

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 21 – Immigration and Rain of Gold

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 environmental 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.

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.

MATERIALS

“Rain of Gold - Part I” by Victor Villedeseñor – Reading
Timeline Marker of the Delano Grape Boycott – you create this
Index cards
Poster paper

LESSON OBJECTIVES

- To become familiar with the immigrant experience through reading
 - To begin understanding why Latinos are immigrating to the United States
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial all journals from last night’s homework. Pass back any graded assignments. If you have the evaluations from the Delano Grape Boycott ready, pass them back. Have students look at their grades and place them in their folders.
- 2) **Agenda** – Have students copy the agenda you posted.
- 3) **Vocabulary** – Post new vocabulary words on the front board (see below). Ask students to look up the words, write a definition in their own words (not the dictionary’s words), and create a sentence using each of the words.

barren

enfencement

company-controlled

predicament

ramada

foliage

repulsion

- 4) Poster Analysis – Make sure you have all of the group posters from the previous lesson prominently displayed and relatively close together for students to analyze. Ask students to take out a blank piece of paper and divide it in half. Have them label the left hand column similarities and the right hand column differences. Instruct them to carefully analyze the posters and recall the presentations from yesterday in order to list the similarities and differences among all of the posters. Tell them their similarities and differences should be thoughtful and detailed. “Many of the colors are the same” is not a thoughtful or

detailed similarity. “All of the posters used the color blue to convey the feeling of sadness” is a thoughtful and detailed similarity. Students should have a minimum of three examples in each column. Give them five minutes to complete this activity.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Class Analysis** – At the end of five minutes, call time. Ask each student to contribute one similarity and one difference to a chart that you (or a student) complete(s) in the front of the class. They may not use an answer that someone else has given. Tell students they should be adding any similarities or differences that they did not have to their own charts. Use the posters to illustrate key similarities and differences that might be subtle or difficult to notice.
 2. **Present Homework and Discuss** – Have students volunteer to read their homework assignments aloud. As the journals are being read, ask the class to think about the chart that you just made. When four or five students have shared their paragraphs, ask students if they feel all of these individuals (the ones that were the focus of the presentations) would consider themselves “a people?” Why or why not? As a teacher, you should focus on the differences if the students seem to be heavily leaning toward the similarities (or vice versa) in order to challenge them to think more deeply about the question. Conclude by asking a student to place a timeline marker of the Delano Grape Boycott onto the class timeline.
 3. **Explain** – At this point, explain to the students that they will be changing their focus in the class away from Civil Rights and the Delano Grape Boycott to issues about immigration and why people come to the United States. Using the timeline again, show the students that, chronologically speaking, they are going to be moving backwards to 1910-1920 in the next reading to see how immigration to the United States has changed over the last 100 years.
 4. **Instructions** – Pass out the “Rain of Gold” reading and explain to the class that they will be reading the story of Lupe and her family and their immigration to the United States. Have them take out a blank sheet of paper and title it “Rain of Gold – Part I.” The paper should be divided in half vertically so that there are two columns. Explain that the left hand column will contain 7-word summaries and that the right hand column is to contain images that the students will need to complete for homework. Tell them they will be working in pairs today. Instruct students that they are to read one paragraph aloud and then write down one 7-word summary. Then they will switch roles and repeat until they have completed the reading. (Note to teacher—this reading has a lot of dialogue so the “paragraphs” are non-existent. It is best to preview the reading and make stars or draw lines at logical places for students to stop reading and summarize.). If some students finish earlier than others, tell them to answer the questions at the end of the reading.
 5. **Paired Reading** – Ask students to take out their **Round the Clock** sheet, assign them a random time and have them get started. As they are working, focus on making sure that the students understand some of the more subtle points made by the reading about US involvement in the story and, ultimately, the forced immigration of Lupe’s family. This will require some “reading between the lines” which is helped by the questions at the end of each section, but it will also take some prodding and additional questioning by you.
 6. **Discuss** – Five minutes before the end of class, conduct a full-class discussion that is centered around the questions at the end of the reading. Since this story is only Part I, you can ask students to predict what they think will happen in Part II. Ask them why they think Lupe’s family will immigrate to the US? Put these predictions on a poster at the front of the class to refer to tomorrow.
 7. **Homework Review** – Remind students of their homework to sketch summary images of the reading on their papers.
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HOMEWORK

- 1) Sketch summary images of the reading on your papers.

- 2) Create flash cards of your new vocabulary words. Study them and your old words. You will have a quiz on them in Lesson 25.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Personal Coat of Arms Image
Interpretation Essay #1