

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 12 – Braceros Program

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environment preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

MATERIALS

Bracero Reading – Reading

Blank Coat of Arms – Student Page

3-5 different food items (enough for each student to choose one)

Ranchera or Campesino music

Timeline marker for the bracero program (you create this)

Blank paper and markers

Tape

LESSON OBJECTIVES

- To be able to define and describe the braceros and the braceros program
 - To understand the role the program played in the US
 - To participate effectively in a classroom discussion
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Have student’s take out last night’s homework. Collect all questions and answers from yesterday’s reading activity and last night’s homework. Stamp/initial all vocabulary flash cards.
- 2) **Agenda** – Ask students to copy the agenda you have posted on the board.
- 3) **Vocabulary** – Post the following vocabulary words and their definitions on the front board: Bracero, Compatriot, deportation. Have students copy them to their vocabulary list. Tell them that for homework they should create definitions in their own words and vocabulary flash cards for each.
- 4) **Journal 7** – In the front of the class in a couple of containers, there should be a variety of fruits or vegetables for students to choose (usually the best, and easiest, are strawberries, grapes, green beans and maybe lettuce leaves). Ask students, as they enter the class, to pick a single item from the table and answer the questions on a piece of paper titled “Journal 7 - Fruits and Vegetables”. Written on the board (or overhead) should be the following questions: What food item did you choose? Describe it. What foods/drinks are made with it?

- How does your food grow (what does the plant look like)? How much do you think it costs in the store?
What do all of these different foods have in common?
- 5) Music – In the background, it would be good to have “Ranchera” or “Campesino” music playing as students complete their work.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Answering Journal Questions – At the end of ten minutes, call time. When students have finished writing, review the questions with them as a class. Try to call on students that do not normally participate. When talking about how the different foods are grown, make the point about how difficult it would be to work in the fields picking these foods all day. Ask the students what difficulties there might be in having this type of job. Finally, ask students if they can guess how much the foods cost in the store and how much the workers get paid. (You can access the actual wages at <http://www.ufw.org>) As a conclusion, ask why it might be hard to find workers to do this job and why would farmers want to hire Mexican laborers? Why would Mexicans want to work this job?
 2. Bracero Introduction – At this point, pass out the **Bracero Reading** and tell students they will be reading about the 1940’s (draw their attention to the timeline and ask if they remember from yesterday or can guess what was happening in the world at this time - i.e., WWII). Tell them they will be reading about braceros and put up a timeline marker with this title and a main image. Ask the students if any of them know what “brazo” means in Spanish (arm). Now ask them if they can determine what bracero means. A bracero is someone who works with his arms and hands. Remind students of the Reciprocal Teaching routine they did the day before of reading one paragraph aloud, asking one why question and clarifying. Tell them they will be repeating the same steps today.
 3. **Paired Reading** – Have students take out a blank sheet of paper and title it “Bracero Reading”. Also have them take out their **‘Round the Clock** sheet, appoint a random time and have the students get started. The teacher should follow the same strategy as yesterday except that they should be really demanding a lot of work from the students. Most of them are probably now feeling comfortable with the routine and the pace. Thus, this is a good opportunity to “hold their feet to the fire” and not lose focus. Give out rewards to those that are doing well (even if they aren’t moving through the material fast). Let the unfocused students know that there are consequences (either losing points or some other penalty) and that you expect more.
 4. Question/Answer (see Lesson 11) – Complete the same question/discussion activity from yesterday. This time ask for students to volunteer for the various questions (Q1, Q2, etc.) and remind students that they get extra credit for participation. Throughout the discussion constantly refer to the foods used during the warm-up activity (e.g., What different foods are mentioned in the reading? Why would the US need these foods during the war? Why would they need workers just for this type of work?).
 5. Homework Review – Review the homework assignments with students.
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HOMEWORK

- 1) Complete a Coat of Arms (using the **Blank Coat of Arms** sheet) for the braceros.
- 2) Write the definitions for the new vocabulary in your own words.
- 3) Create flash cards for your new vocabulary words.
- 4) Ask one person to quiz you on all of your vocabulary words to date.

Note: Explain to students that this Coat of Arms does not need to be exceptional, but that it should contain at least six different images. Students will be developing various Coat of Arms through the remainder of the course in an attempt to gather different perspectives on what a “Latino” is in California. In a variation on this, the homework assignment could simply be a single image/symbol that would represent the entire “bracero” experience and then for future assignments students would be creating single image/symbol instead of a complete Coat of Arms each time.

GROUP ROLES



None

DOCUMENTATION FOR PORTFOLIO
Personal Coat of Arms Image
Interpretation Essay #1