

WEEK 8 Day 3



Text Talk
The Role of Consumers in the Delano Grape Boycott (slides)

Big Idea	The consumer choices people make can contribute to our communities.
Weekly Question	How do the choices we make as consumers impact our communities?
Content Objectives	<p>I can use information from photographs and text, including primary sources, to describe the events and importance of the Delano Grape Boycott. (R.11.1.c, R.11.1.d)</p> <p>I can use key details in a text to consider how different groups of people, including consumers, can join together to impact their community. (R.4.1.a, Economics 26, History 16-Boston)</p>
Language Objective	I can use question words such as what, why, when, how, and who to ask questions about key details in a photograph. (L.1.1.i)
SEL Objective	I can consider how the decisions of one person and groups of people can make an impact on others. (DM 3.1-Boston)
Vocabulary	<p>primary source: information that was created at the time of an event</p> <p>timeline: a graphic representation of time and events</p> <p>strike: when employees refuse to work as part of organized protest</p> <p>ally: a person who helps another person</p> <p>picket: when a group of people stand in front of a place they are striking to communicate their message and persuade others to join</p> <p>wage: a fixed amount of money paid to a worker hourly, daily, or weekly</p> <p>boycott: an effort to not support a business as part of organized protest</p> <p>national: happening across all of a country, such as the United States</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • “The Role of Consumers in the Delano Grape Boycott” slides • projector and screen <p>On the whiteboard, write the prompts for the VTS routine:</p> <p>What’s going on in this picture?</p> <p>What do you see that makes you say that?</p> <p>What more can we find?</p>
<p>Opening 1 minute</p>	<p><i>Today we are going to read a text that will give us more information about the work Dolores Huerta and others did. First, we’ll look at an image to see what we can uncover.</i></p>
<p>VTS slide preceding title slide 5 minutes</p>	<p>Show the image without offering any description. Allow children a full minute to look silently.</p> <p>Use the VTS routine to uncover children’s initial responses to and ideas about the image. Use the VTS questions to facilitate the conversation, helping children to cite specific elements of the image and to use these to support their thinking.</p> <p><i>Let’s keep these ideas in mind as we read the text. (Note that this photograph will reappear later in the lesson.)</i></p>
<p>Text and Discussion 12 minutes</p>	<p><i>We have been learning about how Dolores Huerta stood up to support farmworkers and their families. Today we’ll learn about how consumers helped farmworkers get better wages and working conditions.</i></p> <p>Set a purpose for reading.</p> <p><i>These slides include primary sources from the time period when the grape strike happened. Primary sources are photographs, newspaper articles, posters, and other documents that were created at the time an event happened. We’ll gather information from both images and words in this text to think about the impact consumers had on the lives of farmworkers.</i></p>
<p>slide 1</p>	<p>Read the text to situate California on the map.</p> <p><i>Lots of the fruit and vegetables we eat come from California.</i></p>
<p>slide 2</p>	<p><i>The map shows “where,” and this title and timeline show “what” and “when”—together they give us an orientation to the events we are learning about.</i></p> <p>Read the title and the first point on the timeline.</p>
<p>slide 3</p>	<p><i>We know from reading about Dolores Huerta that farmworkers</i></p>

	<p><i>were not being treated fairly. Turn and talk to a partner about what was difficult about the farmworkers' lives.</i></p>
slide 4	<p><i>Even though they spoke different languages and lived in different communities, these two groups of people joined together to improve all of their lives.</i></p> <p><i>An ally is someone who supports others. A picket is when a group of people stand in front of a place they are striking to communicate their message and persuade others to join.</i></p>
slide 5	<p>Note that the sign Dolores Huerta holds, "HUELGA" means "strike" in Spanish. Many signs were written in Spanish to communicate with the large audience of Spanish-speaking workers and their families.</p>
slide 7	<p><i>After three years of striking—refusing to work until things were more fair for workers—the leaders organized a boycott. Let's keep reading to find out what that means.</i></p>
slide 8	<p>Read the text on the slide.</p> <p><i>What kinds of media are the organizers using? [a button, a newspaper article, a poster]</i></p>
slide 9	<p>Allow children a moment to look again at the image they encountered through VTS. Provide additional information about the image.</p> <p><i>These children are participating in the grape boycott with their families. The "S" on the sign refers to the grocery store, Safeway.</i></p> <p>Look at the second image on the slide. Think, Pair, Share.</p> <p><i>Why might the signs in this photograph mention the children of farmworkers? Do you think these messages would be convincing to the audience the organizers wanted to reach? Why or why not?</i></p>
slide 11	<p><i>This article from the time of the boycott tells us that the organizers didn't try to convince only consumers in California. The word national means that the boycott happened across the whole country of the United States.</i></p> <p><i>Why was it important to picket at the largest grocery stores?</i></p> <p>Harvest a few ideas in the whole group.</p> <p>Turn and Talk.</p> <p><i>If you lived at this time and you enjoyed eating grapes, what do you think you might have been thinking and feeling when you heard about the boycott?</i></p>

	<p>Affirm children’s ambivalence. <i>Sometimes it’s hard to make decisions as a consumer!</i></p>
<p>Key Discussion and Activity 6 minutes slide 12</p>	<p><i>Let’s look at the timeline again. What do we find?</i> Read the additions to the timeline.</p> <p>Think, Pair, Share. <i>How did the choices consumers made during the grape boycott impact their communities?</i> Facilitate a whole group discussion.</p>
<p>Closing 1 minute slide 13</p>	<p><i>This mural is not a primary source; it was painted long after the events it describes. What do you think this mural might make consumers think about when they see it today?</i></p>
<p>Standards</p>	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how. R.11.1.c Use the illustrations and details in a text to describe its central idea. R.11.1.d Compare and contrast two texts on the same topic. L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>(Boston) History 16. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures). Economics 26. Analyze examples of voluntary choices people make about buying goods and services (e.g., to buy from a company that supports its workers or protects the environment). DM 3.1. Consider ethical, safe and societal factors in making decisions.</p>
<p>Ongoing assessment</p>	<p>Pay attention to children’s contributions to and questions during the whole group and partner discussions.</p> <p>How are children grappling with the ideas presented in the slides? What do they seem to understand about the power of consumer choice? How do children generalize from the specific story of Dolores Huerta to the broader struggle for farmworkers’ rights? How do children respond to the primary sources? What do they glean from the variety of historical media?</p>