



## Grade 3

# The Camps: The Communities that Built the Southwest Valley

### Lesson Objectives

- Students will learn what creates a community.
- Students will learn how some farm worker communities developed in Arizona.
- Students will learn how farm worker communities impacted Arizona.
- Students will use map skills to show how communities change over time

### Standards Addressed

This lesson has been designed to align with the following Arizona Third Grade Social Studies State Standards:

- 3.SP1.2 Compare life in specific historical time periods to life today.
- 3.SP1.3 Generate questions about individuals and groups who have impacted history.
- 3.G3.1 Describe the movement of people in and out of Arizona over time.
- 3.G4.1 Describe how Arizona has changed over time.
- 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.
  - Influential individuals and groups in the history and development of Arizona.

### The Camps – Teacher's Notes

Migrant workers from Mexico have consistently figured into Arizona's history. In WWI, the US government established an agreement with the government of Mexico to allow Mexican workers help fill farm labor jobs in the US due to a shortage of labor. During the years of this program, over 80,000 Mexicans were brought to the US, and roughly 88% of them worked in agriculture. The majority of these field workers worked in the sugar beet fields of California, Colorado, Utah, and Idaho and in the cotton fields of Texas, Arizona, and California. By the 1920s, they were the main workforce in many farming communities throughout the Southwest.



Migrant camps developed to provide housing for the families of the farm workers. Migrant workers often traveled with their entire family, and it was not unusual for everyone, including the children, to work in the fields.

The Goodyear Tire and Rubber Company developed farming operations in Arizona in 1916 to grow cotton for their tires, grow other agricultural products, as well as to test tires and farming equipment. Farming operations in Arizona would develop and produce cotton, vegetables, and fruits. Ranching operations raise cattle, sheep, and other animals to produce meat, cheese and other dairy products.

These industries became a critical part of the Arizona economy.

For additional background information on the farmworker camps of Litchfield Park in the Southwest Valley, visit: <https://podcasts.apple.com/us/podcast/the-history-of-the-latino-farmworkers-who/id1451650012?i=1000536009823>

### **Lesson Essential Questions**

- What is a community?
- How does a community begin?
- What is migration?
- Why do people migrate?
- What kinds of things do people do create a sense of community?
- How do newcomers to a community adapt to their new environment?
- How do members of a community maintain their own culture?

### **Instruction & Activity**

The teacher will provide background information on the migrant workers, agriculture, and the migrant camps surrounding present day Litchfield Park. The teacher will guide students through the vocabulary and warm up activities. Teacher may choose to use cooperative learning strategies, graphic organizers, or other appropriate methods of instruction based on the needs and abilities of the learners. Students will watch the video, "The Camps", and respond to the comprehension questions. The teacher may include any of the extension activities to extend the learning.



## Vocabulary

**Community:** A group of individuals such as people with common interests or background living in a particular area.

**Company Town:** A community that is dependent on one firm for all or most of the necessary services or functions of town life (such as employment, housing, and stores).

**Emigration:** The act of leaving a natural home, or country for life or residence elsewhere.

**Fertile:** Capable of producing or bearing many crops in great quantities.

**Demolish:** To tear down.

**Development:** A tract of land that has been made available or usable especially for homes: a developed tract of land.

**Indigenous:** Of or relating to the earliest known inhabitants of a place.

**Immigration:** To travel into a country for the purpose of permanent residence there.

**Integration:** To join as equals into society or an organization of individuals of different groups.

**Labor:** The services performed by workers for wages.

**Migrant:** A person who moves regularly in order to find work especially in harvesting crops.

**Operation:** A usually small business or establishment.

**Segregation:** The separation or isolation of a race, class, or ethnic group.

## Warm Up

### Photo prediction activity

The Teacher will pause the power point on the photos indicated as warm up and ask the students to look closely at the details of each photo. Give students a few minutes to look at the photos and respond to the questions presented on the slide.

### Photo #1 – A group of migrant worker children picking cotton in the fields.

Answers will vary, but students should note that kids are doing labor typically reserved for adults today. They might understand that these children probably do not have as much free time as they do; that they may contribute to a family's livelihood; and that they may not attend school regularly or at all.



**Photo #2- Two girls standing beside a man who is kneeling in the fields.**

Answers will vary but students should notice that the girls appear to be dressed up, hair combed and look ready to go somewhere special, whereas the man appears to be dressed for a day's labor in the fields. Students might predict the girls are going to school, church or perhaps a party and guess the relationship between them to be father/daughters.

- The video, "The Camps" is available at <https://youtu.be/6bVQVo5c7sg>

**Comprehension Check**

- Why did the U.S. government come up with a plan with Mexico to bring farmworkers from Mexico to the United States in the 1910s?
- Why was the company town of Litchfield Park built? What buildings and businesses were included?
- What were the houses for the families who lived in the camps like?
- What kinds of things did people in the camps do for work and for fun?
- How were the children of Mexican farm workers affected by the immigration to the US?
- What kinds of things did people in the camps do for work and for fun?
- What kinds of experiences did children have growing up in the camps?
- What experiences did some children growing up in the camp have in school?
- What has changed since the days of the camps? What places have remained?
- What is a community?



### **Extension Activities**

- Students can use mapping skills to transfer landmarks and early communities to a map of current day Litchfield Park and the surrounding areas.
- Students can use masking tape or string to layout the structures built to house migrant workers and their families on the floor. The approximate size of the homes was 20' x20'.
- Students can create a diorama of a migrant farming community.
- Students can use a graphic organizer such as a Venn diagram to compare and contrast their community to the migrant farm camps.
- Students can write a journal for a migrant worker with entries from each of the four seasons.