



Classroom Suggestions for *Denied, Detained, Deported: Stories from the Dark Side of American Immigration*

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Each chapter of *Denied, Detained, Deported* explores a different example of immigration policy gone wrong from our nation's past. Questions raised within each section are intended to help readers connect past events with present debates about immigration. Here are some suggested points of discussion that could be used with the book's five chapters.

Chapter 1—Excluded. Use Chapter 1 to study how the Chinese Exclusion Act of 1882 and other immigration policies affected the migration and status of Chinese American immigrants and their descendants. What factors contributed to the development of these restrictions? What led to their lifting? What themes from these debates echo in current events and discussions over immigration reform today?

Chapter 2—Deported. Review the story of the Red Scare deportations from Chapter 2 and discuss what factors influenced these deportations. To what extent was policy influenced by fear, public opinion, and politics? Were the deportations justified? How has the U.S. managed similar circumstances in subsequent times of heightened national security concern?

Chapter 3—Denied. Use the experiences from Chapter 3 of the Karliner family to imagine their points of view during their experiences. Can you imagine how others felt? What about the ship's captain and crew, the passengers allowed to disembark in Cuba, President Franklin D. Roosevelt, and so on? Put yourself in their shoes. How would you feel upon leaving your home? How would you handle being separated from other family members? What would you miss the most if you had lost friends or family as a result of the forced return to Europe? If you could have written a letter to President Roosevelt arguing for admission to the U.S., what would you have said?

Chapter 4—Detained. Compare the treatment of Arab Americans during the wars of the 21st century with the treatment of Japanese Americans during World War II as noted in Chapter 4. How do circumstances from the past (such as prejudice, imprisonment, and patriotism) echo (or not) in current times? What influenced the U.S. government to

incarcerate most Japanese Americans during World War II? What influenced the government to avoid a similar reaction following the 9-11 attacks of 2001?

Chapter 5—Exploited. Examine through Chapter 5 the cyclical nature of immigration between Mexico and the United States. What historical circumstances help explain today's diverse points of view about immigration reform? Construct a debate representing the perspectives of illegal immigrants, U.S.-born children of illegal immigrants (who therefore have status as U.S. citizens), legal immigrants and their descendants, and voices in favor of limiting or broadening the rights of immigrants. Examine how the word "reform" can be used by each perspective and yet represent different outcomes. Compare these multiple viewpoints using the rubric of economics, prejudice, national security, and patriotism. What role does fear play in those frameworks for analysis?

Classroom Suggestions courtesy of author Ann Bausum. Learn more about this book at her personal website:

<http://www.annbausum.com/denied.html>