

Primary Sources in Lesson Planning

Unit Overview

Created by: Maureen West
Mather High School: Spanish I
César Chávez y Las Huelgas
“He Sowed the Grapes of Wrath”

Unit Overview

- General overview of history of César Chávez.
- His beginning role in boycotts of fruit and vegetables with the UFW.
- Living conditions of workers in farm communities.
- Commitment to fair work hours and pay.
- Viewpoints of other Americans.

Use of Primary Sources

1927-1993

- Life of Chávez
- *Primary Source: (Picture of Chávez)*

1962

- Beginning of organization of farm workers of Mexican and Filipino descent as well as other union groups.

1965-1970

- He leads strikes and boycotts of grapes.
- Started the UFW: United Farm Workers of America
- *Primary Source: (Posters of Las Huelgas)*
- *Primary Source: (Interview of Augustus Martinez)*
- *Primary Source: (Associated Farmers: Declaration of Law and Order)*
- *Primary Source: (Cartoon of ‘What the Migratory Worker Likes to See)*

1970’s

- Chávez used nonviolent tactics such as protest marches, strikes, and boycotts

School Demographics

- Mather High School has one of the largest ELL populations in the city of Chicago. Over 70% of students speak another language fluently. Over 80% of the students are on free or reduced-lunch. Mather also has a large special education department due to the one story building lay-out, thus the physically disabled population is greater.
- Mather offers more than 20 ethnic clubs and over 25 sports.
- It is an extremely diverse school with various needs and unique circumstances.
- Students in the Spanish I classroom that will be using the Chávez unit may be freshmen-seniors. ELL students tend to start their language requirement their junior year. Seniors may be in the class to make it up for previous failure.
- The classroom will typically have between 28-31 students.

Prior Knowledge

- Students would have read biographical information on the life of César Chávez. They would have known information that influenced his future choices regarding the UFW, boycotts, and the handling of the media.
- Students would have also been given key words in Spanish: huelga, sí se puede, causa, frutas y verduras.
- Students would also understand a brief history of the United Farm Workers association.
- Students would have read the books "César Chávez: The Struggle for Justice / César Chávez: La lucha por la justicia" by Richard Griswold Del Castillo & "Harvesting Hope: The Story of César Chávez" by Kathleen Krull.

Overall Objectives

- Students will identify three significant occurrences in the life of Chávez that influenced his future as a non-violent protester of unfair work practices.
- Students will utilize the meanings of huelga (strike), sí se puede (it can be done), causa (cause), frutas y verduras (fruits and vegetables) in analysis of the primary sources.
- Students will compare components of posters used by the UFW to promote awareness of the boycotts. **Primary Source: (Posters of Las Huelgas)**
- Students will listen to an interview with a migrant worker and will identify two struggles given by the farm worker. **Primary Source: (Interview of Augustus Martínez)**

- Students will read and analyze the Declaration of Law & Order for the Associated Farmers for democratic processes used by the UFW. **Primary Source: (Associated Farmers: Declaration of Law and Order)**
- Students will analyze a cartoon based on the views of many American's of the migrant workers' conditions for the persuasive viewpoint of other Americans. **Primary Source: (Cartoon of 'What the Migratory Worker Likes to See)**
- Students will compare the three main nonviolent tactics Chávez used with those of other famous activists using the comparison chart
- Students will implement background knowledge from books and biographical information to write an "un-letter" to César Chávez in completion of unit.

Time Required

~2 weeks (Ten 46 minutes periods)

Grade Level(s)

High School Spanish I

Topic(s)

- Life of Chávez
- His work and mission
- Comparison to other leaders and activists

Standards Addressed

- **World Language**

IL STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

D. Understand history of areas where the target language is spoken.

29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.

29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.

29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.

- **Social Science**

IL STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A. Apply the skills of historical analysis and interpretation.

16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.

- **Mathematics**

IL STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

A. Organize, describe and make predictions from existing data.

10.A.1b Answer questions and make predictions based on given data.

- **Science**

IL STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

B. Know and apply concepts that describe the interaction between science, technology and society.

13.B.1d Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations).

Preparation

Materials Used & Resources Used

- America's Story from America's Library
- American Memory: Today in History
- Voices from the Dust Bowl; The Charles L. Todd and Robert Sonkin Migrant Workers Collection.
- Book: "César Chávez: The Struggle for Justice / César Chávez: La lucha por la justicia" by Richard Griswold Del Castillo
- Book: "Harvesting Hope: The Story of César Chávez" by Kathleen Krull.

General Procedure & Activity/s

Students will:

1. Find the timeline and general events of the Life of Chávez
2. Focus on the beginning of organization of farm workers and other union groups.
3. Examine more specific information on his strikes and boycotts of grapes. They will focus on finding three significant events in the life of Chávez that influenced his future as a non-violent protester of unfair work practices.

4. Examine his beginnings of the UFW: United Farm Workers of America.
5. Examine the primary sources: posters, interview, reading, and cartoon. Students will complete the Primary Sources observation chart, complete the interview chart/questions, complete the KWL chart on the Declaration reading, and complete the cartoon observation sheet for the cartoon analysis.
6. Compare uses of nonviolent tactics such as protest marches, strikes, and boycotts using the comparison chart at which events or for what reasons.
7. Compare the three main nonviolent tactics Chávez used with those of other famous activists
8. Un-Letter to Chávez

Evaluation & Rubric/s

- Primary Sources Observation Chart of Picture of César Chávez
- Comparison chart of boycott posters
- Question sheet on interview of A. Martinez
- KWL on the Declaration Reading
- Cartoon observation sheet for the cartoon analysis.
- Comparison chart of nonviolent tactics Chávez used with those of other famous activists
- Un-Letter to Chávez Rubric
- Completion of objectives

***Social Sciences**

The César Chávez Unit covers the 1940's-1970's. The unit discusses the historical time frame of the events and life experiences of Chávez.

The unit examines other American viewpoints of the migratory workers in the same period of the civil rights movement.

Lastly, the unit looks at the democratic process of a union and the decisions one makes on behalf of a group.

***Sciences**

The Chávez Unit covers the ramifications that would ensue if the produce is not picked or cultivated. The unit also discusses pruning of trees and the importance of knowing about ripe fruit.

***Mathematics**

The Chávez Unit reviews the cost of wages per hour and the cost of barrels of produce. Students will compare that to the current minimum wage for fairness and change.

***Language Arts**

The Chávez Unit addresses the historical time frame of the event thus creating experiences for students to be able to write about and reflect on those experiences.

The unit also gives ample opportunities for uses of graphic organizers and writing opportunities.

*** Differentiation**

The Chávez Unit can be modified with shorter and easier tasks for all special education students. The unit can be made more challenging for gifted students as well.

***Differentiation**

The Chávez Unit can also be modified with simpler language for English Language Learners. Students would be permitted to use dictionaries for further explanation in English of new terms.

Primary Sources in Lesson Planning

Lesson #1 Overview

Created by: Maureen West

Mather High School: Spanish I

César Chávez y Las Huelgas

“He Sowed the Grapes of Wrath”

Lesson #1 Overview	Details
<p>General overview of history of César Chávez</p> <p>Creation of timeline</p> <p>Examination of Picture of Chávez</p>	<p style="text-align: center;">1927-1993</p> <ul style="list-style-type: none">• Explain the Life of Chávez and his biographical information. Use the attached <i>timeline of events</i> as a guide for historical information.• <i>Use the Primary Source: (Picture of Chávez) for students to analyze with photo analysis sheet.</i>• <i>Use the blank timeline graphic organizer for student completion of historical information in a timeline.</i> <p style="text-align: center;">(Background Information for Teacher)</p> <p style="text-align: center;">1962</p> <ul style="list-style-type: none">• Beginning of organization of farm workers of Mexican and Filipino descent as well as other union groups. <p style="text-align: center;">1965-1974</p> <ul style="list-style-type: none">• He leads strikes and boycotts of grapes.• Started the UFW: United Farm Workers of America <p style="text-align: center;">1970's-1990's</p> <ul style="list-style-type: none">• Chávez used nonviolent tactics such as protest marches, strikes, fasts, and boycotts
<p>Background Knowledge</p>	<ul style="list-style-type: none">• Students will read biographical information on the life of César Chávez. They will become familiar with information that influenced his future choices regarding the UFW, boycotts, and

	<p>the handling of the media.</p> <ul style="list-style-type: none"> • Students will be given key words in Spanish: huelga (strike), sí se puede (it can be done), causa (cause), frutas y verduras (fruits and vegetables) in analysis of the primary sources. • Students would also understand a brief history of the United Farm Workers association. • Students will read the books: "César Chávez: The Struggle for Justice / César Chávez: La lucha por la justicia" by Richard Griswold Del Castillo & "Harvesting Hope: The Story of César Chávez" by Kathleen Krull.
Overall Objectives	<ul style="list-style-type: none"> • Students will identify three significant occurrences in the life of Chávez that influenced his future as a non-violent protester of unfair work practices. • Students will utilize the meanings of huelga, sí se puede, causa, frutas y verduras in the reading of the books.
Time Required	2 (46 minute) class periods
Grade Level(s)	High School Spanish I
Topic(s)	1940's-1990's General overview of Chávez's life
Format(s) of primary sources used César Chávez	Photo of César Chávez
Standards Addressed	<p style="text-align: center;">World Language</p> <p>IL STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.</p> <p><i>D. Understand history of areas where the target language is spoken.</i></p>

	<p>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</p> <p>29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.</p> <p style="text-align: center;">Social Science</p> <p>IL STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p><i>A. Apply the skills of historical analysis and interpretation.</i></p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p>
<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ol style="list-style-type: none"> 1. Books about Chávez 2. Photo of Chávez 3. Timeline his life 4. Blank Timeline Sheet 5. What do you see Photo Analysis sheet <p>America’s Story from America’s Library:</p> <p>Chávez, César. "<i>[César Chávez, half-length portrait, facing left]</i>". c1966.. <i>America’s Story from America’s Library</i>. New York World-Telegram & Sun Collection, Prints and Photographs Division, Library of Congress. <i>America’s Story</i>. 2.Apr, 2008 < http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/Chavez></p> <p>Griswold Del Castillo, Richard. <i>César Chávez: The Struggle for Justice / César Chávez: La lucha por la justicia</i>. Piñanta Books. University of Houston, 2002.</p>

	<p>Krull, Kathleen. <i>Harvesting Hope: The Story of César Chávez</i>. Harcourt, Inc, 2003.</p>
<p>Procedure (Activity/s)</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. listen to information and historical facts about Chávez. 2. analyze the picture of Chávez using the photo analysis sheet. 3. utilize the historical and biographical information to complete the timeline of general events of the Life of Chávez. 4. learn the meanings of words in Spanish huelga, sí se puede, causa, frutas y verduras in order to understand two books. 5. read the two books based on Chávez's life and utilize the definitions of the words in Spanish to understand the stories. 6. prepare for analysis of two posters of the boycotts by reviewing timeline and photo analysis sheet.
<p>Evaluation (Rubric/s)</p>	<ul style="list-style-type: none"> • Timeline of Events & Biographical Information • Primary Sources Photo Analysis sheet with Photo of Chávez • Blank timeline of events graphic organizer



Mexican American labor leader Cesar Chavez

Credit: "[Cesar Chavez, half-length portrait, facing left]." Circa 1966. New York World-Telegram & Sun Collection, Prints and Photographs Division, Library of Congress.

What Do You See?
Photographic Analysis
¿Qué ves en la foto de César Chávez?
Análisis de una Foto
Primary Source #1

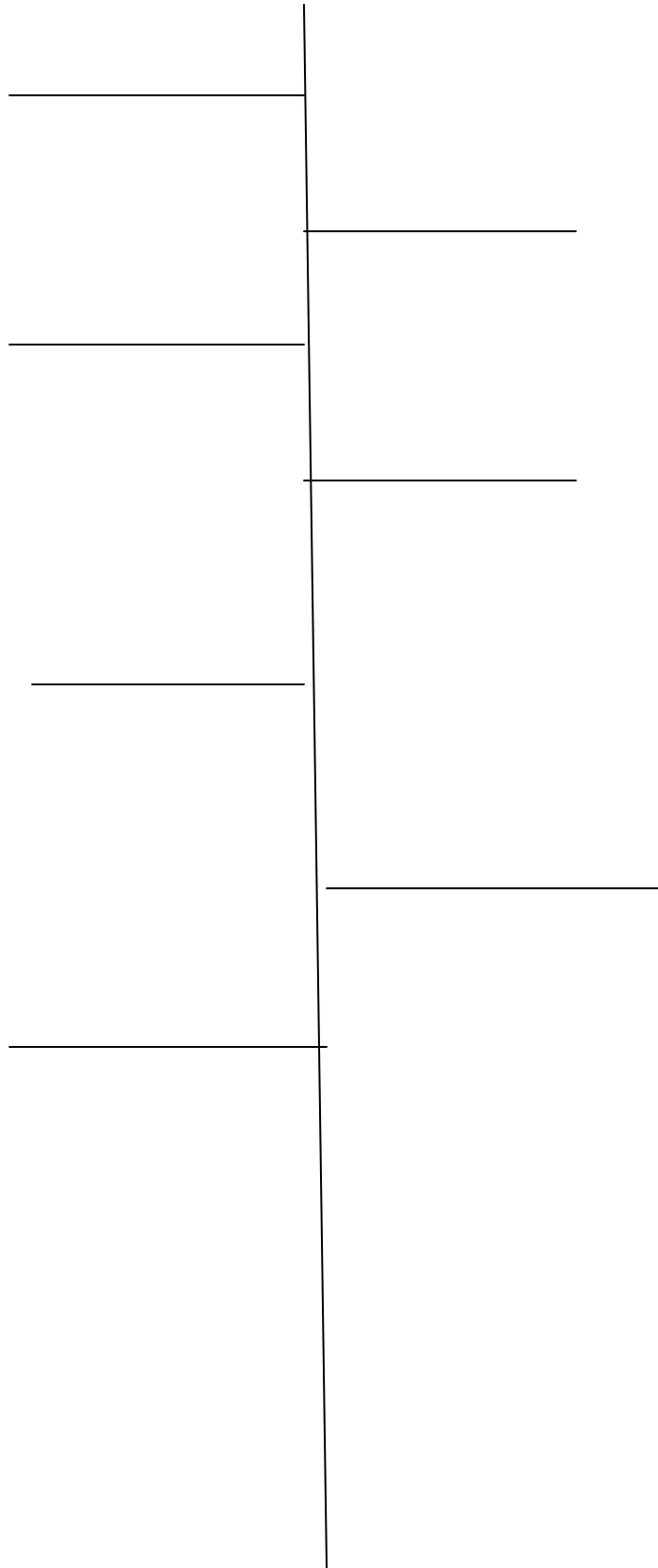
Subjective Observation	Knowledge	Deduction
Describe your personal feelings and associations about the photo. Always support your subjective response with something that can be seen. For example, "I see....and it makes me feel or think of...."	Describe your prior knowledge that you can associate with this photo of César Chávez.	What can you conclude about the photograph?
Your reaction:	Your prior knowledge:	Your conclusion:

Based on the Photographic Analysis Sheet from Library of Congress, 2008

César Chávez Timeline

Year	Event
March 31, 1927	César Estrada Chávez is born in San Luis, Arizona.
1937	Chávez's parents lose their farm and begin to work as migrant laborers.
1938	Chávez's family moves to California to work as farm laborers.
1942	After graduating from 8th grade, Chávez becomes a full-time farm worker to help support his family
1944	Chávez challenges segregation (white vs. Mexican) and refuses to sit in the Mexican section of a theater; he is held in custody for an hour.
1944-1946	Chávez fought in World War 2, in the US Navy.
1948	Chávez and Helen Fabela are married.
1952	Chávez joins the Community Service Organization (CSO).
1962	Chávez forms the National Farm Workers Association (NFWA).
1964	Chávez starts <i>El Malcriado: The Voice of the Farm Worker</i> , the official newspaper of the NFWA.
1965	NFWA members go on strike against grape growers and start a local grape boycott.
1966	Senator Robert Kennedy supports the NFWA grape boycott.
1966	Chávez leads a 250-mile march from Delano to Sacramento, California, to let the public and law-makers know about the mistreatment of farm workers.
02-03 1968	Chávez starts his first hunger strike; it lasts for 25 days in February and March
1968	The nationwide boycott of California grapes begins.
1969	Pesticide use is regulated.
Dec. 14, 1970	Chávez is jailed for defying a court order against boycotting.
1974	The name of the NFWA changes to United Farm Workers (UFW).
1975	The California Labor Relations Act was passed; it was the first law that protected the rights of organizations of farm laborers.
1975	Chávez leads a 1,000 mile march through the Central Valley of California, in order to call attention to the union elections.
1984	Chávez announces a new grape boycott, due the excessive use of pesticides.
1987	The UFW produces a film call <i>The Wrath of Grapes</i> , about the dangerous use of pesticides on food.
1992	Chávez leads a 1,000-person march calling for improved working conditions in farms.
April 23, 1993	César Estrada Chávez dies during a fast.
1994	Chávez is awarded the Presidential Medal of Freedom.
2003	The US Post Office issues a César Chávez stamp (first class, 37¢).

From: enchantedlearning.com



Historical Timeline on the Life of César Chávez.

Complete the timeline with key events and years. Extra space is provided to add in more events later in his lifetime or events that occurred after his death.

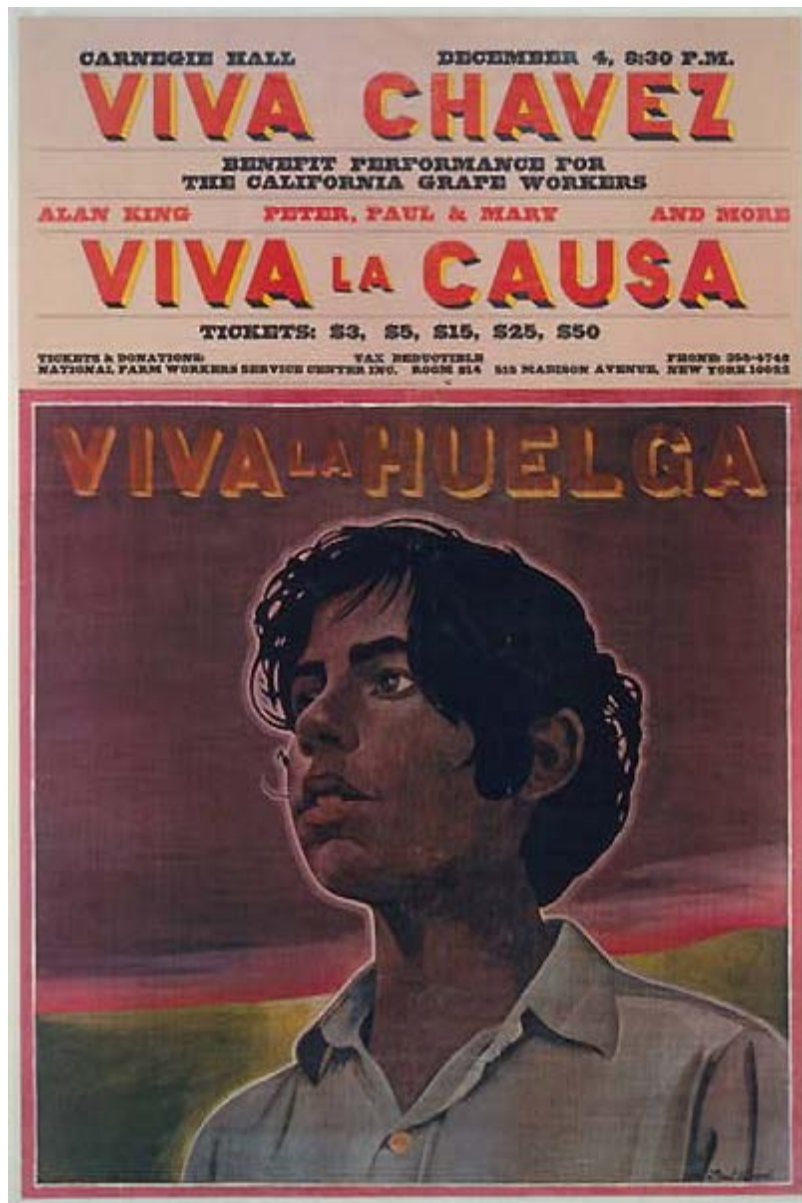
Primary Sources in Lesson Planning
Lesson #2 Overview
Created by: Maureen West
Mather High School: Spanish I
César Chávez y Las Huelgas
“He Sowed the Grapes of Wrath”

<p>Lesson #2 Overview</p> <hr/> <p>Examination of Posters regarding Boycotts</p>	<p>Details</p> <hr/> <p style="text-align: center;">(Background Knowledge for Teacher) 1965-1974</p> <ul style="list-style-type: none"> • He leads strikes and boycotts of grapes. • Started the UFW: United Farm Workers of America • With the knowledge of Chávez’s life and overall mission, students will examine the boycott posters. • Students will complete an analysis sheet of the characteristics of the posters and their importance to Chávez’s UFW campaign. • <i>Use the Primary Source: (Posters of Las Huelgas) for completion of the What do You see poster analysis sheet?</i> • <i>Use the Primary Source: (Posters of Las Huelgas) for completion of the Comparison Chart of Strike Posters</i>
<p>Background Knowledge</p>	<ul style="list-style-type: none"> • Students will have read biographical information on the life of César Chávez. They have become familiar with information that influenced his future choices regarding the UFW, boycotts, and the handling of the media. • Students will have understood a brief history of the United Farm Workers association. • Students will recall information from "César Chávez: The Struggle for Justice / César Chávez: La lucha por la justicia" & "Harvesting Hope: The Story of César Chávez" to include information in their

	photo analysis sheet.
Overall Objectives	<ul style="list-style-type: none"> • Students will utilize their background knowledge of Chávez and the strikes into a reaction chart on the poster analysis sheet. • Students will identify five main aspects of the posters using the comparison chart of the two boycott posters.
Time Required	2 (46 minute) class periods
Grade Level(s)	High School Spanish I
Topic(s)	<ul style="list-style-type: none"> • Life of Chávez • His work and mission • Strikes and Mission of UFW
Format(s) of primary sources used	<ul style="list-style-type: none"> • Viva La Causa Poster for a 1968 Carnegie Hall (N.Y.) concert to benefit California Grape Workers • Boycott Lettuce & Grapes
Standards Addressed	<p style="text-align: center;">World Language</p> <p>STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.</p> <p><i>D. Understand history of areas where the target language is spoken.</i></p> <p>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</p>

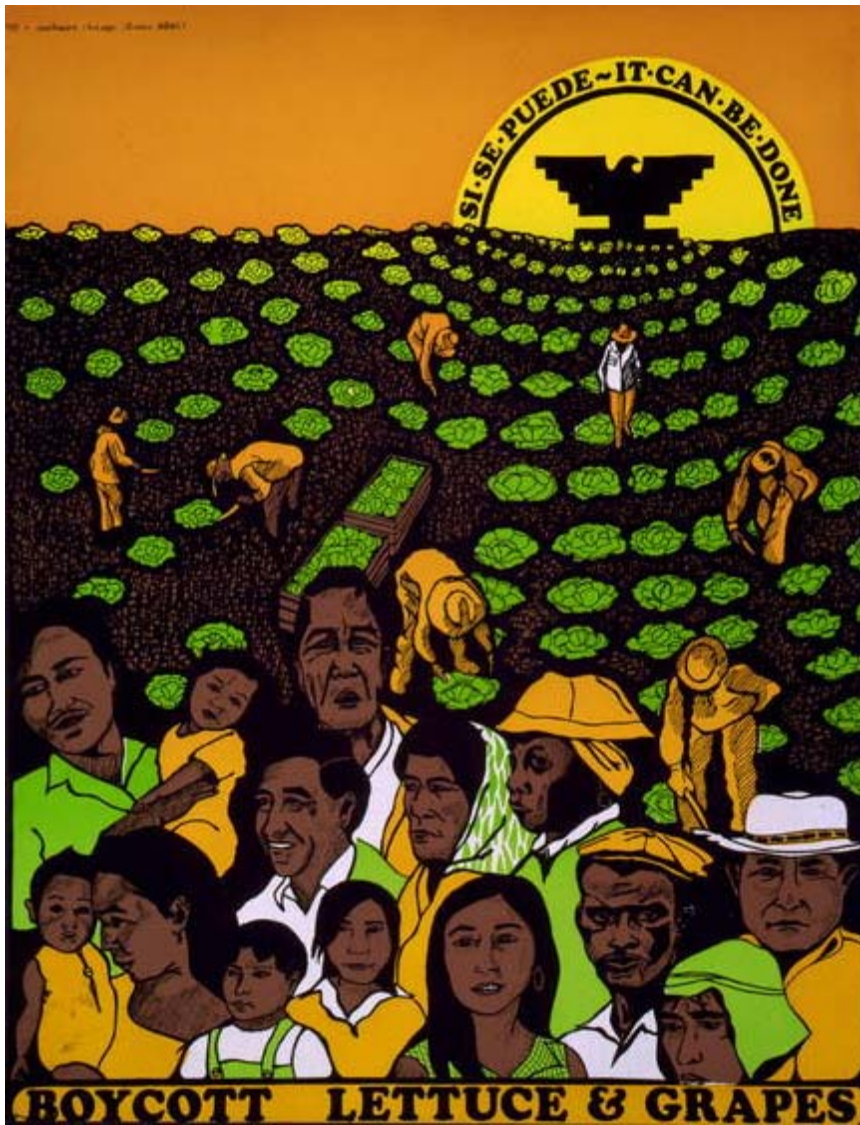
	<p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.</p> <p style="text-align: center;">Social Science</p> <p>IL STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>A. Apply the skills of historical analysis and interpretation.</p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p>
<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ol style="list-style-type: none"> 1. Copies of posters 2. What do you see Poster Analysis 3. Poster Comparison Chart <p>America’s Story from America’s Library:</p> <p>Poster A: Viva La Huelga: Davis, Paul and Hess, Richard for Darien House. "Viva Chávez, Viva la Causa, Viva la Huelga." 1968. Prints and Photographs Division, Library of Congress. <i>America’s Story</i>. 2.Apr, 2008. <http://www.americaslibrary.gov/></p> <p>Poster B: Boycott Lettuce & Grapes Chicago Women's Graphics Collective. "<u>Boycott Lettuce & Grapes.</u>" c1978. Prints and Photographs Division, Library of Congress. <i>America’s Story</i>. 2.Apr, 2008. <http://www.americaslibrary.gov/></p>
<p>Procedure (Activity/s)</p>	<p>Students will:</p>

	<ol style="list-style-type: none">1. recall to information and historical facts about Chávez.2. analyze the posters about the boycotts using the poster analysis sheet.3. utilize the historical and biographical information from prior knowledge and from the poster analysis sheet to complete the comparison chart of the posters.4. prepare for listening to an audio recording of a farm worker.
Evaluation (Rubric/s)	<ul style="list-style-type: none">• Poster Analysis Sheet for the two posters• Comparison Chart for the two posters• Completion and understanding of all activities



Poster for a 1968 Carnegie Hall (N.Y.) concert to benefit California Grape Workers

CREDIT: Davis, Paul and Hess, Richard for Darien House. "Viva Chavez, Viva la Causa, Viva la Huelga." 1968. Prints and Photographs Division, Library of Congress.



This poster calls for Americans to stop buying lettuce and grapes in support of the United Farm Workers

CREDIT: Chicago Women's Graphics Collective. "Boycott Lettuce & Grapes." Circa 1978. Prints and Photographs Division, Library of Congress.

Comparison Chart of Strike Posters

Poster A: Viva La Huelga	Poster B: Boycott Lettuce & Grapes
<p>What is the overall message of the poster?</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>What is the overall message of the poster?</p> <p>_____</p> <p>_____</p> <p>_____.</p>
<p>What is the year/time period of the poster?</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>What is the year/time period of the poster?</p> <p>_____</p> <p>_____</p> <p>_____.</p>
<p>What person/people are in the poster?</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>What person/people are in the poster?</p> <p>_____</p> <p>_____</p> <p>_____.</p>
<p>Who do you think the poster is intended for?</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>Who do you think the poster is intended for?</p> <p>_____</p> <p>_____</p> <p>_____.</p>
<p>What is your opinion on the effectiveness of the poster in regards to raising awareness of the strikes?</p> <p>_____</p> <p>_____</p> <p>_____.</p>	<p>What is your opinion on the effectiveness of the poster in regards to raising awareness of the strikes?</p> <p>_____</p> <p>_____</p> <p>_____.</p>

Primary Sources in Lesson Planning

Lesson #3 Overview


Created by: Maureen West

Mather High School: Spanish I

César Chávez y Las Huelgas

“He Sowed the Grapes of Wrath”

Lesson #3 Overview	Details
Listening to recording of Farm worker Augustus Martinez	<p style="text-align: center;">1940's-1950's</p> <ul style="list-style-type: none">• With the knowledge of Chávez's life and overall mission, students will examine the daily struggles and lives of farm workers.• Students will complete a question/answer sheet based on the interview with Augustus Martinez, a lemon and orange picker.• <i>Use the Primary Source: (Interview of Augustus Martinez) for completion of question sheet</i>• Students will discuss questions and answers as a group to understand the struggles of the farm workers and how they related to the struggles of Chávez.
Background Knowledge	<ul style="list-style-type: none">• With an understanding of the biographical information on the life of Chávez. and of the UFW, boycotts, and the handling by the media, students will now hear a worker's real life explanation of the struggles of picking fruits.
Overall Objectives	<ul style="list-style-type: none">• Students will utilize their background knowledge of Chávez and the strikes while listening to the recording of the farm worker by completing the question/answer sheet.• Students will identify three main concerns by the farm worker and his daily struggles.
Time Required	1-2 (46 minute) class periods
Grade Level(s)	High School Spanish I
Topic(s)	<ul style="list-style-type: none">• Strikes and Mission of UFW• Workers' input on the farming industry

<p>Era/ Time Period</p>	<p>1940's-1950's</p>
<p>Format(s) of primary sources used</p> <p>Interview about lemon picking, FSA camp.</p>	
<p>Standards Addressed</p>	<p style="text-align: center;">World Language</p> <p>IL STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.</p> <p><i>D. Understand history of areas where the target language is spoken.</i></p> <p>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</p> <p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.</p> <p style="text-align: center;">Mathematics</p> <p>IL STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.</p> <p><i>A. Organize, describe and make predictions from existing data.</i></p> <p>10.A.1b Answer questions and make predictions based on given data.</p> <p style="text-align: center;">Science</p> <p>IL STATE GOAL 13: Understand the relationships among science, technology and society in historical and contemporary contexts.</p> <p><i>B. Know and apply concepts that describe the</i></p>

	<p><i>interaction between science, technology and society.</i></p> <p>13.B.1d Identify and describe ways that science and technology affect people’s everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations).</p>
<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ol style="list-style-type: none"> 1. Interview about lemon picking, FSA camp. 2. Radio or headphones for students 3. Lemon-Picking Worksheet <p>American Memory: Martinez, Augustus. <i>Interview about lemon picking, FSA Camp</i>. Martinez, Augustus. MP3. <i>Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941</i>. American Memory. Library of Congress. 2.Apr, 2008.</p>
<p>Procedure (Activity/s)</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. implement information from poster analysis into new knowledge about farm workers. 2. answer questions regarding the interview of the farm worker. 3. discuss the historical and biographical information from prior knowledge and incorporate it into a discussion about the farmers’ rights. 4. prepare for reading a historical document about law & order in the union meetings.
<p>Evaluation (Rubric/s)</p>	<ul style="list-style-type: none"> • Question & Answer Sheet based on Interview • Completion and understanding of all activities



Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941

Item 1 of 2

Interview about lemon picking, FSA camp.

Performer(s)/Interviewee(s)

Martinez, Augustus

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Format...1608032

bytes

)

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Genre

Interview

Notes

Interview topics include lemon picking, FSA camp. Mr. **Martinez** was 30 years of age at the time of the interview, he had come to the U.S. from Mexico at age 9.

Location

El Rio

Call Number

AFS 5146a1

Digital ID

AFCTS 5146a1

Lemon & Orange Picking: Augustus Martinez

“Mr. Martinez was 30 years of age at the time of the interview; he had come to the U.S. from Mexico at age 9.”

1. What did he say about the amount of work that needs to be done and how was it handled by the boss?

2. How were the lemons picked?

3. How much did the sack weigh and what was its impact physically on the picker?

4. What was his opinion on being a lemon expert?

What did he say about orange picking?

Describe the lemon sack and how were they dumped out?

What was a good lemon graded on?

What can damage a lemon tree?

What were the workers paid to prune?

What did he make per hour to pick lemons and how much per box?

What did their pay depend on?

How did that compare to orange picking and their pay?

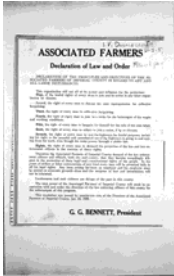
How many boxes of oranges can you pick per hour?

How long had he been picking fruits and also pruning?

What was his advice about living in the camps and being involved in the unions?

Primary Sources in Lesson Planning
Lesson #4 Overview
Created by: Maureen West
Mather High School: Spanish I
César Chávez y Las Huelgas
“He Sowed the Grapes of Wrath”

<p>Lesson #4 Overview</p> <hr/> <p>Reading of the Declaration of Law & Order</p>	<p>Details</p> <hr/> <p style="text-align: center;">1940's-1950's</p> <ul style="list-style-type: none"> • With the knowledge of farm workers struggles and interest in unions, students will read the duties and obligations of a farm worker in relation to their union terms. • Students will complete a KWL sheet on the Associated Farm Workers Declaration of Law and Order Sheet • <i>Use the Primary Source: (Associated Farmers: Declaration of Law and Order) to complete KWL.</i> • Students will discuss responses for the K portion and in partners will discuss the W portion. Individually, students will answer the L portion of the KWL. At the bottom, they will provide a summary of the document and what they have learned.
<p>Background Knowledge</p>	<ul style="list-style-type: none"> • With an understanding of the farm workers daily lives and the need for a union, students will read the declaration of law and order and examine how the farm workers fought for their rights.
<p>Overall Objectives</p>	<ul style="list-style-type: none"> • Students will utilize their background knowledge of the farm workers daily lives and the need for a union in order to complete the KWL chart. • Students will complete the chart with at least 3 components under each KWL section.

	<ul style="list-style-type: none"> Students will write a summary of the declaration of law and order document and describe what they have learned in a paragraph.
Time Required	1 (46 minute) class period
Grade Level(s)	High School Spanish I
Topic(s)	<ul style="list-style-type: none"> Rights and Concerns of Farm workers Workers' input on their union rights
Era/ Time Period	1940's
Format(s) of primary sources used Document: Associated Farmers: Declaration of Law & Order	
Standards Addressed	<p style="text-align: center;">World Language</p> <p>IL STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.</p> <p><i>D. Understand history of areas where the target language is spoken.</i></p> <p>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</p> <p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.</p> <p style="text-align: center;">Social Science</p> <p>IL STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p><i>A. Apply the skills of historical analysis and</i></p>

	<p><i>interpretation.</i></p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p>
<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ol style="list-style-type: none"> 1. Copies of the Declaration 2. Copies of the KWL chart <p>American Memory: Associated Farmers: Declaration of Law & Order</p> <p>I.V.Democrat. Agency. <i>Associated Farmers: Declaration of Law & Order 23-1-1939 Voices from the Dust Bowl: The Charles L.Todd and Robert Sonkin Migrant Worker Collection, 1940-1941. American Memory. Library of Congress. 2.Apr, 2008.</i></p>
<p>Procedure (Activity/s)</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. implement information from interview of farm worker interview into their KWL of the document. 2. read the document of Law & Order. 3. complete the KWL on the Law & Order document bearing in mind the historical and biographical information about the farmers' rights. 4. prepare for analyzing a cartoon.
<p>Evaluation (Rubric/s)</p>	<ul style="list-style-type: none"> • KWL sheet based on Document of Law & Order • Completion and understanding of all activities

1. V. Democrat
5-3-39

ASSOCIATED FARMERS

Declaration of Law and Order

Front page

DECLARATION OF THE PRINCIPLES AND OBJECTIVES OF THE ASSOCIATED FARMERS OF IMPERIAL COUNTY IN REGARD TO ANY AND ALL LABOR DISTURBANCES.

This organization will use all of its power and influence for the protection:
First, of the lawful rights of every man to join and be active in any labor organization he chooses.

... **Second**, the right of every man to choose his own representative for collective bargaining.

Third, the right of every man to collective bargaining.

Fourth, the right of every man to join in a strike for the betterment of his wages and working conditions.

Fifth, the right of every man to bargain for himself for the sale of his own labor.

Sixth, the right of every man to refuse to join a union, if he so chooses.

Seventh, the right of every man to use the highways for lawful purposes, including his right to the peaceful and unmolested use of the highways in going to and coming from his work, even though his route passes through a picket line.

Eighth, the right of every man to demand the protection of the law and law enforcement officers in the exercise of these rights.

Therefore the Associated Farmers of Imperial County demand of the law enforcement officers and officials, both city and county, that they become exceedingly diligent in the protection of these legal and constitutional rights of the people. In the event of strikes or labor controversies of any kind every man will be protected fully in all his legal rights. Any issue arising between an employer and his employee must be settled on economic grounds alone and the weapons of fear and intimidation will not be tolerated.

Lawlessness and mob violence are things of the past in this county.

The man power of the Associated Farmers of Imperial County will work in cooperation with and under the direction of the law enforcing officers of this county for the enforcement of this program.

This resolution was passed by unanimous vote of the Directors of the Associated Farmers of Imperial County, Jan. 23, 1939.

G. G. BENNETT, President

KWL: Document: Association of Farm Workers Law & Order

K What did I know about the struggles of the farm workers?	W What do I want to learn about the farm workers and their rights with unions?	L What did I learn about the farm workers and their rights with unions?
		What were some of the rights and principles of the association? How do current unions use the same rules and ideas in their union contracts?

Summary that includes background knowledge of interview of A. Martinez and boycotts by Chávez.

Primary Sources in Lesson Planning
Lesson #5 Overview
Created by: Maureen West
Mather High School: Spanish I
César Chávez y Las Huelgas
“He Sowed the Grapes of Wrath”

<p>Lesson #5 Overview</p> <hr/> <p>Cartoon Analysis of “What the Migratory Worker Likes to See”</p>	<p>Details</p> <hr/> <p style="text-align: center;">1940’s-1950’s</p> <ul style="list-style-type: none"> • With the knowledge of farm workers right and interest in unions, students will analyze a cartoon based on society’s view of the migrant worker. • Students will complete a cartoon analysis sheet based on the cartoon. • <i>Use the Primary Source: (Cartoon of ‘What the Migratory Worker Likes to See) for completion of cartoon analysis.</i> • Students will complete the cartoon analysis sheet in partners and then discuss responses of the questions based on characteristics of the cartoon.
<p>Background Knowledge</p>	<ul style="list-style-type: none"> • With an understanding of the farm workers rights and union policies, students will now be able to understand the bias against the migrant worker with a cartoon.
<p>Overall Objectives</p>	<ul style="list-style-type: none"> • Students will utilize their background knowledge of the unions’ policies and the workers’ rights by analyzing a cartoon. • Students will complete the cartoon analysis sheet. • Students will connect the union ideas with the biased views of society.
<p>Time Required</p>	<p>1 (46 minute) class period</p>
<p>Grade Level(s)</p>	<p>High School Spanish I</p>
<p>Topic(s)</p>	<ul style="list-style-type: none"> • Rights and Concerns of Farm workers

● Biased Viewpoints of Society

Era/ Time Period 1940's-1950's

Format(s) of primary sources used

Cartoon “What the Migratory Worker Likes to See”

Standards Addressed

World Language

IL STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

D. Understand history of areas where the target language is spoken.

29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.

29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.

29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.

Social Science

IL STATE GOAL 16: Understand events, trends,

WHAT THE MIGRATORY WORKER LIKES TO SEE



The House is turning its attention to the problem of the migrant laborer.

Streater in The Dallas News

Cartoon Analysis Guide

Cartoonist’s Persuasive Techniques

“What the Migratory Worker Likes to See”

Use the following guide to identify the cartoonist’s techniques in the cartoon

Symbolism	<p>Cartoonists use simple objects, or symbols, to stand for larger concepts or ideas.</p> <p>After you identify the symbols in the cartoon, think about what the cartoonist means each symbol to stand for.</p>
Exaggeration	<p>Sometimes cartoonists overdo, or exaggerate, the physical characteristics of people or things in order to make a point.</p> <p>When you study a cartoon, look for any characteristics that seem overdone. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make by exaggerating them.</p>
Labeling	<p>Cartoonists often label objects or people to make it clear exactly what they stand for.</p> <p>Look for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?</p>
Analogy	<p>An analogy is a comparison between two unlike things. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.</p> <p>After you’ve studied the cartoon for awhile, try to decide what the cartoon’s main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist’s point clearer to you.</p>
Irony	<p>Irony is the difference between the ways things are and the way things should or are expected to be. Cartoonists often use irony to express their opinion on an issue.</p> <p>When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?</p>

What persuasive element did the cartoonist use and how?

Once you have identified the persuasive techniques the cartoonist used, use the following questions to analyze the cartoon:

1. What issue is this political cartoon about?

2. What do you think is the cartoonist's opinion on the issue?

3. What other opinion can you imagine another person having on this issue?

4. Did you find this cartoon persuasive? Why or Why not?

5. What other techniques or images could the cartoonist have used to make this cartoon more persuasive?

Primary Sources in Lesson Planning
Lesson #6 Overview
Created by: Maureen West
Mather High School: Spanish I
César Chávez y Las Huelgas
“He Sowed the Grapes of Wrath”

Lesson #6 Overview	Details
<p>Summative Assessment: 3-Way Venn Diagram: Comparison of Non-Violent Civil Rights Leaders & “Un-Letter”</p>	<ul style="list-style-type: none"> • With the knowledge of Chávez, the UFW, the farm workers rights and interest in unions, students will do research on other non-violent civil right protesters. • Students will complete a 3-way Venn diagram comparing their causes, timeframes, methods, and overall movements. • Students will then write an un-letter to Chávez following the rubric. Students will incorporate factual and historical information with their own reflections and write a letter to Chávez that cannot be delivered, but shared among peers.
Background Knowledge	<ul style="list-style-type: none"> • With an understanding of the history of Chávez, the UFW, the farm workers rights and interest in unions, students will now be able to complete a final assessment on the unit.
Overall Objectives	<ul style="list-style-type: none"> • Students will utilize their background knowledge to a comparison chart of other leaders. • Students will reflect on their knowledge of Chávez’s life with an un-letter to him.
Time Required	1 (46 minute) class period
Grade Level(s)	High School Spanish I
Topic(s)	<ul style="list-style-type: none"> • Overall incorporation of Chávez & the UFW
Era/ Time Period	1940’s-Present

<p>Format(s) of primary sources used</p>	<ul style="list-style-type: none"> • Graphic Organizers of 3 Way Diagram & Un-Letter Rubric
<p>Standards Addressed</p>	<p style="text-align: center;">World Language</p> <p>IL STATE GOAL 29: Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.</p> <p><i>D. Understand history of areas where the target language is spoken.</i></p> <p>29.D.3 Identify key historical figures (e.g., scientists, mathematicians, inventors, business leaders) and events associated with areas where the target language is spoken and explain their influence.</p> <p>29.D.4 Compare and contrast the influences of historical figures and events and their impact on the development of their countries.</p> <p>29.D.5 Analyze different perspectives of historical events using a variety of media and technology tools.</p> <p style="text-align: center;">Social Science</p> <p>IL STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p><i>A. Apply the skills of historical analysis and interpretation.</i></p> <p>16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).</p> <p>16.A.2b Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.</p>
<p>Preparation</p> <p>-Materials Used</p>	<ol style="list-style-type: none"> 1. Venn Diagram 2. Rubric for un-letter

-Resources Used	
Procedure (Activity/s)	<p>Students will:</p> <ol style="list-style-type: none"> 1. compare Chávez with two other non-violent civil rights leaders in a comparison diagram. 2. write an un-letter to Chávez about his life and work with the UFW.
Evaluation (Rubric/s)	<ul style="list-style-type: none"> • 3-Way Diagram sheet • Rubric for Un-Letter • Completion and understanding of all activities

THREE-WAY VENN DIAGRAM

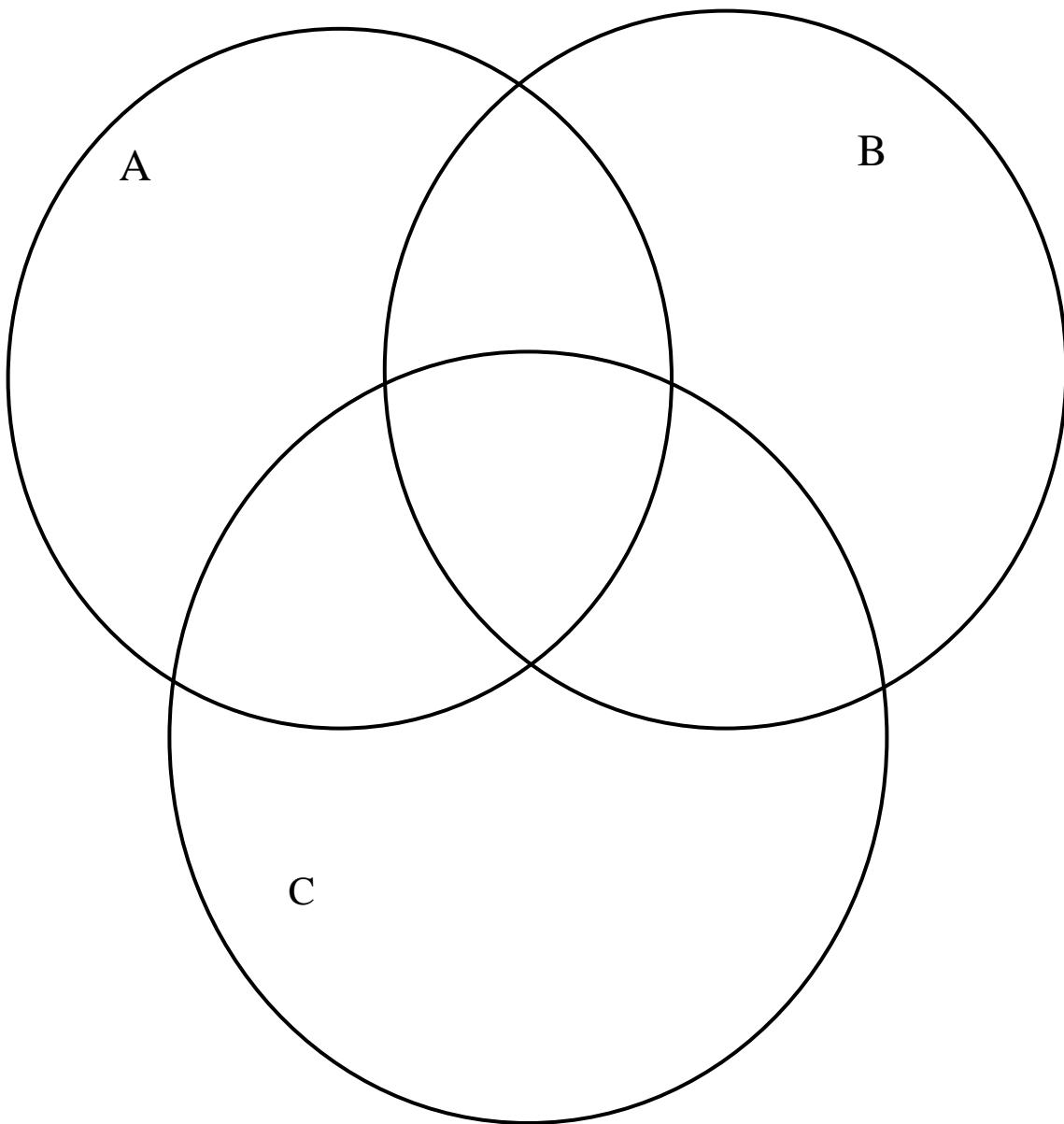
Nombre: _____ Fecha: _____

Título: César Chávez & Two other famous activists

Comparing A _____

B _____

C _____



“Un-Letter” to César Chávez

Nombre: _____ Fecha: _____

Criteria	3 puntos	6 puntos	9 puntos
Factual information and opinion given	Student incorporates 1 fact from Chavez’s life & work. Student reflects on the 1 experience in asking questions to Chavez.	Student incorporates 2 facts from Chavez’s life & work. Student reflects on those 2 experiences in asking questions to Chavez.	Student incorporates 3 facts from Chavez’s life & work. Student reflects on those 3 experiences in asking questions to Chavez.
Spelling, grammar, and punctuation are effective	Student makes five or more spelling, grammar, or punctuation mistakes.	Student makes two-four spelling, grammar, or punctuation mistakes.	Student makes one or less spelling, grammar, or punctuation mistake.
Content is clear, the topic is effectively developed	The content of the letter is barely relative to his life and work. Student displays full understanding of the content.	The content of the letter is somewhat relative to his life and work. Student displays full understanding of the content.	The content of the letter is completely relative to his life and work. Student displays full understanding of the content.
Connection is made	A very weak connection has been made between the student’s written letter and complete understanding of Chavez’s life.	A somewhat strong connection has been made between the student’s written letter and complete understanding of Chavez’s life.	A strong connection has been made between the student’s written letter and complete understanding of Chavez’s life.