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HARVEST OF EMPIRE

Introduction to Unit of Study by Director, Eduardo Lopez

“We are all Americans of the New World, and our most dangerous enemies are not each other, but the great wall of ignorance between us.”

Juan González, *Harvest of Empire*

The rapid growth of the nation's Latino community has sparked heated national debate over immigration, yet the reality is that many of us know little about the true roots of migration or the powerful forces that brought so many immigrants from Latin America to the United States. Based on the landmark book by journalist Juan González, the award-winning documentary *Harvest of Empire* explores the hidden history of our nation's Latino community, and takes an unflinching look at the role that U.S. military actions and economic interests played in triggering unprecedented waves of migration from the Caribbean, Central America and Mexico.

From the wars for territorial expansion that gave the U.S. control of Puerto Rico, Cuba and half of Mexico, to the covert operations that imposed oppressive military regimes in the Dominican Republic, Guatemala, Nicaragua and El Salvador, *Harvest of Empire* unveils a moving human story that is largely unknown to the great majority of citizens in the U.S.

Today, Latino children represent the largest and fastest growing minority population in the nation's public schools. Some 25 percent of all the children in the U.S. are Latino, and Census figures estimate that more than 500,000 young Latinos will turn 18 every year -- for the next 20 years. As one of the country's largest immigrant gateways, the Washington metropolitan area experienced similar growth. In fact, the number of Latinos in the region increased a startling 98 percent since 2000, and nearly 200,000 Latino children are currently attending public schools throughout the region.

Learning how the living history portrayed in *Harvest of Empire* impacts Central American students in the classroom today is of vital importance for any teacher, counselor or school-based administrator working in Virginia. By using selected segments from the film, educators and students can better understand the migration story of their community, and open an enlightening window into the unique Central American family dynamic that affects Latino academic achievement, graduation rates and parental involvement.

Harvest of Empire is a moving, inspiring and often heartbreaking film that must be experienced by any educator working with Latino students and their parents. The documentary offers a multitude of opportunities for lesson plans and classroom discussions designed to:

- Challenge negative stereotypes of Latino immigrants.
- Raise awareness about the true origins of the Latino presence in the U.S.
- Focus attention on the contributions of Latino immigrants to our society.
- Expose the harsh language being used to describe Latinos in the media.
- Develop a deeper understanding for the real life impact of U.S. foreign policy.

How to Approach this Teacher Guide

By Curriculum Writer & Educator, Julia Hainer-Violand

Typically, when we study immigration in school, we turn to stories from Ellis or Angel Island, stories of loss, famine, discrimination, determination, and assimilation. But what about modern day immigration stories? What about the stories of the students that are sitting within our own classrooms? What brought them to the United States and what challenges are we facing today as a nation?

If you find yourself with this guide sitting on your lap or on your computer screen, it is because you recognize there is a gap in our curricula regarding the Latino immigration experience in the United States. Also, as an educator, you may know that English language learners are “among the most farthest behind” their peers, according to the National Assessment of Educational Progress (NAEP) (Fry, 2007). Thus, more than ever, the histories of Latin American immigrants and the stories of our students and their families need to be a part our classroom. This guide is here to help.

This teacher guide is comprised of five lessons that use the documentary, *Harvest of Empire*, as a starting point for discussion, research, and reflection. These lessons make connections across place and time, delve into current immigration debate and policy, and also build empathy. Each lesson can stand alone, meaning a teacher can select a lesson that best fits his/her needs, or teachers can use this guide to create a unit on immigration.

The documentary, *Harvest of Empire* is organized into chapters that focus on the political and economic histories of countries in the Caribbean, Central, and South America that have large immigrant populations in the United States. It is highly recommended that you watch the documentary in its entirety before watching the suggested clips within the teacher guide to understand the overarching theme. After watching the documentary, notice how your own pre-conceptions regarding reasons for immigration have altered. Does this documentary shift how you see your own students and their families who come from any of the countries featured in *Harvest of Empire*?

These lessons are intended for middle school to high school classrooms, with standards connected to U.S. History, Government, and Civics. To support your students, each lesson has graphic organizers to aid in comprehension. Each lesson also has suggested differentiation for Language Learners and is encouraged to be used in English as a Second Language (ESL) classrooms.

Each lesson has five components:

Part I: Simulation - To grab students' attention through debate of current issues or role-play to enter into the immigrant experience

Part II: Film & Discussion – Selected chapters or clips from *Harvest of Empire* are used to spark discussion

Part III: Research – Students find connections across time and place and use multiple sources to research articles or dig into data from multiple perspectives

Part IV: Respond and Reflect – A time to process information, share findings, and make linkages

Part V: Possible Extensions - Further research suggestions if inquiry is sparked or suggested projects that can act as summative assessments

As teachers, it is our nature to see what fits and then apply that to our classroom, so please view this guide as a large resource bank you can pull from. *The foundation of each lesson is using the simulation and the documentary to spark thinking and discussion.* Based on your time frame, you can edit the depth of research and reflection, but be sure to use the simulation and film to spark discussion and reflection in your classroom.

In the beginning of *Harvest of Empire*, Author and Journalist, Juan González says, “They never teach us in school that the huge Latino presence here is a direct result of our own government’s actions in Mexico, the Caribbean, and Central America over many decades, actions that forced millions from that region to leave their homeland and journey north.” May this guide support you in correcting this error in American education. May this guide and documentary begin a dialogue in your classroom that can lead to a deeper and more nuanced understanding of the Latino immigration experience and the changing face of America.

Fry, R. (2007). *How far behind in math and reading are English language learners?* Washington, DC: Pew Hispanic Center.

Credits

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Big Ideas

1. There is no one story in history because it is experienced by and can be presented through multiple perspectives.
2. Latino immigration and families are the changing face of America and are redefining American culture and politics in the 21st century.
3. Immigration can be an unintended consequence of international political and economic policy.

Virginia Social Studies Standards of Learning addressed in *Harvest of Empire* Teaching Guide

Course	Standards
Middle School	
<p>United States History: 1865 to the Present (January 2008)</p> <p>History and Social Science Standards of Learning for Virginia Public Schools</p> <p>http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_ushistory_1865-present.pdf</p>	<p>USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p style="padding-left: 20px;">e) describing how international trade and globalization have impacted American life.</p> <p>USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <p style="padding-left: 20px;">d) examining American foreign policy, immigration, the global environment, and other emerging issues.</p>
Middle School	
<p>Civics & Economics (January 2008)</p> <p>History and Social Science Standards of Learning for Virginia Public Schools</p> <p>http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_civics_economics.pdf</p>	<p>CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to</p> <p style="padding-left: 20px;">a) examine and interpret primary and secondary source documents;</p> <p style="padding-left: 20px;">c) analyze political cartoons, political advertisements, pictures, and other graphic media;</p> <p style="padding-left: 20px;">d) distinguish between relevant and irrelevant information;</p> <p style="padding-left: 20px;">e) review information for accuracy, separating fact from opinion;</p> <p style="padding-left: 20px;">g) formulate an informed, carefully reasoned position on a community issue;</p> <p style="padding-left: 20px;">h) select and defend positions in writing, discussion, and debate.</p> <p>CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by</p> <p style="padding-left: 20px;">a) examining the impact of the media on public opinion and public policy;</p> <p style="padding-left: 20px;">b) describing how individuals and interest groups influence public policy;</p> <p style="padding-left: 20px;">c) describing the impact of international issues and events on local decision making.</p> <p>CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by</p> <p style="padding-left: 20px;">b) comparing the differences among traditional, free market, command, and mixed economies;</p>

High School

**Virginia and United States
History (January 2008)**

History and Social Science
Standards of Learning for
Virginia Public Schools

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_va_ushistory.pdf

VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by

- a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets

VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by

- b) analyzing the changing patterns of immigration, the reasons new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy;

High School

**Virginia and United States
Government
January 2008**

History and Social Science
Standards of Learning for
Virginia Public Schools

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_va_usgov.pdf

GOVT.9 The student will demonstrate knowledge of the process by which public policy is made by

- a) examining different perspectives on the role of government;
- b) describing how the national government influences the public agenda and shapes public policy;
- c) describing how the state and local governments influence the public agenda and shape public policy;
- d) describing the process by which policy is implemented by the bureaucracy at each level;
- e) analyzing how individuals, interest groups, and the media influence public policy;
- f) formulating and practicing a course of action to address local and/or state issues.

GOVT.13 The student will demonstrate knowledge of how governments and **economies in Mexico**, the United Kingdom, and the People's Republic of China compare with the government and the economy in the United States

Lesson Summaries

Lesson 1: Finding Commonalities across Time & Place: Themes of Immigration across History

Is there a common “immigration experience” shared by all or is each experience unique? What commonalities can we find between why people immigrate, what issues they face upon arrival, and what contributions they add to the United States?

In this lesson, students will contextualize the immigration experience from a historical perspective that cuts across time and place. Students will first experience being in a new place where another language is spoken to build empathy of the initial immigration experience. Then students will then use the case study of Mexican Immigration from *Harvest of Empire* to understand the reasons for immigration, role of government policy (such as the Bracero Program and NAFTA), and difficulties faced in the United States. Next, students then research in partners the immigration experiences of groups from different waves of immigration (1840s to 1920) to compare and contrast historic experiences with modern day Mexican immigrant experience. Students will present their findings in a Knowledge Circle to find shared commonalities across immigrant experiences.

Lesson 2: The Changing Face of America – Digging into Data

The United States is experiencing a historic “second wave” of immigrants, not from Europe, but from Latin America. Is the face of America changing? If so, how? Where are Latinos moving and why? How is your county or state affected?

In this lesson, students participate in a scenario where they have to select a place to live based on their education, family needs, and work experience. They then watch clips of *Harvest of Empire* and discuss how America’s population is changing due to immigration from Latin America and what difficulties a new immigrant can face. Afterwards, students take part in a short focused research of multiple sources to see the shifts of demography, possible economic and cultural impacts, and answer the question, “What is the changing face of America?”

Lesson 3: Refugee or Immigrant? The Case Study of El Salvador

What are the unintended consequences of US political and military actions in El Salvador? What is the difference between a refugee and an immigrant? In this lesson, students will use El Salvador as a case study to understand how U.S. intervention led to mass immigration of Salvadorians to the United States. Students will first take part in a simulation where they take on a persona of a Salvadoran survivor of the civil war. They then watch clips of *Harvest of Empire* and discuss how U.S. policies contributed to a civil war in El Salvador. Lastly, they will create an artistic representation of the experiences of a child from war and what their hopes and dreams are in coming to the United States.

Lesson 4: Fact Checking the Immigration Policy Debate

What are the costs and benefits of immigration? What data is out there and which can I rely on? How can I see through the “wall of ignorance” when it comes to immigration policy and debate? Increasingly, with immigration reform as a keystone issue of this decade, many news outlets and organizations use data and numbers to convince the American public that immigration is a net benefit or net cost to jobs, wages, and government services.

In this lesson, students will see how statistics can be manipulated to fit the message. They will first engage in a four corners debate to share out their opinions on immigration impact on the U.S. economy. Then students become fact checkers by researching three sources from different perspectives to come up with their own list of

facts about the impacts immigrants make on our economy. Armed with this information, students then write an editorial using evidence to back up their opinion to break what Juan González refers to as the “the wall of ignorance.”

Lesson 5: Government Reaction to Immigration- No Laughing Matter

How has the government responded to increased immigration? What are the economic and cultural arguments to increase or decrease immigration? What connections can we find across history? In this lesson, students conduct a gallery walk of primary sources (political cartoons, writing) of anti-Irish and anti-Chinese sentiment from the 19th century to make sense of current anti-immigration sentiment in the United States, such as the increase of unaccompanied minors. Then, using Arizona’s Senate Bill (SB) 1070 and Maricopa County as a modern example, students analyze a state government response to immigration. Students then select an issue to create a political cartoon to demonstrate their opinion on a current immigration issue.

Annotated Synopsis of Harvest of Empire

Chapter 1: Introduction (0:00 – 4:09)

The introduction of the documentary juxtaposes images from the immigrant rights protests of 2006 with media clips that depict immigrants in a negative light. This section sets up how at the end of the century, over half of the U.S. population will be of Latino descent. Thus, as Americans, we should understand how immigration is an unintended consequence of U.S. economic, political, and military intervention in Central America and the Caribbean. Journalist and author of Juan González, shares his immigration story from Puerto Rico and his reasons for writing *Harvest of Empire*.

Chapter 2: Puerto Rico (4:10 – 11:39)

In this chapter, viewers learn of the impacts of U.S. colonization of Puerto Rico from the Spanish-American War and how it led to income and land inequality, hunger, and unemployment. Immigration to the U.S. was used as a safety valve to avoid foment in Puerto Rico, but to supply the U.S. with labor during WWII. Excellent primary source clips of President Harry S. Truman: “I don’t mean to imply we were in any way cruel to the Puerto Ricans, but there is another kind of cruelty – that is indifference, indifference and neglect.” Famous Puerto Ricans, such as poet Martín Espada and journalist Giraldo Rivera are interviewed.

Chapter 3: Guatemala (11:40 – 24:22)

This chapter traces the history of violence and turmoil in Guatemala to the date, 1954, where the U.S. government supported the overthrow of the democratically elected President Arbenz. Arbenz instituted land reform policies that would have impacted the United Fruit Company, which owned over 600,000 acres of land in Guatemala. The chapter creates linkages between the C.I.A. support of the Arbenz overthrow to the beginning of the 36-year-long civil war that left 200,000 dead. Nobel Peace Prize winner, Rigoberta Menchú, shares the story of her father’s murder in the Spanish Embassy in 1983, at the hands of the Guatemalan Army. The chapter ends with the story of Guatemalan immigrants to the U.S., the Zamboni family; a story of family separation, reunification, and educational success.

Chapter 4: Mexico (24:23- 38:29)

This chapter begins with current images of the border and then focuses on the history of Mexico-U.S. relations, beginning with Manifest Destiny and the U.S.-Mexico war. This chapter notes the large immigration into the U.S. during the 1910 Mexican Revolution and how during the Great Depression, President Hoover deported one million Mexicans from the United States. Then, because of a labor shortage due to WWII, Mexicans were invited back as temporary workers through the Bracero Program. This chapter ends with the story of Dr. Gonzalo Garza, a Mexican-American whose family were migrant workers and how he became a decorated war veteran of WWII and the Korean War. Also featured in this chapter is an interview with Rev. Jesse Jackson, speaking of Black – Latino solidarity in the civil rights movement.

Chapter 5: Cuba (38:30 – 47:38)

This chapter outlines the waves of immigration from Cuba, due to the U.S. support of the Batista dictatorship in the 1930s-1950s, then to Cubans escaping the 1959 revolution. This chapter addresses the Bay of Pigs and the waves of economic/political refugees from Cuba after the revolution and also during the 1970s. This chapter discusses the contributions of Cubans to the Miami cultural and economic landscape, as well as the backlash against Cuban immigrants during the 1970s.

Chapter 6: Dominican Republic (47:39- 54:34)

In this chapter, immigration from the Dominican Republic is traced to two U.S. military interventions: the 1916 military dictatorship of Trujillo and then the 1965 U.S. invasion to overthrow the democratically elected Bosch government. In this chapter, the viewer learns of the brutal 30-year regime of the Trujillo government, which led to his eventual assassination. The 1965 U.S. intervention was in the context of the Cold War and the fear of the

spread of communism. Pulitzer Prize winning Author, Junot Díaz, shares his immigration story and discusses the psychological impact of immigration.

Chapter 7: Nicaragua (54:35 -1:07:22)

This chapter begins with the U.S. support of the Somoza family regime that ruled over Nicaragua for over 50 years. Intriguing primary source footage of Dan Rather interviewing Somoza demonstrates how his family had both political and economic control over Nicaragua. With the 1979 Sandinista revolution that overthrew the Somoza regime, the Carter administration allowed for a diversity of governments during his presidency. It was not until the Reagan administration that the U.S. intervened through military aid to the Contras, in order to overthrow the Sandinista government in the name of fighting communism. The Iran-Contra affair is addressed in this chapter. This segment ends with the immigration story of Luis Enrique Mejia Lopez, who escaped the civil war and received refugee status.

Chapter 8: El Salvador (1:07:23- 1:18:42)

This chapter goes in depth into the Salvadorian civil war, with the story of Maria Guardado, a survivor of torture and the assassination of Archbishop Oscar Romero. Primary source footage of the war is featured in this chapter as well as discussion around the U.S. training of Salvadorian military officers at the School of the Americas in Fort Benning, Georgia. This chapter makes a strong argument of how immigrants do not choose to leave, but they flee violence in search of safety. President Reagan's 1986 Immigration Reform and Control Act, which granted amnesty to undocumented immigrants, is addressed at the end of this chapter.

Chapter 9: Mexico – Present Day (1:18:43- 1:29:33)

The documentary returns to Mexico to focus on the impacts of Operation Gatekeeper with its increased border security and the North American Free Trade Agreement (NAFTA) on Mexican emigration to the U.S. This chapter outlines the dangers of border crossings and the flow of labor from Mexico to the U.S. due to the increase unemployment of rural farmers because of U.S. subsidized corn entering Mexico's markets. This chapter features the immigration story of neurosurgeon, Dr. Alfredo Quinones-Hinojosa, and an interview with journalist Maria Hinajosa, who speaks to the difficulty of family separation and the dehumanizing language of calling a person an "illegal alien." This chapter ends with the concluding thoughts of Juan González, who explains the metaphor, the "harvest of the empire," as the unintended consequence of immigration due to U.S. intervention, and how America, as an aging nation, is increasingly dependent upon immigrants to support the country's economy.

Lesson 1: Finding Commonalities across Time & Place: Themes of Immigration across History

Is there a common “immigration experience” shared by all or is each experience unique? What commonalities can we find between why people immigrate, what issues they face upon arrival, and what contributions they add to the United States?

In this lesson, students will contextualize the immigration experience from a historical perspective that cuts across time and place. Students will first experience being in a new place where another language is spoken to build empathy of the initial immigration experience. Then students will then use the case study of Mexican Immigration from *Harvest of Empire* to understand the reasons for immigration, role of government policy and difficulties faced in the United States. Viewing option one discusses the Bracero Program, while viewing option two addresses the relationship between NAFTA and immigration. Next, students research in partners the immigration experiences of groups from different waves of immigration (1840s to 1920) to compare and contrast historic experiences with modern day Mexican immigrant experience. Students will present their findings in a Knowledge Circle to find shared commonalities across immigrant experiences.

Big Ideas:

1. There is no one story in history because it is experienced by and can be presented through multiple perspectives.
2. Latino immigration and families are the changing face of America and are redefining American culture and politics in the 21st century.
3. Immigration can be an unintended consequence of international political and economic policy.

Time Frame: 3.5 to 4 Hours (there are two option tracks- so time is suggested for one option only)

Materials Needed:

- Chart Paper
- Markers
- For simulation, copies of Language form & Reflection (see resource, “Language Form” & “Simulation Reflection”)
- Handouts for each student (see resources, “Country Fact Sheet – Mexico”, “Graphic Organizers” & “Exit slip”)
- Access to digital devices for online research

For ESL Differentiation, see resources, “ESL Differentiated Lesson 1”, “Vocabulary”, “ESL Country Fact Sheet Mexico”, “Transitions & Model”, and “Compare and Contrast”

Part I: Simulation: An Unwelcoming Welcome

1. **Preparation:** Invite an adult (parent or colleague) who is a Spanish speaker to simulate an experience for the students of entering a new country and having to fill out a basic form (see resource, “Language Form”). Make copies of the form for each student.
2. **Simulation:** For two to three minutes, the visitor will act like an impatient officer or boss who is registering the students for a job. The visitor can only speak in Spanish. Please have him/her speak quickly, demand the students to fill out the form and act impatient if the students ask questions. The visitor can use gestures to explain the words on the form for students who are confused, but cannot speak English.
3. **Reflect:** Students write a quick reflection (see resource, “Simulation Reflection”) and share out to the class how the experience made them feel, what went through their mind, and how they try to cope or understand. Students also share any experiences they might have had that were similar to the simulation.

4. **Make a connection:** How does this connect to the immigration experience? If any students are 1st or 2nd generation immigrant, have them share any personal stories of similar experiences of confusion due to different language or culture. Who else might have experienced this? What other immigrant groups and when?

Part II: Film & Discussion Use clips from film to spark discussion

- Prior to the film, use a map to introduce students to the geography of Mexico. Have students note its location as a neighbor to the U.S. and Central America.
- Handout the country fact sheet (see resources, “Country Fact Sheet – Mexico”). Students can read in partners and highlight any key details that would support why Mexicans would immigrate to the United States.

Harvest of Empire Viewing Option Part I: U.S. Mexico War to the Bracero Program (Chapter 4: 24:24-38:29)

The story of Mexican immigration experience is split into two parts in *Harvest of Empire*. Chapter 4 opens with images of the U.S. Mexican border, and focuses on the historical context of Mexican immigration, such as the U.S.-Mexico war and the creation of the border, the Bracero Program during WWII, and the discrimination and difficulties faced by Mexicans, predominantly migrant workers, due to an unbalanced economic relationship between U.S. business and farms and Mexican labor.

Post-Viewing Discussion:

“People don’t want to hear these stories. But these are stories that people need to hear”

Enrique Morones, Founder of Non-Profit, Border Angels

- This chapter begins with shots of the US Mexican border and images of increased policing and surveillance. Read the Enrique Morones quote to your class. Ask, why begin the story of Mexican with this image? Do you agree with this statement– why or why not?

“Most people are not aware that since 1820 when the United States first started gathering immigration statistics – there has been no nation in the world that has sent more people to the United States than Mexico – and we are talking about legal immigration. More legal Mexican immigrants have come to this country since 1820 than the Irish, than the Germans, than the French, than any other population.”

Juan González, Journalist & Author

- Read the quote by Juan González to your class. Why is it that most people do not know this? How does education and schools reinforce this?
 - What makes Mexican Immigration unique compared to European immigration?
 - What was the purpose of the Bracero Program – what was its benefits and drawbacks (from the workers perspective and from the business perspective)?
 - From Dr. Gonzolo Garza’s experience, what were the difficulties faced by Mexican immigrants? How have Mexican-Americans contributed to this country?
- **Post Viewing Graffiti Wall:** Post around the room seven different chart papers with the headings below. Students will work in small groups to write on the chart paper to summarize findings from *Harvest of Empire*. (Note: The chart paper will be used again to share out research, so have students write on the top

half of the chart paper only). Option to have students present at their poster or walk around and read the other posters before a whole group discussion.

- Push Factors
 - Pull Factors
 - Important Historical Dates/Events
 - Government Response (Laws created)
 - What is Unique
 - Examples of Discrimination / Difficulties faced
 - Contributions to US
- **Harvest of Empire, Viewing Option Part 2, Impacts of NAFTA (Chapter 9 1:18:45 –1:24:51 – end after the scene in the graveyard) Post-Viewing discussion**
 - How would you characterize the Mexican immigrant experience? What makes it unique?
 - What was the 1994 North American Free Trade Agreement? What was its impact on Mexican farmers? On U.S. businesses?

U.S.-Mexico trade is “a partnership, but it is a very unbalanced partnership.”

Dr. Lorenzo Meyer, Historian & Political Analyst

- Read the quote above to the class. Based on clip from *Harvest of Empire*, do you agree or disagree? What proof supports your position?
- What makes many undocumented Mexicans cross the border? Is it worth it?
- **As a closing**, have students walk around and add new knowledge from the discussion and video to the Graffiti Wall (see above)

Part III: Research

Option 1 Research: Comparing Mexican Immigration Experience to Other Immigration Experiences

Opening Question: How does the Mexican immigrant experience compare to other waves of immigration we have studied? Are there any similarities?

1. **Paired Research:** Students will work in pairs to conduct research on an immigrant group from the 1840s to 1920s wave of immigration. Students research two sources to find examples of reasons for immigration, key dates, government response, issues faced, and contributions to the United States (see resource, “Immigration Group Research”)
 - a. Source one is from the Library of Congress Immigration site that has information on German, Irish, Scandinavian, Italian, Mexican, Japanese, Chinese, and Polish/Russian immigration: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/>
 - b. See *Additional Resources* below for other suggested sources
2. **(Optional) Compare and Contrast:** Students then compare and contrast their findings of their immigration group the clips from *Harvest of Empire*. If there is time, you can re-watching clips from either chapter 4 or 9 to allow students to take notes on similarities and differences of immigration experiences (see resource, “Graphic Organizers”)

Option 2 Research: Focus on NAFTA – Is it a balanced or unbalanced partnership? After having viewed the clip on NAFTA, what further research do we need to conduct to better understand NAFTA to make a sound decision whether or not U.S. Mexico trade is a balanced or unbalanced partnership? Have students create a list of topics

for possible one period research (e.g., impact on GDP, income inequality, rise of *maquilas* (factories), the impact of U.S. subsidized corn on Mexico, the impact on unemployment).

- Resources for students to find data to support student positions
 - “NY Times Debate: NAFTA impact on Mexican Farmers”
<http://www.nytimes.com/roomfordebate/2013/11/24/what-weve-learned-from-nafta/under-nafta-mexico-suffered-and-the-united-states-felt-its-pain>
 - Clips from Episode 3 of PBS Documentary “Commanding Heights”
http://www.pbs.org/wgbh/commandingheights/hi/story/ch_menu_03.html
 - PBS Resource: Economic Data by country (click on Mexico)
<http://www.pbs.org/wgbh/commandingheights/hi/countries/index.html>
 - North American Free Trade Agreement Website: <http://www.naftanow.org/>

Part IV: Respond and Reflect

Graffiti Walk: Post around the room six different chart papers with the headings (see below) – Have partners walk around and summarize their findings on the chart papers. Suggest they look for similarities and differences as they read what others have written (suggestion – have a different color for each immigration group)

- Push Factors
- Pull Factors
- Examples of Discrimination / Difficulties faced (e.g. – Nativist reactions)
- Supportive Government Response (Support programs or Legislation)
- Negative Government Response (Discriminatory laws)
- Contributions to US

Knowledge Sharing Circle – Students meet in a circle and discuss what commonalities they find across the different groups. Possible questions to spark discussions:

- Are all immigrant experiences the same?
- Is there a pattern regarding U.S. response to immigrants? What is cyclical?
- Is immigration a choice?
- America claims to be a “melting pot” – is cultural assimilation possible for all? Is it the best choice?

Exit Slip – Students complete an exit slip to revisit the question, “is there a shared immigration experience?” and write any lingering questions they have (see resource, “Lesson 1 Exit Slip”)

Part V: Possible Extensions

- **Publish Findings** – Create a visual representation of students’ research. Each pair can choose to create a poster, brochure, or a Public Service Ad to educate US Citizens on the immigration experience
- **Create a Shared Experiences Class Timeline** – Students select key dates of their immigrant group experiences (see resource, “Extension - Shared Experiences Class Timeline”)
- **Creative Writing** – Students write a poem on the immigration experience. Have them integrate information from both the Mexican experience as well as the experience from their research group

Additional Resources:

Suggested Text:

[A Different Mirror for Young People: A History of Multicultural America](#) by Ronald Takaki & Rebecca Stefoff

Websites for Research:

Chinese Immigration:

<http://migrationpolicy.org/article/chinese-immigrants-united-states>

<http://www.poeticwaves.net/articles/>

German Immigration:

<http://maxkade.iupui.edu/adams/toc.html>

<http://www.energyofanation.org/4e667f77-e302-4c1a-9d2e-178a0ca31a32.html?NodeId=>

<http://spartacus-educational.com/USAGermany.htm>

Irish Immigration:

<http://www.historyplace.com/worldhistory/famine/america.htm>

<http://www.ushistory.org/us/25f.asp>

<http://www.emmigration.info/irish-immigration-to-america.htm>

Italian Immigration:

<https://www.mtholyoke.edu/~molna22a/classweb/politics/Italianhistory.html>

<http://www.emmigration.info/italian-immigration-to-america.htm>

<http://spartacus-educational.com/USAItaly.htm>

Japanese Immigration:

<http://archive.vancouver.wsu.edu/crbeha/ja/ja.htm>

<http://www.everyculture.com/multi/Ha-La/Japanese-Americans.html>

Mexican Immigration:

<http://www.emmigration.info/mexican-migration-history.htm>

<http://www.migrationpolicy.org/article/mexican-immigrants-united-states>

<https://migration.ucdavis.edu/rmn/more.php?id=1112> (on Bracero Program)

Polish/Russian Immigration

<http://spartacus-educational.com/USAjews.htm>

<http://www.everyculture.com/multi/Pa-Sp/Polish-Americans.html>

Scandinavian

Danish: <http://www.emmigration.info/danish-immigration-to-america.htm>

<http://spartacus-educational.com/USAEdenmark.htm>

Norwegian: <http://www.emmigration.info/norwegian-immigration-to-america.htm>

<http://spartacus-educational.com/USAEnorway.htm>

Finnish: <http://www.emmigration.info/finnish-immigration-to-america.htm>

<http://spartacus-educational.com/USAfinland.htm>

Topics for further research into Mexican Immigration

UC Davis, History of Bracero Program: <https://migration.ucdavis.edu/rmn/more.php?id=1112>

ACLU, Operation Gatekeeper and the Humanitarian Crisis at the U.S./Mexico border:

<https://www.aclu.org/files/pdfs/immigrants/humanitariancrisisreport.pdf>

NY Times Article, "Border Proves Deadly for Mexicans" <http://www.nytimes.com/2004/05/23/us/border-desert-proves-deadly-for-mexicans.html>

800 Mile Wall, Documentary on the U.S./Mexican Border <http://www.800milewall.org/>

ESL Differentiated Lesson 1 Comparing and Contrasting the Mexican Immigrant Experience to My Own

Note: This lesson is to allow for differentiation for Part III, research and reflection. Please refer to Lesson I Simulation and Film & Discussion for the first half of the lesson

Content Objectives:

1. Students will describe the push and pull factors of Mexican Immigration to the U.S. from a historical perspective

Language objectives:

1. Students will compare and contrast the Mexican immigration experience to their own immigration experiences
2. Students will use vocabulary words describing the Mexican immigration experience
3. Students will use transition words to organize writing by signaling similarities and differences

After the simulation, review vocabulary & Country Fact Sheet prior to film (see resource, “Lesson 1 Vocabulary”). Students can have their own copies and use them in sentences prior or after viewing. Each student will review the country fact sheet (see resource, ESL Country Fact Sheet - Mexico) and read with a partner & highlight important information. Circle any unknown words to discuss as a class.

Vocabulary:

Pull Factor – A factor is something you consider when you make a decision. A pull factor is something that pulls a person to immigrate to another country. Examples of pull factors are – job opportunities, religious freedom, cheaper living situation (*A pull factor for many to immigrate to the United States is job opportunities*)

Push Factor – A push factor is a reason why people have to leave their home country, such as war, famine, persecution, violence (*A civil war is a push factor for people to leave their country*)

Bracero Program – In 1942, The Bracero Program brought many workers from Mexico to work on farms in the United States during World War II. It was started because many soldiers went to war and the U.S. needed help.

NAFTA – The North American Free Trade Agreement (NAFTA) is an agreement between the United States, Canada, and Mexico that allows for the trade of goods between countries without tariffs (taxes on imported goods)

Discrimination- Is when you treat another person or group of people less fairly (*There is discrimination against immigrants because of their language or the color of their skin*)

Goods – are products for sale (*Anything for sale can be called a good, such as a computer, or bananas*)

Import – to buy goods from another country (*Mexico imports many goods, such as cell phones, from the United States*)

Export – to sell goods to another country (*The U.S. exports a lot of corn to Mexico*)

Employment – The act of getting a job (*A new store creates employment opportunities for a neighborhood*)

Unemployment- Unemployment is when someone loses their job and they are looking for another one. (*Unemployment increased for Mexican farmers after NAFTA*)

Policy - A policy is a set of ideas or plans that is used as a basis for making decisions. Businesses and Governments make policies (*The school has a new policy that supports technology in the classroom*)

Economic Policy – Economic policies are decisions that are made by the government to improve the economy. The economy is the country’s ability to create jobs and goods through business and trade. (*Immigration and employment can be an effect of economic policies*)

After completing Part I & II of Lesson 1,

1. **Model how to compare and contrast the history of Mexican Immigration to their personal history** (see resource, Transition and Model). Use the Venn Diagram as a model to demonstrate to students how to use details from the film (e.g., the Bracero Program & NAFTA) to compare and contrast the similarities and differences. Reinforce the use of vocabulary
2. **Model how to use transition words to link ideas.** Explain how transition words are like road signs. They tell the reader where the writer is heading. It makes writing clearer and it helps to organize our ideas.
 - a. Use the model to demonstrate the use of transition words in compare and contrast paragraphs.
 - b. Have students read the paragraph in partners and highlight the transition words.
 - c. Students practice in partners creating sentences orally from the model Venn Diagram using transition words. Use sentence strips as an option for short writing practice
3. **Write a Compare and Contrast Paragraph** – Students will compare and contrast their immigration experience to the Mexican immigration experience from *Harvest of Empire* by completing a Venn Diagram and then turning it into a paragraph (see resource, “Compare and Contrast Paragraph”). Students need to use at least three transition words and three vocabulary words.

Possible Extensions:

1. How does their experience compare and contrast to other immigration experiences? Use the Scholastic interactive website, <http://teacher.scholastic.com/activities/immigration/> to explore the timeline feature and learn more about immigration from different time periods. Students can work in groups to focus on a specific time period and summarize their findings to their classmates.
2. Create an immigration timeline from research on the Scholastic site as well as from facts from their own experience and from the *Harvest of Empire* viewing from Lesson 1. Each student contributes one event to build a class timeline (see resource, “Extension Timeline”).