Introduction to *Chasing the Harvest* Curriculum

Sometimes, stories of human rights crises can seem abstract and distant: the war in Syria, the ongoing conflict in Palestine, labor abuses in Bangladeshi factories. In *Chasing the Harvest*, editor Gabriel Thompson collects stories of human rights crises happening where a sizable portion of the U.S. food supply comes from—California's fields. These stories reflect the experiences of the people who grow and harvest the food we eat. In the lesson plans that follow, we grapple with the questions: What responsibility do we have as citizens and consumers to ensure that our food is grown and harvested ethically? How can we use our economic leverage to prevent human rights abuses in the fields? What do people's personal stories tell us that other types of reporting cannot?

You will find a story or two at the center of each lesson plan—we wanted to prioritize the stories themselves, as the people interviewed for this book do such a beautiful job of telling them. Alongside the narratives, we crafted lessons that weave together themes of migration, mapping, and economic injustice, while encouraging students to be civic participants and critical consumers. These lessons explore history, geography, economics, civics, and—that which is at the root of all Voice of Witness lesson plans—oral history.

One of our goals in writing this curriculum was to ensure the lessons were accessible to a wide variety of students. Each lesson is designed to be flexible to your classroom's needs; there are options to read excerpts rather than entire narratives, options for a large-scale oral history project if you have time to expand the lessons, and suggestions for further reading if you want to dig a little deeper. We have also put together a list of discussion questions that would be ideal for a facilitated group discussion or a book club. Beginning with *Chasing the Harvest*, we have committed ourselves to designing lesson plans that address the growing need for English language learner curriculum using first-person narratives.

In California alone, ELLs account for 22.4% of the total public school student population. ELL students encompass many different cultural identities and circumstances, including newcomers, refugees, and migrant children and workers. At Voice of Witness, we believe oral history can be a useful tool for language learning as it incorporates literacy, critical thinking, and culturally relevant content. The two ELL lesson plans provided here were written using the California English Language Development standards for language levels: Emerging, Expanding, and Bridging. Each lesson can be adapted to fit the specific needs of your classroom, and features an excerpt from *Chasing the Harvest* that has been shortened for easy reading.

Ultimately, our goal for this curriculum is to inspire students to be critical thinkers and empathic listeners. We hope that the lessons included here encourage students to think about agriculture and farm workers in new ways, and to seek out stories everywhere they are to be found.

Our thanks to Oscar Ramos from Sherwood Elementary School, Von Torres from Clovis Community College, René Peña-Govea from June Jordan School for Equity, and Tina Eng and Samved Sangameswara from Arroyo High School for their input, suggestions, and timely feedback.

With Respect,
The Voice of Witness Education Team

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Lesson Plan One:
Where Does Our Food Come From?

Time Needed: Two class periods.

Materials:
- *Chasing the Harvest*
- Copies of Handouts One and Two
- Bell or timer
- Depending on the scope of your unit, the PBS documentary film *Chicano! Struggle in the Fields,* Part 1 (available on YouTube) may provide useful background/context for the lessons that follow

Objective: Students will learn about where their food comes from, investigate the conditions under which it's grown, and begin to understand and articulate the social and political power they have as consumers.

Related Core Curriculum Standards: Reading Informational Texts RI.9-10.2, RI.9-10.7 RI.11-12.7. Speaking and Listening SL.9-10.1, SL.11-12.1, SL.9-10.2, SL.11-12.2. Writing W.9-W10.2, W11-12.2. Language L.9-10.3, L11-12.3.

Connections: This lesson can be used in conjunction with the Agriculture section of *Invisible Hands* and Abel's narrative from *Underground America.*

Narrative Excerpt: "We decided that we were going to raise the issue of being immigrants in this industry. We started to negotiate contract language to offer protections for immigrants. For example, once you were hired, the employer shouldn't have the right to re-check your immigration papers whenever they felt like it. 'Cause that was just an environment of intimidation. In '86, even before I got elected, we went out and did a lot of work around Reagan's amnesty, helped our members process their applications. Which was a really big deal, 'cause this was the opposite of how immigrants had been treated before. So rather than exclude immigrants, we openly welcomed them as a core part of what we were."

—Maria Elena Durazo, *Chasing the Harvest*, p. 224

Essential Questions:
- How connected or removed are we as consumers from the food that we eat and the journey it takes to get from farm to table?
- Do we have an ethical responsibility to learn about how our food is grown and harvested, and to make purchasing decisions based on that knowledge? Why or why not?
- Which tenets and ideals propelled the farm workers' movement, and how can we apply those same tenets and ideals to social justice today?
- What does it take for a social or political movement to be successful?

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Day One

Step One: Students respond to the following written prompt (5 minutes):

- Think about where your food comes from. What are some of the foods you eat all the time? Where is it grown? Who grows it? Who picks it? Be as specific and detailed as you can.

Step Two: Ask for five volunteers to share their answers with the class (5 minutes).

Step **Three:** As an introduction to *Chasing the Harvest*, have the class read the introduction (pp. 211-212) and the first section of Maria Elena Durazo's story (p. 212 through the middle of p. 214). This can be done aloud using popcorn reading, small group reading, or as silent, sustained reading. Ask for several volunteers to describe what stood out for them (10-12 minutes).

Step Four: Assign students into small reading groups of four and distribute copies of Handout One. Give each group member a number, 1-4. Every two minutes, ring a bell to indicate that the next group member should take over reading. Students should take turns reading until they've finished reading Handout One (some groups may finish before others; continue ringing the bell every two minutes until all groups have finished) (10 minutes).

Step Five: Distribute one copy of Handout Two to each group. Students should fill out Handout Two, discussing their answers within their groups as they complete it (15 minutes).

Step Six: Group Discussion: Reconvene as a class and facilitate a group discussion using the following prompts. Discussion can be a general class conversation or utilize a Fishbowl model (10-15 minutes):

- What questions do groups have after reading Handout One and completing Handout Two?
- What do you think made the grape boycott so successful?
- How can farm workers rally together to convince consumers to support them in seeking fair labor laws and practices?
- What makes people care—or not care—about the food they eat and where it comes from?

Day Two

Step One: Students respond to the following written prompt (5 minutes):

- If you had to farm and grow your own food, how would your eating habits change?

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Step Two: Pair Share: Students turn to a partner and share their responses to the prompt (5 minutes).

Step Three: Ask each student to create a personal food log for the past 24 hours. Encourage them to try to remember everything they have had to eat or drink within that period. If they cannot remember, suggest that they create a 24-hour food log based on what they typically consume within a day. Once they have a completed list, ask them to break down the ingredients in everything they ate. For example, if they say "tacos," ask them to write "lettuce, tomato, cheese, avocado, beef, corn, and cilantro" underneath the word "tacos" (15 minutes).

Step Four: Finish reading Maria Elena Durazo's story. This can be done aloud using popcorn reading, small group reading, or as silent, sustained reading (15 minutes).

Step Five: Short Group Discussion: How did Maria's experience as a farmworker propel her toward becoming an activist? (5 minutes).

Step Six: Ask students to make a list of the top three places where they get their food. Their answers could be grocery stores, markets, local gardens, fast food chains, or independent restaurants. Once students have made their lists, ask them to think of three questions they would like to ask the owners and workers of the shops, markets, or restaurants they listed about where their food comes from and what they know about fair labor practices. Examples may include (10 minutes):

- Where does the food you buy come from?
- Do you personally know any of the people who grow or harvest the food you sell?
- Is the food you sell grown with pesticides or other hazardous chemicals?
- Does your establishment adhere to any fair labor laws or agreements when making contracts with food distributors?

Step Seven/Homework: For extra credit, students may contact the proprietors/managers on their lists, ask the questions they crafted, and write a one-page summary of the conversations they had. This can be done by phone or in person.

Possible Oral History Project: Invite a panel of speakers to class. If possible, include someone who works in the farm industry, someone who works as a food distributor, and someone who works in a restaurant. Encourage students to craft open-ended interview questions about how food is grown and the journey it takes before it ends up on our plates. Facilitate a recorded group interview, in which each student has the chance to ask at least one interview question. Portions of the interview can be transcribed, edited, and shared with the school community.

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Media Options:

Article: “California farmers: How the state feeds a nation.” Short *LA Times* article that includes statistics about just how much of the U.S.’s food is grown in California. http://www.latimes.com/food/dailydish/la-dd-calcook-california-its-whats-for-dinner-20140312-story.html

Website*:* UNITE HERE, an organization that represents workers across the United States and Canada. http://unitehere.org

Poem: "I Am Joaquin" by Rodolfo Corky Gonzales (1967), an epic poem that was crucial to the Chicano Movement. http://www.latinamericanstudies.org/latinos/joaquin.htm

Book: *Philip Vera Cruz: A Personal History of Filipino Immigrants and the Farmworkers Movement, Third Edition*, by Craig Scharlin and Lilia Villanueva. This oral history narrative is the result of hundreds of hours of interviews between the authors and Philip Vera Cruz.

Film: *Delano Manongs*. This documentary film tells the story of Larry Itilong and the Filipino farmworkers who instigated the Delano Grape Strike of 1965. http://www.delanomanongs.com

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Handout One: Delano Grape Strike and Boycott

(adapted from the United Farm Workers website: www.ufw.org and NPR/Lisa Morehouse: www.npr.org)

The 1965-1970 Delano Grape Strike and Boycott

On September 8, 1965, Filipino American grape workers, members of the Agricultural Workers Organizing Committee led by Larry Itilong, walked out on strike against Delano-area table and wine grape growers protesting years of poor pay and conditions. The Filipinos asked Cesar Chavez, who led a mostly Latino farm workers union, the National Farm Workers Association, to join their strike.

Cesar and the leaders of the NFWA believed it would be years before their fledgling union was ready for a strike. But he also knew how growers historically pitted one race against another to break field walkouts. Cesar's union voted to join the Filipino workers' walkouts on Mexican Independence Day, September 16, 1965. From the beginning this would be a different kind of strike.

- The Latino and Filipino strikers worked together, sharing the same picket lines, strike kitchens and union hall.
- Cesar asked strikers take a solemn vow to remain nonviolent.
- The strike drew unprecedented support from outside the Central Valley, from other unions, church activists, students, Latinos and other minorities, and civil rights groups.
- Cesar led a 300-mile march, or *perigrinacion*, from Delano to Sacramento. It placed the farm workers' plight squarely before the conscience of the American people.
- The strikers turned to boycotts, including table grapes, which eventually spread across North America.

But Cesar knew the strikers' greatest weapon was simply their decision not to quit, to persevere no matter what the odds or how long it would take. The strikers had to be prepared to risk everything—beginning with their financial security.

Some of the strikers equated nonviolence with inaction or even cowardice. Cesar believed exactly the opposite. He believed nonviolence is more powerful than violence, that it supports you if your cause is just.

But for Cesar, nonviolence was more than a tactic or strategy that could be discarded if it wasn't working. He once wrote, "However important the struggle is and however much misery, poverty and exploitation exist, we know that it cannot be more important than one human life." Cesar also quoted Gandhi, who said, "Do something! Offer your life! If you really want to do something, be willing to die for it."

Again following the example of Gandhi, Cesar announced in February 1968 that he was fasting to rededicate the movement to nonviolence. He went without food for 25 days, only drinking water. It was an act of penitence for those who advocated violence and a way of taking responsibility as leader of his movement.

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But the fast worked. All talk of violence stopped. Dr. King wrote Cesar, expressing admiration and solidarity. The fast ended during a mass in Delano with thousands. Senator Robert F. Kennedy was there, he said, "out of respect for one of the heroic figures of our time."

Cesar was too weak to speak, so his statement was read for him. The grape strike continued. So did the grape boycott. Cesar knew the farm workers couldn't win with just a field strike. The growers controlled all the rural social and political institutions.

Cesar read about Gandhi's boycott of salt in 1930. He carefully followed Dr. King's Montgomery bus boycott in the mid-1950s.

For the first time in American history, Cesar and the United Farm Workers (the result of a merger between Larry Itilong and the Filipino farmworkers and Cesar Chavez and the Mexican farmworkers) decided to use a boycott in a major labor dispute. The boycott changed the scene of the battle from the fields, where the odds were stacked against farm workers, to the cities, where farm workers could appeal for help to the American people, whom Cesar called "our court of last resort."

Hundreds of grape strikers traveled across the U.S. and Canada, telling their stories and organizing mass support for the grape boycott. The strikers were joined by thousands of supporters who helped tirelessly organize the boycott.

Cesar and the farm workers believed if consumers in communities throughout North America knew about the suffering of field laborers—and saw the grape strikers struggling nonviolently—they would respond. For Cesar, nonviolence couldn't be understood in the abstract. It could only be seen in action. He said, "the whole essence of nonviolent action is getting a lot of people involved, vast numbers doing little things."

He knew most people couldn't drop what they were doing and dedicate themselves completely to the movement like the grape strikers, most of whom lost their homes, cars and worldly possessions. But Larry Itilong, Cesar Chavez, and the farm workers showed ordinary people that by making little sacrifices every day—by not eating grapes—they could directly help the poorest of the poor.

The boycott connected middle-class families in big cities with poor farm worker families in the California vineyards. Millions stopped eating grapes. At dinner tables across the country, parents gave children a simple, powerful lesson in social justice.

By 1970, the grape boycott was a complete success. Table grape growers at long last signed their first union contracts, granting workers better pay, benefits, and protections.

In the decades that followed, Cesar and the UFW continued using nonviolent strikes, boycotts, marches and fasts to help farm workers stand up for their rights and gather support from ordinary Americans to aid them in their efforts. Those efforts continue to this day through the work of the United Farm Workers of America and the Cesar Chavez Foundation.

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Handout Two: Delano Grape Strike and Boycott

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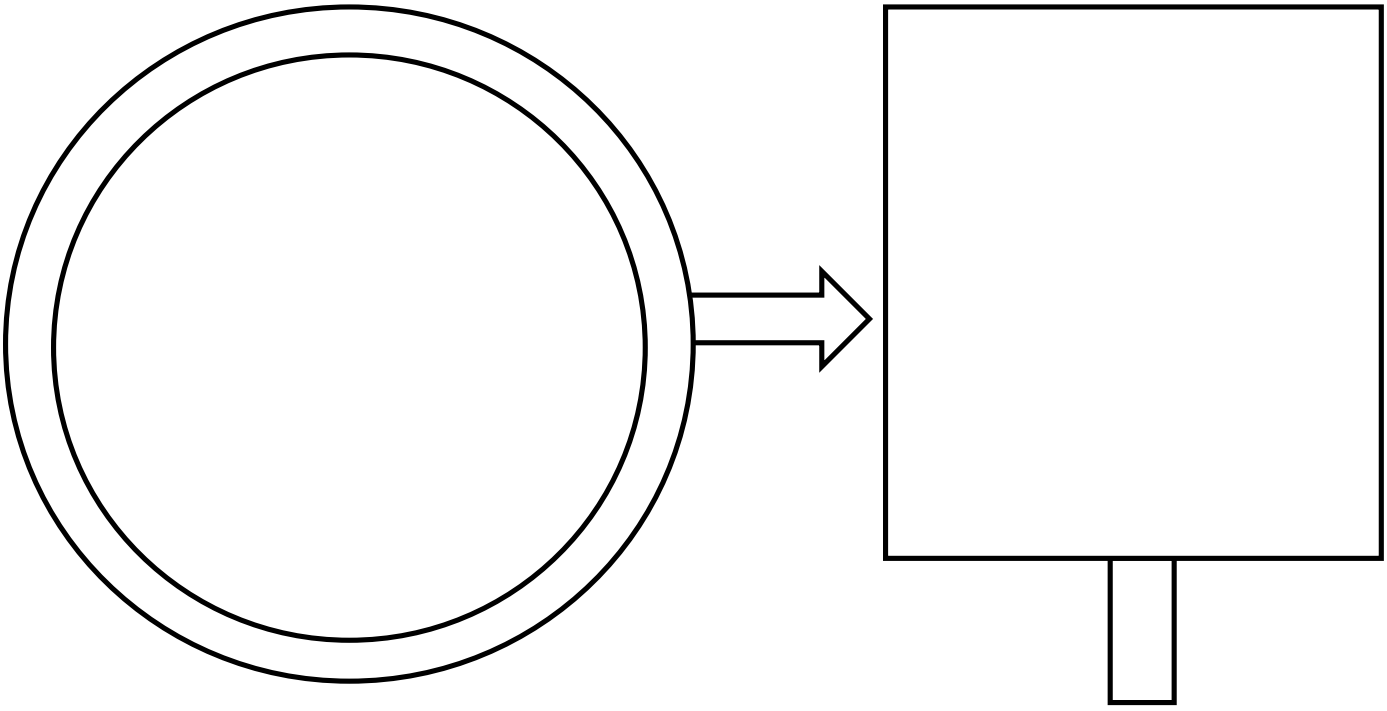
List the Who, What, When, Where, Why of the strike.

The strike drew support from…

According to Cesar Chavez, the strikers' greatest weapon was:

Describe Cesar Chavez's fast…

…and how it led to the grape boycott.



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Lesson Plan Two:
Hazardous Conditions for Farmworkers

Time Needed: Three class periods.

Materials:

- Copies of Jose's story from *Chasing the Harvest*
- Pesticide Lake film: http://www.filmsforaction.org/watch/pesticide-lake-the-poisoning-of-the-workers-of-apopka-florida/
- Projector to show film, computers, names, phone numbers, and addresses of local, state, and U.S. senators and representatives
- Envelopes, stamps
- This guide from the National Education Association may be useful to review prior to teaching this lesson, or to photocopy and distribute to students: http://www.nea.org/home/19657.htm

Objective: Students will learn to think about the conditions under which their food is grown and harvested, question fair labor laws, and begin to engage in civic action by contacting local representatives.

Related Core Curriculum Standards: Reading Informational Texts RI.9-10.2, RI.9-10.7 RI.11-12.7. Speaking and Listening SL.9-10.1, 11-12.1, SL.9-10.2, SL.11-12.2. Writing W.9-10.2, 11-12.2. Language L.9-10.3, 11-12.3.

Connections: This lesson can be used in conjunction with the narratives from the Electronics section of *Invisible Hands*.

Narrative Excerpt: "I never got sick from Nemacur, but in 1990 I did get sick from another chemical. HMS had planted a small orchard of grapefruit. One day my supervisor told me to move the tractor to the orchard and that we were going to spray the trees. They arrived with bags full of powder, and I emptied them by myself. The supervisor gave me a sprayer. I brought the sprayer to the tractor and began to spray the trees, steering the tractor with one hand and spraying with the other. But driving and spraying was awkward for me, and the pesticide that I was spraying leaked onto my hand, soaking it. At that time, they still didn't give us gloves or boots. They didn't give us any kind of protection. I told the supervisor and he said 'Don't worry, there's nothing wrong.' So I continued. In the afternoon, when I got home, I began to feel dizzy. I told my wife, 'You know what, take me to the hospital. I don't know what's wrong with me. I feel really bad.'"

—Jose Saldivar, *Chasing the Harvest,* p. 120-121

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Essential Questions:

- Whose responsibility is it to ensure that workers are protected from pesticide poisoning and other occupational hazards? Why?
- How can people be organized to make civic action most effective?
- How might the fear of retaliation prevent workers from speaking out about labor injustices? What protections do they have, and what protections should they have?
- Throughout history, what have growers, businesses, and corporations done to make sure they supported the health and wellbeing of their workers?

Day One

Step One: Students respond to the following written prompt (5 minutes):

- If you were facing hazardous conditions at your job—like exposure to dangerous chemicals, or working without the proper safety equipment—but you needed the money to support yourself and your family, what would you do?

Step Two: Pair Share: Students turn to a partner and discuss their answers. Encourage students to ask their partners questions about why they answered how they did (5 minutes).

Step Three: Read Jose's story from *Chasing the Harvest.* This can be done using popcorn reading, in small reading groups, or as silent, sustained reading (15-20 minutes).

Step Four: Make three columns on the board that say Injustice, Resilience, and Hope. As a class, discuss the injustices that Jose faced and write them down in the first column. Then, ask students to describe ways in which Jose displayed resilience, and record their answers in the second column. Last, ask students to identify the elements of hope in Jose's story. Record their answers in the third column (10 minutes).

Step Five: Watch "Pesticide Lake: The Poisoning of the Workers of Apopka, Florida," a seven-minute short documentary film about a community of farm workers in Florida who were exposed to toxic chemicals (10 minutes for set up & film).

Step Six: Write the following prompt on the board and ask students to respond in writing (10 minutes):

- Create three columns with the words "Injustice," "Resilience," and "Hope" at the top of each column, just like we did after reading Jose's story. Fill in these columns with instances of injustice, resilience, and hope from the stories of the people you saw in the film. How are they similar to and different from Jose's?

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Day Two

Step One: Students respond to the following written prompt. Before writing, it may be useful to elicit several examples of workplace discrimination (5 minutes):

- What are some of the most effective ways to combat workplace discrimination? Think hard about what might work and what wouldn't.

Step Two: Call on five students to share their responses with the class (5 minutes).

Step Three: Team Research: Head to the library or computer lab and, in teams of two, ask students to research the laws and regulations that exist in their state (or federally) that protect farmworkers. Some examples (25 minutes):

- In September of 2016, California passed a law expanding overtime pay to farmworkers.
- In 1966, the Fair Labor Standards Act (FLSA), which guarantees a minimum wage, expanded to include farmworkers.
- The Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) is a federal law through the Environmental Protection Agency that regulates the use of pesticides in order to protect farm workers, consumers, and the environment.
- The EPA almost successfully banned Chlorpyrifos, a chemical linked to learning disabilities, IQ loss, autism, ADHD, and other neurological, respiratory, and developmental issues, but the ban was halted by the Trump administration.

Step Four: Return to the classroom as a group. Make a comprehensive list on the board of the laws and regulations that each pair found through their research. Evaluate the list as a group. What other protections do farmworkers need? (15 minutes)

Step Five: Students should return to their original pairs. Thinking about the research and the class discussion, each pair should decide on a new regulation they would like to propose that would protect farmworkers. This could be anything from wage protections, to requiring growers provide health insurance for farm workers, to tighter regulations on pesticides and chemicals, to guaranteeing year-round work for farmers. Each pair should write down their proposed piece of legislation and their justification for it (10 minutes)

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Day Three

Step One: Students respond to the following written prompt (5 minutes):

- How are laws made? If you don't know, how do you think they are made?

Step Two: Review the legislative process of writing bills and turning them into laws. Depending on your class, you may review this information from Kids in the House: http://kids.clerk.house.gov/middle-school/lesson.html?intID=17 or show the three-minute Schoolhouse Rock video "I'm Just a Bill" (https://www.youtube.com/watch?v=tyeJ55o3El0) (10 minutes).

Step Three: Students return to the pairs they worked in on Day Two. Ask each pair to think about their proposed legislation. Does it apply locally? Does it apply federally? Who would be most likely to sponsor a bill promoting their legislation? While students are talking, the instructor should write the names and addresses of local, state, and U.S. senators and representatives on the board. If needed, provide a sample letter template (10 minutes).

Step Four: After each pair has decided which senators and representatives would be most receptive to their proposed legislation, pairs should work together to draft a letter to these representatives asking them to consider sponsoring a bill with the specific protection of farm workers that the pair has identified. Each pair must write to at least two lawmakers (25 minutes).

Step Five: Following Up: As a class, brainstorm next steps and encourage students to continue to stay involved. Discuss how civic action and participation has been effective in the past, and how it can empower young people by giving them agency. The following list is a good starting point for action: (10 minutes)

- Call your legislators. Their phone numbers are accessible on their government websites. Even if you can't reach the actual legislator, you can speak to a staffer and voice your opinion.
- Email your legislators.
- Attend Lobby Day at your Capitol.
- Invite a local legislator to come speak to your class.

Possible Oral History Project: As a continuation of the project above, students should identify two stakeholders of their proposed legislation. For example, they might choose someone who works in the farm industry and someone who works in government. Alone or in pairs, students will conduct 20 minute interviews with each of their stakeholders.

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Media Options:

Film*: Food Chains*, a 2016 documentary expose detailing the abuses and poor working conditions of U.S. farmworkers. http://www.foodchainsfilm.com/#the-film

Article*:* "California Lawmakers Vote to Expand Overtime Pay to Farmworkers," by Sara Rathod for *Mother Jones* (2016). http://www.motherjones.com/politics/2016/08/california-farmworkers-overtime-agriculture

Website: United States Department of Labor, The Whistleblower Protection Programs. This site details the legal protections under OSHA for workers who speak out. https://www.whistleblowers.gov/

Organization: California Rural Legal Assistance Program, Inc. CRLA is nationally recognized as a leader in farmworker and migrant service provision through community outreach, educational training and direct legal service. http://www.crla.org/

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Lesson Plan Three:
Agricultural Work and Child Labor Laws

Time Needed: Two class periods.

Materials:

- Copies of Ismael's story from *Chasing the Harvest*
- Copies of California child labor law summary: https://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf
- Copies of Handout One: Rewriting California and Federal Labor Laws
- Index cards, paper, pens
- Agree, Strongly Agree, Disagree, and Strongly Disagree signs for corners of the room
- This Library of Congress page on using primary source materials may be useful for teachers to review prior to teaching this lesson: http://www.loc.gov/teachers/usingprimarysources/

Objective: Students will use critical thinking to consider the impacts of agricultural work on minors, analyze child labor laws through reviewing primary source documents, and rewrite these laws based on what they have learned about the industry.

Related Core Curriculum Standards: Reading Informational Texts RI.9-10.2, RI.9-10.4, 11-12.4, RI.9-10.7 RI.11-12.7. Speaking and Listening SL.9-10.1, 11-12.1, SL.9-10.2, SL.11-12.2. Writing W.9-10.2, 11-12.2. Language L.9-10.3, 11-12.3.

Connections: This lesson plan can be used with the narratives from the Agriculture section of *Invisible Hands.* Neftali Cuello's story would pair particularly well.

Narrative Excerpt: "On Twitter, Instagram, social media and stuff, people have been tweeting about how hard it is for the fieldworkers right now. It's been in the hundreds. The whole week was hundreds. And the heat would start coming in as early as 9:30, 10 in the morning, and then we get a little ten-minute break. Lucky for us, our mayordomo is really nice. But we work around other cuadrillas, and sometimes their mayordomos are really . . . First of all, some mayordomos don't really give breaks. Today, for example, we had a break and watched other crews keep working. I felt really bad."

—Ismael Moreno, *Chasing the Harvest,* p. 171

Essential Questions:

- Who or what should determine the rules around child labor? Why?
- Should the government be able to prevent children from working? Why or why not?
- What is the rationale behind existing child labor laws?

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Day One

Step One: Students respond to the following written prompt (5 minutes):

- Do you know what state or federal laws say about child labor? If so, what are they? If not, what would you guess they are?

Step Two: Pair Share: Students turn to a partner and discuss their answers to the written prompt (5 minutes).

Step Three: Read the introduction to Ismael's narrative and an excerpt from his story (p. 171-176). Read out loud using popcorn reading, in small reading groups, or as silent, sustained reading (10 minutes).

Step Four: Ask for volunteers to share something specific from the excerpt that stood out as a struggle for Ismael, and something specific that stood out from the excerpt that was positive, hopeful, or offered Ismael support (5 minutes).

Step Five: Divide the class into two groups. Ask one group to brainstorm the different arguments in favor of child labor. One student per group should be the official recorder. If students need prompting, ask them to consider the following (15 minutes):

- Why might families want their children to work?
- Could working be beneficial for some youth? Why or why not?
- Should the government be able to dictate what families and children are allowed to do?
- How might working in the fields impact students' success in school?
- Do you believe the rules should be different for children working in businesses owned by their families?

Ask the other group to brainstorm the different arguments against child labor. If students need prompting, ask them to consider the following:

- What are some of the dangers faced by children who work?
- Can children determine for themselves whether or not they want to work? At what age should they be able to do so?
- If children work while they are in school, what impact might working have on their daily lives?

Step Six: Ask the class to come back together as a large group. Ask one member from Group 1 to present their group's argument against child labor laws within two minutes. Then, ask one member from Group 2 to present their group's argument in favor of child labor laws within two minutes (5 minutes).

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Step Seven: Four Corners Debate: Place signs in each corner of the room that say "Agree," "Strongly Agree," "Disagree," and "Strongly Disagree." Read the following list of statements to the class and ask each student to walk to the corner of the room with the sign that best reflects their feelings on the statement (10 minutes):

- Families should be able to decide on their own when their children can work. The government should not be involved.
- No one under the age of 15 should be legally allowed to work.
- Employers should be legally required to pay youth the same minimum wage as is required for adults.
- Youth who are home schooled should not be allowed to work during school hours.
- Anyone age 12 and up should be legally allowed to get any job they want and are qualified for.
- Youth should only be allowed to work 10 hours per week or less.
- If a family owns a farm, they should be required to pay their children for working on the farm.
- Youth should not be permitted to do dangerous jobs such as operating heavy equipment or working with electricity or hazardous chemicals.
- Youth should have to get a work permit to work starting at age 15.

Step Eight: Before you dismiss class, hand each student an Exit Card (index card) and ask them to jot down one example of why they hold the positions they do about child labor. Students will hand in Exit Cards as they leave class (5 minutes).

Day Two

Step One: Students respond to the following written prompt (5 minutes):

- Has a law ever protected you or someone in your family? Has a law ever harmed you or someone in your family? Explain.

Step Two: Call on five students to share their answers to the written prompt with the class. Generate a short discussion based on the students' responses (10 minutes).

Step Three: Arrange students into groups of three or four. Distribute copies of the California and federal labor laws and Handout One. Ask students to read through the laws and exemptions as a group, and rewrite the laws based on what they think is most fair. Encourage students to respectfully debate with each other within their groups if group members disagree. What should the laws and regulations look like for each age group? Fill out Handout One, and be prepared to defend your positions (25 minutes).

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Step Four: Once all the groups have completed their new version of child labor laws and exemptions, have each group elect one representative to present their new laws to the class. After each group presents, class members will have the chance to ask them questions about why they kept and changed the laws they did (20 minutes).

Possible Oral History Project: Develop an oral history project in which students interview people in the community who began working at a very early age. Students could interview their own family members, if applicable.

Media Options:

Report: *Teens of the Tobacco Field: Child Labor in United States Tobacco Farming*. This December 2015 Human Rights Watch report draws on interviews with 26 teenagers working on North Carolina tobacco farms. https://www.hrw.org/report/2015/12/09/teens-tobacco-fields/child-labor-united-states-tobacco-farming

Website: Occupational Health and Safety Administration (OSHA)'s Youth in Agriculture page details the laws, rights, and responsibilities pertaining to youth farm workers. https://www.osha.gov/SLTC/youth/agriculture/

Organization: National Farm Worker Ministry. NFWM is a faith-based organization that supports farm workers and helps them to organize. Their information on child farm workers can be found here: http://nfwm.org/education-center/farm-worker-issues/children-in-the-fields/

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Handout One: Rewriting California and Federal Labor Laws

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	Ages 16 and 17	Ages 14 and 15	Ages 12 and 13
SCHOOL IN SESSION			
SCHOOL NOT IN SESSION			
SPREAD OF HOURS			

PENALTIES:	

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Lesson Plan Four:
Migration and Mapping

Time Needed: Two class periods.

Materials:

- Copies of *Chasing the Harvest* or selected narratives
- Post-it notes
- Black and white copies of map of California (8.5 x 11.0)
- Pens/markers, butcher paper or white poster board, varied art supplies
- The following resource on Push/Pull factors of migration from the BBC may be useful to review prior to teaching this lesson: http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev2.shtml

Objective: Students will learn to think critically about why people migrate, the purpose and function of maps, and how mapping takes place. Students will create their own map based on the personal narratives in *Chasing the Harvest.*

Related Core Curriculum Standards: Reading Informational Texts RI.9-10.2, RI.9-10.7 RI.11-12.7. Speaking and Listening SL.9-10.1, 11-12.1, SL.9-10.2, SL.11-12.2. Writing W.9-10.2, 11-12.2. Language L.9-10.3, 11-12.3.

Connections: This lesson can be used in conjunction with Tiffany's narrative from *High Rise Stories* or Mr. Lai's narrative from *Underground America.*

Narrative Excerpt: "In California, my parents and siblings moved around a lot: San Jose to Morgan Hill to Gilroy to further east, to Visalia, Delano. I mean everywhere. Onion fields, garlic fields, apricot orchards, walnut orchards, and grapes, lettuce. Eventually, they settled in a labor camp at Hollister, where they worked for the camp owner. He gave them first priority for jobs, so they had guaranteed work year-round."

—Oscar Ramos, *Chasing the Harvest,* p. 29

"It used to be that we would lose half our students in the fall and winter, because most of these students had parents that were traveling for farm work. They'd start leaving for Arizona in November and wouldn't be back 'til April. The class you started with wasn't the class you ended up with. . . . This particular student, Jose, he's always moving. Every year he would go to a different school. Sometimes during the school year he'd move twice, and I think in one school year he moved to three different schools. And when he got to my class, in third grade, he wasn't going to finish the school year. He told me that he was going to move.

—Oscar Ramos, p. 38

"I remember the different towns. But sometimes I don't remember the schools themselves. What is clearer is the crops. That's really clear in my mind, the crops we picked."

—Maria Elena Durazo, p. 216

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Essential Questions:

- How is telling and reading personal stories different from reading news and other ways of learning?
- How might maps differ based on what you are studying or looking for?
- What are some of the ripple effects of migration on a person? A family? A community?

Day One

Step One: Students respond to the following written prompt (5 minutes):

- What are some of the reasons people migrate to different areas?

Step Two: Give each student a post-it note and ask them to sum up their responses to the prompt succinctly on the post-it. For example, they might distill their answers down to something like "for better opportunities," "because they can't find jobs," "to be with family," "to escape war," or "to go to school." Invite students by row or small groups to come up and stick their post-it note on the board at the front of the room (10 minutes).

Step Three: Introduce the concept of Push/Pull Migration Theory: that there are factors that either push people out of one area or pull them to another area. Go through each of the ideas on the post-it notes and ask the class to identify whether they represent push or pull factors (10 minutes).

Step Four: Write "What is a map?" on the board. Ask the class to come together to create a definition for the word "map." If students provide definitions focused solely on geography, remind them that there are genetic maps, tables of contents, weather maps, interactive maps, and thematic maps. After a brief discussion about the different types of maps and what they do, the class should collectively decide on a definition for the word (10-15 minutes).

Step Five: As a class, read the following excerpt from the introduction to *Chasing the Harvest* (middle of page 18, beginning with "There are 800,000 farmworkers," through middle of page 19, ending with "This shouldn't be surprising, given the farmworker data outlined above.") (5 minutes).

Step Six: Using an overhead projector, show the class some different examples of maps of California agriculture. Ask students how they read the maps, what purposes they serve, and how effective they are at providing their intended information. Examples include (5 minutes):

- http://wak.infobaselearning.com/media/10328/California-agri-e.gif
- http://www.learnaboutag.org/resources/images/learn/map.jpg
- http://score.rims.k12.ca.us/score_lessons/amelia_road/calmap.jpg

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Step Seven: Independent Writing Activity: Ask students to spend ten minutes free writing about push/pull migration. Encourage them to consider which push/pull factors have moved them and their families in different directions. Remind students that push/pull factors do not necessarily have to pertain to moving or migrating; they can refer to push/pull toward or away from a church, neighborhood, sport, or community (10 minutes).

Day Two

Step One: Students respond in writing to the following written prompt (10 minutes):

- Write about a time in your life when you felt like you were either being pushed out of somewhere or something or pulled toward somewhere or something. It could be something simple, such as being pushed out of your room when your parents had another sibling, or something more major, such as a family move to another city or state to be near an aging relative. Describe your experience.

Step Two: Ask for several volunteers to share with the class (5 minutes).

Step Three: Read two excerpts from Oscar's story in *Chasing the Harvest*: from the beginning of his story on page 28 through the middle of page 30, and then from the middle of page 37 through the middle of page 40 (10-12 minutes).

Step Four: Write the following question on the board, and ask students to discuss it in pairs (5 minutes):

- Which factors pushed Oscar's family out of certain areas? Which factors pulled them to others? What about Jose's family?

Step Five: Keeping students in pairs, distribute maps of California and pens/markers to each pair. Each pair should choose one of the following stories from *Chasing the Harvest*: Oscar's, Fausto's, or Maria's, read their chosen story together, and map out their chosen narrator's journey. Ask students to represent the different crops the narrators were harvesting as well as the terrain of the region. Students must create a key to go along with their agricultural map (30 minutes).

As students are working, ask them to consider the implications of moving around to harvest crops on the narrators and their families. What pushed them? What pulled them?

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Possible Oral History Project: Students should identify potential narrators and ask them the question from Day Two's written prompt: *Has there been a time in your life when you felt pushed out of somewhere or something? Pulled toward somewhere or something? Describe your experience.* Ask students to record their narrators' responses verbatim, either with an audio recorder or by writing their answers down. As a class, construct a physical oral history map consisting of paragraphs from each narrator.

Media Options:

Film: *East of Salinas*, a 2016 PBS documentary about Jose and Oscar.
http://www.pbs.org/independentlens/films/east-of-salinas/

Book: *The Farmworkers' Journey* (Ann Lopez, University of California Press, 2007). This book gives a rare insider's view of the migrant farmworkers' binational circuit that stretches from the west central Mexico countryside to central California.

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Chasing the Harvest
Discussion Questions

1. In the introduction to the book, Gabriel Thompson quotes one of the narrators, Roberto Valdez, who says, "Look at my hands. These are the hands that feed the country." Dissect this quote. What does Roberto mean? What obligations do we have, if any, to the people whose hands feed the country?

2. Narrator Oscar Ramos remembers adults playing jokes on each other by yelling out "*La migra!*" or "INS!" Oscar describes the panic that followed; he would run and hide under the bed, fearing being detained and deported. How do you think this feeling of pervasive and constant anxiety impacts undocumented farmworkers physically, mentally, and emotionally?

3. Think about Oscar's impact on his student, Jose. Why do you think their relationship was so important?

4. At his job, Jose was made to spray crops with chemicals that were toxic to his health because his boss wanted to preserve as many crops as possible and maximize the farm's output. What does this say about the way Jose's boss viewed his workers? Does this have any larger implications as to how workers are viewed and treated today?

5. Jose says that he is protected by the union. What are the goals and purposes of workers' unions? Do you think they are necessary? Why or why not?

6. Ismael's teenage years have largely been spent working on farms. What advantages and disadvantages does this give him over teenagers who do not work?

7. In her narrative, Maria talks about the injustices that farmworkers faced when supervisors would pay workers less than what they were owed. She says that "pretty much, you had to take whatever they paid you." How do you think Maria and other farmworkers might have been impacted by this lack of agency?

8. Two of the narrators, Maricruz and Juana, fear reporting their sexual and physical abuse because they are scared of retaliation or deportation. What, if anything, can be done to prevent this abuse and help farmworkers who are in this position?

9. What are some of the more surprising themes or ideas that appear in *Chasing the Harvest?* Did your ideas and conceptions about farmworkers change at all after reading the book?

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For English Language Learners
Lesson Plan One: The Oral History Interview

Language Level: This lesson has been adapted for all three levels of English language learners according to California English Language Development standards: Emerging, Expanding, and Bridging. Each handout has been labeled with the according levels.

Time Needed: Two class periods.

Materials:

- Oscar Ramos' narrative excerpt from *Chasing the Harvest*
- Audio file of Oscar reading his narrative: https://soundcloud.com/user-797254442/oscar-ramos-narrative-excerpt
- Reading comprehension handouts
- Oral history interview handouts
- Smartphones or other recording devices
- Headphones

Objective: Students will practice reading comprehension, listening, speaking, and writing skills through reading a first-person narrative and participating in their own oral history interview.

Related Core Curriculum Standards: Reading Informational Texts RI.9-10.2, RI.9-10.7, RI.11-12.7. Speaking and Listening SL.9-10.1, SL.11-12.1, SL.9-10.2, SL.11-12.2, SL.9-10.6, SL.11-12.6. Writing W.9-10.3, W.11-12.3. Language L.9-10.1, L.11-12.1, L.9-10.3, L.11-12.3.

Connections: This lesson can be used with Estrella and Lorena's narratives from *Underground America*, or Tiffany's narrative from *High Rise Stories*.

Essential Question: Does oral history help us learn about each other's identities? If so, how?

Day One

Step One: Read the narrative excerpt from Oscar Ramos, clarifying any unfamiliar vocabulary or terms. This can be done through Sustained Silent Reading (SSR), "Popcorn" style, partnered reading, or listening to Oscar Ramos read his narrative aloud (10 minutes).

Step Two: Students fill out the accompanying reading comprehension handout according to language level. For expanding students, choose which side is applicable to their level (15 minutes).

Step Three: In small groups, students discuss the following questions (10 minutes):

- Why do you think Oscar shared this story about Jose?
- What did you learn about the day-to-day life of a migrant family?

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Step Four: In preparation for Day Two activities, describe the two roles in an oral history interview: narrator and interviewer. Explain that all students will participate in both roles with their partner. Go over any necessary classroom rules for respect and use the following guidelines to encourage students to practice active listening as an interviewer and speaking as a narrator (10 minutes):

- When the narrator is speaking, the interviewer should be silent.
- No writing is allowed during the interview.
- Emerging students do not have to ask or answer every question provided if there is not enough time.
- Answers can be as long or as short as the narrator is comfortable.

Step Five: Give students the oral history interview handout according to language level, and divide them into pairs. Remind students to bring the handout, headphones, and a recording device, such as a smartphone, to the next class. Have some recording devices on hand in case students do not have the necessary equipment. Allow students time to read their handout and ask any clarifying questions. For emerging students, use this time to go over descriptive vocabulary, such as an adjective anchor chart. For bridging students, use this time to discuss follow-up questions, and using "how" "why" and "describe" to prompt their narrator (10 minutes).

Day Two

Step One: Students pair up for their interviews and check their recording devices are charged and working. Each interview should last no more than 10 minutes (20 minutes).

Step Two: Students fill in their oral history interview handout and can replay their recordings for help. Students can ask their narrators for additional information or clarification, but narrators should not write on their interviewer's handout (15 minutes).

Step Three: Each pair shares with the class something they learned about their narrator (10 minutes).

Optional: Students watch the East of Salinas clip to see Jose's life as a third grader, then four years later as a seventh grader: https://www.youtube.com/watch?v=RsSRnhe_nGw (10-minute video).

In small groups, students discuss the following questions:

- What new things did you learn about Jose from this video?
- How has Jose's life changed since the third grade?

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OSCAR RAMOS

"I tell my story" (p. 60-61 from *Chasing the Harvest*)

Oscar Ramos is an elementary school teacher in Salinas, CA. He was born in Jalisco, Mexico and grew up in a labor camp on the outskirts of Hollister, a small city thirty miles northeast of Salinas. Ramos arrived in this country as an undocumented immigrant and worked in the fields until the eighth grade. He has taught at Sherwood Elementary for the past twenty years, where 99% of the nearly 900 students are Latino and the vast majority are English language learners.

It used to be that we would lose half our students in the fall and winter, because most of those students had parents that were traveling for farmwork. They'd start leaving for Arizona in November and wouldn't be back 'til April. The class you started with wasn't the class you ended up with. We had a fourth grade teacher who started one year with twenty-eight students. Only three of her original students ended that school year.

That constant movement is the entire *East of Salinas* story. This particular student, Jose, he's always moving. Every year he would go to a different school. Sometimes during that same school year he'd move twice, and I think in one school year he moved to three different schools. And when he got to my class, in third grade, he wasn't going to finish the school year. He told me that he was going to move.

I'd read his file. I saw that he'd been to five different schools already. He'd never finished a grade in one of the schools, and I didn't want that for him. I talked to the principal. I talked to his mom. His stepfather was working in Arizona. And they agreed. I'd pick him up in the morning and drive him to school, and his mom would pick him up after work. I did that for a few months so he could finally finish one grade in one school.

Jose would come in and fall asleep, but I wouldn't wake him up. I knew why he was falling asleep, because that's the same thing that used to happen to me. His mom would wake him up at three or four o'clock in the morning when she took him to the babysitter's so she could go to work, and then he'd take a nap and they'd go to school. But once your night is broken up, it's not the same—you're gonna be tired the entire day.

We'd have snacks in the classroom, and he'd ask for two snacks. I knew why Jose was asking for two snacks—he wasn't eating; there was no food at home. So yeah, there are all these challenges that come with kids that move around and those are just some of them. I'm sure there's more that I'm not aware of.

Kids like that, they're usually very shy; they're very quiet. Because they figure, *Why speak, why make friends, if I'm gonna end up leaving? And why try hard because when I move to another school they're gonna be doing something different?* And they feel defeated.

Or they act up. *I get in trouble, so what? I won't be here much longer.* The principal suspends them and, *It's fine, I'm gonna be in another school.* So it's difficult for them and it's difficult for the teacher, too. Because how do you help a child like that? And if you start something that's working and then they end up leaving, what's gonna happen in the other school?

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ELL Lesson One: Reading Comprehension Handout
Emerging / Expanding

Column 1	Column 2
Who is the narrator? What is his job? Where is he? Who is he talking about? What grade is this student in? Describe the student.	Write a paragraph about the reading, using the answers from Column 1 to help.

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ELL Lesson One: Reading Comprehension Handout
Expanding / Bridging

Write a paragraph summarizing the reading. Make sure your paragraph includes answers to the following questions:

- Who is the narrator?
- Where does he work? What is his job?
- Who is he talking about?
- What is his student's routine like?
- What are some problems or difficulties the narrator describes?

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ELL Lesson One: Oral History Interview Handout
Emerging / Expanding

Interviewer Name:	Narrator Name:
Where were you born?	
What languages do you speak?	
Can you describe your first day at school (here)?	
Describe a day at school that was really challenging.	
Describe a day at school that was really exciting.	

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ELL Lesson One: Oral History Interview Handout
Expanding / Bridging

Interviewer Name:

Narrator Name:

Begin by asking your narrator for basic information:

- Where were you born?
- What languages do you speak?

Then ask your narrator:

- Describe your favorite part of a school day.
- What do you wish was different?

Encourage your narrator to be as descriptive as possible. You can ask as many follow-up questions as needed.

Write a paragraph summarizing your narrator and their experience in school.

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For English Language Learners
Lesson Plan Two: The Effects of Isolation

Language Level: This lesson has been adapted for English language learners at the Bridging level, according to California English Language Development standards.

Time Needed: Three class periods.

Materials:

- Heraclio Astete's narrative excerpt from *Chasing the Harvest*
- Audio file of Von Torres reading Hercalio's narrative: https://soundcloud.com/user-797254442/heraclio-astete
- Writing preparation handout
- Internet access (optional)
- Poster paper
- Markers, colored pencils, magazines/newspapers (optional)

Objective: Students explore the concept of loneliness and practice close reading, analysis, writing using descriptive language, and visual art skills.

Related Core Curriculum Standards:

Reading Informational Texts RI.9-10.2, RI.9-10.4, RI.11-12.4. Speaking and Listening SL.9-10.1, SL.11-12.1, SL.9-10.3. Writing W.9-10.1, W.11-12.1, W.9-10.2, W.11-12.2, W.9-10.5, W.11-12.5. Language L.9-10.3, L.11-12.3, L.9-10.5, L.11-12.5.

Connections: This lesson can be used with Gurwinder's narrative from *Patriot Acts*, or Mr. Lai's narrative from *Underground America.*

Essential Question: What are the effects of isolation? How do people cope with loneliness?

Day One

Step One: Read the narrative excerpt from Heraclio Astete, clarifying any unfamiliar vocabulary or terms. This can be done through Sustained Silent Reading (SSR), "Popcorn" style, partnered reading, or listening to (TK) read Heraclio's narrative aloud (15 minutes).

Step Two: Breaking Apart the Text. In pairs, students work together to highlight or underline words and phrases where Heraclio describes his isolation, and discuss how he copes with his situation (10 minutes).

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Step Three: Students fill out the accompanying writing preparation handout using an online image library like Adobe Spark or Google's SafeSearch. If Internet access is unavailable, students can draw an image instead or cut a picture out of a magazine/newspaper (10 minutes image search or drawing, 15 minutes writing).

Day Two

Step One: Hold a "writing workshop" for students to write a short essay answering the essential question, *"What are the effects of isolation? How do people cope with loneliness?"* Students should use the writing preparation handout to help them use descriptive language. Assist as needed (35 minutes).

Step Two: With the same partners from Day One, students pair up to read each other's essays and provide feedback for basic comprehension and grammar (15 minutes).

Step Three: For homework, students should revise their essays as needed.

Day Three

Step One: Using the poster paper, markers/colored pencils, magazine or newspaper cutouts, and any other materials available, students create a word collage that represents the effects of isolation. This collage can be any size, shape, or color. Students should include phrases or words directly from their essay and Heraclio's narrative (30 minutes).

Step Two: Hang up all collages around the classroom. Include the original image or drawing from each student's writing preparation handout with their collage. Hold a silent "gallery walk" for students to examine each collage (15 minutes).

Step Three: Hold a class discussion using the following questions as prompts (15 minutes):

- What were common words or phrases you saw? What words or phrases stood out to you?
- Did the collages feel positive or negative? Can you explain why?
- How do people cope with loneliness?
- Describe a time in your life when you felt isolated from other people.

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HERACLIO ASTETE

"That night we cried together, and then the next day we got to work"

(p. 90-93 from *Chasing the Harvest*)

Heraclio Astete was born in Junín, Peru, and started a school in the small town of San Pedro. After difficulties with the government and finding employment as a teacher, he decided to move to the United States to become a sheepherder. It is a lonely occupation, and the poorest paid job in the country.

I left for the States in October 1991. I flew from Lima to Los Angeles to Idaho, where I first worked. I remember landing in Idaho, and everything was covered in a blanket of snow. Everything I saw was white. I'd never seen anything like it. We had snow in Peru, but not much. A Mexican worker from the company came to the airport to pick me up, and then we drove hours away from the city to get to the ranch. We drove through a little town called Castleford, and then the ranch was about 20 miles further out from there. We arrived at the ranch in the afternoon and there I met other Peruvians who were also working at the ranch. We spent some time together and talked and told our stories. That night we cried together, and the next day we got to work.

One of the things I remember most from Idaho was the cold. I started working in October and it had already snowed. In November or December, it would sometimes get to 10 degrees, 15 degrees below zero. It's very hard during winter because of the cold. Even though we had thermal coveralls, we almost couldn't stand it. We had gloves too, thick leather gloves. But despite that, we were always terribly cold because we were outside for as much as twelve hours a day. All of us from time to time would think, *What am I doing here?* But we all had families back home that we needed to send money to.

I was in Idaho for two years, but then the boss sold off some of his animals, so there were two of us left redundant. One day I was told I was being sent to California. I think the other extra guy was sent to Montana. I was a Western Range employee, and I was in the United States legally only because they'd hired me. So I could be moved by the boss to wherever they needed me. I didn't know anything about California. The word California meant nothing to me, other than I knew it was a state.

So for the last year of my first contract I was flown to California and driven to Delano. It wasn't as cold, but work in California was harder than work in Idaho in some ways. For one, instead of staying in a bunkhouse with other workers, I stayed by myself in a trailer in the pastures that didn't have heat, air conditioning, or a bathroom. I felt like a nomad.

Most days it was just me and the animals out there together. There were a lot of restrictions, and the bosses didn't want workers socializing much. In those days, we weren't even allowed to have a television, radio, or newspapers and magazines. If the bosses found any of these things they'd say we were distracted and wasting time. There were many times that a boss told me I wasn't allowed to have this or that. The bosses were also very suspicious of visitors, and if my boss saw tire tracks on the road near my trailer, he'd grill me about who had passed by. We weren't supposed to have visitors.

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So I was entirely by myself, with nothing to do. The entire day was spent simply taking care of the sheep. My only companion was a little dog named Lagún. The boss, a Basque Spaniard, had named him. Apparently in Basque the name Lagún means "friend." And indeed he was my loyal friend. But I wasn't around other people much, and I'd talk to myself like a crazy person when I was alone. And then maybe once a day the boss would come by to check on me, but I was often in the pasture when he stopped by, so I didn't see him.

During this whole time, my wife and children were living in Junín. We didn't have phone lines or access to phones, so the only way I could communicate with her was by letter, and those often arrived late or got lost. It was by letter that I'd found out my second daughter was born. I didn't hear until two months after it happened. It was very hard to be away from my family for those three years. I was used to a different kind of life, and adjusting to life in the United States was difficult. I struggled with a lot of things I wasn't used to, and one of the main things was loneliness. But I wanted to improve my family's financial situation, so that's why I stayed.

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ELL Lesson Two: Writing Preparation Handout

Name:

1) Find an image that represents isolation to you. Print and attach the picture to this page. Alternative: Draw an image that represents isolation to you on the back of this page.
2) Describe the image you chose or drew in as much detail as possible. (Name everything in the picture. What colors do you see? What is in the foreground? What is in the background?)
3) How do you cope with loneliness? What are examples of things you do when you feel lonely?

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