



# MIGRATION & IMMIGRATION: HOW DOES MOVING AFFECT ME AND MY COMMUNITY?

Level: 10th grade

Course: English, communication skills

## Rationale

This unit will encourage students to reflect upon the changes occurring within their own community, Albuquerque's West Mesa, where rapid development (example: Rio Rancho) and economic expansion (example: Intel) have resulted in heavy migration and immigration to the area. Along with newcomers and change come conflicts and questions concerning economics, identity and politics. Students will gain a global perspective on the phenomenon by investigating and comparing similar experiences of other communities in the Americas. Since the majority of students at West Mesa are Latino, comparisons with other Latin American nations should help to emphasize the commonalities among peoples of the Americas and break down some of the stereotypes that result in isolation, prejudice and sometimes violence in our community.

## Background

The 10th grade class in question is the first year of West Mesa High School's Pegasus Program. 10th, 11th and 12th grades are linked by a common theme, "Imagen e Identidad." The 10th grade focuses on the self and its relation to the community. The 11th grade focuses on the larger community of the nation and its encounters with other nations, resulting in the themes of conflict, revolution, rebellion and change. 12th grade focuses on global interdependence, the role of sanctuary, ritual and cooperation.

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## Unit: Identity, Migration and Community- Who are we? Why did we come here?

### Unit Overview

During the course of this nine week unit, students will explore the themes of identity and migration. They will interview each other and family members to gather information about why people have moved to Albuquerque, how moving has affected them and what difficulties people may encounter when moving into a new community, and conversely, how the influx of newcomers to Albuquerque has affected long standing communities. Using a variety of reading materials, videos and interviews, they will compare the experiences of people throughout the Americas, but focusing particularly on Mexico and Guatemala, who migrate for various reasons—economic, political, voluntary and forced. They will explore the theme of identity through literature, art, poetry and song, comparing their own self-concepts with those of teenagers in Latin America. Students will write essays, poems, plays and short non-fiction pieces on these themes, in both Spanish and English, and will use e-mail to share perspectives with students in Mexico and Argentina. For the final evaluation, students will do individual multi-media presentations to answer the questions, “Who am I?,” “How/Why did I come here?,” and “How has moving affected me?.”

### Time Needed

9 weeks

### Themes and Topics

- \* Isolation (homeless, religious or language differences, physical-i.e. infrastructure)
- \* Cooperation (neighborhoods against crime)
- \* Marginalization (poverty, ghettos, minority ethnicity/religion/”otherness”)
- \* Participation (church, sports, politics, school, etc..)
- \* Assimilation (clothing and food style, adoption of dominant language, religion, etc.)
- \* Acculturation
- \* Migration
- \* Immigration
- \* Economic Impact/Competition
- \* Identity

### Lesson Plan 1: Class Interviews

#### Objectives

- \* Identify reasons for moving
- \* Share/ Compare feelings about moving

- \* Share/ Compare feelings about newcomers in the community
- \* Create a community in the classroom

## Skills

- \* Write a five paragraph essay
- \* Peer Review
- \* Interview Techniques

## Procedures

This lesson will begin during the first week of school, and will serve to introduce students more intimately to one another as well as providing focus for the nine week unit. The objectives and skills covered in the lesson will be written on the board.

First, the teacher should explain the purpose of an introduction, whether written or oral, as when you introduce a friend to your parents. In other words, you cannot introduce either a person or a subject properly if you know nothing about them/it. Therefore, interviews will be necessary before students can introduce each other properly.

Then, the teacher should point out that any decent interview should have a purpose—what do you want to know about this person? Point out that the nine week unit's focus is migration, identity and community and that these interviews will be the beginning of exploring those themes. Ask for a show of hands of students who have moved in the past five years. Ask for a show of hands of students whose parents were born here. Refine the time margins until you can divide the class in half, newcomers and old-timers. Pair newcomers with old-timers, explaining that each partner will play both roles of interviewer and interviewee.

Before beginning the interviews, take students through basic interviewing techniques, i.e., developing questions beforehand, making sure that the questions leave room for explanation, NOT 'yes', 'no' questions. Model nonverbal responses such as head nodding, leaning forward, and eye contact to keep the interviewee at ease and forthcoming with anecdotal information. Model shorthand techniques that can make note taking easier.

Give students about 5-10 minutes to prepare a minimum of 10 good interview questions. Then allow students 20 minutes to conduct interviews. At the end of the twenty minutes, ask students how successful their questions and techniques were. Take two or three minutes to make any adjustments in remaining questions, and partners switch roles for twenty more minutes.

The following day, review the writing process of brainstorming, rough draft, revision and 2nd draft. Students should use their interview notes to web and then write a draft introductory paragraph with a thesis statement about their interview subject. When the drafts are complete, students should exchange the paragraphs with their partners who will provide written feedback for improvement. Students will then revise, edit and write 2nd drafts. Bring a camera to class and have each student photograph her partner.



When the introductions are complete, pair off class into groups of 6, three partnerships in each. Have group elect a recorder and a reporter. Allow students about 10 minutes to list all the different reasons for moving that they heard, and to discuss the effects of moving into a new community and the effects of newcomers on an established community. Reporters will then share results with class while recorders add their findings to a chart on a piece of butcher paper. When all groups have reported, ask students to group reasons under categories such as: economic, political, personal, natural disaster. Ask students if they know of anyone who has had to move for any of those reasons, if there should be a blank category. Discussing reasons for moving can be a good way to assess the class's base of prior knowledge. Ask them what reasons Latin Americans might have for moving to the United States, or to Albuquerque.

Post the introductory paragraphs and photographs on the bulletin board. Keep the chart with reasons for moving and effects in a visible spot throughout the nine weeks.

## Follow up Activities

This activity should be followed-up by another interview done with a parent or older family member, asking about why the family moved to Albuquerque, what they miss about where they came from, how they hope to fit into the community, or whether they plan to move again and why; or in the case of a several-generation interviewee, how the community has changed, what they miss about how things used to be, what they think of the newcomers, why do they think people are coming here and whether they plan to move themselves.

Hang a blank world map on the wall and record the trail of migration/ immigration to Albuquerque for each student.

## Bibliography

Nunez, Lucia, Why do People Move: Migration From Latin America: A Curriculum Unit for History and Social Studies Grades 6-10, Stanford Program on International and Cross-Cultural Education (SPICE), 1993

Why People Come Here: Guatemala

Students will find after their interviews that most have come to Albuquerque for economic, personal or quality of life reasons. Students will now look at why some people come for political reasons. (I recommend using an excellent lesson plan with the SAME TITLE in the SPICE curriculum. It can be augmented with the below-listed sources.)

Archbishop Pedro Cortes y Larraz, "The Indians Have an Aversion to Anything Spanish", Guatemala in Rebellion: Unfinished History, Grove Press Inc., New York, 1983.

Nairn, Allan, "To Defend Our Way of Life: An Interview With a U.S. Businessman", Guatemala in Rebellion: Unfinished History, Grove Press Inc., New York, 1983.

Menchu, Rigoberta, I, Rigoberta Menchu: An Indian Woman in Guatemala, Verso, NK, 1984.



Popul Vuh: Las Antiguas Historias del Quiche, trans. Adrian Recinos, Fondo de Cultura Economica, Mexico, 1952.

"Repercussions From Allegations of Army Connections to CIA Rock Guatemala," Latin America Data Base, Notisur-Latin American Political Affairs, April 14, 1995.

Carey, David R., "Indigenous Rights in Guatemala," Latin American Curriculum Resource Center, Vol.11, No. 2, Spring 1995.

"El Norte," film.

## Lesson Plan 2: Readings

### Objective

Students will explore the themes of community and identity through literature. They will relate the communities, individuals and themes raised in The House on Mango Street, assorted poetry, articles and interviews to their own community and experience.

### Procedures

Students will read two periods a week and will be expected to read every night. They will keep reading log/journals to jot down their impressions, time spent reading and number of pages each time they read. The teacher will read and respond to reading journals each week. Once a week the class will have a discussion about the readings. Discussion topics will include: How does the reading relate to the themes we are looking at? What is Cisneros saying about community? What impresses you most? What communities do we have in Albuquerque? What are some reasons people move here? Who is isolated? How? Who participates? How? How does one gain entrance into a community? What creates communities, what is the purpose? What is the difference between communities that meet together physically and those that only share common interests? (example: West Side Community Center and the NRA)

If discussion is slow in getting started, try 'Say Something', where each student must pick an idea or a phrase from the reading that they thought was particularly interesting or important and share it with the rest of the class.

In groups of four-five, discuss what elements of identity were described in the readings. List them. The group chooses one element that it feels is especially relevant to the topic of migration, (language, religion, race?). Under what circumstances might migration cause conflicts for that aspect of one's identity? List those circumstances. Could the conflict be resolved, and how? List possible solutions. Then, as a group write a skit (5-10) minutes long that deals with this conflict and its (?) possible resolution. Include music, poetry or excerpts from the readings in the skit. Memorize your lines and perform the skit for the class. Evaluation will be based on a class-generated rubric.

## Follow up Activities

- \* Write a vignette about your own community using Cisneros's style.
- \* Rewrite two or three of the chapters in script form.
- \* Draw a scene/character from your community that you feel is important/poignant. Drawings will be mounted on classroom wall as a montage/collage mural. What symbol could we choose to connect all of these?
- \* Write a metaphor poem, i.e., 'Yo soy....'
- \* Write a personal narrative describing conflicts that arise when you move from one community to another.

Internet activity: Write a one-line introduction for yourself. Obtain a penpal from the student list in Argentina or in Mexico (or by requesting a key-pal through an educational listserv such as kidsphere or IECC or I-Earn). Ask that student the same questions. Report your findings and compare them to your own responses, to classmates' responses.

America Sin Fronteras: Essays, poems about moving, why we leave and how it feels, how it feels to have strangers moving in, a metaphor for your personal identity;

## Bilingual Activity: *por y para*, traveling, Cinquains

Evaluation: A presentation about who you are and how you came to be in this community. What communities are you a member of? What role do you play in those communities?

## Bibliography

Cisneros, Sandra, The House On Mango Street, Vintage Books, New York, 1991.

Mexican American Literature, Harcourt, Brace and Jovanovich, USA, 1990. Authors: Gary Soto, Jimmy Santiago Baca, Ricardo Sanchez, Lorna Dee Cervantes, Rosemary Catacalos.

Brewer, Steve, "Tapping a Forgotten History," Albuquerque Journal, June 1, 1995, p.1, section B.

"Mirrors in the Heart: Haiti and the Dominican Republic", Americas, WGBH, Americas Videocassettes and Books, 1993.

Gonzales, Rodolpho, Yo Soy Joaquin, La Causa Publications, Santa Barbara California, 1967.

Classroom interview with Alice Hoppes or Rita Powdrell about Black communities in Albuquerque and New Mexico.

"Oscar", "Gina", "Wendy and Jenny" and "Mohammed" from Speaking Out-Teenagers Talk on Race, Sex, and Identity, ed. Kuklin, Susan, G.P. Putnam's Sons, New York, 1993.

Powell, Stephen, "All Groan Up," The Sun, Vol. 7, No. 8, Santa Fe, New Mexico, June 1995, p. 7.

### Lesson Plan 3: Competition/ Isolation/Stereotypes

(I am not yet sure what I want to do with this book and the theme. I will be developing this later.)

Barker, Rodney, *The Broken Circle: A True Story of Murder and Magic in Indian Country*, Simon and Schuster, New York, 1992.

Suina, Joe, "Pueblo Secrecy Result of Intrusions," *New Mexico Magazine*, Jan. 1992.

Estrada, Richard, "Limit Immigration To Protect Jobs of Most Vulnerable Americans," *Albuquerque Journal*, June 5 1995, p. A6.

"Pixote"

Class Interview with Brothers of the Good Shepherd about Homelessness/ refugees and immigrants in Albuquerque.