

UbD Template Lesson Plan

Course: American History	Stage 1 – Desired Result		Theme: The Bracero Program
<p>Established Goals:</p> <p>Assessed Standards:</p> <ul style="list-style-type: none"> ● Hist 9-12.1 ● Hist 9-12.2 ● Hist 9-12.11 ● Hist 9-12.12 ● CIV 9-12.4 ● CIV 9-12.5 ● ECO 9-12.6 <p>Addressed Standards:</p> <ul style="list-style-type: none"> ● INQ 9-12.15 ● INQ 9-12.5 	Transfer		
	<p>Students will be able to use their learning to independently...</p> <ul style="list-style-type: none"> ● Analyze photographs as primary sources ● Consider the role of Mexicans in WWII as an important part of the war effort ● Explore intersections of immigration and labor <p>What kind of long-term independent accomplishments are desired?</p> <ul style="list-style-type: none"> ● Students will be able to compare the historical and contemporary ways in which people of Mexican descent have contributed to the United States. 		
	Meaning		
	<p>Understandings: Students will be able to...</p> <p><u>Bracero Program:</u></p> <ul style="list-style-type: none"> ● Students will be able to understand the impact of the Bracero Program on Mexican Laborers brought into the United States ● Students will evaluate how the Bracero Program shaped not only Mexican identity, but also the identities of all Latinos and Latin Americans in the United States. ● Students will be able to conceptualize how the implications of the Bracero Program affect Latino(a) workers in the United States today. <p><u>Migration:</u></p>	<p>Essential Questions: Students will keep considering...</p> <ul style="list-style-type: none"> ● The ways in which society in the U.S. was structured around race ● How food gets to our table ● How agricultural workers have been treated in society, historically and today <p>What thought provoking questions will foster inquiry, meaning making, and transfer?</p> <ul style="list-style-type: none"> ● Why was the Bracero program started, and why didn't it end when WWII did? ● Why were Bracero workers given such low wages? 	

	<ul style="list-style-type: none"> ● Students will be able to understand how the Bracero Program impacted Mexican migration patterns into the United States. ● Students will understand how the Bracero Program influenced migration patterns from other countries in Latin America to the United States. <p><u>Economy:</u></p> <ul style="list-style-type: none"> ● Students will be able to understand how the Bracero Program left a legacy of Latino(a) workers being essential to critical American industries, such as agriculture. ● Students will understand how the Bracero Program allowed the American economy to flourish while simultaneously exploiting the migrant workers. 	<ul style="list-style-type: none"> ● What does the Bracero program have to do with segregation? Do you think that farm workers still live segregated lives now? ● What benefit did the Bracero program have on America? How do Mexicans and Mexican Americans continue to contribute to the US today? ● What can photos help us understand about how Latinos lived and worked in the past, and how they were treated by others? ● How do you think Braceros felt before coming to America versus when they actually got here? ● Was the Bracero Program a violation of human rights?
Knowledge □ Acquisition □ Skill		

Sample Lesson Plan

Before Class:

Click [here](#) to gain access to a video created by two students from the UConn LLAS 2012: Latinos in Connecticut: Writing for the Community class. They offer a brief overview of the Bracero Program. It is advised that you assign this video as homework for your students to watch at home and take notes. For the following class day, you should discuss the video with the class and ask questions for comprehension. If you cannot/do not want to assign this as homework, you can have the class watch the video during class, discuss it, and then follow the offered lesson plan.

In Class

- If assigning the video for students to watch at home:
 - Have students come to class ready to discuss what was in the video.
 - Answer any questions the students may have.
- If not assigning the video as homework:
 - Watch the video in class and ask students to jot down any important notes
 - Ask students to share anything they learned or found interesting. Further discuss the video.
 - Answer any questions the students may have.

Main Activity

- 25 minutes: Students will be broken up into small groups and the teacher will present a [powerpoint](#) that includes several pictures taken of Braceros. Each student will receive a piece of paper that they will fill with observations of each photograph. They will be given 2 minutes per picture to discuss within their groups and jot down notes of what was said in their groups. At the end of every picture analysis, the class will come together and students should be able to share their group's thoughts out loud.
 - Students will be able to discuss their ideas within their groups but will be required to fill out their own chart