Name ____________________________

Borderlands Day 1

Objectives: To identify the geographical history of the US-Mexico Border

To define the terms border for the purpose of our unit of study

Intro Reflection: What is a border? Name as many borders as you can.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Standard Definitions:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Our Working Understanding/New Conception of Borders:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Questions to Consider---Where does America end and begin? Draw a map of America and label the borders.

What's the history of the Mexican-American border? Reflect on the following important moments in Mexican history and their geographic effects.
Based on our broader definition of Borderlands, brainstorm additional border spaces and contact zones. Consider our own community or any spaces you know.

What’s the Future of Shaker Square? By Steve Litt, Cleveland Plain Dealer

**Why the square matters**

Designed by architect Philip Small and completed in 1929, the square (which is actually shaped like an octagon) was one of the country's first automobile-oriented shopping centers along with Country Club Plaza in Kansas City.

The square is beloved today for its superb urban design and neo-Georgian architecture, which encompasses easily walkable public spaces and a central green bisected by the Green and Blue lines of the Greater Cleveland Regional Transit Authority.

Tuesday's event, initiated by the nonprofit Teaching Cleveland project, is based on the premise that the square is a critically important "third place" for shopping, public enjoyment and social activities on the border of Cleveland's economically challenged East Side neighborhoods, and prosperous East Side suburbs, which face challenges of their own.

Just as important, the square is an interracial crossroads where people of different backgrounds can enjoy being with one another.

**What a walk around the square shows**

A walk around the square today shows signs for optimism and concern; established businesses such as Edwin's and Fire Food and Drink were packed Saturday night.

Elsewhere on the square, however, are boarded up windows and decayed patches of sidewalk that need repaving.

It seems clear that the square's distinguished past and present cannot be guaranteed to extend into the future without deeply engaged stewardship.
Homework tonight:

1. Read 5 stories in the following series:

   http://apps.npr.org/borderland/

2. Read this article from the NY Times: “Here’s the Reality about Illegal Immigrants in the United states” https://www.nytimes.com/interactive/2017/03/06/us/politics/undocumented-illegal-immigrants.html?_r=0
Borderlands Day 2

Objectives:

Gather statistics and stories on those crossing America’s border with Mexico.

Disrupt and counter stereotypes and assumptions about migrants from Mexico.

Explore some of the contradictions of the border space—e.g.—What does it mean for a Mexican-American border patrol agent to arrest Mexican migrants?

Outcomes:

By the end of the day you will be able to evaluate different positions on the immigration debate.

You will be able to use facts and narratives from resources to argue your opinion on a variety of immigration related topics.

You will determine the questions you’d like to guide further study of this topic.

Reflection on a Poem: Graduation Morning by Pat Mora. Read the poem and consider the following questions:

• What is this poem bringing up about borders?

• What images strike you?

• What is the role of Spanish in the text? The term lucero?

Reflections on the NPR and NY Times articles: (Full Group)

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
Key Takeaways (Notes from the PPT):

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

SONG—“Ice (El Hielo) by La Santa Cecilia

Translation source: http://songlations.livejournal.com/66950.html

Translation:

Eva pasando el trapo sobre la mesa, ahí está,
Cuidando que todo brille como una perla
Cuando llegue la patrona que no se vuelva a quejar.
No sea cosa que la acuse de ilegal.

Eva passing the rag over the table, there she is
Taking care that everything shines like a pearl
(So) when the boss comes, she does not complain again.
Don’t let it be that she accuses her of being illegal.

José atiende los jardines; parecen de Disneyland.
Maneja una troca vieja sin la licencia.
No importa si fue taxista allá en su tierra natal;
Eso no cuenta para el Tío Sam.

Jose tends to the gardens; they look like they’re from Disneyland.
He drives an old truck without a license.
It does not matter if he was a taxi driver over in his home country;
That does not count for Uncle Sam.
Chorus:
El hielo anda suelto por esas calles.
Nunca se sabe cuando nos va a tocar.
Lloran, los niños lloran al salir,
Lloran al ver que no llegarán mamá.

ICE is loose over those streets. [*ICE = Immigrations and Customs Enforcement; ice = hielo]
We never know when we will be hit. [*alt. We never know when it will be our turn.]
They cry, the children cry at the doorway,
They cry when they see that their mother will not come back.

Uno se queda aquí.
Otro se queda allá.
Eso pasa por salir a trabajar.

One is left here.
Another is left there.
That's what happens when you go out to work.

Martha llegó de niña y sueña con estudiar,
Pero se le hace difícil sin los papeles.
Se quedan con los laureles los que nacieron acá,
Pero ella nunca dejar de luchar.

Martha arrived as a girl and she dreams of studying,
But it is difficult for her without documents.
They keep all the prizes, the ones who were born over here,
But she never stops fighting. [*alt. But she never stops trying.]

[Chorus: "El hielo anda suelto por esas calles..."]

Translation Notes:
No sea cosa que lo acuse de ilegal.
Don't let it be that she accuses her of being illegal.

No sea cosa que... = Don't let it be (the case) that...; don't let it be something where...;

El hielo anda suelto por esas calles.
ICE is loose over those streets. [*hielo means ice]

This line is using the Spanish word for frozen water (hielo) to refer to ICE the federal department.

ICE = Immigrations and Customs Enforcement
Read: “The Immigration Debate We Need” by Jorge Borjas


NOTES:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Final Reflection:

• Should all migrants here without documentation have a path to full citizenship?

• Should all immigrants who want to enter the United States be able to?

• How should we determine the number of immigrants who are able to come into America?
Questions you still want to consider about immigration:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

HOMEWORK:


• “A Willard Father Says Goodbye”


*(From This American Life)*