



Boulder County Latino History Project Lesson Plans

Title: Child Labor and Local Latino Workers

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

Overview

Lesson Overview	This lesson looks at child labor and the lack of child labor laws especially for Mexican children by exploring images, newspaper articles and factual accounts from primary resource sets. Using student choice, students are able to show their understanding through a student choice project at the end. There is also an extension to another lesson created by a teacher in the Boulder County Latino History Project (BCLHP) who was actually a migrant child worker. Maria Ramirez- Tools That Sustain
Author(s) & School	Emily Sanger Timberline PK-8
Grade Level/ Course	Elementary 4th/5th grade
Standards	<p>WIDA CAN Do Descriptors Key Used Edition</p> <p>Grade 4-5</p> <p><u>SPEAKING</u></p> <p>English Language Proficiency Level (ELP) 1: Students can explain by • Naming components of phenomena using illustrations, photographs</p> <p>English Language Proficiency Level (ELP) 2: Students can explain by • Giving reasons why or how something works using diagrams or images</p> <p>English Language Proficiency Level (ELP) 3: Students can explain by • Comparing data or information</p> <p>English Language Proficiency Level (ELP) 4: Students can explain by • Presenting detailed information in small groups</p> <p><u>LISTENING</u></p> <p>ELP Level 1: Students can process recounts by • Matching oral words and phrases to content-related pictures or objects • Identifying the topic in oral statements</p> <p>ELP Level 2: Students can process recounts by • Classifying time related language in oral statements (e.g., present, past, future) • Connecting the context of narratives (e.g., the who, what, when, & where) to illustrations</p> <p>ELP Level 4: Students can process recounts by • Sequencing events or steps based on oral reading of informational text • Recognizing the language of related genres (e.g., news reports, historical accounts)</p> <p>ELP Level 5: Students can process recounts by • Identifying related information from multiple sources presented orally</p> <p>ELP Level 6: Students can process recounts by • Identifying the overall</p>

These lesson plans are licensed under a [Creative Commons Attribution-NonCommerical 4.0 International License](#).



	<p>structure (e.g., chronology) of events, ideas, concepts, or information in oral presentations • Differentiating similarities and differences of information presented through multimedia and written text</p> <p>READING</p> <p><u>ELP Level 1:</u> Students can process arguments by • Identifying key words and phrases of claims • Identifying a claim or an opinion in multimedia with a partner</p> <p><u>ELP Level 2:</u> Students can process arguments by • Identifying language indicative of points of view • Organizing evidence based on sequential language in texts • Differentiating between claims and evidence</p> <p><u>ELP Level 3:</u> Students can process arguments by • Identifying evidence from multiple places within text • Identifying different perspectives, stances, or points of view</p> <p><u>ELP Level 4:</u> Students can process arguments by • Comparing multiple points of view on a topic</p> <p><u>ELP Level 5:</u> Students can process arguments by • Connecting personal experience with textual evidence to strengthen an interpretation of the text • Evaluating the strength of evidence as support for claims</p> <p><u>ELP Level 6:</u> Students can process arguments by • Evaluating claims and evidence by drawing from multiple print sources • Differentiating from the strength of different pieces of evidence as support for claims</p> <p>WRITING</p> <p><u>ELP Level 1:</u> Students can argue by • Selecting words and phrases to represent points of view using facts from illustrated text or posters • Using key-words or phrases related to the topic</p> <p><u>ELP Level 2:</u> Students can argue by • Stating reasons for particular points of view • Listing pros and cons of issues</p> <p><u>ELP Level 3:</u> Students can argue by • Connecting reasons to opinions supported by facts and details • Making adjustments for audience and context</p> <p><u>ELP Level 4:</u> Students can argue by • Comparing and contrasting evidence for claims • Providing reasons and evidence which support particular points</p> <p><u>ELP Level 5:</u> Students can argue by • Evaluating positive and negative implications associated with various positions (e.g., historical events) • Including evidence from multiple sources</p> <p><u>ELP Level 6:</u> Students can argue by • Organizing ideas and information logically and coherently • Integrating information from multiple sources to provide evidence for claims</p>
Time Required	<p>Multi-Day Seven 45 minute periods First day- Images and Image Discussion/Compare & Contrast Second day-Newspaper article and Oral recount/Compare & Contrast Third day - Fifth day (or more depending on project selection) for creating projects and/or sharing projects with the class.</p>
Topic	Farming/agriculture/ranching; Work done by women and children; Migrant Workers
Time Period	1900-1919; 1920s-30s; 1940s;



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

Tags (key words)	Child labor, migrant workers, labor laws, Albert Borrego and Elvinia ("Bea") Martinez Borrego, Extension activity and/or research- Maria Ramirez - Tools that sustain
-------------------------	---

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

Materials	<p>DAY ONE: Laptop, Google Drive and projection screen, print out Child Labor Discussion Menu and cut in half to give to students, writing utensils, paper</p> <p>DAY TWO: Laptop, Google Drive and projection screen, print out Newspaper article, print out Account of Albert Borrego, print out Child Labor Discussion Menu and cut in half to give to students, writing utensils, paper</p> <p>DAYS THREE-SEVEN: Other ½ of Child Labor Discussion Menu-Project Topic Suggestions, Laptop, Laptops/Chromebooks for students, writing utensils and paper, markers, crayons, colored pencils, iPads.</p>
Resources/Links	<p>Newspaper clip to print out, "Beet Growers Warned" Account of Albert Borrego Child Labor Discussion Menu and Project Topic Suggestions Maria Ramirez- Tools That Sustain Presentation</p>



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).

interested in aviation. Members of the Longmont Flying Service, led by Paul Warner, personally instruct the boys in model building and the principles of flying here.

The boys have their own president, vice-president, and secretary, and plan to hold freestyle contests this summer. Prizes will be anything from a free ride in one of the Longmont Flying Service planes to kits containing all the material for building a model airplane with which to win other contests.

Members of the club are: Stuart Smith, president; Harold Barnum, vice-president; Bob Hansen, secretary; Willis Evans, Howard Hansen, Lee Keefauver, Marvin McCoy, Bobby McCoy, David Leader, Jay Jenkins, Bob Parsons, Donald Dameron, Richard Kelly, Wendell Whitney, Arthur Stromquist, Ralph Scruby, Wender Mattson, Marvin Warner, Ronald West, Charles Woodcock, Norman Eckert, Wayne Beasley, Ralph McGary, Bud Palmer, Charles Scrimson, Bill Jury, Charles Stevens, Junior Stevens, Kenneth Myers, and Tom Meyer.

Here's a Bunch of Flowers from Calif.

Eagle Rock, Calif.

Editor Ledger:

Just a word commendation, and I wish you well. It's a very wide awake home paper—we like it. Our head lines are up to the rest. And we are much interested in news items taken from the files of 25 and 50 years ago. Nearly all of those folks mentioned, and the affairs, are familiar to me. The old time friends and school mates, who like myself, many of us who have run away, love to make contacts, which have often been made through this avenue of our paper.

Very sincerely,
MABEL MILLER.

do Agricultural Advisory Council.

The 48 county committees in Colorado are active in adjusting debtor cases on a voluntary basis, he said, and in view of the Supreme Court's decision will give all assistance possible to these debtor-farmers who had with-held assets.

after the high court decided the constitutionality of the Frazier-Lemke Act.

BEET GROWERS ARE WARNED NOT TO USE CHILDREN

It is imperative that all beet growers should watch their beet laborers and not let them use children under 14 years of age in the fields. The use of children in the field under this age is a direct violation of the beet contract and very apt to cause difficulty. The violation of this clause would cause cancellation of the government contract and repayment of all money received thus far with 6 percent interest. Take no chances. The responsibility is yours. If any doubt exists, do not allow the youngster to work.

A great many complaints are being received in this regard. A note of warning to growers should be sufficient and a prompt response to this warning should be forthcoming. You will be asked if you have lived up to this clause. Can you answer "Yes?"

Mary Stokes Branches Out

Mary Stokes, of Longmont has a close ally at Fort Morgan, where she bought the Gladys Roselyn shop. The Fort Morgan establishment is now known as the Mary Stokes Apparel Shop, and is said to be one of the finest in that city. She reports business splendid in the new store. She will in no way lessen the importance of her apparel store here.

Mrs. Cora Hershey Bair has been made manager of the local shop and is carrying on in a splendid way. Miss Stokes divides her time between Longmont and Fort Morgan.

at which 500 delegates were present.

Miss Berdine Myers of Fort Collins was named president of the association.

Miss Whitney has been very active in Christian Endeavor and church work at the local Christian church and is well known

Connecticut Minister Filling Elin Lutheran Pulpit

Rev. Hilding Kren, of Norwich, Connecticut, will fill the pastorate of the Elin Lutheran church during the summer as a student pastor. He arrived in Longmont last week and occupied the pulpit last Sunday morning and conducted the services.

The vacancy was caused by the death of Rev. Stromquist a short time ago.

Orange Blossoms

Wills O'Dell, of this city, and Miss Thelma Stoner of Lafayette, were married Saturday afternoon, June 8, by Rev. J. G. Howe, pastor of the U. B. church at the church parsonage. The ceremony was witnessed only by the mother of the bride and Mrs. J. G. Howe. The couple will make their home in this city. Mr. O'Dell being engaged as a clothing salesman in this territory.

If You Want to Know Road Conditions Call Secretary

J. W. Sager, president of the Longmont Chamber of Commerce, announces that arrangements have been made with the Colorado Motor Club, whereby reliable information on road conditions may be had at all times. Just call Miss Hilda Mills, secretary, Phone 49-W and she will have the information for you. And it is all free.

becoming more each season."

For several Cready has her "Kids" to Christmas time and stir the pot this she does doing it—with time she lived has a fine re teacher at New other towns in state.

Bea

One of the church weddings took place at church Sunday the morning Louise Harris and Rev. James to, were unite the pastor, Rev. The church v orated with flowers. White wing color with and pink. A in the center o orated beautif and bridalwres pink and lavender color to t.

The bride wore silk organdy an bouquet of pirl and sweet peas Louise Harris bride, who was wore light blue

The bride's tris (sister of the Adams and Mrs the dresden sh

The bride an ants wore large the maids carrie of roses and st

The groom, b wore blue surt in the lapel.

Lesson Procedure (Step by Step Instructions):

DAY ONE

Step 1: Write the questions you are asking students on the board into three sections



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

Observe	What do you notice first?	Find something small but interesting in the artifact	What do you notice that you didn't expect?	What do you notice that you can't explain?
Reflect	Where do you think this artifact came from?	Why was this artifact taken/shared?	If someone shared this today, what would be the same or different?	What can you/we learn from this artifact?
Questioning	What do you wonder about?	Who_____?	Where_____?	How_____?

Step 2: (5 minutes) Give students the ½ sheet [Child Labor Discussion Menu, Image Discussion Menu](#) (see above).

Step 3: (10 minutes) Show students photo of [migrant workers](#) and have students pose questions to the group using the Discussion Menu. Students need to pick at least three different questions from the menu.

Step 4: (10 minutes) Show students [image of child in walker in field](#) and have students pose questions to the group using the Discussion Menu. Students need to pick at least three DIFFERENT questions than they asked about the previous image.

Step 5: (10 minutes) Ask students to talk about the similarities and differences between the two images, create and utilize a Venn Diagram to compare and contrast the two images.

Step 6: (10 minutes) Have students share their Venn Diagrams with another student.

DAY TWO-

Step 1: Write the questions you are asking students on the board into three sections

Observe	What do you notice first?	Find something small but interesting in the artifact	What do you notice that you didn't expect?	What do you notice that you can't explain?
Reflect	Where do you think this artifact came from?	Why was this artifact taken/shared?	If someone shared this today, what would be the same or different?	What can you/we learn from this artifact?
Questioning	What do you wonder about?	Who_____?	Where_____?	How_____?

Step 2: (5 minutes) Have students take out the ½ sheets of [Child Labor Discussion Menu, Image Discussion Menu](#)



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).

Step 3: (15 minutes) Hand out [Newspaper article clipping](#) and have students pose questions to the group using the Discussion Menu. Students need to pick at least three DIFFERENT questions from the menu that they had not utilized in the previous activity.

Step 4: (15 minutes) Hand out Account of [Albert Borrego](#) and have students pose questions to the group using the Discussion Menu. Students need to pick at least three DIFFERENT questions from the menu that they had not utilized in the previous activity.

Step 5: (10 minutes) Ask students to talk about the similarities and differences between all four of the artifacts. Create a Venn Diagram as a class discussing the differences/similarities between the photo artifacts and the text.

DAYS THREE-SEVEN

Step 1: (5 minutes) Hand out bottom ½ sheet of previously cut out [Child Labor Discussion Menu - Project Topic Suggestions](#)

Step 2: (10 minutes) Discuss project requirements with students. Students are allowed to choose any one (or more) of the [Project Topic Suggestions](#) from the ½ sheet. Make sure to point out that there is a choice where students can come up with their own project after discussing it with you as the teacher.

Step 3: (30 minutes) Students work on projects during class time while the teacher circulates and assists as necessary.

Extensions and Differentiation:

Students can work with partners or in a small group

Student choice on project and presentation

Students are able to use technology and/or paper pencil to complete daily activities

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

Possible Summative/Formative Assessments:

- Completed Venn Diagram from day one
 - Using the Venn Diagram students write a compare/contrast paragraph using evidence from the text
- Completed [Student Project](#) chosen (or discussed with teacher) and presented to a small group, class or grade level
- Daily discussion and participation observations



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).