

FOOD & FOOD SYSTEMS

Module 2 Food in Our School and Community •
Unit 5 Farm Workers

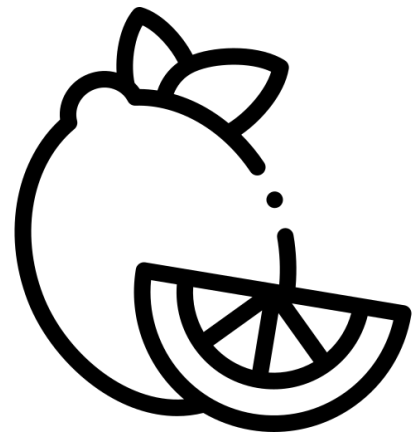


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Unit Overview | Farm Workers

Unit Timing: 8 Lessons, 11.5–13 Hours, 4 Days

This unit gives students time and space to discuss and further research some of the ideas presented in the anchor text for this module, *Return to Sender*, by Julia Alvarez. The Guiding Question for this unit is: *Who works on farms and what challenges might they face?* As the class engaged with the book, students were guided to document questions that the text raised for them. As the class enters the Farm Workers unit, they will start to investigate some of these questions.

Students will read news articles, examine graphs and charts, and read first person narratives to learn more about the different types of farm workers in the U.S. food system. They will discover the challenges that farm workers face and will engage with several case studies on how these communities are advocating for themselves.

Throughout the unit, students will be asked to express their opinions on the topics they are learning about and post these opinions to a class blog, where their peers can view and comment on their writing. By the end of the unit, students will use what they have learned to craft an opinion piece in response to the question, “In your opinion, what is the most important change you would like to see in our food system in order to better support farm workers?” They will also develop a visual banner or poster to promote activism.



Note

This unit dives into topics that may be challenging for students such as immigration and xenophobia. We recommend reviewing the following resources prior to launching the unit:

- Addressing Xenophobia with Culturally Responsive Schools: <https://sharemylesson.com/blog/addressing-xenophobia-schools>
- Re-Imagining Migration: <https://reimaginingmigration.org/latest-resources/>

Lesson	Lesson Summary
Lesson 1 Discussing <i>Return to Sender</i>	At the beginning of Module 2, the class began reading <i>Return to Sender</i> by Julia Alvarez. Students begin to discuss some of the issues in the book, particularly from chapter 6.
Lesson 2 Who works on a farm?	Students use data from graphs to answer the question “who works on a farm?”

Lesson 3 Farm worker data	Students use data from graphs and charts to answer some of their own specific questions about who works on a farm.
Lesson 4 Activism case studies	Students examine two examples of migrant farm worker activism, the Fair Food Program and the Take My Job campaign. After reading and discussion, students write an opinion paragraph about the issue they learned about.
Lesson 5 Stories from the field	Students read first person accounts of migrant farm workers and discuss the challenges that farm workers face.
Lesson 6 Local connections	Students connect what they have learned with farming in Massachusetts. The class identifies push and pull factors that bring farm workers to the United States from other countries.
Lesson 7 Publishing an opinion piece: Part 1	Students write an opinion piece and create a visual in support of a solution to a challenge that farm workers face. They support their argument by using resources from previous lessons.
Lesson 8 Publishing an opinion piece: Part 2	Students complete their opinion pieces and visuals and post them on the classroom blog.

Desired Student Outcomes

This unit will focus on DSOs listed above the line.

Kind & Compassionate Community Member

Students understand and appreciate the interdependence between themselves and all living things, and feel empathy and a desire for wellbeing towards all. They welcome, respect, and give voice to people of all backgrounds, identities, and abilities with a focus on understanding and supporting the perspective and needs of everyone as essential to a thriving world.

Critical & Analytical Thinker

Students seek to research and evaluate evidence and information from a variety of different sources to form, question, evolve, and support their own insights and understanding of both straightforward and complex issues. They are aware of bias and can recognize the difference between fact and opinion and understand how to balance the use of each.

Proactive

Students initiate the search for and sharing of knowledge, skills, and strategies to address challenges and bring about positive change in their own lives and the lives of others. They seek out input and opportunities, and do not wait until a problem has surfaced but instead aim to act to keep a problem from arising at all.

Creative

Students come up with original, often unexpected ideas as they explore and imagine different ways of viewing the world. They feel empowered to question assumptions and conventions and draw upon their unique knowledge, abilities, and personal experiences to find opportunities, solve problems, and develop and express themselves in a variety of different mediums.

Curious

Students notice and wonder about the world around them. They never stop asking inspired and thoughtful questions and avoid making assumptions, in an effort to discover how things work and better understand their own lives and the lives of others.

Literate

Students demonstrate developmentally-appropriate conceptual understanding of and fluency with content knowledge and skills across a range of academic disciplines (such as reading, writing, math, science, social studies, computer science, digital media). They are

able to develop and communicate their thinking fluently through a wide variety of mediums.

Perseverant

Students move forward toward their goals and values, even when faced with challenges and paths that are not easy or straightforward. They do not give up, but instead learn from their failures to develop and deploy different strategies when their initial ones do not succeed.

Self-Aware

Students develop an understanding of their academic, social-emotional, and physical states, and employ strategies to work towards “well-being” in each of these areas. They reflect on past experiences to evaluate their own strengths, limitations, motivations and interests within different learning contexts, have the vocabulary to identify and communicate their emotions, and can recognize the physical signals their body sends and connect them to internal and external stimuli.

Standards Addressed

This unit focuses primarily on standards from the *Massachusetts Curriculum Frameworks for English Language Arts and Literacy* and *Mathematics*.

Grade 4 ELA Standards for Speaking and Listening:

- 4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Grade 4 ELA Standards for Reading Literature:

- 4.RL.1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- 4.RL.10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

Grade 4 ELA Standards for Reading Informational Texts:

- 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Grade 4 ELA Standards for Writing:

- 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 4.W.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.
 - 4.W.1.b. Provide reasons that are supported by facts and details.
 - 4.W.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - 4.W.1.d. Provide a concluding statement or section related to the opinion presented.

Grade 3-5 DLCS Standards for Digital Tools and Collaboration:

- 3-5.DTC.a.3. Use digital tools (local and online) to manipulate and publish multimedia artifacts.

Grade 4 Math Standards for Number and Operations—Fractions:

- 4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Grade 4 Math Standards for Operations and Algebraic Thinking:

- 4.OA.A.3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

For a complete list of standards addressed in this unit, visit

<https://i2learning.org/curriculum/full-year> and select the Unit's standards links

Standards Assessed

Standard(s)	Student Competencies
<i>Massachusetts Curriculum Framework for English Language Arts and Literacy</i> 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Note: Includes all sub-standards, a.-d.)	1. I can describe the similarities and differences between firsthand and secondhand accounts of the same topic. 2. I can write an opinion piece about the challenges that farm workers face. 3. I can organize my opinion writing by grouping ideas and using language that connects opinions with reasoning. 4. I can include facts and details that support my reasoning. 5. I can craft a conclusion related to the opinion I am sharing.
<i>Massachusetts Curriculum Framework for Digital Literacy and Computer Science</i> 3-5.DTC.a.3. Use digital tools (local and online) to manipulate and publish multimedia artifacts.	6. I can publish my opinions and supporting visual artifacts to the class blog and use this system to comment on my peers' work.

Unit Resource Links

- Module Materials Checklist
- Unit Student Pages
 - Student Pages, Farm Workers:
https://docs.google.com/document/d/1_Pw3yiG2LCjcn5-DIF77FDqMNKtoVnCNHUnNze5nAPk/edit?usp=sharing
 - Unit Resources, Farm Workers:
<https://docs.google.com/document/d/1Lb3S882diB4tmhftrr35RuzrIBcYaLOCzjFu617-zTM/edit?usp=sharing>
- i2 Online Resources
- Classroom Requirements

Lesson 1: Discussing *Return to Sender*

~60 Minutes

Materials

For the whole class	For each student
• Chart paper • Markers • World Map • List of “wonderings” about <i>Return to Sender</i> (collected as part of regular reading and discussion, see Literature & Vocabulary in Module 2 for clarification) • List of “Questions About the Food System”	• Copy of <i>Return to Sender</i>, by Julia Alvarez • Journal • Pen or pencil

Preparation Notes

1. As noted in the Literature & Vocabulary Overview for Module 2 unit, you and your students should be at least through chapter 6, “Farm for the Lost and Found,” in *Return to Sender* as you begin this unit.
2. While you may have been using some of the discussion or writing prompts suggested in the Literature & Vocabulary Overview for Module 2 as you read chapters 1-5, this unit represents an opportunity for students to further engage with and research some of the questions they may have about farm workers based on their reading thus far.
3. Be sure to have the class’ list of “wonderings” about *Return to Sender* as well as the class list of “Questions About the Food System” on hand to kick-off this lesson.

Resource Links

- Educator Guide for *Return to Sender* (additional teacher support), includes “Author’s Corner”:
<https://laili.unm.edu/info/k-12-educators/assets/documents/literature-guides/return-to-sender-educators-guide.pdf>

Objectives

- Students will think critically about the challenges migrant workers face as described in *Return to Sender*.
- Students will feel comfortable posing questions brought up by the text.

Standards Focus

- Grade 4 ELA Standards for Reading Literature:
 - 4.RL.1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
 - 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
 - 4.RL.10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

Description

By this point in the book *Return to Sender* (chapter 6), students will have just read about a town meeting event that the characters in the book attended. The meeting involved several people from the town sharing their opinions about the practice of hiring migrant workers to run the farms in the area. Students discuss this event in the book through this lesson and prepare to learn more about farm workers across this unit.

Vocabulary

Note that these are just some of the words from chapter 6 of *Return to Sender* that you may end up adding to the class word wall.

- **Coax**, v. To persuade someone, get them to do something
- **Forlorn**, adj. Sad or lonely
- **Impoverished**, adj. Poor
- **Oppress**, v. To keep someone down through unjust use of authority or power
- **Torrent**, n. Strong or fast outpouring

Activity

Review *Return to Sender*, chapter 6 (~30 min)

1. Students have been engaging with ideas about farming and farm workers through chapters 1-5 of *Return to Sender*. To set the stage for this unit, either have students discuss in small groups or write responses to one or more of the following prompts related to the events of chapter 6.

⋮ **Discuss**

- 💬 Can you share a summary of the major plot points from chapter 6?
- 💬 Early on in the chapter, Tyler finds some money in the bathroom. What do you think you would do if you were in that situation? Ultimately, what does Tyler do with the money?
- 💬 At one point in the chapter, Tyler thinks the following as he picks up the flag: 'For some reason, it feels a lot heavier than it did before, as if a huge stone has been tied to the bottom of the pole.' What do you think he means by this?
- 💬 Later, the author writes of Tyler: 'It used to be he knew exactly what was right, what was wrong, what it meant to be a patriot or a hero or a good person. Now he's not so sure.' What do you think the author means by this?
- 💬 Why do you think Mr. Bicknell asks about the history of Mr. Rossetti's family in Vermont?

2. Discuss one or more of the questions above as a full class. Give students or groups time to share their ideas.

Make personal connections with moments in chapter 6 of *Return to Sender* (~10 min)

✓ **Formative Assessment**

Pay attention to the ideas students share during conversations about *Return to Sender*. Based on their experiences reading this text as well as prior knowledge about the topic, they will likely be starting to form opinions on the challenges farm workers may face (4.W.1.).

3. Ask students whether any of them have ever gone to a town or city council meeting, or been part of a discussion where two or more people had differing ideas about what should happen.

⋮ **Discuss**

- 💬 How did the conflict at the town meeting in the book get resolved? With a vote.
- 💬 Have you ever had to convince someone of your position on an issue? How did you go about it? We just practiced debating a stance on organic vs. non-organic farming—we had to do a lot of research to understand both sides of the argument, formulate our argument based evidenced and supported with reasoning, and express our position in a verbal debate; We also did some writing to persuade the class to try our idea for the classroom snack; When we were coming up with ideas to change something about our lunchtime experience, we had to draft a proposal to explain our idea; When I was trying to convince my family that we need a pet cat, I shared a lot of pictures of the cat I hoped we would adopt; etc.

💬 **What were some of the skills that may have helped you during these experiences?** Persuasive writing; Active listening; Arguing from evidence; Distinguishing between fact and opinion; Understanding the counterarguments; Conducting research; etc.

4. Acknowledge that students have already had several experiences over the course of the year that allowed them to express opinions and ideas persuasively. Suggest that they keep those experiences in mind as they prepare for this unit—they will likely be applying some of these skills again.
5. Review the list of wonderings and questions students have been generating related to their reading of *Return to Sender*. Flag any of the questions that have to do with what it is like to work on a farm and who works on farms. Now, take a moment to cross-check this list with the class list of “Questions About the Food System.” Make note of any parity between these sets of questions. Let students know this unit will provide them with a chance to investigate and dig into some of their questions about farm workers.

Introduce the Guiding Question and project for this unit (~15 min)

6. Introduce the unit Guiding Question to students: *Who works on farms and what challenges might they face?* Encourage students to take about 10 minutes to capture their initial thoughts about this question in their journals before continuing the discussion.
7. Then, call the attention of the group and invite student volunteers to share.

⋮ Discuss

💬 **Who works on farms and what challenges might they face?** Accept all responses

💬 **How might we answer some of the questions we have?** Do some research online or visit a library to find some helpful books; Talk with a local farmer or local farm workers; Visit a farm; Continue reading *Return to Sender* to see what happens next; Interview someone from an organization that supports farm workers; etc.

8. Let students know that throughout this unit, they’ll be able to gather more information about who works on farms and the challenges they might face. As the final project for this unit, they’ll have a chance to create some materials, including a written piece and a visual artifact using slogans and images, to share their opinions and ideas about an issue impacting farm workers.

✓ General Assessment Note

Consider introducing students to the rubric included in the student pages: Opinion

Piece and Banner or Poster to Promote Activism.

Lesson 2: Who works on farms?

40-75 Minutes

Materials

For the whole class	For each group of 2-3
- Internet-connected device and projector or Smart Board - Access to the website, USDA ERS Farm Labor	- Optional: Internet-connected device - Optional: Access to the website, USDA ERS Farm Labor (see Prep Notes)
	For each student
	- Scratch paper - Pen or pencil

Preparation Notes

1. This lesson hinges on students' ability to read graphs and charts. The graphs and charts presented will likely be challenging for your students and that's okay. Prior to this lesson, make sure your class has had practice reading graphs and charts in math. This lesson will be a great extension of those skills!
2. Depending on the online research proficiency of your students, you might choose to let them explore a section of the USDA ERS Farm Labor website in small groups before you engage in more targeted research. If so, prepare to provide them with internet-connected devices and access to the website. See Activity, steps #5-6 below.

Resource Links

- Website: USDA ERS Farm Labor:
<https://www.ers.usda.gov/topics/farm-economy/farm-labor/#>

Objectives

- Students will explore data to more deeply understand the different types of people who work on farms.
- Students will gain experience reading real world graphs and charts.

Standards Focus

- Grade 4 ELA Standards for Reading Literature:

- 4.RL.1. Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
- Grade 4 Math Standards for Number and Operations—Fractions:
 - 4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Description

In this lesson, students are introduced to an example graph that can help them learn more about the demographics of farm workers through the examination of data.

Vocabulary

- **Data**, n. (review) Information, especially facts, numbers, or measurements, collected to be examined and used as a basis for reasoning, discussion, or calculation
- **Demographics**, n. (review) Statistical data relating to the population and particular groups within it
- **Migrant worker**, n. A person who moves from place to place to get work
- **Shuttler**, n. A farm worker who works at a single farm location more than 75 miles from home and may cross an international border to get to their worksite.*
- **Follow the crop migrant farm worker**, n. A farm worker who moves from state to state working on different crops as the seasons change.*

*Note that these definitions are drawn from the USDA

(<https://www.ers.usda.gov/topics/farm-economy/farm-labor/#>), where much of the data included in this lesson is also pulled from.

Activity

Initial thoughts on farm workers (~10 min)

1. Ask students to recall the Guiding Question for this unit: *Who works on farms and what challenges might they face?* Confirm that students have some ways to answer this question based on their explorations of farms as systems and their reading of *Return to Sender*.
2. Tell students the class will be digging deeper into the first part of the question: *Who works on farms...?*

: Discuss

💬 **Based on our experiences exploring farms as systems and what we have read in *Return to Sender*, what are your impressions of who works on farms?** The farmer who owns the farm; People whose families have owned farms for a long time; People who have been hired to support the farm work; Migrant workers from countries like Mexico; Sometimes the children of these families help with work on the farm; Volunteers and other people from the community; Students, like the kids who worked on Pingree Farm; etc.

💬 **If someone asked you who works on farms, what would you guess as an answer? Do you think they are mostly male or female? Mostly migrants or not migrants?** Accept all answers from students. Suggest they use scratch paper to jot down their first guesses about which groups might be working on farms.

3. Let students know they'll be able to answer this question more clearly by looking at data, including charts and graphs that can help them to explore this information further. Review the definition of data if necessary.
4. Remind students that you've talked about the government agency called the USDA (United States Department of Agriculture) previously. Remind them that this agency collects lots of information about the people who work on farms, what they produce, etc.

(Optional) Website pre-exploration (~25 min)

5. If you've decided to have students pre-explore the USDA ERS Farm Labor website independently, encourage them to get into small groups and distribute internet-connected devices. Help students navigate to the site.
6. Ask each group to take 15 minutes to explore the site, pick one graph that tells them something about farm workers, and share it back with the class.

Class review of example graph (30-40 min)

✓ Formative Assessment

Pay attention to the ideas students share during conversations about the farm worker demographic data presented by the USDA. Based on their experiences reading *Return to Sender*, prior knowledge about the topic, and this new information, they will likely be starting to form opinions on the challenges farm workers may face (4.W.1.).

7. Whether or not students reviewed some USDA charts or graphs on their own, look at one graph together as a class to model for students how they can apply information from charts and graphs to help answer the Guiding Question.
8. Project the graph "Migration patterns of hired crop farmworkers" so the whole class can see it.

9. Review the vocabulary on the graph, including what **migrant** and non-migrant mean in this context as well as the definitions for **shuttler** and **follow the crop migrant farm workers** (see Vocabulary section of this lesson for details). Post these definitions on chart paper or the Word Wall in your room, as students will refer back to them in later lessons.
10. Review the important parts of the graph with students: the title, x and y axis, and the labels. Ask student volunteers to help you identify and read each of these parts.
11. Point out to the class that the y-axis is labeled “percent” and goes up to 100. Because all of the sections are out of 100, students should be able to estimate a fraction with a denominator of 100 to describe the populations on the graph.
12. Model a fraction for students: For example, it seems like a good estimate that, in 1991, 62/100 farm workers were in the category “non-migrant: settled.”
13. You may also want to have students identify the decimal notation (0.62).
14. Ask students to pair or group up with some classmates and provide them with the following task:
 - Working with your group, use the data in this graph to estimate some other fractions and compare them using greater than and less than statements.
 - Write the decimal notation for each fraction you estimate.
15. Give students 5-10 minutes to attempt this task. Check in with student groups to provide support as needed. Then, pose the following discussion question.

⋮ **Discuss**

💬 **What can we learn about farm workers from this graph? What fractions can you use to support your statement?**

16. Give groups about 5 more minutes to consider this question. Then, ask student volunteers to share back what they found.
17. You may want to repeat this small group exercise with one more graph or chart. We recommend choosing from:
 - “Demographic characteristics of hired farmworkers and all wage and salary workers, percent female”
 - “Demographic characteristics of hired farmworkers and all wage and salary workers, 2018: Race/Ethnicity/Ancestry”
 - “Share of farm laborers/sorters who are women”
 - “Legal status of hired crop farmworkers”

⋮ **Turn and talk**

💬 **How does this information change how you think about who works on farms?**

18. Encourage students to discuss this question briefly with peers before sharing some of their thoughts with the whole group.

19. Let students know that in the next lesson they'll be able to answer some more of their questions using graphs and charts they find personally interesting.

Lesson 3: Farm worker data

60-75 Minutes (+10 Minutes to Capture)

Materials

For the whole class	For each group of 2-3	For each student
- Internet-connected device and projector or Smart Board - Access to the website, USDA ERS Farm Labor - List of “wonderings” about <i>Return to Sender</i>	- Internet-connected device - Access to the website, USDA ERS Farm Labor - Scratch paper - Pens or pencils	Student Pages: <i>Lesson 3: Farm Worker Data</i>

Preparation Notes

1. This lesson hinges on students’ ability to read graphs and charts. The graphs and charts presented will likely be challenging for your students and that’s okay. Prior to this lesson, make sure your class has had practice reading graphs and charts in math. This lesson will be a great extension of those skills!
2. Ensure that all students have access to the student pages for this lesson, *Lesson 3: Farm Worker Data*. Printed copies are recommended for this lesson.
3. Ensure that student devices are charged up and ready to go.

Resource Links

- [Student Pages](#): *Lesson 3: Farm Worker Data*
- Website: USDA ERS Farm Labor:
<https://www.ers.usda.gov/topics/farm-economy/farm-labor/#>

Objectives

- Students will practice finding data to support answers to their own research questions.
- Students will examine data to understand more deeply the different types of people who work on farms.
- Students will gain experience reading real world graphs and charts.

Standards Focus

Note that the specific math standards touched on in this lesson will relate to the questions students choose to pose.

- Grade 4 Math Standards for Operations and Algebraic Thinking:
 - 4.OA.A.3. Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Grade 4 ELA Standards for Reading Informational Texts:
 - 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Description

This lesson invites students to pose and answer their own questions about who works on farms. They may choose one or more of the questions on the *Return to Sender* wonderings/questions chart, or create a new question based on some of the graphs and charts they review.

Activity

Introduction (10-15 min)

1. Remind students of the charts and graphs you reviewed as a class in the previous lesson. Additionally, use the list of “wonderings” to call students’ attention to some of the questions they posed about farm workers during their reading of *Return to Sender*.
2. Let students know that in small groups they’ll be asked to address one of these questions (or a new question their group comes up with) as they continue investigating the first part of the Guiding Question for this unit: *Who works on farms...?*
3. Explain that groups will have time to investigate their question and then will be asked to share their findings back with the class. They will need to present the question they investigated (e.g., What percentage of farm workers are women? What ages are farm workers? etc.) as well as their findings and the evidence they used to support their answer.
4. Let students know one of their goals should be to try to use fractions and decimals to support their answers.

Group work with graphs (25-30 min)

5. Split the class into small groups. Make sure each group has access to the USDA ERS Farm Labor website and the student pages, *Lesson 3: Farm Worker Data*. They

should focus on Part 1 of these student pages at this point in the lesson. Distribute scratch paper to groups to support their calculation of fraction and decimal expressions.

6. Give groups some time to settle on the question they would like to answer, which they should record at the top of their student pages. If groups are having trouble formulating a question, you might prompt them to look at some of the graphs and charts to see if they are able to notice any patterns or evidence that is surprising or interesting to them.

**Note**

If your students need a bit more support with this activity, you might choose to assign each group only one graph or chart and ask them to focus on what the information presented in that graph tells them about who works on farms.

7. Circulate through the class and offer support to groups that might need assistance. Especially if groups are hoping to investigate a very specific question, they may need help looking for additional graphs on the USDA website, or paring back their question so it is more manageable.

Group presentation of findings (~30 min)**Formative Assessment**

Pay attention to the ideas students share during conversations about the data presented by the USDA. Consider collecting the student pages, *Lesson 3: Farm Worker Data* as a formative assessment artifact as it reflects some of the information that may later support students' opinion pieces (4.W.1.).

8. Once all groups have had a chance to work with the question they chose, reconvene the class in the whole-group meeting area.
9. Ask each group to share what they learned as a result of their investigation, using their student pages and any calculations for reference. If possible, project the chart or graph they used to address their questions.
10. As groups share, encourage the rest of the class to jot down any notes of interest in Part 2 of their student pages.
11. Have students turn to Part 3 of their Lesson 3 student pages. Return to the original question: *Who works on a farm....?* Give students about 10 minutes to record three claims in response to this question, using data from the graphs and any notes they took during the group share-out.
12. Ask students to store these pages somewhere handy, as they may want to use their claims later in the unit.



PAUSE TO CAPTURE

Lesson 4: Activism case studies

140-165 Minutes

Materials

For the whole class	For each group of 2-3	For each student
• Unit Resources: <i>Activism Case Studies</i> • Internet-connected device and projector or Smart Board • Slideshow: Activism Images • Link to video: No Human Being Was Born Illegal • Chart paper with title "Challenges Farm Workers Face" • List of "wonderings" about <i>Return to Sender</i> • Markers • Access to the class blog (see Prep Notes)	• For half of the students, a device on which they can listen to a portion of a podcast • Link to the podcast (included in the Unit Resources)	• Internet-connected device • Print out of an <i>Activism Case Study</i> from the Unit Resources • Flare pens or highlighters for marking up the text • Student Pages: <i>Lesson 4: Activism Case Studies</i> • Writing paper, or access to word processing program, such as Word or Google Docs • Pen or pencil • Access to class blog

★ Differentiation Note

The Unit Resources includes two case studies: one from United Farm Workers (UFW) and another from the Coalition of Immokalee Workers (ICW). The UFW Case study includes readings and an audio clip, while the ICW case study is reading/image focused. Decide which small groups should get each case study.

Preparation Notes

1. Print out sets of case study resources into packets for each student. They will either focus on the case study about the United Farm Workers or the Coalition of Immokalee Workers.
2. Ensure all students have access to the student pages, *Lesson 4: Activism Case Studies*. Printed copies or digital access are both fine for this lesson.

3. Preview the video, *No Human Being Was Born Illegal* and prepare to share it with students.
4. Review any best practices you have for teaching opinion writing. Towards the end of the unit, each student will write an opinion paragraph in support of, or against, a cause. You may use this opportunity to teach a mini-lesson about opinion writing if you think your students would benefit from the extra instruction.
5. You should also plan to draft an example opinion paragraph about one of the two case studies presented. You can do this beforehand or during students' writing time. Preview the case study resources to prepare for this activity.
6. This unit culminates in students writing opinion pieces and posting them on the class blog. We recommend using the same class blog you set up for Unit 8: Our Food Blog in Module 1. If you have not yet set up a class blog or online forum this year, you may want to review the [Class Blog How To](#) in the Unit Resources for Unit 8: Our Food Blog for suggestions on platforms to use.

Resource Links

- [Unit Resources](#): *Activism Case Studies*
- [Student Pages](#): *Lesson 4: Activism Case Studies*
- Video: *No Human Being Was Born Illegal*:
<https://www.youtube.com/watch?v=0Dt6slKKnvE>
- UFW (United Farm Workers) website: <https://ufw.org/>
- CIW (Coalition of Immokalee Workers) website: <https://ciw-online.org/>
- Slideshow: *Activism Images*:
https://docs.google.com/presentation/d/1SLaP6xBcld__vv_M9VJeS9HUvygeQMIql1xYwoPxJ-l/edit?usp=sharing

Objectives

- Students will examine the ways in which farm worker groups are using activism to address the challenges workers face.
- Students will write a short opinion paragraph.
- Students will learn strategies for expressing agreement and disagreement online.

Standards Focus

- Grade 4 ELA Standards for Writing:
 - 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 4.W.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.
 - 4.W.1.b. Provide reasons that are supported by facts and details.
 - 4.W.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

- 4.W.1.d. Provide a concluding statement or section related to the opinion presented.
- Grade 4 ELA Standards for Reading Informational Texts:
 - 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Grade 4 ELA Standards for Speaking and Listening:
 - 4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- Grade 3-5 DLCS Standards for Digital Tools and Collaboration:
 - 3-5.DTC.a.3. Use digital tools (local and online) to manipulate and publish multimedia artifacts.

Description

This lesson will support students in investigating some specific challenges farm workers face, as well as how farm workers and organizations who work in support of farm workers have been able to use campaigns and activism to create positive change for farm workers.

Vocabulary

- **Advocacy**, n. Public support for or recommendation of a particular cause or policy.
- **Activism**, n. The policy or action of using vigorous campaigning to bring about political or social change.
- **Campaign**, n. An organized course of action to achieve a goal.
- **Labor union**, n. An organized association of workers, often in a trade or profession, formed to protect and further their rights and interests.

Activity

Begin to highlight issues farm workers face and the campaigns and organizations working to deal with those issues (20-25 minutes)

1. Remind students of the Guiding Question: *Who works on farms and what challenges might they face?* Let students know that now they'll have a chance to dig into the second part of the question: *What challenges might farm workers face?*
2. Recap with students some of the challenges Mari and her family face in *Return to Sender*. Add them to the piece of chart paper you created with the title "Challenges Farm Workers Face" and prompt students to share any initial ideas about how some of these problems might be solved. Additionally, if there are any points or questions about the challenges of farm workers on the list of "wonderings" from *Return to Sender*, add those to this new chart.

⋮ **Discuss**

💬 **What are some of the problems Mari and her family face?** Discrimination; Bullying; Issues with their immigration status; Low pay; Job insecurity, Constantly having to move; Family separation; etc.

💬 **What are some ways that the problems Mari and her family face might be solved?** Supportive speeches (like the one Mr. Bicknell made at town meeting); Protests to call attention to the issues; Changes in rules and policies; Higher wages; etc.

3. Show students the video, *No Human Being Was Born Illegal* (timestamps, 0:00–3:00). Explain that today the class will be discussing **activism**.

⋮ **Discuss**

💬 **Based on what you saw in the video, what do you think activism means?**

Accept all answers, then probe the discussion using these follow-up questions:

💬 **What was the campaign these students were running?**

💬 **What was their goal?**

💬 **What strategies did they use to get the public involved with their campaign?**

💬 **Why was their cause important to them?**

4. Tell students that there are *many* organizations across the country, led by farm workers, that are using activism and **advocacy** to try to solve the problems that many farm workers face. Help students come to an understanding of the terms activism and advocacy using the definitions above.
5. Explain that these organizations have come up with lots of creative solutions.
6. Pull up the websites for United Farm Workers (UFW) and Coalition of Imokallee Workers (ICW). Tell students that these two websites are for organizations of farm workers and their goal is to help farm workers address some of the challenges they face.
7. You may want to introduce the term **union** to your students or ask if they have heard the word “union” before?
 - Share with students the definition of a **labor union** (above). Share a few examples of unions in your community (likely, you are in one yourself!) and things that those unions have fought for.
 - You can also mention to students that there are also other non-union groups that work to advocate for farm workers.
8. Tell students that they will be closely examining two case studies of campaigns led by the UFC and ICW. The case studies are “The Fair Food Program” and the “Take Our Jobs Campaign”.

Small groups work on case studies (30-35 min)

✓ Formative Assessment

Pay attention to the details students share from their research as these may reflect some of the information that may later support students' opinion pieces (4.W.1.).

9. Split students into small groups and distribute the case study packets you compiled from the Unit Resources. While students are reading the case studies they should underline, circle, or highlight information that addresses the following questions (record these on the board for student reference):
 - What is the goal of the campaign?
 - What strategies did the group use to get the public involved with their campaign?
 - Why was their cause important to them?
10. Once students have identified information from their case study that addresses these questions, they should work with their group to summarize it in their student pages, *Lesson 4: Activism Case Studies*.
11. Give students 20-25 minutes to examine the resources, identify helpful information, and summarize it in their student pages.
12. After students have had time to work, call the attention of the class and ask student groups to report out with the information they learned.

Note

For some students, reading about situations that they consider unjust may initially result in feelings of frustration, anger, or hopelessness. As you are talking about these issues with students, try to get a read on their reactions and affirm for them that, while these issues can be disheartening, there are ways that they can help change situations they see as unjust! Consider doing a quick brainstorm about ways to make change (this might include things like sharing knowledge and feelings with others, writing to politicians, developing an educative article to include in the school newspaper, etc.). In this unit students will be doing some opinion writing and poster making, but if students feel passionately about an issue, there are other ways to be engaged!

Examining images of activism (~15 min)

13. Highlight some of the student responses to the question, "What strategies did the group use to get the public involved with their campaign?" that focus on activism, protesting, or boycotting.
14. Pull up the slideshow, *Activism Images*. Explain that these are images from protests and rallies organized by the UFC and the ICW.

15. As you scroll through the images, ask students to focus on the posters or banners that the activists are using.

⋮ **Discuss**

For each image (you don't have to go through all of them), ask students to consider:

- 💬 **What images, colors, or words are used on this poster or banner? Why do you think the activists chose those images, colors, or words?**
- 💬 **How does this poster or banner make you feel? Why?**
- 💬 **Do you think this is an effective poster or banner? Why?**

Independently draft a persuasive paragraph (45-60 min)

✓ **Formative Assessment**

Observe these initial persuasive paragraphs as formative assessment artifacts (4.W.1.). These may help you identify where students need support in crafting more formal opinion pieces. Additionally, observe how students interact with the class blog and where they need support to use this tool properly including publishing and commenting techniques (3-5.DTC.a.3.)

16. Tell students that now that they have learned about a campaign of activism, they will write a persuasive paragraph about the cause, and the specific issue that it addressed. Express that some students may choose to advocate for the campaign they read about, others may disagree with it, and still others may have a different tactic they think workers should use to address their issues. All of these responses to the case studies are okay! Explain that as long as students are crafting respectful arguments supported with reasoning, and using language based in curiosity instead of judgement, they should feel free to reflect their personal opinions in this paragraph. If it is helpful, review your class's community guidelines or reference the student-facing definition of the Kind and Compassionate Community Member DSO.

📝 **Note**

****OPTIONAL PAUSE POINT**** You may want to pause here and conduct a writer's workshop mini lesson about opinion writing, if you have not covered it yet this year. At a minimum, ask students to share their ideas about what should be included in their paragraphs to persuade others about their opinions. This should likely include introducing the issue, sharing evidence or information to support their opinion, and providing a concluding statement.

17. Provide students with writing paper or access to word processing programs and give them time to draft paragraphs.

18. If you haven't already done so, while students are working, draft a sample paragraph of your own to use later in the lesson as an example. Post your example on the class blog.
19. Depending on how deep you would like to go into this writing lesson, you could have students share their initial drafts for feedback (either in small groups or with you) and revise them before posting them on the class's blog.
20. After students have finished their paragraphs, they should type them up and add them to the class's blog.

Model leaving respectful comments (~10 min)

21. Once everyone has posted their paragraphs to the blog, gather the class back together.
22. Pull up the class blog and project it so students can see. Navigate to your sample post and show students the comment box.
23. Explain to students that they will have the opportunity to comment on other students' blog posts. Explain that these comments will likely be different from feedback they may have given before during a Writer's Workshop or similar lesson. Those comments were likely about the style or construction of the writing, these comments will be a response to the content—whether or not they agree with the author's ideas.
24. Remind students that it is important to be respectful when commenting on someone else's ideas. Take a moment to generate a list of words or phrases that are "out of bounds" (e.g. "you're wrong", "this is a bad idea", etc).
25. Offer students some sentence stems as a jumping off point for respectful commenting:
 - In your post, you said _____. I agree/disagree with this because _____.
 - Before reading your post I thought _____. Now that I have read your writing, I have changed my mind and think _____.
 - I felt _____ when I read _____ in your post. This is because _____.
26. As a class, take a few moments to practice writing respectful comments using your example post. Encourage student voices who disagree as well as agree with your opinion.

Practice leaving respectful comments (~20 min)

27. Pair students up and give them time to read each other's paragraphs.
28. After student pairs have read each other's opinion paragraphs, encourage them to write a comment to respond to their partner. You may want to circulate to make sure that students are using respectful language and avoiding "out of bounds" words or phrases.
29. After all students have had a chance to comment on a peer's post, bring the class back together.

⋮ **Discuss**

 **How did it feel to give comments on your classmates' posts? How did it feel to receive comments?**

30. Encourage students to share their reactions to reading each other's blog posts, particularly if any of the blogs they read made them think about *Return to Sender* differently.
31. Before closing the lesson, thank students for being respectful members of the classroom community during this activity.

Lesson 5: Stories from the field

80–95 Minutes (+10 Minutes to Capture)

Materials

For the whole class	For each group of 2-3
• Access to the webpage, Farmworker Justice, “About Us” • Internet-connected device and projector or Smart Board • “Challenges Farm Workers Face” Chart • Extra chart paper • Markers	• Copy of the book, <i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>, by S. Beth Atkin OR copies of <i>Lesson 5: Stories from the Field</i> in the Unit Resources • Copy of <i>Amelia’s Road</i> by Linda Jacobs Altman (optional)
For each student	
• Student Pages: <i>Lesson 5: Stories from the Field</i> • Journal	

★ Differentiation Note

Several different stories are provided in the book *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories* or alternatively, in the set of Unit Resources. We suggest reading through each story to match them with groups, or to determine whether you might want to read several stories together as a class rather than provide them for small group work.

Preparation Notes

1. The text you will be using in this lesson, *Stories from the Field*, has two publications—one telling the stories from the perspective of the children and the other from the perspective of adults. It is up to you to choose which stories will be best for your class. In the chart below, we have outlined specific stories from the book *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories* by S. Beth Atkin. Please note that not all content in this book is appropriate for 4th grade students, so we recommend sticking to the stories that are suggested. We have also adapted the adult farm worker stories published by Farmworker Justice. They are included in the Unit Resources. It is up to you which stories and publications to use.

Title and author	Pages	Notes
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<i>La Fresa</i> , The Strawberry By Silvino M. Murillo	8-9	This story is told in English and Spanish and written as a poem
Working in <i>La Fresa</i> By Jose Luis Rios	10-17	You may want to cut the italicized information in the beginning that was added by the author of the book.
Always Moving By Julisa Velarde	20-25	
My House By Manuel Arazia	28-33	You may want to cut the italicized information in the beginning that was added by the author of the book.
<i>Mis Padres</i> My Parents	44-45	This story is told in English and Spanish and written as a poem

2. If you feel that having your students read the picture book, *Amelia's Road* is more appropriate for your class, you might choose to substitute this text for *Stories from the Field*.
3. Pre-read the stories and pull out any vocabulary words that may be new for your students. Additionally, make note of any content that may be difficult for your students to process.
4. Ensure all students have access to the student pages, *Lesson 5: Stories from the Field*. Printed copies or digital access are both fine for this lesson.

Resource Links

- [Unit Resources](#): *Lesson 5: Stories from the Field*
- [Student Pages](#): *Lesson 5: Stories from the Field*
- Farmworker Justice "About Us" page:
<https://www.farmworkerjustice.org/about-farmworker-justice/>
- OPTIONAL: A Twitter thread started by United Farm Workers showing how different Thanksgiving foods are harvested:
<https://twitter.com/UFWupdates/status/1330656996807245824>.

Objectives

- Students will understand the personal side of farm work.
- Students will be able to discuss challenges that farm workers face.

Standards Focus

- Grade 4 ELA Standards for Reading Informational Texts:
 - 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
 - 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Description

Students will read some personal accounts of farm workers talking about challenges they face. These stories will help provide students with another set of perspectives they can draw on when thinking about ways that the lives of farm workers could be improved. Students will be asked to compare the events discussed by people in these stories to those discussed in *Return to Sender*.

Vocabulary

- **Biographical information**, n. Information or details about a person's life

Activity

Introduce more case studies from the perspectives of farm workers (20-25 minutes)

1. Let students know they'll continue engaging with the second portion of the unit's Guiding Question: *What challenges do farm workers face?*
2. Review with students Mari's family members and their roles on Tyler's family farm. Remind students that these characters are fictional. They are based on real people with real experiences. Today, students will be reading stories about farm workers written by the workers themselves.
3. Recall that in the previous lesson, students learned about different terms that can be used to describe farm workers: migrant, unauthorized, authorized, shuttlers, etc. Tell students that they will be learning more about the people behind these descriptors.
4. To give students context, navigate to the Farmworker Justice "About Us" page and read some details with students. Explain that this organization helps farm workers by interviewing them and allowing them to tell their own stories.



Note

If your class wants more context about the project, here is an excerpt about it from [the project's webpage](#):

Stories from the Field is a collaboration between Farmworker Justice and photojournalist David Bacon. Farmworkers, their families, and communities face serious challenges every day. Through this innovative collaboration, we aim to give voice to the 2 million farmworkers and their families who would otherwise not be heard.

5. Let students know they'll be able to read a story told by a real farm worker, and with their groups they can begin to compare what they learn from these real-life stories to what they understood about farm work from *Return to Sender*.
6. To help students digest these real-life stories, you may want to record some supporting questions on the board, including:
 - What challenges does this farm worker raise?
 - How is their experience similar to or different from Mari's family?
 - What stands out to you about this story?
 - What personal connections are you making to the person in the story?

✓ **Formative Assessment**

Throughout this lesson, pay attention to the ideas that students share as they explore real-world *Stories from the Field* and the anchor literature *Return to Sender*. The discussions and activities in this lesson give students an opportunity to compare these different accounts. They may present their ideas through discussion, on the student pages, *Lesson 5: Stories from the Field*, and/or as part of developing the class chart, "Challenges Farm Workers Face" (4.RI.6.).

Review case studies (30–40 minutes)

7. Divide the class into small groups. Give each group a different *Story from the Field* from the book or the Unit Resources (or a combination of both). Give students time to read through their stories once. Walk around and check in with the groups to see if they have any questions about the content.
8. Invite students to share their initial reactions about the story within their small groups.
9. Then, ask students to open their student pages to *Lesson 5: Stories from the Field*. Explain that students should reread their story and prepare to present what they learn to the class. They should use the student pages to record this information.
 - 1–3 items of **biographical information** about their farm worker.
 - 1–3 challenges that farm workers face in their story
 - Any similarities or differences they noted in comparison to Mari’s family’s story.
10. Give students time to reread their stories and collect information to present.

Share information from real-life stories of farm workers (~20 minutes)

11. Invite the class to come back together. Have groups one at a time present their findings to the class. Allow the class to ask each group questions about the story they explored. As needed, help draw connections between different groups’ stories.
12. As groups are presenting, record the different challenges that students mention on the chart, “Challenges Farm Workers Face.”
13. After students are done presenting, turn their attention to the list of challenges.

: Discuss

Did your stories present any solutions to these challenges? What ideas do you have about how to tackle these challenges?

14. Record any ideas for solutions on a separate piece of chart paper.

Make connections between real-life stories and *Return to Sender* (~10 minutes)

15. Prompt students to get their journals and make some connections back to the text *Return to Sender*. Ask students to write a short paragraph in response to the following question prompts.

: Reflect and Write

- How did these real-life stories (*Stories from the Field*) compare to the image of farm workers presented in *Return to Sender*?
- Have you learned anything new?
- Does anything from the *Stories from the Field* connect back or support to what you have learned from the book?

Lesson 6: Local connections

60–70 Minutes

Materials

For the whole class	For each student
• Copy of <i>Return to Sender</i> • List of “wonderings” about <i>Return to Sender</i> • U.S. or Massachusetts map • World map • Unit Resources: Lesson 6: Local Connections • Chart paper • Markers	• Access to the article, <i>County farm jobs usually filled by immigrants</i> OR adapted version provided in Unit Resources • Flare pens or highlighters (at least two different colors) • Internet-connected device • Access to class blog (optional)

✧ Differentiation Note

We have provided a link to the original news article discussed in this lesson, as well as an adapted version in the Unit Resources. You could choose to share one or both with different students or groups of students, based on their needs.

Preparation Notes

1. This lesson provides another opportunity to address student’s questions from *Return to Sender*, specifically questions students may have relating to the local aspects of the book (i.e. “Do people from other countries work on farms in our state?”). It will also begin to touch on some “why” questions around farming (i.e. “Why do foreign-born farm workers leave their countries and come to the United States?” and “Why doesn’t Tyler’s family hire local workers?”). Make sure that your ongoing list of wonderings and questions is present for the class to work with. Consider taking a moment to reorganize the wonderings and questions by category/topic.
2. Decide if you will have students read this article in small groups, individually, or as a class. Also determine which versions students will use and plan to provide access accordingly (i.e., by providing access on internet-connected devices, printing copies, or both).

Resource Links

- [Unit Resources](#): Lesson 6: Local Connections
- Article: *County farm jobs usually filled by immigrants*, Daily Hampshire Gazette:

Objectives

- Students will establish that migrant farming plays an important role in the Massachusetts food system.
- Students will define what “push” and “pull” factors are when discussing immigration.
- Students will identify “push” and “pull” factors using the text *Return to Sender* and the article addressed in the lesson.

Standards Focus

- Grade 4 ELA Standards for Reading Informational Texts:
 - 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
 - 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Description

This lesson introduces students to another example of an informational text, a news article, that discusses migrant workers supporting the work of farms in Massachusetts.

Vocabulary

- **Push factor**, n. A flaw or distress that drives a person away from a certain place.
- **Pull factor**, n. A benefit that attracts people to a certain place.

Activity

Review questions that the class generated while reading *Return to Sender* (~5 min)

1. Gather the class in the whole-group meeting area and call their attention to the list of “wonderings” about *Return to Sender*.
2. Ask them to focus on any questions that are related to the local aspects of farming as well as the “why’s” behind hiring farm workers from other countries.
3. Prompt students to share any initial ideas they might have about these questions.
4. Tell the class that today they will read an article which will help them address some of these questions in greater detail.

Read the article (~20 minutes)

5. Pass out copies of the article, *County farm jobs usually filled by immigrants*, to each student (whichever version you are using).
6. Point out to students that the article starts by listing the location where the story takes place, Shelburne, Massachusetts. Find this town on a map.
7. The article also mentions where the main worker they introduce us to, Lloyd Coke, is from: Jamaica. Work with students to mark Jamaica on the map.
8. Now, locate the setting of *Return to Sender* on the map.
9. Instruct students to read the article (or read in small groups). As they read, ask them to consider the question, "How are farm workers from other countries important to our state?" Record this on the board for reference.
10. After students have read through the article, bring the class back together. Ask students to identify the language the article used to describe the farm workers. In the article, Lloyd Coke and others are referred to as migrant workers. Connect this word back to what students learned in previous lessons.
11. Lead a brief reflective discussion using the prompt below.

⋮ **Discuss**

💬 **How are farm workers from other countries (or migrant workers) important to our state?**

Ask students to use evidence from the article to support their answers. Expected responses from students may include:

- Apex Orchards only uses migrant farm workers.
- Local people do not want to work on the farms. Migrant workers do want to work on the farms.
- There are 94 temporary farm workers in Franklin, Hampshire, and Hampden counties.
- Migrant farm workers pick peaches and apples.

Discuss migrant worker push and pull factors (~30 minutes)

✓ **Formative Assessment**

Throughout this lesson, pay attention to the ideas that students share as they explore push and pull factors and return to their ideas and questions about *Return to Sender*. The discussions and activities in this lesson give students an opportunity to compare these different accounts. They may present their ideas through discussion and/or as part of developing the class chart, "Push and Pull Factors Impacting Migrant Farm Workers." (4.RI.6.).

12. Using your classroom map, refer back to where Lloyd Coke is originally from.

13. Explain to students that when people decide to find work in another country, they may do it for a variety of reasons. Some of these reasons are “pushes” (or **push factors**) and some of these reasons are “pulls” (or **pull factors**).

⋮ **Discuss**

💬 **What do you think “push” and “pull” mean in this context?** Maybe push means anything that makes a person want to leave; Pushes could be things that force a person to move for work; A pull might be something that makes them want to find work in a certain place; etc.

14. Review the definitions of **push factor** and **pull factor** with students. Have students apply the definitions of these terms by using these words in a familiar context.

⋮ **Discuss**

💬 **What are the pull factors that brought you to school today? What are the push factors that get you to come to school?**

Push factors: No one is at home to watch kids during the day; My parents need to go to work; My siblings are really annoying and I wanted to get away from them, etc.

Pull factors: I like to learn; I was excited about the school lunch today; I wanted to see my friends and teachers; I was looking forward to P.E.; etc.

15. Ask students to reread the article and look for push factors and pull factors that brought Lloyd Coke to work at Apex Orchards. If they are using printed copies, they should circle, underline, or highlight push factors in one color and pull factors in another color. If they are using digital versions of the article, provide scratch paper for students to record the push and pull factors they identify in two different colors.
16. Give students time to work.
17. Bring the class back together and lead a discussion using the prompt below. Record student answers on a sheet of chart paper. Title this chart, “Push and Pull Factors Impacting Migrant Farm Workers.”

⋮ **Discuss**

💬 **What are push and pull factors that brought Lloyd Coke to Apex Orchards?**

Ask students to use evidence from the article to support their answers.

Push factors:

- There are not many jobs in Jamaica.
- He only has work during the growing season in Jamaica.
- Jobs in Jamaica don’t pay well. He would make \$227/week in Jamaica but in the US he makes \$495/week.

Pull factors:

- He likes farming.
- He knows how to farm.
- He likes his employer.
- He needs the money to pay for his grandchildren's school.
- The job pays \$12.38 per hour, and the employer pays for housing, meals and transportation.

18. Now, reflect on the book *Return to Sender*.

⋮ **Discuss**

💬 **What are the push and pull factors that brought Mari's family to the farm in Vermont?**

Push factors:

- There are very few jobs in Mari's part of Mexico
- Many people in Mexico experience poverty

Pull factors:

- Jobs in the U.S. pay more money which helps Mari's family support each other
- They are drawn to the educational opportunities for Mari and her sisters

19. Add any new push and pull factors to the chart to track student ideas.

Reflect on Tyler and Mari's experiences in *Return to Sender* and answer questions using the article (5-15 minutes)

20. Return to your list of wonderings/questions from the book.

⋮ **Discuss**

💬 **Now that you've read this article, why do you think Tyler's family didn't hire local people to work on their farm?** It's very demanding work, long hours in all weather; People don't want to do the kind of work that farmers need done; It's not an easy job; There are too many chores to be done; etc.

21. OPTIONAL: Give students another opportunity to practice opinion writing by posing the question, "Would you try working in one of these jobs? Why or why not?" Have students take 10 minutes to draft opinion paragraphs to post on the class blog.

Lesson 7: Publishing an opinion Piece: Part 1

~90 Minutes

Materials

For the whole class	For each student
• Internet-connected device and projector or Smart Board • “Challenges Farm Workers Face” chart • Chart with brainstormed solutions from Lesson 5 • “Push and Pull Factors Impacting Migrant Farm Workers” chart • Access to the website, USDA ERS Farm Labor • Unit Resources: ◦ <i>Activism Case Studies</i> ◦ <i>Lesson 5: Stories from the Field</i> ◦ <i>Lesson 6: Local Connections</i> • Copies of <i>Return to Sender</i> • Copies of <i>Amelia’s Road</i> (if used) • Slideshow: Activism Images • Chart paper • Markers	• Access to resources and charts from previous lessons • Access to completed student pages • Journal • Internet-connected device • Access to writing paper and/or Word processing tools • Markers, colored pencils, paper • Poster or banner making supplies (poster board or rolls of paper)

Preparation Notes

1. Compile any artifacts (charts, stories, articles, etc.) from the previous lessons in this unit. Students will be referring back to the knowledge they have built in order to draft an opinion piece.
2. Review any best practices your classroom or school has for opinion writing. Bring out any charts, graphic organizers, or sentence stems that will support your students in drafting opinion pieces.

Resource Links

- [Unit Resources](#):
 - *Activism Case Studies*

- *Lesson 5: Stories from the Field*
- *Lesson 6: Local Connections*
- Website: USDA ERS Farm Labor:
<https://www.ers.usda.gov/topics/farm-economy/farm-labor/#>
- Slideshow: *Activism Images*:
https://docs.google.com/presentation/d/1SLaP6xBcld__vv_M9VJeS9HUvygeQMlql1xYwoPxJ-I/edit?usp=sharing

Objectives

- Students will synthesize information from across the unit to form an opinion in response to the question, “In your opinion, what is the most important change you would like to see in our food system in order to better support farm workers?”
- Students will create a poster or banner to compliment the change they advocate for in their opinion piece.

Standards Focus

- Grade 4 ELA Standards for Writing:
 - 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 4.W.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.
 - 4.W.1.b. Provide reasons that are supported by facts and details.
 - 4.W.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - 4.W.1.d. Provide a concluding statement or section related to the opinion presented.

Description

This lesson asks students to pull together the information they’ve learned from across this unit in order to develop a written opinion piece and a visual (poster or banner) to share their stance on how the food system could be changed to better support farm workers. Students will be able to share both of these artifacts on the classroom blog.

Activity

Brainstorm solutions to challenges that farm workers face (~15 min)

1. Point out the collection of resources students have studied in the unit, including books, articles, graphs, charts, and *Stories from the Field*.

: Think/Pair/Share

 **What is something surprising that you learned during this unit?**

2. Review the chart “Challenges Farm Workers Face.” Ask students if they feel anything new should be added to the list. Adjust the list as necessary.

: Discuss in Pairs

 **What challenge is most interesting to you? Do you have any ideas about how this challenge might be addressed?**

3. Prompt students to review the chart with brainstormed ideas for solutions as they discuss the challenges they find interesting and consider potential solutions. Push students to think about multiple possible solutions if they can.
4. Invite students to share some of the challenges and solutions they discussed with the whole class.

 Note

Some solutions may need more research, so you may want to pause the lesson and dive back into old resources (or find new resources) to address the challenge at hand.

Re-introduce the writing project (15-20 min)

✓ Formative Assessment

Make note of the ideas individual students share with regard to the features that should be included in an opinion piece (4.W.1.a.-d.).

5. Once the class has had an opportunity to think through multiple solutions to a handful of challenges, ask students to think about different ways they have learned to advocate during this unit. Hopefully, students bring up activism posters or banners as well as writing persuasive opinion pieces.
6. Let students know they will be able to share their ideas about improving the lives of farm workers by writing opinion pieces about what they learned in this unit. They will be focusing on advocating for solutions to the problems that farm workers face. They will also create a poster or banner to support the advocacy in their opinion piece. Both their writing and an image of the visual they create will be shared on the class blog.
7. Post the prompt, on chart paper or on the board: “In your opinion, what is the most important change you would like to see in our food system in order to better support farm workers?”

⋮ **Discuss**

💬 **What features should we be sure to include in opinion writing?**

8. Work with the class to develop a list of project criteria relevant to writing the opinion piece and record these on chart paper. These might include:
 - Advocacy for a solution to a challenge that farm workers face
 - Introduction to the challenge they are addressing
 - Evidence supporting their argument from multiple resources from the unit (or new resources, if necessary)
 - A conclusion or a 'call to action' that invites the reader to get involved
 - Style: strong, persuasive language and an interesting "hook" to begin the piece.
9. Give students any typical resources you use for opinion writing (sentence stems, graphic organizers, etc). You can also refer back to other writing protocols such as "Claim, Evidence, Reasoning."

Focus on the poster/banner (15 min)

✓ **Formative Assessment**

Make note of the ideas individual students share with regard to the features that should be included in a banner or poster to support advocacy around the unit topic (4.W.1.).

10. Turn the discussion to the posters and banners as part of the assignment. Project the *Activism Images* slideshow that was shared earlier in this unit.

⋮ **Discuss**

💬 **What do you think is effective about the posters and banners in these images?**
Bright colors; Catchy slogans; Use of exclamation points; Call outs to the reader of the poster/banner; Use of thought-provoking questions; etc.

11. Invite students to share any experiences they may have had making banners or posters to support a cause (BLM protests, the Women's March, March for Science, March 2020 rainbow, COVID posters, etc).

⋮ **Discuss**

💬 **What features should we be sure to include in our posters/banners?**

12. Work with the class to develop a list of project criteria relevant to creating banners of posters. These might include:
 - Convey a clear message

- Advocate for a specific solution to a problem that farm workers face (from their opinion piece)
- Include a 1-2 sentence description of the thought behind the poster. The description should include thoughts about where one might place or carry the poster (i.e. carry it to a rally, place it in front of the school, put it on a lawn sign, hang it in the window, etc)

Create a first draft of the project components (~45 min)

✓ Formative Assessment

Observe students' first draft opinion pieces and preliminary sketches as formative assessment artifacts (4.W.1.).

13. Give students time to work on a first draft of the assignment. You might want to ask students to focus on writing a first draft of their opinion piece and making a preliminary sketch of their poster/banner. Provide students with the necessary tools to work on both pieces during this time period.

Lesson 8: Publishing an opinion Piece: Part 2

~110 Minutes (+30 Minutes to Self-Assess)

Materials

For the whole class	For each student
- Internet-connected device and projector or Smart Board - Chart of project criteria set in Lesson 7 "Challenges Farm Workers Face" chart - Chart with brainstormed solutions from Lesson 5 "Push and Pull Factors Impacting Migrant Farm Workers" chart - Access to the website, USDA ERS Farm Labor Unit Resources: <i>Activism Case Studies</i> <i>Lesson 5: Stories from the Field</i> <i>Lesson 6: Local Connections</i> - Copies of <i>Return to Sender</i> - Copies of <i>Amelia's Road</i> (if used) - Slideshow: Activism Images - List of "Questions About the Food System"	- Drafts of opinion pieces and banners or posters - Sticky notes - Pen or pencil - Access to resources and charts from previous lessons - Access to completed student pages - Journal - Internet-connected device - Access to writing paper and/or Word processing tools - Markers, colored pencils, paper - Poster or banner making supplies (poster board or rolls of paper) - Access to the class blog

Preparation Notes

1. This lesson is a continuation of students' work writing opinion pieces and developing an accompanying visual banner or poster.
2. Ensure that students have access to all of the reference resources necessary, including charts, articles, books, and completed student pages. Additionally, ensure that students have access to the tools necessary to finalize their written and visual project components.
3. Plan to engage students in a round of peer conferencing to share feedback on written and visual drafts. Consider whether you would like to try an existing feedback protocol to support students with this step. See the Note box at the start of the Activity section.

Resource Links

- [Unit Resources:](#)
 - *Activism Case Studies*
 - *Lesson 5: Stories from the Field*
 - *Lesson 6: Local Connections*
- Website: USDA ERS Farm Labor:
<https://www.ers.usda.gov/topics/farm-economy/farm-labor/#>
- Slideshow: *Activism Images*:
https://docs.google.com/presentation/d/1SLaP6xBcld__vv_M9VJeS9HUvygeQMlql1xYwoPxJ-I/edit?usp=sharing

Objectives

- Students will synthesize information from across the unit to form an opinion in response to the question, “In your opinion, what is the most important change you would like to see in our food system in order to better support farm workers?”
- Students will create a poster or banner to compliment the change they advocate for in their opinion piece.

Standards Focus

- Grade 4 ELA Standards for Writing:
 - 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 4.W.1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.
 - 4.W.1.b. Provide reasons that are supported by facts and details.
 - 4.W.1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - 4.W.1.d. Provide a concluding statement or section related to the opinion presented.
- Grade 3-5 DLCS Standards for Digital Tools and Collaboration:
 - 3-5.DTC.a.3. Use digital tools (local and online) to manipulate and publish multimedia artifacts.

Description

This lesson asks students to complete their opinion piece and a visual (poster or banner) to share their stance on how the food system could be changed to better support farm workers. Students will post both of these artifacts on the classroom blog.

Activity

Peer conferencing (~30 min)



Note

You will likely want to use a feedback protocol for the following steps. Feel free to use protocols you are already familiar with or ones that have been written into previous units. Here are two we recommend from the School Reform Initiative: a [Tuning Protocol](#) and a [Consultancy Protocol](#).

1. Review your class's feedback protocol (or use one of the ones from above) with students.
2. Point the group back to the chart of project criteria that they came up with as a class. Peers can use those criteria to help guide their feedback during the conferences.
3. Pair students up and encourage them to exchange work. They should take time to review the work completely before offering feedback on each other's work. Encourage the recipient of the feedback to take notes. Circulate between groups and provide guidance when needed.

Draft final products (~60 min)

14. Give students another extended working session to incorporate any feedback they plan to utilize and to finalize their opinion pieces and posters/banners.
15. Once the written pieces are complete, students should ensure they are typed up and posted to the class blog. Students can also take a digital picture of their poster or banner to accompany their blog post.
16. After students have posted their pieces, give the class time to read and write comments on their conference partner's revised work (or other peers, if time allows). You may want to model this as you did in Lesson 1. Review any helpful sentence stems or protocols for online commenting.

Reflect on the unit experience and Guiding Question (~20 minutes)

17. Reconvene the class to close the unit by reflecting on the experience.



Discuss and share

- ... What are your reactions to reading other students' opinion pieces?
- ... What arguments were particularly persuasive?
- ... What did you find compelling about the visual components your

classmates created?

 Do you feel you used any particular skills while engaged in this project? Which ones?

18. Now, call students' attention back to the unit Guiding Question: *Who works on farms and what challenges might they face?* Ask students to take a few moments to record any new thoughts on this question in their journals.
19. Finally, bring the group back together briefly to revisit their list of "Questions About the Food System." Prompt them to make note of any questions that may have been addressed by their recent experiences in this unit. Additionally, ask students if any new questions have arisen for them after learning more about the challenges that farm workers might face. Record any new or persistent questions on the list for future reference.

STOP TO SELF-ASSESS

Capstone Project Alert!

The opinion pieces and advocacy posters could serve as a jumping off point for students' Capstone projects in Module 4 (as long as you determine this to be a feasible option). For example, students could decide to develop a periodic blog or podcast on the subject of farm workers and the challenges they face. Alternatively, they could even seek out a local campaign to support. Or they could start a campaign of their own.

✓ Summative Assessment

Students write opinion pieces about the challenges that farm workers face. They also create posters or banners to visually support activism around this topic. These artifacts are posted to the class blog as a means to educate the school community.

Assessment

Learning Targets:

- 4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Note: Includes all sub-standards, a.-d.)
- 3-5.DTC.a.3. Use digital tools (local and online) to manipulate and publish multimedia artifacts.

Student Product: Opinion Piece and Banner or Poster to Promote Activism

In this culminating project for Unit 5: Farm Workers, students incorporate what they learn about the challenges that farm workers face into written and visual artifacts that become digital artifacts. Students craft opinion pieces attending to organization, presentation of facts and details, phrasing, and conclusions. They also design a banner or poster to accompany their opinion with a call to action or advocacy. These artifacts are posted to the class blog.

Below is a rubric for the final project that can be used to assess student learning on the learning targets above.

Rubric

Evidence	Competencies	Next Steps
	Compare and contrast firsthand and secondhand accounts I can describe the similarities and differences between firsthand and secondhand accounts of the same topic.	
	Support p.o.v. with reasons and information I can write an opinion piece about the challenges that farm workers face.	
	Organize related ideas I can organize my opinion writing by grouping ideas and using language that connects opinions with reasoning.	
	Provide reasons supported by facts and details I can include facts and details that support my reasoning.	

	Provide a concluding statement I can craft a conclusion related to the opinion I am sharing.	
	Use digital tools for publishing I can publish my opinions and supporting visual artifacts to the class blog and use this system to comment on my peers' work.	