

Welcome students to class and ask them to bring out their t-chart from the first day that lists their rights as people living in the US, their rights as humans, and their rights as workers.

How did workers get these rights?

Most of these rights apply for undocumented **and** documented folks.

Paid Sick Leave
Minimum Wage
Safe Workplaces
Overtime Pay
Workers Compensation
Meal & Rest Breaks
Unemployment Insurance
No Discrimination OR Retaliation
Right To Organize A Union
Wage & Hour Protections

These are rights that students reviewed yesterday. Today, please make certain that students understand that both undocumented and documented folks have these rights in the workplace.



What is going on in this poster?

Ask students to take out their t-charts from Day One. They should do 2 minutes of writing about this image. Once they are done with their 2 minutes, pose the question to the class for a whole class conversation. Start with volunteers and then call on other students who only have to read their responses.

As the conversation winds down, ask students- What do you all think of this idea? How does the idea expressed in this image connect to the rights we discussed on our first day?

Let them know that the concept came from Robert Owen- a Welsh man who was a part of the textile industry in the 1800s and who eventually became a social activist. This idea took hold in the U.S. within the growing working class created by industrialization.

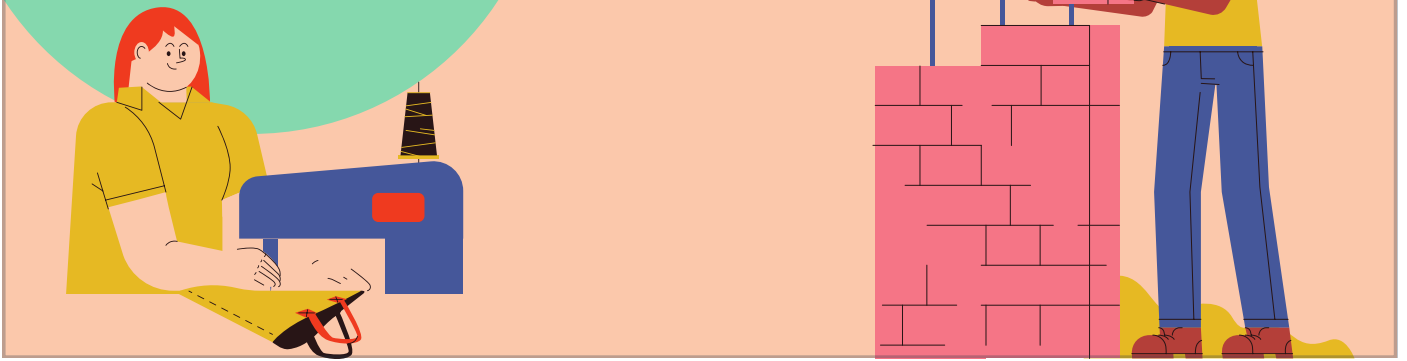
**What do we learn about the struggle
for workers' rights in this clip?**

Golden Lands,
Working Hands



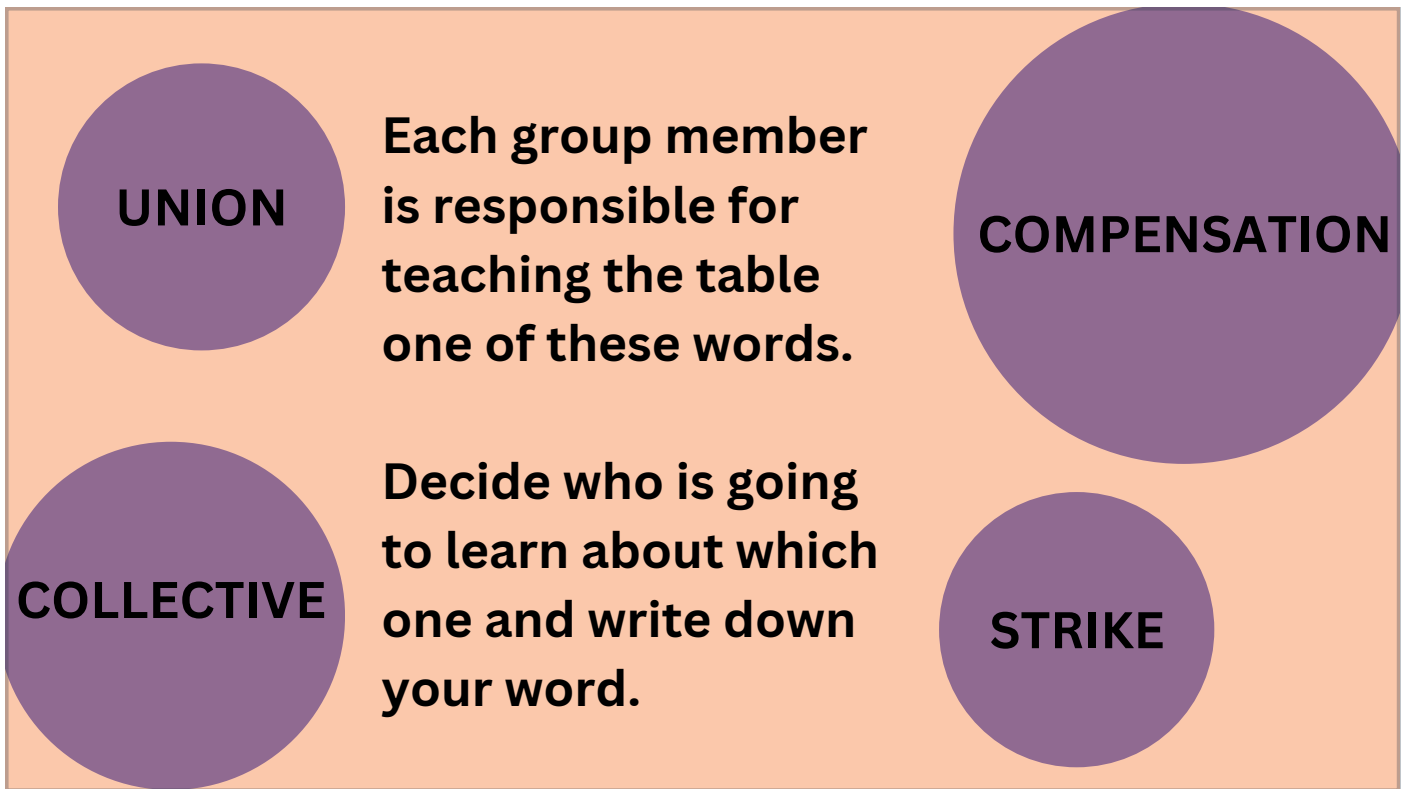
Have students watch the clip at this link. Start from the beginning of the video and then watch stop the clip at 3:49.

What did we learn about the struggles to establish workers' rights from that clip?



Once the clip is done, give students 1 minute to talk about this question with a person next to them. After students have talked a little with their partners, bring the class together for a 4 minute conversation based on the question.

If students need additional support in thinking and talking about this video, you can ask- What is one word you would use to describe the struggle for workers' rights? Why that word?



Please put students in groups of four for the rest of this lesson. They will be doing some group reading and discussion.

Once everyone is in these groups, ask each student to be responsible for learning about one of these terms and sharing it with their group. This will function as a word bank for the upcoming reading. Students can continue writing on the back of their t-chart from Day One.

Paraphrase the definition and then write an original sentence with the word.

Share the paraphrased definition and your sentence with your group members.

You will need this collection of terms for a brief reading. Have your group definitions handy as you look at this text.



Students can use their phones or in classroom dictionaries to look up these terms. Give students 8 minutes to look up their term, put the definition in their own words, use it in a sentence and then share it with their table. Circulate around the room to assess student understanding. Students can write down their peer's definitions.

Definitions should be something like:

Union- workers who organize to fight together for fair wages and working conditions

Compensation- the wages and benefits workers earn at their job

Strike- when a group of people stop working in protest against unfair wages and working conditions

Collective- when people act together as a group

The Last Word

Everyone should have the reading in front of them with a pen in hand. You may read the text independently or as a group.

As you read, underline three sentences that are especially interesting, provoke deeper thinking, or speak to you in some way.

Once everyone is done reading, the person with the birthday closest to today's date reads one of their underlined sentences to the group.

Everyone in the group responds to the sentence in some way. After everyone has said something, the first person shares why they chose that sentence. They have the last word on their choice.

Then, the student to the right of the person who shared first, reads one of their sentences to the group. Everyone in the group comments on this student's choice.

This process continues until everyone has shared one of their sentences. Make certain that you are reading a sentence that no one else has shared with the group.

Students should access the short reading at this link or the document can be printed out and shared with students. :

<https://docs.google.com/document/d/1cvH8MCzOlHmZGJMPCBfCulBSeI3YR8H2DicLiOOSNvU/edit?usp=sharing>

Students should use the reading protocol "The Last Word" for this text. It will take students 20 minutes to complete the reading protocol.

As students do the reading, circulate around the room to check they are underlining three sentences. Once they start engaging in the dialogue part of this protocol, sit with a student group or two to participate as well. Comment on student choices and share one of your own underlined sentences.

You may need to put up some sentence stems on a whiteboard or chart paper to help students respond to their peers' choices in their Last Word dialogue:

"I find that sentence interesting too because...."

"This sentence reminds me of...."

"This sentence makes me wonder...."



**1934-
International
Longshoreman's
Association
strike of 12,000
became a city
wide strike of
150,000 in San
Francisco after
two workers
were killed.**

Let students know that this was one of the collective actions that moved the U.S. Congress and President Roosevelt to create new laws like the National Labor Relations Act to support workers' rights.

<https://www.opb.org/article/2022/07/11/1934-west-coast-ilwu-longshore-big-strike-labor-victory/>

1965- Filipino, Mexican, and Mexican American farmworkers in Delano, CA. go on strike for better wages, working conditions, and the right to organize unions.



Tell students that the fight continued so that laws protected all workers- including the people who grow and harvest our food here in California. This struggle continues to this day. Workers were able to move the government with their collective actions.

<https://www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm>

How did workers get these rights?



Talk with your table group to create a one sentence response.

The person with the birthday farthest away from today's date will share that sentence with the class.

Give students 30 seconds to cook up a sentence to share with the class. Whip around the room asking each group to share their thinking.