

# the harvest [la cosecha]

COMPANION CURRICULUM  
Grades 7-12

## Table of Contents

<b>ACKNOWLEDGEMENTS</b>	<b>3</b>
<b>LETTER FROM THE EXECUTIVE PRODUCERS</b>	<b>4</b>
<b>ENGLISH/LANGUAGE ARTS LESSON PLANS</b>	<b>5</b>
GRADE 7: THE POWER OF PERSONAL NARRATIVE	6
GRADE 8: THE ROLE OF DIALOGUE IN PRESENTING KEY THEMES	12
GRADES 9-10: USING LITERATURE AND FILM TO GAIN PERSONAL UNDERSTANDING OF SOCIAL EVENTS	19
GRADE 11-12: THE PARALLELS BETWEEN DOCUMENTARY AND PRINT SOURCES OF INFORMATION	25
<b>SOCIAL STUDIES LESSON PLANS</b>	<b>32</b>
GRADE 7: MIGRANT FARM LABOR AND CHILDREN: CONDITIONS	33
GRADE 8: MIGRANT FARM LABOR AND CHILDREN: INFLUENCES	38
GRADE 9: CHILD MIGRANT FARMWORKERS: INFLUENCES	43
GRADE 10: CHILD MIGRANT FARMWORKERS: INFLUENCES	49
GRADE 11: CHILD MIGRANT FARM WORKERS: GOVERNMENT	55
GRADE 12: MIGRANT FARM LABOR AND CHILDREN: GOVERNMENT	61
<b>ECONOMICS LESSON PLANS</b>	<b>67</b>
GRADES 11-12: THE ECONOMIC REALITIES OF LIFE AS A MIGRANT FARM WORKER IN THE UNITED STATES	68
<b>HEALTH LESSON PLANS</b>	<b>96</b>
GRADE 7: THE IMPACT OF ENVIRONMENTAL FACTORS ON HEALTH	97
GRADE 8: RISKY BEHAVIORS BASED ON “THE HARVEST/LA COSECHA”	103
GRADE 9: HOW THE FAMILY, PEERS AND COMMUNITY INFLUENCE PERSONAL HEALTH	107
GRADE 10: THE INFLUENCES OF VALUES AND BELIEFS ON HEALTH PRACTICES	112
GRADE 11: THE FACTORS THAT MIGHT INHIBIT HEALTHFUL DECISION-MAKING	117
GRADE 12: LONG-TERM HEALTH GOAL PLANNING	122
<b>GEOGRAPHY LESSON PLANS</b>	<b>127</b>
GRADE 9 BY JAMIE LEE	128
<b>APPENDICES</b>	<b>145</b>
APPENDIX A: RESOURCES AND REFERENCES	146
APPENDIX B: BIOGRAPHIES OF WRITERS	149
APPENDIX C: FAIR LABOR STANDARDS ACT CHILD LABOR REGULATIONS FOR AGRICULTURAL VS NON-AGRICULTURAL EMPLOYMENT	151
APPENDIX D: WEBSITES FOR FURTHER RESOURCES AND INFORMATION	152

## ACKNOWLEDGEMENTS

---

Shine Global would like to thank all those who contributed to this curriculum. We are particularly indebted to Kean University faculty and students for their efforts.

### **WRITER AND EDITOR**

Susan MacLaury

### **WRITERS**

Dr. Thomas Banit

Dr. Linda Cahir

Dr. Francisco Jimenez

Jamie Lee

Shiloh Powers

Daniel Ramirez

Dr. Thomas Walsh

### **CONTRIBUTORS**

Kevin Agho

Anthony Arimenta

Mike Brown

Ryan Burnett

Aja Carter

Annabelle Cunha

Alyssa D'Elia

Rebecca Dacchile

Chris DiNucci

Ricky Garcia

Franny Gely

Bryan Herrera

Leila Jabbar

Jamie Kallinosis

Steve Loriot

Michael McCrea

Marvin Menjivar

David Moreno

Joe Olmo

Gina Petrizzo

Daria Reiker

Chrystal Rinehold

Scott Schwaner

Dan Shymanski

Stephanie Soto

Bobby Stalling

Mike Stauber

Chris Virag

Kevin Weaver

Paul Yunos

Nick Ramagli

### **Assistant Editors**

Alexandra Blaney

Monica Wise

## LETTER FROM THE EXECUTIVE PRODUCERS

---

*THE HARVEST/LA COSECHA*, tells the stories of 3 of the estimated 400,000 American child migrant farm workers who are torn away from their friends, schools and homes to pick the food we all eat. They earn no overtime and no sick days and often do not even receive a minimum wage. They work from the age of 12 in all weather extremes exposed to pesticides in what is the most dangerous occupation for minors in the United States of America. This is legal in America because the Fair Labor Standards Act, enacted in 1938, excluded agriculture and thus left thousands of children unprotected. It was a topic that was unknown to us, and we knew it was also unknown to most Americans. We wanted to give voice to these children.

*THE HARVEST/LA COSECHA* has been screened at festivals and in theaters both domestically and internationally and has proven to have a powerful effect on audiences. We hope that audiences will be both inspired by the inherent strength of Perla, Zulema and Victor and their families and profoundly disturbed enough by their plight to take action on their behalf.

As the producers of *THE HARVEST/LA COSECHA*, we have always believed in the film's potential classroom and service organization use in middle schools, high schools and universities. With many years experience both teaching personally as well as working with middle school teachers, however, we knew that the film had to be accompanied by excellent curricula. Collaborating with educators who volunteered their time and experience, Shine feels confident that educators at all three school levels will be able to create meaningful classroom and after-school experiences for their students.

We wish to acknowledge the college instructors, middle school and high school teachers, pre-service teachers and students who contributed to the development of these curricula. Without their help we would not have been able to offer these unit plans in social studies, English, economics, geography, and health education.

We hope that *THE HARVEST/LA COSECHA* will make a vital contribution to both the cognitive and affective learning of students internationally for many years to come. We welcome your feedback and that of your students to these lessons. Please feel free to send these to [susan@shineglobal.org](mailto:susan@shineglobal.org).

Sincerely,  
Susan MacLaury and Albie Hecht

THE HARVEST [LA COSECHA] ENGLISH/LANGUAGE ARTS  
LESSON PLANS

---

# **GRADE 7 ENGLISH/LANGUAGE ARTS UNIT PLAN: THE POWER OF PERSONAL NARRATIVE**

---

This 5-lesson unit is based on a book entitled *THE CIRCUIT* by Francisco Jimenez and on the feature documentary film, *THE HARVEST/LA COSECHA*. It is recommended that students read the book prior to seeing the film. The first lesson will be devoted to analyzing the book only. Two class periods will be devoted to screening the film, followed by two lessons that compare the stories told in both.

## **ENGLISH/LANGUAGE ARTS STANDARDS:**

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

## **UNIT GOAL:**

**To explore the use of narrative in literature and film in educating students about the effects of immigration and being child migrant laborers on personal development.**

# **LESSON 1: ANALYZING THE IMPACT OF FIRST-PERSON STORYTELLING ON CONVEYING INFORMATION AND PROMOTING EMOTIONAL UNDERSTANDING**

**Goal: To teach students about the impact of migrant work on children's development through analysis of a personal memoir**

## **Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify three obstacles to completing education experienced by Francisco (cognitive);**
- 2. Describe the aspect of living as a child migrant worker that would be hardest for them to accept and why (affective);**
- 3. Formulate a 3-step plan they might have used to study while migrating (psychomotor).**

## **Learning Tasks:**

The teacher asks students their overall reactions to the stories told in THE CIRCUIT.

- What story affected them most and why?
- Was there any one family member to whom they could relate most? If so who and why?
- What did they learn about Francisco's family's experience that most surprised them?

The teacher then asks for volunteers to summarize the key elements: The family's illegal entry into the United States; the "circuit" they followed; Francisco's entry into school; his father's accident that required him to work full-time but also allowed him to study.

- What are students' reactions to each?
- What would they have done in Francisco's place to obtain an education?
- Of all the obstacles he faced, which would have been hardest for them to accept and why?

Moving into triads, students will be asked to create a realistic 3-step plan that a young person in Francisco's place might make to ensure that he/she could continue receiving an education despite being forced to migrate six months a year. Students will then share their reflections with the full class, which in turn is asked to comment on the plans' effectiveness.

**Assessment/Homework:**

Do a journal entry in which they assess at least one obstacle they currently face as they try to succeed academically.

- What resources (people, materials, circumstances) do they have that might help them succeed?
- What's an important first step they might take to improve their personal chances for success?



## **LESSON 2: CONTRASTING DOCUMENTARY WITH LITERATURE AS A MEANS TO DEPICT CHARACTERS**

**Goal:** To introduce students to three contemporary young migrant farm workers through documentary and compare their reactions to them vs. their reactions to Francisco and his family.

### **Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Describe one characteristic displayed by Perla, Zulema, and Victor, depicted in the documentary, THE HARVEST/LA COSECHA (cognitive);**
- 2. Explain which of these characters they can most easily understand and why (affective);**
- 3. Describe two ways in which their reactions to these characters compared to or contrasted with their reactions to the characters in THE CIRCUIT (psychomotor).**

### **Learning Tasks:**

Whether the students have seen the full film, half of it or the first third only, the teacher would begin by asking them their overall reactions to what they had seen.

**CLIP: ZULEMA DESCRIBING PICKING STRAWBERRIES: (02:58- 03:17)**



**CLIP: VICTOR DISCUSSING FAMILY (11:12-11:30)**



**CLIP: PERLA DESCRIBING DISCRIMINATION (19:21-19:57)**



- What was their first impression of Zulema? Perla? Victor?
- What was it that each character said/did that made them react the way they did?
- Of the three, which one do they feel they best understand and why?
- What obstacles do they face that are similar to those Francisco encountered?
- Francisco was very successful in completing his education and indeed, earned a doctorate and went on to become a university professor. How likely do you feel it is that Zulema, Perla or Victor might accomplish something similar? Why do they feel this way?
- What is one step that each of the film's character's could take to succeed academically despite their obstacles?

**Homework/Assessment:**

Write a one-page description of the character they have read about or seen in the documentary that they most admire and explain three reasons why.

## **LESSON 3: THE IMMIGRANT/MIGRANT EXPERIENCE**

**Goal: To examine the impact of being “an outsider” on one’s ability to adapt and succeed**

**Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify three possible ways being an immigrant might make life harder for an adolescent (cognitive);**
- 2. Discuss which of these would have the greatest personal impact on them and why (affective);**
- 3. Demonstrate one manner in which they deal with being “an outsider” (psychomotor)**

**Learning Tasks:**

The teacher will begin by asking students to recall the different hardships that the Jimenez family endured being not only immigrants, but also being initially in the US illegally: the constant threat of deportation; the pervasive anxiety this caused all family members; the financial constraints due to the combination of extremely poor pay coupled with an inability to benefit from entitlement programs, etc.

Students will then consider Victor Huapilla, the young migrant farmworker in *The Harvest* who is “on the path to citizenship.”

- What problems have Victor’ and his sisters’ lack of citizenship caused for the family?
- What forms of discrimination did Francisco suffer as an immigrant? How do these compare with the discrimination Perla describes?
- Of all the potential problems these children have faced, which do students feel would be the hardest for them to endure personally and why?

The teacher will ask students to write about one time in their lives they were “outsiders,” how it felt, and how they responded? If time allows, the teacher will ask students to discuss the following in class:

- How many feel they were able to deal with this condition effectively?
- What attitude helped them cope?
- What strategies can they share for others who might at some time be in a similar position?

The teacher will summarize by observing that we are all outsiders at different times in our lives but that the actions taken by Francisco, his family, Victor, Perla and Zulema, as well as themselves, demonstrate that inherently we possess the skills needed to “belong.”

# **GRADE 8 ENGLISH/LANGUAGE ARTS UNIT PLAN: THE ROLE OF DIALOGUE IN PRESENTING KEY THEMES**

---

This 5-lesson unit is based on a book entitled *THE CIRCUIT* by Francisco Jimenez and on the feature documentary film, *THE HARVEST/LA COSECHA*. It is recommended that students read the book prior to seeing the film. The first lesson will be devoted to analyzing the book only. Two class periods will be devoted to screening the film, followed by two lessons that compare the stories told in both.

## **ENGLISH/LANGUARE ARTS STANDARDS:**

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

## **UNIT GOAL:**

**To explore the importance of dialogue in literature and film in educating students about the effects of immigration and being child migrant laborers on personal development**

# **LESSON 1: ANALYZING HOW LITERATURE REFLECTS THE LARGER HISTORICAL AND SOCIAL INFLUENCES OF ITS TIME**

**Goal: To help students understand the challenges faced by child farm workers in 1950s America.**

## **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Discuss at least three social conditions of 1950s America that directly affected the lives of the Jimenez family and how they did so (c);**
- 2. Describe which of these they feel would have affected them most personally had they been child migrant workers at that time and why (a);**
- 3. Create a 3-step action plan that the family might have taken to improve their chances of financial success (p).**

## **Learning Tasks:**

The teacher begins class by asking students their reactions to what they had read in *THE CIRCUIT*. He/she then encourages a discussion of some of the key political and social issues facing Americans in the late 1940s and throughout the 1950s:

- The end of WWII, return of armed forces, their reunion with families and subsequent drive to educate themselves and find homes/jobs
- The Bracero Program, which recruited Mexican laborers into the US beginning in 1942 and ending in 1947 for all professions but agriculture, which continued until 1964, and its impact on US employment
- The Cold War and its effect on American attitudes about citizenship/political philosophy
- The beginning of the Civil Rights movement

The teacher will ask students to reflect on the challenges the family in *THE CIRCUIT* faced as illegal immigrants to the US during this time period. They will brainstorm these on the board and discuss each briefly.

The students will then be asked to individually reflect on which of these challenges they believe would have impacted them the most as a young adolescent migrant farm worker during that period and why. They will then move into small groups of 4 to discuss their feelings.

The instructor will process this part of the class by asking:

- How it felt to personalize *THE CIRCUIT* family members' experiences
- What, to them, feels most challenging about having to follow this lifestyle
- What they would have hoped to do in that position

They are then asked to return to their groups to create a fictional 3-step plan that they, as the parents of this family, have created to improve their children's chances of academic and professional success. Each group is asked to present their plan to the other students

**Processing:**

- How it felt to work on this task with their fellow group members
- How they developed their particular list
- If such a plan of action would have been feasible at that time? Today?

## **LESSON 2: TO ANALYZE HOW DIALOGUE IN BOTH LITERATURE AND FILM CAN REVEAL CONCERNS OF CHILD MIGRANT WORKERS**

**Goal:** To compare and contrast the impact of dialogue in both a personal memoir and a documentary film on students' understanding of child migrant workers' life experience

### **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify two ways that a first person narrator's dialogue can be instructive in revealing his/her personality (c);**
- 2. Describe one impression each they formed about Francisco in THE CIRCUIT and Victor, Zulema and Perla through a personal statement they made (a);**
- 3. Compare/contrast a statement made by one character in THE CIRCUIT with one made by one of the characters from THE HARVEST and describe how their worldview was similar or dissimilar (p).**

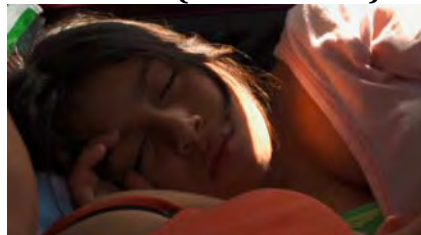
### **Learning Tasks:**

The teacher recaps the previous session in which students had considered THE CIRCUIT family's experiences within their historical context and states that in the current class they will be examining the importance of dialogue in establishing character.

He/she asks students to recall one statement that helped them get a clear idea of who Panchito was and why. Ask students to independently write down 2-3 sentences that illustrate their sense of who he was, what he wanted, and how he pursued his dreams.

The teacher will then show brief clips of the three protagonists of THE HARVEST/LA COSECHA as they introduce themselves. After each introduction they will be asked to write down a couple of sentences giving their impression of who each character is. Given these four examples students will be asked to discuss different ways a first person narrator can reveal who they are.

**-Zulema (08:32-10:45)**



**-Victor (12:06-13:10)**



**-Perla (23:02-23:35)**



In turn, the class will share its perceptions about each of the four characters and why they have come to this conclusion based on his/her words. What is one impression they formed about Panchito? How did his statement inform this impression? How about their views of Victor? Perla? Zulema? If they could ask a question of each of them, what would they want to ask and why?

Panchito's family lived and worked more than 60 years earlier than the children in THE HARVEST. Ask students to reflect on how they believe his view of the world was or wasn't like Victor's? Perla's? Zulema's? If Panchito were a contemporary of the kids in THE HARVEST, might his view be different? Why or why not?

**Summary:**

The teacher recaps what the students have done: Recalling Panchito's dialogue, listening to that of THE HARVEST protagonists, and reflecting on their impressions of who each is based on their dialogue. He/she makes the point that we, too, express who we are in our everyday dialogue and unwittingly contribute to others' opinions of ourselves. This is a subject the class will continue to discuss in the next session.



## **LESSON 3: TO REFLECT ON HOW STUDENTS CONVEY WHO THEY ARE THROUGH THEIR SPOKEN WORD**

**Goal: To encourage students to consider how their own dialogue with others can help them accomplish a personal goal.**

**Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Discuss one example of dialogue spoken in either THE CIRCUIT or THE HARVEST that was assertive in nature vs. one that was passive and why (c);**
- 2. Describe one example when they are likely to respond assertively vs. another in which they might be passive and what makes the difference in their responses (a);**
- 3. Create a personal “dialogue” that they might follow in resolving a current interpersonal issue (p).**

**Learning Tasks:**

The teacher begins this class by recalling that in the previous session we had considered how words spoken by characters in THE CIRCUIT and THE HARVEST had helped us form impressions of them. Today we will continue looking at dialogue by considering our own characteristic ways of relating to others and whether we typically respond assertively, aggressively or passively.

The teacher will define and give examples of each (i.e. an assertive response objectively describes an action another is taking, how that action makes us feel and why, giving the other the option of responding to us or not. An aggressive response criticizes the action the other is taking and often impugns the character of the other as well. A passive response is either none at all, or an indirect and passive-aggressive response on our part, which doesn't directly address what has been done and how it's impacted us.)

Ask students to give an example of an assertive comment made by one of the characters in either THE CIRCUIT or THE HARVEST and why they believe it to be so.

- What were their reactions to these statements?
- Why might a person respond aggressively to another in the instance that that person has said or done something that upsets the first?
- On the other hand, why might they respond passively?
- Are there times in life that it's more reasonable to respond passively? If so, what?

**Homework/Assessment:**

Students will be asked to write a 2-page paper about a time they had an interpersonal conflict with someone other than another student in the class. They will describe the nature of this conflict and how they responded to it. Giving at least one example of their response ask if they would characterize it as passive, aggressive, or assertive. What was the other's reaction to their response? Did they get satisfaction out of the exchange? Why or why not? In retrospect, what might they have done differently?

# **GRADES 9-10: ENGLISH/LANGUAGE ARTS UNIT PLAN: USING LITERATURE AND FILM TO GAIN PERSONAL UNDERSTANDING OF SOCIAL EVENTS**

This 5-lesson unit is based on the book *BREAKING THROUGH* by Francisco Jimenez and on the feature documentary film, *THE HARVEST/LA COSECHA*. It is recommended that students read the book prior to seeing the film. The first lesson will be devoted to analyzing the book only. Two class periods will be devoted to screening the film, followed by two lessons that compare the stories told in both.

## **ENGLISH/LANGUAGE ARTS STANDARDS:**

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

## **UNIT GOAL:**

**To study the challenges faced by migrant farm families through their depiction in both literature and film.**

---

# **LESSON 1: THE CHALLENGES FACED IN THE 1940S-50S BY FARMWORKER FAMILIES WHO WERE BOTH ILLEGAL IMMIGRANTS AND MIGRANTS**

**Goal: To educate students about the challenges faced by families who are not citizens and must also migrate to work**

## **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Contrast the rights described in BREAKING THROUGH enjoyed by Mr. Jimenez, issued a US visa, vs. those of his wife and nine children who lacked this (c);**
- 2. Describe at least two concerns they would have as children in America illegally facing the risk of deportation (a);**
- 3. Explain the steps Francisco had to take to achieve citizenship and the role education played in this (p).**

## **Learning Tasks:**

The teacher asks students to summarize the events depicted in BREAKING THROUGH: The family's illegal entry into the US; its growth over years and its impact on the family as they migrated throughout California picking different crops; the ever-present danger of deportation, finally realized and then reversed as they were sponsored for citizenship; and the role of education in allowing Francisco to break the cycle of poverty and achieve professional success.

- What did they learn about the experience of Mexican-American migrant farm workers of the 1940s-50s?
- Of all the difficulties faced by the Jimenez family, not only as migrant workers but also as undocumented minors, which would have been the hardest for them to have handled and why?
- What examples of racial prejudice are found in this book?
- What is their opinion of "English-only" education? Why do they believe this?
- What should US policy be today about families with mixed citizenship? Why?

## **Homework/Assessment:**

Students will be asked to research the steps to citizenship that must be taken by children like Francisco today. What are the costs of each, financially and legally? What are the time constraints involved? If they were advising such a child and his/her parents about the most effective path open to them, what would they say? They will write a 2-page paper outlining these steps, concluding with at least 2 paragraphs of their personal reactions to the process and at least one recommendation for improving it.

## **LESSON 2: CONTRASTING THE FRANCISCO JIMENEZ EXPERIENCE WITH THAT OF THE CHILDREN IN THE HARVEST/LA COSECHA**

**Goal:** To analyze how the subject of immigration is handled in two different media forms.

### **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Describe at least one step in the process of securing citizenship based on the experience of two characters in the documentary, THE HARVEST (c);**
- 2. Discuss one reaction they would have if they were in Victor's position of lacking full citizenship (a);**
- 3. Contrast Francisco's experience in succeeding educationally with the tasks ahead of Victor.**

### **Learning Tasks:**

The students will be asked to reflect on their overall reactions to the documentary, THE HARVEST.

- What do they feel is the greatest challenge faced by Zulema Lopez? Perla Sanchez? Victor Huapilla?
- Of the three of them, who seems most content with their current situation? How is this demonstrated?

#### **CLIP: PERLA CONFIDANT THAT LIFE WILL CHANGE (1:09:50-1:10:40)**



#### **CLIP: ZULEMA DISCUSSING HER CIRCUMSTANCES 1:14:10-1:14:35)**



**CLIP: VICTOR'S DREAMS (1:06:11-1:07:08)**



- In what ways are their experiences similar to what Francisco describes of his life 60 years earlier? Dissimilar?
- What step did Mr. Huapilla take to secure citizenship for his two oldest children?
- What was its impact on the family, positive/negative?
- If they were in Victor's position of "being on the path to citizenship" what would their reaction be? Why?
- What was the turning point in Francisco's life that enabled him to begin to secure the education he sought?
- How does Francisco's experience contrast with Victor's?

**(CLIP OF VICTOR in class: 12:50)**



- Is Victor more or less likely to succeed being in a bilingual education class? Why?
- What would your hope for Victor be?

## **LESSON 3: THE IMPACT OF RELOCATION ON PERSONAL AND ACADEMIC SUCCESS**

**Goal:** To explore the effects of moving on personal well-being and academic success

**Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify three possible personal, family or academic problems caused by moving from one community to another (c);**
- 2. Describe what would personally be the hardest challenge of a family move for them and why it would be so (a);**
- 3. Demonstrate one step they could take to adapt to a new set of surroundings if forced to relocate (p).**

**Learning Tasks:**

Recapping some of the issues raised by both the book, *BREAKING THROUGH*, and the documentary, *THE HARVEST*, students will be asked to organize into small groups to consider 5 possible types of problems that might be caused by a move: family; economic; academic; social; personal. In their groups, students will brainstorm different examples within their assigned category and will then present these to their classmates and instructor. Listeners will have an opportunity to react to these potential obstacles and to add others. They will also discuss which of these they feel might be most severe and why.

Returning to their small groups, students will create a 2-minute role-play that illustrates the potential difficulty inherent in one of the examples they've identified and will act these out for the class. The teacher will process this by asking:

- What problem the role-play highlighted
- What the family members' reaction to it was and how helpful it was/wasn't in making the move easier
- What this family might do to increase their likelihood of adjusting to their move

To summarize the activity the teacher will ask how many students in the class have experienced a move to a new community and what this was like for them. What are examples of steps they took to make the best of the move and to adjust to their new surroundings?

**Assessment/Homework:**

Students will write a 2-page reaction paper describing what they believe would be the greatest challenge of being forced to relocate with their family to a new community and why it would be so. What resources would they seek in their new hometown to help them adjust? What is one personal strength that would help them to succeed?



# **GRADES 11-12 ENGLISH/LANGUAGE ARTS UNIT PLAN: THE PARALLELS BETWEEN DOCUMENTARY AND PRINT SOURCES OF INFORMATION**

This 5-lesson unit is based on the feature documentary, *THE HARVEST/LA COSECHA* and several online and print informational sources on the work conditions currently experienced by an estimated 500,000 American child migrant workers. It is recommended that the first two classroom sessions be devoted to screening the film in its entirety and discuss the scenes viewed. Embedded in the last 3 lessons are clips from the film that instructors may find useful to screen to make specific points.

## **ENGLISH/LANGUAGE ARTS STANDARDS**

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

SL. 11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

## **UNIT GOAL:**

**To explore current legal, social and financial contexts of the problems experienced by American child migrant farm workers illustrated in the feature documentary, *THE HARVEST*.**

---

# **LESSON 1: TO BETTER UNDERSTAND THE GOALS OF MIGRANT ADOLESCENT WORKERS AND THE OBSTACLES TO ATTAINING THEM**

**Goal: To introduce students to 5 adolescent workers, their aspirations and life experiences**

## **Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify at least three goals expressed by these former migrant students in their personal essays (c);**
- 2. Discuss which of these goals they can most easily relate to and why (a);**
- 3. Researching the Fair Labor Standards Act, determine three ways that minor farm workers lack legal protections provided to minors in other occupations (p).**

## **Learning Tasks:**

The teacher will begin by recalling that the students have spent the previous two classes watching the documentary, THE HARVEST, about 3 young migrant workers: Zulema; Perla; and Victor. Today they will have a chance to meet 5 other young workers and to hear their stories.

The teacher will then divide students into 5 groups and hand out one of five essays written by workers 18-21 years of age to each group.<sup>1</sup> They will then:

- Briefly summarize the essay assigned
- Describe what surprised them about it
- Discuss how this worker's education was affected by the demands of his/her lifestyle
- Explore how their families influenced them

Each group will then present their migrant worker and conclusions to the rest of the class. How do the experiences of these workers compare with their own as they hold part-time and/or summer jobs? Do migrant workers' experiences seem more or less difficult than their own? Why?

---

<sup>1</sup> Available at: [www.pbs.org/now/politics/migrantchildren.html](http://www.pbs.org/now/politics/migrantchildren.html)

**Homework/Assessment:**

Students will be asked to research the Fair Labor Standards Act (FLSA) and to contrast it with the bill currently pending in Congress, the Children’s Act for Responsible Employment (CARE Act) (HR 3564). They will state 3 ways that the CARE Act will redress current inequities in the work conditions endured by migrant child workers vs. minors in other professions. They will also state their opinion about the current law and why they do/do not feel it should stand.

## **LESSON 2: COMPARING PORTRAYALS OF EXPERIENCES IN FILM AND ESSAYS**

**Goal:** To compare the experiences of child migrant workers as portrayed in essays and film.

**Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify three common experiences depicted in both the feature documentary, THE HARVEST, and three of the essays written by child migrant workers (c);**
- 2. Discuss which of these themes has the greatest emotional impact on them and why (a);**
- 3. Picking one of the children in the film or one of the essay authors, compose a three-step plan to enable this person to achieve their stated goal (p).**

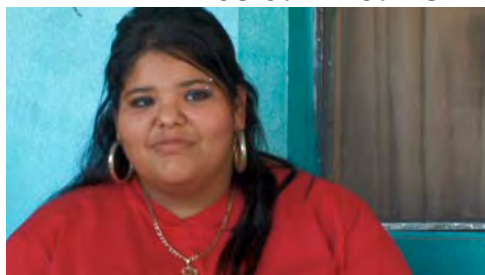
**Learning Tasks:**

The teacher will do a recap of the three young workers depicted in THE HARVEST: Zulema; Perla and Victor, announcing that the class will today compare their experiences with those expressed in three essays written by other child migrant workers. To facilitate this process the instructor shows three clips from THE HARVEST:

**CLIP: VICTOR'S FATHER DISCUSSING HIS NEED FOR AN EDUCATION/VICTOR'S DREAMS FOR THE FUTURE: 1:05:55-1:06:39**



**CLIP: PERLA DISCUSSES HER FATHER'S ILLNESS AND ITS IMPACT ON THE FAMILY: 1:08:09 – 1:09:25**



**CLIP: ZULEMA'S REBELLIOUSNESS 43:59-44:15 AND 44:46-45:08**



The teacher then hands out three essays written by child workers: One with no title by Norma Flores; one entitled “Beyond a Dream” by Brenda Lee Hernandez; and one called “My Motivation” by Guadalupe Reyna, all found at [www.pbs.org/now/politics/migrantchildren.html](http://www.pbs.org/now/politics/migrantchildren.html). Students will read all three of them.

The teacher assigns students to groups of 4.

- Three of the groups are each assigned one of the essays. The other three are assigned Victor, Perla or Zulema to discuss.

Each group is asked to consider “their” assigned migrant worker:

- What does he/she want for himself?
- What is the biggest single obstacle facing this young person?
- What strengths do they exhibit personally or benefit from through their families or circumstances that may help them to overcome this obstacle.

Each group is then paired with another: The “Victor group” will pair with that discussing “Beyond a Dream; the “Perla group” with those discussing “My Motivation,” and the “Zulema group” with the students discussing the essay with no title.

Students will be asked to compare their migrant worker’s circumstances and chances for success and to be prepared to give a short synopsis of their conclusions. What is one recommendation that they would make to school officials to improve their students’ chances of academic success?

## **LESSON 3: COMPARING PERSONAL GOALS/DREAMS WITH THOSE OF YOUNG MIGRANT WORKERS**

**Lesson Goal:** To encourage students to compare their personal goals with those expressed by child migrant workers and how these might be met

**Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Recall at least one goal expressed by the child migrant worker they studied in the previous session and one obstacle he/she faces in achieving it (c);**
- 2. Describe at least one personal goal they hope to accomplish by the time they are 22 and one potential obstacle they will have to overcome to attain it (a);**
- 3. Compose a 4-step action plan that will help them achieve their goal (p).**

**Learning Tasks:**

The teacher will recall the previous class's activity of comparing the experiences of Victor, Perla and Zulema with the authors of essays on the impact of being migrant workers on their aspirations. Students will then be asked to return to their small groups from the previous session.

As a large group students will recall at least one goal set by each of the 6 students they considered. They will then discuss the possible obstacle(s) that will have to be addressed to achieve it.

Individually, students will next be asked to write down a description of a personal goal they hope to achieve by the age of 22 and one possible obstacle to attaining it.

They will then return to their small groups of the previous class. Each student will share his/her personal goal with that group, and how it does/doesn't compare with the migrant child worker they'd previously discussed. How does the obstacle they perceive they must overcome compare with those faced by the migrant worker?

**Processing:**

The teacher will ask each group to briefly report out:

- The child worker they'd previously considered, his/her goal and the obstacle they faced in achieving it

- A brief overview of some of the personal goals the students had expressed and the obstacles that concerned them
- How their obstacles compared with those faced by child migrant workers and why

**Homework/Assessment:**

Students will be asked to write a 1-2 page essay describing the personal goal they've identified for themselves as attainable by age 22 and the obstacle(s) to be overcome in achieving it. They will then create a potential 4-step "action plan" they can take to realize this goal.

## THE HARVEST [LA COSECHA] SOCIAL STUDIES LESSON PLANS



## **GRADE 7 SOCIAL STUDIES UNIT PLAN: MIGRANT FARM LABOR AND CHILDREN: CONDITIONS**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one alternative would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist the third alternative it would be to show the film over three days with more limited processing based only on the actual content shown and that with an additional one or two sessions devoted to consideration of related issues.

**CPI: NCSS Theme #4 Individual Development and Identity:  
Describe and evaluate how one’s personal identity is shaped by an individual’s culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual’s own culture throughout his or her development.**

**Unit Goal: To analyze how life experiences shape character**

---

# LESSON 1: LIFE EXPERIENCES OF CHILD MIGRANT WORKERS

**Goal:** To identify and analyze the conditions of migrant farm workers found in THE HARVEST/LA COSECHA.

## Behavioral Objectives:

At the conclusion of the lesson, the student will be able to:

1. Identify at least three examples of how one of the three young migrant laborers' life experiences helped shaped their character (c);
2. Rank order the life experiences' impact based on how they would personally react to them (a);
3. Hypothesize the impact of each of these three life experiences on the same character (p).

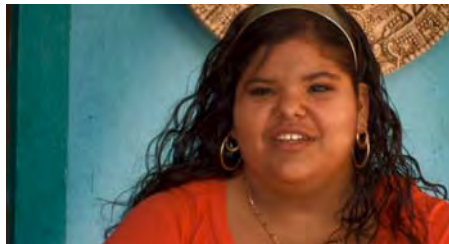
## Learning Tasks:

The students will be assigned to a small group and will be asked to pay special attention to one assigned character (Zulema Lopez, Victor Huapilla or Perla Sanchez). The teacher will show three short clips, each of which presents a challenge faced by one of the three protagonists.

### CLIP: ZULEMA PICKING ONIONS (04:38-05:30)



### CLIP: PERLA TALKING ABOUT LEAVING SCHOOL EARLY (20:45-21:50)



**CLIP: VICTOR (12:35-13:32)**



Using these as stimuli, students will be asked to recall other events/conditions that have a major impact on their student's life and list at least three of them, providing supporting evidence for each. The teacher will circulate to answer any questions and to help ensure effective group functioning throughout the class activity.

In a large group discussion the groups share their findings, which will be listed on a board / computer projector for all to view.

Remaining in their work groups, students will analyze the effects of these impacts on the children by completing a short 25-30 word statement from their respective character (Zulema Lopez, Victor Huapilla or Perla Sanchez) starting with the words "Hello, my name is Zulema / Victor / Perla and I want to tell you..."

The various groups will share their conclusions with the class by reading them aloud and seeking other students' comments on their respective character and why he/she acts in that manner.

**Assessment:** The students will have identified and explained three major life experiences impacting migrant children and analyzed how these experiences could affect their respective lives.

**Homework:** Imagining themselves in the position of their character from THE HARVEST, they will write a 250-word essay on which challenge he/she faced that would be most difficult for them personally, why, and one step they would take to address it.

## **LESSON 2: THE IMPACT OF PERSONAL CHALLENGES ON OUR LIVES**

**Goal: To examine the major impacts students have experienced in their lives and how each has influenced who they are and what they believe**

### **Behavioral Objectives:**

**At the conclusion of this class students will be able to:**

- 1. Identify at least three potential major impacts a person their age might experience that would influence their world view (c);**
- 2. Discuss an event or condition that has had a major impact on their life and its nature (a);**
- 3. Describe at least one step they took to address this challenge and one personal quality they possess that enabled them to do so (p).**

### **Learning Tasks:**

The teacher will recall that in the previous session the students considered the challenges facing Zulema, Perla and Victor as depicted in THE HARVEST. Today the students will continue in this vein by thinking about the events/conditions that frame their own lives and the impact of these on them.

In the large group students will brainstorm different events that could theoretically have a major impact on the life of someone their age. What might be the specific effects of each on how a student relates to their worldview? On how they function?

The teacher will then ask each student to reflect on an event or condition that has had a major impact on their own personal lives and to write a couple of sentences about it and how it's affected them. In groups of 3, students will share their experiences and their effects.

### **Processing:**

The teacher will give students 10-15 minutes to discuss their stories in the small groups and will then reconvene them to ask:

- How it felt recalling this event/circumstance
- How it felt to share it
- What surprised or enlightened students about thinking about their own experience or hearing their classmates'?
- How they feel it has affected them in their every day lives and how it's affected the way they view the world?

**Homework/Assessment:**

Students will write 250-500 words describing the event or condition they discussed in class, how it affected them and how they responded. They will state at least one specific response they exhibited and one personal quality that prompted them to do so. How successful was their response in obtaining the result they wanted?

## **GRADE 8 SOCIAL STUDIES UNIT PLAN: MIGRANT FARM LABOR AND CHILDREN: INFLUENCES**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of related issues.

**CPI: NCSS Theme #4 Individual Development and Identity:**

**Describe and evaluate how one's personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout his or her development.**

**Unit Goal: To explore how personal identity is impacted by cultural, family, and institutional relationships**

---

# LESSON 1: TO IDENTIFY AND ANALYZE THE IMPACT OF LIFE EXPERIENCES ON THE IDENTITY OF MIGRANT CHILD FARM WORKERS

**Goal:** To identify specific impacts on the personal identity of three Mexican migrant farm children profiled in THE HARVEST/LA COSECHA

## Behavioral

**Objectives:** At the conclusion of the lesson, the student will be able to:

1. Identify at least three examples of how one of the three young migrant laborers' life helped shaped their character (c);
2. Describe which of these experiences/conditions would have impacted them most in the position of Zulema, Victor or Perla and why (a);
3. Analyze the impact of this example on at least one of the three young farmworkers and his/her family (p).

## Learning Tasks:

The teacher introduces the session by asking students their overall reactions to THE HARVEST/LA COSECHA. What did they see that most surprised them? Troubled them? Why?

Beginning with Zulema, the teacher asks for examples of living conditions, external demands, family relationships, etc. that had a significant impact on her. Following some brainstorming the teacher may choose to show this clip:

**CLIP: ZULEMA DISCUSSING HER RELATIONSHIP WITH FAMILY (44:46-45:08)**



Moving on to Perla, the teacher asks the same question: What seems to have profoundly impacted Perla's life? As an example, this clip may be shown:

**CLIP: PERLA DESCRIBING HER BROTHER'S DEATH (20:00-20:41)**



Finally, the class considers Victor's life experiences. An example of an event that had a positive impact was the family's reunion with his two older sisters:

**CLIP: VICTOR REACTING TO HIS OLDER SISTERS (32:08-33:16)**



**Processing Questions:**

1. What were students' reactions to meeting Perla, Victor and Zulema and their families?
2. What most surprised/concerned them about their stories? Why?
3. Which life event/condition faced by the young farmworkers would have been most difficult for them to face personally and why?
4. Looking at each character individually, what is one example for each of how their life circumstances have affected them and their families.



## **LESSON 2: TO IDENTIFY AND ANALYZE THE IMPACT OF LIFE EXPERIENCES ON THE IDENTITY OF 8<sup>TH</sup> GRADE STUDENTS**

**Goal: To explore specific impacts on the lives of 8<sup>th</sup> grade students**

### **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify the 3 most potentially greatest influences on the life of a young adolescent (c);**
- 2. Describe which factors in their own lives have been most impactful on them and why (a);**
- 3. Analyze Victor, Zulema and Perla have experienced these impacts and at least 2 steps each might take to improve their life circumstances (p).**

### **Learning Tasks:**

The teacher will introduce the lesson by asking the class what factors have greatly influenced their lives to this point? Once the “impacts” are listed on the board or computer projector, the class will vote to identify the top three impacts. (Examples: moving, poverty or parent loses a job, crowded home, poor school or weak teacher, etc.)

Once the top three impacts are identified, the teacher will ask:

- Would your lives remain the same or change if the outside influences greatly changed?
- How would you attempt to adjust to these experiences/ conditions to help improve your lives?

The teacher will tell the students to consider these conclusions, as they will be using them to examine the lives of migrant farmworker children in America during the next part of the class.

The students will break into their study groups of 3-4 students each and use the top three impacts identified in their class discussion to help view their assigned character (Zulema Lopez, Victor Huapilla or Perla Sanchez). They will identify the top three impacts on their character’s life and provide supporting evidence.

Through a teacher-led discussion, the groups will list their responses on the board / computer projector for all to view.

Returning to their groups, students will now examine the entire class list and make their final selection on the three most important “impacts” listed by the class. A class vote will be taken to identify the top three impacts on the children.

The teacher will state that, like the students’, all children feel the need to adjust their own experiences/ conditions to help improve their lives. The class will develop a plan to help their respective characters change their lives. Each plan should include both personal and public changes (i.e., laws, school requirements, etc.) that are appropriate and workable.

Plans will be presented on computer screen, chalkboard or newsprint based on character groups. For example, the several “Zulema groups” will present to themselves and then select the best plan to discuss with the entire class.

### **Homework/Assessment**

Based on the entire class presentations, each student will now be responsible for writing a plan of 100-150 words stating three changes they believe would be necessary to improve the life conditions experienced by Victor, Zulema or Perla.

## **GRADE 9 SOCIAL STUDIES UNIT PLAN: CHILD MIGRANT FARM WORKERS: INFLUENCES**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of related issues.

**CPI: NCSS Theme #4 Individual Development and Identity:**

**Describe and evaluate how one's personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout his or her development.**

**Unit Goal: To explore how personal identity is shaped by culture, experiences and institutions**

---

## LESSON 1: EXPLORING THE INFLUENCES ON THE LIVES OF THREE MIGRANT CHILD WORKERS

**Goal:** To identify and apply specific impacts on the personal identity of three migrant farmworker children based on culture, groups, institutional influences and shared experiences with people throughout their development

### Behavioral Objectives:

At the conclusion of the lesson, the student will be able to:

1. Describe and define 3 key factors involved in individual development and identity including culture, groups, institutional influences and personal experiences (c);
2. Identify which of these influences they feel had the greatest influence on one of the characters and why (a);
3. Apply evidence for each of the key factors in the individual lives of three Mexican migrant laborer children; Zulema Lopez, Victor Huapilla and Perla Sanchez (p).

### Learning Tasks:

The teacher will transition the students to the study of Mexican migrant laborer children by identifying and explaining four key points that typically influence development of children; culture, groups, institutional influences and other people. The working definitions will include:

Culture: set of shared attitudes, values, goals, and practices that organizes a group

Groups: people who share common goals and/or beliefs

### CLIP: ZULEMA DESCRIBING WHO WILL MIGRATE TOGETHER (07:52-08:15)



Institutional influences: effects on the individual of the behavior of a set of organized individuals such as local, state or national government, unions, or religious orders

**CLIP: PERLA DISCUSSING REALITIES OF HER LIFE/NOT BEING PROMOTED  
(20:45-21:50)**



Lived Experiences: an individual(s) who can influence the actions of others including parents, neighbors, friends, religious leaders, political leaders, etc.

Keeping these four points and the discussion of impacts on their own lives in mind, the students will watch the film, THE HARVEST, in groups of 3-4. Each group will be assigned a respective person: Zulema Lopez, Victor Huapilla or Perla Sanchez and two influential factors:

- Group #1      Zulema: Culture / Groups
- Group #2      Zulema: Institutional influences / Lived Experiences
- Group #3      Victor: Culture / Groups
- Group #4      Victor: Institutional influences / Lived Experiences
- Group #5      Perla: Culture / Groups
- Group #6      Perla: Institutional influences / Lived Experiences

Each group will be given appropriate time to complete the identification and analysis of their respective category following the end of THE HARVEST. The teacher will have prepared a chart on the board or computer screen for a representative of each group to present and list their findings.

<u>Group:</u>	<u>Culture</u>	<u>Groups</u>	<u>Institutional Influences</u>	<u>Lived Exper.</u>
Zulema				
Victor				
Perla				

The groups will then vote identifying the young migrant worker that is most likely to succeed and why, and who is most likely to remain in migrant work and why.

The class will now discuss the group findings and vote as a class (one vote per group) to identify the successful and “at-risk” children.

**Processing Questions:**

1. What are students' reactions to the lives led by Zulema, Victor, and Perla?
2. Overall, how positive are family influences on them? School?
3. How do students believe the children's experiences working so hard both at home and when they migrate will impact their development?

## **LESSON 2: EXPLORING THE IMPACT OF CULTURE, GROUPS, INSTITUTIONAL INFLUENCES AND LIVED EXPERIENCES ON STUDENTS**

**Goal:** To consider how students' development is affected by their culture, group memberships, school, and lived experiences

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify at least one cultural, group membership, school, and personal experience that affects young adolescents (c);**
- 2. Explain which of these influences has had the greatest impact on them personally and why (a);**
- 3. Analyze at least three ways each that their personal identity has been shaped by their cultural membership, the groups to which they belong, their school experience, and extra-curricular lived experiences to date (p).**

### **Learning Tasks:**

The teacher will recall that in the previous session the class considered the impact of culture, group, institutions and life experiences on the three protagonists of THE HARVEST/LA COSECHA. Today, the class will continue in this line of inquiry by discussing how their own identities have also been shaped by the same influences.

The teacher introduces the lesson by asking students to individually list as many personal influences as they can that are cultural, group, school-based, or derived from their life experiences to date that have had an impact on them. Putting these headers on the board, the teacher will invite students to share some of their impacts to be listed on the board.

Once the information is listed on the board, the teacher will ask students to comment on what they've written:

- Does any single potential influence seem to be especially impactful for them? If so, what and why?

Divide students into groups of three to share which of these influences they feel has had the greatest impact on them to date and why and how they believe their current life would differ had this factor not been such an influence.

After students complete this assignment, the teacher will summarize by asking:

- How it felt to consider the impact of personal, cultural and social influences
- To give an example of how one of these has contributed to any personal success they've experienced to date

- To share an example of a personal challenge any of these have posed to them and how they've addressed it

**Homework/Assessment:**

Students will be asked to create an analysis of how their personal identity has been affected in at least three ways each by their cultural membership, the group(s) to which they belong, their schooling, and their extra-curricular experience.



## **GRADE 10 SOCIAL STUDIES UNIT PLAN: CHILD MIGRANT FARM WORKERS: INFLUENCES**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of related issues.

**CPI: NCSS Theme #4 Individual Development and Identity:**

**Describe and evaluate how one's personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout his or her development.**

**Unit Goal: To explore how personal identity is developed**

---

# LESSON 1: EXPLORING THE INFLUENCES ON THE LIVES OF THREE MIGRANT CHILD WORKERS

**Goal:** To identify and apply specific impacts on the personal identity of three migrant child farmworkers based on culture, groups, institutional influences and shared experiences with people throughout his or her development.

## **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Describe at least three key factors involved in individual development and identity including culture, groups, institutional influences and lived experiences (c);**
- 2. Explain which of these they personally feel had the greatest impact on the three protagonists of THE HARVEST/LA COSECHA and why (a);**
- 3. Develop a 4-step plan to remediate negative effects experienced by one of the three characters as a result of cultural, group, institutional and/or personal experiences he or she experienced.**

## **Learning Tasks:**

The teacher will transition the students to the study of child migrant farm workers depicted in the documentary THE HARVEST/LA COSECHA by identifying and explaining four key points that typically influence development of children; culture, groups, institutional influences and other people. The working definitions will include:

Culture: A set of shared attitudes, values, goals, and practices that organizes a group

Groups: People who share common goals and/or beliefs

### **CLIP: FAMILY FRIEND OF THE SANCHEZ FAMILY DESCRIBING HER EFFORTS TO GET FOOD (53:36-55:53)**



Institutional influences: Effects on the individual of the behavior of a set of organized individuals such as local, state or national government, unions, or religious orders

**CLIP: VICTOR'S SISTER DESCRIBING THE EFFORTS HER FATHER HAS MADE TO SECURE THEIR US CITIZENSHIP (49:35-50:00)**



Life Experiences: An individual(s) who can influence the actions of others including parents, neighbors, friends, religious leaders, political leaders, etc.

Keeping these four points and the discussion of impacts on their own lives in mind, the students will watch the film THE HARVEST, in groups of 3-4. Each group will be assigned a respective person: Zulema Lopez, Victor Huapilla or Perla Sanchez and two influential factors

- Group #1 Zulema: Culture / Groups
- Group #2 Zulema: Institutional influences / Life Experiences
- Group #3 Victor: Culture / Groups
- Group #4 Victor: Institutional influences / Life Experiences
- Group #5 Perla: Culture / Groups
- Group #6 Perla: Institutional influences / Life Experiences

Each group will be given appropriate time to complete the identification and analysis of their respective category. The teacher will have prepared a chart on the board or computer screen for a representative of each group to present and list their findings.

<u>Group:</u>	<u>Culture</u>	<u>Groups</u>	<u>Instit. Influences</u>	<u>Life Exper.</u>
---------------	----------------	---------------	---------------------------	--------------------

Zulema

Victor

Perla

The groups will then be given time to examine and identify one factor each from culture, groups, institutional influences and lived experiences that had the greatest negative impact on the children. The class will then vote (one vote per group) in order to select the most important factor under each category.

Based on the class vote, each group will develop a plan of remediation based on the four categories. Once the plans are completed, each group's findings will be copied and distributed for the other groups to examine. The groups will then vote (one

vote per group) identifying the best plan of remediation for each category. Discussion will follow as to why the selection was made based on its effectiveness in resolving the identified problem.

**Homework/Assessment:**

Each student will complete for homework a 150-200 word essay recommending a plan of remediation for one character from THE HARVEST based on culture, groups, institutional influence and life experiences.

## **LESSON 2: EXPLORING DIFFERENT INFLUENCES IN STUDENTS' LIVES AND THEIR IMPACT ON PERSONAL IDENTITY**

**Goal: To consider the impact of cultural, group, and institutional membership and life experiences on personal identity**

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify at least one way personal identity may be shaped by their culture, one membership group, school, and their past experiences (c);**
- 2. Describe one way each has personally impacted on their own identity and how they feel about it (a);**
- 3. Analyze their identity by assessing at least 5 personal strengths vs. 5 potential liabilities they hope to overcome.**

### **Learning Tasks:**

The instructor recalls that in the previous session the students had discussed influences on the 3 protagonists of THE HARVEST/LA COSECHA: Zulema, Perla, and Victor and had discussed what each might need to counteract the extreme challenges they faced.

Using the same social elements – culture, group membership, institutional and life experiences – the teacher will ask students to first individually list as many possible influences on the lives of students their age as they can and then to share these with the rest of the class. As they do, the teacher will list their contributions in the appropriate columns.

He/she will ask students:

- What it was like thinking of these influences and sharing them
- What strikes them about each of the lists they've generated in turn
- How much control do they believe that they, as high school sophomores, have over these elements?

The class will then be divided into 4 small groups and each will be assigned one of these influences (culture, group membership, institutional influences and life experiences). Within that group students will talk about their particular experiences and how they personally believe this specific social element has impacted them. Each will share one positive and one negative effect.

Processing:

After 10-15 minutes of small group discussion the teacher will reconvene the class and ask:

- How it felt to relate to their social element personally?
- How it felt to share with classmates?
- What did they learn in doing this activity?
- Which was harder to identify: the positive aspects of this element or the negative? Any sense why?
- Is it possible that what is seemingly negative can actually be converted to, or perceived as, a positive?
- Who can identify a negative factor that's actually helped them in the long run? How did it do so?

## **GRADE 11 SOCIAL STUDIES UNIT PLAN: CHILD MIGRANT FARM WORKERS**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of related issues.

**CPI: NCSS Theme #6: Examine persistent issues involving the rights, responsibilities, roles and status of individuals and groups in relation to the general welfare**

**Unit Goal: To examine and present conclusions analyzing and evaluating the issue of child migrant farm workers and potential government responses**

---

# LESSON 1: TREATMENT OF MIGRANT FAMILIES UNDER THE FAIR LABOR STANDARDS ACT

**Goal: To teach students about current legislation impacting child migrant farm workers and their families**

## **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify 3 examples of disparities of protections for child farm workers vs. children in other occupations under the Fair Labor Standards Act (FLSA) (c);**
- 2. Describe at least one personal reaction they have to these disparities and why they feel it (a);**
- 3. Assess at least one current action being authorized by the US Department of Labor to protect child workers (p)**

## **Learning Tasks:**

The teacher will introduce the lesson by asking the class if they know of any working groups that are still not fully protected in the work place by governmental regulations. The normal groups including coal miners, loggers and fishermen may be cited. The teacher will continue to probe by citing migrant farm laborers and then ask students what level of government, if any, regulates their working conditions – especially children?

Students will consider this excerpt from the Human Rights Watch Report, “Fields of Peril” (2010).<sup>2</sup>

*Hundreds of thousands of children under age 18 are working in agriculture in the United States. But under a double standard in the US federal law, children can toil in the fields at far younger ages, for longer hours, and under far more hazardous conditions than all other working children.*

The teacher will then reinforce this statement by introducing two clips of Zulema and Victor that highlight some of the perils they face in the fields:

---

<sup>2</sup> “Fields of Peril,” Human Rights Watch Report, May 5, 2010.  
[www.hrw.org/sites/default/files/reports/crd0510webwcover\\_1.pdf](http://www.hrw.org/sites/default/files/reports/crd0510webwcover_1.pdf)



**CLIP: ZULEMA PICKING ONIONS (04:38-05:30)**



**CLIP: VICTOR PLANTING/EXPOSED TO PESTICIDES (46:14-46:43)**



Using these as examples, the teacher will then ask the students what some of the problems facing migrant child farm laborers might include. Expected replies might include hot weather, long hours and low pay.

The class will be divided into 6 groups with the goal of identifying the problems children encounter as farm workers.

The teacher will then present information on the existing labor law, the Fair Labor Standards Act (1938) and discuss disparities in how child farm workers are or aren't protected relative to minors working in other occupations. (see appendix C)<sup>3</sup>

**Processing questions:**

- What are students' overall reactions to the protections afforded child farm workers?
- Which would be the most important to them and why?
- How many of the students work?
- How are they protected legally?

Students will then be directed to read the following excerpt (or entire article as time allows), and decide if "government crackdowns" can be effective in helping these children or if new laws are required. ("U.S. Cracks Down on Farmers who Hire Children" *The New York Times*, 2010.)<sup>4</sup>.

---

<sup>3</sup> Information can be found at <http://www.theharvestfilm.com/legislation>

<sup>4</sup> "U.S. Cracks Down on Farmers who Hire Children" *The New York Times*, June 18, 2010. [www.nytimes.com/2010/06/19/us/19migrant.html](http://www.nytimes.com/2010/06/19/us/19migrant.html).

Article Excerpt:

“U.S. Cracks Down on Farmers who Hire Children” *The New York Times*, 2010

*The Obama administration has opened a broad campaign of enforcement against farmers who employ children ... hiring hundreds of investigators and raising fines for labor and wage violations. A flurry of fines and mounting public pressure on blueberry farmers is only the opening salvo, Labor Secretary Hilda L. Solis said in an interview...*

*...as the harvest got underway [in North Carolina] in late may, growers stung by bad publicity and federal fines were scrambling to clean up their act, even going beyond the current law to keep all children off the fields...*

*...Across the country, hundreds of thousands of children under 18 toil each year, harvesting crops from apples to onions, according to a recent report by Human Rights Watch.*

*...Beyond barring children from the fields, growers here also spruced up the migrants' trailers and barracks and adopted scanners to record the buckets of berries collected by each worker.*

*A federal law adopted in 1938 exempts agriculture from child-labor rules that apply to other industries. It permits children 12 and up to work without limits outside of school hours, exposing them, critics say, to pesticides that may pose a special threat to growing bodies and robbing too many of childhood itself.*

*...the Labor Department this week announced a large increase in the fines that farmers can face for employing children, to as much as \$11,000 per child, from around \$1,000.*

*But to make deep inroads, Congress would first have to change the law [with the proposed CARE Act or The Children's Act for Responsible Employment]...The American Farm Bureau, the nation's largest farm lobbying organization, has opposed it, saying it could imperil the tradition of children working in farm communities.*

*This spring's restrictions on teenagers in North Carolina were unsettling for some parents who said they counted on their earning, and for teenage migrants, some traveling on their own.*

*'I need to help pay our way,' said Edgar, 15, who has helped support two younger siblings since his mother rushed back to Mexico in 2009 for a family emergency. Last spring, he often skipped school to spend 10-hour days picking blueberries, he said. He was disappointed to be turned away by a farmer on a recent Saturday and hoped that growers would let him work after the school year ended.*

*...Blueberry farmers here, like George T. Mote, Jr., insist that they have never wanted children in their fields but that parents would sneak them in; rights groups say the farmers often looked the other way....*

In large group discussion students will be asked:

- How far do DOL actions go toward protecting child farm workers?
- In their opinion, are these steps adequate? Why or why not?

**Homework/Assessment:**

Students will be asked to visit the website [www.theharvestfilm.com](http://www.theharvestfilm.com) and to read about the proposed legislation know as the CARE Act.<sup>5</sup>

They will then be directed to write a position paper of 150 – 200 words starting with the words: “I believe that the best way to deal with the migrant child labor issue is to...” Evidence is to be presented from THE HARVEST/LA COSECHA, class discussion/notes and the article, “U.S. Cracks Down on Farmers Who Hire Children,” and what they have learned about existing and pending legislation on [www.theharvestfilm.com](http://www.theharvestfilm.com).

---

<sup>5</sup> <http://theharvestfilm.com/legislation/Proposed-Legislation-CARE-Act>

## **LESSON 2: THE CARE ACT (Children’s Act for Responsible Employment)**

**Goal: To teach students about pending legislation, the CARE Act, and contrast it with the FLSA.**

### **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Describe three ways that the FLSA and the CARE Act differ in their protection of child farm workers (c);**
- 2. Share their opinion about which of these protections they believe is the most important to safeguard child workers’ wellbeing and why (a);**
- 3. Describe a 3-step plan to promote the legislative approach they believe is most deserving (p).**

### **Learning Tasks:**

The teacher will review the previous lesson in which students studied the provisions of the existing Fair Labor Standards Act and its separate treatment of children working in agriculture vs. other occupations. He/she will also ask students to comment on their homework assignment in which they opined about the best way to remediate inequities experienced by child farm workers.

The teacher will then present the pending legislation known as the CARE Act or the Children’s Act for Responsible Employment.<sup>6</sup> The students will discuss the existing labor law and how the CARE Act aims to amend it to add more protections for child workers. They will be asked to comment on which, of all possible protections, they personally feel to be the most important for child workers and why.

- Are they satisfied that the FLSA fully protects child farm workers? Why or why not?
- What do they believe are the most serious health risks they face? Social and emotional? Academic?
- Are there ways the CARE Act addresses each of these areas?
- Does it do so fully enough?

In groups of 4, students will be asked to reflect on what these children require legislatively and to collectively create an action plan comprised of at least 3 steps that they could implement to raise awareness among members of their community to press for legislative reform.

Students will present their plans to the class. Assuming these involve existing school programs and/or departments, they may be asked to follow up by creating a school-wide project to educate classmates about the existing problems and to mobilize them in turn to educate their parents and encourage them to contact their congressional representatives to ask that they sign on as supporters of the CARE Act.

---

<sup>6</sup> H.R. 3564 The Care Act of 2009 at <http://www.opencongress.org/bill/111-h3564/show>

# GRADE 12 SOCIAL STUDIES UNIT PLAN: MIGRANT FARM LABOR AND CHILDREN

---

**CPI:** NCSS Theme #6: Examine persistent issues involving the rights, responsibilities, roles, and status of individuals and groups in relation to the general welfare

**Goal:** To examine and present conclusions analyzing and evaluating the persistent issue of children migrant farm laborers and possible government actions

## **Behavioral**

**Objectives:** At the conclusion of the lesson, the student will be able to:

- 1. Describe the working conditions of migrant farm laborer children's culture, groups, institutional influences and lived experiences based on the lives of three children - Zulema Lopez, Victor Huapilla and Perla Sanchez from the film, "The Harvest".**
- 2. Describe current federal and state law regulating working and living conditions for migrant farm laborer children**
- 3. Compare and contrast both federal and state laws regulating migrant farm laborer children to the actual experiences of these children**
- 4. Develop state legislative proposals to remediate the negative factors impacting migrant farm laborer children**

## **Learning Tasks:**

The teacher will introduce the lesson by asking the class if they know of any working groups that are still not fully protected in the work place by governmental regulations. The normal groups including coal miners, loggers and fishermen may be cited. The teacher will continue to probe by citing migrant farm laborers and then ask students what level of government, if any, regulates their working conditions – especially children?

Students will be transitioned to the study of migrant child farmworkers by the teacher citing the 2000 Human Rights Watch report that stated in part:

*Hundreds of thousands of children under age 18 are working in agriculture in the United States. But under a double standard in the US federal law, children*

*can toil in the fields at far younger ages, for longer hours, and under far more hazardous conditions than all other working children.*<sup>7</sup>

The teacher can then ask the students what might be some of the problems facing migrant child farm laborers. Expected replies might include hot weather, long hours and low pay. The teacher will then tell the students to keep these points in mind as they view the film, THE HARVEST/LA COSECHA, about that subject.

The students will watch the film, in groups of 3-4. Each group will be assigned a respective child, Zulema Lopez, Victor Huapilla or Perla Sanchez, with the goal of identifying the problems that are found in their lives as a result of being farm workers.

Group #1	Zulema
Group #2	Zulema
Group #3	Victor
Group #4	Victor
Group #5	Perla
Group #6	Perla

Each group will be given appropriate time to complete the identification and analysis of their respective child following the film. The teacher will have prepared a chart on the board or computer screen for them to use and, upon group completion of the work, a representative of each group will list and present their findings.

<u>Group:</u>	<u>Problems</u>	<u>Impact on child</u>
Zulema #1		
Zulema #2		
Victor #1		
Victor #2		
Perla #1		
Perla #2		

---

<sup>7</sup> "Fields of Peril," Summary and Key Recommendations. Human Rights Watch, Report, May 5, 2010

[http://www.hrw.org/sites/default/files/reports/crd0510webwcover\\_1.pdf](http://www.hrw.org/sites/default/files/reports/crd0510webwcover_1.pdf)

Following this recording and presenting of problems, each group will vote on the most important problem facing these children. A discussion will be held focusing on possible government actions to improve conditions for these children.

The teacher will then transition the class activity to examining several sources on the issue including a journalist's account, a study group, a proposed federal law, and a legal watch web site as a means to have students examine their own and/or other state laws governing migrant farm labor children. To complete the transition, the teacher should have reviewed the following information in their class preparation and then lead a discussion-identifying key points on the national scale. The teacher can distribute all or parts of these sources for students to read as homework before continuing with the lesson.

### **1. "Fields of Peril": Human Rights Watch Report, May 5, 2010 <sup>8</sup>**

#### Key Points:

- A. Legal loopholes: Federal law allows children to work in agriculture at far younger ages than other forms of labor.
- B. Hours of Work: Migrant children can work longer than 10 hours a day.
- C. Education: Migrant children drop out of school at four times the national rate due to late registration and early separation from school in the spring.
- D. Dangers: Migrant children face using dangerous tools, repetitive motion issues impacting young, undeveloped bodies, high temperatures, limited hydration, heavy pesticide exposure, sexual abuse, underpayment for work, and fear of deportation for those who are undocumented if any problems are reported.

---

<sup>8</sup> "Fields of Peril": Human Rights Watch Report, May 5, 2010  
[http://www.hrw.org/sites/default/files/reports/crd0510webwcover\\_1.pdf](http://www.hrw.org/sites/default/files/reports/crd0510webwcover_1.pdf)

## 2. H.R. 3564, The CARE Act of 2009 <sup>9</sup>

### Key Points:

- A. 1938 Exemptions: The CARE Act amends the FLSA of 1938 by repealing exemptions for child labor for agricultural work.
- B. Worker Age: Children under the age of 14 are prohibited from agriculture work unless employed by a parent or person in place of a parent on a farm owned or operated by such parent or person.
- C. Penalties: Civil penalties for child labor violations are increased and establishes criminal penalties.
- D. Injuries: The Secretary of Labor and employers must report injuries illness, or deaths among agricultural workers under the age of 18.
- E. Pesticides: The Secretary of Labor will revise federal regulations to prohibit children under 18 involved in farm labor from handling pesticides.

## 3. “U.S. Cracks Down on Farmers Who Hire Children” (*The New York Times*, June 18, 2010) <sup>10</sup>

### Key Points:

- A. The Obama administration has opened a “broad campaign” by hiring hundreds of workers to investigate and prosecute farmers who hire child migrant farm laborers.
- B. Poor working conditions for children are cited in the article using North Carolina blueberry farms as examples.
- C. Human Rights Watch lawyer, Zama Coursen-Neff, is cited for calling for new laws to ensure such actions are made permanent.

---

<sup>9</sup> H.R. 3564, The CARE Act of 2009. <http://www.opencongress.org/bill/111-h3564/show> (Note: This bill was written by Rep. Lucille Roybal-Allard [D- California] but failed to move to the floor for a vote. Congressional leaders are still discussing modifications to the bill at this point that would amend the Fair Labor Standards Act [FLSA] of 1938.)

<sup>10</sup> “U.S. Cracks Down on Farmers Who Hire Children,” *The New York Times*, June 18, 2010. (Note: This article outlines the actions U.S. Labor Secretary Hilda Solis of the Obama administration on the issue of child migrant farm workers.) [http://www.nytimes.com/2010/06/19/us/19migrant.html?\\_r=1&pagewanted=print](http://www.nytimes.com/2010/06/19/us/19migrant.html?_r=1&pagewanted=print)



#### 4. “Farm Labor Laws”, USLegal.com, n.d.<sup>11</sup>

##### Key Points:

- A. Immigration and Nationality Act (INA): The employer can only hire U.S. citizens and legal aliens, verify their documents and keep an “I-9” file on each for three years.
- B. Fair Labor Standards Act (FLSA): The FLSA establishes a minimum wage and overtime pay. However, these rules do not always apply to agricultural work if the produce is shipped within the state where it is grown.
- C. Migrant and Seasonal Agricultural Worker Protection Act (MSPA): The act provides guidelines for migrant workers and their contractors in most cases.
- D. Occupational Safety and Health Act (OSHA): OSHA’s H-2A provision allows agricultural employers to bring in non-immigrant foreign workers to help on their farms if a shortage of domestic workers occurs. Approval must be gained by filing an I-129 petition with the U.S. Citizenship and Immigration Services. The U.S. Customs and Border Protection has the authority to accept or reject each worker at the border. Immigrant workers must return to their homeland when the work is completed.

Once the teacher has reviewed these major documents, students will return to their study groups and rank the top 3-4 tools that should be employed to improve the conditions for migrant farmworker children. Each group will then list their 3-4 recommendations on the board or projector screen and the class will vote to select the top three recommendations.

The students will now be directed to use these top three recommendations to examine 36 state farm laws involving child workers in the United States. They will each be assigned a state from the following list and then examine the respective law’s effectiveness based on their consideration of federal law and be ready to present their cases as to the effectiveness of their respective state supported by any recommendations for improvement.

---

<sup>11</sup> “Farm Labor Laws”, USLegal.com, n.d. <http://farmers.uslegal.com/farm-labor-laws/> (Note: The US Legal Inc summary of farm labor laws includes four federal regulations impacting children migrant laborers.)

### State Farm Labor Laws<sup>12</sup>

Arizona	California	Colorado	Connecticut
Delaware	Florida	Hawaii	Idaho
Illinois	Indiana	Iowa	Kansas
Louisiana	Maine	Maryland	Massachusetts
Michigan	Minnesota	Nebraska	Nevada
New Jersey	New Mexico	New York	North Carolina
Ohio	Oregon	Pennsylvania	South Carolina
Texas	Utah	Vermont	Virginia
Washington	West Virginia	Wisconsin	Wyoming

**Follow-up:** Based on their research and conclusions, the students will each present a 250-word essay and offer it to the class for discussion. The group will then decide which state(s) have the most effective laws and the combination of federal and state law necessary to improve the condition of children migrant farm workers.

**Assessment:** Students will effectively describe and apply the conditions for migrant child farmworkers found in THE HARVEST to examine and improve federal and state child farm worker laws.

---

<sup>12</sup> “Farm Labor Laws” USLegal.com, n.d. <http://farmers.uslegal.com/farm-labor-laws/> (Note: Links to each state’s laws are at the bottom of the page.)

## THE HARVEST [LA COSECHA] ECONOMICS LESSON PLAN

---

# **GRADES 11-12 ECONOMICS UNIT PLAN: THE ECONOMIC REALITIES OF LIFE AS A MIGRANT FARM WORKER IN THE UNITED STATES**

---

This unit was developed by Daniel Ramirez, a high school science and mathematics teacher at the Academy of Arts and Academics high school in Springfield, Oregon, in partnership with student teacher, Shiloh Powers.

Daniel writes: “Each semester we decide on an overarching integrated project that the students work to explore, design, create, and perform at a public demonstration. This semester we are focusing on the chemistry of food and the final project will involve students creating a food business... I will be teaching the chemistry/nutrition part of the project as well as a related math section. I am constantly pushing to address social justice issues in our curriculum and the injustice/exploitation of migrant workers as it applies to food production/cost seems like a great connection to and purpose for using math.”

“I proposed to the school that we show all (235) of our students the film. There was overwhelming support from the teachers to show the film in our writing groups (small 10-12 student advisory/writing classes that meet everyday) as a launching platform for our personal narrative unit. A language arts teacher and myself would break the film up into 25-30 minute sections and develop discussion/reflection questions for each section. “

The following are the lessons they developed.

**National Economics Standard 5: Understands unemployment, income and income distribution in a market economy**

**National Economics Standard 7: Understands savings, investment and interest rates**

**UNIT GOAL: TO EXPLORE THE MIGRANT WORKER EXPERIENCE THROUGH AN ECONOMIC SIMULATION**

**CPI: Understands that personal income is influenced by changes in the structure of the economy, the level of gross domestic product, technology, government policies, production costs, demand for specific goods and services, and discrimination**

---

# LESSON 1: MEETING THREE MIGRANT CHILD WORKERS

**Goal:** To introduce students to child migrant farm labor in the US

## **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Describe at least 2 characteristics each demonstrated by Perla, Victor and Zulema, three child migrant workers featured in THE HARVEST/LA COSECHA (c);**
- 2. Express at least one personal opinion about each of the characters (a);**
- 3. Determine the annual salary of at least one of these workers (p).**

## **Learning Tasks:**

The teacher will introduce the session by doing a quick True/False quiz for the class. As he/she reads several statements students will write down whether or not they believe the answers to be correct or not:

### True/False Items

1. It is illegal for people younger than 16 to work in agriculture.
2. Farm workers receive the same minimum wage as do any other workers.
3. Hundreds of thousands of children as young as 12 leave home every spring to spend as many as 6 months a year working in the fields.
4. Child farm workers graduate high school at the same rate as non-workers.
5. Farming is one of the safest occupations for children and adolescents.  
*(Items 1,2,4, and 5 are false; item 3 is true.)*

The teacher asks the class what their reactions to these facts are? How many in the class knew that hundreds of thousands of children left home every year with their families or by themselves to pick crops and that most left high school as a result? What are students' reactions to this?

The teacher then introduces the feature documentary, THE HARVEST/LA COSECHA, by saying that over the next three sessions students will watch a film that tells the story of 3 of the estimated 400,000 American child migrant workers in the United States. Students watch the first 25 minutes of the film that introduces them to Zulema Lopez, 12, Perla Sanchez, 14, and Victor Huapilla, 17.

## **Processing Questions:**

- What were students' reactions to Zulema? To Perla? To Victor? What is one opinion they have formed about any one of them?
- At first glance, which of these young workers concerns them most and why?
- Victor Huapilla's family migrated to the United States. Why might such families make this decision?
- How do they seem to have been treated here in America?

- In their position, how would students feel? Have any of them ever felt misunderstood and mistreated?

**Homework Assignment:**

Using Victor as an example, students are to recall how much money he earns in a day, then assuming he works every weekend and 6 days a week for two summer months, calculate how much he contributes to the family's annual income. They are to then write a one-page reaction to this, estimating what this averages per hour and what it "costs" Victor physically, emotionally and socially to make this contribution.

## **LESSON 2: THE IMPACT OF MIGRATION ON MIGRANT FARM WORKERS AND THEIR FAMILIES**

**Goal: To explore the impact of migration on migrant farm workers and their children**

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify at least three possible consequences of annual migration on the lives of child farm workers (c);**
- 2. Describe which of these consequences would most concern them and why (a);**
- 3. Create a persuasive argument for parents and teachers about one step each can take to minimize the negative impact on these young workers (p).**

### **Learning Tasks:**

The teacher recaps what students viewed of THE HARVEST/LA COSECHA in the previous class. He/she asks students what they determined from their homework assignment:

- How much money does Victor earn in a given year?
- What was their reaction to this amount?
- What would it mean to the family if Victor didn't contribute this?
- How is the family doing even with his contribution?

The teacher then introduces the second part of THE HARVEST saying that Zulema and Victor both pick in their home states (Texas and Florida respectively) and then generally also migrate during the summer season. Perla doesn't pick during the winter and spring months but does migrate late spring into the early fall annually.

After the students have watched chapters 5-9 of the film, the teacher asks:

- About students' reactions to the camp Zulema's family returns to every year.
- How would they react if they had to spend 6 months a year in such conditions?
- What are their reactions to Perla's family situation?
- What was the impact of Mrs. Sanchez' medical problems on the family?
- Zulema's family continually finds work picking different crops in Texas and Michigan but what seems to be the impact of this lifestyle on Zulema herself?
- What progress has the family made economically over the years?
- What economic factors impacted the Huapilla family?
- How has the family been forced to respond to manage financially?
- Perla, Victor, and Zulema obviously work very hard— do you think the 'American Dream' mantra "if you work hard you'll succeed" still means something?

- What does it mean to have an ‘opportunity?’ Do you think that opportunities (especially economic) are equal for everyone in the U.S.?
- Are Victor, Zulema, and Perla in control of their futures? Why or why not?

**Homework/Assessment:**

Knowing that as many as 50% of migrant child workers drop out of high school, what might be the impact of lack of education on Zulema, Victor and Perla? How might this eventuality define their futures? Students are to write a persuasive argument that lists at least three reasons why these workers should be allowed to finish high school and at least one step each can take to ensure that they succeed academically.



## **LESSON 3: LESSONS LEARNED ABOUT THE IMPACT OF MIGRATION ON THE LIVES OF CHILD AGRICULTURAL WORKERS**

**Goal: To reflect on the impact of migration on migrant families economically, academically, and health-wise**

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Describe each of the workers' aspirations (c);**
- 2. Express one belief they have about the likelihood that these aspirations will be achieved (a);**
- 3. Determine what minimum wage salary would be needed to be earned by the parents of each family to remediate the need for annual migration (p).**

### **Learning Tasks:**

The teacher will quickly recap what the students viewed in Day 2 of watching THE HARVEST/LA COSECHA. He/she will ask students to share some of the action steps they created for teachers of migrant child workers to improve their odds of academic success. They will then watch the final third of the film.

### **Processing Questions:**

- What were students' reactions to the response the Sanchez family friend received from the local food bank?
- What happens to families who make too much money to qualify for public assistance but don't make an actual living wage?
- The film's epilogue occurs in the summer of 2010 when we find that Mr. Sanchez became ill after working in the BP gulf spill clean up. His actual medical diagnosis is in dispute but he's not well enough physically to work full-time and appears to also be suffering from depression. Perla's mother again had serious medical problems in that summer and had to stop working. Perla and her sister became the sole breadwinners for the family working in the fields. What are students' reactions?
- Victor's family ironically lacked the money they needed to migrate as they typically did. They survived but the two older sisters returned to Mexico because the family couldn't support them here. Students' reactions?
- What did students notice about the Huapilla family's visit to the supermarket?
- Jessica Lopez had sent Zulema to live with her father's family in the hopes that being in one place would help her to finish the school year. What happened?
- How does Zulema seem to feel being back in the fields?
- What do students envision for her future?
- Do you think that \$17,500 for an entire family is enough to live comfortably?
- How much is that a month?

- If this is divided between three people, how much did each person make a year? A month?
- Is this enough 'security' to allow someone to dream?

**Homework/Assessment:**

Students are to research both the Fair Labor Standards Act and the Care Act (this can be done by visiting [www.theharvestfilm.com](http://www.theharvestfilm.com)) and compare and contrast at least three significant ways in which they vary. Assuming that Zulema in 2010 earned \$100 a week working every weekend and at least six days a week for six months (May-November), they will estimate what her annual contribution to the family is and what kind of minimum wage Jessica Lopez would need to earn to compensate for it if the CARE Act passed and none of her children could help her in the fields until they were 14.

## **LESSON 4: CREATING A TEAM TO ENGAGE IN A FINANCIAL SIMULATION**

**Goal: To enable students to explore economic disparities and their impact on maintaining personal budgets**

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify at least one economic advantage to being a CEO or production manager vs. at least 1 disadvantage to being a migrant worker (c);**
- 2. Describe one reaction they have to the disparities they experience and why (a);**
- 3. Complete the first step in creating a personal budget in the role assigned (p).**

### **Learning Tasks:**

The teacher announces that for the following 12 class sessions the students will each be randomly assigned the role of either a migrant worker, production manager or CEO of a food company. In these roles, students will learn personal economic concepts and calculations linked to accepted economic structures while personally dealing with the often hidden inequities within our capitalist system. Students should carefully read the descriptor they've been assigned and ask any relevant questions.

Once students have been given their roles they will be assigned to groups of 4, each containing a CEO or production manager and 3 migrant workers. In these groups they will individually maintain a personal monthly budget; conduct various personal financial calculations, share these with one another and collectively explore economic misconceptions, inequitable financial structures and their impact on their respective lives.

### **Role Descriptors:**

#### **1. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your mid 30's and were able to attend school until the 8th grade when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long and perilous journey, you make it to this new and foreign land. Although the pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog

through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. You are a single parent with a child and pay \$300 per month in rent, your utilities range from \$50-\$100 per month, and your most recent food bill was \$50 for the week.

## **2. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your mid 30's and were able to attend school until the 8th grade when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long and perilous journey, you make it to this new and foreign land. Although the pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. You have a partner who makes 2/3 of your annual salary and have 3 children to feed. Your rent is \$500 per month, your utilities range from \$75-\$125, and your most recent food bill was \$70 for the week.

## **3. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your mid 30's and were able to attend school until the 8th grade when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long and perilous journey, you make it to this new and foreign land. Although the

pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. You migrated alone but have four family members back home you must send money to. Your rent is \$150 per month, your average utilities is \$20 per month, and your last food bill was \$30 for the week.

#### **4. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your mid 30's and were able to attend school until the 8th grade when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long and perilous journey, you make it to this new and foreign land. Although the pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. You have a family of 3, your rent is \$300 per month, your last utility bill was \$60, and your last weekly food expenditure was \$60.

#### **5. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your late teens and were able to attend school until high school when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long

and perilous journey, you make it to this new and foreign land. Although the pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. You eventually want to attend college and your current rent is \$200 per month. You spent \$35 on groceries last month and your average utilities bill is \$35.

## **6. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your mid 30's and were able to attend school until the 8th grade when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long and perilous journey, you make it to this new and foreign land. Although the pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. You migrated alone and pay \$200 per month in rent. Your latest food bill was \$30 and your average utilities bill has been \$30.

## **7. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your mid 30's and were able to attend school until the 8th grade when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by

other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long and perilous journey, you make it to this new and foreign land. Although the pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. Your partner makes 1.5 times what you make and you have three healthy children. You pay \$450 per month in rent, average \$75 per week in food, and paid \$80 for last months utilities.

## **8. MIGRANT WORKER**

You were forced to emigrate from your country because of economic reasons. You are in your mid 30's and were able to attend school until the 8th grade when you had to start working full time in order to survive and help your family. Unemployment in your home country was near 30% and without any opportunities to earn money it was becoming difficult to provide the basic necessities (food, water, healthcare). Fortunately, you found a 'service' that could take you to a place with 9% unemployment. From relatives and friends you've heard about the many jobs in agriculture, construction, and food production that are often unwanted by other people. These rumors have painted a land of excess where dreams come true and all is provided for. You take out a loan from the 'service' company and, after a long and perilous journey, you make it to this new and foreign land. Although the pay is very low, the work is extremely hard, and the working conditions are horrid you sign on as a temporary laborer for Sweet&Sour Produce. Your job is to slog through pesticide saturated fields in 95-degree weather picking fruit, vegetables, and berries. You have no healthcare or other benefits and pick roughly 2000 lbs of produce a day (32 lbs = 45 cents). You continue to look for other work but living 20 miles outside of town, the 12-14 hour/six days a week work schedule, language difference, prejudice from potential employers and lack of official documents makes this goal virtually impossible. Everyday is a struggle, however, you will do what you need to do to survive. You migrated with your mother who is sick and requires medical treatment totaling \$2000 per year. You are paying \$200 per month for an apartment, \$45 per week for food, and your utilities totaled \$65 last month.

## **9. PRODUCTION MANAGER**

You were recently awarded the position of production manager at Sweet&Sour Produce. You are in your 30's and align with the dominant culture. You finished your B.A. in agriculture at University of Opportunity and went on to complete your M.B.A at University of Business. You worked at Sweet&Sour through your masters and took advantage of their education compensation package so you ended up receiving a \$40,000 dollar masters in business for free. This is in addition to your

weekly salary of \$1,350, generous healthcare coverage, four weeks of paid vacation time, and company sponsored retirement and investment options. You own a home close to work where you can drive comfortably to your 8-5 job in an air-conditioned office. You are able to take breaks when needed and there is even an espresso machine for a quick cappuccino. There have been recent rumors of a regional manager position opening up in the company and many people have urged you to apply. It seems like there are endless job opportunities for someone with your characteristics. The regional position would require longer hours and extensive travel. Your partner earns the same salary as you and you do not have any children. Your mortgage is \$1,300 per month, your food bill is around \$90 per week, and your last utility bill was \$150. You also make monthly car payments totaling \$600.

### **10. PRODUCTION MANAGER**

You were recently awarded the position of production manager at Sweet&Sour Produce. You are in your 30's and align with the dominant culture. You finished your B.A. in agriculture at University of Opportunity and went on to complete your M.B.A at University of Business. You worked at Sweet&Sour through your masters and took advantage of their education compensation package so you ended up receiving a \$40,000 dollar masters in business for free. This is in addition to your weekly salary of \$1,350, generous healthcare coverage, four weeks of paid vacation time, and company sponsored retirement and investment options. You own a home close to work where you can drive comfortably to your 8-5 job in an air-conditioned office. You are able to take breaks when needed and there is even an espresso machine for a quick cappuccino. There have been recent rumors of a regional manager position opening up in the company and many people have urged you to apply. It seems like there are endless job opportunities for someone with your characteristics. The regional position would require longer hours and extensive travel. You are separated from your partner and must pay \$700 per month in child support. You are paying \$1,000 per month for your mortgage and your latest food bill was for \$50. Your average utility bill is \$100 and you have a monthly car payment of \$350.

### **11. CEO**

You are currently the C.E.O of Sweet&Sour Productions, which is an investment firm that owns Sweet&Sour Produce. You are in your late 40's and align with the dominant culture. You attended Ivy League University (paid for completely by your parents) and went on to receive a masters in economics at University of Wealth (also paid for by your parents). Your graduation gift was a BMW 650i convertible (msrp \$90,000). After 12 years of working at Sweet&Sour Productions you were named the C.E.O last fall. You negotiated a weekly salary of \$72,916, 2% stock options (the company is worth  $\$1 \times 10^9$ ), and a severance package (if you leave or are fired) of  $\$2 \times 10^7$ . You currently own a penthouse apartment in Manhattan worth  $\$2.5 \times 10^6$ , a home in a country with 30% unemployment worth  $\$1 \times 10^6$ , and another home in Miami worth  $\$1.5 \times 10^6$ . Your monthly mortgage payment is \$30,000, your monthly utilities are \$2000, and your average food bill (you eat out a lot) is \$5,000. Your children attend the best private schools in New York (\$5,000



per month/per child) and are almost guaranteed a spot in Ivy League University. Although you have tried to help your children understand the value of hard work they usually can get anything they ask for. You often work long days 12-14 hours but all of your needs (food, coffee, clothes) are taken care of by two personal assistants. You refuse the company driver but often use the company jet for vacations. You and your family often visit exotic and extravagant places, and it is not uncommon for a two-week vacation to cost \$60,000. Your goal is to earn enough money that your children and children's children can live comfortably without working.

Students read and share their roles with one another, sharing one advantage they perceive to being either Production Manager or CEO (if so assigned) and one disadvantage they perceive if assigned the role of a migrant worker.

The teacher will then ask students how many of them have ever created personal budgets for themselves and if so, how they construct these and if/how they are helpful in managing their money. He/she will then instruct students that they will now begin creating personal budgets for their respective roles, handing out a format printed from [http://financialplan.about.com/library/n\\_budget.htm](http://financialplan.about.com/library/n_budget.htm). They will begin by figuring out their monthly take-home pay and documenting the costs detailed in their descriptor.

**Processing Questions:**

The teacher will ask:

- How it feels to be assigned their particular role and why
- What differences they can discern immediately among the financial circumstances of their fellow group members depending on their roles
- Their reactions to computing their take-home pay, then factoring in some of their costs: How confident do they feel at this point that they will be able to manage financially?

## **LESSON 5: APPLYING FOR A LOAN AND FOR A CREDIT CARD**

**Goal: To apprise students about the complexities inherent in application forms for loans and credit cards**

### **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Describe at least 4 personal facts consumers need to include in loan or credit card applications (c);**
- 2. Express their personal opinion about the complexity of completing these forms for both English-speaking and non-English speaking applicants (a);**
- 3. Demonstrate their ability to apply for a credit card (p).**

### **Learning Tasks:**

The teacher recalls that in the previous session students were each assigned the roles of migrant worker, production manager or company CEO and in these roles began to explore differences in their respective financial circumstances. Today the class will continue in this vein by first learning about what is involved in applying for a loan, then studying an application for a credit card, and finally, applying for a credit card in their role.

The teacher passes out loan application forms from a local bank and reviews the information required for it, describing the criteria this bank follows in determining whether or not someone qualifies. (\*\* If possible, the teacher might ask a local bank official to come in and teach this part of the lesson.) The teacher makes every effort to state these criteria as concretely (i.e., with financial examples) as possible. Students collectively complete the application.

The class next repeats this process by collectively looking at a credit card application, either offered by the same local bank or by a local store. They will consider all personal information required, compare this with what is included in a loan application, and collectively complete it.

Students then individually complete an application for a credit card in their assigned roles.

### **Processing Questions:**

- What is their reaction to how complicated a loan application is? A credit card application?
- How well did their “character” do in completing the credit card application? Why did/didn’t they have problems doing so?
- Are individuals for whom English is a second language, or whose education is limited for any reason, at a disadvantage when they apply for credit? If so, how?

- What's one fact they learned about applying for a credit card today that surprised them and may affect their desire to do so in real life?

**Homework/Assessment:**

Ask students to read the “Immigrants and the Economy” article in Voces de la Frontera.<sup>13</sup> They are then to write a 1-2 page paper discussing one question that this article generated for them; one fact that surprised them and why; and one overall opinion they have about the impact of immigrants on the economy and one way in which they are concerned that immigrant workers might not be treated fairly economically.

---

<sup>13</sup> “Immigrants and the Economy,” Voces de la Frontera ([http://www.vdlf.org/get\\_informed/myths\\_and\\_facts/](http://www.vdlf.org/get_informed/myths_and_facts/)).

## Lesson 6: Simple Interest

**Goal:** To teach students how to compute simple interest

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Define interest, simple interest and principal (c);**
- 2. Express one personal opinion computing interest they hold and why (a);**
- 3. Compute simple interest on the US national debt over the next 10 years.**

### **Learning Tasks:**

The teacher recalls the previous lesson in which students assumed roles, formed groups and did initial work on a personal budget aligned with their role. The class session today will focus on learning about three concepts: interest; simple interest; and principal.

Students begin by writing 3% as both a decimal and a fraction: .03 and 3/100. The teacher next asks them to find 27% of \$300 without using a calculator:  $300 \times .27 = 81$

The instructor then discusses how banks make loans, charging simple interest on a principal sum at a specific interest rate.

Principal: The amount originally borrowed from the bank

Interest: The amount the bank charges for taking out a loan

Simple Interest: An annual interest rate that is charged on the principal only. Do NOT pay interest on the interest.

### **Formulas**

$I = Prt$

Total Interest (I) = Principal(P) \* Interest rate(r) \* Time in years(t)

$FV = P[1 + rt] = P + I$

Future Value (FV) = Principal(P) \* [1 + Interest rate(r) \* Time in years(t)]

### **Example:**

The bank lets you borrow \$3000 with a simple interest rate of 5%. How much interest will you pay the bank if you take 2 years to pay off the loan? How much will you owe total (future value)?

\*Let students work in the small groups to which they were assigned the previous class session try to find answer for 3-5 minutes. Ask for volunteers to share method.

### **Answer to example**

$I = \$3000 \times (.05) \times 2 = \$300$  charged in interest alone

$FV = \$3000[1 + .05 \times 2] = \$3000 + \$300 = \$3300$

Students are then given a second example to solve in their groups:

As of July 2011, the national debt was  $\$1.5 \times 10^{13}$ . If we have an annual interest rate of 3.2% and make no payments and don't add more to our debt, how much interest will we owe as of 2021? How much will we owe total (principal + interest).

Interest after ten years

A:  $\$4.8 \times 10^{12}$

**Processing questions:**

- How do we define interest? Simple interest? Principal?
- Is the process of computing interest clear to students? If not, what questions do they have?
- How do we use this information in our everyday lives?
- Might it be difficult for people new to our country/system to understand how to make such financial determinations?

## LESSON 7: USING CREDIT CARDS

**Goal: To teach students how credit card companies compute interest and implications for consumers**

### Behavioral Objectives:

**At the conclusion of this session students will be able to:**

- 1. Differentiate between the computation of interest on a loan and that charged for credit card use (a);**
- 2. Describe one reaction they have to credit card charges consumers pay and why they feel this way (a);**
- 3. Demonstrate the ability to compute credit card charges based on their character's income.**

### Learning Tasks:

The teacher recaps the previous session on computing simple interest and introduces this session by stating that the class will today be studying how credit card interest is computed and the implications these practices have for consumers.

- Big difference is that credit cards are different from loans because users of credit cards are charged on the Average Daily Balance every month.

### Example:

Credit Card History Sept 15<sup>th</sup>- Oct 14<sup>th</sup>

Annual Interest 20%

Previous Balance		\$315
Sept. 20 <sup>th</sup>	Shell (gas)	\$40
Sept. 28 <sup>th</sup>	Dinner	\$30
Oct. 2 <sup>nd</sup>	Groceries	\$90
Oct. 10 <sup>th</sup>	Payment	-\$100

To find Average Daily Balance it's necessary to examine the number of days that the balance was a given figure, weighting each balance accordingly. For example:

Date	Number of Days	Balance
September 15-19	5	\$315
September 20-27	8	\$355
September 28-October 1	4	\$385
October 2-9	8	\$475
October 10-14	5	\$375

### Answers to Example

Number of Days \*(Balance) / Total Days

$$[5*(\$315)+8*(\$355)+4*(\$385)+8*(\$475)+5*(\$375)] / (5+8+4+8+5) = \$387.67$$

So Average Daily Balance = \$387.67

To calculate interest need to find monthly interest rate. To do this one divides the Annual Interest Rate (.2) by 12 (months per year)

$I = Prt$

$$I = \$387.67 * (.2/12) * (1) = \$6.46$$

\*Explain that minimum payments are not much more than the interest alone so every month you are paying very little on the principal. Summarize problem and ask for questions.

The teacher then asks students to move into their groups and first individually create a month's worth of possible credit card charges based on their role and expenditures they might have to make. They are to assume that they had no previous charges and that they intend to pay off the month's charges fully. They then follow the formula above, finding their average daily balance and computing the payment due plus interest accrued during that period. (\*Make sure that students understand that this interest continues to accrue in the days between their issuing payment and the date it is received by the lender.) They will then add their credit card debt to their monthly budget charges.

**Processing Questions:**

- What was it like for them to realize how credit card interest is charged?
- How many had understood the concept of average daily balance? How daily interest is computed?
- Were they surprised to learn that even though they've paid a bill today they're still being charged interest until the bank receives their payment?
- How did their character do in charging responsibly? Was he/she able to pay off credit card changes and stay within budget?

## **LESSON 8: INJUSTICES SUFFERED BY FEMALE IMMIGRANT WORKERS**

**Goal:** To consider how immigrant female workers are additionally penalized for their gender

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Describe at least two ways that female immigrant workers are exploited because of their gender (c);**
- 2. Express one opinion about this exploitation and why they hold it (a);**
- 3. Create a strategy of at least 3 steps that might be employed by a female, single parent, migrant worker to protect herself financially (p).**

### **Learning Tasks:**

The teacher recalls that in the previous session students had learned about credit card charges and had calculated these based on their simulation role. The class had discussed how easy it might be for low-wage earners to become trapped by charges they cannot pay off monthly.

Today the class will consider the specific plight of female immigrant workers, particularly those with children and will discuss possible strategies they might employ to protect themselves financially.

Students will be given a copy of the Southern Poverty Law Center report, “Injustice on our Plates: Immigrant Women in the U.S. Food Industry”.<sup>14</sup> Returning to their groups, each will read a different section of the report and will together create a list of 4-5 points they feel are most important. Each group will then share their points with the rest of the class.

### **Processing Questions:**

- What did it feel like reading their section privately? What did they learn that surprised or disturbed them the most?
- What overall patterns of abuse do female immigrant workers experience that may vary from those of their male counterparts?
- What obstacles do they face in addressing this abuse?

### **Homework:**

Students will pick one of the obstacles discussed in class and create a realistic strategy that improves a female immigrant, single-parent worker’s likelihood of protecting herself financially.

---

<sup>14</sup> “Injustice on our Plates: Immigrant Women in the U.S. Food Industry” from the Southern Poverty Law Center <<http://www.splcenter.org/get-informed/publications/injustice-on-our-plates>>.



## LESSON 9: COMPOUND INTEREST

**Goal:** To teach students what compound interest is and how to compute it

### Behavioral Objectives:

At the conclusion of this session students will be able to:

1. Define “compound interest” (c);
2. Describe what type of investment account they would use and why (a);
3. Demonstrate how compute compound interest for an investment (p).

### Learning Tasks:

The teacher recalls that in the previous class the students had read excerpts from the Southern Poverty Law Center’s Report: “Injustice on our Plates” and had discussed the myriad obstacles faced by female immigrants to the US working in the food industry, particularly those who were parents.

Students are asked to discuss some of the strategies they created for homework.

Other students give feedback on their feasibility.

The teacher segues into today’s class topic: compound interest and how it can be earned on different types of investments, saying that ideally migrant and immigrant workers can eventually earn enough money to start a savings fund. First, though, returning to their ongoing roles as migrant workers, production managers or CEOs, they will need to compute current credit card debt.

Credit Card History October 15<sup>th</sup> –November14<sup>th</sup>

Annual Interest Rate 20%

Previous Balance		\$54
October 21 <sup>st</sup>	Clothes	\$100
October 29 <sup>th</sup>	Pizza	\$40
November 1 <sup>st</sup>	Coffee	\$15
November 9 <sup>th</sup>	Payment	-\$50

Find the Average Daily Balance and the interest charged for this month.

Answer: Average Daily Balance is \$153.68 and interest is \$2.56

\*\*Students take out their budgets and calculate how much money is left over after they have subtracted their monthly payments from their total monthly salary.\*\*

The teacher then introduces the concept of Compound Interest: Interest that is paid periodically on the balance of the account, which includes both the original principal and the previous interest payments. (Interest is paid on interest)

### Formulas:

Simple Interest:  $FV = P(1+rt)$

Compound Interest: Where n is the number of times interest is compounded per year.

The teacher then tells students that they have saved \$2000 that you want to invest and have to choose between a saving account that has 3% simple interest of one that has 2.5% interest compounded monthly. Using the formulas above they are to find the difference between the two accounts after 2 years. After 20 years?

After 10-15 minutes the teacher asks for volunteer students to share their answers and explain how they reached them.

Simple Interest

$$2\,000 * (1 + (.03 * 2)) = 2,120$$

$$2\,000 * (1 + (.03 * 20)) = 3,200$$

Compound Interest

$$2\,000 * ((1 + (.025 / 12))^{(12 * 2)}) = 2,102.43$$

$$2\,000 * ((1 + (.025 / 12))^{(12 * 20)}) = 3,295.73$$

### Different Types of Investments

Certificate of Deposit (CD): Tend to have higher interest rates than regular savings. This is because once money is invested, it cannot be removed before maturity (a set time period).

Money Market: An account that bears interest but from which checks can be written.

### **Processing Questions:**

- How was it for students to figure out simple vs. compound interest?
- Analyzing the differences in their yields, which appears to be the better short-term investment? Long-term? Are the differences significant?
- Of CDs or money market accounts, which do they think they would invest in character of the role they've been assigned? Why?

## LESSON 10: ANNUAL PERCENTAGE YIELD

**Goal: To teach students what annual percentage yield is and how it is computed**

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Define annual percentage yield and explain how it is computed (c);**
- 2. Describe one reaction they have to learning this concept (a);**
- 3. Demonstrate how to compute annual percentage yield (p).**

### **Learning Tasks:**

The teacher quickly reviews what was covered in the previous class: the differentiation between simple and compound interest. He/she observes that this information will assist students today as they study annual percentage yield and equivalencies between simple and compound interest rates to achieve it. He/she then defines Annual Percentage Yield (APY) as the simple interest rate that has the same future value as the compound rate would have after 1 year.

The teacher asks the annual yield of an account that has 7% interest compounded quarterly would be and gives the students a few minutes to compute based on an investment of \$1.

The compound interest formula,  $FV = 1(1+.07/4)^{(4*1)}$ , yields \$1.07185.

Next, applying the simple interest formula with  $FV=1.07$  with the rate unknown,  $\$1.07185 = 1(1+r(1))$ , reveals that the rate would be .07185. So the simple interest rate that would have the same future value as 7% compounded quarterly is 7.185%. This is the annual percentage yield.

The teacher then shows students' examples of bank CD and savings rates<sup>15</sup>:

The teacher then asks students:

- How do bank CDs and savings accounts appear to differ from one another?
- If either type of investment seems to be more involved than the other and if so, how?
- Which type of investment they feel they would make playing their role and why
- The teacher concludes by saying that some investments take more disposable income and time to monitor than do others. What type do students feel that migrant workers might choose and why?

---

<sup>15</sup> Savings accounts and CD Accounts, Bank of America

[http://www.bankofamerica.com/deposits/checksave/index.cfm?template=cds\\_and\\_savings\\_accounts&context=&statecheck=OR&cd\\_bag=&sa\\_bag=&ch\\_bag=](http://www.bankofamerica.com/deposits/checksave/index.cfm?template=cds_and_savings_accounts&context=&statecheck=OR&cd_bag=&sa_bag=&ch_bag=)  
<https://tools.usbank.com/ICToolsWeb/productComparison.html?productCode=CD A&zipCode=55423>

**Homework/Assessment:**

The bank is offering two different CDs. The first is a one-year CD with 5% interest compounded monthly and the second is a one-year CD with 4.8% interest compounded weekly. They are to find the annual yield for both and describe which would they choose in their role as an investment for \$1,000?

## **LESSON 11: COMPLETING BUDGETS**

**Goal:** To complete the simulation budgets by calculating other living costs

### **Behavioral Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Discuss the costs of health insurance, home mortgage/rent, property taxes, and migration transportation (c);**
- 2. Describe which of these would be most important to them to budget for and why (a);**
- 3. Budget for at least 2 additional living costs (p).**

### **Learning Tasks**

The teacher reviews the previous session topic: Comparing investments in CDs with savings accounts and asks students to give feedback on their homework assignment, sharing which CD they chose to invest in and why. They then include this information in their simulation budget.

The teacher says that today students will conclude their budgeting by researching and adding the following monthly expenses: health insurance for themselves and dependents as defined by their characters; mortgage payments; property taxes; and migration costs. The mortgage, property taxes and migration costs will simulate the Sanchez family's and students are to determine these by researching comparable expenses incurred by migrant families living in or around Weslaco, TX, in the Rio Grande Valley. Migration expenses will be based on gas, oil, maintenance, and tolls between Weslaco and Ohio.

The students work in small groups to complete this task and will either have access to classroom computers to research these questions or will be given handouts by the teacher containing the necessary information. Once students have computed these costs they will add them to their budgets, which will now be complete.

### **Processing Questions:**

- How it felt determining the amount of these additional expenses?
- Were students able to afford all four additional expenses?
- If not, how did they prioritize them and/or change what they chose (i.e., did any choose to rent rather than buy their homes, forgo health insurance, etc.)
- If this were their actual lives, what choices would they make and why?

## **LESSONS 12 AND 13: PRESENTATION PREPARATION**

**Goal:** To prepare for group presentations

### **Behavioral Objectives:**

**At the conclusion of these sessions students will be able to:**

- 1. Explain their character's background, assets and liabilities to the class (c);**
- 2. Describe what they believe would be the hardest obstacle for them personally to overcome as the character they've been assigned and why (a);**
- 3. Present a detailed budget and at least 5 steps they have taken to live within it (p).**

### **Learning Tasks:**

The teacher introduces this session by recalling that over the previous 11 classes students have had a chance to learn about both the experience of migrant families in THE HARVEST/LA COSECHA and about those of immigrant workers in a variety of professions. They've had a chance to personalize this learning by participating in a simulation based on the assignment of a migrant worker, production manager or CEO role, each with its own salary and costs of living.

Today and in the next class students will prepare group presentations that will encompass information about their respective roles, how they felt playing them, what emerged as particular challenges vs. benefits, and the choices they made to survive. Each group will determine a way to incorporate all 4 individual experiences in a manner that demonstrates how the needs of each can be met collectively. Student presentations may be done as narratives, through role-plays, the visual arts, music, debate, etc.

## LESSONS 14 AND 15: PRESENTATIONS

**Goal:** To do group presentations based on the unit simulation

### **Behavioral Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Describe at least 5 experiences/conditions embodied in their role (c);**
- 2. Explain which of these felt most difficult for them to deal with and why (a);**
- 3. Demonstrate how their role juxtaposed with the other three within their group (p).**

### **Learning Tasks:**

The teacher introduces this session by stating that after 13 sessions of learning about economics and its application to the experiences of migrant and immigrant workers and working collectively to apply this information to the roles they've been assigned, students will today play their roles. Three groups will present in today's class and three more the following one.

Each group will have 10 minutes to present their respective members, summarizing their life circumstances and decisions, and how the group collaborated to resolve obstacles faced by each. They will each receive 5 minutes feedback from the class on their group effort.

The presentations will be followed by 10 minutes of general reaction from the students to what they have heard:

- How did it feel listening to the roles described?
- What did they hear that surprised them and why?
- What insights did they gain into roles other than their own?

On the final day students will also be asked:

- How it felt participating in this unit and why?
- What they believe to be the respective responsibilities of migrant workers, school officials, and employers to ensure that all interests are fairly represented?
- What they have learned about migrant workers that will stay with them?
- What one action they can take to educate others about the plight of this population?

## THE HARVEST [LA COSECHA] HEALTH LESSON PLANS

---



## **GRADE 7 UNIT PLAN: THE IMPACT OF ENVIRONMENTAL FACTORS ON HEALTH**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of risky behaviors the students engage in their own lives.

**National Health Standard: Students will comprehend concepts related to health promotion and disease prevention**

**CPI: Analyze how environment and personal health are interrelated**

**Unit Goal: To teach students how the environment affects personal health**

---

# LESSON 1: ENVIRONMENTAL IMPACT ON THE HEALTH OF CHILD FARM WORKERS

**Goal: To explore the impact of the physical, emotional and social environments on child farm workers**

**Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify one potential environmental factor that negatively impacts the lives of the child workers depicted in THE HARVEST and one that positively affects them (C);**
- 2. Explain which of these they personally believe has the most profound long-term impact and why (A); and**
- 3. Research this factor and write a one-page call-to-action to change it.**

**Learning Tasks:**

The teacher introduces this unit by summarizing the events of THE HARVEST:

- It followed three young farmworkers – Zulema Lopez, Perla Sanchez, and Victor Huapilla –and their families through the 2009-2010 harvest
- Zulema and her family began picking onions in Texas before migrating to Michigan to pick strawberries, cucumbers and apples
- Perla’s family traveled to Mississippi to pick blueberries but her mother’s operation cost them two weeks and they lost that work and spent the rest of the summer looking for other opportunities
- Victor’s family picked tomatoes in Florida and normally would have migrated to Tennessee in the summer to pick other crops but didn’t have the money to do so, so they had to find odd jobs at home

The instructor then discusses what the term “environment” connotes. What do students think of when they hear the term? Students offer their thoughts. If their answers don’t address this, the teacher will suggest that it is not only physical, but emotional and social, too.

- What is true about the homes of the three young harvesters: Simple; sparsely furnished; plain. Do they have the same material possessions students do? What do they imagine this to be like for the three?



**CLIP: ZULEMA'S FAMILY'S SHACK: 25:20-26:25**



- How would they describe the emotional environment of Zulema's family? What seems to be going on within it? What's the effect on Zulema?
- How about Perla's family? What emotions does Perla struggle with? What are her concerns?

**CLIP: PERLA'S FEARS FOR FAMILY/SELF: 23:02-23:35**



- What are the circumstances that Victor's family is coping with? How do these seem to affect the Huapillas?

**CLIP: HUAPILLAS' THWARTED MIGRATION: 33:40-35:00**



- What about the physical environment child farmworkers like them experience? Are there positives to it? Negatives?
- And finally, what's happening in these kids' social environments? What impact does migrating every spring have on Zulema? What does Perla most want to do?
- What are students' senses of the family units? What strengths/liabilities do they sense in them?
- Of all the environmental issues Zulema, Perla, and Victor face, which seems the most serious and long-term? Why?

### **Assessment/Homework Assignment:**

THE HARVEST/LA COSECHA shows us a world most of us never realized even existed, one populated by children working with few legal protections, putting food on our tables at great cost to themselves and their families. For homework, students are to pick one environmental factor they think is particularly dangerous to child workers, research it by going to either the Human Rights Watch website ([www.hrw.org](http://www.hrw.org)) to read “Fields of Peril,” or to the Association of Farmworker Opportunities ([www.afop.org](http://www.afop.org)), or to the National Center for Farmworker Health ([www.ncfh.org](http://www.ncfh.org)).

Based on what they learn they will write a one-page “Call to Action” that students their age could reasonably take to educate others in their school about the problems faced by this population.

## **LESSON 2: THE IMPACT OF PHYSICAL, EMOTIONAL AND SOCIAL ENVIRONMENTS ON THEIR OWN LIVES**

**Goal: To help students to evaluate the impact of their personal environments on their wellbeing**

**Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Discuss at least two possible ways each that a person's physical, emotional or social environment might have a negative impact on their health (cognitive);**
- 2. Explain which of these most concerns them at present and why (affective);**
- 3. Describe three actions they would be willing and able to take today to positively affect either their physical, emotional, and social environment**

### **Learning Tasks/Course Embedded Assessment**

The teacher will recap the previous session by recalling that students discussed how Perla, Zulema and Victor faced challenges from their respective environments and that while the physical stressors were perhaps the most obvious, their emotional and social environments were also affected. After asking the students what their homework experience had been like and for 3 or 4 volunteers to share their action plans. Attention is then turned to the students' perceptions of their own environments.

For the purposes of this activity students will consider the physical environment to include factors such as air quality; water quality; ventilation; lighting; building maintenance, etc.) Emotional environment will include their home life and how they spend their time privately. Social environment will encompass what happens to them in school, in after-school activities and with friends out of school.

They first brainstorm some of the ways our physical, emotional and social environments can have an impact on the ways we do or don't act healthfully (i.e., the fact that they may eat nutritious meals at home vs. the fact that they don't think cafeteria food is healthy). After a list of 8-10 possible influences has been generated students will be asked to consider which environmental domain they feel potentially has the biggest impact on them personally and why.

They will then be divided into groups of 4 and each will be assigned to a group considering physical, emotional or social environment. In these groups, and considering some of the potential influences brainstormed, they will discuss three actions they could take to today to positively affect it.

**Processing:**

The teacher will conclude this session by asking:

- What it felt like considering their particular environment and if this was easy or hard to do
- What the experience of collaborating with other students to reach these three actions was like
- If any of these actions resonated with them personally, i.e., if they would consider taking any of these actions themselves

## **GRADE 8 UNIT PLAN: RISKY BEHAVIORS BASED ON “THE HARVEST/LA COSECHA”**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of risky behaviors the students engage in their own lives.

**National Health Standard: Students will comprehend concepts related to health promotion and disease prevention**

**CPI: Demonstrate behaviors to avoid or reduce health risks to self and others**

**Unit Goal: To educate students to identify and avoid health risks to self and others**

---

# LESSON 1: WORK-RELATED HEALTH RISKS FOR MIGRANT CHILD FARM WORKERS

**Goal:** To teach students about health risks faced by migrant child farm workers

**Objectives:**

**At the conclusion of the lesson, students should be able to:**

- 1. Describe 3 health risks to young persons harvesting crops (C);**
- 2. Identify at least one risky behavior demonstrated by a child farm worker depicted in THE HARVEST and their reaction to this (A);**
- 3. Demonstrate one manner in which child farm workers can protect their health (P).**

After viewing THE HARVEST/LA COSECHA, the teacher will reiterate the fact stated in the film that it is currently legal in America for children their age – 12 and up - to work 12 hours and more a day on non-school days. He/she may review the Fair Labor Standards Act, noting that agriculture is excluded.

- What are students' reactions to this fact?
- How many students knew that hundreds of thousands of children leave their homes every year to pick a significant amount of the produce Americans eat? Their reactions to this?
- What on-the-job behaviors did they see practiced that they feel are potentially risky and why are they so?
- Which behavior most concerned them and why?

**CLIP: ZULEMA PICKING ONIONS 04:35-05:45.**



- Ask for student reactions to this.
- What health risks does Zulema face in doing this every day for weeks on end? (Repetitive stress injuries; the risk of being cut; back strain, etc.)
- How many students have regular job responsibilities around the house?
- Have any of them been in a position in which they had to repeat the same movements repeatedly? If so, what was this like for them and what was the physical impact?



- What can Zulema do to protect herself?

**CLIP: VICTOR PICKING TOMATOES 14:41-15:55**



- What are students' reactions to this scene?
- What risks does Victor face (dehydration; hyperthermia; potential heat stroke)?
- Again, have any of them ever experienced severe dehydration and/or hyperthermia? What were the circumstances that caused this? How did they feel physically?
- (If the students have viewed the film in its entirety the teacher might also ask what other serious health risk Victor faced? Answer: Exposure to pesticides, not only in the fields but when eating beside them, particularly since so often there's inadequate sanitation.
- Question: Will bleach kill pesticides? Answer: No
- Were they Victor, what would they try to do to protect themselves a) in the heat, and b) against pesticides?)

**Discussion:** What do kids their age do when they're put in a position in which others count on them to do work that is hard or dangerous? How can they protect themselves?

**Course Embedded Assessment:** If class time allows ask the students to write 2-3 paragraphs describing a circumstance in which they or someone they know was asked to do a job that posed a risk of some kind. They should describe this circumstance, their emotional reaction to it and the course of action they took and why. What was the consequence of this?

If this is done in the classroom and time allows, the teacher will ask for 3 or 4 volunteers to share what they've written. If not, this will be done as a homework assignment.

**Processing questions:**

What was it like to recall this circumstance?

In retrospect, how do they feel about their response to being asked to take this risk?

How well did it work out for them?

In retrospect would they do it again? If not, what would they do?

## **LESSON 2: RISKY BEHAVIORS STUDENTS FACE**

**CPI: Explain how appropriate health care can prevent premature death and disability**

**Goal: To discuss steps students take to protect their personal health**

**Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify at least four risky behaviors commonly faced by students their age (C);**
- 2. Discuss which of these would most concern them and why (A);**
- 3. Demonstrate the possible effects of at least one of these behaviors (P).**

### **Introduction**

- The teacher will ask students how they define risky behaviors. What makes a behavior “risky”?
- A risky behavior is any behavior that can have a negative effect on a person. In this case, negative health effects.
- What are examples of risky behaviors students their age may engage in?
- Why might they do so?

### **Group Activity**

Students will be separated into groups of four. Each group will be assigned one of the risky behaviors brainstormed and will be asked to create a role play based on it that depicts a student making the choice to engage in the behavior and one possible consequence of doing so. Students will have 10 minutes to do this.

Each group will then act out their scenario and other students will be asked to respond to it. After all groups have done this, the teacher will ask:

1. How it felt watching these scenarios.
2. Which of these they feel might be of special concern and why.
3. One way each of these could be avoided.

### **Course Embedded Assessment/Homework**

- Identify one risky behavior they may engage in and why they would.
- What’s a possible negative consequence of engaging in it? Their reaction to this consequence?
- If they chose to avoid it, how would they do this?
- How would their friends react to their decision and what would this be like for them?
- Are there ever times when they’re put in a risky position by people in authority? If so, what can they do under those circumstances?

# **GRADE 9 UNIT PLAN: HOW THE FAMILY, PEERS AND COMMUNITY INFLUENCE PERSONAL HEALTH**

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of risky behaviors the students engage in their own lives.

**National Health Standard: Students will comprehend concepts related to health promotion and disease prevention**

**CPI: Analyze how the family, peers, and community influence the health of individuals**

**Unit Goal: To analyze how the family and peers influence the health of individuals**

---

## LESSON 1: INFLUENCE OF FAMILY ON A CHILD'S HEALTH

**Goal:** To analyze how the families of migrant child workers influence the health of their children

### Objectives:

**At the conclusion of this lesson students will be able to:**

1. Identify three potential ways a family might influence a child's physical, emotional or social health (cognitive);
2. Pick one of these and describe one reaction they would personally have if their own family influenced them in this way (affective);
3. Analyze the daily routine of one of the children depicted in **THE HARVEST** and identify two ways the family influenced his/her health (psychomotor)

### Learning Tasks:

After viewing **THE HARVEST/LA COSECHA** in its entirety or the first twenty minutes that introduce Zulema, Perla and Victor, the teacher processes what has been seen by asking:

- The students' overall reactions to what they saw and why
- What they learned watching the film that most surprised them and why
- From what they saw, what are some of the ways a family might influence a child's physical, emotional or social health?
- Did this child have support from peers? If so, what type? If not, why not? What might the impact of this circumstance have on their wellbeing?

#### **CLIPS: PERLA/FATHER TALKING RE MISSISSIPPI (38:44-41:02)**



#### **JESSICA/ZULEMA DISCUSSING HER GOING TO FLA: (1:01:46-1:03:04)**



### VICTOR'S FATHER NOT WORKING (45:43)



The teacher then divides the class into six groups in which students will be asked to discuss one of the three children in the film. They will then explain two feelings they would feel if they were put in this child's position. The teacher will ask for a representative from each group to share some of the students' emotional responses, inviting reactions from listeners.

Reconvening the class into a large group and focusing on Zulema, the teacher will ask the class to think of as many ways as possible that her family's influence on her personal health would have differed had they stayed in south Texas all year rather than traveling for 6 months to Michigan. In what ways might staying have influenced her physical health? Emotional? Social? What impact does a migrant farm worker family have on their children that differ from those of a farmworker family that stays in one place? Why?

#### **Homework/Assessment:**

Pick Zulema, Victor or Perla and, considering their daily routine, describe at least two ways their families influenced their physical, emotional or social health.

---

## **LESSON 2: IMPACT OF FAMILIES ON INDIVIDUAL HEALTH**

**Goal:** To consider ways in which students' families influence their personal health.

### **Objectives:**

**At the conclusion of this session students will be able to:**

- 1. Identify at least three ways in which families might influence their physical, emotional or social wellbeing (cognitive);**
- 2. Describe which of these influences would have the greatest impact on them and why (affective);**
- 3. Analyze their respective family structure and describe one way each member impacts their physical, emotional or social well-being and their reactions to each.**

### **Learning Tasks:**

The teacher will begin this lesson by recalling that previously the class had talked about the migrant families in THE HARVEST/LA COSECHA and the influence each seemed to have on their child's health. He/she will ask if students had reflected more on this as they did their homework assignments and if they wished to add any thoughts on the subject.

Today's class brings this subject closer to home as we begin to look at how our own families impact on our health. Recalling that health is defined as physical, emotional and social wellbeing, students in the large group will brainstorm as many ways as they can that a family might influence their children's health, positively or negatively. As they do, the teacher will list these under "physical," "emotional," and "social" columns.

### **Processing:**

The teacher will ask:

- How it felt to do this exercise
- If it was hard or easy to do and why
- What they see when they look at the respective lists?
- If there are there ever times when the same influence might have both positive and negative effects, giving examples

To consider these influences more personally, students will be asked to form triads and each will consider the same question: Looking at the different ways a family might influence a child's health and picking one that is true of their own,

which of the brainstormed influences would they feel most strongly about and why? What impact does it have on them?

**Processing:**

The teacher asks:

- How it felt to tackle this question in small groups
- What made them choose the influence they talked about?
- If there were any common reactions the group is comfortable sharing
- If doing this activity caused them to learn anything new about their families' effects?

**Homework/Assessment:**

Either as a log entry done in class or as a homework assignment, students will analyze their families describing each family member, how he/she impacts the student's physical, emotional or social wellbeing, and how this makes the student feel. For extra credit students can also state one action they could personally take to respond to this influence.

# **GRADE 10 UNIT PLAN ON THE INFLUENCE OF VALUES AND BELIEFS ON HEALTH PRACTICES**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of risky behaviors the students engage in their own lives.

**National Health Standard: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health**

**CPI: Analyze how health-related decisions are influenced by individual, family and community values**

**Unit Goal: To analyze the influence of personal values and beliefs on individuals' health practices and behaviors**

---



## **LESSON 1 IMPACT OF PERSONAL BELIEFS ON HEALTH PRACTICES**

**Goal:** To explore how the personal beliefs of the child farm workers depicted in *THE HARVEST/LA COSECHA* affected their health practices

**Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Identify one example of health values held by the characters in *THE HARVEST* and how it affected that student's behaviors (cognitive);**
- 2. Describe their personal reaction to this behavior (affective);**
- 3. Offer one alternative practice that would be more healthful (psychomotor skills)**

**Learning Tasks:**

The teacher will begin by asking students their overall reactions to the three young adults depicted in *THE HARVEST*:

**CLIPS: ZULEMA PICKING UP HEAVY BAG 04:35-05:45**



**PERLA'S FAMILY EATING 51:28-53:17**



**INTRO TO VICTOR: 12:06-13:10)**



- How healthy did they appear to be physically? On what do students base their opinions?
- How physically active were they? What did the impact of this appear to be on them?
- How well did they eat?
- Were they under stress? If so, what? How might this have affected them?
- What are examples of health beliefs or values they demonstrated? (i.e., Zulema believing she could drive and not seeming concerned about her speed; Perla's belief that her father's wellbeing was critical to the family's survival; Victor's expressed belief that his home was happier when all the siblings and their offspring were present). Teacher will brainstorm these and list on the board.
- Students will be asked to reflect on which of these would concern them the most and why. Would their concern be due to perceived short-term effects? Long term?

**Homework/Assessment:**

Students will be asked to research the behavior that most troubles them online at sites like: Human Rights Watch ([www.hrw.org](http://www.hrw.org)); the National Center for Farmworker Health ([www.ncfh.org](http://www.ncfh.org)); the Association of Farmworker Opportunities ([www.afop.org](http://www.afop.org)), etc. (see Appendix D).

They are to summarize their findings in a one-page paper that describes the behavior, at least one potential short-term and one long-term consequence, and an alternative behavior that would be healthier.

---

## LESSON 2: IMPACT OF PERSONAL BELIEFS ON HEALTH BEHAVIOR

**Goal: To analyze the influence of their own personal beliefs/values on their health behaviors**

### Objectives:

**At the conclusion of this lesson students will be able to:**

- 1. Discuss two examples of how personal beliefs might influence health behaviors (cognitive);**
- 2. Identify one personal belief that influences their own health behavior negatively and why they continue to maintain this belief (affective);**
- 3. Describe what makes the difference between an unhealthy behavior that they will consider changing vs. one they will not (psychomotor).**

### Learning Tasks

The teacher begins this session by recalling that in the previous one, students had discussed some of the health beliefs seemingly held by Zulema, Perla and Victor that had effects on their health behaviors. Today the class will continue in the same vein but will focus on the impact of their own beliefs/values on their behaviors.

What are students' reactions to this scene? What's unhealthy about what Victor is doing? Why?

**Clip: Victor washing off with bleach (46:15- 47: 50)**



How many of them wash up when they come home from school or work? After they go to the bathroom? Before they eat? Why do they make these choices?

The instructor discusses the fact that students all hold certain beliefs/opinions/values that affect their health. He/she gives a couple of examples: That it doesn't matter how much or how little sleep we get; that missing breakfast or lunch won't affect a person's ability to learn; that wearing seatbelts doesn't keep a passenger safe; that one can text safely while driving, etc.

He/she asks the class as a whole to individually think of as many as 5 health beliefs they hold that they know affect the way they behave and to write these

down. Students are then put into groups of 3-4 students each and are asked to each share one of these and how it prompts them to behave. Other members of the group are encouraged to ask any questions they have to better understand these behaviors.

**Processing:**

1. What was it like to have to think of these health beliefs? To consider the consequences of each?
2. How was it sharing these in their small groups? What made it easy or hard to do? What reactions did their group mates have?
3. What happens for them in their everyday lives that makes it challenging to think of these consequences?

**Homework/Assessment:**

For homework students will be asked to describe one unhealthy behavior they engage in that they aren't willing to change and why they aren't (i.e., what belief prevents them from doing so); one unhealthy behavior they're considering changing and why (and the belief that's motivating them to do so); and one unhealthy behavior they've already changed and why. Students will then be asked to summarize what must be true of an unhealthy behavior for them to consider changing it.

# **GRADE 11 UNIT PLAN: FACTORS THAT MIGHT INHIBIT HEALTHFUL DECISION-MAKING**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of risky behaviors the students engage in in their own lives.

**National Health Standard: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health**

**CPI: Predict immediate and long-term impact of health decisions on the individual, family and community**

**Unit Goal: To examine factors that might inhibit healthful decision-making.**

---

# LESSON 1: OBSTACLES TO MAKING HEALTHY DECISIONS FOR MIGRANT FARMWORKERS

**Goal:** To examine factors that made it difficult for the adolescents depicted in **THE HARVEST** to make healthful decisions

## Objectives:

At the conclusion of this session students will be able to:

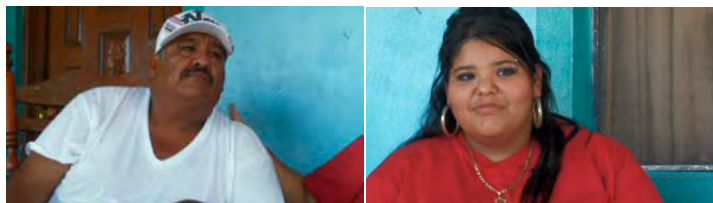
1. Identify three factors that potentially inhibited Perla, Zulema and Victor from making healthy decisions (cognitive);
2. Describe at least one feeling they would have in their position and why (affective); and
3. Discuss strategies the characters might have employed to overcome the factors that limited their decision-making (psychomotor)

## Learning Tasks:

The teacher will begin by asking students their reactions to whatever segment of **THE HARVEST** they viewed.

- What were their overall feelings about Zulema? Perla? Victor?
- How much control did they appear to have over their lives? What might the impact of this be on them?
- How did they seem to feel about their lives as farm workers? As migrants?
- What seemed to be the most serious challenges to well-being faced by each?

**CLIPS: PERLA DESCRIBING FATHER'S ILLNESS: 1:07:30-1:09:22;**



**VICTOR LOOKING BACK 1:06:25-1:07:07**



## ZULEMA 1:10:48



The discussion then turns to the issue of the kinds of decisions the characters had to make to support their health, recalling the World Health Organization definition of health as: “A state of complete physical, emotional and social well-being.” The group is asked to brainstorm the different examples of decisions Perla, Victor and Zulema had to make that related to their health and the degree of control they had over this process (i.e., Zulema’s decision not to wear gloves while using heavy scissors; Perla’s decision to overeat; Victor’s decision to frequently miss school to work in the fields; Zulema’s climbing to the top of an unstable ladder, Victor and his family drinking soda rather than water, eating by fields sprayed by pesticides, etc.)

Once this list is composed students will be asked to individually rank these in order from the one that would most concern them to the one that seems least an issue. They will then be asked to move into groups of 3 to share their respective lists and their reasoning for their rankings.

### **Homework/Assessment:**

Either by journaling in class or in a homework assignment, the students will each generate a list of alternative responses/decisions the characters might have made that would have better supported their health.

---

## LESSON 2: INFLUENCES ON HEALTHFUL DECISION MAKING

**Goal: To teach students to analyze personal, family, academic and social influences that enables them to make healthful decisions or disallow them from doing so**

### **Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Discuss one way each that personal, family, academic and social influences might impact a person's health behavior (cognitive);**
- 2. Evaluate which of these is most influential in determining health behaviors and why (affective);**
- 3. Analyze the impact of at least one personal, family, academic and social influence on their health behaviors (psychomotor)**

### **Learning Tasks**

Recalling the previous lesson in which students reflected on the factors that may have prevented the children in THE HARVEST from acting healthfully, the instructor will explain that in today's session they will focus their attention on those that might do the same for them.

Discussion will begin as the instructor creates this grid:

	UNHEALTHY BEHAVIOR	
	+	-
PERSONAL/PHYSICAL		
PERSONAL/EMOTIONAL		
FAMILY		
ACADEMIC		
SOCIAL		

Asking the students to think of an unhealthy behavior adolescents their age might engage in, the class collectively analyzes this theoretically, listing as many physical, emotional, family, academic and social influences that might come into play to either support (+) or discourage (-) this behavior. They next look at each and give their opinions on which of these might be most influential, i.e., carry the greatest weight in influencing their behavior, and why. What perceived benefits might someone their age assume they're getting from engaging in it? Is this an accurate perception? Why or why not? Are there ways any of the +s might be



reconsidered to allow one to get what they feel they need in a more positive manner?

**Processing:**

The teacher will ask students:

- How it felt going through this exercise  
What struck them most about breaking out personal, family, academic and social influences on behavior?
- Could they find themselves in this activity as they imagined different forces that support unhealthy behaviors?

**Assessment/Homework**

Students will pick an unhealthy behavior that they currently engage in and apply this grid to its analysis. They will identify as many positive and negative factors for each domain as they can. Once done they will weight each as being either a “1” very important, “2” moderately important, or “3” less important.”

They will then write a 1-2 page analysis of the factors that maintain this behavior vs. those that support its modification or elimination. They will first describe which of these factors carries the greatest “weight” or significance and to the best of their understanding why, i.e., what benefit this factor provides.

They will be asked:

- Whether, on balance, the influences supporting this behavior outweigh the negatives,
- If so, what is their reaction to this?
- How comfortable do/don’t they feel about engaging in this behavior?
- As they identify the perceived benefits they get from engaging in it, are there alternative ways they might obtain the same effects in a way that doesn’t jeopardize their health?

## **GRADE 12 UNIT PLAN: LONG-TERM HEALTH GOAL PLANNING**

---

This unit can be taught over 4-6 lessons in different ways depending on whether the school schedule accommodates block scheduling. If it does, one option would be to screen the film in its entirety over 90 minutes and then follow up with the following two lessons. Another alternative would be to devote three double sessions to viewing different segments and then processing each. In this case it would be recommended that Chapters 1-4 be screened and processed in the first session; Chapters 5-8 during the second; and Chapters 9-13 during the third.

In the event that block scheduling does not exist, the third alternative would be to show the film over three days with more limited processing based only on the actual content shown with an additional one or two sessions devoted to consideration of risky behaviors the students engage in in their own lives.

**National Health Standard: Students will demonstrate the ability to use goal setting and decision-making skills to enhance health**

**CPI: Formulate an effective plan for lifelong health**

**Unit Goal: To assess the role of goal-setting in promoting long-term health**

---

# LESSON 1: RISKY HEALTH BEHAVIORS OF CHILD FARM WORKERS

**Goal:** To identify risky health behaviors exhibited by young farm workers and how they might be addressed

**Objectives:**

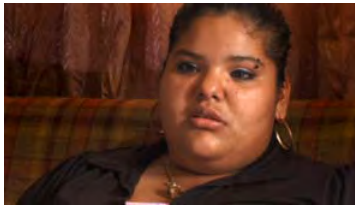
**At the conclusion of this session students will be able to:**

1. Identify at least three behaviors that threaten long-term personal health demonstrated in the film (cognitive);
2. Explain which of these behaviors most disturbed them and why (affective); and
3. Develop a 2-step plan to change or improve upon this behavior (psychomotor).

**Learning Tasks/Course-Embedded Assessment:**

The teacher begins by asking students to share what appear to be goals that Zulema, Perla and Victor have for their respective lives (Zulema to finish high school and get a better job, Perla to become a lawyer and protect people, Victor to have a “simple” life that’s centered around family).

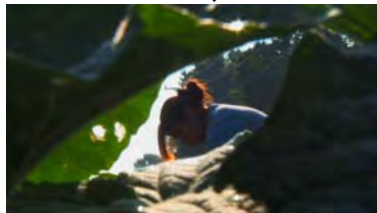
**CLIPS:  
PERLA DREAMS:**



**VICTOR – SIMPLE LIFE: 1:06:25-1:07:07**



**ZULEMA – GOALS, NOT DREAMS**



- What steps are each taking to meet his/her goal?
- What are the potential obstacles each will have to overcome?
- Are there behaviors they exhibit that threaten these goals? Ask students to identify one for each subject.

The teacher does a short lecture on why adolescents so often have trouble understanding potential long-term consequences of their actions:

- In early adolescence the brain goes through a “pruning process” that eliminates some connections among brain cells and strengthens others
- At the same time, its development progresses but the highest functioning organs – found in the prefrontal cortex – aren’t fully developed until the mid-20s
- Instead, adolescents are more affected by the amygdala, which is fully developed, and is the seat of emotions
- Socially, this effect is reinforced by adolescents’ needs to be like their peers and to be accepted by others
- The net result is greater impulsivity and less concern for long-term potential consequences of actions

The instructor will ask students to write down the behavior they saw exhibited that most concerned them, why, and how it might be addressed.

- What consequence would they imagine might result?
- What might the effects of this be on the long-term health of this character?
- What plan might this character follow to positively modify this behavior (containing at least two steps).

The students will be given 5-10 minutes to complete this assignment. The teacher will then ask the students which character each chose and which behavior and will divide the class into corresponding groups (i.e., those students who focused on Victor washing his arms with bleach; those who chose Zulema using shears without gloves, etc.). In these groups the students will share their respective ideas about improving the behavior and will summarize their plans for the class.

## **LESSON 2: LONG TERM HEALTH GOALS**

**Goal: To encourage students to reflect on their personal long-term health goals and how their current behaviors do/don't support their realization.**

### **Objectives:**

**At the conclusion of this lesson students will be able to:**

- 1. Describe at least three long-term health goals generally acknowledged to be positive (cognitive);**
- 2. Identify a long-term goal whose achievement is threatened by their current behavior (affective);**
- 3. Explain what it would take to motivate them to change this behavior, and why, and one step that they might be willing to take at present (psychomotor).**

### **Learning Tasks:**

The teacher will review what was discussed in the previous class about the types of choices Victor, Zulema and Perla made that affected their health and that these were sometimes dictated by circumstances beyond their control. Nevertheless, continuing to behave as they do carries potential long-term risks.

Building on the World Health Organization definition that "health is a state of complete physical, emotional and social well-being," the instructor will explain that today's session will focus on their own long-term health goals and how their current behaviors do/don't support their attainment.

The instructor first asks the class to brainstorm what their physical goals are for themselves at this age, then their emotional, and finally their social. The class reflects on these and the teacher picks 2 or 3 to further illuminate through their comments: Why are these goals? What does reaching them mean to the students.

Using their parents as guides, the teacher next asks what the goals of a 50-year old person might be physically, emotionally or socially and the brainstorming is repeated.

### **Processing:**

The teacher asks students:

- What their overall reaction is to thinking ahead to possible long-term goals
- If the group can come to consensus about which of these might be more universally agreed upon and why

- If students can identify any of these that they would hold for themselves but whose current behaviors might threaten in some way (i.e., the long-term goal of being at a healthy weight vs. current behavior of eating a great deal of fast food)
- What are students' reactions to these discrepancies?

### **Homework/Assessment:**

The teacher concludes the lesson by observing that we can set health goals for ourselves both in the short- and long-term without too much difficulty, but the harder task is to look objectively at whether our behaviors support them. To further assist us in this task students will be asked to do the following assignment.

They are to imagine themselves as 50-year olds and given their family history and probable life style they are to reflect on a physical, emotional and social goal they hope to have met by that age. They are to explain why each would be important to them. They will then discuss how each of these long-term goals might be threatened by a current behavior.

- What is their reaction to the fact that what they're doing today might risk their ability to achieve this goal at 50?
- What would motivate them to change this behavior?
- Is there a first step they'd be willing to take today to do so? Why or why not?

## THE HARVEST [LA COSECHA] GEOGRAPHY LESSON PLANS

# Grade 9 Unit Plan

---

History, Social Studies, Anthropology, Geography

## Introduction

This curriculum was developed by Jamie Lee, a teacher at The Kincaid School, for 9<sup>th</sup> graders over seven 45-minute class-periods (two days for viewing THE HARVEST/LA COSECHA and five class-periods of supplementary activities) with suggested in-class and homework assignments. The curriculum may be adapted to the course objectives and expanded with the extension lessons provided.

**Goal: To expose students to an array of issues surrounding migrant farm workers, particularly child workers. Rather than pre-defining the problems faced by farmworkers in the US today, this curriculum is developed around the goal for students to be engaged in the film and literature and be active agents in the learning process. To this end students themselves will identify the key problems surrounding this population. By providing a historical context, supporting readings and class discussions along with the film, students will be able to identify the main obstacles that migrant farmworkers face on a daily basis and why the cycle of poverty and labor abuse has continued for this group for so long.**

## Curriculum Overview

### Day 1:

- ✓ **In-class activity:** View a 14-minute clip of the 1960's film "Harvest of Shame" available on YouTube (<http://youtu.be/vyrjClHzxig>). This landmark 1960s CBS report highlighted for the first time to the American public the lives of migrant farmworkers who were predominantly African American. The film will serve is an opportunity to discuss aspects of farmworker life that has changed and what conditions have remained the same for the workers.
- ✓ **In-class handout:** (Handout 1) Students may take notes during the film in the top space provided. After the film is over students complete the Essential Questions that follow.
- ✓ **In-class discussion:** Use the Essential Questions to generate discussion in order to lay the foundation of farmworker conditions in the 1960s and for students to make some presumptions about the lives and working conditions of farmworkers today.
- ✓ **Homework Assignment:** Read "Fields of Peril: Summary and Key Recommendations" pages 5-11 by Human Rights Watch. The full document may be found here: <http://www.hrw.org/node/90126> and ISBN 1-56432-628-4.



## Day 2:

- ✓ **In-class activity:** View first half of **THE HARVEST/LA COSECHA**
- ✓ **In-class handout:** (Handout 2) Students use the Guided Note-taking Handout to help take important notes during the film.
- ✓ **Homework Assignment:** Read “Politics of the Plate: The Price of Tomatoes” by Barry Estabrook.<sup>16</sup>

## Day 3:

- ✓ **In-class activity:** View second half of **THE HARVEST/LA COSECHA**
- ✓ **In-class handout:** (Handout 2) Students continue to use the Guided Note-taking Handout to help take important notes during the film.
- ✓ **Homework Assignment:** (Handout 3) Complete Homework Handout titled “Brainstorming Problems and Developing Key Policy Recommendations.”

## Day 4:

- ✓ **In-class activity:** In the first several minutes of class, have students post the “problems” they identified on Handout 3 on the board and create categories. Some categories *may* include wages, child labor, or health/safety. Students should individually prioritize the problems and establish a group of 3 based on their first or second choice. Explain that students have now formed Policy Priority Groups. Pass out Handout 4, which describes the task that the Policy groups will work on to generate their policy presentation. Student will begin working on the **Group Project** as designated by the handout and use the remainder of the class period for their presentation.
- ✓ **Homework:** Work on the Presentation.

## Day 5:

- ✓ **In-class activity:** Optional: Provide students in-class time to work on Group Project.
- ✓ **Homework:** Complete Presentation.

## Day 6:

- ✓ **In-class activity:** Presentations

---

<sup>16</sup> Estabrook, Barry “Politics of the Plate: The Price of Tomatoes.” *Gourmet Magazine*, March 2009.

<http://www.gourmet.com/magazine/2000s/2009/03/politics-of-the-plate-the-price-of-tomatoes>

## Day 7:

- ✓ **In-class activity:** Presentations continued (if necessary). Use the remainder of the time to tie up the curriculum. Use the following questions to guide the class discussion:
  - What perceptions that you previously had about farmworkers in the US changed after seeing THE HARVEST/LA COSECHA?
  - Now that we have this knowledge about the lives of child/migrant farmworkers, what do we do with it? Do we feel obligated to be agents of change, if so – what do we do?
- ✓ **Homework:** (Handout 4) Students will select one of the essay prompts to reflect on one of the policies presented or a comparative essay on the two films.

## Extension Activities:

- ✓ Connect with a student labor organization (such as the Student/Farmworker Alliance - <http://www.sfalliance.org/>).
- ✓ Determine what can be done at your school to raise awareness and motivate change – i.e. connect with the cafeteria to heighten awareness about organic produce and purchasing from fair trade certified organizations.
- ✓ If you live in a state (there are 48 of them) in which migrant farm workers labor – visit a farm and work for a day alongside the workers. Talk to them and get a sense of what it takes to be a fieldworker.
- ✓ Dust off those “essay letters” to your congressmen and as a class generate a unified letter with your policy recommendations based on your class’ newfound knowledge and experience.
- ✓ Volunteer with organizations that provide support services to immigrants and first generation families. One idea is students can volunteer at organizations that focus on tutoring. Some of the better programs are set-up as an “exchange” where students can learn Spanish while tutoring in more traditional subjects. Check the United Way for local organizations and partnerships (<http://liveunited.org/>).
- ✓ Skype with a farmworker from one of the farmworker right’s organizations (Coalition of Immokalee Workers, United Farm Workers, etc.).
- ✓ Set up a meeting with your local supermarket’s produce manager and track where the food comes from (domestic and international). Talk to them about the importance of worker’s rights, fair pay, and child labor. See what the store’s policies are on these issues and how you might be able to positively influence them.

## **HANDOUT 1:**

### ***Harvest of Shame* Essential Questions Guide**

---

View the film ***Harvest of Shame*** and answer the following Essential Questions. This film was the initial expose about American migrant farmworkers done by Edward R. Murrow in 1960.

Take notes during the film in the space below:

*Specifically take notes on images that are of interest or are most striking to you.*

Answer the following questions after the film:

1. Describe the conditions of the farmworkers' houses. Why do you think they look that way?

2. Did the farmworkers appear to be willing to work? Give examples.

3. What do you think are the causes of farmworker poverty in the 1960s? What do you think they might be today?

4. One grower stated, “We used to own our slaves. Now we just rent them.” What do you think this implies about slavery in relation to migrant farm labor?

5. What do you think the educational opportunities are for the children in “Harvest of Shame?” What likely futures do they have?

6. “Harvest of Shame” was produced over fifty years ago. What specific conditions for farm workers do you think have shown improvement? What specific conditions for farm workers do you think have remained the same? Deteriorated?

7. A chaplain remarks, “Perhaps we think too much in terms of charity... and not in terms enough of eliminating poverty.” What does this mean to you?

## **HANDOUT 2**

### **THE HARVEST/LA COSECHA Guided Note-taking**

---

*Use the following to help you take notes during the film. Feel free to use the open spaces to fill in any additional thoughts or reactions you have during the film.*

About how many children pick crops in the United States?

~~~~~

#### **Zulema**

-How old is Zulema turning at her birthday party?

-When did she start picking crops?

-What are her dreams?

-What do they pick in El Cenizo, Texas?

-What hours do they pick from / until?

-How much money does she earn per week?

-How far does she think she will make it in school?

#### **Victor**

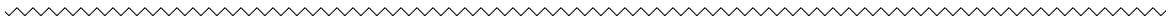
-Who does Victor care for?

-What does Pascal (Victor's father) trying to do with his other two daughters?

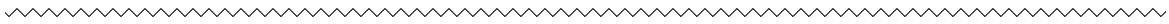
-When and where did Victor start working?

-How does he get paid?

-Why does Victor say it's like doing double work?



-What is the minimum wage of migrant farm workers?



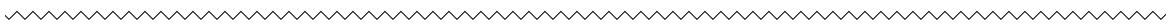
**Perla**

-Where is Perla from?

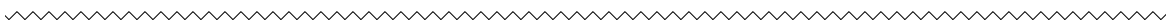
-What does Perla feel caused her brother's death?

-Why can't she finish the school year?

-What is Perla's dream?



-What is the dropout rate of migrant children compared to the national average?



**Zulema**

-What are the conditions of the house like when the family arrives at Bear Lake?

-Why are the people waiting in line with the crops?

-Why does she use an alias?

-How long does Zulema think she will be working in the fields?

**Victor**

-Who has joined Victor's family?

-What was the plan of the family, according to Victor's family? Why haven't they returned to Mexico?

-What impressed Micaela (Victor's sister) about the work?

**Perla**

-Why weren't they able to find work in Alabama?

**Victor**

-Why is putting down plastic not difficult, but dangerous, according to Victor?



-How many farmworkers suffer pesticide poisoning each year?



**Victor**

-Why is Victor's family worried?

**Perla**

-What is the Posada Para Migrantes / Liberty Migrant Center?



-How much does the average farmworker family make per year?



**Zulema**

-Why is Zulema's mother sending her to Florida to be with her grandmother and father?

-How long is she expected to be there?

**Victor**

-Why couldn't they follow the harvest to Tennessee?

-When does Victor expect to stop harvesting tomatoes?

-What are Victor's dreams?

**Perla**

-Why was Perla excited about returning home?

-Why couldn't Perla's father work?

-As a result, what did the family need to do?



**Zulema**

-Why did she return from Florida?

-In her eyes, does she think she is suffering? Why or why not?

## HANDOUT 3

### Brainstorming Problems & Developing Policy Recommendations

Now that you have seen the film THE HARVEST/LA COSECHA and completed some supplementary reading, you have begun to understand the complexities surrounding migrant farm labor in the US, particularly when it relates to children. For homework, please list 3-5 systemic **Problems** and develop a **Policy Recommendation** for each.

*For example:*

| <b>Problem</b>                                        | <b>Policy Recommendation</b>                                                                                                                |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Workers are sprayed / come in contact with pesticides | The Environmental Protection Agency (EPA) should stop the use of all harmful pesticides that humans, especially children, come into contact |

|    | <b>Problem</b> | <b>Policy Recommendation</b> |
|----|----------------|------------------------------|
| 1. |                |                              |
| 2. |                |                              |
| 3. |                |                              |
| 4. |                |                              |
| 5. |                |                              |

## HANDOUT 4

---

### Migrant Farm Worker Policy Initiatives

**Assignment:** Develop a 3-5 minute presentation that includes supporting information from reputable sources. (All sources should be documented.)

The presentation can be a visually pleasing poster, PowerPoint, or video.

#### Address the following:

1. Define the problem.

- What is the scope of the problem?
- What data supports your claims?
- Who is most adversely affected?
- What are the short- and long-term affects of this problem?

2. Develop a policy to address this problem.

- Where / to whom do you present this policy?
- Whose responsibility is it to implement this policy?
- What is the timeline to get it implemented?
- What would be the results after it was implemented?
- What happens if it is not implemented?
- What “problems” are still left unaddressed by this policy?
- What resources are needed to take action on these recommendations (resources, money, personnel, time?)

**Research Organizations** (Governmental and Non-Governmental) *additional sources may be used:*

Association of Farmworker Opportunity Programs - <http://afop.org/>

College Assistance Migrant Program - <http://www.campaa.org/>

Coalition of Immokalee Workers – [www.ciw-online.org](http://www.ciw-online.org)

Environmental Protection Agency – [www.epa.gov](http://www.epa.gov)

Farmworker Justice - [www.farmworkerjustice.org](http://www.farmworkerjustice.org)

Migrant & Seasonal Head Start - <http://www.mhsqic.org/>

Migrant Health Promotion - <http://www.migranthealth.org/>

Migrant Legal Action Program - <http://www.mlap.org/>

National Center for Farmworker Health - <http://www.ncfh.org/>

National Environmental Health Association - <http://www.neha.org/index.shtml>

National Pesticide Information Center - <http://npic.orst.edu/>

Pesticide Education Center - <http://www.pesticides.org/>

Rural Women's Health Project - <http://www.rwhp.org/>

Student/Farmworker Alliance - <http://sfalliance.org/index.html>

The Child Labor Coalition - <http://stopchildlabor.org/>

United Farm Workers - <http://www.ufw.org/>

US Department of Health and Human Services - <http://www.hrsa.gov/index.html>

USDOE – Office of Migrant Education - <http://www2.ed.gov/about/offices/list/oese/ome/index.html>

USDOL – Occupational Safety & Health Admin - <http://www.osha.gov/>

## **HANDOUT 5**

---

### **Essay**

Select one essay prompt from the following options. Write a 3 page well thought-out essay, using supporting documentation where needed.

#### **Option 1:**

Reflect on one of the policies presented in class and write an essay that critically examines why the proposed policy is insufficient at addressing the problem.

#### **Option 2:**

Write a newspaper article presenting to the general public one of the policy recommendations other than your own. This essay should be balanced and reflect all points of view.

#### **Option 3:**

Select an important policy and write a letter to your congressman about why it is an effective solution to the problem. Use supporting data to convince him/her to implement the policy.

#### **Option 4:**

Compare the lives of migrant farm workers as represented in the 1960's film "Harvest of Shame" with the 2011 film THE HARVEST/LA COSECHA. Specifically, what are the living and working conditions of the workers between the two eras? What has changed and what has remained the same?

## SUPPLEMENT 1

### Presentation Rubric

---

Scoring Rubric:  
The Harvest/La Cosecha Policy Presentation

|                                                                                                                                                                    |                       |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|
| Student ready / prepared for presentation                                                                                                                          |                       | _____/5         |
| Overall Presentation: (smooth delivery, not boring, we can hear you, stayed in the 3-5 time limit)                                                                 |                       | _____/10        |
| Creative – captivated the audience through an interesting use of multimedia, images, or other creative mix of information                                          |                       | _____/10        |
| Content – Taught us something new and interesting about the problem; Proposed a viable policy based on accurate, well-developed & well-organized information/data. |                       | _____/25        |
|                                                                                                                                                                    | <b>TOTAL</b>          | <b>_____/50</b> |
|                                                                                                                                                                    | <b>OVERALL GRADE:</b> |                 |

## SUPPLEMENT 2

### Peer Evaluation Rubric

---

#### The Harvest/La Cosecha Policy Group Evaluations

Please rate yourself and your team members on the relative contributions that were made in preparing and presenting your PowerPoint presentations. Your ratings will not be disclosed to other students. Be honest in this evaluation!

In rating yourself and your peers, use a one to five point scale, where

- 5 = Superior;
- 4 = Above Average;
- 3 = Average;
- 2 = below average; and
- 1 = weak.

Insert your name in the first column and your peers' names in the remaining spaces. (One name at the top of each column).

| <b>Names:</b>                                 |  |  |  |  |  |
|-----------------------------------------------|--|--|--|--|--|
| Participated in group discussions or meetings |  |  |  |  |  |
| Helped keep the group focused on the task     |  |  |  |  |  |
| Contributed useful ideas                      |  |  |  |  |  |
| Quantity of work done                         |  |  |  |  |  |
| Quality of work done                          |  |  |  |  |  |
| <i>Enter total scores here</i>                |  |  |  |  |  |
| Additional Comments:                          |  |  |  |  |  |

**SUPPLEMENT 3**

**Essay Rubric**

---

Scoring Rubric:  
The Harvest/La Cosecha Essay

|                                                                                                                             |                       |                |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------|
| Essay Submitted on time                                                                                                     |                       | ____/5         |
| Student followed instructions and addressed all the components in the Essay prompt                                          |                       | ____/5         |
| Student used proper annotations where needed (footnotes or parenthetical and bibliography)                                  |                       | ____/5         |
| Cohesive Essay with proper spelling and grammar                                                                             |                       | ____/10        |
| Content – Taught us something new and interesting about the topic; Information is accurate, well-developed & well-organized |                       | ____/25        |
|                                                                                                                             | <b>TOTAL</b>          | <b>____/50</b> |
|                                                                                                                             | <b>OVERALL GRADE:</b> |                |



THE HARVEST [LA COSECHA] COMPANION CURRICULUM  
APPENDICES

---

## Appendix A: Resources and References

### **ENGLISH/LANGUAGE ARTS**

---

Title: The Circuit: Stories from the Life of a Migrant Child

Author: Francisco Jimenez

Publisher: Houghton Mifflin Company, ©1997

Note: It is recommended that students read the book prior to seeing the film

Lesson: Grades 7 and 8

Title: Breaking Through

Author: Francisco Jimenez

Publisher: Houghton Mifflin Company, ©2001

Note: It is recommended that students read the book prior to seeing the film

Lesson: Grades 9-10

Title: "NOW with Bill Moyers. Politics & Economy. On the Border. Migrant Child Labor

Author: Stories by Roxanne Villanueva, Brenda Lee Hernandez, and Guadalupe Reyna

Publication: PBS, May 28, 2004.

Available at: [www.pbs.org/now/politics/migrantchildren.html](http://www.pbs.org/now/politics/migrantchildren.html)

Note: In Lesson 2, three essays by migrant youth should be read: One with no title by Norma Flores; one entitled "Beyond a Dream" by Brenda Lee Hernandez; and one called "My Motivation" by Guadalupe Reyna

Lesson: Grades 9-10

### **SOCIAL STUDIES LESSON PLANS**

---

Title: "Fields of Peril"

Author: Human Rights Watch

Publication: Human Rights Watch © 2010

Available at: [http://www.hrw.org/sites/default/files/reports/crd0510webwcover\\_1.pdf](http://www.hrw.org/sites/default/files/reports/crd0510webwcover_1.pdf). Also available at ISBN 1-56432-628-4.

Note: This report builds on the Human Rights Watch work, "Fingers to the Bone" [2000], which found that similar issues existed ten years ago.)

Lesson: Grade 11, Grade 12

Title: "U.S. Cracks Down on Farmers who Hire Children"

Author: Erik Eckholm

Publication: The New York Times, June 18, 2010

Available at: [www.nytimes.com/2010/06/19/us/19migrant.html](http://www.nytimes.com/2010/06/19/us/19migrant.html)

Note: This article outlines the actions of U.S. Labor Secretary Hilda Solis of the Obama administration on the issue of child migrant farm workers.

Lesson: Grade 11

Title: The Harvest/La Cosecha Film Website

Author: Shine Global, Inc.

Publication: Shine Global, Inc.

Available at: <http://www.theharvestfilm.com/about-the-issues>

Note: Information: Facts, Legislations about child migrant farmworker issues in the US

Lesson: Grade 11

Title: H.R. 3564 The Care Act of 2009

Author: Rep. Lucille Roybal Allard

Available at: <http://www.opencongress.org/bill/111-h3564/show>

Note: This bill was written by Rep. Lucille Roybal-Allard [D - California] but failed to move to the floor for a vote. Congressional leaders are still discussing modifications to the bill at this point.

Lesson: Grade 11

Title: "Farm Labor Laws"

Author: US Legal, Inc

Publication: Uslegal.com, n.d.

Available at: <http://farmers.uslegal.com/farm-labor-laws/>

Note: The US Legal summary of farm labor laws includes four federal regulations impacting children migrant laborers.

Lesson: Grade 12

### **ECONOMICS LESSON PLANS**

---

Title: "Budget Worksheet"

Author: About.com

Publication: About.com, n.d. © 2011

Available at: [http://financialplan.about.com/library/n\\_budget.htm](http://financialplan.about.com/library/n_budget.htm)

Lesson: 4

Title: "Immigrants and the Economy"

Author: Voces de la Frontera

Publication: Voces de la Frontera, n.d. © 2011

Available at: [http://www.vdlf.org/get\\_informed/myths\\_and\\_facts/](http://www.vdlf.org/get_informed/myths_and_facts/)

Lesson: 5

Title: "Injustice on our Plates: Immigrant Women in the U.S. Food Industry"

Author: Mary Bauer and Mónica Ramírez

Publication: Southern Poverty Law Center © 2010

Available at: <http://www.splcenter.org/get-informed/publications/injustice-on-our-plates>

Lesson: 8

Title: Savings accounts and CD Accounts

Publication: Bank of America

Available at:

[http://www.bankofamerica.com/deposits/checksave/index.cfm?template=cds\\_and\\_savings\\_accounts&context=&statecheck=OR&cd\\_bag=&sa\\_bag=&ch\\_bag=https://tools.usbank.com/ICTools/Web/productComparison.html?productCode=CDA&zipCode=55423](http://www.bankofamerica.com/deposits/checksave/index.cfm?template=cds_and_savings_accounts&context=&statecheck=OR&cd_bag=&sa_bag=&ch_bag=https://tools.usbank.com/ICTools/Web/productComparison.html?productCode=CDA&zipCode=55423)

Lesson: Lesson 10

## **HEALTH LESSON PLANS**

---

Organization: Association of Farmworker Opportunities

Available at: [www.afop.org](http://www.afop.org)

Note: To use for research for the “Call of Action” and other Health Lesson Plan assignments

Organization: National Center for Farmworker Health

Available at: [www.ncfh.org](http://www.ncfh.org)

Note: For research for the “Call of Action” and other Health Lesson Plan assignment

Organization: Human Rights Watch

Available at: [www.hrw.org](http://www.hrw.org)

Note: To use for research for the “Call of Action” and other Health Lesson Plan assignments

See Appendix D for more Organizations

## **GEOGRAPHY**

---

Title: “Harvest of Shame”

Author: Edward R. Murrow

Publication: CBS Reports, 1960

Available at: <http://www.youtube.com/watch?v=vyrJClHxig&feature=youtu.be>

Note: 14-minute excerpt from the 1960 landmark television documentary

Title: “Fields of Peril”

Author: Human Rights Watch

Publication: Human Rights Watch © 2010

Available at: [http://www.hrw.org/sites/default/files/reports/crd0510webwcover\\_1.pdf](http://www.hrw.org/sites/default/files/reports/crd0510webwcover_1.pdf). Also

available at ISBN 1-56432-628-4.

Note: read pages 5-11 as homework on Day 1

Title: “Politics of the Plate: The Price of Tomatoes.”

Author: Barry Estabrook

Publication: Gourmet Magazine, March 2009

Available at: <http://www.gourmet.com/magazine/2000s/2009/03/politics-of-the-plate-the-price-of-tomatoes>

Note: Read as homework on Day 2

Organization: Student/Farmworker Alliance

Available at: <http://www.sfalliance.org/>

Organization: United Way

Available at: [www.ncfh.org](http://www.ncfh.org)

Note: To research local organizations and partnerships

## Appendix B: Biographies of Writers

### **Susan MacLaury**

Dr. Susan MacLaury, PhD, LSW, is the Executive Director of Shine Global. As such, she was an Executive Producer of the Academy Award nominated and two time Emmy Award-winning *WAR DANCE, THE HARVEST/LA COSECHA* and *INOCENTE*. She also directs the outreach and advocacy for all of Shine's projects.

Susan is dually degreed in social work administration and health education. For more than twenty years she has directed educational and prevention programs for adolescents in New York and New Jersey. She has also provided extensive staff development to teachers, counselors, and healthcare providers working with adolescents nationally. She currently teaches at Kean University.

Susan is the author of "Student Advisories in Grades 5-12: A Facilitator's Guide," now in its second printing, as well as producer of the short form documentary, "Project Highroad."

### **Dr. Thomas Banit**

Dr. Thomas Banit is a Professor Emeritus of History at Kean University and Director of the Oral History Department on the Battleship New Jersey. He Received his MAT in Social Studies Education from Brown University and his Ed.D from Boston University. He has held many positions during his long teaching career including president of the New England History Teachers Association, Coordinator of the Elementary Education Program and the Secondary History Teacher Program, and served on the National Council for the Social Studies Evaluation / NCATE (National Council for the Accreditation of Teacher Education) of the K-12 B.A. History / Teacher Certification Program. He served in the US Marines in Vietnam.

### **Dr. Francisco Jimenez**

Francisco Jiménez emigrated with his family to California from Tlaquepaque, Mexico, and as a child he worked in the fields of California. He is currently the Fay Boyle Professor in the Department of Modern Languages and Literatures at Santa Clara University. In 2002, he was selected the U.S. Professor of the Year by CASE and the Carnegie Foundation for the Advancement of Teaching. He has published and edited several books on Mexican and Mexican American literature, and his stories have been published in over 100 textbooks and anthologies of literature. His collection of autobiographical short stories, *The Circuit: Stories from the Life of a Migrant Child* (the University of New Mexico Press, 1997; Houghton Mifflin, 1999; Scholastic Press, 2000), was selected a Booklist Editors' Choice 1997, and has received several literary awards. *Breaking Through*, the sequel to *The Circuit* (Houghton Mifflin, 2001) was selected a Booklist Editors' Choice among many other prestigious lists and awards. *Reaching Out*, the sequel to *Breaking Through*, follows the narrator's journey from high school through college and has received several national literary awards.

**Jamie Lee**

Jamie B. Lee is a teacher of World Geography at the Kinkaid School, an independent school located in Houston, Texas. Jamie began studying issues of child labor in college, first in London where she interned at Anti-Slavery International and then in Managua, Nicaragua where she worked on the ground with several NGOs providing support for street children. After completing her BA at Bucknell University, Jamie attended the University of Texas at Austin for her MA and Ph.D. Her fieldwork brought her to many places in Mexico and Central America exploring issues of labor, forced relocation, education, and the empowerment of women.

**Shiloh Powers**

Shiloh Powers spent her childhood in the small town of Mt. Shasta, CA. Her college career began at Linn-Benton Community College and continued on to Humboldt State and the University of Oregon where she graduated with a bachelors degree in math and Spanish. She is now in the UOTeach program at the University of Oregon and is doing her student teaching at the Academy of Arts and Academics in Springfield, OR.

**Daniel Ramirez**

Daniel Luis Ramirez has lived in Florida, Montana, and Oregon. He has taught for eight years in Miami, D.C., and now in Springfield, Oregon where he is a high school Science and Math teacher at the Academy of Arts and Academics. He is also currently enrolled in a PhD program in Critical and Sociocultural Studies at the University of Oregon School of Education. Daniel's research focuses on how traditional math education (re)produces and (re)inscribes greater oppressive structures in the classroom.

## Appendix C: Fair Labor Standards Act of 1938 Child Labor Regulations for Agricultural vs. Non-Agricultural Employment<sup>17</sup>

| AGE       | Non agricultural employment law                                                                                                                                                                                                                                                                                                                                                              | Agricultural employment law                                                                                                                                                                                              |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Under 12  | Minors of all ages are allowed to deliver newspapers, perform in radio, television, movies, or theatrical productions, work for their parents' non-farm business unless it requires hazardous work                                                                                                                                                                                           | Minors of all ages may be employed outside of school hours with parental consent on "small farms" (farms where employees are exempt from the Federal Minimum Wage provisions. Usually farms with less than 11 employees) |
| 12 and 13 | Minors of all ages are allowed to deliver newspapers, perform in radio, television, movies, or theatrical productions, and work for their parents' non-farm business unless it requires hazardous work                                                                                                                                                                                       | 12- and 13-year-olds may work outside of school hours in any non-hazardous agricultural job with written parental consent or on a farm that also employs their parent(s) or person standing in place of the parent(s)    |
| 14 and 15 | May be employed for non-hazardous work outside of school hours with the following exceptions: 1. Not before 7 AM and not after 7 PM (not after 9 PM through the summer)<br>2. Not more than 3 hours on a school day, including Fridays<br>3. Not more than 18 hours during a school week<br>4. Not more than 8 hours on a nonschool day<br>5. Not more than 40 hours during a nonschool week | May work outside of school hours in any agricultural occupation <b>except</b> those declared hazardous by the Secretary of Labor                                                                                         |
| 16 and 17 | Minors age 16 and 17 may perform any job not declared hazardous by the Secretary, and are not subject to restrictions on hours                                                                                                                                                                                                                                                               | Once a youth reaches 16 years of age, he or she is no longer subject to the Federal agricultural youth employment provisions and may be employed for any kind of agricultural work, including hazardous work             |

<sup>17</sup> This chart reflects the FLSA child labor standards as of 2011.

## **Appendix D: Websites for Further Resources and Information**

Association of Farmworker Opportunity Programs - <http://afop.org/>

College Assistance Migrant Program - <http://www.campaa.org/>

Coalition of Immokalee Workers – [www.ciw-online.org](http://www.ciw-online.org)

Environmental Protection Agency – [www.epa.gov](http://www.epa.gov)

Farmworker Justice - [www.farmworkerjustice.org](http://www.farmworkerjustice.org)

Migrant & Seasonal Head Start - <http://www.mhsqic.org/>

Migrant Health Promotion - <http://www.migranthealth.org/>

Migrant Legal Action Program - <http://www.mlapp.org/>

National Center for Farmworker Health - <http://www.ncfh.org/>

National Environmental Health Association - <http://www.neha.org/index.shtml>

National Pesticide Information Center - <http://npic.orst.edu/>

Pesticide Education Center - <http://www.pesticides.org/>

Rural Women’s Health Project - <http://www.rwhp.org/>

Student/Farmworker Alliance - <http://sfalliance.org/index.html>

The Child Labor Coalition - <http://stopchildlabor.org/>

United Farm Workers - <http://www.ufw.org/>

US Department of Health and Human Services - <http://www.hrsa.gov/index.html>

USDOE – Office of Migrant Education -  
<http://www2.ed.gov/about/offices/list/oese/ome/index.html>

USDOL – Occupational Safety & Health Admin - <http://www.osha.gov/>