Alma Hernandez

Dr. Warner

ENGL112B

28 November 2022

The Immigrant Experience: Survival, Hope and the American Dream

1. **Rationale**

America is seen as a “melting pot” of people, which welcomes everyone including immigrants and refugees. This myth reinforces the idea of the ideal American and asks immigrants to cede their identity to assimilate. Immigration is a complex word that evokes different opinions about the people that migrate to the United States. Immigrants contribute to the labor force and are the “backbone” of American society. However, they are also one of the most vulnerable people in society. The increasing xenophobia and hatred toward them create incorrect beliefs and narratives about undocumented immigrants. In recent years, political leaders, and the media have added to the negative image of immigrants and refugees. Immigrants are stereotyped as “stealing jobs” while being lazy, increasing crime rates, and adding to the overpopulation problem. Books about immigration work to recover distorted narratives about them. They shed light on the life of undocumented groups from different countries, with similar but distinct stories about their experiences in America.

Immigration is a global issue or as often called a humanitarian crisis because individuals and families are fleeing warn thorn countries, violence, poverty, and famine. People are fleeing their homelands with the hope of finding safety and staying alive. School curriculums do not address immigration, even when the topic arises it is briefly discussed in social studies, history, or English classes. Students read history books about the “first immigrants” in America and are told a “safe” story but do not get the opportunity to explore novels or literary works by first or second-generation immigrants.

The unit of study that I propose is designed to introduce and build on students’ knowledge of *immigration*, and *migration*. This unit's novels, poems, songs, and films focus on telling the story of the sacrifices and hardships that the child the adult face as immigrants in America. The novels I choose serve as a reminder of our shared humanity. People are afraid of “outsiders” and those that are different from them, this unit aims to develop critical thinking, compassion, and empathy for undocumented people. Undocumented people are often “invisible,” even though they are in our communities and may be in our classrooms. As an undocumented student, I hope that students gain a better understanding of why people have no choice but to immigrate, and how immigration affects people's sense of identity.

The centerpiece for students to read is Karla Cornejo Villavicencio’s *The Undocumented Americans.* This non-fiction and memoir are best suited for eleventh-grade students. As a DACA recipient, Cornejo writes after the presidential election of 2016, when immigrants experienced a range of emotions and became afraid of being deported after Trump’s election. She writes about her personal experience to the collective experiences, trauma, and memories that other immigrants can resonate with. Her novel is candid, it is part reporting as she writes the stories of other undocumented people who are day laborers, housekeepers, delivery people, small shop owners, and parents. Every section in the book reminds readers that immigrants are “the last to know” when crisis strikes but will always be there to clean up the mess and help America get back on its feet. Young adults can obtain a realistic portrayal of the individual lives of undocumented immigrants that negates the “bootstrap stories” that make America a “great” place. It is my hope that they will understand and share the feelings of the characters in the books.

1. **Introducing the Unit**

To begin, students will be prompted with a journal entry that asks them to consider their previous knowledge of immigration:

What is the difference between **immigration**, **emigration,** and **migration**? What do you know about immigration? And if you feel comfortable, do you know anyone in your family or community that is an immigrant? OR do you know of any celebrities, authors, or historical figures that are immigrants?

OR

What does it mean to belong somewhere? Have you ever experienced a substantial change in your life? Such as moving into a new neighborhood, city, school, or country? Did you feel as if you would ever fit in?

These questions will open teacher/student discussion about the disorienting process of relocating to a new place. They invite students to share their experiences and imagine what it is like to leave everything behind.

To further allow students to think about the common themes of the immigrant experience

such as encountering a hostile environment and nativist ideas, I would let them read this excerpt from “The Hamilton Mixtape: Immigrants (We Get The Job Done)” and then play the song for them:

“You know, and it gets into this whole issue of border security

You know, who's gonna say that the borders are secure?

We've got the House and the Senate debating this issue

And it's, it's really astonishing that in a country founded by immigrants

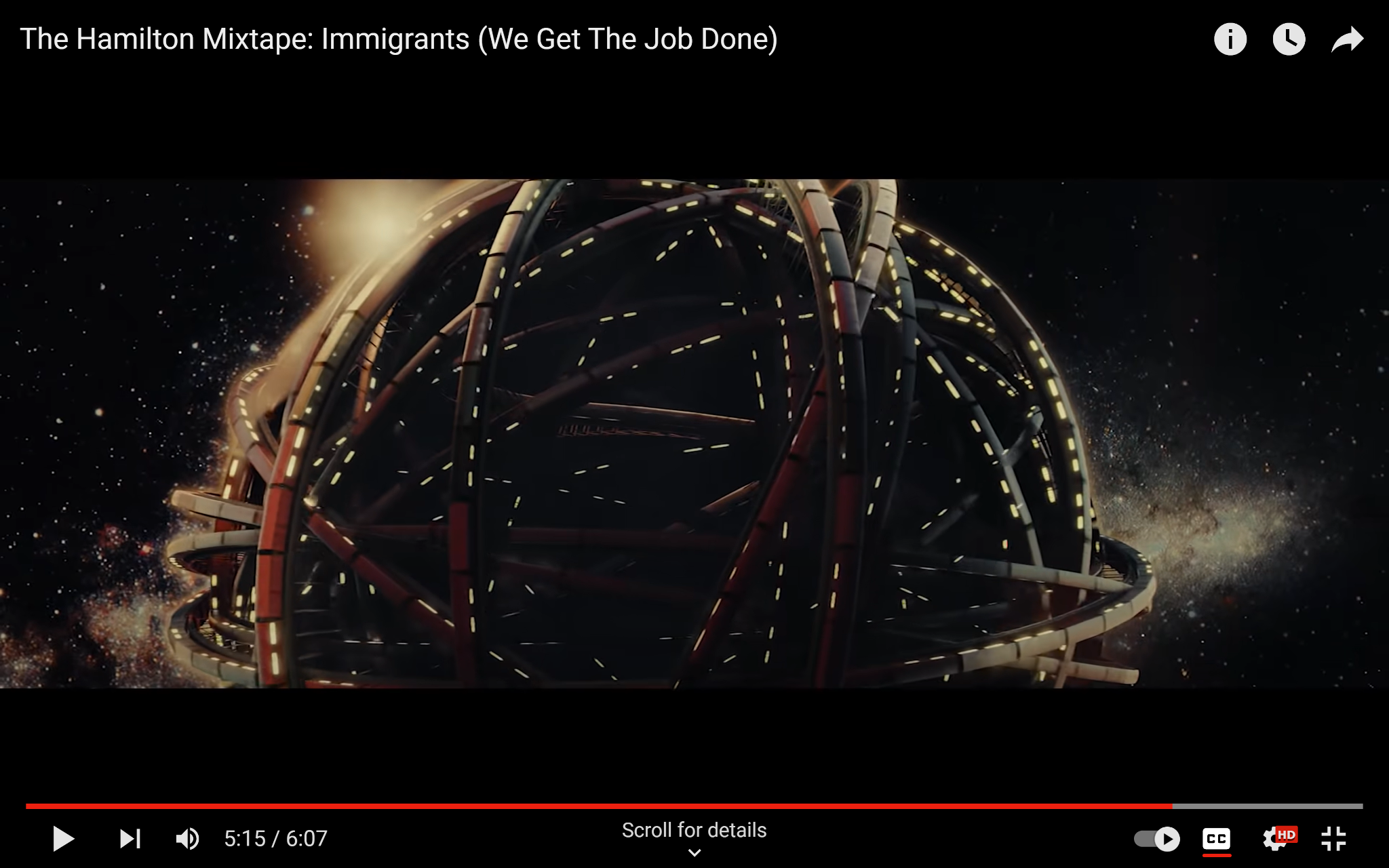
"Immigrant" has somehow become a bad word

So the debate rages on and we continue”

I would quickly ask students about their reaction to these words and share out what they think before playing the music video.

Afterward, I would ask them to analyze the scenes in the music video:

1. What type of labor are immigrants shown doing in the video?
2. Why do you think the producers choose to use a train? What does it tell us about the movement of people? Refer to the image below.
3. Was there any scene/part of the video that stood out to you? If so, why?



1. Read the following lyrics:
   1. “But there ain't a paper trail when you living in the shadows

We're America's ghost writers, the credit's only borrowed…”

* 1. Why are immigrants referred to as America’s ghostwriters? What is a ghostwriter? And why might they live in the shadows?

Students will then be split into groups of four (which will change depending on class size) and handed two poems by Richard Blanco. “Como Tú / Like You / Like Me,” and “Dreaming A Wall” offers two distinct perspectives: the dreamer vs the bigot/nationalist.

They will read the poem on their own and take about eight minutes to discuss their findings within their group. After, two students from each group will move to a group with the other poem. They will be asked to explain to the other group:

1. Give a brief description of the poem.
2. Who is the speaker of the poem?
3. What are some symbols that are represented? What do they tell us about the historical setting the poem is set in?
4. Identify some themes of immigration in the poem such as education, language, prejudice, etc.

Additional poem + song (to read and discuss together):

1. “Home” by Warsan Shire
2. Rationale and activity: This is a very emotional poem that tells its readers “that no one” looks forward to leaving their home. I will ask students to take a line from the poem and draw the picture that comes to their mind.
3. We would also examine the literary devices in the poem such as anaphora, metaphor, and metonymy. We would discuss the impact of these literary devices and whether the poem would have the same effect without them.
4. Link to the poem: <https://www.facinghistory.org/resource-library/home-warsan-shire>
5. Link to the author reading it: <https://youtu.be/nI9D92Xiygo>

2. “Por Amor (Because of Love)” by Los Tigres Del Norte

1. Rationale and activity: After reading the main text, I would follow by watching some films and videos. This song is included in one of the movies I would have them watch and expresses that love is bigger than anything and “has no borders.” I would ask students if they thought this was a song. Then I would have them write a letter to someone they would “risk their lives for” in their journal. As they write I would ask them to consider if they would embark on a dangerous journey to be reunited with their loved one(s).
2. The translation from Spanish to English would be done by me and the song printed to pass out.

**III. Working Through the Text:**

To ensure that students are completing the reading, *The Undocumented Americans* will be read in class. Every student might have a different picture of immigration so reading this book together will allow room for digression and time to address any questions. As we work through the text, students will keep track of important quotes, events, themes, and moments where they were “moved.” The following chart would be used:

|  |  |  |  |
| --- | --- | --- | --- |
| Title of Chapter: | Were you aware of any crises/natural disasters Cornejo writes about?  Circle one. | Major Quotes:  Write down any quote you find significant.  Include pg # | Find some themes the chapters represent:  assimilation, reasons to emigrate, economic issues, mental health, support systems, language barriers, education, etc. |
| Ex: Ground Zero | Yes Somewhat No | “Yes, we were heroes, but the dangers of the job were hidden from us so that we could work… we wouldn’t have gone in” (45). | * Access to information   + Undocumented first respondents were not informed of toxic conditions on Ground Zero * Mental health   + PTSD, depression * Economic issues * Language barriers |
|  | Yes Somewhat No |  |  |
|  | Yes Somewhat No |  |  |
|  | Yes Somewhat No |  |  |

At the beginning of each class, they will be given a journal prompt that goes along with the chapter being read that day. The journal will prepare them for the reading ahead and initiate them to start thinking about some of the stories and issues we will discuss that day. As we read the text, we will pause and reflect on where Cornejo’s story merges or differs from the stories she is writing. We would also discuss Cornejo’s struggle as a Dreamer and carrying the weight of being the “model” minority, sibling, and daughter.

Cornejo writes about the problems that young and aging undocumented Americans face in different areas of the country. Since the novel is structured in a journalistic style with creative writing, we would also be reading *Come On In* edited by Adi Alsaid. This anthology offers fifteen stories by YA authors who are undocumented and children of undocumented people. It represents actual people instead of reinforcing stereotypes. Ideally, we would read both books but for the sake of time, we would read some stories in class, and I would assign one or two stories for students to read for homework. *Come On In* would help students understand that “immigrant” is not synonymous with Latinx or Mexican and introduce them to characters from diverse cultures. This book would give students more time to read about the individual experience of being undocumented. I would have students track similar or different themes and conflicts that appear in both books.

After these readings, I would play two films for students to watch: *Bajo La Misma Luna (Under the Same Moon)*, and *Persepolis*. *Under the Same Moon* is a movie that is meant to pull at the heartstrings of the audience and is about a boy and his mother who are separated by the Mexican border. It depicts the corruption and poor conditions that force immigrants to endure harsh journeys to make a better living. My purpose in playing this film is for students to put themselves in the shoes of “Carlitos” and see that coming to the U.S. “legally” is not as easy or a possibility that people have. *Persepolis* is an animated film, set during Islamic Revolution in Iran. It is based on Marjane Satrapi’s autobiographical book. With the hate and prejudice against Middle Eastern countries, it is important students become informed of the realities that Iranian people and women face.

**IV. Going Beyond the Text**

Immigration is an expansive topic that encompasses a wide variety of experiences. There are contemporary novels and young adult literature that demonstrate all the Exeter Qualities by providing complex plots that inform about the real world and draw attention to global issues. Since this unit asks students to be more socially aware of immigrant communities, and grow more empathy, other works will aid in their understanding of the everyday stressors immigrants face. These books will also illustrate to them how views and attitudes on immigration change when panic occurs, and new “tides” of immigrants come. They range from the refugee/immigrant experience to the young adult with hopes and dreams facing adversity like they never imagined.

YA:

1. *The Weight of Water* by Sarah Crossan: A coming-of-age story about a Polish girl called Kasienka who immigrates to England with her mother. Kasienka struggles with the alienation that she faces at school because she is an immigrant but is determined to find out who she is with the help of a boy that walks into her life. This book deals with issues young immigrants encounter when they move into a new country. Kasienka fits the archetype of The Innocent Embarking on a Journey because as a young girl with a mother facing her problems, she feels alone at home and school. She is seen as an intruder and like a teen who has difficulty making friends, but the book reflects the experiences of a strong female protagonist who persevered through. It has universal themes of love, bullying, and abandonment. (Summary taken from Goodreads)
2. *Americanized: Rebel Without a Green Card* by Sara Saedi: This memoir is about Sara Saedi’s fears as a teenager and as an undocumented person. Saedi learns that she is undocumented and fears getting deported, and along with that she is developing insecurities about her body. This book has several Exeter Qualities as it depicts the experiences of an Iranian American teenager who is like the other girls in school that worry about prom, boys, and their skin. However, her story is also educational as we learn about Iranian people and their culture. In her journey to obtain a green card, the book shows that doing so is not simple, and it greatly affects families such as Saedi’s. (Summary taken from Goodreads)
3. *Indivisible* by Daniel Aleman: Mateo Garcia is the child of undocumented parents who have spent years in America contributing to the labor force. One day when he comes back from school, his worse fear comes true, and he finds out his parents have been taken by ICE officials and are being detained in separate facilities. Mateo fits the archetype of the Orphan and the Innocent Embarking on a Journey because as a child without parents, he “adopts” his younger sister, and must learn whom he can rely on for help. He faces many challenges as he tries to figure out how to reunite his family all while he is still attending school. ICE raids and mass deportations have always been part of American history, and this book shows that children are affected the most. This book explores difficult topics that others can resonate with because loss and the separation of families can happen to anyone.
4. *Esperanza Rising* by Pam Muñoz Ryan: The book is set during the Mexican Revolution and follows thirteen-year-old Esperanza who flees with her mom to the U.S. after her father is killed. When she comes to America during the Great Depression, she and her family settle in a camp for farmworkers and encounter financial hardships. *Esperanza Rising* contains real-life experiences about loss, grief, solidarity, and hope. Instead of being a “rags to riches” story, it is the opposite of that. (Summary taken from Goodreads)
5. *We Are Here to Stay: Voice of Undocumented Young Adults* by Susan Kuklin: It is a story about nine undocumented young adults living in America that fled from Korea, Ghana, Mexico, Colombia, and Independent Samoa. The participants tell their brave stories about coming to America as they escaped from violence, poverty, and a lack of resources. This book shows some of the Exeter Qualities such as a shift in perspective as the nine young adults tell their accounts to spark a conversation about the problems immigrants face. The book represents the voices of different ethnic and cultural groups and shows the varying situations that immigrants find themselves in.
6. *The Distance Between Us: Young Readers Edition* by Reyna Grande: In her memoir, Reyna Grande tells the story of her and her sisters who are left at an early age when their dad leaves for the U.S., and then their mom follows later. She becomes the primary caretaker of her sisters until they go on their journey across the border to be reunited with their parents only to find that her family is not as close as it used to be. The girls must adapt to a new way of living, assimilate to a new culture and learn a different language. Since the book is from the perspective of a young girl who is “orphaned,” young adults who have had to grow up too fast can find themselves relating to Reyna’s self-reliance. Reyna can be seen as the Orphan archetype who has no parental guidance and is left behind trying to make sense of the decisions her parents made.
7. *Something in Between* by Melissa de la Cruz: Jasmine de los Santos is a smart high school student that is granted a national scholar award invitation that forces her Filipino parents to reveal that their whole family is immigrants whose visas expired years ago. After her hopes are shattered by this information, she realizes she lives in a country where her family is not accepted and her dreams of going to college lead her to an awakening. This book depicts the burden children of immigrants carry as they try to live up to their parent's expectations. It has several Exeter Qualities that are developed through a fun but powerful storytelling tone. The author addresses several issues such as what it is like to be a minority, the oppression of immigrants, stereotypes, the privilege gap, and being stuck between two cultures. (Summary taken from Goodreads)
8. *Persepolis: The Story of a Childhood* by Marjane Satrapi: Marjane Satrapi’s memoir of growing up in Iran during the Islamic Revolution tells the story of her life from the age of six to fourteen. *Persepolis* portrays life in Iran both at home and in public. Satrapi sees history playing out in front of her eyes as she grows up and develops her political views which help her find herself during her teenage years. Since wars affect every aspect of humans, readers will be engaging with a text that has complex issues that Iranians face during a time of political repression and persecution. The themes in this book make it possible for young adults to remember that people in the world are facing harsh realities that impede them from living an “ordinary life” and that wars separate families. This book portrays the cost of war but is also a coming-of-age story that shows the importance of human connection.
9. *Children of the River* by Linda Crew: Sundara is a Cambodian teenager that flees from the Khmer Rouge army with her aunt’s family and settles in Oregon. She leaves behind her family but not her culture. She is expected to follow traditional customs, and questions if she can make a life for herself in America that is not disloyal to her culture. Sundara fits the archetype of the Junex versus the Senux as she is expected to listen to her elders and respect tradition but in her journey towards happiness, she wishes that pressure would be removed. (Summary taken from Goodreads)
10. *The Sun is Also a Star* by Nicola Yoon: The Story about Natasha Kingsley and Daniel Jae Ho Bae, two senior students who must face their hardships. Natasha’s family is Jamaican and is being deported in twenty-four hours when she meets Daniel a Korean American young man who does not want to live up to his parent’s expectations of being a doctor. This book deals with interracial couples, family conflicts, divorce, first-generation expectations, suicide, and immigration. It has several Exeter Qualities that make this a fast pace read for young adults. Its shift in time and differentiating perspectives introduce readers to information that they may have not been aware of before. Although the novel contains heavy subjects it is still a “light” read compared to some of the other books.
11. *Girl in Translation* by Jean Kwok: Kimberly Chang and her mother emigrate from Hong Kong to the United States. Kimberly lives a double life, studying at school, and working shifts at a sweatshop in Chinatown. Kimberly is caught between obtaining the “American dream” and paying it back to her family. Her peers are not aware of the degree of poverty she is living, and she bottles in her desires. As an Asian American immigrant, students of Asian descent may feel that Kimberly’s worries reflect some of their experiences with their parents. This book incorporates an optimistic young person pushing through obstacles and making achievements which is a good characteristic of YA literature. (Summary taken from Goodreads)

Other YA with subtopics:

1. *How the García Girls Lost Their Accents* by Julia Alvarez
   1. Four sisters from the Dominican Republic immigrate to New York in 1960. Their stories reflect what they have lost and their assimilation into American culture. (Summary taken from Goodreads)
2. *The House on Mango Street* by Sandra Cisneros
   1. The story follows Esperanza Cordero a Mexican American girl who moves into Chicago and must figure out where stands, and how she wants to be identified in the world. She struggles with questions of identity, shame, freedom, and isolation. (Summary taken from Goodreads)
3. *Seedfolks* by Paul Fleischman
   1. This book is about a group of thirteen Cleveland residents who find themselves growing a community garden. The stories of an immigrant neighborhood are told, and the community comes together leaving their assumptions behind.

Non-YA books:

1. *The Kite Runner* by Khaled Hosseini
   1. The narrator, Amir grows up in Kabul, Afghanistan to a wealthy father and loves to fly kites with his friend Hassan (who is also his servant). One day their lives change, the Soviet invades and he with his father flee to America. Years later he returns to Afghanistan to find out about the horrors of the Taliban regime and has a chance to redeem a childhood mistake.
2. *The Girl with Seven Names: A North Korean Defector’s Story* by Hyeonseo Lee:
   1. This is the story of Hyeonseo Lee, a child growing up under a totalitarian regime, and opening her eyes to the oppression she and her family face. Lee escapes at age seventeen and makes it to China but returns twelve years later to relocate her family to South Korea. (Summary taken from Goodreads).
3. *Denied, Detained, Deported: Stories from the Dark Side of American Immigration* by Ann Bausum
   1. Bausum tells the stories of those who were imprisoned, sent away, and rejected in a country where Lady Liberty stands at the entrance reassuring them of their dreams. (Summary taken from Goodreads).
4. *Rain of Gold* by Victor Villaseñor
   1. Villaseñor tells the true-life sage of his parents, both children when they flee from the violence of the Mexican Revolution. He familiarly tells their stories and depicts their experiences in a country that does not want them.
5. *How to Love a Country* by Richard Blanco
   1. This is an anthology of poems that explores immigration, racism gun violence, and LGBTQ issues. His poems connect multiple narratives and advocate for the unity of humanity.
6. *The Devil’s Highway: A True Story* by Luis Alberto Urrea
   1. The author writes about the incident that happened to twenty-six men in the desert called The Devil’s Highway. This tragic event is about desperation, bravery, and the series of events that prevented them from ever leaving that desert. (Summary is taken from Goodreads)

Comics on Immigration:

1. *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American Life* by Alberto Ledesma
   1. In this memoir and series of vignettes, Ledesma draws and writes his experiences as an academic scholar and immigrant. He reflects on the concerns of the undocumented youth and community.
2. *Undocumented: A Worker's Fight* by Duncan Tonatiuh
   1. This is the story of Juan, a Mixteco who comes to realize that like himself other undocumented workers are suffering wage theft. Through his book, Tonatiuh advocates for undocumented workers who are afraid of speaking up because they fear deportation but illustrates the importance of uniting against the “big boss.”

Classics:

1. *The Grapes of Wrath* by John Steinbeck
   1. It is set during the Great Depression and follows a family from Oklahoma who migrates to California. The book describes the inequality that the Joads face in the agricultural industry as well as the economic hardship they encounter. (Summary taken from Goodreads)
2. *The Odyssey* by Homer
   1. A Greek epic about Odysseus' struggle to return home after being trapped on an island for ten years. While at home his wife Penelope and his son Telemachus are trying to get rid of suitors who are taking advantage of his tragedy. Telemachus sets on a journey to return his father to his kingdom and get revenge on the suitors.
3. *Animal Farm* by George Orwell
   1. This allegorical tale tells the story of animal farms that are mistreated and rise to overtake the farm. Ultimately, the corruption of the pig Napoleon wins, and he becomes dictator of the farm. It represents the Russian Revolution of 1917.

YA/Classics Pairs:

1. *Esperanza Rising*/*The Grapes of Wrath*
   1. Contain themes related to faith, family/community, perseverance, humanity, and dehumanization.
   2. Set during the Great Depression and both speak on the livelihoods of two distinct but similar groups of farm workers.
2. *Persepolis*/*Animal Farm*
   1. Both speak on corruption, tyranny, freedom, rebellion, and power structures.
   2. Characters are unique and represent “the people.”
3. *Children of the River*/ *The Odyssey*
   1. Both contain themes of grief, memory, and customs.
   2. The characters embark on a dangerous journey.

**V. Ending the Unit**

By the end of the unit, students should have a deeper understanding of the immigrant experience and see that immigrants are normal people living amongst them. To wrap up, I would assign two different projects for students to choose from. The first is an essay, the second is a presentation that is like the one I observed at Latino College Prep where the goal was for students to be vulnerable and kind to one another. Although this presentation was part of an introduction activity and asked students to present on people and events that changed their lives, I would change the purpose.

The essay choices are:

1. In her book, Cornejo addresses the health crises that aging undocumented folks are suffering from. She exposes the U.S. for using their bodies but denies them access to healthcare. Draft an essay in which you focus on an undocumented community that is struggling because of a lack of healthcare benefits. You may choose to talk about their experience with the healthcare system in America. Additionally, you can write about the alternatives that immigrants take to obtain medicine and what shops serve them. How do they seek healing?
   1. Example:
      1. Focus on Asian Elders and high rates of suicide or depression.
      2. Is therapy or mental health services available?
2. Although Cornejo is a “Dreamer” or DACA recipient who has achieved higher education at an ivy league school, there are millions of young people with and without DACA. Write an essay that deconstructs the myth of the minority model. What are the challenges that undocumented students face? Consider writing about the anxiety that undocumented children struggle with and the pressures that they have. Why do you think Cornejo does not write about Dreamers?
3. Choose a topic you would like to explore that you saw appear on either *The Undocumented Americans* or *Come On In* and argue why this is a public issue and not just a private problem.

The writing and reflections students will have done throughout the unit can help them in formulating their essays if they wish to take this route. If not, the following project is available:

* The RoadMap presentation: Grab your notebook and pen and prepare to become a journalist! This project requires you to find someone in your community whom you know migrated from a city or country. You can write about a family member or friend that is undocumented but because of the fear that some undocumented people have, they may not be comfortable speaking with you about their life. Therefore, I will have resources for you if you can’t find anyone. OR you can ask your parents or grandparents about any family members who immigrated to America.
* I will give you a list of questions to guide yourself with. Also, I will hand out a paper you can give to your interviewee that explains the assignment and reassures them of the confidentiality between our classroom and them. You do not have to use them, but they are there to help you. After you have gathered all material you need, create a presentation that leads us through the story of your interviewee. You can use pictures from the internet, and web materials if the interviewee gives you permission you may use whatever they would like to provide you with. In the end, you will turn in a 150-250 reflection paper on what you learned from this experience.

Works Cited

Aleman, Daniel. *Indivisible*. ‎Little, Brown Books for Young Reader, 2021.

Alsaid, Adi, et al. *Come On In:15 Stories about Immigration and Finding Home*. Inkyard Press,

2020.

Alvarez, Julia. *How the García Girls Lost Their Accents*. Plume, 2005.

*Bajo La Misma Luna*. Directed by Patricia Riggen, Fox Searchlight Pictures, and The Weinstein

CompanyI hope, 2008.

Bausum, Ann. *Denied, Detained, Deported: Stories from the Dark Side of American*

*Immigration*. National Geographic Kids, 2009.

Blanco, Richard. *How to Love a Country*. Beacon Press, 2019.

Cisneros, Sandra. *The House on Mango Street*. Vintage, 2009.

Cornejo Villavicencio, Karla. *The Undocumented Americans.* One World, 2020.

Crew, Linda. *Children of the River*. Laurel Leaf, 1991.

Crossan, Sarah. *The Weight of Water*. Bloomsbury, 2011.

De la Cruz, Melissa. *Something in Between*. Harlequin Teen, 2016.

Fleischman, Paul. *Seedfolks*. HarperTeen, 2004.

Grande, Reyna. *Distance Between Us: Young Readers Edition*. Aladdin, 2016.

Hosseini, Khaled. *The Kite Runner*. Riverhead Books, 2003.

Kuklin, Susan. *We Are Here to Stay: Voice of Undocumented Young Adults*. Candlewick Press,

2019.

Kwok, Jean. *Girl in Translation*. Riverhead Books, 2010.

Ledesma, Albero. *Diary of a Reluctant Dreamer: Undocumented Vignettes from a Pre-American*

*Life*. Made Creek Books, 2017.

Lee, Hyeonseo, and David John. *The Girl with Seven Names: A North Korean Defector’s Story*.

William Collins, 2014.

*Persepolis*. Directed by Marjane Satrapi and Vincent Paronnaud, Celluloid Dreams, 2007.

“Por Amor.” *YouTube*, uploaded by Los Tigres Del Norte, 2008, https://youtu.be/ksaN0NuWTfk.

Ryan, Pam Muñoz. *Esperanza Rising*. Scholastic Publishing, 2002.

Saedi, Sara. *Americanized: Rebel without a Green Card*. ‎Knopf Books for Young Readers, 2018.

Satrapi, Marjane. *Persepolis: The Story of a Childhood*. Pantheon, 2004.

Shire, Warsan. “Home.” *Facing History and Ourselves*,

https://www.facinghistory.org/resource-library/home-warsan-shire. Accessed 27 Nov. 2022.

“The Hamilton Mixtape: Immigrants (We Get the Job Done).” *YouTube*, 28 June 2017,

https://youtu.be/6\_35a7sn6ds.

Tonatiuh, Duncan. *Undocumented: A Worker's Fight*. Harry N. Abrams, 2018.

Urrea, Luis Alberto. *The Devil's Highway: A True Story*. Back Bay Books, 2004.

Villaseñor, Victor. *Rain of Gold.* Delta, 1992.

Yoon, Nicola. *The Sun is Also a Star*. Ember, 2016.