
CHICANA/O/X AND LATINA/O/X STUDIES

Sample Lesson 11: Salvadoran American Migration and Collective Resistance

Theme: History and Movement

Disciplinary Area: Chicana/o/x and Latina/o/x Studies

Ethnic Studies Values and Principles Alignment: 4

Standards Alignment:

CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View: 1, 2, 4; Historical Interpretation: 1, 4

CCSS for ELA/Literacy: W.9–10.9; RH.9–10.1; RH.9–10.3; W.11–12.9; RH.11–12.1; RH.11–12.3

CA CCSS ELD Standards: ELD.PI.1a 1–4, 1b 5–6, 1c 9–12

LESSON PURPOSE AND OVERVIEW:

In this lesson students will study how the effects of the Civil War in El Salvador in the 1980s prompted the initial surge of migration from El Salvador to the United States, and the push and pull factors that have impacted immigration from El Salvador since then. Next, students will research the various immigration policies that have regulated immigration from El Salvador since 1965.

Key Terms and Concepts: agency, asylum, citizenship, inequality, migration, naturalization, resilience, war refugee.

Lesson Objectives (Students will be able to ...):

- Understand the root causes of the waves of migration from El Salvador to the United States since the 1980s
- Identify the major shifts in US immigration policy since 1965, explaining the events that caused the changes in policies, groups impacted, specific regulations, positive and negative effects, and restrictions or limitations of the policies
- Determine the accuracy of commonly held beliefs about immigration by investigating statistical evidence
- Analyze the pros and cons of current policies that affect different groups of immigrants from El Salvador

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- Apply their understanding of the four I's of oppression to their analysis of the history and policies of migration in El Salvador

Essential Questions:

1. What push and pull factors were responsible for the waves of migration from El Salvador to the United States beginning in the 1980s?
2. What values and principles guided US immigration policy?
3. How can the United States resolve the current controversies surrounding immigration policy and detention practices?

Lesson Steps/Activities:

Day 1: Building Background Knowledge: Four I's of Oppression and Relationship to Salvadoran Migration to the United States

1. In this activity students will be learning about the history and systems of oppression related to the migration of people from El Salvador to the United States. Students work in groups of five.
2. Begin the activity with the following guiding question: "Why have people emigrated from El Salvador to the United States?" Students should write/pair/share within their group on the **Four I's of Oppression: El Salvador Handout** (located at the end of the lesson).
3. Have students view and comment on the primary text image ("Child's Drawing, San José Las Flores, El Salvador") from the handout. Which type(s) of oppression does this text best exemplify? Record the answers on the Four I's of Oppression: El Salvador Handout. The primary text can be accessed at the following website: When We Were Young There Was a War <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link101>.
4. Have students watch the documentary "Juan's Story" from the When We Were Young There Was a War website: <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link102>. Have students reflect on, analyze, and discuss the main themes and type(s) of oppression in "Juan's Story." Record the types of oppression on Four I's of Oppression: El Salvador Handout.
5. Distribute one of the five informational texts (links are listed at the end of the lesson in the Materials and Resources section) to each student in the groups of five. Each student will read and annotate one of the texts for important ideas and record key ideas in the Four I's of Oppression: El Salvador Handout. When sharing ideas, each group member should teach the other group members about the content and discuss the type of oppression in their respective article.

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6. Ask students to collaborate to answer the following two discussion questions. Ask one member from each of the groups to present the group's response.
 - a. What did you appreciate about this lesson?
 - b. What new insights do you have about immigration to the United States?

Day Two: Youth Scholars Teach US Immigration Policy Shifts to the People

In this activity, students will investigate how US immigration policies evolved in response to historical events. Small groups will be assigned to research one of five shifts in immigration policy and collaborate to create presentation slides on the new policy.

1. Distribute the Push and Pull Factors Handout (located at the end of the lesson) to students. Instruct students to work independently first to rank the factors in terms of which have historically been the three most significant push and pull factors prompting immigration to the United States. They must then select the top three most significant current push and pull factors and explain why they chose those factors.
2. Once students have determined their rankings, group them in fours and instruct them to compare their rankings and try to come to a consensus on the top three factors. Instruct each group to share their top factors with the class and then facilitate a short discussion, noting similarities and differences between each group's answers while asking probing questions to get students to support their arguments with evidence.
3. Inform students that they will be learning about how the actual immigration system determines who is able to immigrate and who isn't. They will work in small groups to research one of six immigration policies beginning with the Immigration and Nationality Act of 1965. Distribute the **Immigration Presentation Assignment Sheet** (located at the end of the lesson) and explain the expectations. (For more background on the racist origins of the Immigration Act of 1924, teachers can read with students the Huffington Post article "DACA, the 1924 Immigration Act, and American Exclusion" <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link103>.)
4. Next, assign students to small groups to research one of the six policies that have regulated the American immigration system since 1965.
5. Have students start their research by reading the relevant section of Juan's story on the tab marked "US Immigration: A Policy in Flux" to get basic background overview of their assigned policy (<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link104>). Directions for which paragraph of "US Immigration: A Policy in Flux" to read for each topic are in parentheses after the topic title on the

assignment sheet. Additional links are provided for each of the other topics, and students can also use additional online resources to create their presentations.

6. Instruct students to use the Immigration Presentation Assignment Sheet to prepare the research for presentation on a slide presentation program. Have students analyze which of the four I's of oppression explain the implementation of the immigration policy and include it in the slide presentation.
7. Have students refer back to the opening activity and ask which of the factors determining immigration preference influenced each of the policies. Naturally, this will lead to a discussion of whether the United States is implementing a fair and principled immigration policy.
8. Students may investigate how local communities are affected by immigration policies and what institutions are being used to support current immigration policies and practices. At the same time, students may examine what resources are available for those afflicted by current policies.

Assessment, Application, Action, and Reflection:

1. Students will represent their mastery of the lesson objectives via group presentations based on the knowledge gained from each day's activities.
2. Students will research various US immigration policies. Students will demonstrate knowledge of the policies and how they affect immigrants by preparing a slide presentation.

Materials and Resources:

<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link105>

Day 1

Four I's of Oppression: El Salvador Handout (located at the end of the lesson)

Primary Text: "Child's Drawing, San José Las Flores, El Salvador" from the When We Were Young There Was a War website: <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link106>

Documentary Text: "Juan's Story" from the When We Were Young There Was a War website: <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link107>

Informational Texts

- Informational Text #1: The Civil War in El Salvador
Susan Gzesh. 2016. "Central Americans and Asylum Policy in the Reagan Era." Migration Policy Institute. <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link108>.
- Informational Text #2: Family Reunification
Edgardo Ayala. 2009. "Migration—El Salvador: Broken Homes, Broken Families." Inter Press Service. <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link109>.
- Informational Text #3: Lack of Economic Opportunity
The Economist. "Unhappy Anniversary: El Salvador Commemorates 25 Years of Peace," January 21, 2017. <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link110>.
- Informational Text #4: Natural Disasters
Eric Schmitt. "Salvadorans Illegally in US Are Given Protected Status." The New York Times, March 3, 2001. <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link111>.
- Informational Text #5: Gang Violence
Kate Linthicum. "Why Tens of Thousands of Kids from El Salvador Continue to Flee to the United States." Los Angeles Times, February 16, 2017. <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link112>.

Four I's of Oppression: El Salvador Handout

Background Knowledge/Guiding Question:

“Why have people emigrated from El Salvador to the United States?” Students should write/pair/share.

These are the texts we will be using for this lesson:

1. **Primary Text: Child's Drawing, San José Las Flores, El Salvador** from the When We Were Young There Was a War website
2. **Documentary Text: Juan's Story** from the When We Were Young There Was a War website
3. **Informational Texts:**
 - a. **Informational Text #1: The Civil War In El Salvador**
Susan Gzesh. 2016. “Central Americans and Asylum Policy in the Reagan Era.” Migration Policy Institute.
 - b. **Informational Text #2: Family Reunification**
Edgardo Ayala. 2009. “Migration—El Salvador: Broken Homes, Broken Families.” Inter Press Service.
 - c. **Informational Text #3: Lack of Economic Opportunity**
The Economist. “Unhappy Anniversary: El Salvador Commemorates 25 Years of Peace,” January 21, 2017.
 - d. **Informational Text #4: Natural Disasters**
Eric Schmitt. “Salvadorans Illegally in US Are Given Protected Status.” The New York Times, March 3, 2001.
 - e. **Informational Text #5: Gang Violence**
Kate Linthicum. “Why Tens of Thousands of Kids from El Salvador Continue to Flee to the United States.” Los Angeles Times, February 16, 2017.

Instructions: Which texts go with each type of oppression? Write the name of the text in the correct oppression box and explain the connection.

Four I's of Oppression	Student Answer
Ideological Oppression The idea that one group is better than another and has the right to control the “other” group. The idea that one group is more intelligent, more advanced, more deserving, superior, and holds more power. The very intentional ideological development of the _____isms Examples: dominant narratives, “othering.”	[student response]
Institutional Oppression The network of institutional structures, policies, and practices that create advantages and benefits for some, and discrimination, oppression, and disadvantages for others. (Institutions are the organized bodies such as companies, governmental bodies, prisons, schools, nongovernmental organizations, families, and religious institutions, among others.)	[student response]

Four I's of Oppression	Student Answer
Interpersonal Oppression The idea that one group is better than another and has the right to control the other, which gets structured into institutions and gives permission and reinforcement for individual members of the dominant group to personally disrespect or mistreat individuals in the oppressed group. Interpersonal racism is racism that occurs between individuals. Examples of interpersonal racism—what some members of a racial group do to members of a different racial group up close— include the following: racist jokes, stereotypes, beatings and harassment, threats, etc.	<i>[student response]</i>
Interpersonal Oppression <i>(continued)</i> Similarly, interpersonal sexism is sexism that occurs between people. Examples of man to woman interpersonal sexism may include the following: sexual abuse and harassment, violence directed at women, belittling or ignoring women's thinking, sexist jokes, etc. Many people in each dominant group are not consciously oppressive. They have internalized the negative messages about other groups and consider their attitudes toward other groups quite normal.	<i>[student response continued]</i>

Four I's of Oppression	Student Answer
Internalized Oppression The process by which a member of an oppressed group comes to accept and live out the inaccurate myths and stereotypes applied to the group by its oppressors. Internalized oppression means the oppressor doesn't have to exert any more pressure, because we now do it to ourselves and each other. Oppressed people internalize the ideology of inferiority; they see it reflected in the institutions; they experience mistreatment interpersonally from members of the dominant group; and they eventually come to internalize the negative messages about themselves.	<i>[student response]</i>

Push and Pull Factors Handout

What is a push factor?

What were the three most historically significant push factors, and what are the three most significant ones now?

What is a pull factor?

What were the three most historically significant pull factors, and what are the three most significant ones now?

Be prepared to explain your answers.

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| • Proximity of country of origin to US | • Wealth of the immigrant | • Family relationships to citizens of the US | • Special talents or skills to contribute to US |
| • Natural disaster in country of origin | • Closeness of political ties between US and country of origin | • Increasing diversity of countries represented in US | • Religious or racial persecution in country of origin |
| • Shares language, religion, or culture of majority population in US | • Level of education of immigrant | • Civil war or violence in country of origin | • US military or political involvement in country of origin historically |

Immigration Presentation Assignment Sheet

Purpose: To gather and share accurate information about changes to US immigration policy since 1965 in the form of a presentation. Information to include in an electronic visual presentation:

- Title slide with name of policy, date, and an evocative image
- One slide that explains the historical events that prompted the policy
- One slide that explains the basic regulations of the new policy
- One slide that explains who the policy affects and how
- One slide with a connection to at least one of the four I's of oppression

Topics and Resources

Each group should read the short overview of its assigned policy using the tab “U.S. Immigration, A Policy in Flux” in Juan’s story on the When We Were Young There Was a War website (<https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link113>). Use the directions next to your topic below to see which paragraph of “A Policy in Flux” to read. Then groups can use the links provided (and others you find) to find information to use in the creation of the slides.

Immigration and Nationality Act of 1965 (second paragraph of “A Policy in Flux”)

- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link114>
- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link115>

1980 Refugee Act (third paragraph of “A Policy in Flux”)

- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link116>
- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link117>

Immigration Reform and Control Act of 1986 (fourth paragraph of “A Policy in Flux”)

- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link118>
- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link119>

Temporary Protected Status (1990) (not covered in “A Policy in Flux”)

- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link120>
- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link121>

Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (fifth paragraph of “A Policy in Flux”)

- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link122>.

Deferred Action for Childhood Arrivals (2012) (eighth paragraph of “A Policy in Flux”)

- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link123>
- <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link124>

Timeline Document for Group Presentations

Significant Events	Historical Background	Policy Summary	Effects and Impact
Immigration and Nationality Act of 1965	[student response]	[student response]	[student response]
1980 Refugee Act	[student response]	[student response]	[student response]
Immigration Reform and Control Act of 1986	[student response]	[student response]	[student response]
Temporary Protected Status	[student response]	[student response]	[student response]
Illegal Immigration Reform and Immigrant Responsibility Act of 1996	[student response]	[student response]	[student response]
Deferred Action for Childhood Arrivals (2012)	[student response]	[student response]	[student response]