

Looking Over Lukeville: Migration and the Border Fence

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Geography, Reading, Writing

Grades 9 & 10

FOCUS_____

The border between the United States and Mexico is a more relevant topic in states such as Arizona, New Mexico, and Texas, however many lessons and important information can be learned from studying this topic. Few countries separate themselves from one another by building a fence along borderlines. This action has implications on human migration and alteration of the land.

COMMON CORE ELA AND GEOGRAPHY STANDARD_____

Reading Informational Text

4. 3A. Evaluate how perceptions vary and affect people's views of contemporary issues and strategies for addressing them.

NATIONAL GEOGRAPHY STANDARD_____

Standard 9, 8th grade

2. A. Analyze and explain the positive and negative consequences of the migration of large numbers of people in a country.

3. A. Identify and describe examples of short-term migrations.

3. B. Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.

3. C. Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity.)

GOAL _____

- At the end of the lesson, students should have an understanding of the history of the border fence dividing Mexico from various states, and the migration that occurs through and around this fence by viewing aerial photographs.

OBJECTIVES / ASSESSMENTS _____

Objective 1.

Students will be able to understand what the border and fence look like via photos from a high-altitude balloon.

Objective 2.

Students will be able to understand as well as be aware of multiple viewpoints of the issue of illegal immigration by reading the article “*The Border Effect*”, and by watching the documentary “*This (Illegal) American Life*”.

Objective 3.

Students will be able to articulate their own opinion and strategies about the illegal immigration issue by completing an essay and presentation.

Informal Formative Assessment – Students will be asked questions before the unit begins about what they currently know about the topic of illegal immigration, for me to be able to understand what knowledge, if any, the students have of this topic.

Formal Formative Assessment – Students will have to explain what they see in the pictures that are taken of the land around the border fence with a written explanation.

Formal Summative Assessment – Students will show their understanding of this complex issue by completing an essay and giving a presentation to their classmates.

MATERIALS NEEDED

- High-altitude balloon kit
- Clifford, Frank. (2012). “The Border Effect.” *The American Prospect*, pages 58 – 67.
- The documentary “*This (Illegal) American Life*”

NEW VOCABULARY

1. Coyote – a paid person who helps someone cross the border into the United States illegally
2. Shadow wolves – Native American scouts who follow the trail of smugglers who are known for covering their tracks by placing fabric on their shoes because they are bringing illegal drugs or migrants across the border

PROCEDURES

INTRODUCTION / HOOK

- To allow students to be informed about this issue before starting the unit, watch the documentary “*This (Illegal) American Life*”, which can be streamed for free from a variety of websites (such as Vimeo). This 44 minute documentary shows Mexicans that have immigrated here illegally, and shows the impact this has on themselves and their family. Americans are also interviewed, some showing their frustration that Mexicans are migrating here, as well as others who believe Mexicans have a right to come here as they wish.

FIRST ACTIVITY

- Students will prepare the high-altitude balloon kit in order to take pictures every few seconds. This will be launched near the border fence to allow the students to see aerial pictures of and around the border fence, in this case near Lukeville, Arizona, and to see how the land has changed due to human migration, as well as how an unnatural border fence covering miles has changed and shaped the land.

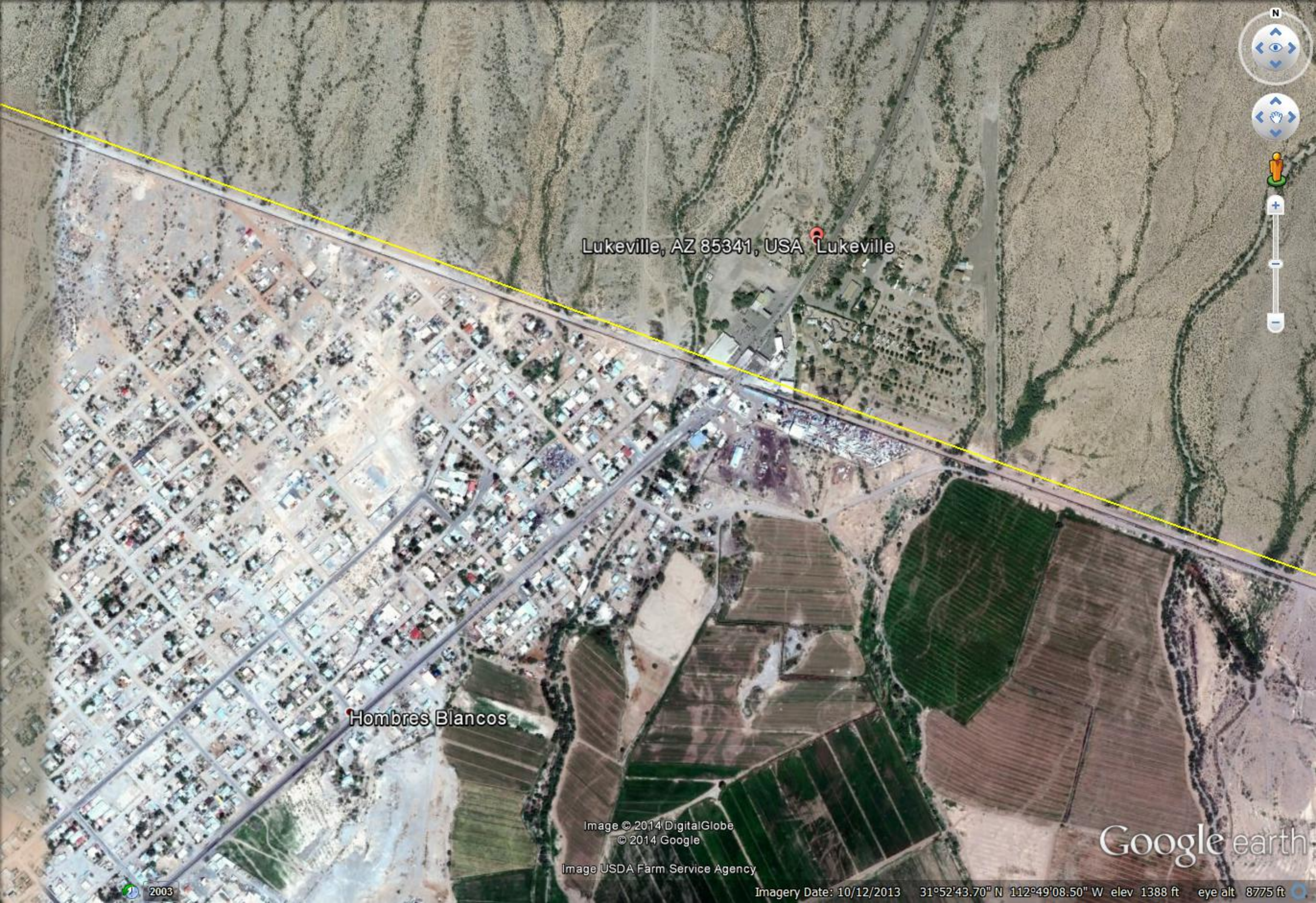
SECOND ACTIVITY

- Students will view multiple images that were taken of the border area, and will write an essay, first explaining how the border fence has physically changed the land and what effect human migration has had on the environment. Students will also discuss what they learned from being able to assemble a high-altitude balloon kit to take pictures, and will list what other geographic areas would be a good idea to capture aerial pictures of. Students will present a 5-minute overview of their findings.

ADDITIONAL ACTIVITY

- You can decide when the time is best for your students to read the article “*The Border Effect*”. This is very informative, and will give students a lot of information, as well as new vocabulary that is used when talking about the border.
- Suggestion: Use a Reading Anticipation Guide, such as the example below, to understand students’ misconceptions of the topic before the reading. Prior to handing this out to students, the statement boxes should be filled.

Statement	Before <i>Agree</i>	Reading <i>Disagree</i>	After <i>Agree</i>	Reading <i>Disagree</i>	Notes / Thoughts
There is no actual fence along the Mexican border.	✓			✓	There is actually a fence on the border, the article shows pictures of the fence itself.



Lukeville, AZ 85341, USA Lukeville

Hombres Blancos

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2003

Imagery Date: 10/12/2013 31°52'43.70" N 112°49'08.50" W elev 1388 ft eye alt 8775 ft