

The Circuit: Lives of Migrant Workers

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Overview

This lesson teaches students how to analyze a photo and to make inferences from the same image. It can be used as part of a unit on migrant workers and the Dust Bowl. Archival photos of migrant families, their work and living conditions can be used as an activator and pre-evaluation and as a post evaluation of the larger unit.

Recommended Grade Level

4th Grade, appropriate for 5th – 8th Grade with adaptations

Time Required

1.5 hours

Objectives

Mastery Objectives:

I can use primary sources to get information. I can make inferences from pictures.

English Language Learner Objective:

I can tell about a picture using the words people, objects, structures, landscape, and activities.

Materials/ Teacher Preparation

Computer with PowerPoint for photo analysis lesson

Photo Analysis Guide (see Appendix E)

Photos from Arizona Memory and American Memory Projects (see Appendices A and B)

Multiple levels of related readings for related unit on migrant workers (see Appendix D)

Curriculum Standards

This unit incorporates AZ State Standards in Social Studies, Reading, Writing and Information Literacy
Social Studies

- SS4-S1C1- PO2 Social Studies: American History: Research Skills for History: Describe difference between primary and secondary sources.
- SS4-S1C1- PO3 Social Studies: American History: Research Skills for History: Locate info using primary and secondary sources.
- SS4-S1C8- PO1 Social Studies: American History: Great Depression & WWII 1929-1945: Describe changes in lives of U.S. and Arizona residents during Great Depression:
 - poverty
 - unemployment
 - loss of homes or businesses
 - migration

Writing

- W4-S3C1-PO1 Writing Applications: Expressive: Write narrative based on observations that includes:
 - a. characters, b. setting, d. sensory details, e. clear language, f. logical sequence of events
- W4-S3C2- PO1 Writing Applications: Expository: Record observations related to topic.

Information Literacy:

- Standard 5: Indicator 2: Derive meaning from information presented in variety of formats

Procedures for Photo Analysis Lesson

This lesson is used as a pre/post-evaluation activity about migrant workers using photos from the Arizona Memory Project and the American Memory Collection from LOC. **Before reading** any texts, students

will analyze photos of migrant workers using the Photo Analysis Guide provided. **After reading** any texts, students will do a photo analysis of the same photos and write a short narrative based on the photos. The teacher and students will compare the pre- and post-evaluations to evaluate what the student learned about migrant workers from reading.

Itinerary (go over with students):

1. Objectives:
 - a. You will find information in historical photos (primary sources).
 - b. You will write a paragraph that tells what you think is happening in a photo.
2. Share vocabulary: people, objects, structures, landscape, activities
3. Analyze one photo as a group
4. With table partners, analyze another photo, each student fill out his own photo analysis guide
5. Write a narrative that tells what you think about your photo
6. Criteria for Success:
 - a. Photo Analysis guide is completed thoughtfully
 - b. Narrative about photo includes sensory details and inferences about the people, setting, and activities

Activities:

- Share itinerary and criteria for success
- Set: Discuss difference between primary and secondary sources, why they are valuable sources of information (for more information see Library of Congress Learning Page: http://memory.loc.gov/ammem/ndlpedu/start/prim_sources.html)
- Share Photo Analysis Guide and go over vocabulary
- As a group,
 1. analyze sections of photo #1 in PowerPoint
 2. complete photo analysis guide
 3. shared writing of narrative telling about the photo
- In table partners, analyze other photos at your table, discuss photo analysis guide and each student fill in his or her own
- Individually, write a narrative that tells about the photo (some students will dictate to tape, then write)

Accommodating All Learners:

- posted itinerary and criteria for success
- preview of vocabulary
- graphic organizer for photo analysis
- group and individual work
- ask students to clarify their thinking
- demonstration of writing
- alternative method of recording narrative

Assessment

1. Students will complete all sections of photo analysis guide.
2. Students will write a one paragraph narrative that includes people, setting, sensory details, clear language, and events based on a photo.

Extensions

This is an introductory lesson to a unit on migrant farm workers.

1. Read The Circuit by Francisco Jimenez and/or other texts from list about migrant farm workers.
2. Complete a comparison matrix of the books.
3. Read select interviews (teacher pre-screen) with Mexican immigrants in “Interviews with Today’s Immigrants” from American Memory <http://memory.loc.gov/learn/features/immig/interv/toc.php>.

Thinking about Jimenez' experiences as a child write interview questions and interview an immigrant in your family or school. Compare their experiences to those of the family in The Circuit.

4. Research the life of Cesar Chavez. Use the Cesar Chavez Campaign curriculum for social justice for elementary students from the UFW
<http://www.ufw.org/pdf/ChavezCampaignElementaryFinalDraft.pdf>
5. Research current migrant issues using online resources. Have a class debate. The Oregon Story: Agricultural Workers [background info] <http://migration.ucdavis.edu/rmn/index.php>; UC Berkley Migrant News <http://migration.ucdavis.edu/rmn/index.php>)
6. Visit a U-Pick farm: Apple Annie's Orchard in Wilcox
http://www.appleannies.com/field_trips.php; Buckelew Farm west of Tucson
http://www.buckelewfarm.com/school_field_trips.html; Date Creek Ranch orchards northwest of Wickenburg <http://www.datecreekranch.com/orchards.php>; Schnepf Farms in Queen Creek has UPick Gardens and Education Tours <http://www.schnepffarms.com/>; Tolmachoff Farms in Glendale <http://www.tolmachoff-farms.com/product.html>
7. Before farm visit, send prepared questions to farm to find out about the cost of a...tomato, cantaloupe, peach, etc. from farm to store.
8. Use Bureau of Labor Statistics Kids Page <http://www.bls.gov/k12/nature.htm>, write a persuasive essay on *I Would (Would Not) Want to Be a _____ Farmer Because....*
9. Research the Dust Bowl and current farm technology. Hypothesize about whether it could happen again. SS4-S4C5-PO3 Describe impact of human modifications (dams, irrigation, agricultural) on physical environment/ecosystems.
10. Research water use history and current water issues in Arizona and the West. Propose a solution as a class and send to our Congressmen. SS4-S4C6-PO3 Use geography concepts/skills (recognizing patterns, mapping, graphing) to find solutions for local, state problems (shortage or abundance of natural resources).

Sources Used

See Appendices:

- A. List of Resources for migrant workers from Arizona Memory Project (images)
- B. List of Resources for migrant workers from Library of Congress (images)
- C. PowerPoint presentation of lesson: AMP Photo Analysis PowerPoint
- D. Literature Study Bibliography
- E. Photo Analysis Guide

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August 19, 2007