

Boulder County Latino History Project Lesson Plans

Title: Agricultural Work of Latinos: Sugar Beet Farming

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Overview

Lesson Overview	How did immigrants from Mexico influence our local community in terms of sugar beet farming? This lesson is part of several designed to be used together or as stand alone lessons. The other lessons are: Life Experiences of Child Migrant Workers History and Causes of Early 20th Century Local Latino Immigration
Author(s)	Laree Smith
Grade Level/ Course	Elementary, Middle, and High School,
Standards	<p>CCSS ELA 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 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS ELA 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>CCSS ELA RH6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
Time Required	Two 45-minute class periods
Topics	Farm work/agriculture/ranching, Migrant workers, Work done by women and children Outline topic: Agricultural work, especially with sugar beets
Time Periods	1900s-1910s, 1920s-1930s, 1940-1965

Tags (key words)	Latino migrant workers, sugar beets, agriculture, primary sources, 4th grade, 5th grade, U.S. History, Farm work/agriculture/ranching, Migrant workers, Work done by women and children
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Preparation (*Links to worksheets, primary sources and other materials*):

Materials	Internet/student iPads Student notebooks <u>The Circuit</u> by F. Jiminez <u>Highland Lake and Mead</u> by Pauli Driver Smith
Resources/Links	Latino Farm Workers http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/Primary-source-set_-_Agricultural-Work-1900-1940_.pdf The Work of Women and Children http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/02/Text_-_The-Work-of-Women-and-Children-1900-1940_.docx Interview - migrant worker https://www.youtube.com/watch?v=XbB4Eg_HUF1 Interview -Francisco Jiminez, migrant worker and author www.youtube.com/watch?v=cWL2d_NYKc Sugar Beet Farming Video www.youtube.com/watch?v=eLZNuGvarFk

Lesson Procedure (*Step by Step Instructions*):

<p>1. From the previous lesson on Child Migrant Workers, have students write down what they know about migrant workers and migrant children. Students may make a T chart or a foldable in their Social Studies notebook.</p> <p>2. Text: <u>The Circuit</u> by Francisco Jiminez. Each autobiographical chapter is given to a small group of students (12 chapters total). Students will read and report out using some form of active representation (play/charade/tableaux/skit) lasting no more than 2 minutes. Rest of class takes notes on graphic organizer for each of the other chapters.</p> <p>3. Discuss students' definition and its connection to the story. Allow students with familiarity with migrant workers share their experiences. What chapters made you think the most about the type of work that migrant workers were</p>
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hired to do?

4. Draw from students any other questions they may have about the text.
Do students have any experience with migrant workers in the present day?
5. Discuss text, Latino Farm Workers, finding similarities between Boulder County Latino Farm Workers and those from The Circuit.
6. Looking at graphic organizer, discuss the similarities.
7. History of sugar beet farming in Boulder County and Weld County. Share video clips and primary documents on sugar beet farming.
8. Guest Speaker - local sugar beet farmer will share his experience with sugar beet farming and history of migrant workers in Weld County.
9. Discussion based on guest speaker and other experiences with sugar beet farming in the area.

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

At the conclusion of this lesson, students will be able to:

- 1) Understand migrant workers' influence with sugar beet farming in the local area.
- 2) Using a historical method of inquiry, understand what a primary document is and be able to share examples from what is shared in the class and students' own discoveries.
- 3) Understand the author's perspective from two chapters of The Circuit (F. Jimenez)
- 4) Thinking critically, discuss what the text, the primary document, and the speaker made you think about migrant workers and the history of sugar beet farming in the area.
- 5) Summative assessment will include graphic organizer of active representation.

