Changing Face of the AZ Border

Students analyze primary and secondary sources to learn about the changes along the U.S.- Mexican Border.

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Grade Level     8th and High School
Duration        1-2 class periods

Overview
Throughout the last several centuries, America has been the destination for many immigrants. Today, the issue of whether the borders should be open or closed is a nightly news topic.

Purpose

In this lesson students will gain a better understanding of how the Arizona border with Mexico has changed from open territory to a fortified boundary.

Materials

- Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens worksheet
Objectives

The student will be able to:

1. describe how the AZ border has changed over time.
2. analyze photos, written documents, and political cartoons on a focused topic.

Procedures

Teacher Information: The Analysis Tools with a Geographic Lens are a set of worksheets that focus in on geographic learning as well as historical thinking. To access the complete set of worksheets, go to http://geoalliance.asu.edu/geolens. There you will find worksheets with many questions that can be adapted for the primary or secondary source that you are analyzing.

SESSION ONE

1. Anticipatory Set: Use slides 3 and 4 of The Changing Face of the Arizona Border power point to focus the students on the topic of how the Arizona-Mexico border has changed.

2. Continue to narrate slides 5-14 of the power point.

3. Use slide 15 to discuss orally the changes at Lochiel, Arizona. This can be a think-pair-share activity.

4. Continue to narrate slides 16-20. At slide 21, distribute the Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens. Have students complete the worksheet and share their observations.

5. Narrate slides 22-30. Use the last slide (#31) as a Ticket Out the Door.

SESSION TWO

7. Anticipatory Set: Use slide 2 of How Border Security Changed power point to guide students as they watch the power point.

8. Narrate slides 3-13. At slide 14, distribute the Written Document Analysis Tool with a Geographic Lens. Have students analyze the bracero card.

9. Continue to narrate slides 15-33. At slide 34, discuss what the political cartoon is expressing.

10. Use one of the slides 35-39 to complete the Political Cartoon Analysis Tool with a Geographic Lens worksheet.

11. Use the last slide (#40) as a Ticket Out the Door.

Assessment

Tickets Out the Door can be graded. A score of 80% or higher will be seen as mastery.

Photo Analysis, Written Document, and Political Cartoon Worksheets can be graded for accuracy and completeness. A score of 80% or higher will be seen as mastery.

Extensions

Use Timeline of US-Mexico Immigration Policies to create a compare and contrast essay documenting changes in immigration policy from late 1800s to present.

Sources

See power points for sources on photos, graphics, and cartoons.

Analysis Tools were created by the state geography alliances of Oregon, Nevada, Colorado, and Arizona. http://geoalliance.asu.edu/geolens