

Expert Pack: Immigration and Citizenship

Submitted by: Clark County School District
Grade: 7 Date: March 2015

<p style="text-align: center;">Topic/Subject Immigration and Citizenship EQ: How do we define citizenship for immigrants coming into America today?</p>
<p style="text-align: center;">Texts/Resources</p> <p>Article(s)</p> <ol style="list-style-type: none">1. "The Witch's Brew: Desperation, Hope and Children on the Border"2. "A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life"3. "Riding 'The Beast' Across Mexico to the U.S. Border"4. "No Country for Lost Kids"5. "Obama Approves Plan to Let Children in Central America Apply for Refugee Status" <p>Infographic(s)</p> <ol style="list-style-type: none">6. Immigration Explorer (Interactive Map)7. America's Immigrants (Interactive Map)8. Do you know what it takes to be an American citizen? (Interactive Quiz) <p>Other Media</p> <ol style="list-style-type: none">9. "Citizen Actions for Middle School" from Good Citizen10. "Riding 'The Beast' Across Mexico to the U.S. Border" (audio version available)11. "A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life" (audio version available) <p>Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about. <i>Refer to annotated bibliography on the following pages for the suggested sequence of readings.</i></p>
<p style="text-align: center;">Rationale and suggested sequence for reading:</p> <p>The essential question "How do we define citizenship for immigrants coming into America today?" serves to guide the development of this expert pack. Students will define an initial understanding of citizenship, explore the scope of immigration in the United States, examine current immigration through the eyes of children who are immigrating to the United States, and participate in a Socratic Seminar to discuss defining citizenship for immigrants in America today.</p> <p>In "Citizen Actions for Middle School" from goodcitizens.org, students first explore and define characteristics of good citizens. This helps build some background knowledge for students as they move through the expert pack. With the first two interactive map exploration activities ("Immigration Explorer" and "America's Immigrants"), students are introduced to immigration and the large impact it has on the population of the United States. Students are able to explore immigration demographics for a region, state, and even county, allowing students to personalize the immigration impact. In the first overview article of a series that focuses on children fleeing Central America, "Witch's Brew: Desperation, Hope and Children on the Border," students begin reading background information about children and their experiences emigrating to the United States. The next two</p>

articles, “A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life” and “Riding ‘The Beast’ Across Mexico to the U.S. Border,” allow students to explore personal accounts of immigration from other children their age. It shows students how and why immigrants travel to the U.S. “No Country for Lost Kids” provides a realistic depiction of the struggle young people their age face when they seek to cross the border illegally. This article also begins to explore the political issues surrounding immigration. Students then read President Obama’s response to this heated immigration issue in “Obama Approves Plan to Let Children in Central America Apply for Refugee Status” and begin to understand a proposed action to help solve the problem. Finally, students begin to personally define an “immigrant” and an “American citizen” by participating in an interactive citizenship test (“Do you know what it takes to be an American citizen?”). Students share their thoughts during a culminating Socratic Seminar in which students respond to “How do we define citizenship for immigrants coming into America today?”

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

1. ***Read closely to determine what the text says explicitly and to make logical inferences from it;*** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. ***Determine central ideas or themes of a text and analyze their development;*** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently.**

Annotated Bibliography **and suggested sequence for reading**

N/A Citizen Actions for Middle School

Author: Unknown

Genre: Informational website

Length: 230 words

Synopsis: A list of interactive questions and suggested experiences about citizenship which requires students to think about and define characteristics and actions of a good citizen.

Citation: *Citizen Actions for Middle School* (2014). Retrieved February 4, 2015, from <http://www.goodcitizen.org/100%20Citizen%20Actions/K-12%20Actions%20List/Middle%20School%20Actions.htm>

Cost/Access: \$0.00 Good Citizens

<http://www.goodcitizen.org/100%20Citizen%20Actions/K-12%20Actions%20List/Middle%20School%20Actions.htm>

Recommended Student Activities: Self-directed interactive activity, Wonderings

N/A Immigration Explorer

Author: Unknown

Genre: Informational website

Length: Interactive map

Synopsis: Interactive map that tracks immigrants and how they settled in the States.

Citation: Immigration Explorer. (2009, March 10). Retrieved January 1, 2015, from http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?_r=0

Cost/Access: \$0.00 *New York Times*
http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?_r=0

Recommended Student Activities: Quiz Maker

N/A America's Immigrants

Author: Unknown

Genre: Informational website

Length: Interactive Map

Synopsis: Interactive map showing county-level data on foreign-born American Immigrants.

Citation: America's Immigrants. (2014, December 30). Retrieved January 1, 2015, from <http://maps.gcir.org/>

Cost/Access: \$0.00 Grant Makers Concerned with Immigrants and Refugees
<http://maps.gcir.org/>

Recommended Student Activities: Quiz Maker

1050 The Witch's Brew: Desperation, Hope, and Children on the Border

Author: Foreman, Tom

Genre: Informational Text

Length: 3 pages

Synopsis: CNN article about the desperation and hope for border children.

Citation: Foreman, T. (2014, July 18). The witch's brew: desperation, hope and children of the border. *CNN.com*. Retrieved January 1, 2015, from <http://www.cnn.com/2014/07/17/us/immigration-overview/>

Cost/Access: \$0.00 CNN

<http://www.cnn.com/2014/07/17/us/immigration-overview/>

Recommended Student Activities: Wonderings

1090 A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life

Author: Kahn, Carrie

Genre: Informational Text

Length: 2 pages

Synopsis: NPR story about kids hopping the train from Central America to North America as illegal immigrants. Article includes audio version.

Citation: Kahn, C. (2014, June 10). A flood of kids, on their own, hope to hop a train to a new life. *NPR.org*. Retrieved January 1, 2015, from <http://www.npr.org/blogs/parallels/2014/06/10/320645461/a-flood-of-kids-on-their-own-hope-to-hop-a-train-to-a-new-life>

Cost/Access: \$0.00 NPR

<http://www.npr.org/blogs/parallels/2014/06/10/320645461/a-flood-of-kids-on-their-own-hope-to-hop-a-train-to-a-new-life>

Recommended Student Activities: Wonderings

N/A Riding "The Beast" Across Mexico to the U.S. Border

Author: Sayre, Wilson

Genre: Informational text

Length: 8 pages

Synopsis: NPR story about immigration. Article provides a picture of the experience of traveling on top of trains from Mexico to the U.S. as an illegal immigrant. Article includes audio version and videos.

Citation: Sayre, W. (2014, June 5). Riding 'the beast' across Mexico to the U.S. border. *NPR.org*. Retrieved January 1, 2015, from <http://www.npr.org/blogs/parallels/2014/06/05/318905712/riding-the-beast-across-mexico-to-the-u-s-border>

Cost/Access: \$0.00 NPR

<http://www.npr.org/blogs/parallels/2014/06/05/318905712/riding-the-beast-across-mexico-to-the-u-s-border>

Recommended Student Activities: A Picture of Knowledge

1330 No Country for Lost Kids

Author: Tobia, P.J.

Genre: Informational Text

Length: 17 pages

Synopsis: PBS news story about unaccompanied children from Central America crossing the Mexico-U.S. Border. Article includes videos.

Citation: Tobia, P. (2014, June 20). No country for lost kids. Retrieved January 1, 2015, from <http://www.pbs.org/newshour/updates/country-lost-kids/>

Cost/Access: \$0.00 PBS NEWSHOUR
<http://www.pbs.org/newshour/updates/country-lost-kids/>

Recommended Student Activities: A Picture of Knowledge

1750 Obama Approves Plan to Let Children in Central American Apply for Refugee Status

Author: Shear, Michael D.

Genre: Informational Text

Length: 4 pages

Synopsis: Approval for refugee status of Central American children granted by President Obama is discussed and explained.

Citation: Shear, M. (2014, September 30). Obama approves plan to let children in Central America apply for refugee status. *NYTimes.com*. Retrieved January 1, 2015, from http://mobile.nytimes.com/2014/10/01/us/obama-approves-plan-to-let-children-apply-for-refugee-status-in-central-america.html?referrer=&_r=1

Cost/Access: \$0.00 New York Times
http://mobile.nytimes.com/2014/10/01/us/obama-approves-plan-to-let-children-apply-for-refugee-status-in-central-america.html?referrer=&_r=1

Recommended Student Activities: Pop Quiz

470 Do you know what it takes to be an American citizen?

Author: Unknown

Genre: Informational

Length: 274 words

Synopsis: An interactive citizenship test from the Associated Press. Test challenges takers to discover if they have the knowledge to pass the citizenship test to be an American.

Citation: Associated Press. (2014, September 22). Do you know what it takes to be an American Citizen? Retrieved January 1, 2015, from <http://tweentribune.com/tween56/do-you-know-what-it-takes-be-american-citizen>

Cost/Access: \$0.00 Tween Tribune

<http://tweentribune.com/tween56/do-you-know-what-it-takes-be-american-citizen>

Recommended Student Activities: Self-directed interactive activity, Wonderings

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

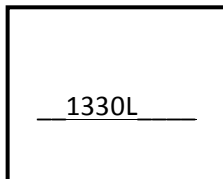
- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge.
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack.
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge.
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.).
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text.
- Choose pre-reading activities that focus on the **structure and graphic elements** of the text.
- Provide **volunteer helpers** from the school community during independent reading time.

Text Complexity Guide

“No Country for Lost Kids,” by P.J. Tobias

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.



2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The purpose, showing the struggle immigrant children from the Central American countries are facing, is guided by the title and subtitles (no country for lost kids, no status, and uncertain future). The article requires a significant depth of concept/content load for students. The article discusses three key issues: 1. the “why” behind the child immigration issue, 2. the “how” of the travel north, and 3. a discussion of the U.S legal dilemma concerning these children who have no status. Students might need support in working through the content.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>The article is well-organized. Bolded headings provide guidance for interpreting the text. For example, the section “Children under threat at home” explains the dangers children were facing in their home countries. Images and links to video clips aid comprehension, providing students with visual and oral opportunities to deepen understanding of the text. The text does include both narrative and reporting styles which could hinder comprehension for students.</p> <p style="text-align: right;">Structure</p>
<p style="text-align: center;">Language</p> <p>The author uses content-specific vocabulary frequently (immigration, deportation, detain, refugee, illegal aliens) adding difficulty to the text. Phrases such as drug-mules, cartels, coyote, and human trafficker could also hinder meaning. The language is blunt and shocking at times when describing the violence children face such as, “The big people force them to sell bad things or they rape them or kill them.”</p>	<p style="text-align: center;">Knowledge Demands</p> <p>The text contains references to U.S immigration policy and court procedures. Background knowledge on immigration policy might be helpful for the text but not critical for the overall understanding of the piece. Some geographic knowledge of the geography of Central America and the border of the United States is required. The focus on children helps students relate to the article.</p>

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- Providing access to the video clips and/or showing them prior to reading will support an initial understanding of the text.
- Requiring students to read the title and subtitles first will provide an overview of the piece.
- Asking students to look for “Struggles” children faced in their home countries before their journeys and “Struggles” they face once they arrive in the U.S. will help support students with understanding the main ideas of the text.
- Encouraging students to make connections to the “Good Citizen” text/activity will support and deepen understanding.

*For more information on the qualitative dimensions of text complexity, visit http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf

Expert Pack: Immigration and Citizenship

Submitted by: Clark County School District

Grade: 7

Date: March 2015

Learning Worth Remembering

Cumulative Activities – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. "Citizen Actions for Middle School"	Defines characteristics of good citizens.	
2. "Immigration Explorer" and "America's Immigrants"	Show number of immigrants entering the United States. You can look up information by city, state, and region.	The maps show the different ethnicities and the numbers of immigrants coming to the U.S. You begin to understand the scope of immigration.
3. "The Witch's Brew: Desperation, Hope and Children on the Border"	Provides an overview of the immigration issue.	Explains why people and children from other countries are trying to come to the United States. Explores the troubles they are facing in their home countries.
4. "A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life"	Stories of real kids about their struggles and hardships they faced when traveling to the United States.	Provides more specific examples and personal stories about the dangerous journey to the U.S. and why so many want to make the journey.
5. "Riding the 'Beast' Across Mexico to the U.S. Border"	Explains "The Beast" and how the train is used to travel to the U.S. from Central America.	Stories about "The Beast" show how dangerous the journey is and how much these kids must need/want to come to the U.S.
6. "No Country for Lost Kids"	Provides specific examples and details about children who travel illegally to the U.S. and explains what happens to them when they survive the journey and arrive in the United States.	Provides details about what happens when immigrants arrive in the U.S. You begin to understand the political/ethical issues around immigration.

7. "Obama Approves Plan to Let Children in Central America Apply for Refugee Status"	You discover President Obama's immigration plan.	You learn proposed actions for immigration and begin to understand possible solutions to the issues.
8. "Do You Know What It Takes to be an American?"	Shows the questions you must be able to answer to pass the U.S. Citizenship test.	Forces you to think about what it takes to be an American Citizen for immigrants coming to our country and to wonder, Can our U.S. students pass this test?

2. Rolling Vocabulary: "Sensational Six"

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Sensational Six" words from ALL the word lists.
- Use the "Sensational Six" words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
<i>"The Witch's Brew: Desperation, Hope and Children on the Border"</i>	<p>Words: perilous, trekked, human trafficking, documentation, asylum, political conundrum</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. The journey for immigrant children to the U.S. is perilous and filled with danger. 2. In 2014, 90,000 plus children trekked into the United States. 3. Human trafficking is one danger children face when making the trek to America. 4. Unfortunately, many children do not have the proper documentation or needed papers to enter the United States. 5. Many children apply for asylum, political protection, in order to stay in the United States. 6. The immigration issue has many members of the government in a state of political conundrum.
<i>"A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life"</i>	<p>Words: fleeing, migrants, apprehended, border, detained, U.S. Customs</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Children are fleeing their countries because of poverty and gang violence. 2. As migrants, these children often take dangerous risks such as jumping on trains in order to get to the United States. 3. Some children are making the trek to the U.S. to be reunited with family members, but many are apprehended at the U.S. border. 4. More than 45,000 children have attempted to cross the border from Mexico into the U.S. so far this year. 5. Most of these children are detained at the border and can spend weeks in holding rooms before decisions are made regarding their release. 6. U. S. Customs or federal immigration officials report that the number of children entering the United States could double in the next few years.
<i>"Riding the 'Beast' Across Mexico to the</i>	<p>Words: humanitarian, undocumented, economic hardship, shepherd, influx, amnesty</p>

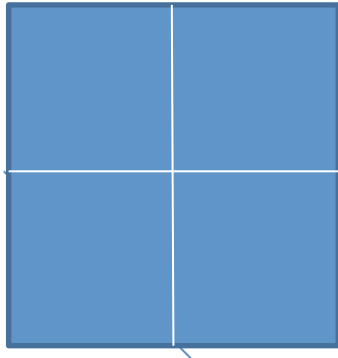
<p><i>U.S. Border”</i></p>	<p>Sentences:</p> <ol style="list-style-type: none"> 1. The number of immigrants is causing many to warn of an urgent humanitarian situation. 2. The Beast, a freight train that runs the length of Mexico, is bringing record numbers of undocumented immigrants to the U.S. border. 3. So many are fleeing their home countries because of economic hardship. 4. However, some parents work hard to save money in order to pay individuals to shepherd their children safely to the U.S. 5. Many believe the influx, or increased numbers, of immigrants is partly because of anticipated immigration reform policies. 6. Many immigrants believe if they can just get to the U.S., even if they have to live illegally for a time, they will eventually be granted amnesty and be given legal status.
<p><i>“No Country for Lost Kids”</i></p>	<p>Words: exodus, surged, targeting, coyotes, custody, deportation</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. The record exodus of children leaving Central America is due to the alarming violence in the area. 2. The numbers have surged over the past two years, overwhelming the border patrol system. 3. The corruption in the area is targeting younger and younger children each year before they are old enough to make the journey to the U.S. 4. Because corruption is targeting younger children, parents are paying individuals called coyotes to accompany their children on the journey to ensure the children make it safely. 5. Once children arrive at the U. S. border, they are enter the custody of U. S. Customs and often spend weeks in windowless “hold rooms.” 6. Children face an uncertain future and constantly worry about deportation.
<p><i>“Obama Approves Plan to Let Children in Central America Apply for Refugee Status”</i></p>	<p>Words: refugee, unaccompanied, aimed, migration, eligibility, persecution</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. President Obama approved a plan to provide children refugee status. 2. His action was prompted by the large number of unaccompanied children coming to the U.S. 3. His plan is aimed at helping to discourage children from making the dangerous trek from Central America. 4. Many began to believe the migration these children were making was more dangerous than the rough conditions they were fleeing from. 5. The plan establishes processing centers in their own home countries to determine eligibility of refugee status. 6. Under American law, a refugee is defined as a person fleeing his country of origin based on fears of persecution.
<p>Sensational Six</p>	<p>Migrant, fleeing, unaccompanied, detained, eligibility, refugee</p>
<p>Summary: Migrant children are leaving countries in Central America in record numbers. They are fleeing because of dangerous living conditions and economic hardships and are seeking amnesty in the United States. The large number of unaccompanied children, coupled with their perilous journeys from Central America to the U.S., has raised concerns. Once arriving in the U.S. many of these children are detained at U.S. Customs and border patrol for long periods of time overwhelming the system. As a result, President Obama and others are seeking immigration reform to determine eligibility for refugee status.</p>	

Learning Worth Remembering

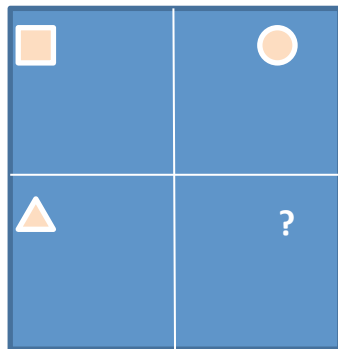
Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. A Picture of Knowledge (Recommended for *“Riding the ‘Beast’ Across Mexico to the U.S. Border”* and *“No Country for Lost Kids”*)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



- Square
- Triangle
- Circle
- Question Mark

- Write!

Square: What one thing did you read that was interesting to you?
Triangle: What one thing did you read that taught you something new?
Circle: What did you read that made you want to learn more?
Question Mark: What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

2. Quiz Maker (Recommended for *“Immigration Explorer”* and *“America’s Immigrants”*)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.

- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

3. Wonderings (Recommended for *“Citizen Action for Middle School”*, *“The Witch’s Brew: Desperation, Hope and Children on the Border”*, *“A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life”* and *“Do you know what it takes to be an American citizen?”*)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I’m a little confused about:	This made me wonder:

4. Pop Quiz (Recommended for *“Obama Approves Plan to Let Children in Central America Apply for Refugee Status”*)

Answer the following questions.

Question	Possible Answer
1. What is a refugee?	Refugees are people fleeing their country of origin based on fears of persecution by reason of race, religion, nationality, political opinion, or membership in a particular social group.
2. What does it mean to apply for “refugee status” according to the article?	Applying for refugee status means undergoing a legal path for immigrants to stay in the United States.
3. According to Obama’s plan, where will eligibility status be determined?	In-country refugee processing centers will be established to provide a safe, legal and orderly alternative to the dangerous journey children are currently undertaking.

4. What are two criticisms about Obama's plan?

1. Some critics object to the ease in which children can visit processing centers in their own countries as they believe it will increase numbers of immigrants.
2. Other critics point out that Obama's plan does not account for the potential increase of needed refugee visas. Current approved allotment of visas would not be sufficient to meet the number of applications.

Expert Pack: Immigration and Citizenship

Submitted by: Clark County School District

Grade: 7 Date: March 2015

Expert Pack Glossary

“The Witch’s Brew: Desperation, Hope and Children on the Border”

<i>Word</i>	<i>Student-Friendly Definition</i>
perilous	Perilous means something that could cause or involves a lot of danger; very risky, not safe. Playing in the street with cars driving by is a perilous action to do.
trekked	Trekked means to travel afar or walk slowly on a lengthy, difficult trip. An example is when the first settlers in the West trekked slowly by wagon across the plains. It was a hard, slow route, so the travelers trekked slowly up the trail.
human trafficking	Human Trafficking is a form of modern day slavery where bad people buy and sell “stolen” humans for monetary gain. Human trafficking or selling people as slaves is against the law.
documentation	Documentation is the legal proof of status or legal proof that someone has done something. If you take the driving test, you get a license which is documentation you can drive a car. When people visit America or move here, documentation of their citizenship (proof) is necessary to allow them to stay.
asylum	Asylum is a place that offers safety. Also if a person feels afraid to stay in their own town or country, they can go to another country for asylum where they feel safe and protected. The immigrant declared asylum to avoid deportation.
political conundrum	A political conundrum is a governmental problem that is hard to solve. People have very different ideas on how to solve a problem such as illegal immigration, so it is very difficult to find an agreed-upon solution. Immigration is a political conundrum facing our country.

“A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life”

<i>Word</i>	<i>Student-Friendly Definition</i>
fleeing	Fleeing means to run away or escape a situation. The people were fleeing the scene of the fire!
unaccompanied	Unaccompanied means without a companion or partner or to be on one’s own. The teenager went to the movies unaccompanied because his friends

	were busy.
migrants	Migrants are people who move from place to place to find work. Sometimes migrants have to move to where they can work on farms picking crops when they are ready. The farm has many migrants working in the fields.
apprehended	Apprehend means to be collected or caught by the police or some authority figure/organization. The police apprehended the suspects and brought them to jail.
detained	Detain means to stop someone from leaving against their will or not having the freedom to go wherever they want. Also if someone is stopped in traffic and cannot move, then they are detained from going on, in the sense of being late. The police detained traffic until the accident was removed from the road.
U.S. Customs	U.S. Customs is a department of the federal government that maintains the borders, that makes sure items brought into the U.S. are legal, that collects money (tariff) for items being sent to the U.S., and that helps people who are coming from another country to settle here. The U.S. Customs office processes thousands of immigrants each year.

“Riding the ‘Beast’ Across Mexico to the U.S. Border”

<i>Word</i>	<i>Student-Friendly Definition</i>
humanitarian	A humanitarian is a person or group dedicated to or working for the health and happiness of other people. Oprah Winfrey is often considered a great humanitarian for her charitable work in Africa.
undocumented	Undocumented is when there is no evidence of a document of birth in a particular country and therefore, not legal to be there. The child’s birth was undocumented because there was not a birth certificate.
economic hardship	Economic hardship is lack of money which causes pain or loss. The family did not have any money to buy food to eat. They were experiencing economic hardship and needed assistance.
shepherd	A shepherd is person who takes care of others while going from place to place (also a person who herds sheep). A man who protects and shields a group from harm while traveling to another country. The shepherd assisted three teenagers who were traveling from Mexico to the United States.
influx	An influx means people or things coming in large amounts; a flood. An influx or crowd of people entered the small store.
amnesty	Amnesty is when the government grants a pardon to a large number of persons who may have committed a crime, such as illegally moving to the U.S. The government granted amnesty when it allowed the group of children to remain in the country.
hoisted	Hoist means to raise or lift up. The man hoisted the boy up and set him on the horse.

apropos	Apropos means appropriate at or for the time. It is apropos, or the right time, to say “Thank You” when someone opens a door for you.
---------	---

“No Country for Lost Kids”

<i>Word</i>	<i>Student-Friendly Definition</i>
exodus	Exodus means a mass departure of people for a journey out. A large number, an exodus, of students exited the building on the last day of school.
surged	Surge means to rise, increase or to move in. A large number of students surged into the building on the first day of school.
coyote	Coyote is a nickname for a human trafficker: someone who guides the illegal movement of people. The family hired a coyote to accompany the children from Colombia to the United States.
custody	Custody is when one is held by police. The police keep the burglar because the burglar broke the law. The man was in custody for three days before being released.
deportation	Deport means to force a person who is not a citizen to leave a country and return to his own. As a refugee, the boy is safe from deportation.

“Obama Approves Plan to Let Children in Central America Apply for Refugee Status”

<i>Word</i>	<i>Student-Friendly Definition</i>
refugee	A refugee is a person who flees for safety to a foreign country. The little boy runs away from his dangerous home country to another country where he will be safe from harm. As a refugee, the boy is safe from deportation.
unaccompanied	Unaccompanied means to go unattended without an escort. Small children are playing in the park without adult supervision. The teenager went to the movies unaccompanied.
migration	Migrate means to move from one country to another. Families decide to leave their home country and move to a different country. A large migration of people left because of hard economic situations.
eligibility	Eligibility means that one is qualified to participate. The basketball player must have a certain grade point average in order to play on the team. His grades determine his eligibility.
persecution	Persecute means to treat continually in a way meant to be cruel or harmful. The man was treated in a mean way because of his religious beliefs. The persecution he suffered was undeserved.