

STTP - LUCAS BENÍTEZ

Why I chose this defender: As a continuation of Global Classrooms, I thought that Lucas Benitez was the perfect defender because what he fought for matches the topic we will have to defend at GC this year, which is *Rights for Migrants*. Lucas Benitez is a migrant himself, works in Florida and our LA is from Florida too and she also had the privilege of meeting Lucas Benitez there.

Main objective: I want my students to be aware of the fact that there is a lot of hard work behind a tomato and I would really like them to do something for their community, to stand up for what is right, in this case, farm workers' rights, also being violated in Spain.

It is addressed to a 3 ESO group made up of 19 students. My intention is to do this lesson plan with them in February once we have finished GC. I will also send a copy of this lesson to my LA, in order to start working on it as soon as possible and have feedback from her before we get to it.

1st session: 50'

Anticipatory set: 10'

I am going to start by showing the students a tomato and asking them what they see. They have to write their answers in their notebooks and then share their responses with a partner. I will then ask a few volunteers to share their description with the class. Finally ask the students how they think the tomato got to the store.

I will then read the following excerpts to the students (from the lesson plan):

"...And don't forget in doing something for others that you have what you have because of others. Don't forget that. We are tied together in life and in the world. And you may think you got all you got by yourself.... You reach on over to get a little coffee, and that's poured in your cup by a South American. Or maybe you decide that you want a little tea this morning, only to discover that that's poured in your cup by a Chinese. Or maybe you want a little cocoa, that's poured in your cup by a West African. Then you want a little bread and you reach over to get it, and that's given to you by the hands of an English-speaking farmer, not to mention the baker. Before you get through eating breakfast in the morning, you're dependent on more than half the world."—Dr. Martin Luther King, Jr. From "The Three Dimensions of a Complete Life," delivered at New Covenant Baptist Church in Chicago on April 9, 1967.

*"Look at the things in your living room or refrigerator and realize they were made by thousands of people on different continents. The lemons we buy at the grocery connect us with a food chain, with people coming up from Mexico, being sprayed by pesticides. It's easier to see just a lemon, but only when we see the whole line can we feel connectedness and responsibility. — Barbara Kingsolver, writer. From her book: *Animal, Vegetable, Miracle: A Year of Food Life*, Harper Collins (2007).*

Ask them one more time how they think the tomato got to the store, if they didn't answer that before.

Activity 1: 40'

Starter: 5'

I am going to show my students two pictures, one of Lucas Benitez and another one.





I will then ask them what these two pictures have in common if they can find any. I will focus then on the second one and ask them where they think it was taken. I will then tell my students to look at the people in the background and where they think they come from. With this second picture what I want to focus on is the fact that we also have the same problem in Spain.

We can then read the article where this second picture was taken from. (Source: http://www.eldiario.es/clm/Condiciones-trabajo-inhumanas-esclavitud-albaceteno_0_662483882.html)

Activity 2: 35'

I will distribute to students the biography of Lucas Benitez (included in the defender lesson plan) and clarify any vocabulary doubts. We will then watch the video: *Immokalee: From Slavery to Freedom*, which is 24:25 minutes long. I will pause every now and then for comments on certain parts of the clip.

2nd session: 50'

This session will take place in the computers' lab for research.

Activity 1: 15'

After viewing the video, we are going to discuss the following questions:

- How is Lucas Benitez a leader in human rights work for farm workers?
- Describe the life of a tomato picker in Immokalee, Florida.
- What would the hourly wage be for a tomato picker?
- How does this compare to the federal minimum wage of \$7.25 per hour?
- How has the Coalition of Immokalee Workers changed the lives of the workers so far?

- Why did the CIW target Taco Bell (a large purchaser of tomatoes) for a boycott? Why didn't they negotiate with the tomato growers?

Activity 2: 15'

I am then going to show them the CIW website: www.ciw-online.org. It includes photos, articles, video clips and current actions. There is a 5' minute video clip called CNN Freedom Project – the Fair Food Program, which is very interesting because it mentions the case of a woman who was sexually harassed once by her boss when she was young. There are lots of articles on this issue as well, but what I want them to focus on is the Taco Bell boycott CIW did in 2001. Since the Taco Bell victory in 2005, CIW has won victories from Macdonald's, Burger King, and food service giants Aramark and Sodexo. Their current campaigns focus on supermarket chains, such as Ahold (Stop and Shop), Publix, Kroger and Chipotle. My students are not familiarized with these names, so I am going to ask them to do some research on them and then, in small groups, they are going to explain to the class what they have found out.

Activity 3: 20'

I am going to read them the following quotation.

“Not everyone can afford to eat well in America, which is shameful, but most of us can: Americans spend, on average, less than 10 percent of their income on food, down from 24 percent in 1947, and less than the citizens of any other nation.”

—Michael Pollan, “Unhappy Meals,” The New York Times Magazine, January 28, 2007

After this, we'll discuss the following questions:

- Why do you think food in America is so cheap?
- Who is paying the costs?
- Would you be willing to pay more for your food so that people, animals and the environment were treated better?

I am going to show them the Fair Food Program website (<http://www.fairfoodprogram.org/partners/>) where there is a link to the partners' list collaborating with this project. If they are not familiarized with the brands, they can do some research again. I can show them the beginning of *Harvest of Shame* by Edward R. Murrow (they will have to read an article in the following session, where this documentary is mentioned), a documentary from 1960. What I want to highlight with this video is that this problem has been going on in this part of the country, Florida, for decades.

I am going to give them 5 minutes or maybe less, to think about the following question:

Where do you have power to make change? What could you do from where you are to get involved and support Fair Food?

3rd session: 50'

This session will take place in the computers' lab for research.

Activity 1: 15'

Before assigning students the editorials, tell them that now they are going to look at the same problem in other parts of the USA, more specifically, in New York State. Before that they need to know:

1. what an editorial is
2. what an op-ed piece in a newspaper is
3. what a blog is
4. how these articles are different from news articles
5. who decides what is printed

Once they have finished their research on editorials, we'll be answering the questions above and proceed to divide the class into 3 groups of 5 and one group of 4.

Activity 2: 35'

I will distribute four articles from different newspapers randomly and they will have to read them in groups. Jesse, the LA, and I, will help them with the vocabulary. After they have finished reading it, they will have to make a summary of what their article is about and then there will be a debate where each group will defend its position. According to the article they just read, they will have to defend the interests of either farm workers or farmers.

These are the articles:

- "This Must Be NY's Final Harvest of Shame," op-ed, *NY Daily News* November 26, 2009
http://www.nydailynews.com/opinions/2009/11/26/2009-11-26_this_must_be_new_yorks_final_harvest_of_shame.html#ixzz0xgWNzaei
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- "Don't Kill Our Local Farms" op-ed, *NY Post*, Jan. 23, 2010:
http://www.nypost.com/p/news/opinion/opedcolumnists/don_kill_our_local_farms_Ji6VYXqZJLb4CFtNeQc3wK
- "Same Old Politics Hurts N.Y. Farmworkers," *Times Union*, January 29, 2010:
<http://albarchive.merlinone.net/mweb/wmsql.wm.request?oneimage&imageid=9368953>
 -
- "Lewis County Uncovered: Is this Darrel's Time?" by Bruce Krug, a retired dairy farmer:
<http://lewiscountyuncovered.blogspot.com/2010/03/is-this-darrels-time.html>

4th session: 50'

Computer for a Skype chat inside the class.

Activity 1: 50'

Before we do our field trip around the area/neighborhood where our secondary school is, I want to go back to the article we read in the first session in Spanish to make them aware of the fact that we have the same problem in Spain. Perhaps, before the field trip, we could

program a Skype chat with Lucas Benitez or anyone working at CIW to ask them what we could do here in Spain to make a change in our community.

5th and 6th sessions: 50' each

Activity 1: 50' (Field trip)

I am going to divide the class into 4 groups of four each and one group of three. Close to our school we have the following supermarkets, fruit shops, etc. Each group will go to a different place. That is why I have divided the class into 5 groups according to the number of places available in the area.

- Frutas D'hoy
- Lidl
- Mercadona
- Carrefour
- Burger King

For the field trip I am going to give them some headlines for their capstone projects. They'll have to look at the different types of tomatoes available in the shops, supermarkets, restaurants, check the origin of the tomatoes as well as the price.

Activity 2: 50' (Computers' lab for their research)

For their final projects they will have to do their research on the Internet, to find articles related to the companies where the tomato comes from and see if there's been any violation of the workers' rights or if they have Fair Food politics.

Their final project will be a PowerPoint or Prezi presentation with their findings in the field trip as well as their online research.

7th session: 50'

In class each group will explain their PowerPoint or Prezi Presentations to the rest of the class. They will be graded for this.