

Unit Title: Know Your Neighbor: Building Mexican Perspectives into American History

Grade Levels: 11th Grade U.S. History

Subject/Topic Areas: Westward Expansion, Mexican-American War, Closing of the Frontier, “New” Immigration, Mexican Revolution/WWI, Bracero Program and WWII, Power Movements in the 1960s, Current Immigration Issues (IRCA and beyond)

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Time Frame: These are eight separate lessons that could be inserted into a United States History curriculum at the appropriate points; together they comprise a total of ten 90-minute classes.

North Carolina State Standards that are addressed are as follows:

- 2.01 Analyze the effects of territorial expansion and the admission of new states to the Union.
- 2.02 Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.
- 2.03 Distinguish between the economic and social issues that led to sectionalism and nationalism.
- 3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.
- 4.01 Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.
- 4.02 Evaluate the impact that settlement in the West had upon different groups of people and the environment.
- 4.04 Describe innovations in agricultural technology and business practices and assess their impact on the West.
- 5.01 Evaluate the influence of immigration and rapid industrialization on urban life.
- 6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs.
- 6.02 Identify the areas of United States military, economic, and political involvement and influence.
- 6.03 Describe how the policies and actions of the United States government impacted the affairs of other countries.
- 10.03 Describe and analyze the effects of the war on American economic, political, and cultural life.
- 11.03 Identify major social movements including, but not limited to, the involvement of women, young people, and the environment, and evaluate the impact of these movements on the United States’ society.
- 12.04 Identify and assess the impact of social, political, and cultural changes in the United States.
- 12.05 Assess the impact of growing racial and ethnic diversity in American society.

Brief Summary of Unit (including curriculum and unit goals)

The goal of this unit is to build into the existing United States history curriculum (which, in most states, is very rigidly designed) a deeper understanding of the bilateral relationship between the United States and Mexico, as well as the perspectives of individuals in both nations. Utilizing a variety of primary sources and Mexican and American textbook and magazine publications, students will be exposed to varied points of view on the issues. This kind of work on historical perspectives helps build empathy and critical thinking, both necessary skills for good citizenship. The unit is divided into eight separate lessons that may be used in their entirety or educators may choose to pick and choose what best fits their curriculum. It is my hope that these lessons will be engaging and challenging not only for those students who have a Mexican heritage, but for all students as the realization develops that the United States' own security and success is interconnected with that of Mexico.

What enduring understandings are desired?

Lesson	Topic	Students will understand:
Lesson 1	Westward Expansion	<ul style="list-style-type: none"> • The motivations for westward expansion • The diversity of cultures present in the West • The effect of expansion on national politics and international relations
Lesson 2	Mexican-American War	<ul style="list-style-type: none"> • The effect of expansion on national politics and international relations • How conflicts affect nationalism and sectionalism within countries
Lesson 3	Closing of the Frontier	<ul style="list-style-type: none"> • The diversity of cultures present in the West • How technological developments changed agriculture and western settlement
Lesson 4	“New” Immigration	<ul style="list-style-type: none"> • Patterns and causes of immigration • Concepts of chain migration, assimilation, the melting pot, and methods of retaining cultural identity
Lesson 5	Mexican Revolution & WWI	<ul style="list-style-type: none"> • Why and how the United States intervened in the Mexican Revolution • The positive and negative effects of “moral” diplomacy • The changing relationship between the United States and Mexico in WWI
Lesson 6	The Homefront in WWII: Impact on Latinos	<ul style="list-style-type: none"> • How the bracero program affected immigration policy • Contributions of Mexican-Americans to World War II and cultural reactions to them
Lesson 7	Power Movements in the 1960s	<ul style="list-style-type: none"> • Why Latino identity movement developed in the 1960s and 1970s • The impact of these movements on United States society
Lesson 8	Current Immigration Issues (IRCA and beyond)	<ul style="list-style-type: none"> • Current patterns of immigration • The perspectives on political issues such as border control, amnesty, and access to health care and education for immigrants

What essential questions will guide this unit and focus teaching and learning?

How well does national policy reflect the feelings and perspectives of regular citizens?

How do actions in one country affect neighboring countries?

What issues connect the United States and Mexico?

Lesson 1	Westward Expansion in the Antebellum Era (two 90-minute classes)	<ul style="list-style-type: none"> • The motivations for westward expansion • The diversity of cultures present in the West • The effect of expansion on national politics and international relations
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Essential Questions:

- Why do people take great risks to move westward?
- How does the federal government support this act?
- Why does Mexico support American immigration to Texas?
- Why do Americans want Texas to become an independent state?
- Why is there controversy over annexation and how does this reflect sectional issues?

Performance Tasks and Other Evidence for Assessment:

- Completion of “Manifest Destiny: The Federal Government and Westward Movement” chart
- Completion of “Westward Expansion Map”
- Speech listing reasons to annex Texas

Learning Activities Day 1:

- 1) Image Analysis (15 minutes)
 1. Begin class by projecting an image of the painting “American Progress” by John Gast (Lesson 1 PowerPoint available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/>). Have students write for three minutes on what they see in the image.
 2. Discuss the significance of the image as a class. Consider the symbolism of the book and telegraph wire carried by the angel, the various types of transportation in the background of the image, the light and dark clouds in the sky. Why is it titled “American Progress?”
 3. Show students the “Westward the Course of Empire” and have students both describe and analyze the image. Prompt students to consider what “empire” means in this situation.
 4. Introduce students to the definition of manifest destiny and ask them to relate it to the two images they viewed. Tell students that today you will be discussing how Americans moved westward during the 1830s and 1840s, the difficulties that they faced, and the ways that the government supported this.
- 2) Comparison to today (30 minutes)
 1. Have students read the article “Photographer Recounts Border Crossing with Undocumented Immigrants” (attached) and answer the five discussion questions.
 2. Review the discussion questions as necessary.
 3. Using the article, student’s prior knowledge, and teacher guidance, create a list of the risks of migration now and during the antebellum. What risks remain the same? What risks are different and new today?
- 3) Federal government support (30 minutes)

Ask students to complete the “Manifest Destiny: The Federal Government and Westward Movement” chart (attached) using the textbook.

4) Map

Ask students to complete the “Westward Expansion Map” available at <http://www.plainedgeschools.org/jmolinari/territorial.bmp> for homework. Students should label the original 13 colonies, the United States in 1783, the Louisiana Purchase, the Oregon Territory, Texas, Mexican Cession, and Gadsden Purchase. You may also want them to draw in the Missouri Compromise line in preparation for future lessons on sectionalism.

Learning Activities Day 2:

1) Review from Day 1 (10 minutes)

1. Show the video at <http://pages.uoregon.edu/maphist/german/US/US09-01.html>.
2. Stop at key points to review aspects of the chart and map completed yesterday

2) Lecture: Why are Americans moving to Texas? Why did Texas want to be free? (20 minutes)

Use lecture notes (attached) to answer the above questions.

3) The Fight for Texan Independence, from a different perspective (20 minutes)

1. Read, silently or as a class, the story of Juan Seguin (attached).
2. Discuss with the class: why would a Tejano fight with the Americans? Why is the Alamo so significant? What happened to Juan Seguin when he returned to Mexico? Relate to concepts of sectionalism and nationalism discussed in prior units.

4) Primary Sources: Why was the Annexation of Texas controversial? (40 minutes)

1. Ask students to think about why, once Texas became free, it might want to become a part of the United States. How do they think the United States will feel about this?
2. Hand out the “Why not Annex Texas?” primary source activity (attached), and have students complete it. You may want students to complete this in pairs, as some of the language can be difficult to understand and they might want to use each other as resources.
3. When students have completed the document work, ask them to write a speech using the prompt at the bottom of the handout. You may want to review with them some of the reasons that Americans, especially Southern Americans, thought annexation might be a good idea.

Photographer Recounts Crossing U.S. Border with Mexican Illegal Immigrants

The busiest gateway for illegal immigrants crossing the U.S.-Mexico border for the past five years—a 261-mile-long stretch of Sonoran Desert in southern Arizona—is now considered the deadliest point of entry as well. According to the Border Patrol, this remote corridor—which also contains Organ Pipe Cactus National Monument, considered the country's most dangerous national park—claimed at least 134 illegal immigrants' lives last year, more than any other region along the border.

*To shed light on the life-and-death struggle of migrants entering the U.S., photojournalist and author John Annerino began documenting their story twelve years ago. He shares his experiences in his book *Dead in Their Tracks: Crossing America's Desert Borderlands.*, in the February 2003 issue of *National Geographic Adventure* magazine, and in this online-exclusive interview.*

In 1987, you crossed the U.S.-Mexico border with four other migrants. What was that journey like?

We started out about four or five o'clock in the afternoon—migrants usually leave for the border around then. Three of the men had walked the route before, which had been handed down from one generation to the next. So they weren't following a trail per se. They were keying off geographical landmarks like mountain ranges.

During the summer, the Barry M. Goldwater Range is very grim country. We walked until midnight without taking a rest. One migrant had a flashlight. There was enough ambient light so your eyes grew accustomed to the dark. But still you'd bump into a prickly pear or cholla cactus and have to stop and pull the thorns out of a person's leg or shoe.

Then we rested—as much as you can [when you're] tossing and turning on the hot sand in your t-shirt. We were up by 4:30 a.m. ready to roll, and walked until 8 p.m. If you're trained and acclimated to the heat, you really don't notice it until you become dehydrated. Your muscles become cramped from lactic acid and from the number of hours you're standing upright. You get dizzy, feel nauseous. You can't hold down water. Mine lasted for about 40 miles and then I was out. We just made it because it was starting to cool, and the goal was in sight—in this case Interstate 8. We could actually hear it miles off. So that spurred us on, as did the camaraderie of the group.

What did you learn from the trip?

The extraordinary lengths that human beings will go to make a better life for themselves. If we had another five miles to go, we might not have all made it. And they were doing this to feed their families.

How easy is it to cross the border without being apprehended?

Very easy, if you know what you're doing. There are those who believe that if they walk these extraordinarily long distances across the desert, they'll evade the Border Patrol. And again, we're talking 30 to 120 miles. You can make it if you can handle the heat and distance—and if you don't get caught.

But there are other groups of people who are more knowledgeable. Some cross through a hole in the fence from Nogales, Sonora [Mexico], to Nogales, Arizona, hire a taxi, and a mile south of a Border Patrol checkpoint, the riders will get out of the car, walk into the desert maybe a mile, then north for another two miles, and the taxi driver, having gone through the checkpoint, will be waiting alongside the highway or access road off Interstate 19 to pick up the group and take them to Phoenix. They don't run the risk of dying in the desert.

You are very sympathetic toward those who lose their lives while trying to cross the border. Is there a way to prevent migrants from dying?

I think there are two solutions. One, I think we should have a guest worker program for migrants who want to work in the U.S. They could work for a period of X number of months, return to Mexico, and apply to come back the

following year. I think the general perception is that migrants who come to the U.S. want to stay and live here permanently—but oftentimes that's not the case.

It's a difficult thing to leave your family 2,000 miles behind and live in a foreign country where you are unwelcome in many places—except to do indentured-type work.

I think part of this solution rests squarely with the Mexican government as well.

They should set up checkpoints at various access highways to the U.S. and stop migrants from crossing the desert during the summertime. But there's no economic incentive for the Mexican government to stop sending its people to slaughter in the U.S. because of the millions of dollars they send back home.

Aside from the death toll, do you think there are any other negative consequences of migrants crossing the border illegally?

Environmentalists often raise the concern that illegal immigrants are causing natural resource damage—and they do. But look, for instance, at Mount Everest, and the tons of trash that are removed from the most popular 8,000-meter peak in world—trash left behind by people who are experienced in outdoor travel and sensitive to the mountain ethics of "climbing clean." Then you look at Organ Pipe National Monument and the trash left there—whether it's tin cans, clothes, or gallon jugs. The parallel is that these people are on a life and death journey as well. The migrants may not be climbing Mount Everest, but many are knocking on death's door as they try to trek across the desert in the summertime. And the human inclination is, "Can I leave this behind and make it easier to survive?" When you see someone leaving a toothbrush behind, they're admitting, "I don't think I'm going to make it."

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Questions:

- Where are the border crossings described in this article taking place?
- How long did the migrants in the story walk?
- What risks did they face as they walked?
- Why does the author say they crossed the border? What are some other reasons people might leave their homes for a new place to live?
- What effect do the migrants have on the environment as they cross?

Manifest Destiny—Why and How?

Definition of Manifest Destiny:

Key Questions:

Why do people take great risks to move westward in the 1830s and 1840s?

How does the Federal Government support Westward Movement?

The Federal Government and Westward Movement

Action by the government	What is it?	When is it?	How does it help people move westward?
Louisiana Purchase			
Lewis and Clark Expedition			
Construction of the Erie Canal			
Support for Railroads			
Adams-Onis Treaty			
Indian Removal Act			
Trail of Tears			
Annexation of Texas			

Manifest Destiny—Why and How? ANSWER KEY

Definition of Manifest Destiny: *the belief that 19th century America was destined by God to expand across the continent, bringing democratic ideals and civilization*

The Federal Government and Westward Movement

Action by the government	What is it?	When is it?	How does it help people move westward?
Louisiana Purchase	<i>Jefferson bought territory from France. From Miss. River to Rocky Mountains.</i>	<i>1803</i>	<i>More land for agriculture—Jefferson's vision of a farming America</i>
Lewis and Clark Expedition	<i>Sent to explore the LA Purchase</i>	<i>1804</i>	<i>Learned about plants, animals, and routes to help people who want to move west</i>
Construction of the Erie Canal	<i>Manmade river extending from Atlantic to Great Lakes</i>	<i>1817–1825</i>	<i>Take steamboats to reach the west more quickly.</i>
Support for Railroads	<i>Government gave land to railroad companies</i>	<i>1820s–1830s</i>	<i>Take railroads to reach the west more quickly</i>
Adams-Onis Treaty	<i>United States gets Florida from Spain</i>	<i>1819</i>	<i>More land</i>
Indian Removal Act	<i>Allowed government to get land from Indians</i>	<i>1830</i>	<i>Less fighting/conflict for people moving onto that land</i>
Trail of Tears	<i>Forced removal of Cherokee Indians to Oklahoma</i>	<i>1830s</i>	<i>Same as above</i>
Annexation of Texas	<i>Add on Texas by James K. Polk</i>	<i>1845</i>	<i>More land, especially good for cotton production and agriculture</i>

The American Settlement of Texas to 1835

1. 1820s: Americans settle the eastern part of Mexican state called Coahuila-Texas
2. Initially encouraged to protect against Indian attacks
3. After Mexico's independence from Spain, the system of Franciscan missions starts to fall apart
 - a. Mexican government secularizes them by giving land to government officials and ranchers
 - b. Natives that had lived with the missions now fled (fear of forced labor) and rejoined tribes, conflict grew in the area
4. Mexican government begins giving land grants to empresarios like Stephen Austin
5. Tensions grow:
 - a. 1830 Mexico closes TX to further American immigration, forbids introducing more slaves
 - i. repealed through efforts of Austin in 1834, basically ignored anyway
 - b. 1836 population: 30,000 Anglos, 5,000 slaves, 4,000 Mexicans
 - c. Mexican politics becoming more unstable. Santa Anna in power and in 1834 restricts the power of Mexican states, setting off reactions, including the Texas Revolution. Santa Anna crushes these brutally

The Texas Revolution, 1836

1. Austin had hoped to get more power for Texas as a part of Mexico, but after Santa Anna invades Texas, he joins with Texans who want independence
2. Delegates meet and declare a Republic of Texas, choose Sam Houston as first president
3. February 1836: Battle of the Alamo. 200 defenders in an abandoned mission, surrounded by Mexican Army. 187 are killed, Davy Crockett surrenders and is executed later.
4. Massacre of 350 American prisoners at Goliad
5. San Jacinto: Texan army splits Mexican lines and takes Santa Anna prisoner, forces him to sign a treaty of surrender
 - a. Mexican government never ratifies this treaty

Political Controversy over Expansion

1. Should the U.S. annex Texas?
 - a. Slavery: abolitionists view Texas as part of a plan to extend the slave-owning South, while free states in the North would be limited by British Canada. Concern over balance of power.
 - b. Tyler (Whig president, in-name-only) wants to annex Texas because he thinks it will ensure his reelection. Starts rumors that British had hopes for Texas. (Alarms those who also think British want Oregon, British will abolish slavery)
2. 1844: Tyler and Calhoun submit treaty annexing TX to US, accompanied by letter linking TX to slavery. Lost in decisive vote in Senate.
3. 1844 Election:
 - a. Tyler drops out with no base in either party.
 - b. Clay nominated by Whigs, against annexation
 - c. Democrats split over issue of Texas. Van Buren was frontrunner candidate, but said he'd just follow Congress. Polk, the dark-horse, was an ardent supporter of annexation and manifest destiny
 - d. Other issues in the election: Catholic voters leave Whigs because of Presbyterian VP candidate and turn out for Democrats
 - e. Polk wins in close popular vote, but 170 electoral votes to 105
4. February 1845: Resolution annexes Texas. Some Texans unsure now!
5. Polk supports claim of Rio Grande as boundary—incentive for Texans
6. In July, after Texans agree to annexation, Polk orders Zachary Taylor to move troops onto edge of disputed territory



Juan Nepomuceno Seguín (1806-1890)

Juan Nepomuceno Seguín's life is symbolic of the Tejano experience during the Texas revolutionary period. He was born in San Antonio de Béxar, a frontier town in Spanish Mexico, in 1806. His parents were prominent townspeople. His father, now recognized as one of the most significant Tejano statesmen of his day, was exceptionally well-educated and proved to be an influential political leader. He monitored the schooling of his young son and encouraged him to embark on a political and military career.

Loyal Young Texan In 1834 Juan Seguín became the *jefe político* (political chief) of Béxar. Significantly influenced by his father's close friendship with Texas empresario Stephen F. Austin, Seguín was particularly supportive of Anglo (American) colonization in Texas. Like his father, Seguín was very loyal to his native state of Texas and led troops against Mexican forces in Monclova in 1835. As the events of the Texas Revolution escalated, Austin made him a captain for the Army of the People. Drawing from the ready pool of other Tejanos like himself, Seguín gathered a company of thirty-seven men who assisted in the Siege of Béxar in which Texas revolutionaries defeated the Mexican army.

At the Alamo As Antonio López de Santa Anna marched his Army toward San Antonio to seek revenge, Seguín's company served as scouts and spies for the Texas forces who were huddled inside the Alamo. By mid-February, they reported that Santa Anna had crossed the Río Grande. Seguín and his men joined Colonel William B. Travis in the Alamo when Santa Anna arrived on February 23. They were soon surrounded. Travis sent Seguín across enemy lines to ask for reinforcements, hoping his knowledge of Spanish would help get him through the lines.

Tejanos for Texas When the Alamo fell on March 6, Seguín organized a company of nineteen to fight as the rear guard of Sam Houston's retreating army. As Sam Houston and Santa Anna faced each other's forces at San Jacinto, Houston ordered the Tejano company to stay behind and guard the army's baggage. He was worried that anti-Mexican feelings might cause American soldiers to use Seguín's men as targets, but Seguín was angrily adamant that his men be allowed to fight for the freedom of their homeland, Texas. Houston welcomed his enthusiasm and requested that the Tejano company place pieces of cardboard in their hats in order to identify them as allies for the cause of Texas. Thus outfitted, Seguín's company fought in the San Jacinto battle and assisted in the victory that established Texas independence.

Advocate for Spanish After the war, Seguín presided over the burial services for the Alamo's dead as a military commander. In 1837, he was elected to the Senate of the Texas Republic, where he served as Chairman of the Committee on Military Affairs. Despite the increasing tension between Anglos and Tejanos, he managed to secure the printing of all new laws in Spanish.

Under Suspicion After he was elected mayor of San Antonio in 1840, Seguín found himself increasingly under suspicion of disloyalty to Texas when he persisted in evicting illegal Anglo settlers and writing letters with acquaintances in Mexico. In 1842 Seguín had warned both the San Antonio City Council and the Republic of Texas government that a Mexican attack was on the way that spring. But the Mexican invasion of the town was taken as proof to many that Seguín, still mayor, had helped in the attack. Though he was innocent of the accusations of treason leveled at him, animosity was so strong that Seguín resigned and fled to Mexico.

Across the Border Considered a Tejano traitor in Mexico, Seguín was captured and given the option of imprisonment or service in the Mexican army. Choosing the army, the Tejano found himself accompanying the Mexicans as they invaded San Antonio for a second time in 1842. Continuing his service in the Mexican army, he fought the United States during the Mexican War. Afterward, he quietly returned to Texas and managed to re-enter Béxar politics for a short time. He died in 1890 among his family in Nuevo Laredo.

Why not Annex Texas?

Read the primary sources below and answer the questions to find out why many Americans were against the annexation of Texas.

ANNEXATION OF TEXAS.

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The proposal to annex Texas is, in other words, to acquire for ourselves a large territory claimed by a foreign State with whom we are at profound peace. Texas, in 1835, formed a constituent part of Mexico: her settlers had voluntarily sought her jurisdiction. Mexico had never acknowledged her independence; neither our recognition nor the recognition of the European powers settles or pretends to settle the question of right as between Mexico and Texas. Mexico has at this moment a perfect right, by the laws of war, to invade Texas, and, if possible, to subjugate her. She has, moreover, announced her intentions to do so. In November last the instructions from M. Bocanegra to General Almonte contained the following paragraph in reference to the interference of our government.

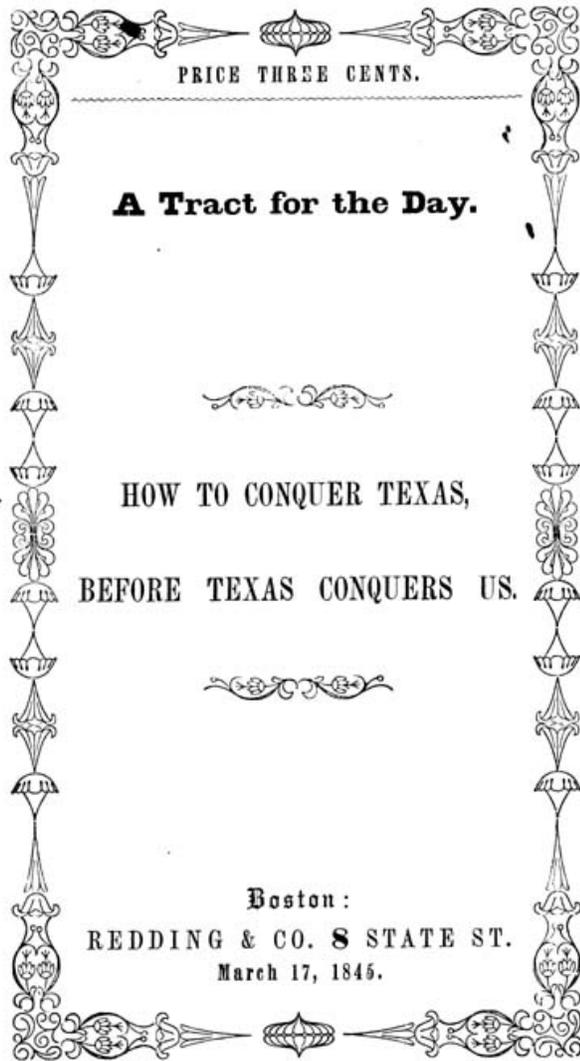
Theodore Sedgwick. *Thoughts on the Proposed Annexation of Texas to the United States.* (NY: D. Fanshaw, 1844.)

1. According to Sedgwick, does Mexico view Texas as independent?
2. What does Sedgwick think might happen if we annex Texas?

It is susceptible of the clearest demonstration, that the immediate cause, and the leading object of this contest, originated in a settled design, among the slaveholders of this country, (with land speculators and slave-traders,) to wrest the large and valuable territory of Texas from the Mexican Republic, in order to re-establish the SYSTEM OF SLAVERY; to open a vast and profitable SLAVE MARKET therein; and ultimately to annex it to the United States. And further, it is evident—nay, it is very generally acknowledged—that the insurrectionists are principally citizens of the United States, who have proceeded thither for the purpose of revolutionizing the country; and that they are dependant upon this nation, for both the physical and pecuniary means, to carry the design into effect. Whether the national legislature will lend its aid to this most unwarrantable, aggressive attempt, will depend on the VOICE OF THE PEOPLE, expressed in their primary assemblies, by their petitions and through the ballot boxes.

Benjamin Lundy. *The Anti-Texas [sic] Legion.* (Albany: Patriot Office, 1845), 1.

3. According to Lundy, who wants to take Texas from Mexico? Why?
4. Why do you think Lundy refers to the annexation of Texas as a “most unwarrantable, aggressive attempt?”



Good men and true have now to labor in and on Texas, to avert the dangers of annexation. Those dangers were manifold. They included

I. The injury inflicted by the measure on the Federal Constitution.

II. The weakness of the Federal Government, more dangerous as the extent of territory of the Union increases.

III. The continuation, through an undefined time, of slavery, in a region adapted to it as Texas is by its position.

IV. The destruction of the balance of power between free and slave States, and Atlantic and western States.*

V. The introduction into the Union of an unprincipled population of adventurers, with all the privileges of a State of naturalized citizens.

VI. The creation of an enormous State, in time to become the real Empire State of the country. Texas, with three hundred and ten thousand square miles of territory, is admitted as one State, into the Union. If she remain such, she will prove the Austria of the confederacy, to overrule all opposition.†

Of these evils, the two first are now past remedy. They were inflicted, and inflicted for ever, when Mr. Tyler set his name to the Joint Resolutions.

The other evils, however, all suppose a condition which it is still in the power of northern men to overthrow.

Edward Everett Hale. *How to Conquer Texas Before Texas Conquers Us*. (Boston: Redding & Co. 8 State St. 17 March 1846.)

5. Paraphrase reasons II, III, IV, and VI.

6. Is Hale's concern about slavery a moral issue or a political one? Explain.

Now you've heard the reasons that people don't want to annex Texas. Answer back with a two-paragraph speech to Congress giving at least three reasons why annexing Texas would be of great benefit to our nation. You must use the words/phrases: manifest destiny, Britain, James K. Polk, and King Cotton in your answer.

Lesson 2	Mexican-American War (one 90-minute class)	<ul style="list-style-type: none"> • The effect of expansion on national politics and international relations • How conflicts affect nationalism and sectionalism within countries
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Essential Questions:

- What are different perspectives on why the war began?
- What is gained and lost in this war on both sides?
- What effect does this war have on sectionalism?

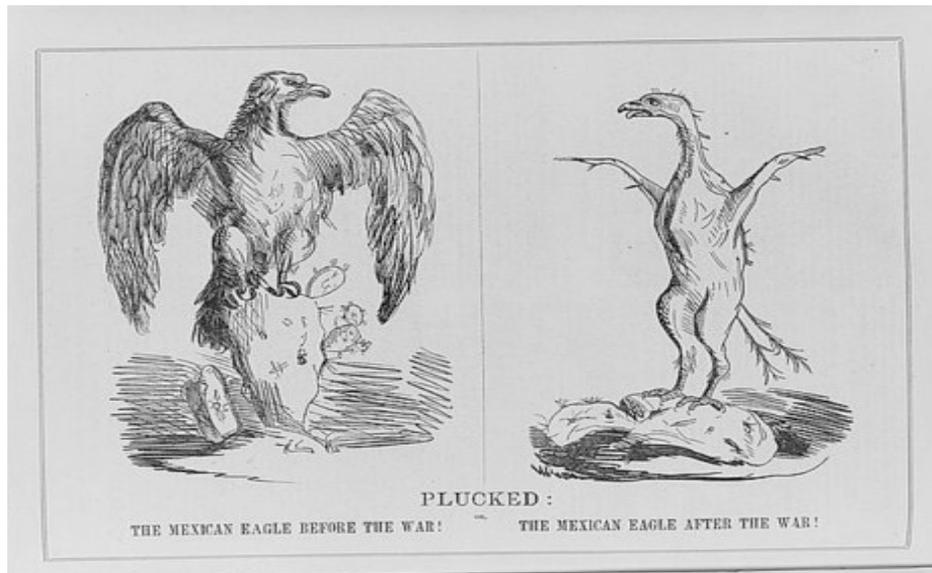
Performance Tasks and Other Assessment Evidence:

- Mexican-American War Cartoon

Learning Activities:

- 1) Perspectives on the Mexican American War (20 minutes)
 1. Asks students to work on the “Perspectives on the Mexican-American War” handout (attached) individually.
 2. As a class, discuss answers to the questions, highlighting the fact that within the United States, there were divisions in response to the war.
 3. Alternative for a higher level class: use the textbook excerpts on the Historiography of the Mexican-American War (attached) to guide a discussion on how interpretations of the Mexican-American war may have changed over time. Note that the only point of view missing here is that of the Mexican side, which you will try to address through the lecture.
- 2) Events of the Mexican-American War (20 minutes)
 1. Using the PowerPoint (Lesson 2 PowerPoint available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/>), review the key events of the Mexican-American War, highlighting various perspectives.
 2. You may choose to use the guided notes (attached) with your classes, to focus their notetaking.
- 3) Response to the War Cartoon (40 minutes)
 1. Give students roughly thirty minutes to create a political cartoon about the Mexican-American War. Ideas for them to consider:
 - a) A cartoon showing the impact of the war on relations between the North and South
 - b) A cartoon showing the impact of the war on relations between the United States and Mexico
 - c) A cartoon emphasizing the effects of the Treaty of Guadalupe Hidalgo.
 2. Reserve time for students to share cartoons with the class.

Perspectives on the Mexican-American War



An 1847 Cartoon

1) Why is an eagle chosen to represent Mexico and the United States?

Abraham Lincoln was a first term member of the U.S. House of Representatives elected in 1846. On January 12, 1848, he delivered one of the few speeches he made while in Congress. His speech challenged President Polk's war against Mexico. It has been suggested that one reason he was not re-elected to Congress was because of his opposition to the war.

. . . The President, in his first war message of May, 1846, declares that the soil was ours on which hostilities were commenced by Mexico, and he repeats that declaration almost in the same language in each successive annual message, thus showing that he deems that point a highly essential one. In the importance of that point I entirely agree with the President. To my judgment it is the very point upon which he should be justified, or condemned....

. . . the President sent the army into the midst of a settlement of Mexican people who had never submitted, by consent or by force, to the authority of Texas or of the United States, and ... thereby the first blood of the war was shed....

(Source: Congressional Globe, 30th Congress, 1st session, New Series, No. 10, pp. 154-56.)

According to Lincoln....

1) What was President Polk's reason for declaring war on Mexico?

2) Who really started the war AND why does he believe this to be true?

The summer of 1846 found Henry David Thoreau in jail for nonpayment of his poll tax. He was protesting not only a government that supported slavery, but also the Mexican War. His protest resulted in his Essay On the Duty of Civil Disobedience.

There are thousands who are in opinion opposed to slavery and to the [Mexican] war, who yet in effect do nothing to put an end to them; who, esteeming themselves children of Washington and Franklin, sit down with their hands in their pockets, and say that they know not what to do, and do nothing; . . . What is the price-current of an honest man and patriot to-day? They hesitate, and they regret, and sometimes they petition; but they do nothing in earnest and with effect. They will wait, well disposed, for others to remedy the evil, that they may no longer have it to regret....

Unjust laws exist; shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we transgress them at once? Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter them. They think that, if they should resist, the remedy would be worse than the evil. But it is the fault of the government itself that the remedy is worse than the evil. *It* makes it worse. Why is it not more apt to anticipate and provide for reform? Why does it not cherish its wise minority? Why does it cry and resist before it is hurt? Why does it not encourage its citizens to be on the alert to point out its faults, and do better than it would have them? Why does it always crucify Christ, and excommunicate Copernicus and Luther, and pronounce Washington and Franklin rebels?

- 1) What is Thoreau's criticism of "the children of Washington and Franklin?"
- 2) What does Thoreau mean when he asks, "Why does it [the United States] not cherish its minority?"
- 3) What does he mean when he asks "Why does it always crucify Christ?"
- 4) What is the tone of this document? Does it support the government or criticize it? Explain.

Excerpt #1: 1911

Henry William Elson and Cornelia Eliza MacMullan, *The Story of Our Country* (New York: Thompson Brown Company; Johnson, Blagen & Co., 1911), 132–133.

Texas had now come into the Union, but there was still trouble with Mexico. That country seemed bent on a quarrel. President Polk did not desire it, he made an effort to settle the question by treaty; and this might have been done had Mexico been willing to yield certain points. "Texas has no right as an independent state to seek and receive admission into the United States," she said. And then she insisted that the dividing line should be the Nueces River, while Texas laid claim to the Rio Grande.

President Polk, fearing an attack, sent General Zachary Taylor to the disputed territory. And not many days passed before General Taylor received a letter from the Mexican general, Ampudia. "Your Government has not only insulted but has provoked the Mexican nation," he wrote, "and in this case, by orders of my Government, I require you to break up your camp and retire to the other bank of the Nueces River. If you insist upon remaining upon the soil, it will clearly result that arms, and arms alone, must decide the question."

What was General Taylor's answer? "The instruction under which I am acting will not permit me to go back from the position I now occupy. I regret the alternative which you offer, but, at the same time, wish it understood that I shall by no means avoid such an alternative, leaving the responsibility with those who rashly commence hostilities."

It was not long after this that war was declared. General Taylor did not wait for more soldiers to arrive, but marched on and defeated the Mexicans near the mouth of the Rio Grande, although they outnumbered him. The enemy fled across the river, but Taylor pursued them and captured Matamoros. He then moved up the Rio Grande to besiege Monterey, one of the most strongly fortified cities of Mexico.

Excerpt #2: 1995

James W. Davidson and Michael B. Stoff, *The American Nation* (Englewood Cliffs, NJ: Prentice Hall, 1995), 366.

In January 1846, Polk ordered General Zachary Taylor to cross the Nueces River and set up posts along the Rio Grande. Polk knew that Mexico claimed this land and that the move might spark a war. In April 1846, Mexican troops crossed the Rio Grande and fought briefly with the Americans. Soldiers on both sides were killed.

President Polk claimed that Mexico had "shed American blood upon the American soil." At his urging, Congress declared war on Mexico. Americans were divided over the war. Many people in the South and West wanted more land and so were eager to fight. Northerners, however, opposed the war. They saw it as a southern plot to add slave states to the Union.

Excerpt #3: 2004, Descendents of Mexican-American War Veterans website

What was the cause of the U.S.-Mexican War?

In 1845, with the the almost unanimous consent of its citizens, the Republic of Texas was

annexed by the United States. This was the underlying cause of the war. The problem was that Mexico objected to annexation, holding that Texas was still part of that country, even though Texans had fought and won their independence nearly ten years earlier and had been formally recognized as a sovereign nation by the United States, Great Britain, France, and other countries.

Some historians seek to blame the United States for the war but it was clearly the fault of Mexican leaders such as Mariano Paredes, whose unwillingness to concede the loss of Texas and whose refusal to negotiate with the United States in respect to the independence of Texas and its border pushed the two nations to the brink of war.

On April 25, 1846, after Texas joined the United States, a large body of Mexican troops crossed the Rio Grande and ambushed a small group of American soldiers, killing sixteen and taking the remainder prisoner. U.S. troops under the command of General Zachary Taylor had taken up a position on the north bank of the Rio Grande in the spring of 1846, after Mexican President Mariano Paredes refused to negotiate with the United States and threatened an invasion of Texas.

By serving in the war with Mexico, U.S. soldiers were defending the right of a free people, that is the citizens of the Republic of Texas, to determine their own destiny, namely to become part of the United States.

Wasn't the war a plot by President Polk to steal land from Mexico?

The charge that the war with Mexico was a plot to steal land from Mexico was first put forward by Whig politicians in an effort to discredit Democratic President James K. Polk and his administration. Although there is absolutely no proof to substantiate this accusation, some historians have also sought to promote this view simply because Polk had hoped to buy California from Mexico.

While it is true that the United States acquired a large amount of territory from Mexico as one of the terms of the Treaty of Guadalupe Hidalgo, it is often forgotten that the U.S. paid Mexico \$15 million for this land, that the land held less than 1% of Mexico's population, that Mexico exercised very little actual control over it, and that some of its citizens were actually in favor of either British or American rule.

After the war, Mexico's treasury was depleted. There was no money to pay the millions of dollars in debts Mexico had owed private U.S. citizens for decades but Mexico had plenty of mostly unoccupied land. The territory that was acquired from Mexico constituted an indemnity for the cost of a war the United States had not sought and in return for the United States government's agreement to pay Mexico's long unpaid debts to U.S. citizens.

Wasn't the war a plot to extend slavery?

During the war some Whig politicians charged that it had been masterminded by the so-called "Southern Slavocracy" as a sinister plot to extend slavery. Although no evidence existed to support this allegation, either then or now, this view has been perpetuated by a handful of historians. The charge seems all the more ridiculous in light of the fact that men from free states such as Illinois, Indiana, Ohio, and New York (to name but a few), volunteered for service in the Mexican War by the thousands. It seems unlikely that they would have done so if the purpose of the war had been to extend slavery or even if they had believed that to be its purpose. It should also be noted that not one single slave state was ever created out of the territory acquired from Mexico under the terms of the Treaty of Guadalupe Hidalgo.

The Mexican-American War OR la Invasion Yanqui?

Part I: Why did the War start?

President Polk's Actions:

Mexico viewed this as....

Anti-war protesters in the U.S. (like _____ and _____) viewed this as...

Part II: Key Events (U.S. army led by _____ and _____)

A. Siege of Veracruz

- Veracruz was considered....
- First large-scale _____ by U.S. military
- Lasted _____ days and ended with U.S. capture of the city and began the march towards Mexico City
- More US soldiers died from..... than.....

El Batallon de San Patricio

- These were deserters from the American Army.
- Most of them were from:
- They left the American army because of nativism (_____) and anti-Catholic attitudes
 - Nativism was common at the time in America. A party, called the _____, took an anti-immigrant position.

Capture of Mexico City & Battle at Chapultepec Hill

- The fighting ended when Mexico City was captured.
- At Chapultepec Castle, the military academy in Mexico City, students were told to flee. Six cadets, called _____, refused to retreat and saved the Mexican flag as well.

Part III: The Treaty of Guadalupe-Hidalgo

- Components of the Final Treaty:

- How did Mexico feel about this treaty?

- This land is known as the _____.
- How did anti-war protesters in the U.S. feel about the resulting treaty? What fears did it inspire?
 - Wilmot Proviso

Lesson 3	Closing of the Frontier One 90-minute class	<ol style="list-style-type: none"> 1) The diversity of cultures present in the West 2) How technological developments changed agriculture and western settlement
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Essential Questions:

- How did the interaction of various cultures create a unique society in the West?
- What technological changes affected the West, and how did that also change the environment?

Performance Tasks and Other Assessment Evidence:

- Letter Home

Learning Activities:

- 1) Impressions of the West (10 minutes)
 1. Ask students to list terms and images they associate with the West. Students are likely to respond with descriptions of white cowboys, fighting with Native Americans, sheriffs and thieves. You may want to show the “Images of the West” PowerPoint (Lesson 3 PowerPoint available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/>) here to spark discussion.
 2. Explain to students that the West was actually a far more complex place than they might think. Ask students to brainstorm what other types of people might have been in the west and why they would go there.
- 2) Vaquero Culture (20 minutes)
 1. Continue with the PowerPoint to lead a discussion on Vaquero culture and how that affected the West.
 2. Ask students to complete the “Stop and Think” questions at their seat. Discuss/review answers as a class.
- 3) Life in the West Jigsaw (1 hour)
 1. Divide students into five groups, one for each character in the West. Distribute the appropriate readings to each group. If possible, use the following selections from the historical reader *The American West* (Nexttext, 2001):
 - a) Washington, Booker T. “African Ameircans in Oklahoma Territory” Pp. 102–106.
 - b) Clappe, Louisa. “Mining in California.” Pp. 116–121.
 - c) McCoy, Joseph G. “Cattle Drives.” Pp. 122–126.
 - d) “Chinese Workers.” Pp. 127–132.
 - e) Mayer, Frank H. “Destruction of the Buffalo.” Pp. 133–137.
 - f) Garland, Hamlin. “Farming on the Great Plains.” Pp. 138–145.
 2. After students have read and completed the chart (attached) for their particular character, reorganize the groups so that all characters are represented.
 3. In their new groups, students should share their chart information so that every student has a complete chart.
 4. Individually, students should choose one character to complete the Letter Home assignment. This may be completed as homework.

<p>Character</p>	<p>I spend my days... (list at least 3 tasks that your character might do)</p>	<p>Some problems I face are... (list at least 3 problems that your character might face)</p>	<p>I think that the Native Americans are... (complete this sentence based on what your attitudes towards Native Americans would most probably be...)</p>	<p>I'm writing a letter back home... (Where is "home"? What are three interesting things I might include in that letter about my life in the West?)</p>
<p>An African-American Exoduster</p>				
<p>A Miner, Forty-Niner</p>				
<p>A Cowboy, Baby</p>				
<p>A Chinese Worker</p>				

A Buffalo Hunter				
A Farmer in the Great Plains				

Letter Home:

Once you have your chart completed as a group, write a letter from your perspective. In your letter, you must address your thoughts on Native Americans and at least two other groups of people located in the West. What do you like/dislike about these others? You should also include five specific details about your life in the West, using the readings or textbook as sources of information.

Lesson 4	"New" Immigration One 90-minute class	1) Patterns and causes of immigration 2) Concepts of chain migration, assimilation, the melting pot, and methods of retaining cultural identity
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Essential Questions:

- Why do immigrants come to America? Does that change over time?
- Why do American perceptions of immigrants change over time?

Performance Tasks and Other Assessment Evidence:

- Immigrant Interview
- Advice column

Learning Activities:

- 1) Homework Discussion (20 minutes)
 1. This lesson begins with a homework assignment ("Immigrant Interview," attached) given a few nights' prior to the lesson. Students will need to interview someone who immigrated to the United States. Depending on the student population at your school, this task could be very easy or more challenging. It might be helpful to highlight staff members at the school who are immigrants who may be willing to answer student questions.
 2. Ask students to talk about some of the interviews they completed. As they share, ask them to add to the chart "A Comparison of Immigrant Experiences" (attached). As a class, try to look for commonalities or generalizations about the immigrant experience.
 3. You may want to show the timeline at the Ellis Island website (http://www.ellisland.org/immexp/wseix_5_0.asp?) to review how immigration patterns have changed over time.
- 2) Transition to Lecture (20 minutes)
 1. Using the chart as a guide, review the immigrant experience in the late nineteenth century.
 2. Ask students what they think is similar or different about the immigrant experience today?
- 3) Perceptions of Immigrants (30 minutes)
 1. Refresh with the students the concepts of nativism and assimilation. (These will likely have been covered in earlier units; if not, introduce them).
 2. As a class, analyze the "Looking Back" cartoon (attached). Things to consider:
 - a) Who are the men in the foreground dressed like? What are they doing? Why do you think they are doing that?
 - b) What do their shadows look like? What could the shadows signify?
 - c) How is the man coming across the plank dressed? Where does it look like he is coming from?
 - d) What is the overall message of this cartoon?
 3. Hand out the cartoon analysis worksheet (attached). For each cartoon, students will describe the message and the point of view it represents. What does this say about perceptions of immigrants during the turn of the century and today? You will need to update this worksheet with contemporary cartoons on immigration. I used the following sites, but you will want to use your professional discretion to choose

cartoons that are appropriate for your students:

a) <http://laloalcaraz.com/portfolio>

b) <http://www.boligan.com/index2.php?id=3>

c) <http://www.usnews.com/opinion/photos/immigration-cartoons>

4) Advice column (20 minutes—may be completed for homework).

Ask students to imagine that they are writing an advice column for an immigrant newspaper in 1900. They must develop three questions that a new immigrant or prospective immigrant to the U.S. might ask, as well as answers, written in paragraphs. Students should be required to include specific vocabulary/terminology from the lesson: nativism, assimilation, “new” immigrants, tenements, political machines, Ellis Island, Angel Island, literacy test, etc.

Immigrant Interview

Try to find someone that you know that immigrated to the United States. (Note: there are staff members and students at this school who fit this description. I can help you find someone if you need help!). Set up a time to interview them—you will want to devote about 1/2 hour to the discussion. As you converse with them, ask about and take notes on the topics below:

- Reasons for immigrating to the United States
- From where did you immigrate?
- How did you get here? What process did you have to go through?
- Difficulties faced
- How are you treated by other Americans? Have you faced discrimination?

After your interview, please summarize the information that you learned in 1–2 paragraphs. Bring your notes and your summary paragraphs to class on _____.

Comparing the Immigrant Experience

In this chart, you will compare information about immigration during the 1880s–1910s with earlier and later waves of immigration, including information from our class discussion.

	“Old Immigrants” 1790s–1820	“New Immigrants” 1880s–1910	Recent Immigrants 1960s–today
Reasons for immigration			
Countries that immigrants are from			
Methods of traveling and areas where they entered the country		Ellis Island Angel Island	
Hardships or difficulties faced		Tenements	
General attitude toward immigrants	Nativism Know-nothings	Chinese Exclusion Act	
Laws about immigration and citizenship			

“Looking Back”



CARTOON ANALYSIS: PERCEPTIONS OF IMMIGRANTS TO AMERICA

THEN

A)



CAPTION: "EVERY DOG (NO DISTINCTION IN COLOR) HAS HIS DAY."

SOURCE: PUCK

DATE: FEBRUARY 8, 1879

ARTIST: THOMAS NAST

B)

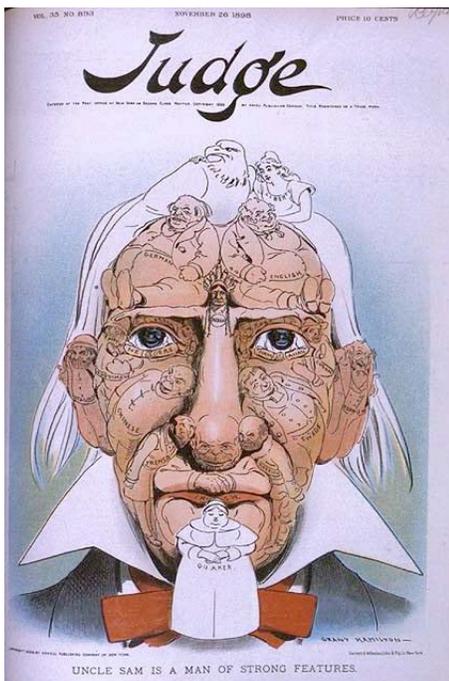


CAPTION: "THE MORTAR OF ASSIMILATION—AND THE ONE ELEMENT THAT WON'T MIX"

SOURCE: PUCK

DATE: JUNE 26, 1889

ARTIST: C.J. TAYLOR



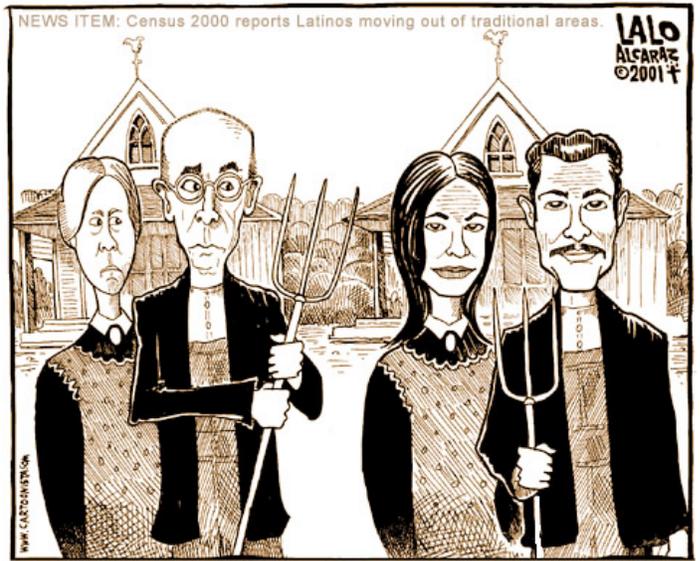
CAPTION: "UNCLE SAM IS A MAN OF STRONG FEATURES"

SOURCE: JUDGE

DATE: NOVEMBER 26, 1888

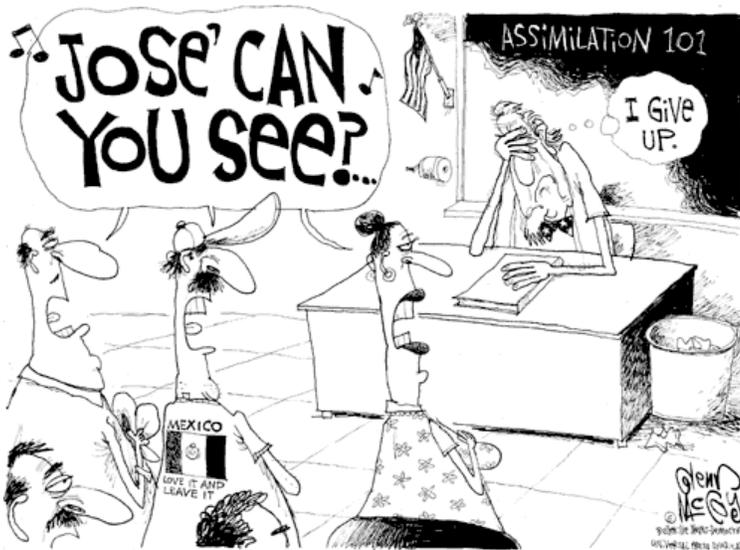
ARTIST: GRANT HAMILTON

NOW



LALO ALCAREZ

SOURCE: <http://laloalcaraz.com/portfolio>



GLENN MCCOY

SOURCE: <http://www.boligan.com/index2.php?id=3>



ANGEL BOLIGAN

SOURCE: <http://www.usnews.com/opinion/photos/immigration-cartoons>

Lesson 5	Mexican Revolution & WWI One 90-minute class	<ul style="list-style-type: none"> • Why and how the United States intervened in the Mexican Revolution • The positive and negative effects of “moral” diplomacy • The changing relationship between the United States and Mexico in WWI
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Essential Questions:

- How did Woodrow Wilson’s concept of “moral diplomacy” affect U.S.-Mexico relations during his presidency?

Performance Tasks and Other Assessment Evidence:

- Four corners debate

Learning Activities:

- 1) Review/Warm Up (10 minutes)
 1. Introduce the Woodrow Wilson quote: “The force of America is the force of moral principle.” Ask students to volunteer opinions about what they think he might mean by this.
 2. Remind students about types of imperialism you have discussed in the course so far. How might the following people complete this sentence: “The force of America is _____.”
 - a) William Howard Taft (business, financial investments, dollar diplomacy)
 - b) Theodore Roosevelt (strength, military force, maintaining power in Latin America, “international police,” or big stick diplomacy)
 - c) John O’Sullivan (manifest destiny, civilizing other nations, spreading democracy)
 - d) James K. Polk (manifest destiny, power over other Mexico, expansion)
 3. Take a moment to review U.S.-Mexican relations so far (primarily the Mexican-American War). What kind of opinion do students think most Mexicans have of the United States?
- 2) The Mexican Revolution (20 minutes)

Give students the Mexican Revolution cause and effect handout (attached). Students should work with a partner to link the appropriate causes and effects, and then copy the timeline into their notebook.
- 3) U.S. Intervention (15 minutes)

Give the students the “From Both Sides” cartoons to assess (attached) and answer questions. Discuss, as a class, why tension has grown between the United States and Latin America up to this point, referring to both their timeline and the cartoons.
- 4) Debating the Issue (45 minutes)
 1. Give the students the Moral Diplomacy document set (attached) to read. As they read they should put each document in the appropriate section of their “debate prep” chart (attached) and explain why it goes there.
 2. Label the four corners of the room with one of each of the four statements below. Ask the students to go to the corner that most represents their viewpoints (or that they most agree with).
 - a) Woodrow Wilson’s “moral diplomacy” spread positive ideals of democracy and liberty throughout the world.

- b) Woodrow Wilson’s “moral diplomacy” was a cover-up for an aggressive and meddlesome foreign policy.
 - c) Woodrow Wilson’s “moral diplomacy” was great in theory, but did not work in practice.
 - d) Woodrow Wilson’s “moral diplomacy” ultimately did not serve the interests of the American people.
3. Conduct the four-corners debate as follows: Ask students to present points that agree with their statement, based on the documents and class discussion. After each student speaks, give students an opportunity to switch corners of the room.
 4. Close the lesson with a discussion of moral diplomacy today: Does America still try to impose values on other nations? To good or bad effect? You may choose to revisit this question AFTER you complete your lessons on World War I, as the Treaty of Versailles and Wilson’s Fourteen Points offer ample opportunity to discuss Wilson’s intentions and accomplishments in this area.

The Mexican Revolution: Cause and Effect

You may want to use: <http://www.pbs.org/kpbs/theborder/history/interactive-timeline.html> for help!

Causes	Effects
<ul style="list-style-type: none"> • Francisco “Pancho” Villa uses anti-American feelings to recruit peasants in the countryside to fight. They make raids on American towns like Columbus, Texas. • In 1911, Francisco Madero leads a revolt against Porfirio Diaz’s government. The United States fears for its property and citizens along the Texas border. • Mexicans are angry at the American intervention and riot. • Nine American soldiers enter an area of Tampico, Mexico, in 1914 and are arrested. • Pershing’s troops search for 11 months but never find Villa. • Some citizens oppose the fighting. • Victoriano Huerta takes over in an undemocratic way. • Victoriano Huerta wants to protect the wealthy landowners of Mexico from Madero’s reforms. 	<ul style="list-style-type: none"> • American General John Pershing leads 10,000 soldiers on a “punitive expedition” trying to catch Pancho Villa throughout 1916 and 1917. Tensions between the two countries grow worse, AGAIN. • Huerta leads a coup in 1913 and murders Madero. President Wilson wants Huerta out and looks for reasons to go to Mexico. • More than 890,000 Mexicans legally immigrate to the United States between 1910 and 1920. • Tensions between the two countries grow worse. • The US government sends troops to the US-Mexico border. • Wilson has a reason now to invade Mexico and sends marines to Veracruz.

Timeline:

1910 → Mexican Revolution begins

1911 → find one set of cause & effects that goes here

- 1.
- 2.

1913 → find two sets of cause & effects that goes here

- 1.
- 2.

1914 → find two sets of cause & effects that goes here

- 1.
- 2.

1916 → find two sets of cause & effects that goes here

- 1.
- 2.

From Both Sides

Carefully examine the following cartoons and answer the questions below:

A)



B)



1. Using cartoon A: What does this cartoon imply about Mexico? According to the cartoonist, what might it need to give up in order to advance? Does the cartoonist think it is likely that Mexico will advance?
2. Using cartoon B: What does this cartoon imply about the United States' relationship with Mexico? Do you think the cartoonist supports the United States' use of the military? Why or why not?
3. From the other side: Imagine that you are living in Mexico in the early 20th century. What would you think of these cartoons? Write at least 3 sentences in response.

Moral Diplomacy Document Set

Document A:

In 1914, Wilson sent troops into Veracruz, Mexico. Wilson's strategy—to force Huerta out and gain the support of Venustiano Carranza—backfired, however, and anti-U.S. sentiment erupted throughout Mexico. Carranza wrote the following letters, printed in major Mexican newspapers, to the presidents of Argentina, Brazil, and Chile congratulating them for their solidarity with Mexico and warning of the dangers of U.S. intervention.

To the President of Argentina

His Excellency Sr. Victoriano de la Plaza. President of the Republic of Argentina. Buenos Aires.

[Robert] Lansing, Secretary of State of the North American Government, and [the] Representative of A. B. C. met the day before yesterday in Washington to reach an understanding with respect to the pacification of Mexico, in an attempt to interfere in matters solely pertaining to its sovereignty. Compelled by the purest patriotism and desirous of assuring the rule of liberty and democracy in America, in the name of the Mexican people and as Commander in Chief of the Constitutionalist Army, in Charge of the Executive Power of the Union, I take the liberty of calling to your attention the potential dangers of a new policy of interference on the part of one or several nations of this continent in [others'] internal affairs, [affairs] that lie exclusively within the domain of their sovereignty. In view of the fact that in the aforementioned meetings, the government of the nation over which you honorably preside has a Representative, I hope that your acts will be inspired by the ideas and sentiments that I have just expressed, for it would be an unpardonable error and a criminal act against our [Latin American] race, if that Government contributed to the provocation of war between two [Latin] American nations, because a powerful government attempted to impose its will upon a free, independent, and sovereign People, violating their rights and nullifying the victory they have just won by force of arms, in order to establish once and for all the reign of liberty and justice. . . .—V. Carranza

Source: *Del Pueblo* [Of the People], August 10, 1915. (Translation by Felix Cortes.)

Document B:

... We are a composite and cosmopolitan people. We are of the blood of all the nations that are at war. The currents of our thoughts as well as the currents of our trade run quick at all seasons back and forth between us and them. The war inevitably set its mark from the first alike upon our minds, our industries, our commerce, our politics and our social action. To be indifferent to it, or independent of it, was out of the question...

As some of the injuries done us have become intolerable we have still been clear that we wished nothing for ourselves that we were not ready to demand for all mankind—fair dealing, justice, the freedom to live and to be at ease against organized wrong.

It is in this spirit and with this thought that we have grown more and more aware, more and more certain that the part we wished to play was the part of those who mean to

vindicate and fortify peace. We have been obliged to arm ourselves to make good our claim to a certain minimum of right and of freedom of action. We stand firm in armed neutrality since it seems that in no other way we can demonstrate what it is we insist upon and cannot forget. We may even be drawn on, by circumstances, not by our own purpose or desire, to a more active assertion of our rights as we see them and a more immediate association with the great struggle itself. But nothing will alter our thought or our purpose. They are too clear to be obscured...We desire neither conquest nor advantage. We wish nothing that can be had only at the cost of another people. We always professed unselfish purpose and we covet the opportunity to prove our professions are sincere...

...but we realize that the greatest things that remain to be done must be done with the whole world for stage and in cooperation with the wide and universal forces of mankind, and we are making our spirits ready for those things.

Source: Woodrow Wilson, *2nd Inaugural Address*, 1917.

Document C:

I. Open covenants of peace openly arrived at, after which there shall be no private International understandings of any kind, but diplomacy shall proceed always frankly and in public view.

II. Absolute freedom of navigation upon the seas outside territorial waters alike in peace and in war, except as the seas may be closed in whole or in part by international action or the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded and absolutely impartial adjustment of all colonial claims based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined....

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small States alike.

Source: Woodrow Wilson's "Fourteen Points" *Speech to Congress* (January 8, 1918).

Document D:

Personal and Confidential:

Washington June 21, 1916.

My dear Mr. President [Wilson]:

As there appears to be an increasing probability that the Mexican situation may develop into a state of war I desire to make a suggestion for your consideration. It seems to me that we should avoid the use of the word "Intervention" and deny that any invasion of Mexico is for the sake of intervention.

There are several reasons why this appears to me expedient:

First. We have all along denied any purpose to interfere in the internal affairs of Mexico and the St. Louis platform declares against it. Intervention conveys the idea of such interference.

Second. Intervention would be humiliating to many Mexicans whose pride and sense of national honor would not resent severe terms of peace in case of being defeated in a war.

Third. American intervention in Mexico is extremely distasteful to all Latin America and might have a very bad effect upon our Pan-American program.

Fourth. Intervention, which suggests a definite purpose to "clean up" the country, would bind us to certain accomplishments which circumstances might make extremely difficult or inadvisable, and, on the other hand, it would impose conditions which might be found to be serious restraints upon us as the situation develops.

Fifth. Intervention also implies that the war would be made primarily in the interest of the Mexican people, while the fact is it would be a war forced on us by the Mexican Government, and, if we term it intervention, we will have considerable difficulty in explaining why we had not intervened before but waited until attacked.

It seems to me that the real attitude is that the *de facto* Government having attacked our forces engaged in a rightful enterprise or invaded our borders (as the case may be) we had no recourse but to defend ourselves and to do so it has become necessary to prevent future attacks by forcing the Mexican Government to perform its obligations. That is, it is simply a state of international war without purpose on our part other than to end the conditions which menace our national peace and the safety of our citizens, and that it is *not* intervention with all that that word implies...

Faithfully yours, Robert Lansing

Source: Arthur S. Link, ed., *The Papers of Woodrow Wilson* (Princeton, NJ: Princeton University Press, 1981), 275–277.



“I’ve Had About Enough of This.” Clifford Berryman, 10 March 1916.

Document F:



American troops in Veracruz Mexico

Source: <http://www.lpusd.k12.ca.us/rm1/online/hotpotatoestav/6-1a.htm>.

Document G:

In 1910, an international consortium of banks refinanced Haiti's international debt and took control of the country's treasury. In 1914, the bank refused to issue gold payments to the Haitian government and asked the U.S. military to protect the gold reserves. On December 17, 1914, U.S. marines landed in Haiti and moved the gold to the bank's New York vaults. Eight months later, the marines again landed in Port au Prince, Haiti's capital, this time claiming the need to protect foreign lives and property. They placed Port au Prince under martial law, ruthlessly subdued armed resistance in rural areas, and began training a new Haitian militia. Charlemagne Peralte led a resistance movement. In this "call to arms" and letter to the French minister, Peralte attacked President Wilson as a hypocrite for claiming to respect the sovereignty of small nations of Europe while occupying Haiti and urged Haitians to resist the Americans.

People of Haiti!

Soon a day like the 1st of January 1804 [the date of the Haitian uprising against France] will rise. For four years the [American] Occupation has been insulting us constantly. Each morning it brings us a new offense. The people are poor and the Occupation still oppresses us with taxes. It spreads fires and forbids us to rebuild wooden houses under the pretext of keeping the city beautiful.

Haitians, let's stay firm. Let's follow the Belgian example. If they burn our cities, it doesn't matter! As the inscription on the tomb of the great Dessalines states: "At the first cannon shot, giving the alarm, cities disappear and nations stand up."

The holy battle in the North is led by brave citizens. The South is only waiting for the right man to follow its wonderful example. Don't worry, we have the arms. Let's get rid of

those savage people, whose beastly character is evident in the person of their President Wilson—traitor, bandit, trouble maker, and thief.

Die for your country.

Long live Independence!

Long live the Union!

Long live the just war!

Down with the Americans!

From Charles the Great Massena Péralte, High Commander of the Revolution in Haiti to
The French Minister in Haiti

Port-au-Prince

Source: *Bandits or Patriots? Documents of Charlemagne Péralte*, National Archives. (Translation by Elena and Kirill Razlogova.)

Debate Prep

As you read each document in the packet, write the title under the statement it most supports. Add a sentence explaining WHY that particular document supports your statement.

Woodrow Wilson's "moral diplomacy" spread positive ideals of democracy and liberty throughout the world.

Woodrow Wilson's "moral diplomacy" was a cover-up for an aggressive and meddlesome foreign policy.

Woodrow Wilson's "moral diplomacy" was great in theory, but did not work in practice.

Woodrow Wilson's "moral diplomacy" ultimately did not serve the interests of the American people.

Lesson 6	The Homefront in WWII: Impact on Latinos One 90-minute class	<ul style="list-style-type: none"> • How the bracero program impacted immigration policy • Contributions of Mexican-Americans to World War II and cultural reactions to them
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Essential Questions:

How did the needs created by World War II affect Mexican immigration to the United States?
How did U.S. society react to Mexicans and Mexican-Americans during World War II? Why?

Performance tasks and Assessment:

- Guided notes sheet
- The Two Sides poster

Learning Activities:

1. Warm Up (15 minutes)
 1. Hand students a copy of the article “Nazis Spur Zoot Riots” (attached).
 2. Ask students to hypothesize about the article. What do they think the sailors are upset about? Who is under attack? How might the Nazis be connected to this?
 3. Students will likely be unfamiliar with zoot suits. Use the PBS site: http://www.pbs.org/wgbh/amex/zoot/eng_sfeature/pop_zoot.html to give some background. The “Zoot Suit” segments gives good information about the clothing as a culturally representative way of dressing, but the other tabs are also informative and fun.
 4. Point out to students that during a war, the behavior of people at home changes, as citizens become more concerned about their safety and suspicious about outsiders. Tell students that today they are going to learn about what it was like to live in the United States during World War II.
2. Overview (15 minutes)

Using the PowerPoint (Lesson 6 PowerPoint available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/>) and guided notes sheet (attached), give a brief overview of the homefront in WWII.
3. The Stories of Mexican-Americans during the War (60 minutes)
 1. Using <http://www.lib.utexas.edu/voces/browse-locale.html?locale=World+War+II> ask students to search for “Zoot” and “Bracero.” They should choose two stories, one that addresses each topic in some way.
 2. Using the stories they found, students should complete the “Two Sides” poster assignment (attached). The goal of this assignment is to acknowledge the positive contributions that Mexican Americans made to society, while also recognizing the discrimination that existed.
 3. Reserve time for students to share their products. Discuss as a class how this kind of double-standard can exist in our nation. How does it fit with the purported goals of the war (remind them of FDR’s Four Freedoms)? How might this affect social movements or treatment of minority groups after the war?

Nazis Spur Zoot Riots
Los Angeles Daily News
June 9, 1943

...Sailors state that in fighting zoot suiters and other gangsters in Los Angeles they have only been avenging injuries inflicted on themselves and their wives in this area. A number of servicemen have been badly beaten by zoot suiters, and cases of attacks on wives of navy men have been reported.

...[A] telegram from the sailors said:

"We make this plea in hopes that all fighting Americans are not in service, that there are some left to protect the families of ours. Our intent in taking justice in our own hands was not an attempt to instill mob rule but the only desire to insure our wives and families safe passage in the streets.

"As none of the creators of the outrages on your wives and ours have been brought to justice or the streets made clean we felt that something had to be done.

"Our past activities, we realize, were not within the law, but we are sure they met the honest approval of the people.

"The so-called zoot suiters may now have free reign throughout our city of Los Angeles to do what they may with the wives of servicemen and civilians as they make their way home from swing and graveyard shifts in war plants.

"The Los Angeles city limits are out of bounds to we servicemen. We are not permitted to enter the city.

"Has Los Angeles fallen to the zoot suiters?

"We are anxious to know. How about telling the folks at home for us?"

Fighting the War on the Home Front: Generalizations and Examples

As we see the images and use our textbook, complete the generalizations and definitions in the chart below.

Generalization <i>(write a one-sentence generalization here)</i>	Source of information	Examples <i>(write definitions for each term here)</i>
Women's Involvement	p. 677, p. 660	Rosie the Riveter Women's Army Corps
Funding the War	p. 681	Victory bonds Taxes
Supplying the Military		Office of Price Administration and Civilian Supply Scrap drives Victory gardens
African-Americans	p. 678	Joe Louis Double-V Campaign A.E. Randolph/Fair Employment Practices Commission

Japanese-Americans		Executive Order 9066 Korematsu vs. United States
Hispanic Americans	p.679	Bracero Program Zoot Suit Riots
New Technology	p. 693	Manhattan Project
Boosting Morale		Office of War Information

What overall generalization could we make about the size and role of government during World War II?

What are three examples that could be used to support this?

WW2: Two Sides Poster Assignment

Mexican-Americans made many positive contributions to American Society during World War II, but they also suffered from discrimination. Your task is to make a poster that illustrates this situation using personal stories from the time period.

Step 1: Using <http://www.lib.utexas.edu/voces/browse-locale.html?locale=World+War+II>, search for “Zoot” and “Bracero.” Choose two stories, one that addresses each topic in some way.

Step 2: Summarize each story and find or make visuals that support the story.

Step 3: Divide your poster into two sections, one for positive and one for negative effects. Copy your story summaries and put the visuals on the poster. Come up with a title and slogan that describes the overall situation of Mexican-Americans during WW2. Be ready to present to the class!

Lesson 7	Power Movements in the 1960s	<ul style="list-style-type: none"> • Why Latino identity movement developed in the 1960s and 1970s • The impact of these movements on United States society
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Essential Questions:

- Why did the Latino Power Movement emerge in the 1960s and '70s?
- What were the goals of the Latino Power Movement, and what strategies did they use to in order to reach them?
- How effective was the Latino Power Movement?

Performance tasks and Assessment:

- Chart
- The Face of Joaquin

Learning Activities:

- 1) Why after WW2? (10 minutes)
 1. Show clips 1 and 2 of The Longoria Affair, available here: <http://www.pbs.org/independentlens/longoria-affair/film.html>
 2. Discuss the clips with the students: what was the conflict between whites and Mexican-Americans in Three Rivers, Texas? How did the government get involved? How might this contribute to the growth of a movement?
- 2) Chart Completion—problems and solutions (50 minutes)
 1. Ask students what would happen if two students in the room walked out of class. What if the whole class walked out? What if the whole school walked out? Would that be an effective strategy?
 2. Explain that this is what Latino students in the 1960s did to protest what they perceived as an inferior education. You may want to show the fifteen minute clip here: http://www.youtube.com/watch?v=Kd5hyurnra0&safety_mode=true&persist_safety_mode=1&safe=active (you can skip to 3:30). Depending on your classroom make up, this clip may initiate discussion about what school is like for non-English speakers or Latino students today.
 3. Tell students that they are going to research other ways of protest that Latinos attempted in the 1960s and 1970s. Have students complete the Chicano Power Movement chart (attached) using their text and web resources. As a class, discuss the following questions:
 1. Which strategies do you think were most effective, and why?
 2. What issues still remain problems for the Latino community today?
 3. Cesar Chavez did many great things for the Latino community, but he also advocated for the restriction of immigration to this country. Do you think that was the right position for him to take?
- 3) Poem Analysis (30 minutes)
 1. Hand students the numbered slips that are part of the poem (attached). Note that this is an abridged version of the poem, to highlight aspects of the culture that students will be familiar with and for the sake of brevity. The full poem is available here: <http://www.latinamericanstudies.org/latinos/joaquin.htm>

2. Have students write on the back of their strip a reaction to their lines—this may be a question, an interpretation, or a related thought. What do they think the author is saying?
3. As a class, read the strips aloud number by number.
4. Have students complete “The Face of Joaquin” (attachment, at bottom) using words and images from the poem. Discuss the questions at the bottom of the page as a class.

Features of the Chicano Power Movement

Like other Civil Rights movements, El Movimiento gained momentum after World War II. Why do you think this is?

<i>The Issue</i>	<i>What is it—why was it a concern?</i>	<i>Terms to know & questions to answer</i>
Farm Workers' Rights		United Farm Workers Cesar Chavez Why was the UFW against the Bracero Program? Why did they want to limit immigration?
Land Grants		
Increasing Racial Pride		Brown Berets
Voting & Political Rights		<i>Mendez v. Westminster</i> <i>Hernandez v. Texas</i>
Improving the Image of Chicanos in Society		La Raza

I Am Joaquín

by Rodolfo Corky Gonzales

1	<p>Yo soy Joaquín, perdido en un mundo de confusión: I am Joaquín, lost in a world of confusion, caught up in the whirl of a gringo society, confused by the rules, scorned by attitudes, suppressed by manipulation, and destroyed by modern society. My fathers have lost the economic battle and won the struggle of cultural survival.</p>
2	<p>And now! I must choose between the paradox of victory of the spirit, despite physical hunger, or to exist in the grasp of American social neurosis, sterilization of the soul and a full stomach. I look at myself. I watch my brothers. I shed tears of sorrow. I sow seeds of hate. I withdraw to the safety within the circle of life — MY OWN PEOPLE</p>
3	<p>I am Cuauhtémoc, proud and noble, leader of men, king of an empire civilized beyond the dreams of the gachupín Cortés, who also is the blood, the image of myself. I am the Maya prince. I am Nezahualcóyotl, great leader of the Chichimecas. I am the sword and flame of Cortes the despot And I am the eagle and serpent of the Aztec civilization.</p>
4	<p>I owned the land as far as the eye could see under the Crown of Spain, and I toiled on my Earth and gave my Indian sweat and blood for the Spanish master who ruled with tyranny over man and beast and all that he could trample But...THE GROUND WAS MINE.</p>
5	<p>I was both tyrant and slave. As the Christian church took its place in God's name, to take and use my virgin strength and trusting faith, the priests, both good and bad, took— but gave a lasting truth that Spaniard Indian Mestizo were all God's children. And from these words grew men who prayed and fought for their own worth as human beings, for that GOLDEN MOMENT of FREEDOM.</p>

<p>6</p>	<p>I was part in blood and spirit of that courageous village priest Hidalgo who in the year eighteen hundred and ten rang the bell of independence and gave out that lasting cry— El Grito de Dolores "Que mueran los gachupines y que viva la Virgen de Guadalupe...." I sentenced him who was me I excommunicated him, my blood. I drove him from the pulpit to lead a bloody revolution for him and me.... I killed him</p>
<p>7</p>	<p>I worked, I sweated, I bled, I prayed, and waited silently for life to begin again. I fought and died for Don Benito Juarez, guardian of the Constitution. I was he on dusty roads on barren land as he protected his archives as Moses did his sacraments</p>
<p>8</p>	<p>I am Joaquin. I rode with Pancho Villa, crude and warm, a tornado at full strength, nourished and inspired by the passion and the fire of all his earthy people I am Emiliano Zapata. "This land, this earth is OURS." The villages, the mountains, the streams belong to Zapatistas</p>
<p>9</p>	<p>I am the mountain Indian, superior over all. The thundering hoof beats are my horses. The chattering machine guns are death to all of me: Yaqui Tarahumara Chamala Zapotec Mestizo Español.</p>
<p>10</p>	<p>I have been the bloody revolution, The victor, The vanquished. I have killed And been killed. I am the despots Díaz And Huerta And the apostle of democracy, Francisco Madero</p>
<p>11</p>	<p>I am The black-shawled Faithfulwomen Who die with me Or live Depending on the time and place</p>

<p style="text-align: center;">12</p>	<p style="text-align: center;">I am faithful, humble Juan Diego, The Virgin of Guadalupe, Tonantzin, Aztec goddess, too I stand here looking back, And now I see the present, And still I am a campesino, I am the fat political coyote—</p>
<p style="text-align: center;">13</p>	<p style="text-align: center;">I, Of the same name, Joaquín, In a country that has wiped out All my history, Stifled all my pride, In a country that has placed a Different weight of indignity upon my age-old burdened back</p>
<p style="text-align: center;">14</p>	<p style="text-align: center;">Inferiority is the new load The Indian has endured and still Emerged the winner, The Mestizo must yet overcome, And the gachupín will just ignore</p>
<p style="text-align: center;">15</p>	<p style="text-align: center;">I look at myself And see part of me Who rejects my father and my mother And dissolves into the melting pot To disappear in shame I sometimes Sell my brother out And reclaim him For my own when society gives me Token leadership In society's own name</p>
<p style="text-align: center;">16</p>	<p style="text-align: center;">I jumped from the tower of Chapultepec into the sea of fame— my country's flag my burial shroud— with Los Niños, whose pride and courage could not surrender with indignity their country's flag to strangers . . . in their land</p>
<p style="text-align: center;">17</p>	<p style="text-align: center;">Now I bleed in some smelly cell from club or gun or tyranny. I bleed as the vicious gloves of hunger Cut my face and eyes, As I fight my way from stinking barrios To the glamour of the ring And lights of fame Or mutilated sorrow</p>

<p>18</p>	<p>My blood runs pure on the ice-caked Hills of the Alaskan isles, On the corpse-strewn beach of Normandy, The foreign land of Korea And now Vietnam</p>
<p>19</p>	<p>The Treaty of Hidalgo has been broken And is but another treacherous promise. My land is lost And stolen, My culture has been raped</p>
<p>20</p>	<p>These then are the rewards This society has For sons of chiefs And kings And bloody revolutionists, Who gave a foreign people All their skills and ingenuity To pave the way with brains and blood For those hordes of gold-starved strangers, Who Changed our language And plagiarized our deeds As feats of valor Of their own.</p>
<p>21</p>	<p>I shed the tears of anguish as I see my children disappear behind the shroud of mediocrity, never to look back to remember me.</p>
<p>22</p>	<p>I am Joaquín. I must fight and win this struggle for my sons, and they must know from me who I am. Part of the blood that runs deep in me could not be vanquished by the Moors. I defeated them after five hundred years, and I have endured</p>
<p>23</p>	<p>Part of the blood that is mine has labored endlessly four hundred years under the heel of lustful Europeans. I am still here!</p>
<p>24</p>	<p>I have endured in the rugged mountains Of our country I have survived the toils and slavery of the fields.</p>

<p style="text-align: center;">25</p>	<p style="text-align: center;">I have existed In the barrios of the city In the suburbs of bigotry In the mines of social snobbery In the prisons of dejection In the muck of exploitation And In the fierce heat of racial hatred. And now the trumpet sounds, The music of the people stirs the Revolution.</p>
<p style="text-align: center;">26</p>	<p style="text-align: center;">Like a sleeping giant it slowly Rears its head To the sound of Tramping feet Clamoring voices Mariachi strains Fiery tequila explosions The smell of chile verde and Soft brown eyes of expectation for a Better life</p>
<p style="text-align: center;">27</p>	<p style="text-align: center;">And in all the fertile farmlands, the barren plains, the mountain villages, smoke-smearred cities, we start to MOVE.</p>
<p style="text-align: center;">28</p>	<p style="text-align: center;">La raza! Méjicano! Español! Latino! Chicano! Or whatever I call myself, I look the same I feel the same I cry And Sing the same.</p>
<p style="text-align: center;">29</p>	<p style="text-align: center;">I am the masses of my people and I refuse to be absorbed. I am Joaquín. The odds are great. But my spirit is strong, My faith unbreakable, My blood is pure. I am Aztec prince and Christian Christ. I SHALL ENDURE! I WILL ENDURE!</p>

The Faces of Joaquin

- You will work on this project in groups of four. Each individual should choose at least one line from the poem that they find meaningful and 2-3 images from the poem to contribute.
- Create an outline or silhouette on a large piece of paper (see example).
- Work to fill in the face completely with the words and images that your group has drawn from the poetry.
- Around the outside of the face, write words and events that have defined the experience of Latinos in America (think the chart you completed earlier in the class period).
- At the bottom of your page, answer the question: *How do these many details reflect the Latino experience in the United States?*



Lesson 8	Current Immigration Issues (IRCA and beyond) (two 90-minutes classes)	<ul style="list-style-type: none"> • Current patterns of immigration • Recent developments in legislation • The impact of immigration on sending and receiving countries
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Essential Questions:

- How has immigration changed the United States and Latin America in the past thirty years?
- What are the driving factors influencing immigration policy today?
- What are current patterns of immigration?

Performance tasks and Assessment:

- Completion of webquest
- Written response to essay prompt: “Immigration from Latin America to the United States has had positive impacts not only on the individuals, but on the countries themselves.” To what extent do you agree with this statement?

Learning Activities Day 1 (most appropriate for a computer lab):

- 1) Determining current patterns of immigration (45 minutes)
 1. Project the web resource <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html> for all students to see. As a whole group, review the timeline from 1880 to today. This introductory activity has two goals: to review basic events in immigration history over the past century and to familiarize students with the tool. You will want to reflect on the shifting source of immigration, times when immigration declined or was restricted, and the impact of World War II on immigration. Make sure students understand how to read the key and the map.
 2. Ask students to complete part I of the webquest (attached) using the tool. Explain to students that after determining what cultures make up our largest immigrant groups today, they will investigate laws written about immigration in the past 50 years.
- 2) Discussing the issues (20 minutes)
 1. Review with the class the main groups that immigrate to the United States today, and where those populations are growing. Using your own county as a reference point, discuss why or why not immigrants would be drawn to certain areas of the nation. Have students seen the impact of immigration in their local area? Has the economy affected immigration?
 2. Talk about the legislation that has been passed and that is on their chart, clarifying where necessary. Students should be able to identify the status of illegal immigrants, refugee assistance, and national security as key issues influencing our immigration policy today.
- 3) Modern controversy (20 minutes)
 1. Distribute the text of the article summarizing the Alabama immigration law controversy: http://www.nytimes.com/2011/10/04/opinion/alabamas-shame.html?_r=1. Note: due to the nature of the topic, there is a lot of current news out there. If something seems more applicable or relevant here, use it! Ask students to read silently, noting their responses and questions.
 2. Ask students to discuss responses to the article with a partner seated near them. What

provisions of the law do they agree with? Which, if any, seem unfair? What might be some unintended consequences of the law?

3. Regroup as a class and reflect on the issue: How can the nation effectively respond to the economic and national security problems presented by illegal immigration while balancing humanitarian concerns?

3) Assign and explain homework (5 minutes)

Ask students to keep a log over the course of the next twenty-four hours, tracking incidents or items that are somehow linked to immigration. Brainstorm with students what types of things these could be: food, workers or friends that they encounter, political cartoons, styles of music or clothing they see, languages they hear, etc. Explain that this is in preparation for the next day's focus on the impact of immigration.

Lesson Activities, Day 2:

1) Impact on the U.S. (25 minutes)

1. As a class, use homework assignments and the prior day's discussions to brainstorm responses to the following chart, which should be projected on the board or overhead. Possible responses are in italics.

How has recent immigration affected the United States?

Social/Cultural	Economic	Political
<ul style="list-style-type: none"> • <i>More international grocery stores/restaurants</i> • <i>Use of "Spanglish"</i> • <i>More Latino characters on TV shows (Modern Family)</i> • <i>Greater diversity in schools</i> • <i>Celebration of quinceañeras</i> • <i>Conflict between immigrant groups and racial groups</i> • <i>Impact on pop music (e.g., Shakira, Daddy Yankee, etc.)</i> 	<ul style="list-style-type: none"> • <i>Competition for jobs</i> • <i>More agricultural and service workers are immigrants</i> • <i>Some illegal immigrants pay taxes but do not collect tax returns</i> • <i>Some illegal immigrants drain public resources because they are uninsured</i> • <i>Increased crime?</i> 	<ul style="list-style-type: none"> • <i>There is debate over illegal immigration, the DREAM act, and border control</i> • <i>There is debate about who should regulate immigration: the states or the federal government</i> • <i>Political parties try to appeal to immigrant groups (ex: Obama and Latinos, "Obamanos!")</i>

2. Ask students to put plusses and minuses next to each entry on their chart, denoting whether they are positive or negative impacts on the U.S. After giving a few minutes to complete this task, ask students to generalize: what do they think the overall impact of immigration has been on the United States? Remind them that they will return to this question at the end of the class period.

2) Impact on home countries (20 minutes)

Lecture on the impact of immigration on Mexico (Lesson 8 PowerPoint available for download from this website:

<http://lanic.utexas.edu/project/etext/llilas/outreach/mexico11/>).

3) Assessment (35 minutes)

1. Introduce the prompt: "Immigration from Latin America to the United States has had positive impacts not only on the individuals, but on the countries themselves." To what extent do you agree with this statement? Using the graphic organizer (attached), discuss with students what an excellent answer to this question would entail, looking at both negative and positive impacts of immigration.

2. Allow students 15–20 minutes to work with a partner and complete the graphic organizer.
3. Assign students an introductory paragraph, or full essay, at your discretion. Remaining time in the class period should be used for them to begin work on the prompt individually, but with you available to answer questions.

Modern Immigration Webquest

Part I: Current Patterns of Immigration

Using the tool at <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html> , answer the following questions:

- In 1970, what states appear to have immigrants from Latin America?
- In 1970, what other part of the world is sending the most immigrants to the United States?
- In 1980, what two parts of the world are sending the most immigrants?
- How does the map appear to change from 1980 to 1990? From 1990 to 2000?
- Track the immigrant population over time for our county in the chart below:

County Name: _____

Year	1970	1980	1990	2000
# of Immigrants (a)				
Total Population (b)				
Immigrants as % of population (a divided by b)				

Make a generalization about the information in the chart above:

- By now, you will have noticed that the two largest immigrant groups coming to the United States are coming from Latin America and Asia. What regions of the country appear to be receiving more immigrants? Why do you think this is?

Part II: Legislation

Use the following site to complete the chart below and get caught up on more recent laws that have been passed regarding immigration:

<http://library.uwb.edu/guides/usimmigration/USimmigrationlegislation.html>

Law	Year	Purpose/Significance
Hart-Cellar Act		
Indochina Migration and Refugee Assistance Act		
	1986	
Hmong Veteran's Naturalization Act		
	2004	

Using the chart above, how would you describe the main goals of immigration policy since the 1960s? Hint: there are three main issues that the United States currently tries to address in its immigration policy.

Graphic Organizer for Planning

“Immigration from Latin America to the United States has had positive impacts not only on the individuals, but on the countries themselves.” To what extent do you agree with this statement? Brainstorm ideas and topics to discuss for each type of effect.

