

## “Family Migration in Guatemala”

### **Objectives:**

Students will be able to evaluate audio and print reporting on the long-term causes and effects of family migration from rural Guatemala in order to research or write about the history and implications of migration to the U.S.

### **Warm-up:**

1. Answer the following questions below:

a. How many of your classmates have moved homes, and why? How many have stayed in the same home their whole lives? Why?	
b. Do you want to live in another place when you grow up? If yes, where? If not, why?	
c. Imagine if half of the students in your class right now were absent. What would be different in your daily activities?	
d. What is a generation? Do you think that you have more in common with your peers than your teachers because of your age? Why or why not?	
e. What do you think makes a good story, whether fiction or nonfiction?	

2. Today’s lesson looks at news stories from *The Arizona Daily Star* about immigration from Guatemala to the U.S., and how communities left behind are affected. To contextualize the resource, think about the following questions and jot down your answers on a separate sheet of paper:

<p>a. What are some stories or facts you’ve heard about immigration to the US recently? Do you remember the names of any people or places involved?</p>	
<p>b. Where is Guatemala? What do you know about Guatemala?</p>	
<p>c. What are some of the ways that someone could travel from there to the United States, and how long would each of these take? What are some of the risks of taking this journey?</p>	
<p>d. The news stories you will explore look at the effects of migration on the community that migrants leave. The stories are part of a project called “A Lost Generation.” Based on the title, what do you think some of these effects might be?</p>	

### **Introducing the Resources:**

“A Lost Generation” is a reporting project by Perla Trevizo, a Mexican-American journalist who has spent more than a decade covering immigration stories from about a dozen countries. In this project, she examines the causes and effects of immigration to the United States by Indigenous communities in Guatemala. 40 percent of immigrants arriving at the U.S. southern border are from Guatemala, many of them Indigenous. In this lesson, students will learn about how debt and tougher border enforcement in the U.S. are both contributing to migration, and what the effects are on the community left behind.

### **Exploring the Resources:**

1. Read the story “Surge in Family Migration Leaving Void in Rural Guatemalan Schools, Communities” by Perla Trevizo for the *Arizona Daily Star* and answer the comprehension questions in your graphic organizer. You can refer back to the text transcript, available below, as you listen. Share your answers as a class after listening.
2. Read the excerpt from another article by Perla Trevizo from the same project, called “Passports to the American Dream: Mounting Debt, Few Opportunities Keep Guatemalans Coming.” As you read, respond to the comprehension questions in your graphic organizer.

### **Reflection Questions: Content**

Individually, write down your answers to the following questions **on a separate sheet of paper**.

1. Why do you think this project is called “A Lost Generation”?
2. What are some of the reasons that people are leaving Guatemala? Why are more people leaving with their children?
3. Think of the ways in which money comes up in this piece, and consider the following:
4. What are some of the effects of poverty or insufficient funding on daily life in these villages?
5. Can you separate these into short-term effects (ways that Guatemalans are affected right away) and long-term effects (ways that Guatemalans are impacted over many years)?
6. How can these effects impact an individual? What about a family or community? What about a generation?
7. In your own words, describe how debt fuels migration. Provide an example from the text.

### **Reflection Questions: Structure**

Write down your answers to the following questions **on the same sheet of paper**.

1. What parts of the story most interested you, and why?
2. What characters does the journalist introduce us to to tell this story? Do you identify with any of them? Why or why not?
3. What moments of audio stand out to you? How does the reporter use sound to set the scene?
4. How does the journalist balance between sharing the voices of the people she interviews, and translating their words into English?
5. What was different about listening to an article versus reading it? Was there one that you preferred?
6. Why do you think reporters publish several articles on the subject, and sometimes feature the same people? What is the advantage of publishing these in different formats?

7. If you were interested in reading more articles about immigration, how would you seek them out? What kinds of stories would you look for?

### **Extension Activities:**

#### **Option 1: Expository Writing:**

1. Write down your daily schedule and compare it to Candelaria's.
2. Use your schedule and details from Trevizo's reporting on Candelaria to answer the following questions:
  - What is one activity that you think every child should have the right to do every day, and why?
  - What does a child need to have access to this activity?
3. Write a persuasive essay on a second sheet of paper describing the activity, why it is important, what children need to have access to the activity, and why every child should have the right to do it. Use details from the reporting as part of your argument.

#### **Option 2: Connecting to other Immigration Stories**

1. Read another piece of immigration reporting, "The First Syrian Refugees in Iowa" from *Time* Magazine, and reflect on the following question:
  - Who is a human subject that stands out to you from this piece of reporting? How does the reporter structure the story to make us care about subjects and their stories?
2. Write a short reflection on a final piece of paper comparing the situations of people in Guatemala and in Iowa. Consider the following as you write:
  - How do these people view their home country?
  - What are the long- and short-term pressures that are incentivizing them to leave?
  - Why are some people choosing to stay?