

# Building a Social Movement: César Chávez and the United Farm Workers

## Lesson Question

**How did the tactics of César Chávez and the United Farm Workers union involve the public in the fight for fair working conditions for farmworkers?**

### Lesson Task

After reading three primary source documents on the farmworkers' protests, students will write a five-paragraph essay that explains how César Chávez and the United Farm Workers union worked to create a larger social movement for change.

**NAEP Era:** 8. Contemporary America (1945 to Present)

**Focal Skill:** Reading for key ideas and details

**Number of Documents:** 3

**Number of Days:** 5–7

**Common Core Standards**

- CC reading standard: RHSS.6-8.2 Determine the central ideas or information of a text
- CC writing standard: WHSS.6-8.2 Write informative/explanatory texts

## TABLE OF CONTENTS

*[Suggested time: 1 session]*

### OVERVIEW ..... 2

- Objectives
- Instructional Sequence
- Lesson Background & Student Background Knowledge

### THE HOOK..... 3

- Purpose & Process
- Transition to Context-Setting

### CONTEXT ..... 6

- Overview
- Three Context Slides
  - Purpose & Process
- Slide Review
- Transition to Documents

*[Suggested time: 3 sessions]*

### DOCUMENTS ..... 11

- Documents Overview
- Document 1: March to Sacramento
  - Purpose, Strategy, Discussion
- Document 2: California Grape Boycott
  - Purpose, Process, Discussion
- Document 3: Chávez and the Church
  - Purpose, Process, Discussion

*[Suggested time: 1/2 session]*

### CONNECT ..... 20

- Purpose

- Cross-Document Discussion
  - Re-engage students in historical inquiry
  - Compare big ideas and details across documents
  - Help students articulate own thinking

*[Suggested time: 1–2 sessions]*

### WRITING..... 23

- Teachers' Roles During Writing
- Preparing Students to Write
- Writing Outline
- Set Level of Writing Support
- Sample Student Essay
- Writing Rubric

## OVERVIEW

[Suggested time: 5 minutes]

### Content Objectives

Students will understand that the actions taken by César Chávez and the United Farm Workers union were deliberately constructed to create a larger social movement meant to bring awareness to and gain the support of the larger public.

**The United Farm Workers** union used tactics such as the marches and rallies, a grape boycott, and an alliance with the Church to achieve their objectives.

**Note on lesson focus:** While the United Farm Workers union did have modest success, they did not ultimately have lasting impact on the wages or working and living conditions of migrant farmworkers. The focus of this lesson is less about the success or failures of the union and more about the methods used to create a larger social movement for change.

### Historical Thinking Objectives

- Close Reading
- Contextualization

### Skill Objectives

- Reading for key ideas and details
- Using evidence to support main ideas in writing

### Instructional Sequence

Before you begin the lesson, you should share a brief agenda with students:

#### HOOK

Together, we will look at an image from a grape boycott in 1968 and begin to think about what the people involved were trying to accomplish.

#### CONTEXT

We'll then review some background context about the living and working conditions of migrant farmworkers and how and why they unionized.

#### DOCUMENTS

On your own, you will read three primary source documents that look at the tactics that César Chávez and the United Farm Workers union used to create change for the farmworkers.

#### CONNECT

We'll have a discussion about how these tactics might have helped to create a larger social movement for farmworker rights.

#### WRITE

You'll write a five-paragraph explanatory essay in response to the lesson question.

## **Lesson Background**

Migrant farmworkers became a significant source of agricultural labor beginning in the first half of the twentieth century. While the use of seasonal agricultural workers was prevalent throughout the United States, a large percentage of workers were centralized in the Southwest and California.

Mexican and Filipino immigrants, African Americans, and the poor constituted a large portion of this burgeoning labor community. Unfortunately, their low social and financial status and transient lifestyle made the formation of unions and demands for fair working conditions extremely difficult to achieve. As a result, many farmworkers did not make a living wage, and some were not allowed water breaks or bathroom facilities in the fields. Furthermore, the housing that some growers gave farmworkers was old and decrepit, some with dirt floors and no running water or electricity.

By 1962, two nascent labor organizations had formed to organize and support farmworkers. The first was the Agricultural Workers Association (later renamed the Agricultural Workers Organizing Committee) founded by activist Dolores Huerta with the help of the AFL-CIO. The second was the National Farm Workers Association founded by activist and former farm laborer César Chávez.

As conflicts between workers and growers escalated in the early 1960s, the two organizations decided to consolidate their power and form the United Farm Workers labor union. Chávez was appointed leader of the organization.

The creation of the UFW was precipitated by the launch of the Delano Grape Strike, a strike that would last from 1965 to 1970 and become one of the largest and longest farmworker actions in agricultural labor history. From the onset of the strike, Chávez fought not only to improve working conditions and wages, but also to gain a greater sense of social justice and respect for the farmworker community at large.

To achieve these goals, Chávez relied on the tactics and beliefs of other social justice activists, most notably Mahatma Gandhi and Martin Luther King, Jr. Chávez supported non-violent protest, boycotts, and public demonstrations and marches as means to engage the public in the cause of the farmworker. In the process, he and his supporters elevated a local labor dispute into a national movement for social justice.

Although the Delano Grape Strike ended in 1970 and Chávez died in 1993, farmworker rights continue to be a contested labor and social justice issue.

## **Student Background Knowledge**

Students should understand that

- Migrant farmworkers had been a part of American agribusiness for decades before the formation of the United Farm Workers union. The numbers of Mexican farmworkers grew rapidly in the 1940s during the Bracero program, a federal program that allowed Mexican immigrants into the United States as migrant laborers.
- While predominantly a Mexican immigrant and Mexican-American (Chicano) community in California, farmworkers came from many other ethnic communities, including the Filipino and African-American communities.
- Farmworkers were reliant on the growers and owners to give them adequate housing and working conditions. There were no set regulations that growers had to follow, so conditions varied greatly from farm to farm.

## THE HOOK

[Suggested time: 10 minutes]

### Supporters of the Grape Boycott March Through Toronto

#### Purpose

To engage students through examining a rich visual document and to begin to introduce to them the concept of a “social movement.”

- Students will not necessarily have all of the background knowledge needed to understand every aspect of this image. This is OK—the purpose is as much to spark student questions and thoughts as it is to begin to provide some background information about the lesson content.

Grape Boycott March, 1968



#### Process

- **Ask** students to **observe** the slide photograph.
  - **Tell** them that it was published in a newspaper in 1968.
- After a few minutes, **ask** them what they see.
  - Let students share their initial observations.
- **Focus** on key details, including:
  - **People:** Guide students to think about details such as dress, age, and gender. Students may make hypotheses about people’s ethnic backgrounds. Be clear with students that these are hypotheses, as visual details alone can’t give us all of this information, but people in the image do certainly have different shades of skin.
  - **Actions:** Including facial expressions
  - **Words:** You may need to define some of the words and let students know that the AFL-CIO and the United Farm Workers are labor unions.
  - **Symbols:** Students may notice the black Aztec eagle on the banner. This image was used by the United Farm Workers union as a symbol of strength and was also representative of the Latino heritage of many farmworkers. You do not need to provide all of the background details at this stage, but do encourage students to think about what it might represent.
  - **Objects**
- As students are noticing different elements of the photograph support closer and deeper observation, but hold off on “making meaning” until they have pulled out a significant number of visual details.
- Then, **ask** the two **Think About It** questions: What do you notice about the crowd? What do you think these people want?
  - Students should notice that this looks like some kind of protest march, involving farmworkers and a grape boycott.

- Students may even begin to infer that the protesters are supporting farmworkers.
- As students puzzle out the meaning of the image, **support** them with follow-up questions such as:
  - Who do you think these people are? Do you think that they all share the same job? Why or why not?
    - > You may want to point out that the man holding the sign on the right is wearing a priest's collar, as students may easily miss this detail.
  - Who and/or what might they be protesting?
  - What kind of protest is this?
  - Why might they be protesting in this way?
- *One of the goals of this lesson* is to help students begin to understand that the actions taken by the UFW were not simply “job actions” taken to impact the growers. Their actions were deliberately constructed to create a larger social movement for change that would be taken up and supported by the larger public, who at this time had little to no knowledge of farmworker conditions.
- We do not expect students to come to this conclusion by looking at this image (nor should you “tell” them this at this stage); the goal is that the image will spark questions and discussions that will allow students to dig deeper into these ideas as they read the lesson documents.
- After discussion, **transition** to the lesson question. **Say** to students:
  - In this lesson we will be focusing on the ways that the people and organizations protesting the working conditions of migrant farmworkers involved the public in the fight for fair working conditions.
  - The big question we will be investigating is: **How did the tactics of César Chávez and the United Farm Workers union involve the public in the fight for fair working conditions for farmworkers?**

## TRANSITION TO CONTEXT-SETTING

Transition students to the Context slides by letting them know that they are now going to look in a little more detail at the living and working conditions of migrant farmworkers and the formation of the United Farm Workers union.

Context slides are intended to serve as a support for a relatively quick “interactive lecture” with students. The goal is to both provide essential background information and engage students’ prior knowledge and thinking.

While you can certainly slow the process down according to your students’ needs, context is not intended to be a “deep dive” into slide images. Documents in the Context slides serve the role of illustrating content, sparking quick observations and reactions, and making abstract ideas more concrete.

## CONTEXT

[Suggested time: 25 minutes— to be completed in the first session]

### Context Overview

The purpose of these slides is to provide students with the background information that they will need in order to fully understand the lesson documents.

The three Context slides focus on these ideas:

**Life of a Farmworker**—The harsh living and working conditions faced by migrant farmworkers

**César Chávez and the United Farm Workers Union**—Chávez’s role in the unionization of farmworkers

**The Delano Grape Strike**—Actions Chávez and the UFW took to involve the public and bring change to the living and working conditions of farmworkers

### Slide 1: LIFE OF A FARMWORKER

#### Purpose

To familiarize students with the harsh living and working conditions of migrant farmworkers.

#### Suggested Process

- **Read** the slide title with students.
- **Look** at the slide image.
- **Ask** students if they know what the nature of migrant farm work is.
- **Provide** necessary background information.
  - A farmworker is a manual laborer who plants or harvests crops.
  - It is back-breaking and difficult work.
  - Migrant farmworkers move from farm to farm each season, depending on where crops need to be planted or harvested. Entire families sometimes move together in these communities.
  - The owners and growers of the farms hire farmworkers only for the amount of time they need them. Because migrant farmworkers have to move constantly, many owners supply housing for the farmworkers.
  - Work life and home life are intertwined for a migrant farmworker.
- **Ask** students the **Think About It** question: What was difficult about the living and working conditions of migrant farmworkers?

#### Life of a Farmworker



A migrant worker hard at work in a lettuce field

Farmworkers in California faced many difficulties, including:

- \* The challenges of a migrant lifestyle
- \* Little job security
- \* Low wages
- \* Few or no benefits

- Prompt them to refer to the slide image and bullets to answer the question.
- In addition to poor housing, prompt students to think about the disruptions to family life (for example, schooling and lack of permanent housing) constant moving would cause.
- Students may need explicit support in understanding concepts such as “lack of benefits” and “job security.”
- **Support** students in understanding that before the mid-1960s many conditions contributed to farmworkers not being organized in a way that allowed them to protest their working and living conditions:
  - In the 1940s the U.S. government instituted the Bracero program, which was a diplomatic agreement with Mexico that allowed Mexican citizens to work as seasonal laborers in the U.S.
  - Illegal and legal immigrants (from predominantly Mexico and the Philippines), African Americans, and the poor constituted a large portion of the migrant farmworker community. Low social status, lack of funds, a myriad of cultures, legal concerns, and transient lifestyles all combined to make the formation of unions and demands for fair working conditions extremely difficult.
  - Because migrant farmworkers were not organized, growers and farm owners abused their workforce. Farmworkers did not make a living wage, and some were not allowed water breaks or bathroom facilities in the fields. The housing that some growers gave them was old and decrepit, sometimes with dirt floors and no running water or electricity.
- Finally, it is important to **tell** students that at this point in time, most people not involved with agriculture knew little to nothing about the conditions faced by migrant farmworkers.

## Slide 2: CÉSAR CHÁVEZ AND THE UNITED FARM WORKERS UNION

### Purpose

To provide background information about Chávez and the United Farm Workers union.

To establish with students the concepts of “union” and “social movement.”

### Suggested Process

- **Read** through the slide title and text with students.
- **Point out** the image of Chávez speaking at a United Farm Workers rally.
- **Provide** some background information about Chávez:
  - Chávez was Chicano: of Mexican heritage but born in the United States.

### César Chávez and the United Farm Workers Union



Chávez speaking at a United Farm Workers rally

- \* Chávez and other activists formed the United Farm Workers labor union in 1966
- \* He and the UFW promoted social justice and respect for farmworkers
- \* “La Causa” became the rallying cry of the movement

- Beyond his involvement in the farmworkers movement, he also became a symbol and source of pride for the Chicano community. Chicano culture blossomed in the late 1960s and 1970s in part because of Chávez's activism.
- César Chávez met Dolores Huerta (another famous labor activist) through their work in the Stockton, CA CSO (community service organization). In 1962, they formed the National Farmworkers Association, which merged with the Agricultural Workers Organizing Committee (led by Filipino activist Larry Itliong) in 1966 to form the United Farm Workers union.
- **Ask** students:
  - Why was it hard for migrant farmworkers to change their circumstances when they were not organized together?
  - What is a "union"? Why do some workers want to be part of a union?
    - > Ask students if they know about any unions (they may be aware of teacher unions or unions that their families belong to).
- **Ask** the **Think About It** question: Why would Chávez and others have wanted to organize farmworkers into a union?
  - Support students in thinking about the power of "collective action" and the power dynamics of the farm owners vs. farmworkers.
  - **Emphasize** with students that one of Chávez's goals was to create a social movement. Support students in understanding the concept of "social movement," connecting to current events and/or other areas in the curriculum where they might have studied social movements.
- **Provide** additional background information about Chávez and the United Farm Workers:
  - The flag of the UFW was bright red with a white circle and a black Aztec eagle. The eagle symbolized strength, and was also representative of the Latino heritage of many farmworkers.
  - Chávez was heavily influenced by other social justice activists, and by the concept of non-violent protest. The March to Sacramento was based on Gandhi's Salt March, and Chávez's fasts were also influenced by Gandhi. The grape boycott was influenced by Martin Luther King, Jr. and the Montgomery Bus Boycott. Chávez's association with religious leaders was also partly influenced by the ethical and spiritual mindset of these activists.
  - From the onset, Chávez advocated not only to improve working conditions and wages, but for a greater sense of social justice and respect for the farmworker. "La Causa" was the rallying cry for the social movement, chanted at nearly every public event. The phrase was first used in the farmworker movement in "The Plan of the Delano," a document passed out during the march from Delano to Sacramento in 1966.



## Slide 3: THE DELANO GRAPE STRIKE

### Purpose

To introduce students to the tactics that the United Farm Workers union used to put pressure on farm owners and involve the general public in their fight for fair working and living conditions. These are:

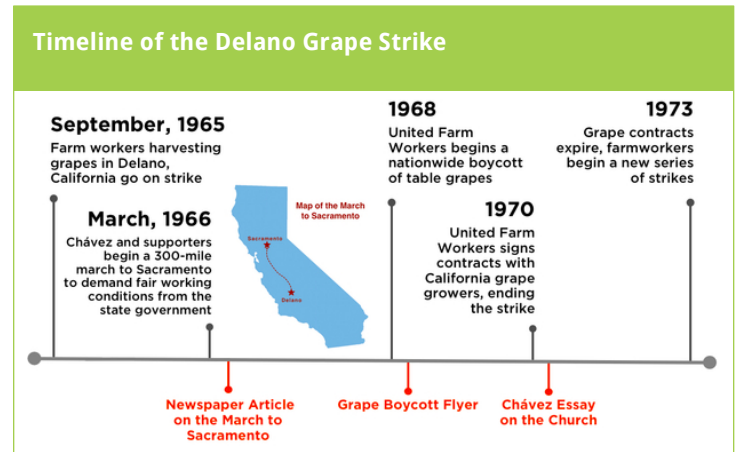
- Boycotts
- Marches and rallies
- Alliance with the Church

To situate the lesson documents within the historical context.

*Note:* While the UFW did have modest success, it did not in the end have lasting impact on the wages or working and living conditions of migrant farmworkers. The focus of this lesson is less about the success or failures of the union and more about the methods used to create a social movement for change. It is worth, however, spending a little time to look at what did and did not result from these actions.

### Suggested Process

- **Read** through the timeline with students. (Lesson documents are listed in red.)
- **Refer** to the map to help them understand the significance of the march from Delano to Sacramento.
- **Provide** some additional background information about the events on the timeline (and beyond):
  - Farmworkers took action against grape growers in 1965. The strike was one of the largest farmworker labor actions, but other strikes would follow and continue today.
  - Along with “Viva la causa,” “Viva la huelga” (“Long live the strike”) was another important rallying cry at public events and picket lines.
  - The strike lasted for five years, and was an important example of worker empowerment. It was, however, strictly designed as a union action.
  - Chávez and the union also used tactics such as boycotts and the march to showcase the greater social ills that the farmworkers faced, and to involve the public in their cause.
  - There is no specific date for when the Catholic Church began endorsing the farmworkers movement. Priests, acting on their own accord and sometimes in defiance of their dioceses, were among the first outsiders advocating for farmworker justice.
  - Protestant church groups were also huge advocates for farmworkers, but it was important for the UFW to have the help of the Catholic Church because so many farmworkers were themselves Catholic. Aside from having a moral presence on the picket line, priests also gave public mass on Sundays, which allowed strikers to remain on the line and not attend church. They also provided a moral legitimacy to the farmworker cause in the eyes of the general public.
- **Tell** students that as they read the lesson documents they will be thinking about the ways in which these tactics helped to create a larger social movement.



- **Discuss** with students what happened as a **result** of these actions:
  - The strike was “successful” because it brought attention to the plight of the farmworker. While it did result in collective bargaining agreements between specific Delano grape growers and the UFW, it did not have a lasting impact on wages, conditions, etc. for the entire farm working community.
  - Other grape strikes occurred, as did strikes and boycotts of lettuce and wine. These continued well into the 1980s. It is important to explain to students that the fight for fair working conditions continues today.
  - The UFW is still an active organization, albeit less powerful since Chávez died.
- As you discuss the events of this time, have students **think about and respond to** the **Think About It** questions:
  - What tactics did the United Farm Workers use to protest living and working conditions?
  - Were they successful?

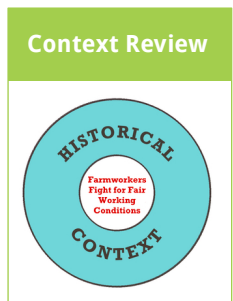
## Slide 4: CONTEXT REVIEW: FARMWORKERS FIGHT FOR FAIR WORKING CONDITIONS

### Purpose

To summarize the essential information from the context that students will need for contextualizing the tactics Chávez and the United Farm Workers used to fight for better working and living conditions.

### Process

- **Tell** students that they will use some of the information they’ve just learned or reviewed to answer the lesson question. They will now spend a few moments to *review and take some notes*.
- Guide students in remembering the most important information to answer the three **Take Notes on Context** questions:
  - What were the living and working conditions of migrant farmworkers in the 1960s?
  - Who was César Chávez?
  - What was the United Farm Workers union and what was its goal?
- If necessary, click back to past slides to jog students’ memories.
- Allow students to **discuss** their answers at table groups or with a partner, but each student should **record** his/her own notes.



### TRANSITION TO DOCUMENTS

After the last slide, students will transition to reading the primary source documents. Say to students: Next you will read three primary source documents. The context information we have just discussed will help you better understand them.

This is also a good time to remind them of the lesson question: **How did the tactics of César Chávez and the United Farm Workers union involve the public in the fight for fair working conditions for farmworkers?**

## DOCUMENTS

[Suggested time: 3 sessions]

### Documents: Overview

Students read three primary source documents in this lesson. Each document focuses on one of three tactics (boycott, marches and rallies, alliance with the Church) that the United Farm Workers and Chávez used, and students will consider how each tactic involved the public in the farmworkers' cause.

<b><i>March to Sacramento</i></b>	a newspaper article describes César Chávez and the UFW's march from the fields in Delano to California's capital in Sacramento
<b><i>California Grape Boycott</i></b>	a flyer handed out by UFW supporters at California grocery stores aims to get the public to boycott grapes
<b><i>Chávez and the Church</i></b>	Chávez's own account details forming an alliance with certain members of the Catholic Church

The central reading skill is to identify key details that support the central ideas and information of each document.

Note: Students can work on these documents independently while you circulate and support their work. (See PD Doc on supporting students during document work.)

### Document 1: MARCH TO SACRAMENTO

#### Purpose

To uncover the ways in which the United Farm Workers union used marches and rallies to gain support for its cause.

#### Key Reading Challenge

The key reading challenge here is the complexity of the text. Remind students that key words and phrases are defined in the roll-over glossary.

March to Sacramento, 1966



#### Suggested Strategy—Teacher Guided Reading

- Consider reading the document as a whole group as a way to model close reading skills. Use some of the discussion questions below while reading.
- If students read independently, the discussion should happen after they have read and answered document questions.
- Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.

## Document 1: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



### Purpose

Check for and deepen students’

- comprehension of the document
- grasp of the central information—i.e., How marches and rallies involved the public in the farmworkers’ cause

### Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence and Big Idea questions and prompts alongside this document. Depending on your class’s needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts below.

## FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion.

- Ahead of time, use the Lesson Dashboard to quickly scan your students’ responses to the “Big Idea” question:
  - How did marches and rallies involve the public in the fight for fair working and living conditions for farmworkers?
  - What evidence in the document supports your answer?
- Identify student responses that reflect understanding of the Big Idea, and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the summary questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on “Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents” for more support on using students’ responses to analyze their reading strengths and needs.)

### Discuss the Source It Questions

As you talk through the Source It questions, focus on the following points:

- This was a newspaper article written for a *national* audience. Students may not know that the *New York Times* has a national, rather than just regional, audience. You might ask students why a New York newspaper would be writing about a California strike.
- It was written about eight months after the beginning of the strike.
- While the author indicates that farm owners may be willing to negotiate, a contract was not signed until four years later.

- We anticipate that students may decide that the purpose of this article is to persuade. Students may have trouble separating the purpose of the actions described from the purpose of the author. It may be useful to remind students that newspaper articles (unless they are op-eds), are, for the most part, intended to “inform.”

### Discuss the Read Closely Questions

**Ask:** According to the author, what were the striking grape pickers asking for?

- \$1.40-an-hour minimum wage and other benefits.

**Ask:** Only 200 of a total 300,000 farmworkers participated in the strike. What does the author mean when he wrote that their main success was as “dramatists”?

- We anticipate this may be a hard question for students. The author is saying that while protesters were demanding better work conditions, their main accomplishment was attracting national attention to their cause.

Follow up questions to **support** students’ thinking might include:

- What does the author mean here by “dramatists”? What is “drama”? What does this author seem to think is so impressive about what these 200 farmworkers have accomplished? Why is this so impressive? Let’s think back to what we learned in the Context slides.

**Ask:** What groups joined the rally when it entered Sacramento?

- Civil rights, religious and other groups

**Support** students in finding the places in the text that will help them answer these questions.

### Discuss the Gather Evidence Questions

**Ask** students to share the quotes they highlighted for the **Gather Evidence** question: What evidence is there that the public was paying attention to the march and rally?

**Focus** on key quotes, including:

- They had managed to draw nationwide attention and support for a cause that had made little headway for a century: improvement of the lot of seasonal farmworkers.
- Thousands of sympathizers from civil rights, religious and other groups had joined the orderly rally.
- A succession of big agricultural employers, who have traditionally looked down on discussions with workers, began indicating willingness to negotiate with the two union groups involved.

As students are finding quotes, **ask** them:

- Why did you choose this quote? How does it connect to the question you are answering? Is there more (or less) of the text we should include here?
- Does anyone else agree? Disagree?
- Is there another place in the article where the author discussed how the march and rally gathered “national attention” and support for the farmworkers’ cause?

Encourage students to describe **how** the quote is evidence for public attention and support:

- What does this mean? Can anyone think of another way to explain this quote?
- What are “sympathizers”?
- Why do you think the owners were beginning to “indicate willingness to negotiate”? What does that mean?

### Discuss the Big Idea Questions

Students move at this stage from connecting the specific details in the text to articulating how marches and rallies involved the public in the fight for fair working and living conditions. One way to articulate the Big Idea is:

- Marches and rallies involved the public in the fight for fair working and living conditions for farmworkers by drawing a lot of attention to the cause. Many supporters joined the march and more people learned about the conditions farmworkers faced from reading newspaper stories.

**Anticipate** these challenges students may have in clearly articulating the Big Idea:

- In their responses students may focus on smaller details and have a harder time articulating these as larger ideas (for example: *Marches and rallies involved the public because religious groups joined the march*).
- Or, conversely, they may articulate their ideas quite generally, without staying connected enough to the document details (for example: *Marches and rallies involved the public because people paid attention*).

**Ask** these questions to help students more clearly *identify and articulate the Big Idea*:

- Let’s think back to the quotes we identified. What were the Big Ideas?
- Can you make that idea more specific?
- What’s the Big Idea behind those details?
- Why is it significant that a national newspaper is writing about these events?
- How many people joined this march? Why is that important?

The idea here is not to push students towards the “right” answer, but to help them to engage in a rich discussion with one another in which they articulate their ideas and ground their thinking in the text.

Have students **revise** their notes during and/or after the discussion. Then, have students move on to the second document.

## Document 2: CALIFORNIA GRAPE BOYCOTT

### Purpose

To uncover the ways in which the United Farm Workers union used the grape boycott to gain support for its cause.

### Key Reading Challenge

This document should be fairly accessible for students. One goal is for students to analyze both the text and the graphical components of the document.

### Suggested Process

- As students read independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.

### Document 2: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



### Purpose

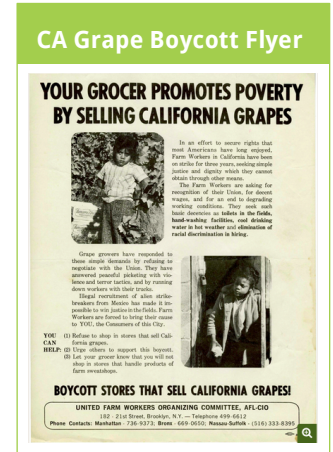
Check for and deepen students'

- comprehension of the document
- grasp of the “Big Idea,” i.e., How the grape boycott involved the public in the farmworkers’ cause

### Process

Engage students in discussing one or two key questions they have answered in the tool.

- Zoom In* provides Source It, Read Closely, Gather Evidence, and Big Idea questions and prompts alongside this document. Depending on your class’s needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts below.



## FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion

- Ahead of time, use the Teacher Dashboard to quickly scan your students’ responses to the “Big Idea” question:
  - How did the grape boycott involve the public in the fight for fair working and living conditions for farmworkers?
  - What evidence in the document supports your answer?

## Discuss the Source It Questions

As you talk through the Source It questions, focus on the following points:

- Have students notice where this flyer was distributed.
  - **Ask:** who would have seen this flyer?

## Discuss the Read Closely Questions

Help students find the text on the flyer that helps them to answer:

- What were farmworkers asking the growers for?
  - Recognition of their union; decent wages; and an end to degrading working conditions (including, better facilities and an end to racial discrimination in hiring)
- How were the growers responding to farmworker demands?
  - Refusal to negotiate; violence toward picketing workers; illegal recruitment of strike-breakers from Mexico

Deepen students' thinking with follow up questions such as:

- Why does the union say it is “forced” to stage a boycott?
- What have they tried and what has been the response?

## Discuss the Gather Evidence Questions

**Ask** students to share the quotes they highlighted for the first **Gather Evidence** question: How did the United Farm Workers use pictures and headlines on this flyer to persuade people to boycott grapes?

**Focus on** key details, including:

- Images of small children with sad expressions (they look to be five or six years old) in farming contexts (in front of grapevines, and perhaps what might be migrant farmer housing). The implication is that these children are farmworkers themselves, and indeed, small children did join their families in this work.
- Bold headlines: “Your Grocer Promotes Poverty by Selling California Grapes”

**Ask** students to describe how the details they selected might have been *persuasive*:

- How is this image intended to make you feel? Why?
- How are these words intended to make you feel?
- What impact do you think this might have had on someone going to do the grocery shopping? Imagine a parent shopping for their family...

**Ask** students to share the quotes they highlighted for the second **Gather Evidence** question: What did the United Farm Workers want shoppers to do to support the farmworkers?

**Focus on** the key quotes, including:

- Refuse to shop in stores that sell California grapes
- Urge others to support this boycott
- Let your grocer know that you will not shop in stores that handle products of farm sweatshops.



- BOYCOTT STORES THAT SELL CALIFORNIA GRAPES

**Ask** students to reflect on the quotes they selected:

- What is this quote asking shoppers to do?
- What kinds of actions are these?
- What impact might these actions have? On other shoppers? On grape growers?

### Discuss the Big Idea Questions

Students move at this stage from connecting the specific details in the text to how the boycott involved the public in the farmworkers' cause. One way to articulate the Big Idea is:

- The grape boycott involved the public in the fight for fair working and living conditions for farmworkers by asking people to take direct action. The United Farm Workers showed the public that by buying grapes they were supporting the unjust practices of farm owners.

**Anticipate** these challenges students may have in clearly articulating the Big Idea:

- In their responses students may focus on smaller details and have a harder time articulating these as larger ideas (for example: *The grape boycott involved the public in the fight for fair working and living conditions for farmworkers by having the people talk to their grocer*).
- Or, conversely, they may articulate their ideas quite generally, without staying connected enough to the document details (for example: *The grape boycott involved the public in the fight for fair working and living conditions for farmworkers by boycotting grapes*).

**Ask** these questions to help students more clearly *identify and articulate the Big Idea*:

- Let's think back to the quotes we identified. What were the Big Ideas?
- Can you make that idea more specific?
- What's the Big Idea behind those details?
- How does a boycott get the public involved in the cause?

The idea here is not to push students towards the “right” answer, but to help them to engage in a rich discussion with one another in which they articulate their ideas and ground their thinking in the text.

**Have students revise their notes** after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated the Big Idea.

## Document 3: CHÁVEZ AND THE CHURCH

### Purpose

To uncover the ways in which the United Farm Workers union used an alliance with the Church to gain support for their cause.

### Key Reading Challenges

Students may not be familiar with the concept of “the Church” as a far-reaching national and international organization with significant social influence. Their association with “church” will more likely be of a physical place or congregation.

Chávez and the Church



Also, Chávez writes here that the Church engaged the public through putting moral pressure on those who opposed the farmworkers' cause. This is a different form of public engagement than what is described in the previous two documents.

### Suggested Process

- As students read independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.



### Document 3: Class Discussion

It is critical for students to briefly discuss each document after they have read it.

#### Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the "Big Idea," i.e., How an alliance with the Church involved the public in the farmworkers' cause

#### Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence, and Big Idea questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts below.

### FORMATIVE ASSESSMENT STRATEGY

Select student responses to the "Big Idea" question, and use them to guide discussion

- Ahead of time, use the Teacher Dashboard to quickly scan your students' responses to the "Big Idea" question:
  - How did an alliance with the Church involve the public in the fight for fair working and living conditions for farmworkers?
  - What evidence in the document supports your answer?

### Discuss the Source It Questions

As you talk through the Source It questions, focus on the following points:

- Point out to students that while this document was published in 1970, it is Chávez's account of the beginning of the grape strike.

- Unlike the boycott flyer, the purpose of this document was “to inform.” You may want to ask students why Chávez might have wanted to write an account of these events. Note with students that 1970 was when the UFW finally signed a contract with the grape growers.

### Discuss the Read Closely Questions

**Ask** students: According to Chávez, in what ways was the Church a powerful organization?

- Help students understand that Chávez describes the Church as a “moral and spiritual force” with great wealth.
  - Support students in making inferences about how both wealth and moral authority position the Church to have great potential influence on the public.

Deepen students’ thinking with follow up questions such as:

- What does Chávez mean when he refers to the “Church” in uppercase, as opposed to a “church” that we might think of as a building or a congregation?
- Why would being a “spiritual force” make the Church a powerful organization?
- Why do you think Chávez mentions the wealth of the Church?

### Discuss the Gather Evidence Questions

**Ask** students to share the quotes they highlighted for the **Gather Evidence** question: According to Chávez, how did the Church provide support for the farmworkers’ cause?

**Focus on** key quotes, including:

- Bring some of its moral and economic power to bear on those who want to maintain the status quo, keeping the farmworkers in virtual enslavement.
- ...Realize the powerful effect which the Church can have on the conscience of the opposition.
- Priests would speak out loudly and clearly against specific instances of opposition, and in some cases, stand with the people who were being hurt.

**Encourage** students to put these quotes in their own words and to articulate what kind of public engagement this represents:

- What does this quote tell us about the Church’s role?
- Who does Chávez say the Church is having an impact on?
- What does it mean to have an effect on “the conscience of the opposition”? Can you think of a time someone had an impact on your conscience? Made you feel guilty about something, for example? How do people influence “conscience”?
  - Here you want to help kids to see that the Church, as a moral force, called the actions of growers, and those who opposed farmworker rights, immoral. It may help kids to connect to times their families may have tried to instill values, or judged their actions.
- Why would the Church see the actions of growers as immoral? Let’s think back to what we learned in Context.
- How would priests standing against the opposition involve the public? What might the general public think to see priests acting in this way?

## Discuss the Big Idea Questions

Students move at this stage from connecting the specific details in the text to how an alliance with the Church involved the public in the farmworkers' cause. One way to articulate the Big Idea is:

- The alliance with the Church helped to gain public support by putting moral pressure on people who opposed the farmworkers' fight and showing the public that the Church felt that the rights of farmworkers were important.

Again, we anticipate that it may be challenging for many students to clearly articulate the Big Idea. Questions to **ask** to help students *more clearly identify and articulate the Big Idea* include:

- Let's think back to the quotes we identified. What were the Big Ideas?
- Can you make that idea more specific?
- What's the Big Idea behind that detail?

The idea here is not to push students towards the "right" answer, but to help them to engage in a rich discussion with one another in which they have to articulate their ideas and ground their thinking in the document.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated the Big Idea.

## CONNECT

[Suggested time: ½ session]

### Purpose

Before students write in response to a historical question, they need opportunities to talk. They need to clarify their understanding of the documents and how they connect with the larger context and the question they are answering. Your job as a *Zoom In* teacher is to create these discourse opportunities.

### Cross-Document Discussion

In this discussion the main goal is to help students to synthesize their learning across documents and connect back to the context and the larger historical question under investigation. This supports the historical thinking skills of corroboration and contextualization.

Three major moves should happen here:

- Re-engage students in the historical inquiry
- Support students in comparing big ideas and details across documents
- Support students in articulating their own thinking

#### A) Re-engage students in the historical inquiry

Begin by reminding students of the lesson question and the larger historical context. Do an initial informal assessment of what "big picture" students have walked away with.

**Say** to students:

- “You’ve had a chance to examine documents about the different tactics the United Farm Workers used in their struggle for better living and working conditions. Remember that we are thinking about the question: **How did the tactics of César Chávez and the United Farm Workers union involve the public in the fight for fair working conditions for farmworkers?**”

**Say** to students:

- Who thinks they can summarize some of the ways these tactics got the public involved with the farmworkers’ fight?
- Let’s think back to the historical context. What led to this fight to begin with?

In turn-and-talk or table groups, have students **discuss** these questions:

- What led to the farmworkers forming a union and going on strike?
- What were they trying to accomplish?

**Prompt** groups to look at the Context slides and their notes. Let groups discuss and then share their responses. Support students in articulating important points, including:

- The farmworkers living and working conditions were hard, and historically, they had no power to influence the labor practices of the growers.
- Forming a union gave the farmworkers some degree of collective power.
- The Farm Workers union wanted growers to improve the living and working conditions for farmworkers.

The purpose of this initial phase is to prime students’ thinking and to give you an initial assessment of their general level of understanding. You do not need to spend a long time on these questions because you will dig in deeper in the next phases.

## **B) Support students in comparing big ideas and details across documents**

Display the Connect Tab.

**Tell** students:

- Given this backdrop, let’s look at the tactics the United Farm Workers used and think about how they helped to get the public involved.

**The Connect tab will display the key discussion questions:**

- What were the different ways the union involved the public in the fight for fair working conditions for farmworkers?
- In what way were these tactics about more than just fair working conditions?

Connect will also display a t-chart labeled “TACTICS” with the subheadings: “Marches and Rallies”, “Boycotts” and “Church Alliance” that displays student notes on the Big Idea questions, and their supporting evidence. You can choose one student’s work to project to guide the discussion, or you can project notes you’ve “starred” while using the Teacher Dashboard to review students’ Big Idea notes.

A t-chart with an example of student work is shown on the next page.

## CONNECT

### TACTICS

#### Marches and Rallies

##### March to Sacramento

**Big Idea:**

- Marches and rallies made people more aware of farmworkers' bad living and working conditions.

**Evidence:**

- People from civil and religious groups attended the farmworkers' rally in Sacramento.

#### Boycotts

##### California Grape Boycott

**Big Idea:**

- The boycott encouraged people to get involved in the fight for improved conditions for farmworkers.

**Evidence:**

- The flyer told people to boycott stores that sold California grapes.

#### Church Alliance

##### Chávez and the Church

**Big Idea:**

- The Church set an example for people about what was morally right.

**Evidence:**

- Priests spoke up for the farmworkers and stood with them when they got hurt.

**Prompt** students to look at the “Connect” graphic and key discussion questions. Again, we recommend using turn-and-talk or table group structures to engage students in these discussions with their peers.

Follow-up questions you could **ask** to deepen and extend thinking include:

- How were these tactics similar to and different from each other?
- Which do you think might have brought the most public support to the union? Why?
  - There's no “right” answer here, the important thing is to have students engage with thinking about how these tactics were successful in getting the public engaged in a cause they previously knew very little about.
- Why would it have been important to the union to involve the public? How would this have helped their cause?
- What did Chávez want beyond fair working conditions?
  - Help students see that part of the rationale for these tactics was also to promote greater social justice and respect for the farmworker community.

Give students time to **edit** their responses in *Zoom In* based on class discussion.

### C) Support students in articulating their own thinking

Finally, be sure to allow students time to speak with each other about their own thinking and larger concepts. This can happen at any stage of the discussion, through turn-and-talks or small-group discussion.

Questions to **ask** to support this kind of thinking include:

- What's important here? Anything surprising?
- Do we see other examples of social movements for change that connect to these events?
- Why do you think that it continues to be so hard for the migrant farmworkers to have real change?

## WRITING

[Suggested time: 1–2 sessions]

In this five-paragraph essay, students must explain how the tactics César Chávez and the United Farm Workers used involved the public in the fight for fair working conditions for farmworkers.

### Teacher's Roles During Writing

As students are writing, support them in these key ways according to their needs:

- Circulate and observe students' progress through the template or outline. Take some notes to help you think about mini-lessons in writing you may want to teach to the whole class.
- Conference individually with students on their writing. Support their development through asking probing questions:
  - You seem stuck; where might you find that information?
  - If you don't remember what that quote means, where can you go?
  - Tell me why you introduced that evidence that way? What more do you think the reader might want to know?
  - Can you tell out-loud what the Big Idea is here? OK, how could you put that into writing?
- If you see patterns, pull together small groups of students for mini-lessons, or to review instructions.
- Support students in being peer editors.
- Help students move on to polished writing.

### Preparing Students to Write

Tell students that the next stage of the lesson will be their writing. Remind them they will be writing a five-paragraph explanatory essay.

**Project the Essay Outline View.** Use this to review the writing prompt and preview the essay structure with students. Review explicitly each part of the essay and the role it serves in developing an answer to the historical question. Making these elements of the essay explicit for students will help them to develop the skills to construct essays more independently down the road.

### Essay Outline View

**Prompt:** Write a five-paragraph essay that answers the question: How did the tactics of César Chávez and the United Farm Workers involve the public in the fight for fair working conditions for farmworkers?

Use historical context to describe what the living and working conditions of farmworkers were and how the United Farm Workers union was formed. Cite details from the primary sources to support your explanation of how the protest tactics got the public involved with this labor movement.

Paragraph-by-paragraph guidance: In your essay you must have the following sections:

- **An introduction in which you describe the creation of the United Farm Workers union**
  - State the topic of your essay.
  - Provide historical context about César Chávez and the United Farm Workers union, including:
    - > The living and working conditions of farmworkers in the U.S. in the 1960s
    - > Background information about César Chávez and the United Farm Workers union
    - > What César Chávez and the United Farm Workers union needed to make change
  - Provide a thesis that introduces the tactics César Chávez and the United Farm Workers union used to involve the public in their fight.
- **A first body paragraph in which you describe one tactic Chávez and the United Farm Workers union used to gain public support:**
  - Provide a topic sentence.
  - Introduce the source you will cite and provide background information about it.
  - Provide evidence from the document that describes the tactic.
  - Explain the quote and explain how it would help get the public involved.
  - Optional: Provide and explain a second piece of evidence about the tactic.
- **A second body paragraph in which you describe another tactic Chávez and the United Farm Workers union used to gain public support:**
  - Provide a topic sentence.
  - Introduce the source you will cite and provide background information about it.
  - Provide evidence from the document that describes the tactic.
  - Explain the quote and explain how it would help get the public involved.
  - Optional: Provide and explain a second piece of evidence about the tactic.
- **A third body paragraph in which you describe a third tactic Chávez and the United Farm Workers union used to gain public support:**
  - Provide a topic sentence.
  - Introduce the source you will cite and provide background information about it.
  - Provide evidence from the document that describes the tactic.
  - Explain the quote and explain how it would help get the public involved.
  - Optional: Provide and explain a second piece of evidence about the tactic.
- **A conclusion in which you summarize and extend your thinking:**
  - Restate the main topic of your essay.
  - Summarize your Big Ideas.
  - Extend your thinking and provide concluding ideas.

### Setting the Level of Writing Support

Using the Teacher Dashboard, you can set the level of students' writing support. (Note: do this before they begin drafting their essays, or essay writing will be lost.) *Zoom In* offers two levels of writing support. High Support (the default) gives all students sentence-level tips, optional sentence-starters, and guidance



in selecting and using evidence. As students show progress as historical writers—especially in using evidence from documents to support their ideas—teachers can set writing support for individual students to Low Support. The system will provide these students with paragraph-level tips only, meaning students will shape and support their essays substantially on their own.

## **Preparing students to write with Low Supports**

If most of your students are writing with Low Supports (meaning with outline only, rather than the detailed Writing Template), you may wish to give them more up-front preparation to write their historical essays. The following outline may help.

### **Overview**

- Let students know that the next stage of the lesson will be their writing.
- Remind them that they will be describing how and why César Chávez organized the United Farm Workers union, and explaining the tactics they used to involve the public in their fight for improved living and working conditions.
- Their final product will be a five-paragraph explanatory essay.

### **Introduction**

- Remember, what is the purpose of your essay? Right, you are going to explain how the tactics the United Farm Workers union used got the public involved with their fight for fair working conditions.
- What do the various pieces of this essay need to be? [Review the overarching structure of the paragraphs.]
- What’s going to go into this introduction?
- How will you start this essay?
- What background information will you need to provide? Your reader will need to know about César Chávez and why he organized farmworkers into the United Farm Workers union. You will need to use information from the Context slides to write about the conditions facing farmworkers at this time.
- What is the thesis statement in an essay like this? Right, you have to set up the fact that you are going to be writing about three tactics and how they engaged the public in the cause of better conditions for farmworkers.

### **Body Paragraphs**

- OK, now that we have a sense of what needs to go into the introduction, let’s think about the three body paragraphs.
- It makes the most sense to organize your paragraphs by sub-topic, in this case, the type of tactic. One paragraph will be about the marches, one about the boycott, and one about the alliance with the Church.
- In each paragraph you will need to use details from the documents to support the Big Ideas about how these tactics got the public involved. You will have to explain how the evidence you chose connects to your thinking about these ideas.

## Conclusion

- Finally, you will end the essay with a conclusion in which you summarize the Big Ideas, extend your thinking by adding new information about the results of these labor actions, and finally, conclude with your own ideas about why these events are important.

## Sample Student Essay

In the 1960s migrant farmworkers in California had terrible living and working conditions. Farmworkers were paid very little and had no power to ask for higher wages. They could be fired for no reason and they lived in terrible housing. César Chávez was a farmworker who decided that there needed to be change for farmworkers. He helped to organize the farmworkers into a union called the United Farm Workers union so that they could fight together for better working and living conditions. Chávez and the United Farm Workers realized that they needed public support to make change. They used several tactics to educate the general public about the working conditions of farmers so that they could create a social movement for change.

One tactic that Chávez and the United Farm Workers used to get support from the general public was to have protest marches and rallies. According to an article in the *New York Times* in 1966 about a march that occurred in California, “They had managed to draw nationwide attention and support for a cause that had made little headway for a century: improvement of the lot of seasonal farmworkers.” This shows that the march started as just striking farmworkers, but leaders from around the country joined in and this made all Americans aware of what was going on.

Another tactic Chávez and the United Farm Workers used to get support from the general public was to ask people to boycott grapes. A flyer created by the United Farm Workers in 1968 asked the public to boycott grapes. The flyer said, “Let your grocer know that you will not shop in stores that handle products of farm sweatshops.” Everyone eats grapes. The tactic of asking people to boycott grapes made people learn about how grapes were grown and think about what kind of farms they wanted to support. The flyer also used pictures of small children who were working in the fields. This would make people want to boycott because they would not want to support child labor.

Finally, Chávez and the United Farm Workers got support from the general public through making alliances with the Church. In 1970, Chávez wrote in his account of the Delano Strike, “priests would speak out loudly and clearly against specific instances of opposition, and in some cases, stand with the people who were being hurt.” The Church was powerful and had a lot of influence on people and this was an important tactic because people would listen to what their priests were saying.

Farmworkers in the 1960s needed to make a change. The growers had a lot of power and the farmworkers had very little, so they needed as much support as possible to make a change. Chávez and the United Farm Workers used several tactics to get support for their cause. They had marches, boycotts and made alliances with the Church. Eventually Chávez and the United Farm Workers were able to make some changes for farmworkers. These events show that getting the public involved can help people who don't have a lot of power to make big changes.

## Assessing Student Writing with the Essay Rubric

For information on assessing student writing, see these documents:

- “Zoom In Essay Rubric” (PDF)
- “Tracking Students' Progress and Assessing Student Work” (PDF)