

**Book: *Latino Economics in the United States: Job Diversity***  
**Chapter One: What Is Latino Economics?**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Compare the cultural and historical factors of the three dominant Latino groups that affect their current economic position.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that the term Latino economics is a very general concept that encompasses very diverse groups of people with very different cultures, history, and experiences, all of which can affect their economic status in this country. Of all the Latino groups in America, the three dominant immigrant groups are Mexican Americans, Puerto Rican Americans, and Cuban Americans.
- 2) Using the information from the text, students will write an essay exploring the cultural and historical factors and experiences that affect each of these three groups' current economic position.

**Assessment:**

- ✓ Did the student's essay describe Mexican Americans' long history in the United States, their status as temporary farmworkers, their lower rates of becoming naturalized citizens, and their knowledge of English as factors impacting their economic position?
- ✓ Did the student's essay cite Puerto Rican Americans' experiences with low-paying jobs and discrimination, high unemployment rates, and low education rates as factors impacting their economic position?
- ✓ Did the student's essay point to the differences in the educational and social backgrounds of Cuban immigrants, the government assistance offered to Cuban immigrants, and the strong ethnic community in Miami where the overwhelming numbers of Cuban immigrants settled as factors impacting their economic position?

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**Chapter Two: The Education Factor**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the educational factors that have prevented the economic advancement of Latinos in America.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) Using the information from the text, students will write a brief essay outlining the educational factors that have prevented the advancement of Latinos in the American economy. The essay should also address how these factors affect economic advancement as well as other consequences and discuss possible solutions.

**Assessment:**

- ✓ Did the student's essay outline segregation, fewer resources, and the language barrier as educational factors that affect economic advancement?
- ✓ Did the student's essay show that as the United States has moved to an information-based economy, the need has grown for higher levels of education in order to advance economically? Latinos with their lower rates of education will not benefit from this advancement. Also, the inability to speak English well leads to many work-related accidents and injuries.
- ✓ Did the student's essay suggest reforms such as bilingual education for recent immigrants, adult education programs designed to address Latino culture (group work vs. individual competition and oral learning vs. book reading), and more funding for early childhood education as possible reforms?

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**Chapter Three: The Latino Market**

**Subject area(s): Economics**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify some of the strategies businesses are using today to tap into the growing Latino market.
- 2) Write a business plan for a fictitious company hoping to capture a greater share of the Latino market.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will divide the class into small groups of 3–5 students. Each group will have the task of writing up a business plan for a fictitious company to increase sales to the Latino market.
- 2) Using the information from the text, students' business plans should include the following information:
  - The name and description of the product or service being marketed.
  - The advantages to the company of tapping into the Latino market.
  - Strategies the company will use to increase their share of the Latino market.
- 3) As an extension, students may present their plans to the class using visual aides such as charts, graphs, or PowerPoint presentations.

**Assessment:**

- ✓ Does the student's business plan include the name and a description of the product or service being marketed?
- ✓ Does the student's business plan include sound reasoning based on information from the text as to why the company should spend advertising dollars to reach into the Latino market?
- ✓ Does the student's business plan include several strategies to be used to penetrate the Latino market?

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**Chapter Four: Family Ties**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the cultural factors relating to family structure that affect Latino economics.
- 2) Explain how these factors affect Latino economics.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that economics does not exist in a vacuum, and just as Latinos' economic position has been affected by their historical and educational experiences, so too does their cultural background affect their economic status in both positive and negative ways.
- 2) Using the information from the text, students will write an essay outlining the cultural factors that affect Latino economic position, especially those related to family structure.

**Assessment:**

- 1) Did the student's essay cite extended families as safety nets for recent immigrants and the practice of older family members caring for children while younger family members work as positive factors?
- 2) Did the student's essay cite machismo (larger families, women less likely to work), high rates of teen pregnancy, female-centered families, and culture of poverty as negative factors?

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**Chapter Five: Hispanics in Public Institutions**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Describe some of the challenges Latino American face when dealing with public institutions.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that students are to imagine that they are a Latino American. They are to write a narrative essay about an experience they had with one of the public institutions from the chapter: Border Control, the court system, the criminal justice system, the welfare system, and the military. Using information from the text, write about the obstacles they faced in their dealings with this institution.

**Assessment:**

- ✓ If the students chose Border Control, did they mention arbitrary treatment, brutality, and injustice as challenges?
- ✓ If the students chose the courts or criminal justice system, did they mention discrimination as an obstacle?
- ✓ If the students chose the welfare system, did they mention the language barrier, cultural factors, and lack of funding as obstacles?
- ✓ If the students chose the military, did they mention educational barriers as an obstacle to advancement?

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**Chapter Six: Spreading the Message**

**Subject area(s): Economics, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the advantages Latino and Latina businesspeople have in the corporate world.
- 2) Write a letter to a young Latino or Latina outlining these advantages and offering advice on how to succeed in business.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that students will be reading five profiles of successful Latino and Latina businesspeople.
- 2) After reading the five profiles in the chapter, students will imagine that they are a successful Latino or Latina businesspeople and write a letter to a Latino or Latina young person who wants to follow in your footsteps—what aspects of your shared cultural heritage can they use to help them succeed? What advise would you give them?

**Assessment:**

- ✓ Did the student identify the following factors as contributing to the success of the five people profiled in the chapter:
  - They are bilingual.
  - They understand the subtleties of culture when dealing with Latino Americans.
  - They have a strong work ethic.
  - They took advantage of opportunities.
- ✓ Did the student identify getting a good education as one of the keys to success?
- ✓ Did the student put their information in letter form?

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**Chapter Seven: The Future**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify and explain the factors that will impact the economic future for Latino Americans.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) Using the information from the text, students will write a brief essay identifying and explaining the factors that are likely to impact the economic future of Latino Americans.

**Assessment:**

- ✓ Did the student identify and explain the following factors in their essay:  
Increase in population due to continued immigration and high birth rates.  
Assimilation.  
Prejudice and fear.