Border: A Line That Divides

About this lesson
This lesson is designed to be done in three parts. The first part should be done whole class, the second part should be completed in groups, and the third should be back to whole class. It is recommended that the lesson be done either in 1 class session, or that Parts 1 and 2 be done on the same day with Part 3 on the following day. The student packet will include handouts for all three parts along with some background information on the US-Mexican Border.

Student Packet Contents:
1 Background sheet
1 timeline
3 observation sheets with image thumbnails (the images will only be serving as reference for the full size versions).
1 sheet with group discussion questions

Standards Addressed

History-Social Science Content Standards
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
   2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
   7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

11.8 Students analyze the economic boom and social transformation of post-World War II America.
   2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

11.9 Students analyze U.S. foreign policy since World War II.
   7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

Common Core Standards for English Language Arts
Writing
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes. CA

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Literacy in History-Social Science

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Teacher’s Guide

Part 1
Objective: Demonstrate an ability to apply critical thinking and observation skills in order to draw conclusions from a single photograph. Understand that a photograph gives lots of information but it is not always the complete story.

Time Needed: About 20 minutes

Materials Needed:
Background Information Handout (in student packet)
Attached image (Best if projected but can be copied and handed out-Attached here in word but also emailed as a jpeg for projecting)
Notebook paper
Pencils

Instructions:
1. Hand out the packets.
2. Display the attached image for the class.
3. Have students answer the question, “Do you think this sign is on the American side of the border or the Mexican side? What evidence from the photograph supports your answer? Did you read anything in the background information sheet that influenced your decision?”
4. Give students about 5-7 minutes to read the information sheet and timeline and answer the question.
5. Have students find someone else in the room who thinks the opposite. Have them compare their evidence and see if anyone changes their mind based on their classmate’s evidence.
6. Explain to students that even the experts disagree on this photo. The History Center has no record of which side of the border this photo was taken on and there is disagreement over whether the sign is intended to entice American tourists to stay in Tijuana, or whether it was intended to discourage Americans from leaving the United States at all.
Part 2

**Objective:** Understand how regulation of activities across the Mexico/US border has changed over time. Understand how a series of images can be used to tell a specific story, or convey a certain theme.

**Time Needed:** ~30 minutes

**Materials Needed:**
Student packets
Photos

**Instructions:**
1. Have students split up into groups based on whether they have an A, B, C, or D packet. Each packet centers on a different theme using 3 different photos and a text panel from the exhibit.
2. Allow students to work in their groups for about 25 minutes to fill out the three observation/analysis pages and have students work in their groups to answer the questions on the page after the charts.
Part 3

Objective: Demonstrate an understanding of how photographs can be used to tell a story. Demonstrate an understanding of how the regulation of travel across the border has changed over time.

Time Needed: ~30 to 45 minutes

Materials Needed (per group):
One copy of each student packet
Scissors
Colored construction paper (plain will work if necessary)
Notebook paper
Pen

Instructions
1. Break students into groups of three, one student who has an A packet, one with a B packet, and one with a C packet.
2. As a team students examine all the thumbnail images in the packets. Students must then decide on one photo from each packet that can be combined to tell a different story.
3. Once the images have been chosen students should cut out the relevant thumbnails and paste them artistically on the colored paper.
4. Students need to write a 100 word text panel that gives the relevant background information for the story that they are trying to tell. They can use all the background information in their packets for information. It is important for students to note the word limit is a maximum. Museum curators frequently find the word limits on a text panel to be the most challenging part of their job.
5. The final result will be a mini photo exhibit
Additional Resources:

1. Overview of Immigration to the United States-Interactive Website
   insightfulinteraction.com/immigration200years.html

2. Official Site of the California State Historian-Can be used to search for all topics relating to California History
   https://history.state.gov/

3. Overview of Mexican Immigration-Journal Article
   http://www.migrationpolicy.org/article/mexican-immigrants-united-states

4. The Treaty of Guadalupe Hidalgo-Journal Article

5. The Bracero Program-Journal Article
   http://migration.ucdavis.edu/rmn/more.php?id=10_0_4_0
Background Information for Teachers

1848-The Treaty of Guadalupe Hidalgo

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1880’s –1920’s Early Immigration Law

Immigration laws began in earnest in the 1880’s. Up until 1882 the only immigration requirements centered on whether an immigrant was carrying a contagious disease, had a criminal background, or if they were otherwise likely to be a burden to the public. In 1882 however, the Chinese Exclusion Act was passed, which prohibited the immigration of Chinese into the United States. The Japanese were excluded in 1907 by agreement with the Japanese government. Quotas began in 1924 with the National Origins Act. However, at that time quotas did not severely limit immigration from countries in the Western Hemisphere (Western Europe, Latin America, South America, and North America).

1919-1933 Prohibition

In 1919 Congress passed Amendment 18, which made it illegal to buy, sell, or make alcohol in the United States. This led to a lively across border trade with Mexico. In an effort to halt the flow of alcohol into the United States across the border the United States began monitoring the border and inspecting vehicles for alcohol.

1942-1964 The Bracero Program

With the entrance of the United States into World War II in 1941 the United States faced a shortage of workers, especially for manual labor jobs, such as agricultural field hands and railroad maintenance workers. To compensate for this shortage an agreement was made with the government of Mexico and the United States government co-signed employer migrant contracts that guaranteed wages and housing. Workers hired under these terms were called Braceros because they worked with their arms (or brazos). However, by the end of the war US employers and Mexican officials had become dependent on braceros and bribes were paid to get contracts. A presidential commission in 1951 reported that the presence of Mexican workers depressed the wages of US farm workers, while the US Department of State urged a new Bracero program to help stabilize Mexico against Communism. The program ended in 1964 due to requirements that US workers and Mexican workers be paid the same amount.

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Since 2009 more Mexican immigrants have returned to Mexico than have migrated to the United States.
Timeline of Mexican-American Relations

**February 2, 1848** - Treaty of Guadalupe Hidalgo ends the Mexican American War and lays out the agreed upon border between the two countries. Also establishes a joint border commission to survey, map, and ratify the border and to handle any disputes that may arise in the future as a result of unclear language or topographical changes.

**January 30, 1850** - Final survey completed, and agreed upon. Stone markers are placed at 7 strategic points along the line not marked by the Rio Grande.

**December 30, 1865** - James Gadsen purchases a strip of land that is now part of Arizona, New Mexico, and Texas, from Mexico for $10 million to facilitate a direct railroad route to Southern California. Known as the Gadsen purchase.

**June 28, 1914** - World War I begins in Europe with England, France, Italy, and Russia fighting against Germany, Austria-Hungary, Turkey, and Bulgaria.

**April, 1917** - The United States enters WWI, siding with England and France.

**November 11, 1918** - World War I ends.

**1919** - Amendment 18 (Prohibition) passes in the United States, making it illegal to produce, transport or sell alcohol in the United States.

**1924** – National Origins Act (AKA the Johnson-Reed Act) establishes the first quotas for immigration.

**October 29, 1929** - The stock market crashes and the United States falls into the Great Depression. Unemployment is high and many people lose their life savings when the banks failed.

**December 5, 1933** - Amendment 21 repeals (cancels) Amendment 18, making it once again legal to produce, transport, and sell alcohol.

**December 7, 1941** – America enters World War II

**August 9, 1942** – The Mexican Farm Labor Program Agreement is signed by the United States and Mexico as a way for the United States, to get manual laborers for agricultural work.

**August 15, 1945** – World War II ends

**July 1951** – *Public Law 78* negotiates a new agreement for short-term contracted laborers, continuing the agreement signed during WWII.

**March 1961** – *PL 78* is extended with the addition of a clause that US workers receive the same wages as the Mexican workers.

**1963** – A final one year extension of the Mexican Farm Labor Act is signed, effectively declaring the program ended in 1964.
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Packet A

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SDHC #95_19385-20

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Now re-read the background information. Does the background information change any of your conclusions? Does it bring up new questions?-Answer below.
Border: A Line That Divides
Packet D

Keep in mind while walking through the gallery that this is an exercise in critical thinking and using visual evidence to support your conclusions. You and your classmates might disagree about something, but that is okay. If you disagree, try talking about what in that photograph makes you say that and ask what your classmate sees differently. As long as you can support your conclusion with evidence from the photograph you are not wrong.
Background Information

1848-The Treaty of Guadalupe Hidalgo
The Mexican American War ended in 1848 with the Treaty of Guadalupe Hidalgo. A large part of that treaty was determining where the border was between the United States and Mexico. Years of surveying and discussions were necessary before a final version was settled upon. One of the problems determining where Alta California ended and Baja California began. However, language in the Treaty declared the Port of San Diego to be on the American side of the border. Once the border had been agreed upon, 7 monuments were placed along the border in strategic locations to mark where the boundary lay. Today there are 276 markers.

1880’s – 1920’s Early Immigration Law
Immigration laws began in earnest in the 1880’s. Up until 1882 the only immigration requirements centered on whether an immigrant was carrying a contagious disease, had a criminal background, or if they were otherwise likely to be a burden to the public. In 1882 however, the Chinese Exclusion Act was passed, which prohibited the immigration of Chinese into the United States. The Japanese were excluded in 1907 by agreement with the Japanese government. Quotas began in 1924 with the National Origins Act. However, at that time quotas did not severely limit immigration from countries in the Western Hemisphere (Western Europe, Latin America, South America, and North America).

1919-1933 Prohibition
In 1919 Congress passed Amendment 18, which made it illegal to buy, sell, or make alcohol in the United States. This led to a lively across border trade with Mexico. In an effort to halt the flow of alcohol into the United States across the border the United States began monitoring the border and inspecting vehicles for alcohol.

1942-1964 The Bracero Program
With the entrance of the United States into World War II in 1941 the United States faced a shortage of workers, especially for manual labor jobs, such as agricultural field hands and railroad maintenance workers. To compensate for this shortage an agreement was made with the government of Mexico and the United States government co-signed employer migrant contracts that guaranteed wages and housing. Workers hired under these terms were called Braceros because they worked with their arms (or brazos). However, by the end of the war US employers and Mexican officials had become dependent on braceros and bribes were paid to get contracts. A presidential commission in 1951 reported that the presence of Mexican workers depressed the wages of US farm workers, while the US Department of State urged a new Bracero program to help stabilize Mexico against Communism. The program ended in 1964 due to requirements that US workers and Mexican workers be paid the same amount.

Today
Since 2009 more Mexican immigrants have returned to Mexico than have migrated to the United States.
Timeline of Mexican-American Relations

February 2, 1848 - Treaty of Guadalupe Hidalgo ends the Mexican American War and lays out the agreed upon border between the two countries. Also establishes a joint border commission to survey, map, and ratify the border and to handle any disputes that may arise in the future as a result of unclear language or topographical changes.

January 30, 1850 - Final survey completed, and agreed upon. Stone markers are placed at 7 strategic points along the line not marked by the Rio Grande.

December 30, 1865 - James Gadsen purchases a strip of land that is now part of Arizona, New Mexico, and Texas, from Mexico for $10 million to facilitate a direct railroad route to Southern California. Known as the Gadsen purchase.

June 28, 1914 - World War I begins in Europe with England, France, Italy, and Russia fighting against Germany, Austria-Hungary, Turkey, and Bulgaria.

April, 1917 - The United States enters WWI, siding with England and France.

November 11, 1918 - World War I ends.

1919 - Amendment 18 (Prohibition) passes in the United States, making it illegal to produce, transport or sell alcohol in the United States.

1924 - National Origins Act (AKA the Johnson-Reed Act) establishes the first quotas for immigration.

October 29, 1929 - The stock market crashes and the United States falls into the Great Depression. Unemployment is high and many people lose their life savings when the banks failed.

December 5, 1933 - Amendment 21 repeals (cancels) Amendment 18, making it once again legal to produce, transport, and sell alcohol.

December 7, 1941 - America enters World War II.

August 9, 1942 - The Mexican Farm Labor Program Agreement is signed by the United States and Mexico as a way for the United States, to get manual laborers for agricultural work.

August 15, 1945 - World War II ends.

July 1951 - Public Law 78 negotiates a new agreement for short-term contracted laborers, continuing the agreement signed during WWII.

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Photo for Part 1

WHY LEAVE?
YOU'LL COME BACK
Photos for Packet A

#UT91 S0411-16A

Natalie Fiocre Photographie, US Mexican Border-Playa de Tijuana-Berlin Wall-1993
Photos for Packet B

#UT 8248-320

#OP_15746-700
Photos for Packet C

#UT88-0166-10A
U.S. officers dumping confiscated alcohol at border near Tijuana, Mex.
Photos for Packet D