

Title: History and Causes of Early 20th-Century Local Latino Immigration

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Overview

Lesson Overview	<p>How and why did Latinos immigrate to the Longmont area in the early 1900's?</p> <p>Students analyze specific factors that drive immigration while describing why many Mexicans migrated to the Longmont area in the early 20th century. This lesson is part of several designed to be used together or as stand-alone lessons. The other lessons are: Agricultural Life of Latinos: Sugar Beet Farming Life Experiences of Child Migrant Workers</p>
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Grade Level/ Course	Elementary, Middle School, High School, U.S. History, Geography
Standards	<p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</p>
Time Required	90 minutes (or two 45-minute class periods)
Topics	Immigration, Mexico/Mexicans Outline topic: Immigration from Mexico
Time Period	1900s-1910s, 1920s-1930s
Vocabulary	Immigration, Mexican Revolution, economy, U.S. History, geography, education, Mexico/Mexicans

Preparation *(Links to worksheets, primary sources and other materials):*

Materials	<ul style="list-style-type: none">• Blank 4 column graphic organizer• Primary sources• iPad or Chromebook access
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Resources/Links	<p>Trailer for documentary “The Storm that Swept Mexico” to lead into brief overview of the war and why it would cause migration</p> <p>Map, Mexican states and route of immigrants</p> <p>Primary Source, Account of Alfredo and Donaciana Arguello and Family, p. 1</p> <p>Philip Hernandez, grandparents immigrating during Mexican Revolution</p> <p>Los Inmigrantes, short clip</p> <p>Map of US State boundaries by year.</p>
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Lesson Procedure *(Step by Step Instructions):*

1. **Writing:** Explain some realistic reasons your family would permanently move from where you are right now to somewhere else (at least one state away, but can be as far away as you would like). Examples: Economics (to find a job, or a better job), Culture (to be with people like you), Escape violence or persecution, Climate (to better climate, or to similar climate), Education (better chances for children),

2. **Share Responses:** Students have the opportunity to share and discuss their reasons for emigration. Examples: Economics (to find a job, or a better job), Culture (to be with people like you), Escape violence or persecution, Climate (to better climate, or to similar climate), Education (better chances for children)

3. **Violence and Persecution:** Fill in first column of graphic organizer and title it Violence and Persecution.
 - a. Show video trailer “The Storm that Swept Mexico” and talk about the causes and effects of the Mexican Revolution.
 - b. Read first-hand accounts from the Arguello family and Philip Hernandez
 - c. Watch short clip from *Los Inmigrantes*.
 - d. Discuss how violence would motivate someone to move long distances

4. **Economics:** Fill in second column of the graphic organizer with the title Economic Opportunity.
 - a. Have students write down the largest industries in Boulder County in the early 1900’s: Mining and Agriculture.... also two of the largest industries in the central Mexican states.
 - b. Railroad provided easy method of transportation into the USA and Colorado
 - c. Economy of Mexico was troubled because of war; USA was booming.



5. Physical Geography: Fill in third column of the graphic organizer with the title Physical Geography.

- a. Students will search for images of the Central Mexican states to find pictures of Zacatecas, Durango, Jalisco, Michoacan, and Guanajuato. Pictures can be posted and shared on a class Padlet.
 - i. Discuss the geography of these regions and explain how parts of these states are very similar to the geography of northern Colorado.
 1. Why would it benefit immigrants to move to a geographically similar location?

6. Well, Shucks: Fill in the fourth column of the graphic organizer with the title “Well, Shucks.”

- a. Have students open the interactive map at <http://www.mapofus.org/united-states/>
 - i. Discuss how the map changed after the Treaty of Guadalupe Hidalgo of 1848, as the Colorado area became a US territory and then a state in 1876, and then what happened in 1912. How could those changes have caused Latino immigration to Colorado and Boulder County
- b. Explain that the “Well, Shucks” title is because the Mexican immigrants who had settled in the New Mexico and Arizona territories before the Mexican-American War had a change of status because of the Treaty of Guadalupe Hidalgo of 1848. Many of them gradually lost their property, and unless they were prepared to move to Mexico, they became Americans. “We didn’t cross the border; the border crossed us.” When New Mexico and Arizona became states, their situation changed again.
 - i. Discuss how students would respond if they woke up and found their home within the borders of another country.

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

Students will turn in their graphic organizer complete with notes from lesson and discussions to serve as formative assessment

Class Padlet, as well as discussions, will serve as quick formative assessments.



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