

LESSON PLAN

CHILDREN IN THE FIELDS:

The Life of the Hispanic Child Laborer During California's Agriculture Explosion

Creator: Theresa Chaides, Marquez Charter Elementary / Grade 4

Grade level recommendation: 4

Time required: About 6 days

Unit Overview

From 1880 to the 1930s, California's population and economy were booming. By the early 1900s, the state was a leading agricultural producer, dominated by corporate agribusiness. To keep prices low and profits high, growers wanted laborers who were migratory, nonwhite, nonunion, and alien. By World War I, most farm workers were Mexican, working 16-hour days in the hot sun. With no schooling available, children worked alongside their parents. Conditions began to improve in 1930s. In the 1960s Cesar Chavez, Dolores Huerta, and others organized the United Farm Workers union. Although the federal and state governments passed a series of labor laws restricting child labor, many Hispanic children still work alongside their parents in California's fields today. In this unit students will learn about the California agriculture industry and the experiences of child laborers in this industry.

Historical Background

The years between 1880 and the 1930s were a period of tremendous economic and demographic expansion for California. The state's population grew from 865,000 in 1880 to almost 7 million in 1940 through immigration and natural increase.

California's largest industry was agriculture, which thrived in the state's fertile Sacramento, San Joaquin, Imperial, and other valleys. The introduction of the refrigerated railroad car in 1877 allowed California farmers to ship their crops to other parts of the country. By the early 1900s, California had become one of the nation's leading producers of oranges, lemons, peaches, plums, apricots, pears, melons, berries, wine grapes, tomatoes, lettuce, beets, artichokes, avocados, hops, dates, figs, almonds, olives, rice, and cotton.

In many parts of the United States during this period, farming was largely a family endeavor. Small farms, worked by family members and a few hired hands, grew crops for their own use and for sale in the

market. In California, however, agriculture was “agribusiness”—dominated by larger and larger corporations specializing in seasonal crops. These large corporate farms needed cheap labor to keep prices low and profits high. Growers preferred their laborers to be migratory, nonwhite, and alien because those workers would be less likely to organize a union, less likely to be able to vote, and less likely to command sympathy from politicians, journalists, and the general public.

Over the years, California growers utilized a series of different ethnic groups for labor. The first migratory agricultural workers were Native Americans during the 1850s; later, growers hired Chinese and Japanese immigrants, until nativist sentiment halted immigration from Asia. East Indians and Filipinos worked in California fields during the early 20th century. By World War I, Mexicans had become the group most favored by growers due to their steady supply and disadvantaged political status.

Excluded from the American Federation of Labor (AFL) due to their race, Mexican farmworkers — men, women, and children — endured the harshest working and living conditions of any segment of the California labor force. They commonly worked 16-hour days in the blazing heat. Wages were deplorably low, and workers had no legal protection if growers underpaid them, fired them unexpectedly, or overcharged them at company stores. Workers lived in temporary camps with execrable living conditions. With no schooling available, children worked alongside their parents, uncertain where they would be living the following week or month.

Beginning in the 1930s, the lives of California farmworkers slowly began to improve. Books and photographs by Carey McWilliams, John Steinbeck, and Dorothea Lange began to raise public knowledge and sympathy for the plight of migratory workers. In the 1960s, farmworkers were finally unionized due to the efforts of César Chávez, Dolores Huerta, and other activists. The United Farm Workers (UFW), formed in 1966, managed to win recognition from many of California’s largest growers, improving working conditions and raising wages. The federal and state government passed a series of labor laws restricting child labor and requiring minimum working conditions, culminating in the creation of the state Agricultural Labor Relations Board in 1975, charged with maintaining fair labor practices.

Nonetheless, at the turn of the 21st century, California’s agricultural laborers still endured difficult working conditions. Census data from 1997 demonstrates that they remain the lowest paid workers in California, with a median family income of \$17,700. Farmworkers are among the least likely Californians to have graduated from high school, to own a home, to have health insurance, or to have citizenship. Many children still work in fields alongside their parents. It is mainly due to the labor of the farmworkers that California continues to feed the nation, producing more than half of the country’s fruits, nuts, and vegetables.

Materials

- Illustration paper
- Colored pencils
- Markers
- Crayons
- Writing paper (for rough and final drafts)
- Two shoeboxes
- Construction paper
- Scissors
- Glue
- Various materials from home to build dioramas (paper, sticks, clay, seeds, etc.)

Objectives

- Gain a deeper and more realistic understanding of the establishment and expansion of the California agriculture industry.
- Analyze, synthesize, and evaluate the primary source material, delving deeper into the lives of child laborers.
- Further understand the experiences of child laborers by sharing aspects of their lives in written and performance assignments.
- Gain an understanding of how vital different cultures were to the success of agriculture and to California overall.

Assessment

Student learning will be reflected in discussion, listening, creative writing, illustrative and visual arts, and performing arts.

Culminating Project

Students will create two dioramas about the lives of migrant workers during the late 19th and early 20th centuries. Students will begin working on the first diorama at the beginning of the unit. This diorama will represent their current knowledge, ideas, or beliefs about farming in California. Once the lessons are completed, students will begin creating the second diorama. This diorama will reflect the conclusions they

drew about living conditions based on new knowledge of how large-scale agriculture laborers lived and worked in California, and also their feelings about it. Students will include symbols or captions to express how they feel about the realities of large-scale agriculture. See Appendix C for rubric.

Cross-Curricular Connections

- **Science:** Students will plant a campus garden, growing a variety of vegetables. Students will research what grows best during the current season, design the layout, test content of soil, plant seeds, label plantings, record watering, measure growth, and develop a job chart to ensure a successful harvest.
- **Research and Visual Arts:** Students will conduct interviews in class or at school as to traditions and celebrations representative of different cultures. Students will create a year-long timeline with accompanying illustration or collage of the information learned from their peers.
- **Art:** Students will create a political cartoon of two agricultural crate labels. One will reflect a historical label and the other will reflect the behind-the-scenes world of agriculture with an appropriate and accurate caption commenting on the issue.
- **Health:** Students will choose a product grown in the state of California and create a seed packet indicating its health benefits. These benefits will include vitamins, minerals, antioxidants, etc. Students will also find a recipe that includes this product and include it on the seed packet label.
- **Math:** Using the recipe from the above health assignment, students will calculate the caloric content, carbohydrate content, and fat content of the recipe overall and per serving. This will require multiplication and division of two- and three-digit numbers.

Conceptual Links to Prior Understanding and Knowledge

- These lesson plans help students understand the often harsh realities of life as a California migrant laborer. Students will learn what agribusiness companies did to ensure that the work was done at the best price, and what decisions were made or not made to deliver products to the state and nation. Thus much of what the students are doing is comparing prior knowledge and perceptions, as well as new knowledge garnered from textbooks with life as described in the primary sources. In addition, coverage of this subject in a fourth-grade year comes during the last two months of school, so many of the lessons and much of the output are designed to build upon prior knowledge.
- In language arts, students will be familiar with the biographical sketch, characterization, point of view, figurative language, and narrative before they write a biographical monologue or a diary entry.

- Students will also be familiar with the aspect of performing arts, or dramatic arts, when they take on the role of a migrant child discussing his or her hopes and fears about their educational future.
- Previewing a list of new vocabulary words will be a necessary aid in comprehending the primary material.
- As a culminating project, students will create dioramas, making use of prior knowledge of visual symbols as a way to communicate a message to an audience.
- Students will have prior knowledge of using primary sources in their social studies lessons. This unit will require a short review of what primary sources are and why we use them in the classroom.

CALIFORNIA CONTENT STANDARDS

History-Social Science

Grade 4:

4.4: Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s. **3.** Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups. **4.** Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities.

English-Language Arts

Grade 4:

1.0: Writing Strategies (Organization and Focus)

1.1: Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements

2.0: Writing Applications (Genres and Their Characteristics)

2.1: Write narratives: **a.** Relate ideas, observations, or recollections of an event or experience. **b.** Provide a context to enable the reader to imagine the world of the event or experience. **c.** Use concrete sensory details. **d.** Provide insight into why the selected event or experience is memorable.

2.2: Write responses to literature: **a.** Demonstrate an understanding of the literary work. **b.** Support judgments through references to both the text and prior knowledge.

Visual and Performing Arts

Grade 4:

2.0: Creative Expression: Creating, Performing, and Participating in Theatre Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

2.1: Demonstrate the emotional traits of a character through gesture and action.

2.2: Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).

2.3: (Creative Expression) - Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.

4.0: Aesthetic Valuing: Responding to, Analyzing, and Critiquing Theatrical Experiences Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

4.1: Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.

5.0: Connections, Relationships, Applications: Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

5.1: Dramatize events in California history.

NATIONAL STANDARDS

History

Grades K–4:

Topic 1: Living and Working Together in Families and Communities, Now and Long Ago

Standard 1: Family Life Now and in the Recent Past; Family Life in Various Places Long Ago. **1A:** The student understands family life now and in the recent past; family life in various places long ago. **K-4:** For various cultures represented in the classroom, compare and contrast family life now with family life over time and between various cultures and consider such things as communication, technology, **homes, transportation, recreation, school and cultural traditions.** [Distinguish between past and present] **K-4:** Compare and contrast family life now with family life in the local community or state long ago by considering such things as roles, jobs, communication, technology, style of homes, transportation, schools, religious observances, and cultural traditions. [Compare and contrast]

Topic 2: The History of the Students' own State or Region.

Standard 3: The People, Events, Problems and Ideas that Created the History of Their State. **3E:** The student understands the ideas that were significant in the development of the state and that helped to forge its unique identity. **3-4:** Analyze how the ideas of significant people affected the history of their state.

Topic 3: The History of the United States: Democratic Principles and Values and the People from Many Cultures Who Contributed to Its Cultural, Economic, and Political Heritage

Standard 5: The causes and nature of various movements of large groups of people into and within the United States, now, and long ago. **5A:** The student understands the movements of large groups of people into his or her own and other states in the United States now and long ago. **3-4:** Identify reasons why groups such as freed African Americans, Mexican and Puerto Rican migrant workers, and Dust Bowl farm families migrated to various parts of the country.

LESSON PLAN: INTRODUCTORY LESSON

This lesson should begin at the close of the text unit in the fourth grade covering large-scale agriculture. In such a unit, the students are exposed to key terms such as migrant labor, tenant farming, production, industry, competition, boom, and irrigation. They are given details on how large-scale agriculture is actually implemented. It is difficult for the students to understand the scope of such an industry; how many people it employs, how they gathered and hired that many people, and where those people lived. This unit exposes them to this reality from the perspective of the life of a child laborer.

Materials

Excerpts from “A Documentary History of Migratory Farm Labor” (see Primary Sources at the end of this lesson plan):

- **Folder 1:2:** Page 36 and 37, “Too see country life ... as well as the sunshine of country life.” Benedict, Agnes E., “The Barefoot Boy,” *Survey*, Vol. 58 (1927), p. 69-90.
- **Folder 1:2:** Page 40, “It is deplorable that ... misery on all sides.” *American Mercury*, Vol. 33 (October 1934), p. 241-245.
- **Folder 1:2:** Page 42, “Fifteen hundred ... cans for food.” *Sacramento Bee*, April 1, 1935.

Motivation/Anticipatory Set

Begin the unit with the following questions to introduce the subject matter:

- Who has been on a farm?
- Where and why did you go to this farm?
- How many of you have gardens at home?
- Who does the work in the garden?
- Is it easy work and if not, why?
- Have any of you been to or seen a farm (from the road) where they grow fruits and vegetables?
- Who is out in the fields picking the crops when you see them?
- What is life like living in the country versus the city? What makes it different, easy, hard?

LESSON PLAN 1A: WORKING CONDITIONS — “AS I KNOW IT TODAY”

Time required: 1 day

Materials

- White illustration paper
- Pencil
- Colored pencils
- **Folder 1:2:** Page 36 and 37, “Too see country life ... as well as the sunshine of country life.” Benedict, Agnes E., “The Barefoot Boy,” *Survey*, Vol. 58 (1927), p. 69-90 (See Primary Sources at the end of this lesson plan.)

Objectives

- Students will compare and contrast existing knowledge or perceptions of how a farming business is conducted with new knowledge gained from primary source readings.
- Students will illustrate a “typical” farming scene drawing from prior knowledge and readings from available textbooks on the subject.
- Demonstrate existing knowledge of a typical working farm (animals and crops).

Motivation

Tell the students that they are going to begin this six-day unit with an art activity. You want them to picture in their head a typical farm scene. Help them with this by telling them that any knowledge they have of what a farm looks like, what is done there, who does it, etc., should be included in their illustration.

Input

*Cooperative Learning Strategy: Think-Pair-Share*¹ Have students think of some of the things they will include in their farm/country scene. Next, have them turn to their neighbor to pair up and share their ideas with each other. When done, they will raise their hands to share with the class. Call on a few.

¹ Kagan, Dr. Spencer, Page 11:3.

Purpose

To create a visual of prior knowledge or understanding in order to compare how their previous knowledge of a typical farm is similar and/or different than the information they will receive over the next few days. This will show how their understanding of the subject changed and grew.

Independent Practice

Give the students time to complete their illustrations. **Time:** 30 minutes

Discussion

Explain to the students they have created a document, an illustration, a primary source, that reflects their knowledge, at this very moment, of their understanding of a typical working farm. Follow with a reading of a quote from the primary source by Agnes Benedict that begins, "To see country life as it really is ... " Continue with the class discussion about the origin of this quote, its relevance as a primary source, and why the class is using it today and over the next few days.

Gallery Tour

Have the students put their illustrations on their desks and then tour the classroom looking at all the pictures. **Time:** 6–8 minutes.

LESSON PLAN 1B: WORKING CONDITIONS — “REALITY CREEPS IN”

Time required: 1 day

Materials

- **Folder 1:2:** Page 40, “It is deplorable that ... misery on all sides.” *American Mercury*, Vol. 33 (October 1934), p. 241-245 (See Primary Sources at the end of this lesson plan.)
- **Folder 1:2:** Page 14, “In the course of....” *Twenty-first Biennial Report of the California Bureau of Labor Statistics of the State of California, 1922-24*, p.105 (See Primary Sources at the end of this lesson plan.)
- **Folder 1:2:** Page 15, “They bent to their ... of the Union.” Carey, Harold, “No Chores for Jimmie, He’s a Laborer,” *Colliers*, Vol. 72 (1923), p. 10 (See Primary Sources at the end of this lesson plan.)
- **Folder 1:2:** Page 17, “An investigation carried on....” *Twenty-first Biennial Report of the California Bureau of Labor Statistics of the State of California, 1922-24*, and *Bulletin of Imperial Valley School District, El Centro* (date unknown) (See Primary Sources at the end of this lesson plan.)
- Papers and pencils for Venn diagram

Objectives

- Gather knowledge of child labor working conditions during the agricultural boom in California (1880s–1930s) by reading and discussing various quotes and stories from the Federal Writers’ Project primary source.
- Create a Venn diagram reflecting both new and preexisting knowledge of the large-scale agriculture industry.
- Gain a deeper level of understanding of the hardships endured by children in the large-scale agriculture industry and to utilize this information when creating a Venn diagram.

Assessment

Students will complete a Venn diagram with at least four differences and two similarities to measure listening comprehension during discussions and reading comprehension of the primary source used.

Motivation/Anticipatory Set

Begin this lesson with the question, “Who wants to live on one of the farms that you drew earlier today?”
Read the primary resources listed above as an introduction.

Input

In cooperative groups, students will read and listen to an excerpt from the primary source and discuss what they think it means. A student from each group will read their excerpt aloud to the class. **Time:** 15–20 minutes.

Modeling

Read aloud a passage from the primary source and model how it might be interpreted.

Guided Practice

Help students gain a clearer and better understanding of the material contained in the excerpts.

Independent Practice

Using a Venn diagram worksheet, students will list similarities and differences of the working conditions on a farm that produces vegetables and fruits. **Time:** 20 minutes.

LESSON PLAN 2A: EDUCATION — “WHY NOT ME?”

Time required: 1 day

Materials

- **Folder 1:2:** Page 19, “These children, owing ... to the extension of the school age.” California Bureau of Labor Statistics, op. cit., Summary Findings and Recommendations of the Bureau on Child Labor in California, p. 90 (See Primary Sources at the end of this lesson plan.)
- **Folder 1:2:** Page 23, “Mrs. L.B. Hill, an investigator ... also regarded as a menace.” Report of Interview with Professor Fletcher Harper Swift, Dept. of Education, U. of C., with Mrs. L.B. Hill, Director of Rural Education, State Department of Education, Sacramento (Dictated February 28, 1936) (See Primary Sources at the end of this lesson plan.)
- **Folder 1:2:** Page 24, “This (migratory) child is ... and blind routine.” Buffman, Anne, “White House Conference on Child Health and Protection,” *American Federationist* Vol. 38 (January 1931), p. 39-48 (See Primary Sources at the end of this lesson plan.)
- **Folder 1:2:** Page 24, “Discrimination against children ... admission to them....” *Ibid.*
- **Folder 1:2:** Page 32, “Generally speaking,....instruction offered them.” Benedict, Agnes E., “Young Nomads,” *Survey*, Vol. 57, p. 376.
- **Folder 1:2:** Page 32 and 33, “Agricultural work often ... equally heart-breaking.” *Western Worker*, Vol. 3, No. 53 (October 18, 1934).
- Monologue worksheet
- Rough draft paper and pencil

Vocabulary

work permits

Compulsory Education Act

child labor laws

legislative

eradication

maladies

menace

discrimination

Motivation/Anticipatory Set

Begin this lesson with a questioning session to focus the students on the importance of education for all children.

1. Who would like not to come to school today?
2. If you didn't come to school today, who would want to work outside? In the hot sun? Doing hard, laborious jobs?
3. After you worked in the hot sun for a few days, 10 hours a day, without a bath or nourishing food, and then came to school and were told you could not attend, how would you feel?
4. Describe the importance of getting an education.

Objectives

- Gain a deeper understanding of the difficulties that Hispanic migrant children faced in getting an education.
- Read primary sources that deal with education and the child laborer.
- Do a quick-write or a quick cartoon that expresses how they feel about their passage.
- Write one question they are inspired to ask from reading the passage.
- Complete a worksheet designed as a pre-writing activity for the biographical monologue.

Purpose

Through reading primary sources that highlight the negative attitudes towards Hispanic children in period between the 1880s and 1930s, their inability to attend school due to the need to work as laborers, and the continued ill-use of the legal system to keep children in the fields, students are exposed to the realities of a child's life during this period and will be able to delve deeper into the character they create for the biographical monologue.

Input

In groups, students will read and discuss excerpts from the monographs reflecting the issue of education and the child laborer. Students will then share their passages aloud to the class as well as the question their group developed.

Modeling

Teacher will read aloud a passage from the primary source and model how it might be interpreted, discuss feelings about the passage, and then ask questions that might come to mind upon reading the excerpt.

Guided Practice

Teacher will roam the classroom, listening to each group and guiding them as they discuss their excerpts, write about their feelings, and formulate questions.

Independent Practice

The children quick-write their feelings and formulate and write a question. **Time:** 10–15 minutes

LESSON PLAN 2B: EDUCATION — “I’D LIKE TO INTRODUCE MYSELF.”

Time required: 1 day

Materials

- Primary sources from Lesson 1 for reviewing
- Rough and final draft writing paper
- Pencil
- Editing pen
- Clothing and props from home for final presentation

Assessment

As a class, students will create a rubric to critique their own presentation (biographical monologue), as well as the performances of others. The rubric, with prompting, should assess characterization accuracy, diction, pacing, gesture, and movement.

Motivation/Anticipatory Set

Question the students on how well they think they know the life of a child laborer. Ask them to cite some of the things they learned from the previous lesson. Last, entice them with the quote, “Let’s get into character.”

Objectives

- Write a rough and final draft of a biographical monologue of a child laborer during this time in California history. The focus of the content will be on education. They will perform their monologue, in character.

Purpose

To gain a deeper understanding of and empathy for what it was like to be a child during this time in California history (1880s to 1930s).

Input

Students should have access to all the primary sources found in the previous lesson from which to draw information for their characterization.

Modeling

Teacher will develop a monologue, and share with the students its content and demonstrate delivery of the final presentation.

Guided Practice

Students will receive Appendix B Worksheet to use as a guide in developing their own monologue. Teacher should review each question aloud with the class explaining and modeling each part and answering any questions.

Independent Practice

Students will complete their worksheet and begin writing a monologue of their character. Allow two days of about 30 minutes each to complete the writing, editing, and practicing of their performance. **Time required:** 30 minutes per day for 2 days

LESSON PLAN 3: LIVING CONDITIONS — “DEAR DIARY, TODAY WAS LIKE ANY OTHER.”

Time required: 1 day

Materials

- Rough and final draft paper
- Pencil
- Editing pen
- Daniel, Cletus E. *Bitter Harvest: A History of California Farmworkers, 1870–1941* (See Secondary Sources at the end of this lesson plan.)
- Galarza, Ernesto. *Farm Workers and Agri-Business in California* (See Secondary Sources at the end of this lesson plan.)
- Starr, Kevin. *Inventing the Dream* (See Secondary Sources at the end of this lesson plan.)
- McWilliams, Carey. *Factories in the Fields* (See Secondary Sources at the end of this lesson plan.)

Motivation/Anticipatory Set

Read aloud from an appropriate secondary source detailing the following: Page 173-175, “Throughout the year..... bent backs.” Starr, Kevin. *Inventing the Dream*. New York: Oxford University Press, 1985.

Share with the class that the description above portrays only a small portion of the actual living conditions of Mexican migrant labor camps. Say, “Today you are going to learn about the living conditions that migrant labor workers endured while serving the needs of California’s agri-business.”

Objectives

- Having learned about the working conditions and the education of the migrant child laborer, students will make inferences and draw conclusions about the living conditions of these people.
- In this portion of the unit, students will write a diary entry of a child migrant laborer and their feelings about their living conditions, plans to change their situation, how tomorrow will be different, etc.

- Students will take on the role of such a worker and write a journal/diary entry about a typical day living in the camps.

Assessment

A rubric, developed as a class, will be used to assess student work. Standard English conventions, figurative language, simple and complex sentences, point of view, tense, and historical accuracy will all be addressed.

Purpose

To gain an in-depth understanding of the struggle migrant laborers endured in building and sustaining the agricultural industry in California. Relating on such a personal level requires a deeper analysis and evaluative level of learning.

Input

Students will be given excerpts from the secondary source list that present, in detail, the living conditions of the California migrant laborer. In groups, students will read aloud, discuss, and then share with the rest of the class new insights into the living conditions of the child laborer.

Modeling

The teacher will model analysis of an excerpt and ask questions or ponder information newly received aloud for the class.

Guided Practice

Have the first group read their passage aloud and assist the students in understanding it, pose questions, and lead a discussion about the material.

Independent Practice

Students will take on the role of a child laborer at the end of a long working day and write an entry in a diary or journal. The entry must include at least three events learned about in the discussion or sharing of

excerpts earlier and how these events affected them personally in their day. Ask the students to write as if those events happened to them, that day.

Extensions

- Students can conduct research on current-day migrant families. This extension can begin with writing the Chamber of Commerce in areas that have large-scale agriculture (e.g., California communities such as Camarillo, Oxnard, Riverside, etc.) to obtain names of produce growers and distributors. Students can research these companies using library reference or the Internet to discover how present-day implementation compares with that of the past. What changes are clearly evident, and in what areas has little changed?
- Students can research regions of California that still grow large amounts of product and research how much, where it is shipped, value of the company, profits/losses, and environmental influences and/or histories (e.g., floods, droughts, etc.).

PRIMARY SOURCES

The primary sources used in this unit were gathered and created by the Federal Writers Project in 1938. Part of the Works Progress Administration, the Federal Writers Project provided temporary work relief for unemployed American writers during the Great Depression. Their report “A Documentary History of Migratory Farm Labor” surveys child labor, education, and working conditions in California during the late nineteenth and early twentieth centuries.

The Bancroft Library, University of California, Berkeley.

Monographs (typescript): “A Documentary History of Migratory Farm Labor,” 1938. Author: Federal Writers' Project (Oakland, Calif.) Editor: Raymond P. Barry

<http://content.cdlib.org/ark:/13030/hb88700929/?brand=calcultures>

CN: BANC MSS 72/187c Box 1.

Folders: 1. Child labor in California agriculture.

18. History of living conditions among migratory laborers in California.

The following primary sources from the above call number are arranged and listed as they are used in these lesson plans. Access these primary sources online at Calisphere:

http://www.calisphere.universityofcalifornia.edu/calcultures/lesson_plans/lesson-plan-child.html

Introductory Lesson

Folder 1:2: Page 36 and 37, “Too see country life ... as well as the sunshine of country life.” Benedict, Agnes E., “The Barefoot Boy,” *Survey*, Vol. 58 (1927), p. 69-90.

Folder 1:2: Page 40, “It is deplorable that ... misery on all sides.” *American Mercury*, Vol. 33 (October 1934), p. 241-245.

Folder 1:2: Page 42, “Fifteen hundred ... cans for food.” *Sacramento Bee*, April 1, 1935.

Lesson Plan 1: Working Conditions

Folder 1:2: Page 14, “In the course of....” *Twenty-first Biennial Report of the California Bureau of Labor Statistics of the State of California, 1922-24*, p.105.

Folder 1:2: Page 15, "They bent to their ... of the Union." Carey, Harold, "No Chores for Jimmie, He's a Laborer," *Colliers*, Vol. 72 (1923), p. 10.

Folder 1:2: Page 17, "An investigation carried on...." *Twenty-first Biennial Report of the California Bureau of Labor Statistics of the State of California, 1922-24*, and *Bulletin of Imperial Valley School District*, El Centro (date unknown).

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Folder 1:2: Page 40, "It is deplorable that ... misery on all sides." *American Mercury*, Vol. 33 (October 1934), p. 241-245.

Lesson Plan 2: Education

Folder 1:2: Page 19, "These children, owing ... to the extension of the school age." California Bureau of Labor Statistics, op. cit., Summary Findings and Recommendations of the Bureau on Child Labor in California, p. 90.

Folder 1:2: Page 23, "Mrs. L.B. Hill, an investigator ... also regarded as a menace." Report of Interview with Professor Fletcher Harper Swift, Dept. of Education, U. of C., with Mrs. L.B. Hill, Director of Rural Education, State Department of Education, Sacramento (Dictated February 28, 1936).

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Folder 1:2: Page 32 and 33, "Agricultural work often ... equally heart-breaking." *Western Worker*, Vol. 3, No. 53 (October 18, 1934).

BIBLIOGRAPHY

Secondary Sources

Armento, Dr. Beverly. *Oh, California*. Boston: Houghton Mifflin Company, 1999. Pages 182–199.

Bugarin, Alicia, and Elias Lopez. *Farmworkers in California*. Sacramento: California State Library, California Research Bureau, 1998.

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Galarza, Ernesto. *Farm Workers and Agri-Business in California*. Notre Dame, IN: University of Notre Dame Press, 1977.

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APPENDIX A:**WORKING CONDITIONS OF HISPANIC MIGRANT CHILD LABORERS**

Similarities and differences between what you knew and the knowledge you have recently gained.

Previous knowledge of farming.

Knowledge gained from primary sources.

Similarities

A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Previous knowledge of farming.' and the right circle is labeled 'Knowledge gained from primary sources.'. The overlapping area in the center is labeled 'Similarities'.

APPENDIX B:
BIOGRAPHICAL MONOLOGUE WORKSHEET

My name is _____. (Think of a name for the character you will portray. What is your name in Spanish?)

I live in _____. (Name a town, city, or camp.) Use this topic to expand in your presentation on where you live ... weather, home, why you live there, etc.

My family _____. (Describe who they are and what they do.)

We are here to (pick, grow, work, etc.) _____.

Today is (choose a school day of the week) _____

Today I'm going to (choose one: work, go to school) _____. (Now describe what would happen if you did one or the other. On the back of this page, expand upon this fictitious story you are creating by giving details about why you are working instead of going to school, or what happens when you go to school. Are you sent home? Are you allowed to stay? Are there any laws you want to mention here?)

I wish _____ 2

I dream of _____

I hope _____

I'm afraid that _____

One day I _____

Closing statement or salutation _____

² Orndoff, Eleanor, Page 44.

APPENDIX C:

DIORAMA RUBRIC

As part of a culminating project for this unit of study, you are required to complete a visual representation of what you have learned. You will do this through the creation of a two-sided diorama.

1. **On one side** you will create a scene of your existing knowledge of the farming/agriculture industry and what that looks like to you. You may include subjects such as crops, people, animals, buildings, etc.
2. In a second shoebox, you will create an additional diorama representing the new knowledge you have gained about this industry from our unit study on child laborers. You may represent one or all of the sections of this unit; working conditions, education, and living conditions. This side must accurately reflect learned material from the primary source passages.

This project will be scored and graded on the following RUBRIC:

1. I have created a two-sided diorama reflecting prior and new knowledge of the subject of farming/agriculture in California.

10 pts _____ Yes!

5 pts _____ One side only

0 pts _____ Not done

2. In the first diorama, I have created a scene portraying my prior knowledge of the agricultural industry in California. I have included a short paragraph detailing what each inclusion represents.

10 pts _____ Yes, the diorama is done and writing portion is complete.

5 pts _____ The diorama is done; the writing portion is not.

0 pts _____ I have not completed this side of the diorama project.

3. On the second diorama, I have created a scene that reflects my new knowledge pertaining to large-scale agriculture in California. I have included a short paragraph on what each inclusion represents, with historical accuracy.

10 pts _____ Yes, the diorama is done and writing portion is complete.

5 pts _____ The diorama is done; the writing portion is not.

0 pts _____ I have not completed this side of the diorama project.

4. I enjoyed learning about this subject and creating the dioramas.

_____ Yes!

_____ Sort of

_____ Not REALLY

On the back of this rubric, please reflect and comment about this assignment: the subject matter, the diorama assignment, etc. Do you have any lingering questions on this topic? Please list them for discussion later.

Last revised: July 11, 2006.