

Texas, One and Indivisible?

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INTRODUCTION

I have been interested in immigration issues for many years. Once I started teaching English as a Second Language (ESL) classes, my interest in immigration grew to become more of a passion. I have listened to many of my students tell me about how they arrived in this country and the strain of trying to adjust to a new life in a country so unlike their own. I strongly believe that the average immigrant is at a great disadvantage when s/he arrives in America. There is usually a language barrier, some may be away from family for the first time with few or no friends, they have a new city to learn about, and many have no more than a promise of a possible job.

It is not totally negative for the immigrant. S/he has often times made many sacrifices to come to the land of opportunity. In an informal survey that I conducted some time ago, I learned that most come here for a better job, more opportunities for the members of their families, and /or a better education. In this way, I feel that recently arriving immigrants see possibilities in America that we native Americans either do not recognize or take for granted. My students have told me about how they arrived in Texas, how they had to adapt to the culture, food, and language, and the obstacles they had to overcome to adjust to life at school.

I teach eighth grade Language Arts. We are on a ninety-minute block schedule, but the students attend their Language Arts class daily. I have three classes; two of those are ESL. The other is a regular non-ESL class. In my ESL Beginning and ESL Intermediate classes, I have students from Vietnam, Honduras, El Salvador, and many from Mexico. They have been in America anywhere from two weeks to eight years. Unfortunately, I also have students who were born in the United States but have learned little English.

My intention in creating this unit is to present both a subjective and an objective view about the major topics of immigration. I want my students to be exposed to multiple views on the subject. I felt that it was more substantial to narrow the topic a bit so that my students would be able to relate easier. By doing this, I have chosen to focus on immigration in Texas as opposed to discussing immigration in America as a whole.

BACKGROUND ON IMMIGRATION IN TEXAS

I think it is important to start the unit with a brief history of Texas as it relates to immigration. At one time the territory known today as Texas was a part of the country of Spain. Many Americans wanted to move to the province of Texas because the price of land was so cheap and the colonists were not required to return payment of any borrowed money. "Mexico and the United States had no reciprocal agreements enabling creditors to collect debts or to return fugitives" (Henson 2).

In 1820, Moses Austin requested permission from the Spanish governor of San Antonio to bring 300 families from Missouri to the province of Texas. Moses Austin was granted his request but was never able to see his dream realized. Moses died in June of 1821. His oldest son, Stephen F. Austin, picked up his father's torch and led the families to their predetermined land.

There were a few requirements that the colonists had to agree to if they chose to move to this section of Mexico's territory. They had to agree to learn Spanish, convert to Catholicism, and become citizens of Mexico. There was also a rarely enforced law, which stated that slavery was not allowed in the Mexican territory. "[P]oliticians shut their eyes to the system in their eagerness to have the Anglos produce cotton in Texas" (Henson 3).

Within a decade, Mexico became dismayed with the number of residents in its territory (later known as Texas). Mexico attempted to stop people from migrating to Texas. The Texans became upset and revolted against the Mexican government. This uprising led to Texas becoming an independent republic. Although at first Mexico did not recognize Texas as an independent republic, America did. Texas later became a state of the United States of America. Soon Mexico found itself at war with America mainly due to disputes concerning the southern border of Texas.

After Texas Independence in 1836 and after the United States defeated Mexico in the Mexican American War in 1848, Mexico ceded much of its land. The political lines were redrawn, and America was awarded what is presently known as California, Arizona, New Mexico, and Texas "...the region had formed approximately one-third of the country of Mexico." ("Mexican Cession," par. 1) All prior agreements that the colonists of Texas had with Mexico were null and void. Mexican citizens living within the boundaries of those states were considered to be Americans with the same rights and laws as all other American citizens. So for many Mexican people they did not cross the border, the border crossed them:

People forget that less than 170 years ago, the whole West was part of Mexico. Who do you think named Los Angeles, San Francisco, and San Antonio? It wasn't the people who came through Ellis Island. It was us. We didn't cross the borders. The borders crossed us. (Velasquez 40)

Now we advance a few decades to 1960. There is a different type of immigrant arriving in the Texas area. Now immigrants from around the world are arriving in Texas. According to the Federation for American Immigration Reform, Texas is "the fastest growing state in the U.S." ("Immigration Impact: Texas," par. 1). Since 1960, Texas has doubled in population reaching 20,000,000 in 2000.

SUMMARY OF *ESPERANZA RISING*

Esperanza Rising is an award-winning novel written by Pam Munoz Ryan and published in 2000 by Scholastic Inc. The novel can be used in grades 4-8 as part of a thematic unit on social classes in Mexico, bravery, starting over, the Great Depression, California labor farms, immigration, and/or discrimination.

Esperanza Rising begins on a beautiful vineyard in Aguascalientes, Mexico in 1924 where Esperanza and her father are listening to the heartbeat of the earth. The story fast forwards to 1930 where Esperanza is preparing for her quinceanera (15th birthday celebration). She lives in a luxurious home with her parents, Sixto and Ramona, her grandmother, and their servants (Alfonso, Hortensia, and their son Miguel) living a privileged life. As Esperanza readies for her 15th birthday party, tragedy strikes. Her father is found dead, murdered by bandits. Soon after the father's funeral, the house burns leaving very little to salvage. Esperanza and her mother decide to leave Mexico for America when their former servants announce that they are going to America for a better life. In America, Esperanza experiences harsh conditions in a Mexican labor camp. Esperanza must find a way to rise to the challenges of her new life for the survival of herself and her family.

Esperanza Rising will be used as an anchor for this curriculum unit. Although the novel takes place in Mexico and California, the content is still relevant to what is happening in Texas.

The students will read the novel. We will stop frequently for discussions and activities will be based on sections of the novel and expanded when necessary.

TOPICS TO BE DISCUSSED WITHIN *ESPERANZA RISING*

Reasons to Immigrate

Esperanza, her mother, and their former servants leave Mexico for different reasons. Esperanza and her mother go away because of a series of misfortunes. Growing up rich and pampered, Esperanza is accustomed to having material possessions and anything of her liking. The death of Esperanza's father, Sixto Ortega, leaves the family poor and destitute, forcing them to adjust to a new and harsher way of living, making them feel as though their lives were spiraling out of control.

Esperanza went up to her room, thinking that nothing seemed right. She walked slowly around her bed, running her hand over the finely carved posts. She counted the dolls lined up on her dresser: thirteen, one for each birthday. When Papa was alive, everything was in order, like the dolls lined up in a row. (Munoz 37)

Sixto's brother, Luis, offers to marry his brother's widow, not for love, but because of the respect Ramona has from the community. Luis would soon be running for governor and wanted to marry Esperanza's mother because of the strength that she would bring to his campaign. Ramona refuses and Luis tells her that life will be very difficult. She will have no money, no home, and no one to rely on. Shortly afterwards, the house burns and Ramona decides to take Esperanza and flee to America with the servants, Alfonso, Hortensia, and Miguel.

The servants of the Ortega family are leaving Mexico for political reasons. They want to be able to be viewed as equals and not as second class citizens. In Mexico, there is no chance for advancement in power or money, so they decide to take a chance and find a better life in America. Miguel often says to Esperanza, "In Mexico we stand on different sides of the river" (Munoz 37). This is to say that they are not alike and that social obstacles prevent them from ever being equals.

Going to America

The two families abandoned their homes in the middle of the night taking only what they could carry. They did not tell anyone that they were leaving so that their secret would be protected. They walked through the vineyard instead of the roads so that they would not be caught leaving the ranch to go where a wagon was waiting to take them on the first leg of their journey.

They arrived at Zacatecas two days later and boarded a train. The train ride was an unpleasant experience for Esperanza. She was forced to compromise on everything she had known before. When Esperanza sees the train car that she is to spend hours in she says with disgust, "We cannot travel in this car. It is not clean. And the people do not look trustworthy...Papa would never have had us sit here..." (Munoz 67). The mother tries to soothe her by gently reminding her that they no longer have much money. They must make do with what they have and be grateful for that little bit.

They were on the train for more than four days before they reached the border town of Mexicali. The visas and other documents of Esperanza and her mother were destroyed in the fire. Therefore, they used fake documents, which caused them great anxiety as they approached the front of the immigration line. They were asked a few questions and finally allowed to pass. They boarded another train and waited for the other passengers.

Esperanza realized that not all of the previous passengers were allowed on the second train. She asked her mother the reason for this, and Ramona states, "They had no papers, false ones, or

no proof of work. Or there might have been a problem with just one member of the family so they all chose to go back instead of being separated” (Munoz, 84-85).

After all of their trials and tribulations the small group finally arrives in Los Angeles. Now life gets hard for Esperanza and the others.

Adjusting to a New Life

Esperanza and Miguel’s families must now adjust to their new lives in America. The home where they live is vastly different from their home in Aguacalientes. They live on a Mexican labor farm in California. They reside in a two room shack with six other people and they share toilets with the other people of the community. Esperanza shares a mattress that is on the floor with her mother.

Esperanza soon finds herself the caretaker of two babies. This is challenging for her because she has never had to take responsibility for someone else. She has many mishaps as she tries to learn how to care for the babies.

Esperanza also has difficulties doing her other household duties because she was never required to perform those tasks. She had to be taught how to sweep, wash clothes, and change diapers, as well as, other seemingly easy chores. Once when Miguel notices that Esperanza is humiliated in front of the entire camp because she does not know how to sweep, he tells her “How would you know how to sweep a floor? The only thing that you ever learned was how to give orders” (Munoz 118).

Prejudice and Discrimination

For the first time in her life, Esperanza has to face discrimination. She had heard stories about how Mexicans were treated outside of the camp by others, but had never experienced discrimination personally. One day she realized that her family always drove very far to shop at a specific Japanese grocery store. She is told that at that store Mexicans are treated fairly and treated like equals. They can find many of the products that are familiar to them.

Another example of Mexicans being treated unfairly relates to the use of the public swimming pool. Hortensia explains to Esperanza that Mexicans can only use the pool one day a week. They can only go on Friday afternoons because they clean the pool on Saturdays:

Throughout their stay in California, Miguel proclaims: ...people here think that all Mexicans are alike. They think that we are all uneducated, dirty, poor, and unskilled. It does not occur to them that many have been trained in professions in Mexico... Americans see us as one big, brown group who are good for only manual labor. (Munoz, 187)

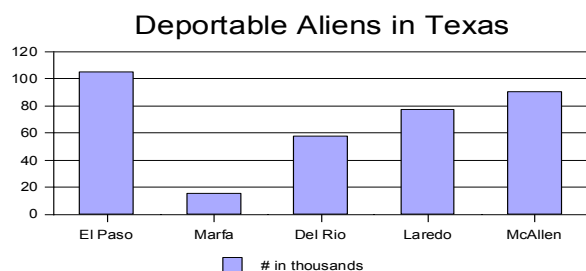
RELATING THE REAL WORLD TO *ESPERANZA RISING*

Each subsection of *Esperanza Rising* as outlined in this paper will be compared to the real life events of immigrants in Texas.

Reasons to Immigrate

Thousands of people relocate to America each year, but the reasons that they come here a few. These reasons are generally due to lack of employment in the immigrant’s native country, political dilemmas, freedom or tolerance of religious beliefs, reconnecting with family, and/or better economic opportunities in the U.S. However, these are not new motives for coming here. People have been immigrating to America for centuries. Every few years there seems to be large numbers of a specific group arriving here. They have visions of obtaining the American Dream, maybe more so than those of us who had the privilege of being born here.

Why are people moving to Texas? Many Mexicans and citizens from Central American countries arrive to America via Texas. Most tend to stay in Texas because it is a prime location for employment in the fishing industry, oil refineries, and warehouses in the Houston ship channel. Immigrants are more plentiful in Texas than in other states, therefore, manual labor is cheaper and easier to replace if necessary. The information in the figure below was taken from the Department of Homeland Security.



Department of Homeland Security 2004

Going to America

According to the Department of Homeland Security, there were 91,799 immigrants granted lawful permanent residence in Texas in 2004. These people have gained permission from the U.S. government to enter the country and live here.

During that same year, there were 336,376 deportable aliens in Texas. The information in the chart above taken from the Department of Homeland Security, illustrates the number of illegal immigrants have been detained in five cities in Texas. It is not documented as to which country these illegal immigrants are from, just that they were captured in the five Texas towns which lies along the U.S.-Mexico border.

What modes of transportation are the immigrants using to reach Texas? The answer is quite simply -- by any means necessary. Many walk across the U.S.-Mexico border. Some drive their cars across the bridges that connect the two countries. Those who can afford to fly into our country. Surprisingly, more and more people are arriving to Texas by bus. The bus is much more affordable and easy to use. "Many of these companies are small, family - owned operations, and they aim to ride the surge of Hispanic immigration to Houston" (Berryhill, par.8). Immigrants are arriving in Houston legally or not.

Adjusting to a New Life

For the past two years, I have been informally polling my ESL students about the differences between America and their native countries. The first response is usually about the schools. I am told that American schools are bigger and neater. An added bonus is that students are eligible for free or reduced lunch. The students told me that in their homelands, they are responsible for providing their own lunch.

Some students have to adjust to the climate in Texas. S/he may not be accustomed to the heat, high humidity, and mild winters. More often than not, the weather is not a major change for my ESL students.

Other differences are the types of cars that Americans drive. Big and bulky is not the norm in most foreign countries. Modes of public transportation and the spoken language are obvious differences my students noticed when they came to this country. More than anything the food here is different. Just going to the grocery store can be a culture shock because of all of the unrecognizable fruits and vegetables. It can be overwhelming.

The newly arrived immigrant must make numerable compromises in order to adjust to his/her new life, from small things like different types of food to larger issues such as conquering language barriers.

Prejudice and Discrimination

Recently we have been bombarded with footage of people protesting and rallying against proposed laws being considered by the U.S. government on immigration issues. In cities throughout the nation, thousands of people (immigrants and non-immigrants) gathered together to voice their opinions and to demand to be recognized as having a voice by government officials. They were there to protest the way that they have been treated in this country, to show they object current immigration laws, and to convey just how important immigrants are to the American economy. This strategy was so successful that it caused President George W. Bush to call a press conference to address the issue.

In his Presidential Address given on May 15, 2006, President Bush acknowledged that America had a problem that needed to be addressed. He stated, "The debate over immigration reform has reached a time of decision."

In general, Bush stated that for many decades, undocumented immigrants have been crossing the border illegally for economic gain. He emphasized that most illegal immigrants are hard-working people who are decent. They support their families and live responsibly. Unfortunately, they are seen as people who are putting pressure on our schools and hospitals. They are people who are bringing crime to our communities. President Bush said that these are the people who believe that they are "beyond the reach and protection of American law" (Presidential Address).

In his address to the nation, Bush outlined five objectives to resolve the issues of immigration reform. According to his speech, America's first objective should be securing its southern border. Our border should be open to trade and legal immigrants. We should not allow criminals (such as drug dealers and terrorists) or illegal immigrants to enter. He vowed to increase funding by 66% and expand the number of Border Patrol agents by 6,000 agents by the end of 2008. Bush plans to send 6,000 National Guard members to the southern border to assist the Border Patrol agents. He did emphasize that the Guard members are there to assist and will not be directly involved in immigration activity. Some of the money that Bush will give is allocated to build high tech fences and new roads that will make patrolling the border easier. It will also be used to add infrared cameras, motion sensors, and other technology that will make it more difficult for illegal immigrants to cross our border.

His second objective is to furnish extra funding to state and local authorities in the southern border states. This money is intended to be used for specialized training and other means of targeting immigration issues. He declared that every illegal immigrant would be captured and returned to their native country. They will no longer be detained in detention centers for a few months and then released in our society.

Bush presented a third objective, which was a temporary worker program. This program would allow legal immigrants to lawfully work in America for a specific amount of time and then return to their native country. During their stay here, they would be required to learn English, pass a criminal background check, and be productive contributors to the society. Lawmakers rejected his idea.

In his speech he clearly stated that he is against granting amnesty to the millions of illegal immigrants who are already in America. His fourth objective is to help those that are already here by not deporting them and giving them an opportunity to pay taxes and obtain meaningful jobs. Those that have been here for many years will still have the opportunity to succeed.

Bush's fifth objective was truly an objective as much as it was an impressive idea. Using an old adage, Bush said that America was a great melting pot. Our country is "one nation out of many cultures" (Presidential Address). He stated that America is traditionally a nation of immigrants and that tradition should not be compromised. He invited immigrants to seek their dreams in America.

Bush ended his address to Americans by saying, "We must remember real lives will be affected by our debates and decisions" (Presidential Address).

LESSON PLANS

Lesson One

Objective

The student will brainstorm reasons why people from Mexico and Central America are migrating to America, more specifically, Texas.

Materials

- chart paper
- markers
- photos of illegal immigrants

Activity One

In small groups of 3-4 people, students will delve into a discussion about why people choose to leave their native countries. Why immigrate to America? Texas? The assigned group leader will list the responses on the chart paper.

The group leader will assign a member of the team to present the information to the class. Each group will present in front of the class. The teacher will restate the recurring reasons and ask the students to group them into categories.

Activity Two

The students will view photos of illegal immigrants crossing the U.S.-Mexican border to reach America. Pay close attention to the items that the immigrants are carrying. On a sheet of paper, list those items. On the same sheet of paper, the students will create a list of their belongings that they would carry with them.

This will be followed by writing an entry in their journals that describes a pretend journey where the student and his/her family cross the border to reach America.

Evaluation

These activities will be an opener for the unit. They are meant to have the students think about what circumstances and conditions would make someone risk his/her life to migrate to America.

Lesson Two

Objective

The student will draw on experiences to bring meaning to words in context. The student will understand the difficulty of becoming a naturalized American citizen.

Materials

Copies of a **portion** of "100 Typical Questions" provided by U.S. Citizenship and Immigration Services (a copy of sample questions and answer key are provided)

Activity

The student will experience one segment of the process to gain American citizenship by completing the History and Government questions that are found on the Naturalization Test.

Evaluation

After we grade and discuss the Naturalization Test, the students will write a brief paragraph describing how they felt while taking the test. Were they nervous and/or frustrated? How much more difficult would this exam be if they were barely able to speak English?

The following is a sample of the U.S. History and Government questions that may be asked during the Naturalization Exam:

Typical Questions

1. What are the colors of our flag?
Red, white, and blue.
2. How many stars are there on our flag?
50
3. What color are the stars on our flag?
White
4. What do the stars on the flag mean?
One (1) for each state in the Union
5. How many stripes are there on the flag?
13
6. What color are the stripes?
Red and white
7. What do the stripes on the flag mean?
They represent the original 13 states
8. How many states are there in the Union?
50
9. What is the 4th of July?
Independence Day
10. What is the date of Independence Day?
July 4th
11. Independence from whom?
England
12. What country did we fight during the Revolutionary War?
England
13. Who was the first President of the United States?
George Washington
14. Who is the President of the United States today?
George W. Bush
15. Who is the Vice President of the United States today?
Dick Cheney
16. Who elects the President of the United States?
The Electoral College
17. Who becomes President of the United States if the President should die?
Vice President

18. For how long do we elect the President?
Four (4) years
19. What is the Constitution?
The supreme law of the land
20. Can the Constitution be changed?
Yes
21. What do we call a change to the Constitution?
Amendments
22. How many changes or amendments are there to the Constitution?
27
23. How many branches are there in our government?
Three (3)
24. What are the three (3) branches of our government?
Legislative, Executive, and Judiciary
25. What is the Legislative branch of our government?
Congress
26. Who makes the laws in the United States?
Congress
27. What is Congress?
The Senate and the House of Representatives
28. What are the duties of Congress?
To make laws
29. Who elects Congress?
The people
30. How many Senators are there in Congress?
100

Lesson Three

Objective

Students will interview a person who has immigrated to Texas from Mexico and/or Central America. The students will also use media and technology to present their immigrant to the class.

Materials

- paper
- pencil
- computer
- Optional: tape recorder; camcorder; camera

Activities

This will be the research project that will be due at the end of the unit. The project is named “Interview with an Immigrant.” There is a list of thought provoking questions that the students will use as a guide when interviewing someone who has immigrated to Texas. This person can be a family member, a friend, or someone in the neighborhood. They will then create an entertaining, informative presentation that will allow his/her to gain a bit of insight as to who that person is and the kind of life he/she is living.

Possible questions to use for the interview are:

- How did you arrive in America?
- Is Houston the only U.S. city that you have lived in?
- What factors caused you to immigrate to the U.S.?
- Is this your first time in America?
- Did you come alone?
- What kind of job do you plan on getting (or have)?
- Was there anyone here that helped you when you first arrived?
- Did you know how to speak English before you came to America?
- What was life like in your native country?
- Is this city and your city in your native country similar?
- What are some similarities and differences in American customs and the customs from your country?
- How is the food similar? Different?
- Do you feel as though you are discriminated against?
- What hardships *have you dealt with since arriving in America?*

Evaluation

The teacher should create a rubric to use to make the grading process simpler. Each student will present information about the person that s/he interviewed using at least one type of media technology.

Lesson Four

Objective

The student will practice higher level thinking skills by participating in a debate by analyzing the effects of political cartoons

Materials

- Photocopies of “The Proposals” and “What It Means for Your Wallet” from the April 10, 2006 issue of *Time* magazine for each student
- Clip of a recent debate
- A coin for the coin toss
- Immigration Issues questionnaire
- Taped broadcast of George W. Bush’s Presidential Address on Immigration
- Copies of political cartoons concerning the topic of immigration (see bibliography)

Activity One

The students will complete a questionnaire on immigration issues. This questionnaire will give the class an idea of where we stand before conducting the debate on the issues and policies of immigration. The questions were taken directly from a *Time* magazine poll that was published on April 10, 2006. We will again answer the questions from the poll after the debate to see if any or all opinions have changed.

Activity Two

The students will be given four political cartoons to analyze. The students must study the cartoons and determine their meanings. The students will share their results with their classmates.

Activity Three

Students will view the Presidential Address on Immigration taped broadcast.

The students will be debating immigration laws currently practiced and the latest proposals for changing the policies for the immigration system. The teacher will review the rules for a debate, such as not insulting your opponent, staying on the topic, not interrupting your opponent, keeping within the allotted time period, etc. If necessary, the teacher will show the class a brief clip of a recent debate to use as a reference.

The class will be divided in half and assigned a “For” or “Against” position. The teacher will also give each student a copy of the two *Time* magazine articles. From then on, the teacher’s role will be that of a facilitator and timekeeper.

The students of each group will read the articles, taking notes on information that will support their position. The groups will have the remainder of the class period (30 - 45 minutes) to gather material from the articles, the questionnaire, and previously discussed information presented in the curriculum unit. The students will decide who will be the speaker(s) for the group.

A speaker for both groups will stand in front of the class. The teacher will toss a coin to determine which speaker will start the debate. The first speaker will have three minutes to speak and then the second speaker will be given three minutes. The debate will go back and forth in that fashion until completed.

Evaluation

I hope the students will finish this lesson with a wealth of knowledge. I want them to be better informed and understand the immigration issues so that when the time comes, they can make decisions based on knowledge of facts rather than the opinions of others. They should also take with them skills for debate. They will have firsthand knowledge of what should and should not be done in an educated debate.

Name: _____ Date: _____

Immigration Issues Questionnaire

1. How serious a problem is illegal immigration into the U.S.?
not very serious somewhat serious very serious extremely serious
2. Is the U.S. doing enough along its border to keep illegal immigrants out?
not doing enough doing enough doing too much
3. Should illegal immigrants be allowed to:
 - a. obtain a driver’s license? yes no
 - b. attend public schools? yes no
 - c. obtain government services such as health care or food stamps yes no
4. Do you think people who are here illegally are:
 - a. taking jobs from U.S. citizens yes no
 - b. taking jobs U.S. citizens **don’t** want yes no

Would you favor or oppose:

- | | | |
|---|-------|--------|
| 5. Building a security fence along the 2,000 mile U.S.-Mexico border? | favor | oppose |
| 6. Deporting all illegal immigrants back to their countries? | favor | oppose |

***Note: These questions were taken directly from a Time poll that was published on April 10, 2006.

CONCLUSION

We must not forget that America is a nation of immigrants. From the time that the indigenous people allowed the first visitor to remain on this land, we have been pouring in. Everyone who is not a Native American is an immigrant. Whether brought here by force or voluntary, we all came from somewhere else. It is just that some of us have been here longer than others. The Statue of Liberty beckons foreigners in search of a better life to come to America, telling them that Americans open their arms wide to newcomers. In 1980, Neil Diamond wrote a song that became a hit almost instantaneously. The song is entitled "America," and it declares that if you want to be free, if you have a dream, come to America now. Today.

*Far
We've been traveling far
Without a home
But not without a star*

*Free
Only want to be free
We huddle close
Hang on to a dream*

*On the boats and on the planes
They're coming to America
Never looking back again
They're coming to America... (Diamond)*

If you read today's news headlines you would think that most Americans disagree with the lyrics of this song. We are in a state of turmoil as to what to do with our immigration policies. Should we change them? If so, what is the best way to do so?

America once identified itself as a great melting pot. New arrivals to the country were welcomed to throw their culture and traditions from their homeland into the great pot. Their culture and traditions were then mixed together with the cultures and traditions of other countries. The result would be an assimilated America citizen.

Our views have changed since then. We now like to refer to ourselves as a salad bowl. In a salad, each ingredient keeps its own unique characteristics but interacts with other to be tossed in the air. There are those who are trying to remove or not allow any other ingredients to be integrated into our salad.

The title of this unit begs the question -- Is Texas united? Do the people of Texas see themselves as Texans first and foremost? I have seen a bumper sticker that says: I wasn't born in Texas, but I got here as soon as I could. Even though many people sacrificed greatly and risk their lives to get here to discover that they are not wanted. The bumper sticker is supposed to be for anyone who is not native to Texas, but for many it truly depends on where you were born.

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