Dear Parents/Guardians of AP Human Geography Students,

As we examine Unit 2: Population & Migration, we will be migration to the U. S. as well as other countries in accordance with the Advanced Placement standards.

As a part of this study, we will be watching *Which Way Home* in order to help students understand the reasons and risks behind migration patterns. The subject matter of *Which Way Home* should also help students better understand other units in class.

If you have any concerns in regards to your student viewing the movie, please feel free to contact me. The movie is an HBO documentary and is not rated. I’ve included the synopsis from the film’s website below. If you want your student to view this movie, please return the slip at the bottom. Other arrangements will be made for students not watching the video.

Thank you for your attention to this letter.

Sincerely,

Mrs. Samantha Keaton

*“As the United States continues to build a wall between itself and Mexico, Which Way Home shows the personal side of immigration through the eyes of children who face harrowing dangers with enormous courage and resourcefulness as they endeavor to make it to the United States.*

*The film follows several unaccompanied child migrants as they journey through Mexico en route to the U.S. on a freight train they call "The Beast." Director Rebecca Cammisa(Sister Helen) tracks the stories of children like Olga and Freddy, nine-year-old Hondurans who are desperately trying to reach their families in Minnesota, and Jose, a ten-year-old El Salvadoran who has been abandoned by smugglers and ends up alone in a Mexican detention center, and focuses on Kevin, a canny, streetwise 14-year-old Honduran, whose mother hopes that he will reach New York City and send money back to his family. These are stories of hope and courage, disappointment and sorrow.*

*They are the ones you never hear about – the invisible ones.”*

***http://whichwayhome.net/about.html***

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I **do** want my student to watch this video.

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Student name Parent signature Date

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Which Way Home***

**Complete the following prior to watching the film.**

Examine the Bill of Rights of the United States of America or the United Nations Universal Declaration of Human Rights. After reviewing the documents, create a list of ten things to which citizens of any country are entitled (Example: All citizens should have access to clean drinking water). Create a poster with these rights. Posters will be displayed while we watch the film.

Bill of Rights of the United States of America

<http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html>

United Nations Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/index.shtml>

**Think about the following questions and be prepared to discuss your thoughts prior to watching the film.**

Have you ever made a significant move? Reflect on that experience. How would it feel to move to another country right now without any connections, resources, or knowledge of the language?

Is immigration a problem in the United States?

How do you define illegal immigration? Why do people want to stop it and why are people willing to risk everything to venture into a new country?

How are border crossings at the Canadian border different (or perceived to be different) than those at the Mexican border? Why might this be the case?

**Answer the following questions as you watch the movie.**

1. Many sources suggest that globalization forces today‘s youth to mature and grow up faster than ever before. How is this shown in the film? In what ways must the children grow up on their journey?
2. Why might Jose be as upset as he is? What does his deportation imply about his future?
3. How are families forced to ―globalize‖ because of illegal immigration? What specifically are some of the dangers and opportunities associated with illegal child immigration?
4. “The Dog” says he plans to go to the U.S. to be “born again”. What does this mean for him?
5. Why might the Mobile Humanitarian Unit send a mixed message regarding illegal immigration? Do you believe that organizations like the M.H.U. and the House of Migrants are beneficial or are they unlawful and irresponsible because of their actions?
6. What sort of education and/or training would better prepare and inform possible immigrants? Does it seem that an illegal‘s chances of success would be greater or less in the United States?
7. In the film, litter lines the railways and many of the immigrants toss out garbage carelessly. While they are yearning for a better life, what do their actions suggest? What does the immigrant movement mean in environmental terms?
8. Olga and Freddy are told “You can be whatever you want to be.” Why does pursuing a dream involve illegal immigration? Are there other opportunities for the youth of developing nations to achieve their dreams?
9. In the scene in which the boys discuss their dreams and aspirations for the future, what is the central theme? How does this compare with the personal dreams which you wrote about prior to viewing the film?
10. How do the police in Mexico send a mixed message to the boys on the train?
11. Why does Yurico take the separation with Fito and their deportations so hard? What becomes of him?
12. How is Kevin‘s life different than he had anticipated after his journey? What has he realized? What does this say about the “American Dream”?
13. Kevin‘s mother says that she always hoped Kevin “Would help [her] get ahead.” What does she mean by this? How might this contradict philosophies in developed nations?

**After watching the film, complete the following.**

Re-examine the Bill of Rights that you compiled. How do the rights align or contradict what was viewed in the film? What are the implications?

While the film does not go into any detail regarding the fates of Olga and Freddy, what are some of the dangers of crossing borders at such a young age? What might have happened to them?