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## **EL NORTE**

**1983 Zaide Silvia Gutierrez, David Villalpando 139 Min. R**

This is a powerful yet sensitive account of two young Guatemalans, brother and sister, who leave the poverty and oppression of their mountain village to trek north in search of a new life in the United States. This film can play an important balancing role in the consideration of illegal immigration within the context of the history of immigration to America.

<p><b>Guatemalan peasants picking coffee.</b></p> <p><b>7:30</b> <b>Arturo talks about grievances of the poor and why he must go to the political meeting.</b></p> <p><b>12:60</b> <b>The land owner's enforcers raid the opposition political meeting and Arturo is killed.</b></p> <p><b>20:00</b> <b>Soldiers raid the village and take Arturo's wife leaving Enrique and Rosita alone.</b></p> <p><b>23:00</b> <b>Enrique tells Rosita he is going north.</b></p> <p><b>27:30</b> <b>Rosita dreams about the wonderful north and decides to go with her brother.</b></p> <p><b>35:00</b> <b>Rosita and Enrique begin their trek.</b></p> <p><b>38:00</b> <b>Beginning of part two. Riding north across Mexico in trucks and busses.</b></p> <p><b>44:00</b> <b>Arrive in Tijuana.</b></p> <p><b>46:00</b> <b>Rosita and Enrique meet con</b></p>	<p><b>Seminar Questioning Sequence:</b> What economic role did the wave of new immigrants play in America? Did the so called "melting pot" work to assimilate these new immigrants? What kind of relationship developed between these new immigrants and the so called native Americans? How is this reflected in the history of immigration policy? Compare and contrast illegal immigration in the United States today with the wave of new immigrants in the late 19th and early 20th Century? Why did American attitudes change toward immigration change in the late 19th Century?</p>	<p>Reports on "new immigrant" groups since the civil war are important to provide background as well as accurate data about who and how many came and where they went.</p> <p><b>Italians</b> <b>Greeks</b> <b>Poles</b> <b>Jews</b> <b>Japanese</b> <b>Chinese</b> <b>Russians</b> <b>Portuguese</b> <b>Eastern Europeans</b></p> <p>Report topics about nativist reaction to immigration as well as the restrictions placed on immigrants are important to prepare for seminar discussion of the so called American "melting pot".</p> <p><b>Know Nothing Party</b> <b>Working Man's Party</b> <b>Chinese exclusion Act</b> <b>Gentlemen's Agreement</b> <b>American Protective Association</b> <b>Literacy Test Act of 1917</b> <b>Immigration Act of 1921</b> <b>Immigration Act of 1924</b> <b>Immigration Act of 1929</b> <b>McCarran/Walters Act of 1952</b> <b>Immigration Act of 1965</b></p>
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<p>artists in Tijuana.</p> <p><b>51:00</b>  Rosita and Enrique attempt to cross the border into the U.S. and are attacked by their guide.</p> <p><b>54:00</b>  Rosita and Enrique are picked up by the boarder patrol and returned to Tijuana.</p> <p><b>1:01:00</b>  Rosita and Enrique enter the sewer pipe to get across the boarder and cross into the U.S.</p> <p><b>1:14:00</b>  Part three. Los Angeles. Discussion of cheap illegal immigrant labor.</p> <p><b>1:18:00</b>  Rosita goes to work in a sweat shop and Enrique is hired to bus tables in a rich restaurant.</p> <p><b>1:23:00</b>  Rosita and Enrique begin to learn English.</p> <p><b>1:45:00</b>  Enrique refuses to leave Rosita to take a better job in Chicago.</p> <p><b>1:54:00</b>  Rosita falls deathly ill with Typhus.</p> <p><b>2:01:00</b>  Enrique decides to go to Chicago.</p> <p><b>2:06:00</b>  Enrique decides not to leave his dying sister and the two talk about the dreams of the poor.</p> <p><b>2:09:30</b>  Rosita dies and Enrique returns to day labor in Los Angeles.</p>		
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## Notes