

Struggles for Justice: Mexican Immigration in the 20th Century

A multi-day lesson created by the UC Berkeley History-Social Science Project.



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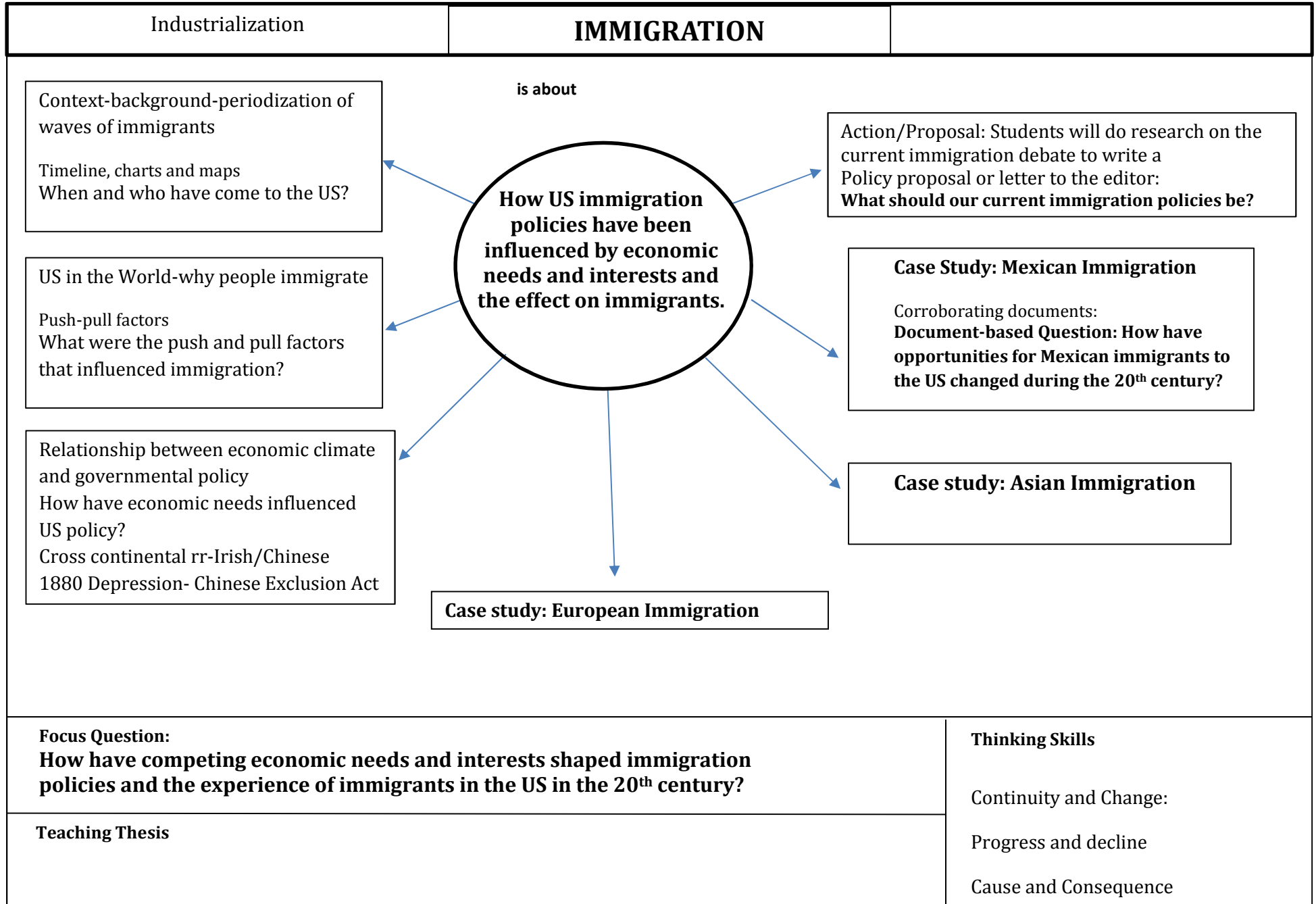
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UNIT MAP



Struggles for Justice: Mexican Immigration in the 20th Century

Historical Investigation Question: *How have opportunities for Mexican immigrants to the US changed during the 20th century?*

Directions: Read the text below.

1. Box the claim in the first paragraph.
2. Underline the economic and social conditions that led to new immigration policies.
3. Circle how each policy affected Mexico immigration.
4. Complete the two charts and answer the focus question.

A Timeline of Immigration Policies from 1924 to 1986

Although the United States is a nation of immigrants, the country's policies towards immigrants have evolved over time. Immigrants often have been recruited for building projects as well as agricultural labor. The country's closest neighbor, Mexico has provided much of this labor. At times, these immigration policies have encouraged immigration from Mexico, but during economic downturns US policy has limited or excluded Mexican immigrants. Immigration policies during the 20th century reflect the economic and social climate in the U.S., and its complicated relationship with immigration from its southern neighbor.

The National Origins Act of 1924 or the Quota Act, set quotas on the number of immigrants entering the US based on their country of origin. The quotas were based on the composition of the US population in 1890. Responding to the swell of European immigrants preceding WWI and the post war economic recession, the Act greatly reduced the number of Southern and Eastern European immigrants. This Act exempted Mexico, and other countries in the Western Hemisphere, from national or racial quotas. This made the Quota Act very different for Mexican immigrants than for European or Asian immigrants. Even though Mexican immigrants were exempt from these quotas, this did not mean that they were readily welcomed in the United States. This law established the border patrol along the US-Mexican border and created a head tax, a fee paid upon entering the U.S. Many Mexican immigrants still found themselves the target of racial discrimination and confined to low-wage jobs.

Mexican Repatriation occurred during the late 1920s and 1930s as the United States entered into a widespread economic downturn, which later became called the Great Depression. As competition for low-wage jobs between immigrants and native born workers increased so did hostility towards immigrant workers. In **1929**, the US government began a campaign of repatriating, or sending back to Mexico, both Mexican immigrants and their American-born children. The Immigration and Naturalization Service conducted a series of raids, arresting immigrants and their children and deporting them. Between 1929 and 1939, an estimated 400,000 to 1 million Mexicans and Mexican Americans left the United States. Officially, many left voluntarily, though life in the United States had become undesirable for many people of Mexican descent.

The Bracero Program, 1943, was established as a result of the labor shortage created by World War II. Many Americans citizens left railway and agricultural jobs for newly created, and better paying, jobs in wartime industry. In order to address this labor shortage, the United States government signed a guest worker agreement with Mexico. From 1942 to 1964, approximately 4.5 million worker contracts were signed, allowing Mexicans to fill the labor shortages in agriculture and the railroad industry. Officially, worker contracts guaranteed employment and a minimum wage as well as providing housing and workmen's compensation. In practice, many employers violated the terms of the contracts by refusing to pay wages, providing substandard housing, or challenging the authenticity of work-related injuries.

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The McCarran-Walter Act, also known as the Immigration and Nationality Act of **1952**, reflected the Cold War climate of the 1950s. The Cold War fostered a distrust of groups perceived as being “non-America.” The controversial law maintained the 1924 quota limit of 155,000 immigrants per year. Since the nation’s population had grown significantly, the law was even more restrictive than the 1924 act. Half of each national quota was to be based on exceptional abilities or special skills. The other categories emphasized family relationships to US citizens and permanent residents. The law created more categories for deportation, including immigrants whose political beliefs were considered “subversive to national security.” The law continued to exclude immigrants from Western Hemisphere countries, such as Mexico, from quotas.

“Operation Wetback” was a response to large numbers of migrant workers entering the US without documents. Due to limitations in the Bracero Program and the high demand for workers, the number of officially permitted contracts were insufficient. Employers without official Bracero contracts often traveled to Mexico to recruit additional workers. From 1942 to 1954, over 4 million Mexican immigrants entered the US without contracts. This large number of undocumented workers lacked wage and other protection offered to braceros. In response, in **1953** the INS began a campaign, Operation Wetback (in reference to the Rio Grande River that immigrants crossed to enter the United States) to deport undocumented Mexican immigrants. One year later, the INS had deported more than 1 million Mexican immigrants.

Immigration and Nationality Act of 1965 (the Hart-Celler Act) was passed in the era of the Civil Rights Act and Voting Rights Act. It abolished the national-origins quotas set in 1924. It did not, however, end quotas on immigration but increased the number of annual immigrants to 290,000. The 1965 Act represented the first time a quota had been set for the Western Hemisphere, allotting 170,000 slots for immigrants from countries in the Eastern Hemisphere (with quotas established per country) and 120,000 for those from the Western Hemisphere (with no limits for specific countries). Immigrants seeking reunification with family members were excluded from the quota totals, resulting in an unprecedented increase in the number of immigrants from Mexico and Asia. This act officially ended the Bracero Program.

Immigration Reform and Control Act (IRCA) of 1986 hoped to resolve limitations in the 1965 Act and the ending of the Bracero Program. In 1965 bracero contracts were suspended and immigration from the Western Hemisphere was restricted for the first time. This resulted in an increase in the number of undocumented immigrants, especially from Mexico. IRCA was passed in 1986, primarily to amend and reassess the status of the large number of undocumented immigrants. The major component of the law, the “Amnesty Provision,” allowed undocumented immigrants to gain legal status if they met certain requirements, including continuous residence in the United States since January 1, 1982, a clean criminal record, proof of registration with the Selective Service, and a basic knowledge of the English language, US government, and US history. In addition, IRCA made it illegal for employers to knowingly hire or recruit undocumented immigrants. However, it did create a new classification for temporary low-wage agricultural workers (H-2A) and temporary non-agricultural workers (H-2B).

Source: Maggie Elmore, Graduate Student, Department of History, UC Berkeley, 2015.

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Eras	Date	Name of Policy/Act	Causes-What were the social and economic conditions?	Consequences- How did the policy/act affect Mexican immigrants?
Post-WWI	1924			
Great Depression	1929			
WWII	1943			
Cold War	1952			
Cold War	1953			
Civil Rights	1965			
New Conservatism	1986			

Processing Questions:

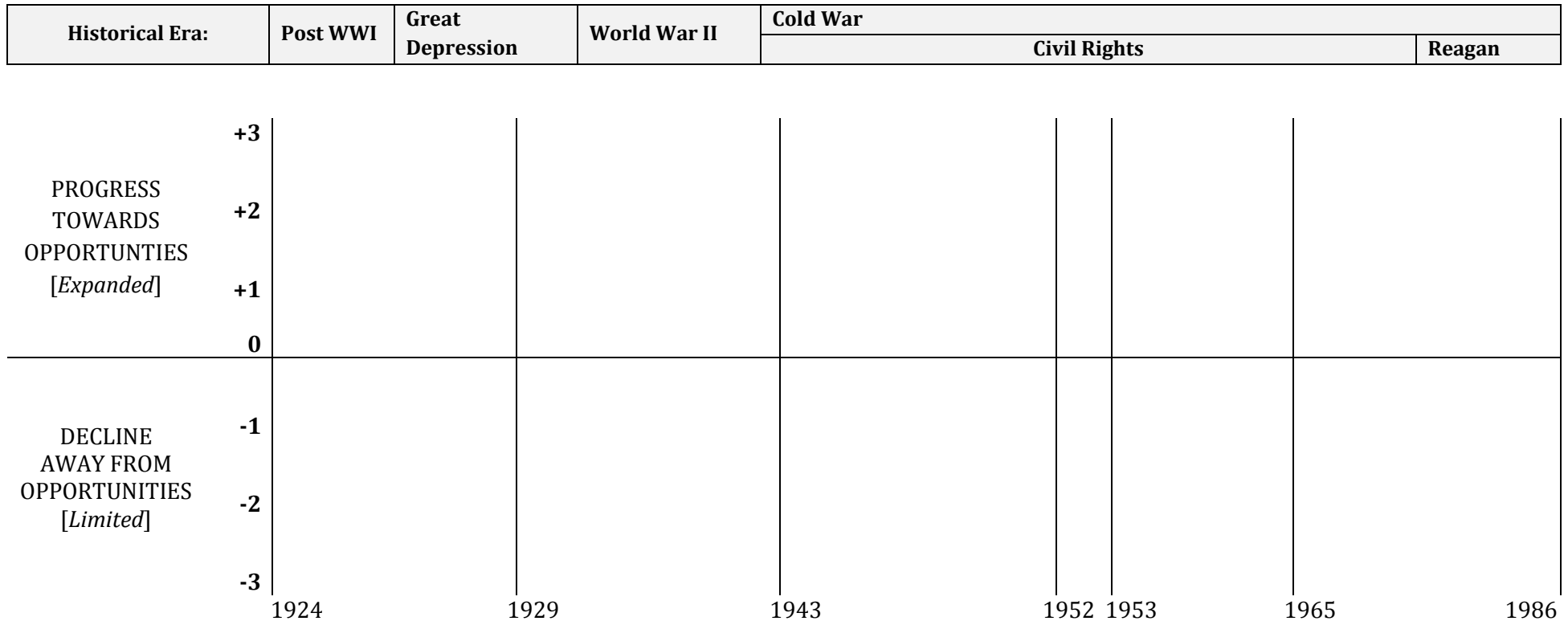
1. What conclusions can you draw about the conditions that led to new immigration laws?
2. What conclusions can you draw about how the laws were or were not directed at Mexican immigrants?

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Progress and Decline – Categorizing Evidence

Focus Question: *Do these laws/policies show an expansion or limitation of opportunities for Mexican immigrants?*

Directions: As a class, determine what “0” is defined as. Plot each law as an individual event based on whether it **expanded** or **limited** opportunities for Mexicans immigrants.



Processing Questions:

1. What patterns do you notice in your completed graph?
2. Using information from the introductory text, what factors or conditions appear to contribute to the progress and decline of opportunities for Mexican immigrants to the United States?

Corroboration Guide

Teacher's Guide

Students will choose specific evidence from the following documents to support their arguments.

Focus Question: *How have opportunities for Mexican immigrants to the US changed during the 20th century?*

1. Each team of students reads 1-2 documents, answers the inquiry question, and completes the *Multiple Document Analysis Chart* in order to categorize the source -- **Expanded** to **Limited Opportunities**.
2. In groups, students summarize the main idea of their document and providing supporting evidence.

Sentence Starters:

The main idea of my document is . . .

This document implies (shows, reveals) . . .

Evidence from this document shows . . .

3. As a class, students fill in the *Corroboration Chart*. A list of policies may be found on pgs. 1-2.
4. After completing the *Corroboration Chart*, teams of students discuss the relevance of the documents, what they reveal, and how they can be used as evidence to answer the focus question.

Sentence Starters:

Document X does not seem to fit with the other documents, because . . .

Document X seems to support the ideas in the other document . . .

Document X seems more credible than document Y because . . .

I agree/disagree with what _____ said, because . . .

Why do you think that?

How did you come to that conclusion?

Could you summarize your main point again....

Where is the evidence to support this idea.....

5. Each pair of student should develop a possible answer (thesis) to the focus question based on the conclusions generated through corroboration of all the documents.
6. Whole class discussion: Below are some possible questions that a teacher could ask.

Based on discussion of all sources, what is your thesis/argument?

What evidence supported this thesis?

What evidence contradicted that thesis?

How did your original idea shift based on what you learned from others?

What evidence would you have like to have seen?

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Source 1: *How did the Bracero Program impact Mexican immigration?*



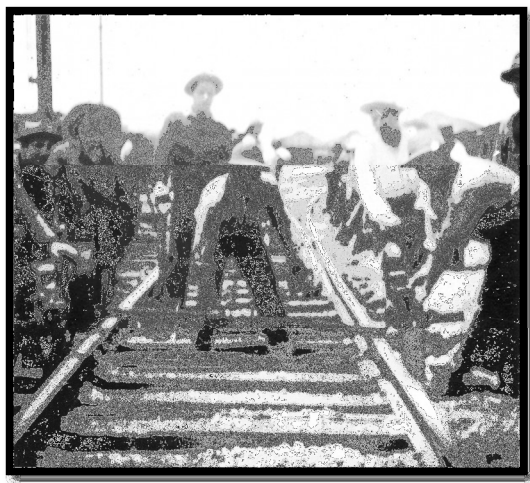
Mexican workers are seen arriving by train in 1942 as part of the Bracero program. Hundreds of thousands of workers, many of whom were experienced farm laborers, were brought by train from Mexico's interior to the border. Many impoverished Mexicans stopped working their farms to follow the dream of earning more money in the fields of the American Southwest and West, particularly in California and Texas.

Source: Dorothea Lange, Office of War Information (1942), Collection of the Oakland Museum of California.



On arrival, US government officials took Bracero workers to processing centers, searched them for weapons, marijuana or other contraband, and sprayed them with DDT, a dangerous insecticide used to prevent diseases to people and crops.

Source: Leonard Nadel, El Paso, Texas (1956), Collection of National Museum of American History.



Bracero workers repair track on the Southern Pacific line near the Oakland waterfront, in 1944. From 1943 to 1945, approximately 100,000 Mexican workers worked on American railroads under a special provision of the Bracero agreement between the U.S. and Mexico. Conditions for railroad workers were far superior to those experienced by braceros working in agricultural fields. Rail workers had opportunities for promotion and to work in different locations.

Source: Photographer unknown (1944). Personal photograph. Collection of Oakland Museum of California..

How did the Bracero Program impact Mexican immigration?

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Source 2: *How did the 1924 Immigration Act affect Mexican immigrants?*

While **exempting countries** in the Western Hemisphere from numerical quotas, the 1924 act did impose upon all immigrants, regardless of origin, the same general requirements for admission: a visa and inspection at a formal port of entry. The **visa fee** and **head tax** were burdensome for many migrants, especially Mexicans, who also hated the inspection regimen for laborers at **U.S.-Mexico immigration stations**, which required mass bathing, delousing, medical-line inspection, and interrogation. Many Mexicans chose to avoid the expense and humiliation of inspection by **informally crossing the border**, as they had done for decades. But their presence in the United States was now considered unlawful, for they had entered without a visa and without inspection Soon it became impossible for Mexican workers to obtain a visa, even if they wanted one. . . . However, the demand for labor in the lower Rio Grande Valley of Texas and in southern California, where industrial agriculture had taken off, continued to draw Mexican workers across the border.

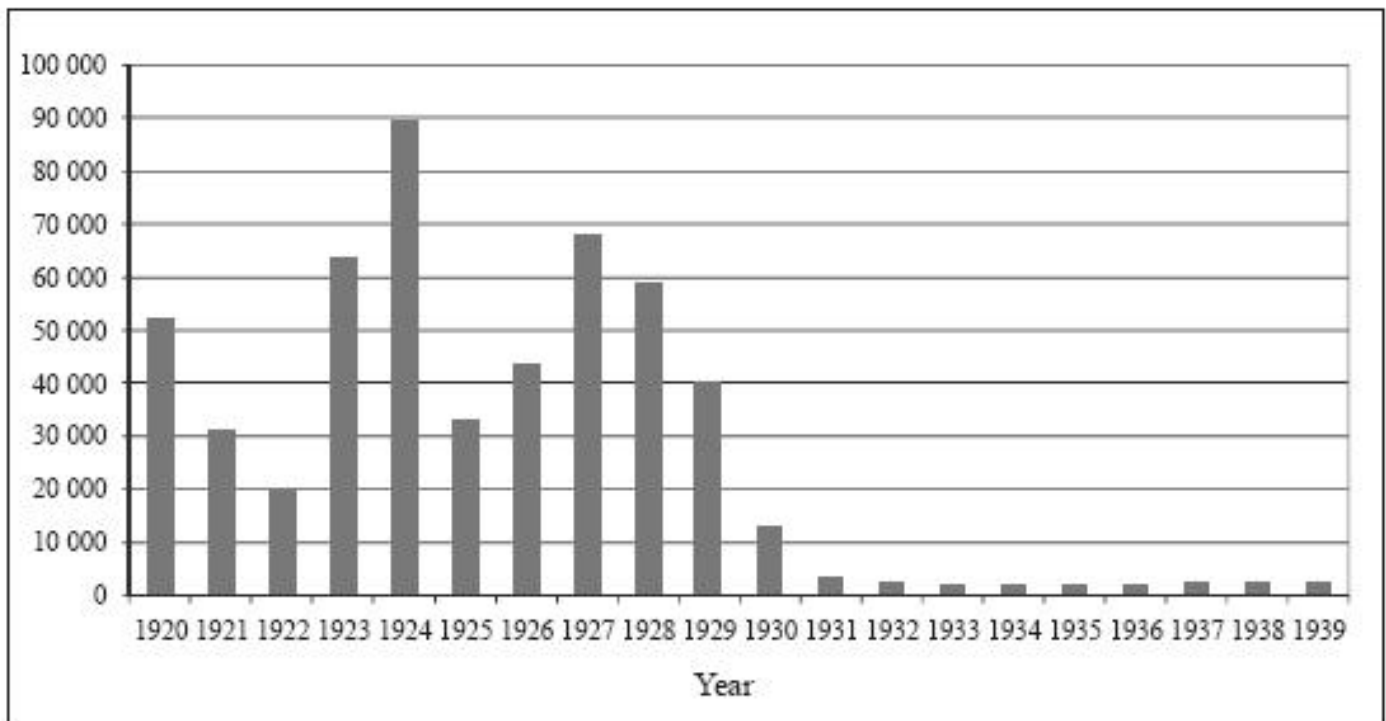
Rather than exclude Mexicans, immigration policy welcomed them, but only as an inexpensive, disposable labor force, desired for work in the fields but undesirable for inclusion in the polity. The policy for the countries of the Western Hemisphere might be summarized thus: *an open border, easy to cross, but only without documents.*

Source: Mae M. Ngai, 'Undocumented Migration to the U.S.: A History,' included in Lois A. Lorentzen Praeger, ed. *Hidden Lives and Human Rights in the U.S.: Understanding the Controversies and Tragedies of Undocumented Immigration, Vol. 1*, 2014.

How did the 1924 Immigration Act affect Mexican immigrants?

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Source 3: *How did the Depression affect immigration from Mexico?*



Source: Table taken from Reisler, Mark (1976:58). Data from the U.S. Department of Labor, *Annual Reports of the Commissioner-General of Immigration, 1900-1939*; U.S., Bureau of the Census, *Historical Statistics of the United States, Colonial Times to 1957*, Washington, DC, 1960.

Graph 1. Number of Persons Entering the United States from Mexico (1920-1940)

How did the Depression affect immigration from Mexico?

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Source 4: *What protections did Rep. Gilbert propose be included in the 1965 immigration act in response to loopholes in the Bracero program?*

To the Editor:

The New York Times is to be commended for its July 18 editorial entitled "Better Day for the Immigrant," which looks ahead to the time when the nation's migratory farm laborer will enjoy the benefits and protections now extended to other American workers.

I would like to point out, however, that those [Corporate agricultural interests] who for fifteen years exploited the bracero program, under which millions of migratory workers were imported from abroad, still have not given up their fight... although Congress has ruled decisively that the practice must *be* terminated ...

To Remedy Loophole:

It is true that... *there is an* appearance of a loophole in the legislation, although the intent of Congress is clear. To end the equivocation [*unclearness*] of the matter, I have proposed an amendment to Section 214 of the Immigration and Nationality Act, which states flatly: "Nothing in this section shall be construed [*interpreted*] as authorizing the importation of any alien as a nonimmigrant . . . for the purpose of employing the alien in the production of agricultural commodities and products."

I fear that unless this amendment is passed, the agricultural interests which seeks to exploit foreign labor will not be stilled [*quieted*]. Until such exploitation is ended, once and for all, it will be difficult to get on with plans to improve the wages and working conditions of American migratory farm workers, which is the real objective of Congress.

JACOB H. GILBERT
 Member of Congress
 New York, 22d District
 Washington, July 19, 1965

Source: Letter to the Editor, *New York Times*, July 25, 1965.

What protections did Rep. Gilbert propose be included in the 1965 immigration act in response to loopholes in the Bracero program?

Source 5: How did grower interests contribute to the creation of the 'Operation Wetback' program?

SOUTHWEST WINKS AT 'WETBACK' JOBS

Ethics Cast Aside as Growers
Accept Peonage Idea and
Bridle at Interference

FEDERAL SANCTION NOTED

Border Patrol Officers Report
Pressures From Washington
to 'Go Easy' in Raids

This is the fourth of five articles dealing with the economic and sociological problem of the "wetbacks"—illegal Mexican immigrants in the Southwestern United States.

EL PASO, Tex., March 27—The rise in illegal border-crossing by Mexican "wetbacks" to a current rate of more than 1,000,000 cases a year has been accompanied by a curious relaxation in ethical standards extending all the way from the farmer-exploiters of this

contraband labor to the highest levels of the Federal Government.

Although "wetbacks" are fugitives from justice, Southwestern cotton, citrus and vegetable growers have come to the fixed view that there is nothing wrong in employing them, harboring them or even in actively recruiting them across the International Boundary.

Further, they have come to feel they have a vested right in the traffic. Any more than the normal token interference with it by the Immigration Service's skimpy border patrol—with less than 900 officers for the 1,600-mile expanse from Texas to the Pacific Ocean—brings an outraged hue and cry from communities thoroughly indoctrinated with the farmers' attitude.

A year ago, in a special drive, border patrol officers were concentrated temporarily along the Rio Grande and in one month increased their apprehensions from 16,490 to 24,415.

Glossary

Wetback: derogatory term for Mexican and Central American immigrants.
Derived from crossing of the Rio Grande River into Texas.

Source: *New York Times*, March 28, 1951.

How did grower interests contribute to the creation of the 'Operation Wetback' program?

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Source 6: *How did the passage of IRCA in 1986 affect immigrants from Mexico?*

Twenty years ago, Congress passed the largest effort to date to curb undocumented immigration to this country. Under the Immigration Reform and Control Act (IRCA), employers were sanctioned for the first time for hiring undocumented workers. The bill also called for tighter controls along the Mexican border. But the bill was a compromise: Enforcement was balanced by an amnesty provision.

Under IRCA, undocumented immigrants who had lived in the United States prior to 1982 and those who had worked as seasonal agricultural workers before May 1986 could seek legal status and eventually US citizenship.

Nearly 3 million undocumented immigrants were granted legal residence under the amnesty. Most of them were Mexican (more than 80 percent) and lived in the Los Angeles area. Salvadorans, Filipinos, Haitians, Poles, and Vietnamese also benefited from the program.

Alfonso & Marta Castañeda / Los Angeles [Excerpted]

The joy of security and work. When they crossed the US border with Mexico in the early 1970s, Alfonso Castañeda was a house painter; his wife, Marta, was a nurse. Almost three decades later, they still work in the same professions.

"I thought I could do something more," says Mrs. Castañeda who never managed to validate her degree and works as a nurse assistant at a private hospital. Mr. Castañeda, a stocky man with long sideburns, says he dreamed of saving enough to go back to Mexico, but never did.

The '86 amnesty did not give the Castañedas wealth or more education. But the passing of the bill brought them protection in the form of a disability check, workers' compensation, and the means to build toward a secure retirement. Their citizenship, and subsequent financial stability, helped them support their children Gerardo, a research assistant at a law firm, and Elsa, a computer science graduate from the University of Arizona who now works for her alma mater.

Source: Luis Andres Henao, "After the Amnesty: 20 Years Later," *The Christian Science Monitor*, November 6, 2006.

How did the passage of IRCA in 1986 affect immigrants from Mexico?

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Source 7: *Why did President Truman veto the 1952 Immigration and Nationality Act?*

Veto of Bill to Revise the Laws Relating to Immigration, Naturalization, and Nationality

June 25, 1952

To the House of Representatives:

I return herewith, without my approval, H.R. 5678, the proposed Immigration and Nationality Act..

H.R. 5678 is an omnibus bill which would revise and codify all of our laws relating to immigration, naturalization, and nationality.

In recent years, our immigration policy has become a matter of major national concern. What we do in the field of immigration and naturalization is vital to the continued growth and internal development of the United States--to the economic and social strength of our country--which is the core of the defense of the free world.

I have long urged that racial or national barriers to naturalization be abolished.

But now this most desirable provision comes before me embedded in a mass of legislation which would perpetuate injustices of long standing against many other nations of the world, hamper the efforts we are making to rally the men of East and West alike to the cause of freedom, and intensify the repressive and inhumane aspects of our immigration procedures. The price is too high, and in good conscience I cannot agree to pay it.

The bill would continue, practically without change, the national origins quota system, which was enacted, into law in 1924, and put into effect in 1929. This quota system--always based upon assumptions at variance with our American ideals--is long since out of date and more than ever unrealistic in the face of present world conditions.

It violates the great political doctrine of the Declaration of Independence that "all men are created equal." It denies the humanitarian creed inscribed beneath the Statue of Liberty proclaiming to all nations, "Give me your tired, your poor, your huddled masses yearning to breathe free."

The bill would make it even more difficult to enter our country. Our resident aliens would be more easily separated from homes and families under grounds of deportation, both new and old, which would specifically be made retroactive. Admission to our citizenship would be made more difficult; expulsion from our citizenship would be made easier. Certain rights of native born, first generation Americans would be limited

Some of the new grounds of deportation which the bill would provide are unnecessarily severe. Heretofore, for the most part, deportation and exclusion have rested upon findings of fact made upon evidence. Under this bill, they would rest in many instances upon the "opinion" or "satisfaction" of immigration or consular employees. The change from objective findings to subjective feelings is not compatible with our system of justice. The result would be to restrict or eliminate judicial review of unlawful administrative action.

HARRY S. TRUMAN

NOTE: On June 27 the US Congress passed the McCarran-Walter Act over the President's veto.

Why did President Truman veto the 1952 Immigration and Nationality Act?

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Source 8: *What protections did the Bracero Program promise workers?*

An agreement was signed on July 23, 1942, between representatives of the United States Government and the Mexican Government, providing for the importation of Mexican nationals for employment as agricultural workers.

- Mexicans entering the United States as a result of this understanding shall not suffer discriminatory acts of any kind in accordance with the Executive Order No. 8802 issued at the White House June 25, 1941.

- Mexicans entering the United States under this understanding shall enjoy the guarantees of transportation, living expenses and repatriation established in Article 29 of the Mexican Labor Law.

- Mexicans entering the United States under this understanding shall not be employed to displace other workers, or for the purpose of reducing rates of pay previously established.

Source: Excerpt from “The Emergency Farm Labor Supply Program (The *Bracero* Program) Agreement,” July 23, 1942

What protections did the Bracero Program promise workers?

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Document Analysis Chart

Focus Question: *How have opportunities for Mexican immigrants to the US changed during the 20th century?*

Doc #	What type of document (text, photo, map)? Who created it?	When and where is the document from?
DESCRIPTION OF SOURCE <i>What do you see? What is the document talking about?</i>		MEANING <i>How does this document help answer the focus question? Why?</i>
		Message/Argument <i>Because [Evidence]...</i>
		CATEGORIZATION: Does this source represent an expansion or limitation of opportunities?

Doc #	What type of document (text, photo, map)? Who created it?	When and where is the document from?
DESCRIPTION OF SOURCE <i>What do you see? What is the document talking about?</i>		MEANING <i>How does this document help answer the focus question? Why?</i>
		Message/Argument <i>Because [Evidence]...</i>
		CATEGORIZATION: Does this source represent an expansion or limitation of opportunities?

CORROBORATION: *After sharing your documents with your partner/team complete the boxes below. How do the other documents support the argument of your document? How? How do they challenge the argument of your document? Why?*

EVIDENCE FROM THE OTHER DOCUMENT THAT SUPPORTS YOUR DOCUMENT:	EVIDENCE FROM THE OTHER DOCUMENT THAT REFUTES OR DISAGREES WITH YOUR DOCUMENT:

QUESTIONS I STILL HAVE . . .

--

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Title/Author/Date	Type of Document	Policy	Message	Evidence	Category (Expand/Limit)
Document 1					
Document 2					
Document 3					
Document 4					
Document 5					
Document 6					
Document 7					
Document 8					

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TEACHER KEY

Title/Author/Date	Type of Document	Policy	Message	Evidence	Category (Expand/Limit)
#1: Braceros	Photographs	Bracero Program, 1943	Immigrants were encouraged to come to fill labor shortage	Immigrants were given transport to US to work in RR but were fumigated with DDT upon arrival	Expanded
#2: Undocumented Migration to US.. Ngai	Secondary source	National Origins Act	The 1924 Naturalization Act excluded a quota on Mexicans	Although immigration was not limited by the quota , the Border Patrol was established and a head tax imposed which made immigration more challenging for poor Mexicans	Limited
#3: Number of Persons Entering the US from Mexico (1920-1940) 1960	Bar Graph	Mexican Repatriation	After 1929 the number of Mexicans immigrants fell	After 1924 there was a dip in the number of Mexican immigrants but after 1929 it fell to almost 0	Limited
#4: Letter to the editor: cong. Jacob Gilbert 1965	Letter to the editor	Bracero Program and the Immigration and Naturalization Act of 1965	End of Bracero Program will leave migrant labor with no protections	NY Times Op ed advocates for benefits and protection for migratory farm worker Many (business exploited Bracero Program) New bill should give worker immigrants status	Expanded
#5: Southwest Winks at 'Wetbacks' Jobs, New York Times. 1951	Newspaper	McCarren-Walter Act of 1952 and Operation Wetback	Increased immigration due to lax govt policies and Farmers recruiting	Farmers feel they have right to import illegal worker, not enough border patrol to control flow, communities outraged, border patrol has increased apprehensions	Limited
#6: <i>After the Amnesty: 20 years later.</i> Luis Andres Henao, The Christian Science Monitor, Nov. 6, 2006	Newspaper	Immigration Reform and Control Act of 1986	IRCA balances tighter border enforcement and amnesty	call for tighter border control, sanctions against employers of undocumented workers and amnesty for residents	Expands residents but limits immigration
#7: <i>Truman Veto, June 25, 1952</i>	Presidential Veto	Immigration and Nationality Act	Proposed Act violates the American founding principles b/c Retains national origin quotas	Quotas violate ideals in Dof I, is out of date for modern world. Grounds for Deportation severe	Limited
#8: <i>The Emergency Farm Labor Supply Program Agreement, 1942</i>	Excerpt from Bracero Program Agreement	Bracero Program	Invites more immigrations	Codify labor rights of braceros-health insurance, workman's comp, housing, minimum wage, guaranteed work	Expanded

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Essay Outline

Historical Investigation Question: *How have opportunities for Mexican immigrants to the US changed during the 20th century?*

During the 20th century US immigration policies have expanded, limited, or denied opportunities for Mexican immigrants.

Possible thesis: _____

How immigration is affected- Category/Bucket	Which documents?	Evidence I can use...
Body Paragraph 1 Topic:		
Body Paragraph 2 Topic:		
Body Paragraph 3 Topic:		

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SAMPLE ESSAY

Historical Investigation Question: *How have opportunities for Mexican immigrants to the US changed during the 20th century?*

During the 20th century US immigration policies have expanded, limited, or denied opportunities for Mexican immigrants.

Possible thesis: US Immigration policies have affected Mexican immigrants' by expanding, limiting, or denying rights and opportunities to them.

1. Encouraging: need farm workers, railroad, consumers
 - a. 1924, Bracero 1942, 1965, 1986
2. Limit: depression, competition for jobs/quotas
 - a. 1924-head tax/laborers, 1929-35
3. Excluding: depression, job competition
 - a. Repatriation, operation wetback

How immigration is affected- Category/Bucket	Which documents?	Evidence I can use...
Body Paragraph 1 Topic: (A): Encouraged: need farm, railroad workers	Source 1 Source 6 Source 8	Topic Sentence: Immigrants were encouraged to come to fill labor shortage Source 1 — Immigrants were given transport to US to work in RR but were fumigated with DDT upon arrival Source 6 — amnesty for residents Source 8 – Braceros Program
Body Paragraph 2 Topic: (B): Limit: depression, competition for jobs/quotas	Source 2 Source 7 Source 6	Topic Sentence: Immigration was limited by provisions that affected Mexicans. Source 2— limit because of head tax Source 7 – makes deportation easier for INS Source 6 – tighter border control, sanctions against employers
Body Paragraph 3 Topic: (C): Deportation, , repatriation	Source 3 Source 5	Topic Sentence: Immigrants were targeted by for deportation and repatriation. Source 4 — After repatriation was in effect during the depression, Mexican immigration fell dramatically. Source 5 — During Operation Wetback Mexican immigrants were deprted and dumped across the border.

STUDENT DIRECTIONS

Answering a DBQ

1. Read the question carefully. What does the question ask you to do?
 - Underline key words, eras, names, issues, or categories used in the question.
2. Brainstorm and write down the facts - names, dates, and events that you know about the topic and time period.
3. Read and analyze the documents, using the *Corroboration Chart* you completed:
 - Look at the author and the time the document was written.
 - Identify *the* point of view or main idea of the document. Underline key words. Write notes in the margin summarizing each document.
 - Respond to the prompt questions after the document. If there are no questions, write down the main ideas.
4. Reread the question. Carefully consider your document summaries and their relationship to the question asked.
5. Plan/Organize your response so that you prove your thesis with supporting evidence and information from the *Timeline Activity* and the *Corroboration Chart*.
 - Identify the main categories/subjects to be discussed in the body select the documents related to each major subject.
 - Write down important information from the document and from your knowledge of the issue.
6. Use the organizational structure below to answer the question.

Introductory paragraph:

- Take a stand on the question. Respond to all parts of the question.
- Develop your thesis. Can you prove it?
- Provide background, explanation and definition of terms used in the question.
- Introduce the topics you will discuss in the body of your essay.

Body paragraphs:

- Use a separate paragraph for each topic, issue, or argument.
- Include specific examples to support generalizations or to make distinctions.
- Cite specific evidence from the documents but avoid long quotations.
- Integrate information from the documents and from your knowledge in responding to the questions.

Concluding paragraph:

- Restate your position and main ideas that you presented in your essay.

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Five Paragraph Essay -- Outline (Use mainly words and phrases, not sentences.)

Introductory Paragraph:

Topic Sentence: _____

Background: _____
(Explain the time period)

Explanation of the basics: _____
(Introduce your topic and the events leading to them)

Thesis Statement - Write this sentence out:

Body Paragraph #1

Topic sentence: _____

Summary/context for documents: _____

Evidence: _____

Specific Evidence: _____

Analysis: _____

Body Paragraph #2

Topic sentence: _____

Summary/context for documents: _____

Evidence: _____

Specific Evidence: _____

Analysis: _____

Body Paragraph #3

Topic sentence: _____

Summary/context for documents: _____

Evidence: _____

Specific Evidence: _____

Analysis: _____

Struggles for Justice: Mexican Immigration in the 20th Century

Concluding Paragraph:

Restate your thesis: _____

Explain your analysis and the importance of your main points:

Relate your topic to a larger historical concept:

Teacher Planning Sheet for Document-Based Questions

Standard:
What is the objective of the DBQ? New topic/important issue/extension/assessment
What do I want students to understand by the end of the activity?
Historical Investigation Question: <i>The question should be open-ended enough to promote thought and discussion.</i>
Sources:
Inquiry Questions:
Writing Supports:
Additional questions to consider: <ul style="list-style-type: none">• Do I have all the necessary sourcing information for the evidence?• Is the source translated or in original language/format? What is the reading level?• Number of documents you provide to your students?• Did you choose documents with multiple points of view?• Is there a point of view implied in the lesson focus question?