César E. Chávez
Labor Leader
Acknowledgments

Learning Activities and Resources in English and Spanish to Commemorate César E. Chávez

Developed by:

Silvia Dorta-Duque de Reyes
Coordinator, Spanish Language Arts
San Diego County Office of Education

Laurie Nesrala
Coordinator, WRITE Institute
San Diego County Office of Education

Rosalía Salinas
Former Director, Learning Resources and Education Technology
San Diego County Office of Education

Donna Heath
Director, WRITE Institute
San Diego County Office of Education

San Diego County Office of Education
• Bilingual Education Unit
• Spanish Language Arts Cadre
• Title VII Project WRITE/ASPIRE

The WRITE Institute
website: www.writeinstitute.org
email: write@sdcoe.k12.ca.us
voicemail: (760) 510.4720

A special thank you to our colleagues for their support:

Emily Schell
History and Social Science Coordinator
San Diego County Office of Education

Jeannie Cunningham
Project Specialist, WRITE Institute
San Diego County Office of Education

MaryEllen O’Malley
Visual and Performing Arts Coordinator
San Diego County Office of Education

Julie Goldman
Project Specialist, WRITE Institute
San Diego County Office of Education

Information in this document regarding the life and work of César E. Chávez has been submitted to The César E. Chávez Foundation for review and possible inclusion in its archives.
Once social change begins
It cannot be reversed.

You cannot uneducate the person
who is educated.

You cannot take literacy away
from someone who has learned to read.

You cannot humiliate
the person who feels pride.

And you cannot oppress the people
who are not afraid anymore.

César Chávez
1927–1993
Introduction

“Learning Activities and Resources to Commemorate César E. Chávez” is an initial effort to support districts, schools, teachers and parents in preparation to celebrate César Chávez Day. Guidelines from the state-adopted History-Social Science Standards and Curriculum Framework pertaining to César Chávez Day have led the development of the instructional activities contained in this packet. Therefore, learning activities have been designed to promote the three major goals of the History and Social Science framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Social Participation with an emphasis on Ethical Literacy. The following essential understandings are affirmed at each grade level:

♦ Respect for each person as a unique individual
♦ Concern for ethics and human rights is universal
♦ Connections exist between ideas and behavior, between the values and ideals that people hold, and the ethical consequences of those beliefs

In addition, Leading Questions have been developed for each of the grade level spans to promote classroom dialogues and guide intellectual reasoning, reflection and research skills.

Learning activities are organized in the following three interrelated areas of study:

I. César E. Chávez: Biographical Information  
II. Protagonism and Leadership  
III. César E. Chávez: His Legacy

The Background Knowledge section contains information, approved by the César E. Chávez Foundation, reflects in-depth research and study of the life and work of César Chávez. It also contains activities to support a very basic understanding of food production, the food industry, and its relationship to economics. Quotes from the National Standards for the Arts and the California Framework for the Visual and Performing Arts provide support to underscore the role of the arts in the Farmworker's Movement.

“The end of all knowledge should surely be service to others.”

“A word as to the education of the heart:  
We don't believe that it can be imparted through books;  
it can only be imparted through the loving touch  
of a teacher.”

—César E. Chávez
# Table of Contents

Standards and Curriculum for César Chávez Day  
(California Department of Education)  

Leading Questions  

Background Knowledge  

César Chávez: Biographical Information  

César Chávez: Protagonism and Leadership  

César Chávez: His Legacy  

Appendix  

Learning Activities and Resources: César Chávez  

© WRITE Institute, February 2005
Standards and Curriculum  
César Chávez Day

Guidelines from the State-Adopted History-Social Science Standards and Curriculum Framework Pertaining to César Chávez Day

As an initial support to districts, schools, teachers, and parents, the California Department of Education offers these citations from the History-Social Science Standards and Curriculum Framework as a way of assisting districting in selecting resources and creating local curricula for César Chávez Day. Listed below are some quotations from the History-Social Science Content Standards and the History-Social Science Framework. Every district, school, and teacher should select resources that accurately portray the life, work, and philosophy of César Chávez and meet the adopted state standards and curriculum.

The History-Social Science Curriculum Framework calls for the study of human rights throughout the grade levels:

Characteristics of History-Social Science Curriculum Framework realize that concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place.

Kindergarten: Learning and Working Now and Long Ago
Kindergarten standards call for the teaching of the teaching of the meaning of holidays and instruction may include César Chávez Day.

K6 Students understand that history relates to events, people and places of other times.

1.0 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the bases for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).

Grade 1: A Child’s Place in Time and Space
At Grade 1, the standards call for teaching about respect for the rights of others. Activities could focus on how César Chávez serves as an example of someone teaching us to respect the rights of others:

1.1 Students describe the rights and individual responsibilities of citizenship. Understand the element of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”

Grade 2: People Who Make a Difference
At Grade 2, the standards focus on biographies of important individuals and Chávez may be used as an example:

2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).
Grade 3: Continuity and Change
At Grade 3, the standards focus on community history, and the effect of Chávez and the struggle for civil rights on a local community could be studied. Important sources could be oral histories, local newspapers, or local monuments. There may even be someone in the community who knew César Chávez and she/he could discuss how Chávez change the community.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3.4 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

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

3.6 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).

Grade 4: California History
California History and Geography is the focus at grade four. Important for students to understand in the context in which César Chávez grew up and how he changed the state. At this point, students could become more aware of Chávez’s tactics as well as his philosophy. The Curriculum Framework state:

Students should understand the role of labor in industry and agriculture, including how César Chávez, through nonviolent tactics, educated the general public about the working conditions in agriculture and led the movement to improve the lives of farm workers.

Although not explicitly mentioned in the standards, the context for studying the life, work and philosophy of César Chávez is provided:

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

Grade 5: U.S. History
At this grade students are studying the beginnings of the American Republic and the U.S. Constitution, teachers should compare the ideals of the founding fathers and compare them with Chávez’s philosophy. At the same time, students may see how Chávez was caring out the promises and ideas of the U.S. Constitution with its emphasis on liberty and equality. The standards call for the teaching of the Constitution:

5.7 Students describe the people and events associated with the development of the U.S., Constitution and analyze the Constitution’s significance as the foundation of the American republic.
Grade 6: Ancient World History
Students at this grade level could realize that Chávez’s use of non-violence is based on ideas originated in ancient India. The framework states:
Jainism, which introduced the idea of ahisma or non-violence, has continued to play a role in modern India, especially seen in Gandhi’s idea of nonviolent civil disobedience.

Grade 7: Medieval and Early Modern World History
Students at this grade level could see the connection between the Enlightenment philosophy and Chávez’s desire for human rights. The framework states:
This study will conclude with an examination of…the Enlightenment and the impact of the ideas of this period on Western society in the future…To carry this theme into modern times, students will consider the ways in which these ideas continue to influence our nation and the world today; for example…the effort to solve problems rationally in local, state, national, and international arenas; and the ideal of human rights, a vital issue today throughout the world.

Grade 8: US History
At this grade students examine in greater depth the ideas found in the Declaration of Independence and the U.S. Constitution. Students could see how Chávez was in many respects bringing to different groups the rights and ideals promised in the Constitution. The standards state:

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

8.2 Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

Students will also be studying the development of the western United States. They could understand broader historical context and how it shaped Chávez’s biography. The standards state:

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

Grade 9
This is an elective year and one elective is contemporary California. Students in schools offering this course could study the role of Chávez in twentieth century California and his legacy. The Framework begins as follows:

Our State in the Twentieth Century
This course, which can be presented in one or two semesters, provides students with the opportunity to study contemporary California, its history and geography, its multicultural heritage, its government and economy, the major issues facing the state, and the ways in which students can become active participants in its future.

Grade 10: Modern World History
Just as in grade 6, students should understand the origins of Chávez’s ideas and tactics. At grade 10, students could compare Gandhi and Chávez and note their similarities and differences:
The study should conclude with a brief review of the historical aftermath of colonialism in India up to the present time, including…Mohandas K. Gandhi.

**Grade 11: Modern History**

By grade 11, students should have obtained good reading skills and should be examining the speeches and writings of Chávez and his supporters. In addition, students could obtain oral histories from those in their community who knew Chávez, participated in the United farm Workers Movement or simply can testify the profound changes that he brought to their lives. The Standards and Framework call for studying Chávez in the context of the great expansion of civil rights in the 1960s and 1970s. The Standards state:

11.10 Students analyze the development of federal civil rights and voting rights. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

The Curriculum Framework more explicitly calls for studying César Chávez:

The success of the black civil rights movement encouraged other groups -- including women, Hispanics, American Indians, Asians, Pacific Islanders, and individuals with disabilities – in their campaigns for legislative and judicial recognition of their civil equality. Students should study how César Chávez and the United Farm Workers movement used nonviolent tactics, educated the general public about the working conditions in agriculture, and worked to improve the lives of farm workers. Major events in the development of all these movements and their consequences should be noted.

**Grade 12: American Democracy**

Up to this point, César Chávez has been seen in the context of history, but he could also be viewed as someone who encouraged everyone to participate in civic life. For the grade 12 course on American Democracy, students could examine how Chávez’s ideas and actions are a blueprint for active citizenry. Students could examine Chávez as carrying out the rights and obligations of democratic citizens. The relevant standards include:

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
   1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
   2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use transfer, and dispose of property; right to choose one’s work; right to join or not join labor unions; copyright and patent).
   3. Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.
   4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
   5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.
   6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).
Chronological and Spatial Thinking
How have working conditions for migrant farmworkers improved since the 1960’s?
How have they stayed the same? Why and how is this so?
How does food get from the fields to our kitchen table?
What foods are grown in California? Where are they grown?

Research, Evidence and Point of View
What do you, your parents, family members and neighbors know or remember about farmworkers and César Chávez?
Where do you find evidence of the contributions of farmworkers in your community?
What happens when people stop buying one type of food?
What is a producer? What is a consumer?

Historical Interpretation
How have people who cultivate the land and harvest food been important to society in the past and the present? How will they be of importance in the future?
How did César Chávez make a difference for farmworkers?
How does an unfair situation or a social injustice affect our lives at home, at school, in our community, in our state, in our nation, and in the world?
What are the consequences of not working together to improve an unjust situation?
Leading Questions
Inquiry Approach for grades 6-8
based on History/Social Science Content Standards

Chronological and Spatial Thinking
How do geographical features affect food production? What foods are grown in California? Where are they grown? Explain the various historical migrations of people who have contributed to the abundance and variety of crops grown in California.

How has the knowledge of ancient civilizations contributed to the farming industry of today?

How have working conditions for migrant farmworkers improved since the 1960’s? How have they stayed the same? Why and how is this so?

What significant events took place in other parts of the United States and the world during the years 1960 through 1993?

Research, Evidence and Point of View
What do you, your parents, family members and neighbors know or remember about farmworkers and César Chávez? Where in your community do you find evidence of the contributions of farmworkers?

What effect did the ancient and present day moral teachings of India have on César Chávez?

How did César Chávez have access to this knowledge? Who contributed and what events led to his deeper understanding of the concept of non-violence? What connections do these ancient teachings have with Judaism and Christianity?

Historical Interpretation
How do farmworkers contribute the economic welfare of the State of California, and of the United States?

How did César Chávez access and participate in the American political system in order to make a difference for farmworkers?

How does an unfair situation or a social injustice anywhere affect the ideals, such as democracy and civil rights, upon which this nation was built? What are the consequences of not working together to ensure social injustice?
Chronological and Spatial Thinking
What are some of the variables that caused the great depression and how has it impacted the social and economic systems in California?

Since the creation of the American Federation of Labor and Congress of Industrial Organization to a multinational economy including the development of United Farmworkers in California, how has the Great Depression affected organized labor?

What significant events took place in other parts of the United States and the World during the years 1960 through 1993?

Research, Evidence and Point of View
What do you, your parents, family members and neighbors know or remember about: Farmworkers and César Chávez? Where in your community do you find evidence of the contributions of farmworkers?

How has the working conditions and life of migrant farmworkers improved since the early 1960's?

What economic and political structures continue to perpetuate sub-standard conditions for migrant farmworkers?

Historical Interpretation
How did César Chávez access and participate in the American political system in order to make a difference for farmworkers?

How does César Chávez's experience with the plight of farmworkers exemplify that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced with equity?

What can each of us do to participate and uphold the principles of democracy, social justice, and civil rights? What are the consequences of not doing so?
César E. Chávez:

Background Information
TIMELINE OF CESAR E. CHAVEZ

E-mail: chavezin@sfsu.edu

1927  César Estrada Chávez is born on March 31, in Yuma, Arizona.

1937  César's father loses their land and home during the depression. They become migrant workers in California.

1942  César quits school after the eighth grade to work in the fields full-time to support his family.

1944  César joins the US Navy during World War II.

1946  He is arrested in Delano, California for sitting in the "Whites Only" section of a movie theatre.

1948  César Chávez marries Helen Fabela. They had eight children.

1952  César Chávez meets community organizer Fred Ross, who recruits César into the Community Service Organization (CSO).

1953  César Chávez organizes 22 chapters of the CSO. He helps people become citizens and register to vote. He also encourages barrio enhancement projects. He meets fellow community organizer Dolores Huerta.

1955  César Chávez resigns as president from the CSO after its rejection of his proposal to organize farm workers. With the support of his wife Helen, he establishes the National Farm Workers Association (NFWA). Dolores Huerta becomes vice-president of the NFWA.

1962  NFWA votes to strike against grape growers in California.

1966  César Chávez and a group of approximately 66 NFWA members embark on a 250-mile march from Delano to Sacramento to draw national attention to the plight of farm workers.

Senator Robert F. Kennedy leads an investigation into the Delano strike and criticizes the treatment of striking farm workers.

A settlement is reached with major grape producer Schenley Industries.

NFWA merges with Agricultural Workers Organizing Committee to become United Farm Workers Organizing Committee (UFWOC).

1967  The UFW organizes a strike against the Guimarra Vineyards Corporation.

1968  César Chávez begins a fast to rededicate his movement to non-violence and continues to emphasize a strike against the grape growers.

Senator Kennedy joins 8,000 farm workers and strikers at mass, calling the farm labor leader "one of the heroic figures of our time".

1969  Hundreds of people become grape strikers. Millions of Americans rally behind the farm workers’ cause.

1970  César Chávez calls for a nationwide boycott of lettuce after Salinas Valley growers sign contracts with the Teamsters Union to keep the UFW out of California lettuce and vegetable fields.

Chávez is sent to jail for refusing to lift boycott against Bud Antle Lettuce.
Coretta Scott King and Ethel Kennedy visit César in jail.

1971  UFW membership grows to approximately 80,000.

1972  The UFW is granted a charter with the AFL-CIO and changes its name to United Farm Workers of America.

   César Chávez fasts for 25 days in Phoenix to denounce a recently passed law in Arizona banning the right of farm workers to strike or boycott.

1973  Thousands of grape strikers are arrested for violating anti-picketing injunctions; hundreds are beaten. César Chávez calls off the strike and begins a second grape boycott.

1975  California governor Jerry Brown signs the Agricultural Labor Relations Act. A state law guaranteeing California farm workers the right to organize and bargain with their employers.

1977  Chávez and Teamsters president, Frank Fitzsimmons, agree that the UFW will represent all farm workers.

1979  UFW wins a pay raise and other benefits are won after a strike and a boycott against Sun Harvest, the largest lettuce producer.

1982  Growers contribute approximately one million dollars to George Deukmejian's gubernatorial campaign.

1986  At age 60, César Chávez draws public attention to pesticide poisoning of grape workers and their children. Pledges to continue the struggle until justice is achieved.

1990  The Mexican government recognizes César Chávez and honors him with the Aztec Eagle.

1992  Vineyard walkouts in Coachella and San Joaquin result in the first industry-wide pay hike in eight years.

1993  César Chávez dies peacefully on April 23. He was 62-years-old.

   On April 29th, over 40,000 mourners march during funeral services in Delano, California.

1994  President Bill Clinton presents the Medal of Freedom the United States highest civilian honor to César Chávez posthumously. His widow, Helen Fabela Chávez, accepts the medal.

1998  César Chávez becomes part of the Department of Labor Hall of Fame.

2000  Senate Bill 984-Polanco asks schools to celebrate the life and work of César Chávez by proclaiming César Chávez Day to be celebrated each year on March 31st or on the appropriate Monday or Friday following or preceding that date.

"A lasting organization is one in which people will continue to build, develop and move when you are not there."

– César E. Chávez
It would be hard to find either a poor farm worker or a grower in the state of California who has not at least heard about César Estrada Chávez. He is known and admired by poor farm workers from the Mexican border to Oregon and beyond. Among the ranchers of the state, his name is associated with a collective nervousness, fear or grudging respect. The farm workers see him as an honest leader dedicated to changing the status of farm workers.

While César Chávez is well-known, there are many parts of his life that are important in the history of the union movement that may not be widely known. Gene Nelsons’ book, *Huelga*, recounts the grape strike and describes some of the high points of Chávez’s background:

César Estrada Chávez was born in Yuma, Arizona, thirty-eight years ago, into a family of five children that struggled to make a living on their father's small farm near the banks of the Colorado River. When he was ten years old, his hardworking father lost everything and there was no alternative for César and his family members but to go out on their own doing the only thing they knew how to do--farm work. They became migrants, and entered the stream of workers that followed the harvest and worked crops from Arizona to northern California and back, barely scraping by as they endured the scorching heat of summer and the bitter cold of winter in ramshackle huts and their broken-down car. School was irregular and haphazard for César. When the impoverished family finally settled in Brawley, César was to suffer the humiliation of attending segregated schools with second-class equipment. In spite of these humiliations, he liked school, and was an alert and receptive student. However, the necessity of helping support his struggling family forced him to drop out during the eighth grade to work again as a farm worker.

Dropping out of school did not mean an end to the learning process for César Chávez. He continued to read avidly when he was not working, and he kept his eyes open and learned many social lessons that are not taught in public schools. César tells many incidents from his life that affected him, such as the following:

One winter we were stranded in Oxnard and had to spend the winter in a tent. We were the only people there living in a tent and everyone ridiculed us. We went to bed at dusk because there was no light. My mother and father got up at 5:30 in the morning to go pick peas. It cost 70 cents to go to the fields and back, and some days they did not even make enough for their transportation. To help out, my brother and I started looking along
the highway for empty cigarette packages, for the tinfoil. Every day we would look for cigarette packages, and we made a huge ball of tinfoil that weighed eighteen pounds. Then we sold it to a Mexican junk dealer for enough money to buy a pair of tennis shoes and two sweatshirts.

"And then, we finally learned the ropes of farm laboring. We learned where the crops were and when they needed workers, and we learned little tricks such as living under bridges for shelter. We began helping other green families like our own, new in the farm labor business and tried to help them so they wouldn't have it as rough as we did."

These experiences help us to understand why farm workers believe in César and know him as one of their own, experiencing their problems, and understanding their sufferings.

For César, the words "strike," "union," and "picket line" and the struggle for social justice began to become part of his life in childhood. His father was an enthusiastic supporter of the unions, and as soon as one of them came to the region in which he lived, he was the first to become a member. César was at home when the men got together and had meetings there at night. He saw the emblems and buttons of the unions on the jackets and shirts of his father's friends. He saw these emblems as if they were the decorations awarded to the brave ones after fighting against the bosses. He was very much impressed by the fact that the workers always seemed to lose their battles. At last, when he was 19, he joined his first union. But like all the others, this union soon was defeated.

Later in 1950, César met Father Donald McDonnell and Fred Ross, who taught him the theory of fighting for social justice. Another person who played an important part in his life is Helen Fabela Chávez, his wife, a woman with as strong a character and personality as his own. She is the daughter of a colonel who rode with Pancho Villa, and she was brought up in the same tradition of rebellion against injustice. The moral support that she gives to her husband can be illustrated by the following:

In 1961, a leader of the Peace Corps, who was familiar with the work of César in organizing the Community Services Organization (C.S.O.), offered him a job in the Peace Corps with a salary of $21,000. In those days César had thought that the CSO was not doing enough to help farm workers. He also knew that there was no one else to fight for the farm workers, so he turned down the Peace Corps job and the $21,000 and, instead, together with his wife, returned to the farming community of Delano. There they supported themselves picking grapes at $1.25 an hour, and started to build the Nation.
César Estrada Chávez was born in Yuma, Arizona, thirty-eight years ago, into a family of five children that struggled to make a living on their father's small farm near the banks of the Colorado River. When he was ten years old, his hardworking father finally lost everything. There was no alternative for the family but to take to the road, doing the only thing they knew how to do--farm work.

They became migrant farm workers, joining the stream of workers that followed the harvest of crops from Arizona to northern California and back, barely scraping by as they endured the scorching heat of summer and the bitter cold of winter in ramshackle huts and their broken-down car.

School was irregular and haphazard for Cesar. When the perpetually impoverished family finally settled in Brawley, César attended a segregated school with second-class equipment. In spite of these humiliations, he liked school and was an alert and receptive student. However, the necessity of helping support his struggling family forced him to drop out during the eighth grade to work as a migrant.

*from Huelga, by Eugene Nelson*
In the book, *Huelga* by Eugene Nelson, César Chávez tells many incidents about his life, such as living in a tent and collecting litter to buy shoes:

One winter we were stranded in Oxnard and had to spend the winter in a tent. We were the only people living in a tent and everyone ridiculed us. We went to bed at dusk because there was no light. My mother and father got up at 5:30 in the morning to go pick peas. It cost 70 cents to go to the fields and back, and some days they did not even make enough for their transportation. To help out, my brother and I started looking along the highway for empty cigarette packages for the tinfoil. Every day we would look for cigarette packages, and we eventually made a huge ball of tinfoil that weighed eighteen pounds. Then we sold it to a Mexican junk dealer for enough money to buy a pair of tennis shoes and two sweatshirts.

We finally learned the ropes of farm labor. We learned where the crops were and when farmers needed workers, and we learned little tricks such as living under bridges for shelter. Once we'd learned the ropes, we began helping other green families like we had been so they wouldn't have it as rough as we did.

*from Huelga, by Eugene Nelson*
These experiences demonstrate why farm workers believe in César and know him as one of their own, having experienced their problems and having suffered as they have.

For César, the words "strike", "union", and "picket line", and the struggle for social justice were part of his life since childhood. His father was an enthusiastic supporter of the unions and as soon as one of them came to the region in which he lived, he was the first to become a member.

César used to be at home when the men got together and had meetings there at night. He saw the emblems and buttons of the unions on the jackets and shirts of his father’s friends, worn as if they were the decorations awarded to the brave after fighting against the bosses. He was very much impressed, listening to the workers as they always seemed to lose cause after cause. At last, when he was 19, he joined his first union. But like all the others, this union soon was defeated.

Later in 1950, César met Father Donald McDonnell and Fred Ross, who taught him the theory of fighting for social justice.

*from Huelga, by Eugene Nelson*
Another person who played an important part in his life is his wife Helen Fabela Chávez, a woman with as strong a character and personality as his own. She is the daughter of a colonel who rode with Pancho Villa, and she was brought up in the same tradition of rebellion against injustice. The moral support that she gives to her husband can be illustrated by the following incidence in their lives:

In 1961, a leader of the Peace Corps who was familiar with the work of César in organizing the Community Services Organization (C.S.O.) offered him a job in the Peace Corps, with a salary of $21,000. In those days César had felt CSO was not doing enough to help farm workers.

César knew that there was no one else to fight for the farm workers. So he turned down the Peace Corps job and the $21,000, and instead, together with his wife, returned to the farming community of Delano. They supported themselves picking grapes at $1.25 an hour, and started to build the National Farm Workers Association. His decision was completely supported by Helen.

from Huelga, by Eugene Nelson
The Farmworkers

"Farm workers are involved in the planting, cultivation and harvesting of the greatest abundance of food known in this society. They bring in so much food to feed you and me and the whole country and enough food to export to other places. The ironic thing and the tragic thing is that after they make this tremendous contribution, they don't have any money or any food left for themselves." [sic]

"I have met many, many farm workers and friends who love justice and who are willing to sacrifice for what is right. They have a quality about them that reminds me of the beatitudes. They are living examples that Jesus' promise is true: they have been hungry and thirsty for righteousness and they have been satisfied. They are determined, patient people who believe in life and who give strength to others. They have given me more love and hope and strength than they will ever know." [sic]

"It's ironic that those who till the soil, cultivate and harvest the fruits, vegetables and other foods that fill your tables with abundance have nothing left for themselves." [sic]

"Our very lives are dependent, for sustenance, on the sweat and sacrifice of the campesinos. Children of farm workers should be as proud of their parents’ professions as other children are of theirs." [sic]

—César E. Chávez
Farmworkers

Farmworkers is the name we give to the people who work the land, who harvest the fields, united beneath one sky.

Thank you, farmworker, for the fruits your hands have brought, I will grow stronger and kinder as I eat what you have grown.

César Chávez

Your steps no longer cross the dusty fields where your strong voice once shone yet your example and your words sprout anew in the field rows as seedlings of quiet hope.

From Gathering the Sun: An Alphabet in Spanish and English
By Alma Flor Ada. Published by Lothrop, Lee & Shepard Books, New York, 1997. Used with permission
Answer Bank for
“From the Field to my Table”

- Seeds are planted; plants are cared for.
- Food is transported to the market.
- The land is tilled and prepared.
- Crops are packed and processed.
- Crops are harvested (cut or picked).
- Food is purchased and consumed.

Alcancía de repuestas para
“Del campo a mi mesa”

- La comida se compra y se consume
- La cosecha se empaña y se procesa
- Se plantan las semillas y se cuidan
- La comida se transporta al mercado
- Se labra la tierra
- Se recoje la cosecha (se cortan o pizcan)
The food industry is one of the largest industries in the United States. Each branch of the food industry contributes to the prices of foods in the market place. Prices reflect the cost of producing the basic food as well as the processing, packaging, transportation and marketing costs. All these costs, plus the profits of each branch of the industry are paid by consumers.

<table>
<thead>
<tr>
<th>Las Bellas Artes</th>
<th>The Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Las bellas artes son el más profundo río en la continuidad de la humanidad. Unen a cada nueva generación con las que existieron anteriormente ayudándolas a encontrar respuestas a las preguntas existenciales de siempre:</td>
<td>The arts are one of humanity's deepest rivers of continuity. They connect each new generation to those who have gone before, equipping the newcomers in their own pursuit of the abiding questions:</td>
</tr>
<tr>
<td>Al mismo tiempo, las artes dan ímpetu a cambios, enfrentan viejas perspectivas desde nuevos puntos de vista, y ofrecen interpretaciones originales a ideas ya familiarizadas.</td>
<td>At the same time, the arts are often an impetus for change, challenging old perspectives from fresh angles of vision, or offering original interpretations of familiar ideas.</td>
</tr>
<tr>
<td>Las artes constituyen el regalo de la sociedad a sí misma al unir la esperanza con los recuerdos, inspirando valentía, enriqueciendo nuestras celebraciones, y convirtiendo nuestras dificultades en experiencias válidas.</td>
<td>The arts are society's gift to itself, linking hope to memory, inspiring courage, enriching our celebrations and making our tragedies bearable.</td>
</tr>
</tbody>
</table>

National Standards for Arts Education, 1994
Estándard nacional para la educación de las Bellas Artes
The California Framework for the Visual and Performing Arts states…

Each of the arts (drama, music, dance, visual arts) are studied from the vantage point of four dimensions: artistic perception, creative expression, historical and cultural context, and aesthetic valuing. Although each of the arts is unique, these four dimensions or components are common to the instruction of each discipline. A clear understanding of each component is helpful when programs are evaluated. (Chapter 2, p. 20-21)

The following is a summary of the vantage point of Historical and Cultural Context dimension to help guide standards-based instruction of arts as it is integrated to the learning activities commemorating Mexican-American labor leader César Chávez.

Learning the historical and cultural context of the arts leads to understanding the arts in the context of the time and place of their creation. Students studying the arts in their cultural context develop a broad understanding of the artist and performers, their works, the change in their style or emphasis over time, the effects that their society and times had on them and the effects of their artwork on society in the past and present. Knowledge of the artistic accomplishments of great world cultures enables students to see the importance of the arts in relations to those cultures and to grasp the relevance of the arts in contemporary society. Knowledge of the arts of American and other cultures, past and present, helps students gain appreciation and understanding of those cultures and of their own personal heritage.
It is important to recognize the significant role the arts played in the Farmworkers Movement. Max Benavides, a Los Angeles essayist, critic and poet describes César Chávez’s impact on Chicano creative expression which blossomed as a result of the farmworkers’ moral and political struggle in an essay entitled *Chávez Legacy: He Nurtured the Seeds of Art*. In the essay, “Chávez and El Teatro Campesino” included in the book, *The Fight of Fields: César Chávez and the Farmworkers Movement*, Benavides examines the Teatro’s genesis in César Chávez’s movement and the farmworker culture. He quotes from a dialogue with the Teatro’s director, Luis Valdez:

“Without César, there would have been no Teatro. When I asked him if I could put together a theater company, César told me: There is no money. Nothing. Just workers on strike. But he also told me that if I could put something together, it was fine with him. And that was all we needed – a chance. We jumped on top of a truck and started performing. Then something great happened. Our work raised the spirits of everybody on the picket line and César saw that.”

“The huelga was the spark igniting an explosion of Mexican-American mural and visual artistry, song and theater. The urge to create, to express, had been there for some time, Valdez explains. It was just waiting for the huelga to come and set it off.”
Los Corridos: Mexican Ballads

A corrido is a narrative song or ballad, with characters, events and themes that represent the values and history of local communities in the United States and Mexico. Corridos represent a cherished form of oral cultural tradition and folklore of Mexicans and Chicanos. According to Armando Duvalier, corridos record an important aspect of the Mexican-American's long struggle to preserve his identity and affirm his rights as a human being.

Armando Duvalier's six formulaic motifs establish the characteristics that define a corrido:

1) The initial call or identification of the ballad singer or corridista
2) The place, date, and name of the protagonist
3) The plot and events that describe the protagonist’s experience
4) A message conveyed
5) A closing for the protagonist
6) A farewell from the ballad singer or corridista

There are many corridos that explore the Mexican immigrant work experience at different stages in history and in particular, that of the migrant farmworkers.

In 1978, renowned songwriter, performer and recording artist, Jose-Luis Orozco, dedicated a corrido to Cesar Chávez and another to Dolores Huerta. Jose Luis Orozco earned his Bachelor's degree from the University of California, Berkeley and acquired a Master's degree in Multicultural Education at the University of San Francisco. The lyrics to the “Corrido de César Chávez” and the “Corrido de Dolores Huerta,” are included in the Cancionero, Bilingual Songbook with music, lyrics and chords, Volume 10 and its accompanying CD entitled Mexicanos y Chicanos. Music for these selections and others by José-Luis Orozco is available from:

Arcoiris Records Inc.,
P.O. Box 7428,
Berkeley, CA 94707
www.joseluisorozco.com
Tel: 888-354-7373

---

Corrido de César Chávez

Copyright © 1978, 2000, José-Luis Orozco
Music, Spanish Lyrics and English Lyrics All Rights Reserved. Used by permission.

Fue allá por mil novecientos,
en el año veintisiete
cuando nació César Chávez,
lo tengo yo muy presente.

Cerca de Yuma, Arizona
así lo quiso el destino,
la tierra de César Chávez,
líder de los campesinos.

En las ciudades y campos,
la esperanza nunca muere.
Ya lo dijo César Chávez
"¡Compañeros! ¡Sí, se puede!"

La lucha empieza en Delano,
sigue por Fresno y Modesto,
y César pide justicia
al llegar a Sacramento.

En las ciudades y campos...

Dicen los trabajadores,
hay que unirse a luchar,
con César Chávez de líder,
nuestras vidas cambiarán.

Hombres, mujeres y niños,
de ellos tú eres la esperanza.
¡Que vivan los campesinos
¡La Huelga y también La Causa!

En las ciudades y campos...

Fue allá en Yuma, Arizona
por ironía del destino
donde pasó a mejor vida
César, líder campesino.

Canten, canten pajaritos,
allá en alto de la gloria.
Yo aquí termino cantando
de César Chávez la historia.

En las ciudades y campos...

It was in 1927,
bear that date well in mind,
when César Chávez
was born.

Near Yuma, Arizona,
so marked by destiny,
land of César Chávez
leader of the farm workers.

Hope never dies
in the cities or in the fields.
So César Chávez said
"Compañeros! Yes, we can!

The farm workers wave in the air
red flags with black eagles
while rising in strikes,
boycotts and marches.

The farm workers march
from Delano to Modesto,
With César, they demand justice
upon arriving in Sacramento.

Hope never dies...

The farm workers say
all must unite,
with César Chávez as our leader,
our destiny will change.

You are the hope
of women and children.
Long live the farm workers!
Long live the strike and our cause!

Hope never dies...

It was in Yuma, Arizona,
by a twist of fate
that Chávez, our leader
passed on to a better life.

Sing, sing little birds,
above in the heavens.
I am finished singing
the story of César Chávez.

Hope never dies...

Music for this selection and others by José-Luis Orozco is available from:
Arcoiris Records Inc. P.O. Box 7428, Berkeley, CA 94707 www.joseluisorozco.com Tel: 888-354-7373

Learning Activities and Resources: César Chávez © WRITE Institute, February 2005
Corrido de Dolores Huerta

Copyright © 1978, 2000, José-Luis Orozco
Music, Spanish Lyrics and English Lyrics All Rights Reserved. Used by permission.

Voy a cantar un corrido,
con gusto y con emoción.
Es para Dolores Huerta,
mujer de gran corazón.

En Nuevo México fue,
la tierra donde nació,
esta mujer tan valiente,
que en California creció.

¡Viva Dolores Huerta!
¡Orgullo de nuestra gente!
¡Viva la mujer del campo,
que en la lucha está presente!

Fue maestra de profesión,
que vió sufrir a los niños,
trabajando en los campos
sin tener un buen destino.

Luego se unió al campesino
para luchar por la causa,
y su presencia le ha dado
muchos triunfos a La Raza

¡Viva Dolores Huerta!...
Mujer valiente que luchas
por defender a los pobres,
ya por todos los lugares,
se oye tu nombre, Dolores.

Quiero terminar cantando
los versos de esta canción.
¡Qué viva Dolores Huerta!
¡Qué lucha con devoción!

¡Viva Dolores Huerta!...

I'm going to sing this song
with pleasure and emotion.
It's for Dolores Huerta,
a big-hearted woman.

New Mexico was
the land where she was born,
this brave woman
who was raised in California.

Long live Dolores Huerta!
Pride of our people!
Long live the country woman,
active in our struggle!

A teacher by profession,
she saw the children suffer,
working in the fields,
with no bright future.

Then she joined the farm workers
to fight for their cause,
and her presence has given
many triumphs to La Raza.

Long live Dolores Huerta!...
Woman, you fight
to defend the poor.
All around, your name
Dolores, is heard.

I want to finish singing
the verses of this song
Long live Dolores Huerta
devoted to the struggle!

Long live Dolores Huerta!...
The Farmworkers Union Emblem and Motto

adapted from
The Fight in the Fields
César Chávez and the Farmworkers Movement
by Susan Ferris and Ricardo Sandoval

A symbol is an important thing. That is why we chose an Aztec eagle. It gives pride. When people see it they know it means dignity.

--César Chávez

Richard Chávez and Andy Zermeño, a Los Angeles graphic artist and CSO acquaintance came up with the design of an eagle with straight lines and corners: the thunderbird. Andy Zermeño pointed out that the eagle turned upside down formed an Aztec pyramid.

César Chávez himself came up with the colors: white for hope, black for the plight of the workers and red for the sacrifice that would be required of them.

At the first National Farm Workers Association convention, however, when it came time to unveil the banner, gasps rippled through the crowd. Some people immediately left in protest because they thought the flag looked "Communist." Some thought the eagle design was inspired, half in jest, by the label of Gallo's cheapest wine, Thunderbird. To Richard’s astonishment, others thought the colors echoed that of the Nazi flag of the Third Reich.

Manuel Chávez improvised a vision that calmed the gathering: "Where this eagle flies, we'll have a union." The enthusiastic delegates voted to adopt the flag and ¡Viva La Causa! was coined as its official motto. Rosa Gloria sung a corrido, or a Mexican "ballad," that she had written and delegates cheered as the recording rang throughout the hall.

"Chávez intuitively understood the power of symbols. By the mid-sixties, the United Farm Workers’ flag, with the black eagle like thunderbird, dramatically set on a background of blood red, conveyed an instant sense of grassroots struggle and cultural pride."

—Max Benavidez
César E. Chávez:

Biographical Information
César Chávez was born near Yuma, Arizona, and grew up in migrant labor camps. From 1952 until 1962, he worked for the Community Service Organization, a self-help group. Then he began working to create a farmworkers union. The union was chartered in 1966 by the American Federation of Labor and Congress on Industrial Organizations (AFL-CIO) as the United Farm Workers Organizing Committee with Chavez as its president. In 1968, Chavez gained recognition as the leader of a nationwide boycott of California table grapes during a drive to achieve labor contracts.

Líder americano del trabajo. César Chávez nació cerca de Yuma, Arizona, y creció en campamentos de trabajo de emigrantes. De 1952 a 1962 el trabajó para la Organización del Servicio a la Comunidad (CSO) un grupo de auto-ayuda. Después comenzó a trabajar para crear la unión de campesinos. La unión fue iniciada en 1966 por la Federación Americana del Trabajo y Congreso de Organizaciones Industriales (AFL-CIO) como el Comité Organizador Campesinos Unidos (UFWOC) con Chávez como su presidente. En 1968 Chávez llamó la atención como líder de un boicote mundial de la uva de California con el deseo de lograr contratos de trabajo.
César Chávez

Family
- Father: Librado Chávez
- Mother: Rita Chávez Molina
- Brother: Richard Chávez
- Wife: Helen Fabela
- Children: 8
- Grandchildren: 27

Languages
- Spanish &
- English

Improvement of labor, housing, health, and education of migrant farmworkers in the United States

Death
- April 23, 1993

Birth
- March 31, 1927

Education
- Forced to quit school in eighth grade to support his family by working in the fields
- Attended over 65 schools

Advocacy
- Through non-violent means such as: boycotts, strikes, marches, demonstrations, fasting, theater, art, music, speeches, journalism, dialogue, negotiation.

Ideals
- Non-violence
- Sacrifice
- Unionism
- Social Justice
- Human Rights
- Service

About Chávez

Struggle for Justice

Recognition

Community Organizer
- Executive Director of the Community Service Organization 1959
- Founder of United Farm Workers of America 1962

1990 The Aztec Eagle honor by the Mexican Government
1994 Medal of Freedom, by the United States Government
1998 Department of Labor Hall of Fame
Numerous schools, parks, streets and buildings are named after César Chávez
César Chávez: His Sources of Knowledge

His family

____________________
____________________
____________________
____________________

His friends

____________________
____________________
____________________
____________________

His experiences

____________________
____________________
____________________
____________________

His reading

____________________
____________________
____________________
____________________

Learning Activities and Resources: César Chávez
© WRITE Institute, February 2005
César Chávez: His Sources of Knowledge

His family

His mother: to fight against injustice, moral and spiritual values, devoted Christian Catholic values.

His father: farming skills, community organization, the value and benefits of union labor

His wife: the strength of unconditional love, loyalty, support and friendship.

His friends

Fred Ross: To recognize his own leadership and organizational skills

Father Donald McDonnell: Taught him and gave him books including the encyclicals of Pope Leo XIII which upholds labor unions, the life and teachings of Saint Francis of Assisi and Saint Paul.

Dolores Huerta: Power through service, commitment and perseverance.

Most of all, César Chávez learned through his life experiences.

He learned through trial and error.

He learned from his successes and failures.

He did not give up; he always believed in non-violent struggle for social justice and human rights.

His reading

Papal encyclicals on labor and books on labor history

The teachings of St Francis of Assisi

The Life of Mohatma Gandhi by Louis Fisher

Industrial and Agrarian Life and Relations by Mahatma Gandhi

Political philosophies of Michiaveli and Tocqueville

Biographies of labor leaders John L. Lewis and Eugene Debs
One thing leads to another

EVENT

REASON

Learning Activities and Resources: César Chávez

© WRITE Institute, February 2005
The Chávez family moves to California and they become migrant workers.

César's father is injured; César quits school after the 8th grade.

The Chávez family experiences the unfair working conditions of farmworkers.

César listens to his father and other farmworkers talk about forming a labor union.

César meets Father Donald McDonnell, who teaches him about social doctrines.

César Chávez is recruited by Fred Ross to be an organizer for the Community Service Organization.

One thing leads to another

EVENT

César's father lost their land and home

The Depression

They family lost everything and needs to find work

Growers see migrant workers as cheap, dispensible labor

César must help provide for his family

César's parents want to improve the working conditions for farmworkers

César Chávez is eager to learn about labor organizing and social justice

Young César Chávez exhibits leadership qualities

Learning Activities and Resources: César Chávez
Source Sheet for Researching and Gathering Information

Type: (circle one)
- book
- periodical
- CD-ROM
- Internet
- film/video
- interview

Important Events

Challenges

Accomplishments

Impact/Influence

Learning Activities and Resources: César Chávez
© WRITE Institute, February 2005
Important Events

The Chavez family loses their home and land during the Great Depression.

César Chávez experiences the injustices and working conditions of migrant workers in California.

César Chávez meets Father Donald McDonnell.

César Chávez meets Fred Ross and joins the Community Service Organization.

César Chávez resigns as executive director from the CSO when the organization does not embrace the efforts to unionize farmworkers.

César Chávez founded the National Farm Worker’s Association, a forerunner of the United Farmer Workers

Challenges

Those who oppose César Chávez’ cause are rich, powerful and have many allies in powerful political positions.

It is very difficult to organize people who lack resources and move from place to place looking for work.

People who are comfortable, have work, a home, a car and food do not always understand the urgency for social change or improved working conditions for farmworkers.

Accomplishments

César Chávez accomplishes what no other leader in American history has been able to do: win a contract for migrant farmworkers, the most exploited group of workers in the United States.

César Chávez organizes boycotts, strikes, marches and demonstrations that call out for the plight of farmworkers.

As a result of union negotiations, some farmworkers’ wages increase; working conditions for farmworkers improve slightly.

Impact/Influence

César Chávez calls out the deplorable working conditions of farmworkers.

Each day, more and more people are taking action to correct social injustices and human rights violations.

César Chávez, like Dr. Martin Luther King Jr. and Mahatma Gandhi, demonstrates that through unity and non-violence, the powerless can become powerful and the voiceless can find a voice.
### Metaphors

<table>
<thead>
<tr>
<th>This person is a (an) . . .</th>
<th>why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>item</td>
<td></td>
</tr>
<tr>
<td>animal:</td>
<td></td>
</tr>
<tr>
<td>plant:</td>
<td></td>
</tr>
<tr>
<td>object:</td>
<td></td>
</tr>
<tr>
<td>sound:</td>
<td></td>
</tr>
<tr>
<td>weather:</td>
<td></td>
</tr>
</tbody>
</table>

### Similes

<table>
<thead>
<tr>
<th>This person is like:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>This person is as</th>
</tr>
</thead>
</table>

---

**Note:**

My character is ________________________

This page uses descriptive words and phrases to paint a portrait of this character.

This person is a (an) ________________________

This person is like:

This person can be compared to ________________________ because ____________________________________________

Here's what I think about this person: ________________________________________________________________

**Interesting Quotes**

---

**Learning Activities and Resources:** César Chávez © WRITE Institute, February 2005
**Painting a Character Portrait with Words**

This page uses descriptive words and phrases to paint a portrait of this character.

**Interesting Quotes**

- “Ours is a revolution of the mind and heart.”
- “There is no such thing as defeat in non-violence.”

**Adjectives that I can use to describe this person**

<table>
<thead>
<tr>
<th>courage</th>
<th>strong</th>
<th>powerful</th>
<th>spiritual</th>
<th>political</th>
<th>peaceful</th>
<th>perseverant</th>
<th>advocate</th>
<th>serviceful</th>
<th>organizer</th>
</tr>
</thead>
</table>

**Metaalphors**

<table>
<thead>
<tr>
<th>This person is a (an) . . .</th>
<th>why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal: Aztec eagle — dignity &amp; courage</td>
<td></td>
</tr>
<tr>
<td>plant: grapevine — strength in unity</td>
<td></td>
</tr>
<tr>
<td>object: a protest sign — calling out an injustice</td>
<td></td>
</tr>
<tr>
<td>sound: the footsteps of a crowd — strikes and demonstrations</td>
<td></td>
</tr>
<tr>
<td>weather: spring — hope</td>
<td></td>
</tr>
</tbody>
</table>

**Similes**

<table>
<thead>
<tr>
<th>This person is like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A harvest of courage and hope</td>
</tr>
<tr>
<td>The dawn of a better condition</td>
</tr>
</tbody>
</table>

**This person can be compared to** a mountain

<table>
<thead>
<tr>
<th>because of his quiet, yet firm presence</th>
</tr>
</thead>
</table>

**Here’s what I think about this person**:

- He is a leader of leaders
- His strength came from dignity
- He lived to demand justice

---

© WRITE Institute, February 2005
# Others in Search of Liberty, Equality & Dignity

<table>
<thead>
<tr>
<th>Name</th>
<th>What they struggled against and how</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mahatma Gandhi</td>
<td></td>
</tr>
<tr>
<td>Miguel Hidalgo</td>
<td></td>
</tr>
<tr>
<td>Benito Juárez</td>
<td></td>
</tr>
<tr>
<td>Martin Luther King Jr.</td>
<td></td>
</tr>
<tr>
<td>Dalai Lama</td>
<td></td>
</tr>
<tr>
<td>Nelson Mandela</td>
<td></td>
</tr>
<tr>
<td>José Martí</td>
<td></td>
</tr>
<tr>
<td>Rigoberta Menchú</td>
<td></td>
</tr>
<tr>
<td>Rosa Parks</td>
<td></td>
</tr>
<tr>
<td>Mother Theresa</td>
<td></td>
</tr>
</tbody>
</table>
A Report about Someone Important in the News...

Name: _______________________

Country: _____________________

Profession: __________________

Age: __________

This person is famous in (his/her):
_____City _____State
_____Country _____World

Where did you learn about this person?
_____book _____newspaper
_____TV _____magazine
_____Internet  Other:___________

Why was this person in the news?____________________

_____________________________________________________________________

_____________________________________________________________________

Three or more important facts about this person's life:  __________________________________
_______________________________________________________________________________
_______________________________________________________________________________
________________________________________________________

Will this person be important in future history books? Why or why not?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
A Report About Someone Significant to Me

Full Name of this Person:
______________________________________________________

Born on: ___________________________ (date)

Born in: ____________________________ (city/state/country)

Lives in: ____________________________ (city/state/country)

# of people in family: ___________________

Age: __________ years old.

Work or School: ______________________

Four important events in his/her life:
1. ____________________________________________.
2. ____________________________________________.
3. ____________________________________________.
4. ____________________________________________.

Favorite quote, saying or proverb:
_________________________________________________________________
_________________________________________________________________

What is important to this person:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Why this person is important to me:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Biopoem

first line  First name
second line Four words that describe this person
third line Three actions associated with this person
fourth line Cares about...
fifth line Feels...
sixth line Needs...
seventh line Gives...
eighth line Fears...
ninth line Wants...
tenth line Contributes to...
eleventh line Last name

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Students continue to enthusiastically investigate the life of Cesar Chavez. They ask their teachers, parents and family members many questions. They conduct research in libraries and through the internet. Young people today understand that social justice is everyone’s responsibility. They are committed to act peacefully and make the necessary changes to ensure respect of civil rights and justice for all.

Cesar Chavez is the eagle through the fields flying soaring in search of justice always advocating non-violently reaching for the highest goal

Community organizer hoping for better conditions always struggling for the cause voice of justice and human rights etched in our hearts zenith of love

Who was Cesar Chavez?

A person like you and me Good-hearted and reasonable that did not think it was fair that farmworkers who work hard so we can all have our food be mistreated and hungry So he fought peacefully all his life to change this situation.

News

Students continue to enthusiastically investigate the life of Cesar Chavez. They ask their teachers, parents and family members many questions. They conduct research in libraries and through the internet. Young people today understand that social justice is everyone’s responsibility. They are committed to act peacefully and make the necessary changes to ensure respect of civil rights and justice for all.

Metaphors

When I walk along the shores of my mind I gaze at the horizon beyond joy fills my heart Evermore dignity! Evermore freedom! Evermore love! Evermore peace!

Similies

Like the first blossom of hope in springtime Like the eagle flying in the fields like the ardent voice that calls out free Yes, we can! Long live La causa forever!
César E. Chávez:

Protagonism
& Leadership
I want _______________________
I fear _______________________
I hope _______________________
I need _______________________

I understand __________________
I feel _________________________
I try __________________________
I regret _________________________

I think _________________________
I affirm ________________________
I act __________________________
I dream ________________________
<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>What are the opposing viewpoints?</th>
<th>What are the possible solutions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here's the situation...

What's the problem?

Identifying a Problem

Name ___________________________________________  Class _______________________  Date ______________________
# Identifying the causes and effects of a problem

**The problem:**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th>THE CAUSE</th>
<th>THE EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does it happen?</td>
<td>Why does it happen?</td>
</tr>
</tbody>
</table>

Learning Activities and Resources: César Chávez © WRITE Institute, February 2005
We are all protagonists

Issue or Problem → Proposed Solution → Consequences of not taking action

Name __________________________ Class ____________________ Date _______________
What if the problem is not solved?

<table>
<thead>
<tr>
<th>Problem:</th>
<th>Consequences of failing to solve the problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If ____________________________  
______________________________  
then __________________________
______________________________

<table>
<thead>
<tr>
<th>Problem:</th>
<th>Consequences of failing to solve the problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If ____________________________  
______________________________  
then __________________________
______________________________

<table>
<thead>
<tr>
<th>Problem:</th>
<th>Consequences of failing to solve the problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If ____________________________  
______________________________  
then __________________________
______________________________
¡Sí, se puede!
There is enough love and goodwill in our actions to give energy to our struggle.

ÑCŽsar Ch‡vez
“Love is the seed that sprouts in the darkness.”
Tomás Rivera

¿Where is there darkness in your life?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

¿What does your voice call out in the darkness?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

¿How will you plant the seed of love?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Learning Activities and Resources: César Chávez
© WRITE Institute, February 2005
César E. Chávez: His Legacy

¡Sí SE PUEDE!
César Chávez said...

"The end of all knowledge should surely be service to others."

"The highest form of freedom carries with it the greatest measure of discipline."

"The first principle of non-violent action is that of non-cooperation with everything humiliating."

"Our language is a reflection of ourselves. A language is an exact reflection of the character and growth of its speaker."

"Preservation of one's own culture does not require contempt or disrespect for other cultures."
# The César Chávez Vocabulary of Social Justice

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>boycott</td>
<td></td>
</tr>
<tr>
<td>civil rights</td>
<td></td>
</tr>
<tr>
<td>commitment</td>
<td></td>
</tr>
<tr>
<td>community</td>
<td></td>
</tr>
<tr>
<td>compassion</td>
<td></td>
</tr>
<tr>
<td>courage</td>
<td></td>
</tr>
<tr>
<td>dignity</td>
<td></td>
</tr>
<tr>
<td>education</td>
<td></td>
</tr>
<tr>
<td>equality</td>
<td></td>
</tr>
<tr>
<td>exploitation</td>
<td></td>
</tr>
<tr>
<td>fasting</td>
<td></td>
</tr>
<tr>
<td>growers</td>
<td></td>
</tr>
<tr>
<td>honor</td>
<td></td>
</tr>
<tr>
<td>justice</td>
<td></td>
</tr>
<tr>
<td>negotiation</td>
<td></td>
</tr>
<tr>
<td>non-violence</td>
<td></td>
</tr>
<tr>
<td>peace</td>
<td></td>
</tr>
<tr>
<td>perseverance</td>
<td></td>
</tr>
<tr>
<td>pesticides</td>
<td></td>
</tr>
<tr>
<td>picket</td>
<td></td>
</tr>
<tr>
<td>respect</td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
</tr>
<tr>
<td>sacrifice</td>
<td></td>
</tr>
<tr>
<td>strike</td>
<td></td>
</tr>
<tr>
<td>struggle</td>
<td></td>
</tr>
<tr>
<td>The Cause</td>
<td></td>
</tr>
<tr>
<td>The Movement</td>
<td></td>
</tr>
<tr>
<td>union</td>
<td></td>
</tr>
</tbody>
</table>

Learning Activities and Resources: César Chávez

© WRITE Institute, February 2005
Creative Dialogue

Description of Event (Who, What, When, Where, Why, How)

What is this condition or situation about?

Who are the people involved?

What are the issues, conflicts or problems?

Why does this situation exist?

Who is benefits by this situation?

Who is harmed by this situation?

My Interpretation

Has something like this ever affected you?
Have you ever wondered why a condition such as this exists?
Have you felt upset by an injustice before?
Have you felt incapable of solving a problem?
Have you ever wanted to draw attention at an unjust act?

Another's Interpretation

In what ways can we confront an unjust situation without using violence?
Do you think that religious and spiritual beliefs help or harm our ability to confront various types of social injustice?
What can we do to understand and respect other people who do not share our beliefs?
What allows a group of people to abuse another?
In what ways can we draw attention to a social injustice without using violence?

Actions

What are non-violent actions we can take before this unjust situation?

Consequences

What are the consequences of defying authority?
What are the consequences of not calling out against this injustice?

My Reflections

What are things that we can do in our lives to cultivate understanding, justice and respect for human rights?
Creative Dialogue

<table>
<thead>
<tr>
<th>Description of Event (Who, What, When, Where, Why, How)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Interpretation</th>
<th>Another’s Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
<th>Consequences</th>
<th>My Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning Activities and Resources: César Chávez

© WRITE Institute, February 2005
What César Chávez thought about...

... The Struggle

Non-violence is hard work. It is willingness to sacrifice. It is the patience to win.

... Community

When you have people together who believe in something very strongly - whether it's religion or politics or unions - things happen.

... Justice

The love for justice that is in us is not only the best part of our being but it is also the most true to our nature.

... Dignity

From the depth of need and despair, people can work together, can organize themselves to solve their own problems and fill their own needs with dignity and strength.

... Non-violence

The non-violent technique does not depend for its success on the goodwill of the oppressor, but rather on the unfailing assistance of God.

... Education

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves - and be free.”

... Non-violence

The non-violent technique does not depend for its success on the goodwill of the oppressor, but rather on the unfailing assistance of God.
Change Begins With Me...

A change that I want to see in the world and how this change begins with me:

Think Globally . . . Act Locally!
César E. Chávez:

Appendix
Fine Arts:
When the Fine Arts program was cut, middle school students worked with an arts council to raise funds and keep the program.

Voting:
To encourage greater voter participation, high school students organized a debate by Supervisoral candidates and held a mock election at school.

Street Safety:
A sixth grade class worked to get speed bumps around their school to reduce accidents.

Health Education:
A student group produced radio and television public service announcements, in Hmong, about the dangers of second-hand smoke.

Police Services Education:
Students translated an educational pamphlet in Spanish to communicate police services in their city.

State Soil:
A sixth grade class drafted legislation to declare San Joaquin Valley farm soil as the official state soil in California, which is now a state law.

Playground Repair:
High school students organized service clubs to repair broken playground equipment in a city park.

Park Clean-up:
A student Community Service Club organized projects to clean graffiti and make other improvements in a public park.

Oral Histories:
Students interviewed Native American elders in their community about their point of view of local history, will publish results.

Read-a-thon:
Middle school students organized an all-night Read-a-thon to help limited English students and parents learn to read.

Story Telling:
High School students created story-telling presentations for younger students that incorporated themes of nonviolence, respect, and cooperation.
Additional Resources

Related Readings for Teachers and Secondary Students

The Fight in the Fields by Susan Ferris, Ricardo Sandoval, et al
An Elegy on the Death of César Chávez by Rudolfo Anaya
Farmworker's Friend, The Story of César Chávez by David Collins
César Chávez by Susan Zannos
Voices in the Fields: Children of Migrant Farmworkers Tell Their Stories by Beth Atkin
Jesse de la Cruz: A profile of a United Farm Worker by Gary Soto

Related Readings for Elementary School Students

Gathering the Sun by Alma Flor Ada, illustrations by Simón Silva
Jose's Basket by Karen Papagapitos
Migrant Worker: A boy from the Rio Grande Valley, by Diane Hoyt-Goldsmith
A Migrant Family, by Larry Brimner
Paths, by Alma Flor Ada and F. Isabel Campoy
Camiones, by Alma Flor Ada and F. Isabel Campoy
Radio Man/Don Radio by Arturo Dorros
El Camino de Amelia, by Linda Jacobs Altman
Amelia's Path, by Linda Jacobs Altman

Music

Corridos Mexicanos y Chicanos con José-Luis Orozco
Arco Iris Records, Inc. (510) 527-5539 (Spanish)

Gathering the Sun by Suni Paz (Spanish)
Del Sol Books, Inc (888) 335-7651
Videos

The Grapes of Wrath
César Chávez Foundation
chavezfdtn@igc.apc.org

The Fight in the Fields Links and Resources
http://www.pbs.org/itvs/fightfields

Internet

California State Department of Education
http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx

The César E. Chávez Foundation
http://www.cesarechavezfoundation.org

United Farm Workers
http://www.ufw.org/

The Farmworkers Website
http://www.farmworkers.org/

The Fight in the Fields
http://www.pbs.org/itvs/fightfields

¡Sí se puede! César E. Chávez and His Legacy
http://clnet.sscnet.ucla.edu/research/chavez/

The César E. Chávez Institute
http://www.cesarechavezinstitute.org

César E. Chávez Center for Interdisciplinary Instruction in Chicana and Chicano Studies
http://www.sscnet.ucla.edu/chavez/