



# Ethnic Studies Lesson 3F:

## Latino American Immigration Push and Pull Factors, Part 2

**TOPIC:**

LATINO AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

### California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

**Themes:**

2. History and Movement

**Values and Principles:**

2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.

### California English and Social Science Standards Alignment

**English Language Arts Standards (11th and 12th Grade):****Reading—Informational Text (RI.11-12)**

Analyze the interactions between individuals, events, and ideas in a text, including how researching the push and pull factors of Latino immigration to the United States between 1945 and the present, as well as the realities for immigrants, impacts understanding. (RI.11-12.3)

**Social Sciences Standards (11th and 12th Grade):****History-Social Science Content Standards—(Grades 9-12)**

Analyze the impact of government policies, such as the Bracero program, on Latino immigration patterns and experiences, including labor migration, family separation, and exploitation. (History-Social Science Content Standard 11.7)

Evaluate the significance of Latino immigration to the United States between 1945 and the present in shaping American society and culture, as well as its relevance to contemporary immigration debates and policies. (History-Social Science Content Standard 11.8)

## Lesson Purpose

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Students will research the push and pull factors of Latino immigration to the United States between 1945 and the present, as well as the realities for immigrants.

## Essential Questions

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*How does studying push and pull factors of Latino immigration to the United States between 1945 and the present—as well as the realities for immigrants during that time—help us understand Latino and Hispanic Americans today?*

*How has life changed for Latino/Hispanic Americans over the last 250 years?*

## Materials

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[Lesson 3E and 3F Worksheet](#)

[Library of Congress: Expansion and Expulsion](#)

[Operation Wetback: The Interview](#)

[Frontline World: Immigration Timeline](#)

[KWL Chart for Unit 3](#)

## Vocabulary

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immigration

Operation Wetback

deportation

## Lesson Steps

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### Step 1:

- Remind students of the timeline that was created for Unit 2 on Native Americans. Construct a timeline for this unit that runs under and concurrently with the Native American timeline. Ask students to create event cards with you for the Mexican Repatriation of the 1930s and the Bracero program of the 1940s. Remind students who are looking back at the previous lesson's shared [WORKSHEET](#) to select the who, what, when, where, and why of the event.
- Read aloud the [Library of Congress: Expansion and Expulsion](#) summary. Ask students to pay attention while you read to the number of people that were deported during the second wave of deportation. How does this compare to the over one million immigrants who were deported in the 1930s.

### Step 2:

- Let students know that one deportation strategy during the 1950s was called Operation Wetback. Make sure that students know that the term *wetback* came from the fact that the Bracero Program was not legal in Texas, where workers faced discrimination, but Texas agribusiness still utilized illegal immigrants for lesser pay. Immigrants who crossed the border into Texas often came across the Rio Grande River, and this is where the term came from. Have students watch [Operation Wetback: The Interview](#) (video 3 minutes, 13 seconds). Pause the video frequently in order for students to take notes on who, what, when, where, why; pushes and pulls; and realities for this unit's [WORKSHEET](#).
- Break students into pairs to compare their notes and add them to this week's shared worksheet. When students have finished, as a whole class ask pairs of students to share what they added to the worksheet. Also have the class help you to create an event card for Operation Wetback and add it to the timeline.

**Step 3:**

- Let students know that although the second mass deportation event moved almost four million immigrants back to Mexico, this number is difficult to pin down accurately because many immigrants recrossed the border after they were removed. Also, the deportations made only a small difference to the rising immigration from Mexico. As a class, show students the [Migration Policy Institute graph of Mexican-Born Population Over Time, 1850-Present](#). Give students several minutes to look over the graph. Ask students how to read the left-hand and right-hand vertical axes. What do they notice about the deportations of the 1950s on the graph? What do they notice about the graph from 1960 to the present? How do the notes at the bottom add to their understanding?

**Step 4:**

- As a whole class, fill in the T-chart on this week's worksheet for the Third Wave of Immigration. Let students know that although there have been regular waves of immigration and restrictions, these policies have done little to slow the continuing rise of Mexican immigrants. Break students into five groups and give them access to [Frontline World: Immigration Timeline](#). Each group should create an event card with the who, what, when, where, and why for one of these events. Students may need to search through more than one tab to find all the information on their topic.
  - The Immigration Reform and Control Act (IRCA) of 1986
  - The Immigration Reform Act of 1990
  - Operations Blockade and Hold the Line in Texas and Operation Gatekeeper in San Diego, California, during the 1990s
  - Post-9/11 restrictions on immigration from all countries
- When students have completed their research, have them present their information to the class and add the event card to the timeline. As a class, ask students what keeps immigration numbers high to the US. Also, what types of factors would need to change in Mexico in order for there to be fewer pushes and pulls for immigration? Finally, ask students to answer this lesson's questions: "How does studying push and pull factors of Latino immigration to the United States between 1945 and the present—as well as the realities for immigrants during that time—help us understand Latino and Hispanic Americans today?" and "How has life changed for Latino/Hispanic Americans over the last 250 years?" Add what has been learned to this unit's KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

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If time permits, or for outside of class work, ask students to research one entry from [The University of Texas at Austin: Voces Oral History Center](#) for Mexican Immigrants or from the [National Museum of the American Latino: Immigration Stories Exhibit Case \(13 of 16\)](#) for other immigrants from other Latin nations. Ask students to use the information from this interview and this lesson's shared worksheet on the realities for immigrants and second-generation Mexican Americans to write a paragraph about what their researched individual shows about the values of resilience and determination.

## Additional Readings and Resources

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Chavez, Linda. "The New Politics of Hispanic Assimilation." In *Beyond the Color Line: New Perspectives on Race and Ethnicity in America*, edited by Abigail Thernstrom and Stephan Thernstrom. Hoover Institution Press and Manhattan Institute, 2002, 383-389.

Fund, John. "Bring Back the Braceros." *Wall Street Journal*, July 27, 2006. <https://www.wsj.com/articles/SB115396144637218602>

[National Museum of the American Latino: Immigration Stories Exhibit Case \(13 of 16\)](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 244-270.

Sparshott, Jeffrey. "What Happened When the U.S. Got Rid of Guest Workers? Farms Used Less Labor." *Wall Street Journal*, February 8, 2017. <https://www.wsj.com/articles/BL-REB-37301>

[The University of Texas at Austin: Voces Oral History Center](#)

[Violet, Joyce. \*Temporary Worker Programs, Background and Issues: A Report\*. Congressional Research Service, 1980.](#)

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

**Ethnic Studies 3E and 3F: Latino American Immigration, Parts 1 and 2**

PUSHES	PULLS
<p><b>First Wave of Immigration</b></p> <ul style="list-style-type: none"> <li>- Mexican Revolution 1910</li> <li>- Landless, desperate</li> </ul> <p><b>First Deportation</b></p> <p><b>Second Wave of Immigration</b></p> <p><b>Second Deportation</b></p> <p><b>Third Wave of Immigration</b></p>	<ul style="list-style-type: none"> <li>- Mining, agribusiness, jobs</li> </ul>

*Realities of Immigration*

<b>Education</b>	<b>Language</b>	<b>Isolation</b>	<b>Regions</b>
<b>Pay</b>	<p><b>Types of Work</b></p> <p>Hard agricultural work (from Employers Favor Increased Mexican Immigration)</p>	<b>Permanent Immigration?</b>	<b>Citizenship</b>
<p><b>Discrimination</b></p> <p>Considered ignorant (from Employers Favor Increased Mexican Immigration)</p>	<b>Organizing</b>		

### Ethnic Studies 3A: KWL Chart

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**KNOW**

**WONDER**

**LEARNED**

*What do we think we already know about this topic?*

*What do we wonder about this topic? Write your questions below.*

*After the research is completed, what did we learn? Make sure to cite your source.*

<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>