

Lesson Template

-The following lesson plan format is designed to be used in different learning communities across the state. Sections have been left blank so that they can be filled using information from your community.

Title: Latino Impact on Farming

[Overview](#) | [Preparation](#) | [Lesson Procedure](#) | [Evaluation](#)

Overview

Lesson Overview	Through a variety of primary sources, students will practice analyzing skills to understand how Latinos have had an impact on Colorado's farming industry. Students will create a poster.
Author(s) & School	Brenda Jimenez & Phyllis Vigil Sierra Grande School District
Grade Level/ Course	Grades 1-2
Standards	1st Grade Standards CDE Standard 1.1 Describe patterns of chronological order of events of the recent past. CDE Standard 1.2 Family and cultural traditions in the United States in the past. CDE Standard 2.2 People in different groups and communities interact with each other and the environment. CDE Standard 3.1 People work at different types of jobs and in different types of organizations to produce goods and services and receive an income. 2nd Grade Standards CDE Standard 1.1 Identify historical sources and utilize the tools of a historian. CDE Standard 1.2 People have influenced the history of neighborhoods and communities. CDE Standard 2.2 People in communities manage, modify and depend on their environment.
Time Required	2 full class periods
Topic	Latino Farming History
Time Period	1900-2000

Tags (key words)	Agriculture, farming, Latino labor, child labor, potato, alfalfa, corn, barley, wheat
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Preparation *(Links to worksheets, primary sources and other materials):*

Materials	<ul style="list-style-type: none"> ● Butcher paper ● 11" X 14" construction paper with 2-4 primary sources of farming photographs from your community ● Sticky notes (at least 2-4 per student) ● pencils, crayons, markers, glue
Resources/Links	<u>Other primary source analysis page from CDE</u>
Resources from specific community	<u>SLV Primary Source Sets</u>

Lesson Procedure *(Step by Step Instructions):*

<ul style="list-style-type: none"> ● Write the objective for the lesson and go over it with the students. <ul style="list-style-type: none"> ○ Students will analyze historical photographs, orally, with a partner. ○ Students will categorize their analysis of photographs on a graphic organizer. ○ Students will make observations and then make inferences based of the evidence their observation provides and their background knowledge. ○ Students will ask “think and search” as well as connecting questions to deepen their analysis. ○ Explain that next we will be analyzing one specific primary source photograph of their choice using the picture/photograph analysis sheet. ● Introduce the picture/photograph analysis sheet. <ul style="list-style-type: none"> ○ “Observations” are only what they see in the photograph ○ “My thinking” is what they think when looking at the picture (inferences from the observations) ○ “Questions” are what the students are wondering while observing and analyzing the photograph ○ “Further investigations” is where students can think about what this source teaches us, how we can learn more about it, what it shows us as historians about the people or place in this primary source, discussing why we are studying this primary source in the grander picture of what is being studied in Social Studies ● Model and do a guided activity with this picture/photograph analysis sheet with the students (teacher will choose one of the photographs from the gallery walk to model the activity). ● Example sentence stems to use: <ul style="list-style-type: none"> ○ In this photograph, I am observing _____.
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- When I look at this picture, it makes me think _____.
- I am wondering why/who/what/where/how _____.
- I think we are analyzing this photograph because it can teach us about _____.
- Have students review what each box in the picture/photograph analysis sheet is supposed to focus on.
- Next, with a partner, students will choose one of the photographs to complete the picture/photograph analysis sheet while analyzing the photograph with a partner.
- Once finished, teacher will put up three separate large versions of the picture/photograph analysis sheet on butcher paper with each photograph beside its own large picture/photograph analysis sheet.
- All students who reflected on the same photos will pair up in front of the large version to discuss their observations and thoughts as a group (using the sentence stems above when discussing) while adding each person's ideas to the larger version of the picture/photograph analysis sheet.
- Groups will come up and present their analysis of the photograph to the class.
- Partnerships' picture/photograph analysis sheet will be collected at the end of the presentations and used as evaluations.

Final Product:

- Students final product will consist of writing their findings on sticky notes while they analyze a specific photograph
- Students will develop a written paragraph about their analysis utilizing their picture/photograph analysis sheet organizer information as well as their sticky notes annotations, which must include why/who/what/where/how.
- Students will make inferences about the difficulty of work and what life as a farmer or agricultural work was like
- Students must incorporate key vocabulary relevant to farming and appropriate transition words in their oral presentation
- Students will then present their findings and inferences to the class in a poster with a clear voice, projecting their voice, good diction, and eye contact
- This can be done in partners, group, or individually

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

- Listening to conversations
- Reading post-it notes of thinking
- Reading Listening to conversations
 - Listening to conversations
 - Reading picture/photograph analysis sheets
 - Evaluating presentations (posters)