



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

No Cruzamos

RECLAIMING THE CHICANX/LATINX MIGRATION NARRATIVE - YPAR Dream Center From Repressive Policy to Resistance

Time: 3 days, 6 hours (and YPAR)

Grade Level: 9-12

Purpose (What will students learn from this lesson? How does this lesson center the disciplines/people/perspectives of Ethnic Studies? How does the lesson decenter whiteness and focus on the experiences of people of color?)

The purpose of this lesson is to situate the story of Latinx/Mexican immigration in the context of colonialism, settler colonialism and imperialism. The unit challenges the dominant narrative by presenting the Mexican immigration story through a historical framework from conquest to DACA. The lesson also introduces the concept of resistance as organizing against U.S. xenophobic policies.

Enduring Understandings:

- U.S. immigration from is the product of centuries of U.S. interference with U.S. immigration.
- Anti-immigrant sentiment contributes to the trauma faced by immigrant communities.
- Critical consciousness requires community responsive steps that students can actively engage in so as to challenge inhumane policies and the mistreatment of immigrant students.

Essential Questions:

- What have been some historical causes of Chicana/Latina migration to the United States? How do historical reasons for migration to the US compare to reasons for Chicana/Latina migration, today?
- What can communities do to support migrant students who enter our schools and classrooms?
- What methods of community responsive pedagogy can be used to address the needs of migrant students and communities?

Essential Skills:

- Students will practice reading, writing and listening throughout this lesson (graphic organizers, community circles, brainstorming, etc).
- Students will define critical concepts related to ethnic studies (settler colonialism, manifest destiny, white savior complex and xenophobia).
- Students will practice how to create a community responsive activity.

Cultural Wealth (Yosso, p. 78):

- Linguistic
- Aspirational
- Navigational

Restorative/Radical Healing Practices

- The Collective Breathe

Ethnic Studies Principles Alignment:

- Cultivate *empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being* of all participants, especially Native peoples and people of color.
- 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.*
- *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.

History-Social Sciences Standards Alignment:

- 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- 10.9 Students analyze the international developments in the post–World War II world.
- 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

- 11.8 Students analyze the economic boom and social transformation of post–World War II America.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

Materials:

Materials/Resources

<p>LINK TO SLIDES</p>	<p>Many additional references are connected to the slides in the section titled “notes”</p>
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Modifications, Accommodations, Resources for Multilingual Students :

This lesson contains critical terms and concepts that may need additional scaffolding. It is also heavy on historical content that may need a timeline to support discussion and deepen understanding.

Videos may need captioning.

Critical Vocabulary:

<p>CRITICAL VOCABULARY</p>	<p>Definition and Rationale for choosing this word, phrase, or concept</p>	<p>Idea for pre-teaching or front-loading the concept.</p>
<p>Settler Colonialism</p>	<p>a form of colonialism that seeks to replace the original population of the colonial territory with a new group of uninvited settlers.</p>	
<p>Manifest Destiny</p>	<p>An American belief that white settlers were preordained to expand into the “west” due to their innate superiority. It was considered progress.</p>	

Xenophobia	Fear of anything considered foreign.	
Youth Participatory Action Research (YPAR)	Youth participatory action research (PAR) projects are collective examinations of concerns and issues in the community and rely on ethnic studies, community and ancestral knowledge/epistemology to initiate action to change the social conditions of communities.	
Community Responsive Pedagogy	An equity-centered approach that is responsive to the material conditions that are particular to a student's lived experience in a community and the histories that created that experience. The goal of CRP is to use education as a vehicle for liberation through the awakening of students' critical consciousness that lead to actions that promote wellness through racial and social justice in their personal lives, families, communities, and our world (Tintiango-Cubales).	

C1: Cultural Ritual and/or Energizer

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement We acknowledge that the migration of immigrants and refugees to the US has been part of US settler-colonial practices that displaced and dispossessed Indigenous peoples. The study of immigration must acknowledge these intersections, consequences, and legacies. This land acknowledgment is one of the ways in which we work towards ongoing efforts to recognize, support, and advocate for American Indian Nations and peoples (Adapted from the University of Minnesota, College of Liberal Arts, Immigration History Research Center).	2 mins
Step 2	Ancestor Acknowledgement- Carlos Gregorio Hernandez Vasquez Carlos Gregorio Hernandez Vasquez, a 16-year-old Guatemalan migrant, was seriously ill when immigration agents put him in a small South Texas holding cell with another sick boy on the afternoon of May 19. A few hours earlier, a nurse practitioner	3mins

	<p>measured his fever at 103 degrees. He was not taken to the hospital, instead he was moved to a cell for quarantine where he died (Propublica).</p> <p>Please engage students in the classroom in a collective breath, after this acknowledgement.</p> <p>Resource: https://www.propublica.org/article/inside-the-cell-where-a-sick-16-year-old-boy-died-in-border-patrol-care</p>	
Step 3	<p>Head, Heart, Gut</p> <p>Explain to the students that when watching videos, reading books or listening to stories, we sometimes internalize our feelings—meaning we simply store in a part of our body unconsciously. This unconscious internalization process can often cause trauma or pain at a later point in our lives.</p> <p>As you watch this video, we are going to ask you—where do you feel it? Think about it. We will come back to this.</p>	
Step 4	<p>Cultural Energizer</p> <ol style="list-style-type: none"> 1. Play the Alec Blanc, Wake Me Up Video 2. Ask students to consider the questions: where did you feel this video? Ask students to consider the question for a few minutes, teacher should count to three and ask students to place their hand on where they feel it? 3. Ask students: In your opinion, does this short video accurately portray the Chicax/Latinx immigrant experience? Why or why not? 	

C2: Critical Concepts

	DESCRIPTION	TIME
Step 5	<p>The Chicax/Latinx community is not monolithic nor is the migration experience of Chicax/Latinx migrants. Each community has a different history of migration. The slide is a short timeline of migration to the US. It is important to note that war is often an impetus for migration. Mexico and Puerto Rican were subject to wars of conquest and imperialism. The other countries were subject to US imperialism including direct interference with sovereign governments.</p> <p>Santiago Uceda Artist</p>	

Step 6

***México tan cerca a los Estados Unidos, tan lejos de dios.
Poor Mexico so close to the United States, so far from God.***

5- 7 mins

The phrase expresses the risky positionality, the close proximity to the United States which makes it vulnerable to interference and influence from its powerful neighbor, without hope for divine intervention from God—who has abandoned it.

In 1910, a mighty wave of migrants came to the United States, due to the Mexican Revolution. From 1910- 1924 there was little opposition to Mexican labor, considered a handy labor supply for agribusiness, mining & burgeoning industries like auto, steel and silver.

In 1924 Johnson-Reed Act created the U.S. Border Patrol. Under the jurisdiction of the Department of Labor, it was meant to prevent unauthorized entry of Chinese immigrants coming through Mexico—not to stop Mexican migration. In those days, Mexicans wanting work in the United States rarely found the border an insurmountable obstacle.

That is, until 1933, when the Repatriation Act deported many Mexicans to Mexico, including American Citizens.

The bracero program of 1942 brought an end to the depression-era deportations and repatriations that unjustly targeted Mexican Americans who were U.S. citizens.

Bracero literally means “someone who works with their arms”, why do you think this immigration reform was called the *Bracero Program*?

Upon its termination in 1964, the *Bracero Program* had brought more than four million Braceros (arms) to work in U.S. agriculture and on railroads. From 1942 to 1947, 219,000 Mexican *braceros* participated in the program, working in twenty-four states. The majority were concentrated in California agriculture. Deplorable conditions in the fields lead to organizing efforts by the United Farmworkers. Not all

	<p>braceros were farmworkers, about a third of them were employed by railroad companies.</p> <p>In 1996, the bipartisan Cuban Adjustment Act, granted work authorization permits and lawful permanent residency (green card status) to any Cuban native or citizen who settled in the United States for at least one year. Between 1960 and 1970 thousands of Cuban exiles sought asylum in the U.S. following the Cuban Revolution and termination of diplomatic relations between the two countries on January 3, 1961. Two additional events led to significant migrations from Cuba to the United States. The Mariel boatlift of 1980, which lasted six months, led 125,000 Cubans to Florida. In August of 1995 the Clinton administration's wet foot/dry foot policy responded to Fidel Castro's declaration that no Cuban would be confined from leaving the island by boat. This legislation enabled Cubans who successfully reached U.S. soil to apply for legal status. Those intercepted at sea were repatriated to Cuba.-</p>	
<p>Step 7</p>	<p>Anti-Immigrant Sentiment was increasingly met with legislation intended to curb Mexican immigration, such as</p> <ul style="list-style-type: none"> ● 1n 1976, Congress amended the Hart-Celler Act, limiting Mexico to 20,000 immigrant visas yearly, permitting family reunifications only between spouses, unmarried minor children, and parents of adult US citizens. ● Refugee Act of 1980, Mexico's visa limit fell to 18,200, accelerating the pace of "unauthorized entry" and deportations. ● The Immigration Reform and Control Act (IRCA) which took effect on January 1, 1987, included some amnesty provisions. ● In 1996: The Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA), The Anti-Terrorism and Effective Death Penalty Act (AEDPA), and The Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) <p>The legislation became more and more repressive, subjecting migrants to raids, deportations, labor violations and inhumane living and working conditions.</p>	<p>1 min</p>
<p>Step 8</p>	<p>Central American Immigration The first wave of Central American immigration to the U.S. was</p>	<p>1 min</p>

	<p>primarily due to political strife in Central America.</p> <p>Though, political strife is not the only reason. Guatemala, Honduras and El Salvador have a homicide rate that is considered epidemic by the world health organization. The Central American countries of Guatemala, El Salvador, Honduras and Nicaragua have also faced a severe drought. Prompting the increasing number of “caravans’ into the U.S.</p> <p>The number of Central American immigrants now exceeds the number of Cuban immigrants and come mainly from Guatemala, Honduras and El Salvador.</p> <p>Covid restrictions have also prompted immigration.</p>	
Step 9	<p>One of the most memorable examples of anti-immigrant sentiments leading to immigration policy was Proposition 187 in California, listen carefully to the video by RetroReport.</p>	1 min
Step 10	<p>What happened to Proposition 187?</p> <ul style="list-style-type: none"> ● November 8, 1994 California voters passed Proposition 187. The stated purpose of the Proposition is to "provide for cooperation between [the] agencies of state and local government with the federal government, and to establish a system of required notification by and between such agencies to prevent illegal aliens in the United States from receiving benefits or public services in the State of California." ● November 1994 A temporary restraining order is issued, barring Proposition 187 from being implemented. ● June, 1999 Governor Davis initiates a request for mediation to resolve the appeal of Proposition 187. ● July 29, 1999 The mediated agreement is signed by all parties and submitted to the court. 	2 mins
Step 11	<p>Continued Immigration</p> <p>There has been continued <i>xenophobia</i> directed at the current wave of immigrants from other parts of Latin America & Mexico. Racialization of immigrants is a part of xenophobia, the views of European immigrants from Europe are not targeted the same way as migrants of color.</p> <p><i>Ask students, can you think of examples? (Ukraine).</i></p>	5 mins

	<p>While migrants of color are coming from areas in Africa, Asia and the Middle East, our lesson concentrates on Mexico, Central and South America. The following are the recent migrant trends from Latin America.</p> <ul style="list-style-type: none"> ● “Refugees” and Asylum seekers from Venezuela, Cuba, Nicaragua and Haiti ● Countries with unfavorable political standing with the US. ● Economies of Cuba and Venezuela were practically destroyed by US sanctions. ● No provision for Peru, Bolivia, Argentina or Brazil (RW)an ● No expedition of those already in line <p>The increase migration has not resulted in new immigration policy to ease migration, for example there is no new DACA plan, no asylum changes and no new policy for people from Mexico or Central America</p>	
<p>Step 12</p>	<p>Resilience and Resistance has led to immigration reform</p> <ul style="list-style-type: none"> ● <u>1950s-1960s</u>: Immigration policy changed to allow immigrants who are not from Europe to come to the U.S. ● <u>1986</u>: Amnesty was granted to undocumented people in the U.S., benefiting about 3 million people ● <u>1990s</u>: Immigration policy promotes family reunification and emphasizes skilled laborers ● <u>2012 & 2014</u>: Deferred Action for Childhood Arrivals (DACA) and Deferred Action for Parents of Americans (DAPA) will allow documented youth and undocumented parents of American children or legal residents the ability to work legally and be protected from deportation. ● There are over 200 immigration bills today, including a bills like: <ul style="list-style-type: none"> ■ Dream Act of 2023 (Durbin) ■ Protecting Children of Long-Term Visa Holders Act of 2023 (Padila) ■ Visa for government employees and veterans (Durbin) ■ Families United (Escobar) ■ <p><i>Note: You might want to look up a few of interest to you or</i></p>	<p>3 mins</p>

	<i>your student population.</i>	
Step 13	<p>It has also brought attention to the plight of children of the undocumented the Dreamer.</p> <ul style="list-style-type: none"> • Three million people in the U.S. live in mixed status homes. • Are racially and ethnically diverse from all over the world. • Often do not know that they are undocumented until they begin the college application process or try to get a job. • Do not qualify for federal grants or loans. <p>Resources: https://immigrantdataca.org/indicators/mixed-status-families https://www.americanimmigrationcouncil.org/research/us-citizen-children-impacted-immigration-enforcement</p>	2 mins
Step 14	<p>The Black Immigrant The slide describes the plight of the Black immigrant often not seen by educators.</p>	1 min
Step 15	<p>DACA (read information on the slide)</p> <p>Source: State Estimates of DACA-Eligible Population_November2021</p>	2 mins

C3: Community Collaboration

Title of Main Activity(ies): Youth Participatory Action Research and the Establishment of Dream Centers [Lesson Plan on Civic Engagement for Ethnic Studies](#) YPAR

STEP	DESCRIPTION	TIME
Step 16	<p>Continued Xenophobia can lead to Creative Resistance. YPAR as Creative Resistance</p> <p>Recently, a Texas state trooper pointed to continued inhumane treatment of immigrants at the border. Soon After, a lawsuit against Governor Abbot was filed. Cintli (Roberto Rodriguez,</p>	5 mins

	<p>2012) has coined the term creative resistance.</p> <p>“what he calls “creation-resistance’ of current Raza Studies activists: creativity in the face of destruction (as cited in Serna, 2013)</p> <p>Photos: https://www.houstonchronicle.com/politics/texas/article/border-trooper-migrants-wire-18205076.php#</p> <p>Good source on immigration: Border Chronicles</p>	
Step 17	<p>Community Collaboration</p> <p>In this next section, we will review the creative resistance of students in Los Angeles. We look at a student initiated YPAR project designed to support the plight of mostly Asian and Chicanx/Latinx undocumented migrant students. They initiated the established of Dream Centers, by the following steps adopted from Youth Participatory Action Research:</p> <ol style="list-style-type: none"> 1. Conducted a needs assessment 2. Analyzed data and isolated/identified primary needs 3. Developed a plan and identified a community partner 4. Worked with a nonprofit to develop and deliver parent and student leadership programs to address needs. 5. Secured physical space 6. Entered an MOU with the District. 	
Step 18	<p>The Creation of Dream Centers</p> <p>The YPR project led to the establishment of the Paula Crisostomo Dream Center at Lincoln High School in Los Angeles. Paula was a student activist who was involved in the Walkouts. She attended Lincoln HS.</p>	
Step 19	<p>There were several partners involved in the project, including the National Education Association, United Teachers of Los Angeles and faculty from California State University Northridge’s Chicana/o Studies department.</p>	
Step 20	<p>What do Dream Centers Do?</p> <p>When initiating a YPAR project like the Dream Center, it is important to center the community voice in order to truly understand their needs.</p> <p>Students at Lincoln high school conducted a community’s needs assessment before the center and again, once it was established</p> <p>The programs in the Dream Center address each of those needs.</p>	

Step 21	<p>Community Responsive Practices, based on the results of the needs assessment, the Dream Center offers:</p> <ul style="list-style-type: none"> - Parent classes - Empowerment workshops - Immigration Lawyers referral - Referral system for basic needs - Women empowerment club - Immigrant Justice internship - Leadership development - Yearly YPAR projects - Domestic Violence support 	
Step 22	<p>Supporting the Classroom: Dream Centers also provide ideas to classroom teachers, in this slide, students suggests that teachers:</p> <ul style="list-style-type: none"> ● POSTERS- Visual representation of your students' identities. ● Know your rights info-Provide resources ● Create an inclusive curriculum ● Address the perspective of the “perpetual foreigner” ● Actively engage in support and conversations ● Ask students and families what they need ● Invite guest speakers ● Provide opportunities for advocacy and resistance 	
Step 23	<p>The Dream Center created a few Do’s and Don’ts for classroom teachers, using data collected from students:</p>	
Step 24	<p>There are several methods for initiating YPAR projects, the following are a few steps Dreamers in Alhambra took to develop a law for the city of Alhambra.</p> <ol style="list-style-type: none"> 1) In small groups, students identify an issue of importance to them and write a persuasive essay speech to convince other students. 2) Students select one-three sub issues. 3) Students Research the Issue 4) Students develop an Action Plan <p>Resource: SLIDES</p>	

C4: Conclusive Dialogue/Critical Circular Exchange

Conclusive Activity

After Studies presented their actions plans, one teacher asked students to do the following:

Create a butterfly wall

- Students hold up the “I support (immigrants)” poster and take a photo.
- As they share their sign or take photos, students share one way that they will actively support migrant students.
- Post the photo collection in the classroom and on the hallway walls.

RESOURCES AND NOTES

- **Resources:** Inserted into lesson plans
- **Notes:** Make sure to keep up with immigration policies, they are always changing

Lesson Plan Contributors: Theresa Montaña & Angelica Reyes