

Expert Pack: Immigration and Citizenship

Lexile Range: 540-1140

Topic/Subject: Immigration and Citizenship/Social Studies

Essential Question:

- How do we define citizenship for immigrants coming into America today?

Texts/Resources

Book

1. “The Story of Immigration”

Articles

2. “A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life”
3. “Path to Citizenship”
4. “The Citizen’s Almanac” (excerpt, pages 1 – 8)

Infographics

1. Immigration Explorer (Interactive Map)
2. Do you know what it takes to be an American citizen? (Interactive Quiz)

Rationale and Suggested Sequence for Reading

The essential question “How do we define citizenship for immigrants coming into America today?” serves to guide the development of this expert pack. Students will define an initial understanding of citizenship, explore the scope of immigration in the United States, and examine current immigration through the eyes of children who are immigrating to the United States.

First, students will read the short book, “The Story of Immigration” to ground them in what the term *immigration* means and a brief history of immigration in the United States. In “Path To Citizenship,” students learn about what an immigrant needs to do in order to become a naturalized citizen of the United States. Further, in the excerpt from “The Citizen’s Almanac” from United States Citizenship and Immigration Services, students explore and define characteristics of the term *citizen*. Then, students begin to personally define an “immigrant” and an “American citizen” by participating in an interactive citizenship test (“Do you know what it takes to be an American citizen?”). This helps build some background knowledge for students as they move through the expert pack. With the interactive map exploration activity, “Immigration Explorer,” students are introduced to immigration and the large impact it has on the population of the United States.

Students are able to explore immigration demographics for a region, state, and even county,

allowing students to personalize the immigration impact. The final article, “A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life” allows students to explore personal accounts of immigration from other children their age. It shows students how and why some immigrants travel to the US.

The Common Core Shifts for ELA/Literacy

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

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts

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

Annotated Bibliography

1010L “The Story of Immigration”

Author: Robert Charles

Genre: Informational book

Length: 886 words

Synopsis: The definition, brief history, and exploration of immigration in the United States is discussed.

Citation: "The Story of Immigration." Retrieved from <https://www.raz-plus.com/books/leveled-books/book/?id=639&lang=English>

Recommended Student Activities: Wonderings

1110L “Path To Citizenship”

Author: Kushner, Sherrill

Genre: Informational text

Length: 609 words

Synopsis: The pathway and procedure for how immigrants become naturalized citizens of the United States is defined and discussed.

Citation: Kushner, Sherrill. "Path to citizenship." *Cobblestone*, May-June 2013, p. 8+. *Student Edition*,

http://go.galegroup.com/ps/i.do?p=STOM&sw=w&u=vol_b28hs&v=2.1&id=GALE%7CA335643987&it=r&asid=70df5d7c54ce9103a3bdbbfa7ede672f

Accessed 30 Dec. 2016.

Recommended Student Activities: Wonderings

1140L "The Citizen's Almanac" (excerpt, pages 1 – 8)

Author: United States Citizenship and Immigration Service

Genre: Informational publication

Length: Excerpt, pages 1 – 8

Synopsis: The definition of what it means to be a good citizen is explored, according to the US Citizenship and Immigration Service. The author is giving advice to naturalized citizens about how to be a good citizen.

Citation: "The Citizen's Almanac." USCIS. US Citizenship and Immigration Service, n.d. Web. 30 Dec. 2016.

<https://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/M-76.pdf>

Recommended Student Activities: A Picture of Knowledge

540L Do you know what it takes to be an American citizen?

Author: Unknown

Genre: Informational

Length: 274 words

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

Citation: Associated Press. (2014, September 22). Do you know what it takes to be an American Citizen? Retrieved January 1, 2015, from

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

Recommended Student Activities: Self-directed interactive activity, Wonderings

N/A Immigration Explorer

Author: Unknown

Genre: Informational website

Length: Interactive map

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

Citation: Immigration Explorer. (2009, March 10). Retrieved January 1, 2015, from

<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

Recommended Student Activity: Quiz Maker

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

Author: Kahn, Carrie

Genre: Informational Text

Length: 2 pages

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

Citation: Kahn, C. (2014, June 10). A flood of kids, on their own, hope to hop a train to a new life. *NPR.org*. Retrieved January 1, 2015, from

http://www.npr.org/blogs/parallels/2014/06/10/320645461/ag_floodgofgkidsgongtheirkownghopegtoghopgagtraingtogagnewglife

Recommended Student Activities: A Picture of Knowledge

Supports for Struggling Students

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

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words:
<http://www.wordsmyth.net/?mode=widget>
- Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Choose pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time
- Use Expert Packs as the **resources for Guided Reading** with a small group of students

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

Options for this step include:

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

Repeat steps one through four with each resource in the text set as appropriate.

Text Complexity Guide

“The Citizen’s Almanac,” by US Citizenship and Immigration Service

1. Quantitative Measure

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

1140L

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

2. Qualitative Features

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

<p>The purpose of this article, written by the United States Citizenship and Immigration Service, is to advise newly naturalized citizens how to be “good citizens.” A brief summation of the Bill of Rights and practical suggestions for how to become involved in the democratic process is discussed.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>The article has a lot of bullet points, pictures and captions to break up the text. However, the sentences are quite long and the paragraphs are somewhat dense, which will require some time to deconstruct the meaning.</p> <p>Structure</p>
<p style="text-align: right;">Language</p> <p>The author uses content-specific vocabulary frequently (Constitution, unalienable rights, democratic, etc.) adding difficulty to the text. There are many phrases as well (loyalty and allegiance, rights and responsibilities, freedom of speech). Taking extra time with the vocabulary demands in particular will be important in this article.</p>	<p>Knowledge Demands</p> <p>The text contains references to the Constitution and assumes a prior knowledge about these ideas. Using the glossary of words provided will help with deconstructing and understanding this text.</p>

3. Reader and Task Considerations

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

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

Expert Pack: Immigration and Citizenship

Learning Worth Remembering

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

1. Rolling Knowledge Journal

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

Sample Student Response

Title	Write or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. “The Story of Immigration”	The word of immigration is defined and a brief history of immigration and immigration laws in the United States are discussed.	
2. “Path to Citizenship”	The word “citizen” is explored and the steps an immigrant would have to take in order to become a naturalized citizen.	The legal term for a citizen is defined here. It makes the reader think about how much is required of immigrants in order to become citizens.
3. “The Citizen’s Almanac”	The definition of what it means to be a good citizen is explored, according to the US Citizenship and Immigration Service. The author is giving advice to naturalized citizens about how to be a good citizen.	This makes me think that there are responsibilities that come with being an American citizen. I wonder how many naturally-born citizens to the US exercise these rights.

4. "Do you know what it takes to be an American citizen?"	Shows the questions you must be able to answer to pass the U.S. Citizenship test.	This forces you to think about what it takes to be an American Citizen for immigrants coming to our country and to wonder, can our U.S. students pass this test?
5. "Immigration Explorer"	This shows the number of immigrants entering the United States. You can look up information by city, state, and region.	The maps show the different ethnicities and the numbers of immigrants coming to the U.S. You begin to understand the scope of immigration.
6. "A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life"	Stories of real kids about their struggles and hardships they faced when traveling to the United States.	Provides more specific examples and personal stories about the dangerous journey to the U.S. and why so many want to make the journey.

2. Rolling Vocabulary: "Sensational Six"

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

Title	Six Vocabulary Words & Sentences
"The Story of Immigration"	<p>Words: native, religious, political, toil, persecution, influx</p> <ol style="list-style-type: none"> 1. The land that a person is born in is considered his/her <u>native</u> land. 2. Some people flee from their countries due to <u>religious</u> hardships. 3. Another reason to leave is disagreement with the <u>political</u> atmosphere of your native land. 4. In large part, the United States was built on the <u>toil</u> of immigrants. 5. In the late 1800s to early 1900s, the United States saw the biggest <u>influx</u> of immigrants. 6. <u>Economic opportunity</u> is one thing that immigrants may be seeking in coming to the US.

<p>“Path to Citizenship”</p>	<p>Words: citizenship, refugee, asylum, persecution, application, naturalization</p> <ol style="list-style-type: none"> 1. Immigrants from across the world may seek <u>citizenship</u> here in the US. 2. Many immigrants are <u>refugees</u>, or people seeking a safer, protected place than their native land. 3. These refugees are seeking <u>asylum</u>, or a safe place to live when they come to the US. 4. Often people who come to the US for a safer place to live were experiencing <u>persecution</u> in their native land in religious, political, or economic ways. 5. When immigrants come to the US, they can submit an <u>application</u> to become a citizen. 6. This process of becoming a US citizen is called <u>naturalization</u>.
<p>“The Citizen’s Almanac”</p>	<p>Words: freedoms, privilege, citizenry, democracy, election, jury</p> <ol style="list-style-type: none"> 1. Citizens in the US have many guaranteed <u>freedoms</u> in the Constitution. These are called the Bill of Rights. 2. Being a citizen of the United States is a tremendous <u>privilege</u> that not everyone is able to experience. 3. We have a responsibility to be a part of the positive and participatory <u>citizenry</u>. 4. To keep our <u>democracy</u> working we need to make sure we are active citizens. 5. One way that we can do this is through voting in <u>elections</u>. 6. Another way may be if we are asked to serve on a <u>jury</u> which we should do this willingly.
<p>“A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life”</p>	<p>Words: fleeing, migrants, apprehended, border, detained, US Customs</p> <ol style="list-style-type: none"> 1. Children are <u>fleeing</u> their countries because of poverty and gang violence. 2. As <u>migrants</u>, these children often take dangerous risks such as jumping on trains in order to get to the United States. 3. Some children are making the trek to the U.S. to be reunited with family members, but many are <u>apprehended</u> at the U.S. border. 4. More than 45,000 children have attempted to cross the <u>border</u> from Mexico into the US so far this year. 5. Most of these children are <u>detained</u> at the border and can spend weeks in holding rooms before decisions are made regarding their release. 6. <u>US Customs</u> or federal immigration officials report that the number of children entering the United States could double in the next few years.

Sensational Six	<p>Words: native, discrimination, refugee, freedoms, fleeing, border</p> <p>Many people are leaving their native land to escape discrimination, religious and political persecution, and become refugees, or people seeking a safer place. When immigrants come to the US, many experience freedoms that they have never had the privilege of experiencing before.</p> <p>Unfortunately, as they are fleeing their terrifying country of origin, many times they are unable to come over the border or are detained there.</p>
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Student Copy

1. Rolling Knowledge Journal

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- Then write or list how this new resource added to what you learned from the last resource(s).

Sample Response

Title	Write or List	
	New and important learning about the topic	How does this resource add to what I learned already?

2. Rolling Vocabulary: “Sensational Six”

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

Sample Response

Title:	Six Vocabulary Words & Sentences
Sensational Six	Words:

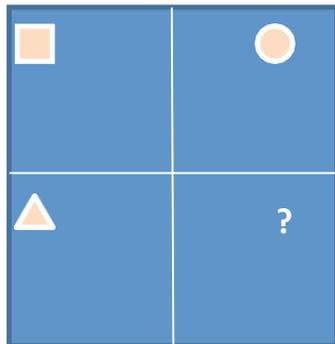
Learning Worth Remembering

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

1. **A Picture of Knowledge** (Recommended for “The Citizen’s Almanac” and “A Flood of Kids, On Their Own, Hope to Hop a Train to a New Life”)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
- Draw these shapes in the corner of each quadrant.

1. Square
2. Triangle
3. Circle
4. Question Mark



- Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

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

2. **Quiz Maker** (Recommended for “Immigration Explorer”)

- Make a list of # questions that would make sure another student understood the

information.

- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

3. Wonderings (Recommended for “The Story of Immigration,” “Path to Citizenship,” and “Do you know what it takes to be an American citizen?”)

I’m a little confused about:	This made me wonder:
<p data-bbox="178 1129 776 1201">On the left, track things you don’t understand from the video and the article.</p> <p data-bbox="178 1247 776 1281">I am confused about or do not understand....</p>	<p data-bbox="850 1129 1403 1201">On the right side, list some things you still wonder (or wonder now) about this topic.</p> <p data-bbox="850 1247 1458 1281">I wonder or would like to learn more about....</p>

Expert Pack: Immigration and Citizenship

Expert Pack Glossary

“Immigration”

<i>Word</i>	<i>Student-Friendly Definition</i>
settle	To occupy a new area, land, or country
native	Being the place of birth or origin
colonies	Territories under the political control of a state
religious	Having to do with religion (religion – a set of beliefs, which usually involves worship of a god or gods, and certain ideas about right and wrong)
willingness	The power of the mind to choose a course of action or to make a decision
influx	To fill or overwhelm with too much of something
politics	Opinions or ideas having to do with how government operates
toil	To work very hard and incessantly
ethnic	A group of people with a common cultural heritage or nationality
persecution	Oppression or harassment

“Path to Citizenship”

<i>Word</i>	<i>Student-Friendly Definition</i>
automatically	Working or operating by itself
citizenship	The state of being a citizen
complicated	To make more difficult to do or understand
Argentine	A person who was born or lives in Argentina
permanent	Lasting or meant to last for a long time
resident	A person who lives in a particular place
sponsors	A person who takes responsibility for someone or something
unemployment	The condition of not having a job
refugee	A person forced to leave his or her home to seek safety or protection
asylee	A person seeking asylum

persecution	The act of continually treating others in a cruel way because of race, religion, politics, or some other difference
nationality	The condition of belonging to a particular nation by having been born there or by becoming a citizen
membership	The state of being a member or part of something
political	Having to do with the study or practice of politics, politicians, or government
status	A person’s position or rank compared with others
asylum	A place that offers safety
lottery	A game of chance
official	Of or having to do with an office or position of responsibility or authority
financial burden	A difficult economic situation to endure
application	A request, usually written, for admission, employment, or the like
naturalization	The act, on the part of the government, of granting full citizenship to a foreign-born person
continuous	extending or enduring without pausing or stopping; unceasing; unbroken
good moral character	Having the qualities of being concerned with what’s right
national security	Our country’s safety
candidate	A person who seeks to be elected, appointed, or chosen for a certain position, office, or situation
swearing-in ceremony	The ceremony that candidates who are becoming US citizens take part in
certificates	A statement on paper that shows or proves that certain facts are true
US passport	An official document that shows that the holder is a citizen of the US. A passport gives one the right to travel in other countries and return home.

“The Citizen’s Almanac”

<i>Word</i>	<i>Student-Friendly Definition</i>
freedoms	Specific rights
founding documents	Written statements that help to create something. (e.g., The Declaration of Independence and the Constitution are two of our founding documents.)
Declaration of Independence	The public document by which the thirteen colonies declared their independence from England in 1776
Constitution	The set of basic laws by which a nation, state, or other organization is governed

ideals	A belief or aim considered to be worthy of honor or respect
prospered	To be successful or have good luck; thrive
Oath of Allegiance	The promise that immigrants must say in order to become citizens
elections	The process of choosing a person for office by voting.
privilege	A right or benefit that is given only to a certain person, group, or social class
democratic process	The practices that allow democracy (rule by the people) to exist
peaceably assemble	Calmly and quietly come together as a group
redress	To seek compensation or reparation; amends
grievances	An injustice considered a cause for complaint, or the complaint resulting from such an injustice
national dialogue	Talking about what we believe and understand to be true in our country
citizenry	Citizens collectively, considered as an entity or group
obstruct	To prevent or delay the passage or progress of
worship	Love and devotion shown to a being or an object considered sacred.
prompt	Done immediately and without pause
system of justice	The system of practices and institutions of government that uphold the law
unfit persons	People not suitable or appropriate for some purpose; in poor physical or mental condition
liberties	Freedom from control; the right or power to act and choose freely
endeavor	To make an effort; try; strive
native-born	Connected to a specified place by birth
inherent	Legally belonging to something regardless of external circumstances or the passage of time
objectives	A goal or purpose that a person works to achieve; aim
pursue	To spend time doing; work at; practice
representative democracy	A type of democracy (or rule by the people) that is founded on the principle of elected officials representing a group of people
principles	A basic law or truth on which action or behavior is based
continuity	An unbroken or uninterrupted series or whole
unique	Having no equal; different from everything else
adversaries	A person, group, or thing that is against another; opponent; enemy

responsive	Reacting positively to an influence or suggestion
elected officials	People in a position of office or power that have been voted in
conduct	To behave or manage
diversity	The state or condition of having a variety
tolerance	Willingness to accept people whose race, religion, opinions, or habits are different from one's own
volunteerism	The practice or principle of willingly performing unpaid work for causes such as those supported by community organizations, schools, and religious institutions
less fortunate	Those who haven't had good fortune; aren't lucky or blessed.
impartial	Not favoring one more than another; not prejudiced; fair.
jury	A group of people called to a court of law who listen to the facts of a case and decide its outcome.
noncombatant	A member of a military service whose duties do not include combat, such as a doctor; during wartime, a civilian, especially one in a battle area.
civilian	A person who is not serving in the armed forces or the police.

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

<i>Word</i>	<i>Student-Friendly Definition</i>
fleeing	To run away or escape a situation.
unaccompanied	Without a companion or partner or to be on one's own
migrants	People who move from place to place to find work. Sometimes migrants have to move to where they can work on farms picking crops when they are ready
apprehended	To be collected or caught by the police or some authority figure/organization
detained	To stop someone from leaving against their will or not having the freedom to go wherever they want
US Customs	A department of the federal government that maintains the borders, makes sure items brought into the US are legal, collects money (tariff) for items being sent to the US, and helps people who are coming from another country to settle here

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