

THE DEVIL'S HIGHWAY *across the Disciplines*

Themes (to name a few)

- Migration and immigration, and its related historical context
- Mexico-U.S. border activity and policy
- Survival
- Social class
- Exile, identity, and family
- U.S. domestic and foreign policy
- Border protection and terrorism
- Environmental consequences of border protection strategies
- Economic & sociological impacts of human movement
- Impact of immigration on our community
- Integration and assimilation
- Naturalization and identity
- Environmental justice & transnationalism
- War refugees and political refugees
- Diversity and understanding “others” through storytelling
- Exploring leadership
- Citizenship and the rights and responsibilities that accompany it

Links & Support

UofL's Book-in-Common site:

www.louisville.edu/firstyear/book-in-common

Providing readers more information about the text, related issues, and upcoming events. Feel free to recommend other resources, thoughts, and ideas. Please visit; please share!

Luis Urrea Home Page:

<http://www.luisurrea.com/home.php>

U.S. Customs and Border Protection

<http://www.cbp.gov>

Facts, figures, and videos explain more about the government agency charged with protecting U.S. borders.

Center for Immigration Studies

<http://www.cis.org/>

The nation's only think tank devoted exclusively to research and policy analysis of the economic, social, demographic, fiscal, and other impacts of immigration on the U.S.

American Civil Liberties Union

<http://www.aclu.org/immigrants/index.html>

Homeland Security's Yearbook of Immigration Statistics

<http://www.dhs.gov/ximgmt/statistics/publications/yearbook.shtm>

How can I use THE DEVIL'S HIGHWAY: Classroom and co-curricular integration

Discussion: Ask students to respond to questions like:

1. At its heart, *The Devil's Highway* is the story of a journey in the hope of starting a better life. Many families in the United States arrived here from somewhere else. What is your family's story?
 2. The theme of survival may be evident for the walkers, but how does it also apply to the Border Patrol and the smugglers themselves? To what lengths would you go to feed your family?
 3. Luis Alberto Urrea writes that some of the Yuma 14/Wellton 26 were "aliens before they ever crossed the line." What does this statement mean?
 4. What are the benefits of developing a compassionate and critical understanding of historical events? What are the challenges?
 5. In what ways did your reading *The Devil's Highway* and the stories of the people involved change or confirm your perspectives on immigration in the U.S.?
 6. *The Devil's Highway* examines the border from many different points of view. Do you think the author approached the topic with a truly objective eye?
- Assign essays, in-class activities, extra credit, response writing and related reading, for example:**
1. Include the arts/essay contest prompts as a course assignment, and encourage their submission.
 2. Provide students with a moral dilemma scenario, helping them to think critically about the complexity of the problem. Use this dialogue to examine whether the men in the book were right or wrong in attempting their crossing.
 3. Have students research how immigration has impacted the city of Louisville. Describe what problems and opportunities this has brought. Evaluate how Louisville has responded to these changing demographics.
 4. Have students write an essay about one of the book's themes (immigration, citizenship, survival), and how that theme also relates to their own life's journey.
 5. Have students read selections from another of Urrea's texts, or a related reading, and compare/contrast them.
 6. Encourage students to attend a Book-in-Common event and write an informal response. Have students share responses in class.

In the News

Economics:

Banking on Illegal Immigrants

http://money.cnn.com/2005/08/08/news/economy/illegal_immigrants/index.htm

Banks are seeing an untapped resource in providing home loans to undocumented U.S. residents

Bad economy Forcing Immigrants to Leave US

http://www.cnn.com/2009/US/02/10/immigrants.economy/index.html?eref=rss_mostpopular#cnNSTCText

After the Largest Immigration Raid in U.S. History: Postville, Iowa

<http://www.cnn.com/video/#/video/us/2008/10/09/natpkg.postville.cnn>

Sociology/Psychology/Social Work:

Deportation Separates Family

<http://www.cnn.com/2008/LIVING/wayoflife/09/10/citizen.children/index.html>

Organization to help citizen children: <http://www.helpcitizenchildren.org/index.html>

Citizenship:

Could You Pass the Immigration Test?

<http://www.cnn.com/2008/US/10/01/citizenship.test/index.html>

Civics Questions for the Redesigned Naturalization Test

<http://www.uscis.gov/files/nativedocuments/100q.pdf>

Environment:

Border Fence Yields Showdown at Smuggler's Gulch

Article & audio: <http://www.npr.org/templates/story/story.php?storyId=100336089>

Medicine:

Immigrants Facing Deportation by U.S. Hospitals

Article and video: http://www.nytimes.com/2008/08/03/us/03deport.html?_r=1

In Louisville:

Information from the Mayor's Office of International Affairs in Louisville, KY

<http://www.louisvilleky.gov/International/PublicationsandResources/>

Interactive Resources

Interactive Map of the Devil's Highway

<http://devil.ucdavis.edu/>

Created by UC Davis digital design students, this Web-based resource in English and Spanish helps the user better understand the terrain, climate and path of the Devil's Highway.

Should We Welcome Undocumented Immigrants?

<http://www.npr.org/templates/story/story.php?storyId=15317839>

National debate linked from NPR's website

Library of Congress

<http://memory.loc.gov/learn/features/immig/mexican.html>

An introduction to the study of immigration in the United States. Includes a timeline of immigration and written transcripts from interviews with immigrants.

StoryCorps

www.storycorps.net

Listen to interviews related to immigration in the U.S., including the *historias* category documenting stories of Hispanic people.