

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 22 – Rain of Gold Part II

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.
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MATERIALS

“Rain of Gold” Part II – Reading

Venn Diagram – Student Page

Multiple Choice Questions – Lesson 22 – Teacher Page

LESSON OBJECTIVES

- To complete the reading of “Rain of Gold” and discuss why Lupe’s family came to the United States
 - To understand the role of the US government and business in why immigrants come to the United States
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect all summaries and summary images. Pass back all graded assignments and ask students to place them in their folders.
 - 2) **Agenda** – Have students copy the agenda you have posted.
 - 3) **Vocabulary Flash** – Have students take out their flash cards. Initial all completed flash cards. Have students take out their **‘Round the Clock Sheet**. Assign a random time. Have students sit with their partners. Tell them they will be quizzing their partner using their flash cards. Have one student put their flash cards away. Have the other student a) say the word and their partner must spell it, define it and use it in a sentence; b) use the word in a sentence and their partner must spell it and define it; or c) say the sentence without the vocabulary word and their partner must say the vocabulary word to fill in the blank, spell it, and define it. You choose which method and then tell them. To get a word right, their partner must be able to spell the word, use it in a sentence or fill in the blank, and define it. Have them keep the words they get correct in one pile and the incorrect words in another pile. Give students five minutes to complete the first partner’s review. At the end of five minutes, call time. Go around the room and ask each person how many their partner got right. Record it in your grade book. Now, have them switch and repeat the same process.
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ACTIVITIES – INDIVIDUAL AND GROUP



1. Questions – Once the time has expired for their warm-up activity, give the students three or four multiple choice questions that are focused on the previous day’s lesson (see the **Multiple Choice Questions – Lesson 22** sheet in the *Teacher Pages* section). As in Lesson # 18, model the process of elimination test taking strategy for students and then ask for volunteers to guess the correct answers. As you complete each question, use the content to spur discussions and review of the reading that will prepare students for today’s passage.
2. Instructions – Briefly go over the predictions for the second half of the “Rain of Gold” reading. Remind students of the correct time period (1910-1920). Pass out “Rain of Gold”—Part II reading. Ask students to take out a blank sheet of paper and title it “Rain of Gold – Part II”. Instruct them that today they are to read one paragraph and then ask one “why” question. They are not to clarify the question, but they are to write the question down on their paper. Thus their page will simply have a series of numbered questions that relate to the story.
3. **Paired Reading** – Once students understand what is expected of them have them take out their **‘Round the Clock** sheets and assign them a random time. Have them sit with their new partner and get started. As they begin working and reading, use the questions that the students write down as a tool to check for comprehension or expansion of knowledge. Make sure that all students are at least getting the basics of the story and it’s connection to the question about why people come to the United States.
4. **Group Work (Push/Pull Factors)** – Ask students to get into their assigned groups. Have them assign group roles (see *Group Roles* below). Tell students there are always factors that cause people to want to leave their country. Tell them you will call these Push Factors. Tell students there are always factors that cause people to want to come to a new country. Tell them you will call these Pull Factors. Ask students to take out a sheet of paper and divide it in half the long way. Have them title the left column Push Factors. Then title the right column Pull Factors. Tell them they will have five minutes to list as many push and pull factors from the story they read as they can think of. Tell them they may work together as a group, but they must write their ideas individually. Give them five minutes and have them start.
5. **Present** – At the end of five minutes, call time. Randomly call on a student from each group to give you one Push Factor. List them on the front board. Remind students that whenever you are writing, they should be writing. If there are any ideas they did not have on their list, they should be writing them now. Continue calling on random members of different groups until you have exhausted their ideas. Then do the same for Pull Factors.
6. **Additions** – Now, ask students to look at their lists. Ask them to think about what they know of Latinos. Are there any other Push or Pull Factors that should be up here for all Latinos? Write them down as they give them to you and make sure they are writing them too.
7. **Group Categories** – Next, working with group members again, ask students to create categories for their push and pull factors. They should be looking for ways they can group the push and pull factors. For instance, there could be religious push and pull factors. Or there could be economic push and pull factors. Don’t give them too many ideas. Give them ten minutes to create their categories and place the push/pull factors in them. They can do this on the back of their push/pull factor sheet.
8. **Present** – At the end of ten minutes, call time. Call on random group members to present their categories. List them on the front board and make sure to ask why they chose them. When each group has presented their categories. Ask students to look at the categories on the board. Are there any that make no sense? Remove them. Are there some that make more sense than others? Keep them. Whittle this down to a list of categories everyone can agree on.
9. Leave the categories listed on the board. Tell students these are why people come to the United States.
10. **Homework Review** – Before the end of class, pass out a **Venn Diagram**. Tell students they are to compare Lupe’s reasons for coming to the United States to a bracero’s reasons for coming to the United States for homework tonight.

HOMEWORK

- 1) Complete a **Venn Diagram** that compares and contrasts Lupe's reasons for coming to the United States to a bracero's reasons.
 - 2) Study all of your vocabulary flash cards from the beginning of class to now.
 - 3) Answer all of your "why" questions from the reading.
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GROUP ROLES

Presenter – The presenter for each group will be responsible for presenting the information and assignments that were completed by the group. They need to speak clearly, loudly and accurately represent the whole group.

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.

Timekeeper – The timekeeper will be responsible for making sure that the group knows how much time is remaining to complete their work.

Manager – The manager is responsible for getting rulers, magic markers, colored pencils, and other materials the group needs and for notifying the teacher when the group needs materials that are not available in the classroom. If the group needs to check a book out of the library, the manager will get it.

DOCUMENTATION FOR PORTFOLIO

- Personal Coat of Arms Image
- Interpretation Essay #1