



MINNESOTA STATEWIDE IMMIGRATION SUNDAY

FEAST OF OUR LORD'S EPIPHANY
JANUARY 6, 2013

ACTIVITY GUIDE



MINNESOTA CATHOLIC CONFERENCE

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ACTIVITIES FOR CHILDREN AND YOUTH

ART PROJECTS

Flying Dove

Materials:

- Construction paper
- Tissue paper
- String
- Crayons or markers
- Glue
- Scissors
- Small hole punch

Optional Materials:

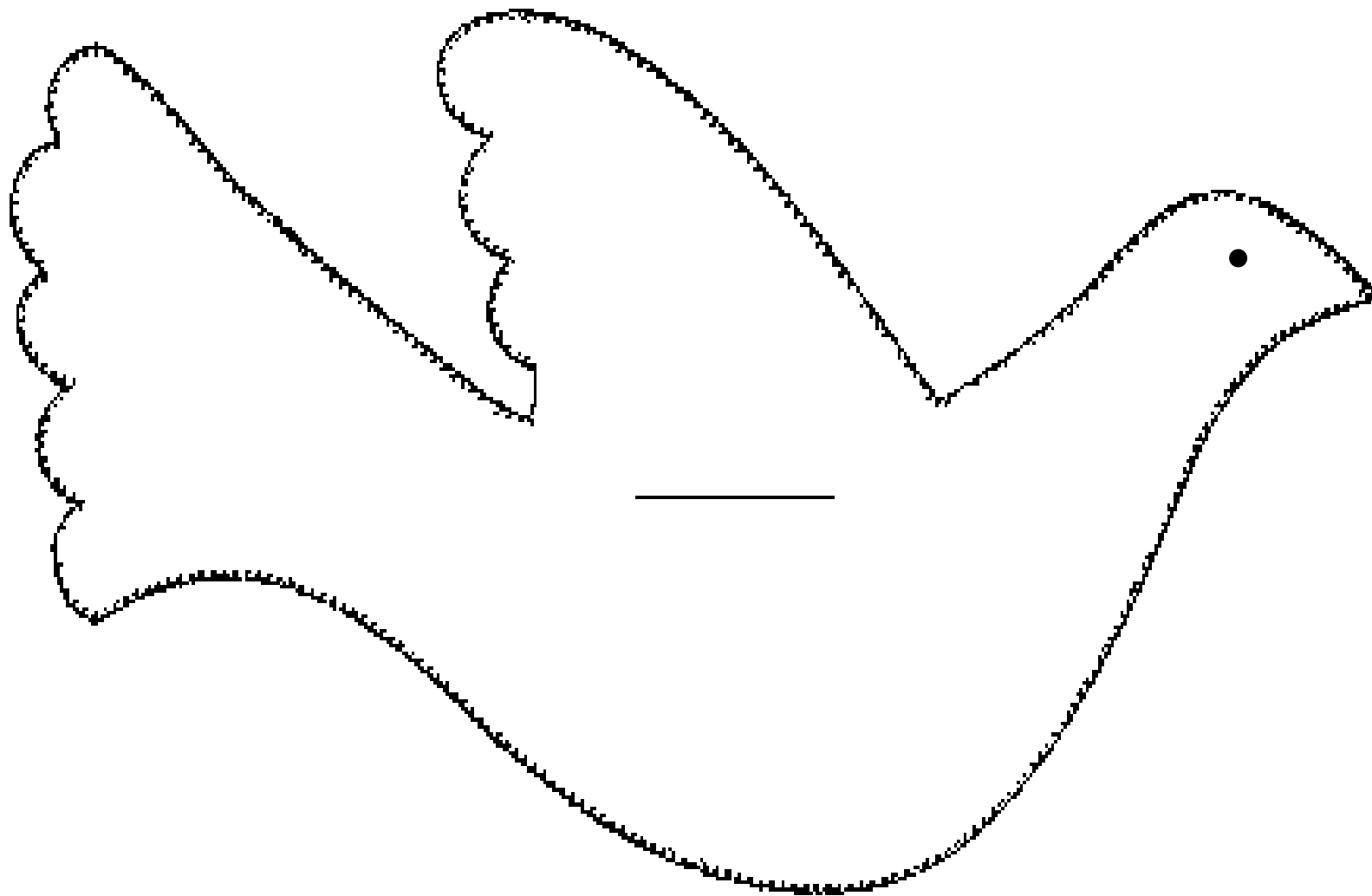
- *Wiggly eyes*
- *Feathers*
- *Sequins*
- *Ribbon*

Instructions:

1. Photocopy the attached bird pattern on construction paper.
2. Color the bird, if desired.
3. Cut the bird out of the paper.
4. Cut the center slit in the middle of the bird.
5. *Optional: Glue on wiggly eyes, feathers and sequins.*
6. Fold a small square of tissue paper, accordion style.
7. Slide the tissue paper through the center slit to make tissue paper wings.
8. Using the hole punch, punch a small hole in each tissue paper wing.
9. Cut two strings or ribbons.
10. Tie each string or ribbon to the small hole in each wing.
11. Tie the two strings or ribbons together.
12. Hang your flying dove and enjoy!

Variations:

- Encourage children to make different colored birds, thereby demonstrating our individual uniqueness.



Ojo de Dios (God's Eye)

Ojo de Dios is Spanish for "Eye of God." It is pronounced "oh-ho-day-Dee-ohs" (the "j" is silent or sometimes has a soft "h" sound). Ojos de Dios (plural) were discovered by early Spaniards when they encountered the Huichol (pronounced "wettchol") Indians in the Sierra Madre mountains of Mexico. The Ojo de Dios symbolizes the ability to see and understand unseen things.

The four points of the crossed sticks represent earth, air, water, and fire. Ojos de Dios were also important to the Aymara Indians from what is now Bolivia, South America. Native Americans in the southwestern region of the United States also adopted the Ojos de Dios. The Navajo are known for their eight-sided Ojos de Dios. Today, Christians throughout the world have adopted the Ojo de Dios as a symbol for the one and only God. When one makes a traditional Ojo de Dios, she or he is expressing a prayer that the "Eye of God" will either watch over them, or the person for whom they are making the Ojo de Dios. Some Christians associate the following prayer with the Ojo de Dios: "May the eye of God be upon you."

Materials:

- Two small sticks that are approximately 5" long (e.g., popsicle sticks)
- Skeins of yarn – 2 colors
- Scissors
- Pencil

Instructions:

1. Make an "X" with the two sticks (**FIGURE 1**).



FIGURE 1

2. Tie the two sticks together, making an "X" with the end of the yarn skein (**FIGURE 2**). Do not cut the yarn off the skein. Tie the yarn in back of the crossed sticks.

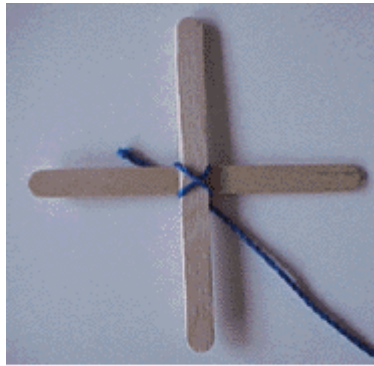


FIGURE 2

3. With a pencil, number the ends of the sticks (**FIGURE 3**).



FIGURE 3

4. Bring the yarn to the front between sticks 3 and 4. Pull the yarn over stick 3 and stick 2. Bring the yarn to the back between sticks 2 and 1. Wrap the yarn behind stick 2 and bring the yarn to the front again between sticks 2 and 3. Pull the yarn over stick 2 and stick 1. Wrap the yarn behind stick 1 (**FIGURE 3**).
5. Pull the yarn over stick 1 and stick 4. Wrap the yarn behind stick 4. Pull the yarn over stick 4 and the stick 4. Wrap the yarn behind stick 3. You have completed one round! Always lay the yarn next to the yarn that is already in place—NOT on top of the yarn.
6. Continue wrapping the yarn behind each stick, over that stick and the next, and around behind that one, then over that stick and the next and behind that one (**FIGURE 4**). After your first few rounds, you will see the woven pattern of the "eye" beginning to form.



FIGURE 4

7. Once you have an "eye" in one yarn color, cut the yarn and tie on another color. Continue weaving. Make sure the knot you used to join the 2 yarn colors with stays in the back (**FIGURE 5**).



FIGURE 5

8. Add as many colors of yarn as you like (**FIGURE 6**).



FIGURE 6

9. Continue weaving the "God's Eye" until you are about a 1/2 inch from the ends of the sticks. Cut the yarn, leaving approximately a 7-8" tail. Tie the tail in a knot in back (**FIGURE 7**).



FIGURE 7

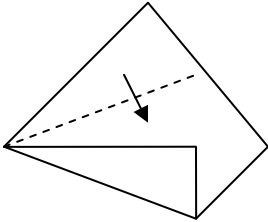
Origami Dove

Materials:

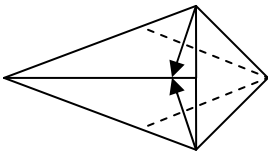
- Construction paper

Instructions:

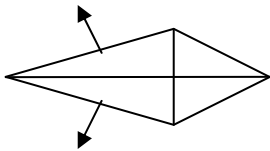
STEP 1



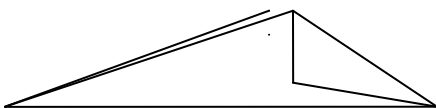
STEP 2



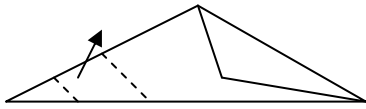
STEP 3



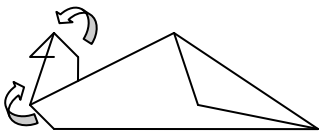
STEP 4



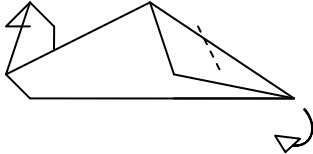
STEP 5



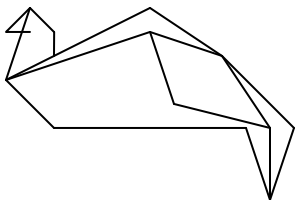
STEP 6



STEP 7



STEP 8



ORAL HISTORY PROJECTS

- **Explore family history.** Ask children to bring in the oldest family photo she or he can find. Photocopy the family photo and have children write family stories about their photos. Mount photos and stories on a piece of cardstock. Frame each picture and story on a larger piece of construction paper and have children illustrate the frames. Create a large quilt with all the pictures. Display the quilt in the gathering space of your church.
- **Why did they leave home?** Invite immigrant parents or grandparents to speak about their experiences as immigrants. Have children interview their parents and grandparents.
- **Ancestry interview.** Host a luncheon or tea party for grandparents and grandchildren. Provide an opportunity for children to interview their grandparents about their ancestry. Have children record their responses in homemade books.

IMMIGRATION TESTS

- 1.) Invite youth to take the United States Citizenship and Immigration Services (USCIS) exam, but do not tell youth where the exam is from prior to having them take it. Distribute copies of the actual exam, which can be accessed on the Internet at the following link. Allow time for discussion after youth complete the exam. (www.uscis.gov)
- 2.) Give youth the following “Immigration Super-quiz” to test their knowledge about immigration issues, and/or to provide a fun opportunity to learn about immigration.

Immigration Quiz

14 simple questions with 14 not-so-simple answers, to test your immigration knowledge...

(Answers on page 14)

1. The Catholic Church, because it is a religious institution, can only assert theological truths; it has no authority when it comes to speaking on social issues (like immigration).

- A.) True
- B.) False

2. The most concentrated occupations/professions of undocumented immigrants in the U.S. in 2005 were:

- A) auto repair, accounting, hotel services, plumbing, and electrical
- B) construction worker, transportation, farming, production, and cleaning and food preparation
- C) medicine human resources, architecture, law enforcement, and education
- D) mechanics, housekeeping, installation & repair, and sales & administration

3. The Church says that a justifiable reason for people to immigrate to another country includes:

- | | |
|--------------------------------|-----------------------|
| A.) To find a more secure home | C.) Both A and B |
| B.) To find work | D.) None of the above |

4. What decade witnessed the highest influx of German Catholics and Irish immigrants to the U.S.?

- | | |
|----------|----------|
| A) 1820s | C) 1900s |
| B) 1840s | D) 1940s |

5. In which year did Ellis Island in New York open to receive immigrants?

- | | |
|---------|---------|
| A) 1892 | C) 1912 |
| B) 1902 | D) 1922 |

6. In which year did Congress eliminate racial criteria from Immigration laws?

- | | |
|---------|---------|
| A) 1945 | C) 1965 |
| B) 1955 | D) 1975 |

7. According to the data from the 2000 U.S. Census, about 10% of foreign-born immigrants in the United States were undocumented immigrants.

- A) True
- B) False

8. In the year 2006, _____ of full-time immigrant workers were “limited English proficient.”

- | | |
|----------|----------|
| A) 34.5% | C) 74.5% |
| B) 54.5% | D) 94.5% |

A person is “limited English proficient” if she or he reports *speaking* a language other than English at home **and** does not *speak* English “very well.” The Census does not collect data on English literacy.

9. Immigrants represent what percentage of Minnesota’s population?

- | | |
|---------|----------|
| A) 2.0% | C) 16.4% |
| B) 6.6% | D) 40% |

10. In 2011, _____ people immigrated to Minnesota.

- | | |
|-------------------------|-------------------------|
| A) approximately 6,000 | C) approximately 18,000 |
| B) approximately 11,000 | D) approximately 21,000 |

11. According to the *Catechism of the Catholic Church*, a country has the right to enact laws which could limit an individual’s ability to immigrate into that sovereignty.

- A.) True
- B.) False

12. Which group of immigrants was restricted based on the first restrictionist immigration law in 1882?

- | | |
|-------------|------------|
| A) Russian | C) Chinese |
| B) Japanese | D) Korean |

13. Which law prohibits an employer from hiring any person who is not legally authorized to work in the U.S. and requires that employers verify the employment eligibility of all new employees?

- A) The Refugee Act of 1980
- B) The Immigration Reform and Control Act of 1986
- C) The Immigration Act of 1990
- D) The Illegal Immigration Reform and Immigrant Responsibility Act of 1996

14. In 2010, what was the percent of Minnesota immigrants who were naturalized U.S. citizens (meaning that they were eligible to vote)?

- | | |
|----------|----------|
| A) 11.7% | C) 31.7% |
| B) 19.7% | D) 44.7% |

Quiz Answers

1. **False**

In paragraph 12 of the *Compendium of the Social Doctrine of the Church*, it is written: “[In addition to the Catholic clergy and lay faithful,] this document is proposed also to the brethren of other Churches and Ecclesial Communities, to the followers of other religions, as well as to all people of good will who are committed to serving the common good: may they receive it as the fruit of a universal human experience marked by countless signs of the presence of God’s spirit.”

2. **Construction worker, transportation, farming, production, cleaning and food preparation.**

This and many other statistics pertaining to undocumented immigrants can be found in the results of a Pew survey from 2005: <http://pewhispanic.org/files/reports/61.pdf>

3. **Both A and B**

Paragraph 2241 in the *Catechism of the Catholic Church* reads:

“The more prosperous nations are obliged, to the extent they are able, to welcome the foreigner in search of the security and the means of livelihood which he cannot find in his country of origin. Public authorities should see to it that the natural right is respected that places a guest under the protection of those who receive him.”

4. **1840s**

Due to the failed crops during three consecutive years, Ireland experienced a famine from 1845-1849 that killed about 1 million citizens and drove hundreds of thousands to the U.S. Meanwhile, the economic hardships in Germany during the latter half of the decade and the political turmoil caused by the 1848 revolutions is what led to the influx of Germans to the America.

[http://www.newworldencyclopedia.org/entry/Irish_Potato_Famine_\(1845%E2%80%931849\)](http://www.newworldencyclopedia.org/entry/Irish_Potato_Famine_(1845%E2%80%931849))

5. **1892**

Ellis Island, which had formerly been used as a military outpost, began processing immigrants on January 1, 1892, just a few short years after the U.S. Supreme Court ruled that it was the responsibility of the federal government and not individual states to manage immigration.

- U.S. Park Service, http://www.ellisland.org/genealogy/ellis_island_history.asp

6. **1965**

With the Immigration and Nationality Act Amendments of 1965, immigration quotas based on “national origin” were finally abolished. For the first time, all immigration quotas were established simply for the Eastern and Western Hemispheres. Quotas were set at 170,000 people per year from the Eastern Hemisphere, and 120,000 people per year from the Western Hemisphere.

<http://www.america.gov/st/educ-english/2008/April/20080423214226eafas0.9637982.html>

7. **False**

While the exact number is very difficult to estimate with a large degree of accuracy, the 2000 census suggests that the actual percentage of immigrants to the U.S. who were undocumented was closer to 45%.

<http://www.census.gov/prod/2003pubs/c2kbr-34.pdf>

8. **74.5%**

<http://www.migrationinformation.org/usfocus/display.cfm?id=679#9>

9. **6.6%**

Immigrants account for just under 6.6% of the Minnesota population. When Minnesota was enjoying its peak immigration rate in 1890, the state's percentage of foreign-born citizens was 40%. To find out more about the current Minnesota census data, visit:

http://factfinder.census.gov/servlet/ACSSAFFacts?_event=Search&geo_id=&geoContext=&_street=&_county=&_cityTown=&_state=04000US27&_zip=&_lang=en&_sse=on&_pctxt=fph&_gsl=010

10. **Approximately 11,000**

<http://www.migrationinformation.org/usfocus/display.cfm?ID=841>

11. **True**

The *Catechism of the Catholic Church*, paragraph 2241 reads:

“Political authorities, for the sake of the common good for which they are responsible, may make the exercise of the right to immigrate subject to various juridical conditions, especially with regard to the immigrants' duties toward their country of adoption. Immigrants are obliged to respect with gratitude the material and spiritual heritage of the country that receives them, to obey its laws and to assist in carrying civic burdens.”

12. **Chinese**

The Chinese Exclusion Act of 1882 was the first U.S. law that limited immigration into the country. Lawmakers justified the limitation by arguing that Chinese immigration “endangered the good order of certain localities.” For more information, visit:

<http://www.ourdocuments.gov/doc.php?flash=old&doc=47>

13. **The Immigration Reform and Control Act of 1986**

This act was an attempt to reduce undocumented immigrants in the U.S. by providing new routes to “legalization” for certain individuals and creating stricter sanctions for those employers who might hire undocumented immigrants.

<http://www.reagan.utexas.edu/archives/speeches/1986/110686b.htm>

14. **44.7%**

<http://www.immigrationpolicy.org/just-facts/new-americans-minnesota>

PARISH COMMUNITY & ADULT ENRICHMENT ACTIVITIES

Enrichment Activities

Forum on U.S. Immigration Policy: Host a forum on immigration policy. Invite speakers from your community (business, education, faith, and legislative). Examine current immigration policies in both the United States and Minnesota. Discuss the issues in light of past, current, and proposed legislation. Contact MCC immigration contact, Jessica Zittlow, to help connect your school or parish with a speaker (jzittlow@mncc.org).

Catholic Social Teaching on immigration and faithful citizenship: Offer a parish education program on Catholic Social Teaching on immigration. Use copies of the 2012 immigration statement from the bishops of Minnesota to facilitate discussion (contact MCC at 651-227-8777 to order copies). Invite your local diocesan social concerns office or Catholic Charities immigration contact.

Take the US Citizenship and Immigration Services (USCIS) Test to Facilitate Immigration Discussion: Host an evening gathering to discuss immigration and the 2012 immigration statement from the bishops of Minnesota. At the beginning of the gathering, invite parishioners to take the U.S. Citizenship and Immigration Services (USCIS) Naturalization test. However, do not tell parishioners where the test is from until after they have completed it. Discuss the test, personal perceptions of immigrants, and the struggles we all sometimes have with *welcoming the stranger*. The test can be downloaded from the USCIS website (www.uscis.gov).

Get your community involved with the United States Catholic Conference of Bishop's (USCCB) Justice for Immigrants Campaign: Visit the *Justice for Immigrants* campaign website for resources and details (<http://www.justiceforimmigrants.org>).

Sponsor a Family: Help your parish sponsor a migrant or refugee family building a new life in Minnesota.

Supply Drive: Collect backpacks, lunch boxes, and school supplies for refugee and migrant school children.

Diocesan Resettlement Programs: Learn more about refugee resettlement efforts in your diocese. Contact your local Diocesan Resettlement Office or Catholic Charities.

Parish Service Day: Plan a parish service day, offering home repairs and skill sharing, in a neighborhood where migrants and refugees live.

ESL Class: Establish a parish tutoring program for immigrants, migrants, and refugees.

Meal: Host a weekly or monthly meal for migrant workers in your community.

Ancestry Map: Display a large world map in the gathering space of your church. Invite parishioners to identify their country/countries of ancestry by using a push pin or flag.

Parish Community “Welcoming” Activities

Meet and Greet at Liturgies. Develop a team whose ministry is to welcome people, be they regulars or newcomers, when they are entering the church.

Newcomers are acknowledged and welcomed by the priest during Mass. Everyone is involved in the welcoming of newcomers—sometimes the most gratifying welcome a visitor can receive is from someone s/he wouldn’t expect to welcome him/her, in a place s/he didn’t expect it to happen.

House Blessings. Develop a team who will visit newcomers to the parish; have a priest or another appropriate representative come with to offer them a house blessing.

Baptismal teams. The Baptism of a child can be an important point of contact between your parish and newcomers. It can be used as an ideal opportunity to welcome new families—new life!—into your parish.

Newsletter segments in other languages. Rather than having separate bulletins or announcements for immigrant communities in your parish, include their different languages in one newsletter—a show of solidarity and a recognition of being *one* faith community.

Connect with other local immigrant services. We often struggle to know how best to engage with newcomers in our communities. There will be many organizations working with immigrants in your local area. Contact them! They may be able to point to specific needs immigrants in your community have or to establish projects that you might support.

Meeting people where they are. Be creative in meeting people where they usually socialize, work, or live, rather than expecting them to slot into existing parish activities. Create new parish activities and recognize feast days that are significant to the cultures represented within your parish community (ex. the Feast of Our Lady of Guadalupe).

ONLINE IMMIGRATION RESOURCES

Minnesota Catholic Conference: Migration Advocacy (www.mncc.org/advocacy-areas/migration/)

Resource page with background on the latest parish, state, and federal-based migration advocacy activities of the Catholic bishops of Minnesota.

Catholic Legal Immigration Network, Inc. (www.cliniclegal.org)

CLINIC is a 501 (c)(3) organization created by the United States Conference of Catholic Bishops (USCCB) to support a rapidly growing network of community-based immigration programs and services.

Justice for Immigrants Campaign (www.justiceforimmigrants.org)

USCCB advocacy organization calling for comprehensive immigration reform in Congress.

USCCB Office of Migration and Refugee Services (www.usccb.org/mrs/)

Pontifical Council for the Pastoral Care of Migrants and Itinerant People
(www.vatican.va/roman_curia/pontifical_councils/migrants/index.htm)

Papal Messages on Migration Archive (www.usccb.org/mrs/papalstatements.shtml)

Messages on the World Day of Migrants and Refugees

Strangers No Longer: Together on a Journey of Hope (www.usccb.org/mrs/stranger.shtml)

A Pastoral Letter Concerning Migration from the Catholic Bishops of Mexico and the United States (January 2003)

Welcoming the Stranger Among Us: Unity in Diversity (www.usccb.org/mrs/unity.shtml)

A Statement of the U.S. Catholic Bishops (November 2000)

Database of all National Bishops' Statements on Immigration since 2005

(<http://www.justiceforimmigrants.org/statements.shtml>)

Other Resources

Ancestry (<http://www.ancestry.com>)

Search for your ancestors, find detailed information about your family history, or start a family tree. *Note: The Minnesota History Center Library offers free access to Ancestry.com on-site.*

(<http://www.mnhs.org/library/>)

Ellis Island (<http://www.ellisland.org>)

Search millions of records for information on individual Ellis Island passengers. To prepare for your search, gather as much information as you can, such as: the passenger's first and last names; approximate year of arrival; "ethnicity" (which may include race, nationality, and religion); approximate age on arrival; ship of travel; port of departure; and whether the passenger traveled with other family members.

Hmong American Partnership (<http://www.hmong.org/>)

The Hmong American Partnership helps Hmong families grow deep roots in Minnesota while preserving the strength of the Hmong culture.

Minnesota Historical Society (<http://www.mnhs.org/>)

The Minnesota Historical Society is chief caretaker of Minnesota's story. Through the people finder, you can research your family history.

Minnesota State Demographic Center (<http://www.demography.state.mn.us/>)

The Minnesota State Demographic Center analyzes and distributes Minnesota and U.S. data.