creating a culture that is relational and safe to share views
- Christina M.** Feeling valued and with a sense of power
- Veronica G.-L.** acknowledgement and representation
- Shorook A.** feeling safe
- Janice W.** valued / trusted
- Bradley H.** peace within yourself, understanding that all things change
- Antonia D.** safety
- Barbara H.** Showing interest in culture/history/story
- Emma W.** Acceptance
- Raquel R.** Sharing your story
- Kiriaki M.** Openness acceptance tolerance resilience
- Leona C.** I think that that within the classroom, a sense of respect for each individuals history
- Bradley H.** self-understanding
- Ariaaffe C.** Being open and willing to continue learning
- Charles B.** Give up fear and the concept of the enemy!!!
- Julie K.** Openness and willing to have anyone participate. Not the sense of "we" vs "them"
- Anne S.** students working on things together. So that they get to know each other.
- Sonia R.-S.** lack of microaggressions
- Vanessa E.** representation
- Federico Salas-Isnardi** Not for everyone but shared opportunities to worship. Even interfaith praying under one roof.
- Vanessa E.** affirmation

- Philip A.** Sharing Circle Time
- Emma W.** open-minded
- Tina K.** The administration and school community must embrace our newcomers so they feel they belong and are valued
- Jennifer R.** sharing all views
- Libia F.** I wonder why when media and/or people refer to immigrants or undocumented, they usually have Hispanic people in mind. `
- Philip A.** Leadership spells it out and expects it of everyone
- Margalit T.** Federico- Yes! The Galveston Movement was a way for Jewish immigrants to come because their conditions in New York were so horrible
- Carla C.-M.** People have to remember their own background and family history of coming to this country. Yes, biculturalism should be part of the discussion. Not everyone is going to match the mainstream dominant culture. Our country has to begin to not ' just say we are diverse' but truly accept it.
- Clare Maxwell** Please discuss your answers at <https://padlet.com/dmohammed/iceberg>
- Natalie B.** Parents' identity vs multiplicity of second generation
- Jennifer R.** the kids are trying to assimilate
- Anindita D.** Parent child conflict along with culture and dichotomy
- Philip A.** To give up a language is synonymous with giving up our existence, our being.
- Morgan B.** internalization and rationalization of hatred/discrimination
- Kiriaki M.** It's the fear of not be integrated
- Kira Simon** Assimilation as a tool for social mobility
- Federico Salas-Isnardi** The need to establish a new identity. It is part of growing up in any situation but potentially more so when families are immigrants.
- Antonia D.** the parents are afraid of losing their cultures elements
- Jennifer R.** parents feel people should know them as they are
- Philip A.** To immigrants "assimilation" can feel like "extermination"
- Sonia R.-S.** Lack of pride and understanding of their roots

- Tina K.** Many of these immigrant parents left isolated. They felt they didn't fit in. They wanted their children to fit in, but to safeguard culture, too.
- Anindita D.** parents worried losing their culture an identity
- Anindita D.** Always happens
- Cecilia M.** This still happens very often today
- Sonia R.-S.** It is still happening now
- Jennifer R.** it's very current
- Federico Salas-Isnardi** Well, also historically, children were not allowed to speak the languages of their immigrant families in schools.
- Ariaffne C.** happens all the time
- Leona C.** very relevant
- Alicia G.** frequent today
- Antonia D.** It still happens
- Kiriaki M.** It still happens today
- Denzil Mohammed** *current
- Clare Maxwell** German says No "American Dream" for immigrants available
- Margy M.** I see this in my 5-6 grade students from Mexican families - breaks my heart that these young students already are ashamed of their parents and language
- Tina K.** My students who speak Mam don't know if they will teach their children Mam, or just Spanish or English, so the struggle between identities continues.
- Federico Salas-Isnardi** Today students are allowed to speak their language but in many places they are attacked for doing so.
- Alexis D.** the students don't quite fit in at home because they are too "American" and they don't quite fit in at school because they're not "American" enough
- Cecilia M.** it can also be the other way around where the parents want their children to assimilate and so they will not teach them their native language
- Denzil Mohammed** FYI **Curriculum Guides from the Angel Island Immigration Station Foundation:** <https://www.aiisf.org/curriculum>

- Osiris D.** It is hard for students to assimilate when they don't feel welcomed in some instances.
- Antonia D.** I think parents don't feel safe to be open to others
- Carla C.-M.** It is very much connected to the kids today. All of negative rhetoric never went away. The rhetoric was just emboldened and brought in by fear and threats of hate in reference to different groups and immigration.
- Osiris D.** In my district there is a problem with parents feeling safe to attend our informational events due to fear.
- Margalit T.** A friend referred to herself and other immigrant children as "smelly lunchbox kids"- the ones who are ashamed of their ethnic food and want to eat pbj, and only appreciating their unique culinary heritage later in life
- Libia F.** Many students feel confused with what they really want to do and what others want them to do
- Janice W.** stories are powerful
- Helizhabeth C.** My district uses title 3 funds to provide food for our parent workshops. that usually gets people out
- Anita J.** Those bias are so true. Students feel as though this is just a one-time event and will not be addressed again.
- Clare Maxwell** Padlets will stay up, you can access them using the links provided.
- Antonia D.** action is the key
- Federico Salas-Isnardi** Good for you, Adam. These projects need to be part of the curriculum, not just a stand-alone.
- Osiris D.** We do that, however they need to feel comfortable in order for them to attend even with food.
- Natalie B.** Agree!
- Alexis D.** the "smelly lunchbox kids" story! the epitome of the experience.
- Antonia D.** I love the moving stories app
- Kiriaki M.** So it is not actually the different stories but elements of the stories that can make diverse people feel personally connected to these stories?
- Margy M.** A big question is getting buy-in from district - principal to even begin this

conversation within my school/faculty, as well as to reach out in new ways to families.

Kiriaki M. million people will soon become “climate migrants

Natalie B. Love this question for deeper thinking

Clare Maxwell What do you think about borders? Can they operate humanely? Do they work as they should? What are some of the unintended consequences of having borders in the modern sense?

Federico Salas-Isnardi Aviva Chomsky writes very clearly about this idea of borders and visas being a recent thing in her book *Undocumented: How Immigration Became Illegal*

Antonia D. how much cruelty to Trumps words...

Clare Maxwell Mary Jo says stories and power move a pendulum

Alane D. Minerva: my family lore includes a man who stowed away on a ship to New Orleans in order to avoid apprenticeship in France. Illegal!

Barbara H. LOVE IT!

Clare Maxwell Are you interested in learning more about Adam's work? You can find out more or get in contact at <https://reimaginingmigration.org/>

Antonia D. Thank you Clare

Barbara H. Thank you Adam!!

Raquel R. Thank you!

Mary S. Thank you Adam!! Some great information

Shorook A. thank you !

Federico Salas-Isnardi Excellent work, Adam!

Libia F. Great!! Thanks

Adam Strom Hi Kira and Jinnie!

Kira Simon Hi Adam! Tough act to follow, but I always appreciate hearing from you.

Adam Strom ☺

Clare Maxwell Any questions for Kira and Jinnie? Post them here now!

- Clare Maxwell** You can look at each other's book recommendations at <https://padlet.com/dmohammed/books>
- Clare Maxwell** Please share your thoughts, and add books to the list
- Clare Maxwell** Minerva says What a difference would it be if school literacy curricula were diverse and inclusive!!
- Kira Simon** @Minerva that's our goal! We're here to help make that happen.
- Antonia D.** Could you please suggest some material for kindergarten?
- Adam Strom** Just as a connector, many of the books that Kira and Jinnie will share are great compliments to the learning arc I just shared.
- Kira Simon** We'll be mentioning some specific picture books that work for Kinder! More ideas in the Padlet and at [ADL's Book Matters page](#).
- Alane D.** Based on yesterday's chat, I ran to the library and checked out *Outcasts United*. I've already finished it -- couldn't put it down! Thanks for the suggestion, you Upstanders.
- Clare Maxwell** What books had an impact on you?
- Clare Maxwell** Share a title and a comment
- Adam Strom** *Siddhartha by Herman Hesse*. It was a window into another world.
- Natalie B.** *Nancy Drew series*—I wanted to be Nancy. She was adventurous and smart
- Aakanksha G.** Seconded the Nancy Drew comment! As a teenager, *The Namesake by Jhumpa Lahiri*
- Carla C.-M.** *Chrysanthemum*, self-acceptance and being different
- Cindy C.** *The Outsiders* - showed the power of friendships and overcoming obstacles
- Morgan B.** As a child, books by *Patricia Polacco*
- Veronica G.-L.** *The Giving Tree*--It made me want to help and serve others--
- Raquel R.** *The House on Mango Street by Sandra Cisneros*. It was the first time I saw elements of my culture in literature.
- Emma W.** *Babar* series. *Nancy Drew* series.
- Diana B.** *The Call of the Wild*- Relationships/Connections

- Bradley H.** *A Wrinkle in Time*
- Leona C.** *Mr. Popper's Penguins*- sense of adventure and fun
- Bradley H.** *Lion, Witch and the Wardrobe*
- Angela L.** *The Year of the Boar* and *Jackie Robinson*
- Jacqueline P.-D.** Loved *The Chosen* because of my empathy for a Jewish boy's coming of age story and his observation of the outside world
- Alexis D.** *The Velveteen Rabbit* . . . I started to think of everything as having feelings
- Anita J.** *Diary of Anne Frank*
- Antonia D.** I haven't read any books about migration. in fact one of my relatives had a real immigration story about himself
- Kira Simon** I'm seeing a lot of books about journeys!
- Mary S.** *Diary of Anne Frank, Nancy Drew, and Pride and Prejudice* -. strong females - both real and fictional...women speaking up.
- Stacey J.** *Are You There God, It's Me Margaret?* by **Judy Blume** - It was about a young girl who was learning about herself and who was trying to develop self-confidence.
- Ariaaffe C.** *The Hate U Give* by **Angie Thomas**
- Hana P.** *All-of-a-kind Family series* - seeing my family for the first time in terms of a religious family
- Kira Simon** I'm also seeing a lot of books with protagonists that evolve over time!
- Barbara H.** I recently got *And That's Why She's My Mama* by **Tiarra Nazario** - soon as we got the book, my 3 year old said "it looks like us mama" - a great children's book for multi-cultural families....
- Natalie B.** *Hate U Give* is a favorite in my YA bookclubs!
- Adam Strom** Fabulous quotation from Charles Blow
- Alane D.** *Nancy Drew* made me believe girls could be independent, brave and smart! I loved her. Also *Charlotte's Web* -- developed my empathy across species.
- Jennifer R.** *Diary of Anne Frank, Anne of Green Gables*
- Kira Simon** I'm loving seeing all the characters (and real people) who showed us all of our

potential to make an impact on the world!

Minerva I have struggled finding books for Hispanics that do not only picture these culture from a rural perspective.

Natalie B. Try *Harbor Me*

Kira Simon Minerva—I recommend *Julia Alvarez!*

Alicia G. Helen Keller biography

Kira Simon Also *Gary Soto*.

Minerva P. thank you Kira

Angela L. In HS, *Amy Tan's Joy Luck Club* made a HUGE difference for me - finding ones voice and strength through their journeys

Leona C. agreed-the *Joy Luck Club* is a great book

Natalie B. If you valued *Hate U Give* try *Piecing Me Together, Watson*

Kira Simon Feel free to ask any questions here that Jinnie & I can address at the end with any remaining time we have.

Clare Maxwell Denise suggests *Duncan Tonatiuh*

Anita J. *To Kill a Mockingbird*

Anne *We All Eat Rice*- beautiful picture book about similarities, differences across cultures.

Kira Simon @Natalie - *Piecing Me Together* is a great (non-migration-based) story! Good recommendation.

Clare Maxwell Absolutely Anita, although I think its a very sobering experience to read the followup to TKAM, *Go Set a Watchman*.

Adam Strom I LOVE *The Front Desk*. Beautifully written. Outstanding characters

Natalie B. Yes, great for Identity themes

Kira Simon We love *The Front Desk* too! ADL has discussion guides for educators & parents on our website for that novel. Great for upper el and middle school independent or shared reading.

Anita J. *I Know Why the Caged Bird Sings*

- Kristen** *Home of the Brave*
- Angela L.** oh, *Why the Caged Bird Sings* is so powerful!
- Kathy G.** We've recently used *I Know Why the Caged Bird Sings* and *The Book of Unknown Americans* in our Adult Ed/Continuing Ed ESL book club, and both generated some fantastic in-depth conversations.
- Kiriaki M.** *Migrant by Maxine Trottier* and *Four Feet, Two Sandals by Karen Lynn Williams* for young students
- Anita J.** *Tangerine*
- Natalie B.** *Alexandra Diaz's The Only Road!* Inspired by true incidents.
- Sarah** with little kids *All are welcome*
- Federico Salas-Isnardi** It would be nice if ILC puts together this list of books we have read and are recommending so we can all have access to the same list.
- Antonia D.** Thanks Sarah I'm looking forward to books for 4 to 6 years old
- Kira Simon** The Padlet is a great place to put all these recommendations and see others!
- Natalie B.** *Blended, Sharon Draper*—multi-racial and identity
- Adam Strom** One of my favorite picture books on immigration and culture is *Drawn Together*
- Kiriaki M.** It's also great using stories of famous migrants/role models like *Malala Yousafzai*
- Natalie B.** I'm going to order *Undocumented!* Can't wait to read. Ordering now 😊 Thank you
- Adam Strom** Nice connections. Across time
- Adam Strom** Re: undocumented and a brave girl
- Alane D.** If any attendees know more easy-to-read books for adult low-intermediate ESOL students, esp sophisticated students who are NOT struggling financially but do want to fit in socially, please post them in the Adult column here
- Angela L.** We are integrating *Refugee into our Modern World* Curriculum next year
- Kira Simon** Angela, that's awesome!
- Kira Simon** What grade?

- Angela L.** 10th grade
- Kira Simon** Very cool. I'm sure that will be a great learning experience.
- Kira Simon** Alane - How about graphic novels?
- Alexis D.** the poem "**Sonrisas**" is perfect for group identity discussion
- Natalie B.** I've used **Refugee** for 12+ year kids in our literary circles. A favorite for all.
- Janice W.** Sunrise - thats a good one
- Clare Maxwell** Raquel says It would be great to post the books you are speaking about in terms of pairing or comparison. Is there a recommended list or graphic you could share for various levels? Thank you.
- Libia F.** any Spanish book recommendations
- Tina K.** Though I teach high school, many of my students are SLIFE, and read at an elementary level.
- Kira Simon** A couple shorter novels on that page too for 2nd & 3rd graders.
- Antonia D.** I put all of these books into my "to buy" list! thank you so much
- Kira Simon** Hi Sarah! Good to "see" you again.
- Helizhabeth C.** Same here. We have many middle and high schoolers that do not know their alphabet and/or basic reading principles
- Kira Simon** Picture books are great for older grades too!
- Kira Simon** Not just lower el.
- Barbara H.** Beautiful book!
- Antonia D.** Very vivid illustration!!
- Kira Simon** It gives you the opportunity to also speak in depth about the illustrations and how they communicate the book's themes.
- Denzil Mohammed** Here's the teacher guide for **Dreamers**: <https://www.adl.org/education-and-resources/resources-for-educators-parent>
- Adam Strom** I agree with Kira's point about picture books with older readers
- Adam Strom** Love **Inside Out and Back Again!**

- Clare Maxwell** You can access the **ADL database on children's literature** at <https://www.adl.org/education-and-resources/resources-for-educators-parent>
- Shorook A.** I would love to integrate these books
- Angela L.** My 6th grade daughter just chimed in that she read *Esperanza Rising*!
- Cindy C.** *Funny in Farsi* is a comical look at a young immigrant's experiences
- Libia F.** I'd like to use these books with my Spanish native speakers students
- Adam Strom** and the stories of Chinese immigrants who have been in the US since the gold rush
- Clare Maxwell** Kristen says Great books! I wonder about the reading levels or lexile levels?
- Tina K.** Incredible information shared - My mind is already creating lessons!
- Federico Salas-Isnardi** Very good point Kira (and Adam) because many people tell me they don't have an immigration story when I do workshops on the immigration narrative. I wonder if changing it to 'migration' will make a difference.
- Angela L.** Reminds me! Lisa See's non-fiction/autobiographical book *_On Gold Mountain_* WE usually only think of her beautiful novels
- Natalie B.** Social Justice upper elem: *Amal Unbound, Aisha Saeed* —Pakistan setting and characters' resilience, economic class/labor, education values
- Adam Strom** My hope is that is can be a connector, especially if we are explicitly in the definitions - to migrate is to move.
- Kiriaki M.** Although over 7% of the Greek population are immigrants there are only few books about migration.
- Clare Maxwell** Absolutely Federico, I loved seeing a few books on padlet that spoke to Chicana history, especially since their "immigration" story involved borders changing around communities that were fixed in place, rather than people crossing borders
- Adam Strom** Moreover, we should encourage people to think across generations as a way of connecting past and present
- Tina K.** On Scholastic's site, there is a tool to find lexiles for many books
- Carla C.-M.** I remember in college reading *Lakota Woman* about a Native American

woman.

- Minerva P.** I will share this list with my school district's librarians
- Anita J.** These are some great books!
- Adam Strom** Great collection. Thumbs up for so many of them. Love *The Best We Could Do*, *The Namesake*, and *Americanah* but really all of them
- Angela L.** It was a huge difference for me in HS, when my English teacher, for a course on Western Traditions, made space for an Eastern traditions unit, and took my title recs...
- Janice W.** love these
- Denzil Mohammed** Have you all seen this Pulitzer-Prize-winning strip about a Syrian refugee family in the US? <https://www.nytimes.com/series/s>
- Clare Maxwell** For others looking to find translations, goodreads.com will list all editions of any given book, including all translations
- Janice W.** Thanks, Clare
- Denise** This book won the 2018 Americas Award.
<https://claspprograms.org/americasaward>
- Natalie B.** *Girl in Translation, Jean Kwok* Hong Kong to America. Learning English language and questions around What is American Dream and is it attainable? Nice alternative/addition to Joy Luck Club
- Janice W.** Does anyone have a suggestion for lower level ESL books?
- Janice W.** ...adults
- Denise W.** Check out the author **Ibi Zoboi** speaking about her experience writing the book at 35:48 <https://www.youtube.com/watch?v=efQpwe6>
- Anne S.** Yes. Same q as Janet
- Clare Maxwell** All the presentations will be uploaded here after the webinar
- Janice W.** Thanks
- Adam Strom** Kira's point here about the way that knowledge connects is dead on. The goal of the framework I shared is to help pull out those key ideas/themes to compare and contrast

- Clare Maxwell** Yes, Rebecca, we will upload all the resources, and presentations, as well as a chat log to the Immigrant Learning Center website, and videos of the workshop will be available on youtube
- Philip A.** + A publishing company owned by Haitians is "**Educa Vision**", <http://educavision.com/>. Maude Hertelou, one of the co-owners of Educa Vision, wrote a book about a Haitian family in New York, called "La Fanmi Bon Plezi."
- Jatinder K.** My students created their own books with pictures about their stories of migration. They really enjoyed this project. Some students created posters about their home countries and shared with their class mates. - Upper Elementary and up
- Natalie B.** For lower level ESL adult questions— Have you tried *House on Mango Street*. Book is made up of separate short stories.
- Jinnie Spiegler** That's wonderful. Older students can make books and read them to younger children.
- Sarah** and I'm a fan of the **I survived series**, not migration stories but still good, and **The Who is series** for adults too
- Natalie B.** Great idea!
- Anne S.** *Mango* - way too hard.
- Adam Strom** Hi Anne, what age or level have you used it with? Love to know more.
- Alane D.** Jinnie and Kira: if you could recommend 1 graphic/picture book for sophisticated low-intermediate ESOL adults from Asia, what would it be?
- Charles B.** *The House on Mango Street* is free to read and listen to on esl-bit.org
- Kathy G.** ***The Book of Unknown Americans*** might work for adults - here's a link to the lexile level <https://fab.lexile.com/book/details/9780345806>
- Natalie B.** I use *Mango* with audio and visuals
- Clare Maxwell** **Lesson Plans from the ADL:** www.adl.org/lesson-plans
- Patricia B.** the images are sharp and enticing for the students
- Philip A.** An activist Haitian Author is **Edwidge Danticat**, who writes very moving novels about the culture of Haitians in the US as well as in Haiti, especially one of a young Haitian immigrant in the US who discovered her father was involved in

a paramilitary that abused the populace in Haiti.

Adam Strom @Sarah, I like *Enrique's Journey* as well

Federico Salas-Isnardi I mentioned it yesterday, but if you haven't read *Vargas' Dear America*, it is ideal for high school and adults because it recounts his experience as a student in the USA after coming from the Philippines. Talks about school, learning the language, the culture. Later talks of life as an adult. It's not a novel but an excellent first person account of life as an undocumented immigrant.

Clare Maxwell **Family Conversations about Current Events:** www.adl.org/table-talk

Clare Maxwell **Literature for Children:** www.adl.org/books-matter

Clare Maxwell ADL materials are free, although you will have to purchase the books

Anne S. or students from non - Roman alphabets or characters.

Clare Maxwell Are there any questions for Kira and Jinnie?

Clare Maxwell <https://www.adl.org/who-we-are/our-organization/regional-offices>

Alane D. Thank you!!!

Anne S. thanks. That was great!

Anita J. Thanks for all of the resources

Clare Maxwell Are you interested in learning more about Kira and Jinnie's work? You can find out more or get in contact at <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/childrens-literature>

Adam Strom Nice job Jinnie and Kira

Tina K. Excellent

Stacey J. Thank you both so much and God bless!

Alane D. *I'm Not Your Perfect Mexican Daughter* -- excellent in English and Spanish

Shorook A. Thank you for all the information

Jinnie Spiegler Great one, Alane

Antonia D. Thank you for sharing all these titles of books. Really helpful

Carla C.-M. Do you know any book that are of Uzbekistan culture?

- Adam Strom** Just a note that many of the selections they mentioned include words, phrases across different languages
- Clare Maxwell** Welcome Liz, Welcome back Adam and Kira
- Clare Maxwell** Any questions for our panel? Post them here now!
- Minerva P.** Would you do any work prior to using one of your lesson plans?
- Clare Maxwell** **Out of Eden Learn:** <https://www.pz.harvard.edu/projects/out-of-eden-learn>
- Margy M.** **Radio Man, El Cucuy** are 2 bilingual books at lower English level but are high interest. *Radio Man* about a young boy in a migrant family in California, *El Cucuy* is a legend - used to scare young kids to be good, like a Mexican boogeyman so all the Mexican-origin kids that I've used this with know of this legend. Good for genre as well a behavior discussions.
- Angela L.** Hi Liz!
- Antonia D.** So happy to see you Liz!!
- Federico Salas-Isnardi** Thanks Kira. Setting rules for conversation is important but it is also part of setting rules about respect and inclusion in the classroom.
- Clare Maxwell** <https://www.justiceinschools.org/>
- Anita J.** As teachers there are already a set of classroom rules that can be used at anytime and for anything!
- Clare Maxwell** Anita, what rules do you have in your classroom to address potentially hurtful situations?
- Clare Maxwell** Sarah says you need to have discussion norms and sentence starters for disagreement
- Adam Strom** Long discussion, but using films, short stories etc. whole school reads.
- Sarah S.** use it as a teachable moment
- Federico Salas-Isnardi** True, Anita, but often the rules of the classroom do not belong to the students. I propose that the students come up with their own rules about respect that can be extended to the conversation.
- Adam Strom** I was suggesting to start with faculty
- Minerva P.** I agree about rules to avoid bullying incidents

- Jatinder K.** One of American students at an elementary school said my ESL student, 'Go Back to your country.' I told my student to ask him to check with his parents from where and when his ancestors came from? I asked his teacher to work on family tree project. It made a difference.
- Casia H.** Re Bullying -- nip it in the bud.
- Minerva P.** Jatinder, that was a good approach. Did you get any push back from parents?
- Leona C.** I had never thought about centering the argument to the teacher. I really like that advice, thank you for sharing
- Federico Salas-Isnardi** Excellent point, Kira. Let's center the teacher which also requires the teacher to be willing to be a bit open and vulnerable (personal disclosure) as I was talking about yesterday.
- Adam Strom** Well said - balance between empathy and pity
- Antonia D.** So true Liz
- Lidia S.** Unfortunately, this attitude of "Go back to your country" is also happening in College. My niece was in her dorm and students were banging on the doors screaming "Go back to your country". Very inappropriate
- Clare Maxwell** A wonderful point from Liz, it takes courage to be curious!
- Minerva P.** Important to have students feel difference between empathy and pity
- Angela L.** Thanks for articulating that - I found so much of what you said to be true when my students went through OOEL this year.
- Kiriaki M.** The PZ "Out of Eden Learn" project is especially powerful in Greek schools were immigrant and refugee students are being integrated. We have seen students feeling "comfortable" to share even "painful" experiences because others understand their perspectives and don't feel pity
- Federico Salas-Isnardi** I have been told to go back to my country more often in the last 2 years than in the first 33 in this country. It is the current climate.
- Antonia D.** I've seen how Out of Eden Learn helped my kindergarteners open up see things with fresh eyes and respect different perspectives
- Patricia B.** I agree, we have to take ideas from others. We teachers also need to be exposed and research - it is not easy to model what we do not know-
- Clare Maxwell** Any questions for our panel? Post them here now!

- Alicia G.** Adam, can you elaborate on the difference between assimilation and integration?
- Adam Strom** Contact_hypothesis https://en.wikipedia.org/wiki/Contact_hypothesis
- Antonia D.** The connection between students in Out of Eden Learn is amazing! I've experiencing this for the last 4 years I participate with my classroom in the program
- Alexis D.** extremely intriguing to me that the pseudonyms bolster deeper conversations- I would initially think the mask of anonymity could lead to hurtful things. . . but I'm thrilled that is not the case
- Minerva P.** great point Kira!!!!
- Kathy G.** In my experience, pseudonyms can go either way. It can embolden students to take risks that they might not otherwise, whether in a courageous or discriminatory direction.
- Aakanksha G.** Here's the checklist Adam mentioned:
<https://reimaginingmigration.org/cultural-responsive-teaching-checklist/>
- Clare Maxwell** adam@reimaginingmigration.org
- Clare Maxwell** Kira is bringing up a great point - do you spend time in your school or organization talking about word choice and what language you use on a daily basis?
- Natalie B.** Great point, Kira! Understanding and awareness of your audience. Developing relationships.
- Sarah S.** I'm creating a learning walk tool for cultural responsiveness based on our building demographic and needs
- Clare Maxwell** I noticed that teachers I work with or know avoid wearing any symbols on their clothing. For example one friend has a shirt with an elephant print pattern, but she does not wear it to work, just in case it would be interpreted as a party symbol.
- Antonia D.** Kids want to get involved in the real world and we as teachers have to make them care
- Clare Maxwell** Jennifer says I will forward the culturally responsive teaching checklist to the committee that I was on last year for this at our school. Thank you
- Sarah S.** it's based on the ideas from the reimagining migration checklist

- Clare Maxwell** What suggestions do you all have for addressing your own implicit bias?
- Clare Maxwell** **Welcoming Standard:**
<https://www.welcomingamerica.org/programs/certification>
- Minerva P.** Bicultural Responsive List for the library. Love that!
- Clare Maxwell** Kira: look for the hope in your students!
- Natalie B.** My quote of the day from panel: "It takes courage to be curious"
- Clare Maxwell** Adam: Look at how this kids, who are taking their own identity, the identity of this country, and creating magic!
- Janice W.** Yes, Kira, the rays of hope keep us improving
- Clare Maxwell** Liz: The more time spent with children, and trying to learn from children, the more hope you feel
- Alane D.** A friend at CDC told me to read *The Culture Map* --a fascinating read, has really helped me in working with folks from other countries https
- Federico Salas-Isnardi** Great points, Kira and Adam. The hope is the kids and young adults today. And Liz, active listening is so important... and so rare!
- Kiriaki M.** Thank you ALL
- Anindita D.** Thank you so much
- Courtney S.** Thank you!
- Adriana C.** Thank you very much
- Antonia D.** active listening!!! What a treasure: listen to the kids they know better they can be greater teachers than us
- Raquel R.** Thank you so much!
- Ilse** Thanks!
- Anita J.** Thank you!
- Anindita D.** it was so much wonderful discussion
- Leona C.** Thank so much!
- Alexis D.** Thank you for your passion and kindness 😊

- Antonia D.** thank you!!!
- Tina K.** Thank you! So much to think about and do!
- Mary S.** Thank you Kira, Adam and Liz!
- Cindy C.** Thanks!!
- Widad M.** Thank You!
- Casia H.** Thank you for such an interesting discussion.
- Wendy** thanks, positive
- Casia H.** I use different materials depending on the class level.
- Libia F.** Thankss
- Clare Maxwell** Welcome Sheya, welcome back Liz
- Clare Maxwell** It seems like everyone is very excited about **Out of Eden Learn** available at <http://www.pz.harvard.edu/projects/out-of-eden-learn>
- Leona C.** Yep! We can see it!
- Janice W.** awesome idea to have young people "slow down" so will hopefully carry into adulthood!
- Kiriaki M.** Migration is a "shared story" in the case of Out of Eden Learn
- Antonia D.** Janice this is a great program sign in
- Clare Maxwell** An information packet on the **Out of Eden Learn curriculum** is available at <http://www.pz.harvard.edu/resources/out-of-eden-learn-inform>
- Clare Maxwell** Have any of you used the Out of Eden Learn curriculum in your classroom?
What was your experience?
- Natalie B.** OoEL and Project Zero have been essential to our classroom learning journey
- Kiriaki M.** A unique experience for young students even with not-speaking English Ss
- Antonia D.** Yes I'm in the program for 4 years now, it is so powerful to young children they really can connect with the real world and learn from each other
- Antonia D.** for me the most important is that kids learn to focus on similarities between people and not the differences

Clare Maxwell https://padlet.com/public_education/Everyday_Borders

Minerva P. I apologize if my comment could be out of place, but I'd believe pictures of immigrants cannot be displayed around those experiencing hardship or poverty standards

Jennifer R. This could definitely be applied in a Science class. I can see it used in the new NGSS standards, looking at human impact and also using scientific practices, such as making observations and collecting data.

Clare Maxwell Can you say more about that Minerva?

Kiriaki M. The Out of Eden Learn Dialogue Toolkit makes a big difference in crosscultural dialogue among diverse Ss. It's what makes Ss get deeply engaged with other Ss stories/experiences

Clare Maxwell The dialogue toolkit can be seen at <https://learn.outofedenwalk.com/dialogue-toolkit/>

Minerva P. It is more commonly used the pictures and images of immigrants in struggle. To change the lens, pictures of thriving immigrants could be added to our lessons

Casia H. Enlightening...

Anindita D. People mostly are talking about structural borders.... Not the invisible borders

Kiriaki M. I "Notice" that posts are not only about structural but natural boarders as well.

Shorook A. Looking at other peoples photos made me really think about borders that I may have not considered before

Alexis D. agree— so many different types of boundaries. Reading others' posts— I had not thought about the boundaries that are erected by a "vibe" or a snarky comment. so much worse.

Tina K. Life is so fast and there's so much to do as a teacher and mother that it is important to look at these concrete and invisible borders in life that affect all of us.

Janice W. This activity prompted me to slow down and observe...something I do not do! I couldn't get my pics to upload, but enjoyed looking at all the others! My pics were of hallway in school (I taught last night)...amazing there were 4 "border" photos in one hallway!

Clare Maxwell I noticed we pointed out border that are very natural to adults, or people from a certain culture, but don't make sense to children, to people who come from different countries, or language backgrounds

Leona C. But also borders within a building. Someone posted a stairwell and how the ceiling limits us from seeing upstairs

Janice W. Yes, Tina K!

Federico Salas-Isnardi Well, a very cultural invisible border is our use of space in culture (Proxemics) That is, what is the appropriate physical distance in conversation and social interaction.

Carla C.-M. This activity lets you know where you can and cannot and what you can and cannot do. I cannot use a private condo yard if I am not a resident and do not have a key.

Hana P. Borders seem to be about keeping people out.

Kathy G. I appreciated the comment about borders created by implicit and explicit communications in the workplace. It made me consider how I might contribute to maintaining them and what actions I can take to break them down.

Antonia D. Slow looking is such a strong tool to see what's in front of you, things that you haven't seen before or thought about. We have borders everywhere around us. like prisoners. are we really free?

Sarah S. when I changed my appearance by putting on hijab I created an invisible border socially and some of my acquaintances changed

Kiriaki M. Great point Antonia. But then again is it our implicit bias/views that make us feel restricted??

Sarah S. I think all students can relate to this work. I just did.

Anindita D. Thanks Kathy for your appreciation!! It is not just me... I always imagine what the feeling must be for this that do not understand English and have newly come to this country

Sarah S. because of the "borders" that people think they see perceptions of people change

Alexis D. These are outstanding. the students will love to do this too

Anindita D. As educators we often complain that refugee an immigrant parents do not

come to the parent-teacher meeting... but a Burmese or Congolese mother who has never been to a school environment... may not be comfortable to come to parent-teacher conferences

Clare Maxwell I think Sarah Said brought up this same point about the Hijab - our clothes and physical appearance are another type of boundary whether we intend it or not!

Sarah S. thank your work! I love this!

Carla C.-M. This work shows how everyone views orders differently.

Clare Maxwell **Out of Eden Learn: An Innovative Model for Promoting Cross-Cultural Inquiry and Exchange:** <http://pz.harvard.edu/sites/default/files/Out%20of%20Eden%20Learn%20with%20paper%20May%202016%20%28with%20links%29%281%29.pdf>

Clare Maxwell **Changing the Conversation About Migration: A Provisional Pedagogic Framework:** <https://walktolearn.outofedenwalk.com/2017/09/12/changing-the-conversation-about-migration-a-provisional-pedagogic-framework/>

Clare Maxwell Do you have any questions for Liz and Sheya? Please post them here

Minerva P. This has been a great way to start my day! Thank you for putting this conference together. (Start my day because I am PT 😊)

Clare Maxwell Do any of you have experience using current events stories and news articles in your classroom? How do you make sure students are bringing accurate and appropriate material into the classroom?

Kathy G. It can be helpful to give students guidance as to which sources are acceptable - for example, setting guidelines for which websites they can use, or pointing them toward a library database

Natalie B. Our class uses [News.ELA](#) and [commonlit.org](#)

Janice W. I use newspapers with my adult ed learners so they are always appropriate material

Sarah S. newsela is amazing and articles come in Spanish

Sarah S. you can change the lexile levels

Clare Maxwell What are you going to take away from this session?

Leona C. Love the discussions about borders

- Kathy G.** I love the "naming" tool in the dialogue toolkit
- Cindy C.** I'd like to have students interview elderly community members.
- Widad M.** I use Newsela as well as **Easy English News**.
- Janice W.** I need to be cognizant of sharing my opinions
- Leona C.** I think this can be valuable even in an adult context. And I look forward to talking about it in my ESL class
- Sarah S.** I really like some of the pictures and concepts I think I can adapt in some of our equity work with third and fourth graders
- Patricia B.** Newsela is a great resource!
- Hana P.** Being an ELL teacher, making sure I take the time for students talk to each other and students from native English speakers
- Alicia G.** We do storytelling in our adult ESL group, but I'm usually the one asking Probing questions. I want to teach/encourage students to do that more.
- Tina K.** This is a great perspective for ESL classes that can add a layer to the academic.
- Kiriaki M.** Different people can look at the same things and see something different. It is so acceptable!!
- Clare Maxwell** Megan says the walking trips as a way of comparing/thinking about living spaces and borders
- Alexis D.** At the beginning of every year, I have students write me a letter about themselves and things I would not necessarily know by looking at them. I am absolutely going to incorporate "their story" and images of borders in their own lives. I absolutely love this idea. The image of the backpack alone at the end of the bench will haunt me . . . and remind me to make sure all kids' backpacks are only alone if they wish to be alone!
- Carla C.-M.** Recognize how we as teachers and students see physical and social borders.
- Casia H.** I like the three O's as well.
- Antonia D.** I think actively listening to others connects to your own story
- Natalie B.** Thanks, Sheya
- Tshering W.** thank you!

- Antonia D.** Hi Sheya so nice to see you again!!!
- Philip A.** Adam Strom, mentioned that if 26% of our kids are immigrants, the amount and type of PD that is provided to teachers needs to match that. In adult ESL, 100% of our students are immigrants....
- Casia H.** Thank you...
- Raquel R.** Thank you!
- Lidia S.** How do you use Out of Eden into the classroom?
- Clare Maxwell** Are you interested in learning more about Liz and Sheya's work? You can find out more or get in contact at <https://www.pz.harvard.edu/>
- Jennifer R.** Thank you for all your help and insight! I will try to see how I can incorporate it in my middle school science class.
- Alexis D.** thank you so much!
- Tshering W.** thank you again!
- Clare Maxwell** Visit us at www.ilctr.org
- Clare Maxwell** Follow us on Twitter @ilctr!
- Anne S.** That was wonderful. Thank you.
- Clare Maxwell** After the webinar be sure to share your feedback in this short survey
- Anindita D.** thank you Denzil for putting together this workshop...
- Minerva P.** thank you Danzil. I have seen other webinars and today's was great!
- Clare Maxwell** Resources will be uploaded here after the webinar
- Minerva P.** I suggest addressing Family Engagement for immigrant families
- Shorook A.** Thank you for all the information!
- Clare Maxwell** You can find out about other webinars that The Immigrant Learning Center has hosted at [https](https://www.ilctr.org)
- Meghan Rosenberg** Minerva, that's a great suggestion and we actually focused quite a bit on that last year! Check out the recordings and resources
- Clare Maxwell** Follow us on Twitter @ilctr for announcements about future Workshops, fact sheets, and professional development opportunities

Clare Maxwell After the webinar be sure to share your feedback in this short survey

Federico Salas-Isnardi This has been wonderful. I am glad to have been part of it. Thanks for inviting me. I have learned so much from the other panelists. Kudos, Denzil and the ILC team for putting this together.

Clare Maxwell Thank you Federico!

Clare Maxwell We are so happy to see that so many of our panelists were able to be a part of this webinar in multiple ways by being part of our chat conversation, and sharing resources and links

Clare Maxwell All the presentations will be uploaded here after the webinar

Natalie B. Great point. It's important to differentiate Refugee and Immigrant. Students and adults often need clarifying

Meghan Rosenberg **The Hidden Tribes of America:** <https://hiddentribes.us/>

Carla C.-M. Thanks. I really enjoyed this and will share this information with my colleagues.

Clare Maxwell After the webinar be sure to share your feedback in this short survey

Raiah B. R. thank you so much very interesting panel

Kiriaki M. Thank you!!

Clare Maxwell www.ilctr.org

Cindy C. Thanks! Many good ideas!

Graci Z. Huge thanks this was great!

Janice W. Thank all panelists and the ILC for this wonderful webinar (both parts)!!

Federico Salas-Isnardi THANK YOU VERY MUCH EVERYONE!

Clare Maxwell Access our comprehensive library of immigration research at www.immigrationresearch.org

Natalie B. WoW! Great webinar

Clare Maxwell Follow us on Twitter @ilctr!

Raquel R. This was great! Thank you so much!

Hana P. Thank you to all the organizers and presenters!

Alexis D. thank you, truly

Tina K. Well done, interesting, will use the material -

Clare Maxwell After the webinar be sure to share your feedback in this short survey

Leona C. Thank you!

Mirela J. Thank you All!!

Shorook A. thank you all

Jacqueline P.-D. Once again, I appreciate all you do and the information you provide us with!

Lidia S. Thank you, I appreciate all your up to date information and great resources.

Wendy terrific, thank you