**Migrant Farmworkers in Boulder County - Spanish Language Lesson**

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**Overview**

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| **Lesson Overview** | This lesson is for a High School Spanish IV class. Students will learn about Latinos’ participation in the agricultural work of Boulder county (1900’s-1940’s), then connect it with María Ramirez’s story as well as the book written “Cajas de Cartón” by Francisco Jimenez. In Spanish, students will integrate the past tenses as well as subjunctive mood. They will discuss their families’ stories of arriving in Boulder, their family’s current feeling of identity and belonging, explore and challenge their ideas of inhabitants of Boulder. |
| **Author(s) & School** | Julie Irwin  Shining Mountain Waldorf School |
| **Grade Level/**  **Course** | High School  Spanish IV |
| **Standards** | **Colorado World Language Standards (Intermediate Mid proficiency level)**  Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.  **Standard 1:** Initiate, sustain, and conclude conversations on a wide variety of general knowledge, personal and academic topics.  **Standard 2:** Apply concepts, information, and vocabulary from other content areas (such as politics, government structures, and history) to further comprehend and analyze oral and written selections in the target language.  **Standard 3:** Use authentic resources to investigate, analyze, and present new information.  **Standard 4:** Evaluate the impact of the contributions of the target cultures to the student’s culture and vice versa. |
| **Time Required** | Multi-Class - One week (four 45 minute class periods) |
| **Topic** | Farm work/agriculture/ranching; Immigration |
| **Time Period** | 1920s-30s; 1940s; |
| **Tags (key words)** | Palabras de vocabulario y estructuras para incluir en la lección: encajar, cajas, es importante que, me interesa que, ojalá que, inmigrantes, remolacha azucarera, etc. |

**Preparation**

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| **Materials** | **Computers so students can view primary source documents**  **Book “Cajas de Cartón” by Francisco Jimenez** |
| **Resources/Links** | 1. [Four children and a baby in front of car](http://teachbocolatinohistory.colorado.edu/primarysource/four-children-and-a-baby-in-front-of-car/) 2. [Hauling sugar beets](http://teachbocolatinohistory.colorado.edu/primarysource/hauling-sugar-beets/) 3. [Dora Bernal excerpt #1](http://teachbocolatinohistory.colorado.edu/primarysource/bernal-dora-excerpt-1-from-english-translation-of-1978-audio-interview/) 4. [Biography of EE and Eva Bernal](http://teachbocolatinohistory.colorado.edu/primarysource/biography-of-e-e-and-eva-bernal-written-in-2012/) 5. [Oral history, Lou Cardenas #2](http://teachbocolatinohistory.colorado.edu/primarysource/oral-history-lou-cardenas-pt-2/) 6. [Pile of sugar beets outside Longmont processing plant](http://teachbocolatinohistory.colorado.edu/primarysource/pile-of-sugar-beets-outside-the-processing-factory-in-longmont-early-20th-century/) 7. [Martinez girls on a truck](http://teachbocolatinohistory.colorado.edu/primarysource/martinez-girls-on-a-truck-on-a-sunday-morning-lafayette-1929/) 8. [Farm workers with Mules](http://teachbocolatinohistory.colorado.edu/primarysource/farm-workers-with-mules-with-adobe-building-in-background/) 9. [Latino covered wagon](http://teachbocolatinohistory.colorado.edu/primarysource/photo-of-the-kind-of-covered-wagon-that-latinos-moving-north-to-boulder-county-would-have-used-1910s/) 10. [Map of NM villages](http://teachbocolatinohistory.colorado.edu/primarysource/map-2-new-mexican-villages-from-which-immigrants-came-to-colorado/) 11. [Jason Romero #2](https://www.youtube.com/watch?v=3aSHWktzPcY) 12. [Eleanor Montour #1](https://www.youtube.com/watch?v=YYmdDfG8Xb4) 13. [Ana Karina Casas](https://www.youtube.com/watch?v=mWLbzPSeW9w&t=1s) #2 |

**Lesson Procedure**

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| 1. Students will have already read the book “Cajas de Cartón” by Francisco Jimenez in a previous unit. 2. Open with story of how my family arrived in Boulder.    1. Comprehension check - students do a retell/act out and narrate my story using past tense. 3. Pre-teach vocabulary of farm work & migration 4. Disperse history lesson of farm workers via daily warmup - Picturetalk and PQA with a photograph from BCLHP.    1. See/think/wonder conversations about each photo 5. For Homework: Interview students parents, grandparents, or other family members to connect how they came to Boulder. Incorporate structures & vocabulary.    1. Create “poll everywhere” questionnaire, present findings to class 6. Watch Youtube videos on Latinos’ journeys to Boulder.    1. Read poem “[Yo también soy América](https://zocalopoets.com/2012/02/01/langston-hughes-yo-tambien-canto-a-america-i-too-sing-america/)”    2. Discuss 7. Invite María Ramirez to school; listen to her presentation (in Spanish) on Migrant Workers: tools that sustain.    1. Understand/think/connect writing activity    2. Contrast and compare with “Cajas de Cartón” book by Francisco Jimenez. 8. Take field trip to “Casa de Esperanza” to connect with families of farm workers in Longmont. |

**Evaluation/Assessment:**

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| 1. Crucigrama, “taza,” discourse scrambles using text, escritura libre 2. Final choice board assessment (interview with someone in the community, letter, song, open ended…) 3. Contrast and compare with “Cajas de Cartón” book by Francisco Jimenez. |