

Larry Itliong

Lesson Plan for Grades 3-5

Studies Weekly ELA Standards	SW.SL.1.B, SW.SL.1.C, SW.SL.1.D, SW.SL.2
Materials List	<ul style="list-style-type: none"> <input type="checkbox"/> Smartboard <input type="checkbox"/> Paper <input type="checkbox"/> Large marshmallows <input type="checkbox"/> Box of spaghetti noodles <input type="checkbox"/> Gluesticks <input type="checkbox"/> Box of rubber bands <input type="checkbox"/> Scissors <input type="checkbox"/> Numbers 1-5 on pieces of paper (have enough so each student will have one number)
Approximate Time	75 minutes, excluding a 1-3 minute article
Balanced Literacy Format	None
Lesson Presentation Format	Whole Group Small Group
Specific/Research-based Strategies	Cooperative Learning Inquiry-based Instruction
Differentiated Instruction	Students will work in random groups to complete a project.
Enrichment Activity	Have students compare and contrast Larry Itliong and Cesar Chavez.
Quiz	<ol style="list-style-type: none"> 1. Another title for the video could be... <ol style="list-style-type: none"> a. Helping Migrant Workers b. Farmers Come Together for Change c. Larry and Cesar 2. How did cooperation play a role in the strike? <ol style="list-style-type: none"> a. the Filipino workers' strike was not successful without the Mexican workers' group joining b. by coming together they showed that all the workers were friends c. the strike would have ended regardless of the two groups working together because the farmers were tired of it 3. What did the strike convince the Americans to do? <ol style="list-style-type: none"> a. they stopped listening to the news about the strike

	<ul style="list-style-type: none"> b. they stopped buying grapes c. they only bought peaches grown in America
Answer Key / Complexity Level	<ul style="list-style-type: none"> 1. b (LOW-MODERATE/2) 2. a (MODERATE/2-3) 3. b (LOW/2)
Activity Directions for the Teacher	
<ol style="list-style-type: none"> 1. When the class comes in, have them each take a number. All the number 1's will go to one area, the 2's another, and so forth until the class is broken into 5 groups. 2. At each section have materials ready for the students to make something that can be long. Have equal amounts at each station. (One piece of paper, 10 large marshmallows, 12 pieces of spaghetti, a glue stick, 10 rubber bands, and one pair of scissors.) 3. Explain that they will work together in their groups to make the longest, connecting "thing". Tell them they have 20 minutes to complete the task. 4. After 20 minutes have each group select a representative to bring their "thing" to the front of class. 5. Compare the 5 "things" and determine which was connected and the longest. That group is the winner of the challenge. 6. Explain that in order to complete the task on time, the members of the group had to cooperate. 7. Have them return to their seats. Then explain that cooperation is not just something that is needed at school, but is something that is needed to solve problems in life. 8. Show the video, Farmers Unite, from Studies Weekly on the Smartboard It is found in a search for "Larry Itliong". The article can be accessed here: Week 3, Page 3: https://app.studiesweekly.com/online/publications/127820/units/128059#/articles/154770 9. Discuss how Larry Itliong used cooperation to change the lives of the Filipino migrant workers. 	