

# **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## **UNIT 1**

### **Globalization, Migration and Latinos in North Carolina**

#### **Module 1: Movement to North Carolina**

Lesson 1: How Did We *All* Get Here? (Page 2)

Lesson 2: The Global Economy and Migration (Page 7)

Lesson 3: The Push and Pull Factors of Migration (Page 11)

Lesson 4: Roots of Migration (Page 14)

Lesson 5: Latin American Geography (Page 20)

#### **Module 2: Latinos in North Carolina**

Lesson 1: Unpacking Stereotypes (Page 25)

Lesson 2: How Do You Identify? (Page 29)

Lesson 3: Demographic Research: North Carolina's Latino Population (Page 32)

#### **Unit 1 Objectives:**

1. Share our personal and family stories of migration and movement.
2. Discuss social, historical, and economic factors that cause migration, including forced migration and displacement.
3. Explore relationships between migration histories in the U.S. and the current stories of Latinos coming to North Carolina.
4. Develop an understanding that not all Latinos in N.C. are current immigrants, documented or undocumented, but Latino family histories could possibly span generations in this state.

#### **Unit 1 Framing Questions:**

1. What are our personal migration histories? How did our families get to North Carolina?
2. Historically, what are some reasons people have moved to the United States?
3. What groups have immigrated to the U.S. historically? How were they treated by people who were already here?
4. How can we learn to identify and work against stereotypes and prejudices? How do these prejudices affect us and others?
5. How might language and nationality frame Latino identity?

# New Faces: Latinos in North Carolina

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## Unit 1 / Module 1 / Lesson 1 How Did We All Get Here?

### Objectives

1. Learners will come away with a broader understanding of, and context for, U.S. migrations and make connections to their own experiences and history.
2. Learners will be able to identify and reflect on major events in the timeline of immigration to what is now the United States.

### Framing Questions

1. How do we all fit into the story of U.S. immigration?
2. How do current patterns of immigration relate to a larger historical timeline of immigration and movement in this country?

### Backgrounder

"The history of the United States is a history of migration. Except for Native American Indians, who numbered over 5 million at the time that colonial European settlers first arrived, everyone in the United States is either an immigrant, the descendant of immigrants, or a forced migrant."

"Throughout its history, the United States has viewed migration policy as an area of economic interest. U.S. economic growth and expansion depended on the cheap and disposable labor of slaves, indentured servants, and immigrants, while also relying on territorial expansion, military action, and war. Historical relationships between countries tied by colonialism, military involvement, and trade often determine where immigrants decide to relocate, and recent immigration patterns often reflect U.S. military action around the world."

"Immigration policy in the U.S. has also served as a way to regulate the 'character of the nation,' limiting entry, citizenship, and economic access while enforcing racial divides. Because immigration can influence the demographic make up of the nation, policymakers throughout U.S. history have admitted or excluded migrants based on qualifications such as national origin, race, class, gender, political ideology, and sexual orientation. Early examples of xenophobic legislation include the Naturalization Act of 1790, which restricted citizenship to 'free white persons,' and the Chinese Exclusion Act of 1882, which denied entry and citizenship to Chinese laborers. Spurred by the growing power of nativist and white supremacist movements, the National Origins Acts of 1921 and 1924 favored immigration from the Western Hemisphere, limiting any significant migration from other parts of the world. During this time, conceptions of 'whiteness' consolidated, reducing the 'racial difference' of groups such as the Irish, Italians, Polish, and Jews to 'ethnic difference.' Immigration policy also regulated the price of labor among lines of race and national origin, as demonstrated by the mass deportation of

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Mexican-American workers during the Great Depression, 'Operation Wetback' in 1954, and current border control policies."<sup>1</sup>

## Materials and Preparation Needed

1. Globalization 101 website: [www.globalization101.org](http://www.globalization101.org)
2. A Critical Bibliography On North American Indians, For K-12: <http://anthropology.si.edu/outreach/Indbibl/>
3. Sticky notes
4. Timeline of U.S. Immigration (Available as separate PDF download Under Unit 1 on the lesson plans page of the New Faces website)
5. Markers
6. Fact Sheet, "Where Have Immigrants Come From" (follows this lesson)

Prior to class clean off a wall or board in order to post the enclosed timeline for the following activity. Familiarize yourself with the events included on the timeline, and add anything necessary that's particularly relevant to your group, city, or town.

## Lesson Outline

### Introductory Activity

1. This activity will vary depending on the group present. Give each participant a sticky note and three minutes to write down an approximate year or wider timeframe in which their family arrived to the U.S. Ask students to include information about the family members that came here, if known, including their names, places of origin, and why they left their home countries. Alternatively learners could draw pictures that depict their families' migration stories.

*Note to instructors: It may be possible that some or all learners in the group do not know much about their family history. It is important to find ways for these learners to feel comfortable with this exercise. These learners could perhaps note a time when their family members moved to a new part of the country. For example, some African-American learners might know that their family members moved to cities in the north during the Great Migration. Other students might be able to share a more recent move by their immediate families to a new city or town. It should also be an option for a learner to abstain from this portion of the activity.*

2. Ask the group to sit in a circle. Each person will introduce him- or herself, and if comfortable, will share the story depicted or written on the sticky note.

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<sup>1</sup> From BRIDGE: *Building a Race and Immigration Dialogue in the Global Economy: A Popular Education Resource for Immigrant and Refugee Community Organizers* By Eunice Hyunhye Cho, Francisco Arguelles Paz y Puente, Miriam Ching Yoon Louie, and Sasha Khokha (p.40).

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

3. After all stories have been shared, ask learners to place their sticky notes in the appropriate spots on the timeline. Allow the group to take five minutes to quietly take in the timeline, making mental notes of items and order that stand out for them.
4. Lead the group in a discussion of the timeline using the following questions:
  - What themes did you notice from your own and your peers' migration and movement stories?
  - Based on the events in the timeline and the stories of your peers, what conclusions can you draw about the factors that affect immigration?
  - Did any of the points on the timeline stand out to you? Why?
5. Take time at the end of the discussion for questions and comments about any of the points on the timeline, noting that this information may be new or troublesome for some learners.

## Fact Sheet and Writing Prompt

1. Hand out the Fact Sheet, "Where Have Immigrants Come From?" Read the content aloud as a group; then discuss it. It is important to remind students that this is only the story of 20<sup>th</sup> century migration. It does not take into account the forced migration of Africans during the slave trade nor earlier voluntary immigration.
2. Ask learners to respond in writing to the following prompt: Based on the findings from the previous activity and reading this fact sheet, how does your family's story about coming to the U.S. relate to the history of the country?

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Fact Sheet: Where Have Immigrants Come From?<sup>2</sup>

### 1900

- 13.6% of the U.S. population was born outside the U.S.
- 86.0% of all immigrants were from Europe
- 11.4% of all immigrants were from Northern America (including Mexico)
- 2.6% of all immigrants were from other areas
- 1900 Top Sending Countries: Germany, Ireland, Great Britain, Canada, Sweden, Italy, Poland, Russia, Norway, and Austria

### 1960

- 6.9% of the U.S. population was born outside of the U.S.
- 75% of all immigrants were from Europe
- 9.8% of all immigrants were from Northern America (including Mexico)
- 9.4% of all immigrants were from Latin America
- 5.1% of all immigrants were from Asia
- 0.7% of all immigrants were from other areas
- 1960 Top Sending Countries: Italy, Germany, Canada, United Kingdom, Poland, Soviet Union, Mexico, Ireland, Austria, and Hungary

### 1980

- 6.2% of the U.S. population was born outside of the U.S.
- 39% of all immigrants were from Europe
- 6.5% of all immigrants were from Northern America
- 33.1% of all immigrants were from Latin America
- 19.3% of all immigrants were from Asia
- 2.1% of all immigrants were from other areas
- 1980 Top Sending Countries: Mexico, Germany, Canada, Italy, United Kingdom, Cuba, Philippines, Poland, Soviet Union, and Korea

### 2000

- 10.4% of the U.S. population was born outside of the U.S.
- 15.3% of all immigrants were from Europe
- 2.5% of all immigrants were from Northern America
- 51.0% of all immigrants were from Latin America
- 25.5% of all immigrants were from Asia
- 5.7% of all immigrants were from other areas
- 2000 Top Sending Countries: Mexico, China, Philippines, India, Cuba, Vietnam, El Salvador, Korea, Dominican Republic, and Canada

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<sup>2</sup> Reprinted with permission from BRIDGE: *Building a Race and Immigration Dialogue in the Global Economy: A Popular Education Resource for Immigrant and Refugee Community Organizers* By Eunice Hyunhye Cho, Francisco Arguelles Paz y Puente, Miriam Ching Yoo. BRIDGE curriculum is available from the National Network for Immigrant and Refugee Rights. [www.nnir.org](http://www.nnir.org)

# **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## **Fact Sheet: Where Have Immigrants Come From?**

### **Sources**

- “Profiles of the Foreign Born Population in the United States: 2000,” U.S. Census Bureau, 2001.
- Hobbs, Frank and Nichole Stoops. “The Foreign Born Population in the United States: 2000,” U.S. Census Bureau, 2002.
- Gibson, Campbell J. and Kay Jung. “Historical Census Statistics on Population Totals By Race, 1790 to 1990 and By Hispanic Origin, 1970 to 1990 for the United States, Regions, Divisions and States.” U.S. Census Bureau, 2002.
- Gibson, Campbell J. and Emily Lennon. Historical Census Statistics on the Foreign Born Population of the United States: 1850 -1990.” U.S. Bureau of the Census, 1999.

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Unit 1 / Module 1 / Lesson 2 The Global Economy and Migration

### Objective

Learners will be able to explain what globalization is and how it relates to migration, especially the movement of people from Latin America to the United States.

### Framing Questions

1. What is globalization?
2. How is globalization related to migration and displacement?
3. How does globalization influence production of goods and the movement of people?
4. How does globalization affect the economy of Latin America?

### Backgrounder

“Corporations and business interests praise globalization as the increased flow of technology, communications, and trade as elements that strengthen the world market and build human progress. But globalization, which enhances the capacity of wealthy countries and corporations to maintain control of resources and wealth has devastated workers and the poor and has widened the disparity between rich and poor in the world. For example, the richest 1/5 of the world’s population now consumes over 86% of the world’s goods and services, while 2.8 billion people, almost half the world’s population survives on less than \$2 a day.”

“Global economic restructuring builds on patterns of domination that have existed between rich and poor counties for centuries. In order to attract foreign investment and create jobs, governments of many developing countries have favored foreign owned firms that pay starvation wages while exposing workers to a variety of health and safety hazards. Blatant violations of labor rights are tolerated. Globalization also hurt workers in richer countries as corporations have sent jobs overseas, and have discouraged organizing by threatening to move their operations abroad.

“International migration has jumped in the past few decades, greatly accelerated by the process of globalization. The United Nations estimates that there are currently over 175 million people in migration today, compared to the 80 million only three decades ago. Globalization also increased migration both inside and outside the U.S. Unemployment, hunger, poverty, landlessness, displacement, war, political violence, and other causes spur migration. U.S. foreign policies, including corporate welfare – have played a strong role in creating these conditions in sending countries, by supporting military conflict, structural adjustment programs and other interventions that disrupt the social economic and political fabric of other nations.”<sup>3</sup>

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<sup>3</sup> Reprinted with permission from BRIDGE: *Building a Race and Immigration Dialogue in the Global Economy: A Popular Education Resource for Immigrant and Refugee Community Organizers* By Eunice Hyunhye Cho, Francisco Arguelles

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Additional Resources

1. Globalization 101  
[www.globalization101.org](http://www.globalization101.org)
2. "What is "Neo-Liberalism"? A Brief Definition" by Elizabeth Martinez and Arnoldo García. *Global Economy 101*. Updated February 26, 2000.  
<http://www.globalexchange.org/campaigns/econ101/neoliberalDefined.html>
3. "Globalization Glossary." *Women & the Economy* website.  
<http://www.unpac.ca/economy/globglossary.html>

## Materials and Preparation Needed

1. Globalization KWL chart (Know, Want to Know, Learned; see sample below) copied for individuals or written large on butcher paper or white board
2. New Faces DVD Film Clip "A Bolivian Family Affected by Globalization"  
This clip explores the relationship between the global free-trade economy and migration. It features the impact of free-trade policies on Jessy and Jaime's family business in Bolivia. As a result of economic collapse in Bolivia, due at least in part to globalization and free-trade policies, Jessy and Jamie — professional technical engineers by training — are forced to come to the United States and work as janitors to support their family.
3. TV and DVD player
4. Computer with Internet access, projector, and speakers
5. Map of the world
6. Push pins or small sticky-note flags
7. Globalization 101: [www.globalization101.org](http://www.globalization101.org)
8. "An Introduction to Women and Globalization," *Women & the Economy* website.  
<http://www.unpac.ca/economy/introglob.html>
9. Online Article: "Globalization and Migration," *Women & the Economy* website.  
[www.unpac.ca/economy/g\\_migration.html](http://www.unpac.ca/economy/g_migration.html)

## Lesson Outline

### Icebreaker

1. Ask learners to look at the tags on their clothes and see where they were made.
2. Have each learner state his or her name and say where the garments were made.
3. Write on the board where everyone's garments were made or place pins or sticky notes on the map indicating countries where the garments were made. Note how many countries are covered.

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Paz y Puente, Miriam Ching Yoon Louie, and Sasha Khokha (p.116). Bridge curriculum available from National Network for Immigrant and Refugee Rights. [www.nnirr.org](http://www.nnirr.org)

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

4. Use the following questions for discussion:
  - Why were most people's clothes made so far away?
  - What other things that you know of were made far away? Why do you think they were made so far away?

## Globalization KWL

1. Ask learners to think about the term "globalization." What do they know about it? What would they like to know?
2. Ask learners to complete the first two columns of the following KWL chart. This activity may be done individually, in pairs, or as a group.

What I KNOW About Globalization	What I WANT to Know About Globalization	What I LEARNED About Globalization

3. Share one of the following definitions of globalization with the students:
  - a. *Definition of globalization from the nonprofit organization United for a Fair Economy:* Globalization often refers to the interconnectedness of cultures, technology, economies, and geopolitics. In terms of the economy, globalization has come to signify integration of a free-trade model with neo-liberal economic policies which, United for a Fair Economy believes, aims to serve primarily the interests of the investor, the giant corporation and the economies of the First World.<sup>4</sup>
  - b. *Summary of globalization from a Canadian NGO perspective:* Globalization is about making things global. It is the process of creating languages, services, and products that apply not just to an individual neighborhood or city or country, but to the whole world. Globalization has brought many benefits to the lives of Canadians including access to products and services from around the world. But it has also led to deepening global poverty, increased stress and workloads in both the paid and unpaid labor force, and environmental destruction.<sup>5</sup>
4. Have learners explore the following websites in groups for additional information on globalization:
  - Globalization 101: [www.globalization101.org](http://www.globalization101.org)

<sup>4</sup> *United for a Fair Economy* website: [http://www.faireconomy.org/issues/global\\_economics/general\\_globalization](http://www.faireconomy.org/issues/global_economics/general_globalization)

<sup>5</sup> UN Platform for Action Committee Manitoba, *Women and the Economy* website: <http://www.unpac.ca/economy/introglob.html>

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

- “An Introduction to Women and Globalization,” *Women & the Economy* website.  
<http://www.unpac.ca/economy/introglob.html>
5. Bring learners together as a group to evaluate their learning about globalization. Ask learners if they have learned any new information about globalization or if their perspectives on globalization have shifted through this exercise. Ask learners to fill in the column of “What I Learned About Globalization” in the KWL chart.

## Migration and Globalization

1. If any students have made a connection between globalization and migration in their KWL charts, reference that as a means of transition to this section on how globalization affects migration.
2. Watch the New Faces clip, “A Bolivian Family Affected by Globalization.”
3. Discuss the clip, checking for students’ understanding of the relationship between global trade policies in Bolivia and Jamie’s and Jessy’s move to the United States.
4. Read the online article, “Globalization and Migration,”  
[http://www.unpac.ca/economy/g\\_migration.html](http://www.unpac.ca/economy/g_migration.html). This can be done as a class, in small groups, or individually.

## Check out

Revisit the KWL chart one more time. Give participants the opportunity to reflect on one thing they are taking away from the activity.

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Unit 1 / Module 1 / Lesson 3 The Push and Pull Factors of Migration

### Objective

Students will identify common push and pull factors that affect migration globally, and specifically from Latin America to the United States and North Carolina.

### Framing Questions

1. What are the factors that affect people's decisions to move from one place to another?
2. Why is it important to understand the underlying reasons behind migration?

### Backgrounder

The following are some statistics on North Carolina's Hispanic / Latino population:<sup>6</sup>

1. Hispanics accounted for 7 percent of North Carolina's population (600,913 people) in 2004.
2. 41.4 percent of the state's Hispanics are native-born U.S. citizens.
3. The remaining 58.6 percent of the state's Hispanic population is foreign born and either have become naturalized citizens, obtained a visa, or have migrated to North Carolina without legal authorization.
4. Unauthorized residents constitute 45 percent of North Carolina's Hispanic population.

### Materials and Preparation Needed

1. National Public Radio story on immigration from El Salvador: "The Trail of Latino Migration: Leaving Home." Sep. 29, 2003.  
<http://www.npr.org/templates/story/story.php?storyId=1447891>
2. TV and DVD player
3. Computer with Internet access, projector, and speakers
4. New Faces DVD Film Clip: "From Latin America to North Carolina"  
All the interviewees in this clip discuss the influx of Latinos into North Carolina. Each person introduces himself, by telling where he is originally from and why he came to North Carolina. Reflecting the diverse stories of North Carolina Latino immigrants, some moved here fairly recently; others moved here many years ago. In the clip we also hear from North Carolina officials who work with the Latino population and who discuss the increase in the population of Latinos in North Carolina.

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<sup>6</sup> Garnered from a 2006 study, "The Economic Impact of the Hispanic Population on the State of North Carolina", by the Kenan Institute of Private Enterprise at UNC Chapel Hill. Available online at [http://www.kenan-flagler.unc.edu/ki/reports/2006\\_HispanicStudy/](http://www.kenan-flagler.unc.edu/ki/reports/2006_HispanicStudy/)

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Lesson Outline

### Icebreaker

1. Form a large circle, with all participants standing and facing inwards. Explain that this is an exercise for participants to introduce themselves. Ask each person to
  - Say his or her name;
  - Name a place where her or she used to live;
  - Make a motion that illustrates the reason that he or she moved.
2. After someone is introduced, everyone in the circle repeats the name and motion. This should be demonstrated before beginning. Encourage participants not to repeat an action that someone else has already done, to get the creative juices flowing.

### *Example 1*

- First, a participant states her name: Mariela.
- Then she names one place where she used to live: Mexico City.
- Then she makes an action: Holding her arms in front of her like she is hugging someone. (Her reason: Wanting to join her family.)

### *Example 2*

- First, a participant states his name: John.
  - Then he names one place where he used to live: Springfield Illinois.
  - His action is pulling his pockets out and showing that they are empty. (His reason: He needed a new job.)
3. When all participants have introduced themselves, ask each of them to find a partner. Partners should explain to each another what their actions represented.
  4. After the partners are finished sharing, ask the large group how they felt about the exercise.
    - What did they notice?
    - What were some of the reasons why people moved?
    - What were some of the similarities?

### Push and Pull Factors

1. Introduce the idea of push and pull factors in migration. Explain to learners that forces that cause immigration may be grouped into two categories, push factors and pull factors.
  - Push Factors are the negative things that cause people to move away from a particular place. For example, a weak economy that makes people unable to find work and feed their families would be a push factor. This is one of the most common push factors for immigrants from Latin America. The other most common push factor is violence. There may be war, or people may be suffering violence because of their religious or political beliefs.

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

- Pull Factors are the positive things about a place that cause people to want to move there. The most common pull factors are better economic opportunity and a desire to be with family.
2. Introduce learners to the economic push factors in Latin America with the story from National Public Radio about the lack of economic opportunity in El Salvador.
    - Audio and print story, "The Trail of Latino Migration: Leaving Home"  
<http://www.npr.org/templates/story/story.php?storyId=1447891>
  3. After learners listen to the audio, have a whole-class discussion about the push and pull factors of migration featured in the story.

## Media Clip: Moving to North Carolina from Latin America

1. Introduce and play the clip "From Latin America to North Carolina."
2. Discuss the clip using the following questions:
  - How would you describe the different men and women in the film clip? What are some of their occupations? How long have they lived in North Carolina? Where are they coming from?
  - Name some of the reasons these people moved to North Carolina. Did they identify push and pull factors that affected their decisions to migrate? What were these factors?
  - (If students have completed the lesson on globalization) How may have global economic policies and shifts affected some of these people featured in the film?
  - Did this video shift your understanding of the reasons why the Latino population in North Carolina has been growing in the last several years? Did the film challenge any stereotypes that you have? (This question could be assigned as a writing prompt.)

## Optional Research Assignment

According to the audio clip from NPR, one of the reasons people have been forced to emigrate from the community in El Salvador to the United States was that global coffee prices plummeted, the effect being that coffee farmers could no longer support themselves. For homework, or an in-class project, research the causes of the decrease in the price of coffee. (Hint: This lesson is integrally connected to the one on globalization.)

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Unit 1 / Module 1 / Lesson 4

### Roots of Migration

#### Objectives

1. Learners will gain a deeper understanding of the complex relationship between trade policies and migration.
2. Learners will understand the powerful forces that compel people to come to the United States without documentation.

#### Framing Questions

1. What are the forces at work that have caused people from Latin America to move to North Carolina?
2. What roles do trade policies and the global economy play in the movement of people to North Carolina?

#### Materials and Preparation Needed

1. Handouts: "2 Questions You Should Be Asking" and "Trade Migration Fact Sheet" (follow this lesson)
2. New Faces DVD clip: "Roots of Migration"  
Witness for Peace, an NGO, leads a delegation of 20 U.S. citizens to Oaxaca, Mexico, to study the roots of migration and learn why people are leaving their home communities for the United States in ever-increasing numbers. Specifically the film explores why Mexicans make the long, perilous journey from southern Mexico to North Carolina.
3. TV and DVD player
4. Computer with Internet access and projector with speakers

#### Lesson Outline

##### Icebreaker

1. Have participants state their names, and have each person tell an immigration story, whether it be personal or about an acquaintance, making sure the group is aware that no one should disclose immigration status, as it might not be safe.

##### The Roots of Migration

1. Distribute the handouts: "12 Questions You Should Be Asking" and the "Trade & Migration Fact Sheet" (See handouts on the pages following this lesson).<sup>7</sup>
2. Ask learners to read aloud the items on the fact sheet in order.

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1. <sup>7</sup> From the Witness for Peace Roots of Migration House Party Kit  
[http://www.witnessforpeace.org/downloads/HouseParties2008\\_1.pdf](http://www.witnessforpeace.org/downloads/HouseParties2008_1.pdf)

## **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

3. Introduce and play the clip "Roots of Migration."
4. Allow for 15 minutes open discussion of initial reactions from the film.
5. After the film, learners may respond to discussion questions about the film. These can be found on the "12 Questions You Should Be Asking" handout. Depending on the group's size, divide the learners into three small groups and ask each group to discuss four questions.
6. Come together again as a class and allow each small group to report back on their answers to their assigned questions. Discuss their responses as a whole group.

### Optional Writing Assignment

Have participants write answers to discussion questions or write a reflection piece that responds to three of the discussion questions found on the handouts.

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## 12 Questions You Should Be Asking<sup>8</sup>

1. As many as 12 million undocumented immigrants are living in the U.S. but few in the U.S. are talking about the multitude of factors that contributed to this phenomenon. What do you think are the top 3 individual reasons that undocumented immigrants from Latin America have for making the long and dangerous journey to the United States?
2. How does the U.S. contribute to the pressures for Latin Americans to migrate? Are there specific policies that can be linked to the migration phenomenon?
3. Since the early 1990s, an estimated 3,000+ migrants have lost their lives during their journey to the US. Known migrant deaths on the border increased every year from 2000-2005, with a peak in 2005 of 473. What do you think may have caused the dramatic numbers of deaths? What does this suggest about the decision to migrate?
4. From 2002 to 2008, studies show a significant rise in the number of women, children, and indigenous people migrating from Mexico to the U.S. What are the possible causes of this shift? What additional challenges might face individuals from these nontraditional migrant groups?
5. Why does so much undocumented immigration exist? Why don't migrants use legal routes to come to the U.S.?
6. The cost of paying a coyote (smuggler) to assist crossing the border has increased from \$300/person several years ago to \$1500-\$2000/person as of 2008. What is the relationship between militarization of the U.S.-Mexican border and the human smuggling industry? How do migrants find the resources needed to get to the U.S.?
7. Many towns in southern Mexico have been virtually depopulated of men between the ages of 18 and 40. What effect might this have on children, families, the social structure of the community, etc.?
8. "Free trade" isn't really free. For example, the U.S. government gives large subsidies to large-scale U.S. agribusiness, which can then make huge profits by selling their products for under the cost of production. They can sell their products cheaper in Mexico than Mexican farmers can, because NAFTA has removed nearly all trade barriers. What is the result of this for the Mexican farmer and her/his family?

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<sup>8</sup> Reprinted with permission from the Witness for Peace Roots of Migration House Party Kit. Available from Witness for Peace at [http://www.witnessforpeace.org/downloads/HouseParties2008\\_1.pdf](http://www.witnessforpeace.org/downloads/HouseParties2008_1.pdf)

# **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## **12 Questions You Should Be Asking**

Page 2

9. Over 10 million Mexican migrants have crossed the border into the U.S. since the passage of NAFTA and have contributed more to the economies of Mexico and the U.S. than the treaty itself. The remittances (or the money migrants send home to their families) represent an average of 10% of their earnings, while 90% of their earnings are spent in the U.S. Remittances account for the single greatest source of foreign income in Mexico after petroleum exports. How is this picture different than the picture of immigration we see in the mainstream media and political debate?
10. What economic alternatives exist for people in Latin America confronted with the need to migrate? What role is there for U.S. citizens in supporting the development of such alternatives?
11. Globalization has had tremendous impacts on the world over the past 20-30 years, both positive and negative. What general trends over the last 20 years account for increasing migration?
12. What is missing from the policy discussions on migration in the United States? What suggestions would you make for the benefit of the debate? What needs to be included in any campaign for "comprehensive immigration reform?"

# **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## **Trade & Migration Fact Sheet<sup>9</sup>** **From “Forced From Home: U.S. Trade Policy and Immigration”**

U.S. trade policy plays an important role in perpetuating immigration to the U.S. from Mexico and Central America though it is rarely discussed. North American Free Trade Agreement (NAFTA) NAFTA was implemented in 1994 in order to increase prosperity in North America. For Canada and the US, NAFTA served to counter the European Union trading block, while for Mexico, it was viewed as a means to increase business success by encouraging foreign investment. Despite its sweeping claims to create jobs and increase wealth for the average Mexican, NAFTA has actually generated unemployment and increased poverty in Mexico, provoking migration:

1. NAFTA has displaced many farmers who can not compete with the heavily-subsidized large agri-businesses that export cheap goods to Mexico from the US. Since NAFTA went into effect, Mexican corn farmers' income fell by 70% and two million farmers have been displaced.
2. Many of the jobs created by NAFTA are located in maquilas, factories where low wages and labor rights violations abound. Many companies set up factories wherever they find the cheapest labor. Many of the jobs created by factories moving to Mexico as a result of NAFTA have already been lost: one-third of the 800,000 manufacturing jobs created have now disappeared.
3. The minimum wage has fallen by 20% since 1994.
4. The rate of new jobs being created equals about 50% of new workers entering the workforce.
5. About 80% of the Mexican population works in the informal sector, where they receive no steady wage or benefits.
6. Since NAFTA the average cost of food in Mexico has increased by 257% while the purchasing power of wages has decreased by 50%.
7. The rate of immigration from Mexico into the United States has almost doubled since 1994.
8. Two-thirds of undocumented Mexican immigrants currently in the United States arrived following the implementation of NAFTA. Because of NAFTA's impact on Mexico, many Mexican citizens are immigrating to the US in search of work and better wages.

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<sup>9</sup> Reprinted with permission from the Witness for Peace Roots of Migration House Party Kit. Available from Witness for Peace at [http://www.witnessforpeace.org/downloads/HouseParties2008\\_1.pdf](http://www.witnessforpeace.org/downloads/HouseParties2008_1.pdf)

# **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## **Trade & Migration Fact Sheet<sup>10</sup>**

9. Although NAFTA failed to accomplish its lofty goals, CAFTA, a similar free trade agreement with several Central American countries and the Dominican Republic, has been implemented. Like NAFTA, CAFTA has opened the doors to foreign investment and resulted in more low-wage jobs with poor enforcement of labor rights. It is feared that large agri-businesses will drive out small farmers who cannot compete in the international market.

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<sup>10</sup> Reprinted with permission from the Witness for Peace Roots of Migration House Party Kit. Available from Witness for Peace at [http://www.witnessforpeace.org/downloads/HouseParties2008\\_1.pdf](http://www.witnessforpeace.org/downloads/HouseParties2008_1.pdf)

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## **Unit 1 / Module 1 / Lesson 5** **Geography of Latin America**

### **Objectives**

1. Learners will become more familiar with the geography of Latin America and will continue to familiarize themselves with the reasons for migration from Latin America to the United States.
2. Learners will be able to identify the countries of Central and South America as well as their capital cities.

### **Framing Questions**

1. Why is it important to learn the geography of Latin America?
2. How does understanding geography help us to better understand other concepts such as the global economy and migration?

### **Materials and Preparation Needed**

1. Tape
2. Black paper
3. Index cards with one identity per card (see the identities provided at the conclusion of this lesson). Each identity should be copied onto one index card. The “reason for migration” and “immigration status” on each card should be covered with a piece of black paper that is loosely taped onto the Index card.
4. Blank map of North and South America (follows this lesson)

### **Lesson Outline**

#### **Learning Geography Through Migration Stories**

1. Give each learner or pair of learners a card with demographic and personal information for one of the identities. (Depending on the size of the group each identity can be assigned to an individual, to pairs, or to a small group). The reason for migration, other information, and immigration status on each card should be covered by a dark piece of paper taped to the card. (Learners will remove this paper and learn this information later in the exercise.)
2. Let learners know that the group will be using the migration routes of these people to help understand geography of Central and South America. For each identity ask learners to map out an overland route to the United States. (Let learners know that in all cases these people might not have arrived in the United States using ground transportation, but that for this exercise we will assume this is true.)
3. Ask learners to do the following on their blank maps:
  - Identify with a star the place of origin of their person.

# **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

- Draw a line indicating the route the person would need to take to reach the United States.
  - Label each of the countries that the person would need to pass through in order to arrive in the United States. (Learners can use the Internet or atlases as references.)
  - Label the capital cities of each of these countries.
4. Have each learner or group of learners present their person's route to the class.
  5. As a group, work to label all of the countries that are blank on the map. This could be done in the following ways depending on your access to resources:
    - Project the blank map using an overhead projector. As each group presents their person's route, fill in the names of the countries passed through.
    - When all groups have finished presenting, label the remaining countries asking students, popcorn style, to identify them.
    - As in class work or homework have students label the remaining countries.
  6. After reviewing the geographic routes, have each learner or small group uncover the additional information about the person on their cards. Then ask students to discuss the following questions:
    - What might be the conditions or factors that make these people want to emigrate?
    - What challenges will be faced? Who is going to help?
    - Which borders do they have to cross?
    - What will likely happen when they get to the United States?

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## Latin America Geography Identity Cards

Use this information to create several different profiles for the preceding lesson.

**Gender:** female

**Age:** 30

**Place of Origin:** Guatemalan mountains

**Reason for Migration:** Needs work and wants kids to have more opportunity.

**Other:** Has two sons with her, saved money. Has friends in the U.S. but no family; Won't have to send money back to any family. Doesn't speak English.

**Immigration Status:** Undocumented

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**Gender:** male

**Age:** 28

**Place of Origin:** Pahuatlan, Mexico

**Reason for Migration:** Can't find work locally and has to support wife, two kids, and widowed elderly mother.

**Other:** Has a cousin in North Carolina who said he can stay with him, as they are both sending checks home to their families.

**Immigration Status:** Undocumented

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**Gender:** female

**Age:** 32

**Place of Origin:** San Salvador, El Salvador

**Reason for Migration:** Meets someone online and moves to North Carolina to marry.

**Other:** Has two teenage children and a mother living in San Salvador whom she would like to bring to the U.S. Speaks little English and is a professional videographer in El Salvador.

**Immigration Status:** Legal immigrant (first with visa, then becoming a permanent resident)

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A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

**Gender:** male

**Age:** 20

**Place of Origin:** Bogota, Colombia

**Reason for Migration:** Wants to join mother and sister already living in the U.S. Also wants to pursue educational and employment opportunities.

**Other:** Speaks no English. Has a high school education. Comes from a middle class family affected by the ongoing war in Colombia.

**Immigration Status:** Undocumented (came with a visitors visa and stayed)

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**Gender:** male

**Age:** 28

**Place of Origin:** Caribbean coast of Honduras

**Reason for Migration:** Was farming avocados but was unable to support his aging parents.

**Other:** Hurricane Mitch hit Honduras after he had crossed the border. He was working without documents in the United States. His family's home was destroyed.

**Immigration Status:** Temporary Protected Status (able to live and work legally in the U.S. under special provision of immigration law)

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**Gender:** female

**Age:** 22

**Place of Origin:** La Paz, Bolivia

**Reason for Migration:** Daughter was paralyzed in a car accident at a young age. Needs to pay for the child's medical bills. Employment opportunities in La Paz do not allow her to earn enough to assure that her daughter gets the best quality healthcare.

**Other:** Speaks no English. Does not have a visa to enter the U.S. Flies to Mexico and then crosses the Rio Grande to enter the United States.

**Immigration Status:** Undocumented

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**Gender:** male

**Age:** 68

**Place of Origin:** León, Nicaragua

**Reason for Migration:** Daughter married an American NGO employee and moved to the U.S. Other daughter also immigrated to the U.S. legally. Daughters applied for him to come to the U.S. as a permanent resident. Application was approved.

**Other:** Speaks some English. Provides child care for his grandchildren in the U.S.

**Immigration Status:** Legal permanent resident

## **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.



# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Unit 1 / Module 2 / Lesson 1

### Unpacking Stereotypes

#### Objectives

1. Learners will better understand the differences among stereotype, prejudice, and discrimination and will gain skills that will help them to recognize these three concepts in their lives.
2. Learners will also be challenged to critically review a piece of media and to reflect on the ways in which it could possibly reinforce or challenge stereotypes of Latinos in North Carolina.

#### Framing Questions

1. How do stereotypes affect the ways we see each other?
2. How do stereotypes negatively impact the lives of Latinos in North Carolina?
3. What can we do to help ourselves question stereotypes and unlearn prejudices?
4. How will this understanding be beneficial for all North Carolinians?

#### Materials and Preparation Needed

1. Small slips of paper or index cards (one per student) with the following written on them. "I am \_\_\_\_\_, but I am not \_\_\_\_\_."
2. "Stereotype, Prejudice, and Discrimination" worksheet (follows this lesson)
3. New Faces DVD Film Clip "Many Faces of Latinos"  
Norteño music accompanies a video montage showing many Latino faces and many facets of Latinos' lives in North Carolina.
4. TV and DVD player
5. Computer with Internet access, projector, and speakers
6. Additional Resource: Speak Up! Campaign Handbook from Teaching Tolerance:  
<http://www.tolerance.org/handbook/speak/speak>

#### Lesson Outline

##### Icebreaker

1. *Option A:* Give participants the opportunity to state their names in turn, if anyone present is new to the group, and to recall out loud a time when they were stereotyped. Some examples: "I was followed in a store because I'm black, so they thought I was going to steal." "People assume that I'm gay because I like Prince." "People assume that I like to cook because I am a woman," etc.

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

2. *Option B:*<sup>11</sup> Pass out pieces of paper that say “I am \_\_\_\_\_, (an identity that you relate to), but I am not \_\_\_\_\_ (a stereotype associated with that identity).” Some examples: “I am Arab, but I am not a terrorist.” “I am Latino, but I don’t speak Spanish.” “I am a lesbian, but I don’t hate all men.” Ask learners to sit in a circle and place the slips of paper into a bowl. Mix up the papers, then pass the bowl around. Have each participant take a slip from the bowl and read it aloud.
3. Briefly explore the following discussion questions as a group:
  - Did understanding the way others are stereotyped make you more aware of how you stereotype others?
  - What does it feel like to be put in a group with a negative stereotype?
  - What does it feel like to be put in a group with a positive stereotype?
  - How did it feel when you realized you had stereotyped another group?

## Defining Stereotype, Prejudice, and Discrimination

1. Define stereotype as a group: Elicit learner responses, popcorn style, recording them on the board.
2. Hand out the “Stereotype, Prejudice, and Discrimination” worksheet to the class.
3. After reviewing the worksheet, ask learners to come together and use the following discussion questions to begin a conversation:
  - How do stereotypes affect us as individuals?
  - How do stereotypes contribute to discrimination and other forms of oppression?
  - How can we actively challenge stereotypes when they come up in our lives?
  - *Note: For resources on how to speak up against everyday bigotry check out the Speak Up! Campaign from Teaching Tolerance<sup>12</sup> as well the lessons in Unit 2 of this curriculum.*
4. Watch the video montage, “Many Faces of Latinos.”
5. Follow the video with these discussion questions:
  - Who was represented in the video?
  - What were some of the themes in the video?
  - In what activities were the people in the video participating?
  - What activities were familiar to you, and which were new to you?
  - Did you notice any stereotypes as you watched the video? If so, how might these stereotypes affect people within the Latino community?
6. End with a go-around of reflections from the class period.

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<sup>11</sup> Taken from the BRIDGE curriculum available from NNIRR at [www.nnirr.org](http://www.nnirr.org), among other sources.

<sup>12</sup> The full Speak Up! Campaign Handbook can be found at <http://www.tolerance.org/handbook/speak/speak>

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Stereotype, Prejudice, and Discrimination Worksheet <sup>13</sup>

“The ability to distinguish friend from foe helped early humans survive, and the ability to quickly and automatically categorize people is a fundamental quality of the human mind. Categories give order to life, and every day, we group other people into categories based on social and other characteristics.” However, this process of categorizing can also have negative consequences such as the proliferation of stereotypes, prejudice and, ultimately, discrimination.

### *Definition of terms*

“A stereotype is an exaggerated belief, image or distorted truth about a person or group — a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers and other members of society. Stereotypes can be positive or negative.”

“A prejudice is an opinion, prejudgment or attitude about a group or its individual members. A prejudice can be positive, but in our usage refers to a negative attitude. Prejudices are often accompanied by ignorance, fear or hatred. Prejudices are formed by a complex psychological process that begins with attachment to a close circle of acquaintances or an “in-group” such as a family. Prejudice is often aimed at ‘out-groups.’”

“Discrimination is behavior that treats people unequally because of their group memberships. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.”

### *“How do we learn prejudice?”*

Social scientists believe children begin to acquire prejudices and stereotypes as toddlers. Many studies have shown that as early as age 3, children pick up terms of racial prejudice without really understanding their significance. Soon, they begin to form attachments to their own group and develop negative attitudes about other racial or ethnic groups, or the ‘out-group’. Early in life, most children acquire a full set of biases that can be observed in verbal slurs, ethnic jokes and acts of discrimination.”

### *“How are our biases reinforced?”*

Once learned, stereotypes and prejudices resist change, even when evidence fails to support them or points to the contrary. People will embrace anecdotes that reinforce their biases, but disregard experience that contradicts them. The statement ‘Some of

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<sup>13</sup> Content adapted from essay entitled “Hidden Bias: A primer About Stereotypes and Prejudice.” Originally appeared on Tolerance.org, the news and activism website of the Southern Poverty Law Center in Montgomery, Alabama. Currently available online at [http://www.workforcediversitynetwork.com/docs/HiddenBias\\_APrimer.pdf](http://www.workforcediversitynetwork.com/docs/HiddenBias_APrimer.pdf)

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Stereotype, Prejudice, and Discrimination Worksheet

Page 2

my best friends are \_\_\_\_\_' captures this tendency to allow some exceptions without changing our bias."

*"How do we perpetuate bias?"*

Bias is perpetuated by conformity with in-group attitudes and socialization by the culture at large. The fact that white culture is dominant in America may explain why people of color often do not show a strong bias favoring their own ethnic group. Mass media routinely take advantage of stereotypes as shorthand to paint a mood, scene or character. The elderly, for example, are routinely portrayed as being frail and forgetful, while younger people are often shown as vibrant and able. Stereotypes can also be conveyed by omission in popular culture, as when TV shows present an all-white world. Psychologists theorize bias conveyed by the media helps to explain why children can adopt hidden prejudices even when their family environments explicitly oppose them."

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Unit 1 / Module 2 / Lesson 2

### How Do You Identify?

#### Objectives

1. Learners will reflect on the complexity of their own and others' identities.
2. Learners will learn how to listen and ask appropriate questions about the language people prefer to use when describing their identities, with a special emphasis on Latino identities.
3. Learners will learn to think critically about identity before making assumptions about people.

#### Framing Question

How do our own identities, and those that others assign to us, affect our lives as individuals and communities?

#### Materials and Preparation Needed

1. Article: "Unite and Overcome! An interview with Elizabeth 'Betita' Martinez." Originally published on the *Teaching Tolerance* website. Available as a separate PDF file under Unit 1 on the New Faces website [www.workingfilms.org/newfaces](http://www.workingfilms.org/newfaces) and at <http://www.tolerance.org/magazine/number-11-spring-1997/unite-and-overcome>
2. Index cards (three to five per student)

#### Lesson Outline

##### Opening Activity

1. Ask learners to take a moment to think about the identities they use to describe themselves.
2. Hand out three to five index cards to each learner. Ask the students to write one identity per card. If they have an identity that they would rather not share, they may fold over the index card so that the identity remains hidden.
3. Ask learners to walk around the room holding up the cards displaying their multiple identities. Give students several minutes to mingle and review one another's identities.
4. Ask students to reflect on the experience of sharing their own identities and seeing the identities of others. Questions to lead this discussion may include:
  - How did it feel to display your identities in this way?
  - How did you feel when you were reading the identities that other people had shared?

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Article: "Unite and Overcome!" An Interview with Elizabeth 'Betita' Martinez

1. We suggest that learners read the first four questions and answers only. However in certain cases instructors may use the entire article for context.
2. In the article Martinez discusses both nationality and ethnicity. Check for students' understanding of these terms, using the following definitions for guidance:
  - a. "Ethnicity refers to selected cultural and sometimes physical characteristics used to classify people into groups or categories considered to be significantly different from others. Commonly recognized American ethnic groups include American Indians, Latinos, Chinese, African Americans, European Americans, etc. In some cases, ethnicity involves merely a loose group identity with little or no cultural traditions in common. This is the case with many Irish and German Americans. In contrast, some ethnic groups are coherent subcultures with a shared language and body of tradition. Newly arrived immigrant groups often fit this pattern." <sup>14</sup>
  - b. Nationality: "The status of belonging to a particular nation by birth or naturalization; identification as to national origin." <sup>15</sup>
3. Ask learners to write down their own nationality, ethnicity, and first language. They do not need to share these with anyone if they are not interested in sharing.
4. Open a discussion regarding the article and the definitions using the following questions:
  - What is the difference between nationality and ethnicity?
  - The author explains her preferences for use of certain terms to describe her own ethnicity. What are the reasons that she gives for preferring the terms *la raza* or *Latina*, rather than "Hispanic"?
  - Do your nationality, ethnicity, and first language correspond to one another? Do they necessarily inform one another? (*Note to Instructor: Oftentimes people use the term "Spanish" to describe a Spanish-speaking person. It is important to point out that it is inappropriate to assume that people are of Spanish descent simply because they speak Spanish. Likewise, people who speak English as their first language are not necessarily from England.*)
  - Are there terms that are important for you to use when you speak about your ethnicity or about other parts of your identity?
  - Discussing our identities and our preferred terminology for describing these identities can sometimes feel awkward. There isn't much space in our culture for discussing these things. Have you ever been in a situation in which you weren't sure how to identify someone? What did you do? Did it feel like the right choice?

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<sup>14</sup> From: ETHNICITY AND RACE: An Introduction to the Nature of Social Group Differentiation and Inequality, Created and maintained by Dr. Dennis O'Neil Behavioral Sciences Department, Palomar College, San Marcos, California. [http://anthro.palomar.edu/ethnicity/ethnic\\_1.htm](http://anthro.palomar.edu/ethnicity/ethnic_1.htm)

<sup>15</sup> Your Dictionary.com <http://www.yourdictionary.com/nationality>

## **New Faces: Latinos in North Carolina**

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

How did the person respond? After reading this article, do you feel that you might handle this differently in the future?

### Writing Activity

Give learners 15 minutes to respond to this prompt: What identities do you use to describe yourself? Write about an identity to which you feel most connected.

# New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

## Unit 1 / Module 2 / Lesson 3

### Demographic Research: North Carolina's Latino Population

#### Objective

Learners will be able to report the change in the number of Latinos living in North Carolina over a 35-year period and will be able to evaluate information about the make-up of North Carolina's Latino population.

#### Framing Questions

1. What are the demographic characteristics of North Carolina's Latino population?
2. Why is knowing this type of information useful?

#### Materials and Preparation Needed

1. "The Changing Hispanic Population in North Carolina" worksheet (Available as a separate handout under Unit 1 on the lesson plans page of the New Faces website)
2. *The Economic Impact of the Hispanic Population on the State of North Carolina*.  
[http://www.kenan-flagler.unc.edu/assets/documents/2006\\_KenanInstitute\\_HispanicStudy.pdf](http://www.kenan-flagler.unc.edu/assets/documents/2006_KenanInstitute_HispanicStudy.pdf)

#### Lesson Outline

##### Introduction

1. Ask learners to indicate whether they believe the Latino population in North Carolina has increased in the past 35 years.
2. What recent observations about their communities give them this impression?
3. Share with them that they will be doing some investigation in order to test their hypotheses.

##### Create a Plan of Investigation

1. Share with students the worksheet, "The Changing Hispanic Population in North Carolina." Review the questions, ensuring that students understand what information they will be attempting to find.
2. Tell learners that they will be answering these questions with information that they find in a study called *The Economic Impact of the Hispanic Population on the State of North Carolina*. This study was conducted by professional researchers at the Kenan Institute of Private Enterprise at UNC Chapel Hill. The organizations that asked for the study to be done were the NC Bankers Association and the Mexican Consulate in North Carolina.

##### Conduct the Investigation

Students may find the answers to the questions in one of two ways:

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A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

1. Option 1: Learners may refer to selected tables and figures from the report found on page 2–3 of the student handout.
2. Option 2: Ask learners to do this investigation online, going directly to the electronic copy of the study report. This document can be found at the following web address. [http://www.kenan-flagler.unc.edu/assets/documents/2006\\_KenanInstitute\\_HispanicStudy.pdf](http://www.kenan-flagler.unc.edu/assets/documents/2006_KenanInstitute_HispanicStudy.pdf) (HINT: Students can find the required information on pages 1-3 and 8.)

### Wrap Up

Share answers as a class and discuss the results.

- Were students surprised by any of the information they found?
- Were any of their assumptions confirmed?
- Do any of the results challenge assumptions or stereotypes that students previously held about Latinos in North Carolina?