**Title: Latino Farmworkers Past and Present**

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| [Overview](#blm2eldkipfz) ⎸ [Preparation](#7356d0mdv2xq) ⎸ [Lesson Procedure](#sdnwets442sm) ⎸ [Evaluation](#m091erue629w) |

**Overview**

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| **Lesson Overview** | Young students compare and contrast Latino farmworkers’ lives and their artifacts in the past and present using the BCLHP’s (Boulder County Latino History Project) primary resources.  Students learn about farmworker roles in and contributions to society.  Students write a short paragraph about farmworkers, their differences and similarities in the past and present. Students also share an experience of someone they know who is currently a farmworker. |
| **Author(s)** | Alma Fernández Araujo |
| **Grade Level/**  **Course** | Elementary, 1st grade, 2nd grade |
| **Standards** | * Compare and contrast past and present situations, people, and events in neighborhoods, communities, and the nation (1.2.b) DOK 1-2 * Identify community and regional historical artifacts and generate questions about their function and significance (1.1.a) DOK 1-2 |
| **Time Required** | Multi-Day, 3-4 40 minute periods |
| **Topics** | Farm work/agriculture/ranching, Migrant workers  Outline topics: Agricultural work, especially with sugar beets; Reaching out to migrant workers |
| **Time Periods** | 1900s-1910s, 1920s-1930s, 1980s-1990s, 2000-2013 |
| **Tags (key words)** | role, member, culture, resources, present, past, artifacts, documents, history, family, community, labor, farmer, education, tractor, tools, farm, agricultural, agricultural worker, farmworker,1st grade, 2nd grade; farm worker, Farm work/agriculture/ranching, Migrant workers |

**Preparation** *(Links to worksheets, primary sources and other materials):*

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| **Materials** | * Projector * Computer * Writing sheets * Circle Map *(Thinking Maps, A Language for Learning, by David Hyerle, Ed.D. and Chris Yeager, M Ed.)* * *T chart poster, template or draw on a paper to use with the document camera-*[*https://www.eduplace.com/graphicorganizer/pdf/tchart\_eng.pdf*](https://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf) * Double Bubble Map *(Thinking Maps, A Language for Learning, by David Hyerle, Ed.D. and Chris Yeager, M Ed.)* * Tree Map *(Thinking Maps, A Language for Learning, by David Hyerle, Ed.D. and Chris Yeager, M Ed.)* * The Farmers - Powerpoint by Alma F Araujo using the pictures from Maria B. Ramirez and Google images |
| **Resources/Links** | **Primary resources:**  <https://www.youtube.com/watch?v=NUJvQy9aVVs>  Published on Aug 5, 2015  Carlota Hernandez & Maria Ramirez provide an overview of local Boulder County Latino Farm Workers, including working conditions and tools.  Powerpoint by Carlota Loya Hernández & Maria Ramirez (BCLHP)  Farmworker Powerpoint  <http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/Farmworkers.pptx>  Site: Agriculture Tools  <http://etc.usf.edu/clipart/galleries/206-agricultural-tools>  **Book:** suggested by Maria Ramirez, *Gathering the Sun* by Alma Flor Ada  **Thinking Maps:**  *Circle Map*<http://www.wappingersschools.org/cms/lib01/NY01001463/Centricity/Domain/107/Circle_Map.pdf>  *Double-bubble map*  <http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/double-bubble-map.png> |

**Lesson Procedure** *(Step by Step Instructions):*

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| **Day 1** *Pre knowledge activity*  Students will be able to build their background knowledge about “What is a Farmworker?”  *Anticipatory Set:*   * *Ask the children to share their ideas about what they think farmworkers do.* Do you know what farmworkers do? Do you know a farmworker? What kind of tools and artifacts do farmworkers use? * Write and read the question on the board or use a document camera. * Guide and facilitate a group discussion. * Students first share their ideas by partners. * Next students will share and respond to the questions in a whole group. * Write on the board the important keywords or create a word wall to help the students in their writing. * Tell students that they will use a circle map to define Farmworker(s). * Students will work by themselves on their circle map. * Save the circle map to use in **Day 2** activity. * Read the book, ***Gathering the Sun* by Alma Flor Ada**.   **Day 2** *What I know:*   * Review **Day 1** and the book, ***Gathering the Sun* by Alma Flor Ada**. * Tell students that they will watch a Youtube video or powerpoint from Maria B. Ramirez, a farmworker who grew up in Colorado. * As a group, discuss the video and/or powerpoint and create a reflection poster on this topic “The farmworker’s life and contribution within our society” * Add a new words on the poster board and/or word wall. * Students will work on their Circle maps adding new ideas or words. * Students will write a farmworker definition by using the circle map. * Teacher can help their students by using sentences frames. Give students frames to explain their thinking; expose students to content vocabulary and provide language support for ELLs to help support oral language proficiency. * Share time.   **Day 3** *Compare and Contrast*   * Review farmworker definitions. * Introduce the concept of past and present. Students should have a basic knowledge of past and present. * Tell students that they will watch a Powerpoint and will need to pay attention to the pictures and artifacts. * Discuss as a whole group and using a T chart write out their ideas about farmworkers and artifacts in the past and present. * Students can use the Double Bubble Map to compare and contrast the farmworkers in the past and present. Differentiation: if some students finish early, their next task can be to write a short paragraph about the farmworkers, their differences and similarities in the past and present. * Share time.   ***Day 4*** *If the artifact could talk, what could it tell us? or Write about a farmworker or someone you know who is a farmworker*   * Show again the Powerpoint by Alma F. Araujo “Farmworkers” * Show the site agriculture tools. * Tell the students that the next activity is to write about an artifact or write a story related to someone they know or a family member. The topic could be, “If I were an farmworker’s artifact…” or “Write a description of someone you know who is a farmworker” or “Write about a family member who was a farmworker or is today.” * Students will use the Tree Map. * As a whole group find verbs, adjectives, and the setting to create a global-general tree map. * Students will work individually on their own tree map. * Students will write their paragraph. * Share time. |

**Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

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| **Day 1, 2, and 3:**  Observe each activity to check for accuracy.  Teacher observation during group work:   * Group is working cooperatively. * All members are participating. * Students are focused on their task.   Teacher observation and questioning during share time:   * Students shares the resources listed and/or pictured in the maps. * Students provide explanations of the Circle Map, Double Bubble Map, and Tree Map. * Students provide well-thought-out opinions.   Assess the writing response activity. |