

Book: *Latino Americans and Immigration Laws: Crossing the Border*
Chapter One: The Roads to El Norte

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 both views on U.S. immigration policy.
- 2) Write a persuasive essay defending either a liberal or restrictive immigration policy.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil

Activities:

- 1) The teacher will explain the purpose of a persuasive essay—to influence the reader to your point of view.
- 2) Using the information from the text, students will write a persuasive essay arguing either for a liberal U.S. immigration policy or a more conservative, restrictive policy. The essay should define both types of policies.

Assessment:

- ✓ Did the student describe both viewpoints?
- ✓ Did the student persuade the reader to one or the other viewpoint using specific arguments from the text?

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Chapter Two: History of Immigration Law and Policy

Subject area(s): Social Studies

Amount of time needed: One 40-minute period

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

- 1) Identify major laws regulating immigration since 1875.
- 2) Create a time line of dates of the major immigration laws.

Materials needed:

- ✓ Graph paper
- ✓ Pencil

Activities:

- 1) The teacher will explain that a time line is an excellent tool for organizing dates and information presented in a text.
- 2) The students will create a time line of all the major immigration laws and court decisions cited in the chapter. Before starting the graph, students should look at the earliest and most recent dates to be included on the time line as well as the number of laws to determine an appropriate interval for the time line. Students should orient their time line to run from top to bottom of the graph paper so there is more space to write the name of the law and its basic tenets next to the date.
- 3) Once their time lines are complete, students should use the information to write a summary statement for the trend(s) in immigration law over time.

Assessment:

- ✓ Did the student include all the laws and court decisions presented in the chapter?
- ✓ Did the student use an appropriate interval for the time line?
- ✓ Did the student include a brief summary of each law in addition to the name and date?
- ✓ Is the time line neat and easily readable?
- ✓ Did the student include a summary statement?

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Chapter Three: Who, When, Where, and Why: Latino Immigration

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 major Latino immigrant groups, when they came to the United States, where they tended to settle, and why they came.

Materials needed:

- ✓ Copy of the chart for each student (on following page)
- ✓ Pen, pencil

Activities:

- 1) The teacher will explain that charts are excellent tools for summarizing and categorizing information presented in a text.
- 2) Using the information from the text, students will complete the chart about Latino immigration. The teacher should explain that the why column should include both “push” factors as well as “pull” factors.

Assessment:

- ✓ Did the student correctly identify the six major immigrant groups from Latin America (Mexican, Puerto Rican, Cuban, Dominican, South American, and Central American)?
- ✓ Did the student accurately identify the time period of the major influx of immigrants for each group?
- ✓ Did the student accurately identify where each immigrant group tended to settle?
- ✓ Did the student accurately identify both the “push” and “pull” factors for each group?

Note: Filled-in chart follows blank chart on the next pages.

WHO	WHEN	WHERE	WHY

Who	When	Where	Why
Mexican	1900–1917 1940s	California, Texas, New Mexico	Push—poverty Pull—promise of jobs (especially agricultural)
Puerto Rican	1917–present	East Harlem section of New York City	Push—poverty Pull—jobs
Cuban	1959–present	Florida (especially Miami)	Push—political oppression, poverty Pull—freedom, economic opportunity
Dominican	1965–present	New York City	Push—political upheaval, violence Pull—escape from violence, political corruption
South American	1960s–present	Not given	Push—violence of drug cartels, political unrest Pull—escape from violence, unrest
Central American	1970s–present	Not given	Push—political unrest, poverty Pull—asylum, economic opportunity

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Chapter Four: Getting in Legally: Nonimmigrant Visas

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 major types of nonimmigrant visas, their purposes, requirements, and normal length of stay allowed under each.

Materials needed:

- ✓ Copy of the chart provided on next page for each student
- ✓ Pen, pencil

Activities:

- 1) The teacher will explain that charts are excellent tools for summarizing and organizing information presented in a text.
- 2) Using the information from the text, students will complete the chart on the different types of nonimmigrant visas.

Assessment:

- ✓ Did the student correctly identify the four main types of nonimmigrant visas?
- ✓ Did the student accurately complete the chart as to the purpose, requirements, and normal length of stay for each type of nonimmigrant visa?

Note: Key follows the chart

TYPE	PURPOSE	REQUIREMENTS	NORMAL LENGTH OF STAY

Type	Purpose	Requirements	normal length of stay
B-1	Business	<ul style="list-style-type: none"> ✓ Business with an American company ✓ Goals/activities ✓ Sufficient money ✓ Permanent residence in home country 	90 days
B-2	Other than work or study (can include tourism, medical treatment, visiting relatives)	<ul style="list-style-type: none"> ✓ Maintain permanent residence in home country ✓ Establish intent of visit is temporary 	6 months
F-1	Study (usually at an American university, school, or college; includes spouses and children)	<ul style="list-style-type: none"> ✓ Be accepted by school and meet all their requirements ✓ Proof of support ✓ Intend to return home 	Length of course of study plus 12–14 months if additional training is required
H-series	Temporary work (includes professionals as well as agricultural workers and their spouses/children)	<ul style="list-style-type: none"> ✓ Employer must submit petition on worker's behalf and prove that the position can't be filled by U.S. citizens 	1–3 years

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Chapter Five: Staying in Legally: The Green Card

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 the process of obtaining a “green card.”
- 2) Write a narrative essay about this process.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil

Activities:

- 1) The teacher will explain that the purpose of a narrative essay is to tell a story.
- 2) Using the information from the text, students will imagine that they are García’s brother Miguel, who is still in Mexico. Students will write a narrative essay from his point of view, describing how he eventually obtains a green card and joins his family in the United States. The student should use specifics from the text such as what type of green card Miguel obtains and how long the process takes.

Assessment:

- ✓ Did the student describe the process of obtaining a green card?
- ✓ Did the student use specifics from the text to explain what type of green card Miguel was able to obtain, and why and how long the process might have taken?

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Chapter Six: The Law and Citizenship

Subject area(s): Social Studies, Language Arts

Amount of time needed: One or two 40-minute periods

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

- 1) Describe the process of becoming a naturalized citizen of the United States.
- 2) Make a scrapbook that Concha might give her grandchildren as a memento of her journey.

Materials needed:

- ✓ Drawing paper
- ✓ Writing paper
- ✓ Markers, colored pencils

Activities:

- 1) The teacher will explain that the purpose of this book is to inform the reader about U.S. immigration law, especially as it applies to and affects Latinos. This is done through the story of Concha and her family members. Historians now look to the stories of “regular people” to help paint a more complete picture of what life was like at a particular time for a particular group of people. Some of the sources they use are personal journals, diaries, and family histories.
- 2) Using the information from the text, students will work together in pairs or small groups to create a scrapbook that Concha might leave to her children and grandchildren to chronicle their family history. The scrapbook will focus on Concha’s journey to U.S. citizenship. Students should include journal entries describing how she became a citizen, “photos” (either drawn or cut out of magazines) illustrating certain events in the process (these should be accompanied by explanations), and souvenirs and mementos associated with the events.

Assessment:

- ✓ Did the student’s scrapbook contain journal/diary entries, “photos,” and souvenirs or mementos?
- ✓ Did the scrapbook as a whole describe the process of naturalization through the story of Concha?

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Chapter Seven: Through the Back Door: Illegal Immigration

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) Explain why people choose to enter this country illegally, how they get in, and some of the consequences of entering the country illegally.

Materials needed:

- ✓ Drawing paper
- ✓ Writing paper
- ✓ Markers, colored pencils
- ✓ Pen, pencil
- ✓ Examples of storyboards

Activities:

- 1) The teacher will explain that students are to imagine they are documentary filmmakers doing a project on illegal immigration from Latin American countries to the United States.
- 2) Working in pairs or small groups, students will use the information in the text to create a storyboard for their documentary. A storyboard contains sketches of each film sequence accompanied by narration script or description of the sequence. The documentary should explain why people risk entering this country illegally, how they try to get in, and the various consequences of attempts at entering the country illegally.

Assessment:

- ✓ Did the student's storyboard include both sketches and narration scripts and/or descriptions of the sequences?
- ✓ Did the storyboard explain why people try to enter this country illegally, how they get in, and the consequences of their attempts to enter the country illegally?

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Chapter Eight: Mañana

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 the policies of guest workers, amnesty, and open borders.
- 2) Outline the positives and negatives of each policy.

Materials needed:

- ✓ Writing paper
- ✓ Pen, pencil

Activities:

- 1) Using the information from the text, students will write an essay describing the policies of guest workers, amnesty, and open borders as ways to make the United States more accessible to Latino Americans. The students should also detail the positives and negatives associated with each policy.

Assessment:

- ✓ Did the student describe the guest worker program, amnesty, and the concept of open borders?
- ✓ Did the student outline both the positives and negatives of each policy?