

HUMANITAS INTERDISCIPLINARY THEMATIC UNIT

School: VERDUGO HILLS HIGH SCHOOL

Grade: 11

Team Members:

Rachel Akman

Karyn Buchanan

Sue Lagrange

DC Camacho

K. Crawford

Subjects:

U. S. History

Amer. Lit

Amer. Lt

R Francp-SPSP

Biology

THEME/OUTCOMES

Unit Theme: Breaching the Borders of Citizenship While Finding a Balance Between Cultures.

Rationale

Students will be studying the citizenship of the migrant workers from 1945 to 1975. This portion of the unit focuses on examining the revolution and evolution of the law as it pertains to Mexican migrant workers. This unit is intended to bring to light some of the conditions that were created by immigration laws during this period. To explore the best means of assimilating into one's society without relinquishing one's identity. To determine the best way to aide the assimilation and progress of minority groups without crippling them.

ESSENTIAL What role did the term "citizenship" play in the lives of Mexican migrant workers? How did immigration laws and practice shape the lives of Mexican migrant workers and what role does illegal immigration play in the political arena? How does one prosper in America? What strategies and laws should be developed and employed to help minorities/new immigrants achieve the American Dream? How do we achieve equality for all without crippling, patronizing, or marginalizing certain minorities? Should fear stop us from attaining our goals? What responsibility did the United States have, if any, to "los Braceros"? How has the migrant worker helped or hindered the United States economy? Can an individual be bicultural? Is it possible for the pesticides in backpack sprayers to pass from the equipment into the individuals? How else can an individual be exposed to the harmful effects of pesticides? If you representing the interests of people harmed by pesticides, how would you use your scientific knowledge to prove that people were harmed, or b) convince voters that laws should be enacted to protect individuals and communities from the harmful effects of pesticides.

INTERDISCIPLINARY ESSAY PROMPT Using the VHHS Essay format, address the following questions. Discuss the term citizenship and show how it significantly shaped the lives of the Mexican migrant worker. Explore how literature studied personalizes the plight of the migrant worker and their quest to retain influence from their native culture while simultaneously adapting themselves to the new world. Does their ability to flourish in America depend on their willingness to renounce their culture and language? Discuss what role politics, unions, hazardous working conditions, history, and humanization play in the individuals' plight to define themselves and achieve the American Dream? What laws and programs should be established and implemented in order to allow migrant workers to find their place within American Society? Should the pesticide backpacks been inspected before they were allowed to be used by the migrant workers?

Shared instructional strategies (Cooperative grouping, Shared Inquiry, common graphic organizations)

Name: Rachel Akman Subject: U.S. History

Focus Standards:

11.6.5 Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organization to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

11.8.2. Describe the significant of Mexican immigration and its relationship to the agricultural economy, especially in California.

11.8.3. Examine Truman's labor policy and congressional reaction to it.

11.8.6 discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials: *Impossible Subjects: Illegal Aliens And The Making of Modern America*, Nae N. Ngai (Princeton and Oxford, Princeton University Press, 2004, ISBN 10: 0-691-12429-9) Chapter Four, "Braceros, 'Wetbacks,' and the National Boundaries of Class."

Textbook: McDougall Little, *The Americans: Reconstruction to the 21st Century*, Chapter 9, Manifest Destiny, Chapter 28, pg 890-891, 897 Ernesto Galarza, *Strangers in Our Fields, 1956*, excerpts.

Nationality Act of 1940

Perez v. Brownell, 356 U.S. 44 (1958)
Farm Security Administration, excerpts.

Activities:

Students will read Chapter Four of Impossible Subjects book.

Students will identify the Theses and sub-theses (supporting arguments) for the Chapter.

Students will select one of the theses statements and develop an argument, either in support of the statement or in opposition to the statement.

Student will focus on the ramifications of the laws on migrant workers from Mexico.

Students will read Perez v. Brownell (1958)

Students will identify the issue, facts, applicable case law, arguments, and the ruling of the court along with the rationale.

Students will read excerpts from *Strangers in our Fields* and describe the conditions under which migrant workers lived and worked.

The Humanities Connection...

Students will gain an appreciation for dilemma of the migrant workers between 1945 and 1975 through *Perez v. Brownell* and excerpts from *Stranger in our Fields*. Students will also be able to evaluate the application of the Nationality Act of 1940 as it was in 1958 and the steps it took to change it and the interpretation of the 14th Amendment.

Name: Karyn Buchanan Subject: American Lit.

Focus Standards:

Literary Responses and Analysis

3.5 C. Evaluate the philosophical, political, religious, ethical, and influences of the historical period that shapes the characters, plots, and settings.

Literary Criticism

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (eg. Suffrage, women's role in organized labor). (Political Approach).

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

1. Under the Feet of Jesus by Helena Maria Viramontes
2. "Sun Mad" painted by Ester Hernandez
3. "Harvesting Poison" High Country News by Rebecca Clarren
4. Student's Reader Writer's Notebooks
5. Internet

Activities: Read *Under the Feet of Jesus* by

Helena Maria Viramontes. Students find quotations and write them in their reader's writer's notebook and discuss how Estrella, her mother, Alejo, and Perfecto are influenced by religion, the political issue of immigration, and the unethical disregard for the migrant worker's basic human rights. Research painter Ester Hernandez and find evidence and write a paragraph in their reader writer's notebook discussing how her life and the fact that she came from a family of migrant workers influenced her artwork. Students look at Hernandez's "Sun Mad" and reread pgs 49 & 50 of novel and compare and contrast Estrella's experience of picking grapes with Hernandez's painting. What statements are the painting and the passage making about America's unethical disregard for the migrant worker's basic human rights? Read "Harvesting Poison" and collect information about pesticides. Compare with novel.

The Humanities Connection...

Students will gain a personalized experience of the impoverished plight of the migrant workers through the characterization of Estrella and Alejo. The students will also be able to see how artwork and novels can be seen as political outcries of the injustices faced by the faceless Mexican migrant worker, who are trapped between the borders of being American and yet desiring to retaining their cultural heritage.

Name: DC Camacho/R. Franco Subject: Spanish Sp2

Focus Standards:

Culture

2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied.

Connections

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

"Trabajo de campo" by Rose del Castillo Guilbault
Cultura y lengua : "Los mexicanoamericanos"
"Una comunidad dinamica y diversa from the
Nuevas Vistas Dos Textbook and Practice Workbook, CD Audio and Video
"Los braceros"
www.farmworkers.org/bespanol.html

Activities: Students will read the short story "Trabajo de Campo" by Rose del Castillo Guilbault. Students will find the meaning of Spanish vocabulary words associated with the story. Students will identify the numerous themes found in "Trabajo de campo". Students will define the crucial moment when the narrator "changes her mind" about field work. Students will discuss the advantages and disadvantages of working as a team. Students will read the article "Los mexicanoamericanos" and discuss the various topics of: music, celebrations, muralism, activism, and food. Students will read the article "Los braceros" and talk about the mistreatment of the Mexican field workers in the United States, their unceremonious dismissal and the lack of financial retribution from the U.S. government.

The Humanities Connection...

Students will gain knowledge and appreciation of the importance of the historical role of the Mexican migrant worker in California and other southwestern states. They will also explore the reality and necessity of working as a team to accomplish their common goals and the value of "not giving up" as seen in the short story "Trabajo de campo" and the articles "Los mexicanoamericanos" and "Los braceros".

Name: Susan Lagrange Subject: American Lit.

Focus Standards:

R2.2 Generate relevant questions about readings on issues that can be researched.

R2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence and the way in which the author's intent affects the structure and tone of text.

R3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

W1.2 Establish a controlling or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

W1.6 Integrate quotations and citations into written text while maintaining the flow of ideas.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

Hunger of Memory by Richard Rodriguez
"Getting a Job" an excerpt from I Know Why the Caged Bird Sings by Maya Angelou
Computer and access to the inter-net.
Writer's Journal

Activities:

Read Maya Angelou's "Getting a Job"
Read Hunger of Memory by Richard Rodriguez
Research Quota systems for minorities pre 1960's
Present findings, comment on findings in journal
Research Quota systems post Affirmative action
Present and comment on finding in journal
Group discussions
Classroom Debates
Research the origins of Affirmative Action
Research the effects of Affirmative Action
Consider the author environment and his personal biases
Keep a journal regarding the reading and students' own feelings and reactions to author's suppositions

The Humanities Connection...

To gain a better understanding of the delicate balance that exists between helping a marginalized group of individuals gain a voice as opposed to coddling them so that they never learn reach their full potential in society.

Name: Kathy Crawford Subject: Biology

Focus Standards:

1.a Students know cells are enclosed within semipermeable membranes that regulate their interaction with their surroundings.

IE.1.d Formulate explanations by using logic and evidence.

IE.1.g Recognize the usefulness and limitations of models and theories as scientific representations of reality.

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials: North Carolina Growers' and Extension Agents' Perceptions of Latino Farm worker Pesticide Exposure by Pamela Rao; Research Article - Thyroid Hormones and Cytogenetic Outcomes in Backpack Sprayers Using Ethylenebis(dithiocarbamate) (EBDC) Fungicides in Mexico; Kyle Steenland, 1 Leonor Cedillo, 2 James Tucker, 3 Cynthia Hines, 1 Karen Sorensen, 3 James Deddens, 1 and Veronica Cruz 2; Abstract for Plenary Talk; Pesticide Use and Dermal Exposures and Effects in Developing Countries: Data from Central America Biology Textbook, McDougal-Littell Publishers.

Activities:
Diffusion Lab ----to show how molecules can pass from one closed bag into another. This will simulate the semipermeable membranes in our skin and other body cells as well as the material from which the backpack sprayers used with pesticides are made from.

The Humanities Connection...

Students will gain knowledge and appreciation about the hazardous conditions to which the migrant workers were exposed and the role that science plays in history and the advancement of society.

Name: _____ Subject: _____

Focus Standards:

(One to two primary standards per subject area. Write abbreviated standard after number.)

Materials:

Activities:

The Humanities Connection...