

Lesson: Why Cesar Chavez is a famous Hispanic-American?

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CIEP 475
Summer II 2012
Loyola University Chicago

1. Title: Why is Cesar Chavez a famous Hispanic American?

2. Overview:

- During the month of March, students will be learning about Cesar Chavez, his life and works in the Civil Rights Movement. Students will be analyzing his biography, his works with the United Farm Workers, and how his non-violent practices motivated farm workers to fight for their basic rights as laborers.

3. Objectives:

Students will:

- Demonstrate understanding from the following: background information, primary sources (such as a song from the Chicano movement, photograph, and print), and secondary sources (such as a children's book, timeline with a brief biography, and DVD about the life of Cesar Chavez)
- Analyze primary source documents as provided by the Library of Congress site www.loc.gov to determine why Cesar Chavez is a famous Hispanic American.
- Use both sets of primary and secondary sources to reflect on a well thought out essay answering the main historical inquiry whether Cesar Chavez is indeed a famous Hispanic American.

4. Standards (State and Common Core):

- RH (9-10) 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- RH (9-10) 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- WHST (9-10) 1. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

5. Time Required:

- 3-4 class periods
- 51 minutes per class period

6. Recommended Grade Range:

- Freshman 9th grade level

7. Subject/Topic:

- Interdisciplinary courses involved with Social Science, English, Fine and Performing Arts, and Foreign Languages mainly centered on the Freshman Global Issues course (1st year Social Science Credit), Spanish 1 (1st year Foreign Language credit), and English 1 credit course.

PREPARATION

8. Materials Used:

- Short biography of Cesar Chavez (bilingual children's book) used to introduce subject
Title: Harvesting Hope: The Story of Cesar Chavez
URL: <http://www.amazon.com/Harvesting-Hope-Story-Cesar-Chavez/dp/0152014373>
Author/Creator: [Kathleen Krull](#) (Author), [Yuyi Morales](#) (Illustrator)
Date: **March 1, 2003**
- Students will view a video on Chavez Viva La Cause (Teaching Tolerance site) prior to lesson to build further background information
- Title: Viva La Causa DVD
URL: <http://www.tolerance.org/viva>
Creators: Teaching for Tolerance, A Project of Southern Poverty Law Center
Date: Not given on site.
- Students will use the Library of Congress Primary Source Analysis Tool to Observe, Reflect and Question the song, print and photo selected for primary source analysis.
- Students will listen to the song via the loc.gov site.
- Students will have access to laptops for individual analysis of the music from the loc.gov site.
- Teacher to reserve lap top carts prior to lesson.
- Students will receive copies of the print and photo from the loc.gov site for primary source analysis

9. Resources Used:

1. Title: Cantos de mi canton (Songs from My Home): Chicano Music from California
URL: http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=5373
Lyrics or Translation unavailable on loc.gov site

Author/Creator: Quetzal (band), Agustin Lira and Alma
Date: 09/14/2011

2. Title: [Cesar Chavez, half-length portrait, facing left]

URL: <http://www.loc.gov/pictures/item/94504602/>

Author/Creator: Unknown

Date Created/Published: [1966]

3. Title: Viva Chavez, viva la causa, viva la huelga / this poster was produced by ... Darien House ; painting by Paul Davis ; designed by [Richard] Hess and/or Antupit.

URL: <http://www.loc.gov/pictures/item/90716478/>

Creator(s): Davis, Paul, 1938-, artist

Date Created/Published: New York : Darien House, c1968

PROCEDURE:

10. Description of Procedure

Activity Steps:

- (*Background knowledge building*) Students will have prior knowledge on Cesar Chavez with the viewing of “Viva La Causa” DVD and the biography children’s book. (1-2 days)
- (*Source Analyses*) Students will follow procedures for borrowing a lap top from the lap top cart with student IDs
- Students will log on the computers and open an internet explorer webpage.
- Students will go into the loc.gov and search for “Cesar Chavez Music” and locate “Cantos de mi canton (Songs from My Home): Chicano Music from California Webcast (Library of Congress)” (1-2 days)
- Students will each have a copy of the graphic organizer: Primary Source Analysis Tool for Sound Recordings
- Students will listen and view the video and music from the site.
- Students will analyze the music and video using the PSAT form (primary source analysis).
- Students will return all laptops upon completion of analysis.
- Students will get desks positioned into a round table discussion layout to report findings.
- Students will use information gathered from analysis and discussion to compile whether or not Cesar Chavez is a famous Hispanic American. (1 day)
- Reflection will be assigned for homework.

11. Extension Ideas

- Students could participate in a Cesar Chavez Month of Service Learning Project where they can experience service learning through the concepts of Chavez's values a famous civil right American and conduct the project in his memory.

EVALUATION

12. Evaluation

- Students will be evaluated based on analysis and discussion using a standard rubric (See Appendix Source 6)

CREDITS

13. Designer(s): Julie Galvez

APPENDIX

Source 1

Title: Cantos de mi canton (Songs from My Home): Chicano Music from California

URL: http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=5373

Lyrics or Translation unavailable on loc.gov site

Author/Creator: Quetzal (band), Agustin Lira and Alma

Date: 09/14/2011

- **TITLE:**

SPEAKER: EVENT DATE

FORMAT: Video + Captions

RUNNING TIME: 71 minutes

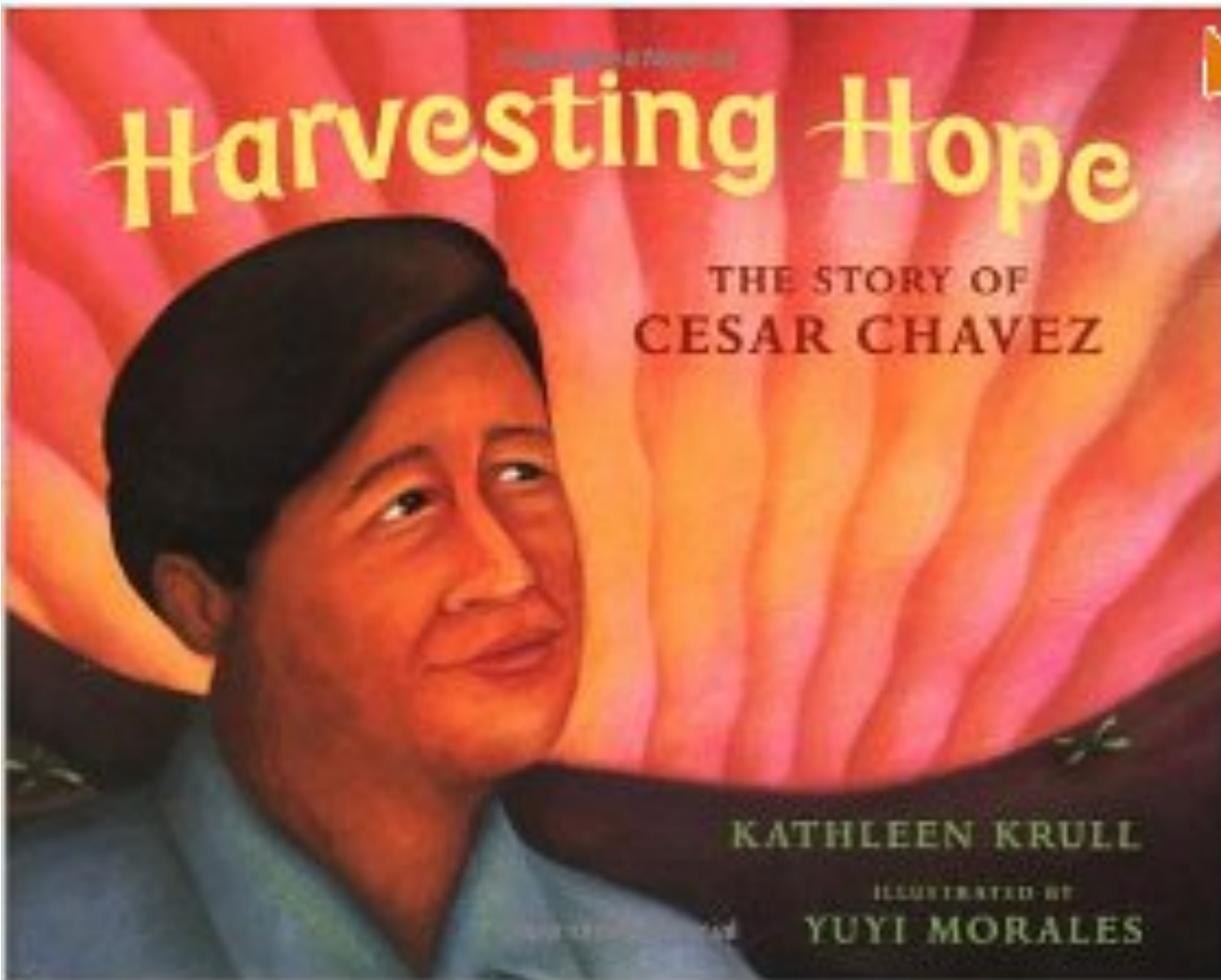
TRANSCRIPT: [View Transcript](#) (link will open in a new window)

- **DESCRIPTION:**

- In a concert in celebration of Hispanic American Heritage Month, Agustin Lira and Alma & Quetzal perform.
- **Speaker Biography:** Standing on the shoulders of giants like Lalo Guerrero, Ritchie Valens, Cannibal and The Headhunters, The Brat, Los Lobos and many others, Quetzal has created a path that has earned them the recognition as "one of Los Angeles' most important bands" (L.A. Times). Quetzal has shared the stage with a diverse list of artists such as Los Lobos, Zack de La Rocha, Ziggy Marley, Los Van Van, Taj Majal, Daara J, Ruben Blades, Fishbone, Cubanismo, Littlefeat and Ozomatli. Led by Martha Gonzalez (vocals, tarima, chekere, congas) and Quetzal Flores (jarana, requinto doble, bajosexto, electric guitar), Quetzal plays music that is as rich and complex as their pluri-ethnic barrio experience. Since 2002 Quetzal has been central in facilitating a transnational dialogue between Chicano musicians and artists from California and Mexicano musicians and dancers from Veracruz, Mexico. Quetzal most recently completed its fifth studio album, titled Imaginaries, to be released in early 2012 on the Smithsonian Folkways label.

Speaker Biography: Agustin Lira, a NEA National Heritage Fellow (2007), began his career in 1965, at the age of 19, when he co-founded the theater company El Teatro Campesino with Luis Valdez, during the Delano Grape Strike headed by Cesar Chavez. The company created songs and plays, performed at picket lines and rallies, and toured throughout the United States, demonstrating the power of artistic expression in uniting and inspiring the farmworker communities. Lira's powerful singing and socially relevant lyrics were at the heart of El Teatro Campesino and established his role as the preeminent musical voice of the early Chicano Movement. Since leaving Campesino, Lira has formed several other theater groups, composed music for films and recordings, and received numerous awards. Together with Patricia Wells Solorzano, Lira formed the musical group Alma in 1979. Alma features original compositions by Lira and is known for its mesmerizing duets, inspirational lead guitar playing by Wells, and incomparable, rhythmic bass by Ravi Knypstra. Alma blends Mexican, Latin American, American Folk and Afro-Cuban styles, creating a hybrid: Chicano music. Alma has performed throughout the United States, Mexico and Cuba, produced several recordings, and scored the music for the award-winning film documentary, "The Fight in the Fields: Cesar Chavez and the Farmworkers' Struggle

Click to **LOOK INSIDE!**



Source 3



CARNEGIE HALL DECEMBER 4, 8:30 P.M.

VIVA CHAVEZ

BENEFIT PERFORMANCE FOR
THE CALIFORNIA GRAPE WORKERS

ALAN KING PETER, PAUL & MARY AND MORE

VIVA LA CAUSA

TICKETS: \$3, \$5, \$15, \$25, \$50

TICKETS & DONATIONS: VAX REDUCTIONS PHONE: 252-4742
NATIONAL FARM WORKERS SERVICE CENTER INC. ROOM 214 515 MADISON AVENUE, NEW YORK 10022

Viva La Causa



- Level:
- [Grades 6 to 8](#)
- [Grades 9 to 12](#)
- Subject:
- [Social Studies](#)



Viva La Causa focuses on one of the seminal events in the march for human rights - the grape strike and boycott led by César Chávez and Dolores Huerta in the 1960s. Viva la Causa will show how thousands of people from across the nation joined in a struggle for justice for the most exploited people in our country - the workers who put food on our tables.

The kit includes:

- 39-minute film on DVD
- Teacher's guide with standards-based lesson plans

Teachers can [order this kit for free](#).

Viva La Causa meets content standards for social studies and language arts, grades 7-12.

Related activities:

- [Allies for Justice: A Lesson from Viva La Causa](#)
- [Committing to Nonviolence: A Lesson from Viva La Causa](#)
- [Economic Injustice Affects Us All: A Lesson from Viva La Causa](#)
- [Exploring the Film: A Lesson from Viva La Causa](#)
- [Farmworkers and the Union: A Lesson from Viva La Causa](#)
- [The Immigration Debate: A Lesson from Viva La Causa](#)
- [Worker Exploitation Today: A Lesson from Viva La Causa](#)

Source 6 Rubric:

<i>Superior</i>	<i>Excellent</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
<ul style="list-style-type: none"> Well-developed thesis directly addressing the topic. <p>20 pts.</p>	<ul style="list-style-type: none"> Clear thesis addressing the topic. <p>18 pts.</p>	<ul style="list-style-type: none"> Thesis indicates some aspect of the topic; more a restatement of than a point about the topic. <p>15 pts.</p>	<ul style="list-style-type: none"> No obvious thesis and/or serious misunderstanding of the topic. <p>12 pts.</p>
<ul style="list-style-type: none"> Persuasive analysis of the topic, addressing all parts of the topic; analysis demonstrates thorough understanding of all sides of a question (as appropriate). <p>20 pts.</p>	<ul style="list-style-type: none"> Good analysis of the topic, addressing most parts of the topic; analysis demonstrates understanding of all sides of a question (as appropriate), though may be unevenly developed. <p>18 pts.</p>	<ul style="list-style-type: none"> Analysis of the topic, addressing most parts of the topic; analysis adequate but unevenly developed. <p>15 pts.</p>	<ul style="list-style-type: none"> Descriptive rather than analytical; marginally related to the topic; significant logical gaps. <p>12 pts.</p>
<ul style="list-style-type: none"> Outstanding grasp of general historical issues raised by topic. <p>20 pts.</p>	<ul style="list-style-type: none"> Good grasp of general historical issues raised by topic. <p>18 pts.</p>	<ul style="list-style-type: none"> Some grasp of general historical issues raised by topic, though some significant issues may be omitted. <p>15 pts.</p>	<ul style="list-style-type: none"> Little grasp of general historical issues raised by topic. <p>12 pts.</p>
<ul style="list-style-type: none"> Numerous specific examples demonstrate detailed knowledge of relevant history. <p>20 pts.</p>	<ul style="list-style-type: none"> Several specific examples demonstrate good knowledge of relevant history. <p>18 pts.</p>	<ul style="list-style-type: none"> Some specific examples demonstrate knowledge of relevant history; some clearly relevant examples omitted. <p>15 pts.</p>	<ul style="list-style-type: none"> Few and/or erroneous specific examples demonstrate little knowledge of relevant history. <p>12 pts.</p>
<ul style="list-style-type: none"> Extremely well organized, with a clear introduction, argument, and conclusion. <p>20 pts</p>	<ul style="list-style-type: none"> Well organized, with an introduction, argument, and conclusion. <p>18 pts.</p>	<ul style="list-style-type: none"> Contains at least two of the following: introduction, argument, and conclusion; organization may be somewhat unclear. <p>15 pts.</p>	<ul style="list-style-type: none"> Poorly organized: no clear introduction, argument, or conclusion. <p>12 pts.</p>

Total Points out of 100: _____

Primary Source Analysis: Song/Sound Recording

OBSERVE	REFLECT	QUESTION
Have students identify and note details.	Encourage students to generate and test hypotheses about the source.	Have students ask questions to lead to more observations and reflections.

FURTHER INVESTIGATION: Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

- What more do you want to find out about this source?
- Where can you go to find out further information?
- What types of sources could help you figure out your answers?

Primary Source Analysis: Photo/Print

OBSERVE	REFLECT	QUESTION
Have students identify and note details.	Encourage students to generate and test hypotheses about the source.	Have students ask questions to lead to more observations and reflections.

FURTHER INVESTIGATION: Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

-What more do you want to find out about this source?

-Where can you go to find out further information?

-What types of sources could help you figure out your answers?

Source 8:

Cesar Chavez Biographical Timeline and Brief background information:

Time line of the biography of Cesar Chavez

1927

Cesar Chavez is born on March 31, 1927, in Yuma, Arizona, to a poor Mexican American family. They run a farm, grocery store, garage, and pool hall

1938

The Chavez family is evicted from its land after losing their livelihood in the Great Depression. They become migrant farm workers in Arizona and California.

1942 - 1948

Chavez quits grammar school to work full-time in the fields.

Chavez enlists in the Navy, where he serves for two years in the

1952

Chavez joins the Community Service Organization (CSO) in San Jose, Calif., and becomes an organizer in the Mexican American community, spearheading voter registration drives and fighting racial and economic discrimination.

1962

Chavez founds the National Farm Workers Association (NFWA) in Delano, Calif., with labor leader Dolores Huerta. The organization is dedicated to the rights of migrant workers, including a minimum wage, insurance, and collective

1966

Chavez leads a national boycott of California table grape growers, which becomes known as "La Causa." By the end of the boycott in 1970, 17 million Americans supported it, including many political and civil rights leaders. Robert Kennedy was a particularly strong supporter

1966

Chavez goes on a 25-day hunger strike, which attracts enormous national attention. The fast reaffirms his movement's belief in non-violence.

1970

1972

1975

1988

1993

1994

2000

The UFW signs a contract with most California table grape growers, ending the strike. Chavez organizes a nationwide lettuce boycott.

Chavez undertakes a 24-day fast.

The California Labor Relations Act goes into effect, allowing farm workers the right to boycott and to collective bargaining.

Chavez undertakes a 36-day "Fast for Life" to call attention to the health hazards farm workers and their children face by exposure to pesticides.

Chavez dies on April 23, 1993.

President Bill Clinton awards Chavez a posthumous Medal of Freedom.

California establishes a state holiday on Chavez's birthday to honor him.

Cesar Chavez Biography



- **NAME:** Cesar Chavez
- **OCCUPATION:** [Activist](#)
- **BIRTH DATE:** [March 31, 1927](#)
- **DEATH DATE:** [April 23, 1993](#)
- **PLACE OF BIRTH:** Yuma, [Arizona](#)
- **PLACE OF DEATH:** San Luis, Arizona

A union leader and labor organizer, Cesar Chavez dedicated his life to improving treatment, pay, and working conditions for farm workers.

SYNOPSIS

Born Cesario Estrada Chavez near Yuma, Arizona, on March 31, 1927, Cesar Chavez employed nonviolent means to bring attention to the plight of farmworkers and formed both the NFWA and the United Farm Workers.

PROFILE

Union leader and labor organizer. Born Cesario Estrada Chavez near Yuma, Arizona, on March 31, 1927. Chavez dedicated his life to improving the treatment, pay, and working conditions for farm workers. He knew all too well the hardships farm workers faced. When he was young, Chavez and his family had toiled in the fields as migrant farm workers.

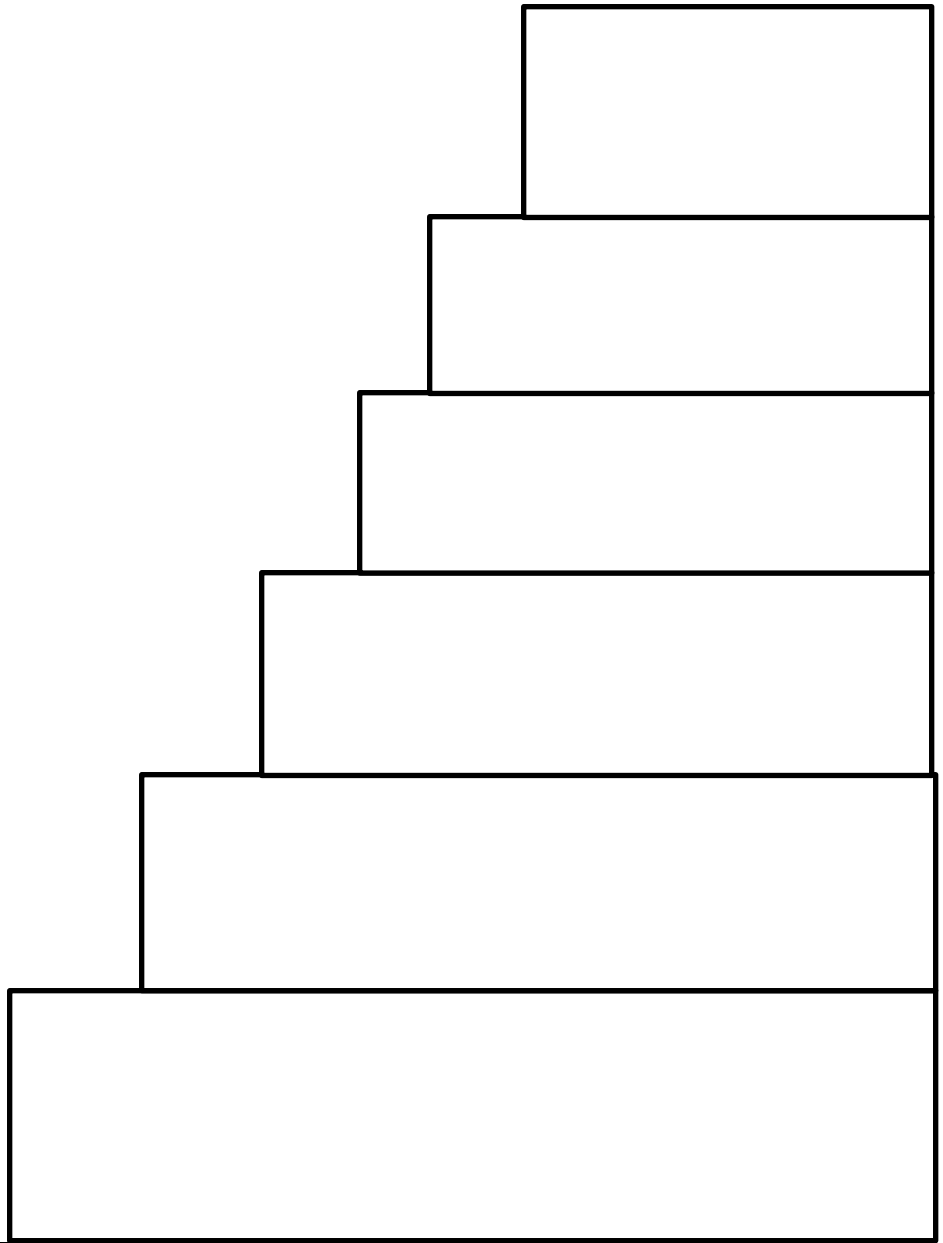
After working as a community and labor organizer in the 1950s, Chavez founded the National Farm Workers Association (NFWA) in 1962. This union joined with the Agricultural Workers Organizing Committee (AWOC) in its first strike against grape growers in California in 1965. A year later the two unions merged and the resulting union was renamed the United Farmer Workers in 1972. In early 1968, Chavez called for a national boycott of California table grape growers. Chavez's battle with the grape growers for improved compensation and labor conditions would last for years. At the end, Chavez and his union won several victories for the workers when many growers signed contracts with the union. He faced more challenges through the years from other growers and the Teamsters Union. All the while, he continued to oversee the union and work to advance his cause.

As a labor leader, Chavez employed nonviolent means to bring attention to the plight of farm workers. He led marches, called for boycotts, and went on several hunger strikes. He also brought the national awareness to the dangers of pesticides to workers' health. His dedication to his work earned him numerous friends and supporters, including [Robert Kennedy](#) and [Jesse Jackson](#). It is believed that his hunger strikes contributed to his death. He died on April 23, 1993, in San Luis, Arizona.

Cesar Chavez. (2012). *Biography.com*. Retrieved 06:22, Jul 31, 2012 from <http://www.biography.com/people/cesar-chavez-9245781>

Source 9:

Concept Ladder Introductory Activity to be used with the timeline, DVD, children's book, and biographical information:



Building a Ladder to Understanding

Topic: