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## A culturally relevant approach: Introducing third graders to the injustices of migrant farm work, César Chávez, and social action

Beatriz Barajas González

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A CULTURALLY RELEVANT APPROACH: INTRODUCING THIRD  
GRADERS TO THE INJUSTICES OF MIGRANT FARM WORK,  
CÉSAR CHÁVEZ, AND SOCIAL ACTION

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Bilingual/Cross-Cultural Education

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by  
Beatriz Barajas González  
March 2005

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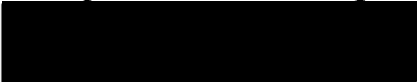
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by  
Beatriz Barajas González  
March 2005

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3/8/05  
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## ABSTRACT

This project is aimed to provide educators with substantial background knowledge on the unjust history of the Mexican migrant worker in the United States and the life of César Chávez. A Unit and various activities were created in order to teach students about migrant workers, César Chávez, and social action in the classroom. A power point presentation is included in the first lesson that can be presented in the classroom to introduce the unit. Multiple websites and resources are provided to allow teachers to independently access additional information on migrant workers, César Chávez, and social action.

## ACKNOWLEDGMENTS

I would like to take the time to personally thank Dr. Tórrez and Dr. Murillo for taking the time to read my project. Both of you are a true inspiration to Chicano students. Without your help and motivation I do not know how much longer I would have put off this project. I would also like to thank Dr. Hernández for his dedication to the electronic mentoring program. People like me make it because of people like you. Muchas gracias. Que Dios se los pague.

## DEDICATION

I would like to dedicate this project to my father, husband, and brother. I would like to thank my husband for his patience and commitment. To my father for the eternal sacrifice he has made. The late nights and daily round trips from Ontario to San Bernardino have finally paid off! To my brother who has inspired me and taught me that it is never too late to go back to school. The three of you are constant reminder of who I am and where I come from. I pledge to give back to my community unconditionally and be proud of who I am.

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## CHAPTER ONE

### INTRODUCTION

Introducing César Chávez to students of Mexican descent is a moral obligation that we have as educators. For years Mexican Americans have suffered mistreatment and exploitation in school environments for speaking their primary language, Spanish. They have also faced segregation and inequality that is not mentioned in history as part of the school experience. They have been denied access to knowledge of positive role models and have not been taught about their people's history and struggles. Paulo Freire is quoted as stating that we need to grab the students' interests by reflecting their realities. We need to create learning activities in the classroom "...that will allow for personal liberation rather than domestication or stupidification" (Reyes & Halcón, 2000). Children in our schools today need to be taught about events that reflect their lives. They need to be able to identify with the person, topic, or theme that we are presenting to them.

Students of Mexican descent need to be informed about the history of the Mexican migrant farm worker. The

Mexican migrant farm worker has played an important part in the development of the United States of America. According to Lalo López (1996), "Much of the Latino legacy in this country is tied to the experience of the farm workers" (p. 1). It has made this nation's agricultural industry very prosperous and rich. According to Jones (2000), migratory work has been considered for decades as "work without justice" (p. 38). The migrant farm worker has worked in the United States in exchange for low wages, bad treatment, and discrimination. César Chávez was a man who overcame racial barriers, discrimination, abuse, hunger, and ultimately death in order to end the maltreatment and exploitation of migrant farm workers around the nation.

#### Context of the Problem

Upon entering school a child is immediately able to perceive whether his or her culture is valued or considered inferior. Children from minority groups immediately realize that the dominant group views their culture as inferior. Many unsuccessful students have vivid memories of teachers who had deplorable expectations of them because of their language and

cultural heritage. Many of these students often assume that something is wrong with them. They often times feel ashamed of who they are and opt to not speak in their native language. Teachers often ask themselves why some of their students are destined to fail no matter how much effort they put into their education. Some of these teachers believe that a few of these students are genetically or culturally inferior. Others believe that they have tried everything in the world to make these children succeed and nothing seems to work. As a result, many teachers harbor low expectations and present watered down curriculum for their students. They do not take into consideration the rich experiences of the students and their ancestors.

According to Sonia Nieto (2000), the history of racism and exploitation experienced by so many of our people, including our children, is rarely taught. Whatever is taught is often misconstrued and inaccurate information. The educational failure of minority students is far too complex to be fixed by a magic crystal ball. Multicultural education, however offers a solution to the seemly insurmountable problem of unsuccessful academic achievement. Multicultural education, according to Sonia

Nieto, (2000) needs to move beyond diversity and begin to take into consideration the history of the students as well as the inequality and exclusion that has characterized their past. Generally speaking, these issues are often ignored in the classroom and are not included in the curriculum.

Since the beginning of public education, schools in the United States have served as assimilating centers. Beginning with the Native Americans in the 1800's who were sent to "school" in order to be stripped of their clothing, culture, language, heritage, etc. In the early 20<sup>th</sup> century, Chinese immigrants were stripped of their culture while they attended school and were forced to assimilate. In actual textbooks adopted by many districts in our country, Mexican Americans in the 1940's were told that they were dirty and had to leave their native language at the door. Overall, the United States has served as a "melting pot" that has caused many cultures to virtually disappear. The educational system has been the vehicle by which native tongues and cultures of origin have been forgotten.

The result of a curriculum focused on assimilation has led to the loss of many rich and valuable cultures.

Our children do not know who they are or where they come from, causing great turmoil in their lives. As soon as they enter preschool or kindergarten, they are immediately told to forget about their language, culture, family, and their ancestors. They are not provided with pedagogy that allows them to become critical thinkers. Instead they are provided with watered down curriculum that they cannot relate to. These children ask themselves why they have to attend school and why their culture is never valued by their teachers and peers.

#### Significance of the Project

The significance of the project is to provide educators with multicultural standards based curriculum. According to Sills-Briegel and Camp (2000), educators need to realign their curriculum in order to allow students to examine today's societal problems and to derive possible solutions (p. 116). As educators we must begin by presenting students with culturally relevant material that will immediately hit home. In the book edited by Reyes and Halcón (2000) entitled The Best For Our Children, it is stated that "a culturally relevant approach will help students understand, critique, and

take a position regarding all the inequities that exist in our world today which have been perpetuated by many institutions from generation to generation" (p. 213).

Our children need to be aware that they have a rich history, not only in México, but also here in the United States as well. They need to understand and be aware of the social injustice their people have suffered for many generations in this "land of opportunity". Most importantly, they need to know that there were people who refused to tolerate the exploitation of others and stood up for their rights non-violently.

#### Purpose of the Project

The propose of this project is to provide educators with substantial background information on the unjust history of the Mexican migrant farm worker in the United States and the life of César Chávez. The main goal is to provide educators with a Mini-Unit, as well as activities that can be used to teach students about migrant farm workers, César Chávez, and social action in the classroom. Also included is a power point presentation that can be presented in the classroom as an introduction to the César Chávez Unit. The final goal is to include

multiple websites and resources teachers can independently access in order to gain valuable information on migrant farm workers, César Chávez, and social action.

#### Assumptions

The following assumptions were made regarding the project:

1. Educators will be more willing to teach students about social action.
2. Students taught are primarily of Mexican descent.
3. Students are at the 3rd grade level.
4. Teachers have or can access all the necessary materials and textbooks.
5. Teacher has access to a computer in the classroom.

#### Limitations

During the development of the project, a number of limitations. The following limitations apply to the project:

1. We are currently living in a standards based world in which "no child should be left

behind". This creates tremendous pressure on teachers, who are often time constrained with little or no time to do extra curricular activities. By aligning this César Chávez unit to the standards, time constraints, and a lack of standards can no longer be used as an excuse to not teach culturally relevant material to your students.

2. Fear of the unknown: Educators are afraid of not knowing enough information as well. Many educators do not realize that there is an array of information that is retrievable via the Internet.
3. Many educators are afraid to teach their students about César Chávez because they are afraid of repercussions from their superiors. Unfortunately, we still live in a society full of covert racism.

#### Definition of Terms

The following terms are defined as they apply to the project.



Boycott - a peaceful way of protesting by asking people not to buy certain things.

Bracero - a Mexican laborer admitted to the U.S. especially for seasonal contract labor in agriculture

Corridos - a narrative song, or ballad, whose characters, events and themes are representative of the cultural history of local communities. As folk art form, a corrido is situated somewhere between an oral history and a cultural myth.

Exploit (exploitation) - to make use of someone or something meanly or unjustly for one's own advantage i.e. Exploitation of migrant farm workers by farmers.

Fasting - another peaceful way to protest by opting to not eat for a period of time.

Huelga - Spanish word for strike.

Migrant farm worker - farm workers that move to different farms or towns to find work.

Multicultural education - takes into consideration history of students and the inequality and exclusion that has haunted them in the past (Nieto, 2000).

Pesticides - poison used to kill insects (pests) on plants.

Protest - taking a stand against something you believe in, the act of objecting or a gesture of disapproval.

Strike - a group of people who stop working to protest unfair conditions in their employment

Unintentional discrimination - practiced by teachers who fear that talking about race will only exacerbate the problem (Nieto, 2000)

Union - a group of workers uniting to discuss their employment.

Self-fulfilling prophecy - students perform the way teachers expect (Merton, 1948).

#### Organization of the Thesis

The thesis portion of the project was divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three documents the steps used in developing the lesson plans. Chapter Four presents

conclusions drawn from the development of the project. Project references follow Chapter Four. The Appendices for the project consists of: Appendix A César Chávez Time Line; Appendix B KWL Chart; Appendix C Migrant Farm Worker Interview Questions; Appendix D Song Graphic Organizer Notes; Appendix E Song De Colores; Appendix F Corrido de César Chávez; Appendix G Corrido de la causa; Appendix H News Articles; Appendix I Power Point Presentation Slides. Finally, the Project references.

## CHAPTER TWO

### REVIEW OF THE LITERATURE

#### Introduction

Chapter Two consists of a discussion of the relevant literature. Specifically, literature documenting migrant farm workers and the history of people of Mexican descent in the United States. As well as literature referencing the life of César Chávez and social action.

#### Migrant Workers and the History of Mexicans in the United States

According to the Farm Workers website [www.farmworkers.org/immigrat.html](http://www.farmworkers.org/immigrat.html), "the American" ideals of Manifest Destiny, or the right to expand their territory by divine right, made it possible for the United States to take control of land that once belonged to México. The Treaty of Guadalupe Hidalgo (1846-1847) gave forty-five percent of México's original territory to the United States. The Mexican land occupied by thousands of Mexicans was converted into territory of the United States. From that point on, all the Mexicans that resided in this area were abused, discriminated against, and exploited. The need for manual labor was at its peak in

the early 1900's. Many of the local "American" citizens were unwilling to work for meager salaries and under terrible working conditions. As a result farm owners began importing cheap manual labor, primarily from México. This resulted in the first wave of Mexican migrant farm workers to the United States. The exploitation of these workers was at its peak yet these workers were a very important part of the "American" economy."

The Mexican Revolution of 1910 and World War I intensified the flow of Mexican immigration to the United States. Mexican workers were accustomed to working in the agricultural fields and this made it easy for them to acquire employment in the United States. Various work agencies would go into México to recruit workers and bring them into the United States to cultivate the fields. These workers would often complain about the abuses they received from their bosses. To make things worse, in 1924, the Mexican workers were soon forced to live in hiding for fear of the newly established Border Patrol. According to Patrick Belton (2000), the workers were often paid very little and tricked by their employers. Toward the end of a harvest the employer would

threaten to call the "migra" (Immigration and Naturalization Service) to scare the immigrants and prevent them from picking up their meager paychecks (p. 1).

According to the Farm Workers Organization website ([www.farmworkers.org/immigrat.html](http://www.farmworkers.org/immigrat.html)), anti-Semitism was at its peak during the Great Depression. As a result of the Stock Market crash many "Americans" were unemployed. Many "Americans" claimed they wanted their jobs back and as a result wanted the Mexicans to return to their country. "Send Mexicans back home, " was commonly heard throughout the country. The United States government then placed strict quotas on Mexican immigrants making it even more difficult for them to stay in the United States. Those that were deported were warned that if they came back they would be considered "illegal" and would be arrested. The Mexican government did not know what to do with numerous deportees and decided to help out by setting up refugee camps.

During World War II the United States had the majority of its men away at war and as a result there was a desperate need for Mexican migrant farm workers again. This need required the United States government to ignore

previous immigration acts they had imposed. Both the Mexican and American governments met and negotiated another labor agreement, which later became known as the *Bracero* program, which allowed thousands of Mexicans to enter the U.S. freely. Mexicans were now allowed to enter the United States legally but this did not mean that they were no longer exploited and abused ([www.farmworkers.org/immigrat.html](http://www.farmworkers.org/immigrat.html)).

According to the article *Migrant Workers Issues and Concepts*, ([www.december18.net/whywho](http://www.december18.net/whywho)) many times these migrant farm workers were considered second-class citizens and were often classified as dirty, dangerous and difficult. Most of these migrant farm workers were in the United States because they lacked financial resources at home. These migrant workers would gather on occasions to share stories of abuse and harassment from the ranch owners. However, they had a dream of a better life, which prevented them from returning to México. These migrant farm workers, according to López (1996), were "out of sight and out of mind for many years," (p. 1) because of their fear of deportation. They needed someone to help them stand up for their rights. They needed someone to make them realize *que ¡Sí se puede!*

## Biography of César Chávez and Social Action

According to San Francisco State University website ([www.sfsu.org](http://www.sfsu.org)) and the United Farm Workers Union website ([www.ufw.org](http://www.ufw.org)), in the 1880's a man named César Chávez crossed the border from Chihuahua, México to El Paso, Texas to flee the hardships of México. He had the vision of a better life for himself and his family in the United States. César found work as a farmer near the town of Yuma, Arizona. César had a son in the United States whom he named Librado. Librado had a son named César Chávez.

César was born near Yuma, Arizona on March 31<sup>st</sup>, 1927. When César was ten years old, disaster struck. Librado made a business deal with a neighbor who did not keep his part of the bargain. In the end, the Chávez family lost their farm and all their belongings. It was 1937, the period following the Stock Market crash; the country had not yet recovered from the Great Depression. There were very few jobs, and many people were homeless.

In 1938, following the Stock Market Crash, the Chávez family had joined some 300,000 migrant workers who followed the crops in California. They lived in La Colonia Barrio in Oxnard for a short period, returning to



Arizona several months later. They returned to California in June 1939 and this time settled in San José. They lived in the barrio called Sal Si Puedes "Get Out If You Can." César thought the only way to get out of the circle of poverty was to work his way up and send the kids to college. He and his family worked in the fields of California from Brawley to Oxnard. Migrant workers would travel all over the state, picking whatever was in season for the farm owners. These workers had no permanent homes but instead lived in overcrowded labor camps without bathrooms, electricity or running water. Many of these workers were forced to live in tents or in the back of pick-up trucks.

The children of migrant farm workers were at a great loss because they were forced to move on a continuous basis. School was not always an option for these children because they were often times forced to work in order to help support the family.

César and his siblings were very lucky because they were able to attend school regularly, however because they constantly moved, they attended over 30 schools. César was mistreated many times by school personnel and teachers ([www.sfu.edu](http://www.sfu.edu)). Chávez recalls that many of these

migrant children were mistreated for speaking Spanish on school grounds. According to the United Farm Workers biography ([www.ufw.org/cecstory](http://www.ufw.org/cecstory)),

...the teachers were mostly Anglo and only spoke English. Spanish was forbidden in school and some schools were segregated. When we spoke Spanish the teacher swooped down on us. I remember the ruler whistling through the air as its edge came down sharply across my knuckles. It really hurt. Even out in the playground, speaking Spanish brought punishment.

Despite all the punishment and abuse he received from his teachers, he was able to overcome them and do what most children of migrant workers rarely did, he graduated from eighth grade.

While in school, César was able to work part time in the fields. Upon graduation he could not go to high school and was forced to work in the fields full time because his father suffered a terrible injury ([www.farmworkers.org/immigrat](http://www.farmworkers.org/immigrat)). He opted to work in the vineyards. He soon began to notice how the labor contractors were mistreating all of their workers. Whittaker (1997), states that Chávez soon noticed that migrant work was "characterized by hard and hazardous work, exposure to pesticides, poor wages, and housing conditions, limited health care and social isolation"

(p. 483). César would try to argue against the injustices suffered by the workers but he soon realized that none of his co-workers were going to support him for fear of losing their jobs. The lack of support and instability led him to believe that he had no voice and no power to change anything ([www.sfsu.edu](http://www.sfsu.edu)).

César joined the US navy in 1942. When his tour of duty was completed he returned to California to work in the fields. In 1948 he married Helen, a woman that was very passionate about the social conditions pertaining to migrant farm workers, and together they joined forces to make a change. They began to take action by teaching Mexican farm workers to read and write. They also motivated the people to pass the test in order to become United States Citizens. César had high expectations for these individuals. He believed that if they became citizens that they would join him in his battle for better working conditions and treatment ([www.sfsu.edu](http://www.sfsu.edu)).

According to the Walter P. Reuther Library website, "Chávez first honed his organizing skills in 1952 with a Mexican American barrio based organization called the CSO." Chávez agreed to become a part time organizer for the Community Service Organization and began to assist

the organization by informing migrant farm workers about their rights. This community was in the East San Jose barrio nicknamed "Sal Si Puedes" (Get out if you can) where César faced turmoil and discrimination. "Chávez worked picking apricots during the day while he registered farm workers to vote during the night," (www.sfsu.edu). Chávez was very successful at registering voters and was able to register about two thousand workers in two months. As time progressed César had become very upset at the exploitation and maltreatment of farm workers in California. He saw how many of these workers were being taken advantage of as they worked long hours for little pay. He stated, " If you are outraged at conditions, then you can't possibly be free or happy until you devote all your time to changing them and do nothing but that...you can't change anything if you hold onto a good job, a good way of life and avoid sacrifice" (www.clnet.ucr.org). He decided to leave his well paying job to organize workers into a union. César believed that "...the road to social justice for farm workers was the road of unionization" (www.clnet.ucr.org). In 1962 he founded the National Farm Workers Association, which later became the United Farm Workers. He traveled from

camp to camp with a sole purpose in mind: to organize all farm workers into a union.

After several months, César was able to recruit many people and as a result over 300 decided to travel to Fresno, CA for the first meeting of the National Farm Workers Union. During their first meeting Richard Chávez designed and created their infamous symbol: a flag (red background with a black eagle in a white circle in the center ([www.sfsu.edu](http://www.sfsu.edu)). According to Chávez, "...a symbol is an important thing. That is why we chose the Aztec eagle. It gives pride..." ([www.farmworkers.org/immigrat](http://www.farmworkers.org/immigrat)).

According to The Economist (1993), "with his fasting and commitment to non-violence, the diminutive Chávez often seemed like a Spanish-speaking Gandhi" (p. 1). César had read about various religious leaders and activists including Gandhi ([www.farmworkers.org/immigrat](http://www.farmworkers.org/immigrat)). He soon realized that he had to take serious action in order for conditions to change. From Gandhi he learned that violence was not the correct way to get your message across. César decided he would get the same results, if not better, by protesting non-violently. Chávez was quoted as stating, "...the first principle of non-violent action is that of

non-cooperation with everything humiliating"

([www.clnet.ucr.org](http://www.clnet.ucr.org)).

His first major non-violent protest was a strike against Grape growers in 1965. "A strike is all the farm workers standing up together and saying FROM THIS DAY WE DEMAND TO BE TREATED LIKE THE MEN WE ARE. We are not slaves and we are not animals and we are not alone..." ([www.sfsu.edu](http://www.sfsu.edu)). With the support of Chávez migrant farm workers soon began to demand their rights as they joined him in the strike. They began to demand fair pay and better working conditions from their employers. In 1965, the Grape growers did not listen to the demands the Union was making; therefore their workers went on strike, which resulted in many of the grapes not being harvested and rotting. In order to try to save their crops, the farmers brought in illegal workers to help out and also hired others to scare away those that were striking. During this era many union members were jailed for striking including Chávez. Finally, in 1970, several grape growers met with the Union and signed an agreement. According to White (1973), Chávez also chose marching as a means of non-violent protests. César began a three hundred mile march to the State Capitol of California demanding farm

workers' rights. Chávez and his followers, many carrying huelga signs and the flag of their union, thought of this plight as a *peregrinación* similar to those made in México during *Semana Santa*. As they marched many of the protesters joyfully chanted "¡Nosotros venceremos!" Finally, after twenty-five days of marching, on April 10, 1966, the tired protestors arrived at the State's Capitol in Sacramento.

1973, was the year the Union changed its name to the United Farm Workers of America ([www.farmworkers.org/immigrat.html](http://www.farmworkers.org/immigrat.html)). Despite the attempts Chávez and fellow Union members had made, the working conditions in the fields continued to worsen. This led Chávez and his followers to boycott lettuce and to reinstate the grape boycott. Chávez and his non-violent followers continued to protest with vigor using various methods. On various occasions he would march and on others he would chose to fast to demonstrate to others that he demanded social justice and equality. According to the United Farm Workers Union ([www.ufw.org](http://www.ufw.org)), César was willing to sacrifice his own life in order for the union to continue. In 1968 he went on a twenty-five day fast in

which he allowed himself to only drink water and in 1988 he fasted once again for 36 days ([www.sfsu.edu](http://www.sfsu.edu)).

#### Summary

The literature important to the project was presented in Chapter Two in order to provide educators with background knowledge about the migrant farm workers' experiences in the United States, the life of César Chávez and non-violent social action. Teachers are expected to read the literature review and feel obligated to participate in the social education of Mexican American Students. As a result teachers will motivate students to learn more about their heritage and be proud of their rich history. The literature can be presented to students orally or in an outlined format.



CHAPTER THREE  
DESIGN METHODOLOGY

Introduction

Chapter Three documents the steps used in developing the project. Specifically, it focuses on the development of standards based lesson plans and a PowerPoint presentation teachers can use in the classroom to introduce students to migrant workers, César Chávez and social action.

Development

Lesson plans were originally developed to meet third grade social studies standards. Lesson plans were created based on the needs of particular students in my classroom. Many of my students did not know how their food arrived at the grocery store. They had no clue that people just like them were being exploited and mistreated. They were not familiar with positive roles models like César Chávez. Our textbook adoption did not mention one single Mexican American role model.

Mediated structures, read alouds, and culturally relevant books were used to generate various lessons. The lessons were presented to the students over a two-week

period. The Power Point presentation was used to introduce students to migrant farm workers and to the life of César Chávez. Non-violent social activism was mentioned as a possible solution to the injustices. The lesson culminated in a walk around the playground in which students held picket signs protesting against school violence.

#### Summary

Overall, a sample unit was created to introduce students to the injustices of migrant farm work, Cesar Chavez and social action, Appendix J. The main goal was to create teacher friendly lesson plans that required little or no preparation. Teachers may use the available Power Point presentation as an introductory lesson, see Appendix I. Additional resources are provided to ensure that students have a full understanding of the concepts being presented.

## CHAPTER FOUR

### DISCUSSION

Included in Chapter three was a presentation of how the project was compiled. Overall, as educators we need to introduce all students of Mexican descent to the history of their ancestors here in the United States. We need to teach our students the value and richness of their culture. We need to teach our students to think critically about social issues. In the book edited by Reyes and Halcón it is stated that, "through critical discussions students are more apt to build culturally grounded self-respect," (p. 218). We need to provide our students with culturally relevant material in the classroom. For this reason César Chávez and the history of the Mexican Community in the United States needs to be discussed with our students. Our students need to be aware of who they are in order to better understand and value their culture. They need to understand the injustice and maltreatment of their people in order to take social action.

César Chávez passed away on April 23<sup>rd</sup>, 1993 and we cannot let our future generations forget him. César

Chávez developed a unique blend of values, philosophy, and styles that can be applied to the classroom. "He was highly dedicated to non-violence, volunteering, public action, ¡Sí Se Puede!, egalitarianism, education of the heart, solidarity, unity, respect for all cultures, religions and lifestyles" ([www.sfsu.edu](http://www.sfsu.edu)). Mexican students in the classroom today are entitled to learn about Chávez's life and the history of Mexican migrant workers in the United States in order to better understand the struggles of their community in the United States. Students need to critically analyze these social injustices in order to take social action. In order to do this we need to teach our students to associate, critique and take a position against the social inequalities these people encountered.

#### Summary

In conclusion, educators have a moral obligation to teach our students about who they are and where they came from. We need to create learning activities in the classroom that will liberate our students. A unit on César Chávez will allow students to become aware of whom they really are. Through the use of literature various

types of activities can be implemented in the classroom. Students can be introduced to non-violent methods of protest such as murals and *corridos*. These will allow them to actively participate in non-violent activism and take social action. According to Chilcoat (1995), we can also introduce students to the lives of farm workers through the Farm Workers Theater, better known as "el Teatro Campesino". Students will experience the life of a migrant farm worker first hand through the use of *actos*, improvised one-act plays (p. 162). This culturally relevant, educational awaking will lead to their personal liberation and will result in them taking social action.

On the University of Riverside website César Chávez is quoted as stating that, "Non-violence is hard work. It is the willingness to sacrifice. It is the patience to win. There is no such thing as defeat in non-violence" ([www.clnet.ucr.edu/research/chavez/](http://www.clnet.ucr.edu/research/chavez/)). Our children must learn that in order to triumph they must take social action non-violently. According to Rhoads and Martínez (1998), " Chicano/a students have recently witnessed attacks on affirmative action and immigrants enacted through legislation such as proposition 187 and 209," (p. 136). According to Cantu (1995), "the passage of

California's Proposition 187, fueled by xenophobic cries of a Mexican invasion epitomizes the growing debate over immigration and national identity in the United States" (p. 16). As a result, our students need to become alert to society's problems in order to take social action. Sills and Camp (2000), state that teachers need to encourage students to acquire problem-solving skills and apply them to social issues (p. 116). According to César Chávez we have to teach our future generation to stand up and fight for their freedom...to keep it (freedom) you have to fight for it, and every generation has to win it over again" ([www.clnet.ucr.edu/research/chavez/htm](http://www.clnet.ucr.edu/research/chavez/htm)). We need to teach our new generation of Mexican students to fight for the freedom others have died for.

APPENDIX A  
CÉSAR CHÁVEZ TIME LINE

APPENDIX B  
INQUIRY CHART



# Inquiry Chart

Topic: \_\_\_\_\_

Know	Want to know	Learned
------	--------------	---------

APPENDIX C  
MIGRANT WORKER INTERVIEW QUESTIONS

## Migrant Worker Interview

Directions: Interview a current or former Migrant Worker.

1. What is your name and age?
2. In which states and/or cities have you worked?
3. What crop have you harvested?
4. What were the conditions of your work environment?
5. Was there adequate housing available for migrant workers?
6. What do you know about César Chávez?
7. Did you have the option to participate in a union?

APPENDIX D

NOTES PAGE

NOTES PAGE

Characteristics

Purpose

APPENDIX E

SONG: DE COLORES

*De Colores:*

*The song came to the Americas from central Spain in the sixteenth century and is now sung all over the Spanish-speaking world on special occasions and celebrations. It is also the anthem of the United Farm Workers of America, a union founded by César E. Chávez, most of whose members are Spanish-speaking. People hold hands and sway while singing this beautiful song. <http://www.colapublib.org/chavez/decolores.htm>*

De colores, de colores  
se visten los campos en la primavera.  
De colores, de colores  
son los pajarillos que vienen de fuera.  
De colores de colores  
es el arco iris que vemos lucir.  
Y por eso los grandes amores  
de muchos colores me gustan a mí.  
Y por eso los grandes amores  
de muchos colores me gustan a mí.

Canta el gallo, canta el gallo  
con el kiri, kiri, kiri, kiri, kiri.  
La gallina, la gallina  
con el kara, kara, kara, kara, kara.  
Los polluelos, los polluelos  
con el pío, pío, pío, pío, pí.  
Y por eso los grandes amores  
de muchos colores me gustan a mí.  
Y por eso los grandes amores  
de muchos colores me gustan a mí.

De colores, de colores  
Of colors, colors  
the fields in the spring get dressed.  
Of colors, colors  
they are the pajarillos that come from outside.  
Of colors, colors  
it is the rainbow that we see shine.  
And for that reason the great loves  
of many colors, they (the colors) please me.  
And for that reason the great loves  
of many colors, they (the colors) please me.

The rooster sings, sings the rooster  
with kiri, kiri, kiri, kiri, kiri.

The hen, the hen  
with kara, kara, kara, kara, kara.  
The chicks, the chicks  
with pío, pío, pío, pío, pí.  
And for that reason the great loves  
of many colors, they (the colors) please me.  
And for that reason the great loves  
of many colors, they (the colors) please me.



APPENDIX F  
CORRIDO DE CÉSAR CHÁVEZ

## Corrido de César Chávez

Détente mi corazón,  
En el pecho no me cabe  
El regocijo y orgullo  
Al cantarle a César Chávez.

Inspiración de mi gente,  
Protector del campesino  
El es un gran mexicano  
Ese sería su destino

De muy humildes principios  
Organizaste a la gente;  
Y a los hacendados ricos  
Te paraste frente a frente.

Injustamente te acusan  
Que intentaste usar la violencia  
Ayunaste veinticinco días  
Pa' probar tu inocencia.

En el estandard que lleva  
Mi Virgen de Guadalupe,  
Que viniste ante a alabar,  
De bendiciones te tuve.

A los venticinco días  
El ayuno terminó  
En el parque de Delano  
Una misa celebró.

Junto con ocho mil almas  
Bobby Kennedy asistió;  
Admiración y cariño  
Nuestra gente le brindó.

Vuela de aquí de me seno,  
Paloma, vete a Delano;

Y por si acaso no sabes  
Allí vive César Chávez.

Stop my heart,  
In my breast there is no room

For the joy and pride  
Of singing of César Chávez.

Inspiration of my people,  
Protector of the farm worker,  
He is a great Mexican;

This would be his destiny.  
From very humble beginnings  
You organized your people;  
And against the rich ranchers  
You stood face to face.

Unjustly they accuse you  
Of intending to use violence.  
You fasted for twenty-five days  
In order to prove your innocence.

On the standard that carries  
My Virgin of Guadalupe,  
In whose presence you came to worship,  
I esteemed you with my praise.

After twenty-five days  
The fast ended;  
In the park in Delano  
A mass was celebrated.

Together with eight thousand souls  
Bobby Kennedy attended;  
Admiration and affection  
Our people offered him a toast.

Fly from my breast,  
Dove, go to Delano;

And if perhaps you don't know,  
There lives César Chávez.

APPENDIX G  
CORRIDO DE LA CAUSA

### **Corrido de la causa**

Señores voy a cantarles  
lo que nos ha sucedido  
nos mandaron a la carcel  
esa compañía de ricos  
por reclamar un derecho  
por el bien de nuestros hijos.

La fecha tengo presente  
la recordarán ustedes  
fue el mero 6 de enero  
el día de los Santos Reyes  
veinte patrullas llevaron  
repartiendo unos papeles.

Como estaban en inglés  
se los tiramos al suelo  
hablan de leyes injustias  
que nos ha puesto el ranchero  
hermano viva la causa  
mi familia está primero.

Mi bandera roja y negra  
va flotando hacia adelante  
liberando a nuestros hijos  
campesino tú lo sabes  
sigue al pequeño gigante  
nuestro líder César Chávez.

Haz vuelo águila negra  
no te vayas a quedar  
avísale al mundo entero  
que nos van a sentenciar  
a ochenta y un campesino  
en este Valle Imperial.

Despedida no les doy  
porque no la traigo aquí  
si no estoy haciendo huelga  
al boycott me voy a ir  
por defender a mi raza  
yo también me sé morir.

APPENDIX H  
NEWS ARTICLES

## **Senado pide sello postal en honor a César Chávez**

### **Redacción de La Opinión**

El Senado estatal decidió ayer hacer un llamamiento al director de Correos (Postmaster General) para que emita un sello de correos en honor del fallecido líder laboral César Chávez.

Los senadores votaron 22 a 2 para enviar a la Asamblea una resolución presentada por el senador Richard Polanco (demócrata de Los Angeles).

Chávez, quien falleció en 1993, encabezó el Sindicato de Campesinos (UFW). Su día de cumpleaños, el 31 de marzo, ha sido decretado fiesta estatal en California.

La moción SJR2, presentada por Polanco el 22 de enero, pide un reconocimiento a "la contribución de Chávez a la vida estadounidense", ya que, entre otros atributos y virtudes, Chávez superó "las dificultades y barreras de la pobreza y la vida de inmigrante", y con su vida y obra "ejemplificó el espíritu indomable del trabajo humano". Finalmente, "Chávez", dice la resolución, "lideró con el ejemplo y se constituyó en un modelo de imitación para todos aquellos que combaten la discriminación racial y económica".

## **CESAR CHAVEZ -- A NATIONAL HERO**

### **By Dick Meister**

IT'S TIME WE observed a national holiday on March 31 -- the birth date of farm union leader Cesar Chavez.

Like Martin Luther King Jr., who's rightly honored with a national holiday, Chavez inspired millions of people to seek -- and to win -- basic human rights that had long been denied them and inspired millions of others to join the struggle.

Several states are observing Cesar Chavez Day, but as one of the country's truly heroic figures, his is a life that should be celebrated nationwide.

A national holiday would be a well-deserved tribute to Latinos and organized labor. But even more than that, it would be a special opportunity to remind Americans of the profound lessons Chavez' extraordinary life taught us.

He showed, above all, that the poor and oppressed can prevail against even the most powerful opponents -- if they can organize themselves and adopt non-violence as their principal tactic.

"We have our bodies and spirits and the justice of our cause as our weapons," Chavez explained.

The cause, of course, was that of the highly exploited farm worker. As a farm worker himself, Chavez carefully put together a grass-roots organization that enabled the workers to form their own union, the United Farm Workers. Then they won the essential support of millions of outsiders who heeded the UFW's call to boycott the produce of growers who refused to grant them union contracts.

It took five years, but in 1970 the UFW finally won the first farm union contracts in history. Five years after that, the union won the California law that's still the only law anywhere requiring growers to bargain with farm workers who vote for unionization.

The struggle was extremely difficult for the impoverished farm workers, and Chavez risked his health -- if not his life -- to provide them extreme examples of the sacrifices necessary for victory. Most notably, he engaged in lengthy, highly publicized fasts that helped rally the public to the farm workers' cause and that may very well have contributed to his untimely death at 66 in 1993.

Thanks in part to extremely lax enforcement of the law, UFW membership and the number of union contracts had declined steeply by the time of Chavez' death. But his passing led to a resurgence of UFW activity that has resulted in significant gains.



Most recently, the UFW won the right to represent employees of the country's largest strawberry grower. That was a sure sign the union finally is winning the drive to unionize California's \$800 million-a-year strawberry industry that has preoccupied the UFW and its supporters for nearly seven years.

Few UFW drives have been more ambitious or more important. Victory could very well lead to a breakthrough comparable to the winning of union rights from California's grape growers that marked the UFW's first major success three decades ago.

Over the past few years the union also has won contracts covering, among others, more than half of California's rose growers; most of the state's mushroom growers; one of its largest lettuce growers; vineyard workers at Washington state's largest winery, and employees of Florida's largest mushroom farm.

What's more, the UFW has won passage of a law designed to force California growers to abandon stalling tactics that many have used to avoid reaching contract agreements with workers who vote for union representation.

But despite the UFW's successes, the vast majority of farm workers are still mired in poverty, their pay and working and living conditions a national disgrace.

They average less than \$10,000 a year and have few -- if any -- fringe benefits. They suffer chronic unemployment. Job security is virtually unknown. Most hiring and firing is done at the whim of employers, many of them wealthy corporate growers who unilaterally set pay and working conditions and otherwise act arbitrarily. Child labor is rampant. Although exposed to heavy doses of pesticides and other dangers, workers are not covered by the job safety laws. They are fortunate to even have drinking water and field toilets on the job. And they are almost invariably forced to live in overcrowded, seriously substandard housing.

A national Cesar Chavez Day would remind us of that, too, and of the continuing necessity to take forceful legal steps and other action to finally provide a decent life for all those who do the hard, dirty and dangerous work that puts food on our tables.

The need, in short, is to carry on what Cesar Chavez began, to do what he would want us to do.

Copyright c 2003 Dick Meister, a San Francisco journalist who has covered the United Farm Workers Union since its founding by Cesar Chavez. He's the co-author of "A Long Time Coming: The Struggle to Unionize America's Farm Workers" (Macmillan).

## **National holiday sought for Cesar**

### **Day would honor founder of UFW**

**By Philip J. LaVelle**

San Diego UNION-TRIBUNE STAFF WRITER

**April 4, 2002**

Calling Cesar Chavez a role model of heroic proportions, a coalition of community leaders and politicians unveiled plans yesterday for a grass-roots campaign aimed at creating a national holiday honoring the late labor leader.

"We are going to build in the South. We're going to build in New England. . . . We're going to build all over this country," Evelina Alarcon, national coordinator of the Chavez Holiday Campaign, told a news conference in Southcrest.

Standing in front of about 35 students outside Cesar Chavez Elementary School, Alarcon and others said they would pursue a relentless, bottom-up strategy with a petition drive aimed at winning congressional and presidential approval.

The campaign would include attempts to persuade other states to establish holidays honoring the founder of the United Farm Workers. The overall strategy would involve traditional Democratic Party constituencies such as labor unions, minority and environmental groups, and would be patterned after the successful bid to establish Cesar Chavez Day.

APPENDIX I  
POWERPOINT PRESENTATION

PowerPoint Slide 1

**CESAR CHAVEZ**

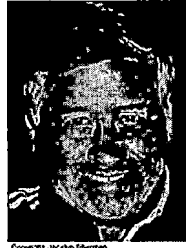
**LUCHANDO POR**

**LA CAUSA!**

**PRESENTED BY:**

**BEATRIZ BARAJAS-GONZALEZ**

## CESAR CHAVEZ



### TABLE OF CONTENTS

- SOCIAL INJUSTICE
- MEXICAN IMMIGRATION
- MIGRANT WORKERS: HISTORY
- THE LIFE OF CESAR CHAVEZ
- UNITED FARM WORKERS (UFW)
- NON-VIOLENT PROTESTS
- CLASSROOM APPLICATIONS
- MURALS/ CORRIDOS

Power Point Slide 3

## Social Injustice:

"IT IS POSSIBLE TO BECOME DISCOURAGED ABOUT THE INJUSTICE WE SEE EVERYWHERE. BUT GOD DID NOT PROMISE US THAT THE WORLD WOULD BE HUMANE AND JUST. HE GIVES US THE GIFT OF LIFE AND ALLOWS US TO CHOOSE THE WAY WE WILL USE OUR LIMITED TIME ON EARTH. IT IS AN AWESOME OPPORTUNITY."

### IMMIGRATION INFLUX

- 1900'S                      50,000
- 1911-1920                219,000
- 1921-1930                459,000

(MEXICAN REV.)

social Injustice:

## ANTI-IMMIGRATION

### THE GREAT DEPRESSION

- "AMERICANS" WANT JOBS BACK
  - QUOTAS IMPOSED
  - "SEND MEXICANS BACK HOME!"
- MEXICO SETS UP REFUGEE CAMPS
- "ILLEGAL" IMMIGRATION BEGINS
  - 500, 000 FLED THE US



# The Bracero Program:

1942-1965

## AFTER WWII

- SOLDIERS AT WAR-NEED FOR MIGRANT WORKERS
  - 4.5 MILLION ENTER LEGALLY
- 1962 CESAR CHAVEZ: NFWA LATER KNOWN AS UFW
- 1965 IMMIGRATION ACT-ENCOURAGED MEXICANS TO BRING THEIR FAMILIES



## Migrant Workers:

“Out of sight, out of mind.” (Lopez, 96)

- “WORK WITHOUT JUSTICE.” (JONES, 2000)
  - HARD AND HAZARDOUS WORK
    - DISENFRANCHISED
      - POOR WAGES
      - POOR HOUSING
    - DANGEROUS PESTICIDES
      - CANCER
  - 37% ARE IN THIS COUNTRY ILLEGALLY
    - LIMITED HEALTH CARE
    - SOCIAL ISOLATION
- CONTRIBUTIONS AND STRENGTHS OVERLOOKED

## Cesar Chavez TIME LINE

- FAMILY: MARRIED HELEN FABELA; THEY HAVE 8 CHILDREN AND 27 GRANDCHILDREN.
- 1938: CHAVEZ FAMILY BEGINS FOLLOWING CROPS AS MIGRANT FARM WORKERS.
- 1947: CHAVEZ JOINED HIS FIRST UNION, THE NATIONAL AGRICULTURAL WORKERS UNION.
- MARCH 17, 1966: CHAVEZ AND 70 STRIKERS BEGIN A MARCH IN SACRAMENTO TO DRUM UP SUPPORT FOR THE UNION EFFORT.
- APRIL 11, 1966: CHAVEZ-LED GROUP MARCHES TO THE STATE CAPITOL.



## Cesar Chavez TIME LINE

- FEB. 14, 1968: CHAVEZ 25-DAY FAST: NON-VIOLENCE IN UNION ORGANIZING EFFORTS.
- MARCH 24, 1968: PLANS FOR A "WORLDWIDE BOYCOTT" OF CALIFORNIA GRAPES.
- JULY 1968: MORE THAN 100 GRAPE GROWERS AND SHIPPERS SUE CHAVEZ.
- AUG. 21, 1988: CHAVEZ ENDS A 36-DAY FAST TO PROTEST PESTICIDE USE.



## Cesar Chavez TIME LINE

- APRIL 23, 1990: CHAVEZ SIGNS IMSS AGREEMENT WITH MEXICAN GOVERNMENT, ALLOWING MEXICAN FARM WORKERS IN THE U.S. TO PROVIDE MEDICAL BENEFITS TO THEIR FAMILIES IN MEXICO.
- NOV. 12, 1990: MEXICAN PRESIDENT SALINAS DE GORTARI AWARDS CHAVEZ THE AGUILA AZTECA, THE HIGHEST MEXICAN CIVILIAN AWARD.
- APRIL 23, 1993: CHAVEZ DIES OF NATURAL CAUSES IN SAN LUIS, ARIZONA.
- AUG. 8, 1994: PRESIDENT BILL CLINTON AWARDS THE U.S. MEDAL OF FREEDOM POSTHUMOUSLY TO CHAVEZ.

## United Farm Workers:

“THE ROAD TO SOCIAL JUSTICE FOR FARM WORKERS IS THE ROAD OF UNIONIZATION. THIS CONVICTION IS WHAT BRINGS SPIRIT, HIGH HOPE, AND OPTIMISM TO EVERYTHING WE DO.” (CHAVEZ)

- 1973: CHAVEZ ORGANIZES UNITED FARM WORKERS OF AMERICA UNION, AND A NEW ROUND OF BOYCOTTS BEGINS WHEN GRAPE GROWERS FAIL TO RENEW CONTRACT.
- SEP. 21, 1973: THE UFW HOLDS ITS FIRST CONSTITUTIONAL CONVENTION.
- 1985 UNION MEMBERS ORGANIZE THEMSELVES TO MARCH FOR BETTER WAGES AND WORKING CONDITIONS.
- CURRENTLY MEMBERSHIP DECLINING UNDER THE LEADERSHIP OF ARTURO RODRIGUEZ.

## Non-Violent Protests

“THE FIRST PRINCIPLE OF NON-VIOLENT ACTION IS THAT OF NON-COOPERATION WITH EVERYTHING HUMILIATING.” (CHAVEZ)

➤ BOYCOTTS

➤ HUNGER STRIKES

➤ MARCHES

➤ MURALS

➤ CORRIDOS

## Cesar Chavez: In the classroom

- LITERATURE
- NON-VIOLENT PROTESTS
  - BOYCOTTS
  - MURALS
  - CORRIDOS
  - TIMELINES
  - KWL CHARTS
  - HISTORY
- FARM WORKER THEATER
- LETTER WRITING CAMPAIGNS

PowerPoint Slide 13

## Murals

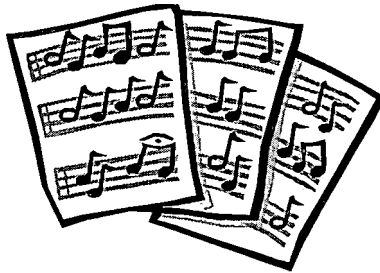
### As forms of nonviolent activism

- PAINTINGS ON WALLS HAVE A RICH HISTORY IN MEXICO THAT CAN BE TRACED BACK TO THE AZTEC CULTURE. (ORTEGA, 1998)
- SEEN AS FORM OF PUBLIC EDUCATION, COMMUNICATION, AND INSPIRATION.
- IMAGES OF "OUR LADY OF GUADALUPE" AND AZTEC SYMBOLS ARE OFTEN TIMES DEPICTED.
- GRAFFITI IS SEEN AS POPULAR VARIETY OF MURAL PAINTING.
- USED AS NON-VIOLENT MEANS OF PROTEST: RIVERA, OROZCO, BACA, TAMAYO AND SIQUIEROS.



## Corridos As forms of nonviolent activism

- TRACE BACK TO AZTEC CEREMONIES
- USED AS NON-VIOLENT MEANS OF PROTEST BY MIGRANT WORKERS.
- SIMILAR TO SLAVE CHANTS DURING THE 1800'S
- SANG TO RELIEVE OPPRESSION, AND TIREDNESS DURING MANUAL LABOR.



APPENDIX J  
LESSON PLANS

## Lesson One

### Theme: Introduction

Introduction to migrant workers, César Chávez, and non-violent protests.

### Objective:

Students will be introduced via a Power Point presentation to migrant farm workers, César Chávez, and non-violent protests.

### Grade Three History-Social Science Content Standards:

3.4.6. Students describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, and César Chávez).

### Materials:

Power Point presentation or slides (see appendix A)

### Assessment:

Assessment is via observation, open-ended questions about key topics of discussion. A KWL chart will be used as a pretest to determine what students know about the subject matter.

### Procedure:

Into:\*Teacher accesses students' prior knowledge by having them fill out the K (know) section of the KWL chart on César Chávez.

\*Together teacher and students will fill out W (want to know) section of KWL chart.

Through: Teacher will introduce students to the social injustice of migrant workers, the life of César Chávez and non-violent protests via a Power Point presentation.

Beyond: Complete the L (learned) section of the KWL chart on what students learned in the presentation.

### Extension:

For homework, write a paragraph about where food comes from. How does it get to the store?

## Lesson Two

Theme: Migrant Farm Workers

Objective:

Students will be able to identify and write a paragraph about strenuous circumstances migrant workers endured.

Grade Three History-Social Science Content Standards:

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

3.5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

3.5.2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.

Materials:

Graphic organizer – KWL (see appendix B), Interview Questions (see appendix C), Trabajando en las Fresas – voces del campo, by S. Beth Atkins, pictures of items representing vocabulary words, pencils, crayons, markers, writing paper. *Note: you may also use any other book to read aloud about migrant workers. Just be sure your resource has pictures of children and their families working in the fields.*

Assessment:

Written paragraph about strenuous circumstances migrant workers endured.

*Rubric*

5=student wrote details regarding the difficult life of a migrant farm worker, including the injustices the migrant worker faces. Student related to his or her own experiences.

3=Student wrote about some negative aspects with few details about migrant life.

1=Student wrote about some aspect (negative or positive) about migrant life. No details included.

Procedure:

Into:

\*Ahead of time teacher creates a KWL chart in form of an eagle and provide a student copy of the KWL graphic organizer (see appendix B)

\*Inform students that Migrant farm workers adopted the symbol of this eagle to represent their solidarity, and increase awareness of the boycotts.

\*Together fill in the 'K' section about what students may already know about migrant workers.

\* Together fill in the 'W' section about what students would like to know about migrant workers.

Through:

\*Develop vocabulary – show pictures representing vocabulary words (or as an alternative, you may choose to pantomime).

- *Boycott:* a peaceful way of protesting by asking people not to buy certain things.
- *Fasting:* another peaceful way to protest by not eating for a period of time.
- *Huelga:* Spanish word for strike Migrant farm worker: farm workers that move to different farms to find work.
- *Pesticides:* poison used to kill bugs on plants
- *Protest:* to say that you do not like something
- *Strike:* a group of people who stop working to protest unfair conditions in their jobs.
- *Union:* a group of workers uniting to discuss their jobs

\*Preview text that students and teacher will be reading by showing the cover of the book and the pictures, then sharing or writing predictions.

\*Read aloud the book Trabajando en las Fresas by S. Beth Atkins (or any other picture book that depicts migrant families working in the fields).

\*Confirm predictions.

\*In small groups, student create a list of positive and negative aspects about work and living conditions of migrant farm workers.

\*Students share key points with the class by role playing situations found in the life of a migrant farm worker (derived from their previous list).

(i.e. Role-play negative aspect of having to work under the hot sun all day by kneeling down and pretending to become agitated.)

Beyond:

Illustrate and label what life is like as a migrant farm worker.

Extension:

Interview a current or former migrant farm worker, then share comments and personal reactions with classmates. For interview questions, see Appendix C.

## Lesson Three

Note: approximate duration: 3 days

Theme: César Chávez

Objectives:

- 1) Students will understand the importance of individual action and character.
- 2) Students will be able to explain how past heroes have positively impacted the lives of others.

Grade Three History-Social Science Content Standards:

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

3.1.1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

3.4.6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Materials :

Map of California, César Chávez y la causa by Naurice Roberts, 1986, Timeline graphic organizer (see appendix A), pencils, crayons, markers, writing paper

Assessment :

Student will illustrate an injustice they have seen occur at their school.

Procedure :

Into :

\*Display map of California.

\*Inform students that Migrant workers adopted the symbol of this eagle to represent their solidarity, and increase awareness of the boycotts.

\*Together fill in the 'K' section about what students may already know about migrant workers.

\* Together fill in the 'W' section about what students would like to know about migrant workers.

Through:

\*Show students a map of California. Together trace the route of migrant farm workers. Acknowledge that migrant farm workers follow crops according to seasons. Point out that in the winter a migrant farm worker will not live in Michigan.

\*Together trace several possible migrant farm worker routes (Coachella, Salinas, Soledad, González, Arizona, etc.)

Beyond :

\*Have students illustrate and label a map of California indicating a route they might travel if they were a migrant farm worker. Have students create a migrant farm workers crop route according to crop seasons.

Extension :

Homework: Pretend you are the owner of a local market. Write a letter to farmers in the Central Valley. Explain what you need and why you think they can help you out.



## Lesson Four

Theme: Corridos

Objective:

Students will be able to identify parts of a corrido.

Students will understand how a corrido can help correct injustices by way of non-violent protests.

Grade Three History-Social Science Content Standards:

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

3.5.1. Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.

3.5.2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.

3.5.4. Discuss the relationship of students' "work" in school and their personal human capital.

Materials:

Chart paper, Notes-graphic organizer (see appendix D), audio tape of "De Colores" by José Luís Orozco, tape recorder, one copy for each student of the following corridos : 'De colores', 'Corrido de César Chávez', and 'Corrido de La Causa' (see appendices E-G) pencils, crayons, markers, writing paper.

Synopsis of selection – 'Corrido de César Chávez': The corrido lets the audience know that Chávez has been unjustly accused and to prove his innocence he utilizes the spiritual act of fasting.

Assessment:

Students will complete a Corridos Comprehension graphic organizer.

Procedure:

Into:

\*Listen to 'De Colores'

\*Explain to students that 'De Colores' is a 16<sup>th</sup> century song brought to the Americas from Spain. It became the anthem for the United Farm Workers of America, a union that was founded by César Chávez in Delano, California on September 30, 1962. While singing the song people usually hold hands and sway.

Through:

\*Discuss the characteristics of a corrido. As the teacher writes the information on the board, students can write the information on their Notes graphic organizer (see appendix D)

1. Reason for the corrido
2. The location and date of the culminating event
3. Name of the protagonist
4. Explanation of what preceded the culminating event
5. The message of the corrido
6. The farewell of the people involved

\*Whole class- read 'Corrido de la Causa', then identify the characteristics of the corrido and write them down on a piece of paper.

\*In small groups, students read 'Corrido de César Chávez' and identify the characteristics of the corrido on a sheet of paper.

\*Share with class.

Beyond:

\*In small groups, students use characteristics from a corrido to create a simple corrido based on injustices listed in the previous lesson (this process may take several days to complete).

\*Share their corridos with class.

## Lesson Five

Theme: Students as activists to help César Chávez's 'La Causa'

Objective:

Students will take action to inform others about César Chávez and 'La Causa' by means of a letter writing campaign to the United States President in support of the adoption of a National Holiday honoring César Chávez.

Grade Three History-Social Science Content Standards:

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

3.5.4. Discuss the relationship of students' "work" in school and their personal human capital.

Materials:

Chart paper, pencils, writing paper, envelopes, stamps, copy of the newspaper article César Chávez-A National Hero by Dick Meister (see appendix H) and "National Holiday Sought for César Chávez" by Phillip J. LaVelle (see appendix H).

Assessment:

Students will write a persuasive letter.

*Rubric*

5=Student included all parts of a letter. Student included reasons why a César Chávez National Holiday is needed.

3=Student included most parts of a letter. Student included at least one reason why a César Chávez National Holiday is needed.

1=Student included few parts of a letter. Student included no reasons why a César Chávez National Holiday is needed.

Procedure:

Into:

\*Review the purpose of a corrido (a form of helping correct injustices by means of non-violent protests).

\*Discuss and create a list of other possible forms of correcting injustices and bring attention to 'La Causa'.

Through:

\*Distribute and ask the students to read the newspaper article "César Chávez-A National Hero by Dick Meister" and "National Holiday Sought for César Chávez" by Philip J. LaVelle.

\*Ask the students "What can they do to help? (write a letter to the U. S. President).

\*Discuss and write on the board the purpose of the letter (=to ask the U. S. President to approve the National Holiday adoption thus more people may become aware of César Chávez and his valuable contributions).

\*With student input, create an idea web of reasons and examples the students could include in their letter.

\*Review parts of a letter heading, greeting, body, closing, and signature.

Beyond:

\*Each student writes: pre-write, write, revise/edit, and rewrite letters.

\*Students can share their letter, address the envelope, and send the letter to the U. S. President.

Additional César Chávez lesson plans available at:  
<http://www.cde.ca.gov/cesarchavez/>

From *the California Department of Education*

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