

It's Harvest Time!

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler Kids' History page published in the *Lansing State Journal* on September 17, 2003. You may reproduce the pages in this supplement to use with students.

DISCUSSION GUIDE

(SOC.1.2. *Understanding the Past*; SOC 1.3. *Analyze and Interpret the Past*; ELA.1. *Meaning and Communication in Context*; SOC.IV.4. *Economic Systems*; SOC.IV.5. *Trade*)

The Three Sisters. What are the “three sisters?” (beans, corn, squash) Describe how they were planted. How did the Indians preserve them for the winter? Find out how pumpkins and squash are related. (They are all members of the *Cucurbitaceae* family, which includes pumpkin, squash, melons and cucumbers.) Investigate popcorn, one of the earliest uses of corn.

Make a Soup with the Three Sisters. Name the soup's ingredients. What jobs should an adult help with or do? Why? (use of knives, hot stove) What thickens the soup? Find out which aspects of the foods in this soup make it healthy to eat. (fiber: beans, squash; protein: beans; vitamins A [beta carotene] and C: squash, corn, tomatoes)

Help for the Harvest. Where did the sugarbeet farmers find workers to harvest their crops at first? (eastern Europe) Find this part of Europe on a world map. Why didn't most of them come back to help with the harvest every year? (found full-time jobs) Where did the farmers find workers next? (Mexico and Texas) Where did many of them go after the harvest? (returned south) Did the Rodriguez family go back to Texas? (no, they settled in Lansing) How did they help harvest the beets? (cut the leaves off with a 12" knife) Tell students that seasonal workers are often “migrants” or “migrant workers.” Find out what a migrant is. (a person who moves in order to find work, especially seasonal labor such as harvesting crops) Do migrants still help with agriculture today? (Yes, see the Migrant and Seasonal Farm Worker Program at www.michaglabor.org for a table of information about seasonal crops, job information, housing, etc.)

An Agriculture Industry. When Michigan's first settlers farmed, who used their crops? Why? (their families and people nearby because they had to be delivered in wagons on dirt roads.) What made it easier to ship food products far away? (railroads) How did Michigan Agricultural College help farmers? (improve crops, expand business) Find news and feature articles in the newspaper about aspects of Michigan's agriculture and food processing industry.

Top Crops, Favorite Foods. Michigan leads the nation in production of which crops? Put information from the following chart of fruit and vegetable rankings on the chalkboard or projected transparency. Assign different crops to small groups to students to investigate. Ask students to report back with a description of the crop, its major use(s), why it grows well in its #1 state and their favorite food made from the crop.

MI Rank	Crop	Leading State	MI Rank	Crop	Leading State
1	Beans, dry, black Beans, dry, cranberry Blueberries Cherries, tart Cucumbers (for pickles)	Michigan Michigan Michigan Michigan	4	Cherries, sweet; Grapes, Concord Sugarbeets Tomatoes (processing)	Washington Minnesota California
2	Beans, dry, all; Beans, dry, navy Beans, dry, light red kidney Beans, dry, small red Carrots (fresh market), Celery, Squash	North Dakota Nebraska Idaho California	5	Beans, snap (processing) Carrots (processing) Grapes, all Pumpkins Plums	Wisconsin Washington California Illinois California
3	Apples Asparagus Beans, dry, dark red kidney Cucumbers (fresh market) Grapes (Niagara)	Washington California Minnesota Georgia New York	7 9	Maple syrup Potatoes	Vermont Idaho
2002, Michigan Department of Agriculture					

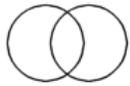
ACTIVITY ONE: Hispanics in Michigan

(SOC.I.2. Understanding the Past; SOC.II.1. Diversity of People, Places, Culture; SOC.II.4. Regions, Patterns, and Processes; MAT.III.2. Description and Interpretation[of data])

Hispanic Heritage Month begins September 15. On this day five Latin American countries—Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua—achieved independence. Mexico became independent on September 16; Chile on September 18. For its 2002 census, the U.S. Census Bureau defined “Hispanic” as referring to Spanish-speaking people in the United States of any race. More than 35 million people identified themselves as Hispanic or Latino in the 2000 Census. The map on the “Hispanics in Michigan” handout (page 3) shows how many Michigan people of any race described themselves as Hispanic or Latino in the 2000 census. Discuss the map and key with students, then ask them to answer the questions on the page. Discuss their answers.

ACTIVITY TWO: Baseball to Business—How to Succeed

(CES.2. Career Planning; SOC.VII.1. Responsible Personal Conduct)



Introduce the story (page 4) about Hank Aguirre. Tell students that Hank was a Detroit Tigers baseball star during the 1960s and of Hispanic descent. Sometimes people in the stands called him names (e.g., “dumb Mexican”) because of his heritage. Ask them to read the story. Prepare a Venn diagram on the chalkboard or overhead. Label the left circle “Baseball” and the right circle “Business.” Label the shared area “Both.” Ask students to suggest the kinds of skills and qualities Hank Aguirre needed to succeed in baseball (e.g., throw a ball) and in business (e.g., hire employees). List each in its respective circle. Some skills will be important to both endeavors (initiative, kindness, ability to speak to media interviewers). List those in the shared area. Expand the discussion. Have students suggest other jobs—even success in school—that rely on characteristics helpful to more than one life endeavor.

ACTIVITY THREE: Spanish Names for Fruits and Vegetables

(SOC.II.1. Diversity of People, Places, Culture; ELA.4. Language)

Ask students to suggest words we use that come from our nation’s Hispanic heritage. List them on the chalkboard. List food words separately. (Note that some words may differ for Spain, Mexico and parts of Latin America.) Present the words in the “New Words” column. Ask Spanish-speaking students or those studying the language to add to the list. Using all the food words, have students make Spanish labels for some of the fruits and vegetables they would find in a grocery store. Draw or cut out pictures from ads or seed packets to illustrate the labels.

Typical Words	Typical Food Words	New Words	
cabana (cabin, hut)	chile (chili, red pepper)	la calabaza (pumpkin, squash)	la manzana (apple)
canasta (card game)	guacamole (avocado)	la cebolla (onion)	el melon (melón)
fiesta (feast, celebration)	frijoles (black beans)	la cereza (cherry)	la naranja (orange)
festival (festival)	picante (spicy)	el durango (peach)	la pera (pear)
plaza (square, market)	salsa (sauce)	las fresas (strawberries)	el plátano (banana)
siesta (siesta, nap)	taco (taco)	la lechuga (lettuce)	las uvas (grapes)
sombrero (type of hat)	tortilla (pancake)	el maíz (corn)	la zanahoria (carrot)

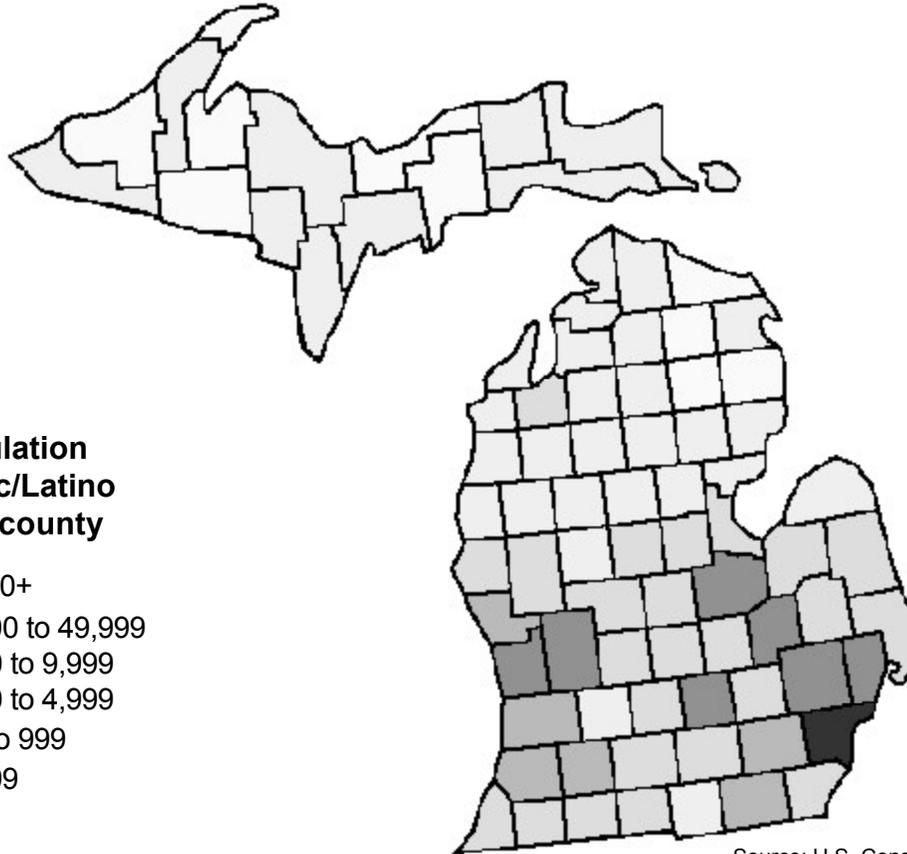
MORE RESOURCES

- Pizza Lesson Plan: Learning about Michigan Agriculture One Slice at a Time
www.michigan.gov/mda/0,1607,7-125-2961_2971-11377--,00.html
- Michigan Agriculture Commodity List
www.michigan.gov/mda/0,1607,7-125-1570_2468_2469---,00.html
- U. S. Census 2000, Hispanic or Latino Origin (data and maps)
www.census.gov/population/cen2000/atlas/censr01-111.pdf

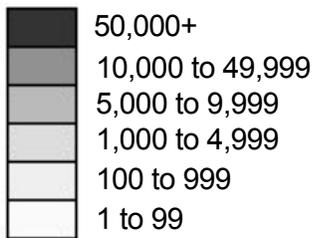
See the bonus page online at www.sos.state.mi.us/history/timetraveler/ for a list of books about the migrant experience for young readers.

HISPANICS

IN MICHIGAN



State population of Hispanic/Latino people by county



Source: U.S. Census Bureau, Census 2000

In 2000 the U. S. Census reported that 316,266 people who said that they were of Hispanic or Latino origin lived in Michigan. Look at a highway or classroom map of Michigan to identify the counties that are shaded on this map. Answer the questions about the map.

1. Which county has the highest Hispanic population? _____
2. In what part of Michigan are the most counties with the lowest Hispanic population? _____
3. About how many Hispanic people live in Ingham County? _____

4. Many Hispanic families first came to Michigan to work in the sugar beet fields. Listed below the 12 counties in Michigan that harvested the most sugar beets in 2000. Find them on the map. Find and write the Hispanic population for each of these counties. Discuss: Do you think some of these people are children and grandchildren of workers who decided to stay to live in these counties? Why?

Huron _____	Saginaw _____	Isabella _____
Tuscola _____	Gratiot _____	St. Clair _____
Sanilac _____	Arenac _____	Gladwin _____
Bay _____	Midland _____	Lenawee _____

5. Which of these 12 counties is farthest away from the other 11? _____
6. What do the other 11 counties have in common in their geography? _____

7. The 2000 census counted 120,356 Hispanics in Michigan who were children under the age of 18. How many were adults? _____

Hank Aguirre **Mexican-American and Detroiter**

Hank Aguirre (*ah-GEAR-ee*) was one of seven children. He liked playing catch with his brother Fred. Sometimes he threw so hard that Fred yelled at him to take it easy.

Their father Joseph would yell even more if he caught them playing catch instead of working. Hank and Fred got up at five o'clock each morning to make 1,000 tortillas at their father's store before catching the school bus to Mark Keppe High School in Alhambra, California. Each tortilla had to be made just right because Joseph insisted on good quality products.

Hank loved baseball, but he didn't make the high school team. So he played for local sand-lot teams. After high school he pitched for East Los Angeles Junior College. The pros saw his burning fastball there, and the Cleveland Indians signed him to a contract in 1955. He improved his skills playing for the Indians' minor league teams.

In 1958 Hank came to Detroit. He had been traded to the Tigers. In 1962 he was named to the American League All-Star Team. He pitched for the Tigers for 10 years. Then he played for the Los Angeles Dodgers and the Chicago Cubs. He managed the Tucson Toros, an Oakland Athletics minor league team, in 1975. After a year with the Toros, Hank figured that if he could manage a baseball team, he might do well in business, too. He returned to Detroit to work and to raise his family, a son and three daughters.

Hank wanted to help Mexican-Americans in Detroit succeed as he had. Hank's grandfather had migrated from Mexico, bringing his family first to Texas, then to Arizona, then to California where Hank was born. His grandparents had picked oranges. His father had worked for a sand and gravel company before he opened the grocery store where Hank and Fred had worked. Then he started two more stores. Hank wanted other Mexican-American families to be able to tell their own success stories.

He knew that many Mexican-Americans in Detroit needed opportunities to work. Hank and his investors started Mexican Industries, an auto parts manufacturing company. He started with just a few employees, including his children. As the company grew Hank hired more Mexican-Americans. He worked alongside his employees—emptying waste cans, repairing machines, doing whatever was needed. He talked with his employees and helped their families. Like his father, he insisted on good products. He believed that the company would grow if it produced quality work.

As Mexican Industries grew, Hank received many awards including the 1988 "Michigan Minority Small Business Person of the Year." He gave donations to his church and to the city to help build recreation centers. In 1990, when there were rumors that Tom Monaghan would move the Tigers out of Detroit, Hank held a press conference and offered to buy the team to keep it in the city. (Mr. Monaghan decided not to move the team or sell it at that time.)

In 1993 Hank was diagnosed with cancer. When he died in 1994, he left behind memories of a man who cared about family and community and who knew how to work hard to achieve his dreams—whether in baseball or business.

Read the book! The facts in this story came from *The Tall Mexican: The Life of Hank Aguirre, All-Star Pitcher, Businessman, Humanitarian* by Robert E. Copley (Houston, TX: Piñata Books, 1998).

It's Harvest Time!
Selected Resources

Books about Migrant Experiences

Picture Books

(These books also make great read-aloud books for older students. Share the beautiful illustrations as you read.)

- ***The Christmas Gift*** by Francisco Jiménez. Illustrated by Claire B. Cotts. (Boston: Houghton Mifflin, 2000)
When Panchito's migrant family must move at Christmas time and there is no money for gifts, he wonders if there will be a present for him. Based on the author's own experiences.
- ***First Day in Grapes*** by L. King Perez. Illustrated by Robert Casilla. (NY: Lee & Low Books, 2002)
Chico's family moves to a grape-picking location, and he starts his first day in 3rd grade. His math skills help him overcome school bullies and an unpleasant school bus driver.
- ***Gathering the Sun: An Alphabet in Spanish and English*** by Alma Flor Ada. Illustrated by Simon Silva. (NY: Lothrop, Lee & Shepard Books, 1997)
Poems, organized alphabetically with Spanish words, celebrate the Mexican heritage and harvest of the migrant worker.
- ***Going Home*** by Eve Bunting. Illustrated by David Diaz. (NY: HarperCollins, 1998 [paperback reprint])
A return to a Mexican village for a visit with family members helps Carlos and his sisters understand both why his parents love their home, yet left it to find opportunities for their children.
- ***The Hard Times Jar*** by Ethel Footman Smothers. Illustrated by John Holyfield. (NY: Farrar Straus & Giroux, 2003)
Emma's family comes from Florida to Pennsylvania to pick apples where she finds she is the only black child in the class.
- ***Harvesting Hope: The Story of Cesar Chavez*** by Kathleen Krull. Illustrated by Yuyi Morales. (San Diego, CA: Harcourt Children's Books, 2003)
Follow Cesar Chavez from growing up on an Arizona ranch to his peaceful protest against the poor working conditions of California migrant workers.
- ***Icy Watermelon*** by Mary Sue Galindo. Illustrations by Pauline Rodriguez Howard. (Houston, TX: Piñata Books, 2001)
Children, parents and grandparents share stories on a summer evening, and the kids learn how harvesting watermelon played a part in their heritage.
- ***La Mariposa*** by Francisco Jiménez. Illustrated by Simon Silva. (Boston: Houghton Mifflin, 1998)
Francisco starts school unable to understand English and is picked on by the school bully, but his artistic talent earns him the respect of his classmates. Based on the author's own experiences.
- ***Lights on the River*** by Jane Resh Thomas. Illustrations by Michael Dooling. (NY: Hyperion Books for Children, 1994)
To offset the hardships of her way of life the daughter of a migrant worker remembers her Abuela and the Christmas Eve tradition of floating candles on the river. (Author Jane Resh Thomas grew up in Kalamazoo, MI.)
- ***Radio Man*** by Arthur Dorros (NY: HarperCollins, 1997)
Diego, son of migrant workers, relies on his radio to keep him company and help connect him to all the different places he has lived. Through it he reconnects with a friend he had to leave behind in one of his family's many moves as they follow the harvests.
- ***Tomás and the Library Lady*** by Pat Mora. Illustrated by Raúl Colón. (NY: Dragonfly Books/Alfred A. Knopf, 1997)
Tomás finds a world to explore in books at a library near where his migrant family is picking crops. Based on the life of Tomás Rivera who was Chancellor of the University of California at Riverside at his death.

- ***The Upside Down Boy*** by Juan Felipe Herrera. Illustrations by Elizabeth Gómez. (San Francisco, CA: Children's Book Press, 2000)
Juanito adjusts to life in third grade when his migrant family settles in one place long enough for him to attend school. Based on the author's own experiences.

Ages 9+

- ***Breaking Through*** by Francisco Jiménez. Illustrated by Claire B. Cotts. (Boston: Houghton Mifflin, 2001)
At age 14 Francisco is working in the fields and trying to get an education to improve his life. Based on the author's growing-up experiences in the 1950s.
- ***The Circuit: Stories from the Life of a Migrant Child*** by Francisco Jiménez (Albuquerque, NM: University of New Mexico Press, 1997)
This autobiographical book includes chapters with the stories upon which the author's picture books, *The Christmas Gift* and *La Mariposa*, and *Breaking Through* (see above) were based.
- ***Migrant Worker: A Boy from the Rio Grande Valley*** by Diane Hoyt-Goldsmith. Photographs by Lawrence Migdale. (NY: Holiday House, 1996)
Photos and text about Ricky, an 11-year-old migrant worker, show his life in the fields and at school.
- ***Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories***. Interviews and photographs by S. Beth Atkin (NY: Little, Brown & Co., 2000 [reprint])
The hardships and dreams of Mexican-American migrant farm workers and their families come alive in photographs, poems and interviews with children.