



Great Depression: Mass Deportations (1929-1939)

Time: Days or Hours (up to 2.5 hrs.)

Grade Level: High School

Purpose (What will students learn from this lesson?):

The purpose of this lesson is to bring about critical awareness of the mass deportations during the Great Depression (1929-1939) era in what is known as “Mexican Repatriation.” Equally, students will analyze the anti-Mexican/anti-immigrant sentiment and policies of the Great Depression era and evaluate whether these sentiments and policies exist or can exist in the future. Moreover, students will dialogue on how to effectively counter anti-Mexican/anti-immigrant sentiment through a critical re-imagining and conceptualizing for a more economically and socially just future.

Lesson Enduring Understandings Alignment:

STORIES - The collective narratives of my people.

- We understand that our roots and indigeneity were established prior to colonization and that they are a source of knowledge, connection and healing.
- We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.
- We understand and place a high value on the stories of resilience, survival and resistance of our people.

SYSTEMS - The experiences of my people with systems of power and oppression.

- We understand the impact settler colonialism, imperialism, genocide, and hegemony have on the historical and contemporary experiences of our people.
- We understand and critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, ageism, anthropocentrism, and other forms of power and oppression.



- We understand and challenge all forms of oppression and their manifestations by conceptualizing and enacting transformative projects of agency and resistance.
- We understand that while studying forms of oppression, it is also critical to engage ourselves in developing critical consciousness, reclaiming hope and healing.

Lesson Guiding Questions:

- What was the social, economic, and political context of the Great Depression and how did it impact Mexicans and Mexican Americans?
- What were the anti-Mexican/anti-immigrant ideologies during the Great Depression that triggered “Mexican Repatriation?”
- How do the anti-Mexican/anti-immigrant/anti-Indigenous ideologies and policies of today mirror that of the Great Depression ? How are they different?
- How can we effectively counter anti-Mexican/anti-immigrant/anti-Indigenous ideologies and policies in the contemporary period?

Essential Skills:

- Critical Reading, Writing, and Speaking
- Individual and Group/Collaborative work
- Primary and Secondary Source Analysis
- Reimagining and Recreating a More Democratic and Racially Just Present and Future with and for Racialized Groups, specifically Chicanas/os-Latinas/os.

Learning & Language Objectives:

Learning Objectives	Language Objectives
1. Identify the social, economic, and political context of the Great Depression and its impact on Mexicans and Mexican Americans through answering questions to a documentary clip in pairs.	1. Identify the social, economic, and political context of the Great Depression and its impact on Mexicans and Mexican Americans, <i>in complete spoken and written sentences</i> , through answering questions to a documentary clip in



	pairs.
2. Explain how the anti-Mexican/anti-immigrant ideologies and policies of the Great Depression triggered “Mexican Repatriation” through a metacognitive marker analysis of an assigned reading.	2. Explain, <i>in complete spoken and written sentences</i> , how the anti-Mexican/anti-immigrant ideologies and policies of the Great Depression triggered “Mexican Repatriation” through a metacognitive marker analysis of an assigned reading.
3. Determine how anti-Mexican/anti-immigrant ideologies and policies of the contemporary period mirror those of the Great Depression era through analysis of primary and secondary sources on Mexican Repatriation.	3. Determine how anti-immigrant/anti-immigrant ideologies and policies of the contemporary period mirror those of the Great Depression era, <i>in complete spoken and written sentences</i> , through an analysis of primary and secondary sources on Mexican Repatriation.
4. Design a plan to counter anti-Mexican/anti-immigrant/ anti-Indigenous ideologies and policies to re-envision a more socially, politically, and economically just present and future.	4. Design a plan to counter anti-Mexican/anti-immigrant/ anti-Indigenous ideologies and policies to re-envision a more socially, politically, and economically just present and future <i>through a conclusive dialogue</i> .

Cultural Wealth (Yosso, p. 78):

- **Aspirational Capital** - refers to the ability to maintain hopes and dreams for the future,



even in the face of real and perceived barriers

- **Familial Capital** - refers to those cultural knowledges nurtured among *familia* (kin) that carry a sense of community history, memory, and cultural intuition.
- **Resistant Capital** - refers to those knowledges and skills fostered through oppositional behavior that challenges inequality.

Ethnic Studies Principles Alignment:

- **Celebrate** and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
- **Critique** empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
- **Challenge** imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.
- **Connect** ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.
- **Conceptualize**, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

Standards Alignment:

Key Ideas and Details Grade 9-10

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features such as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

Key Ideas and Details Grade 11-12

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key ideas and details.

Integration of Knowledge and Ideas Grade 9-10

1. Assess the extent to which the reasoning and evidence in a text support the author's claims



Integration of Knowledge and Ideas Grade 11-12

1. Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.

Writing Standards for Literacy in History/Social Studies

Text Types and Purposes Grade 9-10

1. Write arguments focused on discipline-specific content
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Text Types and Purposes Grade 11-12

1. Write arguments focused on discipline-specific content
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major



sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing Grade 9-10

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

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Materials:

- *Gran depresión: Deportación masiva - 1929-1939* (Great Depression: Mass Deportations - 1929-1939) - available in Microsoft PowerPoint, Google Slides, and .pdf formats
- Blank Paper
- Pencils, pens, colored pencils, markers, etc.
- Talking stick

Modifications, Accommodations, Resources for Multilingual Students :

<p>1. Language objectives will accompany learning objectives for this lesson to accommodate multilingual students.</p>	
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<p>2. Whole class readings and metacognitive markers will assist multilingual students in analyzing texts.</p>	
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Great Depression	Following the crash of the U.S. stock market in 1929 was the worst economic downturn in the history of the industrialized world, lasting from 1929 to 1939.	Teacher will ask a student to read the definition of “Great Depression” and ask students clarifying questions.
Mexican Repatriation	the repatriation, deportation, and expulsion of Mexicans and Mexican Americans from the United States during the Great Depression between 1929 and 1939. Mexicans and Mexican Americans were scapegoated by U.S. government officials and the press for the economic downturn and for taking jobs of “real Americans.” Estimates of how many were repatriated, deported, or expelled range from 1 to 2 million (40 to 60% of those were citizens of the United States, overwhelmingly children).	Teacher will ask a student to read the definition of “Mexican Repatriation” and ask students clarifying questions.
Scapegoat(s)	a person or group of people who are blamed for the wrongdoings, mistakes, faults of others.	Teacher will ask a student to read the definition of “Scapegoat(s)” and ask students



		clarifying questions.
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C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: Land Acknowledgement, Ancestor Acknowledgement, Cultural Energizer - “El Deportado” P1 & P2 by Los Hermanos Bañuelos, and Conocimiento.

Description:

For the cultural ritual section of this lesson, the teacher will engage students in a land acknowledgement, an ancestor acknowledgement honoring Emma Tenayuca, a cultural energizer on “El Deportado” by Los Hermanos Bañuelos, and a Conocimiento.

These cultural rituals should be performed only once at the beginning of this multi-day lesson.

STEP	DESCRIPTION	TIME
Step 1 / Slide 10	<p>Land Acknowledgement</p> <p>The teacher and/or students will facilitate the land acknowledgement.</p>	3-5 min
Step 2/ Slide 11	<p>Ancestor Acknowledgement</p> <p>Emma Tenayuca - December 21, 1916 to July 23, 1999</p> <p>The teacher will facilitate the ancestor acknowledgement for Emma Tenayuca. In addition to sharing the information on her from the list, have students screen the short video on her life “Latina Labor Activist: Emma Tenayuca.”</p> <ul style="list-style-type: none"> ● An American labor leader, union organizer, civil rights activist, and educator. ● “La Pasionaria,” born in San Antonio, was known for her leadership in the San Antonio Pecan Shellers Strike of 1938 - at the age of 21. 	5-7 min



	<ul style="list-style-type: none"> • The Pecan Strike was one of the first major victories of Mexican workers in the U.S. where she organized 20,000 workers. • Her activism focused on livable wages, brutality by the US border patrol and their deportation of Mexicans and Mexican Americans, education, and women’s rights. <p>For additional background information, the teacher should read the January 31, 1938: Emma Tenayuca Leads Pecan Shellers Strike article from the Zinn Education Project</p>	
<p>Step 3 /Slide 12</p>	<p>Cultural Energizer - “El Deportado” P1 & P2 (1929) by Los Hermano Bañuelos</p> <ol style="list-style-type: none"> 1. Read aloud and discuss as a class the lyrics to “El Deportado” (1929) P1 & P2 by Los Hermanos Bañuelos. 2. Actively listen to “El Deportado” P1 & “El Deportado” P2 (1929) and follow along with the lyrics provided. 3. What words or phrases in the song resonate with you? 4. What words and/or phrases in the lyrics of this song provide what the historical context was for Mexicans and Mexican Americans living in the United States at the time? 	<p>7-10 min</p>
<p>Step 4/ Slide 13</p>	<p>Conocimiento - “El Dicho del Día”</p> <ol style="list-style-type: none"> 1. Read the accompanying “El Dicho del Día”: <i>“Pa’lante es Pa’lla” - “Forward is over there”</i> 2. In pairs, discuss your interpretation of the dicho (proverb). 3. Be prepared to share with the class your interpretation of this dicho (proverb) <p>*It means getting up from adverse situations and continuing fighting. Do not look back, instead focus on the objectives set.</p>	<p>3-5 min</p>



That’s why you always have to say: Forward is over there.

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity:

Lesson Vocabulary, Introduction - Clip from “Latino Americans - Episode 2: Empire of Dreams Deportations” | PBS; “Great Depression & Mexican Repatriation Lecture Notes”; and Whole Class Read & Metacognitive Markers - “America’s Forgotten History of Mexican American Repatriation” (Balderrama, 2015)

Description:

The teacher will facilitate a dialogue on the lesson vocabulary, provide instruction, support, and dialogue on the whole class read, and provide instructions for screening and student response to a documentary video.

STEP	DESCRIPTION	TIME
Step 1/ Slides 15	<p>Lesson Vocabulary The teacher will ask students to read aloud the following glossary words for this lesson. The teacher will pause in between the reading of the vocabulary words to discuss them and to ask clarifying questions.</p> <p>Great Depression - Following the crash of the U.S. stock market in 1929 was the worst economic downturn in the history of the industrialized world, lasting from 1929 to 1939.</p> <p>Mexican Repatriation - the repatriation, deportation, and expulsion of Mexicans and Mexican Americans from the United States during the Great Depression between 1929 and 1939. Mexicans and Mexican Americans were scapegoated by U.S. government officials and the press for the economic downturn and for taking jobs of “real Americans.” Estimates of how many</p>	3-5 min



	<p>were repatriated, deported, or expelled range from 1 to 2 million (40 to 60% of those were citizens of the United States, overwhelmingly children).</p> <p>Scapegoat(s): a person or group of people who are blamed for the wrongdoings, mistakes, faults of others.</p>	
<p>Step 2 / Slide 16</p>	<p>Introduction - Clip from “<i>Latino Americans - Episode 2: Empire of Dreams - Deportations</i>” PBS</p> <p>Screen clip from “<i>Latino Americans - Episode 2: Empire of Dreams - Deportations</i>” PBS</p> <p>After screening, have students in pairs address each question. Be prepared to share with the whole group.</p> <ol style="list-style-type: none"> 1. How does Emilia Castañeda describe her childhood in East Los Angeles before the onset Great Depression 2. Why were Mexican workers replaced with “American” workers during the Great Depression? 3. What did President Hoover do to attempt to get re-elected in the middle of the Great Depression? Do you believe that a U.S. President today would do the same as Hoover did? Explain. 4. What purposes did the first immigration raids in 1931 at the Plaza in Los Angeles serve? 5. Do you believe a federal mass repatriation (in collaboration with local government entities) can take place in the present? Explain. 	<p>15 min</p>
<p>Step 3 / Slide 17</p>	<p>Great Depression & Mexican Repatriation Lecture/Discussion Notes</p> <p>The teacher will engage students in a lecture/discussion on the Great Depression & Mexican Repatriation on the following:</p>	<p>7-10 min</p>



	<ul style="list-style-type: none"> ● During the Great Depression (1929-1939). 2 million Mexican and Mexican Americans were deported (40-60% of those born in the U.S.) ● The Great Depression hit Mexican immigrants especially hard as they were scapegoated as taking jobs from “real Americans.” ● U.S. President Hoover’s announcement of a national program “<i>American jobs for real Americans</i>” demonstrated the prevalence of anti-Mexican sentiment. ● At the urging of the federal government, local laws were passed forbidding the hiring of people of Mexican origin, even U.S. citizens. ● The federal government, through the U.S. Border Patrol, engaged in raids mostly throughout barrios in the U.S. Southwest and in some cities in the midwest where there was a significant Mexican population. 	
<p>Step 3 / Slide 18</p>	<p>Whole Class Read & Metacognitive Markers - “America’s Forgotten History of Mexican American Repatriation” (Balderrama, 2015)</p> <p>The teacher will facilitate a whole class read of “America’s Forgotten History of Mexican-American ‘Repatriation’” (Balderrama, 2015).</p> <p>After the whole class read, the teacher will have the students <u>individually</u> complete metacognitive markers within the text.</p> <ol style="list-style-type: none"> 1. Insert the following metacognitive markers in the text during/after reading: <ul style="list-style-type: none"> ● <u>Question mark</u> (?) - for questions you may have about the text. ● <u>Circle</u> (O) - around important numerical information. 1. <u>Underline</u> (_) - for key ideas, concepts, and/or 	<p>15-20 min</p>



	<p>words.</p> <ul style="list-style-type: none"> ● <u>Exclamation (!)</u> - for identifying any “aha” moments in the text ● <u>Asterisk (*)</u> - next to the text where you would like to comment. <p>2. Be prepared to share your where and why you placed metacognitive markers.</p>	
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C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies):
Activity 1: Analysis of Mexican Repatriation - Primary & Secondary Sources - Group Work

Description:

The students will work in assigned groups to analyze Mexican Repatriation - Primary & Secondary Sources. The teacher/facilitator will first go over each primary source (4) and secondary source (2) and engage students in dialogue to explain the photographs and the video’s significance.

STEP	DESCRIPTION	TIME
Step 1 / Slide 20	<p>Analysis of Mexican Repatriation - Primary & Secondary Sources - Group Work</p> <p>In groups, students will be assigned a series of primary source photographs on the Zoot Suit Riots. In the assigned groups,</p>	<p>3-5 min for instructions</p> <p>20 min to complete</p>



	<p>students will complete the “Analysis of Mexican Repatriation - Primary & Secondary Sources - Graphic Organizer.” Students will then assign a spokesperson to share their analyses.</p> <p>Ask the students to analyze the primary and secondary sources through addressing the following questions in the template below that is in the graphic organizer.</p>	<p>graphic organizer</p>
<p>Step 2 / Slide 21</p>	<p>Analysis of Mexican Repatriation Secondary Source - Painting #1 Original caption: Great Wall of Los Angeles: Deportation of Mexican Americans from the Cornfield. Image credit: Judy Baca and the Social and Public Art Resource Center</p>	<p>2 min</p>
<p>Step 3 / Slide 22</p>	<p>Analysis of Mexican Repatriation Primary Sources - Photograph #1 & Photograph #2 Photograph #1 - County of Los Angeles - Bureau of County Welfare Photograph #2 - Letter to President Hoover</p>	<p>2 min</p>
<p>Step 4 / Slide 23</p>	<p>Analysis of Mexican Repatriation - Primary Sources - Photograph #3 & Photograph #4 Photograph #3 - San Antonio, TX March - April 7, 1930 Photograph #4 - Monrovia News Post - March 4, 1933</p>	<p>2 min</p>
<p>Step 5 / Slide 24</p>	<p>Analysis of Mexican Repatriation - Secondary Source #2 - Media Clip - “Decade of Betrayal” - from <i>Democracy Now!</i> Have students screen 01:22 to 8:28 (already cropped on slide) and have them address the questions within the space designated on the “Analysis of Mexican Repatriation - Primary & Secondary Sources - Graphic Organizer.”</p>	<p>8-10 min</p>



C4: Conclusive Dialogue/Critical Circular Exchange

STEP	Conclusive Dialogue/Tlahtokan	20-30 min
<p>Step 1 / Slide 26</p>	<p>An individual will be given the “talking stick” and they will be the only one talking, Everybody else will be quiet and practice active listening while the person with the talking stick shares their response for the day. Once they are done, they will pass the talking stick to the person next to them. Each individual within the circle will have the opportunity to speak.</p> <p>Students/participants will answer each question with 1-paragraph. After answering each of the questions, students/participants will discuss their answers with a partner.</p> <p>Students/participants should be prepared to share with the whole group at least one of their responses during the Tlahtokan-Talking Circle. The teacher/facilitator will assign students to each question equitably so that all three questions can be shared during the Tlahtokan-Talking Circle.</p> <ol style="list-style-type: none"> 1. What ideologies resulted in the events of Mexican Repatriation (1929-1939)? 2. In what ways do these same ideologies manifest themselves today? 3. What can we do to contest and counter these dehumanizing “anti-Mexican/anti-immigrant” ideologies today? 	



<p>Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p>The conclusive dialogue/critical curricular exchange is relevant to students because it centers their histories and illustrates how these histories impact their communities today.</p> <p>Furthermore, for the conclusive dialogue - implications, it is responsive to the students because it puts them in a position to challenge current conditions and reimagine to create the possibilities for Chicanas/os in the present and in the future. This challenging and reimagining is central to the Chicana/o Studies Guiding Principles - <i>“Challenge - imperialist/colonial hegemonic beliefs, and practices on ideological, institutional, interpersonal, and internalized levels”</i> and <i>“Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.”</i></p> <p>Bringing back the purpose of this unit is done by engaging students in the <i>Tlahtokan</i> - Talking Circle which focuses on their own positions within and for the Chicana/o community. Moreover, and again, the contesting and conceptualization of a more racially just and democratic future through individual and collective reimagining is central to the purpose of this lesson.</p>
<p>Assessment: How will the students be assessed?</p>	<p>Students will be assessed for substantiating their position on each of the statements in the <i>Tlahtokan</i> - Talking Circle.</p> <p>Additionally, students will be assessed in the “Conclusive Dialogue - Implications” for responding with 1- paragraph to each question and in complete sentences and substantiating their position.</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>The efficacy of this lesson should be evaluated through student engagement in class discussion, the critical cultural production piece wherein students will work collaboratively to complete group work in an accurate and intentional manner, and in the active engagement and participation in the conclusive dialogue-implication.</p>



RESOURCES AND NOTES

- **Resources**

[“Latina Labor Activist: Emma Tenayuca.”](#)

[January 31, 1938: Emma Tenayuca Leads Pecan Shellers Strike](#)

[“El Deportado” P1 | YouTube](#)

[“El Deportado” P2 | YouTube](#)

Include Links to Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.

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