

Adventure Description:

In this adventure, students will think like a film maker and learn about migrant workers in Arizona.

Activity

Teacher Notes:

- You will need an account set up on Animaker. See [Handout: How to Use Animaker](#). It should take no more than 10 minutes to set up an account.
- This activity is long and can be broken up across multiple days.

Step 1: Background Information on Migrant Workers Empire (5-10 minutes)

- Show [Video: Migrant Workers](#).
- Review reasons why migrant workers are needed. Discuss the following:
 - What are migrant workers? (e.g., a person who moves to another country or area to find work and when work is finished move on to another job)
 - What agricultural products of Arizona might need the help of migrant workers? (e.g. citrus crops, picking cotton, taking care of livestock)
 - Why are migrant workers important to the economy of Arizona? (e.g., migrant workers help get crops harvested, packed or work in factories that process food)

Step 2: Activity Set Up (10 minutes)

- Explain to students that they will get to be a film maker and make an animated video that will teach others about migrant workers in Arizona.
- Explain to students that film makers always brainstorm ideas and create a plan before they create their videos. Many film makers create a “brief”, which is an outline that includes a short summary of the video, characters and scenes that will be included, and other important information.
- Provide students with [Handout: Creating A Brief for an Animated Video](#). As a class, review the steps.
- Explain to students that they will use [Handout: Migrant Workers Sources](#) to create the plan for their video. They will use this document as inspiration for different scenes and characters in their video.

Step 3: Brainstorming and Planning (20+ minutes)

- Divide students into pairs or small groups. Explain to students that they will now brainstorm and plan what their video will be about. Have students complete the steps on the handout.
- As students are working, ask the following questions:
 - How would you describe the working conditions of migrant workers?
 - Why might a person living in Mexico or Central America come to the United States to work?
 - Why is the work of Gustavo Gutierrez important?
- Next, explain to students that animation directors get feedback on their briefs before they start designing the first draft of their videos. They typically get feedback from the client who is paying for the video to be created. Explain to students that they will be getting feedback on their project too.

Please contact Allison Bischoff, Director of Customer Service, at allison@rozzylearningcompany.com or 314-272-2560 with questions.

Step 4: Creating Video (25+ minutes)

- Teacher note: This step will most likely be completed on a separate day. It can also be completed for homework or as a take-home project.
- Explain to students that once film producers have finished creating their brief, they create an initial draft of their videos. Explain to students that they will be using Animaker, a computer program that allows people to create animated cartoons.
- Provide students with [Handout: How to Use Animaker](#). As a class, review the information. Explain to students when their animated video is due.

Step 5: Discussion (5 minutes)

- Have groups volunteer to present their videos.
- Have a concluding discussion about the importance of migrant farm workers in Arizona.
 - What might happen to agricultural work without migrant farm workers? (e.g., crops would not get harvested, fruits and vegetables would go bad, farmers would lose money)
 - Do you think that there will always be a need for these workers? (e.g., as long as there are crops that have to be picked or cut by hand, there will always be a need for workers)

Materials List

Provided online:

- Handout: How to Use Animaker
- Video: Migrant Workers
- Handout: Creating A Brief for an Animated Video
- Handout: Migrant Workers Sources

Not Provided Online:

- Computer or tablet

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