# Hispanic immigration to the USA – In search for a better life

by Judith Heck

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Mit Aussagen wie „[Mexicans are] rapists" oder „shoot them in the legs" hat Donald Trump in den Medien für viel Aufsehen gesorgt. Doch wie sieht die Realität hispanischer Einwanderer aus? Warum zieht es so viele von ihnen nach Amerika? Wie leben sie dort und was für Konsequenzen bringt das Errichten einer Mauer mit sich? Die vorliegende Unterrichtseinheit behandelt diese Fragen. Mithilfe von Zitaten, Videos, Bildern und Zeitungsartikeln beschäftigen sich die Lernenden intensiv mit dem Thema *hispanic immigration to the USA*. Neben der Förderung des Hör-Sehverstehens sowie des Leseverstehens steht die Analyse im Vordergrund. Außerdem wird die Schreibkompetenz der Lernenden trainiert, wobei die Bildanalyse eine entscheidende Rolle spielt. Zusätzlich werden Medien- und Sprechkompetenz gefördert. Letztere steht am Ende der Einheit im Fokus, wo eine eigene Talk-Show durchgeführt wird.

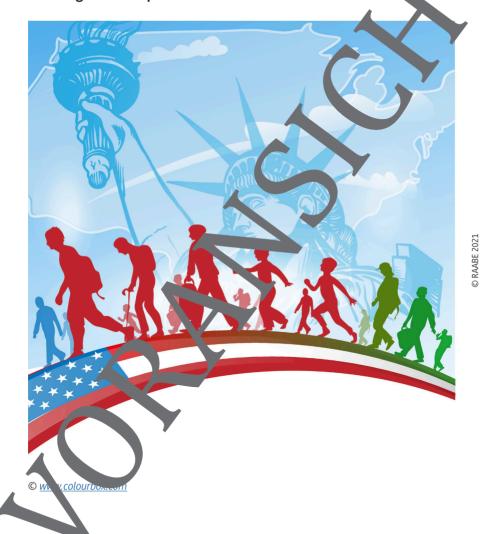# Hispanic immigration to the USA – In search for a better life

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## Competences and skills

This unit aims at strengthening students' various skills and competences. By working with a video, they train their **viewing and listening skills** as well as their **media competence**. Being asked to work with several texts and pictures, students also enhance their **reading and analysing skills**. They further demonstrate their **writing skills** as they produce texts of varying forms. Additionally, students use and train their **communicative and social competences** by engaging in a staged talk show.

## Topic 1: Introduction to the topic

## M1  Working with the picture



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## M2 Worksheet – Introduction to the topic

### Approaching the topic

1. Describe the picture. What is it about and which topic could it address?
2. What do you already know about immigration?
   a) **Think:** Create a mind map with the title *immigration to the USA*. Note down reasons why people might come to the USA and the countries you think most immigrants come from.
   b) **Pair:** Compare your results with your partner and agree on three countries.
   c) **Share:** Present your ideas to the rest of the class.
3. Name the group of immigrants that has recently often been addressed in the media and why is that? Explain possible reasons for the group to come to the USA.

### Working with the video

> "When Mexico sends its people, they're not sending their best...They're sending people that have lots of problems, and they're bringing those problems with us. They're bringing drugs. They're bringing crime. They're rapists. And some, I assume, are good people."
> (Donald Trump)

4. Read the quotation by Donald Trump. What comes to your mind when reading it?

5. Watch the video *The Truth about Hispanics* and point out the prejudices that are mentioned.
   *https://raabe.click/um_en_truth_hispanics*
   Compare your notes with your partner and share them with the class afterwards.

### Comment

7. Comment on the prejudices against Hispanics. What do you personally think about the prejudices mentioned in the video and those mentioned by Trump?

# Topic 2: The journey towards a better life

## M4    Worksheet – Miriam Martinez: *My Story of Immigration*

Watch the Ted talk *My Story of Immigration* by Miriam Martinez
*https://raabe.click/um_en_ted_talk_martinez* [last access:
03/11/2020]. Get together with a partner. Work on the tasks 1–3
individually. Then present your results to each other.

### Partner A
1. Complete the tasks a)–e) by taking notes.
    a) When did Miriam come to the USA and with who?
    b) Describe Miriam's second attempt of crossing the bor
    c) What do many Americans call immigrant in the USA and  does reality look
       like according to Miriam?
    d) Describe the life of Miriam's father.
    e) According to Miriam, what must ch  ge in the future?
2. Analyse Miriam's performance (voice, gestu  s, and   al expressions) during the
   speech and describe the effect on  viewer
3. Find two examples where she uses  iting words and explain the effect.

### Partner B
1. Complete the tasks a)–e)   tak   tes.
    a) Describe Miriam's first a empt of c   ing the border.
    b) Point out what Miriam is as  g for in her speech.
    c) Why do Mexi    migrants   e to the USA?
    d) Why does Miriam w nt an imm gration reform?
    e) What aim   s M         .
2. Analyse Miriam's te   and describe the effect on the viewer.
3. Find t      ples w    he uses negative and two examples where she uses
   posi  ve words   explai  the effect.

### Creative   sk
4. C    g of the creative tasks:
    a) Imagine you are a Mexican immigrant and you have just arrived in the
       USA. Write your first diary entry in the new country.
    ) Interview Miriam after her Ted Talk.
    c) Write a newspaper article about Miriam.

## M9  *To build the wall, or not to build?*

Diana Uribe points to the door of a stone outhouse beside the old Spanish fort
at San Ygnacio [...]: "This place isn't as sleepy as it looks," [...]. "It's a direct
highway, if you know the land – which the smugglers do." Yet even so, I don't
feel unsafe here. The last thing they want is to draw attention to themselves

5    on the border. We just don't need a wall. Do we want security? Yes. Do we
want or need a wall? No." [...] "We used to go to Mexico for weddings, dances,"
she says, "and clubbing in Nuevo Laredo [...]. The wall cuts across all those
generations and traditions. And also through the realities of border economics,
the complete interdependency[1] of twin communities all along the Rio Grande."

10   The fort[2] in San Ygnacio had been entered on America's National Register of
Historic Buildings in 1973, but was still ruin when the celebrated artist
Michael Tracy [...] undertook its restoration. [...] "I think you must either
identify being inside the wall or outside the wall. I'm outside the wall." The
president's wall "is mythic", says Tracy, "it's meaningless. Yes, there's always

15   the possibility here that someone could come to your door at four in the
morning and demand[3] all you have. But will Trump's wall stop them? Of course
not – it's a distraction, a perfect way to mobilise his base thousands of miles
from the border."

Not all in San Ygnacio share these views, least of all [...] [Lannie Mecom, patron]

20   from Los Corralitos ranch across the highway [...]. Now Lannie stands on the
riverbank, after a morning loading longhorn cattle[4] for sale at market: "That's
Mexico," she points, 200 metres away. "I'm happy to donate this land to the
government to build a wall," pledges Mecom, an energetic 75-year-old. "It's
gotten worse and worse over there – we had the Zetas [drug cartel] camp right

25   there over the river, and there was something going on – their cars parked
along the highway here, something mighty scary." Mecom, too, owns land on
which a historic fort is built, "and it was built for a good reason", she half-jokes,
"to keep trouble out!"

His ranching neighbour, Joe Braman, [says]: "We need a solid wall bad, and I'd

30   give my land for it right now," he says. "There's so many people coming through
here – I've caught 284 while training police dogs in the last few months."

We settle back at Los Corralitos ranch [...] Mecom's view is not an echo of the
president's, or Braman's. "We need to give security to illegal Mexicans who

## Topic 5: Describing and analysing pictures

## M11 Checklist: Describing and analysing pictures

### 💡 1st step: Introduction

– Name the title of the picture and the artist/photographer.
– Name the source of the picture and the date of publication.
– State if the picture is black-and-white or coloured.
– Say what the picture shows/deals with (no details!).

### 💡 2nd step: Description

– Describe the picture in detail (people, objects, setting etc.).
– Where are the people and objects?
– What are the people doing?
– What do they look like (facial expressions, clothing, gestures etc.)?
– How are colours used?
– Are there any speech bubbles and captions?

### 💡 3rd step: Analysis

– What is the message of the picture?
– What is the aim of the artist/photographer? What does he/she want to achieve?
– Are there any visual symbols in the picture? What do they stand for? (function and effect)
– Whom does the picture address? (target group)
– Are there political, cultural/historical or social implications?
– What emotions does the picture evoke?
– How are language, light, colours and perspective used to convey the message?

### 💡 4th step: Evaluation

– State your own opinion on the picture.
– Do you like the picture? Why? Why not?
– Do you think the artist/photographer conveys his message effectively and successfully?
– Do you think the picture is convincing in its message?
➔ Remember to use the simple present and the present progressive.

*Information taken from: Pathway Advanced und Green Line Oberstufe (RLP)*

## M14 Worksheet – Seesaws at the U.S. border wall

### Working with the picture

1. Describe and analyse the picture using the four steps presented in the checklist (M11) and some of the useful phrases (M12).

2. Find a partner. Exchange your texts and check each other's texts with the help of the checklist for peer correction (M13)

3. Find other pictures/cartoons which deal with the current situation in the USA (for example the wall, the life of illegal Mexicans in the USA, Trump etc.). Bring them to class and be prepared to present your pictures/cartoons.

Photo: Ronald 6 August 2019.Found at: https://www.gulftoday.ae/news/2019/08/06/seesaws-installed-at-us-border-wall-so-american-and-mexican-children-can-play-together [last access: 03/11/2020]