

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 8 – California and the Produce Industry
What causes conflict between peoples?

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.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
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.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
 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.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
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MATERIALS

Did you know that... Poster Project Directions (copies) – Student Page

Factories in the Field excerpt by Carey McWilliams – Reading

Poster paper

Coloring pens

Sunmaid raisins, C & H cane sugar, a Spreckles or Haveymeyer candy bar, a Sunkist orange, table grapes, a bottle of Napa or Sonoma Valley wine, rice, cotton, and any other produce you want to talk about

LESSON OBJECTIVES FOR THE WEEK

- To teach students how Asians and Asian Americans are incorporated into the development of the nation, and to NOT isolate Asian American history to two instances of railroad work and internment during World War II
- To learn how to contextualize multicultural history (instead of studying it as the development of race awareness or identity history.)

EXPLANATION OF LESSON

Today, students will be thinking about the ways in which the food they eat has a history; California's agricultural history is essentially the story of immigrant labor. In particular, a majority of field laborers in both California and Hawaii were Asian. Be sure you have prepared copies of **Did You Know That... Poster Project Directions** (Student Page) for the students prior to class and the *Factories in the Fields* excerpt (Reading). You will also need to make sure that each student has one piece of poster board or a large sheet of butcher paper to create their poster. If supplies are limited, you may want to explain to students that if they make a mistake they must use the back of their poster to recreate their image. If they make any mistakes after that, it will be their responsibility to purchase new poster board.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: corporation

- 1) Homework Check – Collect homework assignments. Pass back graded assignments and have students place them in their folders.
 - 2) **Vocabulary** – Post today's word on the board. Ask students to add it to the list of vocabulary words they started yesterday. Have them look up the definition in the dictionary and write it next to the word. Then ask them to put the definition in their own words, that is, the words of a teen. Give them no more than five minutes for this.
 - 3) At the end of five minutes, call time. Tell students to study all of their vocabulary words, as they will be quizzed on them in Lesson 10.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Review – Ask students to review quickly with you. Draw three columns on the board, as follows:

| Anti-Chinese | Both | Anti-Japanese |
|--------------|------|---------------|
| | | |

What did they notice in the anti-Chinese movement? In the anti-Japanese movement? What characteristics were unique, and which were similar? Put the unique qualities in the individual columns, and the similar ones under "Both." Have students write these down as notes; collect at the end of this short discussion. (2 points total– 2=good, 1=some missing, 0=did not turn in, or need serious help.)

2. Introduction – Now, explain to students that they are going to look today at different products, and figure out their history (including their relationship to anti-Asian movements.).
3. Products – Take out a box of Sunmaid raisins, C & H cane sugar, a Spreckles or Haveymeyer candy bar, a Sunkist orange, table grapes, a bottle of Napa or Sonoma Valley wine, rice, cotton, and any other produce you want to talk about.
4. Choosing a Product – Have each group choose one item. They will be making large posters about the history of their item in California. Remind them that although they may discuss the history of the produce item they have chosen, their individual posters should each be unique.
5. Directions – Today, students will just begin by drawing large pictures of their item onto poster board (Steps 1 and 2 from their **Did you know that... Poster Project Directions**). Tomorrow they will begin researching. Hand out **Did you know that... Poster Project Directions** (found in the *Student Pages* section of this unit) and go over what they will be doing for the next three days. Answer any questions. Then allow students the rest of the period to draw their poster.

6. Homework Review – Distribute the Factories in the Fields excerpt (Reading) and review homework with students.
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HOMEWORK

- 1) Read and **highlight** first chapter (4) from Carey McWilliams' *Factories in the Field* excerpt.
 - 2) Study your vocabulary words. Quiz in Lesson 10.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Personal Coat of Arms Image
Interpretation Essay #1
Final Coat of Arms Image
Interpretation Essay #2
History 1 Unit 1 Final Exam

Unit 2

Unit 3

Map
timeline