

Boulder County Latino History Project

Lesson Plans

Title: Life Experiences of Child Migrant Workers

[Overview](#) |
 [Preparation](#) |
 [Lesson Procedure](#) |
 [Evaluation](#)

Overview

Lesson Overview	<p>Students analyze how life experiences shape character, using primary sources from the Boulder County Latino History Project’s primary sources library. The focus is on local Latino migrant children. This lesson is part of several designed to be used together or as stand-alone lessons. The other lessons are:</p> <p>Agricultural Life of Latinos: Sugar Beet Farming History and Causes of Early 20th Century Local Latino Immigration</p> <p>At the conclusion of the lesson, the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify at least three examples of how children of migrant workers’ life experiences helped shaped their character; 2. Rank order the life experiences’ impact based on how they would personally react to them; 3. Hypothesize the impact of each of these three life experiences on the child of a migrant worker today.
Author(s)	Andrea Koeniger
Grade Level/ Course	Elementary, Middle School, High School, U.S. History
Standards	<p><i>Common Core and State Standards:</i></p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><i>C3 Framework for Social Studies:</i></p> <p>D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.</p>
Time Required	Two 45-minute class periods or one 90-minute Block



Topics	Children, Culture/identity issues, Education/schools, Farm work/agriculture/ranching, Immigration, Migrant workers, Racism/discrimination, Work done by women and children Outline topics: The work of women and children; Challenging racism, increasing inclusion, searching for identity; Reaching out to migrant workers; Racism and discrimination at school
Time Period	1900s-1910s, 1920s-1930s, 1940-1965, 1966-1980, 1980s-1990s
Tags (key words)	perspective, U.S. History, Children, Culture/identity issues, Education/schools, Farm work/agriculture/ranching, Immigration, Migrant workers, Racism/discrimination, Work done by women and children

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

Materials	Internet accessibility to access the primary sources White Board/Chart Paper Paper for students to write diary entries
Resources/Links	<p>Clip from 2013 interview with Eleanor Montour describing discrimination in junior and senior high school in Lafayette and the contrast between Anglo and Latino teens in the summers.</p> <p>Clip from the film “Los Inmigrantes” made in 1979; Jesse Velez Lehmann talks about her difficult experiences at school, and Virginia Maestas shows a bilingual classroom at Columbine Elementary</p> <p>Start of transcript of an interview with Patsy Cordova, around 1987, describing her mother’s bad experiences at St. John’s School in Longmont and how her own junior high counsellor put down Latinos.</p> <p>Clip #1 from an audio interview with Virginia Maestas, 1978, describing how her teen-aged friends in the 1950s and early 1960s tried to fit into mainstream Anglo culture and were ambivalent about their own Latino heritage.</p> <p>Clip #2 from an audio interview with Virginia Maestas, 1978, describing how her teen-aged friends in the 1950s and early 1960s tried to fit into mainstream Anglo culture and were ambivalent about their own Latino heritage.</p> <p>Text: "Latino Families, 1900-1980"</p>

Lesson Procedure (*Step by Step Instructions*):



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

1. Give students a few minutes to respond in writing to the prompt, "What do you think it means to be a child of a migrant worker?" Ask students to discuss their ideas with partners and then invite a few pairs to share their thinking with the class. Student responses will vary, but might include living conditions, external demands, disruption of schooling, respecting one's parents, helping their families in the field, supporting family traditions.
2. Allow students to explore the primary sources provided. This can be done as a whole class, small groups, pairs, or individually depending on the abilities of your students.
3. Generate a short discussion after exploration of sources to process their learning.
 - a. What were some of your initial reactions to the life of a migrant worker child?
 - b. What most surprised/concerned you about their stories and information read? Why?
 - c. Which life event/condition faced by the children help set the Latino culture apart from others? Why?
 - d. Which life event/condition faced by the children would have been most difficult for you to face personally? Why?
4. Using the text, video, and audio clip primary sources, ask students to identify events and/or conditions that have a major impact in the life of a child of a Latino migrant worker. Students are asked to list at least three of them and provide supporting evidence for each. This can be done individually or as pairs.
5. In a large group have students brainstorm different events that could theoretically have a major impact on the life of someone their age today. Then make a second list of different events that could theoretically have a major impact on the life of a migrant worker's child today. Analyze and discuss the similarities and differences of the lists and the impact the events can have on a person. Think - Pair - Share method can be used.
6. Students rank in order the life of a migrant worker's experiences impact based on how they would personally react to them. Students get with a partner to share out why they ranked their experiences the way they did.
7. After students have shared their thoughts and observations, ask them to write a diary entry from the perspective of a child of a Latino migrant worker.

Diary Letter Rubric:

Content	4	3	2	1
Content Accuracy	The diary entry contains at least 4 or more accurate details related to children of Latino migrant workers.	The diary entry contains at least 3 accurate details related to children of Latino migrant workers.	The diary entry contains 2 accurate details related to children of Latino migrant workers.	The diary entry contains 1 or no accurate details related to children of Latino migrant workers.
Ideas	Ideas are expressed in a clear and organized	Ideas are expressed in a fairly clear and/or the organization	Ideas are somewhat organized, but were not very	The letter seemed to be a collection of unrelated



	fashion. It was easy for the reader to understand what the diary entry was about.	was acceptable which allowed the reader to understand what the diary entry was about.	clear. It took more than one reading to figure out what the diary entry was about.	sentences. It was difficult to understand what the diary entry was about.
Conventions	The writer makes no errors in grammar or spelling.	The writer makes 1-2 errors in grammar and spelling.	The writer makes 3-4 errors in grammar and spelling.	The writer makes more than 4 grammar and spelling.
Connection	Writer is able to make inferences about the life of a child of a migrant worker and displays a deep understanding of their experiences.	Writer demonstrates a basic understanding of the life experiences of a child of a migrant worker.	Writer demonstrates minimal understanding of the life experiences of a child of a migrant worker.	Writer does not demonstrate an understanding of the life experiences of a child of a migrant worker.

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

The students will have identified and explained three major life experiences impacting Latino migrant children and analyzed how these experiences could affect their respective lives. This will be done as a written diary entry from the perspective of a Latino child of a migrant working family.

