



# DIFFERENT ETHNIC GROUPS IN ECUADOR, PANAMA AND ARGENTINA: THEIR ASSIMILATION AND THEIR CONTRIBUTIONS

Level: high school  
Course: Spanish

## Rationale

Teachers of foreign language often get caught up with verb conjugations and translations. We feel the need to follow curriculum schedules and we seldom have time to elaborate on the rich culture of the Latin American countries. Our students often are not aware of the cultural diversity that exists in Latin America. When students think of Latin America, they often picture dark-haired and brown-skinned people.

They do not realize that people of Latin America are a mixture of many ethnic groups and not just a single ethnic and racially homogeneous group. Over the years Asians and Europeans have migrated to Latin America for multiple reasons: political exile, religious persecution, and economic improvement. Africans were imported deliberately. These groups have not only assimilated into the mainstream culture of a particular country, but have also made significant contributions in the areas of music, literature, art, religion, politics and food to that particular culture. As a result of this unit students should be able to describe the various ethnic groups and the ways in which they have contributed to a specific Latin American country.

## Lesson Overview

This unit familiarizes students with the various ethnic groups and the ways in which they have contributed to a specific Latin American country.

by

Alicia Fletcher

St. Pius X High School

5301 St. Joseph's Dr. NW

Albuquerque, NM 87120

505-831-8400

and

Joan Roth

sraroth@aol.com

Penn High School

56100 Bittersweet Rd.

Mishawaka, IN 46545

219-259-7961

## Objectives

1. learn specific vocabulary related to immigration
2. work collaboratively in groups to extract and evaluate the information required to complete all assignments
3. extract specific information from reference materials
4. understand reasons why people migrated to a specific country
5. analyze and have a better understanding of the adjustments that people have to make when they leave their native land
6. chart the various ethnic groups that migrated to these particular countries. This information will include when the largest influx of people arrived, reasons for their arrival, and professions that were available to them
7. know how to conduct interviews with guest speakers
8. listen and understand a specific song related to adjusting to life in another country

## Time Needed

one week

## Materials

chart paper, marker, record or cd player, Internet

*Optional:* video-conferencing capabilities, video camera

## Procedures

### Day 1

There are a variety of words associated with migration that may be new to any level Spanish student. These words are essential in the comprehension of this unit. The teacher explains to students that in each of the activities they will see some new words. Students work in small groups of 3 or 4 for 20 minutes. Using a dictionary, they write down the Spanish equivalent of the following words, as well as a brief explanation in Spanish. At the end of the twenty minutes, students share their group information with other members of the class. The vocabulary words and their descriptions will be written on a large sheet of paper on the board. For homework, students are given a vocabulary crossword puzzle that reinforces the vocabulary and definitions learned on that day. Below is the list of words to be given to students. Extra credit may be given to students who contribute additional applicable vocabulary words.

### Vocabulary Words

1. immigration
2. emigration
3. visa
3. passport
5. exile

6. refugee
7. political asylum
8. law
9. frontier
10. homesick
11. displacement
12. assimilation
13. embassy
14. consulate
15. deportation
16. foreigner

## Day 2

Students are divided into three groups. A country is selected randomly by picking the name from an envelope. Each person in the group is given a specific task (recorder, readers, time keeper and monitor). Each group receives an article about their specific country. After reading the articles, the students discuss and answer the following questions (upper level Spanish classes should be able to do this activity in the target language). This activity should take approximately 30 minutes. At the end of the period students share the answers to their questions with members of the other groups. The teacher collects the sheets from each group following the discussion. Responses are recorded and saved on chart paper by a student or the teacher. The following are the discussion questions.

### Discussion Questions

1. What are the different ethnic groups that have immigrated to Argentina, Ecuador or Panamá?
2. Why did these people leave their native country?
3. What items did they bring with them? If the article you are reading does not identify the items, brainstorm within your group what you think they might have brought with them.
4. What were some of the problems that they encountered in their new country?
5. What were the jobs available to them?
6. What are some of the specific contributions that the immigrants made to their new country?

## Day 3 and 4

For five minute, students review the questions that were discussed yesterday with particular emphasis on question #3.

The students are asked to select 5 items that they would take with them if they were moving to a Latin American country. These items are to be brought to class the following day. With the items in class each

student explains orally in the target language why they chose each item. A student records the items on chart paper posted on the blackboard and the whole class identifies the most popular items chosen. The items will be labeled in the target language and placed on display in the classroom.

### Day 5

Students have now learned about various ethnic groups who migrated to Latin America. Now it is time for them to transfer this information in a reflective manner. In small groups students answer the following questions:

1. What would be the reasons you would migrate to another country?
2. Which country would you select and why?
3. What would you do once you got there?
4. What adjustments do you think you would have to make?
5. What would be things that you would miss from your native country? Why?
6. What assets do you have to offer to your new country?

The answers to these questions will also be posted on chart paper on the board and compared to those from the activity of day 2.

### Day 6

Brainstorm with students about possible questions they want to ask a guest (or guests) who immigrated to the United States from another country, preferably a Spanish speaking country. Use the questions discussed on Day 2 and Day 5 as guidelines for brainstorming. Questions should be in the target language. Post questions on the chart paper and ask students to copy 10 of them.

Students make arrangements with the media specialist for video equipment to tape the interview(s). Arrangements can be made with another teacher from another school so that interview video tapes can be exchanged. If your building is equipped for teleconferencing, arrangements can be made to use this format. Another option might be to arrange for a panel discussion with guests and students. Panel questions need to be discussed prior to the arrival of the guests.

### Day 7

Guest speaker(s). See preparations from day 6.

### Day 8

Students write thank you notes to the guest speaker(s) in the target language. The class will discuss what they learned about the guest and his/her country of origin.

## Day 9

The students are given a song that expresses feelings associated with migration such as loneliness, alienation and hope. Students listen to the complete version of the song first. They then fill in the blanks of the mutilated text. According to the level of Spanish, the words extracted will be different. See the complete version of "No me llames extranjero" by Alfredo Cortez in the Handout section.

## Day 10

To conclude this unit, the students will have a choice of two assignments.

### Assignment # 1

Write a letter to a friend describing in the target language your adjustment to a another country. In the letter you should include how long the journey took, what your first days were like, where you are living, what jobs you and your family were able to obtain, and how you feel about the move.

### Assignment # 2

Make a poster for the classroom in which you, by drawing or with pictures from magazines, describe the multiple ethnic groups who migrated to Latin America. Your pictures should be captioned in Spanish.

### Assignment # 3

With a partner, write and perform a skit representing what you have learned from your research and the comments of the guest speaker(s). Your skit should include the following:

- \* Reasons for leaving and settling in the new country. Does your family know someone who already lives in the new country?
- \* What belongings will you and your family put in the two suitcases you are allowed to take? Note: make sure you are aware of the climate.
- \* Describe how each member feels about the move. Are they excited, afraid, worried or happy?
- \* What are your expectations about the move?

These are just a few things that your skit should include. Add more to apply to your personal situation.

## Handouts

### "No me llames extranjero" by Alfredo Cortez

No me llames extranjero porque haya nacido lejos  
o porque tenga otro nombre la tierra de donde vengo  
No me llames extranjero porque fue distinto el ser  
or porque acunó mi infancia otro idioma de los cuentos.

No me llames extranjero sin el amor de una madre  
tuvimos la misma luz en el canto y en el beso  
con que nos sueñan a todos las madres contra su pecho.

No me llames extranjero y pienses de donde vengo  
Mejor saber donde vamos adonde nos lleva el tiempo  
No me llames extranjero, porque tu pan y tu fuego  
calman mi hambre y mi fin me cobija tu techo.

No me llames extranjero.  
Tu trigo es como mi trigo, tu mano como la mía  
tu fuego como mi fuego y el hambre no avisa nunca  
vive cambiando de dueño.

Y me llamas extranjero porque me trajo un camino  
porque nací en otro pueblo, porque conocí otros mares  
y un día sarpe de otro puerto.  
Si siempre quedan iguales el adíos en otros pañuelos.

Y las pupilas borrosas de los que dejamos lejos  
los amigos que nos nombran y son iguales los rezos  
y el amor de la que sueña con el día del regreso  
No me llames extranjero.

Traemos el mismo grito, el mismo cansancio viejo  
que viene arrastrando el hombre desde el fondo de los tiempos  
cuando no existían fronteras, antes que vinieran ellos.

Los que dividen y matan, los que roban, los que mienten  
Los que venden nuestro sueños, ellos son los que inventaron  
esta palabra extranjero.

No me llames extranjero. Es una palabra triste, es una palabra helada  
Huele a olvido y a destierro. No me llames extranjero.  
Mira tu niño y el mío como corren de la mano hasta el final del sendero.  
No los llames extranjeros.  
Ellos no saben de idiomas, de límites ni de banderas  
Míralos, se van al cielo con la risa paloma que los unen el vuelo.

No me llames extranjero. Piensa en tu hermano y el mío.  
El cuerpo lleno de barbas, besando de muerte el suelo.  
Esos no son extranjeros, se conocían de siempre.

Por la libertad eterna, igual de libres murieron.  
No me llames extranjero. Mírame bien a los ojos.  
Mucho más del odio, del egoísmo y del miedo  
y veras que soy un hombre, no puedo ser extranjero.  
No me llames extranjero.

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Argentina(history/culture): *[http://history.cc.ukans.edu/history/subtree/regions/americas/reg\\_argentina.html](http://history.cc.ukans.edu/history/subtree/regions/americas/reg_argentina.html)*

Argentina Discussion List: Argentina Network  
argentina-requests@journal.math.indiana.edu

Ecuador(history/culture):  
*[http://history.cc.ukans.edu/history/subtree/regions/americas/reg\\_ecuador.html](http://history.cc.ukans.edu/history/subtree/regions/americas/reg_ecuador.html)*

Ecuador discussion list: EC-Charla  
listproc@lac.net