

Stories of Migration

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Target Audience: High School, World Literature/Spanish

RELATED CONTENT AREAS

World Literature, Spanish

INSTRUCTIONS

Overview	<p>Ultimately we want students to see migration as a global issue, not just as Latin America-U.S. phenomena. With that in mind, we hope to make deliberate links between our sophomore World Literature and Spanish level 3 classrooms. We will use a variety of media (film, immigrant interview, nonfiction and fiction readings of various types) to study the stories of migrants, why they migrate, the challenges the face and how their stories are told.</p> <p>Essential Questions:</p> <p>Why people they know have migrated and how that relates to other stories of migration</p> <p>Common causes of migration (poverty, political & religious persecution, war, violence, education)</p> <p>Dehumanization and exploitation of immigrants</p> <p>Why does it matter? What can you do?</p>		
Objectives	<ul style="list-style-type: none">➤ Reflect and express (in Spanish) some ideas about what their current perceptions of the word “ wetback” and/or the image on the screen➤ Generate questions (in Spanish) about what the students may or may not know about the process of human migration➤ Personalize the stories of immigrants and help students make a personal connection to the process	Materials	<ul style="list-style-type: none">➤ Computer/projector to project powerpoint: Wetback Images for Reflection➤ Drawing paper➤ Colored pens, pencils, crayons
Time	1 to 2 class periods plus homework activity	Vocabulary	

PROCEDURE

Spanish Classroom: Wetback and associated previewing, viewing and post-viewing activities.

Activity 1: See, think, imagine

Time: Depending on the students, this activity can take 10-15 minutes or much longer.

Project the PowerPoint to discuss.

- ✓ Slides 1 & 2: Discuss each image. Ask students to guess who the immigrants are, where they are coming from and why they wanted to come to the U.S for each slide.
- ✓ Slide 3: Discuss the image. Ask students what the sign means. Why do many Americans find this image humorous? Is that okay?
- ✓ Slide 4: Discuss the cartoon. Do they understand it? What is the difference between “undocumented” and “illegal”? Is this cartoon funny to them?
- ✓ Slide 5: *Wetback*. Take several minutes to complete these tasks:
 - Ask your students to look closely at the image for at least one minute (you time them) and to note on paper precisely what they *see* (in Spanish, of course). They should NOT interpret the image yet, only note details: “Veo el color negro.” “Veo la espalda de un hombre.” “Veo el color blanco.” Instruct the students to look *carefully* and note only empirical details without speaking.
 - After 1-2 minutes, ask them to share their observations.
 - Ask your students to silently look at the image again and think or wonder about who the person is, what the tattoo on his back symbolizes to them, what it might mean to the person who wears the tattoo
 - After a few minutes, ask your students to share their thoughts with you. When they have shared as much as you think they will, ask them what connection the image might have with the idea of immigration.
- ✓ **Optional follow up:** Have students think of an idea or dream that is important to them. Have them draw an image that somehow communicates that dream or idea. Ask students to share that image with the class and explain.

Activity 2: Interview an immigrant that you know

Time frame: This is a *homework* assignment and might be completed over several days. Depending on the way you wish the students to deliver the information to you (written document, online document, online recording or other oral recording or presentations (small group or formal) in the class, this may take additional class time as well.

An example of a similar assignment, recorded online on VoiceThread by students, will hopefully be available through the Wiki.

Students will interview someone in their own family who immigrated to the U.S. or a person that they know well who immigrated to the U.S. This person may or may not be a Spanish speaker, but the final product should be presented in Spanish.

- ✓ A photo of the immigrant should be included in the final product.
- ✓ The class should develop questions together (in the target language):
(Suggestions: ¿de dónde es? ¿por qué emigró? ¿cuándo vino a los EEUU? ¿cuántos años tenía?
¿con quién viajó? ¿en qué tipo de transporte vino?, etc)

- ✓ Students should go home and interview the person, then write up or record themselves telling the interview in Spanish, according to the teacher's preferred reporting method.

Possible modes of presentation:

Oral:

- Record into an email program (with picture inserted into the email)
- Record in a VoiceThread (interactive audio-visual program): <http://www.voicethread.com>

Written:

- Standard written report
- Online journal/blog/wiki/Google site

Viewing activities:

Time Frame: Film is 90 minutes + some viewing activities—around 2 hours

Materials needed:

- TV or projector & screen
- DVD player
- DVD: *Wetback*
- Viewing Guide

Viewing Guide: See Separate Worksheet: Stop after each chapter and have students jot a quick answer to the discussion question for that chapter. Discuss where the immigrants are on the map. Answer any questions and start the next chapter.

Optional activity: If you would like to include a student centered activity contrasting the myths and facts of immigration, see pp. 13-14 of the World Literature lesson plan.

Post-viewing activities:

Time Frame: Homework after movie viewing and perhaps one class period for preparation.

Materials needed:

- Excerpts from Alarcón, Alicia. *La migra me hizo los mandados*. Los Angeles: Arte Público Press, 2002. (Each chapter is the transcript of a Spanish speaking immigrant's 1st person account how s/he came to the U.S.—Spanish reading)
- Other readings in Spanish according to the teacher's choice (some other options in additional resources under "Additional Resources")
- Video camera (if you choose to record the interviews)
- Any costumes or props the students choose to use in the interview

Activity: Tying things together with the World Literature classes:

Part 1: Reading in Spanish

Divide students into groups of 3. Each group will receive the testimony of one Spanish-speaking immigrant. They will read these stories together and answer the following questions. (They can be copied into a worksheet to hand in or used as an online journal or discussion activity if the teacher prefers).

Preguntas:

- 1) ¿De dónde es? *Where is the person from?*
- 2) ¿Por qué decidió emigrar a EEUU? *Why did s/he decide to emigrate to the U.S.?*
- 3) ¿A quién(es) dejó en su país? *Who did s/he leave behind in his/her country?*
- 4) ¿Cómo viajó a EEUU? ¿Cuánto tiempo duró el viaje? Incluye todos los detalles que te parecen importantes. *How did s/he travel to the U.S.? How long did the trip take? Include all the details that seem important to you.*
- 5) ¿Cuál fue su primera reacción a EEUU? Explica. *What was his/her first reaction to the U.S.? Explain.*
- 6) ¿Dónde vive ahora? ¿En qué trabaja? Incluye otros detalles de su vida. *Where does s/he live now? What job does s/he have? Include other details of his or her life.*
- 7) ¿Ha experimentado problemas o dificultades en adaptarse a la vida en EEUU? *Has s/he experienced any problems and difficulties adapting to the U.S.?*

Part 2: Interview with immigrants.

The students should choose an immigrant from one of the readings that they studied in World Literature. This person and the immigrant in their Spanish reading are being interviewed for a television special on immigration. Thinking of the questions in the previous exercise, they will create an interview to present to their classmates. One student will be the TV interviewer and each of the other two will take the role of an immigrant. Students may imagine further details to each immigrant's story based on the research they have done in both Spanish and World Literature classes. Some requirements:

- Interviewers should ask at least two questions per interviewee beyond the scope of the basic questions in part 1.
- Details, details: The two "immigrants" should imagine details they could not find in the readings, based solidly in what they have learned about different immigrant groups. Ideas for expanded details: More information about family/friends left behind, what they miss about home, what is better or worse now, how they communicate with family left behind, etc.
- The interviewer should guide the immigrants with at least two questions asking them to compare and contrast their experiences.
- A final interview question should be something like: Would you make the same decision knowing what you know now?
- Students may dress in costumes or bring props that will help identify their roles.

Option: Class debate (appropriate for upper level or AP classes). Details of this research, writing and oral debate project in an attached handout.

Connection with the World Literature class:

Celebration and Connection: To connect with the Spanish III students who studied *Wetback* at length, plan a lunch-time international food festival. Students would choose a country they studied in which there is migration (Mexico, El Salvador, Mozambique) research the food, and create a dish to share in a pot-luck lunch on campus. If a service project is in the works, this would be a good time to incorporate both groups into such a project.

Additional Resources:

Readings:

Alarcón, Alicia. *La migra me hizo los mandados*. Los Angeles: Arte Publico Press, 2002.

Radio personality Alicia Alarcón published the testimonies of numerous of her listeners. Variety of experiences and stories.—Spanish.

“Temas: La inmigración en España.” *Temas para debate* n° 136. Marzo 2006. ARCE:

Asociación de Revistas Culturales de España. <http://www.revistasculturales.com/articulos/99/temas-para-el-debate/517/1/la-inmigracion-en-espana.html>

Ferrer, Sarai. “Historias de inmigrantes: Chicago, Illinois.” *Hispanic LA*, January 8, 2010.

<http://www.hispanicla.com/historias-de-inmigrantes-chicago-illinois-6626>

Article about one immigrant to Chicago. Some comments—Spanish.

Barrio Zona: http://www.barriozona.com/historias_migrantes_portada.html.

Four winning stories of immigrants available online at this site—in Spanish.

Other Video:

Los invisibles. Part 1: <http://www.youtube.com/watch?v=WDcDOK1cnIA>; Part 2: <http://www.youtube.com/watch?v=aOi9hoSfCLc&feature=relmfu>; Part 3: <http://www.youtube.com/watch?v=v2cEw6k9ZFM&feature=relmfu>

This is a short documentary by Marc Silver & Gael García Bernal.

De nadie: Part 1 of 8 (all on YouTube, visible when you go to this link): <http://www.youtube.com/watch?v=uX4X1YhW-sY>

Other Web Resources:

Center for Immigration Studies. <http://www.cis.org/>

Excellent source for current information.

BlueServo. <http://www.blueservo.net/>

This site is a partnership between the Texas Border Sheriffs Coalition and BlueServo. It is a virtual Border Watch. Anyone in the world can join, keep an eye on the cameras and report suspicious activity.

Michael Savage. <http://www.michaelsavage.wnd.com/>

Note one of the vigilantes wearing a Savage Nation cap. For those who don't know it, this will tell you all about Michael Savage.

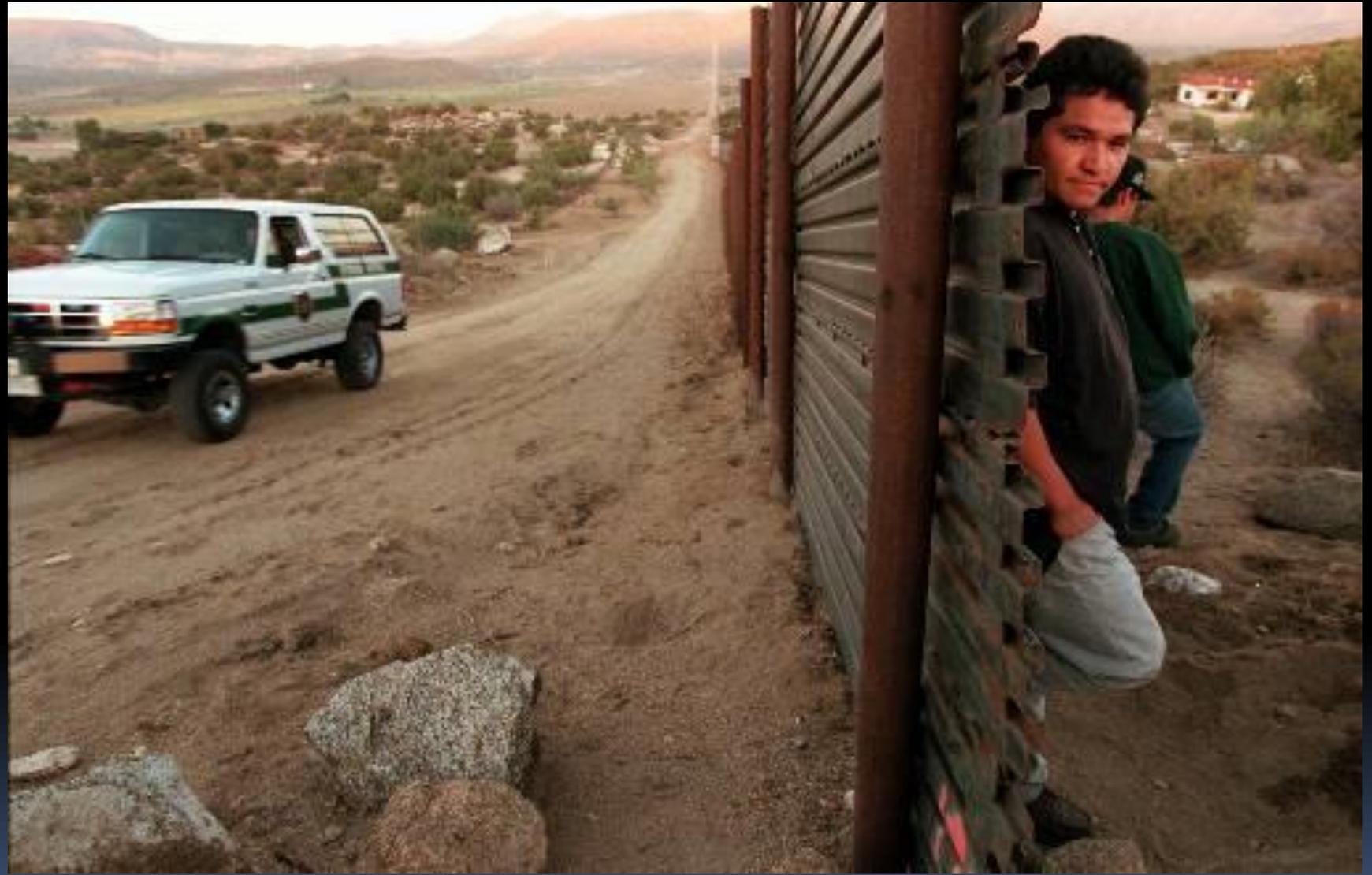
Maps of Latin America: <http://lanic.utexas.edu/la/region/map/>



images for reflection

WETBACK







http://www.google.com/imgres?imgurl=http://www.outlawstudent.com/wp-content/uploads/2010/07/illegal-immigrant-college.jpg&imgrefurl=http://www.outlawstudent.com/2010/07/22/illegal-immigrant-college/&usg=__T2CdFDyp_lmtgJMN8lSmFS9JgQ=&h=385&w=575&sz=40&hl=en&start=0&zoom=1&tbnid=fZwqd7lr8t8dXM:&tbnh=135&tbnw=188&ei=ms_vTaShLYajtgifw_cCjCQ&prev=/search%3Fq%3Dimmigrant%26hl%3Den%26biw%3D1280%26bih%3D605%26gbv%3D2%26tbnm%3Disch&itbs=1&iact=hc&vpx=516&vpy=314&dur=0&hovh=184&hovw=274&tx=177&ty=214&page=1&ndsp=19&ved=1t:429,r:15,s:0&biw=1280&bih=605





WETBACK

THE UNDOCUMENTED DOCUMENTARY



A Film by Arturo Perez Torres



http://4.bp.blogspot.com/_T3lzzH2fMo/SkJLOmydIDI/AAAAAAAAFOo/gIxYCIXG-t4/s400/wetback_dvd.jpg