

Summer Institute for Global Educators Lesson Plan: The Trauma of Immigration to the United States for Spanish-Speaking Groups

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Grade Level: US History

Duration: 5 sessions, 53 minutes each

Overview: This lesson plan aims to blend cultural and social awareness with fostering a deeper understanding of the complex experiences of Spanish-speaking immigrants in the U.S.

Objectives:

1. **Cultural Understanding:** Develop an understanding of the diverse experiences of Spanish-speaking immigrants in the U.S.
2. **Empathy and Critical Thinking:** Foster empathy and critical thinking regarding the social, emotional, and political aspects of immigration.

Materials Needed:

- See links in daily plans

Introduction and Historical Context of Immigration by Spanish-speaking immigrants

Day 1 and 2: Introduction to Immigration

- **Objective:** Introduce the topic of immigration and its relevance.
- **Before Lesson:** Complete KWL on the Inquiry Worksheet
- **Activities:**
 - Discuss students' prior knowledge and experiences with immigration.
 - Present an overview of immigration patterns from Spanish-speaking countries to the U.S. Use the [Video History of Immigration in the US for Dummies](#)
 - Google Slide Presentation [United States Immigration: A Historical Overview](#)
 - Complete [U.S. Immigration History Inquiry Worksheet](#)
 - Quiz: [U.S. Immigration History Quiz](#)
 - Key vocabulary and terms related to immigration: immigration, old immigration 1790s-1840, nativism, xenophobia, new immigration 1840-1900, Know Nothings, isolationism, 1921 Quota Act, 1924 National Origins Act, 1929 National Origins Act, 1965 Immigration Act, 1986 Immigration Reform and Control Act, amnesty
- **Extension Activity - Small Group Discussion:**
 - **Video:** [America's Sources of Immigration \(1850-Today\)](#)
 - Google Slide Presentation [Immigration Patterns in America: A Historical Journey](#)
 - [Immigration Patterns in America: A Historical Journey - Key Factors and Discussion Questions Worksheet](#)

Day 3: Historical Context of Mexican Immigration

- **Objective:** Understand the history and reasons behind Mexican immigration to the U.S.
- **Activities:**
 - Video Resource: [Push and Pull Factors of Immigration Pattern Between Mexico and the United States by Dr Jacobo](#)
 - [Push and Pull Factors of Immigration Pattern Between Mexico and the United States by Dr Jacobo. - Adapted reading by Diffit \(digital\)](#)
 - Group discussion on push and pull factors.
- **Alternate Lesson with a focus on Vocabulary:**
 - [Push and Pull Factors of Immigration Pattern Between Mexico and the United States by Dr Jacobo Visual Vocabulary Slides](#) - In this activity, students find an image for each vocabulary word and use the term in a paragraph. It also includes slides for reading the article and taking notes, short answer questions, multiple choice questions, and a discussion worksheet for open-ended prompts.

Day 4: Historical Context of Puerto Rican Immigration

- **Objective:** Learn about Puerto Rican immigration and its unique aspects as U.S. citizens.
- **Activities:**
 - Watch the video [Immigrant NYC, Episode 8: Becoming Nuyoricano \(1898-2010\)](#)
 - [Scientific Inquiry Worksheet: Puerto Rican Immigration to New York City](#)

Day 5 and 6: Group Discussion and Comparison of Puerto Rican and Mexican Immigration

- **Objective:**
 - To understand the historical, cultural, and socio-economic contexts of Puerto Rican and Mexican immigration.
 - To explore the differences and similarities in the experiences of these immigrant groups.
 - To reflect on the impacts of immigration on individuals and communities.
- **Activities:**
 - [Group Discussion and Comparison of Puerto Rican and Mexican Immigration](#)
 - Part 1: Group Discussion - Comparison of Puerto Rican and Mexican Immigration
 - Part 2: Writing Exercise - Reflection on the differences and similarities between the Puerto Rican and the Mexican Immigration experience

Assessments:

- **Formative:** Participation in discussions, vocabulary and comprehension exercises, writing reflections.
- **Summative:** Final reflection paper.

Homework and Extension Activities:

- **Reading Assignments:** Additional articles, short stories, or book excerpts.
- **Research Projects:** Investigate a specific immigrant group or individual story and present findings.
- **Community Involvement:** Volunteer or engage with local organizations supporting immigrants.