

Harvest of Empire

A History of Latinos in America

By Juan Gonzalez

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Penguin

Paperback | 9780143119289 | 416 pp | \$19.00

Reading Level: Grades 9-12 + AP/IB

INTRODUCTION

In *Harvest of Empire*, Juan Gonzalez details the history of various Latino groups, the many contributions of these groups to U.S. society, and he advances a persuasive argument that is often absent in our history classrooms: the ever-growing migration of Hispanics to the U.S. is a direct result of our country's political, economic, and military involvement in Latin America. Latinos are now the largest minority group in the U.S., and this essential book details who these diverse people are, where they originate from, and why their migration occurs. This is a timely, thought-provoking book, and this guide was written to assist teachers and students as they engage with it. Through the questions, activities, and resources featured within, students are encouraged to adopt an analytical view of *Harvest of Empire* and related topics. This guide contains four sections: comprehension and analytical questions, various classroom activities, research opportunities, and other resources for students and teachers. Importantly, content can be used during different stages of the reading process. Also, students are encouraged throughout to utilize technology and work collaboratively as they engage with this powerful book. This guide will hopefully provide you with many teaching ideas and serve as a useful navigational companion.

Teacher's Guide

INCLUDES:

**DISCUSSION QUESTIONS,
CLASSROOM ACTIVITIES,
AND LINKS TO RESOURCES**



HARVEST OF EMPIRE

REVISED EDITION

A History of Latinos
in America

JUAN GONZALEZ

FULLY REVISED & UPDATED WITH A NEW INTRODUCTION

COMPREHENSION AND ANALYTICAL QUESTIONS

This section features a range of options from comprehension-level questions useful for assessments to deeper questions that inspire analytical writing and discussion.

Introduction

1. Why were the immigration protests of 2006 significant? What did they accomplish?
2. According to Gonzalez, what “remarkable transformation” (p. xv) has the northward movement of Latin American labor produced?
3. What is driving widespread insecurity around Hispanic immigration? Why is this insecurity so dangerous?
4. What is Gonzalez’s central argument in this book? How do you react to it?
5. According to Gonzalez, how has Latin American migration differed from European migration?
6. What do you hope to learn from this book? Why? What personal connections, if any, do you have to the subject matter?

Chapter 1 – Conquerors and Victims: The Image of America Forms (1500–1800)

1. “... most Anglo American historians have promoted the view that the early Spanish presence rapidly disappeared and left a minor impact on U.S. culture” (p. 8). In what ways is this a false assumption? Additionally, why do you think early Spanish influence on the U.S. has been so often overlooked?
2. Describe the “toll of colonization” (p. 12) by Spanish and English settlers. Does the savagery and barbarism that Gonzalez describes surprise you? Why? Why not?
3. “While all European settlers justified the Indian conquest and genocide as God’s will, the Spanish and English differed substantially in their methods of subjugation, and this eventually led to radically different colonial societies” (p. 13). In what ways?
4. How did the Catholic Church reach “into every corner of colonial life” (p. 17)? Compare this with the role and influence of English religious institutions.
5. How did marriage and consensual unions impact notions of race in Spanish colonial society?
6. What did slavery look like in Spanish colonial society compared to slavery in the English colonies?
7. Compare the different views the English, Spanish, and Native Americans held regarding land ownership. Which viewpoint particularly resonates with you? Why?
8. What sort of political traditions did the English and Spanish settlers bring with them? What happened when they attempted to transplant these traditions in the New World?
9. “The conquest of America profoundly challenged and transformed the beliefs of settlers, natives, and slaves alike” (p. 26). After reading this chapter, what belief-related challenges/transformations do you find particularly striking? Explain.

**COMPREHENSION AND
ANALYTICAL QUESTIONS**
(CONTINUED)

Chapter 2 – The Spanish Borderlands and the Making of an Empire (1810-1898)

1. Gonzalez argues that popular history rarely includes “the relentless incursions of Anglo settlers into Latin American territory” (p. 28). Why do you think this aspect of history is important to acknowledge? Why do you think it is not commonly explored?
2. Examine and assess the United States’ policy of neutrality (at least on its face) toward the South American wars. What motivated this policy? Do you think the United States government should have supported Latin American freedom? Why? Why not?
3. What is “filibustering”? In the context of the time period covered in this chapter, why was this practice significant?
4. Explain how the interpretation of the Monroe Doctrine by U.S. presidents illustrated “an unresolved contradiction of U.S. history—between our ideals of freedom and our predilection for conquest” (p. 39).
5. What was the concept of “Manifest Destiny”? How did it impact Latin America? In what ways was this concept undergirded by racism?
6. Who was William Walker? Why was he a significant historical figure?
7. What role did North American businessmen, such as Cornelius Vanderbilt, play in the conquest of Central America? More broadly, in what ways did these men contribute to Latin American countries becoming “economic satellites of an expanding U.S. empire” (p. 55)?
8. How did Spain’s defeat and expulsion from Latin America in 1898 finally achieve “what Jefferson, John Quincy Adams, and the other Founding Fathers had long sought” (p. 57)?
9. In this chapter’s opening, Gonzalez refers to the “discordant and unequal relationship that emerged between the United States and Latin America from the first days of independence” (p. 27). After finishing this chapter, what historical occurrences do you believe best illustrate this discordant and unequal relationship?

Chapter 3 – Banana Republics and Bonds: Taming the Empire’s Backyard (1898-1950)

1. What was the Foraker Act? What impact did it have on Puerto Rico?
2. Do you agree or disagree with the Supreme Court’s decision that “the Constitution did not automatically apply in Puerto Rico unless Congress specifically granted Puerto Ricans citizenship” (61)? Why? What sort of implications did this ruling have for the Puerto Rican people?
3. Explain the significant factors that caused Cuba’s economy to become “a total appendage of the U.S. market” (p. 66). What role did U.S. military occupation play in this transformation?
4. Gonzalez describes the Panama Canal as “so ambitious, so grandiose, and so critical to the U.S. quest for economic power in the world” (p. 66). Why is this such an apt description? How did the canal’s construction affect Panama during this time period?

**COMPREHENSION AND
ANALYTICAL QUESTIONS**
(CONTINUED)

- Regarding U.S. military intervention in the Dominican Republic, Gonzalez notes, “The infrastructure and health improvements the marines ushered in did not compare to the profound economic and military changes they set in motion” (p. 70). What were these changes?
- Why did the U.S. government tolerate Rafael Leonidas Trujillo, the Dominican dictator? How do you feel about the U.S. government’s stance toward “El Jefe”?
- How did North American companies feel about *los jefes*? Do you view *los jefes* as figures to be opposed or figures to be embraced in the name of U.S. interests? Explain.
- “What propelled our government to assume this role of regional policeman throughout the Caribbean and Central America in the early twentieth century?” (p. 76). Propose your own answer to this question.
- Early in this chapter, Gonzalez states, “[U.S.] gunboat diplomacy and economic penetration deformed the Caribbean region’s economy and paved the way for the huge influx of Latino immigrants” (p. 58). Out of the five countries discussed in this chapter, which one do you believe provides the most striking example of Gonzalez’s statement? Explain your reasoning.

Chapter 4 – Puerto Ricans: Citizens Yet Foreigners

- Why does Gonzalez describe the Puerto Rican migrant experience in America as “profoundly schizophrenic” (p. 82)? How do you react to this description?
- The first section of this chapter is titled “Why We Came.” Review this section and identify the central political, social, and economic factors that drove Puerto Rican migration. What are these factors?
- Insert yourself into history. If you were Puerto Rican during the 1930s and 40s, and had to choose between supporting the Nationalist Party or forces sympathetic to U.S. occupation, which faction would you have supported? Why?
- Compare and contrast the lives of first, second, and third generations of Puerto Rican migrants. How were their lives in the U.S. both similar and different? What challenges did each group experience?
- “We studied the history and culture of Europe in our classes, but nothing about Puerto Rico or Latin America, not even an inkling that our tiny homeland possessed any history and culture worthy of study” (p. 91). Why do you think Puerto Rican and Latin American history were absent? What impact do you think that has on students of Latin American descent and others?

Chapter 5 – Mexicans: Pioneers of a Different Type

- “No Hispanic group has contributed more to the nation’s prosperity than Mexicans, yet none makes white America more uneasy about the future” (p. 96). How do you explain this contradiction?

**COMPREHENSION AND
ANALYTICAL QUESTIONS**
(CONTINUED)

2. According to Gonzalez, why does the Mexican economy find it “increasingly difficult to feed and clothe its population” (p. 97)? How do you react to this state of affairs?
3. In what ways do Mexican Americans face an identity problem similar to Puerto Ricans? How does the story of the Canales clan exemplify this?
4. Who was Juan “Cheno” Cortina? Why was he such a significant historical figure?
5. After World War II, how did Mexican American veterans push back against racism and discrimination? What other forms of resistance by Mexicans emerged during this time and after it?

Chapter 6 – Cubans: Special Refugees

1. “President Clinton reacted by doing what no U.S. president had ever done—he ordered a halt to the special treatment of Cuban refugees” (p. 108). Why did President Clinton make this decision? What are your thoughts on it?
2. What are your general reactions to Luis Del Rosario’s story? In what way does the story of the Del Rosario family “illuminate aspects of the Cuban diaspora” (p.109)?
3. How did the Cuban refugees of the 1960s and 1970s compare with those who migrated later on?
4. What caused Cuban arrivals in 1980 and beyond to find a “hostile reception” (p. 112) in the U.S.?
5. How did Cuban attitudes regarding the revolution change over time? What was Luis’ attitude toward it?

Chapter 7 – Dominicans: From the Duarte to the George Washington Bridge

1. According to Gonzalez, “what was distinct about the Dominican diaspora from that of earlier European or even from other Latino immigrants” (p. 118)?
2. In general, how did Dominican migrants compare with the average Puerto Rican or Mexican migrant?
3. How does the story of Estela Vazquez and her family “typify those [experiences] of the Dominican diaspora” (p. 119)?
4. What was life like for Dominicans, including the Luciano family, during Trujillo’s rule?
5. Assess the involvement of the U.S. government (and the CIA), as described in this chapter, in the Dominican Republic. Do you believe such involvement was justified? Why? Why not?
6. What powerful force still drives Dominican migrants to the U.S.? How do you think this problem could be addressed?

**COMPREHENSION AND
ANALYTICAL QUESTIONS**
(CONTINUED)

Chapter 8 – Central Americans: Intervention Comes Home to Roost

1. "... the origins and spiraling intensity of those wars were a direct result of military and economic intervention by our own government" (p. 129). Pick one of the countries discussed in this chapter and explain how U.S. government intervention worsened conflict within that country. Which side(s) did our country back? For what purpose(s)? Do you think the U.S. should have been involved at all? Why? Why not?
2. What are living conditions like for many Central Americans today?
3. What primary factors created the "exodus to El Norte" (p. 138)?
4. Regarding the acceptance of refugees, why did the U.S. accept more Nicaraguans than refugees from El Salvador, Guatemala, and Honduras? How do you feel about this policy?
5. What ended "Guatemala's brief experiment with democracy" (p. 137)? Why did this happen?
6. What was the "modern version of the Underground Railroad [that] was taking shape inside scores of U.S. churches" (p. 140)? What made this operation necessary? If you had been alive during this time, would you have participated in it? Why? Why not?
7. What "unexpected consequences to the heartland of America" (p.147) occurred as a result of major manufacturers employing undocumented Central Americans during the 1990s?

Chapter 9 – Colombians and Panamanians: Overcoming Division and Disdain

1. In what ways did the canal lead to "profound fissures in the lives of the Panamanian people" (p. 150)?
2. What was the "racial apartheid system that dominated canal life for half a century" (p. 151)? Which aspects of this system do you find most troubling? Why?
3. Why did Panamanians feel discriminated against within their own country?
4. Why did Monica Manderson leave Panama and emigrate to Brooklyn? What was life like for her there?
5. What was the significance of the Carter-Torrijos Treaty of 1977?
6. What was "La Violencia" (p. 156)? What started it? Additionally, are you surprised by the scale of the violence? Why? Why not?
7. Compare and contrast Puerto Rican, Dominican, and Colombian migrants. What advantage did early Colombians have? Additionally, how did later Colombians migrants differ from earlier ones?
8. In what ways was the Colombian diaspora "an aberration within the wider Latino immigrant saga" (p. 163)? How does the Mendez brothers' story exemplify this?

COMPREHENSION AND
ANALYTICAL QUESTIONS
(CONTINUED)

Chapter 10 – The Return of Juan Seguin: Latinos and the Remaking of American Politics

1. Who was Juan Seguin? What was his significance?
2. On pp. 168-169, Gonzalez discusses several factors that have fueled the spread of a “peaceful revolution” (p. 168). Which factor(s) would you argue is/are the most significant? Why?
3. Why did World War II have such a decisive influence on Latino politics?
4. Why was John F. Kennedy’s nomination as the Democratic Party’s presidential candidate the “watershed moment of the Integration Period” (p. 171)?
5. What sort of philosophy regarding creating political change did Latino youth embrace during the Radical Nationalist Period? Do you agree with this philosophical approach? Why? Why not?
6. In terms of focus, how did the Voting Rights Period differ from the Radical Nationalist Period? Insert yourself into history. Which period, and the associated approach to creating change, would you have more closely identified with? Why?
7. Explain the successes of the “Rainbow Coalition.” Conversely, explain its decline.
8. What are the hallmarks of the Third Force Period?
9. Gonzalez writes, “I have no doubt that the twenty-first century will lead to a full-awakening of the voting power of Latinos” (p. 196). Do you agree or disagree? Explain your reasoning.
10. Conduct your own research to learn more about the impact of Latinos in the 2020 U.S. presidential election. Which candidate(s) did they largely support in the primaries and beyond? In what ways did Latino voters function as a “Third Force”?

Chapter 11 – Immigrants Old and New: Closing Borders of the Mind

1. “The new immigrants, many became convinced, were *different* from the past waves of Europeans. They were clinging to their native languages, refusing to assimilate, draining public services, and producing a disturbing share of criminals” (p. 199). Have you ever encountered such claims? If so, from what sources? What sort of effect do you think these claims have on immigrants?
2. What was the Sensenbrenner bill? What sort of resistance movement did it inspire?
3. “How did scores of little-known Latino activists manage to organize such unprecedented nationwide protests even though they were scattered across the country, possessed few financial resources, and had to overcome stiff opposition to their tactics from their allies in the political establishment?” (p. 204). Answer this question.
4. In this chapter, Gonzalez describes in detail ICE’s crackdown on immigrants. How do you react to the description of this crackdown and ICE’s associated methods?

**COMPREHENSION AND
ANALYTICAL QUESTIONS**
(CONTINUED)

5. Gonzalez debunks several myths related to Latin American migrants. Which of these myths do you believe is the most dangerous? Why? What are some additional myths you have heard that also require debunking?
6. According to Gonzalez, why will Latino immigration continue into the twenty-first century?
7. “At the same time, a tiny elite benefits from an economic boom brought about in large measure by the selling of public assets and the opening of the region’s labor market to multinational corporate investment. More of Latin America’s wealth is being siphoned to El Norte each day” (p. 219). How do you react to this? Do you believe this “economic siphoning” is ethical? Why? Why not?
8. “And so it was that the United States perfected two contradictory—some would say hypocritical—policies toward Mexican immigration” (p. 223). What were these policies? Would you describe them as hypocritical? Why? Why not?

**Chapter 12 – Speak Spanish, You’re in America!
El Huracan over Language and Culture**

1. How do you react to the push by some to make English our official language? What effect do you think this would have on immigrants? What sort of value system, as related to language and ethnicity, would this establish?
2. “Those language battles from prior eras do not all fall under one neat category—rather, a close examination of them reveals three main trends” (p. 226). What are these trends?
3. What particularly strikes you from the “Early Battles Over Language” section of this chapter? Explain why.
4. What is your reaction to the *Garcia v. Gloor* ruling? Would you have ruled differently if it were up to you? Why? Why not?
5. How do you explain the relationship between language, culture, and identity?
6. How do you define “cultural imperialism”? How has this affected Latinos?
7. “During the twentieth century, Hollywood films and television replaced newspapers and novels as the primary tools for banishing Hispanics to the shadows of American culture” (p. 236). How was this “banishing” accomplished? Think also of the shows and movies you have recently watched. How were Hispanics portrayed in them?
8. According to Gonzalez, the greatest influence of Latino culture on American life can be found in music. What are some examples of this influence? Provide some examples not mentioned in the text such as popular music today.
9. Why is bilingualism seen by some as a threat? What are your opinions related to bilingualism?

**COMPREHENSION AND
ANALYTICAL QUESTIONS**
(CONTINUED)**Chapter 13 – Free Trade: The Final Conquest of Latin America**

1. What “momentous shift” (p. 249) occurred in American economic life during the second half of the twentieth century?
2. What was NAFTA? Explain what sort of economic impact it had on Mexico. Additionally, how did it actually encourage migration to the U.S.?
3. What are free trade zones? According to Gonzalez, how do they impact the nations in which they are located?
4. Explain what a maquiladora, or maquila, is. How are workers typically treated in these factories? If you could improve working conditions in these factories, what would you change and why?
5. “Puerto Rico set the mold for a trend that then repeated itself throughout the Caribbean region for two generations” (p. 255). What was this trend? Who, would you argue, primarily benefited from it?
6. What are the risks for women who work in maquilas? How does their employment actually harm rural villages in Mexico?
7. In regard to Mexico, describe the “social and environmental disaster created by unrestrained growth” (p. 259). How do you believe some of these social and environmental issues should be addressed?
8. How did NAFTA impact the U.S. and Canada? Talk with your friends and family members. Were any of them directly affected by NAFTA? If so, in what ways?
9. Examine the clothing you wear and the electronics you utilize. Choose a related company or two to research. Do these companies operate in free trade zones? If so, what sort of working conditions and protections, if any, for workers do they promote?

Chapter 14 – Puerto Rico, U.S.A.: Possessed and Unwanted

1. “North Americans have known two contrasting images of Puerto Rico for most of the past century” (p. 278). What are these two images? Which one are you most familiar with?
2. Summarize what has made Puerto Rico “the richest colony in American history” (p. 280).
3. Why was the Section 936 federal tax exemption so important for corporations? Explain why it was known as a form of “corporate welfare.”
4. Gonzalez offers five “examples of how Puerto Rico’s colonial status has created unnecessary hardship for its people” (p. 284). Which of these examples particularly strikes you? Why?
5. Why is the popular belief that Puerto Ricans are dependent and have embraced a “culture of poverty” so inaccurate and dangerous?
6. What was the historic Vieques Campaign of 1999-2003?
7. What option do you support for Puerto Rico and why? Options include statehood, commonwealth, independence, or associated republic. Explain your reasoning.

**COMPREHENSION AND
ANALYTICAL QUESTIONS**
(CONTINUED)

Epilogue

1. "... fresh waves of immigrants arrive each year, flinging themselves and their customs into the mix, recombining and redefining, ever so slightly, the locus of shared memories that make up the definition of America" (p. 307). How do you react to this statement? Additionally, how has your own definition of America changed, if at all, by reading this book?
2. In his epilogue, Gonzalez mentions once more the disturbing legacy of Manifest Destiny. How do you feel about this darker side of American history after reading this book? Does it conflict with your previous view of the U.S.? Explain.
3. "All attempts to stem this immigration explosion will fail, so long as nothing is done to control the unfettered spread of corporate power below the Rio Grande" (p. 308). How do you think corporate power can be effectively checked?
4. Gonzalez offers five essential changes in national policy he believes are essential in the new century. Which one(s) would you prioritize? Why?
5. How do you think this book has ultimately affected you? Which of your central beliefs have been challenged, and perhaps changed, by this book? What new knowledge will you share with others?

**VARIOUS CLASSROOM
ACTIVITIES**

The activities below are designed to extend student engagement with the text.

1. Debunk Myths Regarding Migrants

Have students identify and debunk myths regarding immigration and the migrant population through the creation and distribution of brochures and/or fact sheets. These two document forms are ideal for this activity because they typically feature concise language, statistics, and they are easily distributed and quickly read.

- To begin, place students in small groups. In these groups, students should list some of the most prominent myths about the Latin American migrant population they are familiar with. After this, have students do online research to locate additional myths and information about them. Students can also re-examine the myths featured in Chapter 11 of *Harvest of Empire*.
- Next, have students do research (using credible sources including, but not limited to, *Harvest of Empire*) to debunk several of the myths they have identified.
- Finally, students should organize their information in a concise, visually-appealing format. If possible, show them examples of exemplary brochures and fact sheets, and direct students to create their own and distribute them to the school population. Note that students could also distribute digital versions of their work through social media platforms such as Facebook, Twitter, and Tumblr.

Useful resources for this activity:

- An "Immigration Myths and Facts" document from the U.S. Chamber of Commerce tiny.cc/ImmigrationPDF

**VARIOUS CLASSROOM
ACTIVITIES**
(CONTINUED)

- “Ten Myths About Immigration,” a resource from Teaching Tolerance, a project of the Southern Poverty Law Center
tiny.cc/TeachingTolerance
- “Myth vs. Fact: Latinos,” a resource from Encuentro Latino
<http://www.latinodv.org/docs/Latinos%20-%20Myth%20Versus%20Fact.pdf>
- A free, online brochure maker
<https://www.canva.com/create/brochures/>
- Suggestions and guidelines for composing fact sheets
tiny.cc/localissues

2. Examine Migrant Experiences

Invite your students to learn more about the Latin American migrant experience through this activity. First, ask students to form up in small groups. Following this, ask students to browse the sources linked below. Each source features stories told by Latin American immigrants.

- “My Immigration Story”: <https://myimmigrationstory.com>
- “Why would someone cross the border illegally? Hear one man’s harrowing story”
<https://www.upworthy.com/why-would-someone-cross-the-border-illegally-hear-one-mans-harrowing-story>
- “At 14, I walked through the desert to reach the US. My story didn’t end there”
tiny.cc/Soledad
- “Made Into America: Immigrant Stories Archive” <https://madeintoamerica.org/category/stories/came-from/mexico-cent-amer/>

After students browse these sources, ask each group to select one of the migrant stories to analyze in detail. Ensure that each group selects a different story. Next, give each group time to respond to the following questions through discussion and writing:

- Who is at the center of your selected migrant story? Provide some brief biographical information.
- What caused this individual to leave his or her home country?
- What was the ensuing migration process like? What challenges did it involve?
- What was life like once he or she successfully migrated to the U.S.?
- What connections can you make between your selected story and the broader themes of *Harvest of Empire*?

After each group has had time to analyze their selected story, invite them to share a summary of the story and their associated analysis with the whole class. As they present, encourage groups to find connections between each other’s selected stories and *Harvest of Empire*, and allow time for whole-class discussion.

**VARIOUS CLASSROOM
ACTIVITIES
(CONTINUED)****3. Digital Timeline Construction**

Invite your students to utilize *Harvest of Empire* and construct a digital timeline that reflects the historical events, locations, figures, and groups mentioned in the text. To begin, ask students to select a chapter in *Harvest of Empire* that features a chronology of events. For example, students might pull from the earlier chapters that describe the many changes that occurred in the Spanish colonies, the subsequent struggles for independence, and ever-increasing incursions by U.S. empire; students might also pull from middle chapters that detail the migration of specific groups of Latin Americans; finally, students could reference later chapters and chart the evolution of the contemporary Latino political movement, for example.

Whatever they choose to focus on, students should reference important events and dates along with central figures, organizations, and locations. Challenge students to include images, video, and other media in their timelines.

Free digital resources for this activity include Sutori (<https://www.sutori.com/>) and Venngage (<https://venngage.com/features/timeline-infographics/>).

4. Digital Text Annotations

To enhance their reading of the text and make their associated thoughts visible, invite your students to create digital text annotations. To begin, ask students to use their phone to take a picture of a paragraph or two from *Harvest of Empire* that they find particularly interesting, puzzling, or both. This should be a rich section of the text from which students can ask questions; make connections; comment on important information/ideas; and/or challenge their existing assumptions.

After students have their image, ask them to copy and paste it into a single slide within a new presentation in Google Slides (<http://slides.google.com>). From here, ask students to draw text boxes around textual content in their image they wish to annotate. Next, students can use the comment feature to express their associated thoughts on the content of each text box. Through their comments, encourage them to list their questions; describe what they believe is important; make connections between the text and the present; and describe how portions of the text challenge their existing ideas. Students should think of their comments as digital sticky notes that feature their thoughts.

Note that students can find both the “Text box” and “Comment” features under the “Insert” option on the main toolbar in Google Slides. Also listed under “Insert” is a “Shape” option students can use to insert arrows and other symbols to refer to specific sections of the text they wish to comment on.

Invite students to share their annotations through short presentations followed by discussion.

RESEARCH OPPORTUNITIES

The following topics are designed to provide students with opportunities for extended inquiry and analysis. In response to these, students could:

- Compose a research paper
 - Deliver a presentation
 - Record a podcast (<https://lifehacker.com/how-to-start-your-own-podcast-1709798447>)
 - Create a website (<http://www.wix.com>, <http://www.weebly.com>, and <https://sites.google.com> are excellent free resources for this)
 - Use Adobe Spark (<https://spark.adobe.com/>) to create and share a variety of graphics and videos
1. *Harvest of Empire* details numerous Latin American countries that have been negatively affected by the actions of the United States. Choose *one* Latin American country and focus your research on uncovering how U.S. political, military, and corporate forces became involved in that country to promote U.S. interests. Which U.S. political figures led the push? During which time period(s)? Was military intervention used? If so, in what ways? How was your selected Latin American country negatively affected by U.S. actions? Who primarily benefited from these actions? Is the U.S. still involved in your selected country today? If so, in what ways? Utilize a number of credible sources including *Harvest of Empire* to perform research and answer these questions.
 2. Perform research to expand your knowledge of Manifest Destiny. What is this concept? From whom did it originate? What ensured its persistence over time? What actions did it inspire in Latin America? Also, how has this concept manifested in areas of the world beyond Latin America during the 21st century (consider U.S. involvement in the middle east, for example)?
 3. *Harvest of Empire* details several “los jefes,” or Latin American dictators who were often tolerated, and even supported, by the U.S. government. Choose one of the dictators mentioned in the text and perform research to learn more about his rule. What was his background? How did he rise to power? What role, if any, did the U.S. play in bringing him to power? What sort of relationship did he have with the U.S. government during his time in power? How did he treat the people he ruled? What caused his downfall? Who replaced him?
 4. Recently, the North American Trade Agreement (NAFTA) was renegotiated and replaced with an updated trade agreement called the United States-Mexico-Canada Agreement (USMCA). Perform research to compare and contrast these two trade agreements. What were the weaknesses of NAFTA, and how does the USMCA ideally improve upon them? Where does it come up short? What sort of protections are now in place to protect workers in the three countries involved in the trade agreement? Regarding Mexico, specifically, what sort of effect do you think the USMCA will have on the Mexican economy? Is it likely to reverse the damage done by NAFTA? Support your assertions with research from credible sources.

RESEARCH OPPORTUNITIES (CONTINUED)

5. Perform research to learn more about how Latinos have become part of a “Third Force” in U.S. politics. Focus specifically on this voting group since Barack Obama left office. How did Latinos predominantly vote in 2016? What about during the midterm elections of 2018? How did they organize to promote specific political interests and candidates during the 2020 elections? Which Latino political groups/organizations had a significant influence? What role do you predict this “Third Force” will have moving forward?

OTHER RESOURCES FOR STUDENTS AND TEACHERS

The following are resources useful for extending a study of *Harvest of Empire* and its related subjects:

- <https://harvestofempiremovie.com/>
The official website for *Harvest of Empire*, the film based on the book.
- <https://www.kanopy.com/product/maquilaopolis-city-factories>
The official website for *Maquilaopolis: City of Factories*, a film that follows two former maquiladora workers.
- <https://www.pbs.org/latino-americans/en/>
Official website for *Latino Americans*, a six-hour documentary detailing the experiences of Latinos.
- <https://remake.world/films/made-in-mexico/>
Made in Mexico, a short film that details the experiences of several women who work in maquilas.
- tiny.cc/GonzalezInterview
An interview with Juan Gonzalez on *Democracy Now!* about *Harvest of Empire*.
- tiny.cc/GonzalezLecture
“Harvest of Empire: Immigration and U.S. Foreign Policy,” a talk by Juan Gonzalez.
- <https://www.cfr.org/background/naftas-economic-impact>
Information on NAFTA and the USMCA.
- https://depts.washington.edu/moving1/map_latinx_migration.shtml
“Mapping the Latinx Great Migrations,” a resource from the University of Washington.
- <http://pewhispanic.org>
Has great demographic, polling, and research data on Latinos in the U.S.

ABOUT THE AUTHOR OF THIS GUIDE

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