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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 of 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	
United States History: 1865 to the Present (January 2008)	
History and Social Science Standards of Learning for Virginia Public Schools	<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>e) describing how international trade and globalization have impacted American life.</p>
http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_ushistory_1865-present.pdf	<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>d) examining American foreign policy, immigration, the global environment, and other emerging issues.</p>
Middle School	
Civics & Economics (January 2008)	
History and Social Science Standards of Learning for Virginia Public Schools	<p>CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to</p> <p>a) examine and interpret primary and secondary source documents;</p> <p>c) analyze political cartoons, political advertisements, pictures, and other graphic media;</p> <p>d) distinguish between relevant and irrelevant information;</p> <p>e) review information for accuracy, separating fact from opinion;</p> <p>g) formulate an informed, carefully reasoned position on a community issue;</p> <p>h) select and defend positions in writing, discussion, and debate.</p>
http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/next_version/stds_civics_economics.pdf	<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>a) examining the impact of the media on public opinion and public policy;</p> <p>b) describing how individuals and interest groups influence public policy;</p> <p>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>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 Commonalties 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 commonalties 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”).

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 the difficulties a new immigrant can face. Afterwards, students take part in a short focused research of multiple sources to investigate the shifts of demography, possible economic and cultural impacts of immigration to find out “What is the changing face of America?”

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.

Time Frame: 2-3 Hours

Materials Needed:

- Copies of Immigration Scenarios & US Regions (see resource, “Immigration Scenarios”)
- Copies of handout (see resource, “Read and Respond”)
- Digital devices for online research
- Copies of Graphic Organizer (see resource, “Short Focused Research”)
- ESL Students (see resources, “Lesson 2 Vocabulary” & “ESL Short Focused Research”)

Differentiation for ESL Students: Review the vocabulary prior to the simulation regarding what is a region, what are economic impacts, and the difference between urban and rural. (see resource, “Lesson 2 Vocabulary”)

Part I: Simulation: Where do I live?

1. **Preparation:** Photocopy and cut out scenarios (see resource: “Immigration Scenarios”) and give one to each student. Make copies as needed for size of class (10 scenarios are provided). Print and post the region descriptions around the room.
2. Students are each given a scenario. They have to walk around the room and read the descriptions of jobs available and the advantages and disadvantages of each region.
3. Based on their own scenario, students will stand they will move to and then will share out to the class why they moved there.
4. Discuss with students: Based on this activity, where would current immigrants moving to now and why? What is their education and experience?

Note: According to the Casey Foundation 2006 document, “New Immigrant Settlements in Rural America: Problems, Prospects, and Policies” http://www.borderhealth.org/files/res_836.pdf, of the new immigrants from Latin America, 1/3 have less than high school, 1/3 have completed high school and 1/3 completed university. While the majority of immigrants continue to live in urban areas, many immigrants are now moving beyond traditional “gateway” cities (that have larger immigrant communities) to rural towns and counties in search of job opportunities.

Part II: Film & Discussion Use clips from *Harvest of Empire* to spark discussion

Students will watch two clips from *Harvest of Empire* to then write a response on key quotes from the film.

Clip 1: Introduction: “America is Changing” (Chapter 1, 0:00- 4:54)

In this clip, the documentary opens with shots of immigration rights marches in the United States from 2006. Interspersed with images of various Latino families waving American flags, are clips of news media outlets viewing immigrants as threats.

1. Have students watch the clip and then use the handout (see resources: “Read and Respond”) for students to annotate and write a response to the following key quotes
(Annotation symbols: Important Point = ☆ I agree = ✓ Surprise = ! Question = ?)
2. After students annotate quotes and write a response, have them share out any opinions. Ask the following questions:
 - Is America is changing? If so, what is the changing face of America?
 - Juan González says “Major migrations come precisely from those countries that the United States once dominated and even occupied.” – Do you examples of this from history or your own experience as immigrants?

Quote 1

“The reality is that America is changing. By the end of this century a majority of people living in the United States will trace their origins not to Europe but to Latin America.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Quote 2

“That’s an enormous transformation in the actual composition of the nation. And unless we all understand how that happened, we will not be able to deal with the inevitable conflicts that come from ignorance between racial and ethnic group in the America of the 21st century.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Quote 3

Clip

2: “There’s a reason why there are so many Mexicans, Puerto Ricans, Dominicans, Salvadorians in the United States. Because really, the major migrations come precisely from those countries that the United States once dominated and even occupied.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Junot Diaz: “If every immigrant child...was allowed to tell the real emotional truth”

(Chapter 6, 51:50-54:10) In this clip, award-winning author, Junot Diaz, shares his personal experience as an immigrant from the Dominican Republic and Juan González addresses how immigration can change one’s identity.

Repeat the process of students watching the clip, reading quotes, responding, and sharing out their opinion. After students share out their opinions, ask:

- What should every native born American citizen know about the immigration experience?
- Why do immigrants have a new identity that is “*ni aqui, ni alla*, neither here nor there”?
- What does Junot Diaz mean when he says, “[A]s a country we are in a dream where there are no mistakes.... you can’t grow if you admit no mistakes”?

When I immigrated to New Jersey it was a very crazy time. I immigrated in 1974, a few months before the fall of Saigon. This was not a place that was very welcoming. I found myself facing a tremendous amount of racism and bigotry but not just from like white Americans, from black Americans and from Latinos.

I think if every immigrant child in this country was allowed to tell the real emotional truth of their experience here, people in the United States would discover that we actually make immigration a more horrific experience than it needs to be.

And I feel that as a country we are in a dream where there are no mistakes, there is no evil, we are always good, we hurt no one. You know, you can't grow if you admit no mistakes.

Junot Diaz, Author & Professor, Dominican Immigrant

The process of migration transforms people – so that end up being not only strangers in the land they come to - they also become estranged to some degree from the land they left. Migration creates this limbo – of a new identity that is *ni aqui, ni alla*, neither here nor there.

Juan González, Journalist & Author, Puerto Rican Immigrant

Part III: Research

Students will conduct short-focused research using three sources and take notes (see resource, “Short Focused Research”) to address the following questions:

- How is America changing? How rapidly?
- Where are immigrants coming from? Where are they moving?
- What are the challenges faced by recent immigrants?
- In what ways are immigrants changing the places where they live? Economically? Culturally?

Options to differentiate: Students can select one question to do in-depth research, a few, or all. Students can work in partners or individually. Students can also focus on exploring the infographics for data on population changes.

ESL Differentiation Focus only on reading Source 2, “Growing Pains: Multicultural explosion rattles residents.” Read aloud the article, and model how to read a population map and how to use the online resource to find demographics based on race or ethnicity for the county they live in. Use the resource, “ESL- Short Focused Research” to have students take notes on their findings

Source 1: USA Today’s “The Changing Face of America” has infographics where students can see how America’s diversity changes from 1960 and projected into 2060. Diversity is defined as the “great second wave of immigration.” Have students interact with the voting feature to share their opinion whether the increase in diversity is benefiting the nation and compare it to the survey’s responses.

<http://www.usatoday.com/longform/news/nation/2014/10/21/diversity-race-ethnicity-change-100-years/16211133/>

Source 2: USA Today's Part II of the series, "Growing Pains: Multicultural explosion rattles residents," the DC/Northern Virginia area is viewed as a case study of the increase of immigration, its impact on schools, government response, and the creation of businesses.

<http://www.usatoday.com/story/news/nation/2014/11/10/northern-virginia-diversity-race/18079525/>

Source 3: U.S. Census 2012 publication, "The Foreign Born Population in the United States: 2010"

<https://www.census.gov/prod/2012pubs/acs-19.pdf>

(Optional) Source 4: Pew Research Center, Projected foreign-born population in 2060:

<http://www.pewresearch.org/fact-tank/2015/03/09/u-s-immigrant-population-projected-to-rise-even-as-share-falls-among-hispanics-asians/>

Part IV: Discussion

Students return to the question, "What is the changing face of America?" and have students use their research to support their opinions. Ask students, is this a historic time in America's history? If so, how?

Students should share their research for each question and discuss any surprises or important takeaways they found from their research.

Part V: Extension

Display Data using Infographics

Option 1: Students will work in partners to create an infographic with the title "The Changing Face of America" to display data they found from their research.

These following websites create infographics for free:

<https://infogr.am/>

<http://www.easel.ly/>

<https://developers.google.com/chart/>

<https://venngage.com/education/> (Free trial period)

Option 2: Students work in teams of three to create a poster using data (charts, pictographs) to display their findings

Further Research – Based on their findings, what further questions do they have? Students conduct their own inquiries into the topic of Latin American Immigration (such as- what attracts Latinos to other regions of the US? Compare two states or two time periods, Do immigrants create or take more jobs?)

Part VI: Additional Resources

Casey Foundation "New Immigrant Settlements in Rural America: Problems, Prospects, and Policies"

http://www.borderhealth.org/files/res_836.pdf (p. 17 – "Where Immigrants move and why" summarizes what draws immigrants to different regions in the U.S.)

Farm Foundation "Immigrants Change the Face of Rural America"

<http://www.farmfoundation.org/news/articlefiles/105-FinalFinalIssueReportJanuary05.pdf>

Migration Policy: "Frequently Requested Statistics on Immigrants and Immigration in the United States"

<http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states-1>

Migration Policy: "State Immigration Data Profiles"

<http://www.migrationpolicy.org/programs/data-hub/state-immigration-data-profiles>

New York Times Room for Debate: Do Immigrants take jobs from American born workers?" (features both sides of the issue) <http://www.nytimes.com/roomfordebate/2015/01/06/do-immigrants-take-jobs-from-american-born-workers>

CATO Institute (Commentary) "Immigrants have enriched American culture and enhanced our influence in the world")

<http://www.cato.org/publications/commentary/immigrants-have-enriched-american-culture-enhanced-our-influence-world>

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. A person from El Salvador is invited to speak to the students about his/her experiences. Students will then take part in a simulation of a discussion panel where 10 students take on a character of a Salvadoran survivor of the civil war in a panel to field questions from journalists. They then watch clips of *Harvest of Empire* and discuss how U.S. policies contributed to a civil war in El Salvador from the perspective of their character from the simulation. 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.

Disclaimer: Some clips from *Harvest of Empire* interview a torture survivor and can have difficult imagery of the civil war and need to be reviewed before showing to the class

Big Ideas:

2. There is no one story in history because it is experienced by and can be presented through multiple perspectives.
3. Immigration can be an unintended consequence of international political and economic policy.

Time Frame: 3-4 Hours

Materials Needed:

- Copy and cut profiles for simulation (see resource, “Panel Discussion”)
- Copies of Country Profile (see resource, “Country Profile – El Salvador”)
- Copies of Journalist’s note for the simulation (see resource, “Panel Discussion Notes”)
- Copies of Graphic Organizer (see resource, “El Salvador Viewing Organizer”)
- Copies of activity (see resource, “A Child of War”)
- Resources for ESL students (see resource, “Lesson 3 Vocabulary” & “ESL Country Fact Sheet- El Salvador”)
- Chart paper and markers

Differentiation for ESL students – Prior to the role-play, review vocabulary that will be used in the role-play (see resource, “Lesson 3 Vocabulary”) and use the ESL modified country profile for background information (see resource, “ESL Country Fact Sheet – El Salvador”)

Part I: Simulation – Panel Discussion

Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of the civil war that lasted from 1980-1992 that left 75,000 dead and over 300,000 Salvadorans immigrated to the US seeking asylum during this period.¹

Preparation: Invite a member from the school or local community who emigrated from El Salvador and can share their experiences living during the civil war. Discuss ahead of time what he or she is comfortable sharing with the students about their life prior and during the civil war and upon immigrating to the United States. Ask if they can also speak about Archbishop Oscar Romero, who spoke out against the killings and was assassinated in 1980 (and is in the process of canonization)

- Students will then engage in a scenario where they are Salvadoran immigrants who have all experienced living through the civil war. They have come together to be on a panel discussion of the 12-year civil war.

¹ Source: <http://www.migrationpolicy.org/article/el-salvador-despite-end-civil-war-emigration-continues>

- **Prepare:** Copy and cut a profile for each student (see resource: “Panel Discussion”), a copy of the El Salvador Country Profile (see resources, “Country Profile”) for each student, and Journalist’s Notes (see resource, “Panel Discussion Journalist Notes”) for those who are acting as journalists
- All students will read the country profile and the 10 who will role play a person will read their character quietly and prepare to answer questions from this perspective. The other students will act as journalists. They will use resource, “Panel Discussion Journalist Notes” to prepare 3 questions for the panel and they will take notes during the panel discussion.
- Set ground rules for the discussion (e.g., be respectful about the characters and the questions you ask, formulate what you will say prior to speaking, give space for others to talk, one person speak at a time, raise your hand to speak) and write them on a chart paper. You will refer to them throughout the lesson
- If students are having trouble asking questions, you can also facilitate conversation with these questions:
 1. 14 of the richest families own over 90% of your country’s land. Poor people began to question this system and would like the land to be shared. – What side did you take and why?
 2. In 1980, The government in power at the time, ARENA, became very aggressive and labeled anyone who supported land reform as an “enemy of the state” – Did you agree with them? Why or why not?
 3. Salvadorans formed the Farabundo Martí National Liberation Front (FMLN). The FMLN created a guerilla army of the people to oppose government and right-wing paramilitary forces. They begin to fight back and take back land from the government. – Did you agree with the FMLN? Why or why not?
 4. The United States funded the Salvadoran military to fight the FMLN, about 1 million a day. The United States only offered refugee status to 3% of Salvadorans, but after being taken to court, the US offered Temporary Residential Status to many Salvadorans. – You live here. What is your opinion of the United States?

Post-Panel Whole Group Discussion: Have students write their answers on post its and then stick it on a chart paper

1. How does this help us understand the character’s experience of many Salvadorans living in the United States?
2. What questions do you now have? See what questions can be answered while watching *Harvest of Empire*.

Part II: Film & Discussion Use clips from *Harvest of Empire* to spark discussion- Show Chapter 8 on El Salvador (1:07:22-1:18:40).

Disclaimer: This is a difficult chapter because it deals with images of violence from the civil war. The clip of torture is not appropriate for younger grades. Preview this documentary before showing it to students to prepare for questions they might have.

- While students are watching, they will take notes on what they see and any questions they have. They will also take a moment to reflect on what they think and feel (see resources: “El Salvador Viewing Organizer”).
- Students who were on the panel should keep the point of view of their character. After each clip they should share their perspective on what they see.

Part 1: Experiences of Torture - Pause at 1:10:35 to allow students to take a moment after the story of María Guardado's torture and survival. Ask students who participated in the Panel to see what their character would think of this

Part 2: The killing of Archbishop Romero & nuns - Pause at 1:14:25 to allow students to write about the murder of Archbishop Romero and the four nuns. Ask students from the panel to share their perspectives from the point of view of their character

Part 3: US Involvement – the School of the Americas – Pause at 1:18:40 to allow students to write about US involvement through funding and training Salvadoran military. Have students share their perspective on this from the point of view of their character

Part III: Discussion

1. Review the ground rules for discussion with the students
2. **Small Group Discussion:** Students are prompted on the organizer to look through their notes and star two to three points they want to discuss in small group discussion. Let students gather in groups of 3 or 4 to discuss.
3. **Whole Group Discussion: Facilitated by the teacher**
 - Return to the students' questions from the simulation – what questions were answered by viewing *Harvest of Empire*?
 - What came out of their small group discussion? What new questions do they have?
 - Have students volunteer to share their response to quote:

“When you finance and train a gang of uniformed butchers and they begin wholesale killing, wiping out whole villages, the people don't emigrate, they flee.”

Robert White, U.S. Ambassador to El Salvador

- What is the difference between an immigrant and a refugee? What is the case of El Salvador?
- What are the unintended consequences of U.S. military intervention in El Salvador? How does this story connect to the title of the documentary, *Harvest of Empire*?

Part IV: Artistic Response

Students have seen many difficult images of the Salvadoran civil war. To help process these images and to help understand why Salvadorans would flee to the United States, students will use images, colors, words, drawings to represent the experience of a Salvadoran child who witnessed war, and what the child's hopes are when he/she immigrates to the United States (see resource: “A Child of War”)

1. Students will draw inside the face images and words to represent what the child witnessed during the Civil war. Around the head, students will draw and use words to represent the child's hopes and dreams in the United States.
2. Students then complete a reflection describing what they drew inside the child's head and around it.
3. Post the drawings with their reflections around the room. Students do a “gallery walk” by walking around the room to look at drawings of their fellow classmates and read their reflections.
4. Facilitate a whole group discussion about this experience and how it helps them understand the Salvadoran immigration experience – the push and pull factors that lead them to the United States

Part V: Extension

Research Option 1: Examples of Overcoming Trauma to Heal Others

How do we find healing? How do we find justice? Many Salvadorans have immigrated to the United States to not only safety, but to also help fellow immigrants like themselves. Many Salvadorans have worked to overcome their trauma by seeking the healing of themselves and the healing of others.

Have students read Juan Romagoza's response to his own torture and what he views as the needs of Salvadorans today to find healing, both victims and perpetrators of violence (see resource: "Post Magazine A Tortured Path to Justice"). Students can select an organization that works to find healing from the Salvadoran Civil War. Students research how this organization works towards justice and how they have enriched the community. Have students share out their findings in class.

1. Dr. Juan Romagoza: A survivor of torture during the civil war, he became the head of La Clínica del Pueblo in Washington, DC and now lives in El Salvador to provide health services

NBC Nightly News: "Making a Difference: Juan Romagoza and La Clínica del Pueblo"

<https://www.youtube.com/watch?v=tmsTJN1SGjc>

2. La Clínica Del Pueblo: A non-profit organization based in Washington, DC that uses cultural competence to support the physical and mental health of many Latino Immigrants from the DC Area.

Video: <http://www.lcdp.org/caring-health/about-us>

Press Kit: http://www.lcdp.org/sites/default/files/joint_fundraising_flyer_and_ways_to_give.pdf

Case Study Summary: "La Clínica Del Pueblo: An Immigrant Community Health Center: Of the People, For the People" by Marcia Bernhbaum, PhD: <http://www.lcdp.org/sites/default/files/content/basic/attachments/case-study-summary.pdf>

3. CARECEN: From the CARECEN "about us" page: "The Central American Resource Center (**CARECEN**), originally named the Central American Refugee Center, was established in 1981 and incorporated in 1982 to meet the needs of refugees fleeing a period of violence and strife in Central America. The founders of CARECEN recognized the need for an organization to protect the rights of Central American refugees seeking shelter in Washington, D.C. from conflict in their home countries."

<http://www.carecencdc.org/about/history/>

4. The Center for Justice and Accountability: From their "about" page: "The Center for Justice and Accountability is an international human rights organization dedicated to deterring torture and other severe human rights abuses around the world and advancing the rights of survivors to seek truth, justice and redress."

The Case of Romagoza Arce v. Garcia and Vides Casanova. El Salvador: Command Responsibility for Salvadoran Civil War Atrocities" <http://www.cja.org/article.php?list=type&type=82>

5. School of the Americas (SOA) Watch: This organization focuses on the impact of the School of the Americas on various Central and South American Countries, as well as issues in the United States related to social justice:

<http://soaw.org/about-the-soawhinsec/what-is-the-soawhinsec>

Research Option 2: The Violence Left Behind, The Growth of Gang Culture in El Salvador

After many years of war, violence still plagues El Salvador. El Salvador has one of the highest murder rates, and this is due to increasing gang violence. Students research the causes of gang violence, its linkages to the civil war, and its connection to the current flood of immigrants to the US seeking safety.

1. PBS "Who is to Blame for El Salvador's Gang Violence?": Makes connections to how U.S. intervention in the Salvadoran civil war led to immigration to the US and the growth of gang violence and the 1996 legislation that deported immigrants from jail back to their home countries

<http://www.pbs.org/newshour/bb/central-americans-flee-us-policies-blame-el-salvadors-gang-violence/>

2. Insight Crime “El Salvador’s Gang Truce: Positives and Negatives”: Interview with gang leaders and video of prison life in El Salvador <http://www.insightcrime.org/investigations/el-salvador-gang-truce>
3. Toronto Star “Gangs, violence, and the exodus of children”: News article on why children are leaving El Salvador due to gang violence
http://www.thestar.com/news/world/2014/11/14/in_el_salvador_children_flee_gangs_and_violence.html
4. Center for American Progress “Violence is causing children to flee Central America”: Infographics and data on those who are leaving Central America due to violence
<https://www.americanprogress.org/issues/immigration/news/2014/08/12/95556/violence-is-causing-children-to-flee-central-america-2/>

Part VI: Additional Resources

Film:

“Names of War” 20 minute documentary - Portraits of Guerillas in the Salvadoran Civil War by Dimitri Devyatkin
<https://www.youtube.com/watch?v=INZ6uL5UrDY>

“Innocent Voices” a drama portraying the experiences of the Salvadoran Civil War

http://www.amazon.com/Innocent-Voices-Daniel-Jim%C3%A9nez-Cacho/dp/B000WC38IC/ref=sr_1_1?ie=UTF8&qid=1424121782&sr=8-1&keywords=innocent+voices

Background:

Migration Policy “El Salvador: Despite End of Civil War, Emigration Continues”

<http://www.migrationpolicy.org/article/el-salvador-despite-end-civil-war-emigration-continues>

BBC News: “El Salvador country profile” http://news.bbc.co.uk/2/hi/americas/country_profiles/1220684.stm

Current Issues:

Inter Press Service: “Salvadoran Civil War Survivors Demand Restorative Justice”

<http://www.ipsnews.net/2012/03/salvadoran-civil-war-survivors-demand-restorative-justice/>

Inter Press Service: Former Combatants in El Salvador Demand a Place in Society

<http://www.ipsnews.net/2012/02/former-combatants-in-el-salvador-demand-a-place-in-society/>

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. Next, students watch clips from *Harvest of Empire* to read and respond to quotes regarding narratives around immigrants. 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.”

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

Materials Needed:

- Four Corners Signs (see resource, “Four Corners”)
- Copies of handout (see resource, “Read and Respond”)
- Copies of facts and myths from three different sources (see below)
- Copies of Editorial Organizer (see below)
- Access to digital devices (optional for editorial work)
- Copies of Vocabulary for ESL students (see resource, “Lesson 4 Vocabulary” & “Immigration Policy: Virginia 2013 Infographic”)

For ESL Differentiation

- *Prior to the simulation, review vocabulary in four corners debate (see resource, “Lesson 4 Vocabulary”).*
- *For part III research, use resource, “Immigration Policy: Virginia 2013 Infographic” that gives statistics of immigrant contribution to Virginia’s economy.*
- *Model how to read infographics and how to use data to support an argument.*
- *Another resource for higher readers that uses data to “myth bust” is from the Service Employees International Union (SEIU): Debunking Immigration Myths: “They Take Our Jobs” (Source 3). Review vocabulary prior to reading (see resource, “Lesson 4 Vocabulary”).*
- *Demonstrate how to find data that is being used to bust myths about immigration’s impact on jobs.*
- *Create a class model for an editorial letter, and have student work in partners to write a letter with three to five facts found from their research*

Part I: Tapping into Background Knowledge: Four Corners Debate

Students will participate in a Four Corners Debate to share their background knowledge on immigration experience. Places signs labeled strongly agree, agree, disagree, and strongly disagree on different sides of the

room (see resource: “Four Corners”). For each statement below, students will move to the sign that best expresses their stance. They will discuss within their like-minded peers their reasons for their stance, then volunteers will share out to the whole group. Students may move from their corner if a reason is convincing enough (Instructions: <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/four-corners>)

- The United States is better country because of its diversity
- Immigrants choose to leave their country
- Immigrants help the U.S. economy
- Immigrants take away jobs from American workers
- Immigrants contribute more to the U.S. government than they use in services
- Immigrants drive down the wages of American workers

Part II: Film & Discussion Use clips from film to spark discussion: **Chapter 10, 1:24:48 – 1:29:25 (end)**

In this clip of *Harvest of Empire*, Journalists Maria Hinajosa and Juan Gonzalez speak to the issues of why people immigrate, and how immigrants are the ones to support America’s future. Use these quotes to spark discussion:

- Have students watch the clip and then use the handout (see resources: “Read and Respond”) for students to annotate and write a response to the following key quotes

(Annotation symbols: Important Point = ☆ I agree = ✓ Surprise = ! Question = ?)

Quote 1:

“There is no such thing as an illegal human being, as an illegal immigrant as an illegal alien; to call people illegal is the beginning of dehumanizing.”

Maria Hinajosa, Journalist

Quote 2:

“All nations invest in their young people and that investment never gets paid back until the young people finish school and become productive members of the society. So whether it is an immigrant child or an American child, the investment is in the future.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Quote 3:

“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, Journalist & Author, Puerto Rican Immigrant

Part III: Fact Checking

1. Teachers pre-select parts of sources that the class will use (e.g. page 9-10 from the Center of American Progress focuses on the economy)
2. Students will compare three sources, one from each source set. Notice what data is chosen and repeated across sources and what data is not.
3. In their groups, students decide five facts regarding how immigration impacts the U.S. economy. Groups will share out to the class. Students have to explain why they selected those facts and their sources.

4. As a class, come up with five to ten facts the whole class agrees with. If students disagree, you can use four corners debate to have students take a stand and explain their stance.
5. Discuss as a whole group: Is there a “wall of ignorance” they must break down? Why? How?
6. Students will work either individually or with their group members to write an editorial on what they consider to be “the wall of ignorance” regarding immigration impact to the economy. They must use two sources from their research within their letter.

Source Set 1:

The Center for American Progress argues for immigration reform will not impact unemployment and that Undocumented immigrants contribute to the US Economy

<https://www.americanprogress.org/issues/immigration/report/2014/10/23/59040/the-facts-on-immigration-today-3/>

as a PDF: <https://cdn.americanprogress.org/wp-content/uploads/2013/04/ImmigrationFacts-brief-10.23.pdf>

American Civil Liberties Union (ACLU) Myths and Facts about Immigration:

<https://www.aclu.org/immigrants-rights/immigration-myths-and-facts>

as PDF: https://www.aclu.org/files/pdfs/immigrants/myths_facts_jan2008.pdf#page=1

Source Set 2:

Center of Immigration Studies argues for lower immigration and the costs of undocumented workers on the American Economy: <http://cis.org/High-Cost-of-Cheap-Labor>

as a PDF: <http://www.cis.org/sites/cis.org/files/articles/2004/fiscal.pdf>

Heritage Foundation: “The Fiscal Cost of Unlawful Immigrants and Amnesty to the US Taxpayer” (read only the executive summary) <http://www.heritage.org/research/reports/2013/05/the-fiscal-cost-of-unlawful-immigrants-and-amnesty-to-the-us-taxpayer>

As a PDF: http://thf_media.s3.amazonaws.com/2013/pdf/sr133.pdf

Source Set 3:

From the US Chamber of Commerce: Myths and Facts about Immigration:

https://www.uschamber.com/sites/default/files/legacy/reports/Immigration_MythsFacts.pdf

From the Service Employees International Union (SEIU): Debunking Immigration Myths: “They Take Our Jobs”

<http://www.seiu.org/a/immigration/debunking-immigration-myths-they-take-our-jobs.php>

Source 4: Infographics

Immigration Policy Center created infographics illustrating the economic contributions of immigrants in each state: <http://www.immigrationpolicy.org/just-facts/economic-and-political-impact-immigrants-latinos-and-asians-state-state>

Immigration Policy: Virginia 2013 Infographic: <http://www.immigrationpolicy.org/just-facts/new-americans-virginia>

Immigrant Integration by the Numbers:

http://www.hispanicallyspeakingnews.com/uploads/images/normal-images/NIIC-Inforgraphic5-8_23.jpeg

Immigrant Mythbuster by the Lutheran Immigration and Refugee Service: http://lirs.org/wp-content/uploads/2013/02/CIR_mythbusters_11x17_10131.jpg

Part IV: Writing an Editorial

1. Use an editorial from New York Times Room for Debate to assist students in understanding how an editorial is organized (lead, arguments, evidence, counter argument acknowledged, conclusion)
<http://www.nytimes.com/roomfordebate/2015/01/06/do-immigrants-take-jobs-from-american-born-workers>
2. Use this organizer from Read Write Think to help students organize their writing:
<http://www.readwritethink.org/files/resources/printouts/persuasion%20map.pdf>
3. (Optional) Students read their strongest argument paragraphs to the class as a mock debate

Part V: Extensions

1. Students publish and send their editorials to their local state representative to argue in support of or against immigration reform <http://www.house.gov/representatives/find/>
2. "Myth busters" Class creates a poster of immigration facts for the classroom and/or creates flyers to hang in the school

Part VI: Additional Resources

Writing Editorials

NY Times Learning Blog: <http://learning.blogs.nytimes.com/2014/02/07/for-the-sake-of-argument-writing-persuasively-to-craft-short-evidence-based-editorials/>

Immigration Data

Pew Research Center: A Nation of Immigrants (includes opinion on immigration policy)
<http://www.pewhispanic.org/2013/01/29/a-nation-of-immigrants/>

Migration Policy "Frequently Requested Statistics on Immigrants and Immigration in the United States"
<http://migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>

Fox News Clip: Illegal Immigrant takes toll on taxpayers in Los Angeles
<http://video.foxnews.com/v/4504072/illegal-immigration-takes-toll-on-taxpayers/?#sp=show-clips>

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 will select an issue to create a political cartoon to demonstrate their opinion on a current immigration issue.

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: 2 to 3 Hours

Materials Needed:

- Copies of pictures from (see resource, "Gallery Walk")
- Copies of graphic organizer (see resource, "Historic Response")
- Copies of handout (see resource, "Country Profile – Guatemala")
- Copies of graphic organizer (see resource, "Lesson 5 Read and Respond")
- Chart Paper & Markers
- Projector
- Copies of article "Five Things to Know Unaccompanied Minors"
<https://www.americanprogress.org/issues/immigration/news/2014/06/18/92056/5-things-you-need-to-know-about-the-unaccompanied-minors-crisis/>
- Access to digital devices for research
- Copies of organizer (see resource, "Evidence for and Against")
- For ESL students (see resource, "Lesson 5 Vocabulary" & "ESL Country Profile – Guatemala")

ESL Differentiation

- *Students will be able to conduct gallery walk and respond to the political cartoons.*
- *If any students are from Guatemala, have them speak about their country prior to reading the country fact sheet (see resource, "Country Fact Sheet Guatemala") and before watching the Harvest of Empire clip.*
- *Use Scholastic Immigration Timeline: <http://teacher.scholastic.com/activities/immigration/> for paired research of immigration laws.*
- *Support students with vocabulary related to the quotes in Part II and use website (see resource, "Lesson 5 Vocabulary")*

Part I: Building Background

Prepare: Print out primary source pictures from the 19th century regarding anti-Irish and anti-Chinese sentiment (see resources: "Gallery Walk"). *Note: do not print out the modern political cartoons.* Print each primary source paste each one at the top of a chart paper. Underneath each picture, create two columns. Write as the title of the columns any of these possibilities: (I see / I wonder) (I see / I think) (I see / I feel).

1. In partners or trios, students will walk around the room and look carefully at each picture. They will not speak, but write their observations and thoughts/questions/feelings under the picture. Use a bell or a signal to let the student when they move to the next poster.
2. After students complete the gallery walk, come together as a group to share their reactions
3. Students in partners then explore the Harvard Library website <http://ocp.hul.harvard.edu/immigration/timeline.html> or document "Immigration in History – A Timeline - Yale Law School" http://www.law.yale.edu/documents/pdf/Clinics/Immigration_History_Timeline.doc to find four examples of how the US government or political parties, such as the No Nothing Party, responded to waves of immigrants (see resource, "Historic Response"). Ask them to find legislation that focused on Irish and Chinese immigrants. What other immigrant groups were also impacted by quotas or immigration laws?
4. What connections do you see in these images from over 200 years ago to issues regarding immigration today?
5. Use a projector and project the last three modern political cartoons about unaccompanied minors (see resource: "Gallery Walk"). What similar rhetoric is being used to criminalize the minors as was used to criminalize the Chinese or the Irish?
6. Have students share out in a KWL (what I know, what I want to know, what I learned) about the current issue of unaccompanied minors from Central America.

Part II: Film & Discussion Use clips from film to spark discussion – **Chapter 3 (11:40-24:25)**

Currently, minors are emigrating from Central America due to issues of increased violence. The roots of violence experienced in these countries come from decades of strife caused by civil war. To provide context for this, show chapter three on Guatemala (11:40-24:25).

1. Prior to watching the clip, have students read over in partners country fact sheet (see resource, "Country Fact Sheet – Guatemala")
2. Have students watch the clip and then use the handout (see resource, "Read and Respond") for students to annotate and write a response to the following key quotes
(Annotation symbols: Important Point = ☆ I agree = ✓ Surprise = ! Question = ?)

Quote 1:

"If what exists in Guatemala is persecution, murder, killing, if what you have is insecurity, then I prefer to cross the border and go to a place where I feel safer."

Rigoberta Menchu, Human Rights Activist, Nobel Prize Winner

Quote 2:

"People in the US have no idea why we come to this country. They don't. They think they do, but it is probably wrong."

Mariana Cabrera, Guatemalan Immigrant

Quote 3:

"The instability that we [the United States] have contributed to creates the kind of chaos and disarray that leads to more immigration. Because you can argue that if we move into these societies, and contribute to this dysfunction, we have a moral obligation to help the people who feel unsafe in the situations that we, in part, have created."

Melvin Goodman, former CIA Division Chief

3. Return to the KWL chart on unaccompanied minors – have students add any new knowledge they gained regarding causes or histories of violence that can lead to issues today.
4. Students work in pairs to read article, “Five Things to Know Unaccompanied Minors” by the Center for American Progress
<https://www.americanprogress.org/issues/immigration/news/2014/06/18/92056/5-things-you-need-to-know-about-the-unaccompanied-minors-crisis/> to find answers to the class’ questions and add to the KWL chart.

Part III: Connecting Anti-Immigrant Fervor

Now students will shift gears from issues with unaccompanied minors to how immigrants, specifically from Mexico, Central and South America are being racially profiled within the state of Arizona. The passage of Senate Bill (SB) 1070 requires every person in Arizona to carry documentation and allows police officers the ability to check immigration status.

1. Students will watch clips from PBS Documentary, “State of Arizona”
<http://www.pbs.org/independentlens/state-of-arizona/> After the video, ask students who’s job is it in the U.S. government to check for immigration papers? Should it be the local police, state police, or federal? Clear any misconceptions students may have. Immigration is a federal issue, under the Department of Homeland Security, yet increasingly states are proposing laws for local police officers to check immigration.
2. Students use an organizer (see resource: “Evidence for and Against”) find evidence for and against whether or not Arizona SB 1070 that legalized local police officers to check for status should be constitutional or unconstitutional from US News and World Report: <http://www.usnews.com/debate-club/is-arizonas-sb-1070-immigration-law-constitutional>
3. Students then break off into pairs or small groupings in order to discuss their evidence with one another. As students discuss, they provide evidence and justification for each. Each pairing or group must aim to reach consensus.
4. Whole group discussion – small groups share out their stance and justifications.

Part IV: Create a Political Cartoon

Students will select a topic of interest – Arizona SB 1070 or the Unaccompanied Minors to create a political cartoon.

1. Review the images from the Chinese Exclusion Act and Unaccompanied Minors to communicate their opinion.
2. Use Library of Congress handout to see how artists employ symbols, analogy, exaggeration, irony, and labels to http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/lm_cart_analysis_guide.pdf
3. Students work independently or in partners to create a cartoon. They will have to explain in a paragraph what their opinion is and how they communicate it through the cartoon.

Part VI: Additional Resources:

Harvard University Library: Chinese Exclusion Act (1882) <http://ocp.hul.harvard.edu/immigration/exclusion.html>

Thomas Nast Political Cartoons <http://thomasnastcartoons.com/>

No Nothing Party Platform <http://www.yale.edu/glc/archive/974.htm>

“Passing of The Great Race” by Eugenicist Madison Grant (Primary source from 1916 that argues immigrants are inferior to “Nordic race” and corrupting American Society)

http://www.jrbooksonline.com/pdf_books/passingofgreatrace.pdf

Unaccompanied Minors

“Which Way Home” a documentary on children from Central America traveling alone to the United States

<http://whichwayhome.net/>

The Migration Policy Institute Report: “Unaccompanied Child Migration to the United States: The Tension between Protection and Prevention” (April 2015) <http://migrationpolicy.org/research/unaccompanied-child-migration-united-states-tension-between-protection-and-prevention>

Immigration Policy Center Report: “No Childhood Here: Why Central American Children are Fleeing their Homes” (April 2014) by Elizabeth Kennedy

http://www.immigrationpolicy.org/sites/default/files/docs/no_childhood_here_why_central_american_children_are_fleeing_their_homes_final.pdf

Immigration Policy Center: Unaccompanied Children Resource Page: <http://www.immigrationpolicy.org/just-facts/unaccompanied-children-resource-page>

New York Times: Children at the Border

http://www.nytimes.com/interactive/2014/07/15/us/questions-about-the-border-kids.html?_r=0

Whitehouse Factsheet Unaccompanied Minors

<http://www.whitehouse.gov/the-press-office/2014/06/20/fact-sheet-unaccompanied-children-central-america>

Arizona SB 1070

Arizona Senate Bill 1070

<http://www.azleg.gov/legtext/49leg/2r/bills/sb1070s.pdf>

American Civil Liberties Union: Arizona SB 1070

<https://www.aclu.org/arizonas-sb-1070>

National Conference of State Legislatures: Analysis of Arizona’s Immigration Law

<http://www.ncsl.org/research/immigration/analysis-of-arizonas-immigration-law.aspx>

Appendix of Resources for Lessons

Note: Resources appear in order of use in lesson

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

1. Language Form
2. Simulation Reflection
3. Country Fact Sheet – Mexico
4. Graphic Organizers
5. Exit Slip
6. Extension – Shared Experiences Timeline

ESL Lesson 1 Differentiated Materials

1. Vocabulary
2. ESL Country Fact Sheet- Mexico
3. Transition Words and Writing Model
4. Compare and Contrast Writing

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

1. Immigration Scenarios
2. Read and Respond
3. Short Focused Research

ESL Lesson 2 Differentiated Materials

1. Vocabulary
2. ESL Short Focused Research

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

1. Panel Discussion Roles
2. Country Fact Sheet – El Salvador
3. Panel Discussion Journalist Notes
4. El Salvador Viewing Organizer
5. A Child of War
6. Extension – Post Magazine Article, “A Tortured Path to Justice”

ESL Lesson 3 Differentiated Materials

1. Vocabulary
2. ESL Country Fact Sheet- El Salvador

Lesson 4: Fact Checking the Immigration Policy Debate

1. Four Corners
2. Read and Respond

ESL Lesson 4 Differentiated Materials

1. Vocabulary

Lesson 5: Government Reaction to Immigration- No Laughing Matter

1. Gallery Walk
2. Historic Response
3. Country Fact Sheet- Guatemala
4. Read and Respond
5. Evidence for and Against

ESL Lesson 5 Differentiated Materials

1. Vocabulary
2. ESL Country Fact Sheet- Guatemala

Language Form – Lesson 1 Simulation

Copy and cut the language form in Spanish for your students to fill out

(Translation of form)

Given Name: _____ Last Name: _____ Date of Birth: _____
Country of origin: _____ Number of Family Members: _____
Reason for leaving the country: _____
Recent Job Experience: _____
Career Aspirations: _____

Nombre: _____ Apellido: _____ Fecha de Nacimiento: _____

País de origen: _____ Número de personas en la familia: _____

Razones porque dejó su país: _____

Recientes Experiencias de Trabajo: _____

Aspiraciones Profesionales: _____

Nombre: _____ Apellido: _____ Fecha de Nacimiento: _____

País de origen: _____ Número de personas en la familia: _____

Razones porque dejó su país: _____

Recientes Experiencias de Trabajo: _____

Aspiraciones Profesionales: _____

Nombre: _____ Apellido: _____ Fecha de Nacimiento: _____

País de origen: _____ Número de personas en la familia: _____

Razones porque dejó su país: _____

Recientes Experiencias de Trabajo: _____

Aspiraciones Profesionales: _____

Lesson 1 Student Reflection from Language Simulation

How did this experience make you feel?	What went through your mind?
How did you try to cope or understand?	Have you had a similar experience like this in the U.S. or while traveling? What happened?

How did this experience make you feel?	What went through your mind?
How did you try to cope or understand?	Have you had a similar experience like this in the U.S. or while traveling? What happened?

Country Fact Sheet – Mexico



Source: C.I.A. World Factbook

Geography:

Mexico is south of the United States and is a part of North America. It has three mountain ranges running through the country, the Sierra Madre Occidental, Sierra Madre Oriental, and Sierra Madre del Sur. Mexico has deserts in the north and lush, tropical forests to the south. Only 11.9% of the land is arable, so farming occurs in smaller plots of land, as compared to the vast flatlands of the Midwest of the United States.

History:

Mexico is a country rich with Pre-Columbian history and civilizations, such as the Aztec, Maya, Olmec, Toltec, and Zapotec. In the 16th century, Spain colonized Mexico until the War of Independence from 1810- 1821. California, Nevada, Utah, Arizona, New Mexico, Colorado, and Texas were all once a part of Mexico. The loss of land was a result from the 1845 Annexation of Texas and the 1848 treaty of Guadalupe Hidalgo after the Mexican-American War (1846-1848). Mexico experienced vast inequalities amongst the rich and poor, which led to the Mexican Revolution in 1910, where land reform was key demand as seen in the rallying cry, “Tierra y Libertad” (Land and Freedom).

Economy:

In 1992, the North American Free Trade Agreement (NAFTA) supported free trade of goods between Canada, Mexico, and the United States. This led to the growth of *Maquiladoras*, factories that popped up along the border of the U.S and Mexico where workers put together goods. This increased manufacturing jobs in Mexico, but they did not pay well. Mexico experienced high unemployment during the economic crisis of 2008 and due to the importation of corn from the United States. 20% of rural farmers lost their jobs from 1991-2007. Trade between the United States and Mexico is critical for both economies. Mexico is the United States second-largest export group and the U.S.’s third largest source of imports. Current issues in Mexico are high unemployment, unequal income distribution, lack of job opportunities for many rural Mexicans, and the increased violence and corruption due to drug-trafficking.

Government:

Since the Mexico Revolution of 1910, the leading political party was the Institutional Revolutionary Party (PRI). Mexico is a democracy, yet the PRI stayed in power for 90 years. It was not until 2000, that an oppositional party, the National Action Party (PAN) won the presidency. Currently, the president is Enrique Peña Nieto of the conservative PAN Party.

Sources:

C.I.A. World Factbook: Mexico

<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/mx.html>

Encyclopedia Britannica, "Maquiladora"

<http://www.britannica.com/EBchecked/topic/363663/maquiladora>

Encyclopedia Britannica, "Mexican-American War"

<http://www.britannica.com/EBchecked/topic/379134/Mexican-American-War>

Instituto Nacional de Lenguas Indígenas

<http://site.inali.gob.mx/Micrositios/orgullo/>

Wilson Center: "Subsidizing Inequality: Mexican Corn Policy since NAFTA")

<http://www.wilsoncenter.org/publication/subsidizing-inequality-mexican-corn-policy-nafta-0>

Lesson 1: Immigrant Group Research: _____

Directions: Use two sources to find research on the experience of your immigration group. You will use this information to share in a jigsaw, so make sure to take good notes because you are the expert in this group.

	Source 1: _____	Source 2: _____
Reasons for Immigration (Push and/or Pull factors)		
Key Dates in Immigration		
Places of Settlement Population		
US Government Response (e.g. laws, barriers)		
Issues faced in the United States		
Contributions to the United States		
What is similar about this group and the Mexican Immigration experience?		

Lesson 1: Preparing for Knowledge Sharing Circle

Directions: Now compare and contrast this group to clips from the *Harvest of Empire* documentary

What are the similarities/commonalities do you find in the experiences of Mexican immigrants to the immigrant group you researched?

What are differences in their experiences?

For the Knowledge Sharing Circle,

What are key points about your immigrant group you want to bring up?

What lingering questions do you still have?

Lesson 1 Comparing Immigration Experiences: Exit Slip

Name: _____

Is there a shared immigration experience?

Before this lesson I thought:

Now I think:

In your opinion, the most important take away from this lesson is:

Why?

Questions I still have:

Lesson 1 Comparing Immigration Experiences: Exit Slip

Name: _____

Is there a shared immigration experience?

Before this lesson I thought:

Now I think:

In your opinion, the most important take away from this lesson is:

Why?

Questions I still have:

Lesson 1 – Extension Shared Experiences Timeline

Group: _____

Key Event: _____

Illustrate Event:

--

Summarize Event – What happened?

--

What groups or events does this immigrant group have a commonality with? Why?

--

Vocabulary from Lesson 1

Immigrate- If someone immigrates to a particular country, they come to live or work in that country, after leaving the country where they were born. (*Juan immigrated to the U.S. five years ago*)

Emigrate- If you emigrate, you leave your own country to live in another country (Herman emigrated from Honduras because of gang violence)

Migrate- If people migrate, they move from one place to another, especially in order to find work or to live somewhere for a short time. (*Farm workers migrate from farm to farm looking for work*)

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, or a 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 from 1994 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 cars to Mexico*)

Employment – Is the act of having or providing a paying job for someone (*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*)

ESL Country Fact Sheet – Mexico



Source: C.I.A. World Factbook

Geography:

Mexico is south of the United States and is a part of North America. It has three mountain ranges running through the country, the Sierra Madre Occidental, Sierra Madre Oriental, and Sierra Madre del Sur. Mexico has deserts in the north and tropical forests to the south. Only 11.9% of the land is arable, so farming occurs in smaller plots of land, as compared to the vast flatlands of the Midwest of the United States.

History:

Mexico is a country with many pre-Columbian civilizations, such as the Aztec, Maya, Olmec, Toltec, and Zapotec. In the 16th century, Spain colonized Mexico until the War of Independence from 1810- 1821. California, Nevada, Utah, Arizona, New Mexico, Colorado, and Texas were all once a part of Mexico. The loss of land was a result of Mexico losing a war to the United States in 1848. It was from the 1845 Annexation (adding to the U.S.) of Texas and the 1848 treaty of Guadalupe Hidalgo after the Mexican-American War (1846-1848). Mexico had large differences between the rich and poor, which led to the Mexican Revolution in 1910. During the revolution, Mexicans wanted land to be shared, as seen in the rallying cry, “Tierra y Libertad” (Land and Freedom).

Economy:

In 1992, the North American Free Trade Agreement (NAFTA) supported free trade of goods between Canada, Mexico, and the United States. Free trade means that the countries do not have to pay taxes on buying or selling goods between countries. This led to the growth of *Maquiladoras*, factories by the border of the U.S and Mexico where workers put together goods. This increased factory jobs in Mexico, but they did not pay well. Mexico experienced high unemployment during the economic crisis of 2008. This was because the U.S exported a lot of cheap corn to Mexico and Mexican farmers could not compete. 20% of rural farmers lost their jobs from 1991-2007. Trade between the United States and Mexico is very important to both countries. Mexico is the United States second-largest export group and the U.S.’s third largest source of imports. Current issues in Mexico are high unemployment, unequal income distribution, lack of job opportunities for many rural Mexicans, and the increased violence and corruption due to drug-trafficking.

Government:

Since the Mexico Revolution of 1910, the leading political party was the Institutional Revolutionary Party (PRI). Mexico is a democracy, yet the PRI stayed in power for 90 years. It was not until 2000, that an oppositional party, the National Action Party (PAN) won the presidency. Currently, the president is Enrique Peña Nieto of the conservative PAN Party.

Sources:

C.I.A. World Factbook: Mexico

<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/mx.html>

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<http://www.britannica.com/EBchecked/topic/363663/maquiladora>

Encyclopedia Britannica, "Mexican-American War"

<http://www.britannica.com/EBchecked/topic/379134/Mexican-American-War>

Instituto Nacional de Lenguas Indígenas

<http://site.inali.gob.mx/Micrositios/orgullo/>

Wilson Center: "Subsidizing Inequality: Mexican Corn Policy since NAFTA")

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Transition Words

Good Writers use transitional words to guide the reader through the text. Use these words when you are writing non-fiction.

<u>Useful Words to Connect ideas and Add New Information</u> (Use instead of “and” or “also”)	
For example, For instance, To illustrate,	In addition, Furthermore, Afterwards, Additionally,

<u>To Prove your Point</u> (use instead of “so”)
Therefore, Thus, Consequently,

<u>To Compare Ideas</u> <u>Similarities!</u>	
also, in the same way,	likewise, similarly As compared to,
<u>To Contrast Ideas</u> (use instead of “but”)	
However, On the contrary, On the other hand,	In contrast, Instead, Whereas, Unlike

<u>To Conclude</u> (when you want to end. Remind the reader of your main idea)	
In conclusion, In summary, In sum,	Lastly, In short, As a result,

Model of how to compare and contrast the history of Mexican Immigration to their own personal history.

Mexican Immigration (differences)	Similarities	My Immigration (differences)
Many cross the border and do not survive	Leave family	Took a plane Safe journey I came from Bolivia
Bracero Program in the U.S. brought Mexican workers during World War II	Find a new home	No Bracero program
NAFTA created unemployment	Discrimination because of language	No NAFTA
	Looking for new job opportunities	

Model Compare and Contrast Paragraph that uses transition words to organize writing into differences and similarities.

There are many differences and similarities between the immigration story of many Mexicans and my immigration story. One difference is that I am from Bolivia and I took a plane, **whereas** Mexico is in North America and many people cross the border. **Unlike** Bolivians, Mexicans came to the U.S. during World War II because of the Bracero Program. **Furthermore**, many Mexicans immigrated to the U.S. because of NAFTA. NAFTA created unemployment so many Mexicans came to the U.S. looking for work. This is similar to my family's experience. My family came to the U.S. for better job opportunities. **Similarly**, like many Mexicans, my family had to leave family members behind when they immigrated. It was a difficult decision to make. **In conclusion**, Mexican immigration is similar because we both have hopes but also sadness to leave our country and family. **However**, Mexican immigration history is different because of economic policies by the United States.

Lesson 1 - Compare and Contrast Paragraph

Vocabulary I can use: Pull factors, Push factors, Bracero Program, NAFTA, Employment, Unemployment, Job opportunities, Economic Policy, Discrimination

1. Compare and Contrast the Mexican immigration experience to your own. If you are Mexican, compare what you learned from the documentary to your own life. How is it similar or different to your own experience?

Mexican Immigration (Differences)	Similarities	My Immigration (Differences)

2. Write a paragraph that uses at least three transition words that compares and contrasts the Mexican immigration experience to your own. Use a transition word for similarities, differences, and conclusions.

Teacher Feedback:

What you do well:	What you need to work on:

Lesson 2- Immigration Scenarios

Directions: Cut out scenarios and give one to each student. Make copies as needed for size of class (10 are provided below). Post the region descriptions around the room. Based on their scenario, students go to the region they will move to and will share out why.

You are in your early 20's and single. You have finished high school in your home country and have experience in the service industry. You have cousins living in the DC Area. Where do you move?

You are married with two children. You have experience with carpentry and construction. Your spouse completed a university degree in hotels and tourism. Your cousins in Boulder, Colorado say it's too expensive where they live. Where do you move?

You are single and have no high school experience. You have worked on both farms and also at a butcher shop. Where do you move?

You have a cousin in Los Angeles. You have no high school experience, a family, and have worked on a farm for most of your life. Where do you move?

You are married, have a high school education, and have worked in manufacturing. You have no family in the United States. Where do you move?

You are married, have a few children, and are looking for work. You have a skill in building furniture and working with lumber. Where do you move?

You are single and young. You dropped out of high school and your mother and father are in Arkansas. Where will you move? What will you do?

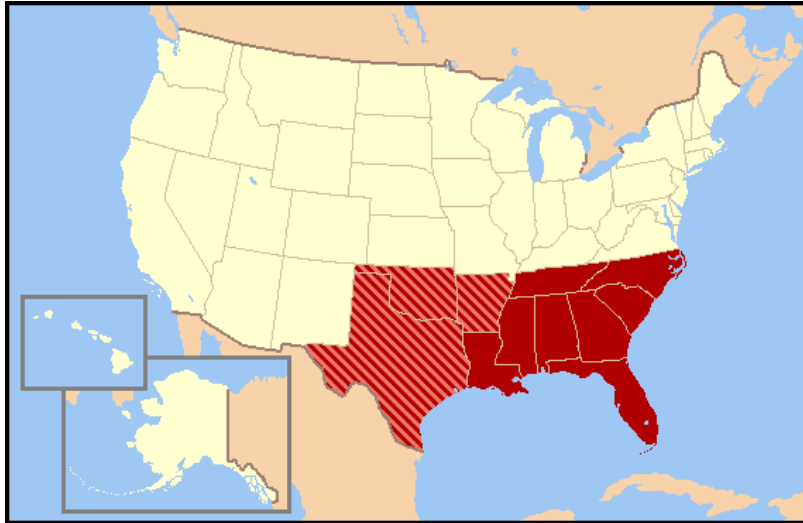
You are an artist and your spouse has experience and a degree in tourism. You have no family in San Francisco, but it is too expensive. Where will you move?

You are recently married with two kids. You have experience in working in manufacturing and want to be near family members in the DC Area, but you also want to afford a house for your family. Where will you move?

You are young and capable of a lot of hard work. You just finished university, and you are the first of your family to immigrate. Where will you move?

You are recently married and have experience as a car mechanic. You have a cousin in Miami, but housing prices are too high. Where do you move?

Southeast

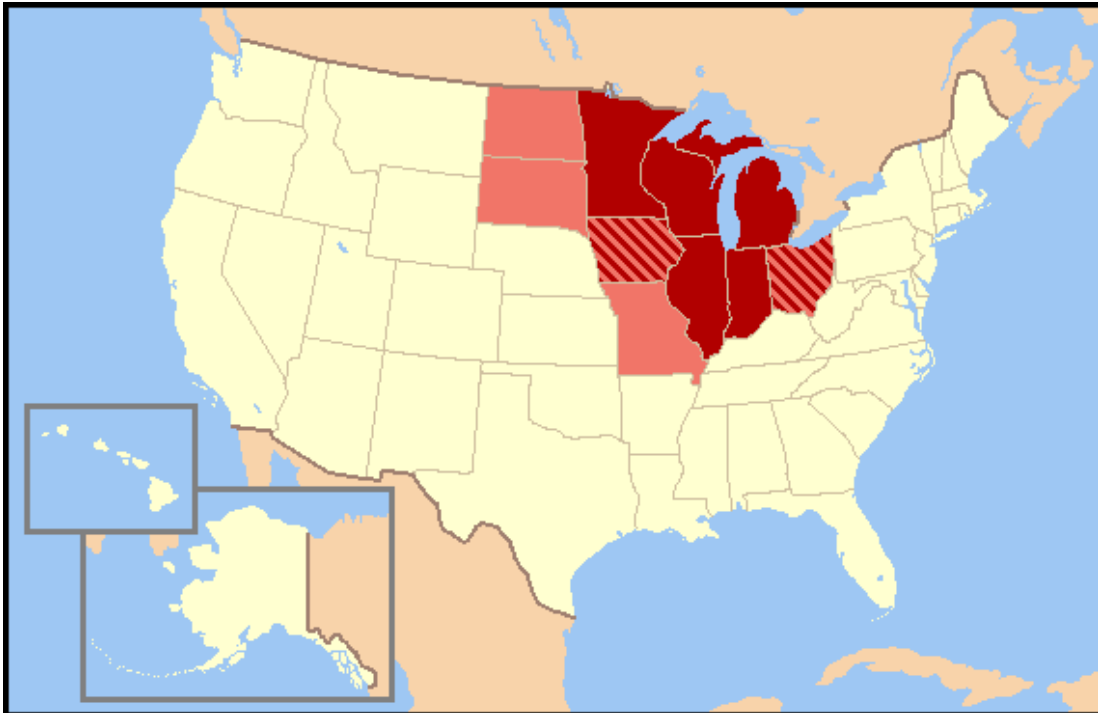


Advantages – Cheaper Housing in Rural and Smaller Towns

Jobs Available:

Manufacturing
Food Processing
Agriculture
Lumber Processing
Furniture Manufacturing

Midwest



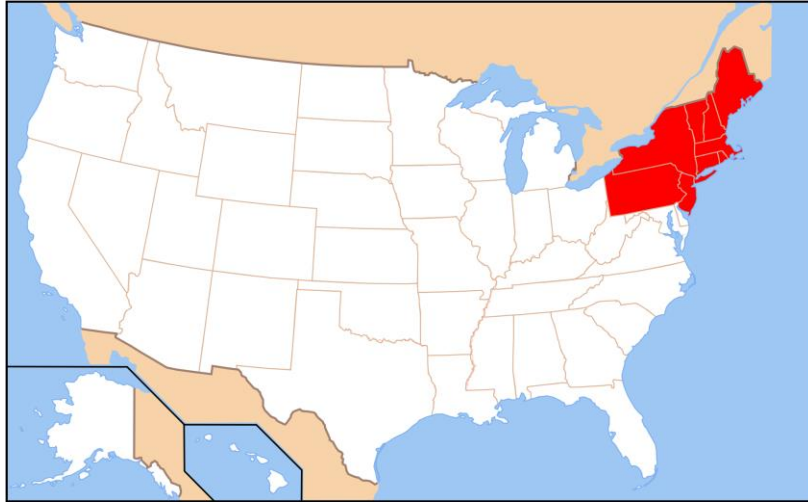
Advantages – Affordable Housing, lots of Jobs

Disadvantages: Cold in the winter

Jobs Available:

Meatpacking (Pork processing, Chicken Processing)
Food processing

Northeast:



Advantages- Gateway cities have many immigrant communities (Boston, New York, Washington, DC)

Disadvantages - Not many new jobs in Rural Areas,
Cities are becoming increasingly expensive

Jobs Available:

Service Industry

Landscaping

Mechanics

Skilled Services (finance, teaching, law, computer design)

West Coast



Advantages – A lot of jobs in rural agriculture

Disadvantages – Major cities are expensive

Jobs Available:

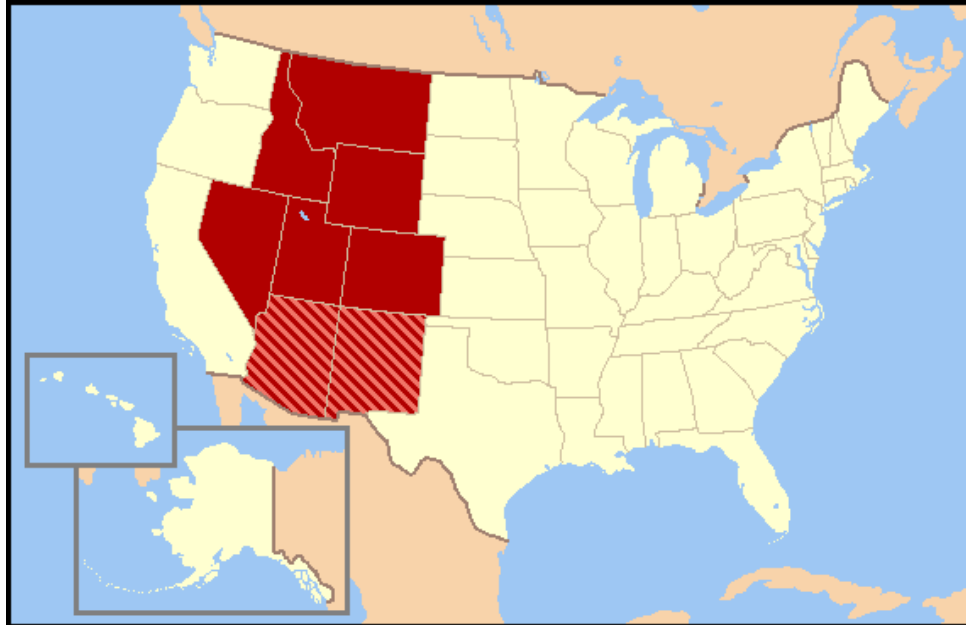
Northwest (Washington, Oregon)

Farming (apples, beets, peas, potatoes)

Central Valley, California

Farming (various fruits, vegetables, & nuts such as strawberries, grapes, carrots, tomatoes, almonds)

Mountain West



Advantages: A lot of construction due to growing population, affordable

Jobs Available:

Recreation services (such as the arts, entertainment, recreation, accommodation, and food services)

New Home Construction

Source of Job Descriptions:

Casey Foundation (2006). "New Immigrant Settlements in Rural America: Problems, Prospects, and Policies"

http://www.borderhealth.org/files/res_836.pdf

Photo Credits:

Southeast Map: http://en.wikipedia.org/wiki/File:US_map-Southeast.PNG

Midwest Map: http://upload.wikimedia.org/wikipedia/en/e/ea/US_map-Upper_Midwest.PNG

Northeast Map:

http://upload.wikimedia.org/wikipedia/commons/thumb/1/10/Map_of_the_North_Eastern_United_States.svg/2000px-Map_of_the_North_Eastern_United_States.svg.png

West Coast Map: http://upload.wikimedia.org/wikipedia/commons/thumb/d/d2/US_West_Coast.svg/2000px-US_West_Coast.svg.png

Mountain West Map: http://upload.wikimedia.org/wikipedia/commons/c/c5/US_map-Mountain_states.png

Read and Respond – Lesson 2 - Clip 1: Introduction

Directions: Read the following quotes from *Harvest of Empire*.

1. Underline or highlight ideas that spark interest or questions and add these symbols:
Important Point = ☆ I agree = ✓ Surprise = ! Question = ?
2. Write a response to one or any of the quotes – what is your opinion?

Quote 1

“The reality is that America is changing. By the end of this century a majority of people living in the United States will trace their origins not to Europe but to Latin America.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Quote 2

“That’s an enormous transformation in the actual *composition* of the nation. And unless we all understand how that happened we will not be able to deal with the *inevitable* conflicts that come from *ignorance* between racial and ethnic group in the America of the 21st century.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Quote 3

“There’s a reason why there are so many Mexicans, Puerto Ricans, Dominicans Salvadorians in the United States. Because really, the major migrations come precisely from those countries that the United States once *dominated* and even *occupied*.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Now write a response to any of the quotes – do you agree or disagree? Why?

Vocabulary: **Composition** – what something is made out of **Inevitable** – certain to happen, unavoidable
ignorance – lack of knowledge or information **dominate**- have control over **Occupy**- Use military force to take over

Read and Respond – Lesson 2 - Clip 2: Junot Diaz

Directions: Read the following quotes from *Harvest of Empire*.

- Underline or highlight ideas that spark interest or questions and add these symbols:
Important Point = ☆ I agree = ✓ Surprise = ! Question = ?
- Write a response to one or any of the quotes – what is your opinion?

Quote 4

When I immigrated to New Jersey it was a very crazy time. I immigrated in 1974, a few months before the fall of Saigon. This was not a place that was very welcoming. I found myself facing a *tremendous* amount of racism and *bigotry* but not just from like white Americans, from black Americans and from Latinos.

I think if every immigrant child in this country was allowed to tell the real emotional truth of their experience here, people in the United States would discover that we actually make immigration a more horrific experience than it needs to be.

And I feel that as a country we are in a dream where there are no mistakes, there is no evil, we are always good, we hurt no one. You know, you can't grow if you admit no mistakes.

Junot Diaz, Author & Professor, Dominican Immigrant

Quote 5

The process of migration *transforms* people – so that end up being not only strangers in the land they come to - they also become *estranged* to some degree from the land they left. Migration creates this *limbo* – of a new identity that is *ni aqui, ni alla*, neither here nor there.

Juan González, Journalist & Author, Puerto Rican Immigrant

Now write a response to any of the quotes – do you agree or disagree? Why?

Vocabulary: **Tremendous** – very large amount, intense **Bigotry**- intolerance of others who have different opinions **Transform** – cause change **Estrange**- cause someone to separate, alienate **Limbo** – unknown

Lesson 2- Short Focused Research: The Changing Face of America

Directions: Take notes from the three sources on the following questions

Research Questions	USA Today, Part I	USA Today, Part II	2010 US Census
1. How is America changing? How rapidly?			
2. Where are immigrants coming from?			
3. Where are immigrants moving to?			
4. What are the challenges faced by recent immigrants?			
5. In what ways are immigrants changing the place where they live? (Economically? Culturally?)			

Lesson 2 Vocabulary

Content Vocabulary

Ethnic- means connected with or relating to different racial or cultural groups of people (*People use the term “ethnic food” to talk about food from different countries other than the United States*).

Demographics – Statistical data (numbers) on populations and specific groups (*The demographics of Washington, DC are changing because it is more expensive to live there*)

Rural- Rural areas are the countryside. There is less population, more farms or forests. (*If you drive one or two hours outside of DC you will encounter rural Virginia*)

Urban – Cities are urban areas. Urban areas have high population, more buildings and public transit (*The Washington, DC is an urban area*)

Region – An area of a country that has similar characteristics (*The Midwest region is known for its large farms because the land is flat.*)

Economic Impact – Changes based on economic decisions, such as where job opportunities are. (*The closing of car factories in Detroit had a negative economic impact*)

Cultural Impact – Changes based on new cultures moving into an area (*Latinos made a large cultural impact in Washington, DC by introducing new restaurants, music clubs, Spanish churches, and a Spanish theatre*)

Diversity – A variety of different cultures and people (*Cities like Toronto and New York City are known for its diversity*)

Vocabulary from Quotes

Composition – what something is made out of (*America is composed of people from different backgrounds*)

Inevitable – certain to happen, unavoidable (*Growing up is inevitable*)

Ignorance – lack of knowledge or information (*If I do not read the news, I am ignorant of important events*)

Dominate- have control over (*Spain dominated Mexico until 1821*)

Occupy- Use military force to take over (*European settlers occupied Indigenous lands*)

Tremendous – very large amount, intense (*I have tremendous respect for courageous leaders*)

Bigotry- intolerance of others who have different opinions (*Bigotry prevents you from getting to know people different from you*)

Transform – cause change (*Immigration has transformed America*)

Estrange- cause someone to separate, alienate (*Being rude estranges you from your friends*)

Limbo – a period of waiting (*You can feel in limbo when you are waiting to receive news about a new job*)

Lesson 2- ESL - Short Focused Research: The Changing Face of America

Directions: Take notes from the U.S. Today Article on the following questions

3. How is America changing?

4. What years did the United States see demographic changes?

5. Where are immigrants coming from?

6. Where are they moving?

7. What are the challenges faced by recent immigrants?

8. How are immigrants changing the places where they live? (Economically? Culturally?)

Lesson2 Simulation: Panel Discussion on the civil war in El Salvador

Roleplay Characters (10 roles)

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

1. Name: Antonio

You were a soldier and the *campesinos*, or peasants of your hometown rebelled and took over the land from the landowners. You were armed with weapons and were trained to torture. You tortured men and women, and even a pregnant woman. You left the army after the 1993 treaty and found work in a local factory. After the earthquake in 2001 you were able to get Temporary Protective Status (TPS) from the United States government and you immigrated to the US. You never received proper psychological support regarding your trauma from the war and you have nightmares to this day.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

2. Name: Natalia

You lived in the country and you were a poor farmer and did not make much money working land you can never own. You wanted change and decided to take up weapons to fight for land. You bombed a military bunker and saw many dead bodies. You also helped recruit children into the FMLN. You were persecuted by the Salvadorian government and fled to neighboring Guatemala as a war refugee. You tried seeking refugee status in the United States, but were denied. You decided to travel by land and crossed the border and have been living in the U.S. since 1989. You have dedicated yourself to your family and supporting your children, but you still have difficulty sleeping and have a nervous temper. You are coming to terms with this and your church has a counseling center you visit.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

3. Name: Leo

You lived in the capital and were unemployed. You heard that the state military is recruiting and you can have a good pay, and daily food, and a place to live. You became a fighter pilot and dropped bombs on many villages. Many of your family members went missing during the war. You spent years trying to find whether your family fled the country or were killed. The earthquake in 2001 left you unemployed and you received Temporary Protective Status (TPS) from the U.S. government and moved to Washington, DC to be reunited with your brother.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

4. Name: Sister Corita

You are a nun from the U.S. who lived in El Salvador to help rural workers. You heard that four of your fellow sisters went missing during your time there and their bodies have been found. They were killed by the military and you heard how priests are also being murdered for being supporters of the poor. Despite the danger, you stay to help and provide services and help families who have lost many loved ones. You realized many Salvadorians left for the United States after the earthquake in 2001 and you decided to set up a counseling center in Washington, DC to help with post-war trauma.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

5. Name: Neris

You were one of twelve children and lived in rural El Salvador. You noticed how land managers poorly paid farm-workers by paying them less than their due. This led you to teach literacy in nearby villages. You had two children and were pregnant with a third when you were kidnapped by four officers in 1979 and tortured for two weeks because you were labeled a “subversive”. You were left unconscious in the outskirts of your village and you were nursed back to health, but your baby did not survive. You became an environmental educator and when you learned about a center for victims of torture in Chicago, you moved there for treatment in 1987. In 1999, yourself and two other torture survivors brought to trial three generals in charge of the National Guard under the 1992 Torture Victim Protection Act. In 2002, you won the lawsuit and the generals are in the process of being deported from the U.S. back to El Salvador.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

6. Name: Francisco

You are a Catholic priest who at first did not want to take sides during a civil war. But you were shaken when you witnessed your Catholic leader murdered during mass. You attended his funeral and barely escaped being shot at by the military. You began to hear the cries of the poor and the oppressed and began speaking out in the name of their suffering to end the war. You were kidnapped and tortured, and you barely escaped alive. You sought refuge in Costa Rica.

You learned that many other priests were killed because they spoke out against the unfair social system that left many people poor. You began to feel unsafe and applied for refugee status in the United States and were denied. In 1989, you applied to Canada and received refugee status and support from the Canadian government to integrate you into Toronto. You are currently visiting family in Washington, DC.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

7. Name: Miguel

You were a farmer who did not have much money. You heard that the state military is recruiting and you can have a good pay, and daily food, and a place to live. Your brother joined the military, even if that meant killing neighbors. You were part of the Atlacatl Battalion of the Salvadoran Army and participated in the slaughter of an entire village of El Mozote in 1981. Nearly 800 villagers, including women and children were killed because your captain said they were rebel supporters. This left you feeling empty and you deserted the army. You left for Guatemala and then Mexico. You made your way to the United States and are battling substance abuse and you have a difficulty in securing work.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

8. Name: Alberto

You were an aspiring military leader from a wealthy family. You were trained by the U.S. Military in Fort Benning, Georgia at the School of the Americas to remove subversive enemies from your country. Communism is spreading throughout Central America and you want to put a stop to it, and so does the U.S. government. You learned that these rebels are fighting against the landowners, and your family has vast tracks of coffee plantations. You were in charge of a military unit in your home country. After the war, in 1994 you were granted residency in the United States and lived in Miami, Florida. You still have many family members in El Salvador that suffered in the 2001 earthquake and you send them remittances every month.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

9. Name: Dr. Romagoza

You were a medical student from a poor family. You heard that many people were injured in an area taken over by rebel forces. You wanted to help people, and were captured and tortured for two weeks. Your hands were punctured so you could never perform surgery again. You sought asylum in the United States and lived in San Francisco, and set up a refugee center for the many displaced Salvadorians, Guatemalans, and Nicaraguans who were escaping war in their countries. You received residency in 1987 and you noticed many Salvadorians were moving to the Washington, DC area so you decided to move there and set up a clinic to provide health and mental services for the growing population of Central Americans in the area.

You are from El Salvador. Many Salvadorans have immigrated to the DC Area during the 1980s and 1990s because of a 12-year civil war. You are participating in a panel to share your experiences during the 12-year civil war in El Salvador. The teacher will ask questions and you will discuss the topic from the perspective of your profile.

10. Name: Juan

You grew up poor in the countryside and were not in the war zone as you were growing up. You heard of the fight between the rebels and the government, and you felt a strong loyalty to your country. You were a patriot and you looked forward to when you were 18 to join the National Guard to fight the rebels. Every year the National Guard needed new recruits, so they began to recruit boys who were under 18. You were 14 at the time when you were recruited. Your parents thought you were too young but you were glad to leave your village. After the war, you returned to farming and you received a monthly stipend. After surviving the hurricane in 1998, you decided to leave El Salvador so you could send money back to your family. You work construction jobs in Maryland.

Sources:

Center for Justice & Accountability, "Romagoza Arce et al. v. Garcia and Vides Casanova"

<http://www.cja.org/article.php?list=type&type=82>

Child Soldiers Global Report 2001 – El Salvador <http://www.refworld.org/docid/498805fe4.html>

El Mozote Case Study <http://www.columbia.edu/itc/journalism/j6075/edit/readings/mozote.html>

Migration Policy <http://www.migrationpolicy.org/article/el-salvador-despite-end-civil-war-emigration-continues>

"Child Soldiers and Psychosocial Trauma: The Salvadorian civil war case" by Nelson Portillo

http://www.academia.edu/170983/Child_soldiers_and_psychosocial_trauma_The_Salvadoran_civil_war_case

Country Fact Sheet – El Salvador



Source: C.I.A. World Factbook

History:

Prior to Spanish colonization, El Salvador was inhabited by the Lenca, Maya Chortí, Maya Pocomam, Cacaopera, and Nahua Pipil indigenous groups. Most Salvadorians are descendants of the Pipils, who are related to the pre-Columbian Toltec civilization from Mexico. Despite this rich heritage of indigenous peoples and languages, the

majority of Salvadorians speak Spanish, due to the colonization of El Salvador in the 16th century by Spain. El Salvador gained independence from Spain in 1821, yet the majority of the fertile farming land was owned by descendants of the Spanish elite. This led to great income inequalities and in 1932 there was an uprising of rural and indigenous farm workers, led by Agustín Farabundo Martí, that killed 32 *Landinos*, land-owners. This incited a major repression by the Salvadorian government that resulted in the murder of 35,000 to 50,000 rural and indigenous peoples, known as “*Las Matanzas*,” the massacre. Indigenous people were especially targeted.

Income and land inequality continued and led El Salvador into a violent civil war between the conservative government that was supported by the U.S. government, and the leftist Farabundo Martí National Liberation Front (FMLN). Between 1979-1981 alone, an estimated 30,000 Salvadorians were killed by the government’s death squads. Violence on both sides leads to a truce brokered by the United Nations in 1993 and the FMLN was recognized as a political party. Overall, the civil war lasted for 12 years and left 75,000 Salvadorians dead, including the assassination of Archbishop Oscar Romero, a Catholic leader who spoke out against the violence and oppression.

Geography: El Salvador is the smallest country in Central America and is slightly smaller than Massachusetts. It is located on the Pacific coast of Central America, next to Guatemala and Honduras. El Salvador is a mostly mountainous land, known as the land of the volcanoes, which can cause destructive earthquakes, like the one in 2001. El Salvador has a tropical climate with a wet season and a rainy season. 34% of its land is arable farmland.

Economy: Even though El Salvador is the smallest country in Central America, it has the fourth largest economy. Because over 20% of Salvadorians live abroad, a major economic resource for El Salvador are remittances, or the money Salvadorians immigrants send back to their families. Remittances account for 17% of the Gross Domestic Product (GDP). It is a member of the Central American Free Trade Agreement (CAFTA) and exports sugar, ethanol, clothes, and processed foods. Its economy was impacted by natural disasters such as the earthquake in 2001, and the hurricanes in 1998 and 2005, which led to a growing debt.

Government: El Salvador is a democratic republic with a five-year, one term presidency. The current president is Mauricio Funes (FMLN party) who was elected in 2014. He was the first leftist president in 20 years. Prior to him, the conservative party, Arena dominated the polls.

Current Issues: There is high poverty and crime in El Salvador. Natural disasters and civil war severely impacted the economy. In the 1980s, gang members returned from the U.S. and brought gang culture to El Salvador. Gang activities led to increased murder and displacement of Salvadorians. Unfortunately, a country smaller than the state of Massachusetts, El Salvador, has one of the world’s highest murder rates of 71 murders per 100,000.

Sources:

American University I.C.E. Case Study: El Salvador

<http://www1.american.edu/ted/ice/elsalv.htm>

B.B.C. Country Profile El Salvador

http://news.bbc.co.uk/2/hi/americas/country_profiles/1220684.stm

C.I.A. World Factbook: El Salvador

<https://www.cia.gov/library/publications/the-world-factbook/geos/es.html>

Minority Rights Group International

<http://www.minorityrights.org/4180/el-salvador/indigenous-peoples.html>

Lesson 2- Panel Discussion – Journalist’s Notes

Three Interesting things from the Country Profile I learned about El Salvador

1.
2.
3.

Three Questions I have for the Panel (there will be former soldiers, rebels, community activists, and religious figures on the panel who all lived through the civil war and immigrated)

1.
2.
3.

Journalists take good notes during a panel. Use the rest of the space to take notes of what the speakers say. Summarize their points, write any key quotes they say:

[illegible]

Lesson 2- El Salvador Viewing Organizer

Part I: Experiences of War	
Experiences of Salvadorans	Questions I have

Write a Reflection on what your thoughts and feelings on what you have seen:

Part II: Archbishop Romero	
Experiences of Salvadorans	Questions I have

Write a Reflection on what your thoughts and feelings on what you have seen:

Part III: School of the Americas	
US Response/ Involvement in Salvadoran Civil War	Questions I have

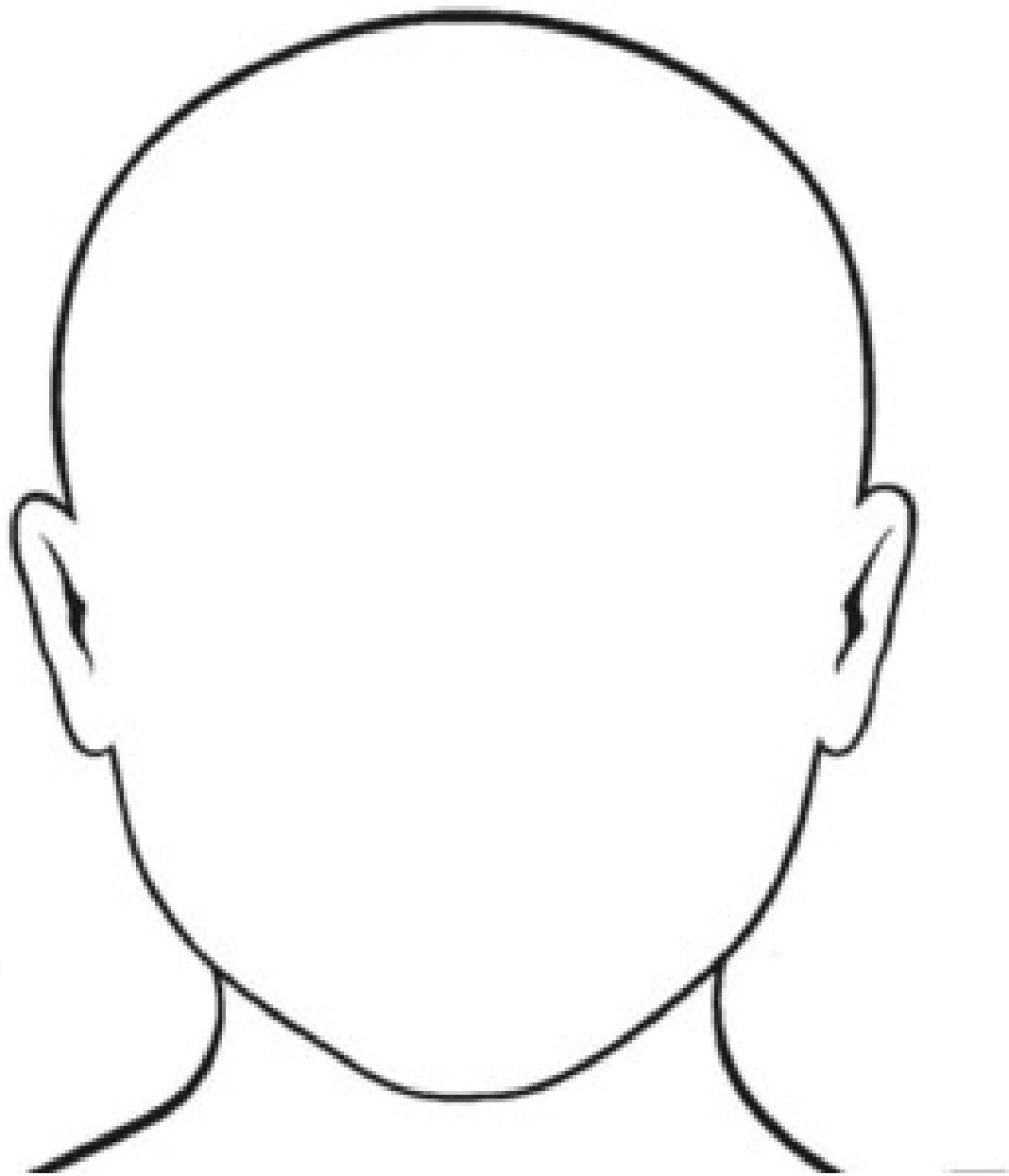
Write a Reflection on what your thoughts and feelings on what you have seen:

Respond to this quote:

“When you finance and train a gang of uniformed butchers and they begin wholesale killing, wiping out whole villages, the people don’t emigrate, they flee.”

– Robert White, US Ambassador to El Salvador

Look through your questions and notes. Select two to three points or questions you will bring up in small group discussions. Put a star next to them.



Directions: Inside the child's face, draw the experiences of what this child has seen or witnessed during the Salvadoran Civil War. Around the face, draw the hopes and dreams of this child upon immigrating to the United States. You can use images, colors, words, symbols, and drawings. When you are finished, Write a reflection describing what you drew and why.

A Child of War – Reflection

Describe what you drew on the child's face and why:

Describe what you drew around the child's face and why:

Reflect: How does this activity help you better understand the experience of many Salvadorian immigrants?

Lesson 3 Extension -

Post Magazine: A Tortured Path to Justice

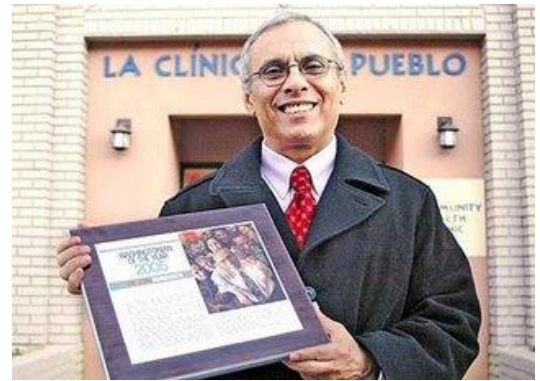
Juan Romagoza

Executive Director, La Clinica del Pueblo

Monday, August 18, 2003; 1:00 PM

For more than two decades, **Juan Romagoza** mostly suppressed the memories of being shocked, shot and hung by his hands by interrogators during El Salvador's civil war. But last year, in a U.S. courtroom, he testified against two of Salvador's former military leaders -- and he won his case with the help of the Torture Victims Protection Act.

Romagoza, whose ordeal was recounted in Sunday's Washington Post Magazine, was online to field questions and comments.



Romagoza is the executive director of La Clinica del Pueblo in Northwest Washington.

The transcript follows.

Editor's Note: Washingtonpost.com moderators retain editorial control over Live Online discussions and choose the most relevant questions for guests and hosts; guests and hosts can decline to answer questions.

Alexandria, Va.: Who in the State Department arranged for the generals to be admitted to residence in Florida?

Juan Romagoza: This is a good question. I would like to know the answer as well. Joshua Phillips, the author of this article, explored the issue more and may have more information. But truly, I would like to know more about who was responsible for this immigration policy and who decided to give residency to these men. The immigration "treatment" that these men received contrasts dramatically from the great majority of Salvadoran refugees who were victims of the terror of these men.

Silver Spring, Md.: First of all I would like to congratulate you on all the triumphs you have had both personally and professionally. I am a 23-year-old psychology student and have always been interested in getting involved with your clinic. I was born here in Washington, D.C., and my mother is from San Salvador. I want to do something for my community. How can I get involved? Where do I start? Tengo mucho corazon y quisiera ayudar en algo.

Juan Romagoza: Thanks for your support and interest. Of course, La Clinica relies heavily on volunteers. We would be happy to have your support. Please call La Clinica at 202-462-4788 for more information.

Washington, D.C.: If you had to decide, what would be the best way to achieve reconciliation in El Salvador today?

Juan Romagoza: As the article mentioned, the main way people are dealing with this issues of the war right now is with silence. But I believe that this did not work - not with me - on the contrary, silence is another type of torture - it perpetuates it. I understand that there is a process and a time to recover, but it seems that in El Salvador, no one wants to open the window yet to talk about this. People talk on the family level, in bars, on the beach, but never officially. Never judicially, scientifically, emotionally, psychologically. It doesn't seem that anyone wants to talk about this formally. It seems that there is an official barrier to talking about this sincerely and openly.

My suggestion is to talk about it. Take it out of the closet and discuss it in churches, which have been silent

up until now. Talk about it in schools. In universities. So that all of the social levels talk about this - how they can recognize the effects that exist and how to find solutions for the short and long-term.

Northern Virginia: How many appeals will you have to go through for this to be finished? How long will it take? Do you think you will ever see the settlement you were awarded?

Juan Romagoza: Until now, it's only one appeal, and we're waiting for the response - it may take around a year. We don't know how much time it will take. We are fairly sure we will not receive anything because the generals declared bankruptcy and are showing that they don't have any money. They had enough time before the trial to redistribute their capital - in ways that the law couldn't control.

From the beginning, compensation was not the objective. The greatest triumph was having brought these two leaders, supported by the US, to court. And the positive result is the reward of this effort - that has a huge meaning for millions in El Salvador and in the world. Many people who were killed - their families are happy, and this is the greatest compensation from this trial.

Fairfax, Va.: Senor Romagoza,

I was so moved by your story and your struggles. I think that it's amazing that you've been able to put these experiences behind you.

Do you think that the men who tortured you are evil? Or were they caught up in the circumstances?
Good luck in the future.

Juan Romagoza: Thank you - I'm afraid I haven't yet been able to put these experiences behind me. At times, when I see what's happening in the world, I re-live my experiences and wonder how many more are suffering similar things right now. Doing the the work that I was doing in El Salvador, serving the same population for which I was tortured, this helps me live, survive, and inspires me to overcome my physical and emotional limitations.

With respect to those who tortured me - no, I don't think they are evil. In fact, I have talked to one of them. I think that they were victims as well. They were poor people, people with needs, who had their only option to survive be to join the military. I think that the evil in this case was the system - the blind politics that trained these poor people to kill their brothers. These former military members need help now. They probably need more help than those who were victims of torture. We have support. We can show our scars, talk about it, and receive help. They have more fear of talking, about being identified as torturers. They suffer even more in silence. And silence is worse than the torture.

Northern Virginia: How did the United States play a role in the Salvadorian Civil War? I know they helped the government of El Salvador but what else went on?

Juan Romagoza: This was a policy that the US had for all of Latin America in those years. The situation in El Salvador was repeated in many similar forms in other countries in the area. The US prepared in advance with projects such as the School of the Americas in which they trained the military leaders on "counter-insurgency." A great percentage of the military leaders trained in the School of the Americas repeated the same human rights violations in their countries (Pinochet, Strossner, Noriega, D'abuisson, Somoza, Alvarez....).

All were cut from the same cloth. They looked at the people as their enemy. They had the philosophy of eliminating all that they thought of as their enemy, with out caring about violations of human rights. The School of the Americas still exists.

In the 80s, US helped El Salvador with almost \$1 million every day. All of this was in order to maintain a system of terror and later, they opened the door so that the military could come to the US - like a prize for them.

Washington, D.C.: You mentioned in the article that you were surprised at how uninformed Americans seemed to be about the true situation in your country. How do you recommend educating Americans about El Salvador and the rest of the world?

Juan Romagoza: I hope that this answer responds to several of the questions we have received.

The great shock that I received when I came here was to hear of the arguments and opinions that Americans had about the war in El Salvador. My impression, coming from El Salvador, was that because of the major role the US was playing in our country, most people would know what was going on. But the shock was that the only thing they "knew" was so limited and distorted, that they thought it was only a fight to stop communism. And they thought the communists were trying to take over El Salvador - things that were so diametrically opposite to what was actually happening in El Salvador.

I walked almost the whole country of El Salvador on foot - and I never met people who talked to me about communism. What I did see was hunger, unemployment, premature deaths, epidemics, injustice, massacres. This was what made the majority of Salvadorans denounce the government, organize, and resist.

I think that the North American people, before giving approval for the US government to go into a country, need to inform themselves about the reality of that country (without fabricated documents) and who are the allies that we can find who don't have their hands covered in blood. Who aren't corrupt, or aren't themselves human rights violators. If we don't, we're going to be accomplices in these abuses.

People need to learn more profoundly about these subjects, not just headlines. The consequences are many deaths, pain, orphans, traumas, widows, etc. We all need to take an active role, not a passive one. We can't give a silent "okay" to our government. We need to participate in our government and our foreign policy.

Washington, D.C.: The U.S. refuses to participate in the international effort to address torture and other war crimes through the War Crimes Tribunal (most likely because it is a major perpetrator of torture through what used to be called the military's School of the Americas). Your court case was an incredibly important means here in this country to hold some individuals accountable for their crimes. What do you think of the international court, and can you suggest ways to put pressure on the U.S. government to reverse its position?

Juan Romagoza: I believe that yes, definitely, we need to be responsible leaders in the world about human rights. To continue the spirit of the founders of this country - those who were themselves fleeing repression and abuses in their countries (those who came from Europe, etc.) . This ideal has been distorted through our policies. By not being part of the international courts, we're not adhering to the principles of our country - to consolidate democracy in the world. Those who love these principles of justice need to pressure our government to join this international accord. It's never too late.

Eastern Maryland:

You said you didn't think your torturers were evil, that they were also victims, but what about the generals?

Juan Romagoza: Yes, I think they generals were also victims. They were used, trained, and given power at that moment, and then thrown away. They were disposable. Perhaps, as they were with their power at that time, they felt that they were untouchable. They were able to allow that violations occurred - they didn't see

any consequences.

People have such short-term projections - they saw such a small, limited future, but didn't think of the long-term consequences. Today, they suffer those consequences. Now they are alone. They have fear about what they did. They suffer in silence. They, too, are victims of their own actions and their ambitions. But they are victims, and need help too.

washingtonpost.com: Thank you for joining today's discussion.

Boston, Mass.: Mr. Romagoza,

In Boston and nearby cities there are many Salvadorans now, who have formed communities like their country -- small, but very strong and vibrant. At the same time, especially for young men, it seems that the violence of El Salvador has translated into an American context, so now there are lots of problems with gangs.

My question for you is, as a Salvadoran who has worked for many years in the Latino communities, what is your view on the challenges facing Salvadorean youth in the U.S. today? What can we do to save these young people, whose families have come so far and fought so hard to survive?

Juan Romagoza: Thank you for your question - I think that the trauma that we Salvadorans have lived, we pass on to our children. And the worst thing is that we ignore it - we don't identify it. In ignoring it, we don't talk about the effects of the violence and trauma on our children. They maybe didn't see the violence themselves, but they have absorbed the experience into themselves.

I think that the challenge is to recover this family bond - family unity and values and look for answers in our families of these traumas we've experienced. Look for an explanation of our aggressive attitudes in our family traumas and our personal traumatic experiences. Through family, we can look for solutions for the future.

For me, it is important to look for space that allows us to hope, respect life, and fight for the future. This space is within our personal circles. The challenge is to reintegrate the family in the lives of our young people. These are the ties that keep us together.

Here, at La Clinica del Pueblo, our experience has been working with how to alleviate the traumas of war in families. We work to bring this issue to whole family groups and educate anew about how families can work together in this country. In bringing the subject of Post-Traumatic Stress Disorder to the table in a simple, straightforward way, we can prevent violence and its effects on daily life.

Juan Romagoza: Thank you for your interest and questions in this subject. This interest is a reflection that there is a strong promise that these things won't repeat themselves in other countries around the world, and that we have a strong responsibility to be a member of the most powerful country in the world. This power should not be transformed into abuse. Abuse such as this denigrates and stomps on human dignity.

Thank you also to Joshua Phillips and the Washington Post for giving me the opportunity to tell my story.

- Juan

Lesson 3 Vocabulary

Definitions from Co-Build Dictionary for English language learners
<http://www.collinsdictionary.com/dictionary/english-cobuild-learners>

Civil War - A civil war is a war that is fought between different groups of people who live in the same country.

Conservative - Someone who is conservative has views that are toward the political right. In the U.S. the Republicans are more conservative than the Democrats, who are more liberal.

Guerilla - A guerrilla is someone who fights as part of an unofficial army, usually against an official army or police force.

Rebel - Rebels are people who are fighting against their own country's army in order to change the political system there.

Communism - Communism is the political belief that all people are equal, that there should be no private ownership and that workers should control the means of producing things.

Capitalism - Capitalism is an economic and political system in which property, business, and industry are owned by private individuals and not by the state.

Cold War - The Cold War was the period of hostility and tension between the Soviet bloc (supporting communism) and the Western powers (supporting capitalism) that followed the Second World War.

Subversive - Something that is subversive is intended to weaken or destroy a political system or government.

Persecution - Persecution is cruel and unfair treatment of a person or group, especially because of their religious or political beliefs, or their race.

Refugee - Refugees are people who have been forced to leave their homes or their country, either because there is a war there, because of their political or religious beliefs, or because of natural disaster.

Asylum - If a government gives a person from another country asylum, they allow them to stay, usually because they are unable to return home safely for political reasons.

Torture - If someone is tortured, another person deliberately causes him/her terrible pain over a period of time, in order to punish him/her or to make him/her reveal information.

Trauma - Trauma is a very severe shock or very upsetting experience, which may cause psychological damage.

Treaty - A treaty is a written agreement between countries in which they agree to do a particular thing or to help each other.

Counseling - Counseling is medical help or advice, which a therapist or other expert gives to someone about a particular mental health problem.

Remittances - A remittance is a sum of money that you send to someone.

Country Fact Sheet – El Salvador (ESL Version)



Source: C.I.A. World Factbook

History:

El Salvador had many indigenous groups: Lenca, Maya Chortí, Maya Pocomam, Cacaopera, and Nahua Pipil. Most Salvadorians come from the Pipils, who are from the pre-Columbus Toltec civilization from Mexico. Most Salvadorians speak Spanish because El Salvador was colonized by Spain in the 1500s. El Salvador gained

independence from Spain in 1821, but most of the farm land was controlled by the rich Spanish. Many people were poor and in 1932, there was an uprising of farm workers. The leader was Agustín Farabundo Martí. This uprising killed 32 *Landinos*, land-owners. The Salvadorian government was angry and in response murdered 35,000 to 50,000 rural and indigenous peoples. This massacre was called “*Las Matanzas*.” Many indigenous people were killed.

The gap between rich and poor continued. Most of the best farmland was owned by a few rich families. Because of this, there was a violent civil war between the conservative government and the leftist Farabundo Marti National Liberation Front (FMLN). The United States supported the Salvadoran army with money, training, and weapons. Between 1979-1981 about 30,000 Salvadorians were killed by the government’s death squads. During the civil war, Archbishop Oscar Romero, a Catholic leader who spoke out against the violence and oppression, was murdered by the government. Violence on both sides leads to a treaty in 1993. The United Nations helped bring peace. The rebel group, the FMLN became a political party. Overall, the civil war lasted for 12 years and left 75,000 Salvadorians dead.

Geography: El Salvador is the smallest country in Central America and is slightly smaller than Massachusetts. It is located on the Pacific coast of Central America, next to Guatemala and Honduras. El Salvador is a mostly mountainous land, known as the land of the volcanoes. El Salvador experiences destructive earthquakes, like the one in 2001. El Salvador has a tropical climate with a wet season and a rainy season. 34% of its land is arable farmland.

Economy: Even though El Salvador is the smallest country in Central America, it has the fourth largest economy. Over 20% of Salvadorians live abroad and they send money back to their families. This is called a “remittance”. Remittances are 17% of the Gross Domestic Product (GDP). GDP tells you how much money the country makes in a year by how many goods it sells. El Salvador is a member of the Central American Free Trade Agreement (CAFTA) and exports (sells to other countries) sugar, ethanol, clothes, and processed foods. Its economy was hurt by natural disasters such as the earthquake in 2001, and the hurricanes in 1998 and 2005, which led to a growing debt (money owed to the national bank or other countries).

Government: El Salvador is a democratic republic with a five-year, one term presidency. The current president is Mauricio Funes (FMLN party) who was elected in 2014. He was the first leftist president in 20 years. Prior to him, the conservative party, Arena was the winning political party.

Current Issues: There is high poverty and crime in El Salvador. Natural disasters and civil war hurt the economy because it destroys job opportunities. In the 1980s, gang members returned from the U.S. and brought gang culture to El Salvador. Gang activities led to increased murder and displacement of Salvadorians. Unfortunately, a country smaller than the state of Massachusetts, El Salvador, has one of the world’s highest murder rates of 71 murders per 100,000.

Sources:

American University I.C.E. Case Study: El Salvador

<http://www1.american.edu/ted/ice/elsalv.htm>

B.B.C. Country Profile El Salvador

http://news.bbc.co.uk/2/hi/americas/country_profiles/1220684.stm

C.I.A. World Factbook: El Salvador

<https://www.cia.gov/library/publications/the-world-factbook/geos/es.html>

Minority Rights Group International

<http://www.minorityrights.org/4180/el-salvador/indigenous-peoples.html>

**Strongly
Agree**

Agree

Disagree

**Strongly
Disagree**

Lesson 4- Read and Respond

Directions: Read the following quotes from *Harvest of Empire*.

1. Underline or highlight ideas that spark interest or questions and add these symbols:
Important Point = ☆ I agree = ✓ Surprise = ! Question = ?
2. Write a response to one or any of the quotes – what is your opinion?

Quote 1:

“There is no such thing as an illegal human being, as an illegal immigrant as an illegal alien; to call people illegal is the beginning of *dehumanizing*.”

Maria Hinajosa, Journalist

Quote 2:

“All nations invest in their young people and that *investment* never gets paid back until the young people finish school and become productive members of the society. So whether it is an immigrant child or an American child, the investment is in the future.”

Juan González, Journalist & Author, Puerto Rican Immigrant

Quote 3:

“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, Journalist & Author, Puerto Rican Immigrant

Now write a response to any of the quotes – do you agree or disagree? Why?

Vocabulary

Dehumanizing- If you say that something **dehumanizes** people, you mean it takes away from them good human qualities such as kindness, generosity, and independence.

Investment - If you invest in something, or if you invest a sum of money, you use your money in a way that you hope will increase its value. If you make an **investment** in someone that means you support them financially because you think they will improve and will improve the world around him/her

Ignorance- Ignorance of something is lack of knowledge about it.

Lesson 4 Vocabulary

Definitions from Co-Build dictionary for English Language Learners

<http://www.collinsdictionary.com/dictionary/english-cobuild-learners>

Vocabulary from the Service Employees International Union (SEIU): Debunking Immigration Myths: "They Take Our Jobs" <http://www.seiu.org/a/immigration/debunking-immigration-myths-they-take-our-jobs.php> (the website)

Contribute- If you **contribute to** something, you say or do things to help to make it successful.

Wages- Someone's **wages** are the amount of money that is regularly paid to them for the work that they do

Economy- A country's **economy** is the wealth that it gets from business and industry.

Fact- Facts are pieces of information that can be discovered.

Myth- If you describe a belief or explanation as a **myth**, you mean that many people believe it but it is actually untrue.

Debunk - If you **debunk** a widely held belief, you show that it is false. If you **debunk** something that is widely admired, you show that it is not as good as people think it is.

Dehumanizing- If you say that something **dehumanizes** people, you mean it takes away from them good human qualities such as kindness, generosity, and independence.

Investment - If you invest in something, or if you invest a sum of money, you use your money in a way that you hope will increase its value. If you make an **investment** in someone, that means you support them financially because you think they will improve and will improve the world around him/her

Ignorance- Ignorance of something is lack of knowledge about it.

Taxes- Tax is an amount of money that you have to pay to the government so that it can pay for public services such as road and schools.

Public Services- A **public service** is something such as health care, transportation, or the removal of waste, which is organized by the government or an official body in order to benefit all the people in a particular society or community.

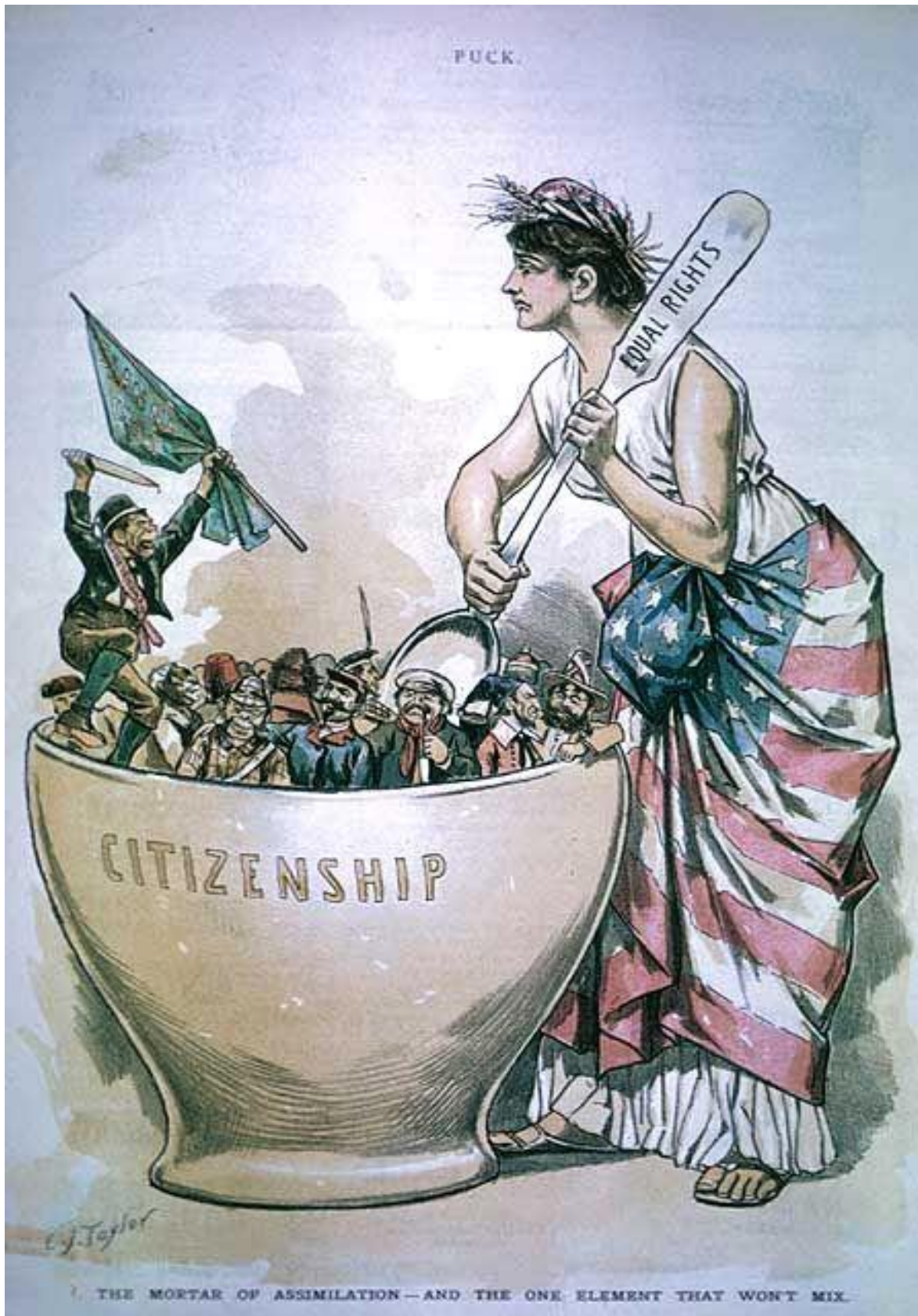
Generate- To **generate** something means to cause it to begin and develop.

Deportation - If a government **deports** someone, usually someone who is not a citizen of that country, it sends them out of the country because they have committed a crime or because it believes they do not have the right to be there.

Enforcement - If people in authority **enforce** a law or a rule, they make sure that it is obeyed, usually by punishing people who do not obey it.

Assimilate- When people such as immigrants **assimilate into** a community or when that community **assimilates** them, they become an accepted part of it.

Underclass- A country's **underclass** consists of those members of its population who are poor, and who have little chance of improving their situation.



THE MORTAR OF ASSIMILATION—AND THE ONE ELEMENT THAT WON'T MIX.

Source:

<https://s-media-cache-ak0.pinimg.com/736x/5d/f9/69/5df9699326484192104636aea1b4011d.jpg>

Puck Magazine

HARPER'S WEEKLY.

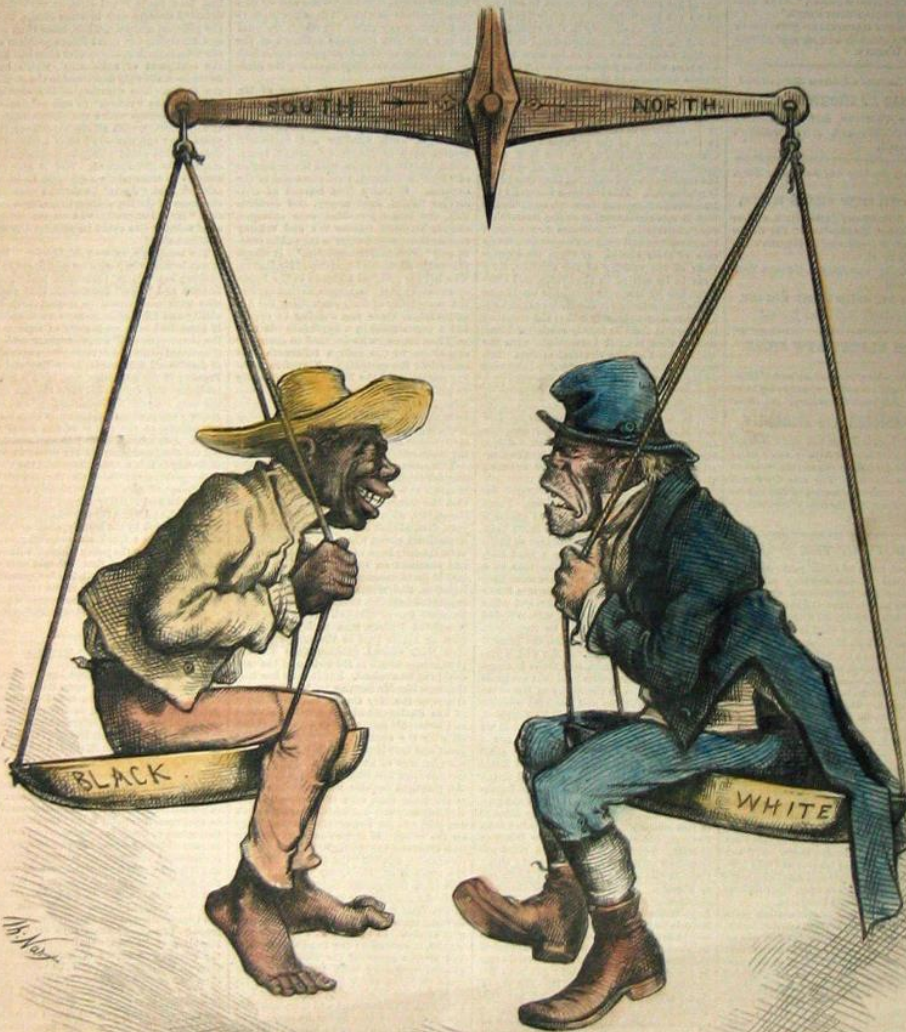
A
JOURNAL OF CIVILIZATION

Vol. XX.—No. 1041.]

NEW YORK, SATURDAY, DECEMBER 9, 1876.

WITH A SUPPLEMENT.
PRICE TEN CENTS.

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THE IGNORANT VOTE—HONORS ARE EASY.

Source:

http://www.printmag.com/wp-content/uploads/Nast01_black+white-orig.jpg Harper's Weekly, 1876 by Thomas Nast



Source: <https://thomasnastcartoons.files.wordpress.com/2013/04/the-usual-way-of-doing-things-ohio-state.png>
by Thomas Nast, "The Usual Irish Way of Doing Things"



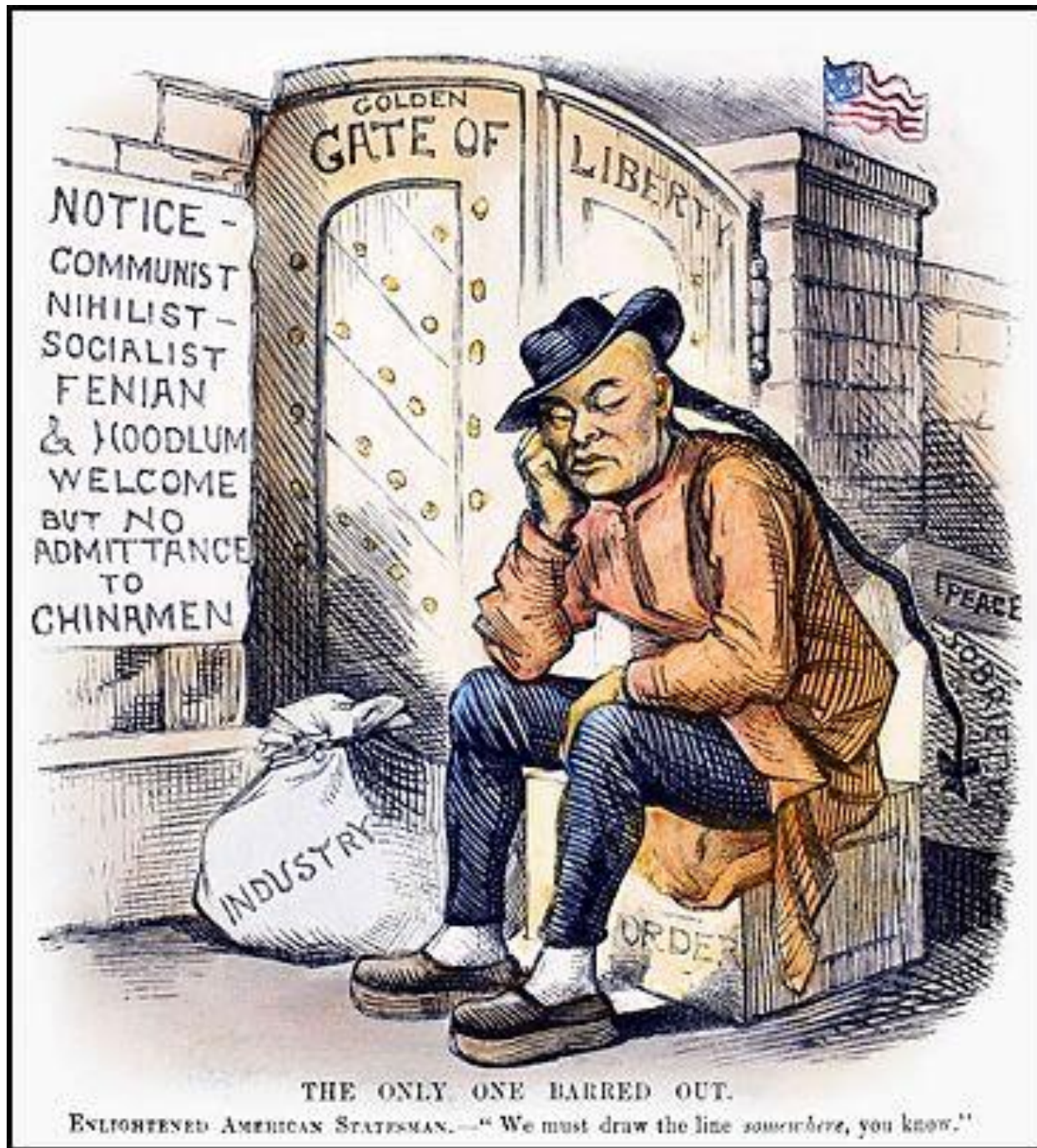
Source: <http://upload.wikimedia.org/wikipedia/en/6/64/Know-nothing-flag.jpg> No Nothing Party Flag

THINGS WHICH ROMAN CATHOLIC PRIESTS AND ALL TRUE ROMAN CATHOLICS HATE

Providence, July 22, 1854

1. They HATE our Republic, and are trying to overthrow it.
2. They HATE our Flag, and they grossly insult it.
3. They HATE the liberty of the Press.
4. They HATE the liberty of speech.
5. They HATE our Public School system.
6. They HATE the Bible, and would blot it out of existence if they could!
7. They HATE Protestants, and are sworn to exterminate them from our country and the earth.
8. They HATE all rulers that do not swear allegiance to the Pope of Rome.
9. They HATE to be ruled by Americans, and say 'WE WILL NOT BE RULED BY THEM!'
10. They HATE to support their own paupers and they are left to be supported by the tax paying Americans.
11. They HATE, above all, the 'Know-Nothings,' who are determined to rid this country from their curse

Excerpt from "The Know-Nothing and American Crusader", July 29, 1854.
<http://www.hsp.org/sites/www.hsp.org/files/migrated/anticatholicpress.pdf>



Source: <http://thesocietypages.org/socimages/files/2010/08/Capture5.jpg>

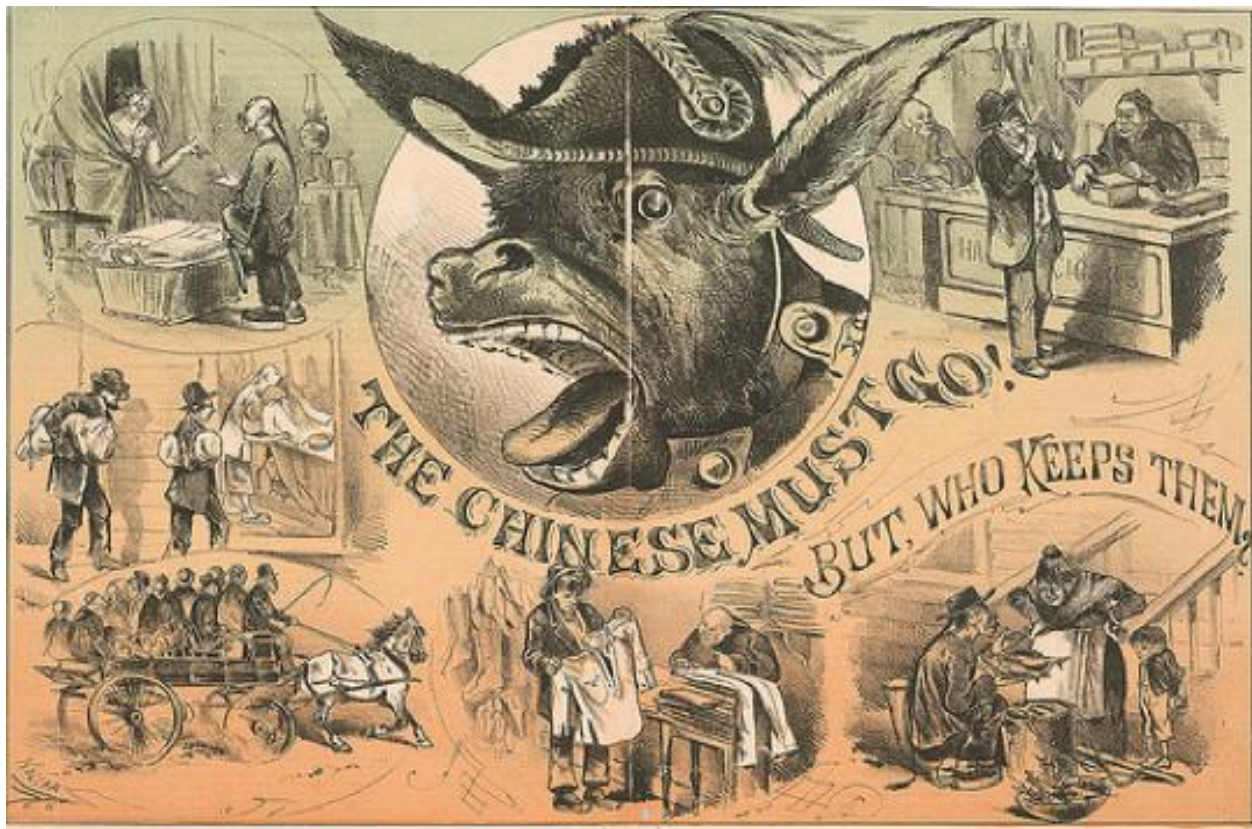
Judge

ENTERED AT THE POST OFFICE AT NEW YORK AS SECOND CLASS MATTER. COPYRIGHT 1892 BY THE JUDGE PUBLISHING CO.



A DEMAND FOR DOUBLE PROTECTION.

AMERICAN WORKINGMAN—"Now you have that gate shut, keep it shut! It is a good thing to protect me against the competition of European pauper labor; but why not also protect me against the millions of pauper laborers who are swarming here? We want no more immigration. Give me double protection!"



Source: <http://users.humboldt.edu/ogayle/hist383/ChineseMustGo.png>

HIP! HURRAH!

CHINESE EXCLUDED

—The—
Democratic Chinese Exclusion Bill
Has Been Signed by

OUR DEMOCRATIC PRESIDENT

Hip! Hurrah! The White Man is on Top.
Let every DEMOCRAT and all other GOOD Citizens turn out and Ratify this

DEMOCRATIC MEASURE

At the
HORTON HOUSE PLAZA

This Wednesday Evening at 8 O'clock.

To-Night

Speeches will be made by Leading Democratic Orators.

COME OUT AND RATIFY:

Come Everybody!

NO MORE CHINESE!

By Order of
Democratic County Central Committee.

Frederick, Longshore & Co., Steam Printers, 122 Fourth Street.

THE
NEW DECLARATION OF "INDEPENDENCE."

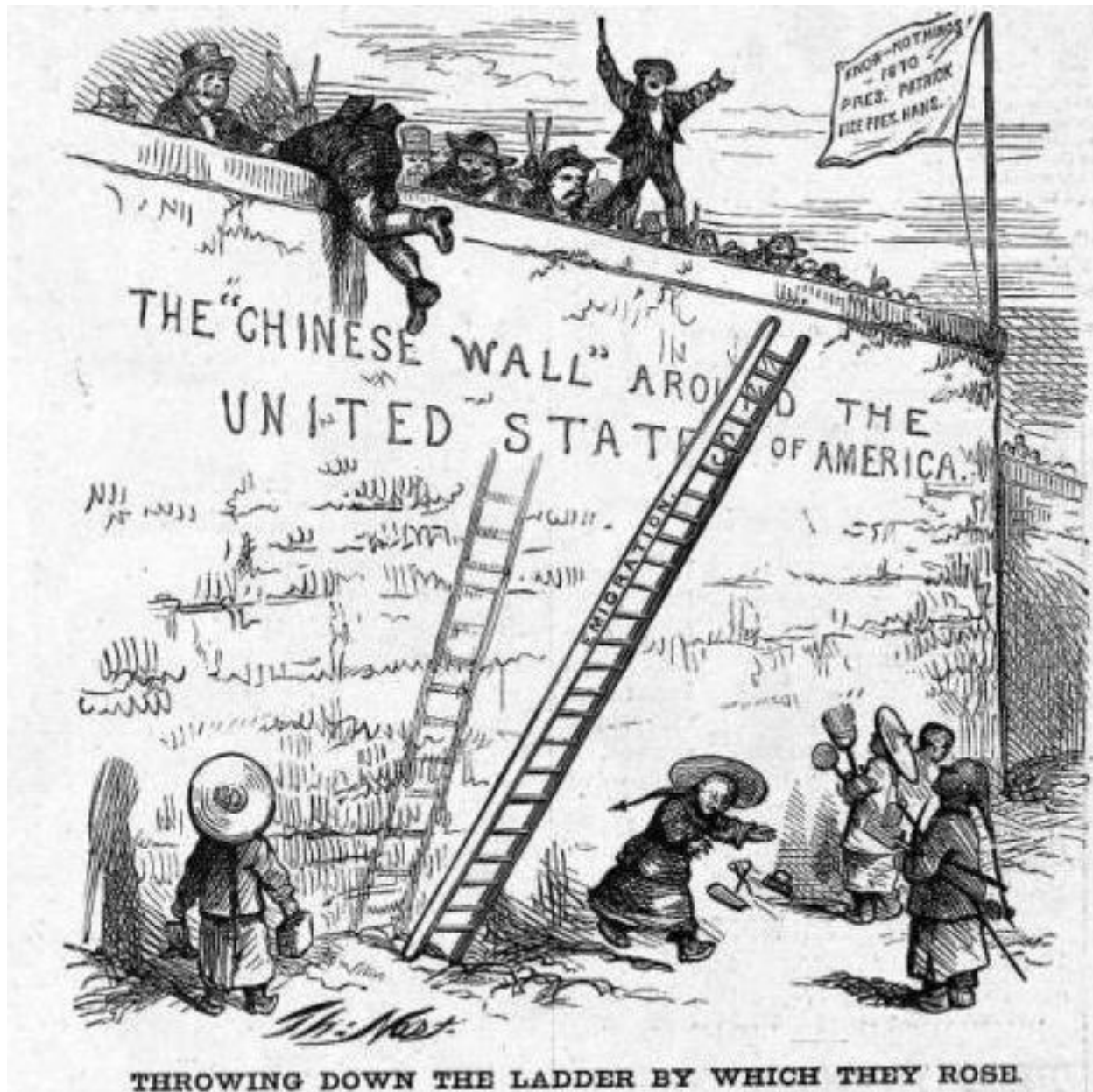
"FOR TWENTY YEARS NO MORE
CHINESE LABORERS SHALL COME TO THE
UNITED STATES; AND NO COURT
SHALL ADMIT CHINESE TO
CITIZENSHIP."



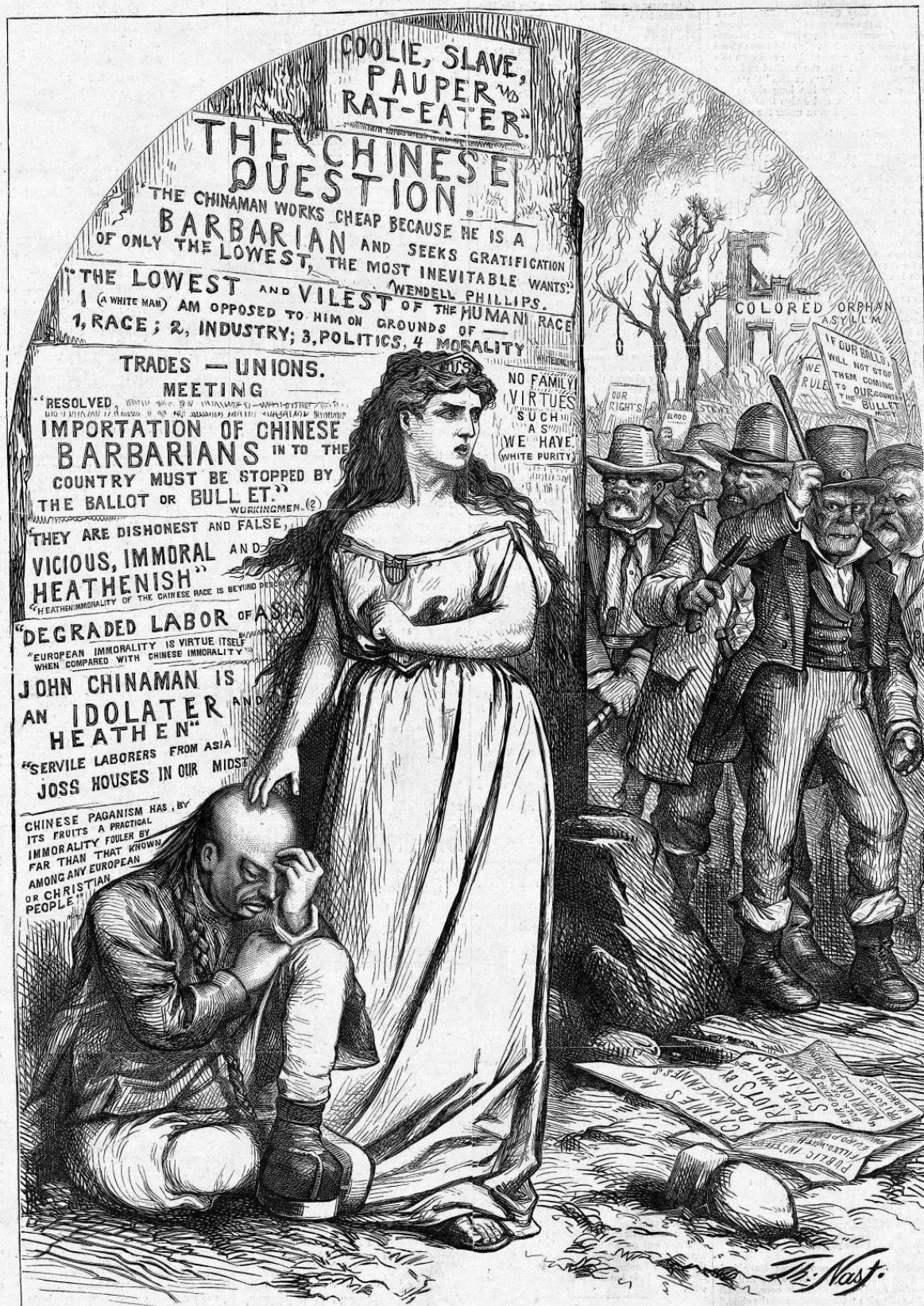
WHICH COLOR IS TO BE TABOOED NEXT?

Fritz (to Pat). "If the Yankee Congress can keep the *yellow* man out, what is to hinder them from calling us *green* and keeping us out too?"

Source: <http://thomasnastcartoons.com/?s=which+color+is+to+be+tabooed+next>



Source: <http://thomasnastcartoons.com/2014/03/03/throwing-down-the-ladder-by-which-they-rose-23-july-1870/>



THE CHINESE QUESTION.—[SEE PAGE 147.]

COLUMBIA.—"HANDS OFF, GENTLEMEN! AMERICA MEANS FAIR PLAY FOR ALL MEN."

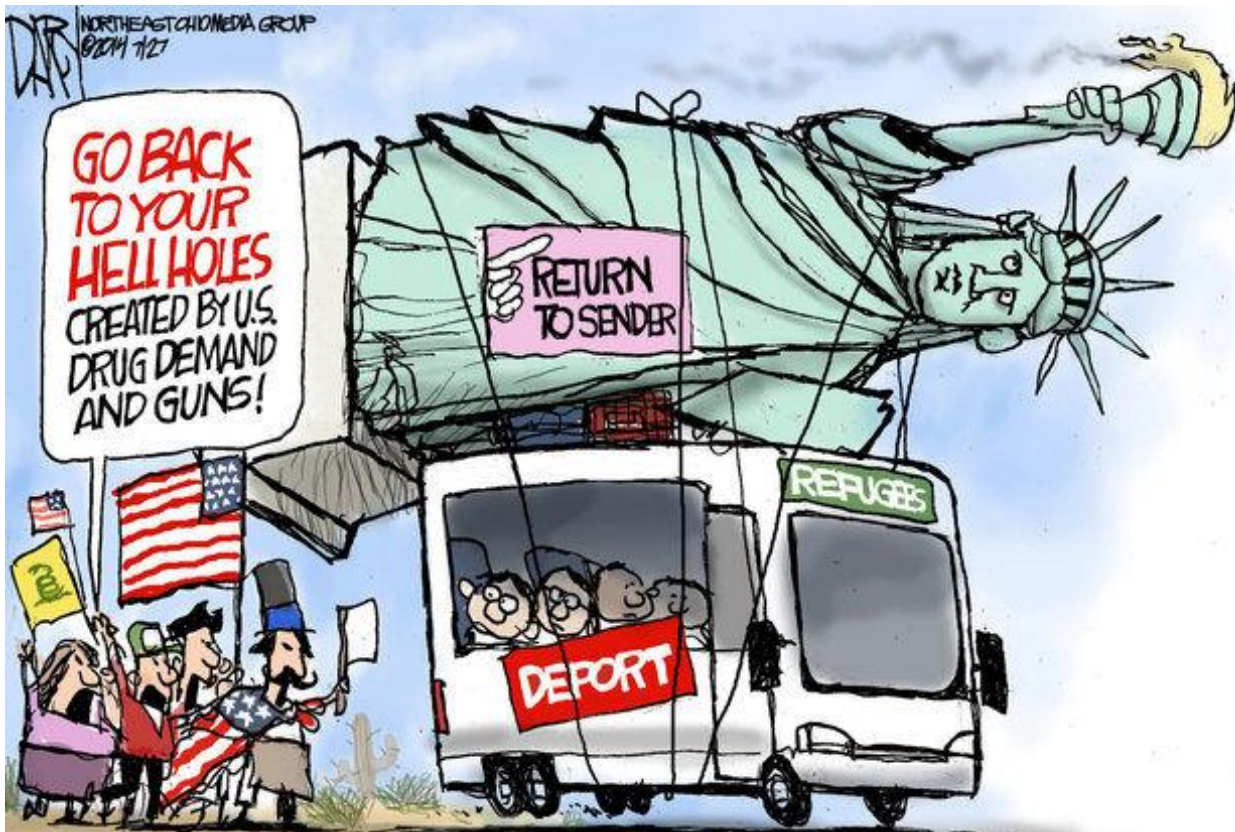


DAVE GRANLUND © www.davegranlund.com

source: http://media.cagle.com/95/2014/07/02/150511_600.jpg



source: <http://blogs.denverpost.com/opinion/files/2014/06/immigration-kids-cartoon-mckee-495x325.jpg>



Source: http://www.cleveland.com/darcy/index.ssf/2014/07/us_citizens_created_border_cri.html

Lesson 5- U.S. Government’s Response to Immigration

Directions: Find four examples of government responses that restricted or attempted to restrict immigration from specific groups of people

Year	Government Response (laws, quotas)	Immigrant Group targeted / impacted

What patterns do you see?

How does this connect to immigration today?

What questions do you have?

Country Fact Sheet – Guatemala



Source: C.I.A. World Factbook



Geography: Guatemala is located in Central America,

bordering Mexico, Belize, El Salvador, and Honduras. Guatemala is a mountainous country with coasts on the Pacific ocean and the Caribbean, and is slightly smaller than Pennsylvania. Natural hazards are volcanoes, earthquakes, and hurricanes. 14.32% of land is arable, which means can be farmland.

History:

Guatemala has the rich history of the Mayan civilization, known for architecture, astronomy, and mathematics. It was a colony of Spain for 300 years and won its independence in 1821. For many years, Guatemala suffered from dictatorships that protected plantations owners, despite the large gap of income inequality. In 1951, the democratically elected Colonel Jacobo Arbenz Guzman instigated land reform but was overthrown by the military in 1954. The Guatemalan military, supported by the U.S. government, sought to protect U.S. business interests by keeping plantations in the hands of the United Fruit Company.

From 1960-1996, Guatemala has a brutal civil war, where the Guatemalan army massacred many indigenous Mayans. Over 200,000 people died and 40,000 went missing. The Guatemalan army was behind 93% of the deaths. Since the mid 2000s, generals in charge of human rights abuses have been on trial. The majority of Guatemalans are mestizos who speak Spanish, but there are still Guatemalans who speak indigenous languages such as K'iche (9.1%), Kaqchikel (8.4%), Mam (7.9%), Q'eqchi (6.3%), and other Mayan languages (8.6%).

Economy:

Guatemala is the most populated country in Central America, but its Gross National Product (GDP), which reflects the annual income due to domestic production of goods is half the size of other countries. Guatemala exports coffee, sugar, bananas, and vegetables. Farming accounts for a third of the labor force and over 50% of Guatemalans live in poverty. Many Guatemalans who have emigrated send money, or remittances, back to their families in Guatemala, making up 10% of the GDP.

Government:

Guatemala is a democratic country that elects its president every four years. Presidents can only run for one term. The current president since 2012 is former military general, President Otto Perez Molina, a graduate of the School of the Americas. He is a conservative whose focus is to reduce crime and murder. Currently Guatemala suffers from violence because of gangs and the increase of drug trafficking.

Sources:

CIA World Factbook: Guatemala <https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html>

BBC Country Profile Guatemala http://news.bbc.co.uk/2/hi/americas/country_profiles/1215758.stm

BBC Country Profile Guatemala Timeline <http://www.bbc.com/news/world-latin-america-19636725>

Encyclopedia Britannica Guatemala <http://www.britannica.com/EBchecked/topic/701217/Guatemala>

Lesson 5 - Read and Respond

Directions: Read the following quotes from *Harvest of Empire*.

- Underline or highlight ideas that spark interest or questions and add these symbols:
Important Point = ☆ I agree = ✓ Surprise = ! Question = ?
- Write a response to one or any of the quotes – what is your opinion?

Quote 1:

“If what exists in Guatemala is *persecution*, murder, killing, if what you have is *insecurity*, then I prefer to cross the border and go to a place where I feel safer.”

Rigoberta Menchu, Human Rights Activist, Nobel Prize Winner

Quote 2:

“People in the US have no idea why we come to this country. They don’t. They think they do, but it is probably wrong.”

Mariana Cabrera, Guatemalan Immigrant

Quote 3:

“The *instability* that we [the United States] have contributed to creates the kind of *chaos* and *disarray* that leads to more immigration. Because you can argue that if we move into these societies, and contribute to this *dysfunction*, we have a *moral obligation* to help the people who feel unsafe in the situations that we, in part, have created.”

Melvin Goodman, former CIA Division Chief

Now write a response to any of the quotes – do you agree or disagree? Why?

Vocabulary: Persecution- Persecution is cruel and unfair treatment of a person or group, especially because of their religious or political beliefs, or their race.

Insecurity- If you are insecure, you lack confidence because you think that you are not good enough or are not loved.

Instability- Instability is the quality of being unstable and there will be many changes

Chaos- Chaos is a state of complete disorder and confusion.

Disarray- If people or things are **in disarray**, they are disorganized and confused.

Dysfunction- If you refer to a **dysfunction** in something such as a relationship or someone's behavior, you mean that it is different from what is considered to be normal.

Obligation- If you have an **obligation to** do something, it is your duty to do that thing.

**Lesson 5- Evidence for and Against
Immigration Issues Today**

Evidence For	Question	Evidence Against
	<p>Should SB 1070 allow state and local police to check immigration status?</p>	

Organizer adapted from *Core Six* –Silver, Dewing, & Perini

Lesson 5 Vocabulary

Source: Cobuild Dictionary for English Language Learners
<http://www.collinsdictionary.com/dictionary/english-cobuild-learners>

From Quotes:

Persecution- Persecution is cruel and unfair treatment of a person or group, especially because of their religious or political beliefs, or their race.

Insecurity- If you are insecure, you lack confidence because you think that you are not good enough or are not loved.

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Disarray- If people or things are **in** disarray, they are disorganized and confused.

Dysfunction- If you refer to a dysfunction in something such as a relationship or someone's behavior, you mean that it is different from what is considered to be normal.

Obligation- If you have an obligation to do something, it is your duty to do that thing.

Content Vocabulary:

Exclusion – Exclusion is the act of preventing someone from entering a place or taking part in an activity.

Act – An Act is a law passed by the government.

Quota – A quota is the limited number or quantity of something that is officially allowed.

Famine - Famine is a situation in which large numbers of people have little or no food, and many of them die.

Genocide - Genocide is the deliberate murder of a whole community or race.

ESL Country Fact Sheet – Guatemala



Source: C.I.A. World Factbook

Geography: Guatemala is located in Central America.

It is south of Mexico and next to Belize, El Salvador, and Honduras. Guatemala is slightly smaller than Pennsylvania. It is mostly mountainous and has coasts on the Pacific ocean and the Caribbean. Natural hazards are volcanoes, earthquakes, and hurricanes. 14.32% of land is arable, which means can be farmland.



History:

Guatemala has the rich history of the Mayan civilization, which was known for their astronomy and mathematics. It was a colony of Spain for 300 years and won its independence in 1821. For many years, Guatemala suffered from dictatorships (a ruler with total power) that protected large farms known as plantations. Many people were poor. In 1951, the democratically elected Colonel Jacobo Arbenz Guzman tried to give land to landless Guatemalans, but was overthrown by the military in 1954. The Guatemalan military was supported by the U.S. government because the U.S. wanted to protect U.S. business interests to keep land in the hands of the United Fruit Company.

From 1960-1996, Guatemala has a civil war, where many indigenous Mayans were killed in massacres by the Guatemalan army. Over 200,000 people died and 40,000 went missing. The Guatemalan army was behind 93% of the killing. Since the mid 2000s, generals in charge of human rights abuses have been on trial. The majority of Guatemalans are mestizos who speak Spanish, but there are still Guatemalans who speak indigenous languages such as K'iche (9.1%), Kaqchikel (8.4%), Mam (7.9%), Q'eqchi (6.3%), and other Mayan languages (8.6%).

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BBC Country Profile Guatemala Timeline <http://www.bbc.com/news/world-latin-america-19636725>

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