

IMMIGRANT

STORIES

REVEALED

Discussion Guide and
Activity Book

Supporting individuals and communities as they enhance their understanding of Minnesota's long and complicated history of immigration and its equally complicated and compelling present reality.



A project of: The Minnesota Community Campaign; a collaborative comprised of



Intermedia Arts



This DVD was made possible by funds through Travelers.



Additional support provided by:





Table of Contents

- I. Introduction.....2**
 - A. The Minnesota Community Campaign
 - B. Purpose of the Film and Discussion Guide
 - C. The Storytellers

- II. How to Use This Guide.....4**
 - A. Overview of Guide
 - B. Tips for Facilitating a Good Discussion

- III. Discussion Questions and Activities.....9**
 - A. Pre – Viewing Activities & Discussion Questions
 - B. Post – Video Activities & Discussion Questions

- IV. Taking Action.....14**
 - A. Taking Action in Your Community
 - B. Taking Action in Your School

- V. Appendices.....16**
 - A. Appendix #1- Pipe Cleaner Exercise
 - B. Appendix #2- Quotes Activities
 - C. Appendix #3- 5-Step Process for Moving from Dialog to Action

- VI. Resources.....21**
 - A. Immigration Facts
 - B. Definitions of Immigration
 - C. Additional Resources & Links

- VII. Evaluation.....28**

- VIII. Acknowledgements.....33**





I. Introduction

Every story has a setting -- the time and space in which events take place. Immigration is one of the biggest challenges our country now faces; we must stop to listen and tell our immigrant stories of past and present -- the time is now, and the space is all around us.

“The universe is made of stories, not atoms.”

- Muriel Rukeyser

(Dec. 15, 1913 – Feb. 12, 1980) an American poet and political activist, best known for her poems about equality, feminism, social justice, and Judaism.

A. The Minnesota Community Campaign

The Minnesota Community Campaign is a civic action campaign that encourages communities to welcome the tens of thousands of immigrants and refugees that have arrived and settled in our urban and rural areas in the past several decades.

A. Purpose of the Film and Discussion Guide

This guide is designed to support discussion and exploration of the complex issues facing immigrants and refugees as seen through the stories that unfold in IMMIGRANT STORIES REVEALED. The guide offers structured activities that prompt viewers to look at the commonalities and difference among immigrant transitions to life in Minnesota and use this examination to reflect on their own beliefs and experiences.

The guide is intended for use in high school, college, vocational training, and community contexts where immigrant and US Born viewers can share their hopes, fears and views of immigration and what it means to be a Minnesotan.

C. The Storytellers

In this video you will hear from immigrants and the children of immigrants as they share their family's stories of tragedy and hardship; aspiration and optimism.



Belma Demirovic arrived in Minnesota in 1996 after fleeing Bosnia with her mother and father. Although her parents were well educated and successful in their homeland these skills weren't transferable in the US. Belma acquired English more rapidly and found herself being the family's cultural broker. This shift in roles created some conflict in the household. In the end her parents were able to settle into jobs they could feel good about, start their lives over and watch their children succeed.

Rhonda Valtierra-Whitenack was a glimmer in her mother's eye when her family moved to the Midwest from Mexico via Texas. Her father got a job at a local cheese factory in a small town. As one of very few Latino families they faced subtle and sometimes blatant acts of racism from their neighbors. Through the years her parents earned the respect of their neighbors; became pillars in their community, raised a healthy family and watched their children go on to live the American dream.



Mike Pao Lee fled Laos with his family and lived in a refugee camp until being sent to Minnesota at age 15. He recounts his memories of walking for twelve nights through the jungles of Laos and his life in the refugee camp. Once he arrived in Minnesota he found himself chauffeuring his parents to and from doctor's appointments, interpreting for them, helping with the groceries and laundry, and taking care of his younger siblings while attending high school.

Joe Lamers story begins in Bosnia in 1944 when the leaders from his village made a decision to flee their land because of war. He talks about moving from camps Vienna to Innsbruck before coming to the US via Ellis Island; finally arriving in Minnesota during an inhospitable winter. Lamers stories about getting a job, buying a home, helping relatives come to the US, and creating a future for his children are a testament to how similar the stories of immigrants from past and present really are.



Laddavanh Insixiengmay shares the admiration she has for her mother and the resiliency it took to flee their homeland, live in various refugee camps and finally come to the US; all the while keeping her spirit in tact. She tells how her mother helped her family and other families pick up the pieces and live with dignity and integrity. Her story is a celebration of life and a testament to the healing power of art.



II. How to Use This Guide

This guide supports discussion of *IMMIGRANT STORIES REVEALED*. It does this by providing structured opportunities for viewers to analyze, compare and evaluate their perceptions and to strategize ways to take action.

A. Overview of the Guide

This guide is divided into seven sections:

- Introduction
- How to Use This Guide, Discussion Questions and Activities
- Taking Action
- Appendices
- Resources
- Evaluation
- Acknowledgements

The following paragraphs provide a brief description of each of these sections:

Introduction

Learn about the collaborative that is behind the production and distribution of the *IMMIGRANT STORIES REVEALED DVD - Discussion Guide and Activity Book* and their intended purpose for these materials. Also meet the storytellers highlighted in the film.

How to Use This Guide

This section introduces the facilitator to the materials while providing tips and tools to help keep viewers focused on the topic and inspire their creativity and critical thinking. It includes ideas about who should be invited to your group's conversation.

Discussion Questions and Activities

This section outlines a guided process for viewing and discussing *IMMIGRANT STORIES REVEALED*. It provides activities to prepare the audience for viewing, discussion questions to further analyze the film and a number of optional individual and group activities that can deepen the groups analytical thinking while enhancing their experience.



Taking Action

This section provides ideas on how to move from the individual and group reflection prompted by your conversation to action in a variety of settings.

Appendices

Throughout the guide, we will reference activities that are in the appendices at the end of the guide. Each of the activities can be adapted for a variety of settings, including classroom, a community forum or professional development training.

Resources

Students, community organizations, and education professionals can find additional resources and references on relevant topics and web links to related organizations for further exploration into issues arising from *IMMIGRANT STORIES REVEALED*.

Evaluation

Both facilitators and viewers of the *IMMIGRANT STORIES REVEALED DVD – Discussion Guide and Activity Book* are asked to give feedback on their experiences working with the materials and activities we have provided. Find directions on the different ways this feedback can be collected.

Acknowledgements

Where we give credit to everyone who made the *IMMIGRANT STORIES REVEALED DVD – Discussion Guide and Activity Book* a reality.





B. Tips for Facilitating a Good Discussion

Facilitation is much easier when you are well-prepared and have thought ahead of time about the event and the audience. The tips below can help facilitators thoroughly prepare to guide a thoughtful and engaging discussion about *IMMIGRANT STORIES REVEALED*.

TIP 1 – Learn what you can about your audience before the viewing: Who will be there? How many will be there? What is your audience's level of awareness and/or activism on immigration issues? What are their goals and objectives for viewing *IMMIGRANT STORIES REVEALED*?

TIP 2 – View the film and read the guide's discussion questions beforehand so that you are not processing your own reactions at the same time that you are trying to facilitate a discussion.

TIP 3 – Prioritize the discussion questions and activities you want to use in advance, talking into account the amount of time you have and your audience.

TIP 4 – Visit the viewing space to survey the seating arrangement and the technical setup.

TIP 5 – Prepare the agenda, materials and handouts in advance. Have a flip chart or butcher paper, magic markers and masking tape available for activities.

Tips on Space and Materials

Generally the ideal group size for effective dialog is 5-10 participants, thought of course that may vary depending on your activities. If the group is large, you may want to break into smaller groups for a portion of the time.

In terms of materials, you will likely want to have a flip chart or butcher paper on hand to record people's comments, as well as space on the wall to post the papers.



Tips on Setting Expectations

It is important to set a timeframe for your event. In order to determine the time that one event might take, the facilitator should do some lead thinking about the entire event. Develop an agenda and assign times to each agenda item. Communicate the agenda and these times to participants, and try your best to end on time.

Tips on Setting the Ground Rules

Ground rules are agreements or standards that improve a group's ability to work together. Ground rules are also an effective tool for creating a "safe space" for participants. Participants should agree to adopt these values and behaviors. The adopted ground rules will allow the facilitator to hold participants accountable to an environment that feels safe.

Tips on Beginning the Discussion

In order to encourage group interaction from the onset, it is often helpful to start with an icebreaker, particularly if group members do not all know each other. (See the Pre-Video Activities & Discussion Questions on page 9 of this guide)

Common examples of ground rules set by a group:

- **Acceptance of diverse perspectives and processing styles**
- **Attitudes of openness and respect**
- **Patience and good listening skills**

Tips on Addressing Conflict

Conversations about immigration can be charged. Because of this reality, conflict may arise at your event. A good facilitator will not ignore or avoid signals of conflict, but will recognize that conflict is sometimes unavoidable and that it can be a constructive force. To help everyone remain centered, acknowledge or name the conflict, then decide how to move on.

Some additional tips for how a facilitator can deal with conflict include:

- Help participants clarify what the conflict is about
- Do not take sides
- Affirm the validity of all viewpoints

Tips for Closing the Discussion

It is always important to plan how you will debrief the discussion to bring your event to a close. Although some things may remain left unsaid, it is important to foster a sense of closure among the group. Specific ways to debrief might include:

- Summarize what was discussed, what was observed and what was learned
- Give participants a chance to reflect by leading them through a brief period of written reflection
- Gather participants in a circle and ask them to each share one observation with the large group
- If appropriate, discuss next steps together





III. Discussion Questions and Activities

This section is the facilitator's guide to viewing and discussion of *IMMIGRANT STORIES REVEALED*. The objectives of this section are to:

- create a solid foundation for viewing by sharing our purposes, questions, knowledge and experiences.
- support an open exchange of ideas and perspectives through guided discussion.
- encourage reflection on our own beliefs, attitudes and experiences.
- consider ways in which we can use what we learn to take individual and community action.

A. Pre-Video Activities & Discussion Questions

When you first begin it is important to build a sense of community before starting the discussion. Provide an opportunity for people to introduce themselves, especially if you're working with a multicultural or multilingual group or bringing two groups together. Thank people for coming and invite them to introduce themselves by saying their names and where they are from or where their parents or ancestors came from.

1. Clarifying Goals and Purposes

- Invite participants – working first in pairs, then as a whole group – to talk about why they're interested in seeing *IMMIGRANT STORIES REVEALED*. What brought them to the event? Record their responses on flip charts.
- Share the host organization's goals for bringing people together for this viewing.
- Note where the host and audience goals overlap – these are the priority goals.

2. Getting to Know Each Other

Taking into consideration the available time, select one of the activities below to continue developing the group connections that will support open inquiry and dialogue. Suggest a time limit for each introduction.

Group Activities

- Have the participants break up into small groups, then hand out world maps, affix a large map to a wall or set one in the middle of a table. Ask people to introduce themselves to their group and indicate on the map where they're from. Allow each person to decide what to talk about – ancestry, life journey, future plans and so on.
- (Model this activity first) Within their small groups, ask individuals to choose an object they have with them and use it to describe something about US culture or their home culture. For example, keys might represent US culture to a Canadian immigrant who never locked her doors back home.

Hands on Activities

- See the “Pipe Cleaner Similarities” worksheet in Appendix #2

3. Drawing out Knowledge

Explain that the film tells the stories of five immigrant families that came to the US at different times in history.

- Have participants identify the different reasons people have either chosen or have been forced to come to the US throughout history. Write these answers on your flip chart.
- Continue the discussion by asking, “What have immigrants throughout history brought with them?” Look for answers like “resiliency”, “trades/skills” or “different foods/art/languages”.
- Finally, ask the group, “What issues do you think immigrants have faced when trying to create a new life in the US?” Document these brainstormed lists and use them to correlate the groups knowledge with the film during the post-viewing discussion.





4. Prepare to View

Use these final questions to heighten the groups interest in the film before pressing play.

Discuss the title; *IMMIGRANT STORIES REVEALED*. How are today's immigrant stories the same as those who arrived hundreds of years ago? What is the difference between the *Stories* from a century ago and the *Stories* of today's immigrants?

Once completed you are now ready to play the film.

B. Post-Video Activities & Discussion Questions

The activities and discussion questions described below can enrich the experience by helping viewers remember what they've seen, make connections to their own experience, reflect on their assumptions and expectations and consider diverse perspectives.

1. Reflection and Initial Reactions

After viewing, allow for a minute or two of quiet reflection or writing. You can prompt this by saying, "Before we start talking about the film, take a few minutes to think about or write about your strongest impressions of the program – which scenes stood out for you?" You might also have people discuss their thoughts in pairs before the whole group discussion begins. After a few minutes, ask if anyone has any reactions they'd like to share. Ask that others listen without responding until everyone has had a chance to share their first reflections. Then invite open discussion or move the group onto one of the following discussion topics or activities.

2. Discussion Topic: Telling Our Own Stories

This evocative film will likely inspire viewers to want to tell their own stories. To encourage those who want to tell their stories, explain that many immigrants were interviewed for this film. Ask: "If you were interviewed, what would you want to tell people about?" You can also ask the following:

- How long ago did you ancestor's come to Minnesota? What brought them here? What do you know about their immigration story?
- What cultural traditions and values do you maintain? Which ones have been left behind?

3. Hands on Activity: Telling Our Own Stories

Often groups want to explore their ideas through visual and creative forms. Have your group convey their ideas or experiences by making a collage (an image constructed from magazine illustrations or just torn colored paper) and drawing are useful vehicles for this expression.

4. Discussion Topic: Examining Our Beliefs

Chose from this list of discussion questions to supplement your conversation.

- Which of your perceptions about immigrant experiences were confirmed by these stories? Challenged?
- Think about your school environment, workplace or community. How much do people from diverse backgrounds really know about each others stories? What is done to bring people together and get to know each other?
- All of the storytellers in the film spoke about a variety of challenges they faced. Which social or personal factors seemed to affect the people in each story?
- Do you think the people feel like Minnesotans? Why or why not?
- What impact have immigrants had on cultural understanding in their communities? Where was this evidenced in the film?



5. Hands on Activity: Examining Our Beliefs

This activity is designed to allow all participants to express their views without engaging in debate. When they don't have to "defend" a position, they become better able to listen to one another and are often more open to revising their own opinions. The sample statements below are deliberate generalizations, intended to prompt participants to articulate more specific views and rationales. In this way, the group can explore the complexities of each issue.

For this activity, post signs reading "Agree", "Not Sure" and "Disagree" along one wall. Explain that after hearing a statement read, participants should stand near the sign that best describes their views. Volunteers representing each position are invited to state the reason for their choice, but participants are not allowed to respond to each other. As views are shared, participants are encouraged to move if they've been persuaded by someone else's opinion.



Here are some statements you can begin with; then invite the participants to contribute statements they would like the group to respond to.

- Immigrants are assets to our community.
- The United States should be the world leader in accepting immigrants.
- When comparing immigrant stories of the past to current immigrant stories there are more similarities than differences.
- Immigrants and U.S.-born residents share many of the same values, priorities, and concerns.

6. Discussion Topics: Quotes

Another way to prompt discussion is to invite participants to respond to quotes from *IMMIGRANT STORIES REVEALED*. This invitation to comment on another person's thought more naturally mirrors the way discussion begins in everyday life and engages viewers in dialogue with the voices of the people in the film.

The quotes have been clustered by theme. Select the cluster of quotes that best reflects the interests identified by participants or have the group choose the theme. Then hand out copies of the selected quotes. (See Appendix #3)

Give participants a few quiet minutes to reflect on the quotes. Then ask individuals to pick the one that most captured their interest and tell the group why. There's no need to look for consensus. The point of the activity is to hear a range of responses and consider multiple interpretations.

7. Hands On Activities: Quotes

Another creative form where the quotes from the film can be utilized is through a spoken word exercise. Give each participant a copy of the quotes. Ask them to piece the quotes together to make a poem. Have each participant read their poem out loud when finished. After each reading have the other participants state what the poem conveyed to them. Then have the author talk about why they chose this poem and what they hoped it would convey.



IV. Taking Action

Action can take many forms, from developing educational materials to organizing events or writing policymakers. All actions, however, begin by doing the homework of investigating community issues and building relationships.

A. Taking Action in Your Community

There are many things to consider when planning for action.

Here are a few:

- Identify what you need to get further information about immigrant and refugee groups that live, work or study in your community.
- Identify who you need to talk to find out more about community organizations that are addressing immigrants' concerns or building community dialogue.
- Build your understanding of local and state legislation impacting immigrants and refugees.

There are a number of questions you should ask yourselves before moving to action.

Here are a few:

- What is motivating us to take action?
- What outcome are we looking for?
- How will we know if we've been effective?

The following are a number of possibilities for group action in your community:

- Organize events that build dialogue across communities and create a sense of shared community. (See appendix #4 for a 5-Step Process for Moving from Dialogue to Action)
- Challenge misinformation about immigrants by writing letters to the editor of your local newspapers
- Build relationships with immigrant co-workers and neighbors.
- Educate elected officials and other decision makers about the needs of immigrant/refugee communities.

B. Taking Action in Your School

There are many things to consider when planning for action.

Here are a few:

- Build your understanding of how the ethnic makeup of your community has changed over the last several years, what caused that change and how you feel about it.
- Identify the immigrant and refugee groups that live, work and study in your community.
- Read publications that serve diverse local communities (generally available at libraries).
- Identify community organizations that are addressing immigrants' concerns.

There are a number of questions you should ask yourselves before moving to action.

Here are a few:

- What is motivating us to take action?
- What outcome are we looking for?
- How will we know if we've been effective?

The following are a number of possibilities for group action in your school:

- Build relationships with immigrant classmates and neighbors.
- Investigate ways in which you can best use your skills to volunteer in organizations that serve immigrant and refugee communities.
- Help bring a guest speaker to your school who can give a presentation and/or discuss immigrant issues and rights.
- Write a letter to your elected officials and other decision makers about the needs of immigrant/refugee communities.





V. Appendix

Here you will find the activities that we referenced throughout the guide. These resources can help to enrich the experience of viewers.

A. Pipe Cleaner Similarities

Goal: Participants will discover the various things they have in common with others, regardless of background, race, or culture.

Time: 15-25 Minutes

Materials: Enough pipe cleaners so that each participant has four. Long pipe cleaners are best, although the shorter variety may be used. Provide a variety of colors.

Procedure: Ask each person to select four pipe cleaners in the colors of their choice.

Step 1: Tell participants that their task is to shape the pipe cleaners to represent something that is very important in their life or something that is an important goal in their life. Allow about 5 minutes. Circulate around the room to observe the creations that participants make.

Step 2: Working with the person next to them, ask participants to try to guess what each other's creations represent.

Step 3: As a total group, ask participants to stand if their creation represent the concept that you name. For example, say, "If your creation represents something to do with *religion*, please stand." Note the number of people who are standing. Once they are seated, call upon those to stand whose creation represents another concept. Concepts may include religion, family, friends, money, education, health, or others that you notice.

When most people have had a chance to identify with one of the groups standing, ask those who have not yet stood to raise their hands. Ask one of the people with a raised had to share what his or her creation represents. Then ask if anyone else made a creation that represents the same concept or a similar one. If so, ask them to stand. Continue until nearly everyone has had an opportunity to stand.

Conclusion: Point out that regardless of our backgrounds, those things that are most important to us are often similar for all of us. So, if you found yourself deserted on an island with someone you consider to be very different from you, and you think you couldn't possibly have anything to talk about, think about your pipe cleaners and you will have plenty to talk about. The same principle could apply to almost any situation in which you are interacting with someone who has a background different from yours.



B. Quotes Activities

Our Differences

Belma:

"I think religion and ethnic background is something that is easily manipulated."

Belma:

"..it is so easy to exaggerate our responses to things when we feel threatened."

Rhonda:

"At that time there was a petition that was going around the neighborhood that one of the neighbors started to not let us move in...there was a lot of doors that were closed to my parents."

Rhonda:

"When they looked inward and could see that they were kind, hard working people and to not be accepted I think was very difficult for them."

Success in a New Land

Joe:

"He started right away to bring other immigrants in."

Joe:

"The guys they all really helped me out I never could complain."

Rhonda:

"...he was so diligent and so hard working, that he just took it upon himself, that he knew he was just going to learn it."

Memories of War:

Mike:

"I think most of the people in the camp are suffering."

Belma:

"It was much more dangerous for men than it was for women to be on the street."

Joe:

"Once you were 15 years old you had to pull guard, until you were 70 then you were excused."

Laddvanh:

"...the condition was so bad that if you are not strong enough you cant survive."

Inner Strength

Rhonda:

"...she was good at this; she was able to hold things that she knew would hurt us until we were old enough to understand."

Laddavanh:

"My mom was so loving; to the point that she was able to shelter me from what really refugee life should be. I never felt that I was the daughter of a refugee, I often feel that I can make a difference, I can help people..."

Laddavan:

"...she never shed tears, she never complained..."

Parents

Rhonda:

"Lets go to the US, that is where we can get a job, that is where we can make a living for our children, that is where we can prosper...the American dream."

Belma:

"I think it was sort of a very heroic decision on their part to leave everything behind."

Laddavanh:

"So through a child's eyes you see your parents, holding their head high, being involved they feel proud...they may feel even more special than other kids because of what their parents have done."

Joe:

"My greatest success was that I raised 9 kids and none of them ever went to jail."





C. 5-Step Process for Moving from Dialog to Action

Step 1 – One-on-One Meetings to Identify Leaders

The goal of first round of one-on-one meetings is to identify 5 to 10 leaders from your community; immigrant/refugee leaders, leaders from organizations that serve immigrants/refugees, clergy, elected and appointed officials, educators. These one-on-one meetings will help you identify who has personal convictions about helping immigrants/refugees. This group then forms the core team or steering committee for the dialogue process or any coalition that emerges from the dialogue.

Step 2 – House Meetings

Do house meetings with all team members separately; the goal of house meetings is to deepen relationships among team members and discuss each members vision for their community in the context to changing demographics.

Step 3 – Joint House Meetings

Do joint house meetings with everyone from the team together; build relationships among core members as a group; have members share their visions for their community; discuss your process and timeline for moving from dialog to action. Do a training on the history of the ethnic makeup of your community and how it has changed over the last several years, what caused that change and have members share how they feel about this change.

Step 4 – One-on-One House Meeting Campaign

Each core team member engages his/her “constituency” through a one-on-one house meeting campaign to: 1) identify other leaders (and their level of interest is supporting immigrants/refugees); and 2) understand the issues each “constituency” most cares about.

Step 5 – Assembly

This is a larger gathering of core team leaders and leaders with whom they did one-on-ones; Goal is for core team members to: 1) report back on the issues that emerged from one-on-one/house meeting campaign; and 2) assess interest in opportunities for organizing events and trainings that are open to the public and that build dialogue across communities and create a sense of shared community.

7 Rules for Doing One-on-One Meetings

What is a one-on-one?: It's a care-to-face conversation between two people (organizer and potential leader OR leader and potential leader) for the explicit purpose of exploring a relationship between a potential leader and a power organization; done well, it's a conversation grounded in passion, vision, stories and self-interest, NOT issues and programs; at the end of the day, the goal is to increase the power of the organization by getting the person – who presumably has something to offer (passion, a following, etc.) – to join the collective.

1) An effective organizer. To be an effective organizer, you have to be “relational.” In all, three characteristics describe a good organizer: 1) Relational – the ability to develop formal but meaningful relationships with diverse people – independent of race, ethnicity, class, or political beliefs; 2) Has “pull” – by itself, being relational doesn't cut it. At the end of the day, an organizer has to have the “pull” to turn people out to meetings and actions...to get people to act on their self-interest; AND 3) Makes things happen – can translate hundreds of one-on-one meetings done over a period of time into a solid core team or action. In addition, although one can fake it, to perfect relational meetings as an art form requires that you have a genuine interest in people.

2) Purpose of relational meetings. In many organizing circles, relational meetings are used as a recruitment and teaching tool. But they also serve the purpose of making the organizer whole, replenishing energy, filling up the bucket. A veteran organizer once told a talented organizer on the verge of burnout to take a few months off. He asked her to make a list of 100 people she found interesting and to do relational meetings with them. These meetings (through the stories and energy exchanged) had the effect of reinvigorating the organizer. They made her whole, again.

3) Its about selection. Organizing in general, relational meetings in particular, is about selection. You don't just meet with anyone. You're looking for leaders- people with a following; people who can relate well to others; people who have passion rooted in anger (cold anger, not rage); people who will stand for the whole, not just their particular issue or their race or ethnic group.

4) Probing vs. Prying. You don't do relational meetings for chit-chat. Nor do you go into them with the goal of selling something – membership or affiliation with your organization. Instead, you're going after a person's core, their spirit. You want to know what makes them tick. You're looking for the personal stories behind their public persona. When probing, the most radical thing you can do is to ask the person "Why" Why teach?" "Why do you do social justice work?" To reiterate, relational meetings are NOT an indiscriminate search for information. You're looking for something very specific – talent, passion, vision and energy.

5) Agitate vs. Irritate. In a relational meeting, you're agitating people to act on their own self-interest and to look at power differently. But there's a fine line between agitating and irritating. In a relational meeting, the best way to agitate isn't to lecture or to construct a win-lose argument. Instead, as explained above, the way to agitate is by asking the "Why?" question.

6) Time is important. When done well, two people doing a relational meeting find and mix each other's energy. However, there's only so much time that you can sustain this mixing. Thus, relational meetings should last no more than 30-40 minutes. If a conversation is really interesting, schedule another appointment.

7) Cues and Clues. Venue or place counts with relational meetings. People aren't always comfortable inviting you to their home or office. If not, fine. Meet at the local Starbucks. But if they are, grab the opportunity. Going into a person's home or office allows you to identify cues and clues that tell you something about the person and may provoke deeper probing questions – "That picture on the wall. Tell me about it? What significance does it have to you? "All those trophies and awards in sports or science. Where does the interest and passion come from?"

8) Use your whole self. Relational meetings are not a cerebral exercise. You use your whole self – eye contact with the other person that doesn't stray every time some one walks by; leaning forward or nodding the head to communicate particular interest in a story being told or point being made; physically standing or pounding a table while telling a story in order to paint a picture, provide imagery.

9) It's a dance. When done well, there's a dance between two people doing relational meetings. The meeting should not be about the organizer asking probing questions and the other person responding. Along the way, the organizer should have awakened enough curiosity in the other person that they, too, are probing and sharing stories. This is why selection is important. Chances are, if you meet with someone who's a dud, this dance won't happen.



VI. Resources

Here students, community organizations, and education professionals can find additional resources and references on relevant topics and web links to related organizations for further exploration into issues arising from *IMMIGRANT STORIES REVEALED*.

A. Immigration Facts

WE ALL HAVE A ROLE TO PLAY IN INTEGRATION.

Social inclusion of newcomers is not automatic. Investments in public education, health care, and transportation facilitate economic self-sufficiency and lead to integration. To maximize immigrant integration, the broader community must commit to promoting civic engagement. Strong community support systems are necessary to avoid a marginalized immigrant population and friction between new and long-term residents. Calls for tough laws penalize those who are perceived as undocumented due to their language, skin color, or culture. “Get tough” measures that marginalize and segregate immigrants and those U.S. citizens perceived to be immigrants (i.e. naturalized citizens and U.S. children of immigrants) are detrimental to integration.

IMMIGRANTS CONTRIBUTE MORE THAN THEY COST.

Restrictionists often try to paint a picture of the “costs” of immigration by comparing taxes paid against benefits used, but such cost-benefit analyses fail to tell the whole story. Left out of the picture is the massive contribution to the economy made by immigrant business owners: nationwide Hispanic business owners alone provided jobs to an estimated 1.5 million employees, had receipts of over \$222 billion, and generated \$36.7 billion payroll dollars in 2002 alone. In addition, the roughly 26 million immigrants now in the U.S. who arrived after the age of 18 represent a windfall of roughly \$2.8 trillion to U.S. taxpayers, who get the benefit of their labor without the cost of their upbringing and education.

IMMIGRANTS LEARN ENGLISH.

Immigrants are motivated to learn English due to its high economic and social value. Immigrants today learn English at the same rate or more quickly than previous immigrants. Nearly 1.2 million adults attended English as a Second Language classes in 2002-03. Legislating English as the national language will not help newcomers learn English faster. English-only laws merely make the lives of speakers of other languages more difficult.



IMMIGRATING ISN'T EASY.

U.S. immigration policy, while among the most generous in the world, is far from unlimited. People often complain that undocumented workers should just “get in line” for a visa. However, there really is no line. Only 5,000 visas are available for low-skilled workers each year, yet our economy relies on millions of undocumented laborers. In general, people may immigrate based only on very close family ties, employer sponsorship, or refugee protection. Families wait years for reunification. A lawful permanent resident faces a wait of more than 5 years to be joined by their spouse. The myth of “anchor babies” conferring status on their undocumented parents is simply unfounded – only U.S. citizens who are over age 21 can petition to immigrate their parents.

IMMIGRANTS PAY TAXES.

Everyone, including legal residents, visitors, students, as well as undocumented persons, pays taxes. All immigrants pay sales and property taxes, and every worker on the payroll pays state and federal income taxes. Immigrants are large contributors to – rather than recipients of – Social Security and will play an integral role in financing Social Security as the U.S. population reaches retirement.

IMMIGRANTS ARE ESSENTIAL TO ECONOMIC VITALITY IN MINNESOTA.

Minnesota’s communities are prospering due to contributions of new immigrant businesses and homeowners. As Metropolitan Council research manager Todd Graham noted, “Immigrant business owners, developers and households are the partners, customers or new residents that make the area really live.” Lake Street in Minneapolis has seen a 300% growth in new businesses as a result of Latino and Somali immigration to an area that has not seen new growth in decades. Immigrants may slow or reverse population decline in Greater Minnesota. Forty-five Minnesota counties are expected to lose more than 10% of their population between 1995 and 2025. In the Minnesota River Valley, for example, an influx in Latinos has: supported job growth of more than 7,800 additional jobs filled by non-Latinos, resulted in \$484 million in annual contributions to the local economy, and generated tax revenues of \$45 million.

IMMIGRANT PROTECTIONS RAISE WAGES OF ALL WORKERS.

Restrictionists often state that immigrants drive down wages. The data from economists points to a slight average gain in wages for U.S. workers. Regardless, the best way to protect all workers is to ensure that employers follow wage laws. Instead of blaming immigrants, “a better solution is to end the exploitive conditions that make hiring lower-paid immigrants so attractive for employers in the first place.”

IMMIGRANTS HAVE LITTLE ACCESS TO PUBLIC BENEFITS

Only refugees, asylees, and a small category of legal immigrants are eligible to receive any public benefits. U.S. citizens or permanent residents who sponsor family members must sign affidavits of support and their income is deemed to be the immigrant's income when determining eligibility for benefits. Even those who are eligible are subject to strict time limits. Undocumented people are not eligible for most public benefits programs, with the exception of emergency medical assistance.

IMMIGRANTS DO NOT CAUSE INCREASES IN CRIME

Research indicates that higher levels of immigrants either have no effect on crime rates or are associated with lower levels of crime and violence. The incarceration rates of those born in the U.S. is four times higher than of the foreign-born. An influx of new immigrants to high-crime communities may actually transform and revitalize disadvantaged neighborhoods.





B. Definitions of Immigration

Who Is an Immigrant?

According to U.S. law, an immigrant is a foreign-born individual who has been admitted to reside permanently in the United States as a Lawful Permanent Resident (LPR).

How Do Immigrants Get Admitted to Permanently Reside Here?

Typically, a foreign-born individual seeking to become an LPR can do so in one of three ways:

- Through **family-sponsored immigration**, a U.S. citizen can sponsor his or her foreign-born spouse, parent (if the sponsor is over the age of 21), minor and adult married and unmarried children, and brothers and sisters. A Lawful Permanent Resident can sponsor his or her spouse, minor children, and adult unmarried children.
- Through **employment-based immigration**, a U.S. employer can sponsor an individual for a specific position where there is a demonstrated absence of U.S. workers.
- By winning one of a limited number of immigrant visas available in the annual **diversity visa lottery** that is open to immigrants from certain countries.

Who Is a Refugee?

A refugee is a person *outside* of the United States who seeks protection on the grounds that he or she fears persecution in his or her homeland. To obtain refugee status, a person must prove that he or she has a "well-founded fear of persecution" on the basis of at least one of five specifically-enumerated and internationally recognized grounds. Those grounds include the person's *race, religion, membership in a social group, political opinion, or national origin*. A person who has *already entered* the United States, and who fears persecution if sent back to his or her country, may apply for asylum here. Once granted **asylum**, the person is called an "**asylee**." Like a refugee, an asylum applicant must also prove that he or she has a "well-founded fear of persecution" based on the same remunerated grounds. Both refugees and asylees may apply to become LPRs after one year.

Who Is an Undocumented Immigrant?

An undocumented immigrant is a person who is present in the United States without the permission of the U.S. government. Undocumented immigrants enter the U.S. either illegally, without being inspected by an immigration officer, or by using false documents, or legally, with a temporary visa, and then remain in the U.S. beyond the expiration date of the visa.

Who Is a Non-immigrant?

A non-immigrant is an individual who is permitted to enter the U.S. for a period of limited duration. Nonimmigrants include: students, tourists, temporary workers, business executives, diplomats, artists and entertainers, and reporters. Depending on where they are from and the purpose of their visit, non-immigrants may be required to apply for and obtain a visa from the U.S. government. The application process entails an interview with a U.S. consular official in the nearest U.S. consulate, who has the sole authority to grant or deny a visa. Even if granted, the visa is merely a travel document. All non-immigrants—regardless of whether they have a U.S. visa—must also pass immigration inspection upon arrival in the U.S.

Who Is a Naturalized Citizen?

Lawful Permanent Residents are eligible to apply for U.S. citizenship through a process called **naturalization**. To qualify for naturalization, applicants generally must reside in the U.S. for five years (three if they are married to a U.S. citizen) without having committed any serious crimes, show that they have paid their taxes and are of "good moral character," and demonstrate a knowledge of U.S. history and government as well as an ability to understand, speak, and write ordinary English.

C. Additional Resources and Links

There are many local and national organizations which deal with immigration and immigrant rights. To find out more about these organizations, please browse through the list below.

[The Advocates for Human Rights](#) - A non-governmental, 501(c)3 organization dedicated to the promotion and protection of internationally recognized human rights. The Advocates documents human rights abuses, advocates on behalf of individual victims, educates on human rights issues, and provides training and technical assistance to address and prevent human rights violations.

[The American Bar Association](#) - Has expressed a call for comprehensive immigration reform.

[American Civil Liberties Union](#) - Advocates for the rights of immigrants, refugees and non-citizens, challenging unconstitutional laws and practices, countering the myths upon which many of these laws are based.

[The American Immigration Law Foundation](#) - Dedicated to increasing public understanding of immigration law and policy and the value of immigration to American society. This site has targeted policy information and curricula for attorneys, teachers, and immigrants.

[Amnesty International USA](#) - Advocates for the rights of asylum-seekers in the United States, and for the human and dignified treatment of refugees and migrants worldwide.

[Catholic Charities USA](#) - Runs a "Justice for Newcomers" site with background on immigration, policy papers, and a call to action.

[Catholic Charities of Minneapolis/St. Paul](#) - Runs a Migrant and Refugee Services program in the Twin Cities.

[Catholic Legal Immigration Network \(Clinic\)](#) - Advocates for transparent, fair and generous immigration policies.

[Center for Human Rights and Constitutional Law](#) (web-site currently unavailable) - A non-profit organization based in Los Angeles, CA, that focuses on the human rights and domestic civil rights of insular minorities including immigrants, refugees, children, and indigenous peoples. They have several websites that can be accessed from the one linked on this page concerning aspects of immigration such as legalization for undocumented immigrants, protections for immigrant victims of domestic violence, and issues concerning unaccompanied minors.

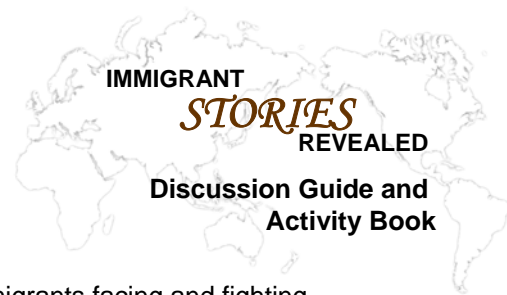
[Center for Victims of Torture](#) - As many as 500,000 torture survivors are living in the United States. These individuals were brutalized by repressive regimes abroad because of what they believed, what they said or did, or what they represented. Many survivors, their families, and their communities suffer the lingering, debilitating effects of their horrific traumas in silence. The Center for Victims of Torture (CVT) exists to heal the wounds of government-sponsored torture on individuals, their families and their communities, and to stop its practice.

[Centro Legal, Inc.](#) - Provides civil legal services and legal translation/interpreter services for low-income Spanish-speaking and Latino persons. Also provides assistance with issues of immigration, permanent residence, suspension of deportation, political asylum, derivative citizenship, and naturalization. Centro Legal is located in St. Paul, Minnesota, and can be reached by calling 651-642-1890 or e-mailing centrolegal@mtn.org.

[Church World Service](#) - Relief, development, and refugee assistance ministry of 35 Protestant, Orthodox, and Anglican denominations in the United States.

[Detention Watch Network](#) - Has compiled resources for advocacy on immigration issues including tips for effective advocacy, an overview of provisions of the proposed legislation, and an outline of talking points.

[Ethnic Trends](#) - Provides information on ethnic capital. Run by Dr. Bruce Corrie, Professor of Economics and Chair of the Department of Undergraduate Business at Concordia University in Saint Paul.



[Families for Freedom](#) - Multi-ethnic defense network by and for immigrants facing and fighting deportation.

[Immigrant Law Center of Minnesota/Oficina Legal](#) - Provides high-quality legal services to low-income immigrants in Minnesota. Educates immigrant and nonimmigrant communities about immigration matters, and engages in legislative advocacy.

[Immigrant Legal Resource Center](#) - Works with immigrants and citizens to make critical legal assistance and social services accessible to all, regardless of income, and to build a society that values diversity and respects the dignity and rights of all people.

[Immigration Advocates Network](#) - A free national online network which supports legal advocates working on behalf of immigrants' rights. Includes an immigration library, calendar of events, news, alerts, and more.

[International Committee of the Red Cross](#) - An impartial, neutral and independent organization whose exclusively humanitarian mission is to protect the lives and dignity of victims of war and internal violence and to provide them with assistance.

[International Organization for Migration](#) - Promotes humane and orderly migration for the benefit of all by providing services and advice to governments and migrants.

[Jewish Children and Family Services of Minneapolis, MN](#) - Provides refugee resettlement services.

[Jewish Community Action](#) - Brings together diverse communities to promote social and economic justice issues in Minnesota.

[Justice for Immigrants](#) - The website of US. Council of Catholic Bishops' Justice for Immigrants Campaign includes immigration basics, statements on immigration from bishops, and educational tools for parishes. Also available in [Spanish](#)

[Lutheran Social Service](#) - Provides legal services on refugee settlement and also takes photos for immigration applications.

[Mid-Minnesota Legal Assistance](#) - Provides general civil legal services to low-income and elderly people through its three member corporations: Legal Aid Society of Minneapolis (LASM), St. Cloud Area Legal Services, and Western Minnesota Legal Services.

[Midwest Coalition for Human Rights](#) - A network of 43 advocacy organizations, service providers, and university-based human rights centers collaborating to promote and protect human rights in our Midwest region, in the U.S., and internationally.

[The Migration Information Source](#) - An online resource providing authoritative data from numerous global organizations and governments, and global analysis of international migration and refugee trends.

[Minnesota Council of Churches - Refugee Services](#) - An ecumenical ministry welcoming persecuted people from around the world.

[National Immigration Forum](#) - A site that documents policies and recent immigration news and publications nationwide.

[National Immigrant Justice Center](#) - Provides direct legal services to and advocates for immigrants, refugees, and asylum seekers, with a focus on the Midwest.

[National Immigration Law Center](#) - A site dedicated to news and information relating to changing immigration law, including the Dream Act, public benefits, and employment issues.

[National Legal Sanctuary for Community Advancement](#) - Provides legal defense, policy advocacy, and public education to protect the needs of targeted Middle Eastern, Muslim and South Asian communities.



[Neighborhood House](#) - A multicultural, multilingual community center in Minnesota with programming for all ages. Is often a first stop for new immigrants and refugees.

[New American Opportunity Campaign](#) - A campaign for comprehensive immigration reform powered by immigrant advocacy, grassroots, religious and labor organizations across the United States and on Capitol Hill. They offer links to reports, resources and opportunities to take action

[New Sanctuary Movement](#) - An interfaith, multi-denominational effort to accompany and protect immigrant families facing human rights violations.

[New to America](#) - Information and resources for refugees and immigrants

[Office for Social Justice](#) - Serves the Archdiocese as its primary resource and catalyst for the work of social justice. Has an "Immigration Action Team" which helps to educate Catholics throughout the Archdiocese on the complex issues faced by immigrants, and to mobilize advocacy for just immigration legislation.

[Pew Hispanic Center](#) - This site chronicles the Latino experience in America, with a number of policy papers and reports on immigration issues.

[Rights Working Group](#) - A national coalition of over 250 local and national organizations dedicated to protecting due process and human rights for everyone in America, regardless of citizenship or immigration status.

[Sabetha Community Center](#) - Provides a range of family, youth, senior, and life skills programs to meet the needs of the multi-cultural community it services South Minneapolis.

[United Nations High Commissioner for Refugees](#) - Protects and supports refugees and assists in their return or resettlement.

[Urban Institute](#) - Provides links to several recent academic publications, broken down by specific category, relating to many aspects of immigration in the United States.

[USA for the United Nations High Commissioner for Refugees](#) - A non-profit organization which builds support in the United States for the humanitarian work of the United Nations High Commissioner for Refugees.

[U.S. Citizenship and Immigration Services](#) - The branch of the Homeland Security Department that deals with immigration issues. This site contains the most up-to-date government immigration policies and immigration statistics.

[U.S. Conference of Catholic Bishops](#) - Has a Migrant and Refugee Services program which takes a global look at immigration issues, with updated information about U.S. policies and a forum on how to take action.

[The Visitor](#) - Information about the Social Action Campaign surrounding the movie *The Visitor*, in which an American college professor and a young immigrant couple grapple with the treatment of immigrants and the legal process post-9/11.

[Witness for Peace](#) - A politically independent, nationwide grassroots organization of people committed to nonviolence and led by faith and conscience. Mission is to support peace, justice and sustainable economies in the Americas by changing U.S. policies and corporate practices which contribute to poverty and oppression in Latin America and the Caribbean.

[Women's Commission for Refugee Women and Children](#) - Works to improve the lives and defend the rights of refugee women and children, including the internally displaced, returnees and asylum seekers.

[World Relief - Minnesota](#) - Provides refugee resettlement services.



VII. Evaluation

Both facilitators and viewers of the *IMMIGRANT STORIES REVEALED DVD – Discussion Guide and Activity Book* are asked to give feedback on their experiences working with the materials and activities we have provided.

We have created two mechanisms for facilitators and viewers to provide feedback.

1) Written Evaluations

Make copies of the evaluations provided on page 29 and 30 of this guide and distribute one to each participant at the end of your discussion. Ask each participant to fill out the evaluation and hand it in before they leave. Once collected please attach a copy of your facilitator's evaluation found on page 31. Please mail both the participant and the facilitator evaluations to:

**Immigrant Stories Revealed Evaluations
c/o Neighborhood House
179 Robie Street East
Saint Paul, MN 55107**

2) Online Evaluations

Getting participants to fill out online evaluations is most effective when participants receive an email from the facilitator the day after the discussion occurred. In order to do this you must collect every participant's email address. (On page 32 you will find a worksheet to help you do this.) Once you have the participant emails please email each of them the following:

Thank you for participating in our *IMMIGRANT STORIES REVEALED* discussion. We value your opinion and would like to get feedback on your experience working with the materials. Please click on the following link to answer a short 3 minute survey which will help us measure our outcomes.

www.newminnesotans/immigrantstoriesrevealed/evaluationtool

Thank you,

<<insert you name here>>



PARTICIPANT EVALUATION Page 2

5. Please share any other comments you may have about your experience with *IMMIGRANT STORIES REVEALED*:

Demographic Information

Gender: Male Female

Zip code of where you live: _____ Zip code of place of employment: _____

Age: 14-18 19-29 30-39 40-49 50-59 60-69 70 and older

Race:

- African American/Black (non-African)
- African
- Asian (non-Hmong)
- Caucasian/White
- Hmong
- Latino/Hispanic
- Native American/American Indian
- Multiracial (please list)
- Don't Know
- Other

Contact Information

We will be contacting some participants in three months to complete a 10-minute phone interview. Please fill out this section if you are willing to be contacted. We will keep this information confidential and will not contact you for any other purpose other than evaluation, unless you check one of the boxes at the end of this section.

First Name: _____ Last Name: _____

Title: _____ Organization/Group Name: _____

Address: _____

Phone Number: _____

- I am interested in acquiring a copy of the *IMMIGRANT STORIES REVEALED DVD – Discussion Guide and Activity Book*. Please contact me.
- I am interested in supporting the Minnesota Community Campaign. Please contact me.

Please return this form to your host. All evaluations should be returned to:

Immigrant Stories Revealed
c/o Neighborhood House
179 Robie Street East
Saint Paul, MN 55107



FACILITATOR EVALUATION

Please fill out this evaluation after you have completed your discussion of *IMMIGRANT STORIES REVEALED*. If you are facilitating multiple groups, please fill out a form for each group.

First Name: _____ Last Name: _____

Title: _____ Organization/Group Name: _____

Address: _____

Phone Number: _____

Fax Number: _____ Email: _____

Please share the number of participants in your discussion: _____

Please share the number of males and females in your group: _____ Female _____ Male

Please estimate the number of people in your group who fall in the following age categories:

_____ Young adult (14 to 29) _____ Middle Age (30 to 59) _____ Senior (60 and up)

Please estimate the number of people in your group that fall into the following categories:

- | | |
|---|--|
| <input type="checkbox"/> African American/Black (non-African) | <input type="checkbox"/> Latino/Hispanic |
| <input type="checkbox"/> African | <input type="checkbox"/> Native American/American Indian |
| <input type="checkbox"/> Asian (non-Hmong) | <input type="checkbox"/> Multiracial (please list) |
| <input type="checkbox"/> Caucasian/White | <input type="checkbox"/> Don't Know |
| <input type="checkbox"/> Hmong | <input type="checkbox"/> Other |

Where or with whom are you having your discussion? (Please check one):

- | | |
|--|--|
| <input type="checkbox"/> Faith Community | <input type="checkbox"/> Civic/volunteer organization |
| <input type="checkbox"/> Local unit of government | <input type="checkbox"/> Family members or friends |
| <input type="checkbox"/> Educational institution | <input type="checkbox"/> Informal organization (book club
dinner group, sports teams) |
| <input type="checkbox"/> Workplace – Please Specify: | <input type="checkbox"/> Other – please specify: |
| <input type="checkbox"/> For-profit organization | _____ |
| <input type="checkbox"/> Nonprofit organization | _____ |
| <input type="checkbox"/> Government | |

Zip code of address where you facilitated the discussion: _____

Please return this form and the participant evaluations to:

Immigrant Stories Revealed
c/o Neighborhood House
179 Robie Street East
Saint Paul, MN 55107



VII. Acknowledgements

IMMIGRANT STORIES REVEALED is produced by the Minnesota Community Campaign in association with Twin Cities Public Television (TPT) with funds provided by the Travelers Foundation.

Tile artwork throughout toolkit – “*Tapestry of Time*” – Evelyn Rosenberg © 2006

Visit the companion website at www.newminnesotans/immigrantstoriesrevealed

Here you can:

- purchase a copy of the *IMMIGRANT STORIES REVEALED DVD – Discussion Guide and Activity Book*
- find additional materials and educational resources
- contact external consultants and facilitators

The Minnesota Community Campaign is a civic action campaign that encourages communities to welcome the tens of thousands of immigrants and refugees that have arrived and settled in our urban and rural areas in the past several decades.

Minnesota Community Campaign Member Organizations:

	<p>The Advocates for Human Rights documents human rights abuses, advocates on behalf of individual victims, educates on human rights issues, and provides training and technical assistance to address and prevent human rights violations. Address: 650 Third Avenue South- Suite 550, Minneapolis, MN 55402 Phone: (612) 341-3302 Website: www.mnadvocates.org</p>
Intermedia Arts	<p>Intermedia Arts is Minnesota's premiere multicultural, multidisciplinary arts center. We are a gathering place to share stories through visual arts, theater, dance, music, media, literature--from folk arts to hip-hop culture. Address: 2822 Lyndale Avenue South, Minneapolis, MN 55408 Phone: (612) 871-4444 Website: www.intermediaarts.org</p>
	<p>The League of Women Voters is a non-partisan political organization that encourages the informed and active participation in government, and influences public policy through education and advocacy. Address: 550 Rice Street, Saint Paul, MN 55103 Phone: (651) 224-5445 Website: www.lwvmn.org</p>
	<p>Neighborhood House helps people, families and organizations develop the skills, knowledge and confidence to thrive in diverse communities. Address: 179 Robie Street East, Saint Paul, MN 55107 Phone: (651) 789-2500 Website: www.neighb.org</p>
	<p>Side by Side Associates works with organizations to build their intercultural relationships and skills, to integrate civic engagement and community involvement into their work. They offer a variety of program services, including facilitation and training. Address: 127 W. Delos, Saint Paul, MN 55107 Phone: (651) 398-9319 Website: www.sidebysideassociates.com</p>
	<p>The Minnesota Channel, one of <i>tpt</i>'s six digital channels, features a variety of programming that is from or about Minnesota. Many of the programs are produced by <i>tpt</i> in partnership with Minnesota's finest nonprofit and public service organizations. Address: 172 East Fourth Street, Saint Paul, MN 55101 Phone: (651)222-1717 Website: www.tpt.org/mnchannel.new/</p>



Every story has a setting -- the time and space in which events take place. Immigration is one of the biggest challenges our country now faces; we must stop to listen and tell our immigrant stories of past and present -- the time is now, and the space is all around us.

Visit us Online at: www.newminnesotans.org



A project of: The Minnesota Community Campaign; a collaborative comprised of



Intermedia Arts



This DVD was made possible by funds through Travelers.



Additional support provided by:

