

# 3rd Grade

## Beaverton School District K-5 Elementary Social Sciences



This unit was prepared by Past Present Future Consulting & Media in response to directives and feedback from representatives of the elementary curriculum leaders of Beaverton School District (BSD).

The construction of this curriculum adheres to the requirements and guidance provided by:

- The [Oregon Department of Education K-5 ALT1-Knowledge themes and state standards](#) including requirements and resources for [Tribal History](#) and [Ethnic Studies](#);
- [BSD Social Sciences Program Position Paper](#);
- [BSD learning targets](#) related to state standards;
- The needs of Dual Language and non-Dual Language programs within the district;
- Research-based [best practices](#) for developmentally appropriate elementary social sciences curriculum design that is culturally relevant and rigorous as outlined by the [National Council of Social Studies](#) and the [C3 Framework](#); and
- [Picture book resource sets](#) purchased by the district in alignment with the district's strategic goals, mission, and vision.

The theme of each grade level highlights an important skill needed to contribute and thrive in a diverse democracy: respecting each other; building a healthy community; expressing ourselves; stewarding resources; recognizing and repairing harm; and governing through rules, rights, and responsibilities. Each grade level offers three inquiries connected to its theme through which students engage with a rich array of primary and secondary sources as well as engaging, interactive activities to learn information that will help them make a claim. In inquiry units, the goal is not that every student answers the essential question in the same way. Instead, students are supported to marshal creative and critical thinking to demonstrate that they are capable of offering a reasoned, well-evidenced justification for their position.

# 3rd Grade

## Our Community & Beyond: Stewarding Resources / Nuestra Comunidad y Más Allá: Cuidando los Recursos

### Unit 3: Oregon's Human Resources / Recursos Humanos de Oregon


#### How should we value people's labor? / ¿Cómo debemos valorar el trabajo de las personas?

<p>Overview</p> <p><a href="#">Unit Intro</a> <a href="#">Video</a></p>	<p>In this unit, students will learn the following concepts:</p> <ul style="list-style-type: none"> <li>• In the past and today, there are many different ways people have produced goods and services to meet their needs and wants, as well as the needs and wants of their community.</li> <li>• Labor can be paid or unpaid.</li> <li>• Some labor is more visible and valued than other kinds of labor.</li> <li>• There are harmful stereotypes that lead to devaluing some types of labor or devaluing people whose labor is limited in some way.</li> <li>• Some labor takes place within collectives like families and mutual aid societies, while others take place within businesses competing for profits.</li> <li>• In the past and today, some people have experienced enslavement, exploitation, and discrimination based on their age, gender, race, and other factors.</li> <li>• For hundreds of years, many workers have organized to demand better working conditions and wages through unions, strikes, and boycotts.</li> <li>• All different kinds of labor deserve dignity and appreciation.</li> </ul>
<p>Supporting Questions</p>	<ul style="list-style-type: none"> <li>• What is labor? What types of labor are there? Who does labor, and why? ¿Qué es la mano de obra / trabajo? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?</li> </ul>

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	<ul style="list-style-type: none"> <li>What are different ideas about how labor should be valued? / ¿Cuáles son algunas ideas de cómo la mano de obra debe ser valorada?</li> <li>How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?</li> </ul>
Vocabulary	<a href="#">Unit 1 Glossary / Glosario</a> <a href="#">Unit 2 Glossary / Glosario</a> <a href="#">Unit 3 Glossary / Glosario</a> <a href="#">Resources for teaching vocabulary</a>
Standards & Learning Targets	<p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p> <ul style="list-style-type: none"> <li>I can explain why communities need active civic participation and find ways to get involved in local and regional issues.</li> <li>Puedo explicar por qué es importante para las comunidades la participación cívica activa y buscar maneras de participar en asuntos locales y regionales.</li> </ul> <p>3.4 Describe the use of stereotypes and targeted marketing in creating demand for consumer products.</p> <ul style="list-style-type: none"> <li>I can describe how advertising uses stereotypes to make a specific group of people want to buy certain goods or services .</li> <li>Puedo describir cómo la publicidad usa estereotipos para hacer que un grupo específico de personas quiera ciertos productos/bienes o servicios.</li> </ul> <p>3.6 Identify key industries of Oregon.</p> <ul style="list-style-type: none"> <li>I can identify important industries in Oregon.</li> <li>Puedo identificar industrias importantes en Oregon.</li> </ul> <p>3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how individual financial actions have an impact on myself/others/resources.)</p> <ul style="list-style-type: none"> <li>I can explain how personal financial decisions have an impact on myself/others/resources.</li> <li>Puedo explicar cómo las decisiones financieras personales tienen impacto en mi vida, la de los demás y los recursos disponibles.</li> </ul> <p>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region.</p> <ul style="list-style-type: none"> <li>I can describe how the inclusion or exclusion of individuals and certain groups has affected local communities and regions.</li> <li>I can describe how certain people or groups are included or excluded for being who they are.</li> <li>Puedo describir cómo la inclusión o exclusión de ciertas personas y grupos impactan las comunidades y regiones locales.</li> <li>Puedo describir cómo ciertas personas o grupos son incluidos o excluidos por ser quienes son.</li> </ul> <p>3.12 Describe how the identity of the local community shaped its history and compare to other communities in the region.</p>

- I can describe how the identity of the local community shaped its history and compare it to other communities in the region.
  - Puedo describir cómo la identidad de la comunidad local define su historia y compararla con otras comunidades en la región.
- 3.13 Apply research skills and technologies to gather information about the past in a region.
- I can use research skills and technologies to collect information about the past in a region.
  - Puedo usar habilidades de investigación y tecnologías para recolectar información acerca del pasado en una región.
- 3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events
- I can explain why certain people and groups view historical events in a different way than other people or groups do.
  - Puedo explicar por qué lo que ocurre en el presente y pasado se puede ver de diferente manera dependiendo de la persona y/o comunidad.
- 3.15 Explain how sources serve different purposes for answering historical questions.
- I can explain how different sources are used for researching specific historical questions.
  - Puedo explicar cómo distintas fuentes de información sirven distintos propósitos para responder preguntas históricas.
- 3.16 Generate questions using multiple historical sources and examine their validity.
- 3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- I can use a variety of historical sources (newspaper, pictures, play, poem, story, book, oral histories) to find factual evidence and ask questions to check if the information is correct.
  - Puedo usar una variedad de fuentes de información histórica para encontrar evidencia y hacer preguntas para confirmar que la información sea correcta.
- 3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.
- I can explore different ways in which systems of power and oppression affect different individuals and groups when they examine an event, issue, or problem.
  - I can examine an event/issue/problem from many perspectives.
  - I can explain reasons why people in government have looked like me or not looked like me.
  - I can identify how systems of power and oppression influence a person's perspective.
  - I can understand there can be multiple perspectives when an event, issue, or problem is examined.

	<ul style="list-style-type: none"> <li>Puedo identificar diferentes maneras en las que los sistemas de poder y opresión afectan a diferentes personas y comunidades cuando analizan un evento, tema o problema.</li> <li>Puedo analizar un evento/asunto/problema desde diferentes perspectivas.</li> <li>Puedo explicar por qué las personas en el gobierno en el pasado y en el presente se parecen a mí o no se parecen a mí.</li> <li>Puedo identificar cómo los sistemas de poder y opresión influyen en la perspectiva de una persona.</li> <li>Puedo entender que puede haber múltiples perspectivas al analizar un evento, tema o problema.</li> </ul>
Assessment	 Check for understanding throughout the unit by using formative assessments. Summative Assessment / Culminating Activity - <a href="#">Labor Report</a> / <a href="#">Reporte Laboral</a> and Appreciation (e.g., poster, thank you letter, portrait, etc.)
Connections to Dr. Ghody Muhammad's Framework	
Identity: How will your teaching help students to learn something about themselves and/or others? How will you honor and leverage your students' full linguistic and sociocultural repertoires? / <i>Identidad: ¿Cómo ayudarás a tus estudiantes a aprender algo acerca de sí mism@s y/o de los demás? ¿Cómo honrarás y fomentarás los repertorios lingüísticos y socioculturales de tus estudiantes?</i>	
Skills: What skills and content learning standards are you teaching? / <i>Habilidades: ¿Qué habilidades y estándares de contenido estás enseñando?</i>	
Intellect: What will your students become smarter about? / <i>Intelecto: ¿En qué crecerán intelectualmente tus estudiantes?</i>	
Criticality: How will you engage your students in thinking about power, equity, and anti-oppression in the text, in society and in the world? / <i>Criticalidad: ¿Cómo harás que tus estudiantes reflexionen y se involucren en el análisis de temas/asuntos de poder, igualdad y anti-opresión en los textos, sociedad y en el mundo?</i>	
Joy: How will the lessons bring joy for students? What experiences can we share with students? *What family connections can I incorporate? <i>Alegría: ¿Cómo las lecciones traerán alegría a tus estudiantes? ¿Qué experiencias podemos compartir con l@s alumn@s? *¿Qué conexiones familiares puedo incorporar?</i>	

## Integration Ideas & Connections



Look for this icon throughout the unit for Language Arts integration ideas. There are ideas for reading strategies you might teach listed throughout that tie in with the grade level standards. Many of these activities can be taught during your reading and writing workshop.

This unit has multiple opportunities to make meaningful connections to the Grade 3 ELA standards. For example, consider reading aloud a novel during this unit:

- [\*A Seed in the Sun\*](#) by Aida Salazar
- [\*Return to Sender\*](#) by Julia Alvarez
- [\*Front Desk\*](#) by Kelly Yang
- [\*The Silver People: Voices from the Panama Canal\*](#) by Margarita Engle
- [\*Esperanza Rising\*](#) / [\*Esperanza renace\*](#) by Pam Muñoz Ryan
- [\*Missing from Haymarket Square\*](#) by Harriette Gillem Robinet
- [\*Counting on Grace\*](#) by Elizabeth Winthrop
- [\*Mama's Window\*](#) by Lynn Rubright
- [\*Lyddie\*](#) by Katherine Paterson

## Teacher Background

As with each of all of the inquiry units in social studies in the BSD curriculum, these resources and activities were designed to provide opportunities for every student to experience what literacy scholar [Rudine Sims Bishop \(1990\)](#) calls windows and mirrors. Sometimes, students' learning will be about people whose experiences are different from their own. For others, it will be an opportunity to affirm, validate, and/or reflect on their own experiences. As with any inquiry, there will be times when such students will want to share about these personal connections—and times when they do not. Knowing your students and having relationships with their families helps you make wise pedagogical decisions about how best to respond to or spark students' questions. In addition, the more background knowledge you have about the issues and content connected to this inquiry, the better able you will be to navigate dilemmas as they arise and leverage teachable moments in the form of kids' questions, current events, etc. Familiarity with what the standards require Oregon's 3rd grade students to learn (e.g., systems of power and oppression, the experiences of traditionally marginalized groups, etc.) will also help support students in the inquiry and communicate with families about their children's educational experiences. If you are feeling confused or concerned about teaching this unit, these are especially important resources for you to review—and we encourage you to reach out to the district for additional professional development and support.

If you do not know much about the history of the labor movement, check out these helpful resources for teachers' general content knowledge for this unit.

- For Oregon-specific resources, check out the Oregon History Project: [Developing the Coastal Economy](#), [Transforming the Economy](#), [Unions and Hard Times](#), and [Facing the Future](#) as well as the [Labor History Encyclopedia for the Pacific Northwest](#). If you search their [Historical Records](#), you can find wonderful primary sources (e.g., posters, photographs) to add to activities or to help answer students' questions that this plan could not have predicted.
- There is a long history of racism, sexism, ableism, homophobia, transphobia within the labor movement, as well as examples of it working in tandem with other struggles for justice. For an introduction to these issues, check out: [Disability Rights and Labor: Is This Conflict Really Necessary?](#), [Unions and LGBTQ Workers Could Be A Powerful Marriage](#); [Feminism and the Labor Movement: A Century of Collaboration and Conflict](#); and [A Labor Day Reflection on Unions, Race, and Divisions](#)
- There are many additional teaching ideas and resources to pull from than are outlined here. For example, check out PBS' [The Fight for Labor Rights](#), [The Power Is In Our Hands](#) by Bill Bigelow and Norman Diamond, and this chapter about [Noticing and Questioning Capitalism in the Elementary Classroom](#) from Thomas Lucey's edited book [Financialization, Financial Literacy, and Social Education](#)

Whenever we teach about historic or current discrimination and other acts of inequality or inequity, we want to acknowledge the harm that has been and continues to be done while also highlighting the ways people creatively and courageously persevere and survive. In other words, the story we want to share is one of overcoming and resisting, rather than a story of awful things that happen to people. We can and should be frank and honest in age appropriate ways about the forces people are up against—and have an obligation to do so, even according to the state standards. Yet we must also follow up our attention on those issues by celebrating individuals' actions and community responses as a way to avoid victimizing people who are part of those communities or making kids feel guilty if they are part of the communities with members who have done or even continue to prop up systems of harm. This combination of attention to the problem and its causes as well as the strategies of survival, resistance, and resilience is a way for us to honor the real people who have been and still are persevering in challenging circumstances.

You know your class and students' needs best, so use your discretion with what resources to include and how to use them based on your students' unique experiences and personalities. Of course, there may be two students in similar circumstances who have wildly different preferences about whether they want their classmates to know or how deeply they want to learn about the issue. As always, communication, care, and concern for our students is what should inform our pedagogical and curricular decisions.



## Unit at a Glance

Unit Question: Oregon's Human Resources: How should we value people's labor? / <i>¿Cómo debemos valorar el trabajo de las personas?</i>		
Part 1: Supporting Question 1 : What is labor? What types of labor are there? Who does labor, and why? <i>¿Qué es la mano de obra / trabajo? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?</i>		
	Activity & Description	Language Arts Integration Ideas
	Unit Launch <ul style="list-style-type: none"> <li>Define "labor / trabajo y mano de obra" and engage in a variety of activities examining different people, types of labor, etc.</li> <li>Read aloud <i>Sincerely, Emerson</i></li> </ul>	Read aloud <i>Sincerely, Emerson</i>
1	Who takes care of us? Who do we take care of? <ul style="list-style-type: none"> <li>Defining and noticing Paid Labor/ trabajo remunerado, Unpaid Labor / trabajo no remunerado, and Invisible Labor / trabajo invisible</li> <li>Complete the <a href="#">Who Takes Care of Us? Who Do We Take Care Of?</a> writing prompts</li> </ul>	Read alouds (all in book bin): <ul style="list-style-type: none"> <li><i>Harlem Grown / Cultivado en Harlem</i> by Tony Hillery</li> <li><i>Just Help! / ¡Solo ayuda!</i> by Sonia Sotomayor</li> <li><i>Jayden's Impossible Garden</i> by Melina Mangal</li> </ul>
2	Exploring Paid, Unpaid, and Invisible Labor <ul style="list-style-type: none"> <li>Interview people who contribute to the school in some way using the <a href="#">School Labor Interview / Entrevista</a></li> <li>Complete a <a href="#">Labor Report</a> / <a href="#">Reporte Laboral</a></li> <li>Introduce <a href="#">Family Labor Interview / Entrevista</a></li> </ul>	
3	Stereotypes <ul style="list-style-type: none"> <li>Guide students through the drawing Humans activity to introduce the idea of stereotypes in professions</li> </ul>	

	<ul style="list-style-type: none"> <li>Explore stereotypes through marketing and commercials</li> </ul>	
4	<p>Undervalued Labor</p> <ul style="list-style-type: none"> <li>Introduce the idea of undervalued labor through a engaging videos, books, articles, and primary sources</li> </ul>	<p>Read alouds :</p> <ul style="list-style-type: none"> <li><i>Someone Builds the Dream</i> by Lisa Wheeler and Loren Long (in book bin) (<a href="#">traducción en español</a>)</li> <li><i>Nigel and the Moon</i> by Antwan Eady (read aloud by the author) / <a href="#">Nigel y la luna</a></li> </ul>
5	<p>Portland Bridges</p> <ul style="list-style-type: none"> <li>Use <i>Portland: Our Community</i> to learn about the bridges (hopefully noticing that information about who built the bridges is missing)</li> </ul>	Reading from <i>Portland Our Community</i>
6	<p>Employment Discrimination</p> <ul style="list-style-type: none"> <li>Through books, texts, and videos, examine how employment discrimination and patterns of disparities have occurred in the past.</li> <li>Include children's books about discrimination (e.g., ableism, ageism, sizeism, homophobia, transphobia, racism, sexism, etc.) in employment.</li> </ul>	<p>Read alouds:</p> <ul style="list-style-type: none"> <li><i>The Fearless Flight of Hazel Ying Lee</i> by by Julie Leung and Julie Kwon (in book bin)</li> </ul>
<p>Part 2</p> <p>Supporting Question 2: What are different ideas about how labor should be valued? / ¿Cuáles son algunas ideas de cómo la mano de obra debe ser valorada?</p>		
7	<p>Cooperation &amp; Collective</p> <ul style="list-style-type: none"> <li>Explore the different ideas of how people can meet their wants and needs.</li> <li>Use <a href="#">Let's Go Feeling</a> (Grande Ronde curriculum), The Little Red Hen, and mutual aid examples in Portland as examples</li> </ul>	
8	<p>Industries in Oregon</p> <ul style="list-style-type: none"> <li>Define Competition, Producers, and Consumers and explore the ideas through picture books</li> </ul>	

	<ul style="list-style-type: none"> <li>Read about <a href="#">Oregon's Target Industries / Industrias</a></li> </ul>	
9	<p>For-Profit &amp; Non-Profit</p> <ul style="list-style-type: none"> <li>Define and discuss for-profit and non-profit, and students will Jigsaw Newsela articles about kids starting businesses and organizations</li> <li>Engage in other activities to explore the ideas (simulation, discussion, reading, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Students read a variety of Newsela Articles</li> <li><i>Portland: Our Community</i> pages about business owners</li> </ul>
<p style="text-align: center;">Part 3</p> <p>Supporting Question 3: How has labor been valued, or not? <a href="#">¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?</a></p>		
10	<p>Enslavement</p> <ul style="list-style-type: none"> <li>Introduce enslavement, and show a few overview videos provided</li> </ul>	
11	<p>Exploitation &amp; Working Conditions</p> <ul style="list-style-type: none"> <li>Introduce the terms and concepts and apply in different activities</li> <li>Complete <a href="#">The Great Plank Road / El Gran Camino de Tablones worksheet</a> after reading about the Great Plank Road in <i>Portland: Our Community</i></li> </ul>	<p>Read alouds:</p> <ul style="list-style-type: none"> <li><i>Side by Side: The Story of Dolores Huerta and Cesar Chavez / Lado a lado</i> by Monica Brown along with <a href="#">Americans Who Tell the Truth</a> poster of César Chávez</li> </ul>
12	<p>Migrant Labor, Undocumented Labor, and Child Labor</p> <ul style="list-style-type: none"> <li>Whole class or in small groups, students will rotate through resources to learn about migrant labor, undocumented labor, and child labor</li> </ul>	A variety of texts are suggested in this activity
13	<p>Labor Movements</p> <ul style="list-style-type: none"> <li>Explore the idea of how people have fought for freedom and injustice through a variety of activities, such as reading or playing <a href="#">Click Clack Moo Cows That Type</a> / <a href="#">Clic clac muu vacas escritoras</a></li> <li>Participate in Labor Movement Mixer (<a href="#">English</a> / <a href="#">español</a>)</li> </ul>	A variety of texts are suggested in this activity
14	<p>Workers' Rights &amp; Economic Justice</p> <ul style="list-style-type: none"> <li>Learn about Frances Perkins through <a href="#">Americans Who Tell the Truth</a> /</li> </ul>	

	<a href="#">Americanos que dicen la verdad</a> and examine Oregon Bureau of Labor & Industries posters	
15	Labor Day <ul style="list-style-type: none"> <li>Explain and explore the ideas of celebrating workers rights</li> </ul>	
16	Fair Trade <ul style="list-style-type: none"> <li>Discuss efforts to make sure there is fair trade - bring in wrappers and packaging of foods that contain “sustainably” or “fair trade”</li> <li>Share local examples, like People’s Co-op Fair Trade Mural (<a href="#">English</a> / <a href="#">español</a>)</li> </ul>	
	Culminating Activity <ul style="list-style-type: none"> <li>Students will decide what they individually want to show appreciation for using the <a href="#">Labor Report</a> / <a href="#">Reporte Laboral</a> as a guide</li> <li>Celebrate and share!</li> </ul>	<ul style="list-style-type: none"> <li>Revisit <i>Sincerely Emerson</i> read aloud to spark students’ ideas about who to thank for their work and how to thank them.</li> <li><a href="#">The Power of Her Pen: The Groundbreaking Story of Journalist Ethel Payne</a> is another great option</li> </ul>

## Part 1: Activities 1-6

Supporting Question #1: What is labor? What types of labor are there? Who does labor, and why? / ¿Qué es la mano de obra / trabajo? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?

### Unit Launch

[Glossary / Glosario](#): Add your own visuals by co-constructing with your students.

#### Vocab:

Labor (Goods, Services, Wants, Needs) / Trabajo y mano de obra (bienes, servicios, necesidades, deseos)

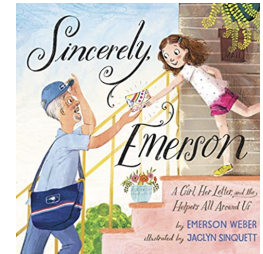
Value / valor

Appreciation / apreciación

Dignity / dignidad

#### Resources & Materials:

- [Labor Posters with Photos and Bios](#) / [Afiches laborales con fotos y biografías](#) from artist Ricardo Levins Morales
- [I Deeply Appreciate Your Work](#) poster
- [The Americans Who Tell the Truth](#)
- *Sincerely, Emerson* ([traducción en español](#)) by youth author Emerson Weber (in book bin)



Define the word labor / trabajo y mano de obra (reminding them of the definitions of wants/needs and goods/services from earlier grades) and add it to the word wall. Ask students to collectively make a class word web of everything they think they know or want to know about labor. As they share, try to organize their thoughts using the word web format. Take a picture of the final word web to help inform the rest of the unit.

- To spark additional questions and curiosity, have students in small groups examine the [Labor Posters with Photos and Bios](#) /

[Afiches laborales con fotos y biografías](#) from artist Ricardo Levins Morales. As one example, this could be done as a gallery walk with students writing their questions on post-its. Encourage students to pose wonderings about the posters, the photographs of the famous labor leaders, and their biographies. Include the artist bio, too. Collect the question notes to make sure kids' curiosities are woven into the unit and combine them with the questions for the word web. Consider making an anchor chart of kids' questions to refer to throughout the unit and mark as answered as they learn more. They no doubt will have additional questions to add to the unit throughout the inquiry!

- As another prompt, show students the [I Deeply Appreciate Your Work](#) poster and ask what they notice. Who is the poster about? Who is it for? Are there people in their lives who do similar kinds of work? Why might a poster like this be needed? Pair it with the portrait of Ai-Jen Poo in [The Americans Who Tell the Truth](#) series. Again, ask them who they think this person is and how they think she is connected to the appreciation poster. Play the TIME 100: A-Jen Poo [video](#) for them to check their hypotheses. What were they right about? What did they miss? What new questions do they have? What words did they hear that they want to add to the word wall? Be sure to add dignity/dignidad and appreciation/apreciación (a word from Kinder Unit 2) to the word wall and define them, in addition to any suggestions from the students.
- As a wrap-up, explain that people like Ai-Jen Poo, Frederick Douglass, Eugene V. Debs etc. have all fought to make sure that all different kinds of people's labor is valued and appreciated. Define value and add it to the word wall. This unit will explore all different kinds of work, how it is valued or not, and what people are doing today in our community to value all different kinds of labor. Segue to playing the video for or reading the unit's inspiration text *Sincerely, Emerson* ([traducción en español](#)). Introduce the essential question to the class and explain that we will be focused on figuring out how we want to better appreciate people's labor. Just like Emerson in this book, explain how each student will be learning more about labor they think is underappreciated to create a report to share with the class and an appreciation plan for how to let people doing that labor know that we are grateful for them. The final project will be for them to show appreciation for someone's labor by writing a report on labor they think should be more valued, along with a form of appreciation like the thank you letter, portrait, and/or a poster. NOTE: All of these genres will be explored throughout the unit. There is flexibility in terms of how much choice to allow students or to find other ways to connect with ELA and arts time.
- Before we get too far into this unit, it is important to stress that we are going to learn about the importance of all labor but that 1) *everyone* has value to our community whether they are contributing labor or not, and 2) it is also important to *do nothing* sometimes and rest. In order to spark ideas for a class policy about how to build in a break that is neither play nor work, but rest. What can you and the students negotiate, consider the following activities:

- Ask students about their families' traditions around rest. For some families, there are cultural traditions (e.g., [siesta](#), [inemuri](#), [riposo](#), nap). Others have religious traditions around rest (e.g., [sabbath/shabbat](#) on Saturday or Sunday, rest on [Fridays](#)).
- Read [The Sloth Who Came to Stay](#) book by Margaret Wild.
- Mindfulness exercises (there are many, but [this](#) is a start)
- No matter what you use to introduce this idea, be sure that you are building time into every school day that is just "do nothing" time.

NOTE: There are LOTS of connections for students to make with K-2 learning and even within this unit from earlier lessons to later lessons. Consider incentivizing and celebrating students' ability to make those connections throughout this unit. Maybe it's a "LEARNING CONNECTIONS" bulletin board they can add to, an anchor chart where you keep track of these connections, a special bell they can ring to announce a connection to the class, etc.

SQ 1: What is labor? What types of labor are there? Who does labor, and why? / ¿Qué es el trabajo o mano de obra? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?

## Activity 1 : Who takes care of us? Who do we take care of?

### Vocab:

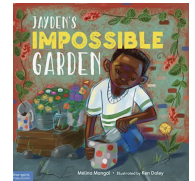
Paid Labor/ *trabajo remunerado*

Unpaid Labor / *trabajo no remunerado*

Invisible Labor / *trabajo invisible*

### Resources & Materials:

- [Who Takes Care of Us? Who Do We Take Care Of?](#) writing prompts (and sample [here](#).)
- *Keeping the City Going* by Brian Floca (will be in school book rooms in the future)
- *Harlem Grown* / *Cultivado en Harlem* by Tony Hillery (in book bin)
- *Just Help!* / *¡Solo ayuda!* by Sonia Sotomayor (in book bin)
- *Jayden's Impossible Garden* by Melina Mangal (in book bin)



Additional books not in the book bin:

- [The Cot in the Living Room](#) by Hilda Eunice Burgos, [Marvelous Cornelius](#) by Phil Bidner, [Farmer Will Allen and the Growing Table](#) by Jacqueline Briggs Martin (with [Americans Who Tell the Truth](#) poster of Will Allen)

There are all different kinds of labor that make our lives possible—labor that we do ourselves, and labor that we do for others. To model the activity, walk students through your morning and all of the labor that made your morning routine possible, and the labor you contributed to that routine (see sample [here](#).)

Next, define Paid Labor/ trabajo remunerado, Unpaid Labor / trabajo no remunerado, and Invisible Labor / trabajo invisible. As a whole class, have students notice examples of each category in the morning routine you shared. Next, have students individually make a schedule of their day using the [Who Takes Care of Us? Who Do We Take Care Of?](#) writing prompts. Have them work with a partner to identify what on their list could be considered Paid Labor, Unpaid Labor, and Invisible Labor. Ask them to discuss:



- How much this labor is appreciated and valued—or not? / ¿Qué tanto este trabajo es apreciado y valorado o no?
- What labor do they like doing? Why? / ¿Qué tipo de trabajo les gusta hacer? ¿Por qué?
- What labor do they not enjoy, and why? / ¿Qué tipo de trabajo no disfrutan y por qué?



To reinforce the categories of Unpaid/Paid/Invisible Labor and help students practice noticing different kinds of labor, consider pairing this part of the unit with read alouds from books in the bin, other grade level bins, or your personal library.

Read alouds could happen throughout the unit and throughout the school day. Book bin books include:

- *Harlem Grown / Cultivado en Harlem*
- *Jayden's Impossible Garden*
- *Just Help! / ¡Solo ayuda!*
- *Keeping the City Going*

Additional books available from the library include: [\*Keeping the City Going\*](#), [\*The Cot in the Living Room\*](#), [\*Marvelous Cornelius\*](#), [\*Farmer Will Allen and the Growing Table\*](#) (who is featured in the [\*Americans Who Tell the Truth\*](#) portrait + primary sources).

SQ 1: What is labor? What types of labor are there? Who does labor, and why? / ¿Qué es el trabajo o mano de obra? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?

## Activity 2 : Exploring Paid, Unpaid, and Invisible Labor

Vocab: no new vocab

### Resources & Materials:

- [School Lunch in Japan—It's Not Just About Eating!](#) video
- [School Labor Interview / Entrevista](#)
- [Family Labor Interview / Entrevista](#)

Books not in the book bin:

- *Mi Papá es un Payaso* by José Carlos Andrés (DL, 2nd grade book bin)
- *Mi Papi Has A Motorcycle / Mi Papi Tiene un Moto* (in the 1st grade book bin)
- *The Paper Kingdom* by Helen Ku Rhee (in the 1st grade book bin)
- [Nimoshom and His Bus](#) by Penny M. Thomas
- [Me, Momma, and Big John](#) by Mara Rockliff

Show kids the video [School Lunch in Japan—It's Not Just About Eating!](#) Ask the following questions:

- What paid and unpaid labor do they notice related to school lunch in Japan? / ¿Qué trabajo remunerado y no remunerado observan en el lunch de la escuela en Japón?
- Who is doing the labor? / ¿Quién está haciendo el trabajo?
- How are people showing appreciation for their value of the labor? / ¿Cómo las personas muestran su apreciación por el valor del trabajo?
- What is the same and what is different about how school lunch works in Beaverton? / ¿Qué es igual y qué es diferente en cómo se organiza el lunch en Beaverton?

This sets up an opportunity for small groups of students to interview people whose labor contributes to the school in some way. Whether as guest speakers, a panel, or small group conversations, schedule time for students to interview and learn from custodians, paraprofessionals, bus drivers, delivery people, administrators, and other school staff and volunteers whose labor makes

the school run. Beforehand, facilitate students brainstorming what questions they want to ask. Have them use the [School Labor Interview / Entrevista](#) document for them to write notes during their interview, though modify as necessary to match the questions they want to change or add. Logistically, it may be best to have small groups of students interview an adult or to have a guest panel visit the class rather than 1-on-1 interviews. NOTE: This builds on work the students do in Kindergarten Unit 3 to learn more about where their food comes from, including the school cafeteria.

Afterward, have students write a thank you note for people's time, their labor at the school, and what they learned from the conversations. This could also be a chance to practice making a portrait like the one they saw of Ai-Jen Poo or in some of the picture books used thus far, or a poster of some kind like the work of Ricardo Levins Morales. These could be hung around the school as a way to practice showing appreciation for school staff labor, and as a scaffolded way to prepare for their summative assessment ([Labor Report / Reporte Laboral](#)). NOTE: There are great picture books that celebrate school staff to help prepare students for this activity like [Nimoshom and His Bus](#).

Introduce the [Family Labor Interview / Entrevista](#) to prompt conversations between students and their family about what paid/unpaid/invisible labor their loved ones do. Just as with the School Labor Interview, give kids time to modify the questions they want to ask. After they have time to complete their interviews later in the unit, have students share in small groups and/or the whole class about the kinds of unpaid labor that happen in their families from their Family Labor Interview. These interviews could also serve as the spark for their final projects.

NOTE: There are great picturebooks about the kind of labor family members do to pair with this activity like [Me, Momma, and Big John](#), *Mi Papá es un Payaso*, *Mi Papi Has A Motorcycle*, and *Paper Kingdom*. Consider borrowing some from other grade level book bins, your personal collection, or the library.

SQ 1: What is labor? What types of labor are there? Who does labor, and why? / ¿Qué es el trabajo? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?

### Activity 3 : Stereotypes

#### Vocab:

Profession / [profesión](#)

Stereotype / [estereotipo](#)

marketing / [mercadotecnia](#)

#### Resources & Materials:

- [Drawing Humans response sheet](#) / [Dibujando hoja de respuestas](#) and [Drawing Human Reveals Slide](#) / [Dibujando personas diapositivas](#)
- Newsela article [Why stereotypes should be avoided](#) (translation available)

Give each student a [Drawing Humans response sheet](#) / [Dibujando hoja de respuestas](#) and some crayons. Tell students NOT to turn the sheet over until everyone is ready to start. Tell students they will have one minute to draw each person based on their description, including their profession. Define [profession](#) / [profesión](#) and add it to the word wall.

Read each description and give students time to draw. If you feel that 1 minute is too short for your students, feel free to extend the time to 2 minutes, but make sure it is a short and clearly defined time so students only have time for a quick sketch. You may also need to remind students their drawings don't need to be "perfect" and to just get their ideas or impressions down. Once you have read all of the descriptions, tell students to put their crayons away. Re-read the description for each human before showing who the person was using the [Drawing Human Reveals Slide](#) / [Dibujando personas diapositivas](#).

Consider asking students to share what they got right or what they got wrong. If students would like to, they can write down the name of the person next to their drawing (in pencil as crayons have been put away). You can read some more information about each person from the [teacher answer key](#).

Next, show students the "reflection" slide and have them complete their reflections. You can also project Slide #8 which shows

photos of all 5 people with their names. Introduce the word stereotype/estereotipo and add it to the word wall. If possible, tell students a story about when you made an assumption based on a stereotype. For example, *my friend was telling me about their doctor and I assumed the doctor was a man. Later I found out the doctor was actually a woman. I know so many female doctors and have female family members who are doctors! So, why did I assume that the doctor was a man? I was thinking about a stereotype even though I know it is not always true. My mind automatically made an assumption and next time I have to tell myself to stop and think about it more carefully.*

Another way we learn stereotypes is through commercials and advertisements, known as marketing. Define marketing / mercadotecnia and add it to the word wall. Have students work in pairs to spot the stereotypes in these commercials: [Stereotypes in Commercials: Lawn Care](#) video and [Stereotypes in Commercials: Household Goods](#) video. As you debrief, ask them what other examples they have noticed in commercials and advertisements that send messages about who should do different kinds of labor? How are people from different groups represented? Consider having them collect some data by watching television or looking at recent magazine ads.

If needed, have students read the Newsela article [Why stereotypes should be avoided](#) (translation available) to add to their understanding of stereotypes. They can read the article and write down 3 questions or statements for debriefing.

NOTE: There are many morning meeting activities to connect to this unit's content. For example, watch [What Assumptions Do Kids Make About Each Other?](#) and have students write something about themselves that their classmates don't know and wouldn't likely guess about them on a notecard (but something they're willing to share). Collect the notecards, then read them aloud with everyone writing down who they guess the notecard is about. Once everyone has written their answers, go back through the deck and have people identify themselves so the class can check their answers. Debrief by asking what assumptions they made that may have been based on stereotypes? If a healthy sense of community has been built, ask students if there are times people have made assumptions based on stereotypes about them in some way. What was it? How did it feel? What has been the impact of that stereotype on them?

SQ 1: What is labor? What types of labor are there? Who does labor, and why? / ¿Qué es el trabajo? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?

## Activity 4 : Undervalued Labor

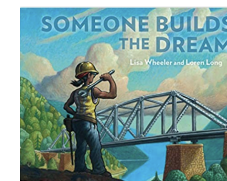
### Vocab:

Stigma / *estigma*


Minimum Wage / *salario mínimo*

### Resources & Materials:

- [There is no unskilled labor, only undervalued skills](#) video
- [Nigel and the Moon](#) by Antwan Eady (read aloud by the author) / [Nigel y la luna](#)
- *Someone Builds the Dream* by Lisa Wheeler and Loren Long (in book bin) ([traducción en español](#))
- Oregon History Project Worker Photos [slidedeck](#)



Show [There is no unskilled labor, only undervalued skills](#) video that celebrates the incredible skills people need to do their jobs. Acknowledge that some labor is regularly undervalued because of stereotypes about who does the work and/or stigmas around the type of work it is (e.g., work that involves getting someone dirty, someone's level of formal education, someone's language or gender, etc.). Introduce the word stigma / *estigma* and add it to the word wall.

 Read [Nigel and the Moon](#) / [Nigel y la luna](#) to spark students' questions and connections to stigmas and stereotypes. Debrief the book with students.

- What is Nigel worried about in terms of the job he wants when he grows up? / *¿Qué le preocupa a Nigel en términos del trabajo que quiere cuando crezca?*
- What labor do his parents do? Why is Nigel worried about telling his friends about his parents? / *¿Qué labores realizan sus padres? ¿Por qué a Nigel le preocupa contarles a sus amigos sobre sus padres?*
- What are examples of stigmas in the book? (e.g., Nigel is worried that people might make fun of him for wanting to be a dancer because of racist and homophobic stigmas and stereotypes around boys wanting to dance, he is worried his classmates may make fun of his parents for not having "fancy" jobs, etc.). / *¿Cuáles son ejemplos de estigmas en el libro? (a*

*Nigel le preocupa que la gente se burle de él por querer ser bailarín debido a los estigmas y estereotipos racistas y homofóbicos en torno a los chicos que quieren bailar, le preocupa que sus compañeros de clase se burlen de sus padres por no tener trabajos “elegantes,” etc).*

As a follow up, read *Someone Builds the Dream* ([traducción en español](#)) for students to note examples of how higher paid, “higher status” work always depends on the work of many other people in positions of “lower status” with lower pay. There are many examples of this from Oregon’s history—both in terms of exploitation of natural and human resources.

Students might be curious about how differently people’s labor is valued based on what job they have, and why. Some of the disparity has to do with scarcity—how many other people have the skills and knowledge to do that job? Some of the disparity has to do with who has the power to secure higher pay. One option is for students to use their math skills as they analyze the [2019 Nike Salaries](#) table. They could discuss whether they think that disparity is justifiable or not. Introduce the term “minimum wage” Have students read the Newsela article [U.S. Restaurant Workers Protest, Demand Higher Pay](#). Again, connect to math to have students calculate what people make working different numbers of hours. They may want to revisit activities from 2nd grade and Kindergarten considering how expensive rent or mortgage is, how expensive food is, etc.

Other books available in the book bins or local library that emphasize the historic importance of, and frequent undervaluing and mistreatment of, laborers include:

- *Coolies* by Yin (in 4th grade book bin)
- *Digging A Hole to Heaven: Coal Miner Boys* by S.D. Nelson
- *The Bobbin Girl* by Emily Arnold McCully
- *A Long Hard Journey: The Story of the Pullman Porter* by Patricia and Frederick McKissack

This would be a good time to share primary sources from the [Oregon History Project](#). A sample of them is here in a [slidedeck](#), but their archives have even more! Simply type “workers” into the search bar (or other related terms).

SQ 1: What is labor? What types of labor are there? Who does labor, and why? / ¿Qué es el trabajo? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?

## Activity 5 : Portland Bridges

Vocab: no new vocab

### Resources & Materials:

- [IBEW Local 48 builds Tilikum's Bridge](#)
- Portland: Our Community
- Bureau of Labor Statistics' [Education Levels and Projected Openings](#) tables
- [Bridge information chart](#)

### Educator Resources:

[Bridgeline: Portland Loves Its Bridges](#)

Have students look at the picture of Tilikum Crossing Bridge on p.55 of Portland: Our Community. Ask students if they have been across it or what they know about it. Play [IBEW Local 48 builds Tilikum's Bridge](#) (from the [IBEW website](#)) and task teams of students to watch for the following information:

- when it was built / *cuando fue construido*
- something special about the bridge / *algo especial del puente*
- who designed it / *quién lo diseñó*
- who built it / *quién lo construyó*

After reading the paragraph from Portland: Our Community and watching the video, debrief with students.

Have students read "Bridges" on pp.48-49 of Portland: Our Community, then have them work in small groups at centers to learn more about each of the bridges on the following pages: the Hawthorne Bridge, Steel Bridge, Broadway Bridge, Burnside Bridge, Sellwood Bridge, Ross Island Bridge, Marquam Bridge, Fremont Bridge, and St. Johns Bridge.

As a class, create a grid on the board ([like this example](#)). For each row, ask someone from each group to report their answer, moving through each bridge in quick succession and documenting their answers in the chart. No group should be able to have any information about who built the bridge. Draw students' attention to the passive verb tense "was built" that is used in almost every



paragraph. Saying “was built” erases the people who built it—and, many times, these histories were not well documented because officials did not think the workers were as important as the designers or donors or namesakes of the projects. Ask students how they could find out, or how they could request more information from the authors of the book. This may mean contacting the [Oregon Historical Society](#) to find out if these histories have been documented and, if not, whether the students can help.

Art / Play: Supply materials for bridge building like [marshmallows with toothpicks](#).

### Optional Extensions

- Note that some jobs require special training or licenses or certificates that can result in work that has higher pay and status. Have students examine the charts from the Bureau of Labor Statistics’ [Education Levels and Projected Openings](#) to identify patterns. Note that they might have heard terms like “unskilled workers” or “skilled workers,” but actually every job involves skill and knowledge—regardless of what degree or license is needed.
- Another option is to engage students in a role play to explore ideas about job stereotypes. The idea is to give kids characters in scenarios to determine whose labor would be most valued. This could be a Sinking Ship, Shipwrecked, Space Mission, etc. with different characters like Taxi Driver, Plumber, Senator, Teacher, Architect, Lawyer, Construction Worker, Scientist, etc. Read about how elementary teachers have used this activity in [The Sinking Ship](#) blog post from Teach Pluralism blog. [As with any simulation or role play, provide ample time for debrief and reflection.](#)
- As an extension, ask students what stereotypes they’ve heard about unpaid or paid labor their loved ones do, and how it impacts them. This could be a great time to share their takeaways from their Family Interviews and to connect back to the School Labor Interviews. Give students time in small groups to brainstorm what they have heard about stereotypes and stigmas related to work and what questions they have or what they’re curious about to follow up on. For instance, students may have family members who are refugees or immigrants with degrees and licenses from other countries that are not recognized in the U.S. They might have questions about what “benefits” are, what unemployment or lay-off mean, why parents don’t want to lose health care affiliated with their employment status, etc. Answer the questions you can and utilize resources here / gather additional resources to help students answer their questions. NOTE: There might be *significant* stress in their family related to these issues, not to mention your own. Use your best judgment and conversations with kids and families to determine if/how a deeper dive is affirming and supportive to students with concerns and questions, or stressful. Having a process the kids are familiar with that they can use to identify when they need a break or have a story they want to share with the class is important.

SQ 1: What is labor? What types of labor are there? Who does labor, and why? / ¿Qué es el trabajo? ¿Qué tipos de mano de obra hay? ¿Quién trabaja y por qué?

## Activity 6: Employment Discrimination

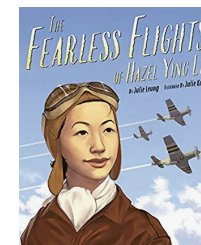
### Vocab:

Representation / [representación](#)

Employment Discrimination / [discriminación laboral](#)

### Resources & Materials:

- [Sisters in Solidarity video](#)
- [Employment Disparities data](#)
- KWL Chart
- *The Fearless Flight of Hazel Ying Lee* by Julie Leung and Julie Kwon (in book bin) paired with [this slide deck](#)
- Children's books about discrimination (e.g., ableism, ageism, sizeism, homophobia, transphobia, racism, sexism, etc.) in employment. Recommendations are listed in the activity details below.
- Newsela article: [Justices rule LGBT people protected from job discrimination](#) (Spanish translation available)
- [Explained: Why Women Are Paid Less](#) (Netflix)
- [Women, Labor, and WWII](#) from Oregon Historical Society
- [A huge win for after a long fight for equal pay for the women of US soccer](#) video




Some stereotypes about who does certain jobs are completely inaccurate. Sometimes, however, there is some truth to them because there are very real disparities in the kinds of work that people do. For example, take the job of an electrician. Ask students what stereotypes they might have heard about who becomes an electrician / *quién se convierte en electricista*. Circle back to the IBEW Local 48 from the bridges activity to watch how women are supporting each other as electricians in Portland: [Sisters in Solidarity video](#). Debrief the video by asking students questions like

- why these women enjoy their jobs / *¿por qué a estas mujeres les gusta su trabajo?*
- what stereotypes they face / *¿qué estereotipos enfrentan?*

- and what they are doing to try to recruit more women into the profession / *¿qué están haciendo para tratar de reclutar más mujeres en la profesión?*

Define Representation / representación and add it to the word wall.

We need to understand the history of *why* certain people may have certain jobs less often than other people. Students could explore some of these patterns of disparities by analyzing the [Employment Disparities data](#). These disparities have to do with a long history of discrimination, when employers and schools would not allow people to work for them or get the education they needed just because of their identity—a history that continues today. Define employment discrimination / discriminación laboral (which builds off students learning about discrimination in Grade 2 Unit 2) and add it to the word wall. Ask students what they have heard or know about this to construct a KWL chart. Read *The Fearless Flight of Hazel Ying Lee* as a way to add to their KWL chart. NOTE: Students could make a connection to Hazel's story and the Chinese Consolidated Benevolent Association that they will learn about in the mutual aid primary sources in upcoming activities. Read the biography of Hazel in the back of the book, and show students actual photographs of Hazel Lee from [this slide deck](#).

 There are also great excerpts from the [Portland: Our Community](#) biographies section for students to read and connect to the history of employment discrimination: Dr. DeNorval Unthank (pp.107-109), Beatrice Morrow Cannady (pp.115-117), Dr. Kwan Hsu (pp.119-121), Minoru Yasui (pp.127-129), Sara Boone (pp.150-153). Give students an opportunity to share with each other about what they learned by creating portraits that include symbols of what the people accomplished.

To facilitate a deeper dive into employment discrimination, consider having students work in centers with other picture books and primary sources depending on what you have access to in your personal or local library. There are many, *many* options for other children's books that expose students to different types of discrimination (e.g., ableism, ageism, sizeism, homophobia, transphobia, racism, sexism, etc.) in employment:

- *Be Bold! Be Brave! 11 Latinas who made U.S. History* (in book Bin)
- [Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist](#) by Linda Skeers
- [The Girl Who Thought in Pictures: The Story of Temple Grandin](#) by Julia Finley Mosca
- [Hidden Figures: The True Story of Four Black Women and the Space Race](#) by Margo Lee Shetterley
- [Holding Her Own: The Exceptional Life of Jackie Ormes](#) by Traci N. Todd
- [Shark Lady: The True Story of How Eugenie Clark Became the Ocean's Most Fearless Scientist](#)
- *Mae Among the Stars* by Roda Ahmed (bilingual read aloud [here](#))

- [\*Six Dots: A Story of Young Louis Braille\*](#) by Jen Bryant
- [\*A Weed Is A Flower: The Life of George Washington Carver\*](#) by Alike

These resources may also be good for sparking or helping to answer students' questions about ongoing employment discrimination:

- Have students read current events about cases related to employment discrimination like the Newsela article: [Justices rule LGBT people protected from job discrimination](#) (Spanish translation available).
- One ongoing area of discrimination has to do with unequal pay. There is a gender pay gap that is especially bad for BIPOC women. Play [Explained: Why Women Are Paid Less](#) to spark student questions and make connections to previous learning / concepts / vocab.
- As a specific recent example, students may have heard about the recent victory for US Women's Soccer for equal pay. [A huge win for after a long fight for equal pay for the women of US soccer](#) video. As current events emerge related to "equal pay for equal work," explore these with students.

### Guest Speakers

To cap off this portion of the unit, consider asking students which kinds of jobs they're interested in learning more about to see if you can connect with someone to serve as a guest speaker. Ask students to generate a list of interview questions that use the concepts and vocabulary they are learning. For example:

- What kind of labor do you do at your job? / *¿Qué tipo de trabajo hace en su empleo?*
- What kind of education or training did you need for your job? / *¿Qué tipo de educación o preparación necesitó para su trabajo?*
- Are there any stereotypes about your job? / *¿Hay algunos estereotipos hacia su trabajo?*
- What is accurate or inaccurate about those stereotypes? Is there any stigma with your job? / *¿Qué es real o no real acerca de esos estereotipos? ¿Hay algún estigma relacionado con su trabajo?*
- Have you ever experienced discrimination at your job, or know that it happens in your field? What are people doing about it? Etc. / *¿Ha experimentado discriminación en su trabajo o sabe si pasa en su profesión? ¿Qué es lo que las personas están haciendo respecto a esto?*

As always, have students write a thank you note for the guest speakers' time!

## Part 2: Activities 7-9

Supporting Question #2: What are different ideas about how to value labor? / ¿Cuáles son algunas ideas de cómo la mano de obra debe ser valorada?

### Activity 7 : Cooperation & Collective

#### Vocab:

Cooperation / Mutual Aid [cooperación](#) / [ayuda mutua](#)

Collective / [colectivo](#) / [comunidad](#)

Common Good / [bien común](#)

Volunteer / [voluntari@](#)

Solidarity / [solidaridad](#)

Charity / [caridad](#)

#### Resources & Materials:

- [Let's Go Eeling](#) by Mercedes Jones (Grande Ronde curriculum, read aloud [here](#))
- [Mutual Aid Examples in Portland](#) (photos)
- [My Cooperation In A Collective / Mi cooperación en una colectiva](#)
- [Beaverton Food Project Brings Mutual Aid Ethos to Suburbs](#) (or more recent article)
- [Portland Mutual Aid Network](#)
- ['Solidarity, Not Charity': A Visual History of Mutual Aid](#) timeline
- [Charity and Solidarity](#) table
- [The Little Red Hen / La Gallinita Roja](#)

Return to the definition of labor. Note that there are different ideas people believe about how they can best meet their wants and needs and produce goods and services. This has differed over time and across cultures, and sometimes people use different strategies at different moments of their day or different parts of their lives. One belief is that the best way to get things done is through cooperation/cooperación in a collective / colectivo—a “we” approach rather than a “me” approach. Define both words and add to the word wall. In short, this belief is about people pooling their labor to help meet everyone’s wants and needs. Instead of

prioritizing the individual, they are most concerned about the common good. Define common good / bien común and add it to the word wall.



Share [Let's Go Feeling](#) (Grande Ronde curriculum, read aloud [here](#)) and ask students to notice all the different labor the Grand Ronde family was involved in for the common good. What were their community's needs? How did they work together to meet those needs? NOTE: Students will learn more about the harms of settlement on Indigenous cultures, communities, and systems including the imposition of a more individual, competitive economic system in Grade 4.

Next, print off the [Mutual Aid Examples in Portland](#) photos so small groups of students each have a set. Have them explore the pictures to make a prediction about what "mutual aid" means and what is going on in these pictures using the first part of the Mutual Aid Predictions KWL class anchor chart. NOTE: This could be an individual KWL if students are ready for that level of independence.

After they make their educated guesses, read [Beaverton Food Project Brings Mutual Aid Ethos to Suburbs](#) and show students the [Portland Area Mutual Aid Network](#) website, reading a bit about the group from its description online. Explore the website with students based on what they want to know more about. Return to the photos, describing what is happening in each (e.g., little library, community fridge, food cooperative, etc. based on your knowledge and background info in the Educator Resources). Ask students what they got right about their predictions, and what they might have missed. Define volunteer/voluntario and add it to the word wall. Encourage students to share their stories of seeing or being part of these mutual aid efforts, or what other mutual aid activities they know about in the city. For example, some kids may be part of religious communities that host potlucks or offer care for people when someone gets sick or has passed away. Every family functions as a type of collective, so they all will have at least some experience with the idea of the common good. Other kids may regularly volunteer somewhere and/or their family relies on a service of some kind.

Ask students why mutual aid has been so important throughout our history, and which groups they think have been behind so many mutual aid efforts. Have them write their predictions on the Mutual Aid Predictions KWL class anchor chart. As a whole class, walk them through the ['Solidarity, Not Charity': A Visual History of Mutual Aid](#) timeline. As you work through the timeline, give students time to add to their notes what they find interesting, what questions they have, and what they want to learn more about. Consider inviting guest speakers from Indigenous nations, collective organizations, and mutual aid networks to talk about their understanding of the relationship between labor and the common good within their community or organization.

Revisit the title of the mutual aid visual timeline—‘Solidarity, Not Charity.’ Define solidarity / solidaridad and add it to the word wall, followed by charity / caridad. Have students work in partners or small groups to analyze the Charity and Solidarity table and write their responses to the questions. Debrief as a whole class.



Within groups relying on cooperation, people may not do what was agreed upon or pitch in if they are able. Play The Little Red Hen / La Gallinita Roja (a fully bilingual storyteller telling a version of the hen making tortillas). Use the discussion guide questions to prompt conversation with the students:

- In some versions of the story, those that do not help do not get to eat. Do you think that is fair? In this version, they must wait until all the helpers have eaten, while the tortillas are fresh and hot, and then maybe they can eat. Do you think that is fair? / *En algunas versiones de la historia los que no ayudan no pueden comer; ¿crees que es justo? En esta versión, deben esperar hasta que todos los ayudantes hayan comido, mientras las tortillas estén frescas y calientes y entonces quizás puedan comer. ¿Crees que es justo?*
- Why do you think the dog, the cat, and the pig didn’t want to help the *Gallinita Roja*/Little Red Hen? What do you think they were doing while she and her chicks were working? How do you think it made the *Gallinita* and her *pollitos* feel? / *¿Por qué crees que el perro, el gato y el cerdo no querían ayudar a la Gallinita Roja/Gallinita Roja? ¿Qué crees que estaban haciendo mientras ella y sus pollitos trabajaban? ¿Cómo crees que se sintieron la Gallinita y sus pollitos?*
- How do you think the dog, the cat, and the pig felt when *La Gallinita Roja* and her helpers were eating and they had to wait? Do you think they would help the next time they were asked? Why or why not? Etc. / *¿Cómo crees que se sintieron el perro, el gato y el cerdo cuando La Gallinita Roja y sus ayudantes estaban comiendo y tuvieron que esperar? ¿Crees que ayudarán la próxima vez que se les pida? ¿Por qué o por qué no? etc.*

Ask students to write and/or draw a picture showing how they are involved in some kind of cooperative, collective labor in their lives using My Cooperation In A Collective / Mi cooperación en una colectividad sheet. Note for students that this labor could be paid or unpaid! For example, if you model yourself you could consider public schools a type of collective. People pool their resources (i.e., taxes) in order to provide free schools for everyone to attend. The taxes pay the salaries of the teachers and other school staff.

Art / Craft: An ongoing center or free time connection to this unit could be a series of cooperative games. Peaceable Kingdom makes all sorts of different cooperative board games (read a review of them [here](#)).



SQ 2: What are different ideas about how to value labor? / ¿Cuáles son algunas ideas de cómo la mano de obra debe ser valorada?

### Activity 8 : Industries in Oregon

#### Vocab:

Competition / [competencia](#)

Self-Interest / [interés propio](#)

Producer / Owner / Worker [productor](#) / [propietario](#) / [trabajador](#)

Consumer / [consumidor](#)

Industry / [industria](#)

#### Resources & Materials:

- [Destiny's Gifts](#) by Natasha Anastasia Tarpley
- [How Flip-Flop Art Helps Clean Kenya's Beaches](#) video
- [Oregon's Target Industries](#)
- [Hypothesis & Analysis / Hipótesis y análisis](#)

So far, we've been focused on the idea of cooperation, when people pool their labor and share the resources it generates for the common good. Another idea is competition/competencia, when people compete for resources and prioritize their own self-interest and individual responsibility. This is more of a "me" than a "we" way to think about things. In this approach, a producer gets paid by a consumer for a good or service. Define producer / productor and consumer / consumidor, and have students apply their understanding of the concepts/vocab to picture books that include producers and consumers. As they review the examples, draw students' attention to the costs of production (e.g., labor and materials) and how owners make decisions about whether to start a business and how to run it. One good option for a book is [Destiny's Gifts](#). Another option they may enjoy that is a good segue from Unit 2 is [How Flip-Flop Art Helps Clean Kenya's Beaches](#) (video).

A group of producers competing to sell the same kind of good or service is called an industry/industria. Ask students if they know which industries are important in Oregon. Have students work in small groups to explore one of Oregon's major industries: Metals & Machinery, Business Services, Food & Beverages, Forestry & Wood Products, High Technology, Outdoor Gear & Apparel, and Bioscience. After assigning the category of industry, have students complete the first part of their [Hypothesis & Analysis / Hipótesis y análisis](#). Then, give students each an industry to read about using [Oregon's Target Industries / Industrias](#). If students ready for more



advanced work, give small groups the entire packet of industries. NOTE: If “hypothesis” / “hipótesis” or “analysis” / “análisis” are new words for them, consider adding that to the word wall.

An ongoing center or free time connection to this unit could be a series of competitive games (e.g., [Minute to Win It](#) games).

NOTE: Students may have questions about our economic system of capitalism and express ideas or confusion about this that will need clarification. [Noticing and Questioning Capitalism in the Elementary Classroom](#) is a helpful resource for elementary teachers who may be feeling overwhelmed or intimidated by these questions. In addition, there is a chance to make a strong connection here to Unit 2. Consider showing the [How Do We Create A Better Economy?](#) video that connects Unit 2 to Unit 3. This is also a segue to the next supporting question

SQ 2: What are different ideas about how to value labor? / ¿Cuáles son algunas ideas de cómo la mano de obra debe ser valorada?

## Activity 9: For-Profit & Non-Profit

### Vocab:

For-Profit / Non-Profit [con fines de lucro / sin intención de lucro](#)

Price / [precio](#)

### Resources & Materials:

- Newsela Articles with examples of Profit / Non-Profit / Mix (linked below)
- [Profit At What Cost? / ¿A que costo?](#) reflection
- Other resources linked below

### Educator Resources:

Teach Pluralism's [Factory Simulation](#)

[Beaverton Area Chamber of Commerce](#)


[Score Portland](#)

[Largest BIPOC-owned businesses in Oregon and Clark County, WA](#)

[Celebrate Women's History Month at These Local Women-Owned Businesses](#)

[Prosper Portland](#)

Ultimately, an owner is trying to make a profit. Define [for-profit / con fines de lucro](#). They may be concerned with other ends like sustainability or mentorship, but profit is typically their primary motive. This is different than many cooperative or collective efforts

 that are either not for profit or involved in profit sharing because the common good is their main concern. Have students compare them by jigsawing different articles about kids starting for-profit businesses and non-profit organizations. NOTE: Sometimes, a for-profit has non-profit connections, as a few of these articles describe. That complexity is useful for kids to learn about!

- Newsela article [How a 12-year-old's night light nonprofit is brightening life for foster children](#) (no translation available)
- Newsela article [Texas teen and her mom run an online store that sells a lot of slime](#) (Spanish translation available)
- Newsela article [Rosie Quinn's nonprofit provides headscarves for kids with alopecia](#) (Spanish translation available)

- Newsela article [Eleven year old squeezes success from lemonade and desserts](#) (Spanish translation available)
- Newsela article [Program hosts computer hackathon to help students help their city](#) (no translation available)
- Newsela article [Teenager starts a company to help girls feel good about themselves](#) (no translation available)
- Newsela article [Recipe for success: Young baker starts business to buy a home for his mom](#) (Spanish translation available)
- Newsela article [The Gill Brothers Candle Company smells like success](#) (no translation available)
- Newsela article [Creating a buzz: Teens find sweet success with Black Bee Honey](#) (no translation available)
- Newsela article [Bakery run by teen gives away a cupcake for every one sold](#) (Spanish translation available)

How businesses make a profit is by selling their goods and services for more money than it takes for them to produce it. This includes being able to pay for the labor and for the materials with some left over for them. The owner wants the workers to work as hard as they can for what they are paying them as a way to maximize profit (hopefully without exploitation). They also want the materials to be as inexpensive as possible (hopefully without sacrificing quality). How much profit should a business make? What should a business do with its profit? What should it be allowed to do for a profit? *¿Cuánta ganancia debe tener una empresa? ¿Qué debe hacer una empresa con sus ganancias? ¿Qué se le debería permitir hacer para obtener ganancias?* There are many ways for students to explore answers to these questions. Whichever of the activities below or others you do for students to learn about what it takes to start and run a business, have students reflect on what they've learned by completing the [Profit At What Cost? / ¿A que costo?](#) reflection that gives them a chance to answer them.

- Engage them in a [Storypath](#) you create for them to make decisions about what needs to happen in their business (e.g., lemonade stand), run a simulation like this [Factory Simulation](#), or set up opportunities for dramatic play.
- Another option is to have students generate their own ideas for a business. What good or service will they sell? What are their materials and labor costs? How much profit do they want to make? Will there be any connection to a non-profit? They could pitch their ideas to the class like an episode of Shark Tank. If kids are super excited about a particular idea, run with it!
- Students could learn about some of the most successful founders of for-profit businesses in Portland's history from [Portland: Our Community](#). NOTE: The Oregon History Project includes profiles of other notable businesspeople in Portland like [Shinzaburo Ban](#).
  - Michael Powell (pp.60-61)
  - Fred Meyer (pp.62-63)
  - James Beatty (p.99-100)
  - Abigail Scott Dunaway (pp.103-105)
  - William "Bill" Naito (pp.134-137)
- Consider inviting small business owners or representatives of the major industries and/or the Chamber of Commerce to visit

the class and share about their labor and how they make decisions about their businesses, what labor practices they think are best, etc. The Educator Resources section lists several organizations to help identify businesses to invite.

Again, be sure to provide opportunities for students to share out about their Family Labor Interviews in connection with learning all of these concepts and vocab in the unit thus far. The interviews may also give you ideas about which family members are willing to come in and talk about their labor.

NOTE: There are lots of connections to make to 1st grade and its focus on communities and businesses in Beaverton.

## Part 3: Activities 10-

Supporting Question #3: How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?

### Teacher Background

NOTE: Students will learn more about enslavement of Indigenous people from the Americas and Africa in Grades 4 and 5.

For more background knowledge:

- [How to Talk to Your Kids About Modern Slavery](#) from the Educator Resources of the [National Underground Railroad Freedom Center](#)
- [Teaching Hard History podcast](#) (for educators teaching about the history of enslavement in the United States) - e.g., Ep. 9
- [What Slavery Looked Like in the West](#)
- [Slavery Before the Transatlantic Slave Trade](#)

### Activity 10: Enslavement

#### Vocab:

Enslavement / esclavitud

Liberation / liberación

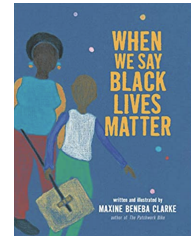
Abolition / abolición

Resistance / resistencia

#### Resources & Materials:

- Chart paper and sticky notes
- [Build A House](#) by Rhiannon Giddens (it is based on a song that she performs in this read aloud; [traducción en español](#))
- [We Built This](#) song from Blackish (background on the clip from the episode [here](#))

- Newsela article: [A brief history of American farm labor](#) (Spanish translation available)
- Newsela [America's early economy was built on cotton and slavery](#) (Spanish translation available)
- Newsela [Enslavement in the New England colonies](#) (Spanish translation available)
- *When We Say Black Lives Matter* by Maxine Beneba Clarke (in book bin)
- [Lack of true penalties exacerbates wage theft in Oregon](#)
- Resistance to Slavery ([English](#) / [español](#))



Books not in book bin

- [Biddy Mason Speaks Up](#) by Arisa White & Laura Atkins (short video of Biddy Mason's life [here](#))
- [Carter Reads the Newspaper](#) by Deborah Hopkinson
- *The 1619 Project Born on the Water* by Nikole Hannah-Jones and Renée Watson (in 5th grade book bin)

Sometimes, producers are willing to make a profit through incredibly unethical ways like not paying their workers and even treating their workers as property. Explain that this is super shameful and can be a difficult issue to learn about. Define enslavement / esclavitud and add it to the word wall. Ask students what they've heard about slavery, and what questions they have to create a KWL anchor chart. Slavery has happened in different places and different times all over the world. For example, the Chinook people in the Pacific Northwest enslaved prisoners of war as did many nations in the Americas, Europe, Asia, and Africa. In the U.S., however, slavery took a very different form for hundreds of years. Owners made profits through enslaved labor as a racialized system of *chattel slavery*—when people racialized as Black were enslaved and any children they had were also automatically enslaved with no rights or legal status as human beings. For an accessible overview of this history and a way to solicit students' questions about slavery in the U.S., play [Build A House](#) (it is based on a song that the artist performs in this read aloud; [traducción en español](#)). Students can individually or in small groups generate questions on sticky notes to add to the front board or an anchor chart. The song [We Built This](#) song from the TV show *Blackish* and/or the picture book *Born on the Water* (in the 5th grade book bin) could also be useful. NOTE: The chattel slavery described in the book was experienced by some Native Americans as both enslaved and enslaver.



Have students work in triads (e.g., jigsaw) to learn more about this history and answer the questions they have. Give them sticky notes color-coded for questions and connections. After they have finished their work, have them add their sticky notes to a Questions anchor chart and a Connections anchor chart. As students note other academic vocab that is new to them (e.g., indentured servant), consider adding those to the word wall even if they are not a part of the prepared glossary/glosario.

- Newsela article: [A brief history of American farm labor](#) (Spanish translation available)

- Newsela [America's early economy was built on cotton and slavery](#) (Spanish translation available)
- Newsela [Enslavement in the New England colonies](#) (Spanish translation available)

Give students time to read what other students posted before reviewing the questions and comments. Do your best to field them and gather necessary resources to follow up with any.

Stress that people who were enslaved in chattel slavery did not just work in fields—their work included miners, chefs, lumber workers, artists, and construction workers who built tunnels, canals, ships, railroads, churches, synagogues, houses, and other buildings (including the White House). Consider borrowing or using additional picture books for whole class read alouds for students to understand more about work during and after enslavement. Be sure to make time to field their questions. Suggestions include:

- *Brick by Brick* by Charles R. Smith
- [Biddy Mason Speaks Up](#) by Arisa White & Laura Atkins (short video of Biddy Mason's life [here](#))
- [Carter Reads the Newspaper](#) by Deborah Hopkinson

For modern connections to the need to understand the impact of this history, read *When We Say Black Lives Matter*.

Though chattel slavery ended after the Civil War, explain that slavery changed in the U.S. but didn't really go away. Some producers still try to figure out ways not to pay workers, illegally and legally. As students have questions about when and if slavery ended, use [How to Talk to Your Kids About Modern Slavery](#) from the Educator Resources of the [National Underground Railroad Freedom Center](#) as a teacher resource. In short, chattel slavery ended, but slavery continues to exist in many different forms.

- Use the PBS interactive timeline+map [Slavery By Another Name](#) to share examples of how it evolved (e.g., convict leasing and peonage). Preview which states to focus on to click on the map rather than through the entire timeline. NOTE: The timeline mentions convict leasing in Oregon in 1859. Students may be interested to look at this chart indicating [how much people convicted of crimes earn](#) (or not) around the U.S.
- You could read aloud or students could jigsaw these articles to answer the question of how slavery persists to understand enslavement outside of the U.S., wage theft, the legal use of unpaid prison labor, etc.
  - Newsela [There are 30 million enslaved people in the world](#) (no translation available)
  - Newsela [Many prisoners are unhappy with the way they are treated in jail](#) (no translation available)
  - Newsela [Women firefighters from prison take on California blazes for little pay](#) (no translation available)
  - [Lack of true penalties exacerbates wage theft in Oregon](#) from Oregon Center for Public Policy.
- As always, pay attention to current events connected to these issues like [Oregon nurses call for investigation of alleged wage theft by Providence](#) or [Oregonians remove slavery from state constitution, though by 'shockingly close' margin](#). And, of

course, keep track of students' questions and learning on the class KWL anchor chart.

What have people done to resist enslavement? Define resistance/resistencia, liberation/liberación, and abolition/abolición. Remember, future grades will examine these histories further, but this is an important moment to alert students to the fact that people *regularly* resisted enslavement in many different ways. They were people who fought for their own freedom (liberation) and people who fought to end slavery (abolition). One way to expose students to this rich history is for students to rotate through centers with short descriptions of Resistance to Slavery ([English](#) / [español](#)) examples where they can post or write questions. Collect the questions to address, then debrief by considering the risks of all the forms of resistance and the strength it took to keep resisting. Consider pairing this with read alouds recommended from the [Teaching for Change booklist](#) for teaching about slavery and resistance.



As an [exit slip](#), have students respond to these prompts:

*I'm surprised by../ [Estoy sorprendido de...](#) I used to think...but now I'm thinking../ [Antes pensaba que...pero ahora pienso...](#) I'm still wondering about../ [Aún sigo pensando en...](#)*



SQ3: How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?

## Activity 11: Exploitation & Working Conditions

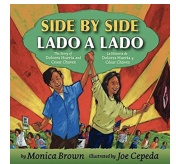
### Vocab:

Exploitation / [explotación](#)

Working Conditions / [condiciones de trabajo](#)

### Resources & Materials:

- [The Great Plank Road / El Gran Camino de Tablones worksheet](#)
- *Side by Side: The Story of Dolores Huerta and Cesar Chavez / Lado a lado* by Monica Brown (in book bin) along with [Americans Who Tell the Truth](#) poster of César Chávez



Sometimes, producers are able to find labor (and materials) that cost less. Maybe they cost less because the people are desperate for work as they are in vulnerable situations as children, immigrants or refugees, or people who are discriminated against. Sometimes, producers exploit workers and materials in order to make more profit. Add [exploitation / explotación](#) to the word wall. They may pay them low wages (remind them of this vocab word) and expose them to dangerous working conditions. Define [working conditions / condiciones de trabajo](#) and add it to the word wall.

There are many examples of this in Portland's history. Have students read pp.42-43 in Portland: Our Community about Transportation: The Great Plank Road. Have them complete [The Great Plank Road / El Gran Camino de Tablones worksheet](#) individually or in partners. As always, debrief as a class to hear what they noticed and what they wonder. Follow up on students' questions throughout the unit, or gather additional resources as needed.



As a way for students to apply what they have learned thus far, create other centers or read these aloud as a class with opportunities for students to analyze the portraits and primary sources of people who experienced discrimination, enslavement, and exploitation. Recommended books for this activity include:

- *Side by Side: The Story of Dolores Huerta and Cesar Chavez / Lado a lado* by Monica Brown (with [Americans Who Tell the Truth](#) poster of César Chávez)

- [\*Voice of Freedom: Fannie Lou Hamer\*](#) (on Epic) by Carole Boston Weatherford (with [Americans Who Tell the Truth](#) poster of Fannie Lou Hamer)
- [\*Carter Reads the Newspaper\*](#) by Deborah Hopkinson (with [Americans Who Tell the Truth](#) poster of Carter G. Woodson)
- [\*That's Not Fair: Emma Tenayuca's Struggle for Justice\*](#) / [\*No es justo: a Lucha de Emma Tenayuca Por La Justicia\*](#) by Carmen Tafolla, Sharyll Teneyuca, Terry Ybanez (with [Americans Who Tell the Truth](#) poster of Emma Tenayuca)

Sometimes, producers are able to find less expensive labor and materials in other countries, where the government may offer fewer protections for workers and the cost of living is lower. As consumers, this makes the product cheaper for us—but it also comes at a cost. In order to make the most informed personal financial decisions, it's important to understand all of the costs that go into producing something we consume. It may be that a product has a lower price, but are we okay with what it costs to get that higher price? There are many products for students to explore in terms of tracking down what choices the businesses have made about labor and materials, and what that means for our choices as consumers. One option for doing this is by having students look at the “Made In” labels on their clothes to map all the countries represented and generating questions this activity sparks for them. These resources could also be used to spark and/or answer questions:

- [The Life Cycle of A T-Shirt](#) (video, with many connections to Unit 2)
- [Who Made My Clothes?](#)
- [These clothing tags tell you where your t-shirt really comes from](#)
- IndyTeens article [Fast Fashion](#)

As one way to assess their learning of this content, the class could investigate where the district orders their t-shirts for school spirit swag, then craft a proposal about what changes they may want to advocate for in order to address any concerns or how to more fully appreciate the labor of all the people whose work made that t-shirt possible.

SQ 3: How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?

## Activity 12: Migrant Labor, Undocumented Labor, and Child Labor

### Vocab:

Migrant Labor / [mano de obra migrante](#)

Undocumented Labor / [trabajo indocumentado](#)

Child Labor / [mano de obra joven](#)

If students are ready for more independent work, consider having them rotate in small groups the following resources in centers. If not, create more structured learning activities as a whole class for them to learn about migrant labor, undocumented labor, and child labor. Have students add sticky notes to the class KWL anchor chart and/or create their own to keep track of their learning. NOTE: These should be considered “baseline” resources for the centers. Gather additional picture books, recent current event news stories, primary sources, or other materials that will help students explore these issues in more depth and to answer their questions that these initial resources spark.

[Migrant Labor, Undocumented Labor, and Child Labor Resources](#) contains the photos, videos, and books to explore the issues.

NOTE: The categories of child, migrant, and undocumented labor overlap. For your background knowledge to be able to field students’ questions and help them make connections to ongoing issues, check out [Hundreds of Migrant Children Work Long Hours in Jobs That Violate Child Labor Laws](#) or [Frontline’s Q&A: America’s “Invisible” Child Labor Problem](#). These aren’t accessible for kids, but the deeper your background knowledge is about these topics, the more confident you will be in responding to students’ questions, anticipating what connections to make or what might be confusing for the students, and supporting students whose families may be navigating these issues.

SQ 3: How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?

### Activity 13: Labor Movements

#### Vocab:

Labor Unions / [sindicatos](#)

Labor Movement / [movimiento laboral](#)

March / [marcha](#)

Strike / [huelga](#)

Boycott / [boicot](#)

#### Resources & Materials:

- Songs of the American Labor Movement [playlist](#) and Labor/Union/Resistance Songs [playlist](#); check out picture books about this like:
  - [Which Side Are You On?](#) by Chris Eboch (click [here](#) for the original song by Florence Reece or [here](#) to hear Pete Seeger's version of this song) about the Harlan County coal strike mentioned in the labor movement timeline activity
  - [Stand Up and Sing!](#) by Susanna Reich about Pete Seeger, known for songs about [racial justice](#), [environmental protection](#), and [workers' rights](#)
- [Click Clack Moo Cows That Type](#) / [Clic clac muu vacas escritoras](#) by Doreen Cronin
- [Joelito's Big Decision](#) / [La gran decisión de Joelito](#) by Ann Berlak and Daniel Comacho
- Newsela article: [The rise of organized labor in the U.S.](#) (translation available)
- Labor Movement Mixer ([English](#) / [español](#))

#### Educator Resources:

[The Missing Pieces of America's Education](#) (essays for educators including [Yes, There Was Rebellion. But Smaller Acts of Resistance Defined the Daily Lives of the Enslaved](#) by Hasan Jeffries)

[Teaching A People's History of Abolition and the Civil War](#)

[Poetry of Defiance: How the Enslaved Resisted](#) by Adam Sanchez (from the [Zinn Education Project](#))

What have people done to resist exploitation and discrimination? A common strategy for exploited workers to demand appreciation

for their labor is to join together to put pressure on owners and raise awareness about their problems so other people will take up their cause. A formal organization of workers coming together to fight for better working conditions and wages is called a union. Add union/sindicato to the word wall. To introduce students to this concept, read or play [Click Clack Moo Cows That Type](#) / [Clic clac muu vacas escritoras](#), pausing at different moments to ask the class what options the cows have and what options the farmer has.

Additional resources include:

- [Joelito's Big Decision](#) / [La gran decisión de Joelito](#) is not about a specific historic moment, but is also a great book to introduce students to the concept of a union. Use the story to spark students' questions about the history of unions in the U.S. (or around the world, though the resources here are focused on the U.S.).
- Another resource to spark questions is to have them read the Newsela article: [The rise of organized labor in the U.S.](#) (translation available).



Stress that the history of labor organizing is very, very long—it is as long as the history of our country and lasts up through today. Define labor movement / movimiento laboral and add it to the word wall. Follow the teacher instructions in the Labor Movement Mixer ([English](#) / [español](#)) to create a class timeline. As needed, add notable words to the word wall (e.g., march/marcha, boycott/boicot, strike/huelga).

There are many wonderful books about labor movement history for children. Here is a short list with links to video read alouds if you do not have access to the books through the school, your own collection, or the local library. Pairing them with primary sources can help them really come alive for students.

- [Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909](#) by Michelle Markel and [1909 Uprising](#) video
- [The Newsies Strike](#) video
- [Memphis, Martin and the Mountaintop](#) by Alice Faye Duncan and [The Memphis Sanitation Strike](#) video
- [Mother Jones and Her Army of Mill Children](#) by Jonah Winter / [On Our Way to Oyster Bay: Mother Jones and Her March for Children's Rights](#) by Monica Kulling and [Mother Jones March of the Mill Children](#) video
- [¡Sí, se puede!](#) / [Yes We Can](#) by Diana Cohn and [Justice for Janitors](#) video (NOTE: There are images of police brutality against demonstrators)

As an exit slip, students could practice making a portrait of someone from the past few activities to post around the room.

SQ 3: How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?

### Activity 14: Workers' Rights & Economic Justice

#### Vocab:

Workers' Rights / [Derechos laborales](#)

Economic Justice / [Justicia económica](#)

#### Resources & Materials:

- [Your Rights At Work](#) from Oregon Bureau of Labor & Industries with [posters](#) translated into seven languages (print the ones that are most salient for your students)
- [Thanks to Frances Perkins: Fighter for Workers' Rights](#) by Deborah Hopkinson and Kristy Caldwell (with [Americans Who Tell the Truth](#) / [Americanos que dicen la verdad](#) poster of Frances Perkins)
- [Labor History Mural](#) and Labor History Mural reflection ([English](#) / [español](#))
- [PCUN Primary Sources](#)

#### Educator Resources:

- [VOZ: Workers' Rights Education Project](#)
- [PCUN: Oregon's Farmworker Union](#)
- [NW Workers' Justice Project](#)
- [Portland Jobs with Justice](#)
- [Metro Labor Unions](#)
- [Industrial Workers of the World - Portland](#)
- [Oregon AFL-CIO](#)

Explain to students that there is a long labor movement history in Oregon for workers' rights and economic justice. Define workers' rights / derechos laborales and economic justice / justicia económica and add to the word wall.

Read or play [Thanks to Frances Perkins: Fighter for Workers' Rights](#) by Deborah Hopkinson and Kristy Caldwell and/or show students the portrait of Frances Perkins from the [Americans Who Tell the Truth](#) / [Americanos que dicen la verdad](#). Then, have students work in small groups to examine Oregon Bureau of Labor & Industries [posters](#) to make connections between the rights of

workers in Oregon now and the work of Frances Perkins. Consider picking one to model for students and help them analyze as a whole class (e.g., [Equal Pay](#) / [Igualdad de salarios](#)).

To further explore labor movements, here are additional activities (you may decide to do one, some, or all depending on the interests of your class):

- Have them work in pairs to explore the [Labor History Mural](#) at Portland Community College using the Labor History Mural reflection ([English](#) / [español](#)). Debrief as a whole class to identify what they notice and what they wonder. Do your best to follow up on what questions they have about Oregon specific history using the educator resources provided.
- To learn more about the labor movement in Oregon, students could also examine [PCUN Primary Sources](#) to generate questions and connections.
- Encourage students to bring in news stories or read aloud news stories as they emerge (e.g., [Striking Portland workers secured bigger raises during 3-day strike](#), [PCUN Farmworker Overtime Campaign Kick-off Event](#) video, or [Hundreds of Portland workers strike, marking city's first employee walkout in decades](#))
- Consider inviting guest speakers from local organizations fighting for workers' rights and economic justice (e.g., VOZ, PCUN, NW Workers' Justice Project, Portland Jobs with Justice, Metro Labor Unions, Industrial Workers of the World in Portland, Oregon AFL-CIO-, other unions, etc.).

SQ 3: How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?

## Activity 15: Labor Day

### Vocab:

Labor Day / Día del Trabajo

### Resources & Materials:

- [state-observed holidays from Oregon.gov](#)
- [The History of Labor Day](#) video (NOTE: The rest of the world celebrates May Day; to help students understand why this is not when the U.S. celebrates the holiday, this [What Is May Day?](#) video or [History of May Day](#) (español) could help)
- Newsela article [The history of Labor Day](#) (no translation available)
- IndyKids article [The history of May Day](#) (no translation available)

Labor Day will have been mentioned in earlier activities, but you may want to spend more time exploring this holiday as an obvious way to celebrate workers' rights. Define Labor Day / Día del Trabajo and add it to the word wall. Ask students what they know and wonder about Labor Day in the United States. Show them the list of [state-observed holidays from Oregon.gov](#). Play [The History of Labor Day](#) video and/or [What Is May Day?](#) (English) or [History of May Day](#) (español). Have students discuss in small groups what they think the best way to celebrate Labor Day is. Consider posing statements students have to decide to disagree or agree with, then discuss with their groups as a way to prompt discussion. Encourage them to come up with a list of pros and cons for each statement, and try to come to consensus as a group about a position. For example:

- All workers should get the day off on Labor Day. / *Todos los trabajadores deben tener el día libre el Día del Trabajo.*
- We should celebrate Labor Day in May, not September. / *Deberíamos celebrar el Día del Trabajo en mayo, no en septiembre.*
- Labor Day is a good way to honor workers. / *El Día del Trabajo es una buena manera de honrar a los trabajadores.*



SQ 3: How has labor been valued, or not? ¿Cómo se ha valorado la mano de obra o cómo no se ha valorado?

## Activity 16: Fair Trade

### Vocab:

Fair Trade / [comercio justo](#)

### Resources & Materials:

- People's Co-op Fair Trade Mural ([English](#) / [español](#))
- Wrappers and labels

### Educator Resources:

[Celebrating Fairtrade](#) project

In addition to workers' rights in the U.S., there are also efforts to make sure there is fair trade so workers around the world are treated with dignity and respect. Define fair trade / comercio justo and add it to the word wall. Bring in wrappers and packaging so students can examine them. This could be "sustainably caught tuna" cans or labels that indicate "fair trade." NOTE: Connect back to earlier activities exploring labels on their clothing.

One local example of fair trade that also provides examples of portraits in mural form for students to explore is the mural on the side of Portland's People's Co-op by artist Tony Chiu. It is part of the [Celebrating Fairtrade](#) project from Fairtrade America. Define fair trade / comercio justo and add it to the word wall. Have students explore the different murals and information about the artists using the People's Co-op Fair Trade Mural ([English](#) / [español](#)). This could be done as a whole class or in small groups. For example, students could make a list of all the connections they can make with the People's Co-op Fair Trade Mural primary source pack with academic vocab from earlier in the unit (e.g., collective). Consider bringing in different chocolate bars for students to check the labels to see which have information about their trade practices (and taste test, of course). And guest speakers involved in the project or who work for People's may be interested in visiting the class to answer their questions.

## Culminating Activity

### Resources & Materials:

- [Labor Report](#) / [Reporte Laboral](#)
- *The Power of Her Pen: The Groundbreaking Story of Journalist Ethel Payne* by Lesa Cline-Ransome (in book bin)
- *Sincerely, Emerson* by Emerson Weber (in book bin)



At the end of the unit, give students the opportunity to individually decide what labor they want to show appreciation for. This could be a specific person's labor or the labor of a profession / specific job. The [Labor Report](#) / [Reporte Laboral](#) set of questions is a good start but should be modified to reflect what students learned during the inquiry.

Consider returning to the *Sincerely Emerson* read aloud to spark students' ideas about who to thank for their work and how to thank them. Another beautiful option of someone valuing the work of people is *The Power of Her Pen: The Groundbreaking Story of Journalist Ethel Payne*; this book also is a great recap of almost every concept throughout the unit. NOTE: You can get free posters about appreciating labor from [Honor Domestic Work By Sharing Your Story](#), and submit stories of appreciation to this site.

Students could demonstrate their learning in the unit, their answer to the essential question, and their appreciation for the labor of others through a poster, thank you letter, portrait, etc. as long as they include information from throughout the unit. Students could have full choice here, or you could require them all to create a portrait with a short report and a thank you letter sent to someone who works in this job. Having a gallery walk or way to display students' work is a nice celebration of their learning. And sending their thank you letters to people is a good action step!