

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 20 – Delano Grape Boycott Presentations

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TIME ESTIMATE FOR THIS LESSON

One class period

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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.

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MATERIALS

**Delano Grape Boycott Evaluation** – Student Page

Colored markers, pencils and/or crayons

Tape

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LESSON OBJECTIVES

- To perform and explain the individual they have been assigned to the class
  - To compare and evaluate presentations
  - To demonstrate mastery of the content they have learned so far
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Homework Check** – Have students take out their **Delano Grape Boycott Presentation sheet**. Have them place it on their desks and leave it out. Then have them get started on their journal below. While they are writing, go around the room and collect their presentation sheets. You will use these when you grade them. Any missing initials means that they did not complete that portion of their project during class yesterday and points should be taken off for it being late, even if they have it today.
  - 2) **Agenda** – Have students copy the posted agenda.
  - 3) **Journal 11** – On a blank sheet of paper titled “Journal 11 – Central Question” have the students write for five minutes on the central question–What makes a people? Ask them to focus on Latinos and the Latino experience as they write their ideas. Explain that spelling, punctuation, and grammar do not count. Their ideas do.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Explain – During the journal warm-up the teacher should be vigilant about students that want to do work on their presentations. Do not allow them to do so and assure them that they will have a little amount of time before they have to present. The journal will allow them to stay focused on the larger task, which is to connect these presentations to the central question. Explain this to the class when they have finished writing and tell them that you will discuss “What makes a people” frequently today during the presentations.
2. Grading – Pass out a **Delano Grape Boycott Assignment Evaluation** sheet to each student and explain that all students will be responsible for evaluating each presentation. Tell students they will use these sheets to study for their test. So they need to fill them out thoroughly. Remind the presenters that their presentations will be the only opportunity many students have to review the concepts they are presenting. So their presentations should be good. Briefly review the sheet with the class and make sure that they know how to use it effectively.

Stress to students that this information is to be completed after each presentation and that they will be turning in all evaluations to the teacher at the end of class. They should also takes notes as the presentations are going on.

3. Instructions – At this point the teacher should briefly explain how the presentations will run—while one group is presenting the other groups should be taking notes on their evaluation sheets. Since this will be the first time for presentations in this class it is important for the teacher to maintain a strict decorum and efficient operation of the class. Give students five minutes to talk to their group members and make sure they are prepared to present. After these five minutes, they will not be allowed to talk.
4. Present – At the end of five minutes, call time. Call on the first group to present. Make sure you have an evaluation sheet, as you will be grading students too.
5. Discuss After Each Presentation – As the class proceeds through the presentations the teacher should be constantly drawing attention to contrasts and comparisons between different groups (only about content – NOT about the quality of presentations). Do this between presentations and not during. Do it with the goal in mind of extending and/or deepening the issues, while trying to maintain a focus on the central question. After each group presents, place the posters to the side (still displayed) so that you can refer to them throughout the class. Periodically make sure that the students are completing their evaluations effectively.
6. Collect – After all of the presentations, collect the evaluation sheets.
7. Discuss – Then lead a discussion around the central question. Who among these individuals that were presented would say they are Latino? Why? Who would claim that Latinos are a people? Who or what is making Latinos a people according to Cesar Chavez? Dolores Huerta? A Zoot Suiter? Ask, now that the students have had the opportunity to view different perspectives of whether or not these people would support the Delano Grape Boycott, how has your opinion of what makes a people changed. Have them write two paragraphs answering this question and reflecting on their warm-up. Ask them to do this on the backside of their journal sheet.

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#### HOMEWORK

Write two paragraphs about how your opinion of what makes a people has changed after seeing the presentations.

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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

Coat of Arms Project #1

Coat of Arms Interpretation Essay