

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 19 – Delano Grape Boycott Presentation Preparations

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.

Historical Research, Evidence, and Point of View

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

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

2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

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.

5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

MATERIALS

Venn Diagram – Student Page

Delano Grape Boycott Presentation sheet – Teacher Page (one overhead copy)

Poster paper (enough for at least one sheet per group)

Colored markers, pencils and/or crayons

LESSON OBJECTIVES

- To research and analyze a particular person during the Delano Grape Boycott
 - To prepare a group presentation that includes a poster and role-play
 - To work as a focused group and synthesize information into a concise and perceptive presentation
-

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back all graded station work and Venn Diagram’s from yesterday. Have students keep it out on their desks, as they will need it to complete today’s assignments.
 - 2) **Agenda** – Have students copy the posted agenda.
 - 3) Compare – Hand out another **Venn Diagram**. Tell students to complete the **Venn Diagram** by comparing and contrasting the Delano Grape Boycott to the Zoot Suit Riots. Emphasize to the students that their similarities and differences must have significance and they must be able to explain it (e.g., the fact that “Delano” and “Zoot” both have the letter “o” in it is a similarity but not significant). Students should be instructed to come up with AT LEAST three similarities and three differences, but they should definitely be able to find more. Remind them that the purpose of a **Brainstorm** is to come up with as many as they can think of in the time allowed. They can and should use their notes from previous classes. Tell students they may work together in their groups, but they should be writing the ideas on their individual papers. Give them five minutes.
-

ACTIVITIES – INDIVIDUAL AND GROUP

1. Class Venn Diagram – At the end of five minutes, call time. Create a large blank copy of the [Venn Diagram](#) on the front board/overhead. Ask a random member of each group to present 2 of their similarities. Make sure to ask them what the significance of the similarity is. Determine with the class whether or not it is truly significant. If they are, write them in the Venn Diagram on the front board. Tell students if any ideas are given that they do not have, they must write them on their individual Venn Diagrams. Whenever you write, they write. Once each group has given two ideas, ask if there are any other similarities that are not on the board. Take all responses. Work through this entire process again for all groups for the similarities and the differences. Collect their [Venn Diagrams](#).
2. Explain – Explain to the students that today they will be focusing on the Delano Grape Boycott in their groups and creating presentations for tomorrow’s lesson. Tell the class that they will need to be focused and working hard during class because they will only have this one day to prepare their presentations.
3. Instructions – Post the **Delano Grape Boycott Presentation** sheet on an overhead projector (found in the *Teacher Pages* section of this unit). Cover all of the steps with a sheet of paper. You are going to walk students through the entire assignment step by step today. So only reveal each new step as students finish the previous one. Begin by reading The Assignment and its first paragraph to the students. Then have them take out a sheet of paper and write the group roles for STEP 1 at the top. Ask them to assign roles and write their group members’ names next to each. You may need to review the responsibilities for each role with students (see *Group Roles* below for the descriptions). Give them 2 minutes to decide.
4. STEP 2 – Next, quickly and randomly assign groups an individual to research. There should be at least one presentation for each of the following people:

Cesar Chavez, Dolores Huerta, Panchito, a bracero, a Zoot Suiter

Since you will probably need to double-up on these individuals, it is best to make sure that there at least two groups researching a bracero and a Zoot Suiter only because these are two of the most difficult and they offer the most alternative viewpoints of the Delano Grape Boycott. The teacher should have students use their readings and notes to guide their project. Additional materials could be supplied (e.g., encyclopedias, textbooks), but they are not necessary.

Have students write the person they are researching at the top of their paper.

5. STEP 3 – Call on a student to read this step, including the requirements. When the student has finished reading. Ask if there are any questions. Then give students ten minutes to come up with their ideas and write them on their paper.
6. STEP 4 – While the rest of the group members move on to STEP 5, ask the illustrator in each group to create a mock illustration of the poster based on the ideas from each group member.
7. STEP 5 – Ask for another volunteer to read the directions in this step. Take any questions students may have. Then tell them they will have five minutes to come up with their ideas and write them on their sheet of paper just like it is written here.
8. STEP 6 – Read this step to the students. Give them 5 minutes to come up with and agree upon the situation. Ask them to write it on their sheet of paper.
9. STEP 7 – Ask for a volunteer to read this step. Field any questions. Tell students they will have 5 minutes to decide upon their characters, the characters’ descriptions, and who will play each part.
10. STEP 8 – Tell students this is the meat of their assignment and one of the most important parts as it will demonstrate what they have learned. Ask for a volunteer to read this step. Field all questions. Leave this step on the overhead. Tell students they will have ten minutes to figure these out and write them on their sheet of paper.

11. STEPS 9 AND 10 – At the end of ten minutes call time. Ask for a volunteer to read these steps. When they are finished, ask if there are any questions. Clarify any parts students do not understand. Tell them they will have the rest of the period to work on their assignment, practice their role play, and finish the poster. Whatever they do not finish in class is homework tonight.
 12. Group Work – Pass out markers, paper, scissors, colored pencils and crayons to the groups. Clarify the work that each role is responsible for, encourage the students to be creative in their presentations, and remind them to focus on the main question of the Delano Grape Boycott. Remind them firmly that their presentations will be tomorrow. So they must complete the bulk of their work during class. For the rest of the class period, check in with all of the groups and give assistance where needed. The groups that are focusing on a bracero will probably need the most help and encouragement to be creative.
 13. Presentation Order – Ten minutes before the end of class, remind students again that presentations will happen in the next lesson. Assign groups a presentation time unless they volunteer to go first. You can usually get one or two groups to volunteer to go first/second if you explain the advantages of finishing early (you get it over with and usually the grading is easier because there is no one to compare your group to). Quickly go around the class for one last check-in and random assignment of presentation times. Make sure you write down the group's order of presentation so you don't forget.
-

HOMEWORK

Complete any preparation work for the presentations in the next lesson (e.g., poster work, explanation paragraph, role-play).

GROUP ROLES

Note Taker – The recorder for each group will be responsible for making sure all written records are complete and handed in. He or she does not have to write everything, just make sure all writing activities are assigned to someone and are completed.

Facilitator – The facilitator will guide the group through each group activity and keep group members focused on the activities. If an assignment has to be located on the computer, the facilitator will be prepared to look it up as class starts so the group does not have to wait for him.

Illustrator – The illustrator will be responsible for making sure all drawings, graphics, maps, and the like are turned in as due and that the whole set is completed and turned in with the full project by the final date of the project. The illustrator is also responsible for supervising the overall display for the group presentation.

Presenter – The presenter should present, in a loud, clear and engaging voice, both the poster and an introduction to the role play.

DOCUMENTATION FOR PORTFOLIO

Personal Coat of Arms Image
Interpretation Essay #1