

New Faces: Latinos in North Carolina

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

UNIT 3

Latinos and the Economy

Module 1 Latino Economic Contributions

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Unit 3 Objectives:

1. Learners will be able to evaluate the impact of North Carolina's Latino community on the state's economy.
2. Learners will gain an understanding of the experiences of undocumented workers and will be able to think critically about the ways in which these workers impact their lives.
3. Learners will gain insight into North Carolina agriculture, a key segment of the state's economy, and will be able to share and evaluate the working conditions of the state agricultural workers.

Unit 3 Framing Questions:

1. What impact does the Latino community have on North Carolina's economy?
2. How might the experience of an undocumented worker in the workplace differ from the experience of a worker who is an American citizen or documented resident? How do these differences affect all of us?
3. What are the working conditions and rights of farmworkers in North Carolina? Why is it important for consumers to learn about this important sector of North Carolina's workforce?

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Unit 3 / Module 1 / Lesson 1 Charting the Big Picture

Objective

Learners will be able to explain the big picture of the North Carolina Latino workforce by charting statistics.

Framing Questions

1. What jobs are commonly held by Latinos in North Carolina communities?
2. What are the implications of the recent economic crisis for the Latino population in North Carolina?

Materials and Preparation Needed

1. Copy of statistical data provided in the Lesson Outline below
2. Markers or crayons and graph paper or computers with Internet access for each learner
3. Additional reading about effects of the current recession on Latinos:
 - *Latino Workers in the Ongoing Recession: 2007 to 2008*, Pew Hispanic Center report <http://pewhispanic.org/reports/report.php?ReportID=99>
 - *Unemployment Rose Sharply Among Latino Immigrants in 2008*, Pew Hispanic Center report <http://pewhispanic.org/reports/report.php?ReportID=102>

Lesson Outline

Graphing Exercise

1. Provide learners with the following statistics¹:

Latino population in North Carolina as of 2006:
600,913

Percentage of Latinos employed in:

- Construction 42.2%
- Wholesale and trade 11.5%
- Manufacturing 10.7%
- Agriculture, forestry, fishing and hunting 9.2%
- Professional and business services 8.3%

¹ Source: John D. Kasarda and James H. Johnson, Jr., "The Economic Impact of the Hispanic Population on the State of North Carolina." Frank Hawkins Kenan Institute of Private Enterprise (University of North Carolina at Chapel Hill, 2006). The full report is available at:
http://www.kenan-flagler.unc.edu/assets/documents/2006_KenanInstitute_HispanicStudy.pdf

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- Leisure and hospitality 5.7%
 - Education and health services 4.4%
 - Other ____ (To be determined by students)
2. Instruct learners to create a graph showing the distribution of Latino workers into different sectors of the workforce. (Students may make a bar or pie graph.)
Note: Learners' graphs may be hand-drawn or they may use a computer program. One user-friendly, online graph-making program may be found at <http://nces.ed.gov/nceskids/createagraph/>

Discussion

1. Share the group's charts and start a conversation using the following discussion questions:
- What factors might influence the types of jobs commonly held by Latinos in North Carolina?
 - The statistics provided are from the most recent data available, which are from the year 2005. How might changes in the economy since then, particularly the recent economic crisis, have affected Latino workers in these different sectors of the economy?
 - How might a person's immigration status affect the work that he or she is likely to do?
 - Earlier in the curriculum you may have discussed issues related to access to higher education for Latino youth. How do some of the patterns in Latino access to higher education map onto Latino participation in the workforce? What unexpected consequence might our decisions to limit undocumented young people's access to higher education have on their participation in the workforce?
 - Do you see any connections between the forces of globalization that influence migration and the types of work that Latinos are often doing in North Carolina?

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Unit 3 / Module 1 / Lesson 2 Latino Economic Contributions

Objectives

1. Learners will reflect on the ways in which Latino-owned businesses fit into the community.
2. Learners will be able to analyze media content to identify its main ideas.

Framing Questions

1. How do locally owned businesses contribute to our lives and our economy?
2. What particular needs might some Latino-owned business serve in their communities?

Backgrounder

This lesson features a film clip about a Latino grocery store called *El Mandado* as well as the Latino Community Credit Union (LCCU), both businesses in the Raleigh-Durham area. The following is background information on the LCCU.

The LCCU is a community-based, member-owned, nonprofit financial institution that provides protection of financial assets, access to loans, financial independence and financial education. Based in North Carolina, LCCU is the first fully bilingual financial institution in the state.

The following is brief history of why and how the LCCU was formed:

- In the 1990's, according to 2000 Census data, North Carolina had greater growth in its Latino population than did any other state.
- Of the Latino households counted in the 2000 Census, 29 percent did not have accounts with mainstream financial institutions.
- At that time, home-invasion robberies and muggings of Latinos in Durham began to increase. Because of the perception that Latinos keep cash at home rather than use banks, they suffer increased home invasions and armed robberies.
- In May 1999, Hispanic leaders, including the grassroots organization *El Centro Hispano*, met with credit-union activists from Self-Help, the State Employees' Credit Union, the N.C. Minority Support Center, and the N.C. Credit Union Division to explore the creation of a Latino credit union.
- In February 2000, the LCCU received its charter from the state of North Carolina and its federal deposit insurance. On June 26, 2000, LCCU opened its doors to the public in Durham.

Reasons that some Latinos don't have bank accounts:

- Difficulties with the English language
- Perceived discrimination

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- Distrust of banks stemming from banks' instability in many Latin American countries
- Lack of the accepted forms of identification for opening accounts

Learn more about the history, mission and success of the Latino Credit Union:

<http://www.cooperativalatina.org/>

Materials and Preparation Needed

1. TV and DVD player
2. Computer with Internet access and projector with speakers
3. New Faces DVD Film Clip, "Latino Financial Contributions." This film clip offers two examples of the financial contributions Latinos are making to the economy of North Carolina. In June 2000, the Latino Community Credit Union was inaugurated in downtown Durham, N.C. Iván Parra, director of *El Centro Hispano*, addresses the crowd. We are also introduced to Marco Roldán, originally from Guatemala, who owns *El Mandado*, a Latino commercial center that offers a multitude of services, including a supermarket, laundromat and an international shipping center
4. Additional reading on Latino businesses:
 - Rani, David. "Latino Credit Union Growing," *Raleigh News and Observer*, March 13, 2010. <http://www.newsobserver.com/2010/03/13/386085/latino-credit-union-growing.html?storylink=misearch>
 - Griffith, David, Ricardo Contreras, and Ed Kissam. 2009. *Calidad y Confianza (Quality & Trust): Latino Entrepreneurship in North Carolina and Beyond*. Second Latino Leadership Summit. David Griffith's Keynote Speaker Presentation, June 5, 2009. <http://www.ecu.edu/cs-cas/anth/nuevosouth/Reports.cfm>

Lesson Outline

Local/Specialty Business Brainstorm

1. As a group brainstorm a list of locally owned businesses and specialty business in your community. Hold a brief discussion about these businesses using the following questions:
 - Do any of these businesses serve particular constituencies or populations?
 - What do these businesses add to our communities?
 - Why are they important?
 - What are some challenges these businesses face?
2. Transition to a focus on Latino-owned businesses and their place in North Carolina communities.

Film Clip

1. Introduce and show the clip, "Latino Financial Contributions."

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2. Ask learners to answer the following questions. (This may be done as a writing assignment or class discussion.)
 - What is the Latino Community Credit Union?
 - How does the Latino Community Credit Union help the North Carolina economy?
 - Describe the services offered at *El Mandado*.
 - Ask students to think about the benefits for Latinos and non-Latinos of having these two businesses in the community. Make a shared list of these benefits.

Identifying Latino-owned businesses in your community (in class or homework)

1. Assign students to research Latino-owned business in your community and be prepared to share their findings during the next day's lesson. Suggest that students look online, in the Yellow Pages, the local newspaper, or in local or regional Latino publications. Students should write the answers to the following questions:
 - What are the names of the Latino-owned businesses in your community?
 - What kind of services do they offer?
 - How did you find them?
 - Were there more or fewer than you expected?
 - Where are they located?
2. Wrap up with a brief brainstorm of the role that these businesses play in your community.
3. Additional student reading and research could be drawn from the resources listed in the materials section.

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Unit 3 / Module 1 / Lesson 3 Latino Businesses in Your Community

Objective

Learners will conduct a deeper analysis of the role of Latino-owned businesses in their community.

Framing Question

What are the benefits of locally owned Latino businesses to the wider community?

Materials and Preparation Needed

1. This lesson requires that students have completed the class work or homework project assigned in the previous lesson (Unit 3, Module 1, Lesson 2).
2. TV and DVD player
3. Computer with Internet access and projector with speakers
4. New Faces DVD Film Clip, "Latino Financial Contributions" This film clip offers two examples of the financial contributions Latinos are making to the economy of North Carolina. In June 2000, the Latino Community Credit Union was inaugurated in downtown Durham, N.C. Iván Parra, director of El Centro Hispano, addresses the crowd. We are also introduced to Marco Roldán, originally from Guatemala, who owns *El Mandado*, a Latino commercial center that offers a multitude of services, including a supermarket, laundromat and an international shipping center.
5. Griffith, David, Ricardo Contreras, and Ed Kissam. 2009. *Calidad y Confianza (Quality & Trust): Latino Entrepreneurship in North Carolina and Beyond*. Second Latino Leadership Summit. David Griffith's Keynote Speech, June 5, 2009, presentation, <http://www.ecu.edu/cs-cas/anth/nuevosouth/Reports.cfm>
6. Additional reading on Latino businesses:
 - Latino Credit Union Growing, "Raleigh News and Observer, March 13, 2010, <http://www.newsobserver.com/2010/03/13/386085/latino-credit-union-growing.html?storylink=misearch>
 - Griffith, David, Ricardo Contreras, and Ed Kissam. 2009. *Calidad y Confianza (Quality & Trust): Latino Entrepreneurship in North Carolina and Beyond*. Second Latino Leadership Summit. David Griffith's Keynote Speaker Presentation, June 5, 2009, <http://www.ecu.edu/cs-cas/anth/nuevosouth/Reports.cfm>

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Lesson Outline

1. Remind students about the *El Mandado*, a business that offers a multitude of services and caters to the Latino population. This Latino-owned business was featured in the film clip “Latino Financial Contributions.”
2. If needed, watch the clip “Latino Financial Contributions” again.
3. Ask students to share the list of Latino businesses they discovered in their community, and together create a comprehensive class list of all their responses.
4. Record on the board the answers to the following questions:
 - What are the names of Latino owned businesses in your community?
 - What kind of services do they offer?
 - How did you find them?
 - Where there more or few than you expected?
 - Where are they located?
 - How long have they been in existence?
5. Wrap up with a discussion about the role these businesses play in the community. It may be useful to draw information from the following study by the ECU Nuevo South Community Research Initiative and share it with learners prior to or during this discussion.
 - Griffith, David, Ricardo Contreras, and Ed Kissam. 2009. *Calidad y Confianza (Quality & Trust): Latino Entrepreneurship in North Carolina and Beyond*. Second Latino Leadership Summit. David Griffith's Keynote Speaker, June 5, 2009, presentation, <http://www.ecu.edu/cs-cas/anth/nuevosouth/Reports.cfm>

Discussion Questions:

- Why do you think these businesses have been successful
- Are there any common characteristics of these businesses?
- Are there any drawbacks to these businesses?
- How do these businesses benefit your community's economy?

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Unit 3 / Module 1 / Lesson 4

Hispanic Economic Impact in North Carolina

Objective

Learners will identify the positive economic impacts of the Latino community on North Carolina's economy.

Framing Questions

1. What do we really know about the impact of North Carolina's Latino population on the state's economy?
2. Why is it important to learn facts about the economic activity of Latinos?

Materials and Preparation Needed

1. Printed copies of the article, "Hispanic Impact \$9 Billion" (follows this lesson plan). This article first appeared in the Wilmington *Star-News* Jan. 4, 2006, and it reports on the N.C. 2006 Economic Forecast Forum. Reprinted with permission.

Lesson Outline

Analyzing a News Article

1. Handout copies of the Wilmington *Star-News* article, "Hispanic Impact \$9 Billion."
2. Allow students time to read the article.
3. Respond to the article.
 - Ask learners to write out the article's main idea and provide three examples of details that support the main idea.
 - For adult learners in community settings, this exercise may be done verbally and can jumpstart a discussion.
 - In addition, learners should identify at least one economic contribution that Latinos make to N.C.
4. Lead a class discussion about learners' findings and about the economic contributions of Latinos to N.C. and the controversy about immigrant workers.

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A Hispanic builder frames a house in a Brunswick County subdivision Tuesday. A report says more than 40 percent of the state's Hispanics work in construction.

Hispanic impact: \$9B

Study finds they are key part of N.C. economy

GET THE DETAILS

By Veronica Gonzalez
Staff Writer

Jesus Macedo's Wilmington landscaping business produced about \$250,000 in revenue last year.

The Mexican native who became a U.S. citizen four years ago paid thousands in taxes and expects to shell out more as his company, Hispanics Landscaping, blossoms.

"This is a good country," said Macedo,

who went from working as a migrant laborer to owning a company in the nearly 20 years he's lived here. "There is an opportunity for everyone."

A new report concludes that Hispanics contribute about \$9 billion to the state's economy through purchases, taxes and labor. The report's authors say it is the most comprehensive study of the economic

CLOSE-UP: Check out selected statistics from the report. **4A**

LOCAL IMPACT: Find out what Hispanics contribute to the economy in Southeastern North Carolina. **4A**

SEE **HISPANICS** | **4A**

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4A

FROM 1A

BY THE NUMBERS

600,913 Hispanics in the state, accounting for 7 percent of the population
45 percent are undocumented
21.6 percent were born in North Carolina
\$32,000 is the amount earned annually by an average Hispanic household
\$9.2 billion is what they contribute economically through purchases, taxes and labor
\$817 million is their cost to the state budget through K-12 education, health care and corrections costs
9,047 Hispanic-owned businesses in the state (2002)
42.2 percent of Hispanics are employed in construction
11.5 percent work in wholesale and retail trade
10.7 percent work in manufacturing
9.2 percent work in agriculture, forestry, fishing and hunting
4.4 percent work in education and health services – the top employment sector in the state
55.4 percent of Hispanics in North Carolina are between 18 and 44 years old

SOURCE: N.C. Bankers Association and Kenan Institute of Private Enterprise

HISPANICS

CONTINUED FROM 1A

impact of the Hispanic population in North Carolina.

The report, released Tuesday at the 2006 Economic Forecast Forum in Durham, was done by the Frank Hawkins Kenan Institute of Private Enterprise at the University of North Carolina at Chapel Hill with funding from the N.C. Bankers Association.

"We have an additional tool to discuss the migratory phenomenon," said Guido Arochi, community affairs coordinator for the Mexican Consulate in Raleigh. "For the first time, we have a study that reflects reality."

John Kasarda, director of the Kenan Institute of Private Enterprise, said the overall message of the report is that "Hispanics are very important to the economic output of the North Carolina industry – both in terms of construction and the labor-cost savings."

Here are some other findings:
POPULATION: It's a young population between the ages of 18 and 44 living mainly in metropolitan areas of the state. Because they're young, they are starting families – accounting for 14.4 percent of the state's births in 2004.

DOCUMENTATION: About 45 percent are here undocumented.
SPENDING: While Hispanics

LOCAL IMPACT

The following shows how much Hispanics contributed to the area economy through purchases, taxes and labor in 2004.

COUNTY	IMPACT
New Hanover	\$69.7 million
Brunswick	\$28.9 million
Pender	\$15.9 million
STATE	\$9.2 billion

SOURCE: Kenan Institute of Private Enterprise

have incredible spending power, a lot of their money is being spent outside the counties they live in and outside the state. That's because they can't find the products and services they want locally. Hispanics had an estimated after-tax income of about \$8.3 billion in 2004.

EMPLOYMENT: Hispanics typically work in construction, retail, manufacturing, agriculture – the lowest-paid jobs. For example, 42.2 percent of Hispanics work in construction, the report says.

"If it wasn't for the Hispanic community, we wouldn't build houses," said Tony Carrara, vice president of operations at Wilmington-based Stevens Building Co. "That's how important they are to our industry. They're still not above doing the laboring work. They work steady. They're conscientious."

He added that many of them are employed by subcontractors.

William Gheen, president of the Americans for Legal Immigration PAC based in Raleigh, said industries are profiting from illegal immigration.

"The banks and construction industries are trying to make money from slave labor," he said.

He said he's happy the report was released because now he knows which sectors of the labor market to target. Next week, his organization plans to post fliers at construction sites on how to report undocumented immigrants.

"Banks are giving loans to illegal immigrants to buy houses," he said. "Furthermore, they're using their political influence to have the taxpayers cover those loans."

But others say that while there is a demand for labor, Hispanics will be there to fill the jobs.

"The cost savings they're giving us so we can eat lettuce, tomatoes, onions at low prices – it's because of the work they do," said Fernando Trulin, Hispanic/Latino programs coordinator for Brunswick Community College.

ON THE WEB: See the full report at www.ncba.com or www.kenaninstitute.unc.edu.

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Unit 3 / Module 2 / Lesson 1

Latino Immigrant Workers and Anti-Immigrant Sentiment

Objective

Learners will be able to explain, analyze, and deconstruct arguments that are made about the Latino workforce in North Carolina.

Framing Questions

1. Why is it important to be aware of myths and facts about the Latino workforce?
2. Why is it important to analyze sources of information?

Materials and Preparation Needed

1. TV and DVD player
2. Computer with Internet connection and projector with speakers
3. New Faces DVD film clip, "Latinos in the Workforce"
In this clip, we hear from Dan Gerlach, of the North Carolina Justice Center. In a speech to the Hispanic Chamber of Commerce in Durham, Gerlach says statistics show that Latino immigrants are not taking jobs away from Americans. He gives examples. We watch images of the Latino Festival in Newton Grove, N.C., while Melinda Wiggins, director of Student Action with Farmworkers, tells us that, although Latinos have never taken jobs away from anyone, this is still the perception among some people in North Carolina communities. Alberto Herrera-Jeferson, originally from Peru, discusses the fact that, although Latino immigration is a relatively new phenomenon in North Carolina, it is important because Latinos are working in a broad range of industries, including agriculture, construction, processing plants and landscaping. A welding instructor from Wake Tech Community College in Garner, N.C., explains that the demand for workers in North Carolina, specifically in his field, is tremendous. It seems to him that some Latinos are especially interested in "hands-on" trades — electrical, plumbing, and welding.
4. National Council of La Raza Fact Sheet, "Common Myths About Undocumented Immigrants (follows this lesson) Also available at...
http://www.google.com/url?sa=t&source=web&ct=res&cd=8&ved=0CCMQFjAH&url=http%3A%2F%2Fwww.nclr.org%2Ffiles%2F36428_file_CommonMyths_Immigrants_FINAL.pdf&ei=tr_6SojaCoeBngev843_DA&usq=AFQjCNEE7WNeMLOofS-T8tzUOvXWIG2oEA)

Lesson Outline

Film Clip and Discussion

1. Introduce and show the clip. "Latinos in the Workforce."

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2. Lead a discussion:
 - What is the relationship between anti-immigrant sentiment and perceptions of the Latino workforce?
 - Discuss the statistics that Dan Gerlach presents to the Hispanic Chamber of Commerce in Durham. What are your responses to his comments about NAFTA?
 - What types of attitudes and beliefs might contribute to anti-immigrant sentiment? What tools are needed to evaluate these beliefs and combat these stereotypes?

Gathering Factual Information to Combat Stereotypes

1. Ask learners if they have ever encountered anyone that is speaking in a prejudiced or stereotyped manner about Latinos. Ask learners to think about what their responses to such statements usually are. Do learners ever need factual information that would assist in combating these stereotypes?
2. Let learners know that they are going to review a fact sheet that has information that contradicts myths and stereotypes about Latino immigrant workers.
3. Distribute the “Common Myths About Latino Immigrants and the Workforce” Handout.
4. Ask learners to read it silently.
5. As a group discuss each of the myths and the facts that debunk the myth. It may be important to note the sources for each of the facts and to discuss the organization that put together the fact sheet, NCLR, which is a Hispanic advocacy organization.
6. Ask learners to research other sources of factual information related to these myths and to generate their own supplemental fact sheet. If learners question the information in the fact sheet or other information discussed in class they should be encouraged to research and present information to back up their position. This assignment can be done in class or as homework.
7. Some sources for factual information on Latino workers in N.C. include:
 - 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
 - Farmworker Fact Sheets, Student Action with Farmworkers, <http://www.saf-unite.org/learn/factsheet.htm>

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Common Myths About Undocumented Immigrants National Council of La Raza Fact Sheet

Myth: Undocumented immigrants do not want to be legal residents.

Fact: Immigrants come to the U.S. for a variety of reasons — to reunite with family or to find better employment opportunities — and would prefer to do so through legal channels. However, the U.S. immigration system is extremely limited, and undocumented immigrants in the U.S. cannot simply apply for a visa and obtain legal status.

Myth: Undocumented immigrants are lazy.

Fact: Ninety-six percent of undocumented men living in the U.S. are employed, which exceeds the labor force participation rate of legal immigrants and U.S. citizens by 15 percentage points.¹ Many work two or more jobs. It is clear that employment is a major driving force behind undocumented migration; many industries, such as restaurants, hotels, and agriculture, report that they rely on these hardworking migrants.

Myth: Undocumented immigrants take jobs from Americans.

Fact: Immigrant labor is needed to fill jobs in the U.S. that an older, more educated American workforce is not willing to fill, especially at the low wages and poor working conditions many unscrupulous employers offer.² Currently there are approximately nine million undocumented workers in the U.S. filling important gaps in the labor market. There is substantial evidence that their presence in the labor force creates jobs and strengthens local economies.

Myth: Undocumented immigrants do not pay taxes.

Fact: Undocumented immigrants pay taxes in a number of ways, including income and sales tax. The majority of undocumented immigrants pay income taxes using Individual Taxpayer Identification Numbers (ITINs) or false Social Security numbers. All immigrants, regardless of status, will pay on average \$80,000 per capita more in taxes than they use in government services over their lifetime.³ The Social Security system reaps the biggest windfall from taxes paid by immigrants; the Social Security Administration reports that it holds approximately \$420 billion from the earnings of immigrants who are not in a position to claim benefits.⁴

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Myth: Undocumented immigrants drain the welfare system.

Fact: Undocumented immigrants are ineligible for the vast majority of state and federal benefits and are only eligible for those that are considered important to public health and safety. In fact, many legal immigrants are also ineligible for most federal benefits. As a result, health care spending for immigrants is approximately half that of citizens.

1 Passell, Jeffrey S., Randolph Capps, and Michael E. Fix, *Undocumented Immigrants: Facts and Figures*. Washington, DC: The Urban Institute, January 2004.

2 Paral, Rob, "Essential Workers: Immigrants are a Needed Supplement to the Native-Born Labor Force." Washington, DC: Immigration Policy Center, March 2005.

3 Smith, J.P. and B. Edmonston, *The New Americans: Economic, Demographic, and Fiscal Effects of Immigration*. Washington, DC: National Academy Press, 1997.

4 *Testimony on the "ITIN" and Social Security Number Misuse*, presented by Patrick P. O'Carroll, Jr., Social Security Administration, Office of the Inspector General, to the House Committee on Ways and Means, Subcommittee on Oversight, Subcommittee on Social Security, U.S. House of Representatives, Washington, DC, March 24, 2004,

http://www.ssa.gov/oig/communications/testimony_speeches/03102004testimony.htm.

5 Mohanty, Sarita A, Steffie Woolhandler, David U. Himmelstein, Susmita Pati, Olveen Carrasquillo, and David H. Bor. "Health Care Expenditures of Immigrants in the United States: A Nationally Representative Analysis." *American Journal of Public Health*, Vol. 95, No. 8, August 2005.

6 Massey, Douglas, "Beyond the Border Buildup: Towards a New Approach to Mexico-U.S. Migration." Washington, DC: Immigration Policy Center, September 2005

Available at:

http://www.google.com/url?sa=t&source=web&ct=res&cd=8&ved=0CCMQFjAH&url=http%3A%2F%2Fwww.nclr.org%2Ffiles%2F36428_file_CommonMyths_Immigrants_FINAL.pdf&ei=tr_6SojaCoeBngev843_DA&usq=AFQjCNEE7WNeMLOofS-T8tzUOvXWIG2oEA

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Unit 3 / Module 2 / Lesson 2

Difficulties Facing Undocumented Workers

Objectives

1. Learners will be able to explain some of the workplace issues facing undocumented immigrant workers.
2. Learners will be able to think critically about potential solutions to some of the problems affecting us all, which result from the conditions faced by undocumented workers.

Framing Questions

1. How might the experience in the workplace of an undocumented worker differ from the experience of a worker that is an American citizen or documented resident?
2. How do the experiences of undocumented workers in the workplace affect other workers and community members?
3. In what ways are groups and individuals working for changes on issues such as immigration and workers rights?

Backgrounder

While it is important to remember that North Carolina's Latino population is very diverse, comprising citizens of the United States, legal residents, and also undocumented immigrants, this lesson is devoted to giving students an understanding of some of the particular challenges that face undocumented workers. As covered in Unit 1, it is essential to recognize that many of the folks who are undocumented workers have left their home countries not because their first choice is to live in the United States without documents but because global economic policies have made it impossible for them to survive at home. Those same economic forces often drive immigrants into vulnerable positions in the workforce in North Carolina and other parts of the U.S. Because they are here without documentation and face the risk of deportation, many workers are vulnerable to exploitation, such as not being paid fairly (working for less than the minimum wage), not being paid at all after a full day's or a full week's work, and working under abusive and dangerous conditions.

Materials and Preparation Needed

1. TV and DVD player
2. Computer with Internet connection and projector with speakers
3. *New Faces* DVD film clip, "Pay Me for My Work!" This scene takes place outside Austin, Texas, on a day-labor site where employers can pick up workers for the day.

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Some workers are complaining about certain employers who refuse to pay them. Mack Martinez, from the county attorney's office, tells a group of workers that he knows some employers do not pay, and although threats have been made against these workers, he wants the workers to report these people. Then the scene shifts to two police officers telling workers who have received checks from employers with insufficient funds that they are going to investigate the matter on behalf of the workers.

4. New Faces DVD film clip, "Made in L.A. Trailer." *Made in L.A.* is an Emmy award-winning feature documentary that follows the remarkable story of three Latina immigrants working in Los Angeles garment sweatshops as they embark on a three-year odyssey to win basic labor protections from a trendy clothing retailer. In intimate verite style, *Made in L.A.* reveals the impact of the struggle on each woman's life as they are gradually transformed by the experience. Compelling, humorous, deeply human, *Made in L.A.* is a story about immigration, the power of unity, and the courage it takes to find your voice. This trailer gives a brief glimpse into the lives of the women featured in the film.
5. Blog Entry: "Made in L.A. Screens On Capitol Hill to Put a Human Face On Immigration," (Follows this lesson and is also available from the *Made in L.A.* website: http://www.madeinla.com/blog/Hill_Screening)

Lesson Outline

Film Clips

1. Introduce and show the two video clips.
2. Discuss the clips using the following questions:
 - List some of the difficulties faced by undocumented Latino workers.
 - What reasons might undocumented workers have for not reporting employers who do not pay them?
 - How are the workers in *Made in L.A.* organizing to change their workplace conditions? What about the day laborers?
 - How do you think *Made in L.A.* will end?
 - How does this movie address a larger issue of Latinos in the work force?
 - What are some other ways to improve the situation? Do you know of organizations in your community working to support undocumented immigrants who have been treated unfairly on the job?
3. Summarize the discussion by asking several learners to share what they have learned about the experience of undocumented workers in the U.S. What do you think the outcomes of their work will be from their struggles and organizing work?

Reading and Synthesizing

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1. As a class read the article, "Made in L.A. screens On Capitol Hill to Put a Human Face On Immigration," from the *Made in L.A.* website:
http://www.madeinla.com/blog/Hill_Screening
2. Ask learners to write on the following topic:
 - How is this movie acting as a catalyst for change?
 - Give at least 3 concrete examples of how it has or hasn't been successful in its mission.

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Made in L.A. Handout

***Made in L.A.* Screens on Capitol Hill to Put a Human Face on Immigration**
From the *Made in L.A.* filmmakers' blog <http://www.madeinla.com/blog>
Almudena Carracedo and Robert Bahar

We just went to Washington, D.C. last week for a screening of *Made in L.A.* on Capitol Hill. For the last year and a half, since we had our broadcast premiere on PBS's POV series the day after Labor Day 2007, we have been traveling with *Made in L.A.* in order to put a human face on the many issues that intersect in the film: immigration, immigrant workers, labor rights, "sweat free" organizing, and women's empowerment. In recent months, as immigration reform has returned to the national dialogue, we have put special emphasis on providing *Made in L.A.* as a tool to humanize immigrants' stories. This Congressional screening was part of this effort. In the midst of the Hispanic Congressional Caucus's Historic Family Unity listening tour, congressional leaders and community leaders came together to discuss the current state of the immigration debate and groundbreaking grassroots work happening across the country.

This event included comments and conversation with Congresswoman Diane Watson; Congressman Luis Gutierrez, chair of the Hispanic Congressional Caucus' Immigration Taskforce; Frank Sharry, founder and executive director of America's Voice; Bill Mefford, Director of Civil and Human Rights for the United Methodist Church and a leader of the Interfaith Immigration Coalition; and Angela Kelley, director of the Immigration Policy Center at the American Immigration Law Foundation; with brief opening remarks presented by Ted A. Garcia, senior vice president, Television Content, Corporation For Public Broadcasting, and Sally Jo Fifer, president and CEO of ITVS. Simon Kilmurry, executive director of American Documentary, Inc., P.O.V., was also in attendance.

It was quite impressive to be there and to listen to the comments of these community leaders and Congress members. Congresswoman Diane Watson opened the event, which was sponsored by the Congressional Entertainment Industries Caucus, which she chairs: *"As we watch Made in L.A., I'd like you to take in the journey that these courageous women made staring directly into the face of adversity and remember one word: perseverance... You'll see that Lupe and Maura and Maria could have been any of us if born under different circumstances. And who among us would not fight for a better*

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life, and a safe life, and fair working conditions for their family, our children and our community? These inspiring women found strength in numbers and fought until justice and equality prevailed. It is my hope that we as lawmakers and concerned citizens will take the information from today's film and discussion and apply it to our continuing fight for fair wages, for decent working conditions, and a safe place to work without the threats of abuse regardless of one's immigration status."

Luis Gutierrez, chair of the Hispanic Congressional Caucus Immigration Taskforce, spoke about the Historic Family Unity listening tour and how these experiences have shaped his views on the need for immigration reform. He commented how he cried when he saw *Made in L.A.* and later added: *"Made in L.A. is a breathtaking and deeply touching depiction of the human cost of our immigration crisis. I'm thrilled my colleagues and I had the opportunity to screen this movie on Capitol Hill. I urge anyone who is uncertain about the need for humane reform to see this movie."*

Frank Sharry, founder and executive director of America's Voice, framed the film with passion and humanity: *"Those of you who get a chance to watch this film, many of you will have the same experience that I've had countless times. I get asked all the time why does some middle class white guy work on an issue that mainly affects working class Latino immigrants. And I'll tell you why, it's because I've had the opportunity through unusual circumstances to get to know thousands of people and their life stories. And once you know, everything's different. I love the title, Made in L.A. 'cause it speaks to that 'are they "them" or are they "us".' And I think this country will be so much better off when we realize that the 'thems' are 'us' in everything but paperwork and that when the 'thems' become 'us', 'us' will become much stronger. Our hearts will be more open, our country will be stronger, and we will live true to ideals that we sometimes forget. So I think Made in L.A. is ... a beautiful film, and I think that it will challenge all of us to continue to stretch so that America becomes what it might yet be rather than what it's recently become. And when we do, I think the 'stars' of the movie will make all of us feel proud that we were made in America."*

The panel that followed the screening explored some of the previous efforts to pass immigration related legislation, and highlighted the wonderful work of the Interfaith Immigration Coalition, Immigration Policy Center, America's Voice, and many other

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organizations that are working to facilitate a national dialogue around the issues of immigration and immigrant workers.

Senior Vice President of Television Content at the Corporation for Public Broadcasting Ted Garcia highlighted the story and mission of *Made in L.A.* and acknowledged the many partners that came together to make the film possible: "*Made in L.A. highlights some of the reasons why public service media is so crucial... I'm so pleased that the Corporation for Public Broadcasting through our support of ITVS, POV and Latino Public Broadcasting has played a role in ensuring that this story would be told.*" We were also touched by Sally Fifer's comment that "*Made in L.A. represents exactly that kind of deep, authentic filmmaking that breaks new ground and brings us new understanding.*"

We are happy and honored that *Made in L.A.* was able to contribute, even in a small way, to this national dialogue, and that both the event and the publicity around it helped get the film into the hands of lawmakers, and policy professionals.

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Unit 3 / Module 3 / Lesson 1 The Agricultural Workforce

Objectives

1. Learners will gain an understanding of the conditions under which farmworkers labor.
2. Learners will analyze the factors that affect the work experience of farmworkers and will think about the ways in which they can support better working conditions for these laborers.

Framing Questions

1. What do we know about the conditions in which farmworkers often labor?
2. What are the responsibilities of all citizens to ensure fair and just working conditions for ourselves and for all workers?

Backgrounder

The following are some facts about agricultural workers in North Carolina and nationally:

- Agricultural labor includes planting, cultivating, harvesting and preparing crops for market or storage.
- Agriculture, including food, fiber and forestry, contributes over \$59 billion annually to North Carolina's economy and represents 22% of North Carolina's income.
- Major North Carolina crops requiring hand labor include tobacco, Christmas trees, sweet potatoes, cucumbers, apples, bell peppers, and other fruits and vegetables. Many farmworkers also work in greenhouses and nurseries.
- Migrant farmworkers travel from place to place to work in agriculture and move into temporary housing while working; seasonal farmworkers work primarily in agriculture, but live in one community year-round.
- Farmworkers are usually employed by farm owners or by "crew leaders," who serve as intermediaries between growers and workers.
- The H-2A program allows foreign "guest workers" to perform seasonal farm work under a temporary work visa designed for agricultural workers in the United States.
- North Carolina ranks sixth in the nation in the number of migrant farmworkers.
- Approximately 150,000 farmworkers and their dependents live in North Carolina each growing season, although this estimate is considered low.
- In the United States there are two million to three million farmworkers. Even though the overall number of farmworkers in North Carolina has decreased over the last 20 years, the number of migrant farmworkers has nearly doubled.
- Ninety-four percent of migrant farmworkers in North Carolina are native Spanish speakers.
- Nationally, most farmworkers are unaccompanied males whose families still live in their home countries.

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- The U.S. Department of Labor reports that 53% of farmworkers nationally are undocumented (working without legal authorization), 25% are U.S. citizens, and 21% are legal permanent residents.
- Each farmworker's labor contributes over \$12,000 in profit to North Carolina's economy annually.
- Nationally, farmworkers' average annual income is \$11,000; for a family it is approximately \$16,000. Farmworkers on the East Coast earn about 35% less than the national average.
- At 40¢ per bucket (5/8 bushel), a farmworker must pick and haul two tons of sweet potatoes to earn \$50.
- Few wage protections: Most farmworkers are exempt from minimum-wage laws, and all are exempt from overtime provisions, despite long workdays during peak harvest.
- Few benefits: Despite pervasive poverty, less than 1% of farmworkers collect general assistance welfare nationwide. Only 10% of farmworkers report having health insurance through an employer health plan. Fewer than 4 out of 10 workers interviewed said that they would receive unemployment benefits if out of work.
- Hunger: Nearly 5 out of 10 North Carolina farmworkers cannot afford enough food for themselves and their families.²

While farmworkers continue to face difficult conditions, they have made some gains in the past several years in terms of pay and working conditions. After a long organizing campaign, the Farm Labor Organizing Committee (FLOC), a farmworkers union, successfully negotiated a three-way labor agreement with the Mt. Olive Pickle Company and the North Carolina Growers Association. On September 16, 2004, FLOC signed the agreement, "which covered 8,000 H-2A workers on 1,050 farms across North Carolina and a wide range of crops. Thousands of grievances were immediately processed, highlighting the many abuses experienced under the old system, and workers won wages and back pay which had been unjustly denied them. The North Carolina agreements were historic in several ways. For the first time since the days of slavery in the South and for the first time in the history of U.S. temporary "guest workers," agricultural workers had a direct voice in their own working conditions through their union."³

For more information on the organizing campaign and the work of FLOC, please see the handout that follows this lesson or visit <http://supportfloc.org/History.aspx>

Materials and Preparation Needed

1. TV and DVD player
2. Computer with Internet connection and projector with speakers

² All of these facts are from "Facts About North Carolina Farmworkers," published by the NC Farmworker Institute with funds from the Office of Rural Health and Community Care, NC Farmworker Health Program, 2007 <http://www.saf-unite.org/pdfs/SAF%20NC%20rev.pdf>

³ From FLOC History <http://supportfloc.org/History.aspx>

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3. New Faces DVD Film Clip, "Farmworker Housing and Working Conditions." Joan Preiss, from the Triangle Friends of the United Farm Workers, Melinda Wiggins from Student Action with Farmworkers, and Sandy Smith-Nonini, a farm-labor researcher, discuss the substandard conditions and treatment farm workers still face. Regina Luginbuhl from the North Carolina Department of Labor, Everett Puckett, a North Carolina Department of Labor inspector, Frank Howell, a Wayne County farmer and various other farm workers discuss the issue of housing workers. The whole range of housing facilities is shown: from "gold-star" to substandard housing.
4. Additional video resource: WRAL documentary "Focal Point: Standards of Living," A documentary from this Raleigh news channel providing more up to date information on housing conditions for farmworkers.
<http://www.wral.com/news/local/documentaries/video/3209288/>
5. Copies of "Facts About North Carolina Farmworkers," published by the NC Farmworker Institute with funds from the Office of Rural Health and Community Care, NC Farmworker Health Program, 2007, <http://www.saf-unite.org/pdfs/SAF%20NC%20rev.pdf>
6. Summary of Farm Labor Organizing Committee's work in North Carolina. (Handout follows this lesson. Information also available from <http://supportfloc.org/History.aspx>)

Lesson Outline

Film Clip and Discussion

1. Show the clip, "Farmworker Housing and Working Conditions" and the more recent WRAL documentary, "Focal Point: Standards of Living" (Only available on the WRAL website: <http://www.wral.com/news/local/documentaries/video/3209288/>).
2. Direct a discussion and check for comprehension:
 - According to the farmworker at the beginning of the clip, why do Latinos come to North Carolina to work?
 - According to Ms. Preiss, Ms. Wiggins, Ms. Smith-Nonini and the farmworkers, what are some of the conditions under which farm workers labor?
 - What is an exploitable, low-wage workforce? Why might some farm workers be considered an exploitable workforce?
 - Some farmers, like those featured in both documentaries, provide very good living conditions for their farmers. Why do you think Mr. Howell and other farmers take pride in creating good living conditions for their workers? Why might other farmers not provide good living conditions for the laborers who work for them? What should be done in cases in which farmworkers are being exploited?
 - How might the experiences of farmworkers be similar or different from the experiences of Latino workers in other sectors of the economy? What advantages might Latino workers in other sectors have over agricultural workers?

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Further Exploring the Facts

1. Ask learners to pair up.
2. Distribute to each pair a copy of “Facts About North Carolina Farmworkers” and the Summary of the Farm Labor Organizing Committee’s Working in North Carolina and ask them to read the material together.
3. Ask learners to compare the information that they learned from the film clips to that provided in the handout.
4. Ask each pair of learners to identify the five facts about farmworkers from the film or from the handouts that most surprised them or that made the most impact on them.
5. Each pair should write a summary sharing these facts and explaining why the information impacted them.
6. Ask each pair to think about who else in their communities needs to know this information and why.

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Summary of the Farm Labor Organizing Committee's Work in North Carolina⁴

"After consolidating its gains in the Midwest, FLOC began organizing in North Carolina, the second major pickle-producing region in the U.S. The South has had a strong anti-union "right-to-work" tradition, which reflects attitudes towards workers since the days of slavery and tenant farmers. Also, North Carolina had developed a strong reliance on imported H-2A "guest workers." These workers experience corruption in the recruitment process in Mexico and after they arrive in the U.S. have no say about for whom they work or the type of work they do. While on the job, they suffer intimidation and retaliation if they complain of poor treatment or conditions, including being blacklisted from future employment.

In 1997, FLOC approached Mt. Olive Pickle Company, the country's second largest pickle producer, and invited the company to enter into multi-party contracts like those in the Midwest. The response was the same initial argument as Campbell Soup had given, that Mt. Olive was not responsible for farmworkers and only worked with its growers. The company refused to negotiate.

FLOC began an organizing drive on farms producing Mt. Olive pickles, and many workers signed union-authorization cards for FLOC to represent them.

The following year, FLOC called for a national boycott against Mt. Olive Pickle Co. FLOC had already begun developing support networks among faith, labor, student, and civic groups to press for a direct voice for farmworkers in their own conditions. In addition to efforts in North Carolina, FLOC expanded the boycott efforts throughout the South, Midwest, and other regions. Hundreds of religious, labor, student, and community groups across the country endorsed the boycott, including the Catholic bishops of Raleigh, Toledo, Cincinnati and other dioceses, the United Church of Christ, the United Methodist Church, the National Council of Churches, and the AFL-CIO.

A number of demonstrations and marches increased public pressure on Mt. Olive. Attention was also directed at grocery chains, resulting in Kroger stores in northwest Ohio and Farmer Jack stores in Ohio and Michigan pulling Mt. Olive products from their shelves.

In 2004, FLOC began talks with Mt. Olive and the North Carolina Growers Association. On September 16, FLOC signed a three-way labor agreement, which covered 8,000 H-2A workers on 1,050 farms across North Carolina and a wide range of crops. Thousands of grievances were immediately processed, indicating the many abuses experienced under the old system, and workers won wages and back pay which had been unjustly denied them.

⁴ From <http://supportfloc.org/History.aspx>

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The North Carolina agreements were historic in several ways. For the first time since the days of slavery in the South and for the first time in the history of U.S. temporary "guest workers", agricultural workers had a direct voice in their own working conditions through their union.

Following this victory, FLOC opened an office in Monterrey, México, to help the new members with processing their work visas and to train workers about their new rights under the union contract.

In 2006, FLOC members voted to expand labor rights to Southern tobacco harvesters by launching a campaign against tobacco giant RJ Reynolds. In September 2007, FLOC President Baldemar Velásquez asked to meet with Susan Ivey, the CEO of Reynolds American Inc., to discuss the conditions of field workers producing its products. Reynolds replied that it saw no reason to meet with FLOC. FLOC has since begun a public campaign to pressure Reynolds American to take responsibility for the human rights violations that occur in the farms that produce their raw product.”

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Unit 3 / Module 3 / Lesson 2 Fair Housing for Farmworkers

Objective

Learners will be able to communicate their understanding of the varying housing conditions experienced by migrant farmworkers and, after investigating current conditions, will create a list of housing standards that they believe should be mandatory.

Framing Questions

1. What do we need to know about the living and working conditions of farmworkers?
2. What role can consumers of the food grown and harvested by farmworkers play in supporting fights for better living and working conditions for farmworkers?

Backgrounder

The 1935 National Labor Relations Act specifically excluded migrant workers from legislative protection, and migrant workers continue to be excluded from many protections. They are a workforce that is vulnerable to abuses.

While farmworkers continue to face difficult conditions, they have made some gains in terms of pay and working conditions in the past several years. After a long organizing campaign the Farm Labor Organizing Committee, a farmworkers union, successfully negotiated a three-way labor agreement with Mt. Olive Pickle Co. and the North Carolina Growers Association. On September 16, 2004, FLOC signed the agreement, “which covered 8,000 H-2A workers on 1,050 farms across North Carolina and a wide range of crops. Thousands of grievances were immediately processed, indicating the many abuses experienced under the old system, and workers won wages and back pay which had been unjustly denied them. The North Carolina agreements were historic in several ways. For the first time since the days of slavery in the South and for the first time in the history of U.S. temporary ‘guest workers’, agricultural workers had a direct voice in their own working conditions through their union.”⁵

Despite this progress, continued effort is required to maintain this agreement and to protect the human rights of undocumented workers and others who are not part of the union.

Housing Standards Set By the Migrant Housing Act of North Carolina.

The 1989 Migrant Housing Act of North Carolina requires that any establishment consisting of one or more migrant workers register with the North Carolina Department of Labor and have the premises inspected prior to occupancy. The legislation requires 100 square feet per person for living, sleeping, and cooking and one standard operable stove with at least one burner per five people.

⁵ From <http://supportfloc.org/History.aspx>

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Materials and Preparation Needed

1. Computer with Internet connection and projector with speakers
2. WRAL documentary, "Focal Point: Standards of Living" (available only on the WRAL website, <http://www.wral.com/news/local/documentaries/video/3209288/>)
3. PDF slideshow, "Substandard Housing Conditions Persist for North Carolina Farmworkers," summarizing a study of farmworker housing conditions in North Carolina conducted in 2007 and 2008. From the Wake Forest University School of Medicine. Available at <http://www.ncchca.org/widgets/download.aspx?file=%2Ffiles%2FEast+Coast+Migrant+Stream+Forum%2FEast+Coast+09%2FDangerousHousingConditionsAndHealthRisks.pdf>
4. Masking tape
5. Tape measure

Lesson Outline

Slideshow:

1. Ask learners to think about the video clip "Farmworker Housing and Working Conditions" and the WRAL piece, "Focal Point: Standards of Living." If the online documentary has not been viewed previously watch it with students.
2. Introduce the housing standards set by the Migrant Housing Act of North Carolina.
3. As a group, view the PDF slideshow, "Substandard Housing Conditions Persist for North Carolina Farmworkers."
4. Review the findings of the study. Compare these findings to the information shared in the "Farmworker Housing and Working Conditions" clip and the WRAL video. Ask students to look at the clips and estimate when they were filmed. (The film from which this clip was taken was released in 2001, and the WRAL video is from 2005.) Ask learners to think about what seems to have changed or not changed in the lives of farmworkers between the time these videos were shot and when this study was conducted.

Imagining the Experience of Living in Migrant Housing

The objective of this activity is for learners to gain some insight into the experience of the small living spaces in which many migrant farmworkers often must live.

1. Engage the class in measuring a space that is 10 ft. x 10 ft. (100 sq. ft.) Tape it off.

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2. Allow a pair of students to measure out a bed. Tape this off. A standard single bed measures 39" x 75".
3. Add more furniture to the space; e.g. two classroom chairs and desk to represent any personal items or additional furniture that a farmworker might have.
4. Ask learners to step into the space and imagine sharing it with other adults.
5. Given images they have seen in the film clips and in the slideshow presentation, ask the students to express how they might feel if they had to live in a similar situation.

Discussion of Housing Standards

1. Lead a discussion of the various housing facilities seen in the film.
2. Are the housing standards always followed by farm owners?
3. There are migrant camps that earn a "gold star," and there are camps which are considered substandard. According to a N.C. Department of Labor housing inspector, not all camps are inspected. As a group, create a document, listing minimum housing standards that you think a farm owner should provide for resident farm workers.

Extension Activity

1. Ask learners to think about how their list compares with recommendations made in the study and by groups in North Carolina working for farmworker rights. Ask students to reflect on the following questions (in writing or as a group).
 - Are there farms in your community that house migrant workers?
 - How could you go about researching the conditions of the housing that these farms provide? *Note: Students may contact any of the following organizations for information about farmworkers in N.C. and the conditions that farmworkers face: North Carolina Growers Association, Student Action with Farmworkers, Farm Labor Organizing Committee.*
 - What could you do to raise awareness in your community about the living and working conditions that farmworkers sometimes face?
 - How could you help support those farm owners who are providing healthy and fair living and working conditions for farmworkers?

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Unit 3 / Module 3 / Lesson 3

The H-2A “Guestworker” Program in North Carolina

Objective

Learners will become familiar with the history of the H-2A Visa program and will be able to describe the pros and cons of this program for farmworkers and farm owners.

Framing Questions

1. How can farmworkers legally come to the United States to work?
2. What are the pros and cons of this guest worker system for farmworkers and for the state?

Backgrounder

“The H-2A temporary foreign agricultural worker program allows agricultural employers to hire workers from other countries on temporary work permits to fill agricultural jobs that last ten months or less. To bring in H-2A guestworkers, employers must first show that they have tried and are unable to find U.S. workers to meet their labor needs. Although the H-2A program includes some basic requirements to protect U.S. workers from negative effects on their wages and working conditions, as well as to protect foreign workers from exploitation, it has been criticized for failing to protect vulnerable workers.”⁶

“There have been a number of exposés over the years about the H-2A program and the failure of the U.S. government to prevent and adequately punish violations of the law and regulations by the employers. These reports include the award-winning series, “Desperate Harvest,” by Leah Beth Ward in the *Charlotte Observer* (October 31-November 2, 1999); the Human Rights Watch Report, “Unfair Advantage” (2001), specifically the chapter on the North Carolina H-2A system; Barry Yeoman’s “Silence in the Fields,” *Mother Jones* (Jan.-Feb. 2001); and Michael Blanding’s “Invisible Harvest,” *Boston Magazine* (October 2002). See the handout, “Resources on the H-2A Agricultural Guestworker Program,” for a complete list.”⁷

In February 2010 the federal Department of Labor announced new regulations for the H-2A agricultural guestworker program that would largely undo changes to the program made in 2009. According to Farmworker Justice, “the (2009) regulations changes by the previous administration slashed wage rates and worker protections that had been the standard for over 20 years...” Farmworker Justice goes on to say that “Farmworker advocates have long criticized the H-2A guestworker program for its lax labor protections for both U.S. farmworkers and guestworkers. The Bush Administration changes lowered minimum required wage rates and reduced government oversight despite the program’s

⁶ “Pre-2009 H-2A Guestworker Program,” from the Farmworker Justice website, http://www.farmworkerjustice.org/Immigration_Labor/H-2A.htm

⁷ Available from Farmworker Justice, http://www.farmworkerjustice.org/Immigration_Labor/H2abDocs/H-2A%20Resources.pdf

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obligation to ensure that employers hire U.S. workers before receiving permission to hire foreign guestworkers.”⁸

The new 2010 regulations restore wage rates, restore the guarantee that U.S. workers will be hired before foreign workers, and maintain some positive changes made in the 2009 rule change. For details about the new H-2A rules see:

http://www.farmworkerjustice.org/Immigration_Labor/h2anews.htm

While this lesson outlines some of the problems with the H2A programs, one important development in this story should be made clear. “On September 16, The Farm Labor Organizing Committee (FLOC) signed a three-way labor agreement, which covered 8,000 H2A workers on 1,050 farms across North Carolina and a wide range of crops. Thousands of grievances were immediately processed, indicating the many abuses experienced under the old system, and workers won wages and back pay which had been unjustly denied them. Following this victory, FLOC opened an office in Monterrey, Mexico, to help the new members with the processing of their work visas and to train workers about their new rights under the union contract.”⁹

Materials and Preparation Needed

1. TV and DVD player
2. Computer with Internet access and projector with speakers
3. *New Faces* DVD Film Clip “Guestworkers.” In this clip, the film’s narrator and Stan Eury, from the North Carolina Grower’s Association, give background information about the H-2A Guestworker program. A former H-2A farm worker discusses his experience in the program. Then, Alice Tejada, a lawyer with Legal Services of North Carolina who represents H-2A workers, and Sandy Smith-Nonini, a farm labor researcher, discuss the problems with the program.
4. *Supplemental Film Clip: Speaking Truth to Power.* Available on YouTube at http://www.youtube.com/watch?v=FkoXtnOfUKE&feature=player_embedded
5. Summary of Farm Labor Organizing Committee’s work in North Carolina. (Handout follows this lesson. Information also available from <http://supportfloc.org/History.aspx>)
6. For further information on the H-2A program, visit the Farmworker Justice website, www.farmworkerjustice.org, the North Carolina Grower’s Association website <http://www.ncgrowers.org/h2a.php>, and the website of the Department of Homeland Security, http://www.dhs.gov/xnews/releases/pr_1202308216365.shtm

⁸ “H-2A Guestworker Program,” from the Farmworker Justice website, http://www.farmworkerjustice.org/Immigration_Labor/h2anews.htm

⁹ From the History of FLOC <http://supportfloc.org/History.aspx>

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7. *Additional Resource:* For instructors who would like to have a guest speaker come to their class or organization to talk about farmworker issues, we suggest contacting the N.C. Farmworkers Institute Speakers Bureau, <http://www.saf-unite.org/ncfarmworkers/NewFiles/Speakers%20Bureau%202007-2008.pdf>

Lesson Outline

Viewing the Film Clips

1. Introduce and show the clip. Share with learners that this clip provides a historical perspective on the H2A program. Ask learners to listen closely to what the H-2A program is about, according to four points of view:
 - Stan Eury Director of the North Carolina Grower's Association
 - A former H-2A farm worker
 - Alice Tejada, at the time of the documentary a lawyer with Legal Services of North Carolina who represents H-2A Guestworkers
 - Sandy Smith-Nonini, a farm labor researcher
2. Share information from the backgrounder section from this lesson, emphasizing the changes in the rights and working conditions of H2A workers in North Carolina after the agreement between FLOC, the NC Grower's Association and Mt Olive Pickle Company. It is important that learners critically examine the content of this clip, thinking about when it was produced and comparing information in the clip to the most up to date information on H2A laborers in North Carolina provided in the backgrounder section.
3. Watch the supplemental video *Speaking Truth to Power*, which outlines the history of FLOC and its founder, Baldemar Velasquez. Ask learners to pay careful attention to the section at the end of the film about FLOC's organizing in N.C. and their victory in securing an agreement with the Grower's Association and Mt. Olive Pickles.
4. Have a discussion of the films to establish an understanding of the basics of the H-2A Guestworker program and of the benefits that labor organizing has brought to workers that are part of the H2A program. You may need to provide additional information from the backgrounder section above. Use the questions and answers below to help you facilitate the discussion.
 - What is the H-2A Guestworker program?
 - When and why was the H-2A Guestworker program enacted?
 - Why is it beneficial for foreign workers to come work in the U.S. under the H-2A program?
 - What are some of the benefits of this program for farmworkers?
 - What have been some of the disadvantages for the worker? According to the farmworker in the clip, what are some of the problems with the H-2A Guestworker program?
 - How has the agreement between FLOC and the NC grower's Association changed the working conditions and lives of the H2A farmworkers for the better?

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- In the most recent rounds of debates in Congress and in states about immigration reform, many have suggested that we should expand a guestworker program to other sectors of the economy. What lessons might the H-2A Visa program teach us about the pros and cons of such programs?

Exploring More Information About Farmworkers

In the past several years, rule changes have been made by the Bush and Obama administrations to the H-2A program (see the backgrounder section above for more detail), and there are constantly new developments in efforts to grow our nation's food and protect farmworkers' rights. Researching these new developments can be an important exercise for learners:

1. Ask learners to further research information about the labor conditions, rights, and contributions of farmworkers. Students can explore the following websites:
 - The National Farm Worker Ministry <http://www.nfwm.org/>
 - Student Action With Farmworkers <http://www.saf-unite.org>
 - United Farm Workers <http://www.ufw.org/>
 - Farm Labor Organizing Committee <http://www.floc.com>
 - Farmworker Justice <http://www.farmworkerjustice.org>
 - North Carolina Growers Association <http://www.ncgrowers.org>
 - Department of Homeland Security: http://www.dhs.gov/xnews/releases/pr_1202308216365.shtm
2. As a final assessment, learners can summarize their findings about the lives of farmworkers and the systems of which they and we consumers are part in a PowerPoint presentation, essay, drawing, or other means of creative expression.

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Summary of the Farm Labor Organizing Committee's Work in North Carolina¹⁰

"After consolidating its gains in the Midwest, FLOC began organizing in North Carolina, the second major pickle-producing region in the U.S. The South has had a strong anti-union "right-to-work" tradition, which reflects attitudes towards workers since the days of slavery and tenant farmers. Also, North Carolina had developed a strong reliance on imported H-2A "guest workers." These workers experience corruption in the recruitment process in Mexico and after they arrive in the U.S. have no say about for whom they work or the type of work they do. While on the job, they suffer intimidation and retaliation if they complain of poor treatment or conditions, including being blacklisted from future employment.

In 1997, FLOC approached Mt. Olive Pickle Company, the country's second largest pickle producer, and invited the company to enter into multi-party contracts like those in the Midwest. The response was the same initial argument as Campbell Soup had given, that Mt. Olive was not responsible for farmworkers and only worked with its growers. The company refused to negotiate.

FLOC began an organizing drive on farms producing Mt. Olive pickles, and many workers signed union-authorization cards for FLOC to represent them.

The following year, FLOC called for a national boycott against Mt. Olive Pickle Co. FLOC had already begun developing support networks among faith, labor, student, and civic groups to press for a direct voice for farmworkers in their own conditions. In addition to efforts in North Carolina, FLOC expanded the boycott efforts throughout the South, Midwest, and other regions. Hundreds of religious, labor, student, and community groups across the country endorsed the boycott, including the Catholic bishops of Raleigh, Toledo, Cincinnati and other dioceses, the United Church of Christ, the United Methodist Church, the National Council of Churches, and the AFL-CIO.

A number of demonstrations and marches increased public pressure on Mt. Olive. Attention was also directed at grocery chains, resulting in Kroger stores in northwest Ohio and Farmer Jack stores in Ohio and Michigan pulling Mt. Olive products from their shelves.

In 2004, FLOC began talks with Mt. Olive and the North Carolina Growers Association. On September 16, FLOC signed a three-way labor agreement, which covered 8,000 H-2A workers on 1,050 farms across North Carolina and a wide range of crops. Thousands of grievances were immediately processed, indicating the many abuses experienced under the old system, and workers won wages and back pay which had been unjustly denied them.

¹⁰ From <http://supportfloc.org/History.aspx>

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The North Carolina agreements were historic in several ways. For the first time since the days of slavery in the South and for the first time in the history of U.S. temporary "guest workers", agricultural workers had a direct voice in their own working conditions through their union.

Following this victory, FLOC opened an office in Monterrey, México, to help the new members with processing their work visas and to train workers about their new rights under the union contract.

In 2006, FLOC members voted to expand labor rights to Southern tobacco harvesters by launching a campaign against tobacco giant RJ Reynolds. In September 2007, FLOC President Baldemar Velásquez asked to meet with Susan Ivey, the CEO of Reynolds American Inc., to discuss the conditions of field workers producing its products. Reynolds replied that it saw no reason to meet with FLOC. FLOC has since begun a public campaign to pressure Reynolds American to take responsibility for the human rights violations that occur in the farms that produce their raw product.”