



Boulder County Latino History Project

Lesson Plans

Title: Migrant Workers: Tools That Sustain

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Overview

<p>Lesson Overview</p>	<p>The lesson focuses on the farm tools used by migrant workers to tell personal stories. The lesson provides the opportunity for students to learn and appreciate the contributions of migrant workers to our country and how children of the fields learn life lessons. The tools used by migrant workers serve not only to do the manual stoop labor required to provide food for American tables, but also as training tools for lessons that sustain and develop the thirst and hunger for knowledge. Thus grows the drive and determination to not only survive, but succeed. The lesson can also be used to highlight local Latino migrant contributions to the U.S. food industry. Extensions offer the opportunity for research into family agricultural/migrant history or other topics of student interest.</p>
<p>Author(s)</p>	<p>Maria B. Ramirez</p>
<p>Grade Level/ Course</p>	<p>Multiple Levels. Depending on the scaffolding, this lesson can be used from 3rd grade on to high school and beyond. This is also a great presentation for parents.</p>
<p>Standards &/or Objectives &/or Goals</p>	<p>WIDA Can Do Indicators: Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) Negotiate meaning in group discussions Defend a point of view and give reasons Substantiate opinions with reasons and evidence</p> <p>Middle School Evidence Outcomes: Evaluate the impact of different factors – on topics that include but are not limited to gender, age, ethnicity, and class – on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period.</p> <p>Several multicultural migrant contributions to the U.S. economy, particularly in agriculture. Appreciation of contributions made by all kinds of people to American agriculture and the sustainment of affordable food.</p> <p>Elementary Evidence Outcomes: Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region.</p>
<p>Time Required</p>	<p>Multi-Class or one class period, 45 - 180 minutes, give or take depending on discussion. A follow-up Socratic Seminar can take an additional 35 to 45</p>

	minutes.
Topic	Farm work/agriculture/ranching, Migrant workers, Work done by women and children Outline topic: Agricultural work, especially with sugar beets, 1900-1940; Immigration and employment, 1940-1965; Empowerment through new opportunities for work, 1966-1980;
Time Period	1940-1965, 1966-70s, 1980s-90s, 2000-2013
Tags (keywords)	migrant workers, tools, short-handled hoes (el cortito), weeders, potato belts, thinning, weeding, topping, harvesting, picking, families, child labor, field work, farm work

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

Materials	<p>Migrant Workers: Tools that Sustain PowerPoint, - Slide show of migrant tools with written commentary by Maria Ramirez Alternative Links: Part 1 & Part 2</p> <p>Student Note Taking Form</p> <p>Video Presentation of Tools That Sustain by Maria Ramirez - Video of Maria showing the tools and telling personal stories of migrant workers and their families. Brief historical introduction by Carlota Hernandez.</p>
Resources/Links	<p>Migrant Workers: Tools that Sustain, PowerPoint Alternative Links: Part 1 & Part 2</p> <p>Video Presentation of Tools That Sustain by Maria Ramirez</p> <p>Show this video without volume to illustrate the topping of the onions (first few minutes of video): https://www.youtube.com/watch?v=yuO9t0Y1rmg Cesar Chavez Video: https://youtu.be/-yDOjZMON78</p>

Lesson Procedure *(Step by Step Instructions):*

<p>Step-by-Step Procedures</p> <ol style="list-style-type: none"> 1. Hand out the note-taking form to students. Click here for form. Explain each of the boxes. Alternatively, one student can take notes on a whiteboard or chart paper for other students to copy. 2. Explain how to complete an acrostic poem.



3. Ask students to complete in the acrostic poem about what they know about migrant workers or Cesar Chavez. This could be used as a pre-test.
4. Ask students to define 3 migrant tools power words: Migrant, Short Handled Hoe, Potato Belt. Why do we associate these words with migrant work?
5. Tell students that they are going to learn about (1) a migrant girl and her family, (2) Cesar Chavez, and (3) local farm growers and local migrant workers. Also tell them that they may get a chance to learn more on their own.
6. Show the slides. The teacher or another student can read the text with each slide. Pause frequently to allow students note taking time. Feel free to extend or shorten the time for each slide.

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

Assessment and Measures of Learning:

1. The note taking device can be collected and scored. [Click here for form.](#)
2. Have the students complete a post-lesson acrostic poem.
3. Give a grade for participation in a Socratic Seminar (See Socratic Seminar questions at [the end of the slide show](#)) Alternative Links: [Part 1](#) & [Part 2](#)
4. The teacher can select a single extension activity for all students to complete or can allow students to choose a topic from a short list. [Extension Activities are at the end of the slide show.](#) Alternative Links: [Part 1](#) & [Part 2](#)

