

UNC-DUKE CONSORTIUM IN
LATIN AMERICAN &
CARIBBEAN STUDIES



Lesson Title/Focus: *Voices of Salvadoran Youth* | **Themes:** immigration, family, home, identity, war

In this lesson, students will analyze the immigration stories from three different young people from El Salvador to the U.S. Students will analyze different mediums (graphs, timelines, magazine articles, oral histories, and poetry) to deepen their understanding of El Salvador and Salvadoran immigrants. After examining each of the three immigration stories, students will integrate the information gained from each medium to write a short essay answering the question, “Why are people immigrating from El Salvador? Describe common central ideas and themes observed across experiences.”

Grade Level: 11-12

Length of Lesson: Two 80 min classes

Desired Results

Content Standard(s)

- RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.
- RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
- W.11-12.2: 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.

Understandings/Goals

Students will understand:

- how to determine the central idea(s) of various experiences of young Salvadorans today as told through different mediums and how to find commonalities among these themes
- how to evaluate multiple sources of information to understand why people are immigrating from El Salvador and understand the challenges Salvadoran immigrants experience in the U.S.

Essential Question(s)

- How can I find common central ideas among multiple immigration stories, told through different mediums?
- How can I use multiple sources of information to better understand immigration from El Salvador?

Student Objectives (Outcomes)

Students will be able to:

- determine two or more central ideas of multiple texts in multiple mediums
- analyze multiple sources of information in order to identify common central ideas about immigration
- integrate information from multiple sources of information to explain why people are immigrating from El Salvador

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Assessment Evidence

Performance Task(s)

- Short essay answering the question, “Why are people immigrating from El Salvador? Cite examples from the oral histories, Javier Zamora article, BBC timeline, and/or the Migration Policy Institute graph.”

Other Evidence:

- Worksheet: Understanding Immigration from El Salvador
- Worksheet: Javier Zamora Article
- Worksheet: Oral History Activity
- Exit ticket

Learning Plan

Materials

- Worksheets from “Additional Resources” section of this lesson plan
- Technology to access embedded links or printouts of articles in links
- Technology to access the New Roots website and headphones to listen to the oral histories

DAY ONE

Introduction/Before (:00 - :10):

As a brief introduction to the country, present the El Salvador section of the PowerPoint [“El Salvador, Honduras, y Nicaragua”](#) OR show students the video [Geography Now! El Salvador](#) (up to minute 4:55, just after the host explains how to refer to people from El Salvador)

Explain that the United States and North Carolina is home to a number of Salvadoran immigrants, and that a large number of the immigrants we hear about on the news are coming from El Salvador. Show [Tracking Immigration from El Salvador, CBS News](#) as an example.

Tell students that during this lesson, they will be looking into the causes of immigration, as well as examining a number firsthand accounts of Salvadoran immigrants.

Instruction for Learning and Engagement/During (:10 - :40):

In pairs, have students complete the worksheet, “Understanding Immigration from El Salvador” (found in the “Additional Resources” section).

Review answers as a whole class. Discuss: Based on the timeline and graph, what are the three main causes of immigration from El Salvador to the U.S.? (Answer: civil war, natural disasters, and gang violence)

Engagement and Practice/During: (:40 - :70):

Have students read The New Yorker article [“An Immigrant Who Crossed the Border as a Child Retraces his Journey, In Poems”](#), about poet Javier Zamora and his experience immigrating to the United States and answer the questions on the accompanying worksheet (found in the “Additional Resources” section).

Review answers in small groups.

Closure/After: (:70 - :80):

Students will answer the following question as an exit ticket: *Using the information you gathered about El Salvador today, explain why people are immigrating from El Salvador to the United States.*



DAY TWO

Introduction/Before (:00 - :05):

Students will engage in a Think-Pair-Share to review the causes for immigration from El Salvador to the United States.

Instruction for Learning and Engagement/During (:05 - :40):

Tell students that they will listen to an oral history of a young North Carolinian who immigrated from El Salvador recently. Introduce students to the New Roots/Nueva Raíces Digital Oral History Archive at <https://newroots.lib.unc.edu/>.

Divide the class into two groups. One half of the class will listen to María Ruiz's oral history, and the other half will listen to Daniel Ibáñez's oral history. Students will complete the appropriate worksheet about their oral history.

After students have listened to their assigned oral history, students will review their answers with the other students who have listened to the same oral history.

Engagement and Practice/During (:40 - :50):

Students will partner with someone who listened to a different oral history. Students will use the worksheet questions to compare the experiences of Daniel and María. Afterward, discuss the similarities and differences between Daniel and María's oral histories as a whole class.

Closure/After (:50 - :80):

Students will write a short essay answering the question, "Why are people immigrating from El Salvador? Cite examples from the oral histories, Javier Zamora article, BBC timeline, and/or the Migration Policy Institute graph."

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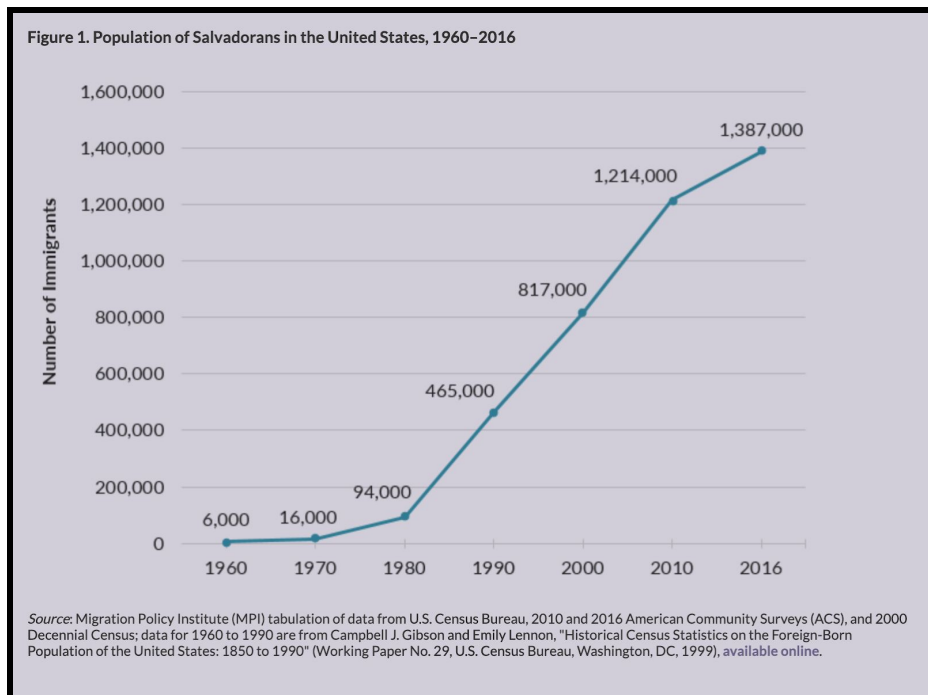


Additional Resources



Understanding Immigration from El Salvador

Read the timeline of El Salvador by visiting <https://www.bbc.com/news/world-latin-america-19402222> or scanning the QR code, then study the graph below. Use both the timeline and graph to answer the questions.



1. Look at the graph. Describe the change between 1970-1980. What was happening in El Salvador during that time period that might have caused this change?

2. What happened in 1991 that might have caused the increase in immigration between 1990-2000?

3. Between what years were the highest increase in immigration from El Salvador? What natural disasters contributed to this increase?

4. Based on the timeline, between what years did El Salvador see an increase in illegal drug trafficking and gang violence? How did these two issues impact immigration to the U.S.?



Name: _____ Date: _____

“An Immigrant Who Crossed the Border as a Child Retraces his Journey, in Poems”

Read The New Yorker article about poet Javier Zamora at
<https://www.newyorker.com/books/page-turner/an-immigrant-who-crossed-the-border-as-a-child-retraces-his-journey-in-poems>
or by scanning the QR code, then answer the questions below.



1. How does Zamora’s interview connect with the timeline and graph from the previous activity?

2. Describe Zamora’s immigration experience.

3. Describe Zamora’s experience growing up in the United States.

4. What are some common themes in Zamora’s poetry?

5. What are two central ideas of this article?



Name: _____ Date: _____

Getting to Know a Migrant from El Salvador

Listen to **minute 16:30** of the interview linked [here](#). Navigate to download audio. Or access it with the QR code. Answer the questions below about the interview.



Interviewee's name: Daniel Ibáñez

Daniel Ibanez is an undergraduate student at UNC-Chapel Hill, who is studying International Studies with a concentration on West European politics. Ibanez hopes to find a job and remain in the United States, but that is difficult because an employer must sponsor him because he is an international student. Ibanez has been at UNC-Chapel Hill for the past two years. Before transferring to UNC-Chapel Hill Ibanez studied at a small community college in his native country El Salvador; In El Salvador Ibanez lived near the capital city San Salvador. Both of his parents live in El Salvador, but he has a few family members and a family friend that have moved to the United States. During the interview Ibanez answered questions on a variety of topics; however, he spent a lot of time talking about conditions in El Salvador, his family members' experiences in the US, his own experiences in El Salvador and the US, and about the views commonly held towards immigration in the United States.

1. Where is Daniel from?

2. Summarize Daniel's family's immigration story.

3. What reasons does Daniel give for Salvadorans immigrating to the U.S.?

4. Write 2-3 new pieces of information you learned about El Salvador from this oral history.

5. What are three central ideas from Daniel's oral history?



Name: _____ Date: _____

Getting to Know a Migrant from El Salvador

Listen to **minute 17:10** the interview linked [here](#). Navigate to download audio. Or access it with the QR code. Answer the questions below about the interview.



Interviewee's name: María Ruiz

María Ruiz was born in Oxford, NC but grew up in Henderson, NC after she was born. Ruiz is a native Spanish speaker and learned English growing up in school. She was educated in the public school systems in Henderson and went to the North Carolina School of Science and Mathematics after her sophomore year in high school. Her dad works as a truck driver and her mom in a pillow factory. Ruiz also has a younger sister and her whole family is from El Salvador. Ruiz is now a sophomore at the University of North Carolina at Chapel Hill and is on the Pre-Nursing track.

1. Where is María from?

2. Summarize María's family's immigration story.

3. What reasons does María give for Salvadorans immigrating to the U.S.?

4. Write 2-3 new pieces of information you learned about El Salvador from this oral history.

5. What are three central ideas from María's oral history?
