

UNIT: Globalization in Latin America – Migration and Trade Patterns

Arizona State Standards

SECONDARY: Proficiency (grades 9-12)

A) Social Studies

History: 1SS-P1: PO1, PO2, PO3

1SS-P2: PO1, PO4

1SS-P3: PO1, PO2, PO3

1SS-P11: PO1, PO4, PO5

1SS-P18: PO2

Civics and Government: 2SS-P11: PO1, PO2, PO3

Economics: 4SS-P1: PO1, PO2

4SS-P2: PO1, PO3

4SS-P3: PO2

Geography: 3SS-P1: PO1, PO2

3SS-P2: PO1

3SS-P3: PO1, PO2, PO5, PO7

3SS-P4: PO1, PO2, PO3, PO4

3SS-P5: PO2, PO3

B) Writing and Literature

Reading: R-P1: PO1, PO2, PO3, PO4, PO5

R-P4: PO1, PO2, PO3

Writing: W-P1: PO1, PO2, PO3, PO4, PO5

W-P2: PO1, PO2, PO3, PO4

W-PO4: PO1, PO2, PO3, PO4

Listening and Speaking: all benchmarks apply.

Viewing and Presenting: all benchmarks apply.

We include the Standards for Language Arts because of the crossdisciplinary opportunities in the coverage of this topic. Other cross-disciplinary suggestions include:

Art: How does art reflect the experience of migration? How does memory and cultural pride play into the work of Latin American artists who are now living in the U.S.?

Science and Math: working with numbers and populations. In science, include the history of species that have "migrated" from the European continent to the Americas and vice versa. What are the benefits of these non-native species? and the dangers? Discuss why it is dangerous to introduce certain species in new environments and focus on Latin American species or species brought from elsewhere to Latin America.

Foreign Language (Spanish): students discuss the stories based on the experience of migration (i.e. 'Cajas de Carton', 'House on Mango Street' by Sandra Cisneros) and how migration has led to cultural exchanges that have become central in our daily lives: music, food, fashion, language.

Theme: Globalization in Latin America: Migration Patterns

Goals & Objectives: Students will gain an understanding of migration patterns within, to and from Latin America and the Caribbean.

Length of Lesson: 3 class periods of 55 minutes each

Materials & Preparation: Table 2.1; Handouts 2.2, 2.3, 2.4, 2.5

Vocabulary:

Migration: the movement of a group of people from one country or locality to another

Immigration: to enter and settle in a country or region to which one is not native

Push Factors: people leave rural areas because wages are low; they lack basic services such as water, healthcare or education; they don't have access to land; agricultural mechanization & unemployment; environmental degradation; natural disasters, military repression, etc.

Pull Factors: cities pull migrants due to the perception that there are high wages and abundant employment opportunities, health care, housing, education, etc.

Diaspora: the spatial dispersion of a previously homogenous group.

1. Students explore migration patterns in Latin America and read handout 2.5, "Migration: An Introduction."
 - Have students look at the data table "Ethnic and Racial Composition of Latin American Populations" (Table 2.1).
 - Hypothesize why there are so many/few people of a certain ethnic background in Country X, Y or Z.
 - Show students the black diaspora map to Latin America and discuss why this occurred. (Handout 2.2)
2. Students discuss push and pull factors that affect migration.
 - Refer to map that shows Latin American internal migration (Handout 2.3). Discuss causes and effects of the internal migration.
 - Discuss why many Latin American and Caribbean people have left to migrate to other places (namely the United States). Refer to the map "Percent of Population, 2000: Hispanic or Latino Origin, All Races" (Handout 2.4)
3. *Student research project:* Students interview an adult who has migrated to Tucson or somewhere in the United States from another country. They need to find out why the person migrated, to where and from where they migrated, when they migrated and any other pertinent information. Discourage students from interviewing the stereotypical migrant worker, and encourage them to find a migrant who works as a professional here in Tucson or in the United States. Students will also need to draw on a map the path of migration that the interviewee followed.
4. Students share the story of the immigrant they interviewed with the class. This can also include a discussion the cultural, social, political and economic push and pull factors that brought the migrant to the United States. Optional: the class can make one

large map showing the paths of migration that all the interviewees took and try to find any patterns that arise.

Extensions:

1. Students write a fictional story about the experience of a migrant. They should address the emotional toll, the push and pull factors affecting their decision to migrate, as well as adaptations to the new place.
2. Students investigate immigration policies in various countries and debate on legal action to be taken with immigration. Should it be controlled? Can it be controlled?
3. Students explore the media representations of the immigrant. Discuss stereotypes and their consequences for the immigrants and for the general public.

Migration: An Introduction

More than 150 million people are estimated to have moved from rural areas to cities in Latin America and the Caribbean in the 20th century. The reasons for this massive rural-urban migration include factors that tend to push people out of the countryside and others that pull people to the cities. People leave rural areas because wages are low, because services such as safe drinking water, health care, and education are absent or limited; or because they do not have access to land to produce food for home consumption or for sale. Unemployment as a result of agricultural mechanization, price increases for agricultural inputs, and the loss of crop and food subsidies have also driven people from rural areas to the cities. Other push factors have been environmental degradation and natural disasters, such as Hurricane Mitch in Honduras, as well as long-running civil wars or military repression of rural people in Guatemala.

Cities pull migrants because they are perceived to offer high wages and more employment opportunities, as well as access to education, health, housing, and a wider range of consumer goods. Governments often have an urban bias in providing services and investment to cities that are seen as the engines of growth and the locus of social unrest. Social factors that encourage migration to the cities include the promotion of urban lifestyles and consumption habits through television and other media and long-standing social networks of friends and families that link rural communities with people in cities who can provide housing, contacts, and information to new migrants.

Although most people have migrated to cities within their own country, there are several other important migration flows within Latin America and the Caribbean region. Several countries have encouraged the colonization of remote frontier regions by providing cheap land and other incentives to migrants. For example, the building of road and availability of land in the Amazon created a stream of migrants from coastal regions of Brazil to the interior, and the development of irrigation in Mexico and Chile attracted migrants to desert regions. People have moved between countries in Latin America and the Caribbean in search of work or fleeing from war and repression, with major population movements out of the Andes to work in mining, agriculture, and oil in Argentina and Venezuela, and out of Central America to Mexico either as refugees or workers seeking higher wages. Some of the smaller migrant streams have included better-off sectors of society – for example many intellectuals left Chile, Argentina, and Brazil for Mexico, Venezuela, and Costa Rica during times of repression of leftists and students by military governments.

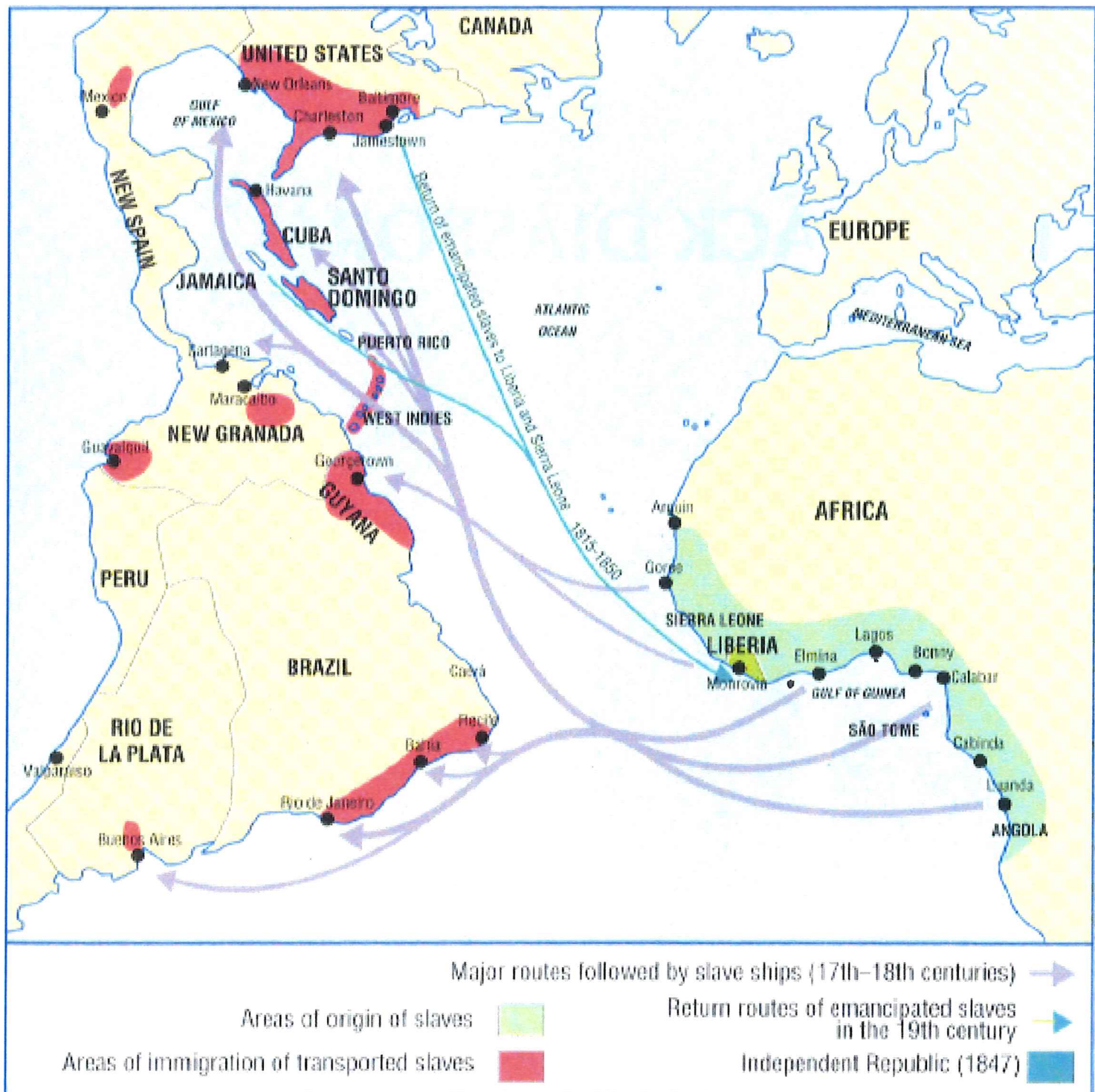
Latin American and Caribbean people have also left the overall region in considerable numbers, creating a global Latin American and Caribbean diaspora. The United States hosts the largest number of people who define themselves as being of Latin American or Hispanic heritage. Many Mexican families became part of the United States when the land they lived on became U.S. territory following the U.S. – Mexican War in 1848. They use the phrase “the border crossed us, we didn’t cross the border” to emphasize that they are not migrant but long-standing residents. Between 1900 and 1930, 1.5 million Mexicans (10% of the total population) migrated to the United States to escape the chaos of the Mexican Revolution and partly to fill labor shortages created by the First World War. Migrants are still drawn to the United States by higher wages, by jobs for women in the service sector, and by strong social networks that link communities in Mexico to family and friends in the United States.

Source: *World Regions in Global Context: Peoples, Places and Environments - 1st Edition*
By: Marston, Knox & Liverman

Table 8.1
Ethnic and Racial Composition of Latin American Populations

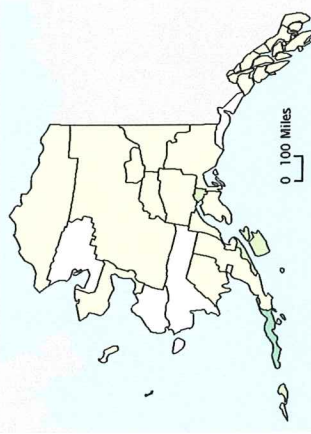
Country	Amerindian	Mestizo	Euroamerican	Afroamerican
Argentina	5	10	85	
Bolivia	55	31	14	
Brazil	1	12	54	33
Chile	7	91	2	
Colombia		59	22	19
Costa Rica	1	9	86	4
Cuba			66	34
Ecuador	40	40	15	5
Guatemala	46	46	6	2
Haiti			1	99
Mexico	30	61	9	
Peru	55	33	12	
Venezuela	2	69		9

Source: Cambridge Encyclopedia of Latin America, 1985.

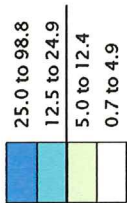




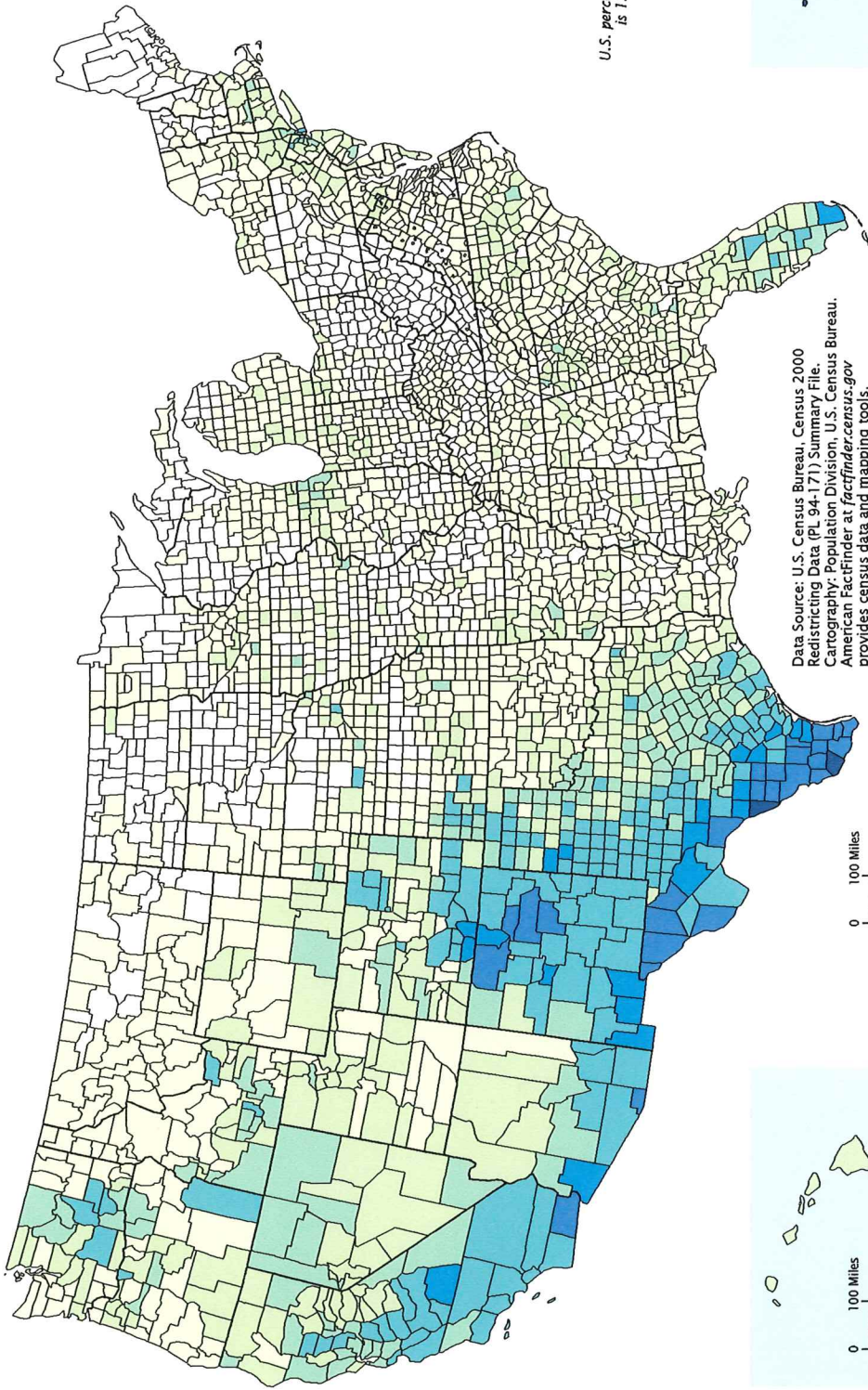
Percent of Population, 2000 Hispanic or Latino Origin All Races



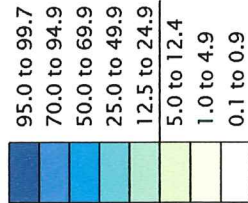
All races: Hispanic or Latino population as a percent of total population by state



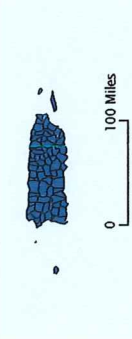
U.S. percent is 12.5



All races: Hispanic or Latino population as a percent of total population by county



U.S. percent is 12.5



This map is one of a series of 14 "Percent of Population" maps with comparable categories for counties. Breaks defining map categories differ by small amounts among maps in the series to include the U.S. percent for the specific group mapped.

Data Source: U.S. Census Bureau, Census 2000 Redistricting Data (PL 94-171) Summary File, Cartography, Population Division, U.S. Census Bureau. American FactFinder at factfinder.census.gov provides census data and mapping tools.