

FLCHE-TPS Lesson 2 Grade 1

Migrant Children: Faces of Place and Time

It's Elementary, My Dear: Primary Sources in the Elementary

Enduring Understandings: <ul style="list-style-type: none">● Migrants come to the United States in hopes for a better life.● Geography affects how and where migrants travel to the United States.● History can be told through primary sources.	
Essential Questions: <ul style="list-style-type: none">● How can a photograph (primary source) tell us about what migrant children experience and feel?● How is travel affected by geography?● How can using primary sources across time show us how the lives of children have changed or stayed the same?	
Vocabulary/Targeted Skills: Primary source, Florida, Gulf of Mexico, California, Mexico, migrant, migration, children, land, climate, season, travel, photograph, history, past	
Unit Assessment/Culminating Unit Activity/Success Criteria: Students will develop a greater understanding in how photographs of migrant children can tell a story of people and events in 1937 and 2018.	
Lesson: Migrant Children: Faces of Place and Time	Time: 45 minutes
<u>Standard(s):</u> <u>Social Studies Standards:</u> <ul style="list-style-type: none">● SS.1.A.1.1 Develop an understanding of a primary source.● SS.1.A.2.1 Understand history tells the story of people and events of other time and places.● SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico. <u>Language Arts Standards:</u> <ul style="list-style-type: none">● LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details of a text.● LAFS.K.RI.1.2. With prompting and support, identify the main topic and retell key details of a text.	

- LAFS.K.RI.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- LAFS.K.W.1.3 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Content Purpose:

Students will use primary and secondary sources to know the location of events and how the lives of migrant children have changed over time.

Assessment/Evaluation (for this lesson):

- Close read of primary sources and determine similarities and differences
- Class discussions
- Design “What I know and What I would like to know” statements.

Reading Materials/Primary Source links:

- Primary Source: <https://slate.com/news-and-politics/2018/06/how-you-can-fight-family-separation-at-the-border.html> (Use photograph by Edgard Garido embedded in this online article)
- Primary Source: <http://loc.gov/pictures/resource/fsa.8b27537/> Mexican migrant children in contractor’s camp at time of early pea harvest. Nipomo, California, 1937
- Secondary Source: <https://www.ezilon.com/maps/north-america/united-states-of-america-physical-maps.html>

Suggested Procedures:

1. Tell students that they are going to look at different pictures of children. Each of these pictures are classified as primary sources. This means the source was created by someone who was there at the time, in this case of the photograph being taken.
2. Display the Mexican migrant children photograph taken by Dorothea Lange in 1937. <http://loc.gov/pictures/resource/fsa.8b27537/> Ask students to identify what they see. Probe them to describe the children. Examine what the children are wearing (and what they are not). *What questions do they have for these children?* They may think about where the children are, what are they doing, how they feel, etc.
3. Display a map of North America with individual United States. <https://www.ezilon.com/maps/north-america/united-states-of-america-physical-maps.html> Show students where their town is located on the map in Florida. Point out physical features on the map of Florida, including the Gulf of Mexico and the Atlantic Ocean. Then show students where California is on the map, including its coast along the Pacific Ocean. Point out the distance between California and Florida.
4. Then discuss geographic similarities/differences between these two states. Because both states are known to grow crops year round based on climates, many workers are needed to help pick these crops by hand. *Ask students who they think picks these crops?* Probe

them to infer that the picture of 1937 was of children whose parents picked these crops. Ask them to think about what the life of these children may have been like.

5. Now show the photograph linked to this site: <https://slate.com/news-and-politics/2018/06/how-you-can-fight-family-separation-at-the-border.html>. Tell students that this photograph was taken in 2018. Ask them to describe what they see. *What are the people wearing? What are they carrying? Who do they suppose these children are?*
6. Tell students that these are also children of migrant workers, but much later in time. Have them identify differences between the photographs. They should note clothing differences, as well as the accessories present in the photographs. Then have them identify any similarities they see. Have them focus on the facial expressions. *What do the children in the photographs possibly feel? How do you know?*
7. Display the map of North America again. Point out the location of Mexico, and its physical relation to California. Explain to students that families come to the United States for different reasons. People who move to a new location are migrating, and such migrants are seeking a better life somewhere else. Although Florida has Mexican migrants, other places in the United States will have a higher population from Mexico based on location. Ask students where on the map they think migrants come to in Florida?
8. Ask students how these pictures tell a story of people and events. *What have they learned about children of migrants? What might their living conditions be like? How would they feel (and maybe some children in your class are children of migrants) if you left everything behind in hopes of a better life? What challenges do children of migrant workers have? (language, new friends, new home, loss of family, etc.)*
9. Have students develop “What I know about being children of migrants...” and What I would like to know about children of migrants...” Have them consider either those children featured in 1937 or 2018.

Extensions:

1. Have students develop “What I know...and What I would like to know...” statements for each of the photographs. (They would have a total of four statements, not two.)
2. Require children to focus on the migrant location of the children featured in each of the primary sources. Have students learn three facts about the geography of those places, including the weather/climatic conditions the migrants would have faced at different times of the year.