CHAPTER 1: Who Are Our Newcomers?

ABOUT THIS CHAPTER

Newcomers to the United States are a highly heterogeneous group. This chapter of the tool kit discusses diverse situations and circumstances among newcomers; the assets they bring; and ways schools can support newcomer students and their families as they adapt to U.S. schools, society, and culture.

Special Features

- **Typology of newcomers and immigrant spotlights**: Segments that highlight various aspects of newcomers' adaptation and contributions to American society.
- **Classroom tool**: Ideas and resources teachers can use to help students understand, appreciate, and share their own stories about newcomers' social, cultural, and economic contributions.
- **Professional reflection and discussion activity**: Instructions and handouts for professional learning communities or staff meetings. (The activity takes about an hour if participants read the chapter in advance.)
- **Resources**: Annotated references to resources cited in this chapter; relevant federal guidance, policy, and data; and other helpful information.

Who Are Our Newcomers?

For the purposes of this tool kit, the term "newcomers" refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. The United States is, to a great extent, a nation of immigrants. Newcomers play an important role in weaving our nation's social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society.

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Kenji Hakuta (1986), who has researched and written extensively about issues related to newcomers and English Learners (ELs), criticized an early 20th century distinction between favored "old immigrants"—those who came in the early 19th century mainly from Germany, Ireland, and Britain, were overwhelmingly Protestant, and seemed to integrate easily into American life—and so-called "new immigrants," who came between 1880 and 1910, primarily from southern and Eastern Europe, represented many religions (e.g., Catholicism, Orthodox Christianity, and Judaism), had more varied customs and cultures, and were not as readily accepted into American society. (Chinese and East Asians who came as temporary laborers were not viewed in this schema as potential citizens or permanent immigrants.) Those for whom integration into American culture was not a choice (such as Native Americans and enslaved Africans) must of course be noted, but even those who have chosen to come here from abroad—nearly all immigrants and immigrant groups—have faced challenges integrating into American society.

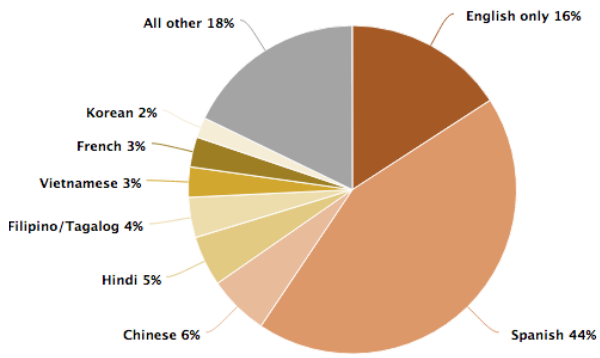
Throughout the 20th and into the 21st centuries, immigrants to the United States have often arrived from war-torn or politically unstable countries, whether in Europe, Asia, Africa, the Caribbean, Central and South America, or elsewhere. They have represented, and continue to represent, a wide variety of religions, cultural backgrounds, customs, and beliefs.

The challenge of integrating into their new home is compounded for newcomers who attend school, since they must learn not only how to navigate a new culture socially, but also how to function effectively in an education system and language that typically differs from their prior experience (Jacoby, 2004; Suárez-Orozco & Suárez-Orozco, 2009).

According to the 2014 American Community Survey, 1.3 million foreign-born individuals moved to the United States that year, an 11 percent increase from 1.2 million in 2013 (Zong & Batalova, 2016). The largest numbers of newcomers in the United States came from India, China, and Mexico (Zong & Batalova, 2016). India was the leading country of origin for recent immigrants,[1] with 147,500 arriving in 2014, followed by China with 131,800, Mexico with 130,000, Canada with 41,200, and the Philippines with 40,500. Included in these numbers are children adopted internationally; in 2014, these numbered 6,438, with 2,743 age 5 or over (U.S. Department of State, n.d.).

Within the total population of immigrants in 2014, approximately 50 percent (20.9 million) of the 42.1 million immigrants ages 5 and older were not English proficient (Zong & Batalova, 2016). Among immigrants ages 5 and older, 44 percent speak Spanish (the most predominant non-English language spoken), 6 percent speak Chinese (including Mandarin and Cantonese), 5 percent speak Hindi or a related language, 4 percent speak Filipino/Tagalog, 3 percent speak Vietnamese, 3 percent speak French or Haitian Creole, and 2 percent speak Korean (Brown & Stepler, 2016).

Languages Spoken Among U.S. Immigrants, 2014



Note: Languages spoken by at least 2% of immigrants age 5 and above are shown. Hindi includes related languages such as Urdu and Bengali.

Source: Brown, A., & Stepler, R. (2016, April 19). Statistical portrait of the foreign-born population in the United States. Retrieved from Pew Research Center website: http://www.pewhispanic.org/2016/04/19/statistical-portrait-of-the-foreign-born-population-in-the-united-states-key-charts/#2013-fb-languages-spoken

[1] The Census Bureau defines recent immigrants as foreign-born individuals who resided abroad one year prior to Census data collection, including lawful permanent residents, temporary nonimmigrants, and unauthorized immigrants.

Terms Used to Describe Newcomers

"Newcomer" is an umbrella term that includes various categories of immigrants who are born outside of the United States. For example, all immigrants are not necessarily ELs, as some are fluent in English, while others speak little or no English. Students identified as ELs require assistance with language acquisition (though more than 40 percent of identified ELs are born in the United States). Some ELs may need help integrating into U.S. culture. Depending on the school district, newcomers of school age who attend public school may be placed in a newcomer program or mainstreamed (National Clearinghouse for English Language Acquisition, n.d.c). The following table describes terms used by various entities to describe newcomer populations.

Term	Definition
Asylees	Asylees are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, or businessmen, or with "undocumented" status (U.S. Department of Health and Human Services, n.d.a).
English Learner (EL)	An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (*ESEA*, as amended by *ESSA*, Section 8101[20]).
Foreign born	People who are not U.S. citizens at birth (White House Task Force on New Americans, 2015).
Immigrant children and youth (*Title III*)	Immigrant children and youth are those who (A) are aged 3 through 21; (B) were not born in any state; and (C) have not been attending one or more schools in any one or more states for more than for more than 3 full academic years (*ESEA*, as amended by the *No Child Left Behind Act of 2001* (*NCLB*), Section 3301[6])).
New American	An all-encompassing term that includes foreign-born individuals (and their children and families) who seek to become fully integrated into their new community in the United States (White House Task Force on New Americans, 2015).
Refugee	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group (U.S. Citizenship and Immigration Services, 2015).
Student with interrupted formal education (SIFE)	Students in grades four through 12 who have experienced disruptions in their educations in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling (Calderón, 2008).
Unaccompanied youth	Children who come into the United States from other countries without an adult guardian (U.S. Department of Health and Human Services, n.d.b).

Newcomers' Contributions to American Society

The description of the United States as a "melting pot"—a term coined in 1908 by British playwright Israel Zangwill and widely used for nearly a century—suggests an amalgam of the varied traditions, cultures, and values of diverse communities of people from all over the world who assimilate into a cohesive whole. Others have suggested that more apt metaphors to describe the United States might be "salad bowl," "mosaic," or "kaleidoscope," conveying that immigrant peoples' customs and cultures are not blended or melted together in the United States but rather remain distinct and thereby contribute to the richness of our nation as a whole (Jacoby, 2004). In his 2014 address to the nation on immigration, President Obama stated that immigrants give the United States a "tremendous advantage" over other nations. Immigration, he noted, has "kept us youthful, dynamic, and entrepreneurial. It has shaped our character as a people with limitless possibilities—people not trapped by our past, but able to remake ourselves as we choose" (White House, Office of the Press Secretary, 2014). This rich mosaic of immigrants positively impacts the United States in a multitude of ways, including socially, culturally, and economically.

According to the U.S. Department of State, the majority of Americans travel *within* the United States much more than they travel *outside* the United States. The number of U.S. citizens who travel abroad each year hovers around 10 percent of the population; the number of U.S. citizens who hold valid passports is roughly 30 percent (U.S. Department of State, Bureau of Consular Affairs, n.d.). Given this reality, many Americans' cultural knowledge of the world can be greatly enhanced by the immigrants they encounter here in the United States. Immigrants bring customs, cultural lenses, and linguistic knowledge from their mother countries, and the totality of these perspectives and experiences has the potential to expand U.S. citizens' collective knowledge and understanding of the world (Portes & Rumbaut, 2001).

In schools, the very presence of immigrant students provides a rich opportunity for all students to expand their cultural knowledge and their capacity to participate fully in a multicultural democracy and engaged with an increasingly interconnected world. When students attempt to communicate with, listen to, and learn from peers who have experiences and perspectives different from their own, they expand their knowledge base and at the same time gain the necessary intercommunication skills that are essential to success in their higher education, business, civic, political and social lives.

Scientific and Mathematic Contributions

There are many examples of foreign-born Americans who excelled in math and science. Tobocman (2015) noted that many foreign-born Americans won Nobel Prizes in science in 2009 and 2013:

- In 2009, eight of the nine Nobel Prize winners in science were Americans, and five of those eight Americans were foreign born. Foreign-born Americans won more Nobel Prizes that year than those who won from all the other nations combined.
- In 2013, six of the eight Nobel Prize winners in science were Americans, and four of those six Americans were foreign born. As in 2009, foreign-born Americans won more Nobel Prizes in science than winners from all the other nations of the world combined.

In the field of teaching mathematics, Jaime Escalante, born in Bolivia, was known for his outstanding work in teaching students calculus from 1974 to 1991 at Garfield High School in East Los Angeles, California. The students who entered his classroom were predominantly Hispanic and came from working-class families—and they performed below grade level in all academic areas and experienced behavioral problems. Escalante sought to change the school culture by helping his students tap into their full potential and excel in calculus. He had all of his students take the Advanced Placement calculus exam by their senior year. Escalante was the subject of the 1988 film *Stand and Deliver*, in which he was portrayed by Edward James Olmos.

Cultural Contributions

Immigrants bring varied and extensive cultural assets to this nation. The United States has long benefited from the knowledge, innovation, and artistry immigrants have contributed in numerous fields. In literature, for example, immigrants from every continent have for decades added a breadth of perspectives about the world by sharing their experiences and contributing new knowledge and understanding to the U.S. (Frederick, 2013).

- John Muir, prolific author, preservationist, and co-founder of the Sierra Club, immigrated with his family from Scotland. His biographer, John Holmes, contends that Muir "profoundly shaped the very categories through which Americans understand and envision their relationships with the natural world." (Holmes, 1999)
- Francisco Jimenez was born in Mexico and spent his childhood helping to support his family as a migrant worker. Despite living a life that did not provide him with a permanent home or regular opportunities for formal schooling, Jimenez became a distinguished writer and professor. He is the author of several books, including *The Circuit: Stories From the Life of a Migrant Child* and *Breaking Through*.
- Chinua Achebe, renowned Nigerian author of *Things Fall Apart* and numerous other writings, immigrated to the United States as a university professor and helped to solidify the presence of the African voice in the field of literature.
- Jhumpa Lahiri came to the United States from India at the age of 3. She won a Pulitzer Prize in 2000 for her short story collection, *Interpreter of Maladies*.
- Edwidge Danticat immigrated from Haiti to New York as an adolescent. She is the author of several stories and novels, and the recipient of an American Book Award (1999), a National Book Critics Circle Award (2007), and a MacArthur "Genius" Fellowship (2009).
- Khaled Hosseini, author of *The Kite Runner* and *A Thousand Splendid Suns*, was born in Afghanistan and immigrated to the United States, where he became a citizen in 1980.
- Vladimir Nabokov, author of *Lolita,* was born and raised in Russia. After immigrating to the United States in 1940, he became a professor at Harvard and Cornell universities. *Lolita* is considered to be one of the best English-language novels of the 20th century.
- Junot Diaz immigrated to New Jersey from the Dominican Republic at the age of 7. Diaz began writing as a graduate student at Cornell University, and later published several acclaimed novels, including *Drown* and *The Brief Wondrous Life of Oscar Wao*.

In music, immigrants have utilized their talents and vision to greatly influence the sound of this nation. They brought their instruments, along with unique rhythms, sounds, phrasing, and songs from their home countries, all of which have been woven into the music created in America.

Immigrants in the United States have also excelled in sports, acting, culinary arts, and other professions.

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Khaled Hosseini

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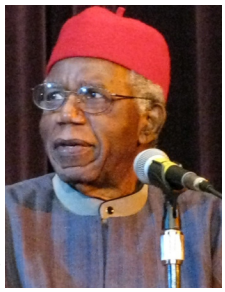
JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION
Junot Diaz

JOHN D. AND CATHERINE T. MACARTHUR FOUNDATION
Edwidge Danticat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IMMIGRANT SPOTLIGHT

Chimamanda Ngozi Adichie, Author

Chimamanda Ngozi Adichie was born in Nigeria in 1977. At the age of 19, she immigrated to the United States to attend college, first studying communications at Drexel University in Philadelphia, and later completing a degree in communications and political science at Eastern Connecticut State University. Adichie went on to earn a master's degree in African Studies from Yale University in 2008. While at Eastern Connecticut State, she began writing her first novel, *Purple Hibiscus*, which was short-listed for the Orange Prize for Fiction in 2004 and awarded the Commonwealth Writers' Prize for Best First Book in 2005. Her subsequent books, including *Half a Yellow Sun* and *The Thing Around Your Neck,* were well-received around the world and have been translated into more than 30 languages. *Americanah*, published in 2013, received numerous awards and accolades, including the National Book Critics Circle Award for Fiction and The Chicago Tribune Heartland Prize for Fiction, and was listed in *The New York Times*' Best Books of the Year. Her most recent book, an extended personal essay titled *We Should All be Feminists,* was published in 2014.

Source: The Chimamanda Ngozi Adichie website. (n.d.). Retrieved from http://www.l3.ulg.ac.be/adichie/.

Economic Contributions

The Partnership for a New American Economy (Fairlie, 2012) found that, in 2011, immigrants "started 28% of all new U.S. businesses … despite accounting for just 12.9% of the U.S. population." In California, the percentages are even higher: In six years (between 2006 and 2012), 44 percent of new tech startups in Silicon Valley were founded by immigrants. Nationally, 40 percent of Fortune 500 companies were founded by either first- or second-generation immigrants. The Small Business Administration concurs that almost 30 percent of all new businesses in the United States are started by immigrants and that these businesses, in turn, employ more than 5 million people nationwide. Fortune 500 companies employ more than 10 million people and generate annual revenues of $4.2 trillion.

These business endeavors speak to a tradition of strong civic participation by new Americans that serves to reinvigorate and support a healthy democracy. In addition to these contributions, immigrants, both documented and undocumented, pay billions of dollars in U.S. taxes annually. A 50-state analysis by the Institute on Taxation and Economic Policy (2015) found that undocumented workers in the United States contributed more than $11.8 billion in state and local taxes in 2012. This amount represents an even greater value than it appears, since undocumented families typically do not take advantage of the public programs that their tax dollars help fund, due to their legal status.

IMMIGRANT SPOTLIGHT

Paola Moya, CEO and Principal at Marshall Moya Design

Paola Moya was born in Colombia, and she and her family immigrated to the United States just before she turned 18. Moya had a penchant for design and architecture, but she lacked the resources to attend a university, so she went to work to help support the family, taking a job as a dog walker despite her "tremendous fear of dogs." She continued this work for several years before earning a bachelor's degree, followed by a master's degree in architecture. Just one year after earning her master's, Moya won the Visionary Award from the National Organization of Minority Architects (NOMA) because of her thesis project, a plan for building sustainable housing for displaced people in Cartagena, Colombia. Moya was hired by one of the judges for the award, Michael Marshall, and has since become a co-partner and principal in Marshall's firm, now called Marshall Moya Design. She is actively involved in the design and development of all projects for the firm, and also cultivates new business opportunities, oversees the firm's daily business operations, and leads the firm's strategic planning.

Source: Cristancho-Ahn, M. (2012, June 6). Our American Dream: Paola Moya, from dog walker to architect. *Fox News Latino*. Retrieved from http://latino.foxnews.com/latino/community/2012/06/06/our-american-dream-paola-moya-from-dog-walker-to-architect/

How Schools Can Support Newcomers

In order to achieve integration into American culture and society—and into American schools in particular—newcomer students and their families need myriad forms of support from multiple sources. Newcomers and their families have four basic needs, each of which are discussed in this tool kit:

1. A welcoming environment (Chapter 2)
2. High-quality academic programs designed to meet the academic and language development needs of newcomer students (Chapter 3)
3. Social emotional support and skills development to be successful in school and beyond (Chapter 4)
4. Encouragement and support to engage in the education process (Chapter 5)

By recognizing these needs and developing strategies to meet them, schools can help newcomers build the necessary foundation to thrive both socially and emotionally and to achieve academic success.

Teaching Students About the Contributions of Newcomers

Listed below are links to numerous activities that classroom teachers can use to help students understand newcomers' experiences and the various ways newcomers contribute to the United States.

Biography.com offers background histories of famous people who immigrated to the United States. http://www.biography.com/people/groups/immigration-us-immigrant

Edutopia provides suggestions for creating a safe, welcoming environment for students to tell about their family's immigration stories through digital storytelling. http://www.edutopia.org/blog/teach-empathy-digital-immigration-stories-sara-burnett

The Integration of Immigrants into American Society, edited by Mary C. Waters and Marisa Gerstein Pineau, describes many ways immigrants have served and contributed to our society. http://www.nap.edu/catalog/21746/the-integration-of-immigrants-into-american-society

The Public Broadcasting System (PBS) teacher site features personal stories, resources, and programs about immigration. http://www-tc.pbs.org/independentlens/newamericans/pdfs/tna5_contribs.pdf

- Newcomers of all ages can see what happens when families immigrate together, what it means to be "undocumented," and how to find help for a variety of issues. http://pbskids.org/itsmylife/family/immigration/
- Blended lessons support literacy skills through a documentary video about four teens who immigrated to the United States. Students develop their literacy skills as they explore a social studies focus on the factors that drive immigration and the challenges immigrants face in the United States, particularly in learning English. http://www.pbslearningmedia.org/resource/midlit11.soc.splimmig/american-stories-teens-and-immigration/

Teaching Vision contains statistics on U.S. immigration, lessons on Ellis Island, information on the Pilgrims, and much more for grades k–12. https://www.teachervision.com/immigration/teacher-resources/6633.html

The American Immigration Council offers a series about teaching immigrant heritage to access a shared past and present. The council's website provides strategies for developing reading and writing skills, building empathy, and engaging students about immigration. http://www.americanimmigrationcouncil.org/education/8-tips-teaching-how-write-digital-story-immigration

Scholastic Magazine offers lessons plans about immigrants for teachers in grades k–12. Included are ideas on how to conduct an oral history workshop, video resources, an interactive tour of Ellis Island, immigration research topics, and strategies for conducting interviews with immigrant and their families. http://teacher.scholastic.com/activities/immigration/

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"See Me": Understanding Newcomers' Experiences, Challenges, and Strengths (Jigsaw)

Purpose

K–12 school administrators and teachers can use this jigsaw activity in a staff meeting or professional learning community to discuss the experiences, challenges, and strengths of students who are newcomers; to examine their own assumptions about newcomers; and to identify ways to support such students.

Preparation for Activity

- A few days in advance, ask participants to read Chapter 1 of this tool kit.
- Make copies of the four Vignettes (one set for each group of four participants) and the Reading Jigsaw Note-Taker Matrix (one for each participant).

Time Required for Activity

1 hour

Instructions for Facilitator

STEP	ACTION
1	Participants sit in table groups, four per table. The table is their base group. Those in each base group number off, one through four, to determine which learning group they will be in.
2	Participants move to their learning groups (all ones together, all twos together, etc.). Each person in the first learning group receives a copy of Vignette 1, each person in the second learning group receives a copy of Vignette 2, and so forth. There will be one learning group per vignette. If there are more than 24 participants, consider forming two learning groups per number to create smaller groups in which discussion will be more easily facilitated.
3	Participants read their assigned vignette silently on their own and consider the three questions at the bottom of the page. They may underline text or jot notes on the page if desired.
4	Teachers discuss the reading and their responses to the questions with others in their learning group.
5	Each participant receives a copy of the Reading Jigsaw Note-Taker Matrix. Within each learning group, participants discuss how they will fill out the cells that correspond to their assigned vignette. Once they reach consensus, each participant fills in his or her copy of the matrix.

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STEP	ACTION
6	Teachers return to their original base groups. There, they take turns (starting with Vignette 1) briefly summarizing their assigned vignette, the associated questions, and the consensus responses from their learning group, referring to their matrix as needed. As each person speaks, the others in the base group listen and add notes to the empty cells in the matrix.
7	Facilitate a large-group discussion by asking the following questions: • How were the vignettes similar to things you've seen in our school? How were they different? • What new ideas or insights did you gain during this activity? • What are the implications for practice? • What do you think you might try or do differently in your classroom as a result of this activity? • What do you think we as a school might try or do differently?

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Vignette #1
Newcomer Profile: Fathima

Fathima is a 13-year-old girl who recently arrived from Indonesia. Fathima speaks Indonesian and Arabic at home with her parents and her little brother. Her mother enrolled her in a dual immersion program upon arriving in the United States with the hope that Fathima will be able to improve her English, as well as maintain her Arabic language. Her mother is pleased that the school district offers a dual language program in English and Arabic.

When Fathima is with her two best friends, there is a lot of laughter. Today, the trio of girls is performing a play for their classmates. Fathima speaks rapidly and animatedly in Arabic. The story the girls have written is funny, and their classmates seem captivated by the story the girls have created. When Fathima's character speaks, she interjects English phrases. During the show, Fathima's character exclaims, "No way!" and "Let's go!" and "See you tomorrow!" During the girls' performance, they are expressive and talkative. Their classmates applaud loudly when the performance is over.

Later in the morning, the teacher is reading with the class. They are reading a version of the Indonesian folktale "Deer Mouse and the Farmer" in English. Throughout the lesson, Fathima adjusts her hijab and seems distracted. As the lesson progresses, Fathima continues to sit quietly, sometimes appearing not to be paying attention. Each time the teacher asks a question of the students, the English-speaking students call out excitedly, sometimes speaking over each other. Fathima remains silent during this time.

As the students leave for lunch, the teacher asks Fathima if she liked the book. She tells the teacher in Arabic that the story reminds her of home. When asked why she did not offer that observation during the lesson, she comments, "I understand the story, but I don't understand the words."

In your learning group, consider and discuss the following questions:

- What strengths does Fathima bring to the classroom?
- If the teachers were to observe Fathima and her friends performing their play, what conclusion could they make about Fathima as a student and a member of the classroom community?
- What changes can Fathima's teachers make to the lesson that would provide opportunities for Fathima to be more engaged and to participate in the discussion?

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Vignette #2
Newcomer Profile: Margaret

Margaret, a fourth-grade student, loves to read and play the piano. Her parents, her two brothers, and she immigrated to the United States from England three months ago. In England, Margaret's mother was the head of the human resources department for a successful publishing company. The company recently opened an office in the United States, and Margaret's family decided to leave England and become permanent residents here.

In England, Margaret was popular and outgoing. She did very well in school; her favorite class was math. Margaret played on a netball team, and she also played the piano.

Margaret often draws in the library during recess and she describes her friends in England and says she misses her teammates. "They don't play netball here. All of the girls in my class here play on a softball team, but I don't play softball."

Margaret's mother had told her that there would be little difference between her life in England and her life in the United States, but Margaret is finding that this is not the case. First, Margaret says, the English is different. "There are a lot of words I don't know, and when I first came, the other kids laughed at my accent. Sometimes I didn't understand them, and sometimes they didn't understand me." Second, Margaret was surprised that, even though her favorite subject is math, she did not understand a lot of the math problems she had to do in class and for homework. "The numbers are different! We used pounds in England and here we use dollars. We used kilometers and here we use miles. And I have to learn about pounds and ounces, because all I know is that I weigh six stones!"

In your learning group, consider and discuss the following questions:

- In what ways is Margaret's experience in school similar to that of non-English speaking immigrants?
- In what ways is it different?
- What structures need to be in place to ensure that Margaret feels comfortable and safe in her new school?

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Vignette #3
Newcomer Profile: Emilio

Emilio, a shy boy from Mexico, arrived with his family in the United States at the age of 5. He is now 12 years old and in the seventh grade; he has missed the past three days of school and has fallen behind on several projects. When asked why he has missed school, he shrugs and says that sometimes he just "can't take it anymore." His math teacher adds that she cannot understand why Emilio has not integrated more with the other students from Mexico, adding, "Over half of our student population is from Mexico."

When Emilio is asked where he is from, he says he is from Oaxaca. "The teachers think that all Mexicans are the same, but I am from Oaxaca, and they make fun of me." The *they* Emilio refers to are a group of fellow Mexican students who call Emilio and other students from Oaxaca names, such as "indito," referring to the indigenous roots of many Oaxacans. "When I speak Mixteco, they laugh at me and tell me I should go home. In middle school, the kids used to tell me I was dumb, because I didn't speak Spanish."

While many of Emilio's teachers do not know that this bullying takes place, the ESL teacher acknowledges the struggles that his students from Oaxaca face in school. "Mexico is actually an extremely diverse country, and many students come to the United States not speaking Spanish, or have parents who do not speak Spanish. There are racial and linguistic distinctions within Mexican society that we teachers are only now realizing. We used to think of our students as one big group, but that simply is not true."

Emilio says he has learned some Spanish since coming to the United States in the second grade and explains, "When they found out I was from Mexico, they put me in a class for Spanish speakers." Emilio laughs when he adds, "I'm practically trilingual now!"

In your learning group, consider and discuss the following questions:

- Because Emilio is from Mexico, certain assumptions were made about him, by students as well as teachers. What were these assumptions? Why were they made?
- Thinking of your own school and district, what assumptions are sometimes made about particular student populations? What are the consequences of these assumptions?
- What steps can the school take to address the bullying of the Oaxacan students?

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Vignette #4
Newcomer Profile: Igor

Igor grew up in Russia, where he attended school regularly, was an excellent student, and enjoyed his childhood and early adolescence. When he was 14, his family moved to New York. Igor had studied some English in school, but like the rest of his family, he knew only a few phrases. His father had been an elementary school teacher in Russia, but in New York, with extremely limited English skills, he could only get a job as a janitor in a department store.

Igor's father studied English at night and dreamed of some day working in a school again. Igor and his family lived in Astoria, Queens, where they kept in close contact with the Russian community. At first, Igor attended a neighborhood high school, but a year later, encouraged by immigrant friends of the family, he transferred to International High School at LaGuardia Community College, where he is a 17-year-old junior.

At home, the family converses in Russian, and Igor, his two younger brothers, and his teenage friends speak Russian with the adults in their circle. Among themselves, they speak English.

A warm, open, and energetic young man, Igor had made friends easily. At school he speaks primarily English, except when he talks with other Russian-speaking students who are new to the school. His English has developed rapidly since his arrival, and he can read fairly well in English. He still does not understand everything in his school texts, but knows how to persevere and be patient. When he writes in English, he makes errors, but, as he put it, he feels he has "come a long way." Because he is doing well, and he feels that he has enough of a foundation in English to succeed, Igor has decided to take the test for his GED rather than stay in school and graduate with his class.

In your learning group, consider and discuss the following questions:

- What strengths and experiences does Igor have that helped him in being a successful student in the United States?
- What are some of the consequences for Igor leaving school with a GED?
- What advantages might Igor have had if he had stayed in high school and graduated with his class?

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Reading Jigsaw Note-Taker Matrix

	Fathima	Margaret	Emilio	Igor
List the student's age, grade, and country of origin. At what age did the student immigrate?				
How many similar students do we have in our school? How prepared are we to offer them quality learning opportunities? What do we need to learn to be able to do it?				
Record three key points to keep in mind programmatically from your learning group discussion.				

Continued on next page

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Reading Jigsaw Note-Taker Matrix

Continued from previous page

	Fathima	Margaret	Emilio	Igor
Record one question you have about the student in your vignette.				

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Resources

Adichie, C. N. (2009, October 7). *The danger of a single story* [Video file]. Retrieved from https://www.youtube.com/watch?v=D9Ihs241zeg

This link is a video of a TED Talk by Chimamanda Ngozi Adichie.

Bridging Refugee Youth & Children's Services. (n.d.). Refugee children in U.S. schools: A toolkit for teachers and school personnel. Retrieved from http://www.brycs.org/publications/schools-toolkit.cfm

This online tool kit was created "to support and assist schools with large numbers of refugee students." It is broken up into five chapters or "tools," each covering a different topic pertinent to refugees. The tool kit was created for use by school-level personnel as well as those at state and local education agencies.

Brown, A., & Stepler, R. (2016, April 19). Statistical portrait of the foreign-born population in the United States. Retrieved from Pew Research Center website: http:/.pewhispanic.org/2016/04/19/statistical-portrait-of-hispanics-in-the-united-states/

This data report discusses demographic information on foreign-born individuals living in the United States, including country of origin, race/ethnicity, age, languages spoken, and more.

Calderón, M. (2008, January). *Innovative policies and practices for developing teachers to work with English language learners.* Presentation at the Educational Testing Service and National Council of La Raza's ETS Addressing Achievement Gaps Symposium, Princeton, NJ. Retrieved from http://www.ets.org/Media/Conferences_and_Events/pdf/ELLsympsium/Calderon.pdf

This presentation discusses how schools can train and develop educators prepared to work with ELs. The author outlines the need for more qualified educators as well as showing what specific tools help ELs.

Carey, Bjorn. (2016, August 12). Stanford's Maryam Mirzakhani wins Fields Medal. *Stanford Report.* Retrieved from http://news.stanford.edu/news/2014/august/fields-medal-mirzakhani-081214.html

This article describes the work and achievements of Stanford mathematics professor and first woman Fields Medal winner Maryam Mirzakhani.

Center for American Progress. (2014, October 23). The facts on immigration today. Retrieved from https://www.americanprogress.org/issues/immigration/report/2014/10/23/59040/the-facts-on-immigration-today-3/#economy

This page of the website has briefs on immigration trends, policy, and statistics.

Child Trends Data Bank. (2014). *Immigrant children: Indicators on children and youth*. Retrieved from http://childtrends.org/?indicators=immigrant-children

This report discusses "first and second generation immigrant children in the United States." The data is broken down by various demographic markers and shows trends over a period from 1994–2014.

The Chimamanda Ngozi Adichie website. (n.d.). Retrieved from http://www.l3.ulg.ac.be/adichie/

This website provides information on author Chimamanda Ngozi Adichie.

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Cristancho-Ahn, M. (2012, June 6). Our American Dream: Paola Moya, from dog walker to architect. *Fox News Latino*. Retrieved from http://latino.foxnews.com/latino/community/2012/06/06/our-american-dream-paola-moya-from-dog-walker-to-architect/

This article provides information on architect Paola Moya.

Education Week. (n.d.). Learning the language [Web log]. Retrieved from http://blogs.edweek.org/edweek/learning-the-language/

This blog covers the educational and social issues facing ELs.

Fairlie, R. W. (2012, August). *Open for business: How immigrants are driving small business creation in the United States*. Retrieved from Partnership for a New American Economy website: http://www.renewoureconomy.org/wp-content/uploads/2013/07/openforbusiness.pdf

This report analyzes the role of immigrant entrepreneurs in the United States economy.

Frederick, B. (2013, March 29). 10 influential authors who came to the U.S. as immigrants. *The Christian Science Monitor*. Retrieved from http://www.csmonitor.com/Books/2013/0329/10-influential-authors-who-came-to-the-US-as-immigrants

This article provides biographical information on 10 authors who came to the United States as immigrants.

Furman, J., & Gray, D. (2012, July 12). Ten ways immigrants help build and strengthen our economy [Web log post]. Retrieved from White House website: https://www.whitehouse.gov/blog/2012/07/12/ten-ways-immigrants-help-build-and-strengthen-our-economy

This blog post outlines ways in which immigrants have contributed to the economic stability and strength of the United States. Within each of the 10 categories describing immigrant contributions are statistics that provide concrete evidence. In addition, several additional links are embedded in the blog, which provide further information regarding the ways that immigrants enhance the U.S. economy.

Hakuta, K. (1986). *Mirror of language: The debate on bilingualism*. New York, NY: Basic Books. Retrieved from http://faculty.ucmerced.edu/khakuta/research/publications/(1986)%20-%20MIRROR%20OF%20LANGUAGE%20THE%20DEBATE%20ON%20BILINGUALISM.pdf

In this text, the author details the intellectual and social implications of bilingualism for both children and adults. He also discusses the academic and linguistic implications of bilingual education.

Holmes, S. (1999). *The young John Muir: An environmental biography*. Madison, WI: University of Wisconsin Press.

This biography of John Muir details his many contributions to the recognition and preservation of the natural beauty of the United States.

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Institute on Taxation and Economic Policy. (2015, January 14). *Who pays? A distributional analysis of the tax systems in all fifty states* (5th ed.). Retrieved from http://www.itep.org/whopays/

The report provides a summary of taxes paid by group, including immigrants, nondocumented workers, and so on.

Jacoby, T. (2004). *Reinventing the melting pot: The new immigrants and what it means to be American*. New York, NY: Basic Books.

This anthology of work by leading researchers in the fields of education, sociology, and linguistics focuses on the role immigrants have played (and continue to play) in the dynamic culture of the United States.

McFarland, J. (2016, February 18). Diversity in home languages: Examining English Learners in U.S. public schools [Web log post]. Retrieved from National Center for Education Statistics website: http://nces.ed.gov/blogs/nces/post/diversity-in-home-languages-examining-english-learners-in-u-s-public-schools

This blog post from the National Center for Education Statistics summarizes current data regarding the almost five million EL students enrolled in public schools. These students make up roughly 10 percent of the total student population in the U.S. The site includes useful graphs, including a chart of the top home languages spoken by students, and the percentage of EL students by grade.

Myers, D., Levy, S., & Pitkin, J. (2013, June 19). *The contributions of immigrants and their children to the American workforce and jobs of the future.* Retrieved from Center for American Progress website: https://www.americanprogress.org/issues/immigration/report/2013/06/19/66891/the-contributions-of-immigrants-and-their-children-to-the-american-workforce-and-jobs-of-the-future/

This report analyzes current demographic and employment trends that are changing the workforce in the United States. The findings of a study are presented with projections about the role of foreign-born immigrants—the first generation—and their native-born children—the second generation. The report is grounded in data from the Census Bureau and the Bureau of Labor Statistics.

National Clearinghouse for English Language Acquisition. (n.d.a). Fast facts. Retrieved from www.ncela.ed.gov/fast-facts

These fast fact sheets, created for the Office of English Language Acquisition, are two-page documents that summarize various information on ELs.

National Clearinghouse for English Language Acquisition. (n.d.b). Resources for supporting new arrivals. Retrieved from https://ncela.ed.gov/files/publications/ResourcesforSupportingNewArrivals.pdf

These resources, created for the Office of English Language Acquisition, cover various topics on immigrants and new arrivals.

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National Clearinghouse for English Language Acquisition (n.d.c) *Elevating English Learners (ELs): Programs for newcomer students*. Retrieved from https://ncela.ed.gov/files/feature_topics/newcomers/ElevatingELs_ProgramsForNewcomerStudents.pdf

This paper, part of a three-part series on supporting newcomer students, focuses on dedicated programs for newcomers.

National Science Foundation. (2015, September 30). Immigrants play increasing role in U.S. science and engineering workforce [Press release]. Retrieved from https://www.nsf.gov/news/news_summ.jsp?cntn_id=136430

This press release discusses the increasing percentage of immigrants in science and engineering in the United States.

Portes, A., & Rumbaut, R. G. (2001). *Legacies: The story of the immigrant second generation*. Berkeley, CA: University of California Press.

This book, written by two leading sociologists, provides insight on the lives of the children of immigrants in the United States.

Portes, A., & Rumbaut, R. G. (2006). *Immigrant America: A portrait* (3rd ed.). Berkeley, CA: University of California Press.

This book provides both immigrant narratives as well as a historical account of the immigration patterns, challenges, and successes of different groups in the U.S.

Stanford University, Department of Mathematics. (n.d.). Maryam Mirzakhani elected to National Academy of Sciences. Retrieved from http://mathematics.stanford.edu/2016/05/09/maryam-mirzakhani-elected-to-national-academy-of-sciences/

This page announces the election of Maryam Mirzakhani to the National Academy of Sciences in May 2016.

Suárez-Orozco, C., & Suárez-Orozco, M. M. (2009). *Children of immigration*. Cambridge, MA: Harvard University Press.

This book describes the strengths and challenges of immigrant children in the U.S. The authors detail the influences and factors that impact immigrant children within and outside of the home in shaping their emerging indentities.

Tobocman, S. (2015, June). *Guide to immigrant economic development.* Retrieved from Welcoming America website: http://www.welcomingamerica.org/wp-content/uploads/2015/06/Guide-to-Immigrant-Economic-Development_Final.pdf

This "guide is a milestone in the development of this work as its own emerging field represented by the organic emergence of local economic development efforts that welcome immigrants and the opportunities they create into the local economic plans for their communities."

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U.S. Census Bureau. (n.d.). Retrieved from http://www.census.gov

This website contains data from the Census Bureau.

U.S. Citizenship and Immigration Services. (2015). Civics and citizenship toolkit. Retrieved from https://www.uscis.gov/citizenship/organizations/civics-and-citizenship-toolkit

This tool kit "contains immigration and civics publications, handbooks, multimedia tools, and a quick start guide with ideas for use. It is designed for new and experienced organizations."

U.S. Citizenship and Immigration Services. (2015). Questions & answers: Refugees. Retrieved from https://www.uscis.gov/humanitarian/refugees-asylum/refugees/questions-answers-refugees

This webpage offers information on some commonly asked questions concerning refugees.

U.S. Department of Education. (2015a). Developing programs for English language learners: Glossary. Retrieved from http://www2.ed.gov/about/offices/list/ocr/ell/glossary.html

This webpage lists important terminology for understanding the different types of newcomer programs.

U.S. Department of Education. (2015b). Educational resources for immigrants, refugees, asylees and other new Americans. Retrieved from http://www2.ed.gov/about/overview/focus/immigration-resources.html

This webpage offers information and news concerning immigrants, refugees, asylees, and other new Americans.

U.S. Department of Education. (2015c). *The biennial report to Congress on the implementation of the* Title III *State Formula Grant Program: School years 2010–12.* Retrieved from http://ncela.ed.gov/files/uploads/3/Biennial_Report_1012.pdf

This report offers definitions of terms, and extensive statistical analyses of the demographic profile, English proficiency, and academic achievement of ELs in school years 2010–12.

U.S. Department of Education. (2015, October 20). *Resource guide: Supporting undocumented youth*. Retrieved from http://www2.ed.gov/about/overview/focus/supporting-undocumented-youth.pdf

"The U.S. Department of Education (Department) has compiled this Resource Guide to assist and enhance State and local efforts to support undocumented youth at the secondary and postsecondary school levels."

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Refugee Resettlement. (n.d.a). Fact sheet: Asylees. Retrieved from http://www.acf.hhs.gov/sites/default/files/orr/orr_fact_sheet_asylee.pdf

This fact sheet from the U.S. Department of Education defines "asylees" and provides information on eligibility requirements for asylees.

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U.S. Department of Health and Human Services, Office of Refugee Resettlement. (n.d.b). Who we serve—Unaccompanied alien children. Retrieved from http://www.acf.hhs.gov/programs/orr/resource/who-we-serve-unaccompained-alien-children

This webpage provides a definition of unaccompanied alien children.

U.S. Department of State, Bureau of Consular Affairs. (n.d.). Passports statistics. Retrieved from https://travel.state.gov/content/passports/en/passports/statistics.html

This webpage provides statistics on the number of passports issued by the federal government from 1996–2015.

U.S. Department of State, Office of Children's Issues. (n.d.). Intercountry adoption statistics. Retrieved from https://travel.state.gov/content/adoptionsabroad/en/about-us/statistics.html

This webpage gives statistics on international adoptions to the United States by year, country, and receiving state.

U.S. Small Business Administration. (n.d.). Made it in America: Celebrating immigrant entrepreneurs. Retrieved from https://www.sba.gov/MadeItInAmerica

This webpage contains facts about immigrant entrepreneurs in the U.S. and also contains a list of resources.

White House, Office of the Press Secretary. (2014, November 20). Remarks by the president in address to the nation on immigration. Retrieved from https://www.whitehouse.gov/the-press-office/2014/11/20/remarks-president-address-nation-immigration

This link provides a transcript of President Obama's address to the nation on immigration.

White House Task Force on New Americans. (2015, April). *Strengthening communities by welcoming all residents: A federal strategic action plan on immigrant and refugee integration*. Retrieved from https://www.whitehouse.gov/sites/default/files/docs/final_tf_newamericans_report_4-14-15_clean.pdf

This report, created by the White House Task Force on New Americans, discusses immigrant policy recommendations. "The Task Force identified goals to strengthen our civic, economic, and linguistic integration and to build strong and welcoming communities."

Zong, J., & Batalova, J. (2016, April 14). *Frequently requested statistics on immigrants and immigration in the United States*. Retrieved from Migration Policy Institute website: http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states

This report from the Migration Policy Institute reports frequently requested data on immigrants and immigration. Data is reported on various demographic markers as well as showing trend and supplying definitions for the various categories of immigrants.

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