We can all be transformed—and can, perhaps, transform others—by what we read and how we participate in our community.

Reading and Learning Guide
for 2017-18 book selection:

*In the Country We Love: My Family Divided*
by Diane Guerrero
In the Country We Love
My Family Divided
by Diane Guerrero
with Michelle Burford
Henry Holt & Co
2016

Reading & Learning Guide
by Randi Smith & Ariadna Ochoa
Metropolitan State University of Denver
2017
Courtesy of Learning Communities and First Year Success at MSU Denver

Author Diane Guerrero will speak on our campus!
Wednesday October 25, 11:00, Tivoli Turnhalle.
(See page 9 for more info.)
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In the Country We Love is a moving, heartbreaking story of one woman’s extraordinary resilience in the face of the nightmarish struggles of undocumented residents in this country. There are over 11 million undocumented immigrants living in the US, many of whom have citizen children, whose lives here are just as precarious, and whose stories haven’t been told. Written with bestselling author Michelle Burford, this memoir is a tale of personal triumph that also casts a much-needed light on the fears that haunt the daily existence of families like the author’s and on a system that fails them over and over.

Orange Is the New Black actress Guerrero delivers an affecting tale of a childhood lived in the margins. Born to undocumented Colombian immigrants upon their arrival stateside, the author quickly learned not to draw attention to herself or her parents. Mami and Papi struggled tirelessly to remedy their immigration status, but the family’s worst fears were realized when the author was 14: she arrived home from school to an empty house, discovering her parents had been deported just hours earlier. In the book’s strongest passages, Guerrero recounts the fear, shame, and instability that followed. Taken in by a family friend, she found solace in the performing arts while her relationship with her parents grew more fractured over time and distance. As she attempted to define herself and her future, Guerrero grappled with a number of serious financial obstacles and mental health issues, further deepening the rift in familial ties. The author’s candor in chronicling the lowest moments of her life reads like an urgent confessional. Indeed, it wasn’t until she shared her story that the healing—and her acting career—could finally begin. The author’s greatest strength lies in her ability to advocate for undocumented immigrants and others affected by immigration status: “I’ve written the book that I wish I could have read when I was that girl.”

The most gripping part of this book is the raw emotions that are so palpable. From her brother’s desperation, her parents fear, her anger and despondency and loneliness—it’s easy to feel empathy with everyone. And truthfully, I have never read an account of a US citizen child that so beautifully encapsulates what is like to live in constant fear of the government taking away your immigrant parents.
Guerrero, an actress best known for her roles on *Orange Is the New Black* and *Jane the Virgin*, was born in the U.S. to Colombian parents. They lived in the States while undocumented until they were deported in 2001. **Guerrero, 14 at the time, was left on her own with no government oversight whatsoever, a harrowing situation that she recounts with honesty, pathos, and bravery.** She suffered in her parents’ absence, growing increasingly depressed with no one to confide in. The depression led to alcoholic blackouts, self-injury, and a near-suicide before she opened up to a therapist and got much-needed help. Guerrero transforms a truly terrible situation into something meaningful, using her story and her role as an Ambassador for Citizenship and Naturalization by the White House to try to help other immigrant families left in this terrible position.

— *Publishers Weekly*

*In The Country We Love: My Family Divided* reinforces the humanizing power of literature—its ability to accent news stories with infinite empathy....Pushing aside the conventional debate on immigration, Guerrero emphasizes a different dimension: what happens to the kids left behind? The answer is devastating.... **Those who feel passionately about either side of the immigration debate should read this book. Those who don’t get why immigration is such a divisive topic should particularly pick it up. Regardless of your stance, read this book with an open mind and consider what we can do better.**

— *Brown Books, Green Tea*

“When you’re the child of undocumented immigrants, you learn to keep your mouth shut,” Guerrero writes in her new book....But in 2014, the actress (*Orange Is the New Black, Jane the Virgin*) broke her silence, writing an article for the Los Angeles Times about her experience. The response was enormous and even prompted an invitation to meet President Obama. Since then, Guerrero, who was born in the United States, has become an activist for immigration rights and an ambassador for citizenship and naturalization for the White House.

— *The Washington Post*

Guerrero relates her struggle to hold her life together, get through high school and college, and find her feet in the world--challenges that will resonate with many readers...[She] writes with humor and heartbreaking honesty. Offering readers the story she needed to hear as a child, **Guerrero shines a light on this country's flawed immigration system, eloquently calling for reform without diminishing her appreciation for the opportunities US citizenship has afforded her. A timely and enlightening read.**

— *Booklist*
About the Book Author

Diane Guerrero is an actress on the hit shows Orange is the New Black and Jane the Virgin. She volunteers with the nonprofit Immigrant Legal Resource Center, as well as with Mi Familia Vota, an organization that promotes civic involvement. She has been named an Ambassador for Citizenship and Naturalization by the White House. She lives in New York City.

from http://inthecountrywelove.com/#abouttheauthor

About the Reading Guide Authors

Since 2006, Dr. Randi Smith has been a professor of psychology at Metropolitan State University of Denver, where she enthusiastically teaches students about human sexuality, abnormal psychology, and counseling. Whenever possible, she incorporates service-learning into her courses, getting her students out into the community to learn through real-life experiences with real human beings. Her belief in the power of doing does not, however, mean that she does not also believe in the power of reading. Through 1 Book/1 Project/2 Transform, she celebrates her love of books and her passion for community service. Please feel free to contact Randi at rsmith216@msudenver.edu.

Ariadna Ochoa Magallanes is an MSU Denver alumna. She immigrated to the United States with her mother and younger sister from Coahuila, Mexico, after witnessing violence in the streets in front of her house. That violence kept her out of school for several years before she was able to relocate to Denver and continue her goal of attending college. She graduated with a double major in Modern Languages and Chicana/o Studies and a concentration in Social Practice. Currently, as an Immigrant Services Program specialist in the Center for Equity and Student Achievement, she has found a calling in helping to empower other immigrants who, like her, call this country their home. She believes in the power of education and wants to do everything she can to help students achieve their dreams. Contact Ari at aochoa4@msudenver.edu.
About 1 Book/1 Project/2 Transform

1 Book/1 Project/2 Transform (1B/1P/2T) is a recurring series that brings together MSU Denver students, staff, and faculty around a shared book. Unlike many common reader programs offered at universities throughout the country, participants in 1B/1P/2T not only read and discuss a book, but when possible they volunteer with a service project related to the book’s theme. The idea behind 1B/1P/2T is that we can all be transformed—and can, perhaps, transform others—by what we read and how we participate in our community.

Books for the series are selected on the basis of their connection to a chosen theme and on their ability to inspire action and community engagement. Past selections have focused on homelessness (Steve Lopez’s The Soloist and Liz Murray’s Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard); immigration (Enrique’s Journey by Sonia Nazario and Just Like Us by Helen Thorpe); access to clean water (Wine to Water by Doc Hendley); poverty, crime, and life choices (The Other Wes Moore by Wes Moore); human trafficking (Carissa Phelps’ Runaway Girl); food insecurity & food justice (The Good Food Revolution by Will Allen); and foster care reform (Ashley Rhodes-Courter’s Three Little Words).

Through 1B/1P/2T, we can create a culture of engagement, wherein students, faculty, and administrators become more mindful of and more involved in the community that surrounds us. We hope that participation in “obligatory” service through 1B/1P/2T spurs people on to continued volunteerism with the community, and that links forged across disciplines and roles and organizations become lasting bridges of connection. For help with service-learning/volunteer activities related to In the Country We Love, please contact Ryan Campbell in the Applied Learning Center: campbrya@msudenver.edu
First Year Success and *In the Country We Love*

**Book Adoption**
We encourage all First Year Success (FYS) faculty to consider adopting *In the Country We Love* as a required text for their first-year courses. Some benefits of adopting this common reading include: a shared first-year learning experience for students, connection to service and the community, links between disciplinary work and case studies, faculty collaboration for discussions and events, and the opportunity to hear and visit with the author during a campus visit. Book adoption entails:
a) integrating *In the Country We Love* as a required text to support your existing learning outcomes; and b) sending FYS your class syllabus demonstrating this integration.

**Free Books for Students**
If you are able to integrate *In the Country We Love* into your FYS class, free copies of the book will be given to your students. We highly encourage you to make book adoption requests as early as possible (by early August), so that we may get copies of the book to your students during the first week of class. FYS students are eligible to receive free copies even when the book is not an official text for their learning communities. Have interested students contact the FYS office directly for more information on program participation.

**Reading & Learning Guide**
This document is a reference guide to *In the Country We Love*. This guide includes chapter summaries, discussion prompts, activities and a resource section specific to immigration reform efforts in the Denver Metro community and across the state of Colorado and the nation. The guide is designed to highlight the relevance of the book to students and their personal lives, as well as to multiple academic disciplines (e.g., Chicana/o Studies, political science, social work) and multiple community service sectors (e.g., voter registration, immigrant services, etc.).

**Book Discussions**
Book discussions can be solely a part of your class, or you may wish to involve your students in a bigger book discussion hosted through FYS. These events will be coordinated in conjunction with FYS faculty and are often held during regular class sessions.

**Service Opportunities**
The *project in 1 Book/1 Project/2 Transform* is intended to be a community-based service experience. There will be several service opportunities associated with *In the Country We Love*. More details will follow, and we encourage faculty to add these to their syllabi and to involve students in reflection related to their service experiences.

**Author Visit**
Diane Guerrero will visit our campus on Wednesday, October 25th. The author talk will begin at 11 am with Q & A and a book signing to follow. More details to come.
Events

Panel Discussion: Wednesday September 27, 12:30-1:30, Tivoli Multicultural Lounge
Join Colorado Representative Joe Salazar, Gabriela Flora of Coloradans for Immigrant Rights, and other experts and activists who will share their perspectives on DACA, deportation practices, citizenship, and other immigration issues. There will be time for students to ask their own questions, too. For more information, visit http://www.msudenver.edu/1book1project2transform/events/

Bring It to the Table: Wednesday October 4, Tivoli 320
To address the challenge of engaging in civil discourse around controversial topics, Julie Winokur will involve the campus community in her “Bring It to The Table” program (https://bringitzthetable.org). Julie will show excerpts from her film, a documentary she made while traveling around the country using her “Table Talk” concept to explore the perspectives of people across a wide political and geographical spectrum. Participants will engage in Table Talk dialogue on the topic of immigration.

Author Event with Diane Guerrero: Wednesday October 25, 11:00, Tivoli Turnhalle
Be inspired by Diane Guerrero, actress on the hit shows Orange is the New Black and Jane the Virgin, and author of this year’s 1 Book/1 Project/2 Transform book In the Country We Love: My Family Divided. Doors will open at 10:30 for what will likely be a full house, so plan to arrive early. Diane’s talk starts at 11:00, followed by Q & A at noon and a book signing at 12:30. Encourage students to bring their books so they can meet Diane and get her signature.

Student Impact and Innovation Showcase: November 10, 2017
Think about encouraging your students to present any service-learning or related projects that come out of your class’s participation in 1 Book/1 Project/2 Transform. For more information about this annual event: http://www.msudenver.edu/appliedlearningcenter/studentimpactandinnovationshowcase/

#DenverTalks Race & Justice: Thursday November 16th in the Tivoli Turnhalle
MSU Denver has partnered with the City of Denver to host author Claudia Rankine, author of Citizen, An American Lyric. Join Mayor Michael Hancock and others from the Denver community in this program designed to elevate discussion and encourage active participation in our community. This video gives a glimpse of what Rankine’s presentation may be: https://www.youtube.com/watch?v=8cnq71TIUvo

For help with service-learning/volunteer activities related to In the Country We Love, contact Ryan Campbell in the Applied Learning Center: campbrya@msudenver.edu
Learn about more events at http://www.msudenver.edu/1book1project2transform/
Book Chapter Summaries

Introduction
“One moment—that’s all it takes for your entire world to split apart. For me, that moment came when I was fourteen. I returned home from school to discover that my hardworking immigrant parents had been taken away. In one irreversible instant—in the space of a single breath—life as I’d known it was forever altered.” Diane introduces us to the “heartbreakingly common” story of families divided as a result of immigrant deportation.

Chapter 1: The Silver Key
Having secured admission into Boston’s performing arts high school, Diane rehearses for a solo musical performance in the school’s Springfest—even though she is only a first-year student. Throughout the day, as she practices her number and then heads home, she is plagued by an uneasy feeling. She tries to phone her parents but receives no answer, and is in a near-panic by the time she gets to her home.

Chapter 2: Mi Familia
Diane shares the history of her family. Both her Mami and Papi were born and raised in Columbia, in a beautiful but impoverished area where many families had no indoor toilets or electricity, and where job opportunities were minimal. Mami, who had always wanted to be a teacher, fell in love, married, and got pregnant while still a teenager; by the time she gave birth to Diane’s older brother Eric, Mami realized she had been duped by her “husband,” who was already married to someone else. A couple years later, Mami met Papi, who was making a meager living working in a sugarcane plant. Though they were very much in love, life was not easy: both Mami and Papi had experienced numerous tragedies and challenges, including the untimely deaths of family members, financial desperation, and the shock of random violence. They decided to try to make a fresh start in the United States. Five years after their arrival, they celebrated the birth of Diane, who—because she was born on U.S. soil—was the only member of her family to be a United States citizen.

Chapter 3: Underground
Ever since their arrival in the U.S., Mami’s and Papi’s lives revolved around their quest for citizenship. They are torn, however, between an eagerness to “file papers” and a fear that the pursuit of legal status could get them deported. Finally, with 11-year-old Diane doing much of the translating, Papi hires a lawyer who says he can help, though it will take years and thousands of dollars. Meanwhile, as Diane dreams of becoming a performer someday, her bother Eric learns that he is about to become a teenage father. The cramped quarters of the Guerrero household become tighter and tenser when Gloria—and then baby Erica—moves in.
Book Chapter Summaries

Chapter 4: The Good Girl
When Mami gets deported for the first time, Diane—then a 6th grader—is crushed, frightened... and guilty. As a good Catholic girl, Diane imagines that her mother’s sudden removal was God’s retribution for her bad attitude or some other sin she committed. After two months Mami returns to the family...only to be picked up by ICE a week later and again deported. Without Mami in the picture, Papi does his best to support Diane as she faces the middle school hurdles of her first bra and her first period.

Chapter 5: The Plan
Although Mami has made it back to the family again, life is not peaceful or easy. Eric gets into a scuffle outside of a convenience store, pleads guilty to what he thinks is a misdemeanor charge, and soon finds himself deported to Columbia, where he has not lived since he was a small child. Meanwhile Papi, who has continued to pay the lawyer each month in the hopes of gaining legal status, decides to find out if his case is getting close. When he and Diane visit the lawyer’s office, they find it empty. It becomes clear that the immigration “lawyer” was a fraud who swindled Papi out of thousands of dollars.

Chapter 6: Ground Shift
The realization that Mami and Papi are nowhere close to citizenship is devastating, but Diane has reason to celebrate: She is accepted into the prestigious Boston Arts Academy for high school, where she gets to explore music and theatre. As Diane prepares for her solo in the school’s Springfest, Papi wins $10,000 through Powerball, and Mami has a disturbing dream about a pond of dead fish.

Chapter 7: Taken
Diane now returns to the “one moment” she alluded to in the introduction: the moment she goes home after school to find the house empty and her parents gone. Alone and terrified, 14-year-old Diane hides under her bed before being rescued by her good friend’s mother, Amelia. Over the next few weeks, Diane visits her father in prison as he awaits his deportation. Life as she’d known it has dissolved, but Diane, accustomed to immigration secrecy, tells no one.

Chapter 8: Left Behind
Saying goodbye to her mother is even harder for Diane than the farewell visit with her father. It is painful to see Mami handcuffed and in an orange prison jumpsuit. As they speak to each other by phone through a giant plastic barrier, Mami asks—as she will many times—if Diane will move to Columbia. “I’m staying, Mami,” Diane says. “I’ve gotta stay.”
Chapter 9: Second Family
Amelia has accepted Diane into her home as family, but Diane can’t help but feel like a guest who is overstaying her welcome. She longs to be with her family, then learns that not only are Mami and Papi separated from her by thousands of miles, they are separated from each other and perhaps beyond reconciliation. Diane travels to Columbia for the first time and splits her trip into time with her mother and time with her father, while also exploring freedom and nightlife with her cousins. Back in Boston after the trip, Diane is hit by a car. Despite being injured, she attempts to keep the incident a secret, so as not to cause any trouble.

Chapter 10: Butterfly
A year after her parents’ deportation, Diane’s fragile stability crumbles again, and she must move from Amelia’s home into the home of another friend. She anxiously anticipates her future, wondering whether her dreams of being a performing artist can sustain her. Her anxiety, her frustration, and her anger—along with the great geographic expanse between them—have created emotional distance between Diane and her parents.

Chapter 11: New World
At Regis College in Boston, Diane overcomes self-doubt and social insecurity. She learns that she has ADHD and dyslexia, and with the help of medication and extra time, she notices real changes in her academic performance. She finds work, meets her boyfriend Brian, and travels to London for an exhilarating semester abroad. The year that follows, though, is marked by excessive drinking and the onset of serious, disabling depression. Diane begins to cut on herself.

Chapter 12: The Edge
The pain of losing her parents and the challenges of trying to be emotionally and financially independent have taken a tremendous toll. In her anguish, Diane comes close to throwing herself from the roof of her apartment building.

Chapter 13: Turnabout
Diane begins therapy with Lorraine and starts to see that she’s not responsible for all the painful twists and turns her life has taken. She enrolls in a paralegal program with the aim of one day being able to help her parents gain U.S. citizenship, but Diane’s heart is still drawn to acting.

Chapter 14: Stage Right
Pulled by her passion for the performing arts, Diane takes acting classes and feels her depression recede. She auditions for almost any acting opportunities she can find, including commercials, music videos, and low-budget independent films. In order to give her acting career the best chance of success, she decides to leave Boston—and her boyfriend Brian—for New York.
Book Chapter Summaries

Chapter 15: New York City
Though Diane loves New York, she is barely scraping by financially, and even resorts to selling her shoes to pay rent. She realizes that resentment toward her mother—whom Diane hasn’t seen in 7 years—may be blocking her from fully embracing her life and her acting. Diane travels to Madrid, where Mami has been living, and explores her anger, her grief, and her love for her mother.

Chapter 16: Orange
Diane lands the recurring role of Maritza Ramos on *Orange Is the New Black*, a “Web series” before Web series were a thing. She finds herself part of an empowering, female-driven production, where she feels respected and valued, and where she meets amazing friends like co-star Jackie Cruz. Still, work on a prison set reminds her of the pain of her own family’s experiences with prison—seeing her mother in handcuffs, her father in the orange jumpsuit as each was about to be deported.

Chapter 17: Into Daylight
Diane has a successful acting career (*OITNB* and *Jane the Virgin*) and a fulfilling social life, including a healthy and loving relationship with boyfriend J. But she still hasn’t spoken publicly about her family’s deportation history. That changes when she writes her story for an op-ed piece in the *Los Angeles Times*. Soon, Diane has a new role as immigration reform advocate, and gets opportunities to appear on NBC, ABC, NPR, CNN…and ultimately, to meet President Barack Obama!

Call to Action
Diane calls us to recognize an immigration system that is flawed in many ways: It hurts children, exploits undocumented workers, detains and deports individuals without due process, and offers what is at best an unjust and incoherent avenue to citizenship. She urges readers to exercise the American right and privilege to vote, and to do so with commonsense immigration reform in mind.
Chicana/o Studies
Diane Guerrero offers insight into the lives of mix-status families. Her experiences are similar to those lived by millions of undocumented individuals living in this country. Her story provides good examples of the differences between recent immigrants and first-generation immigrants, as well as differences and issues between Latina/o communities. It also shows countless challenges that immigrants face, like being scammed by false lawyers, not finding resources, not having work rights, and being discriminated against because of ethnicity and/or national origin.

Criminal Justice & Criminology
Diane’s childhood was significantly influenced by her family’s need to steer clear of police and immigration officials. Despite her parents’ best efforts to be law-abiding, productive residents of the U.S., both they and Diane’s older brother were involved in the criminal justice system. Later, as an actor on Orange is the New Black, Diane reflects on the painful reminders of seeing her own family members in orange jumpsuits and handcuffs, and she advocates for reforms of immigration and criminal law.

Gender, Women, and Sexualities Studies
In the Country We Love reflects the experiences lived by Diane Guerrero, a Latina who, like many other women, lived in fear of having her family taken away from her. Her experiences as an unaccompanied minor shine a light on different women’s issues including sexuality, gender roles, mental health, and conditions inside women’s prisons, among others.

Education & Mentoring
For Diane, education is an enormous motivator and, ultimately, her salvation. Yet schoolwork did not come easy. As a young adult, she learns that both attention deficit disorder and dyslexia have impeded her progress, and she comes to terms with both learning challenges. Her descriptions of the Boston public school system shine a light on urban education in the United States.

Human Services
In the Country We Love is undeniably a book about human beings’ struggle for survival and happiness in the face of daunting challenges. Diane and her family members work hard to overcome poverty, social injustice, family disruption, substance abuse, depression, and suicidality.

Modern Languages
Diane is the U.S.-born daughter of Spanish-speaking immigrants, and language features prominently in her story. She recounts having to translate for her parents everything from their electric bills to their doctors’ recommendations. And while she is capable in both English and Spanish, she reflects that bilingual classes may not have been the right fit for her. Diane’s book, In the Country We Love, is available in both English and Spanish versions.
How Might this Book Fit with My Course?
Book Themes and Disciplinary Connections

**Political Science**
As an advocate for immigration reform, Diane confronts political systems, challenges current practices, and speaks for undocumented residents whose voices cannot be heard due to fear of discrimination and deportation. She addresses injustices related to immigrant rights (or lack there-of), all through her very personal story. And it’s a story that includes her meeting President Barack Obama.

**Psychology & Human Development**
While stories of oppression, hopelessness, and despair are woven into Diane’s narrative, so too are themes of self-determination, recovery, and hope. Diane’s candor about her deep depression, self-harm, and suicidality provide an honest look at mental health issues. She credits her psychotherapy with Lorraine as a turning point in her life.

**Religious Studies**
To Diane’s family, the existence of a higher power gave them strength to continue pursuing a better life, education, and a legal status in this country. *In the Country We Love* includes examples of how religion has an impact in an individual’s life, and how these beliefs many times shape the way people live and the choices they make.

**Social Work**
Like many of the disenfranchised populations served by social workers, Diane’s family lives on the margins (or, as Diane puts it, they live “underground”). How can social work better meet the needs of immigrant families—and of children who are left alone when parents are deported? Diane’s personal account of being minor child left behind in the U.S. raises startling issues regarding our Immigration and child protective service systems.

**Sociology & Anthropology**
In the country we love includes examples of social issues such as racism, poverty, migration, classism, and mental health. It also illustrates how language, culture, and tradition influence the way life is perceived. Through her experiences, Diane offers valuable insights into how the lives of mixed-status families are under constant threat because of the fear of being separated from their loved ones. The book puts a face to the thousands of migrants who leave their home countries due to poverty and/or violence.

**Theatre**
For Diane, theater was a safe haven. Her love for acting and singing allowed her to escape her reality when everything was falling apart in her life after her parents were deported. It was acting that gave her a reason to live, and later gave her a platform to advocate for other people in situations similar to hers.
General Themes and Topics for Discussion: English Version

This Reading and Learning Guide includes themes, activities, and discussion prompts that are designed to connect students to *In the Country We Love* and support their learning on issues as varied as arts, mental health, family traditions, and immigration. The list of themes below can support instructors in their initial planning, drawing attention to key points of interest that can supplement classroom learning. While this list is not meant to be exhaustive, it does identify issues, concerns, and themes that may be relevant across a range of course topics.


**Bullying** 22, 23, 35, 52, 201, 240, 241.

**Child Care:** 2, 3, 85, 86, 87, 89, 90, 116, 117, 120, 228, 238, 239.

**Colombia:** 17, 18, 110, 111, 112, 113, 114, 115, 125, 134, 137, 231, 232.

**Education:** 5, 6, 7, 33, 36, 46, 47, 50, 63, 64, 65, 73, 74, 75, 76, 77, 90, 108, 123, 126, 127, 128, 129, 131, 132, 136, 138, 140, 145, 148, 152, 163, 164, 167, 169, 170, 175, 184.

**Family customs/traditions:** 13, 14, 15, 16, 17, 28, 78, 83, 102, 106, 110, 134, 135.

**Family History:** 5, 6, 12, 13, 14, 15, 17, 18, 19, 20, 21, 37, 38, 39, 40, 41, 43, 44, 45, 48, 51, 52, 54, 55, 57, 58, 59, 60, 68, 69, 79, 80, 110, 124, 193.

**Immigration:** 2, 3, 48, 50, 56, 85, 90, 98, 105, 112, 124, 196, 197, 226, 227, 228, 229, 238, 239, 240, 242, 243, 245, 246, 247.

**Legal Help:** 12, 28, 29, 30, 31, 32, 34, 45, 46, 68, 78, 112, 227, 240, 241, 243.

**Life options, work, and home:** 12, 13, 14, 15, 21, 56, 57, 60, 61, 115, 120, 121, 122, 128, 136, 137, 138, 162, 163, 172, 175, 181, 188, 189, 190, 192, 128, 203, 216, 240.


**Social and youth problems:** 3, 5, 37, 58, 59, 66, 107, 108, 120.

**Student Help and Resources:** 63, 64, 65, 145, 148.
General Themes and Topics for Discussion:
Spanish Version

For classes/instructors/individuals using the Spanish version of *In the Country We Love*, the list of themes below can support instructors in their initial planning, drawing attention to key points of interest that can supplement classroom learning. While this list is not meant to be exhaustive, it does identify issues, concerns, and themes that may be relevant across a range of course topics.

**Agresiones**: Páginas 24, 38, 51, 66, 255.

**Arte y cultura**: Páginas 6, 7, 14, 37, 79, 80, 81, 83, 85, 118, 127, 131, 135, 139, 140, 142, 147, 165, 169, 183, 184, 186, 191, 192, 193, 194, 195, 196, 198, 200, 201, 202, 205, 206, 207, 208, 222, 223, 225, 232, 233, 234, 236, 238, 239, 243, 244, 247, 248.

**Ayuda estudiantil y orientación**: Páginas 69, 70, 71, 141, 146, 148, 156, 192, 182.


**Colombia**: Página 120, 121, 122, 123, 124, 125, 137, 138, 149, 150.

**Costumbres familiares**: Páginas 16, 18, 30, 43, 44, 45, 47, 49, 86, 101, 119, 120, 125, 149, 190, 245, 261.

**Cuidado Infantil**: Páginas 2, 12, 94, 99, 116, 117, 128, 129, 151, 178, 221, 267, 268, 269, 270, 278.

**Educación**: Páginas 6, 36, 37, 39, 50, 52, 63, 70, 71, 79, 80, 81, 82, 83, 84, 98, 126, 128, 139, 140, 141, 142, 143, 145.


**Movimientos sociales**: Páginas 328, 241, 255, 256, 258.


**Política**: Páginas 275, 276, 277, 278, 279.

**Problemas de juventud**: Páginas 40, 41, 42, 51, 56, 64, 65, 72, 143, 146, 147, 157, 158, 166, 176, 180, 181, 184, 243.

Activities to Support Book Discussions & Learning

Notebooking/Journaling

Notebooks or journals enable students to explore questions, personal reactions, and general responses to the book. They challenge students to experiment with the dialectics between reading, writing, and thinking. Journals provide a relatively nonthreatening forum for trying out new voices, new ways of writing, and new ways of responding. For a journal to reach its full potential, it should be used for more than a reading log or a repository for class notes (Hiemstra, 2001). Including opportunities to write in response to reading supports students’ development of good study and research skills, and provides a low-stakes method of assessing and shaping their writing skills (Henry, 2009; Lindsey, 1996).

Double-Entry Journals help students record responses to selections they read for each class meeting. On the left side of the journal or page, students record five (or three or eight or whatever number you choose) quotations from the section they were assigned to read. On the right side of the journal or page, they respond to questions like:
- What drew you to this passage? What was your initial reaction to it?
- What does it make you think of/remember?
- Do you agree or disagree with the author’s claims?
- How does it connect to other things you have heard, read, or experienced?
- What further questions does it create for you?

Creativity Notebooks allow students to respond to the readings and class discussions by reflecting on connections to their own lives. Creative entries can include poetry, songs, dialogues, drawings, maps, cartoons, and collages. Creativity notebooks encourage students to reflect on how In the Country We Love relates to their own lives outside of class, and they provide an outlet for variety, flexibility, risk-taking, critical thinking, and—of course—creativity.

Response Journals require students to respond to specific sentence stems or starters which direct students to tap into prior knowledge, make connections to other learning, interpret readings, and predict outcomes. Some examples of sentence starters are:
- This reminds me of...
- I can relate to this because...
- I think this represents...
- A conclusion that I’m drawing is...
- The most important message here is...
- I wish the author had said more about...
- When I read this section, I felt...
- I like/dislike the author’s writing because...
- Something I learned from my reading...
- If I met Diane Guerrero, I would like to tell her...
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Immigration Quiz Game (from PBS)
For this game, which is a little bit of “Jeopardy”, “Family Feud,” and “Who Wants to be a Millionaire” all rolled into one, divide your class into two teams. Each team then selects four contestants, who line up in front of their respective team. Each representative player gets 1 question to answer for his/her turn. Contestants may consult with other team representatives in front, as well as with the rest of their team who may call out suggested answers and encouragement. However, the final answer from each team must be given by the representative to whom each particular question was directed. Each multiple-choice question is worth 2 points for that contestant’s team. If a contestant answers incorrectly, the other team may offer an answer for the question. If the second team’s answer is correct, that team earns 1 point. There are nine questions total, four for each team, plus a tie-breaker if needed.

Go here to pull up the quiz: [http://www.pbs.org/independentlens/newamericans/quiz.html](http://www.pbs.org/independentlens/newamericans/quiz.html)

Connecting Responses to Immigration and Reasons for Immigration
In class, begin a discussion about local, national, and international responses to immigration. What steps are being taken (e.g., relocation, deportation, education, service provision, community building, etc.) to address immigration in our community, in our country, and around the world? Record responses in a column on the board or on a flipchart.

Next, ask your students to list the root causes of immigration (e.g., poverty, natural disasters, war, unemployment, persecution, violence, dearth of educational opportunities, etc.). Record responses in a separate column next to the first.

Then ask students for the connections between the two columns. The goal of this exercise is to help students realize the extent to which interventions and responses address (or don’t) the root causes of immigration. How are government policies—at local, state, national, and international levels—tackling the problems that contribute to the reasons people choose to leave their homelands for uncertain outcomes in other lands?

Family Interview
Ask students to interview a family member about their family’s immigration history. Prior to the interviews, give students time to work in small groups to develop questions based on whom they plan to interview and what they may already know about that person’s immigration experience.

Back in class, students share their experiences interviewing family members in small groups. Discussion questions might include What did you learn about your family that you did not know before? Why did your family decide to move to the U.S.? How do you think your family’s experiences compare to those of other immigrants? What are some similarities and differences? As a class, discuss the common themes and the contrasting situations that emerged in the small-group discussions.
Activities to Support Book Discussions & Learning

Path to Citizenship
Current views on immigration include many myths about undocumented individuals. One of those myths says that they just "do not want to do things right," and that they should just "get in line" if they want to come to the United States. Currently, there is no singular process available for 11 million people to reside legally in the U.S.; processes that do exist can take up to 10-15 years to be final.

This activity will help students understand the paths to citizenship immigrants must follow, and that there is no "line" to get in.

Have students split into 5 groups. Each group will have a different scenario. Have each group solve one of the scenarios using the "Path to Citizenship" flowchart. After each group has solved their scenario, have them share their scenario and findings with the class. Facilitate a class discussion regarding immigration.

Possible discussion questions:
- What are some things that stood out or surprised you?
- What other myths have you heard about immigrants?
- What connections do you see between this activity and the lives of friends, neighbors, family members?

Scenarios:
- Maria is 28 years old. She lives in a Latin-American country. The situation in her country is getting worse by the day, with unpredictable violence breaking out near her home. She and her husband want to take her three children to safety, and hope to come to the U.S. She is the daughter of a permanent U.S. resident. Could she and her family get green cards?
- Abdul is a brilliant surgeon. He volunteers around the world and provides medical care to those in need. He has been offered a position to work for a U.S. hospital. The hospital has agreed to pay for his paperwork fees, but not his H-1B visa. Can he get a green card? If so, how long it would take him to come work here?
- Anita is 30 years old. Her sister is an American citizen, but Anita is a citizen of Mexico. Anita and her family have been seeing an increase in violence in her hometown and around the country. She wants to get to safety and her sister told her to come to the U.S. can Anita become a permanent resident? If so, how long would it take? What happens with her family?
- Cristiano Ronaldo is a very well-known soccer player. He was offered to come play for the Colorado Rapids. Can he become a permanent resident? How long would it take to become one?
- Ramon is a very poor man who has been trying to get a job in his country with no luck. He has a family to support, and can’t afford to pay for his family’s basic needs. He is desperate and wants to come to the U.S. to get a better chance. He has no family in the U.S. Could he ever come to the U.S. and become a permanent resident or get a work visa?
What Part of Legal Immigration Don’t You Understand?

Mike Flynn and Shikha Dalmia

Illustrated by Terry Colon

Opponents of illegal immigration are fond of telling foreigners to “get in line” before coming to work in America. But what does that line actually look like, and how many years (or decades) does it take to get through? Try it yourself!

**United States Citizen**

- Are you that relative’s parent, spouse, or minor child? **Yes**
- Adult children and siblings of U.S. citizens can apply for a green card.
- Work visa depends on home country and marital status. **No**

**Lawful Permanent Resident**

- Are you the spouse or child of a lawful permanent resident? **Yes**
- Spouses and minor children of lawful permanent residents can apply.
- Wait time depends on home country. Wait time: six to nine years.
- After five years (three if you’re a spouse), a green card holder is eligible to become a citizen. After five years (three if you’re a spouse), a green card holder is eligible to become a citizen.

Total time to immigrate and become a citizen: 12 TO 20 YEARS

**Temporary Work Visa**

- Is your employer willing to file the paperwork for a labor certification? **Yes**
- The wait time for a green card is typically six to 10 years.
- If an employer can’t wait six to 10 years for you to start work...
- After your green card, counting another five to 10 years for citizenship...

With your green card, you can become a citizen in five to six years.

Total time to immigrate and become a citizen: SIX TO SEVEN YEARS

**(F Flynn is director of government affairs and Dalmia is a senior policy analyst at Reason Foundation. This chart was developed by Reason Foundation in collaboration with the National Foundation for American Policy.**
Activities to Support Book Discussions & Learning

How does the media portray immigration topics?

Divide students into small groups. Provide each group with one of the statements below. Do not provide the fact that accompanies the statement; rather, reserve those for the discussion. Ask students to consider where and how they have heard their statement supported or refuted. What media outlets and what media messages contribute to the belief? Encourage them to think about various types of media, including newspapers, television news, online news outlets, Facebook, Twitter, blogs, etc. Once they have discussed media messages, have them try to locate scientific data to support or refute the statement.

1. Anyone who enters the country without government authorization is a criminal.
   (False: Federal immigration law says that unlawful presence in the country is a civil offense and is, therefore, not a crime. The punishment is deportation.)

2. Immigrants are taking American Jobs.
   (False: Immigrants often come to the United States because of the availability of jobs for them. These jobs are usually low-skill, low-wage jobs such as those in agriculture or service. There are also jobs that require specific skills that American workers may lack in high-skilled, high-paying positions.)

3. Immigrants today are less successful than those from earlier generations.
   (False: To truly see the success of immigrants we must look to the second and third generation. A recent study showed that present third generation immigrants’ educational progress was equal to or greater than that of European immigrants of the nineteenth and early twentieth century.)

4. Most immigrants enter the country without authorization.
   (False: Around 75% of today's immigrants have legal permanent [immigrant] visas; of the 25% that are undocumented, 40% overstayed temporary [non-immigrant] visas.)

5. Most legally authorized immigrants come to the United States to join close family members.
   (True: Most legal immigrants—about 75 percent—come to the U.S. to join close family members, although employment and escaping persecution are two of the other main reasons people immigrate to the U.S.)

6. Immigrants come to the United States and resist learning English.
   (False: Most immigrants do learn some English, and their children or grandchildren may only learn English.)

7. Immigrants commit crimes at a higher rate than U.S. citizens.
   (False: The reality is that immigrants are actually less likely than U.S.-born individuals to commit crimes. The percentage of men between 18 and 39 years old who are in prison is 3.5 percent for those born in the United States and only .7 percent for immigrants.)
Activities to Support Book Discussions & Learning

How does the media portray immigration topics? (continued)

8. Nearly all undocumented immigrants come from Mexico.
   (False: Mexicans account for about 59 percent of undocumented immigrants in the United States. Another 17 percent of undocumented immigrants are Latinos from other Latin American countries.)

9. Undocumented immigrants do not pay taxes and take advantage of government services.
   (False: Undocumented immigrants pay taxes in a variety of ways. Anytime they purchase an item or pay for their housing, they are providing local, state, or national dollars. In addition, many pay into social security, Medicare, and other entitlements without the possibility of receiving those benefits at a later date.)

10. If undocumented immigrants make the effort, they can change their status.
    (False: It is nearly impossible for most people who are labeled “illegal aliens”—like Mami and Papi—to change their status.)

11. Most children of undocumented immigrants are living legally in the United States
    (True: Two-thirds of all children with undocumented parents [about 3 million] are U.S.-born citizens who live in mixed-status families.)

The purpose of this project is to assess how different media outlets portray immigration-related topics. For example, in relation to question 7—Immigrants commit crimes at a higher rate than American citizens—how do the media portray the issue of immigration and crime?

Once the small-group discussions are completed, students will present their findings to the class. The presentation should include answers to the following questions:

- What are the different viewpoints of your chosen statement?
- What media sources convey information/misinformation related to your statement?
- Who is the target audience of each source?
- What different uses of language or images are used to construct this viewpoint?
- What groups of people does each source empower? What groups does it disempower?
- How does media portrayal affect public opinion related to your topic and in general?
- What scientific evidence did you find to support or refute your statement?
Activities to Support Book Discussions & Learning

Kahoot! Quiz

Overview
Kahoot! is a free electronic game-based learning platform designed to provide a fun learning experience through play. Kahoot! cannot be played without a leader hosting it. Once the leader hosts a Kahoot!, it’s easy for students to play via their phones or laptops. An immigration Kahoot! is already created, and is easy for you and your students to access and play in class.

Step 1: Setup
If you’ve never led a Kahoot! from this device before, you may want to test your internet connection to ensure gameplay is stable.

Now go to this link: https://create.kahoot.it/login. If you’re new to Kahoot!, click on “get my free account,” then sign up as a teacher. Once you have an account, sign in. You will then see a screen that says “find awesome Kahoots.” Enter “immigration” in the search bar. Click on the immigration quiz that has an icon of the American flag, was developed by maecsisonn, and has 15 questions.

On the game page, click “preview” if you wish to try out the game and/or view the questions.

To lead a Kahoot! for your class to play, connect your own device (i.e., your laptop) to the classroom projector screen so that all of your students can see.

You should now be at a loading screen. While the content of the Kahoot! loads, take a minute to review game options. Changing these options impact all Kahoots you host in the future. Therefore, if you turn on “randomize questions” now, this option will still be toggled on the next time you host any Kahoot.

When ready, select a game mode (classic or team) to launch the Kahoot. In classic mode, each player joins the game using their own device, whether that is an iPad, smart phone, or laptop. On each device, players will need to enter the game PIN and a nickname for themselves. In team mode, players form small teams and join the game using one device per team. Each team will need to enter the game PIN, a team name and the team members’ nicknames. This is a great option for classrooms without 1:1 devices, or to boost collaboration.

Step 2: Play
You should now see a lobby screen (see image at top of next page), where instructions to go to kahoot.it and enter a game PIN are displayed. Students need only enter “kahoot.it” on their devices to access the game for free. (Please note that each time you play the game, you will get a different game PIN. The PIN in the image at the top of the next page is just an example. Your own session of the Kahoot will have its own unique PIN.) Leave this page open and have your learners follow the instructions on their own devices. As they join, you will see their nicknames appear on your screen. Click ‘Start’ once everyone has joined.
Activities to Support Book Discussions & Learning

Kahoot! Quiz (continued)

Now that the Kahoot has started, a question will appear on your screen with answer options. Learners review the content on your screen and choose a box on their screen that corresponds with one of the answers. You can wait until everyone answers or the timer gets to 0, or you can click ‘Skip’ to move on (answers submitted beforehand will still count).

Use the ‘Next’ button to move through results screens and get to the next question.

Once all questions have been answered, you will be able to collect feedback on the Kahoot from your learners and download results.
Activities to Support Book Discussions & Learning

Immigration Status Privilege Walk

In this lesson plan, students will randomly be assigned an immigration status: "citizen", "lawful permanent resident", "undocumented", or "DACA recipient." After a brief discussion of what the terms mean, students will take a step backwards or forwards in response to a series of stated 'benefits' and 'limitations' conferred by the assigned fictional immigration status. Students will then discuss what it felt like to be moving backwards or forwards as well as how these barriers affect all groups.

- Tell students that each of them will be randomly given a fictitious immigration status on an index card. For this activity, they will have to pretend to have that status so they can learn the privileges of each status. (Note: It is important to stress the words "fictitious" and "pretend" so as not to inadvertently make students feel uncomfortable.)
- Randomly distribute index cards to students which say either "citizen", "lawful permanent resident", "undocumented", or "DACA recipient."
- Explain to students that these are more than just words and that in this activity, they will be asked to take steps forward or backward according to a series of 'benefits' and 'limitations' of their immigration status as labeled on their index card.
- Begin by asking all students to stand facing forward on the horizontal line you’ve made on the floor. (Ask students to move desks as needed)
- Facilitator reads off the following statements. Students respond according to their fictional status.

1. Citizens, residents, and DACA recipients you are authorized to work in the United States, so if you are a citizen, a resident, or a DACA recipient take one step forward.
2. Undocumented immigrants, because of your immigration status, you are more likely to be paid low wages, work long hours, and have unsafe working conditions so undocumented immigrants, take one step back.
3. All students, regardless of immigration status can attend college, so everyone take two steps forward.
4. Citizens and residents are eligible for federal student aid and may pay more affordable in-state tuition rates, so citizens and residents take two steps forward.
5. But undocumented immigrants and DACA recipients are not eligible for any federal financial aid and, in most states, don’t get to pay the lower in-state tuition rate, so undocumented immigrants and DACA recipients please take two steps back.
6. Residents, undocumented immigrants, and DACA recipients can be deported, so residents, DACA recipients and undocumented immigrants please take two steps back.
7. Even if citizens are born in the U.S. to undocumented or resident parents, their parents can still be deported, separating the family. Citizens take one step back.
Activities to Support Book Discussions & Learning

Immigration Status Privilege Walk (continued)

8. Citizens have the right to vote in federal elections, while residents, DACA recipients and undocumented immigrants do not. Citizens please take two steps forward.

9. If you are a DACA beneficiary, almost half of you report that you know a neighbor, coworker, friend, or other acquaintance who has been deported. You are more likely to have suffered significant anxiety, stress and hardship as a result of the forced departure of someone you know – so half of the DACA recipients please take a step back.

10. Your grandmother is on her deathbed and you want to travel to your country of origin to visit her. If you are a citizen or resident, you can visit your grandmother without asking for anyone’s permission so take two steps forward. If you are a DACA recipient, you may travel to see your grandmother but you must first ask the U.S. government for permission, so DACA recipients take one step forward. If you are undocumented and you travel abroad, you may never be able to return so undocumented immigrants, please take a step back.

11. Your life-long dream is to become a nurse. You have completed your degree with honors and it is time to get your professional license. If you are a resident or citizen, you can receive a nursing license in every state, so citizens and residents, take two steps forward. If you are a DACA recipient, depending on the state where you live, you may be able to receive a nursing license, so some DACA recipients take one step forward. If you are undocumented, take a step backward because you are not eligible for a professional license in almost every state* in the United States. (* In the state of California, professional licenses are available regardless of immigration status including undocumented and DACA recipients.)

Debrief by Talking

- Look around and see who is standing where.
- How did you feel during the exercise?
- What is the significance of stepping forward and stepping back? (At what points did you feel included or excluded?)
- Who was in the front, and who was in the back?
- What are some of the barriers faced by residents or undocumented immigrants?
- What are some of the barriers DACA beneficiaries have?
- How do these barriers affect citizens? What surprised you most about your fictional immigration status in this activity?
- Compare and contrast two types of US immigration statuses. What benefits and limitations are conferred to both of them?
Book Discussion Questions
(courtesy of macmillan.com)

1. Early in the book, Diane details how her parents relocated from Colombia to the United States. Where is your family from? How does your family history inform your sense of identity?

2. Diane says of her parents: “I knew [Papi] and Mami adored me as much as any parent can cherish a child, and yet I felt like I didn’t belong to them anymore. Like I didn’t have a home. A center. A base. A foundation. A place where I was from and could go back to when things got rocky.” What person or place in your life serves as your “foundation”? How would you function without that support system?

3. Even though she was very young, Diane often had to support her parents by serving as their translator. Have you ever been in the position of supporting your parents? How did you feel about this role reversal?

4. The first time that her mother was deported, Diane became convinced that it was her fault—that she had done something so “unforgiveable” that God was punishing her and her family. What do you think about a child carrying such a burden of guilt?

5. When Diane’s parents were both deported, she had to decide whether to join them or remain in the United States. What did she take into consideration when making this decision? How would you have handled such a decision?

6. Why do you think it was difficult for Diane to keep in close touch with her parents after they were deported? Have you ever had a long-distance friendship or relationship? How did you maintain close communication?

7. In your opinion, what was the most unexpected revelation in the book?

8. Diane endured many setbacks on her journey to become an actress. Did you ever have a dream that you pursued despite the odds? How did you overcome adversity? What was that like?

9. Diane describes many traditions that her family kept—her trips to the beach with her father, observing La Novena with her family and neighbors. What are some of your family traditions? How do they sustain you?

10. Diane often notes how much her parents wanted to protect and support her, particularly her father. If you have children, can you describe your desire to protect them? If you were put in a situation like Diane’s parents, how would you handle being separated from your child? Or how would you handle being separated from your parents?

11. When her parents were deported, social services never checked on Diane. If it weren’t for the kindness of family friends, she would have been abandoned. What does this say about support for immigrants and the path to citizenship in the United States?
With every ring of my family’s doorbell, with every police car passing on the street, a horrifying possibility hung in the air: My parents might one day be sent back to Colombia. That fear permeated every part of my childhood. (p. 2 / p. 2 Spanish)

My mother and father—or Mami and Papi, as I affectionately call them—worked. And I mean super-hard. That’s what it takes to make it in America as you’re struggling for citizenship. From the time they arrived from Colombia, they accepted the sort of low-wage, under-the-table jobs that make some people turn up their noses. Scrubbing toilets. Painting houses. Mowing lawns. Mopping floors….It’s how [they] made ends meet. (pp. 12-13 / p. 13 Spanish)

In immigrant communities all over the globe, celebrating is part of the culture. It’s a survival mechanism. When your relatives are thousands of miles away, you make up for it by connecting with others who speak your language. Eat your food. Love your music. Understand your traditions. Our neighbors weren’t only our neighbors; they were our extended family. (p. 14 / p. 14 Spanish)

And even amid their bickering, my parents saw eye-to-eye on one thing: Somehow, some way, they needed to work toward legal permanent residence. That’s why, from the minute their visas expired, they began strategizing about how they could become citizens. (p. 21 / p. 22 Spanish)

By this point, I already knew my parents’ legal status. In fact, I don’t recall a time when I didn’t know they were undocumented. In our house, that was just understood. A fact of life. The way things were. But at seven, I hadn’t fully comprehended what their status could mean for me. I hadn’t realized that, with a single phone call, I could lose them. (pp. 23-24 / pp. 25-26 Spanish)

When you are the child of undocumented immigrants, you learn to keep your mouth shut. Someone wants to know where your parents are from? It’s none of their friggin’ business. Like everyone else in our secret network, we followed the First Commandment of life under the radar: Do nothing that might bring the cops to your doorstep. (p. 27 / p. 29 Spanish)

Our lives revolved around my parents’ quest for citizenship. Nearly every week, Mami and Papi strategized about how to get their papers. Lamented that they didn’t yet have them. Or argued about whether they ever would. (p. 28 English, p. 30 Spanish)

...Neither of my parents speaks English fluently. Not that they didn’t try. In fact, my dad wanted to learn English so badly that, over the years, he signed himself up for several classes and practiced into the wee hours….He had difficulty picking up the language and was very shy about speaking it….I became my parents’ official translator. (p. 30 / p. 32 Spanish)
Quotes to Facilitate Discussions  
(page numbers provided for both English and Spanish versions of the book)

I envied those kids who could zip through their assignments. *Why can’t I be like that?* I’d think. *Why can’t I concentrate?* Years later as a young adult, I made two discoveries. First, I am dyslexic with numbers and words. And second, I have attention deficit disorder.... My brain is like a busy bee—continuously on the move, rarely ever quiet. That explains many of the challenges I had. As hard as I tried, I could. Not. Seem. To. Focus. (pp. 33-34 / pp. 35-37 Spanish)

In our area, which was mostly filled with Puerto Ricans and Dominicans, anybody who wasn’t in one of those two groups was usually considered a dirty immigrant. We were spat on. Cursed at. Looked down upon. And perceived as unattractive because of our indigenous Indian features. I know, I know: Other Latino groups look similar. That goes to show how stupid discrimination is. (p. 35 Eng, p. 38 Spanish)

Could a brown girl from an immigrant family ever find a place on the Great White Way? It didn’t seem likely....So I placed a tight lid over the top of my dreams. I kept them concealed, only to be acknowledged in the dim light ahead of daybreak. I pretended not to want what I wanted, mostly because I feared I’d end up disappointed. (pp. 36-37 English, pp. 39-40 Spanish)

Truth is, among low-wage earners busting their tails to make the rent, one’s feelings are seldom discussed or acknowledged. Emotional wellness is a First World luxury. (p. 37 Eng, pp. 40-41 Spanish)

I was convinced Catholicism was the answer to every problem, the one sure way to bring good things into your life. (p. 44 English, p. 48 Spanish)

I came to know the heavenly Father as, yes, the Great Protector, but also as the Ultimate Judge—one I feared deeply. I envisioned Him sitting up in heaven on His throne, scanning the Earth below with an all-powerful eye. Like Santa Claus. He knew who’d been naughty and who’d been nice, and He kept a record of it. Anyone who consistently disobeyed His commands and refused to repent would end up in hell. (p. 44 English, p. 48 Spanish)

Dedicated administrators worked around the clock to pull students up to academic snuff, but they were battling what must’ve feld like an unwinnable war, because the issues that plagued our neighborhood showed up on campus. Fights broke out often. Students disrupted class by throwing paper planes and pencils at teachers. Some girls turned up pregnant. And tensions erupted between rival gang members who’d show up to school with knives. It all freaked me out. Of course, plenty of kids, like me, wanted to excel. But how can a teacher bring out the best in students when she’s simply trying to keep the peace? (p. 46 English, pp. 50-51 Spanish)

It’s not that my classmates were bad children. Looking back on it, I can see that many were discouraged. They’d given up on themselves. They were caught in a cycle of poverty and low expectations. When parents have little education, and struggle to keep food on the table, the American Dream feels pretty unreachable. (p. 46 English, p. 51 Spanish)
By seventh or eighth grade, many of my peers had already fallen through the cracks. Teachers spent too much class time dealing with smart-mouthed punks. Students dropped out by the month. Those who wanted to do well were picked on. (p. 64 / p. 70 Spanish)

When you’re undocumented in the United States, you don’t get a pass under the heading of “youthful indiscretion.” (p. 66 / p. 73 Spanish)

In some ways, the heartache we feel for our loved ones is deeper, rawer, than any we could feel for ourselves. (p. 69 / p. 76 Spanish)

A wave of comfort washed over me. My friend hasn’t urged me to be strong. She hadn’t told me to stand tall or soldier on. She hadn’t uttered the shallow reassurance that’s I’d get through this. Rather she’d given me permission, right before sleep, to be the frightened little girl that I was. (p. 89 / p. 98)

One day. Some other time. But as the seasons rolled on and my fear hadn’t come true, I’d been lulled into thinking it wouldn’t happen. Life does that to us. Deep down, we know what may come to pass, but we hope that what we dread can be permanently put off. We convince ourselves it may never occur, because if it were going to, it would’ve already. Then, without warning, reality socks us in the face and we realize how foolish it was to believe we’d been spared. And however many years we spent agonizing what tragedy may come, the sting is no less severe when it does. (p. 92 / p. 101 Spanish)

Following any loss, there comes a moment when you shift from mourning; if you continued to linger in the grief, you couldn’t function. So a little at a time, you create a so-called new normal, although there’s nothing normal about it. With a gaping hole in your life, you move on. And it’s impossible to do that if you keep peeking over your shoulder. I needed to look ahead. (p. 106 / p. 116 Spanish)

Others had been through far more than I had, and they’d channel their pain into their art. From devastation, they’d created something beautiful. I wanted to one day do the same. (p. 123 / p. 135 Spanish)

I wasn’t simply reading, I was also carving out a belief system. An identity. (p. 133 / p. 147 Spanish)

[… when you spiral into desolation, you’re no longer rational. In fact, you already feel dead; the suicide act is a mere formality. (p. 154 / p. 171 Spanish)

The same deep love that can wound us beyond repair also has the power to preserve us. When we’ve lost the determination to continue breathing, when we have no will whatsoever to soldier forward, our care for others is the one thing that can keep us marching onward. We stay alive for one another, often with more resolve and fight than we could ever muster on our own behalf. (p. 155 / pp. 172-173 Spanish)

You’ve gotta be careful who you share your big dreams with. People often piss on them. Some will even talk you out of your aspirations, mostly because they’ve given up on their own. (p. 170 / 190 Spa)
Quotes to Facilitate Discussions

Our passions don’t just compel us; they can also heal us. (p. 171 / p. 191 Spanish)

With just about every script, in almost every corner of the set, I was faced with the truth: This was my parents' life. My mother had sat in handcuffs; my father had once worn an orange jumpsuit like the dozens that sat folded in our wardrobe department. For the other actors and me on our show, this was all fantasy, the re-creation of a world we knew little about; for Mami and Papi, it could not have been any more real or painful...I’ve had so many scenes in which Flaca & I are doing the dirty work, like cleaning the kitchen or mopping the floors, which is when I think of my parents most. Long before they ended up in prison, they’d spent years handling the nastiest jobs, the ones often avoided by others. Manual labor. Low pay. No respect. They must've felt so trapped. It must've been so hard for them to maintain their dignity when others looked down on them or, worse, didn't see them at all. (p. 215 / p. 242 Spanish)

The day you finally start dealing with your past is the day you stop dragging it into the present. (p. 219 / p. 247 Spanish)

But in the world I was raised in, amid the countless media images I took in as a girl, I got this crazy notion that being white and well-heeled and educated made one inherently superior. I thought that being brown and broke, as well as hiding out from authorities for most of my childhood, somehow made me less valuable in the eyes of others and, at moments, in my own eyes. (p. 222 / p. 249-250 Spanish)

Some people shy away from boldly claiming what they most wish for. Maybe they fear it’ll make them look pushy. Or greedy. Or ungrateful for what they have. But when you keep your dreams hidden away, when you hide them under a sofa cushion, they never get the light they need to grow. (p. 223 / p. 251 Spanish)

Always remember that you’re in charge of your own story. [...] You get to decide what you want to share. Don’t let others push you into talking about anything you’re uncomfortable with. (p. 230 / p. 259 Spanish)

My work on Orange has taught me this: Human beings are not categorically bad because of their mistakes. They can learn from their errors and get back on track. No one should be forever written off because of one part of his or her history. (p. 243 / p. 274 Spanish)

There’s no point in going through anything difficult if, on the other side of it, very little shifts. That's as true for me personally as it is for us collectively. Does pain have a purpose? I’m not sure. But it can if we give it one. (p. 247 / p. 279 Spanish)

Service to others- I believe that's the purpose every person on the planet shares. (p. 247 / p. 278 Spa)
Resources

On-Campus

**UndocuPeers Training** provides information to begin or continue conversations on how to better support and work alongside undocumented students. It is centered on professional development and provides an opportunity to hear from an underrepresented student population whose voice often goes unheard. For available dates or directly contact the Coordinator of the Immigrant Services Program, Gregor Mieder, by emailing gmieder@msudenver.edu

**Immigrant Services Program** at the Metropolitan State University of Denver is an academic and social support program that aims to increase enrollment, retention, and graduation of undocumented, DACA, immigrant, and refugee students. Through academic counseling, ESL support, scholarship application assistance, and access to campus and community resources, the program’s mission is to address the most common challenges and barriers to education that this underserved, underrepresented student population faces.

Local

**Coloradans for Immigrants Rights** (CFIR), a program of American Friends Service Committee, works to create public discourse and policy that supports immigrants’ full human rights. [www.afsc.org/category/topic/coloradans-immigrant-rights](http://www.afsc.org/category/topic/coloradans-immigrant-rights)

**Colorado Immigrants Right Coalition** (CIRC) is a statewide, membership-based coalition to improve the lives of immigrants and refugees by making Colorado a more welcoming, immigrant-friendly state. [www.coloradoimmigrant.org](http://www.coloradoimmigrant.org)

**Colorado Rapid Response Network** is a 24-hour hotline that people can call to report, track, and verify enforcement operations by Immigration and Customs Enforcement (ICE) agents. The number of the hotline: 1-844-UNITE-41 (1-844-864-8341).

**Mi Casa Resource Center** is dedicated to advancing the economic success of Latino and working families in the Denver Metro area. [www.micasaresourcecenter.org](http://www.micasaresourcecenter.org/) (303) 388-7030

**Mi Familia Vota** integrates local organizing, leadership development, advocacy & community partnerships; focus on local, state & federal elections. [http://www.mifamiliavota.org](http://www.mifamiliavota.org) (303) 375-6304

**Padres & Jóvenes Unidos** is a multi-issue organization led by people of color who work for educational equity, racial justice, immigrant rights, & healthcare for all. [https://padresunidos.org/about/](https://padresunidos.org/about/)

**The Rocky Mountain Immigrant Advocacy Network** (RMIAN) is a nonprofit that serves low-income men, women, & children in immigration proceedings. [http://rmian.squarespace.com/](http://rmian.squarespace.com/)

**Servicios de la Raza** provides and advocates for culturally responsive, essential human services and opportunities. [http://serviciosdelaraza.org](http://serviciosdelaraza.org) (303) 458-5851
Resources

Legal

Catholic Charities has several Denver-area locations and provides legal advice, assistance, and representation. https://ccdenver.org/immigration-services/

Legal hour at Emily Griffith Technical College: Free guidance from an immigration attorney, first and third Friday of the month. Time: 11 a.m. - 12 p.m. Location: Emily Griffith Campus, 1860 Lincoln St. 80203 Room 417 https://msudenver.edu/sas/immigrantservices/

Legal Night at Mi Casa: Mi Casa hosts a FREE Legal Night every third Tuesday of each month, 5:30-7 p.m. Receive free legal information from volunteer attorneys from Denver Bar Association, Young Lawyers Division. http://www.micasaresourcecenter.org (303) 573-1302

Legal Night at Centro San Juan Diego. Free legal advice on the 1st & 3rd Wednesday of every month, 5:30 to 7:30pm. 2830 Lawrence St., Denver. https://centrosanjuandiego.org/en/legal-night/

Colorado Legal Services, Specialized Immigration Services: Free assistance to low-income individuals with VAWA/U/T visa applications, trafficking/labor exploitation, criminal justice advocacy, civil litigation, community education and technical assistance. 1905 Sherman St., Ste 400, Phone: 303-866-9396 Fax: 303-863-8589. Email: karreola@colegalserv.org

City of Littleton Immigrant Resource Center assists low-income individuals with naturalization processes, helps renew green cards and complete medical and fee waivers. ESL & Citizenship classes. 6014 S. Datura St., Littleton, CO 80120. Phone: (303) 795-3968, Fax: (303) 795-3984. Email: pmcshiras@littletongov.org, Website: www.littletonimmigrants.org

Justice and Mercy Legal Aid Clinic (JAMLAC) provides monthly legal clinics at 7 locations throughout the Denver Metro area. All services are Spanish/English bilingual. 913 Wyandot Street, Denver. Phone: (303) 839-1008, Email: info@milehighmin.org. Website: http://www.JAMLAC.org

National
United We Dream is the largest immigrant youth-led organization in the nation. “We organize and advocate for the dignity and fair treatment of immigrant youth and families, regardless of immigration status. We seek to address the inequities and obstacles faced by immigrant youth...” Website: www.unitedwedream.org

Immigrant Legal Resource Center https://www.ilrc.org/immigrant-youth

Educators 4 Fair Consideration http://e4fc.bmeurl.co/6984436

National Immigration Law Center https://www.nilc.org/

Resources

Books
- *Brother, I’m Dying*, by Edwidge Danticat
- *The Book of Unknown Americans*, by Cristina Henríquez
- *The Death of Josseline: Immigration Stories from the Arizona Borderlands*, by Margaret Regan
- *The Devil’s Highway*, by Luis Alberto Urrea
- *The Distance Between Us: A Memoir*, by Reyna Grande
- *Enrique’s Journey*, by Sonia Nazario
- *House on Mango Street*, by Sandra Cisneros
- *Just Like Us*, by Helen Thorpe
- *Undocumented*, by Dan-El Padilla Peralta
- *Woman Hollering Creek*, by Sandra Cisneros

Films
- *Documented* Pulitzer-prize winning journalist Jose Antonio Vargas made headlines in 2011 when he revealed he was undocumented, risking it all to address what it means to be American.
- *Inocente* This Oscar-winning short follows Inocente, a 15-year-old undocumented immigrant who despite having been homeless for nine years hopes to create a colorful future for herself one canvas at a time. The documentary is a story of resilience despite the limitations of status.
- *Made in L.A.* is an Emmy-winning documentary that tells the story of how three Latina immigrants working in garment sweatshops take on Forever 21 in a fight for labor rights. The film offers a glimpse at the dismal working conditions many immigrants face.
- *“No Le Digas A Nadie”/ “Don’t Tell Anyone”* Activist Angy Rivera shares how she overcame sexual abuse, fear and more, refusing to be limited by her legal status in the U.S.
- *The Other Side of Immigration* is a documentary that tries to offer some insight as to why so many Mexican immigrants leave behind family & homes in search for a new life in the U.S.
- *Papers* is a documentary of undocumented youth and the challenges they face as they turn 18 without legal status.
- *Underwater Dreams*: A group of undocumented high school students took on MIT in a sophisticated underwater robotics competition. The documentary shows viewers that, regardless of status or resources, a group of dreamers could defy everyone’s expectations.
- *Which Way Home*: This Oscar-nominated documentary follows several children on their dangerous journey as unaccompanied children immigrating to the U.S., giving a glimpse into the dangers and hope that motivate them to risk their lives.
- *Who is Dayani Cristal?* A corpse found decaying in the blistering heat of the Sonora desert takes actor Gael García Bernal and director Marc Silver on a journey to retrace the dead migrant’s steps & discover his identity. Their only clue is a tattoo on his body that reads “Dayani Cristal.”