**Tales from the Chihuahuan Desert:**

**Borderlands Narratives about Identity and Binationalism**

National Endowment for the Humanities and The University of Texas at El Paso

2021 Summer Institute for Secondary School Teachers (Grades 6th–12th)

**Lesson Plan: What’s going on at the border?**

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**Subject Area: World History, American II, Civics and Economics**

**Keywords:**  Citizenship, Identity, emigration, Immigration, Media, Migrant, Migration, bracero program, Treaty

[Frayer Model](frayer_model_-_vocbulary_strategy_handout__copy_3.pdf)

**Grade Level:** 9th through 12th **Time Required to Complete:** 3 days minutes

**Instructional Objectives and Student Learning**

**National Curriculum Standards for Social Studies:** [**Chapter 2**](https://www.socialstudies.org/standards/strands#9)**, The Themes of Social Studies**

1. Culture
2. People, Places, and Environments
3. Individual Development and Identity

(9) Global Connections

[North Carolina Department of Public Instruction American II Standards](https://www.dpi.nc.gov/media/7197/open)

AH2.H.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).

AH2.H.3.4 Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).

**Guiding Questions**

1. What is a border?
2. What do you think the border between the United States and Mexico looks like?
3. How do borders impact the people who live near them?
4. List three reasons why people move from one place to another?

**Unit Essential Questions:**

1. What impact has immigration policies of the past had on the current border crisis?
2. Evaluate to whom immigration of policies have been most beneficial?

**Materials and Resources**

1. [The Wall Documentary](https://www.usatoday.com/videos/news/2020/05/06/wall-2-000-mile-search-answers/3002716001/) by Laura Rodriguez Gomez (Provides students with a visual foundation of the border.
2. Excerpts from C.J. Alvarez’s “Border Land, Border Water”
3. [Primary Source Documents](file:///C:\Users\Tony\Desktop\Mexican%20Immigration%20in%20the%201920s%20Assessment_1.pdf) [Primary Source Rubric](Mexican%20Immigration%20in%20the%201920s%20Rubric_0.pdf)
4. Computer
5. Internet access
6. Paper and pen

**Introduction**

Immigration policies have always been a lightening rod for controversy in the United States. With the recent increase of migrant caravans and the issue of unaccompanied minors receiving extensive coverage in the media, policy makers are confronted with making uncomfortable decisions that will benefit some and negatively impact on others. This lesson seeks to provide students with a foundational understanding of immigration laws in the United States and propel them to evaluate whether previous immigration policies have contributed to the current “border crisis”.

**Instructional and Lesson Activities (ENGAGE, EXPLORE, EXPLAIN)**

Activate: This lesson is based on the assumption that students will return to in person learning. The teacher will attempt to engage the learners with optional activating/engaging activities. Assuming a classroom of at least twenty-five students, students will be divided into five groups with each group receiving the opportunity to visit each of four activating questions.

1. **Within your group, think about the border between the United States and Mexico. Write five sentences that you think describe what the border looks like.**
2. **Think about the word “migration”. Migration refers to people moving from one place to another. Within your group, list five reasons why a group of people would migrate.**
3. **Think about the prospect of moving to another country. If you were going to move to another, what are some issues you would need to consider?**
4. **Why do you think the first humans migrated?**

After the small groups have visited all the questions, bring them back together as a large group and discuss their answers. Students can volunteer their answers or the teacher can choose to read some of the sticky notes under each question. Once students have discussed their answers, provide the sample answers above and compare them to the students’ answers.

**Direct Instruction: Power point presentation on the history of immigration policies presented within Nearpod platform to allow students to respond between slides.**

1. [**Nearpod**](https://nearpod.com/)
2. **[History of Immigration Power Point](C:\\Users\\Tony\\Desktop\\History of Immigration.pptx)**

**Direct Instruction Continued:** [**The Wall: A 2,000 Mile Search for Answers**](https://www.usatoday.com/videos/news/2020/05/06/wall-2-000-mile-search-answers/3002716001/)

1. **Students will complete viewer guide.**

**Direct Instruction Continued: Theme is “Mixed Messages”.**

**Guiding Question: Has U.S. immigration policies sent mixed messages to people migrating along our southern border? What message has U.S. immigration policies sent to people on the southern border?**

**[Excerpt from “Border Land, Border Water”](Excerpt%20from%20Border%20Land,%20Border%20Water..docx)**

[**Chinese Exclusion Act**](https://www.ourdocuments.gov/doc.php?flash=true&doc=47)

[**The Bracero Program**](http://braceroarchive.org/about)

[**The Texas Proviso**](https://epn.xyz/2021/07/08/the-politics-of-immigration-the-texas-proviso/)

**Independent Practice:** [**Actively Learn Article**](https://www.activelylearn.com/) **“Battles at the Border”**

**Contemporary Learning Application:** [**Kamala Harris’ Message to Migrants: Don’t Come**](https://www.usatoday.com/story/opinion/2021/06/09/kamala-harris-vice-president-first-daughter-immigrants-second/7608288002/)

[**Video “Do Not Come”**](https://www.youtube.com/watch?v=bpGitFIzamQ)

[**Tent City Article**](Tent%20city_Handbook%20on%20Security%20(2021).pdf)

[**DACA explained**](https://www.adl.org/education/resources/tools-and-strategies/table-talk/what-is-daca-and-who-are-the-dreamers)

[**DACA recent ruling**](https://www.uscis.gov/humanitarian/consideration-of-deferred-action-for-childhood-arrivals-daca)

**EVALUATE: Assessment**

Students will have the option to complete 1 of 3 formative assessments.

1. **Students can complete essay in which they evaluate one of immigration policies explored during the lesson and assess its’ impact on current immigration issues. Rubric will be provided.**
2. **Students can complete ten question multiple choice document based assessment.**
3. **Students can create a multimedia presentation on current border issues while including one of the policies discussed.**

**Accommodations and Modifications**

Actively Learn and Achieve 3000 allows the teacher to assign students leveled reading assignments.

Rubrics for students with modifications will be adjusted.

Multiple choice assessment

**Wrap Up Questions:**

**Think about your descriptions about the border before our unit studies. Has your view of the border changed?**

**Think about the challenges our nation faces today in regards to immigration and the border. Do you think past immigration policies have contributed to the problems we face today?**

**If you had the chance to address lawmakers today, what solutions would you suggest they implement to solve the crisis?**