

CESAR CHAVEZ EDUCATOR TOOLKIT



CESAR E. CHAVEZ NATIONAL MONUMENT

Keene, California





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TOOLKIT OVERVIEW

What is a Toolkit? The Cesar E Chavez Educator's Toolkit is a collection of lesson plans, classroom activity handouts, primary documents, technology-based activities and resources for K-12 teachers. It is designed to provide educators with step-by-step guidance to enable you to design, implement, and deliver interesting and informative lessons about the life and work of Cesar Chavez. We hope that these materials will help you develop and customize lessons to fit the needs of the students you serve.

Why use it? The Toolkit was developed to compliment your teaching style. Both primary and secondary sources bring the past alive for students. The elementary lessons combine language arts, social studies and mathematics to provide lessons that address multiple parts of the curriculum. The middle school lessons are designed with many concrete examples to help facilitate students' cognitive development to a more abstract level. Middle school materials can be used in the upper elementary or lower high school grades, as well. The high school lessons give students to develop independent research and analysis skills. At all levels, students are challenged to critically think about the life and work of Cesar Chavez.

How do you use it? The Toolkit contains five themed sections and provides one lesson plan with accompanying materials for each theme. Supporting resources include a webquest about the Delano Grape Strike and a Learning Quest to accompany middle and high school students as they tour the Visitor's Center at the Cesar E. Chavez National Monument. It is our hope that the lessons are interesting and encourage both teachers and students, alike, to want to come visit the National Monument and learn more about the most widely recognized important Latino leader in the United States during the 20th century.

Purpose

The purpose of this curriculum is to:

- 1) Inspire and teach young people about Cesar Chavez's legacy and values.
- 2) Highlight the contributions of ordinary people and the extraordinary things that they can accomplish.
- 3) "Draw the goodness and best out of our students" by presenting the importance of service and collective action.
- 4) Encourage students to believe they can do anything they work hard to do.
- 5) Empower students to be creative and innovative.

INTRODUCTION: CESAR E. CHAVEZ MONUMENT EDUCATOR'S TOOLKIT

The Cesar E. Chavez National Monument Educator's Tool Kit serves to connect those teaching in schools with those working to preserve and celebrate Cesar Chavez's Legacy. The activities that have taken place at Nuestra Señora Reina de la Paz (La Paz), the place where the Cesar E. Chavez National Monument is located, provides an especially relevant and defining moment in United States history. Widely recognized as the most important Latino leader in the United States during the twentieth century, César E. Chávez led the movement of the country's first permanent agricultural union. Cesar Chavez joined with a diverse group of labor leaders, most notably Dolores Huerta and Larry Itliong, to achieve unprecedented successes that greatly improved the lives of farm workers. His leadership brought sustained international attention to the plight of U.S. farm workers, and secured for them higher wages and better working conditions.

For those looking to explore the history of Cesar Chavez, the United Farm Workers and social justice movements in more depth, the Cesar E. Chavez National Monument is the place to visit. At La Paz, one can get a sense of the spirit of Cesar Chavez and the farm workers movement. La Paz, the mountain retreat of Cesar Chavez and the headquarters of the United Farm Workers, was where Cesar lived, worked, and where his spirit was fed. Because Cesar chose La Paz as the center of the farm workers movement, La Paz has become a historically significant place to preserve and visit to understand this important chapter in American history. La Paz covers over 100 acres in California's Tehachapi Mountains and a place the Chavez family still calls home.

The Cesar E. Chavez National Monument visitor center captures an inclusive story of a people, a movement and an individual that is quintessentially American, fighting for freedom, respect, and dignity against great odds and achieving a victory reminiscent of other notable achievements in our country's history. Cesar Chavez's commitment to equality, service, and basic human rights demonstrates that Latinos and other immigrants have been an integral part, and continue to be, of making this country great. Chavez, through words and actions, has left us a chronicle of what was most important to him.

The Cesar E. Chavez National Monument Educator's Toolkit is broken into five interpretative themes: (1) power through coalition, (2) more than a union, a movement to transform society, (3) si se puede, (4) a unique and enduring legacy, and (5) home as refuge. Each theme begins with a brief summary of important concepts and historical details to provide some background for the teacher. There is one elementary, one middle school and one high school lesson plan with accompanying materials for each theme. Noting that the process of education is just as important as the content we teach, the following lessons are designed to have student active in their education process and critical in their thinking.

Power Through Coalition is the focus of the toolkit's first theme. The emphasis is on the many individuals and groups that came together to form the United Farm Workers, an agricultural labor union that took bold actions for better working conditions and treatment of farm workers. After reading *Amelia's Road* and gaining an understanding of the life of a migrant farm worker, the elementary lesson asks students to list all the jobs necessary to come together and fight for labor rights. Middle school students are asked to work with google earth and google search engines to discover the many places and people that worked with Cesar Chavez for the improvement of farm workers' working conditions and lives.

After viewing a video about farm unions and engaging in a variety of other activities, high school students simulate creating and securing the necessary votes to pass it in their classroom. Teachers may want to address the foundational issues of leadership, labor, and advocacy by emphasizing that coalition building was key to having the power to make changes to better the lives of farm workers.

The second toolkit theme is *More Than a Union, A Movement to Transform Society*. The emphasis is on the difficult working conditions and racial discrimination, both in the fields and at home in local communities, creating hardships for farm workers and requiring a broader social movement to change society and improve lives. After reading *Side by Side: The Story of Dolores Huerta and Cesar Chavez* and gaining an understanding of food production and the plight of farm workers, elementary students are asked to discuss the effects of pesticides on plants and people. Middle school students are asked to create a list of basic human rights and review a timeline of Cesar Chavez's life accomplishments before making conclusions about the effects of segregation in California and the Southwest. After reading a variety of articles about how food gets to their dining room table, high school students will develop an argument both for and against the use of GMOs, pesticides and large-scale food production as it relates to farm worker working conditions, health issues and reasons why the UFW saw their mission as more than a union. Teachers may want to address the foundational issues of community, equality, discrimination and social change by emphasizing that many of the issues farm workers faced were connected to the exploitation of labor and institutional racism.

Si Se Puede is the focus of the toolkit's third theme. "Sí se puede" can be roughly translated as "yes we can". This slogan, used by United Farm Worker leaders Cesar Chavez and Dolores Huerta, fueled the farm workers' movement and has become an inspiration for many other movements. After reading and looking at the pictures in *Si, Se Puede!*, elementary students are asked to make predictions about the book before they create protest posters and present them to their classmates. Middle school students are asked to watch a movie about Cesar Chavez before they make a poster and brainstorm how they can make a difference in their own communities through service and self-sacrifice. After viewing historic photos depicting the exploitation of farm workers and learn about the history of the slogan, *Si Se Puede!*, high school students apply what they have learned and incorporate clauses into their contract negotiations that protect their workers. Teachers may want to address the foundational issues of struggle, non-violence, and activism by emphasizing that their students **can** make a difference in their communities.

The toolkit's fourth theme is centered around teaching Cesar Chavez's *Unique and Enduring Legacy*. César E. Chávez was a multifaceted man and leader whose background and core values resonate with many Americans. Cesar Chavez encouraged ordinary people to do extraordinary things because he believed in the power of people to do anything they aspired to. After reading *Harvesting Hope* and watching a short video, elementary students are asked to create a newspaper article about the life and times of Cesar Chavez. Middle school students are asked to work with movie software and create a video of their own potential legacy after learning about Cesar Chavez and other important social justice leaders throughout the world. High school students will learn how to write a thank you letter by writing a letter to Cesar Chavez and thanking him for his contributions and mentioning how they might make a positive difference and follow in his legacy for social justice. Teachers may want to address the foundational issues of leadership, vision, service, social justice and

self-sacrifice by emphasizing Cesar Chavez's actions and words.

Home as Refuge is the final toolkit theme. Nuestra Señora Reina de La Paz served as the home and refuge for César Chávez and the community that came together to support the farm labor movement. Today, La Paz is the home of the United Farm Workers (UFW) headquarters, the Cesar E. Chavez National Monument, and the Cesar Chavez Foundation. Using visuals from google earth and a map, elementary students learn about La Paz before creating and coloring Cesar's favorite flower, the rose. Middle school students learn about the Cesar Chavez Foundation and the Cesar E. Chavez National Monument and create a brochure using Microsoft publishing software. High school students discover why La Paz has been such a special place in the history of the United Farm Workers by viewing a variety of historic photographs and documents before creating a *tweet* by Cesar Chavez. Teachers may want to address the foundational issues of community, spirituality, and inspiration by emphasizing the importance of having a place to retreat from daily hardships to train and recharge one's spirit before continuing the fight for social justice.

The Cesar E. Chavez National Monument toolkit concludes with two unique "quests". The Delano Grape Strike Webquest requires participants to relive the events by accessing and reading about the individuals and organizations, as well as their tactics, involved. The activity concludes by students creating a powerpoint presentation or report about the Delano Grape strike. This activity is designed to be used as either a stand-alone activity or as part of a unit of instruction related to the legacy of Cesar Chavez. The second quest reviews all five interpretative themes as they relate to the Cesar E. Chavez National Monument Visitor Center. Questions ask the participant to identify important people, places, organizations and actions related to the life and legacy of Cesar Chavez.

The toolkit lesson plans and materials are meant to be concrete examples of how to use Cesar Chavez's life and legacy, as well as issues of cultural diversity, in the classroom with your students. Chavez is an inspiration for both students and teachers alike as an example of someone who lead a movement for social justice in the United States. Cesar followed in the foot-steps of Henry David Thoreau and Martin Luther King Junior by using non-violent tactics championed by Mahatma Gandhi to great effect. Chavez also used the same tactics that countless other labor leaders used throughout our country's labor history, specifically strikes and picket lines. Chavez formed coalitions and partnered with celebrities and politicians to coordinate a movement with those who had no direct interest in the plight of farm workers such as grocery stores and middle class American consumers. He was able to convince consumers throughout the country to stop buying grapes and other farm products until work conditions improved. Through his ability to create and maintain coalitions, develop new union tactics such as the boycott, his movement became more than a union and morphed into a cause. For this reason, the story of Cesar Chavez is a relevant and unique but part of American history.

César Chavez

Background:

- César Chavez was born in 1927, in Yuma, Arizona. After the Great Depression hit, Chavez's family was forced to move to find work.
- César Chavez and his family left Arizona, and in 1939, they migrated to California, where the family became migrant farm workers.
- In 1942, César quit school after eighth grade to take up work in the fields full time in order to support his family.
- As a migrant farm worker, Chavez witnesses the horrors that migrant farm workers endure: inadequate housing where six to eight people shared one room and there were rooms without bathrooms, corrupt labor contractors, meager wages that were less than minimum wage; back-breaking work (15 hour days), exposure to dangerous chemicals & pesticides, as well as racism.
- In 1946, Chavez joined the U.S. Navy after World War II and served in the Western Pacific.
- Also in 1946, Chavez was arrested in Delano, California for not giving up his seat in a movie theater that was segregated.

Activism:

- César Chavez witnesses the horrible living and working conditions that migrant farm workers must endure. He begins his political activism as a grassroots organization, often mirroring and looking to other famous non-violent leaders such as Martin Luther King, Jr. and Mahatma Gandhi.
- 1952, César Chavez meets Fred Ross, where Chavez is recruited to join the Community Service Organization, which was a prominent Latino civil rights organization
- 1952-1962, Twenty-two Community Service Organization Chapters are created in California, and becomes the most effective Latino civil rights group
- March 31, 1962, Chavez resigns from the Community Service Organization and later creates the National Farm Worker's Association
- September 16, 1965, Chavez joins the Delano grape strike, uniting Filipino and Mexicans together and joining the Agricultural Workers Organizing Committee. The strike lasted five years.

Non-Violent Forms of Protest:

- March-April 1966, Chavez takes a 340-mile pilgrimage from Delano, California to Sacramento California to draw national attention to the suffering of farm workers. Also, a four month boycott ensued and as a result, growers negotiated union contracts with farm workers
- 1967, the United Farm Workers boycott California table grapes and grows to become an international grape boycott
- February-March 1968, Chavez fasts for twenty-five days to rededicate his movement of non-violence

Power through Coalition and Numbers

SUMMARY: *The campaign for better working conditions and treatment of farm workers gained momentum through bold tactics and coalitions to form an enduring agricultural labor union.*

Freedom, Equality, Advocacy, Voting: In 1952, Cesar Chavez became an organizer for the Community Service Organization. In 1962, He moved to Delano, California where he and Dolores Huerta founded the National Farm Workers Association (NFWA), which later became the United Farm Workers. In Delano, while Cesar was involved in typical labor issues, he broadened the reach of the movement beyond traditional concerns and dedicated himself and the movement not only to defending the rights of workers but advocating against racial, ethnic, and economic discrimination. Furthermore, to this end, he encouraged people to greater civic action.

Boycotts, Strikes, Labor, Civil Rights, and Advocacy: In September 1965, when the Delano area table and wine grape growers would not meet their demands for better work conditions, the NFWA united with the Filipino members of the Agricultural Workers Organizing Committee (AWOC), who had gone on a strike a week earlier. This was the famous “Delano Grape Strike”. The next year the two organizations composed of over 5,000 members merged forming the United Farm Workers Organizing Committee.

Coalition, Non-violence, Racism, rights, Ethnicity Freedom, Equality: In 1966, Chavez used non-violent tactics and led a march from Delano to the state capital of Sacramento seeking support for the Union and the strike. Two years later in 1968 in keeping with his non-violent philosophy he went on a fast that lasted 25 days. In both occasions Cesar was visited and received the support of Senator Robert Kennedy. Nevertheless, by 1968, the strike appeared on the verge of failure and the solution was to enlarge support for the workers. Cesar Chavez and other UFW leaders initiated a nationwide boycott of grapes energizing consumers to support the cause throughout North America. He turned a local conflict into a national issue by sending farm workers across the United States and Canada to enlist others in their cause. In this way, he changed the conflict from a local labor issue to a national human rights issue. They received backing from race based organizations, students, housewives and racial minorities, as well as prominent Americans including Martin Luther King. In 1970, the grape growers accepted the UFW union contract.

Effects: Before the Delano Strike, workers were often excluded from and by legislation enacted to protect the rights of labor. For example, the New Deal Fair Labor Standards Act guaranteed, among other things, set minimum wages and overtime pay but stated exemptions worked against agricultural workers to exclude them from the benefits of the act. Similarly, the 1935 National Labor Relations Act, which recognized the rights of labor to organize and bargain collectively, excluded agricultural workers. As a result, conditions in the grapes fields were close to inhuman, lacking the basic necessities, water, housing, and sanitation. Chavez’s commitment to non-violence and his belief in the power of people succeeded in improving the conditions of worker. More importantly, it led to the founding of the UFW, the first enduring farm workers union in American history. The success of Cesar and the UFW served as an inspiration to many Latinos and many people who have never worked on a farm.

Power through Coalition and Numbers

An Elementary Lesson Plan

Standards:

National Council of the Social Studies: (1) Culture; (2) Individuals, Groups, and Institutions

Common Core: (1) Provide reasons that support their opinion; (2) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally

Objectives:

The students will be able to:

1. List a number of jobs that would help in the fight for labor rights
2. Analyze the book "Amelia's Road" and how it relates to Cesar Chavez
3. Examine the significance of the labor rights movement and the importance to have a large group supporting it

Subject Matter: Racism, Ethnicity, Rights, Freedom, Equality, Labor, Civil Rights, Advocacy, non-violence, Boycotts, Strikes

Materials:

1. "Amelia's Road" by Linda Jacobs Altman and Enrique O Sanchez.
2. Prewrite Worksheet
3. Post Card

Procedure:

Set: Pose the question, What is better? And have the students give thumbs up or thumbs down to decide.

- a. 200 pieces of candy or 100 pieces of candy
- b. 4 hours of recess or 5 hours of recess
- c. 10 Friends or 15 friends
- d. 600 workers or 1,000 workers
- e. 1,000 people fighting for labor rights or 2,500 people fighting for labor rights.

Essential Question: *What is the significance of the labor movement and why is it important to have large groups supporting it?*

Popsicle Stick Reading:

1. Grab Popsicle sticks with everyone's name on them
2. Pick a popsicle stick and have the first person begin reading, "Amelia's Road" and continue pulling popsicle sticks.
3. While reading, stop and ask questions and predications about life of a migrant farm worker.
4. Ask how Cesar Chavez relates to Amelia? Is Amelia unique to the migrant worker lifestyle? Do you think they would help in the fight to gain more rights? How does it help to have more people behind the movement?

Diary of a Worker:

1. Brainstorm a list of workers that could help the movement of the migrant workers
2. Discuss why they all could relate together.
3. Have students pick one type of worker and have them write a diary entry about their job, why they are concerned about the migrant workers' rights, and how the more people helping them could help everyone.
4. Using the prewrite worksheet, have the students write down their ideas first and have it checked by the teacher or a peer.
5. Once the prewrite has been check, have them write their final draft.

Close:


1. Pass out a post card paper.
2. Have the class write a 2-3 sentence post card home to tell about their strike they held and discussed in their diary
3. Turn it in as they leave


Assessments:

1. Students will be informally assessed during the discussion while reading "Amelia's road"
2. Students will be formally assessed with the final draft of their diary entry assignment
3. Students will be informally assessed through their pre writes
4. Students will be informally assessed through their post card exit ticket


Persuasive Writing Chart

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Cesar Chavez Educator Toolkit
Power through Coalition and Numbers
Elementary Lesson Materials



A large rectangular box with a blue border, intended for student writing. It contains a horizontal line and three vertical lines, providing a structured space for notes or responses.



Power through Coalition and Numbers

A Middle School Lesson Plan

Standards:

National Council of the Social Studies: (1) Time, Continuity, and Change (2) People, Places, and Environments (3) Individuals, Groups, and Institutions

Common Core Standards: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Objectives: The students will be able to:

1. Identify key people and/or places that directly or indirectly helped Chavez and/or his cause
2. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Subject Matter: Racism, Rights, Equality, Labor, Civil Rights, Advocacy, Non-violence, Boycotts, Strikes

Materials:

1. César Chavez's Coalition packet
2. Map handout (provided by d-maps)
3. Computers with Internet access or Google Earth or Google Maps software
4. Colored pencils, markers (optional)

Procedure:

Set: Think-Pair-Share

1. Have the word coalition up on the board. Ask students to brainstorm and share what they believe the word may mean. After definitions have been shared, the teacher will write the Webster definition on the board.
2. Coalition: (1) A group of people, groups, or countries who have joined together for a common purpose (2) The action or process of joining together with another or others for a common purpose

Essential Question: *How did coalitions help César Chavez's cause?*

Mapping Activity:

1. Handout the Map Activity Worksheet and read directions aloud with students.
2. Demonstrate how to use *Google Earth* and search for a specific point (the school, for example).
3. *Independent Research:* Students will find places using Google Earth and also need to do Google Search Engine to discover why these locations are important. For example, Yuma, AZ is where César was born. In the Coalition Packet, students will find the point they were given and write a brief explanation.

Jigsaw Activity:

1. *Group Share (Homogenous Learning Circles):* When students have completed their individual research, place students in small groups with others who have researched the same topics/place. Allow students to share their research, and double check to make sure they have all mapped the points correctly.
2. *Share (Heterogeneous Learning Circles):* Group students so that each person in the group has a different place. Each student should share what point they mapped out, what happened at that place, and/or why it was important. All students should record the information being shared.

Large Group Instruction: After the learning circles are completed the teacher should review and discuss the points on the map. Have students answer these comprehension questions.

- a. How are coalitions formed?
- b. What trend do you see on your map?
- c. What sort of impact did people like Robert Kennedy & Hollywood's actors & actresses have on Chavez's cause? Who do you think it impacted? Why?

Close: Ask students what coalitions are, and why they are important?

Assessment:

1. The teacher will informally assess student comprehension of what a coalition means.
2. The teacher will informally observe student learning during the mapping activity

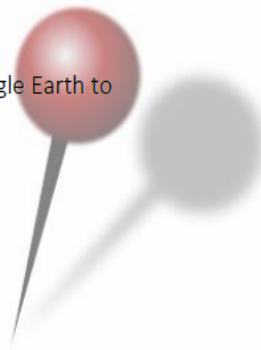
Cesar Chavez Educator Toolkit
Power through Coalition and Numbers
Middle School Lesson Materials

Part A: You have been given one of the following places to map out on your blank map. Use Google Earth to help you find the location of your assigned place.

Yuma, AZ
Sacramento, CA
Huntsville, AL
New York

Delano, CA
Dawson, NM
Atlanta, GA
La Paz, Keene, CA

San Jose, CA
Hollywood, LA, CA
Greenville, SC



- The location you have been assigned to research and map out is: _____
- Using the Google Earth software, type in your location in the search bar. Press ENTER. When Google Earth has found your location, use the zoom to adjust your view, if needed.
- Place a point on your blank map where your location is.
- Label the point (example: Yuma, AZ)

Part B: Use the following websites & instructions to help you in your research. *Only fill out information for your assigned location!*

<https://www.chavezfoundation.org/timeline/> (Go to the specific date listed)

- Yuma, AZ- 1927
- Delano, CA- 1962, 1965, 1988
- Sacramento, CA- 1966
- La Paz, Keene, CA- 1971

http://www.ufw.org/_page.php?menu=research&inc=history/07.html

- San Jose, CA
- La Paz, Keene, CA

<https://www.nwhm.org/education-resources/biography/biographies/dolores-fernandez-huerta/>

- Dawson, NM

<http://www.cesarchavezholiday.org/aboutcesarchavez.html> (Scroll to 8th paragraph from *bottom page*)

- Hollywood, LA, CA

<http://www.biography.com/people/joseph-lowery-11388>

- Huntsville, AL

<http://www.biography.com/people/martin-luther-king-jr-9365086>

- Atlanta, GA

<http://www.biography.com/people/jesse-jackson-9351181>

- Greenville, SC

<http://www.biography.com/people/robert-kennedy-9363052>

- New York

Cesar Chavez Educator Toolkit
Power through Coalition and Numbers
Middle School Lesson Materials

Directions: Answer the following questions about the location(s) assigned to you.

Location: Yuma, AZ

- a. Who was born here?
- b. What year was this person born?
- c. What event happens that forces this person to move?

Location: Delano, CA

- a. What was founded in 1962?
- b. What famous strike happened here?
- c. What year did the strike start?
- d. The longest fast by César Chavez took place here. How many days was the fast?



Location: San Jose, CA

- a. Who did Chavez meet in San Jose?
- b. Together, what did they create?

Location: Sacramento, CA

- a. What event happened that ended up in the state capitol in Sacramento?
- b. What was the reason for this?

Location: Dawson, NM

- a. What is the name of the person who was born here that helped Chavez create what is now known as the United Farm Workers Union?
- b. What did this person serve as?

Location: Hollywood, LA, CA

- a. How many actors and actresses supported Chavez's cause?
- b. List the names of 3 famous actors or actresses that supported Chavez's cause.

Location: Huntsville, AL

- a. This person supported Chavez's 36-day fast so much that he took up his own fast. Who is this person?

Location: Atlanta, GA

- a. This famous Civil Rights leader was born here. Who is he?
- b. What else did this person do?
- c. Why would he have such an influence on the population?

Location: Greenville, SC

- a. This person also supported Chavez's fast. Who is he?
- b. Who does this person have close connections to?
- c. How can that help Chavez's cause?

Location: New York

- a. In 1967, this person became the Senator of New York and often fought for equal rights. Who is this person?
- b. What influence did this have for Chavez's growing coalition?

Location: La Paz, Keene, CA

- a. La Paz in Keene, California is home to what?

Power through Coalition and Numbers

A High School Lesson Plan

Standards:

National Council of the Social Studies: (1) Individuals, groups and institutions, (2) Power, authority and governance.

Common Core Standards: (1) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; (2) Conduct short as well as more sustained research projects to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Objectives: The students will be able to:

1. Create a union slogan in their groups.
2. Describe the purposes of unions and identify hardships of migrant workers.
3. Work cooperatively in a group setting.

Subject Matter: Unions, migrant workers

Materials:

1. Farm Workers Video Clip: <https://www.youtube.com/watch?v=zICZubReBqo>
2. Union Contract Simulation Worksheet and Rubric

Procedure:

Set:

1. Ask students if they know what labor unions are.
2. Show students short YouTube video on farm unions and migrant workers
<https://www.youtube.com/watch?v=zICZubReBqo>
3. Explain that migrant workers prior to and during the 1960s had no control of labor conditions, and were in a cycle of poverty and illiteracy.

Essential Question: *What did migrant workers struggle with during their average work day?*

Class discussion:

1. Ask students to write down what they want with their lives, what are their life goals? To have a family? To make money, have success? Be safe? Free of fear?
2. Ask students to volunteer their answers about what they want in life.
3. Then ask students if they have a plan to do these things? How will they accomplish these things?
4. **Imagery:** Tell students to close their eyes and to picture the following: *Jose Gonzalez was born in Mexico and came to the US at 9 or 10 years old. His family was and continues to be poor. All members of His family work long hours picking tomatoes by hand on a corporate-owned farm. They work long hours in the very hot sun. Most members of Jose's family make minimum wage and live in very modest housing. Jose attends elementary school, a talented artist, a Chicano by identity, and Mexicano by heritage. He aspires to many things, but overall he wants to contribute to a better world. He enjoys connecting with people and dreams of one day working as an art teacher.* Tell students to open their eyes, and ask what Jose's story is about. (hardships and aspirations)
5. Explain that these physically difficult working conditions and low wages are very real for many people. Jose and his family work hard every day and are concerned about paying the bills in the present and do not see a way to stop the vicious cycle of poverty in their lives.
6. Explain that organized labor unions were the answer. Cesar Chavez, among other leaders, started to organize migrant farm workers to get fair treatment.

Power through Coalition and Numbers

A High School Lesson Plan

(continued)

Union simulation:

1. The goal of this simulation is for students to realize they need to form “unions” in the classroom to negotiate because the teacher is assigning unfair amounts of work with very little time to complete assignments. This simulation will be ongoing throughout 5 days.
2. First, the teacher will explain several different assignments. Tell students they will have two days to complete the following, all out of class:
 - a. A research paper, at least ten pages about migrant workers.
 - b. A vocab sheet, with 40 different vocab words that must be identified.
 - c. An individual project, about the economy during the 1960s, including visuals, a 10 minute presentation, and an annotated bibliography.
 - d. A hand drawn map outlining which states produce certain crops. The map must be colored and have all 50 states labeled with capitals and which crop/resource they have the most of.
3. Ask students if they think this is fair. (they will undoubtedly all say no)
4. After students say it is not fair, ask them what they are going to do about it.
 - a. Will they not do it? Well then they’ll fail the class.
 - b. Will they complete it? Well then it’ll be an enormous amount of work.
5. Students will be forced to find the weakness of the teacher (which is you can’t fail all the students)
6. Help students get to the conclusion that they need to organize.
7. Instruct students to get into groups of four, each group will represent a sub section of the class union. Each group will be responsible for coming up with terms of a contract that both the teacher and the students can agree on.
8. There are four student roles within their group:
 - a. Think Tank:** this student will be coming up with possible terms for the contract.
 - b. The recorder:** This student will be responsible for writing the final contract their group proposes.
 - c. The diplomat:** This student is responsible for going to other groups to propose their ideas, and consolidate ideas.
 - d. The artist:** This student is responsible for making a union logo, and creating picket signs with slogans.
9. Have students create a slogan for their union on the first day.

Close:

1. The teacher will restate the essential question: What were some of the everyday struggles migrant workers had to deal with?
2. The teacher will explain that migrant workers were typically very poor, discriminated against and severely underpaid for their work, among other things.

Assessment:

1. The teacher will formally assess students’ contracts at the end of the 5 days using a rubric.
2. The teacher will informally assess students working cooperatively in their groups.

Cesar Chavez Educator Toolkit

Power through Coalition and Numbers

High School Lesson Materials

Collective Bargaining

Directions: Your group's job is to create a fair deal regarding the newly-imposed assignments that are due in the next two days. You may change *ANYTHING* you want, you can get rid of assignments, or you can add different assignments in their place. Use your creativity and find a way to make these assignments fair. Come up with a deal to bargain with the teacher. You will be in a group of four and having the following roles:

1. **Think Tank:** this student will be coming up with possible terms for the contract.
2. **The recorder:** This student will be responsible for writing the final contract their group proposes.
3. **The diplomat:** This student is responsible for going to other groups to propose their ideas, and consolidate ideas.
4. **The artist:** This student is responsible for making a union logo, and creating picket signs with slogans.

Once again, your goal is to create a *contract*, one that can be signed by both the class and the teacher to agree on a fair work load. You will have about 15 minutes for the next five days to work on this project. It is worth 20 points.

The work schedule is as follows:

Day 1: Create a slogan and a name for your union.

Day 2: Generate and write ideas for a fair contract. (Whole group)

Day 3: Create a contract; Artist should start creating a logo; Diplomat should be traveling to other groups to gather more ideas.

Day 4: Finish contract, create a final copy in each group.

Day 5: Vote on the best contract among the groups within the class, then both parties will sign the contract.

Contract Criteria:

1. Your contract must be reasonable and fair for both the teacher and the students.
2. Your contract must have at least 5 clauses (or points)
3. Your contract must look professional, with a logo and slogan.
4. Your contract must partially resemble some of the assignments mentioned above.



Rubric:

	5	4	3	2	1
Is the contract fair to both parties?	<i>Contract is reasonable and fair to both parties.</i>	<i>Contract is slightly one sided to one party.</i>	<i>Contract is moderately one sided to one party.</i>	<i>Contract is obviously one sided and not reasonable.</i>	<i>Contract is not fair or reasonable for either party.</i>
Does the contract have at least 5 clauses related to the assignments?	<i>Contract has 5 clauses outlining changes and logistics of assignments.</i>	<i>Contract has 5 clauses but do not focus on changes or logistics of assignments.</i>	<i>Contract has less than 5 clauses, but focus on assignments.</i>	<i>Contract has less than 5 clauses, but do not focus on assignments.</i>	<i>Contract has 1-3 clauses that do not focus on assignments.</i>
Does the contract look professional?	<i>Contract includes slogan, logo and name of union and looks professional.</i>	<i>Contract includes slogan, logo and name but does not look professional.</i>	<i>Contract is missing either the slogan, logo or name, and does not look professional.</i>	<i>Contract is missing 2 of 3 requirements and does not look professional.</i>	<i>Contract is missing all requirements and does not look professional.</i>
Grammar and spelling.	<i>Under two grammatical and spelling errors.</i>	<i>Three – four grammatical and spelling errors.</i>	<i>Five – six grammatical and spelling errors.</i>	<i>Seven – eight grammatical and spelling errors.</i>	<i>More than nine spelling and grammatical errors.</i>

Total points: _____/20

More Than a Union, A Movement to Transform Society

SUMMARY: *Difficult working conditions and racial discrimination created grave hardships for farm workers. To address these injustices effectively, necessitated a broader social movement which continues today to change society and improve lives.*

Work Shortages, Regulations, Migrants, Discrimination, Substandard Housing, Oppression, and Exploitation: The story of Cesar Chavez and the United Farm workers is more than a tale of worker rights and organization. What started out to be a quest to organize workers for better wages and working conditions turned into a movement for equality, dignity, freedom, and all basic human rights guaranteed by the United States Constitution. The history of agricultural workers in California has been a long conflict over the rights of workers to organize and advocate for better work conditions. Chinese and Japanese immigrants had been subject to exploitation, common to desperate workers. Filipinos began arriving in large numbers in the 1920s. Also emigrating in great numbers in the early twentieth century were Mexicans fleeing their country after the Mexican Revolution. Due to labor shortages because of World War II, the Bracero program permitted seasonal temporary farm workers from Mexico to work in the United States. Big business agriculture has always exploited the newest and poorest workers. Under the leadership of Cesar Chavez, male and female farm workers of many ethnicities, came together to build the United Farm Workers.

Community Service, Change, Leadership: With Cesar Chavez at the helm, the United Farm Workers (UFW) reached out beyond the bread and butter issues that were the conventional focus of farm workers. The UFW leadership wanted to spread and expand the movement from the needs of the grape workers to the acquisition of basic human rights for everyone—they wanted to make this a movement. This change promised to transform how agricultural workers were viewed and organized. Cesar recognized that issues of exploitation and discrimination common to agricultural workers were no accident, but the result of a system that maximized profits at the expense of low wage workers. He realized that the lack of worker representation, in the form of a union, was not only a consequence of poverty but also a cause of poverty. This called for a new and radical transformation of what a union was. He was determined to transform the union in a way that could address issues important to the members. Many issues reached beyond the work including housing, finance, education, health care, and other issues of everyday life that could not be separated from work life. This was revolutionary, and as such, was controversial. In a bold stroke, Chavez led his union to strike and encouraged a nation to boycott grapes and lettuce. The overwhelming response from consumers all over America resulted in success for the UFW. Workers should always be treated with dignity and respect not just at the work place but in all aspects of their life.

Effects: By transforming the union into a movement and taking the strike to a national audience allowing all Americans to participate and make their voices heard through a boycott, the grape growers were forced to compromise. In 1970, table grape growers agreed to the demands of the union. National pressure, as a result of the boycott, forced the growers to at long last sign their first union contracts granting workers better pay, benefits, and protections. While this was not the end of the union's demands for humane treatment at work, it was the beginning of a successful movement that continues today by the Chavez Foundation's programs constructing affordable housing, maintaining Spanish-language community radio, developing education programs as well as the United Farm Workers and United Farm Worker Foundation's programs providing pension plans and advocating for immigration reform and workplace legislation to name a few.

More Than a Union, A Movement to Transform Society

An Elementary Lesson Plan

Standards:

National Council of the Social Studies: (1) Global Connections, (2) Civic Ideals and Practices, (3) Culture

Common Core: (1) Determine a theme of a story, drama, or poem from details in the text; summarize the text, (2) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text

Objectives:

1. Examine a quote by Cesar Chavez and discuss its significance.
2. Summarize the problems that Cesar Chavez and Dolores Huerta fought for
3. Analyze the effects of pesticides on plants through an experiment using food dye

Subject Matter: Rights, Working Conditions, Regulations, Exploitation, and Change

Materials:

1. Apples and Pesticides Worksheet
2. Pictures of grocery store produce section, farm workers, tractor spraying and workers striking
3. "Side by Side: The Story of Dolores Huerta and Cesar Chavez" by Monica Brown
4. Apples and Water-Based Food Dye for the experiment

Procedure:

Set: Freewrite

1. Show Chavez quote, "The fight is never about grapes or lettuce. It is always about people."
2. Have each student write 2-5 sentences about what this quote means and discuss in large group.

Essential Question: What problems did Cesar Chavez and Dolores Huerta fight for?

Teacher Presentation:

1. Create a PowerPoint slide show of a grocery store's produce department.
2. Ask how this relates to Cesar Chavez?
3. What do the students know about the food they eat? Where does the stores get them from?
4. Show pictures of farms/pesticides and discuss why things needed to be changed, and have they?

Reading in Pairs

1. Place the students in pairs
2. Each pair will partner read "Side by Side: The story of Dolores Huerta and Cesar Chavez".
3. When they are done reading, have them list the top five problems that Dolores and Cesar fought for and how they made a difference
4. Have the groups share with the class their findings and discuss their significance

Science Experiment Small Groups:

1. After discussing the book and making sure the students identified pesticides as a problem that Dolores and Cesar fought against, have the class grouped into groups with 3 or 4 members. Pass out worksheet.
2. Give each group two apples. Have them place them on two separate sheets of paper. Have one paper/apple labeled A and the second B
3. Have the group use all five senses to document how each apple looks.
4. The teacher will go around and spray all "A" apples with water down food dye or "Pesticide".
5. Have the class wait five to ten minutes.
6. Have each group re-assess the apples using the five senses.
7. Discuss as large group.

Close:

1. On an index card, have the students write down a 3, 2, 1. Three things they learned about Cesar Chavez and Dolores Huerta, two things they have a question about, and 1 think they want the teacher to know.
2. Have them hand this in at the end of the less.

Assessment:

1. Students will be informally assessed during the discussion about grocery stores and where food comes from.
2. Student will be informally assessed while they read in partners and discuss the book.
3. Students will be formally assessed through their worksheet during the experiment
4. Students will be informally assessed through observations during the experiment by the teacher

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
Elementary Lesson Materials
Apples and Pesticide

Directions: Follow the following steps and listen for instructions from the teacher.

1. Take one blank sheet of paper and label it A
2. Take the second blank sheet of paper and label it B
3. Place an apple on each paper, so they are separated and you are able to keep track of them
4. Fill in the following chart for Apple A:



Senses	Apple A	Apple B
What does it feel like?		
What does it smell like?		
What does it taste like? (Predict! Don't actually taste it)		
What does it sound like?		
What does it look like?		

5. Raise your hand to signal to the teacher you are ready for the next step.
6. Once the teacher has come over and sprayed Apple B, wait five minutes
7. Fill in the chart above for Apple B.
8. What happened to Apple B? What did the spray do to the apple? Why would this concern Cesar Chavez and Dolores Huerta?

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
Elementary Lesson Materials

SAMPLE PICTURES FOR POWERPOINT SLIDE PRESENTATION



GROCERY STORE



SPRAYING FIELDS

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
Elementary Lesson Materials

SAMPLE PICTURES FOR POWERPOINT SLIDE PRESENTATION



FARM WORKERS



MARCHING

More Than a Union, A Movement to Transform Society

A Middle School Lesson Plan

Standards:

National Council of the Social Studies: (1) Time, Continuity, and Change; (2) Individuals, Groups, and Institutions; (3) Power, Authority, and Governance; (4) Civic Ideals and Practices

Common Core Standards: (1) Cite specific textual evidence to support analysis of primary and secondary sources; (2) Determine the central ideas or information of a primary or secondary source

Objectives: The students will be able to

1. identify what basic rights and infer how basic rights are essential to every-day living
2. explain how Cesar Chavez, Larry Itilong, and Dolores Huerta working together made the union stronger.
3. explain the concept of segregation and how important it was for the United Farm Workers to meld together people of many backgrounds

Materials:

1. Harvest of Shame Video (CBS) <http://www.cbsnews.com/news/harvest-of-shame>
2. Rodriquez speech and worksheet

Subject Matter: human rights, work shortages, regulations, migrants, discrimination, substandard housing

Procedure:

Set: Show the 5 minute video, "Harvest of Shame: 50 years later"

1. After viewing the video, ask students the following questions?
 - a. What would you do if you worked 15 hours a day, and only received \$0.90/hour?
 - b. What would you do if you had no running water and no plumbing?
 - c. How would you feel if you were being exploited for cheap labor?
2. Review student responses and introduce the lesson topic.

Essential Question: Why did the leaders of the UFW bring together different groups of workers?

"What are our Basic Rights?" Bubble Map Activity

1. On a white board, chalkboard, or smart board, write "BASIC RIGHTS" in the center with a circle around it.
2. Provide one or two examples of basic rights to get students thinking about what basic rights are and what basic rights mean.
3. Be sure that the students know and understand that basic rights include the following: *adequate housing, restrooms, better wages, better working conditions, etc.*
4. Explain that these basic rights were denied to many farm workers.

Discussion

1. Discuss Cesar Chavez and his work towards organizing a local labor union, and his methods towards creating a national movement
2. Introduce and discuss the Bracero Program

United Farm Worker's president Arturo Rodriquez Speech: Primary Document

1. Discuss the unique experience of the UFW to create a union of people with different ethnic, racial, religious and genders in the 1960's till today.
2. Students will read Rodriquez speech and answer the questions on the worksheet.
3. Discuss answers.

Close: Ask students, "Why was it in farmworkers best interest to overcome segregation?"

Assessment:

1. The teacher will informally observe student understanding of segregation and the importance of coming together through discussion.
2. The teacher will formally assess student comprehension by using the guided reading questions as a formal grade.

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
Middle School Lesson Materials

The Delano Manongs

Who are the “Manongs”?

A Ilokano term for the first born male in a Filipino nuclear family.



Background:

Single Filipino male farm workers, Manongs, emigrated to the United States and started organizing since the 1920's. By the 1960's, Filipinos made up the majority of the Agricultural Workers Organizing Committee (AWOL) and were affiliated with America's largest union, the AFL-CIO (American Federation of Labor-Congress of Industrial Organizations).

The Delano Grape Strike began with over 1500 AWOL Filipino farmworkers striking for eight days before they reached out to National Farm Workers Association (NFWA). As with many earlier strikes, the growers tried to pit ethnic groups against one another and asked Mexican farmworkers to cross the Filipino workers' picket lines. Larry Itliong and a few others sought out Cesar Chavez, leader of the NFWA, devise a plan that would be beneficial to everyone. After several discussions, both groups joined together in March 17, 1966 on a march from Delano to Sacramento with 70 farm workers and volunteers. But by April 11, the group climbed the steps of the state Capitol with 10,000 supporters who had joined us in the cause.

The United Farm Workers was co-founded by both Mexican and Filipino farmworkers who chose to join forces to build an intergenerational and multiethnic union. Many compromises had to be made so that all union members could benefit from their actions.

Task- Reading Secondary Sources:

Arturo Rodriguez delivered the accompanying speech commemorating the 40th anniversary of the creation of the Paulo Agbayani Retirement Village. The retirement center was created to help displaced Filipino farmworkers. Most Manong were single men and lived in labor camps most of their life. Because laws in the United States at the time made it illegal for Asian men to marry white women, many of these men never married or started families. The UFW built this retirement village to provide them with somewhere to go after they could no longer work in the fields.

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
Middle School Lesson Materials

**Remarks by Arturo S. Rodriguez, President
United Farm Workers of America
40th anniversary of the Paulo Agbayani Retirement Village
June 21, 2014—Delano, California**

The Great Delano Grape Strike wasn't in the plans of Cesar Chavez, Dolores Huerta and the other early leaders of the National Farm Workers Association in September 1965. Cesar thought it would take many more years of patient community-style organizing before his young union was ready for a major field walkout.

But when Larry Itliong and the Agricultural Workers Organizing Committee approached Cesar and Dolores, asking them to join their picket lines, there wasn't much of a debate.

Dolores knew and had worked with Larry and AWOC in Stockton.

Cesar had carefully studied farm labor history—how for generations growers pitted one race against another to break strikes and crush unions.

Every time I heard Cesar talk about the '65 Delano strike, he gave full credit to the Filipinos for starting the strike—and he described the genuine solidarity between Filipinos and Latinos that helped win that tough five-year long struggle.

Cesar, Larry and the other leaders of both unions insisted that they share the same picket lines, union hall and strike kitchen.

But merging the two races wasn't always easy, given the long history of racial hostility engendered by the growers.

Cesar talked about it in Peter Matthiessen's 1969 book, *Sal Si Puedes: Cesar Chavez and the New American Revolution*. Cesar related how early in the strike a few Latino members of his union wanted to have a vote on whether or not to join = the Filipinos. "In other words, they wanted to take a vote to discriminate," Cesar said.

"Over my dead body," he told them. "There'll be no vote taken here—and furthermore, before you get rid of the Filipinos you'll have to get rid of me...Those of you who don't like it, I suggest that you get out. Or even better, I'll get out and join the Filipinos. And we'll build a trade union, and work well together." That ended the discussion.

Later, the day the 1966 march to Sacramento began in Delano, someone objected to an AWOC striker carrying the Philippine flag at the head of the march. Cesar took the Filipino brother by the arm, walked him up to the front of the march and placed him alongside standard bearers carrying the U.S., Mexican and California flags. That's where he remained.

By honoring the Manongs of the Agbayani Village today we also honor the solidarity between Filipinos and Latinos that changed history. As an organizer for the last 41 years, I know that lesson is every bit as relevant today as it was five decades ago. We need to recognize that history, and keep repeating it.

As we prepare for ceremonies marking the 50th anniversary of the Delano Grape Strike a year from this coming September, we in the farm worker movement know it must also clearly acknowledge and honor the contributions of the Manongs.

You can get a copy here of *Sal Si Puedes* by Peter Matthiessen that UC Press re-issued this year with a new forward by Marc Grossman. The story of the Filipinos is one part of this inspiring book.

From United Farm Workers Website: http://www.ufw.org/_board.php?mode=view&b_code=news_press&b_no=15562

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
Middle School Lesson Materials

Guided Reading Questions

Arturo Rodriguez, UFW President, speech

1. Who was Larry Itilong?

2. Before Delano, what did growers typically do to crush unions and break strikes?

3. Why did Cesar (Mexican leader of the NFWA) and Larry (Filipino leader of the AWOL) together on the same picket line or strike kitchen?

4. What national and state flags were held at the front of the line during the Delano march?

5. Why do you think the farmworkers and their allies marched from Delano to Sacramento? _____

6. What is the name of the Manong Retirement village in Delano? _____



Critical Thinking:

Why do you think it was so significant that Mexicans and Filipino farm workers united in Delano, California?

Cesar Chavez Educator Toolkit

More Than a Union, A Movement to Transform Society

A High School Lesson Plan

Standards:

National Council of the Social Studies: (1) Production, distribution and consumption, (2) Science, technology and society, (3) People, places and environments

Common Core (1) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole, (2) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Objectives: The students will be able to:

1. Describe how food gets from the farms to the super market.
2. Explain why pesticides and chemicals are dangerous.
3. Describe an argument advocating and against the use of GMOs, pesticides, and large-scale production.

Subject Matter: social movement, process, pesticides, crops, livestock, free range, GMO's

Materials:

1. "Where Does Food Come From?" worksheet
2. Labor contracts

Procedure:

Set:

1. Place two circles on the board and label one circle "animal products" and the other "plant products"
2. Ask students to name different foods and place them in the correct category.
3. Explain that livestock and crops are essentially where all our food comes from, whether is it imported or grown domestically.

Essential Question: *How does the way that we farm effect the way we consume food and work?*

Jigsaw Group Activity:

1. Place students into four OR eight groups, depending on number of students. Number students (1 to 4)
2. Explain to students that there are four articles, each group will read one article online.
3. When reading, students should answer the following questions on their graphic organizers:
 - a. List 3 important facts about this article.
 - b. What is the purpose of this article?
 - c. Do you think what your article is describing is good or bad for Americans? Why or why not?
4. After reading the article and writing down important facts about that reading, students will share. Tell students to find other students with the same number (article). This should place every student with a few others that read different articles.

Discussion:

1. The teacher will restate the essential question by asking students: How does food get from farms to our tables?
2. The teacher will explain that through the use of GMOs and pesticides, crops and livestock are able to grow (in some cases unnaturally, but out of necessity) and travel long distances to supermarkets.
3. Ask students, who works the fields and what are the working conditions on corporate farms?
4. Ask students to make a connection between the system of food production and the relationship to the hardships in the lives of farm workers. Remind students that the United Farm Workers started as a union fighting for better working conditions but developed into a social movement to promote dignity and respect for those working the land.

Simulation-Classroom contract (Day 2-continued)

1. On the second day of this project students should begin to create the contract with a logo and a slogan.
2. Instruct students that this day they will continue to work on a "rough draft" of their contract.
3. Also instruct the diplomat student to go around to other groups to gather and share ideas. This will make it easier in the long run to vote on a fair and reasonable contract.
4. Monitor student progress and make necessary adjustments where needed.

Close: Ask students to describe the relationship between the way we farm and the way we consume food and work.

Assessment:

1. The teacher will formally assess student graphic organizers.
2. The teacher will informally observe students working in groups.

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
High School Lesson Materials

Where Does Food Come From?



Task: Your goal is to research how food gets to your dining room table. Given the following websites, your group will be tasked with finding information about food and where it comes from.

Directions:

1. You will be given a number, write it down at the top of this paper.
2. Read the article your group is assigned and answer the following questions in the correct section of this organizer:
 - a. *List three important facts about this article.*
 - b. *What is the purpose of this article?*
 - c. *Do you think what your article is describing is good or bad for Americans? Why or why not?*
3. After you are finished reading and answering those questions wait for the teacher to tell you to find your new group.
4. Your new group will be organized by the number you were given, find your classmates with the same number and you will explain your article to them so they can write down some important information based on what they tell you. Each box must contain three important facts, the purpose, and if it is good or bad for Americans.

Websites:

1. **A Letter about GMO's:**
<http://www.forbes.com/sites/gmoanswers/2015/12/22/farmers-letter-to-concerned-student-about-gmos/>
This site offers a letter from a family farmer to a student who inquired about GMOs and their use on farms. GMOs are important but controversial in many forms.
2. **Food and Pesticides:**
<http://www.epa.gov/safepestcontrol/food-and-pesticides>
This site explains how and why pesticides are used, and how they have become safer over the decades of use.
3. **How Does Food Get to Our Table:**
<http://www.cuesa.org/learn/how-far-does-your-food-travel-get-your-plate>
This site will tell you how crops are transported and some controversy about how food moves through the country.
4. **How Meat Gets to Our Table:**
http://www.slate.com/articles/news_and_politics/the_gist/2004/02/whence_the_beef.html
This article explains the difference between organic and industrial meat, and where it all comes from.

Cesar Chavez Educator Toolkit
More Than a Union, A Movement to Transform Society
High School Lesson Materials

Where Does Food Come From?

How Crops are grown	Where does meat come from
Pesticides	A letter about GMOs

Si Se Puede

Summary: *“Sí se puede” can be roughly translated as “yes we can”. This slogan, used by United Farm Worker leaders Cesar Chavez and Dolores Huerta, fueled the farm workers’ movement and has become an inspiration for many other movements.*

Self-determination, Opportunities, Hope, Charismatic Leader: The “yes we can” attitude, a belief in self-determination, has spread beyond our borders to peoples around the world demanding basic human rights, freedom, dignity, and respect for all people. Many people know Cesar Chavez as a brilliant leader but what many don’t know is that he saw himself as simply helping ordinary people do extraordinary things. He inspired everyone around him to believe in themselves and their own importance. Cesar believed in everyone’s potential.

Trusting in his belief in non-violence and faith in the potential of people to accomplish the impossible if given the opportunity, Cesar established a school at La Paz to teach farmworkers skills to run their own organization. Admissions into training programs was based on talent and ability, regardless of your station in life. He saw potential and talent in everyone. Cesar inspired countless individuals to seek professions as doctors, lawyers, and accountants, to name but three. Cesar and the UFW provided experience and training that opened lifetimes of activism and professional success for thousands of people. His belief in people is best captured in his own words: “Once social change begins it cannot be reversed. You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore.”

Communities: The farmworkers’ movement was driven by ordinary people achieving extraordinary things. Defying decades of oppression and exploitation, the farmworkers movement provided opportunities, belief in themselves and hope for farmworkers, people of color, women, and low income workers to reach for a better life through training and leadership roles.

Inspiration: Cesar Chavez, charismatic leader of the farmworkers movement, has been an inspiration to many. Indeed, President Obama has described Chavez as the inspiration to move to Chicago to become a community organizer, sparking his political career that brought him to the White House. President Obama traveled to La Paz in 2012 to proclaim the Cesar Chavez National Monument in front of 7,000 people. The Monument is the first of four hundred National Park Service sites honoring a contemporary Latino figure. The launching in 2012 of the U.S. Navy’s USNS Cesar Chavez, recognizing Chavez’s Navy service right after World War II; the multiple states that established an official holiday on Chavez’s March 31 birthday; the hundreds of schools, streets, libraries, parks and other public places that have been named for him; the thousands of annual commemorations and observances that keep growing more than two decades after his death; are some of many commemorations to Cesar Chavez’s life and contributions. One cannot deny the impact of the affirmation of “¡Si Se Puede!” is shouted wherever people stand up nonviolently for their rights.

Effects: Chavez’s cause went far beyond fair wages, humane treatment and safer working conditions for California’s farm workers. By giving ordinary people confidence and faith that they could achieve the impossible, Chavez succeeded in organizing farm workers where so many others with much better educations and much more money tried and failed for 100 years before him. His influence is comprehensive and timeless.

Cesar Chavez Educator Toolkit

Si Se Puede!

An Elementary Lesson Plan

Standards:

National Council of the Social Studies: (1) Individuals, Groups, and Institutions, (2) Civic Ideals and Practices

Common Core Standards: (1) Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story; (2) Explain their own ideas and understanding in light of the discussion

Objectives:

The students will be able to:

1. Define "strike" and explain strikes occur.
2. Compare and Contrast Cesar Chavez's strikes to the strike in the book, "Si, Se Puede".
3. Illustrate what a strike might look like today.

Materials:

1. Image of boycotting lettuce and the United Farm Workers Strike
2. "Si, Se Puede" by Diana Cohn
3. Worksheet for Read Aloud
4. Art Materials for Poster Project

Subject Matter: Strike, Job, Self-determination, Hope, Charisma, Leadership

Procedure:

Set:

1. Find and display a picture of protestors boycotting lettuce.
2. In pairs, have the students describe what is going on the picture.
3. Once each group has had time to discuss the picture, ask them in a large group, does it look violent? Peaceful? Successful? Determined? Ask if anyone knows what "Si, Se Puede" means. Do you think they can be successful? Find and show students pictures of Cesar Chavez, Dolores Huerta and farm worker strikes.

Essential Question: *How does the book "Si, Se Puede" relate to the strikes that Cesar Chavez held?*

Read Aloud:

1. Have the class gather around the teacher. The teacher will begin with a few pictures of Cesar Chavez during strikes. The teacher will explain a short background on Cesar Chavez. Have the class infer what the pictures are showing and why they are important. Ask how "Si, Se Puede" relates to Cesar Chavez.
2. The teacher will read out loud "Si, Se Puede! Yes, We Can!" by Diana Cohn.
3. Pass out worksheet that goes with the story to each student. They will answer questions after they hear the story.
4. As the story progresses, have the students make conclusions and predications by looking at pictures. Discuss the pictures during the story to help connect the students to the words. Discuss different jobs and types of workers that would be interested in helping in the strike
5. When the story is done, ask how this relates to Cesar Chavez? Did the strikes work? What lasting effect could these strikes have? How do they create the "Yes We Can" attitude?

Pair Share Activity:

1. Think Pair Share: Different jobs with different problems worth protesting
2. Display list on the board and have each student select one as their own

Poster Project:

1. Have each student commit to a job before they are dismissed from their desks to get construction paper and markers to create their own poster to support their protest.
2. Have them hold a strike. Make sure to set the guidelines of it being peaceful and nonviolent, but with a "si, se puede" attitude.
3. Each student will go around the room and show their poster to the class. They must state what they included on their poster and why, and how it relates to Cesar Chavez.

Close: Have the students answer the following questions: How did Cesar Chavez help bring change to the migrant farm workers? What did he believe that helped him? How does that relate to the story we read today?

Assessment:

1. The students will informally be assessed through the discussion during the reading of the book.
2. The students will formally be assessed through the read aloud worksheet and poster.

Cesar Chavez Educator Toolkit
Si Se Puede
Elementary Lesson Materials

Name: _____ Date: _____

“Si, Se Puede”

Directions: Circle the best answer to each question.

1. When does Mama work?



2. Who does Carlitos live with?

Mom

Abuelita

Brother

Dad

3. How many different groups of people help in the strike?

1

5

4

3

4. Do you think the second strike was successful?

Yes

No

5. Name 4 different jobs that would help in the second strike.

Cesar Chavez Educator Toolkit

Si Se Puede!

A Middle School Lesson Plan

Standards:

National Council of the Social Studies: (1) Time, Continuity, and Change; (2) Individual Development and Identity
Common Core Standards: (1) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Objectives: The students will be able to

1. Identify the qualities that César Chavez possessed that made him an iconic hero
2. Describe the concept of self-determination
3. Connect the ideas of *si se puede* to modern social problems

Materials:

1. *Si Se Puede* Poster Project Handout
2. Construction paper or colored paper, scissors, glue, markers, and any other art supplies
3. Trailer from the movie, "Cesar Chavez" (2014) YouTube video trailer: <https://www.youtube.com/watch?v=zeo-q-8MOQ4>
4. DoSomething.org

Subject Matter: Self-determination, Opportunities, Hope, Charismatic Leader, Communities, Inspiration

Procedure:

Set: "Who is your hero?" Pairshare

- a. Ask students who they consider to be their hero. Explain to students that their hero doesn't have to be anyone famous. Have students explain to a partner why they chose that person. Give students 1-2 minutes to share.
- b. Ask volunteers to share their partner's story. At the conclusion, the teacher should explain why César Chavez is a hero to many people.

Essential Question: Today, how did the phrase, "*Si Se Puede*" impact so many lives?

Video and Discussion

1. Show students the movie trailer to César Chavez: An American Hero. This video clip is 2:20 in length.
2. Ask students "what made César Chavez a great leader?" List at least three characteristics or actions.
3. The movement was driven by ordinary people achieving extraordinary things.

Brainstorming:

1. Introduce and discuss what "*si se puede*" means and how this attitude impacted Cesar Chavez and the people around him.
2. What forms of oppression and exploitation can be seen within our own community? Who are the lowest wage earners in the area? How do we care for our elderly? Do you hear anyone speak about a group of people in a negative way? What are the issues surrounding that negativity?
3. What issues should be brought to public attention and what should be done to make the situation better? (sample topics might include: homelessness, eldercare, wounded soldiers, prejudice & discrimination, working poor, etc).

Motivational Poster Activity

1. Students will create an inspirational poster by choosing one social problem and presenting solution(s).
2. In addition, students must answer two open ended questions on their poster:
 - a. Why? What made you choose this issue/goal?
 - b. How can we achieve this goal? What steps should we take?

Discussion: Ask students the following questions:

1. What does *si se puede* mean?
2. Show students the website "DoSomething.org" as an example of the many service projects that teenagers are engaged in throughout the United States.
3. How will this positive attitude (*si se puede*) help you and your community move forward in your own life?

Close: Ask students how Cesar Chavez's attitude impacted his life as well as many others.

Assessment:

1. The teacher will informally assess student understanding of self-determination through discussion and the close.
2. The teacher will formally assess student understanding of the implications of *si se puede* through the use of a rubric.

Cesar Chavez Educator Toolkit
Si Se Puede!
Middle School Lesson Materials



Si se Puede!

Background: “Sí se Puede” can roughly be translated to “yes we can”. This is the slogan that Dolores Huerta and César Chavez used during their many campaigns for the rights of farm workers. Mexican American farm workers have faced terrible working conditions, inadequate housing, and racism. Huerta and Chavez challenged the status quo, and even

though the opposition told them “no”, they replied “Sí se puede”, or “Yes we can”.

The implications of this phrase have had great and lasting effects. It became an inspiration for many others. This positive attitude of self-determination went far beyond what César Chavez expected it to. Even today, we can still see the remnants of the United Farm Workers’ slogan. In 2004, when Barack Obama ran for president, he took up the “yes we can” attitude and with his self-determination, Mr. Obama became the first African American President in history.

The legacy that Chavez left has changed the lives of many. From urging growers to stop using toxic chemicals as pesticides, workers receiving better wages, and working conditions; to urging his followers to lead non-violent forms of protest, and the need to encompass the greater community truly forms the foundation of “sí se puede”. César Chavez faced many obstacles, however he persevered with his “yes we can” attitude. If he could dream it, he could do it. And so can you!

Task: “Sí se Puede” Poster

You are going to create a poster that revolves around the themes of self-determination, opportunity, and the attitude of “yes we can”.

In order to create this poster, you must first answer the following question:

“If you could choose to improve a major social challenge in your community, what would you choose to do?”

After you have answered that question, you will create a poster about your goal. You may **draw** pictures or use **images online or in magazines** to help illustrate your goal.

In addition, answer the following two questions somewhere on your poster:

1. Why? What made you choose this goal?
2. How might you achieve this goal? What steps would you take?

Cesar Chavez Educator Toolkit

Si Se Puede!

Middle School Lesson Materials

The purpose of this assignment is for you to realize the potential impact YOU may have on your community! Just like César Chavez, he had a dream...one where migrant farm workers had access to basic rights and the right to form a union. While your goal may not be the same as Chavez's, he would still encourage you to pursue your dream, just as he pursued his. Remember, "sí se puede!"

"Sí se Puede" Poster Project Rubric

Directions: Make sure to (1) answer the following questions (2) illustrate your poster. Be creative and know that "yes, you can do this"!

Questions to answer:

1. Why? What made you choose this goal?
2. How might you achieve this goal? What steps would you take?

Category	4	3	2	1
Required Elements: Answered all three questions	The poster included all required elements, as well as additional information	All required elements are included in the poster	All but 1 of the required elements are included on the poster	Several required elements were missing from the poster
Graphics & Attractiveness	The poster was exceptionally attractive in terms of design, layout, and neatness	The poster was attractive in terms of design, layout, and neatness	The poster is acceptably attractive though it may be a bit messy	The poster is distractingly messy or very poorly designed and is not attractive
Creativity	The poster was highly creative. It was imaginative and there was attention to detail	The poster was creative. The work was imaginative but scattered throughout the poster	The poster was somewhat creative. Signs of imagination are shown. The work is pretty "safe"	The poster was not very creative. No imagination shown.

Cesar Chavez Educator Toolkit
Si Se Puede!
A High School Lesson Plan

Standards:

National Council of the Social Studies: (1) Civic ideas and practices, (2) Time, continuity and change

Common Core: (1) Draw evidence from informational texts to support analysis, reflection, and research, (2) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Objectives: The students will be able to:

1. Contrast migrant workers lives before and after unions.
2. Describe how organized labor can affect working conditions.
3. Work cooperatively to create fair and reasonable clauses in their class contracts.

Subject Matter: unions, migrant workers, labor, hardships, hope, collective action

Materials:

1. Si Se Puede Activity Sheet
2. Primary sources

Procedure:

Set:

1. Ask students how many of them have held jobs before
2. Ask students what the least favorite part about that job was
3. Describe the conditions of migrant workers and ask if they would work under those conditions and ask why they believe migrant workers do.

Essential Question: How did labor for migrant workers change after organizing into unions?

Primary and secondary source analysis:

1. Explain to students how hard working in fields really is and was.
2. Have students look at the pictures of migrant workers before labor unions and analyze them by answering the questions on the worksheet.
3. Once you have finished analyzing the pictures, have students analyze secondary sources in the form of informational text about how workers' lives changed due to labor unions. Students may work together during this activity.
4. Stop the class about 20 minutes from the end of the classroom.

Union contract simulation (continued):

1. Explain to students that on day three of this simulation they will be working as a group to complete the contract.
2. Remind students that they have complete freedom to choose how they want to negotiate the terms of this contract, but it must be reasonable and fair for both parties.
3. Tell students to think about different ways they can do this, such as: renegotiating due date, length of assignments, etc. Tell them to make it fair for them, while also appeasing the teacher.
4. Monitor student progress and guide them in the case they are having issues coming up with ideas.

Close: Ask students, how did labor unions affect the lives of migrant workers?

The teacher will explain that organized labor gave average laborers bargaining power against growers.

Assessment:

1. The teacher will formally assess student worksheets.
2. The teacher will informally assess students working in groups to create clauses for their contracts.

Cesar Chavez Educator Toolkit
Si Se Puede!
High School Lesson Materials

Si, Se Puede!

Directions: Look at two pictures using the Library of Congress site. Reflect, analyze and answer the following questions.



The Field Worker's Home:

<https://www.loc.gov/pictures/item/fsa2000001016/PP/?locid=blogtea>

1. What do you notice first?
2. How many people are in this picture? What are they doing?
3. What do you think these people are feeling based off their expression?
4. What kind of amenities do you think these make-shift houses have? (Electricity, water, heat, etc.) Would you want to live here? Explain why or why not.

The Privy: <https://www.loc.gov/pictures/item/fsa2000001039/PP/?locid=blogtea>

1. What is this structure made out of?
2. Who is this restroom made for?
3. Would this be acceptable today? Why or why not?
4. What is behind this privy? Who lives there?

Cesar Chavez Educator Toolkit
Si Se Puede!
High School Lesson Materials

Si, Se Puede!

CONDITIONS OF FARM WORKERS & THEIR WORK



But some things hadn't changed. Grape pickers in 1965 were making an average of \$.90/hour, plus ten cents per "lug" (basket) picked. State laws regarding working standards were simply ignored by growers. At one farm the boss made the workers all drink from the same cup "a beer can" in the field; at another ranch workers were forced to pay a quarter per cup. No ranches had portable field toilets. Workers' temporary housing was strictly segregated by race, and they paid two dollars or more per day for unheated metal shacks-often infested with mosquitoes-with no indoor plumbing or cooking facilities.

Farm labor contractors played favorites with workers, selecting friends first, sometimes accepting bribes. Child labor was rampant, and many workers were injured or died in easily preventable accidents. The average life expectancy of a farmworker was 49 years.

1. How much were field workers making per day?
2. How much did it cost to have a "house" near the farm?
3. What were some of the issues migrant farm workers struggled with?
4. What was the attitude of the growers?
5. How would you deal with this situation?

Read the following passage and compare how the lives of workers improved because of labor unions:

However, the strike dragged on at dozens of grape farms throughout the Delano area. In the past a farmworkers' union would have been unable to survive such a long conflict. But there was strength in worker solidarity. NFWA and AWOOC merged during the summer, just before the DiGiorgio election. On August 22, the two organizations became the United Farm Workers Organizing Committee, AFL-CIO (UFWOC). The new union received organizing funds from the AFL-CIO, as well as strike support from other unions consisting of food, cash, and office equipment.

Cesar Chavez Educator Toolkit
Si Se Puede!
High School Lesson Materials

Si, Se Puede!

Despite continuing Teamster collusion with the growers, the UFWOC organized steadily in the fields, and the grape boycott gathered steam in the cities. By 1970 the UFW got grape growers to accept union contracts and effectively organized most of that industry, claiming 50,000 dues paying members - the most ever represented by a union in California agriculture. Gains included a union-run hiring hall, a health clinic and health plan, credit union, community center and cooperative gas station, as well as higher wages. The hiring hall meant an end to discrimination and favoritism by labor contractors.

In cities around the country UFW support became stronger. UFWOC, as Chavez had envisioned, had become both a union and a civil rights movement, and this was the key to its success. The dual character of the farmworkers organization gave it a depth of moral pressure and sense of mission felt by members and supporters alike. It seemed as if the farmworkers of California had finally created a union that would last.

ftp://ftp.heritageacademies.com/ET/CurriculumCenter/NHAHistoryInteractive/EighthGrade/ufw_body8.html

In the chart below, compare life of workers before and after labor unions:

Before

After



A Unique and Enduring Legacy

SUMMARY: *César E. Chávez was a multifaceted man and leader whose background and core values resonate with many Americans. He stands among other great leaders of social movements such as Dr. Martin Luther King Jr., Mahatma Ghandi, and Nelson Mandela.*

Vision, Social Justice, and Service: Cesar Chavez fought for the rights of ordinary people. He envisioned a society where farm workers' rights, wages, and living conditions were earned with dignity and respect. Chavez reached beyond his own community to form a community of support that included students, labor, civil rights activist, and religious organizations. Despite the opposition to his cause, he was relentless in his fight to help the oppressed. He led marches and conducting several fasts to publicize his cause. While all of his efforts were not successful, his overall success, his commitment to non-violence and his belief in the power of people, resonates to this day.

Struggles and Sacrifice: A Time-Line of a few significant events in Chavez' life

1952—Chavez is recruited and trained by famed community organizer

Fred Ross into the Community Service Organization, which Chavez comes to lead.

1962—Chavez founds the National Farm Workers Association (NFWA) in Delano, Calif. with Helen Chavez, Dolores Huerta, Gilbert Padilla and other early colleagues.

1965—The five-year Delano grape strike begins when members of separate Filipino and Latino unions walk out of area vineyards.

1966—The strikers march 340 miles from Delano to Sacramento to present a list of demands before the governor and Legislature. The Filipino and Latino unions merge to form the UFW, an organizing committee of the national AFL-CIO.

1968—An international boycott of California table grapes that Chavez leads. Chavez fasts for 25 days to rededicate the movement to nonviolence.

1970—Most table grape growers sign union contracts, ending the grape strike and boycott. Thousands of vegetable workers in the Salinas Valley strike, prompting a lettuce boycott.

1973—A second grape strike and international grape boycott is supported by millions of people.

1975—Pressure from the boycott convinces Gov. Jerry Brown and the Legislature to enact California's pioneering Agricultural Labor Relations Act, letting farm workers organize, join unions and negotiate union contracts with growers.

1988—Chavez undertakes his last, and longest, public fast for 36 days over the pesticide poisoning of farm workers and their children.

1993—Chavez passes away peacefully in this sleep.

Effects: Cesar Chavez is one of the most important Latino, civil rights, labor and humanitarian leaders of the 20th Century. He won breakthroughs that were thought unimaginable:

- The first enduring farm workers union; the first union contracts between farm workers and growers guaranteeing rest periods, toilets, clean drinking water and protections against pesticides—including the first time DDT was banned in the U.S.; the first family medical coverage for farm workers and their families, and America's first—and still only—working pension program; outlawing sex harassment and bias based on race or ethnicity.
- New laws and regulations: California's historic farm labor law granting farm workers the right to organize and bargain; abolishing the infamous short-handled hoe that crippled generations of field laborers; disability and unemployment insurance for farm workers; a 1987 federal law letting millions of immigrants become legal residents.
- Moreover, Chavez inspired millions of Latinos and other Americans from all walks of life who never worked on a farm to social and political activism.

Cesar Chavez Educator Toolkit

A Unique and Enduring Legacy

An Elementary Lesson Plan

Standards:

National Council for the Social Studies: 1. Culture, 2. Time, Continuity, and Change

Common Core Standards: RL 2.3 Describe how characters in a story respond to major events and challenges; RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Objectives: The students will be able to:

1. Summarize the life and accomplishments of Cesar Chavez
2. Evaluate the lasting legacy of Cesar Chavez
3. Discuss the storyline of “Harvesting Hope” by Kathleen Krull

Subject Matter: struggles, vision, rights, freedom, equality, non-violence, social justice, service, sacrifice

Materials:

1. Brain Pop Video –Cesar Chavez (<https://www.brainpop.com/socialstudies/famoushistoricalfigures/cesarchavez/>)
2. Task sheet for Brain Pop Video
3. The Book, “Harvesting Hope: The Story of Cesar Chavez” by Kathleen Krull
5. Hamburger Pre-Write Worksheet
5. Crayons/ Colored Pencils
6. Rubric for Newspaper

Procedure:

Set:

1. Have each student get a task sheet for the set that goes along with the Brain Pop Video
2. Play the Brain Pop Video “Cesar Chavez” and have the students fill in the missing words on their worksheet.
3. Once the movie is over, review the answers with the class and introduce the essential question

Essential Question: Does Cesar Chavez’s legacy still live on today?

Partner Read:

1. Divide the students into groups of 2-3.
2. Have each member of the groups read parts from “Harvesting Hope” by Kathleen Krull.
3. When they finish reading the book, have them brainstorm on a blank piece of paper questions that they would ask Cesar Chavez if they would interview him.
4. Once all groups have written questions down, through a large group discussion share the questions with the class.

Newspaper Project:

1. While still in large group discussion, explain how they will each individually create a newspaper about Cesar Chavez. The cover page should be a personal drawing of Cesar Chavez and a small 3-5 sentence paragraph summarizing who he is. The next page should be the interview questions written in their best print. The last page should be a summary of how they think Cesar Chavez’s legacy continues today. Make sure to tell them that it must be in their best handwriting and completed for a grade.
2. Pass out one hamburger paragraph prewrite worksheets. Have them work in individually to create a 3-5 sentence paragraph that summarizes Cesar Chavez’s life. Once that is complete, they must show it to a peer or the teacher to check for spelling.
3. Once it is checked, they must grab a second hamburger paragraph prewrite worksheet and write a 3-5 sentence paragraph about Cesar Chavez’s legacy and how do they think it still impacts society today. Once done they must show it to a peer or the teacher to check for spelling.
4. Then either in groups or individually, have the students choose six questions from the list that was generated early and create answers that they hypothesis Cesar Chavez would say.
5. Once all six questions have an answer, each member should grab blank white paper and create a newspaper.

Close:

1. Pass out an index card to each student for an exit slip.
2. Have them write down the most significant legacy Cesar Chavez is known for.

Assessment:

1. Students will be informally assessed by reviewing their answers from the video and through discussion.
2. Students will be informally assessed by peer review after writing their two paragraphs
3. Students will formally be assessed through their newspapers on accuracy, creativity, and completion.

Cesar Chavez Educator Toolkit
A Unique and Enduring Legacy
Elementary Lesson Materials

Cesar Chavez: Brain Pop Video

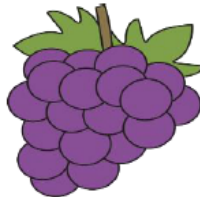
Directions: Answer the following questions with the best possible answer while watching the video.

1. True or False. Cesar Chavez was an activist who worked to improve the lives of Farm workers. _____

2. Where was Cesar born? _____

3. _____ are people who move around the country harvesting seasonal crops

4. Circle the summer crops.



5. What foundation did Cesar and Dolores Huerta create? _____

6. _____ is a group of workers who join together for a cause

7. What three techniques did Cesar rely upon?

a. _____

b. _____

c. _____

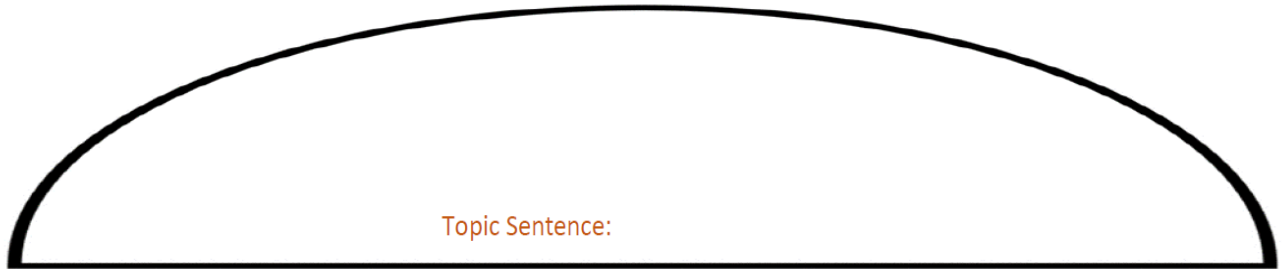
8. What did Cesar boycott? _____

9. What is Cesar's legacy? _____

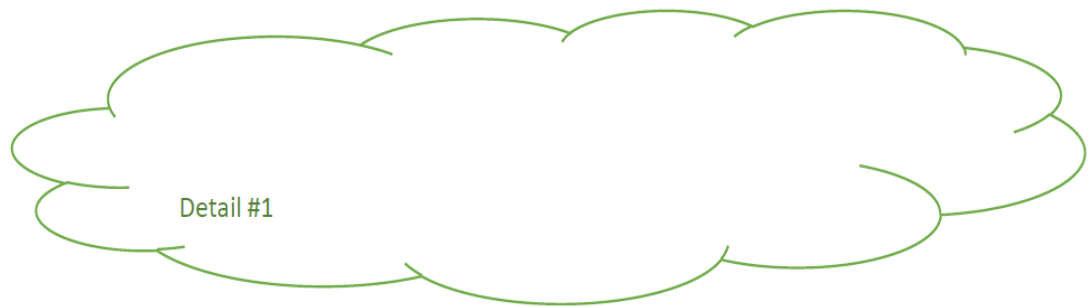
Cesar Chavez Educator Toolkit
A Unique and Enduring Legacy
Elementary Lesson Materials

The Hamburger Paragraph

Directions: To write your paragraph, use the following to help structure it correctly. Make sure to use appropriate grammar.

A large, black-outlined, semi-circular shape representing the topic sentence box of the hamburger paragraph structure.

Topic Sentence:

A green-outlined, cloud-like shape representing the first detail box of the hamburger paragraph structure.

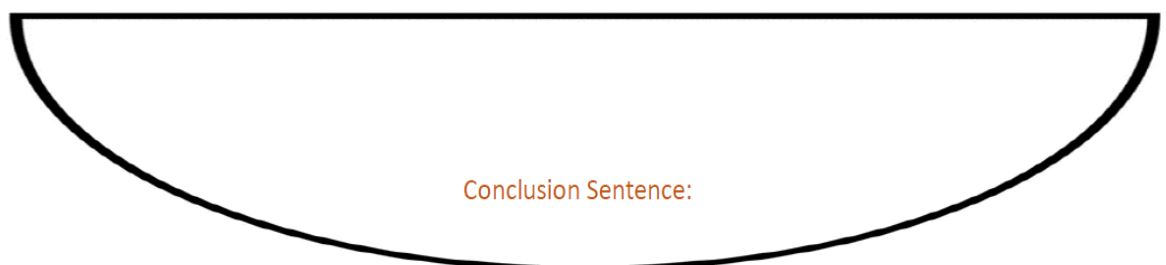
Detail #1

A yellow-outlined, rounded rectangular shape representing the second detail box of the hamburger paragraph structure.

Detail #2

A red-outlined, oval shape representing the third detail box of the hamburger paragraph structure.

Detail #3

A large, black-outlined, semi-circular shape representing the conclusion sentence box of the hamburger paragraph structure.

Conclusion Sentence:

Cesar Chavez Educator Toolkit

A Unique and Enduring Legacy

A Middle School Lesson Plan

Standards:

National Council of the Social Studies: (1) Time, Continuity, and Change (2) Individuals, Groups, and Institutions

Common Core Standards: (1) Determine the central ideas or information of a primary or secondary source (2)

Provide an accurate summary of the source distinct from prior knowledge or opinions

Objectives: The students will be able to

1. Identify the main ideas using a primary source
2. Describe what they want their legacy to be for the rest of the world
3. Illustrate their ideas using computer programs such as Windows MovieMaker or iMovie

Materials:

1. Think-Pair-Share handout
2. Excerpts from The White House handout
3. What Will Be Your Legacy Video Project handout
4. Computers with Internet access, and Windows MovieMaker or iMovie software

Subject Matter: struggles, vision, rights, freedom, equality, non-violence, social justice, service, sacrifice

Procedure:

Set: *Think-Pair-Share*

As students are coming into the classroom, hand out a chart that corresponds to the pictures that you will have up on the board. The images you should have up on the board are: (1) César Chavez (2) Martin Luther King, Jr. (3) Mahatmas Gandhi. With a partner, have students fill out as many things as they can about each image. Review the chart by asking what they had in common and what differences there are. Explain to students that these three leaders had a lasting legacy, despite coming from different backgrounds.

Essential Question: What does it mean to leave a lasting legacy?

Talk to the Text Reading Strategy

Using the White House Handout, students are to read the speech that President Obama made when he announced the César Chavez March 28 holiday. Once the students have finished reading the speech, there are six comprehension questions that they are to complete. Review the answers with the students.

Video Project: What Will Be Your Legacy? (To be completed over a few days)

Use the handout provided and ask students will work with a partner to create a movie about what they want their legacy to be. The movie should be 2-4 minutes in length and include the following an audio and visual components, a message and resource list. Students who need help creating a video can learn how on these sites: MovieMaker: <http://windows.microsoft.com/en-us/windows-vista/make-a-movie-in-four-simple-steps> NAD/OR iMovie: <http://help.apple.com/imovie/mac/10.1/>

Close:

Ask students to respond to: *Why is César Chavez so significant, or important to American History? What was his legacy? How will my legacy make the world a better place to be?*

Assessment:

1. The teacher will formally asses student knowledge by using a rubric for the video project
2. The teacher will informally assess student comprehension by using the Talk to the Text strategy with comprehension questions

Cesar Chavez Educator Toolkit
A Unique and Enduring Legacy
Middle School Lesson Materials

Think-Pair-Share

Directions: With a partner, look at the images of these civil rights leaders up on the board. Write as many things as you can about them. What are they known for? What did they accomplish? What struggles did they face?

César Chavez	Martin Luther King, Jr.	Mahatmas Gandhi

What do all of these leaders have in common?



What makes these leaders different from each other?

Cesar Chavez Educator Toolkit
A Unique and Enduring Legacy
Middle School Lesson Materials



Excerpts from The White House
Presidential Proclamation—Cesar Chavez Day, 2014

March 28, 2014

By the President of the United States of America
A Proclamation

“On Cesar Chavez Day, we celebrate one of America’s greatest champions for social justice. Raised into the life of a migrant farm worker, he toiled alongside men, women, and children who performed daily, backbreaking labor for meager pay and in deplorable¹ conditions. They were exposed to dangerous pesticides and denied the most basic protections, including minimum wages, health care, and access to drinking water. Cesar Chavez devoted his life to correcting these injustices, to reminding us that every job has dignity, every life has value, and everyone—no matter who you are, what you look like, or where you come from—should have the chance to get ahead.

After returning from naval service during World War II, Cesar Chavez fought for freedom in American agricultural fields. Alongside Dolores Huerta, he founded the United Farm Workers, and through decades of tireless organizing, even in the face of intractable opposition, he grew a movement to advance “La Causa” across the county. In 1966, he led a march that began in Delano, California, with a handful of activists and ended in Sacramento with a crowd 10,000 strong. A grape boycott eventually drew 17 million supporters nationwide, forcing growers to accept some of the first farm worker contracts in history. A generation of organizers rose to carry that legacy forward...

...Throughout his lifelong struggle, Cesar Chavez never forgot who he was fighting for. “What [the growers] don’t know,” he said, “is that it’s not bananas or grapes or lettuce. It’s people.” Today, let us honor Cesar Chavez and those who marched with him by meeting our obligations² to one another. I encourage Americans to make this a national day of service and education by speaking out, organizing, and participating in service projects to improve lives in their communities. Let us remember that when we lift each other up, when we speak with one voice, we have the power to build a better world.”

Barack Obama

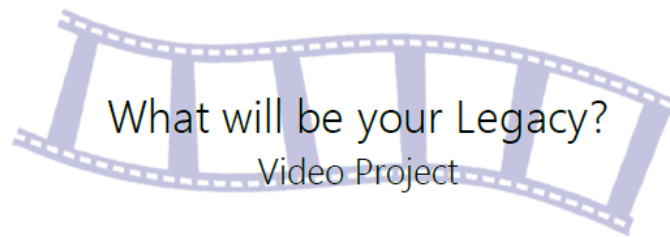
Comprehension Questions:

1. When is César Chavez day?
2. According to President Obama, what injustices did Chavez devote his life to fixing?
3. By the end of the march from Delano to Sacramento, how many people did Chavez have with him in his march?
4. Nationwide, how many supporters did Chavez gain for the grape boycott?
5. According to President Obama, what is César Chavez’s message to America?

¹ Deplorable- shockingly bad in condition

² Obligations- a condition of being morally or legally bound to something

Cesar Chavez Educator Toolkit
A Unique and Enduring Legacy
Middle School Lesson Materials



Background:

César Chavez left a lasting legacy where he dedicated his life's work to helping the migrant farm workers in the Southwest. As he experienced the injustices of the migrant workers' system, he realized that he needed to be the voice for the people working in the fields. He fought for better work conditions, health care, clean water, better wages---all of the basic rights, which were denied to him and people like him. César's message is clear. Regardless of who you are, what skin color you have, where you are from, we all have the right to better ourselves and our community.

So, what will *YOUR* legacy be? You don't have to change the world to make a difference. You can make a difference by simply volunteering, or making a promise to start doing something good for your community, your family, your school, or even for yourself. So, what will your legacy be? What do you want to be known for? What difference do you want to make? If you were to ask César Chavez, he would tell you-- "Sí se puede" (Yes, you can!).

Task: You and a partner will create a short video, 2-3 minutes in length explaining what your legacy will be. Your video has to answer the question of "What do you want to be known for?" Your video will have 4 components:

- 1) Audio- you will have to narrate your video. Talk about what it is you want to be known for. Also in your video, you must have music.
- 2) Visuals- include pictures! You may use pictures from online or take your own. Also, you can use additional video clips to enhance your own video
- 3) Message- tell us what the message of your video is! What do you want to be known for?
- 4) Sources- you will conduct research to help you create this video. List your sources and give credit where it is due!

Now that you have the requirements of the project, you and your partner must decide what you want your legacy to be! Remember, your legacy that you pick doesn't have to be over the top; it could be as simple as....

- ✚ Wanting to improve school lunches
- ✚ Improve recycling in your community
- ✚ Making safe parks for kids to play in
- ✚ Ending homelessness
- ✚ Improving education
- ✚ Making technology available for everyone in schools

Essentially, you are thinking of a problem, and coming up with a solution on how to help fix the problem. The sky is the limit!



Cesar Chavez Educator Toolkit

A Unique and Enduring Legacy

A High School Lesson Plan

Standards:

National Council of the Social Studies: (1) Time, continuity and change, (2) Civic ideas and practices

Common Core: (1) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, (2) Draw evidence from informational texts to support analysis, reflection, and research.

Objectives: The students will be able to:

1. Explain how Chavez's movement still lives on today.
2. Identify the parts of a thank you letter.

Subject Matter: Cesar Chavez, social movements, migrant workers, leadership, sacrifice

Materials:

1. Short video clip: <https://www.youtube.com/watch?v=Ns5NMHTk-yY>
2. Labor contracts
3. Letter Writing Activity Handout

Procedures:

Set:

1. Have students watch a short four minute bio on Cesar Chavez (<https://www.youtube.com/watch?v=Ns5NMHTk-yY>)
2. Ask students how he contributed to the UFA and the social movement surrounding California farm workers.
3. Explain that Chavez was a farm workers' advocate and was instrumental in starting the United Farm Workers (UFW) that gave them bargaining power against large, farm corporations in heavily agricultural California.

Essential Question: How do Chavez and the UFA still affect people today?

Thank You Letter Activity:

1. Tell students they will be writing a thank you letter to Chavez about how they feel about his life accomplishments-specifically, how he helped the people of California.
2. The letter must be in "letter" format and must have be in letter format and have be at least two paragraphs in the main section.
3. The letter should include:
 - (a) an acknowledgement of three specific contributions of Cesar Chavez
 - (b) Mention how you might make a positive difference today and follow in his In his legacy for social justice.
 - (c) A question that you would like to ask him if he were alive today
4. Have the students think, pair, share for ideas that we might want to include in our letter. Write these ideas on the board so that it will help students during their writing. Consider displaying a properly formatted letter for the students to reference as they are writing.

Labor Contracts:

1. During day 4 of the labor contract activity, students should finalize their contract and have it ready to turn in at the end of the period and vote on day 5.
2. Make sure students know that today is the last day to work on these contracts.
3. At the end of the period collect the contracts for grading (tomorrow, they will be read to the class).

Close: The teacher will restate the essential question: How does Chavez and the UFA still affect people today? Have the students answer this question. The teacher may want to summarize that the social movement that occurred during Chavez's lifetime and a few specific long lasting effects on agricultural workers today.

Assessment: The teacher will collect and formally assess letters to Chavez.

Cesar Chavez Educator Toolkit
A Unique and Enduring Legacy
High School Lesson Materials

Letter Writing Activity



Directions:

Write a thank you letter to Cesar Chavez for being a role model that you can look up to. The letter must be in “letter” format and be at least three paragraphs long.

The letter should include:

- (a) An acknowledgement of three specific contributions of Cesar Chavez
- (b) Mention how you might make a positive difference today and follow in his legacy for social justice.
- (c) A question that you would like to ask him if he were alive today

Thank You Letter Etiquette:

1. **Date:** List the date, the letter is being sent. The date should be written in full with no abbreviations.
2. **Address:** Includes street number, name, city, province, postal code, and country if being sent internationally. As well, all the information is written in full with no abbreviations.
3. **Greeting and Salutation:** For a thank you letter it is best to address it Dear Mr. Smith. If the letter is informal you may wish to write their full name.
4. **Body Text:** Write your letter as if you are speaking to them in person. A conversational tone but refrain from slang.
5. **Closing:** Write an informal closing as you are writing a thank you letter. “Best regards” is suitable for this type of letter writing.
6. **Signature:** Everyone should sign their letter.
7. **Proofread:** Be sure your letter is free of grammatical and spelling errors. The letter is sent with good intent but it should show that you have put effort into writing the letter. If the letter has spelling errors it suggests it was written carelessly.

Assessment: After you are done writing your letter, use the checklist to determine if it is correct.

Checklist for Letter

	Yes	No
Tone: is the letter positive		
Style: is the letter in correct form		
Can anyone understand the message?		
Is the punctuation correct?		
Are there any other errors?		
Comments		

Home as Refuge

Summary: *Nuestra Señora Reina de La Paz served as the home and refuge for César Chávez and the community that came together to support the farm labor movement. Today, La Paz is the home of the United Farm Workers (UFW) headquarters, the Cesar E Chavez National Monument, and the Cesar Chavez Foundation.*

Hope, Charismatic Leader, Communities, Inspiration: The Cesar Chavez home at La Paz is part of the 187 acres property in California's Tehachapi Mountains. This is where Cesar dreamed of creating a place where workers could be taught and trained to become future leaders and activists as part of the labor movement. This is also where Chavez called home the last quarter century of his life and is the place where he chose to be buried. The Memorial Garden was specifically designed to honor Chavez and his work and to give a sense and understanding of who he was. The white walls, statues and pilgrimage carving evoke the memories of union marches and the importance of his faith as evidenced by Our Lady of Guadalupe and St. Francis in Chavez's life. The Cesar Chavez roses in the garden are special varieties created through cooperation between farm workers and the management at Jackson & Perkins, a national rose grower. Inside the Cesar E. Chavez National Monument Visitor Center is Cesar's office as it was when he occupied it.

Communities, Opportunities, Inspiration: The Cesar Chavez Foundation's mission is guided by Cesar Chavez's legacy and values of respect, service, and self-determination to help inspire, enrich and improve lives. This is accomplished through the work of the National Chavez Center by working with those honoring farm laborers, educators, and civil rights leaders in their local communities. The Foundation also manages numerous affordable housing units in four states, operates Radio Campesina, as well as after-school tutoring and summer school programs. In addition, the Foundation produces and distributes books, articles and films about Cesar and the movement. It provides, hope, leadership, and opportunity for many. Also located here is the Villa La Paz Education Center, currently used as a beautiful conference center, was a facility used to educate farm workers in the ways of union negotiations, organizing, and maintaining unions. A Montessori school was also located at La Paz. Cesar, his family and volunteers continue to live in modest houses and trailers that reflect Chavez's humility. His love of nature and meditation could be realized in this beautiful, open space in the Tehachapi Mountains. Cesar Chavez practiced and lived the principles that he believed which included nonviolence, self-sacrifice and service to others.

Effects: Cesar Chavez is an inspiration to Latinos in the United States, a courageous leader who led a successful union movement that moved outside of a local labor dispute to become a national movement of dignity respect and fairness, and a national hero to all. At La Paz at any given time, you could find religious and non-religious peoples working together, union and anti-war activists, and urban workers all coming together in the spirit of Cesar Chavez to create a more just world. La Paz has also become a place of celebration where communities gather for ceremonies that include weddings, holidays, and commemorative events. President Clinton honored Cesar Chavez with the Presidential Medal of Freedom and Mexican President Salinas De Gortari honored him with the El Aguila Azteca, their highest civilian award. The slogan, "Si Se Puede" (Yes we can), was adopted by President Obama in his quest for the White House. While his initial focus was about the working conditions of farm labors in the Southwest, his influence and inspiration has reached across the United States and beyond.

Cesar Chavez Educator Toolkit

Home As Refuge

An Elementary Lesson Plan

Standards:

National Council of the Social Studies: (1) Individual Development and Identity, (2) People, Places, and Environments

Common Core Standards: (1) Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, (2) Mentally add 10 or 100 to a given number

Objectives: The Students will be able to

1. Summarize the significance of the roses at La Paz
2. Add and subtract mathematical problems

Subject Matter: Hope, charismatic leader, communities, inspiration, respect,

Materials

1. Google Earth
2. Math Worksheet
3. Rose worksheet

Procedure:

Set: *Think Pair Share.* Have each student generate a list of 5 things that are important to them about their families, then in partners have them talk about it. Then share it aloud with the class, Have students recall who Cesar Chavez is from previous classes.

Essential Question: *What was Cesar Chavez's home like and what are the significance of roses to him?*

Virtual Fieldtrip:

1. Have students gather around the main screen
2. Using Google Earth, look up the address of La Paz, Cesar Chavez's home (29700 Woodford-Tehachapi Road Keene, CA 93531)
3. Explore *La Paz* with the class. Point out the grave site, the roses, statues, where the family lives, and the farming area. Discuss the significance of the roses, and ask why those roses were chosen.
4. Ask them about what they see, how it makes them feel, and the significance of it all.
5. Ask them why it would be important to Cesar Chavez for his family to be so close? Why might he have asked to be buried there? Why are the roses so significant to memorial gardens at La Paz? How does it relate to their own family lists?

Independent Practice:

1. Review addition and subtraction on the board.
2. Explain that the class will be working on addition and subtraction while they also design roses that represent their families like the flowers at Cesar Chavez's grave.
3. Pass out the worksheet and read the directions aloud. Ask for any questions before beginning.
4. Once everyone is done, have them go around and share why they colored their roses the way they did. Review the worksheet as well.

Close:

1. As a free write, in 2-3 sentences, have the students write about how the roses were significant to Cesar Chavez and how something might be important to their own families.
2. Discuss as a class

Assessments:

1. Students will be informally assessed through discussion during the virtual field trip
2. Students will be formally assessed through their worksheets

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	W	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Name: _____ Date: _____

Directions: Using the code above, solve each of the problems to figure out the phrase. Once the phrase is solved, use it to connect the letters of the rose. Then color your rose to represent your family.

1. $3+0=$

2. $4+1=$

3. $15+4=$

4. $0+1=$

5. $12+6=$

6. $5-2=$

7. $10-2=$

8. $22-21=$

9. $11+11=$

10. $10-5=$

11. $13+13=$

12. $26-18=$

13. $15-14=$

14. $5+13=$

15. $9+13=$

16. $18-13=$

17. $9+10=$

18. $15+5=$

19. $5-0=$

20. $2+2=$

21. $10-7=$

22. $24-16=$

23. $8-7=$

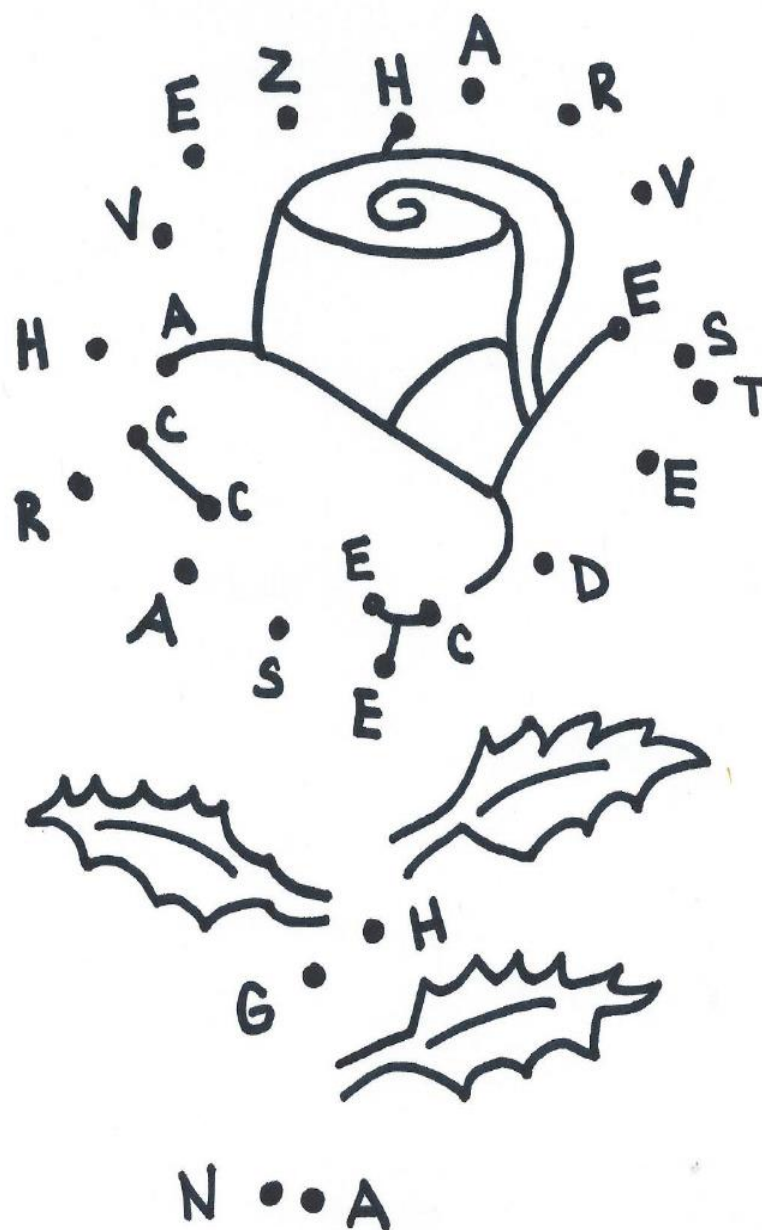
24. $7+7=$

25. $3+4=$

26. $22-17=$



Cesar Chavez Educator Toolkit
Home As Refuge
Elementary Lesson Materials



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Cesar Chavez Educator Toolkit

Home As Refuge

A Middle School Lesson Plan

Standards:

National Council of the Social Studies: (1) People, Places, and Environments (2) Individuals, Groups, and Institutions (3) Global Connections

Common Core Standards: (1) Determine the central ideas or information of a primary or secondary source (2) Write informative/explanatory texts

Objectives: The students will be able to

1. Compare and contrast their own experience with refuge to César Chavez's experience with refuge
2. Conduct research on the National Chavez Foundation
3. Create a brochure highlighting the National Chavez Foundation
4. Work cooperatively in partners or individually to create their own brochure

Materials:

1. Home as Refuge hand out
2. Computers with Microsoft Publishing software
3. Brochure project hand-out & brochure layout paper

Subject Matter: Opportunities, hope, charismatic leader, communities, inspiration, refuge

Procedure:

Set: *What is your refuge?*

Have students write down what they believe is their refuge? Explain to students what a refuge is, or means. Review student responses. Explain to students that Chavez's home became his refuge—a place to retreat from the strikes, marches, and boycotts. His home was where he could "recharge" and reorganize for another day.

Essential Question: *How has Chavez's home become a refuge for others?*

Discussion: Read the Home as Refuge hand out together and discuss the following questions:

1. Where is the Chavez National Monument located? (project onto Google Maps)
2. Why would César think of his home as a refuge?
3. What services does The César Chavez Foundation provide? List at least 3 services.
4. If someone were to ask you about the National Chavez Center and why it would be considered a refuge for people, what would you say?

A Cesar E Chavez National Monument Brochure: Students will work in partners or individually to create a brochure for the National Park Service. Students will utilize information from a variety of websites including: National Monument (<http://www.nps.gov/cech/index.htm>) and the National Chavez Center (<http://www.chavezfoundation.org/>). Other information may be located on additional web sites as well.

The students should create a brochure based on the following requirements:

1. Title of the Brochure
2. Three Ws (Who, What, Where)
3. Minimum of 1 quote by César Chavez
4. Two services that the National Chavez Center Provides
5. Minimum of 4 pictures
6. Minimum of 1 person currently in a leadership position within the foundation or center with a brief bio
7. Contact information for the National Chavez Center
8. Two sections of additional information of student's choice

Close: Ask students Why the César Chavez's home on La Paz still considered a refuge?

Assessment:

1. The teacher will informally assess student learning by facilitating a discussion on the National Chavez Center
2. The teacher will formally assess student comprehension with the comprehension questions on the Home as Refuge handout
3. The teacher will formally assess student research by using a rubric for the brochure project

Cesar Chavez Educator Toolkit
Home As Refuge
Middle School Lesson Materials

Home as Refuge

The Cesar E Chavez National Monument, United Farmworker's Headquarters and the National Chavez Center are located at La Paz in Keene, California. La Paz is the home of César Chavez and a place for visitors to come and learn about César's legacy. La Paz is located in California's Tehachapi Mountains, where César could retreat from the strikes, boycotts, and marches in the cities and fields. His home in La Paz was his refuge. It allowed Chavez to reorganize, recharge himself, and seek spiritual guidance.



Today, La Paz is home to a world-class national park visitor center and memorial gardens as well. In the visitor center, there is an exhibit area that shows what César's office looked like when he occupied it. Visitors can view it and step back in time and almost imagine Chavez working in his office planning his next move.

In addition, La Paz is also the home of the National Chavez Center's beautiful conference and educational center. César valued education, often connecting education with helping others. Also, the César Chavez Foundation manages numerous affordable housing units for working families and seniors, it operates Radio Campesina, which is an educational radio network that is owned, operated, and meant for Latino families. Since Chavez loved and valued education, the Foundation provides after school tutoring and summer school programs for students as well. Lastly, the Foundation produces and hand out books, articles, films and other materials about César and his movement. Essentially, the César Chavez Foundation at La Paz provides hope, leadership, opportunity, a refuge where there is thought to be none.

Comprehension Check:

1. Where is La Paz located?
2. Why would César think of his home as a refuge?
3. What can you see at the Cesar Chavez National Monument?
4. What services does The César Chavez Foundation provide? List at least 3 services.

Critical Thinking:

What are the personal advantages of having a refuge you could spend time at?

Cesar Chavez Educator Toolkit

Home As Refuge

Middle School Lesson Materials

Chavez Brochure Project

Background:

The Cesar E Chavez National Monument would like your HELP! They are looking for some new ways to bring MORE visitors to their center located at La Paz in Keene, California. They have asked our class to create and design a new brochure for their Visitor's Center. As you have just learned, Chavez's home in La Paz was not just a home. To César, La Paz was a place for him to retreat from all the chaos. César wished that La Paz would become a place of refuge for many others seeking time to recharge, commune with other members of the labor movement and learn. Today, La Paz is the home of a world-class Visitor's Center would be located at La Paz where people can come visit and appreciate the efforts the work and life of Cesar Chavez.



Task: You may work with a partner, or individually, to create a brochure for the Chavez National Monument.

Tools to get Creative: Use the following websites to help you with your brochure

- Cesar E. Chavez National Monument: <http://www.nps.gov/cech/index.htm>
- National Chavez Center: <http://www.chavezfoundation.org/>
- Prior knowledge and any additional information you may find online

Brochure Requirements:

- Title- what are you naming your brochure? Get creative!
- Three Ws (WHO is César Chavez?, WHAT is the César Chavez Foundation? And WHERE is the César Chavez Center Located?)
- One quote by César Chavez
- Two Services provided by The National Chavez Center. You pick two out of the following: (Housing, Communications, Education, Villa La Paz)
- Minimum of 1 person currently in a leadership position within the foundation or center WITH a brief statement of what they do.
- Minimum of 4 pictures
- Contact information for the National Chavez Center
- Two Sections of additional information (student's choice)

Brochure Project Rubric

Category	4	3	2	1
Required Eight Elements	The brochure included all required elements, as well as additional information	All required elements are included in the brochure	All but 1 of the required elements are included on the brochure	Several required elements were missing from the brochure
Graphics & Attractiveness	The brochure was exceptionally attractive in terms of design, layout, and neatness	The brochure was attractive in terms of design, layout, and neatness	The brochure is acceptably attractive though it may be a bit messy	The brochure is distractingly messy or poorly designed and is not attractive
Creativity	The brochure was highly creative. It was imaginative and there was attention to detail	The brochure was creative. The work was imaginative but scattered.	The brochure was somewhat creative. Signs of imagination are shown.	The brochure was not very creative. No imagination shown.

Cesar Chavez Educator Toolkit

Home As Refuge

A High School Lesson Plan

Standards:

National Council of the Social Studies: (1) Culture, (2) People, places and environments

Common Core: (1) Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

Objectives: The students will be able to:

1. Discover why La Paz is such a special place to Cesar Chavez.
2. Research and analyze information using a variety of sites, uncovering a variety of primary and Secondary sources.

Subject Matter: Unions, refuge, retreat, controversy, leadership, family, contract

Materials:

1. Laptops or access to internet
2. Twitter Activity Worksheet
3. Labor Union Contract Simulation Review Sheet

Procedure:

Set:

1. Ask students to draw a picture or write down what they think of when they hear the word “home”
2. Ask students to draw a picture or write down what they think of when they hear the word “house”
3. Compare and contrast the differences.
4. Introduce the controversy over finding a new place for union headquarters and how the UFW and Chavez ended up at La Paz.

Essential Question: *What were the advantages of a UFW headquarters at La Paz?*

“What Would Cesar Tweet?” Independent Research Activity:

1. Have students grab laptops or go to a computer lab to complete this assignment.
2. Tell students they will be researching Cesar Chavez, UFW Headquarters at La Paz, and tweeting what Cesar Chavez might say.
3. Pass out the activity sheet to have students complete.
4. Monitor student progress and guide them to reliable sites if need be.
5. Stop students about 20 minutes before the class ends.

Labor Contract Simulation:

1. The teacher will hand back the labor contracts students created the past four days.
2. The teacher will then lay the contracts out in different spots in the room with “ballot boxes.”
3. Students will be instructed to write their name on a piece of paper, then walk around to read each contract.
4. Instruct students not to vote for their own contract, but to pick a different one, in order not to skew results.
5. Instruct students to pick the contract (that is not theirs) that is the most reasonable and fair for both parties.
6. The teacher will then find the winning contract. At which point the teacher will negotiate any terms that he/she still deems unfair with the student body.
7. Once a deal is made, the teacher will handout the Simulation Summary Worksheet.
8. Debrief students by explaining to them that negotiating is tricky business and you have to compromise in order to gain anything at all. Explain that Chavez and the UFA went through multiple negotiations where they had to compromise. Ask students how their group could be “more than a union”?

Close: Restate the essential question: What was the advantage of moving the UFW office to La Paz?

Assessment:

1. The teacher will formally assess the student activity worksheets.
2. The teacher will formally assess the labor contracts based on the rubric.

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HOME AS REFUGE: A TWITTER ACTIVITY

Directions: Go to the following websites, read (or look at the picture) and form one tweet that you think Cesar Chavez might write to convince others that La Paz is an excellent place for the United Farm Workers to have their headquarters. Remember that a tweet can only have 140 characters. The message should be powerful to convince others that La Paz is a great place!

1. Why is the property in the Tehachapi Mountains a perfect place for a new union headquarters? Take a look at an interview by Leroy Chatfield.
<https://libraries.ucsd.edu/farmworkermovement/essays/essays/chatfield2009/10%20LA%20PAZ%20UNITED%20FARM%20WORKER%20HEADQUARTERS.pdf>



2. What advantages does La Paz have for union organizers to visit and stay on the land?
 - a. http://www.ufw.org/board.php?mode=view&b_code=news_press&b_no=12746
 - b. <http://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfd08:-7f53>
 - c. <http://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfd08:-7f62>
 - d. <http://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfd08:-7fca>
 - e. <http://reuther.wayne.edu/node/126>

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3. Take a look at the following pictures and describe why important people (governors, attorneys, etc.) should visit Cesar at La Paz.
 - a. https://www.google.com/search?q=chavez+and+governor+brown&rlz=1C1CHFX_enUS655US655&espv=2&biw=1536&bih=768&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj_IG33Z_KAhXEWj4KHcizCgkQ_AUICCGD#imgrc=FF0EflVknCLYZM%3A
 - b. https://www.google.com/search?q=chavez+and+governor+brown&rlz=1C1CHFX_enUS655US655&espv=2&biw=1536&bih=768&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj_IG33Z_KAhXEWj4KHcizCgkQ_AUICCGD#imgrc=g1fnOnJ-3uXJ9M%3A
 - c. <http://syndicjournal.us/wp-content/uploads/CESAR-2.jpg>
 - d. <http://chavez.cde.ca.gov/researchcenter/DocumentDisplayRC.aspx?docId=12c8d9:e9724dfd08:-7ea5>



4. How do you think Cesar Chavez would feel about the presidential proclamation and remarks made by President Obama in October, 2012?
 - a. <https://www.whitehouse.gov/the-press-office/2012/10/08/presidential-proclamation-establishment-cesar-e-chavez-national-monument>
 - b. <https://www.whitehouse.gov/the-press-office/2012/10/08/remarks-president-dedication-cesar-chavez-national-monument-keene-ca>

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STUDENTS UNITE!



Results of our Collective Bargaining Simulation:

Summary of Group Demands:

Summary of Management Demands (from your teacher):

What non-violent strategies could your union use to further negotiate? What are the advantages and disadvantages of each strategy?

How can your union be more than a union and speak up for students everywhere and work to create a more equitable education system for all?

Cesar Chavez Educator Toolkit

Delano Grape Strike Webquest

Description: The 1965-1970 Delano Grape Strike and Boycott against the Delano Area Table and Wine Grape Growers began on September 8, 1965 when Filipino American members of the Agricultural Workers Committee walked out in protest over pay and working conditions. On September 16, 1965 Cesar Chavez and the National Farm Workers Association joined the strike in support of the Filipino workers. This action by Chavez changed the complexion of the strike. First, Chavez asked all participants to take a vow of non-violence. Chavez also expanded support for the strikers far beyond Delano-he organized a grape boycott throughout the nation. Chavez's resolve was tested on numerous occasions since the strike lasted until 1970. Keeping the strike on track proved daunting for Chavez, who went on a hunger strike in protest of some of the strikers turning to violence and to draw more attention to the strikers cause without using violent means.

Keywords: Coalition, Non-violence, Racism, rights, Ethnicity Freedom, Equality, Freedom, Equality, Advocacy, Voting, Boycotts, Strikes, Labor, Civil Rights, Advocacy

Summary: The campaign for better working conditions and treatment of farm workers gained momentum through bold tactics and coalitions to form an enduring agricultural labor union. In 1952 Cesar Chavez became an organizer for the Community Service Organization. In 1962 he moved to Delano, California where he and Deloris Huerta founded the National Farm Workers Association (NFWA), which later became the United Farm Workers. In Delano, he was involved in voter registration as well as advocating for racial and economic equality.

In September 1965, when the Delano area table and wine grape growers would not meet the NFWA's demands for better work conditions, they united with the Filipino members of the Agricultural Workers Organizing Committee (AWOC) in a strike. This was the famous "Delano Grape Strike". The next year, the two organizations composed of over 5,000 members merged. This formed the United Farm Workers Organizing Committee. In 1966, as a part of a comprehensive non-violent approach, Chavez led a march from Delano to the state capital of Sacramento seeking political support for the Union and the strike. That same year he went on a fast that lasted 25 days. As a result of the fast, he received the attention and support of Senator Robert Kennedy. Nevertheless by 1968, the strike appeared on the verge of failure. The solution was to enlarge support around the country for the workers. Cesar Chavez and his supporters conducted a nationwide tour drumming up support for a boycott of grapes. They received support from race based organizations, students, and racial minorities including Martin Luther King. In 1970 the grape growers finally accepted the UFW union contract.

Before the Delano Strike workers were often underpaid and denied the basic rights to organize and bargain collectively. State and Federal laws that were enacted to protect workers were ignored when it came to immigrant and Latino workers. Conditions in the grapes fields were close to inhuman, lacking the basic necessities such as water, housing, and sanitation. Chavez's commitment to non-violence and his belief in the power of people resulted in the growers caving to the Union and the passage of the 1975 California Agricultural Labor Relations Act.

Task:

You are a researcher who is tasked with assessing the success of the Delano grape strike and boycott. You are to find specific details about the events leading up to the strike:

1. Who was involved in the strike (individuals, organizations, etc.)?
2. What tactics the strikers used?
3. Who led the strike and did the strike succeed?

The information should be in the form of a report or PowerPoint presentation. Also, you should include supporting evidence with the report in the form of documents or web-sites.

Process:

1. Research: You will research at least 4 events concerning the strike on the Internet.
2. Summarize: using your own words, rewrite the information you find in a short paragraphs.
3. Proofread: You will make sure to proof read and also check information for accuracy and have your classmates proofread your paragraphs.

Cesar Chavez Educator Toolkit Delano Grape Strike Webquest (continued from page 56)

4. Design: Present your information in a power-point or report.
5. Add Information and pictures to enhance the final product-Below are some sources for information!
<http://www.latimes.com/opinion/op-ed/la-oe-pawel-chavez-delano-grape-strike-20150916-story.html>
<http://www.kqed.org/news/2015/09/04/50-years-later-the-forgotten-origins-of-the-historic-delano-grape-strike>
http://www.ufw.org/_page.php?menu=research&inc=history/07.html
http://chavezfoundation.org/_page.php?code=0010010000000000&page_ttl=About+Cesar&kind=1
http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2_Bio.aspx
<http://www.history.com/topics/cesar-chavez>
<http://www.newyorker.com/magazine/2014/04/14/hunger-artist-2>
<http://www.cesar Chavezholiday.org/>
<https://www.youtube.com/watch?v=Ns5NMHTk-yY>

Evaluation:

- You will be evaluated based on your ability to create a logical, practical report or power-point presentation.
- You will be expected to present the report or Power-point presentation
- You will be graded based on the report or Power-point strategy, creativity and intelligence. You will need to support the report or power-point with supporting resources.

Also, you will be graded on what you wrote not on what you meant to write. Please make sure you read over it carefully before you hand it in and make sure you are aware of what is expected of you.

Evaluation Rubric

	Needs Improvement	Satisfactory	Very Good	Exceptional	Score
Presentation	Student does not exhibit clear understanding of materials researched.	Student exhibits satisfactory understanding of materials researched.	Student exhibits very good understanding of materials researched.	Student exhibits exceptional understanding of materials researched.	
Research etiquette	Student does not use reliable information in their research.	Student uses some reliable information in their research.	Student uses mostly reliable information in their research.	Student uses fully reliable information in their research.	
Creativity	Student shows little creativity in creating their project.	Student shows adequate creativity in creating their project.	Student shows great creativity in creating their project.	Student shows exceptional creativity in creating their project.	
Logic	Student's reasoning and project lacks logic and reasoning.	Student's reasoning and project has satisfactory logic and reasoning.	Student's reasoning and project has great logic and reasoning.	Student's reasoning and project has exceptional logic and reasoning	

Total Score:

Conclusion:

By now it's clear to the world that Cesar Chavez and his cause was an important event in the American labor and immigrant history of our country. While this WebQuest should be a history lesson, it also an example of what one individual can accomplish with the support of others. Just because something may be difficult doesn't mean that the goal should be avoided. This WebQuest was designed to help you look more closely at issues in the world through Cesar Chavez and the movement he helped organize. Also, we hope that you can see how long and complex the work of organizing people to defend their own interests might take. This WebQuest was intended to help you to understand what Chavez did, how he did it, and why he did it.

Cesar Chavez Educator Toolkit

Visitor Center Learning Quest



POWER THROUGH COALITIONS

- In 1965, Cesar Chavez founded the National Farm Workers Association (NFWA) with Delores _____ (person)
- NFWA built a coalition with Larry _____ (person) and other Filipinos of the Agricultural Workers Organizing Committee (AWOC).
- The most famous California agricultural strike uniting the NFWA and AWOC is known as the _____ (place) Grape Strike.
- In 1966 to elicit political support, the UFW marched from Delano to Sacramento as a form of non-violent _____ (action).
- As noted on picket signs with AWOC and NFWA, the largest union in the country, the _____ (organization), supported farm workers strike.
- As a result of a fast, Chavez received the support of the United States' attorney general, Robert _____ (person).
- Cesar Chavez and his supporters toured nationwide to encourage the _____ (action) of grapes and received support from students and race based organizations, including civil rights leader Martin Luther King.

MORE THAN A UNION

- Many pictures in the gallery represent farm workers' picket lines and their dislike for "scabs" taking their jobs, otherwise known as _____ (people).
- Chavez used his struggle for better wages and working conditions, to address the larger issues of dignity, respect, and justice for farm workers—for all workers. The creation of affordable accommodations to replace _____ camps (place) was one of the many issues of Chavez fought for.
- Farmworker theatre, or _____ (Spanish), was a grassroots effort started by Luis Valdez mixed art, propaganda and social activism and was performed on the march, picket line or at social gatherings.
- The UFW flag features an _____ (thing) which resembles an inverted Aztec temple, symbolically linking the farm workers struggle to Mexican national identity.

Cesar Chavez Educator Toolkit

Visitor Center Learning Quest

(continued from page 58)

A UNIQUE AND ENDURING LEGACY

- While others tried and gave up, Cesar Chavez successfully organized and _____ (action) farm workers in California, the country's richest agricultural state to form the National Farm Workers Association (NFWA).
- The movement was committed to non-violence, following the teachings of Mahatma _____ (person) and Martin Luther King.
- Cesar Chavez kept the infamous short-handled _____ (thing) in his office to remind him who he was fighting for and why. He was successful in abolishing the use of that tool that crippled generations of farm workers.
- Accompanying Chavez everywhere were his two _____ Shepherds (place).
- Cesar's office chair was a _____ chair (thing) with good back support needed because of pain he suffered as a result of stoop labor.

SI SE PUEDE

- Si se puede, or " _____ " (English translation), was a no fail attitude to organize and create a better life for farm workers.
- Sometimes si se puede meant finding others who desired common outcomes. Walter Reuther, leader of the _____ Workers (organization) in Detroit, showed solidarity and marched along side of Chavez and the United Farm Workers.
- Chavez's confidence in his own abilities began early in life. As a young man, he joined the _____ (branch of the military) and served in the Pacific after WWII. In 2012, a military ship was named after him.

HOME AS REFUGE (memorial garden)

- Mounted on the wall behind the gravesite is a stone carving of a march set over a flowing fountain. The water reflects the personal refuge and spiritual harbor Cesar found at _____ (name of the UFW land that surrounds the NPS site).
- On either side of the gravesite are fragment red, Chavez _____ (thing).
- Buried next to Cesar Chavez's grave outside the visitor center were his two best friends _____ (strike) and Boycott.
- The teachings of the patron saint of animals, _____ (person) as well as other advocates of peace, inspired Cesar to lead farm workers in a non-violent quest for dignity and justice.
- One statue in the corner of the memorial garden is of the patron saint of Mexico, Our Lady of _____ (place). Cesar Chavez, like many Mexican-Americans, possessed a special devotion to her.

Cesar Chavez Educator Toolkit

Plan Your Visit

César E. Chávez National Monument is in the very small town of Keene, approximately 30 miles southeast of Bakersfield via Highway 58. The monument is part of a property known as *Nuestra Señora Reina de la Paz*, the home and workplace of the Chávez family and farmworker-movement organizations.

Visitors are welcome at the visitor center, the Memorial Garden in which César Chávez is buried, and the small Desert Garden planted nearby, all within *La Paz*. Other parts of the area are closed to visitation, as it continues to serve as a home and workplace for his cause.



Contact Us

Cesar E. Chavez National Monument
29700 Woodford-Tehachapi Road
Keene, CA 93531
Phone: 661-823-6134

Web: <http://www.nps.gov/cech/index.htm>

