

Labor Rights and Flowers Lesson Plan

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This is aimed for Grades 6-9 (English or Social Studies)

Aim: To identify the truth about the origin of flowers that we purchase on *Valentine's Day* and explain the problems that flower workers face.

Do Now: Fill in the graphic organizer below with everything you think of when you think of Valentine's Day.

Guided Practice: Think about a time when you were lied to? Maybe you've even told a lie to cover something up. Why do people do this? Turn and talk with your partner about one of these times. Jot a few notes here about your partner's example. Be prepared to share what your partner says.

Video Clip: (Go to this you Youtube site for a mini documentary of flower production:

<http://www.youtube.com/watch?v=H2hTTkr2KuQ&feature=related>)

One of the most popular gifts for Valentine's day is _____. Many of the flowers that we buy in the United States come from _____. Watch this clip about flowers in Columbia. While watching you'll need to understand the *pesticide*.

Let's see if we can figure out what it means on our own. I see that it is written pest-i-cide. That last part looks familiar. Jot down some other words that end with the suffix "cide." _____

So the words that end in "cide" all have to do with _____.

What is a "pest"? _____ So a *pesticide* is probably something that _____.

Answer the following questions while you watch the video:

1. What surrounds most flower farms? _____
 - a. Why would they choose to surround the farm with this? _____
2. What happens to all of the water around the farm? _____
 - a. How might this affect the environment? _____
3. How much pesticide is sprayed on the flowers? _____
 - a. What kind of protection do the workers on the farms get for the pesticides? _____

- b. Explain the effects that this has on the workers. _____

- c. Why can't Carlos get the insurance money for his sickness? _____

Independent Work: We can do something to stop this! Your local grocery store can choose where they buy their flowers.

Use what you know about persuasive writing to outline a letter below that you can give to the manager of your local grocery store. The letter (find sample letter here: <http://www.laborrights.org/files/Vday-letter-businesses.pdf>) , just like a persuasive essay, should be five-paragraphs long. You may use another piece of paper if you need more space.

For ganas (and extra credit...which some of you REALLY need), write a final draft of your letter and give it to your local grocery store manager. Ask the manager to **initial** the form on the next page to show that he or she received the letter.

I have received the letter for the class project and I will read it to learn more about the flower industry.

Store manager's initials: _____