Appendix 1: Teaching Strategies Lesson: Farmworkers

**Lesson Overviews**

These lessons can be integrated into the study of post-World War II immigration in the Grade 11 Social Studies Curriculum, particularly under “Family Re-unification” and South Asian immigration. English teachers will see an opportunity for point of view or journal writing, or investigative reporting on the immigrant experience, alienation, and racism. Teachers have a choice of four tiered lessons. The first yields a basic understanding of farmworkers and their struggle as marginalized workers. The second lesson asks students to analyze narratives and create a point of view written product incorporating an understanding of “content” and “higher order thinking” concepts. The third lesson involves a student centred Inquiry in which students familiar with the Farmworkers vignette as well as the photographs and narratives in this lesson set extend that learning with their own questions. The fourth lesson offers teachers a choice of a simplified and classic Jigsaw activity which can promote engaging classroom discussion.

**The Lessons**

The *first lesson* is designed as a basic lesson. Teachers begin with the Knowledge Networks vignette, “The Farmworkers, which examines the struggle facing many South Asian families working on farms in the BC’s Lower Mainland in the 1970s and 1980s. The reading, “The Farmworker in Historical Context” and the simple worksheet extends the focus of the video as students examine the unique work of farmworkers who laboured long hours for little pay. Students consider the factors in their exploitation including their recent arrival as immigrants, their lack of English language skills, as well as their exclusion from basic labour standards legislation leading to charges of “institutional racism.” Teachers might point out a few key aspects unique to farmworkers: the nature of their work (producing our food) which is undervalued by society in general; their historically low pay and hazardous working conditions; that the work has historically been exempted by major labour legislation (i.e. “piece work” rather than a legislated minimum wage).

The *second lesson* intends to stimulate historical empathy for farmworkers in general. Students should have completed lesson 1. In this lesson students analyze oppositional narratives from perspectives of farmworkers and farmers. They note the main viewpoints before offering their own in the form of either a newspaper article or simple organizer. While this is intended as an individual lesson for point of view writing, it can easily be modified for whole class discussion.

The *third lesson* is organized as an Inquiry into the lives of farmworkers as well as modern migrant workers. By definition, the inquiry is an act, a project demanding students ask their own questions, explore, gather, and analyze their own information and communicate their findings in a coherent, but not necessarily written, format. Students may respond with fact sheets, prose and poetry, persuasive essay or with more visual representations including photoessay, PowerPoint and Prezi. Two questions are provided as a guide but students are encouraged to develop their own Big Questions as they begin their research. Teacher discretion will apply to the amount of time that students will devote to this project. (Lesson Activity 3: Student Inquiry)

The *fourth lesson* is a (whole class) Jigsaw activity and discussion (Lesson Activity 4) involving image and narrative resources.

The following suggestions can be used by the teacher to facilitate a simple jigsaw activity or a more classic jigsaw activity for their class. After viewing the vignette and completing Lesson Activity 1 and/or Lesson Activity 2, divide the class into five groups. Assign each group a set of sources consisting of images and narrative as follow: (*Lesson Activity 4b*)

Group 1 analyzes Sources 1-3

Group 2 analyzes Sources 4-6

Group 3 analyzes Sources 7-9

Group 4 analyzes Sources 10-11

Group 5 analyzes Sources 12-13

The group’s task is to examine the sources, summarize main ideas and facts, and provide the group’s thoughts on the sources. ***The point is the group must draw their own conclusions from the sources***. They may ***record*** these on a simple piece of paper, a poster, or in another medium suggested by the teacher. Each group will be asked to ***report finding***s to the entire class for discussion. Each student will listen to each group’s presentation and record their findings on the worksheet, “The Farmworkers: Jigsaw Activity sheet” (*Lesson Activity sheet 4a*)

The teacher may wish to go further and undertake a classic “Jigsaw” with five “Expert” and “Learner” groups. In this case, each Expert group is assigned a set of sources which they analyze, discuss, and record group findings. As in the group activity outlined above, Expert group 1 will examine Sources 1-3, Expert group 2 will examine Sources 4-6, and so on. Once completed, each member of Expert group 1 moves to one of five locations in the class. Each of these “1s” forms the basis for “Learner” groups. The teacher then assigns an Expert from each of Expert groups 2, 3, 4, and 5 to join each student from Expert group 1 to form the new and complete “Learner group”. Once everyone is in Learner groups, each Expert takes a turn reporting their findings to this group. Information can be recorded on “The Farmworkers: Jigsaw Activity sheet,” which may provide the basis for a general classroom discussion later. This activity provides for 25 students.

(Note: both lessons three and 4 require teacher to make “Lesson Activity 4b: Images and Narratives available” to individuals and/or groups)