

Boulder County Latino History Project

Lesson Plans

Title: Labor Unions and Strikes: The Labor Movement & Migrant Workers in Boulder County & Colorado

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Overview

Lesson Overview	Students will read primary and secondary resources regarding the struggles of Migrant Workers in Boulder, CO (1910-1932) and will compare/contrast the struggles with those presented in the film “ <i>Salt of the Earth</i> ” (1954), based on the strike at the Empire Zinc Company mine in New Mexico (1951).
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Grade Level/ Course	High School
Standards	<u>CDE: High School History 2.e: Analyze continuity and change in eras over the course of United States history (DOK 2-3)</u>
Time Required	90 minutes
Topic	Farm work/agriculture/mining, Labor unions/strikes, Mining Outline topics: Agricultural work, especially with sugar beets; Coal mining; Labor unions and strikes, 1910-1935
Time Period	1900-1919, 1920s-1930s, 1940-1965
Tags (key words)	Strikes, Labor unions, Mining, beet workers, farm workers

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

Materials	
Resources/Links	<ul style="list-style-type: none"> ● Film: “Salt of the Earth” (1954) ● Chromebook Cart (1 chromebook per student) or Computer Lab ● Two Markers (different colors) ● Pen and Notebook paper



	<ul style="list-style-type: none"> • http://bocolatinohistory.colorado.edu/newspaper/8000-colorado-miners-on-strike • http://bocolatinohistory.colorado.edu/newspaper/beet-growers-disclaim-responsibility-for-strike-1932 • http://bocolatinohistory.colorado.edu/document/ten-day-war-in-colorado-part-1 • http://bocolatinohistory.colorado.edu/category-search?search_api_views_fulltext=Ten+Day+&search_api_views_fulltext_1= • http://bocolatinohistory.colorado.edu/document/the-columbine-incident-part-1 • http://bocolatinohistory.colorado.edu/category-search?search_api_views_fulltext=Columbine+incident&search_api_views_fulltext_1= • http://bocolatinohistory.colorado.edu/document/transcript-interview-with-don-archuleta-p-1
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Lesson Procedure *(Step by Step Instructions):*

Leaving Evidence of our Lives:

Students will be asked to respond to the following essay prompt:

“You and your family moved to the US as the result of a terrifying natural disaster in your home country. Due to the natural disaster, everything but the clothes on your family’s back is gone. Your father was injured gravely during the natural disaster--losing both hands. Your mother is constantly sick, and your little sister is only three years old. There is opportunity for work in the US--but because you are from a different country, you and every other worker who is from a different country will receive ½ as much as the workers from the US even though you will be doing the same job. What would you do? Would you try and go back to your country and re-build in hopes of providing a better life? (note--if you choose to do this, you must leave your family behind in the US because they are too weak to travel back). Would you work in the US despite being paid less? Pick what you would do, and then list the pros and cons of your choice. Then answer the following questions:

How would you feel? What are your hopes for working in the US? What do you need to be stable/live a good life in the US and how you can you achieve that? What are some of the potential obstacles?

Analysis



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Students will be assigned into groups of four and a particular starting “station” for the reading activity. At each station, there will be copies of a particular BCLHP newspaper article. Each student will take an article from the pile and read it. Students will then identify issues, events, and outcomes on the article by marking an “i#” by the issues, “e#” by the events, and “o#” by the outcomes. For each issue, event, and outcome, students will be asked to write a 2-3 sentence reflection on a blank sheet of paper regarding how the issues, events, and outcomes impact migrant workers.

(Ex: i#1 In the Longmont Daily it states that 8,000 workers are without work in Longmont, CO. So, not only are 8,000 workers impacted, but their families as well. Furthermore, 8,000 fewer workers means less productivity at the beet-factory in Longmont, thus slowing down the economy and making it more difficult for unemployed workers to subsist”).

After reading primary and secondary sources from Boulder, CO (1910-1932) and writing short-reflections, students will analyze the film “Salt of the Earth” (1954) by identifying similarities (continuity) and differences (change) between the issues, events, and outcomes. Students will identify continuity and change by using two markers to circle/highlight their reflections on the issues, events, and outcomes.

(For instance, if a student thinks an issue, event, or outcome in the film is similar to their reflection from BCLHP primary resources, they will use a purple marker to circle/star this issue, event, outcome. If a student thinks an issue, event, or outcome in the film is different from their reflection from the BCLHP primary resources, they will use a black marker to put an “x” near the issue, event, and/or outcome.)

Discussion:

After viewing the film, students will engage in a talk, pair-share discussion in the same group of four from the reading-station activity. Each student will share at least two similarities (continuity) and two differences (change) between the struggles present in the film and readings.

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

Lesson Evaluation:

1. In the group of four, students will divide into groups of two to research one current event that represents continuity regarding struggles of migrant workers, and one current event that represents change regarding struggles of migrant workers*.



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**In other words, within each group of four, two people research a US current event representing the continuity of migrant workers struggles, and two people research a US current event representing the change of migrant workers struggles.*

Each student will:

2. Use a chromebook to create a google-doc.
3. Share the google-doc with their partner, group, and the teacher.

In groups of two, students will:

4. Research and agree upon one current event that represents either “continuity” or “change” with respect to migrant worker’s struggles,
5. Copy and paste the current event into a google-doc,
6. Create a “works cited” at the bottom of the google doc where they will cite the resource for their current event, the BCLHP resources cited, and the film.

Each student will:

7. Use the “comment” feature on google-docs to comment at least two times each on the article to demonstrate continuity or change over time by using evidence from BCLHP articles or film “Salt of the Earth.”

Students must use evidence from BCLHP readings and the film “Salt of the Earth” to demonstrate understanding of continuity and change over the course of history.

