



Boulder County Latino History Project

Lesson Plans

Title: Latino Farmworkers Past and Present

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Overview

Lesson Overview	<p>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.</p> <p>Students learn about farmworker roles in and contributions to society.</p> <p>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.</p>
Author(s)	Alma Fernández Araujo
Grade Level/ Course	Elementary, 1st grade, 2nd grade
Standards	<ul style="list-style-type: none"> • 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	<p>Farm work/agriculture/ranching, Migrant workers</p> <p>Outline topics: Agricultural work, especially with sugar beets; Reaching out to migrant workers</p>
Time Periods	1900s-1910s, 1920s-1930s, 1980s-1990s, 2000-2013
Tags (key words)	<p>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</p>

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

Materials	<ul style="list-style-type: none">● Projector● Computer● Writing sheets● Circle Map (<i>Thinking Maps, A Language for Learning</i>, 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● Double Bubble Map (<i>Thinking Maps, A Language for Learning</i>, by David Hyerle, Ed.D. and Chris Yeager, M Ed.)● Tree Map (<i>Thinking Maps, A Language for Learning</i>, 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	<p>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</p> <p>Site: Agriculture Tools http://etc.usf.edu/clipart/galleries/206-agricultural-tools</p> <p>Book: suggested by Maria Ramirez, <i>Gathering the Sun</i> by Alma Flor Ada</p> <p>Thinking Maps: <i>Circle Map</i> http://www.wappingersschools.org/cms/lib01/NY01001463/Centricity/Domain/107/Circle_Map.pdf <i>Double-bubble map</i> http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/double-bubble-map.png</p>

Lesson Procedure *(Step by Step Instructions):*

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)*

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.