

What Happens Before and After Hispanics Immigrate To This Country?

Lesson Plan

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Objectives:

1. Students will identify the reasons for Hispanic immigration
2. Students will appraise the efforts made by immigrants who built this country
3. Students will explore, examine, experience the thought process immigrants go through

Lesson:

A. First exposure to immigration benefits (Hook) - 2 minute

- a. Song about:
 - i. Irish immigrants coming here
 - ii. Deeper in the song it hints at not just Irish immigrants but European, Asian, Hispanic, and Muslim immigrants too
 - iii. Essentially about the immigrants facing struggles but never getting any recognition for doing so.
- b. One minute-ish of "The Hands That Built America"
 - i. Until the statue of liberty part
- c. Have students try to identify immigrants who helped build the country.
 - i. Ask why they're so important or what's one crucial thing they each did for the country.

B. Put the student in the shoes of the immigrants (Activity) - 5 minutes

- a. Using the information that was given to them take time to give:
 - i. A country you would like to immigrate to
 - ii. The push and pull factors that drive you to immigrate
 - iii. Are you immigrating with the idea of your "American dream"
 - iv. Share if they want or another possibility write it down on note cards and then share them anonymously.

C. History of Immigration in the United States(Lecture); Source: (The John W. Kluge Center at the Library of Congress) - 3 minutes

- a. First to immigrate here
 - i. Mexicans
 1. Annexation of Texas
- b. How the immigrants came into the country.
- c. Development of the immigrant's work and much more throughout the years.
- d. EMPHASIZE "The Mexican Revolution (1910-1920) then increased the flow: war refugees and political exiles fled to the United States

to escape the violence. Mexicans also left rural areas in search of stability and employment”

D. Discuss the push factors of immigration (Lecture); Source: (Golchin)- 2 minutes

- a. Define push factors
 - i. Bad things in the country push the immigrants into the new country.
- b. Give examples of push factors
 - i. The high crime rate, unemployment, poverty, etc.

E. Discuss the pull factors of immigration (Lecture); Source: (Doppelt, Grava) - 2 minutes

- a. Define Pull factors
 - i. Good things the new country has been pulling the immigrants in.
- b. Give examples of Pull factors
 - i. Better education, better working conditions, Opportunity

F. The American Dream (Interactive Lecture)- 1-2 Minutes

- a. Ask the student what their thoughts of the American dream are.
 - i. Can it be achieved?
 - ii. Is this a reason for immigration?

Materials

1. Photos of immigrants
2. Youtube video for the song
3. Clip art of immigration
4. Possibly notecards

Bibliography

Doppelt, Jack, and Daniela *Grava. "[Why Do so Many Mexican Immigrants Come to the United States?](#)" *Immigrant Connect*, Accessed Jan 13, 2021.

This site gives good incite not just the reasons for immigration but also the reason for Hispanic immigration. I'm trying now to focus more on the reason why immigrants come to this country. But it also speaks on the experience an individual had coming into this country.

Golchin, Ali. "[The Most Common Reasons Why People Immigrate to US.](#)" *San Diego Immigration Law Center*, 9 May 2015, Accessed Jan 13, 2021.

This article talks about the actual reasons. It provides a list of reasons why. There are much push and pull factors that come into play when talking about reasons why to immigrate and this site gives multiple push reasons that could be used to teach a class.

The John W. Kluge Center at the Library of Congress. "[Mexican Immigration to the United States: A Brief History.](#)" *Time*, Time, 12 Mar. 2015, Accessed Jan 13, 2021.

Immigrants who come here have multiple reasons why they could come to the United States. The rest of these sites give those reasons but this source gives us an example of what could be done once the immigrants came to the new country. It talks about the time in history when the country was going through a "Dry Patch" and how the immigrants coming made this dry patch more vibrant.