

Title: Labor and Working Conditions for Latinos, 1920s-1970s

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Overview

Lesson Overview	Students will investigate working conditions and relationships between workers and land/company owners in various occupations. This lesson would fit well during a unit on Industrialization, Muckraking and/or Progressivism.
Author(s) & School	Originally created by Rachel Hofmann, Mead High School; modified by Marjorie McIntosh
Grade Level/ Course	High School US History; could also be used for Language Arts
Standards	Common Core Standards for Social Studies • Compare and contrast treatments of the same topic in several primary and secondary sources. • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Time Required	1-2 Classes of approximately 90 minutes
Topic	Working Conditions/Treatment of Workers
Time Period	1920s-1970s
Tags (keywords)	working conditions, farm workers, turkey plant, migrant workers, coal miners

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

Materials	1. Access to all materials listed in Resources/Links section. Teacher may print materials or provide links to students to access on individual devices. 2. Paper, markers, other supplies for creating a newspaper article. Students may also create the article digitally if there is access to devices.
Resources/Links	Quantitative sources (databases) • Hispanic Occupations in Trinidad, 1871 • Occupational Analysis of Latino-Surnamed Adults in Lafayette, Boulder, Longmont, 1926-1975 Farming and unions in southern San Luis Valley • Water and Farming around 1900 • Farming, 1930s Onward • Labor and Union History

	Farming, coal mining, and unions in Trinidad/Las Animas County • Farming and Ranching • Coal Mines and Miners • Ludlow Strike and Massacre, 1913-14 Industrial work and unions in Pueblo • Colorado Fuel & Iron Co. • Unions and Strikes Sugar Beet Workers in Boulder/Weld Counties • Beet Workers Warned not to use Children under the age of 14, 1935 • Mexican Agitators Arrested 1932 • Jail terms for Mexican Beet Picketers, 1932 • County to Deport 75 Beet Workers, 1932 • Sugar Beets Brought Early Hispanics to Longmont Coal Miners in Boulder/Weld Counties • The Columbine Incident, 1927 • Coal Miners' Wages Cut, 1932 • Coal Miners' Wages Cut Denied, 1932 (middle column, bottom) • 8000 Colorado Mine Workers on Strike, 1935 • Mine Settlement Expected Soon, 1935 • Coal Miner's Pocket Book, 1940s • Miners in Mountains Migrant Farm Workers in Boulder/Weld Counties • Winter Looking Bleak for Migrants at Ft. Lupton Camp, 1961 • Farmers concerned about irresponsibility of migrant workers, 1968 • Farm Workers United Worried about Migrant Housing, 1970 • Area Farmer Denies Labor Camp Charges, 1971 • Valley Farmer Charged with Mistreating Aliens, 1971 • Hardship of Migrant Living, 1971 Turkey Processing Plant in Longmont, CO • Hard Work, Low Pay at the Turkey Plant, 1979 • An Employment Option for Migrants: The Turkey Plant, 1971 • Interior of Longmont Foods Turkey Plant • Turkey Plant Workers • Turkey Processing
Resources from specific community	Teacher can contact local libraries and museums to find books, articles, resources that connect to similar jobs in local community. Students can be asked to describe the work their earlier relatives did. Teacher could supplement each topic with local resources or add additional topics with local resources.

Lesson Procedure *(Step by Step Instructions):*

1. Warm up: Students should get into groups of three. Each trio should be given a folder with occupational

data for Latinos in Trinidad or Boulder County (see links in resources). Each person in the group should take one of the cities and analyze the data on the spreadsheet. Students should make observations about the data. What jobs are Latinos working? What trends do you notice? What might the working conditions have been like in these jobs? What was going on in the world at the time that might explain the data? What do you notice for male and female employment? How do you think this data compares to occupational data for Latinos today? Teacher should use this data to begin a conversation about Latinos in the workplace, working conditions, and types of jobs that minorities traditionally do.

OPTIONAL: teacher may instruct the students to graph the data for a visual representation of the information.

2. Teacher should explain that students will act as investigative reporters/muckrakers for a particular occupation that many Latinos worked. They can use primary sources for one of the places listed above or do research in their own community. Teacher should act as the “editor” of a newspaper and explain that students are the reporters in the field. Their assignment is to write an investigative report that exposes the working conditions and treatment of workers in that particular field. Students will be under a deadline (determined by teacher) for their article to be published. Students will need 8-10 important facts as well as images. Student should work to find the “angle.” Which issues need to be exposed in the particular occupation that they are investigating? What should the public know? Can you get any quotes/interviews (from people in the articles)? What context needs to be provided? Students should be sure to focus on working conditions and treatment of workers in their investigation. Teacher can decide if students will work individually or in pairs. Teacher can assign an occupation to each student/pair or let them choose an occupation to study.
- 3.
4. Teacher should give students time to work on their article research. Teacher should support students in their research and in their writing of their article.

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

Students will create an investigative report/muckraking article with facts from their research and self-generated images that demonstrates an understanding of working conditions and treatment of workers for their assigned occupation. Students should include 8-10 facts, images, and quotes. Students may choose to format it like a newspaper with columns and ads and other headlines, etc.

Students can earn this badge for successful completion of the lesson

