

No Human Is Illegal: ¡Ningún Ser Humano es Ilegal!



immigrantsolidarity.org

An Educator's Guide for Addressing Immigration in the Classroom



New York Collective of Radical Educators

<http://www.nycore.org>

April 2006



New York Collective of Radical Educators (NYCoRE)

NYCoRE is a group of public school educators committed to fighting for social justice in our school system and society at large, by organizing and mobilizing teachers, developing curriculum, and working with community, parent, and student organizations. We are educators who believe that education is an integral part of social change and that we must work both inside and outside the classroom because the struggle for justice does not end when the school bell rings.

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How To Use This Guide

This guide is most useful when used online, as opposed to a paper copy.

Most of the resources in this guide are web- based links, so if viewed online, just click on the links. **It is best viewed with Adobe Reader.** (<http://www.adobe.com/products/acrobat/readstep2.html>). If you need a PDF or Word version of this resource, please visit <http://www.nycore.org> where you can download a free copy. Whether you plan on using this guide immediately or sometime in the future, it is recommended that you visit the links **NOW** and **print out** any relevant articles immediately because these links may expire at any point.

NYCoRE Recommends 3 Levels of Action

- 1) Participate with NYCoRE in the May 1st Great American Boycott**
- 2) Encourage and Protect Students who Participate in May 1st Action**
- 3) Connect your Activism to Your Academics**

No Human is Illegal!

HR 4437, the controversial immigration bill that has been hotly contested by Congressman and the American public alike—is affecting students’ lives all across the nation. Whether they are marching in protest or conversing with friends, we have seen students taking center stage during the debates over the status of immigrants in this country. How can educators engage their students in these critical issues in the classroom? How can we serve as the liaison between students and the mixed messages the media and politicians are sending? Most importantly, how can we support our students’ initiative to make their voices heard locally and nationally? The debate over immigrant rights in the United States, the supposed “land of the free and home of the brave”, will continue to increase in intensity and will peak on May 1st – with the Great American Boycott. We offer this curricular resource to educators, as a guide to discussing the complex issues surrounding the immigration debate and the decision to protest with their students. The topics touched on in this guide and in the debate at large, touch on economic, historic, political, national, and emotional themes. We encourage and support educators everywhere to have the courage to bring these concepts from the streets into the classroom and then back onto the streets—united as teacher and student activists in the struggle for human rights for all humans— because, no human is illegal!

¡Ningún Ser Humano es Ilegal!

HR 4437, el proyecto de ley sobre la inmigración que ha sido debatido furiosamente tanto por miembros del Congreso como el público Americano—está afectando la vida de estudiantes por todas partes de la nación. Ya sea en manifestaciones o conversaciones con amigos, hemos visto estudiantes ubicándose en el medio del debate acerca del estatus de inmigrantes en este país. ¿Cómo es que educadores puedan envolver sus estudiantes en estos temas críticos dentro del salón de clase? ¿Cómo podemos ser un fuerte vinculo entre nuestros estudiantes y los mensajes confusos que emiten los políticos y los medios de comunicación? Y aun más importante, ¿cómo podemos apoyar iniciativas estudiantiles de levantar sus voces localmente y a escala nacional? El debate sobre los derechos de inmigrantes en los Estados Unidos, la supuesta “tierra de los libres, y hogar de los valientes”, continuará a crecer y tendrá su cima el 1 de mayo—con el Gran Paro Americano. Ofrecemos este recurso curricular a educadores como guía para diálogos sobre estos temas complicados tratándose del debate sobre la inmigración y la decisión de manifestar sobre ellos. Los temas incluidos en este guía en el debate nacional incluyen temas de la economía, historia, política, nación, u emoción—animamos y apoyamos educadores en todas partes que traigan estos temas de la calle al salón—unidos como activistas educadores y estudiantiles en la lucha para derechos humanos para todos los humanos—porque, ¡ningún ser humano es ilegal!

1) Participate with NYCoRE in the May 1st Great American Boycott

Join The New York Collective of Radical Educators
in support of amnesty and full rights
for undocumented workers called by the
Coalition Against HR4437



NYCoRE in SF March April 10th, 2006

**Where: In Front of BARNES AND NOBLES
North side of Union Square, NYC
When: May 1st between **3:45-4:15**
Look for the NYCoRE Sign and join us!**

33 East 17th Street at the north side of Union Square between Broadway and Park
north of the Union Square (14th Street) subway stop (4, 5, 6, N, R, W and L trains)

Please share with NYC Educators, Students and Allies

For more information or to find protests in your local area:

Visit <http://www.troopsoutnow.org/>
http://www.infoshop.org/wiki/index.php/May_Day_2006

2. Encourage and Protect Students who Organize and Participate

Recent Press about Student Walkouts

At least 14,000 LA students walk out in immigration law protest:

<http://www.infoshop.org/inews/article.php?story=2006032713170778>

Young People Bring New Energy to Immigrant Rights Movement:

http://news.newamericamedia.org/news/view_article.html?article_id=303e825c0bd47b0582f487a134de40e8

Youth Outlook: YO! chronicles the world through the eyes and voice of young people - between the ages of 14 and 25. This site has several youth produced videos and articles about youth led immigration organizing.

<http://www.youthoutlook.org/news/>

3 Radio Shows from Pacifica Radio:

- 1) Senate's Proposed Overhaul of Laws.
- 2) Students Defy Lockdowns and Continue Walkouts
- 3) The True Story of 1968 Chicano Student Walkout in East L.A.

<http://www.pacifica.org/programs/dn/060329.html>



We Are Organized: The Truth Behind the LA Student Walkouts:

http://www.youthoutlook.org/news/view_article.html?article_id=3a1c6d7569f83a21621c27c59b387c1c

Students Defy Lockdowns, Continue Walkouts:

<http://www.alternet.org/wiretap/34265/>

Students Stage Walkout To Protest Immigration Proposals:

http://www.mtv.com/news/articles/1526996/03242006/id_0.jhtml?headlines=true

1968 Chicano Student Uprisings: The mass student walkouts recently across California and other states are not the first of their kind. In 1968, Chicano students in East Los Angeles staged a historic walkout in their high schools to protest academic prejudice and dire school conditions. <http://www.democracynow.org/article.pl?sid=06/03/29/154216>: Interview with organizer and film producer, Moctesuma Esparza. <http://www.hbo.com/films/walkout/>

Know Your Students' Rights

California School Violates Students' Rights to Prevent Walkouts:

Startling story about how L.A. educators responded to student organizing.

<http://www.latimes.com/news/local/la-me-inglewood17apr17,0,7619518.story?coll=la-home-headlines>

Make Informed Decisions: The Mexican American Legal Defense and Educational Fund (**MALDEF**) urges both students and school administrators to make informed decisions regarding their participation in the marches and other events that may be scheduled during school hours.

http://www.maldef.org/pdf/Know_Rights_eng.pdf

in Spanish: http://www.maldef.org/pdf/Know_Rights_esp.pdf

Student Leaders Need Our Support and

Protection: 8th grader Anthony Soltero shot himself through the head on Thursday, March 30, after his assistant principal told him that he was going to prison for three years because of his involvement as an organizer of the April 28 school walk-outs to protest the anti-immigrant legislation in Washington. Anthony was learning about the importance of civic duties and rights in his eighth grade class. Ironically, he died because his vice principal threatened him for speaking out and exercising those rights.



http://favianna.typepad.com/faviannacom_art_activism/2006/04/death_by_suicid.html

Teaching For Change has organized an exceptional list of resources for addressing immigration in the classroom. The following resources are from their list at <http://www.teachingforchange.org>

Know Your Rights! *Know Your Rights: Student Protests and Walkouts.* Fact Sheet by the American Civil Liberties Union. <http://aclusandiego.org/students/> (English) <http://aclusandiego.org/students-espanol/> (Spanish)

School Walkout Information: The National Lawyers Guild and others created this site to assist students, teachers and parents who have been affected by student walk-outs in Los Angeles and the surrounding area. The site (in both English and Spanish) includes a know your rights fact sheet, a help line, a place to tell your story. (<http://www.schoolwalkouts.info/>)

Legal Services: American Civil Liberties Union provides legal representation free of charge to individuals and organizations in civil rights and civil liberties cases. (<http://www.aclu.org/affiliates/index.html> and click on your state).

American Bar Association Directory of Pro-Bono Programs:

(<http://www.abanet.org/legalservices/findlegalhelp/home.cfm> and click on your state)

3. Connect Your Activism to your Academics

The Proposed Legislation HR 4437

Four Versions of Bill in Congress: The following site links to the text of the active versions of the bills from the Library of Congress. Great for high school government class and could be linked to Regents. <http://thomas.loc.gov/cgi-bin/query/z?c109:H.R.4437>:

<http://www.nilc.org/immlawpolicy/CIR/index.htm> These sites break down the key differences between the plans proposed by the President, the House and the Senate as well as key components of the current laws:

http://www.realcities.com/mld/krwashington/news/special_packages/immigration_debate/14362090.htm?template=contentModules/printstory.jsp.

<http://www.dfw.com/mld/dfw/news/nation/14411289.htm?template=contentModules/printstory.jsp>

Teachers as Criminals under HR 4437? <http://www.nilc.org/immlawpolicy/CIR/cir003.htm> The following site has a lot of clear and easy to digest information on the problems with HR 4437 and other legislation. Particularly critical for teachers to understand is a section on *How Helping an Immigrant Could Become a Crime Under HR 4437*. Under this law, any social service organization, immigrant refugee agency, or church or any other group that helps or counsels undocumented immigrants would be considered a criminal and is subject to prosecution as explained here: <http://www.nilc.org/immlawpolicy/CIR/cir004.htm>

What Will Happen?

Teachers can have students role-play different identities (Documented, undocumented, 1st, 2nd, 3rd generation immigrants) and discuss how different legislations would affect their lives. This Catholic justice for immigrants site breaks down the specifics of the bill.

<http://www.justiceforimmigrants.org/HR4437.html>.



Talking Points and Action Plans: The National Council of La Raza has been one of the biggest national organizations against the bill. The site provides information about legislation and actions. Students can read information and develop their own talking points to use to contact their local representatives.

<http://www.nclr.org/content/policy/detail/35618/>

<http://capwiz.com/nclr/issues/alert/?alertid=8311836&type=CO>

Immigrant Solidarity: This website has local and national links, ways to get involved, other organizations rallying around this and links to news reports. <http://www.immigrantsolidarity.org/>

Series of NPR Stories on Proposed Legislation: Students can listen then write and record their own radio show to be shared with other classes in the school.

<http://www.npr.org/templates/story/story.php?storyId=5310549&sourceCode=gaw>

Day Without An Immigrant: Students can discuss the possible affects that a full-fledged immigrant boycott would have on the United States. How would this impact their own daily lives, as well as the national economy? A Day Without a Mexican is a film that explores what would happen if all Mexicans disappeared from California. Not a great film, but clips could be used to explore this discussion with students: <http://www adaywithoutamexican.com/dos.html>

Organizing Responses

Whose “Immigrant Response?”: While the mainstream media has portrayed this primarily as an issue facing Latinos, this website breaks down responses by many ethnic groups. Students can look at articles exploring responses from their own ethnic group and conduct interviews of family and community members to look at the diversity of responses that make up what is being reported as a monolithic “immigrant response”. This site also has articles exploring the debate within the African American community on the issue. <http://news.newamericamedia.org/news/>

Protest, Boycott, Walkout? Students can discuss the pros and cons of different approaches and their ramifications on those involved. Different groups are calling for a variety of actions on May 1st. Some groups are encouraging immigrants and their allies to boycott – “which means no work, no school, no shopping, buying, or business as usual” while other groups voice concerns with the boycott:

<http://answer.pephost.org/site/News2?page=NewsArticle&id=7696>.

http://www.ny1.com/ny1/content/index.jsp?&aid=58693&search_result=1&stid=8

http://www.dailybulletin.com/beyondborders/ci_3728516.



Hunger Strikers in Bay Area:

Over 50 hunger strikers and organizations held a seven-day protest in San Francisco to protest anti-immigrant laws http://www.indybay.org/archives/archive_by_id.php?id=4426&category_id=56.

Students can read first hand accounts on their blog: <http://immigrantrights.blogspot.com/>. The following article with a focus on Chinese American participation in the protests, highlights Wayne Yang, a teacher and school founder in Oakland and his participation in the hunger strike.

http://news.pacificnews.org/news/view_article.html?article_id=def743ee37dbbaadc24a6f4b203ebd82

Boycott Kimberly Clark Products: Rep. James Sensenbrenner, author of HR4437, is also the heir to the family fortune of the Kimberly Clark corporation that produces Kleenex, Scott, Huggies, Pull-Ups, Kotex, Depend and more. Organizers of the Ax KC boycott are calling a boycott of the products that belong to the family of James Sensenbrenner. Students can discuss the implications of economic boycotts and decide whether or not to participate. http://hispanic.cc/ax_kc.htm

San Francisco Mayor will Ignore Law if Passed: See how some politicians are standing up to the anti-immigrant legislation. Students can brainstorm acts of resistance that various stakeholders could plan. http://www.examiner.com/Top_News-a70996%7EMayor_City_would_ignore_legislation_if_it_were_to_pass.html

Teachers Addressing Walkouts in Class: Teachers and students are turning the pro-immigration walkouts that have emptied high schools across Southern California into a real-life lesson about immigration policy, the lawmaking process and civic duty.

itself. <http://edition.cnn.com/2006/EDUCATION/03/30/immigration.students.ap/index.html>

Backlash against Protesters: These 4 articles and statements from the World Socialist Web argue that immigrant workers should be granted "full" rights of work, travel, and citizenship. This viewpoint is obscured in the media's discussion of the HR 4437 controversy. There are many other strong articles on this site as well. <http://www.wsws.org/articles/2006/apr2006/immi-a21.shtml>

Alien Vs. Undocumented: What's in a Word? NPR story that deconstructs the language used to discuss immigration. This story can be used as a media literacy lesson to understand how terms used to describe immigrants point to the speaker's political stance: undocumented, criminal, illegal, guest worker, alien etc. <http://www.npr.org/templates/story/story.php?storyId=5328573>

Celebrity Responses: Mexican pop diva Gloria Trevi, Puerto Rican reggaeton Ivy Queen and Tito El Bambino and other Latino artists are recording a Spanish-language version of the U.S. national anthem. Students could learn lyrics to song as a show of support.

http://news.yahoo.com/s/ap/20060422/ap_en_mu/spanish_national_anthem.

The following article explores why Hollywood is not speaking out on the issue. Could be a hook to spark interest of some celebrity-interested students.

<http://www.washingtonpost.com/wp-dyn/content/article/2006/04/19/AR2006041902937.html>.

Que Pasa looks at what leading Latino stars say on the subject.

http://www.quepasa.com/english/news/entertainment/celebrities_support.Latinos/454465.html

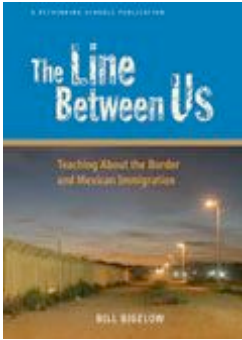
Get Your News from Independent Media Sources: The April 13th issue of the Independent has many good articles covering issues of immigration. Look for titles such as: Free Trade, Controlled Labor; High Stakes in the Border Battle; Latino Workers Face Tough Conditions in New Orleans Clean-up; Senate Bill: Classic Divide and Conquer; 250 Years of Backlash.

<http://www.indydependent.org/?pagename=issue&issue=4-13-06>

Anti-Immigrant Grassroots Organizing: Students can explore anti-immigrant websites that call for deportation and other strategies. These groups have been also involved in a great deal of organizing in the recent months. Students can explore their perspectives in order to make informed decisions about their own. **Warning: These sites are extremely racist and should be well framed before visited by students.** There are (unfortunately) too many of these sites to list- but here are a few: <http://www.illegalaliens.us/> <http://www.mothersagainstilllegalaliens.org/> <http://www.saveourstate.org/> <http://weneedafence.com/> <http://www.minutemanproject.com/>

Response from Academics: Find out how professors across the country and Canada frame the historic and contemporary contributions of immigrants in the United States: Jim Cummins at the University of Toronto writes on bilingual education-- an issue often tied to issues of immigrant rights and citizenship. <http://www.iteachilearn.com/cummins/> Jill Kerper Mora at San Diego State University offers educators invaluable teaching tools for discussing a range of topics on immigration. <http://coe.sdsu.edu/people/jmora/MoraModules/> Leo Chavez at UC Irvine documents the histories of and the impact of American resistance on the lives of immigrants. <http://www.anthro.uci.edu/html/People/Fac%20Bios/Chavez.html>





The Line Between Us: Teaching About the Border and Mexican Immigration By Bill Bigelow This book explores the history of U.S.-Mexican relations and the roots of Mexican immigration, all in the context of the global economy. *The Line Between Us* featuring interactive lessons on the history of the border, life on the border, and more. One of the best resources for providing students the background and "people's stories" regarding the current debates about immigration. Visit this link for an extensive amount of **free resources**, organizations, lesson plans, books, videos and articles from book. <http://www.rethinkingschools.org/publication/mx/index.shtml>

Elementary School Books: Rethinking Schools recommends books for elementary classrooms: http://www.rethinkingschools.org/archive/20_03/revi203.shtml

The New Americans on PBS: This series follows a diverse group of immigrants and refugees as they leave their homes for the United States in the 21st Century. The *For Educators* section of this site offers 11 lesson plans that address varied historic and modern day immigration issues. Lesson plans aligned with national academic performance standards, give students hands-on opportunities to grasp the essence of immigration to the United States, from analyzing factual data to conducting oral histories of first or second generation immigrants. Video available call 888-572-8918. <http://www.pbs.org/independentlens/newamericans/index.html>

Teaching for Change Resources: Visit their website to learn more about the following titles appropriate for K-12 students:

- ❑ **Uprooted: Refugees of the Global Economy. How does globalization disrupt poor societies and create economic refugees?** <http://www.teachingforchange.org/cgi-bin/shopper.cgi?search=action&keywords=uprooted-PN>
- ❑ **Viva la Causa! 500 Years of Chicano History**, Video 1995 <http://www.teachingforchange.org/cgi-bin/shopper.cgi?search=action&keywords=viva-PN>
- ❑ **Ultimate Field Guide to the U.S. Economy: A Compact and Irreverent Guide to Economic Life in America** <http://www.teachingforchange.org/cgi-bin/shopper.cgi?search=action&keywords=field-PN>
- ❑ **Caribbean Connections Series:** <http://www.teachingforchange.org/cgi-bin/shopper.cgi?search=action&keywords=ccset-pn>
- ❑ **Si, Se Puede! Yes We Can!** Great elementary school title <http://www.teachingforchange.org/cgi-bin/shopper.cgi?search=action&keywords=sisepuede-PN>

Bread and Roses Si, Se Puede goes well with the film Bread and Roses from 2000 that depicts the same union struggle in LA. Clips from the film can be shown in elementary school classrooms to bring the story to life. http://www.amazon.com/gp/product/B00005OSLC/qid=1145799110/sr=8-1/ref=pd_bbs_1/002-2462995-8960827?%5Fencoding=UTF8&v=glance&n=130

New York City Resources

This is a partial list of organizations that address issues facing immigrants in New York City. NYCoRE believes that utilizing community resources in the classroom puts a face on the people and organizations engaged in making social change and offers an important alternative and inspiration for teachers and students to become active in the struggle for social justice. We encourage teachers to draw upon parents and community members as well as the following list of organizations as guests in your classroom to share their life stories and work as valuable parts of the curriculum. While we encourage educators to contact these organizations for support and resources in your classrooms, youth groups, assemblies, teach-ins, and organizing drives, none of these organizations have been previously contacted. Please be aware that many of these organizations are overcommitted and understaffed and may not be available “on demand.” Be patient and considerate of their time.

Andolan (Queens)

Phone: (718) 426-2774 <http://www.andolan.net>

Andolan was founded to organize immigrant workers, primarily domestic service workers, from Bangladesh, Pakistan, India, Nepal and Sri Lanka.

The Arab-American Family Support Center (Brooklyn)

Phone: 718-643-8000 Fax: 718-643-8167 aafsc@aol.com

The Arab-American Family Support Center aims to strengthen families and help newly arrived immigrants adapt to life in the United States.

Asociación Tepeyac de New York (Manhattan and Bronx)

Phone: 212-633-7108 Fax: 212-633-1554 <http://www.tepeyac.org>

Asociación Tepeyac provides information about resources and offers training and activities to organize, develop and empower the Mexican community to become part of the social, educational, cultural and political life of New York City.

BLACKOUT Arts Collective (City-Wide)

(212) 594-4482 x17 <http://www.blackoutartscollective.com>

The BLACKOUT Arts Collective is brings together artists and activists to “utilize the arts as a tool to address social, political and economic issues and to develop solutions for critical concerns facing communities of color.”

Center for Immigrant Families (Manhattan)

Phone: (212) 531-3011 Fax: (212) 531-1391 <http://www.c4if.org/>

The Center for Immigrant Families works to advance human rights of immigrant families and engage community members in collective efforts for social change.

Centro Hispano “Cuzcatlan” (Queens)
Phone: (718) 298-5083 cipote48@aol.com

The Centro Hispano “Cuzcatlan” works to improve the quality of life of the Central and South American community in Jamaica, Queens.

El Centro de Hospitalidad (Staten Island)
Phone: 718-448-1544 Fax: 718-720-5476 tetroia@projecthospitality.org

El Centro de Hospitalidad addresses the needs of the newly arrived undocumented immigrant day laborers and their families.

Chhaya CDC (Queens)
Phone: 718-463-6615 Fax: 718-463-7006 www.chhayacdc.org

Chhaya’s mission is “to address the housing, community and economic development needs of South Asian Americans and other immigrant communities regardless of class, caste, country of origin or religious affiliation.”

Chinese Staff and Workers (Chinatown and Brooklyn)

Tel: (212) 334-2333 / (212) 619-7979 Fax: (212) 334-1974
Tel: (718) 633-9748 Fax: (718) 437-6991 <http://www.cswa.org>

CSWA is a workers' center bringing together workers across trades to fight for change in the workplace as well as in the community-at-large.

Committee Against Anti-Asian Violence: Organizing Asian Communities (Bronx,)
Phone: 718-220-7391 Fax: 718-220-7198 <http://www.caaav.org>

CAA AV focuses on institutional violence that affects immigrant working-class communities such as worker exploitation, concentrated urban poverty, police brutality, Immigration and Naturalization Service detention and deportation, and criminalization of workers and youth.

DRUM - Desis Rising Up & Moving (Queens)
Phone: (718) 205-3036 Fax: (718) 956-3258 <http://www.drumnation.org>

Desis Rising Up and Moving organizes New York City's low-income South Asian immigrant communities for racial, economic, and social justice.

Dwa Fanm (Brooklyn)
Phone: (718) 230-4027 Fax: (718) 230-3194 <http://www.dwafanm.org>

Dwa Fanm works "to eradicate all forms of discrimination, injustice and violence against Haitian women and girls."

Esperanza del Barrio (East Harlem)

Phone: (212) 289-9025 Fax: (212) 289-9026

<http://www.esperanzadelbarrio.org>

Esperanza del Barrio is “a membership-led organization based in East Harlem that assists low-income Latino/a immigrants and their families through grassroots organizing, political/legal education and leadership development.”

Families For Freedom (Brooklyn)

Phone: (718) 858-9658 x204 Fax: (800) 895-4454

<http://www.familiesforfreedom.org>

Families for Freedom is a network of support, education and action, and an organizing center for immigrants and communities affected by detention and deportation.

Greater New York Labor-Religion Coalition (Manhattan)

<http://www.labor-religion.org/>

The Greater New York Labor-Religion Coalition educates and engages the interfaith religious community on issues of worker rights and economic justice.

Latin American Workers Project (Brooklyn)

Phone: (718) 628-6222

The Latin American Workers Project (The Project) organizes low-wage immigrant workers for better wages, working conditions and civil rights

Make the Road By Walking (Brooklyn)

Phone: 7184187690 Fax: 7184189635

<http://www.maketheroad.org>

Make the Road by Walking organizes among the unemployed, undocumented and working poor in Bushwick, Brooklyn.

Mixteca Organization, Inc. (Brooklyn)

Phone: (718) 965-4795 <http://www.mixteca.org>

Mixteca Organization is dedicated to serving the Mexican immigrant population in New York City who come primarily from the rural areas of the Mixteca region in Mexico.

Mothers on the Move (Bronx)

Phone: 718-842-2224 Fax: 718-842-2665 <http://www.mothersonthemove.org>

Mothers on the Move organizes and mobilizes parents and youth to reform local public schools and improve housing conditions and in the South Bronx.

The National Immigrant Solidarity Network (New York)

New York: (212)330-8172 <http://www.immigrantsolidarity.org/>

The National Immigrant Solidarity Network is a coalition of immigrant rights, labor, human rights, religious, and student activist organizations from across the country.

National Mobilization Against Sweat Shops (New York)

Phone: (718) 625-9091 Fax: (718) 625-8950 <http://www.nmass.org>

NMASS has launched campaigns against illegal, abusive, anti-immigrant and racist practices in several industries.

New York Civil Liberties Union (New York)

Phone: 212-344-3005 Fax 212-344-3318 <http://www.nyclu.org/contact.html#Main>

The New York Civil Liberties Union is one of the nation's foremost defenders of civil liberties and civil rights.

New York Immigration Coalition (New York)

Tel: (212) 627-2227 Fax: (212) 627-9314 <http://www.thenyic.org/>

The New York Immigration Coalition is an umbrella policy and advocacy organization for approximately 150 groups in New York State that work with immigrants and refugees.

Nodutdol for Korean Community Development (Queens)

Phone: (718) 335-0419 Fax: (718) 828-5580 <http://www.nodutdol.com>

Nodutdol promotes the "empowerment and unity of the Korean people through community development and grassroots organizing."

The Restaurant Opportunities Center Of New York (New York)

Phone: (212) 343 – 1771 Fax: (212) 343-72

ROC-NY is organizing for improved conditions for immigrant restaurant workers in New York City.

South Asian Youth Action (SAYA!) (Queens)

Phone: 718-533-6028 Fax: 718-651-3480 <http://www.saya.org>

SAYA! is an organization dedicated to empowering South Asian youth in Elmhurst, Queens.

Sista II Sista (Brooklyn)

Phone: (718) 366-2450 Fax: (718) 366-2479 <http://www.sista2sista.org>

Sista II Sista Freedom School is a unique popular education program and membership organization for teenage women living in Brooklyn.

Welfare Poets

Phone: (212) 876-8910 <http://www.welfarepoets.com>

The Welfare Poets is a group of spoken word artists, musicians and activists who utilize indigenous forms of expression as a way "to inform and inspire" about contemporary human rights issues.

Workers Awaaz (Queens)

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Workers' Awaaz is dedicated to organizing domestic and other low wage South Asian workers.