



What drives migration from Central America?

HOW CAN WE HELP?

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Annotated Bibliography

Kalsi, Priti. The Impact of U.S. deportation of criminals on gang development and education in El Salvador. *Journal of Development Economics*, 2018

Priti Kalsi is an Assistant Professor of Economics at Rochester Institute of Technology. Her paper explains in detail the origin of gangs in El Salvador; she mentions that academics and news outlets often attribute to the growth of violent gangs in El Salvador and to the deportation of criminals in the United States. Kalsi's essay offers us empirical evidence on how the deportation of criminals not only affects the economic growth of El Salvador, but also the extension of gangs in such a country and the reduction in the completion of basic education.

Moreover, she directly studies the link between American deportation of criminals and the reduced schooling of children in high business density areas. Specifically, the ones being in a business area with an increased amount of criminals that had been deported from the United States at the time of the child's birth. The results verify that boys with greater exposure to deported criminals have worse education outcomes. Kalsi's article allow us to understand the negative results that gangs cause to businesses. Gangs like MS-13, which is considered one of the most dangerous in the world, specifically attack industrial cities because it is easier for them to blackmail small businesses by charging money in exchange for not killing either them or their family members.

Priti Kalsi's essay teaches us how U.S immigration policies affect dramatically developing countries like El Salvador in negative ways; many of the national security problems that El Salvador has had are due to the previous massive U.S. deportation wave that returned Salvadoran gang members from Los Angeles, starting in the 1990s. This information will serve as background material for my introduction allowing me to explain the seriousness of the issue.

Knox, Vickie. "Factors influencing decision making by people." *Forced Migration Review*. Oct2017, Issue 56. University of Oxford, 2017.
<http://eds.b.ebscohost.com/eds/results?vid=0&sid=0862d7c0-5eef-4da6-bf22-10c0afc78995%40sessionmgr103&bquery=factors%2Binfluencing%2Bdecision%2Bmaking%2Bby%2Bpeople&bdata=JmNsaTA9RIQmY2x2MD1ZJmNsaTE9UIYmY2x2MT1ZJnR5cGU9MCZzZWZyY2hNb2RlPUFuZCZzaXRlPWVkcylsaXZlJnNjb3BIPXNpdGU%3d>

Vickie Knox gathers details from interviews done in a shelter located in Ciudad Ixtepec-Mexico and in a Center for returnees in Santa Tecla, El Salvador. Those interviewed had experienced slightly different levels of risk, depending on the types of threat they had experienced and the point in which they had escaped. A large percentage of Central American refugees did not know they had the right to apply for asylum, and it was only when they arrived in Mexico shelters when they were informed of such right.

Equally important, most of these asylum seekers had networks in their intended destination and this appeared to determine their destination rather than influence their decision to leave their countries. Some, after being informed of their right to apply for asylum, stayed in Mexico. However, many others that had family residing in the U.S did not change their plans while in transit. Finally, the economic factor was very important for them since the decision to reach a destination where they already had family members was influenced by the social capital. This information will serve as a counterargument showing that it is not as easy for immigrants as people may think.

Silverman, Stephanie and Lewis Ben. "Families in US immigration detention: What does it mean to do "The right thing?" *Contemporary Readings in Law & Social Justice*. 2017 <http://eds.b.ebscohost.com/eds/detail/detail?vid=2&sid=0862d7c0-5eef4da6bf2210c0afc78995%40sessionmgr103&bdata=JnNpdGU9ZWRzLWxpdmUmMc2NvcGU9c2l0ZQ%3d%3d#AN=126542088&db=a9h>

Silverman and Lewis provide insight into the ethical approach of immigration and asylum in America. They mention that the laws and rules are the reflection of common ethical beliefs among citizens also known as "normative ethics" which includes but it is not limited to racism, xenophobia, and gendered attitudes. In addition, both authors state that respect for an individual's liberty is an essential component of normative ethics. Liberty's status is protected by Article 3 of the Universal Declaration of Human Rights, which proclaims that everyone has the right to life, liberty, and security of person.

The authors explain to us that people regardless of their origin are protected by human rights and these rights should not be restrained from them. It is clear that there is a social problem that is being seen by many people from a selfish and personal perspective, but it is important to analyze that these moral norms are in the declaration of human rights as a result of terrible mistakes from the past. Mistakes that should be avoided to maintain an inclusive society. This article will allow me to create a safe space where students can analyze the relationship between the U.S immigration agenda and ethical approach.

Duarte, Geraldino. What we're missing in the debate about immigration. *TED Residency*. June 2017, https://www.ted.com/talks/duarte_geraldino_what_we_re_missing_in_the_debate_about_immigration?language=en#t-445641 [Links to an external site.](#)

Duarte in this TED Residency talk shares his experience as a first-generation American and how being surrounded by immigrants impacted his life in a positive way. As a journalist and a global migration specialist he understands deeply the way migration works and how emotional is the event of losing someone because of deportation, he goes over the economic, political, and psychological effects that this is causing to U.S citizens, when the circles are broken. Also, he gives us the story of Ramon who is the father of a sergeant in the U.S military, Ramon was being deported while his son was being deployed. He goes over the emotional and psychological effects that this brings not only to Ramon's life but to his son who is defending a country that's banished his father.

Duarte's TED talk shows the effects of deportation in the lives of those who are left behind in America and how weakened the social bond become around them and if the social circles are weakened then, the country itself is weaker. This Ted Talk is crucial to my presentation

Sviatschi, Micaela. By deporting 200,000 Salvadorans, Trump may be boosting gang recruitment. *The Washington Post*. 2018

Micaela Sviatschi is an Instructor of Economics and Public Affairs at Princeton University, this Washington Post emphasizes how deportation affects indirectly the U.S, since when deportation of gang members occurred, the rate of crime in El Salvador increases therefore, the people affected in that country have no other resource but to seek asylum outside their countries of origin. Which creates waves of immigration of women and children to the United States.

This information will help me corroborate that the cause of immigration comes from the deportation of previous gangs, and that El Salvador is a developing country that does not have the power neither the autonomy necessary to control such waves of immigration that enter and above all exits the country. The anarchy that El Salvador has been going through the past decades is catastrophic; since we haven't find a solution yet to this issue.

Cervantes, Joseph M., et al. Writers INC: "I felt incompetent and less than others with the same educational level as a result of not being able to obtain an appropriate job suited for my field of study." *Tales of survival 101 for undocumented Latina/o Immigrants university students: Commentary and recommendations from qualitative interviews*. Journal of Latina/o Psychology, Vol 3(4), Nov, 2015. pp. 224-238.

Joseph Cervantes is a clinical psychologist who is licensed in the states of California and Hawaii. He is diplomat in the areas of clinical psychology and couple and family psychology from the American Board of Professional Psychology (ABPP). Dr. Cervantes' practice focuses on children and families, he also works effectively with individual adults, and has long established competency in practice with Spanish speaking families. Cervantes, Minero, and Brito did a survey to undocumented Latino students to understand the adversities and obstacles that they go through. Many students describe their life in the United States as unjust, humiliating and fearful.

This information will be use to on my presentation so students can realize how hard is to be an undocumented immigrant student. One of the answer was "I felt incompetent and less than others with the same educational level as a result of not being able to obtain an appropriate job suited for my field of study." I feel the quote above fits in my project because high school students can relate more since they are students as well. Feelings like powerless and desperate are emotions that no human being should live with.

El Salvador - Overview of the history of international migration in El Salvador
<http://www.migracionoea.org/index.php/en/sicremi-en/reports/282-el-salvador-1-si-ntesis-histo-rica-de-las-migracio-n-internacional-en-el-salvador-2.html>

Lesson #

Date of Lesson: April 2019

Grade/Course: EDFD449

Lesson duration: 45 min

Unit:

Topic of Lesson:

“What drives migration from Central America: How we can help?”

Central Focus: *The central focus is an overarching, big idea for student learning. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.*

The historical reasons behind Central American immigration and how the U.S fueled these events.

Essential Question(s): *An essential question should generate student interest, and ultimately connect to the lesson objectives. (e.g. “Was Abraham Lincoln racist?” or “How does radiation both cause and cure cancer?” are both good essential questions.)*

What is the central American immigration crisis?

Why do Central Americans come to the U.S seeking asylum? What happens when they come to America? &

Why does deportation occur? How does deportation affect U.S citizens and communities? How can we help?

State/Disciplinary Standards: <https://www.state.nj.us/education/cccs/2014/ss/>

Social Studies:

The social studies writers have developed units to meet the expectations of the New Jersey Student

Learning Standards for Social Studies and English Language Arts Companion Standards for History/Social

Studies, Science and Technical Subjects. These units are designed for US History I, US History II, and World History courses and include the Civics, Geography, Economics, and Historical Perspective strands.

<https://www.state.nj.us/education/modelcurriculum/ss/wu1.shtml>

Daily Performance Objectives: *Include student outcomes both as Understandings (i.e. “Big Ideas”), as well as unit-driven Knowledge and Skills.*

Understanding the reasons behind immigration

Prior Knowledge Resources: *List links to previous lessons, student ideas or misconceptions you anticipate, and describe any resources (including cognitive, cultural, experiential, etc.) that students may possibly bring to this lesson.*

Some misconceptions that I can anticipate about immigration are common rhetoric like the lack of job opportunities towards U.S citizens, violence, breaking immigration laws, etc.

Academic Language: *List the vocabulary, language function, syntax and/or discourse that is essential for mastery of this content.*

- Master the difference between developed and developing countries
- Understand the geography of North America and Central America
- Understand the current U.S immigration policies and the agenda of Donald Trump
- Understand in an analytical way the history of El Salvador

Materials and Preparation:

1. “Four corners” activity
2. PowToon video that shows:
 - 3 historical events that caused immigration waves from Central America
 - Pictures of Salvadorans migrating to the U.S
 - Detention Centers with minors and families
 - Gangs like MS13 and blackmail
3. Ted Talk Video by Geraldino
4. Map of Latin-America

Assessment/Evaluation—note: all lessons *must* include checks for understanding

- *Formative (entails timely feedback to students)*

The Salvadoran Civil War in 1980 caused the first wave of immigration

- *Summative (endpoint, for a grade or other summary judgment)*

Thousands of migrants seek asylum and cross the Mexico-US border fleeing for their lives. These migrants are families, unaccompanied children and sometimes these families don't have any other option but to bring their babies in their journey.

Lesson Progression (add rows as necessary): *Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Please note all assessments that were described in the previous section.*

Duration:	The teacher will...	The student(s) will...
15min	Four corners: Start with an activity that gives the teacher a bigger understanding of how much the students know about the teacher's topic.	Students will answer the following question: How does immigration affects me and those on my surroundings? Answers: A whole lot Somewhat A little bit Not at all
10 min	Map of Central America & sli.do I will ask students to identify the Latin-American countries that they think migrate the most to the U.S. Also, I will ask students to identify these countries in the map, giving candies to the participants.	Students will login in sli.do and they will also identify the countries in the Latin American map.

<p>5 min</p>	<p>PowToon Video with slides:</p> <ol style="list-style-type: none"> 1. 3 Facts about the beginning of immigration waves 2. Pictures of Salvadorians migrating to the U.S and detention centers in the southern border. 3. Gangs and blackmail 	<p>PowToon Video will allow students feel more engage and focus through the presentation.</p>
<p>10min</p>	<p>Video with a follow-up: I would like students to watch the following TED Talk video because I feel it brings a different perspective on the immigration issue of Central Americans. The video by Duarte Geraldino shows us how the deportation of undocumented immigrants affects American citizens and the social circle that exists between communities. The video will start at 1:00 min and end 7:00 duration about 6 min.</p>	<p>Students will analyze the video and they will give their opinion about it. I want to be able to understand their points of view instead of having any kind of expectation from them.</p>

10min	Mario Cartagena Martinez (Honduran migrant) documentary.	Students will watch clips of the HBO documentary of Mario Cartagena a 16 year old boy who is migrating to the U.S with the hopes of better future not only for himself but for his mother and siblings as well.
5 min	How to help? Watch the following video: https://www.sanctuarycaravan.org/	Students will feel motivated to “act & engage in the hard work to save the soul of our nation as stated” by Alissa Milano in Twitter.

Homework:

Visit to the following webpages for more knowledge about El Salvador’s history:

- <http://www.migracionoea.org/index.php/en/sicremi-en/reports/282-el-salvador-l-si-ntesis-histo-rica-de-las-migracio-n-internacional-en-el-salvador-2.html>
- <https://www.nytimes.com/2018/02/17/opinion/sunday/trump-ms-13-gang.html>

How to help?

Donations:

- https://www.southernborder.org/how_to_help_immigrant_families_in_the_southern_border
- <https://www.sanctuarycaravan.org/>


Petitions:

- <https://www.southernborder.org/petitions>

Call, email, tweet your members in congress & raise awareness

Notes / Reflection

- At the end of the lesson ask if they have any questions or concerns.



WHAT DRIVES MIGRATION FROM CENTRAL AMERICA?

By: Hanadi Vargas

ASK YOURSELF: HOW DOES IMMIGRATION AFFECTS
ME AND THOSE ON MY SURROUNDINGS?

- **A whole lot**
- **Somewhat**
- **A little bit**
- **Not at all**



WHY PEOPLE ARE FLEEING CENTRAL AMERICA?

- Thousands of migrants seek asylum and cross the Mexico-US border fleeing for their lives. These migrants are families, unaccompanied children and sometimes these families don't have any other option but to bring their babies in their journey.





ACTIVITY #2

Steps:

- Search the following link below on your smartphone or desktop
- Type the event code: k500
- Read the question and select the correct answers.

- <https://www.sli.do/>

HOW MANY COUNTRIES CAN YOU NAME?



Activity #3



HOW DOES GANGS AFFECT COUNTRIES FROM CENTRAL AMERICA?

- American deportation of criminals and the reduced schooling of children in high business density areas. Specifically, the ones being in a business area with an increased amount of criminals that had been deported from the United States at the time of the child's birth. The results verify that boys with greater exposure to deported criminals have worse educational outcomes.





MS-13

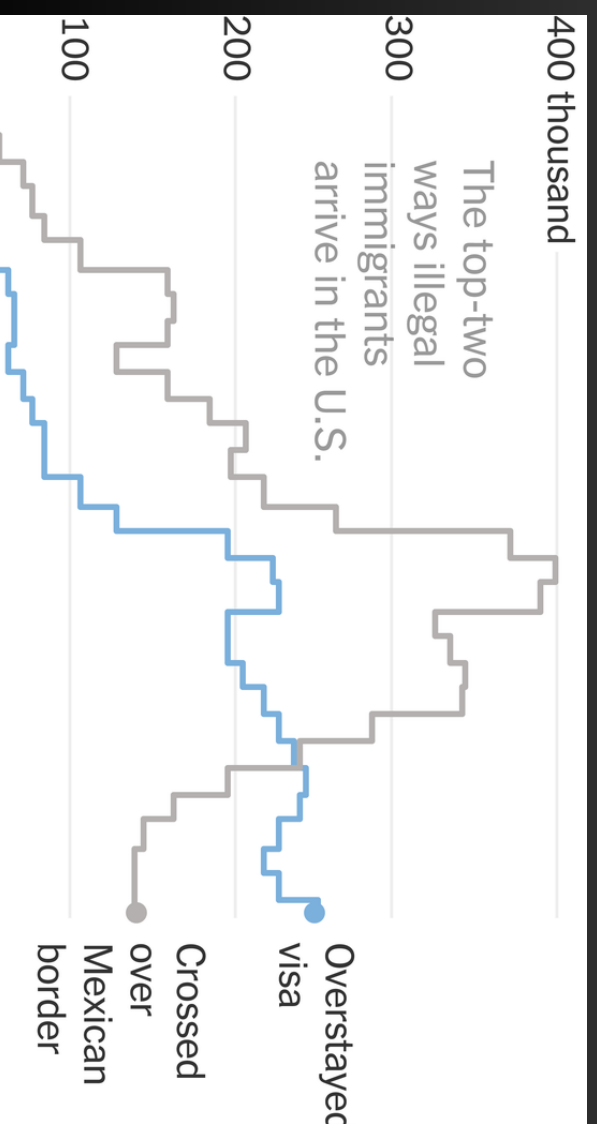
- Gangs like MS-13, which is considered one of the most dangerous in the world, specifically attack industrial cities because it is easier for them to blackmail small businesses by charging money in exchange for not killing either them or their family members.

MARIO CARTAGENA MARTINEZ (HONDURAN MIGRANT)



WCEB News Tonight | HBO

IT IS CRUCIAL TO KNOW THAT: EACH YEAR FROM 2007 TO 2014, MORE PEOPLE JOINED THE RANKS OF THE “ILLEGAL” BY REMAINING IN THE UNITED STATES AFTER THEIR TEMPORARY VISITOR PERMITS EXPIRED THAN BY CREEPING ACROSS THE MEXICAN BORDER





GERALDINO DUARTE TED TALK

How does deportation
affect U.S citizens and
communities?

ACTIVITY #4

How can we help?

- The following handouts will give you links to cites that are pro-immigrant.
- My personal favorite is **"Sanctuary Caravan"** I found out about this site thanks to Alyssa Milano's tweet.
- **Alyssa Jayne Milano** is an American actress, producer, **activist**, and former singer.

<https://www.sanctuarycaravan.org/>



Facilitator: Hanadi Vargas

Topic: “What drives migration from Central America?”

Activity: Analyzing Images

- **Instructions**

Step One:

Look deeply at the picture for a good long time. Pay attention to shapes, colors, the position of people and/or objects, etc.

Step Two:

Write down what you see and your thoughts about the pictures.

Step Three:

If applicable write down questions you have about this picture?

What drives migration from Central America?

Vargas

