

New Mexico Braceros

Initiated during World War II, The Bracero Program was an agreement between the United States and Mexico allowing workers into the U.S. to remedy agricultural labor shortages. From 1942-1964, despite enduring discrimination, hazardous work and living conditions, and inadequate monetary compensation, 200,000 *braceros* arrived annually to fulfill the demands of U.S. domestic consumption. Towards building empathy and understanding, this unit explores the historical economic, social, and cultural causes and effects from global, national, and personal perspectives as they relate to the lives and identities of the people most affected: the *braceros* themselves.

Compelling Question	What were the main factors that led to the Bracero program's creation?
Standards and Practices	<p>History 15. Historical Change, Continuity, Context, and Reconciliation <i>9-12.NMH.30. Interpret data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.</i></p> <p>History 17. Historical Thinking <i>9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state's citizens and resident populations had on the war.</i></p> <p>Geography 13. Movement, Population and Systems <i>9-12.US.87. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities and obstacles associated with movement, population, decision-making, and perspectives in World War II.</i> <i>9-12.US.88. Describe how historical events and developments shaped human processes and systems in World War II.</i></p> <p>Ethnic, Cultural and Identity Studies 20. Diversity and Identity <i>9-12.US.85. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during World War II.</i> <i>9-12.US.86. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.</i></p> <p>Economics/Personal Financial Literacy 7. Economic Systems and Models <i>9-12. Econ.23. Analyze how national and global economic trends, practices, and policies impact the state and local economies in New Mexico.</i> <i>9-12. Econ.24. Critique the impact of globalization on New Mexico and its citizens.</i> <i>9-12. Econ.25. Evaluate the impact of environmental externalities in New Mexico's communities.</i></p> <p>Economics/Personal Financial Literacy 9. Global Economy <i>9-12. Econ.41. Explain how economic conditions and policies in one nation increasingly affect economic conditions and policies in other nations.</i></p> <p>Economics/Personal Financial Literacy 10. Personal Financial Literacy</p>

	9-12. Econ.48. Evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.		
Staging the Question	What is your ideal job and how would you like to be treated where you work?		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
<p>In what ways did the parameters and regulations of the Bracero program affect the workers and their families?</p> <p>What was technology’s role in ending the Bracero program?</p>	<p>What is the timeline of relations between the US and Mexico prior to, during and after the Bracero Program?</p> <p>How might the Bracero program and the Bath Riots of 1917 be connected?</p>	<p>What happened to the workers after the Bracero program expired?</p> <p>What was the promise of the Bracero program and what was the reality?</p>	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
<p><i>Research the Bracero program and fill out a 5W chart creating personal connections with the topic.</i></p> <p><i>Analyze and describe photographs of Braceros and make personal connections by writing about feelings.</i></p>	<p><i>Read the book Side by Side and compare backgrounds, experiences, and leadership styles of Dolores Huerta and Cesar Chavez using a Venn diagram.</i></p>	<p><i>Analyze primary source interviews and articles about the discrimination experienced by Mexican migrant workers during the Bracero Program.</i></p> <p><i>Write a letter to a Bracero.</i></p>	
Featured Sources	Featured Sources	Featured Sources	
<p>**The Bracero Program: The Bi-National Migrant Labor Agreement 1942-1964</p> <p>The Bracero Program: A Historical Investigation Lesson Plan</p> <p>Images of the Bracero Program in the USCIS History Library</p> <p>**Bracero History Archive: Photographs</p>	<p>Bracero Program Digital Timeline</p> <p>**National Archive - Pieces of History: The Bracero Program: Prelude to Cesar Chavez and the Farm Worker Movement</p> <p>Library of Congress: A Latinx Resource Guide: Civil Rights Cases and Events in the United States - 1942: The Bracero Program</p>	<p>**Bracero Oral History Project</p> <p>**Bracero Program: Registration and Back Wage Documents</p> <p>**The Bracero Archive: Farmer Interview Guide</p> <p>**Time is running out for the braceros</p>	

	<p>**Vox: The Missing Chapters - The dark history of "gasoline baths" at the border</p> <p>**PPT - The Bracero Program: 1942 - 1964</p> <p>**The Bracero Program: Problems and Hardships</p> <p>**The Bracero Archive: Border Patrol Interview Guide</p>	<p>Note</p>
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