

**TGA Lesson Plan:**

***The Border & Immigrant Worker Nation***

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| **Created by: Michael Robinson Houston High School, Germantown, TN** |
| **Grade Level: 11th** | **Course Title: U.S. History and Geography** |
| **State Standard(s)** | US. 9 - Describe the difference between “old” and “new” immigrants and analyze the assimilation process and consequences for the “new” immigrants and their impact on American society… (C,E, G). |
| **Time Required** | 45-55 minutes for: 1) the Mexico/USA maps and border wall 2) Hispanic Questions35-45 minutes for the Foreign-Born Workers Activity |
| **Slide****Number(s)** | **Lesson Outline** |
| **1-4** | Introduction to the lesson with Tennessee Standards and connections to Common Core. |
| **5** | The maps, pictures, and video clip come from the following website (most of the slides 6-61):**http://apps.npr.org/borderland** |
| **6-12** | Discuss with students the changing border between the United States and Mexico. |
| **13-22** | Examples of the border wall between the United States and Mexico. |
| **31-32** | The influence from Spain is evident with the bull fighting arena.  |
| **33-49**  | Uses examples from Google Maps and Street ViewOptional Student Assignment: Have students use Google Street View to find and print out a picture what life looks like at the border. Students would write out the following for their picture: 1) 2-3 sentence description, 2) a caption for the picture and 3) the location of the picture / map of the location. |
| **50-61** | Discuss with students personal stories of people living near the border. Slide 53 is a video clip of Junior’s story. |
| **62-78** | Hispanic Questions and Answers: The graphs come from the following website:**http://www.pewhispanic.org** |
| **63** | Pass out a copy of the handout shown on this slide, *Hispanics In America, 2011*. Students will work individually or in groups to provide their best guess to each answer. |
| **64-76** | After students have had time to write down their best guesses to the answers to each question, review the graphs with the answers to the handout on slide 63.  |
| **77-78** | Questions and Answers to the Hispanic Questions. Once having gone over the answers to the questions a summary assignment would be to have students write about what they now know about Hispanics that they did not know before going over the questions and answers. |
| **79-112** | Foreign-Born Workers Activity |
| **80** | Population Pyramid showing the large immigrant population at working age. |
| **81** | Pass out a copy of this handout (in a separate PDF entitled *Foreign-Born Workers Activity Student Handout*) to the students. |
| **82-88** | Have the students match up the maps with the best choice from the list of jobs. It is recommended that students work in groups of 3-5 students to complete the activity.Hint: Have students looks at the total number of workers and as percentage of all U.S. workers in the category.Summary Questions to discuss with students:1. What type of jobs do people from Latin America (mainly Mexico) have?2. How are the jobs taken by mostly Mexicans different from the jobs taken by persons from India and China? |
| **89-96** | Go over the answers to the Foreign-Born Workers Activity (part 1). Once having completed the first side have students work to complete the second side (part 2) of the activity. |
| **97-111** |  Complete Part 2 of the activity.  |
| **112** | Summary chart of where all the foreign-born workers are originally from. |