



Birmingham Civil Rights Institute Curriculum and Lesson Plans
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Farm Workers Rights (Cesar Chavez)

Ursula Thomas, Ed.D.

Overview

The United Farm Workers of America (UFWA) is a labor union created from the merging of two groups, the Agricultural Workers Organizing Committee (AWOC) led by Filipino organizer Larry Itliong, and the National Farm Workers Association (NFWA) led by César Chávez. This union changed from a workers' rights organization that helped workers get unemployment insurance to that of a union of farm workers almost overnight, when the NFWA went out on strike in support of the mostly Filipino farmworkers of the AWOC in Delano, California who had previously initiated a grape strike on September 8, 1965.

According to PBS.org,

The farmworkers wanted people to see their strike as something bigger and more dramatic — a battle for justice and human dignity. It became the cause, la causa! The strikers reached out to church groups and student activists. Both had been drawn to the civil rights struggles in the South, and both responded to the “David vs. Goliath” battle taking place in Delano. The public was also attracted to the farmworkers commitment to non-violence. Chavez saw non-violence as both a moral principle and a tactic. Under his leadership, the farmworkers movement would adopt non-violence as its guiding philosophy.

The NFWA and the AWOC, recognizing their common goals and methods, and realizing the strengths of coalition formation, jointly formed the United Farm Workers Organizing Committee on August 22, 1966. This organization was accepted into the AFL-CIO in 1972 and changed its name to the United Farmworkers Union.

New Words

resistance, social justice, migrant, boycotts, grassroots, unions, growers, community, alliance, oppression

Grade Level

Middle Grades

Primary Learning Objectives

The students will:

- Activate prior knowledge before reading to enhance comprehension.
- Generate (and justify) hypotheses that become purposes for reading.

- Listen to and weigh others' information and opinions.
- Focus attention on relevant information (before, during, after reading).

Approximate Duration of Lesson

120 minutes (a two day lesson)

Materials and Equipment Needed

handouts, pencils, posters, notebooks, computer if available

Background/Preparation

Teacher will bring in produce from the state's local farmers market and stands. If this is not possible, the teacher can use images from the Internet, a book, a magazine, or perhaps plastic produce (borrow from a primary grade classroom or pick up some from the local dollar store). The students will use the brainstorming tool in the following link to figure out where the produce comes from and how it gets to the final destination. Students can create their own spider web maps on a sheet of paper or use the following organizer located at the end of this lesson.

Procedures/Activities

- Teacher puts topic on board along with 8-15 words, numbers.
- Students speculate on how terms relate to topic.
- Groups share and debate hypotheses; teacher moderates, does not give hints.
- Students read text to get more information.
- Students review what they have learned, how their thinking has changed.
- The thinking can be documented in a two entry journal format found at <http://www.readwritethink.org/files/resources/printouts/DoubleEntry.pdf> or create their own double entry journal by folding a sheet of paper in half vertically creating two columns for the entries; one entry from each student and the other from a partner in class chosen by each student.

Assessment Strategies

The students will make a map of the path produce travels from harvest to sale. They will also create a cost analysis of wages for the work.

Extension

1. Students can compare and contrast the present conditions of farm workers to past conditions based on the information found at the website below. Students can use the Venn diagram located at the end of this lesson or can create their own by drawing two interlocking circles on a sheet of paper. In one circle, students write the past conditions of the farmworkers and in the other circle their present conditions. In the overlapping areas of the circles, the students can record the commonalities of conditions farmworkers have experienced in the past and present. http://www.inthesetimes.com/working/entry/7142/cesar_chavez_and_the_state_of_the_farm_workers_movement/

2. Students can examine the visual art associated with the farmworkers movement.
<http://www.library.sfsu.edu/exhibits/cultivating/history.html>
<http://www.moma.org/interactives/exhibitions/2011/rivera/intro.php>
3. Students can examine the dilemma for children who are involved in farming:
<http://growinggeorgia.com/news/2011/11/ffa-4-h-clubs-worried-proposed-child-labor-rules-could-cut-kids-experiences-short/>

Additional Resources

<http://www.chavezfoundation.org/>

<http://www.enchantedlearning.com/history/us/hispanicamerican/chavez/>

http://www.americaslibrary.gov/aa/chavez/aa_chavez_subj.html

Reference

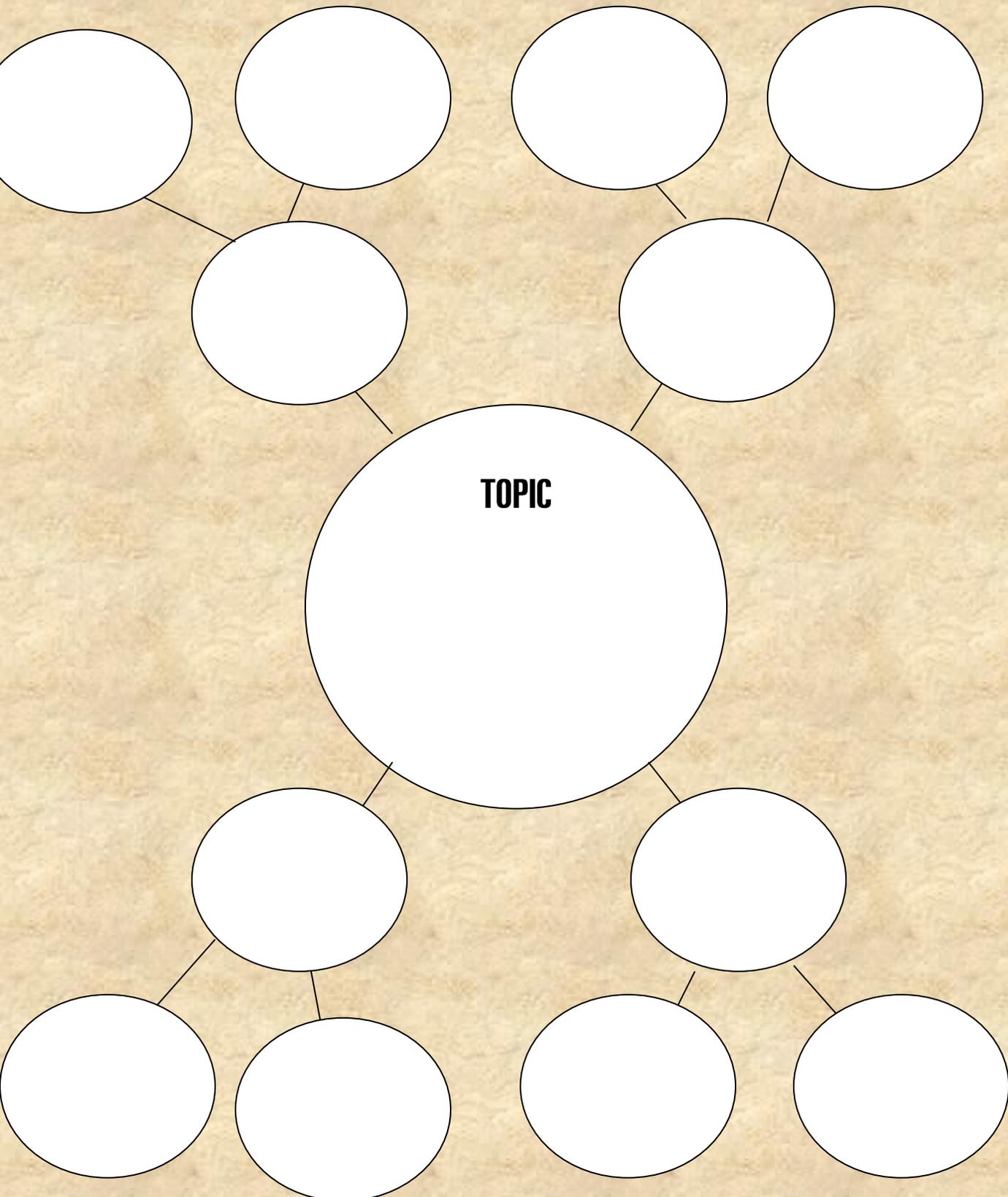
<http://farmworkerjustice.org/>

<http://migrantjustice.net/>

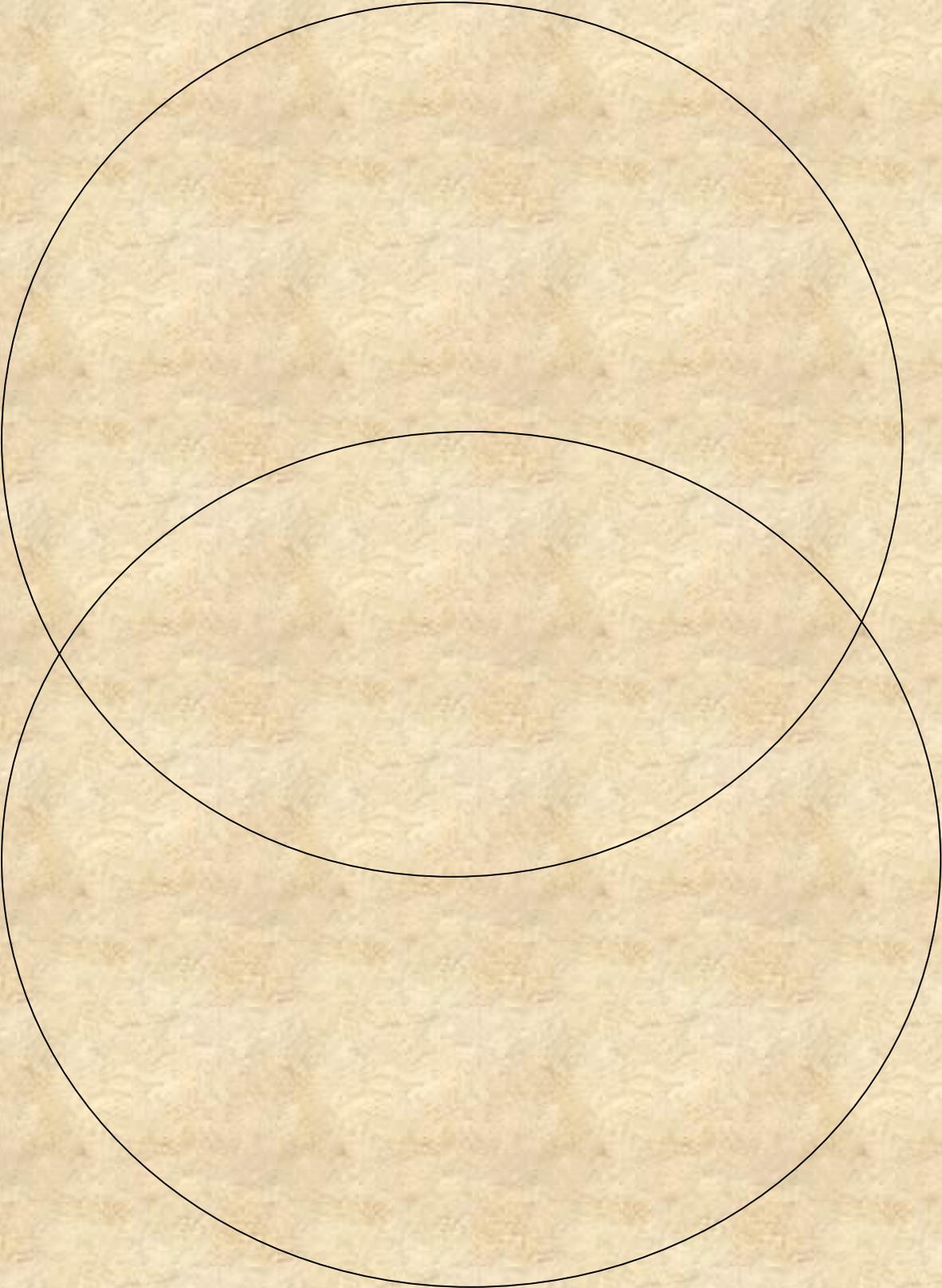
<http://en.wikipedia.org/wiki/Farmworkers>

FARMWORKER CLUSTER/WORD WEB

Write your topic in the center circle and details in the smaller circles. Add circles as needed.



FARMWORKER VENN DIAGRAM





Birmingham Civil Rights Institute Lesson Plan-Standards

Workers Rights (Cesar Chavez) Lesson Plan - Standards

Lesson Plan developed by Ursula Thomas, Ed.D.

Grade Level – Middle Grades

Social Studies Course of Study Standards

FOURTH GRADE

To satisfy 4th grade standards, this lesson could be extended or modified to look at the black farm workers and cooperatives formed in Alabama in the 1960s, including the Southwest Alabama Farmers Cooperative Association (SWAFCA) formed in 1967. Add vocabulary, such as discrimination and rights. Add Resources/References, such as: <http://www.newrepublic.com/article/politics/91451/black-cooperatives>

United States Department of Agriculture Rural Business–Cooperative Service, RBS Research Report 194, “Black Farmers in America, 1865-2000, The Pursuit of Independent, Farming and the Role of Cooperatives” ..<http://www.rurdev.usda.gov/rbs/pub/rr194.pdf> section on The Civil Rights Movement and Cooperatives.

Standard 14. Describe the social, political, and economic impact of the modern Civil Rights Movement on Alabama.

- Identifying important people and events of the modern Civil Rights Movement
Examples: people—Martin Luther King, Jr., George C. Wallace, Rosa Parks; events—Montgomery bus boycott, Birmingham church bombing, Selma-to-Montgomery march
- Identifying benefits of the 1964 Civil Rights Act and the 1965 Voting Rights Act

SIXTH GRADE

Standard 13. Describe the role of major civil rights leaders and significant events occurring during the modern Civil Rights Movement.

Examples: civil rights leaders—Rosa Parks; Martin Luther King, Jr.; events—Brown versus Board of Education; Montgomery bus boycott; student sit-ins; march on Washington, D.C.; Freedom Rides; Civil Rights Act of 1964; Malcolm X; voter registration efforts; Selma-to-Montgomery march.

SEVENTH GRADE – Citizenship

Standard 11. Describe examples of conflict, cooperation, and interdependence of

groups, societies, and nations, using past and current events.

- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role. *Extension to consider the impact.*

Grade 4 Extended/ Modified Lesson Plan – Reading and Writing

If the lesson plan is extended or modified to look at the black farm workers and cooperatives formed in Alabama in the 1960s, it could be further extended to read about Cesar Chavez and compare the conditions of the workers and the organizations formed related to Chavez with those in Alabama. The following book could be used: *Harvesting Hope: The Story of César Chávez*, by Kathleen Krull, illustrated by Yuyi Morales, translated by F. Isabel Campoy. Interest Level: grades 3-5, Grade Level: 4.8, Lexile Measure®: 800L, DRA: 40, Guided Reading: R

Reading Standards for Literature

Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.4.1]

Range of Reading and Level of Text Complexity

9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.4.10]

Reading Standards for Informational Text

Key Ideas and Details

10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]

Craft and Structure

13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *Grade 4 topic or subject area*. [RI.4.4]

Range of Reading and Level of Text Complexity

19. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.4.10]

Reading Standards: Foundational Skills

Phonics and Word Recognition

20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3]

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a]

Fluency

21. Read with sufficient accuracy and fluency to support comprehension. [RF.4.4]

a. Read on-level text with purpose and understanding. [RF.4.4a]

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.4.4b]

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.4.4c]

Writing Standards

Research to Build and Present Knowledge

30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.4.9]

Reading Standards for Literacy in History/Social Studies 6-8

Key Ideas and Details

Standard 1.

Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

Standard 4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Range of Reading and Level of Text Complexity

Standard 10.

By the end of Grades 6-8, read and comprehend history / social studies texts in the Grades 6-8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies 6-8

Research to Build and Present Knowledge

Standard 9.

Draw evidence from informational texts to support analysis, reflection, and research.