



LESSON PLAN

Borderlands: The US/Mexico Border from an Indigenous Perspective

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LESSON PLAN

Goals

The goal of this unit is to increase student awareness about borders, why they exist, the forms they take, and related issues. Students will explore the impacts of borders on people and the environment.

Standards - California

This unit meets California State Common Core standards for English Language Arts (SL.9-10.1, RST.9-10.7, RST.11-12.1, RST.11-12.7 SL.9-10.4, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.8, WHST.11-12.9, WHST.11-12.10, RH 11-12.3, WHST.11-12.1.A, S.L 11-12.1.B, S.L 11-12.1.C, SL.11-12.1D, RI. 9-10.7, RI 9-10.8, RI 9-10.9)

Courses and Grade Level

This unit is designed for use in high school classes, Grades 9-12.

Unit Length

- This lesson plan requires approximately 5 days of Instruction time
- 225 minutes of classroom time, broken up into five, 45 minute segments
- 3-4 hours homework time
- Week-long Journal Activity

Required Materials

- Internet access to play videos, for classroom activities and homework
- Materials for ID Activity
- Journal
- Borderlands Slide Deck
- Borderlands Discussion Guide



Objectives and Assessment

Students will be able to:	CA Standards	Learning Activity	Evidenced By
integrate and evaluate multiple sources of diverse media to gain a holistic and visual understanding of tribal, national and international borders.	R.H 11-12.7 SL.9-10.1 SL.11-12.1	Mapping Demonstration and Class Discussion	Interactive Map Class Discussion
articulate different perspectives on border issues.	SL.11-12.1 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.8	Video and Class Discussion	Activity Journal Entry
understand key terms and concepts. compare and contrast the experiences that different groups of people have crossing borders.	RH.9-10.9 RH. 9-10.4 RST. 9-10.4	Class Discussion Journal Entry Worksheet	Class Discussion Worksheet Journal Entry Quiz Journal Entry 6
evaluate and compare the perspectives of law enforcement, citizens and immigrants about the border.	RH.11-12.3	Video Teacher Presentation Homework Mapping Activity	Mapping Homework
work with peers to promote civil, democratic discussions, set clear goals, roles, and deadlines.	SL. 11-12 1.B	Group Activity	Group Activity Journal Entry
engage in conversations by posing and responding to questions; provide reasoning and evidence for answers; listen to a range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and, promote divergent and creative perspectives.	SL. 11-12.1.c	Group Discussion	Group Discussion



Objectives and Assessment

Students will be able to:	CA Standards	Learning Activity	Evidenced By
write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WHST.11-12.10 R.I 9-10.7	Journal Activities	Journal Entries
respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions.	SL. 11-12.1.d RI 9-10.8	Journal Activity Class Discussion	Class Discussion Journal Entry
draw evidence from informational texts to support analysis, reflection, and research.	WHST.11-12.9 RI 9-10.9	Journal Activity	Journal Entry



Required Reading

- 🔗 [What is Ice and Why Do Critics Want to Abolish It?](#)

Handouts

- 🔗 [Borderlands Journal Overview](#)
- 🔗 [Borderlands Quiz](#)
- 🔗 [Video Worksheet](#)
- 🔗 [Group Mapping Activity](#)

Additional Resources

- 🔗 [After False Hope Iroquois Team Remains in US](#)
- 🔗 [Tohono O'odham Nation Official Website](#)
- 🔗 [Official Website of the Office of Homeland Security](#)
- 🔗 [US Customs and Border Protection](#)
- 🔗 [I Was Here \(United Nations World Humanitarian Day Performance Video\)](#)

Human Rights Videos

- 🔗 [Human Rights Video #1: Born Free and Equal](#)
- 🔗 [Human Rights Video #3: The Right To Life](#)
- 🔗 [Human Rights Video #4: Freedom From Slavery](#)
- 🔗 [Human Rights Video #13: Freedom To Move](#)
- 🔗 [Human Rights Video #14: Right To Asylum](#)



INSTRUCTIONAL PROCEDURE

DAY 1 Borderlands

Duration	Activity	Steps and Instructions
8 minutes	Teacher Presentation	<ul style="list-style-type: none"> Introduce the topic. slides 1 - 6 Display O'odham Reservation Map. slide 8 Pass out handout Borderlands Discussion guide. Pass out Homework Quiz 1.
7 minutes	Watch Video	<ul style="list-style-type: none"> Play Borderlands Part 1 Start video End video part 1 @ 5:22
10 minutes	Class Discussion	<ul style="list-style-type: none"> Present slides 7 - 12. Lead a discussion around the following prompt: In 1853, through the Gadsden Purchase or Treaty of La Mesilla, O'odham land was divided almost in half, between the United States of America and Mexico. Refer to slide 12 for optional discussion answers.
5 minutes	Review Journal Assignment	Explain the journal overview and answer any student questions. slides 13-14.
10 minutes	Teacher Presentation	Review Journal Instructions and pass out journal handout. slides 15-16
5 minutes	Review Homework Take Home Quiz	<ul style="list-style-type: none"> Borderland Map Assignment and Journal Entry 1. See Instructor Resource. Distribute Quiz 1 and instruct students to be prepared to hand it in at the beginning of class 2.



DAY 2 Homeland Security and Border Patrol

Duration	Activity	Steps and Instructions
10 minutes	Student Presentation	<ul style="list-style-type: none"> Ask 3 volunteers to read aloud their journal entries from Day 1. Have students peer review each others' journal entries. Students will gain perspective from others students on the topic. Students will practice oratory skills and dictation.
5 minutes	Watch Video	<ul style="list-style-type: none"> Play Borderlands Part 2 Start video @ 4:45 End video @ 6:25
15 minutes	Teacher Presentation and Review Homework	<ul style="list-style-type: none"> Present slides 17-26. Journal Entry 2: Discuss "The Border Today" See Instructor Resource.
15 minutes	Review Homework	<ul style="list-style-type: none"> Journal Entry 3: Make your own ID/Passport See Instructor Resource Present slides 27-29.



DAY 3 Social Impact

Duration	Activity	Steps and Instructions
5 minutes	Watch Video	<ul style="list-style-type: none"> Play Borderlands Part 3 Start video @ 6:26 Play the remainder of the Video.
5 minutes	Teacher Presentation	Introduce and discuss the social impacts of borders slides 30-31
10 minutes	Watch Video	Play Video Riding the Death Train slide 32
15 minutes	Watch Video	Play Video Akwasasne Border Issues slide 33
5 minutes	Review Homework	Introduce and have students begin Journal Entry 4, then assign it as homework. See Instructor Resource. slide 34
5 minutes	Review Homework	Introduce Journal Entry 5 See Instructor Resource. slide 35



DAY 4 Human Rights

Duration	Activity	Steps and Instructions
30 minutes	All-Group Activity	Entering the Classroom See Instructor Resource slide 36
10 minutes	Watch Videos	Entering the Classroom See Instructor Resource slide 36
5 minutes	Review Homework and Extra Credit	<ul style="list-style-type: none"> Introduce Journal Entry 6: Classroom Border Activity. Introduce Extra Credit (10 pts). See Instructor Resource. slides 38-39



DAY 5 Summary

Duration	Activity	Steps and Instructions
5 minutes	Teacher Presentation	Present slides 40-41
5 minutes	Class Discussion	Lead Discussion: "Does Nature matter?"
20 minutes	Individual Activity	<ul style="list-style-type: none"> Introduce Journal Entry 7: answer the following two questions slide 42 See Instructor Resource
5 minutes	Teacher Presentation	<ul style="list-style-type: none"> Have students hand in journals at the end of class and make final remarks. Journals are to be handed in at the end of class. Remind students that their journals will be used in the next class, handed down from class to class each time this subject matter is taught. New classes will follow the same instructions, until the journal is filled. This will allow students to share their reflections on policy changes around borders and make the lesson more "real" by understanding how much can change or not change within a given amount of time.

GRADING

(140 total points)

Quiz	10 pts
Homework	40 pts
Participation/In Class Discussion	10 pts
Group Activity	10 pts
Journal (6 entries, 10 pts per entry)	60 pts
Extra Credit	10 pts





JOURNAL OVERVIEW, ASSIGNMENTS, AND GRADING

Overview:

Journaling as an activity by itself can be enlightening while stressful for others. Some people are comfortable and have journals before, while others, this may be a first time. Don't fret, this assignment is meant to allow you to grow by creating a medium for your own self reflection. This journal will also serve as a tool. Your journal entries will be shared with your peers and will be shared with future classes. Indigenous people, and people of all cultures pass down knowledge in order to share collective knowledge and wisdom. Students will not record their names, only their initials. FINALLY, this journal will be written from back to front, not front to back. As students in future classes reflect on this journal and their own entries, they will always be able to read their journal from most recent to oldest.

Instructions for Journaling:

1. Find a book that will become your written journal.
2. Ensure that the journal has the equivalent of 80 blank pages, as well as a front and back cover.
3. Choose a pen, keyboard, or marker to make your journal entries.
4. Journals are meant to be opened and read. You will be writing from back to front.
5. Open the inside back cover of the journal, write your initials and the date at the bottom right hand corner of the cover (ex dg 01/9/19)
6. With the journal laid out in front of you (cover on your right), write "Borderlands" on the top left of the left page.
7. Write page 1 on the bottom left corner. Flip the page. Write page 2 on the bottom right corner of the back of page 1. Continue this process.
8. Flip back to page 1. Begin your Journal entry. Should you fill up your space flip to page 2 and continue to write.
9. Write "end of entry" at the end of each journal entry.
10. When starting a new journal entry, start the journal entry on the next corresponding "fresh" page. Make sure you continue to number the pages. Also make sure you record the date next to the title.

Sample Learning Objectives:

Journaling assignments can be constructed to assess accomplishment of learning outcomes at any level of the cognitive domain on Bloom's Taxonomy. Here are a few examples of objectives are expected to demonstrated by students through writing in journal posts:



Knowledge: Define key terms about borderlands.

- **Understanding:** Discuss how you can exhibit knowledge around issues human and nature experience relative to border issues?
- **Application:** Illustrate factors that impact how various countries, and sovereign nations create regulations for border control
- **Analysis:** Differentiate between both Tohono O'odham people and the US government views of the border wall
- **Evaluation:** Critique your experience learning about borders
- **Creation:** Complete the Journal to pass down to your peers to learn from

Grading:

Students Journals will be evaluated as follows. Journals will be graded once all entries are completed. Students can score a maximum of 40 points.

	Poor (2 pts)	Okay (4 pts)	Good (6 pts)	Excellent (8 pts)
Knowledge Understanding	Incomplete ideas or inaccurate information	Some accurate information and ideas	Accurate Information and Ideas	Very detailed information and insightful ideas
Application Conventions in language	Major mechanical errors, frequent errors	Some Major mechanical errors	Some minor mechanical errors	Few minor mechanical errors
Critical Thinking Analysis	Shares incomplete ideas, limited or no evidence or rationales and little or no questions asked	Expresses some ideas with relevant evidence or rationales Some questions asked	Express ideas supported by relevant evidence or rationales Good questions are asked	Provides many ideas, asks probing and insightful questions
Evaluation	50% or less entries completed	70% entries completed	90% entries completed	100% entries completed
Total Points 32				
Following Directions	Did not follow journaling directions	Followed some journaling directions	Followed all directions	Followed all directions and writing was neat and accurate
Total Points 8				

Overall Journal Rating: ____/40



Homework: Journal Entry 1 - Borderland Map Assignment

Start entry on a new page.

Review the Native Land map: native-land.ca with students.

Distribute Student Instructions:

Provide answers to the following prompts and questions in your journal:

- Using the map, <https://native-land.ca/> select 10 Tribes that share borders. Remember, a border can be a state line, international border or one tribe bordering another. Record the border you chose and explain why you believe it is a border.
- What languages that each of these tribes speak?
- What treaties have affected those tribes?
- What issues do you think those tribes may share with the O'odham?

In Class Journal Entry 2: The Border Today

Have students take 15 minutes to record their thoughts about "the border today" video and enter them into their Journal on a new page.

Homework: Journal Entry 3 - ID/Passport

Have students select a country to represent their "homeland."

Students will create a fictional Passport.

Distribute Assignment Print Out:

ID/ Passport Activity

Distribute Student Instructions:

After you create your ID, respond to the following questions in your Journal. Start entry on a new page.

- How does one obtain an ID in your chosen country?
- Who is eligible to receive one?
- How long can it be used?
- Where can it be used?
- How much does it cost?
- What is your age?
- What is your marital status?
- Do you have children?
- What Race/Ethnicity are you?



Homework: Journal Entry 4 - Death Train and Akwesasne Border Issues

Have students reflect on the following prompts and respond to them in writing on a new page:

- Do you believe homeland security is important?
- From the Akwesasne point of view, the media attacked the tribe during 9/11. Do you feel this was just?
- If you were President, would you establish the same rules and order as the current President?

Homework: Journal Entry 5 - Akwesasne Nation Passport at the Olympics

Read the following:

[Akwesasne Nation Passport at the Olympics](http://nytimes.com/2010/07/15/sports/15lacrosse.html?auth=login-google)

<http://nytimes.com/2010/07/15/sports/15lacrosse.html?auth=login-google>

Distribute Student Instructions:

Have students respond to the following prompt on a new page:

Should England have allowed the Iroquois Nationals to Play? Why or why not?

Homework: Journal Entry 6 - Classroom Border Activity

Answer the following prompt on a new page:

- Do you feel that today's activity was fair?
- This entry should be at least 500 words.

In- Class: Journal Entry 7 - Final Thoughts About the Border Wall

Answer the following two questions on a new page.

- Should we have a US/Mexico border wall? Why?
- How will the border wall impact future generations?
- Student Handout

Extra Credit

- Read [Human Trafficking in America's Schools](http://safesupportivelearning.ed.gov/sites/default/files/HumanTraffickinginAmericasSchools.pdf)
<http://safesupportivelearning.ed.gov/sites/default/files/HumanTraffickinginAmericasSchools.pdf>
- Answer the following question in your journal on a new page. Title your answer "extra credit" in large bold letters.
- How do you identify a standard victim of child trafficking? How can you help them?
- Students will become aware of a controversial issue
- Students will be taught how to support their peers and community through awareness



BORDERLANDS JOURNAL OVERVIEW

Overview:

Journaling as an activity by itself can be enlightening while stressful for others. Some people are comfortable and have journals before, while others, this may be a first time. Don't fret, this assignment is meant to allow you to grow by creating a medium for your own self reflection. This journal will also serve as a tool. Your journal entries will be shared with your peers and will be shared with future classes. Indigenous people, and people of all cultures pass down knowledge in order to share collective knowledge and wisdom. Students will not record their names, only their initials. FINALLY, this journal will be written from back to front, not front to back. As students in future classes reflect on this journal and their own entries, they will always be able to read their journal from most recent to oldest.

Instructions:

1. Find a book that will become your written journal.
2. Ensure that the journal has the equivalent of 80 blank pages, as well as a front and back cover.
3. Choose a pen, keyboard, or marker to make your journal entries.
4. Journals are meant to be opened and read. You will be writing from back to front.
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8. Flip back to page 1. Begin your Journal entry. Should you fill up your space flip to page 2 and continue to write.
9. Write "end of entry" at the end of each journal entry.
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BORDERLANDS QUIZ

Instructions: In the “Discussion Guide” handout locate the following words and their definitions. Then, carefully review each sentence below. Parts of the sentences are intentionally left out. Fill in the blanks by finding the word or words that complete each sentence or phrase.

1. Undocumented Immigrant
2. (International) Border
3. O’Odham
4. United States Border Patrol
5. US Immigration and Customs Enforcement
6. Jay Treaty
7. Human Migration
8. International Boundary
9. Media blackout

Undocumented Immigrant _____.

It includes people who entered the U.S. without inspection and proper permission from the government, and those who entered with a legal visa that is no longer valid.

_____ the line that divides one country or sovereign nation from another.

O’Odham _____.

Today, there are four federally-recognized O’Odham tribes in North America and nine O’Odham communities in Mexico.

United States Border Patrol (USBP) - the United States Customs and Border Protection’s federal law enforcement _____.

US Immigration and Customs Enforcement (ICE) - an agency within the Department of Homeland Security.

_____ The best known division of ICE is Enforcement and Removal Operations which arrests, detains and deports unauthorized immigrants already inside the United States.

_____ an agreement signed by the United States and Great Britain in 1794 to allow Canadian born Native Americans to travel freely across the U.S./Canadian/British borders.

_____ the movement of people from one place to another with the intentions of settling, permanently or temporarily at a new location

International Boundary - delineates the space between sovereign states. Within its borders, a single government has complete authority, an authority that cannot be impeded by other governments. The borders of the United States, for example, _____.

study.com/academy/lesson/international-internal-boundaries-definition-function.html

_____ the censorship of news related to a certain topic, particularly in mass media, for any reason.





BORDERLANDS QUIZ ANSWER KEY

The Quiz is worth 10 points total, to be assessed as described below. The Instructor may choose to assess the assignment as satisfactory [6-10 points], unsatisfactory [0-5 points], or on a grade scale described below.

9-10 points - A
8 points - B
7 points - C
6 points - D
5 points or below - F

Undocumented Immigrant (2 Points) anyone residing in any given country without legal documentation. It includes people who entered the U.S. without inspection and proper permission from the government, and those who entered with a legal visa that is no longer valid.

(International) Border (1 Point) the line that divides one country or sovereign nation from another.

O'Odham (1 Point) A North American cultural and linguistic group (tribe) whose ancestral territory encompassed what is now North to Central Arizona, extending south to Sonora, Mexico, west to the gulf of California and east to the San Pedro River. Today, there are four federally-recognized O'Odham tribes in North America and nine O'Odham communities in Mexico.

United States Border Patrol (USBP)(1 Point) - the United States Customs and Border Protection's federal law enforcement arm within the United States Department of Homeland Security (DHS).

US Immigration and Customs Enforcement (ICE) (1 Point) - an agency within the Department of Homeland Security. ICE was created in 2003, as a part of the government's reorganization after the Sept. 11, 2001, attacks. The best known division of ICE is Enforcement and Removal Operations which arrests, detains and deportes unauthorized immigrants already inside the United States.

Jay Treaty - (1 Point) an agreement signed by the United States and Great Britain in 1794 to allow Canadian born Native Americans to travel freely across the U.S./Canadian/British borders.

Human Migration (1 Point) the movement of people from one place to another with the intentions of settling, permanently or temporarily at a new location.

International Boundary (1 Point) delineates the space between sovereign states. Within its borders, a single government has complete authority, an authority that cannot be impeded by other governments. The borders of the United States, for example, indicate the space that we can define as the country, or the space over which the U.S. federal government has absolute authority.
study.com/academy/lesson/international-internal-boundaries-definition-function.html

Media blackout (1 Point) the censorship of news related to a certain topic, particularly in mass media, for any reason.



ENTERING THE CLASSROOM: CLASSROOM BORDER PATROL ACTIVITY

The teacher will roleplay as “border patrol” between the hallway or outside world and the classroom.

Prior to class select a country your classroom will represent. Example, the United States.

Put up three signs on the front door of the classroom for students to see upon entering:

- “Stop, you are not permitted to enter”
- “the United States Border”
- Using masking tape, tape a line on that floor that is parallel to the wall alongside the classroom.

Place the third sign in view for all students that indicates where they line up

- “Line up here”

Put up a fourth sign that says:

- “Single file line, make sure your identification is open for verification or you will have to go to the back of the line”

Entry Rules:

1. The classroom entry door will represent the border crossing.
2. Review the following criteria and allow students in the room according to the rules of the activity.
3. One by one each student will stand at the doorway.
4. The teacher will not permit any student that is married to enter the room.
5. The teacher will not permit any Native Americans in the room.
6. The teacher will not allow any baptist or muslim students in the room.
7. The teacher will not allow red hair in the room.

Upon entering the room the following students will be detained:

- Students from European countries will stand in the right side of the room.
- Students from Asian countries will stand in the farthest corner from the door.
- Students from the US will be allowed to sit at their desk.
- Everyone else will sit on the floor when they enter.
- Anyone not allowed in the beginning that had to wait or was sent to the back of the line will now be allowed in and can sit down.
- After those students sit down, instruct one by one, each grouping of students to sit down.





APPENDIX CALIFORNIA STATE STANDARDS

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection and research

RST.9-10.7 Translate information expressed visually into words

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

SL.9-10.4 Present information, findings and supporting evidence clearly, concisely and logically

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context

RH. 11-12.3.2 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

SOURCE:

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>